

Responses to IPBT Questions- Creative Arts Division 2013 Dr. Nancy Canter

Departments of Art, Dance/Theatre, Film/TV, Photography, Music, Euphrat Museum of Art, Art on Campus.

General Questions

1. How much "B" budget has remained at the close of the fiscal year over the last three years?

The Creative Arts Division ending balances for 2011-12 (\$10,895) 2010-11 (\$6,058) 2009-10 (\$5,287).

2. What is the estimated financial need for printing and are there any plans to try to reduce these costs?

I have begun with a memo to the faculty who are teaching summer session and have made some suggestions to them. Most involve technology as a first attempt to cut the costs of printing of handouts, syllabus and quizzes and exams. I have concerns about the number of classrooms and studios we teach in that have no technology, and I have concerns that the faculty will have to learn to teach to these budget limitations and this will limit their spontaneity and academic freedom. I also am concerned that students will have increased costs.

3. Briefly address the trends in equity gap over the past few years?

The noticeable changes in the student demographics in Creative Arts is in the increasing numbers of Asian students and the decline of white students and the increase in female students. The other targeted groups of students have remained consistent in numbers with slight increases in African American and Latino students. The success rates of all students have increased slightly while the targeted groups have decreased 1%. So we need to increase our focus on retaining students and increase success rates.

4. How does your division address the needs of Basic Skills students and support their retention and success? What level of collaboration does your division maintain with the Learning Resources Division and programs such as the Academic Skills Center or Math and Science Tutorial Center?

All of our students can benefit from having basic skills resources on campus to support their success in classes. Routinely we advertise and recommend the Student Success Center for students and the academic skills workshops.

5. Material fees: What is the impact of the reduction of material fees upon your program?

There will be significant impact as departments have grown to depend upon this funding due to the insufficient base funding provided in B.

In two of the areas of Art we will be able to retain material fees, Ceramics and Sculpture/Furniture Design due to health and safety requirements and regulations. All other areas will lose this budget on June 30, 2013. The impact will be increased costs to students who will no longer receive materials at reduced costs from faculty.

Have you been able to find viable solutions for the loss of funding?

To the extent possible I have re-distributed some existing "B" budgets and in some areas of Art and Photo we have had some fundraising to help defray the loss in funding.

What are your priority areas for printing and purchase of instructional materials?

Exams in those classes that are teaching in non-smart classrooms, and instructional materials that must be used for teaching demonstrations and to loan to students to use in class.

How will your division cover on-going student instructional materials and supplies needs previously paid for via student Material Fees?

Not sure.

IPBT Question Set: Creative Arts Departments/Programs

Art- Department Chair Moto Ohtake

1. What is your primary mission?

Transfer, career technical, enrichment, basic skills, visual/cultural literacy

2. What do you mean by "basic skills" are you CTE or transfer oriented?

Basic skills are the reading; writing and math skill level that is needed of all of our students for them succeed.

3. What reasons do you see for the drop in equity gap? How will recruitment help those students currently enrolled?

I am not too sure there is a definite reason for the drop in the equity gap. High School recruitment has increased the number of students from diverse backgrounds to campus and has helped us improve the number of African American and Latino students to the Arts. The Art department faculty has discussed the need to start an early alert system for students who miss one class session to see if that will improve retention and success rates.

- 4. Your figures do not appear to add up 72 grades, success rate is 65% for African American students percentages could have decreased due to increase in student numbers?**

Each percentage was based on the total grades of 123 (100%) in 2011-12 and 110 (100%) in 2010-11. Showing grades for success are 74 (60%) in 2011-12, 72 (65%) in 2010-11.

- 5. What curriculum changes are you contemplating? What about the pre-requisites?**

We have reviewed all of our courses and pre-requisites and have already made curriculum changes necessary.

- 6. What are you doing about SLO's did you lose some during the Trac Dat switch?**

Completing the assessments of them, and they all appear to be in Trac Dat.

Dance- Department Chair Warren Lucas

- 1. You state, "We have had little success closing the student equity gap." What are you going to do in the future to close the gap?**

Course success rates for Non-Targeted groups of students have remained the same 83%. Course success rates for Targeted groups has decreased from 76% to 74%.

- 2. Can you continue to teach classes without the new equipment you are requesting?**

Yes. The audio system and the drapes in PE11U are in good working order.

