

Visual and Performing Arts Department

AUP for Academic Year 2022-2023

October 2021

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

We continued to use our teaching practices to address issues of race, culture and identity in our courses. The nature of our subject matter -- visual arts, art history and music -- offers us many opportunities to discuss and highlight these important issues. We actively address participation in the arts by people of diverse cultures, ethnicities, genders, ages, and economic statuses.

Specifically addressing the socioeconomic disadvantages of many of our students, we adopted less expensive textbooks for several classes. Our Music faculty developed an OER textbook for Music C173 (this is in addition to the OERs for Music C101 and Music C118, created by Music faculty in previous years). We designated the use of free library online editions, rental editions, less expensive digital editions, used books, and older editions in several other courses as a means of reducing textbook costs for students.

We also continued to reduce costs for students by providing them with the bulk of the materials they need to take our Studio Arts courses, the costs of which are well above the materials fees charged to students. It should be noted that at most colleges, students in the studio arts are expected to purchase a long list of materials on their own. In contrast, we greatly minimized these purchase requirements for our students, saving them hundreds of dollars each semester.

We purchased and distributed art history textbooks to our incarcerated student population; this effort was made possible

through the use of grant funds. This standard -- access to a comprehensive, high-quality textbook -- is the minimum expected by all other student populations at the college level. The degree to which our incarcerated students' learning experience has been enhanced by this effort cannot be overstated; they now have access to the necessary wealth of information upon which to base their learning.

Gaps to be Addressed

Retention and success rates in Visual and Performing Arts courses have been steadily increasing over the past few years, including last year. Across all demographics (age, gender, ethnicity, modality, etc.), retention in our art courses averaged 92%, and success averaged 81%. In music courses, retention averaged 91%, and success averaged 86%.

Outcomes Assessment: Loop-Back Improvements Made

Actions taken in the prior academic year

No improvements were necessary last year.

Outcomes Assessment: Results of Last Year's Assessments

No assessments were performed last year. This year, VPA will begin another round of outcome assessment for all classes being offered in fall 2021 and spring 2022.

Target Met?

Did Not Assess

Outcomes Assessment: Missed Targets

Outcomes Assessment: Schedule of This Year's Assessments

In fall 2021, we plan to assess the following courses:

- Art C101
- Art C105
- Art C106
- Art C108
- Art C121
- Art C131
- Art C141
- Art C240
- Music C101
- Music C118
- Music C131
- Music C173

In spring 2022, we plan to assess the following courses:

- Art C107

Program Review

Studio Arts for Transfer

Year of Last Program Review:

Actions Taken in the Prior Year to Address Strategies:

VPA outlined three two-year strategies and two five-year strategies in its most recent Studio Arts for Transfer Program Review.

Two-year strategies:

Strategy 1: Stabilize course offerings in Tehachapi. Measurement of completion: Regular offerings of courses in the Studio Arts for Transfer program. Progress: During the initial, lock-down phase of the pandemic, course offerings at the Tehachapi site were of course suspended; we have begun to again offer on-campus courses this semester, and plan to continue to do so in future semesters.

Strategy2: Assess the viability of offering a complete Studio Arts for Transfer program at the Tehachapi site. Measurement of completion: A departmental resolution of whether or not the slate of specific courses initially offered should be expanded to include all courses required for degree completion. Progress: Given the current health crisis, this strategy has by necessity been delayed. We will revisit this strategy after the influence of the pandemic has lessened, and some degree of normalcy is evident.

Strategy 3: Establish at least one mechanism by which we can respond to the needs of our lifelong learner populations. Measurement of completion: The development and offering of one of the following: a class that is not bound by the transfer curricula; the creation of additional advanced curricula within the degree; the establishment of an open studio; or repeatable classes. Progress: Three courses designed for our adult learner population have been taken through the CIC process, and are now slowly being deployed at our various campuses. We anticipate that we will be able to offer these courses (in drawing, painting, and ceramics) in a more robust manner in future semesters, as the pandemic lessens its hold.

Five-year strategies:

Strategy 1: Promote the creation of a fully functioning studio arts facility at the Tehachapi site. Measurement of completion: Initiate and maintain requests for the studio space, equipment, tools, and instructional supplies necessary for the successful student completion of SLOs and PLOs, as well as superior teaching. Progress: Ongoing; we have continued to initiate requests for outfitting this instructional space in the manner necessary to conduct a full complement of studio art instruction, and plan to continue these efforts in the coming years.

Strategy 2: Expand the mechanisms that would allow us to be more flexible in our course offerings, in response to the needs of our lifelong learner populations, as well as transfer students, and the general student population. Measurement of completion: The development of additional learning opportunities that could include: classes not bound by the transfer curricula; the creation of new curricula involving a wider array of disciplines; the establishment of an open studio; or repeatable classes. Progress: Both classes not bound by the transfer curricula and repeatable classes have been created.

Strategies Still to be Addressed:

While robust progress has been made on many of the strategies outlined in the Studio Arts Program Review, most of these strategies will be ongoing, requiring continued efforts. Many of these strategies can be characterized as open-ended, at least until the next Program Review. With that said, below are the strategies in which we have made the least progress:

Two-year strategies:

Strategy 2: Assess the viability of offering a complete Studio Arts for Transfer program at the Tehachapi site. Measurement of completion: A departmental resolution of whether or not the slate of specific courses initially offered should be expanded to include all courses required for degree completion.

