

PROGRAM REVIEW 2008-2011

Division: Creative Arts
Department or Program: Euphrat Museum of Art
Name and Title of Preparer(s): Jan Rindfleisch, Executive Director, Euphrat Museum of Art; Diana Argabrite, Arts & Schools Coordinator

In providing responses in the following areas, **please utilize the quantitative data available in the Program Review Enrollment Data Document and the Budget Document.** For the purposes of the Program Review, both departments and programs will be referred to as "program."

I. Description and Mission of the Program

Which area(s) does this program considerably address (check all that apply):

Basic Skills Transfer Career/Technical Other (describe)

A. Provide a brief description of the program including any services provided and the program's mission.

The Euphrat's mission is to research, produce and present challenging exhibitions and educational materials that provide a resource of visual ideas and a platform for communications. It is a forum of ideas about art expressed through one-of-a-kind exhibitions, publications, and events. Our exhibitions and programming 1) highlight our heritage of different cultures; 2) enhance understanding of art fundamentals, art history, and esthetics; and 3) augment college instruction. The Euphrat is a college/community partnership working with two cities.

B. Provide a summary of the program's main strengths.

Exhibitions and events reach across cultural, disciplinary boundaries to attract a broad audience and participation on and off campus. Our high quality, high profile, diverse exhibitions feature local and nationally known artists. Their work offers an opportunity for students and community to connect with art history and contemporary global issues, and serves as a catalyst for students and faculty in their own artistic growth and careers. We use technology and the Internet to invite artists and thinkers outside the local scene, and expose people to new contemporary art media.

- Students view unique exhibitions with different cultural perspectives. These present challenging content and technical expertise, and encourage new directions.
- Students have opportunities to exhibit their own art at the end of the year and to participate in the art world process of exhibition, receptions, critique, outreach.

Arts & Schools Program reaches out to the community, including schools with high levels of at-risk students, to enhance awareness of Euphrat/Creative Arts/De Anza in the community (children, youth, families, community and civic leaders), and enhance the learning opportunities of De Anza students.

- Students have an opportunity to participate in art education in local schools, learning art skills and seeing if teaching is a possible direction.
- Students have role models. Euphrat instructors are exhibiting artists with advanced degrees and an average of 10 or more years of teaching experience.

- Students work with a multicultural multifaceted curriculum that celebrates different backgrounds and provides opportunities for all to succeed.

C. Provide a summary of the program's main areas for improvement.

Additional funding and staffing are needed to realize the Euphrat's vision of an expanded program of art and civic engagement, increase open hours, increase attention to students, and involve more De Anza students in our campus, schools, and community programs and events.

D. What are your expected outcomes (such as learning outcomes, transfer, career goals, certificate and degrees) for students in your program?

Learning is integral to the Euphrat. We work closely with instructors and students. Classes from varied disciplines visit the museum for exhibition-based presentations, part of their curriculum. This helps keep education current, vital, and engaging. Class and individual student projects are built into exhibitions, along with participatory campus/community projects. These become the core of an advanced teaching/learning toolkit with real life applications in an acclaimed museum. Student learning is enhanced through the use of technology and the Internet in the creation/display of art. We have begun Community Service Learning projects. Euphrat student interns and volunteers set learning goals each quarter and write reflection assignments. Over all, outcomes are multiple and varied. E.g. students are exposed to different career paths (museum studies, design/marketing, art education, many more) and assisted in pursuing their career goals.

II. Retention and Growth

A. How has the program responded to the institutional goal of increased access, growth and retention? (Include the number of students enrolled in the program and the retention rate over the last three years.)

Over 5,000 students participate in Euphrat exhibitions, events, and outreach programs, which help increase access/retention by expanding alternatives to the classroom, with unusual opportunities to learn and build community, be inspired and gain positive recognition. Students, including 30 Euphrat interns, build peer relationships with other students from diverse backgrounds and learn leadership skills through their involvement in our campus and community partnerships. One student wrote, "Getting involved and participating with the Euphrat Museum gives me the confidence to accomplish my own future dreams. Learning first hand about art and art ideas has helped me understand so much more and fills me with hope that I can be a part of making the world a better place."

