

Visual and Performing Arts Department

Annual Unit Plan for Academic Year 2018-2019

October 2017

Describe Department/Unit

Connection to College Mission

The mission of the Visual and Performing Arts Department is to provide instruction for the development and nurturing of creative and aesthetic expression necessary for intellectual development through visual and performing arts. This mission dovetails with Cerro Coso Community College's overall mission to create a comprehensive collegiate learning environment, to prepare students for transfer to 4-year institutions, and to serve lifelong learners.

The department's Studio Arts for Transfer and Art History for Transfer degrees prepare students for transfer to the California State University system to earn a baccalaureate in Arts, Studio Arts, Fine Arts, Art History, or Art Education. Upon successful completion of the Studio Arts for Transfer program, students will know how to analyze and interpret the formal, technical, and expressive aspects of a work of art, will be able to use a wide range of materials and means of expression to communicate ideas, and will be able to demonstrate knowledge of the arts through relevant terminology, practices and developments. They will also demonstrate proficiency in basic art production techniques. Students who successfully complete the Art History for Transfer program will know how to analyze and interpret the formal, technical, and expressive aspects of a work of art, will be able to discuss works of art across diverse cultures within historical and social contexts, will be able to analyze and interpret works of art using appropriate terminology and methodologies, and will be familiar with a variety of art production processes. These programs are appropriate for students going on to professional art school, as well as those completing their studies in fine arts, design fields (such as graphic and media arts, industrial and product design), art education, or art therapy.

The Music program of the department offers elective courses in music that serve the development of a traditional liberal arts education and contribute to general education and the honors program.

Report on Improvements Made and Gaps Identified in the Prior Year

Student Equity: Actions Taken

Last year, the department chose to focus on socioeconomically disadvantaged students. We expanded our efforts to build a lending library of Art C121 textbooks at ESCC Bishop and Mammoth to reduce student textbook costs. The department continues to reduce student costs on required supplies for lab courses. For onsite courses in drawing, painting, sculpture, and ceramics, the students are supplied with materials and are not required to purchase additional materials outside of the required lab fee. Faculty have adopted less expensive textbooks for art and music courses. Used books and older editions are encouraged as ways to save students money.

Student Equity: Gaps to be Addressed

Ethnicity: African American

Gap Identified:

Success rates in 2016-17 for African American students in the Visual and Performing Arts were reported as 54% for Art and 65% for Music. This shows a 3% increase in Art from last year and a 10% increase in Music. These are also well above the college average. However, they are still below the averages for other ethnic groups.

Faculty in the VPA would welcome and participate in any well designed strategy to help close this success gap. However, we feel that there is insufficient information currently available to us about the individuals within this category - who they are, what barriers to success they are encountering, whether those barriers are specific to individuals or display common themes, whether or not the students are on campus or online, part-time or full-time, their gender, their age, their socioeconomic status, their level of college

readiness, their reason for taking VPA courses, etc. In order to design and implement a plan for improvement that could be genuinely effective in increasing success for this category of students, we believe access to much more detailed information is necessary.

Perhaps as the Umoja program expands and it will provide faculty with more detailed information that can be used in creating classroom initiatives focused on this population.

Outcomes Assessment: Actions Taken

Outcomes Assessment: Gaps to be Addressed

No assessed sections had Gaps

Type:

SLO

Target Missed/Gap Detected:

Type of Gap:

Analysis and Plan for Improvement:

Anticipated Semester for Implementing Planned Improvements:

Anticipated Semester of Next Assessment:

Program Review: Actions Taken

Studio Arts AA-T

Year of Last Program Review:

2013

Actions Taken in the Prior Year to Address Strategies:

The three and six year program strategies have consistently been addressed each year.

-The number of students declaring an Art major has increased.

-The Art History AA-T was completed. All new courses and the ADT were approved by the state. This year we are creating the last of the online course content for the Art History classes.

-SLO's have been assessed. We are waiting for eLumen to come online so we can input them.

- The art gallery has hosted new professional art work each year. This provides an informal gathering opportunity for art students to meet faculty and artists.

- The art dept consistently participates in k12 outreach events such as the high school, 8th grade, and 5th grade campus visits, and petroglyph festival

Strategies Still to be Addressed:

- We have created brochures for the ESCC campus and next year's goal will be to create brochures for the IWV campus.

Annual Planning: Actions Taken

SLO data collection, analysis and entry

Department specific support of student success in degree completion

Department chair worked with counseling to get a list of Studio Arts majors.

Overall the student outreach plan was successful in increasing the number of students declaring Studio Arts as their major. It went from 39 students in 15-16 to 52 students in 16-17.

Review of Current Year Initiatives

Reminder of Initiatives for the Current Year

Plan Initiatives for Next Year

Initiatives for Next Academic Year

Update Department Attendance Policies

Is this part of a multiyear initiative?

No

Specific Action Steps to be Taken:

The department will update its attendance policies for days when the facilities are inadequate for use. An example of this is when the swamp cooler or heating unit is unable to maintain temperatures between 60-90 degrees or is too loud to conduct lectures and classroom discussions.

