

Creative Arts Division- Program Review
Overview by Dean, Dr. Nancy Canter
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I. Description/Mission of Creative Arts

The Creative Arts Division consists of: Art Department, Dance/Theatre Department, Film/TV Department, Music Department, Photography Department and the Euphrat Museum of Art. These discipline areas are in twelve different and separate facilities on the De Anza College campus: A-1, A-2, A-3, A-4, A-5, A-6, A-7, A-8, A-9, G-3, ATC, PE, VPAC. These unique, and often non-traditional instructional facilities are discipline specific in terms of configurations and equipment, designed for instruction in the Arts.

The annual yearly enrollment in the Creative Arts Division is 14,340 students. The number of faculty in the division averages around 85 per quarter, 23 faculty are full time. The number of administrators is one, a Dean, and the number of staff in the Creative Arts Division is nine, (1) Division Assistant, (1) F/TV instructional associate, (1) Photo tech. (Hazmat responsibilities) (1) Art tech. (Wood Shop-Hazmat responsibilities, safety requirements) (1) Computer Instructional Associate (three labs and over 150 computers) (1) Piano Accompanist (permanent part time position 12 hrs week) (1) Ceramics technician (permanent part time position 15 hrs week, position is ½ funded by foundation) (1) Director of the Euphrat Museum, (1) Coordinator of the Euphrat Art and Schools program (Academic Day schedule and fully funded from outside funding sources-contracts and grants)

The Creative Arts Division has vocation programs and certificates in the areas of Photography, Graphic Design (Art) and Film/TV.
The majority of our instructional courses meet transfer requirements to 4 yr. colleges.

The main strengths of the Creative Arts Division is teaching excellence, outstanding learning environments, curriculum that meets media literacy and cultural competency needs of students, and a true commitment to student success.

II. Retention and Growth

Enrollment continues to increase and be on a steady growth projection, from 13,639 in 2006, 13,650 in 2007, 14,198 in 2008 and 14,340 in 2009.
Retention continues to be on a steady increase, from 86% in 2006, 2007, to 89% in 2008 to a projected 90% in 2009.
Success rates have held steady at 79% in 2006, 2007 and increased to 80% in 2008.

Targeted populations have continued to enroll in the Arts in increasing numbers with success rates increasing from 79% in 2006, 2007 to 81% in 2008.

The basic skills initiative emphasizing the areas of English and Mathematics has taken hold in the division and has found its way to all of the curriculum offered. The Division allows students to experience and practice basic skills in a variety of ways: reading, speaking, writing, journals, bookmaking, sketchbooks, museum papers, concert reports, film reviews, script writing, critiques, research papers, portfolios, media literacy, technology literacy, visual literacy, and the application of mathematics from calculating chemistry in photography to the mathematics in the calculations of cutting a piece of wood in order to construct a chair in furniture design. The faculty have expressed a concern that students in greater numbers are coming to their classes under-prepared for college level work especially noticeable in the areas of reading and writing ability levels, limiting students capacity to critically think and find creative solutions. The faculty have focused on individual mentoring to bridge this gap in preparedness with students.

III. Student Equity

The Creative Arts Division is committed to decreasing the student equity gap. We developed an equity plan in spring 2001 that we have continued to build upon. The data shows we are making significant improvements in the targeted populations of African Ancestry, Latino and Filipino success rates. CA Division continues to develop and offer curriculum that is inclusive of underrepresented groups of students. The division has been active in recruitment efforts to high schools, hosting cultural community groups, hiring part time and full time faculty who represent targeted populations, and hosting role model guest speakers and artists. Faculty have participated in workshops to help facilitate new approaches to teaching in a diverse classroom aimed at maximum student success. Topics in these workshops have included pedagogy and methodologies in the Arts. Our goal is to develop a learning environment so that students of every background have access to an arts education, and are active participants in creative expressions of humankind.

IV. Budget Limitations

Over the last decade as Dean I have experienced a continuous decline in operating “B” budgets with the occasional one-time augmentations from year to year. This uncertainty in yearly budget amounts has been increasingly difficult in terms of planning. Senior staff continues to request to do more with less. This directive to grow in enrollment, retention and student success is clear, and from an operational level I am not sure it is an achievable goal. I worry about the balance of maintaining quality and excellence of instruction with declining resources. Not only is an adequate operational budget necessary, the time and staff to carry it out is required. If more staff positions are lost in Creative Arts, I do not see how we can serve more students.

The bond measures, E and C, have been a true benefit to assisting us in keeping up with technology, the replacement of necessary equipment, and the remodel of facilities including the building of the Visual and Performing Arts Center.

The opening of this new building VPAC has been a joy to finally have an instructional facility to have students perform in, and a worry because there is no budget or staff or management plan for this new facility.

V. Strategic Planning Initiatives

Strategic planning dollars were spent last year on a guest artist series, outreach materials including web site designs, advertisements in publications like the Cinequest film festival program, faculty participation in the Great Teachers Seminar, and reading materials for division reading assignments in cultural competency and creative intelligence, a book distributed to the entire division for a good read, "A whole new mind" by Daniel Pink. The response from these activities from students, staff and faculty were overwhelmingly positive.

With one-time dollars it is difficult to determine the lasting effect or outcomes of last years activities listed above.

VI. State and Federal Mandates:

Vocational programs- Perkins funding requirements –in Photo, Graphics, F/TV.

Hazmat/fire/safety regulations and supervision mandates in Photo, Art (wood shop) painting, ceramics studios.

Calif. Adopted in 2001 visual and performing arts standards for students kindergarten through twelfth grade, requiring a year of the arts for high school graduation. Many high schools have eliminated arts programs due to budget cuts and students rely on community colleges to provide that access to an arts education.

The UC system and Cal State system have established a full year of visual and performing arts for art course requirements for freshman admission (CA Dept of Ed 2003) these statewide initiatives reflect the need for art education.

During the last three years the communications and entertainment industry has grown to 923.8 billion in sales, making it the fourth largest economic sector in the United States. The Arts will play an important role in the economic recovery of CA.