B. How has the program responded to the institutional goal of increased access, growth and retention specifically for the identified targeted populations of African Ancestry, Latino/a, and Filipino/a students? (Include the number and percentage of the program's enrollment that was made up of the targeted populations and the retention rate of the targeted populations over the last three years.)

For enrollment and success the Creative Arts division's studio arts classes have an average rate of 84% (Filipino/a students at 86%, African Ancestry students at 66%, Latino/a students at 77%). The Euphrat has made specific outreach to targeted groups, e.g. developed special projects for First Year Experience students and Puente and ¡LEAD! students. We have brought in art, artists, speakers, and programs directly related to these target populations, addressing issues and involving classes and individual students.

- C. The Statewide Basic Skills Initiative defines “basic skills” as English, mathematics, reading, writing, and ESL skills. In what ways does your program address the basic skills needs of students?

Many De Anza classes visit the museum and complete exhibition-based reading, writing, and speaking assignments. Viewing and discussing original works of art, along with reading and writing about them are ideal ways for English, ESL, and all students to develop new vocabulary and visual literacy. All students can make connections between their personal experiences and the works of art and learn to use visual analysis to describe what they see. They learn to read a visual image and narrative very much like they would read a story. Teaching and learning with original art offer remarkable experiences that engage student interests and directly connect them with history, current events, and other curricular areas. Studying the visual arts can also enhance logical/mathematical and visual/spatial thinking. A current project involves geography.

III. Student Equity

- A. What progress or achievement has the program made towards decreasing the student equity gap? (Include student success rates for targeted populations compared with other students over the last three years.)

Euphrat exhibitions and programs always include diverse perspectives and speak to the needs and interests of our students and communities. Targeted populations are integral to the program. Students from these populations approach us wanting to be more involved in the museum in a variety of capacities. Our College Art Days bring young students from communities with low college participation rates and expose them to an exciting college environment at an early age. We outreach to students from targeted populations, involving them as student interns, volunteers.

- B. In what ways will the program continue working toward achieving these goals?

We continue to do specific outreach to students from the identified targeted populations by involving them through classes, exhibitions, programs, projects, events, and as student interns and volunteers. We will continue to combine student opportunities with off-campus groups such as Silicon Valley De-Bug.

- C. What challenges exist in the program in reaching such goals?

The need for additional staff and funding puts a limit on the number of students we can reach and give special or individualized attention to. With the new building we have extra staffing, funding, and programming challenges.

IV. Budget Limitations (Please be specific in your responses.)

- A. Identify any limitations placed on the program based on limited funding. What increases in resources are critical to the program and what are the consequences of continued limited funding on the program?

With the new Euphrat Museum building within the Visual and Performing Arts Center there is a larger, more visible dedicated space but no additional funding to cover the increased needs. To meet the current and future challenges and opportunities the Euphrat must receive additional funding or vital programming will have to be cut.

- B. Describe the consequence to students and the college in general if the program were eliminated or significantly reduced. Please be specific.

The Euphrat is a unique resource providing diverse lifelong learning opportunities for all students, including high-risk youth from underserved populations. The Euphrat brings prestige and attention to the college, part of the reason that many students travel long distances to get here or see De Anza as a great alternative to state colleges. To jeopardize or eliminate the program would be a tremendous loss for students, limiting their horizons and educational resources needed to have a competitive edge in higher education, the market place, and the public sphere. A loss for attracting students. A loss for the college, for faculty and staff we work with, for good community relations, because so many community people also have a stake in the Euphrat.

On the other hand he have important staffing needs, with funding needed from various sources.

- Change Museum Director position from classified to non-teaching faculty or administrator for successful building of museum program. Minimum cost. 2009-10.
- Fund Director position fully by A budget as it was historically. 2009-10. 12 month.
- Change Arts & Schools Director position to 10 months. Currently it is academic day. College pays 10th month to cover working with students and preparation for fall exhibitions and programming. In bad economy, College pays nominal symbolic amount to recognize the contributions of this position to student learning. 2009-10.
- One to three months funding for Arts & Schools Director to enable her to coordinate a larger program of students. With three months funding, 3/10's of the salary comes from the college and 7/10's of the salary comes from raised funds. Aim for 2010-11.
- Funding for half-time position. Needed for increased open hours, increased attention to students, increased record keeping. Aim for starting 2010-11. Meantime, hire consultants, contractors to develop the program more fully. 09-10.
- Restore some B budget (\$3000) for contract and student help, starting when economic situation recovers.