A new draft of the attendance policy will be completed by the end of the calendar year.

Lead Measure of Success:

Department meeting to discuss new policies

Are any of the lead measures identified above lacking assessment instruments?

No

Does the department request help to develop these instruments?

No

Lag Measure of Success:

Completed attendance policy.

Person Responsible:

Dept Chair

Other

Both teacher and student performance is adversely affected when the facilities do not create a comfortable environment. This initiative will address the need for more attendance flexibility for the students.

Which strategic goal does this initiative address?

Goal 1: Maximize Student Success

eLumen Training

Is this part of a multiyear initiative?

No

Specific Action Steps to be Taken:

Update courses in eLumen and train all full-time faculty on its use. Faculty will attend eLumen training sessions and work their CIC representative to learn the new system.

Lead Measure of Success:

Reactivation of Sculpture II in eLumen and update of Art History courses. Faculty attendance at training sessions with CIC rep.

Are any of the lead measures identified above lacking assessment instruments?

No

Does the department request help to develop these instruments?

No

Lag Measure of Success:

Completed course updates in eLumen. Ongoing faculty work in eLumen.

Person Responsible:

All faculty

Other

Professional development

Which strategic goal does this initiative address?

Goal 5: Strengthen Organizational Effectiveness

Program Advertising

Is this part of a multiyear initiative?

No

Specific Action Steps to be Taken:

Create tri-fold brochures for the Studio Arts AA-T and Art History AA-T degrees at the IWV campus. These will be based on the brochures created for the art program at ESCC Bishop and Mammoth.

Lead Measure of Success:

Rough draft of brochure

Are any of the lead measures identified above lacking assessment instruments?

No

Does the department request help to develop these instruments?

No

Lag Measure of Success:

Completed brochures

Person Responsible:

Dept Chair

Other

This will address student and community outreach needs.

Which strategic goal does this initiative address?

Goal 1: Maximize Student Success, Goal 3: Ensure Student Access

Evaluate Resource Needs

Facilities

There are significant resource needs for facilities. Some issues include temperature control, malfunctioning doors, and broken windows. The rooms become uninhabitable during extreme heat and cold. Room temperatures have been logged in the 100's during the summer and the low 50's in the winter. The swamp cooler and heater compete with each other on a regular basis. In addition, the swamp cooler is noisy and ineffective. It makes it difficult for students to listen to the lecture and blows papers around the room. The heater is mounted on the ceiling and does not adequately heat the room. The windows in the 2D lab need adjustable shades to reduce the glare on the projector screen. There is a broken window in the 2D lab that could pose an injury risk to students. There is another broken window in the ceramic lab. Both of these windows are located directly over the student work area. Several pieces of equipment in the sculpture lab require minor wiring and other set up to be used. The disability access switch on the exit door in the sculpture lab does not work. The disability access switch on the exit door near the 2D lab does not work first thing in the morning. It must be manually opened each morning before the switch will function properly.

Information Technology

The 3D lab may be used for teaching courses next year. It will need a projector and teaching station to make it ready for lectures.

Marketing

There is a significant gap in the marketing of VPA courses to students and the community. The department would like a printed schedule or list of classes to go out to the community. We would also like to have art and music majors identified by counseling so we can do specific outreach and advertising with them.

Professional Development

None

Staffing Requests

1000 Category - Certificated Positions

Music

Location:

EKC Tehachapi

Justification:

1. Are there too few or too many students enrolling for particular classes or majors? **The section numbers and enrollment has increased for East Kern. The courses are currently being taught by adjunct faculty, but there is enough load for a full time hire.** 2. Are there too many courses or programs that are under capacity? **No** 3. Are courses “core mission”? **The courses are transferable courses that fit local GE, CSU GE, and IGETC patterns.** 4. Are courses overscheduled? **No. Course offerings are expanding in East Kern and staffing them with adjuncts will become increasingly difficult.** 5. Is there capacity to offer courses or programs at different times and/or locations? **Courses may be offered at the Tehachapi, online, and at other sites.** 6. Is there a workforce shortage in the service area or region? **No. These courses are non-CTE.** 7. What are the costs and/or lost revenue from gaps between student demand and course or program capacity? **No current gaps, but there is expectation for growth.** 8. In support of your proposal, provide the following data:

a. Size of wait lists in the discipline - **22** b. Department productivity, previous year – **15.5** c. Number of faculty currently in the department – **3 for VPA, but only 1 for MUSC** d. Number of adjunct faculty – **8 total in VPA, but 4 in MUSC** e. Number of certificates awarded, previous year - **0 no current music certificates** f. Number of degrees awarded, previous year – **80 Liberal Arts and Humanities Degrees. There is no current music degree** g. Core curriculum classes – **MUSC C101, C101H, C118, C126, C131, C141, C151, C173** i. Number of students at first day and census, previous year – **905 first day, 787 census**

2000 Category - Classified Staff