Five-year strategies:

Strategy 2: Expand the mechanisms that would allow us to be more flexible in our course offerings, in response to the needs of our lifelong learner populations, as well as transfer students, and the general student population. Measurement of completion: The development of additional learning opportunities that could include: classes not bound by the transfer curricula; the creation of new curricula involving a wider array of disciplines; the establishment of an open studio; or repeatable classes. Progress: Both classes not bound by the transfer curricula and repeatable classes have been created.

Art History for Transfer

Year of Last Program Review:

2021

Actions Taken in the Prior Year to Address Strategies:

VPA outlined two two-year strategies and one five-year strategy in its most recent Art History for Transfer Program Review.

Two-year strategies:

Strategy 1: Create more applied learning opportunities within online art history courses. Measurement of completion: Department meeting minutes and course syllabi showing creation of applied learning opportunities for online art history classes. Progress: applied learning opportunities have been developed and deployed in both online Art C105 and Art C106.

Strategy 1: Add the Art History Degree for Transfer to the list of online degrees posted by the California Virtual Campus – Open Educational Initiative. Measurement of completion: Degree listed on the CVC-OEI website. Progress: Incomplete.

Five-year strategies:

Strategy 1: Identify and create more curricula in Art History, addressing a wider range of artistic and cultural perspectives. Measurement of completion: Creation of two new courses. Progress: Incomplete. Although faculty in the department have met to discuss potential course creation, no specific courses have yet been added to the program. Potential courses include Art of the Ancient Americas, and Arts of Africa, Oceania, and Indigenous North America.

Strategies Still to be Addressed:

Two-year strategies:

Strategy 1: Add the Art History Degree for Transfer to the list of online degrees posted by the California Virtual Campus – Open Educational Initiative. Measurement of completion: Degree listed on the CVC-OEI website.

Five-year strategies:

Strategy 1: Identify and create more curricula in Art History, addressing a wider range of artistic and cultural perspectives. Measurement of completion: Creation of two new courses.

Last Year's Initiatives

Advanced Learning Initiative

Three courses have been created and taken through the CIC process in support of this initiative:

- Art C821 Intermediate Drawing (for older adults)
- Art C831 Intermediate Painting (for older adults)
- Art C841 Intermediate Ceramics (for older adults)

We have already begun offering these course at our ESCC and Tehachapi campuses, and plan to do so at our IWV campus in the near future.

Develop content in support of the Art History degree

Full time faculty in the VPA began creating this course, and a section of the course was offered online in 2020. Faculty will continue to work collaboratively to refine the this curriculum.

Build and improve labs

We continue to request both funds and other types of support in this open-ended effort to provide our students with fully functional and safe lab environments.

Reminder of Initiatives for the Current Year

Reminder of Initiatives for the Current Year

Implement components of the Advanced Learning Initiative

Build and Improve Labs

Plan Initiatives for Next Year

Initiatives for Next Academic Year

Advanced Learning Initiative

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

We believe there are people in our local communities who are lifelong learners, who seek enriching personal development experiences, and who want opportunities for creative expression. We believe these students have taken as many courses as our relatively rigid and lean program allows, and thus no longer look to the college to provide art instruction or art production opportunities.

To address the needs of these community members who are not among our degree-seeking contingent, we plan to regularly offer classes designed specifically for this population (the Adult Learner courses referenced previously in this planning document). These courses will provide community members with numerous opportunities to: 1) engage in art production at the advanced levels that can only be achieved through extended exposure to the studio arts production environment; and 2) build a strong community of on-campus learners in the studio arts.

Early Observational Data, or "Lead" Measure(s):

Placement of the Adult Learner series of courses within the schedule.

Does the department request help developing these instruments?

No

Institutional Performance Data, or "Lag" Measure(s):

Enrollment in the Adult Learner series of courses.

Person Responsible:

Faculty chair

Unit gap or institutional goals addressed:

It addresses a 2- or 5- year program review strategy, It addresses a Strategic Plan goal or objective

Build and improve labs

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

In order for our programs to be successful, we need to build and maintain functional labs to run ceramics, drawing, painting, sculpture and 2D/3D design courses, across multiple campus sites. This requires a regular influx and maintenance of materials, tools, and spaces.

Early Observational Data, or "Lead" Measure(s):

Receipt of necessary funds, completion of maintenance needs, technology support and other support requests.

Does the department request help developing these instruments?

Yes

Institutional Performance Data, or "Lag" Measure(s):

Same as "Lead" measures.

Person Responsible:

Faculty chair, administrative units

Unit gap or institutional goals addressed:

It addresses a 2- or 5- year program review strategy, It addresses a Strategic Plan goal or objective

Evaluate Resource Needs

Facilities

Next year's facilities needs include:

- Retractable curtains or shades in all IWV lab spaces, but particularly within the 2D lab.
- Compressed air in the ceramics yard at IWV.
- Continued improvements (tools, materials, equipment) to the Tehachapi lab environment.

Information Technology

Next year's IT needs include:

- Student computer workstations (2 each) in 3 lab spaces at IWV.
- A projector for the Ceramics lab space.

Marketing

Professional Development

Other Needs

Staffing Requests

1000 Category - Certificated Positions

2000 Category - Classified Staff