Funding from the college is currently limited to a very small B budget and 10 months of the Executive Director's salary. Funds for our second staff member and everything else are raised. The Euphrat continually works to raise the additional funds needed.

V. **Additional Comments (optional):** What additional information is important to consider when reviewing the budget of your program for possible reductions? You may include any or all of the following, or other information.

Strategic Planning Initiatives (Community Collaborations, Cultural Competency, Outreach, and Individualized Attention for Retention): Describe any other Strategic Planning Initiatives your program has addressed.

Outreach and Collaborations

The Euphrat is actively engaged in the expansion of the De Anza/K-12 consortium. Through our award winning Arts & Schools Program we partner with community organizations including Cupertino Union School District, Sunnyvale School District. We have Teaching Tours for children and youth. We have College Art Days for Title 1 schools from different districts within Santa Clara County (students tour the Euphrat Museum, Creative Arts Division studios, and more). We outreach to local high schools, service groups, and the senior center across the street. We collaborate with Silicon Valley De-Bug, working with students and focusing on community issues and solutions.

We collaborate with campus programs, e.g. last year with the Institute for Community and Civic Engagement, participating in the Urban Arts and Hip Hop Festival and in “Immigrant Voices.” At the festival, art booths presented “Civic Engagement and Graffiti-Style Writing,” art demonstrations, and displays of student art. Other campus groups we work with include Puente Project, ¡Lead!, Women’s History Month, Writing and Reading Center, Visiting Speakers Series, Intercultural/International Studies Division, California History Center, Red Wheelbarrow, APASA, African Ancestry Faculty, Staff & Student Association, DASB, and Office of Diversity.

In the Fall we presented a display of De Anza students’ art and design projects focused on voting and civic engagement. This took place in Student Council Chambers and at voting booths during mock elections on campus. At the recent Global Warming Solutions conference we co-sponsored a hands-on art station, working with De Anza student groups Envi-Able and Wise 37.

The prominent location/visibility of the new Euphrat Museum aids our vision for art and civic engagement, to engage artists, academia, and community activists in dialogue and collaborative projects to identify and address issues facing our campus/community. We are connecting with our new campus neighbors, with research opportunities for art history students and joint events with the Multicultural Center. Our Come on Down! project space is open for participatory projects involving the whole campus.

Cultural Competency

Euphrat exhibitions help students see the connections between the arts, culture, history, and other disciplines. Students across disciplines gain understanding of contemporary issues and about how art, visual literacy, and the creative process relate across all program areas. Through art we can work with different learning styles and language difficulties to increase student success.

Individualized Attention for Retention

One example. Euphrat Museum has participated in the enhancement and expansion of the Summer Bridge program. In Summer 2008, we conducted a Foster Youth Art Project, a pilot project in conjunction with Summer Bridge. The students produced art and wrote about their lives. Their art and writings were exhibited at the Euphrat and were part of an inspirational community reception. The director of the program stated that our project enlivened the whole program for the students. We plan to continue this activity.

Relationships with Other Programs: Describe any partnerships or collaborations that the program is actively engaged in, which reduce costs and/or improve service delivery.

The many partnerships and collaborations that the Euphrat is actively engaged in bring innumerable benefits and reduced costs to the college. Our revamped website, new branding campaign, high quality exhibitions, and stellar community outreach programs bring added prestige and attention to the college. The Euphrat’s Council and Executive Committee involve many community and business leaders who offer their time, services, and resources.

Trends (such as enrollment, certificate and degrees conferred, transfer rates, job placement, etc.): Describe any positive and/or negative trends in the program.

Increased interest in all aspects of programming, along with successes. Building on this interest and these successes is important for the Euphrat, College, and District.

Comparable Programs at other Institutions:

The Euphrat is unusual in its scope of services and programs. Few community colleges have dedicated museum spaces, campus/community partnerships providing top resources for students. Almost none offer comparable community outreach and Arts & Schools type programs.