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APRU/CPR - Creative Arts Division



**Name of Dean/Administrator:** Daniel Smith

**Dean's/Administrator's Comments:** 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 2018-19 enrollment was 9,882, a reduction of 5% from last year. However, this is an average that does not reflect the varying growth and decline rates between programs, such as the reduction in FTEF in the Dance program due to personnel changes. Most recently (in Winter 2020) the Art department gained 5% (to 1102 enrollments), Film/TV increased by 2% (with 732 enrollments), and Theater grew by 37%. Music, while losing 12.4% of students year over year still served 1704 students in 2018-19.

The success rate is 80% overall, and 73% in targeted ones. Efforts are underway to offer more tutoring support to increase student success for all students.

**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 113 in 2018-19, a substantial increase (37%) from 82 last year. The highest numbers coming from the Associate of Arts in Film Production (28 in the past year), Graphic Design (15), and Animation (13). Music nearly doubled the number of AA degrees earned in a single year, to a total of 9.

Thus, the Vision for Success goal of increasing the number of student completers by 20% has already been met and exceeded two years early.

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In the coming year the figures will reflect the new transfer degrees. An Associate of Science for transfer (AS-T) in Film-Television-Electronic Media was approved starting in Fall 2019, and additional AA-Ts will be available in Art History and Studio Arts.

#### New curriculum

Transfer degrees are a key part of curriculum expansion, helping students to transfer to the Cal State University system.

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.

Since there is no transfer degree for Music students in the district, Music is working to create one. However, Music is in the process of retooling its AA degree program. It is also developing multiple certificates, including a CTE certificate for music instructors. The latter is often a primary field of employment for Music majors.

The completion statistics above have been achieved despite the fact that there are no degrees or certificates in Dance or Theater.

New curriculum will also be generated as the CTE programs in the division, such as Film/TV, Animation, Graphic Design, and Photography innovate in order to serve students and the opportunities they have to work with new technologies.

#### 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, who normally work as private contractors rather than employees. This results in the state figures grossly undercounting employment in these fields. However, non-governmental entities such as 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

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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 and AA degrees will help fund or otherwise reflect the value of the programs to the college.

The Vision for Success complements 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. Three program course rotation plans went into effect this last year, and pathway plans for each program are in process.

#### 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, Photography, and Dance programs, which have all had full-time faculty retire in one year without a replacement member for the program. Retirements have also impacted Music, which will be left with a single full-time member by July of 2022. This will affect student success, and needs to be addressed with the hiring of full-time faculty at the earliest opportunity.

The Screenwriting program will have a new full-time hire, restoring its staffing for the first time since 2017. However, the departure of a fourth full-time faculty member in Film/TV production leaves an additional position unfilled.

A key need is the hiring of a Counselor for Creative Arts, which was cited by nearly every department. Student surveys and meetings indicate that few students have Educational Plans, and want help in building them. 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 and student lab tutor help is needed in multiple programs, which would address student success and equity needs by providing more help for students who are struggling. These same students often do not have their own equipment, musical instruments, or computer hardware and software access.

#### 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.



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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 was 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. In order to articulate the reconstruction and renewal of the Creative Arts facilities new departmental planning will be coordinated in the next year. It is hoped that the bond and parcel tax measures are passed to bring about this change, as called for in the 2016 master plan for the college.

**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.

**Reviewed by Division Dean: Yes**

**Dean's/Administrator's Comments continued:**