

Overview

The Creative Arts division offers a variety of opportunities for general education, completers, and transfer goals. There is a mixture of Fine Arts applications and Career and Technical Education (CTE) pathways in the division.

These classes nurture student creativity and deepen their understanding of the value of art and its relevance to society, enhancing the students' participation in a technologically complex world. Students learn through the teamwork of group as well as individual creation, meeting the goals of the college by becoming socially responsible leaders and informed members of our multicultural society.

Art is a meta major that allows the creation of skills across disciplines that allow it to keep pace with emerging jobs and technologies.

The division's programs work with high schools, universities, and employers to provide a bridge between secondary education and career achievement, recruiting new students and finding places for our completers to go.

Challenges and Opportunities

The enrollment trends of the past year have reflected the overall student population. The 2017-18 enrollment was 10,380, a reduction of 16.9% from its level five years ago. However, this is an average that does not reflect the varying growth and decline rates. Most recently (in spring 2019) the Art department gained 1% (to 1195 enrollments), Film/TV increased by 6% (with 720 enrollments), and Theater grew by 10%. Music, while losing 17% of students year over year still serves 511 students in total enrollments. The success rate is 79% overall (82% in non-targeted groups, and 73% in targeted ones).

Completers analysis

While many students take Creative Arts courses to attain general education goals, we can more easily measure those who are completing degrees and certificates. These totaled 82 in 2017-18, with the highest numbers coming from the Associate of Arts in Film Production (27 in the past year) and Graphic Design (14).

The challenge over the next three years will be to meet the Vision for Success goals by increasing the number of student completers by 20%, to just over 100.

New curriculum

The completion statistics above have been achieved despite the fact that there are no degrees or certificates in Dance, Music, or Theater. However, Music is in the process of retooling its AA degree program. It's also developing a certificate for music instructors, often a primary educational goal and a field of employment for Music students.

Transfer degrees are another key curriculum expansion. Since there is no transfer degree for Music students in the district, Creative Arts is working to create one.

Additional Associate of Arts transfer degrees (AA-Ts) are in the process of being created for Studio Arts (which involves not only the Art department courses but also Photography) and Art History. An Associate of Science for transfer (AS-T) in Film-Television-Electronic Media is awaiting approval.

Taken together, these transfer degrees will help meet the Vision for Success goal of increasing transfers by 35% by 2022.

Employment

Our CTE programs serve those students whose goal is seeking employment rather than transfer. However, state employment figures do not effectively measure the nature of the creative arts workers, grossly undercounting the employment in the area. The Otis report (2019) measured short-term as well as full time employment in the Entertainment and Digital Media, noting an increase of 133,690 jobs in the bay area between 2010 and 2017. The Los Angeles region accounts for 56% of the industry's total employment, making it clear that our students have plenty of opportunity outside of the college's area if we can help get them there. The job growth in Animation, interactive technology, video graphics and visual effects is also increasing at a steep rate, providing opportunities for students that the F/TV and Graphic Design programs are working to prepare students for.

The need for digital media is also served by the Graphic Design program, now providing new Graphic and Interactive Design certificates to respond to labor market demand.

There is a need for screenwriters as well, resulting from a record number of TV shows from a growing number of providers (most recently Apple TV) and digital delivery services (most recently Disney). Screenwriting revenue for the Writer's Guild of American West alone has grown 3% to over \$1.4 billion in the last year.

New funding model and increasing student success

The effort to increase the number of completers and those earning a living wage will help meet the student success goals inherent in the new funding model. It is hoped that the increased revenue from transfer degrees (\$1821 per student, versus \$1366 from an AA degree) will help fund or otherwise reflect the value of the programs to the college.

The Vision for Success complement the funding model, not only in the ways noted above but also in unit accumulation. Here the goal is to reduce overall unit accumulation to the equivalent of 79 semester units. The division is working with each department to create course rotation plans for each major and 2-year pathways for Associates degrees. This will help students build Educational Plans.

However, according to a student survey few students had Educational Plans, and want help in building them. Instructors and staff discuss their educational goals with them, but in order to provide individual help for all a Counselor for CA needed. This need was cited in several department program review entries.

Faculty and Staff Levels

There are a number of faculty who are retiring or on reduced load due to exercising their article 19 option. This affects the Sculpture program, which is losing its only full-time faculty member. Retirements have severely impacted Music, which lost multiple positions and will be left with a single full-time member by 2022. After spring there will be no full-time faculty member in Photography. This will affect student success, and needs to be addressed with the hiring of full-time faculty at the earliest opportunity.

There are also opportunities for growth positions, such as that proposed for Ceramics by the Art department. Screenwriting's growth, and its status as a separate degree program and career track, argue for the creation of a FT Screenwriting instructor.

A key need is the hiring of a Counselor for Creative Arts, which is cited by nearly every department. The need to reach the Vision for Success goals and maximize funding under the new funding formula are also key reasons for this initiative.

Specialized Classified help is also needed, such as replacing the computer support person for the division.

Student Success and Equity

Equity gaps between ethnicities are often within a small percentage range. However, there can be gaps due to socio-economic factors. The departments are working to address material costs, fund contest entry fees, award scholarships, and provide extra instructional time. The campus is also helping socio-economic equity by supplying basic needs to these same students.

Students are also being encouraged to find help through the Writing and Reading Center, and by joining campus-wide learning communities.

Equipment is sought in order to check it out for free to students.

Faculty have initiated outcomes discussions that address achievement gaps, meeting to create more effective strategies to help students.

To this end Lab Tutor funds are being sought in order to help those who need extra time or attention in order to succeed. This is a need that addresses equity problems for all groups, and is crucial for student success and persistence.

Equipment, Software, and Facilities

New hardware is being incorporated for use by students thanks to the generous funding from multiple sources coordinated by the college. Additional equipment is being requested by most of the departments in order to elevate student success due to needs of technological currency, replacement due to age, and initiatives that offer new capabilities for competition in the job market. Production equipment and software requested to maintain currency and provide equity through higher student to equipment ratios that allow for more practice time.

Due to the technological and CTE needs of Film and Television, Graphic Design, Music, and Photography money for Software updates is crucial. Coupled with this is a critical need to address Adobe licensing in order to continue classes in Graphic Design and editing training within Film and TV.

There are also some facilities needs. Music needs a working playback system for the Music classroom in A29. The lack of storage space for props, costumes, and other materials for Dance and Theater has prevented them from accepting new items.

Other Needs

In order to ensure student success in CTE programs a mechanism to provide internships is key. The division and key programs whose outcomes rely upon job placement will be working to bring a framework to fruition.

Staff Development and funds for maintaining currency are also important, especially for Graphic Design and Film/TV. Ideally travel funds would also be available for students to travel to key job centers and industry conferences. Student travel can also address the directive to overcome socio-economic equity gaps, providing exposure to industry centers such as Los Angeles that local high schools and other community colleges are already sending their students to visit.