**Creative Arts Program Review Dean Summary 2022**

**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.

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 achieve their goals.

**Challenges and Opportunities**

Enrollment across the division has been stronger than the college average. The 2020-21 enrollment was 9280, a slight increase from last year. However, this is an average that does not reflect the varying growth and decline rates between programs. The Art department gained 9% to 3820 enrollments, Film/TV increased by 2.7% to 2357 students, and Dance grew by 2%. Music, while losing 21% of students year over year still served 1704 students in 2020-21.

The success rate is 81% overall, a slight increase since last year. The rate is 74% in the targeted groups, also a slight increase. Efforts are underway to offer more tutoring support to increase student success for all students.

The above was accomplished even as Creative Arts moved multiple programs back on campus. Ceramics, Music, Dance, and Theater began holding courses on campus in the last year, and equipment checkout was provided by Film/TV and Photography for most of the pandemic. More recently Painting and Drawing, Graphic and Interactive Design, and Film/TV began offering more classes with at least one weekly session on campus.

The challenge moving forward will be to offer courses in a way that provides the in-person instruction needed for courses that need it while offering flexibility for students.

An overarching challenge will be transitioning to interim housing for all of the programs housed in the A quad when these buildings are torn down, then maintaining the high level of service until the facilities within the new building called for under the facilities master plan is ready to be occupied.

**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 95 in 2020-21, a decrease from 107 last year. The highest numbers coming from the Associate of Arts in Film Production (22 in the past year), Graphic and Interactive Design (13), and Animation (10). One trend to note is that more students are choosing to earn degrees (70) than in previous years.

The new transfer degrees are a part of the overall total. The Associate of Science for transfer (AS-T) in Film-Television-Electronic Media had 8 completers (up from 6 last year), while the new AA-T in Art History had 2 completers. The Studio Arts AA-T should become available later this year.

**New curriculum**

Transfer degrees are a key part of curriculum expansion, helping students to transfer to the Cal State University system. As noted above an additional Associate of Arts transfer degree (AA-T) for Studio Arts (which involves not only the Art department courses but also Photography) will join Art History and Film/TV/Electronic Media. Additional transfer degrees in Graphic and Interactive Design and Music are also in the works.

Music is in the process of developing multiple certificates, including a CTE certificate for music instructors. The latter is often a primary field of employment for Music majors.

Photography began offering noncredit courses stacked with credit courses for those wishing to earn two new noncredit CTE certificates in Commercial Lighting and Photographic Retouching and Digital Post Production.

The Art department is not only looking at new CTE programs in Illustration as well as Design, but has also asked to change its name to Visual Arts and Design to reflect the revitalization of its programs. New classes, and the expansion of training that students want, are a part of this initiative.

**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. The job growth in Animation, interactive technology, video graphics and visual effects is increasing, providing opportunities for students that the F/TV and Graphic and Interactive Design programs are working to prepare students for. Photography is another field where most workers either work as freelancers, or whose work is categorized in the industry they’re doing the work for.

Despite the undercounting of employment the figures provided by Perkins and other figures still show a good percentage of our students find employment.

**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.

The division Dean worked 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, as students can now know which classes are going to be offered for the next two years. The listing of Pathway plans will build on this work.

The Artistic Expression Village began its work this last year. This effort informs and encourages students in completing their educational goals.

The work of staff has been critical to supporting student success. The recent reduction of the unit requirement for student workers will allow for more student tutor help as more classes return to campus.

**Faculty and Staff Levels**

There are a number of faculty who have retired but have not been replaced. This especially affects the 3D Sculpture and Photography programs, which now do not have a full time faculty member for the program. Retirements have also impacted Music, which will be left with a single full-time member by July of 2022, and Film/TV. These changes in turn will affect student success. We hope to address the resulting issues with the hiring of full-time faculty at the earliest opportunity.

Retirements in Film/TV Production and Animation are due to be replaced, however, and we are looking forward to having new full time faculty in these growing areas next year.

The Screenwriting program replaced its open full time vacancy, and the resulting revitalization of this program has been a great success.

A key need remains counseling help for the Creative Arts programs. Student surveys and meetings indicate that few students have Educational Plans, and want help in building them. The help of the CTE counselors for the CTE areas has shown what might be done division-wide. Counseling assistance through the Villages program has been effective as well. It is hoped that more assistance can be provided for all students even without a dedicated counselor for the division.

Specialized Classified and student lab tutor help is important in multiple programs, helping address student success and equity needs by providing assistance 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 students. Students are also being encouraged to find academic assistance through Early Alert.

Equipment is provided in order to check it out for free to students. Increasingly materials are also being supplied for free as well. This effort began in Ceramics and Sculpture this year, with the goal of eliminating materials fees altogether. Motion picture and photographic film supplies will also be addressed. This provides equity for all students, and lowers the cost of their education.

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

To this end funds for both staff and student tutors continue to be sought in order to help those who need extra time or attention 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.

Money for software updates has been provided. Software is crucial to Film and Television, Graphic and Interactive Design, Music, and Photography, so they can provide students with up to date training.

Facilities updating is needed in the ATC. Meeting ADA requirements for an accessible entrance to the Film/TV area on the lower floor is chief among them. There is also a need to reorient room AT 102. Both needs have been expressed for years in program review and through work orders.

It is hoped that the proposed conversion of the Art History lecture space in the VPAC to a Hyflex room is effected, which would not only address needs expressed in previous program reviews but also position the division to deliver classes using updated technology in a way that provides flexibility for students. There are also discussions that will allow more use of the VPAC theater for classes, an effort which began before the pandemic with the scheduling of Theater activity courses in the space.

As noted above the programs housed in the A quad will need to move to interim housing when buildings A1-A9 are torn down. This will affect Art, Music, Photography, and some Dance classes. The process of identifying new spaces and equipping them is in the planning stage at this point. The programs affected have been communicating their needs for both the interim housing and the new building to the Facilities Committee and the Dean.

**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. 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.