- 3. How many students?**

- 4. What do you mean by reducing quality and quantity of course offerings? Please be specific (which courses or numb or levels within a course?)**

Dance courses are no longer cross-listed with PE.

Most of the dance courses have been recently revised to include three skill levels I, II, III so students with new repeatability restrictions can take a year of any Dance type. This revision will model FH dance classes making the creation of family structures similar. Because of the revisions and a modest increase in load factor the number of courses in dance will decrease slightly each quarter (approx two sections) to keep within a FTEF allotment.

- 5. Please be more specific about changes due to repeatability.**

We have tried to make curriculum changes that would accommodate this change in regulations but will need to see enrollments starting Fall Quarter 2013 and make adjustments accordingly.

- 6. What about your SLO work? PLO work?**

Ongoing assessments being done on individual courses.

Euphrat Museum- Director of Art& Schools Program Diana Argabrite

1. Exactly how many students do you serve? Are these De Anza students enrolled in Art Courses? Students in special field trips?

The Euphrat serves approximately 5,000 students per year through individual visits, class tours, lectures, presentations, events, receptions, and special projects. Most are enrolled in Art courses as noted on the sign in sheets and through scheduled art class visits. Classes and groups in other subject areas also visit and attend events in addition to K-12 classes from the community and the outside public.

2. How many instructors have you worked with? Which of those were in the Art department or CA division?

We have worked with numerous instructors with between 20-30 De Anza classes visiting the museum each quarter. Most have related art and writing assignments. Fall and Winter quarters we also involved Art classes in special projects that are displayed alongside the work of professional artists and Art students assist with our Arts & Schools Program. The Arts 72 Internship and Arts 71 Museum and Gallery Design courses are directly linked to the Euphrat and the students enrolled are usually Art and Photo and Graphic Design majors.

Photography-Dept. Chair Diane Pierce

1. What is your primary mission?

Transfer, career technical, enrichment, basic skill, visual literacy

2. What are you doing to increase the number of program certificates and degrees?

To provide the best instruction in the classroom as possible, and make sure that students know of them. I'd like to reverse this question and ask what are the state and/or administration doing to increase enrollment and make certificate and degrees automated?

3. Which years are you comparing your student success data? To last year?

The previous year unless otherwise stated.

4. Are you requesting a budget augmentation for B budget supplies?

Of course B should be augmented, increased. Especially because of the elimination of material fees. To ask this question AFTER the elimination of material fees and the fact that B budgets have never gone up or changed in the past 10 years seems completely puzzling.

5. Do you have any SLO enhancements? Please explain.

Students need assistance in being better prepared, study habits, classroom attention, reading and writing skills all need improvement. Within the scope of instruction faculty are informing and encouraging the use of the Skills Development labs in reading and writing, adjusting assignments, classroom

presentation methods, using technology, and offering multiple learning methods.

6. What efforts will you do to help increase success rates of targeted groups?

Include, encourage and inspire all students as equal in the classroom.

7. How do pre-requisites prepare or enable student success in your courses?

Ability to succeed in the class. Critical in any lab course with safety of chemicals and use of expensive equipment.

***Note Photo Dept Statement attached on Material Fee Impact-2 pgs.**

Film/TV- Dept. Chair Zaki Lisha

1. We do not have your measure C requests. Do you have any equipment requests?

Since our program is currently in swing space during the remodel of the ATC our equipment needs are being address through the Measure C of the ATC project.

2. Are the Animation classes back in the catalog? What is the plan to bring it back?

The Animation program, courses and AA degree will return in Fall 2014.

Music-Dept. Chair Ron Dunn

1. How will the music department address their concerns about the need to offer larger classes and their concern about low success rates in these classes?

2. How will the music department address their concerns around "...as more students stay in classes rather than dropping, a number who might have dropped in the past now end up remaining in the class but not succeeding" The music dept claims that this "...is an issue that the College should look at more closely" What is the Music Department doing to address this issue?

***Note Music Dept response attached. 5pgs.**

PHOTOGRAPHY DEPT. Material Fees

What is the impact of the reduction of material fees upon your program?

We are particularly impacted by the loss of lab fees when we can't provide "starter" materials for classes. Materials such as film and photographic paper for the wet lab cannot just be purchased down the street; darkroom materials are not just "pencils and paper." Students need to get started in the lab by the second week and these materials are very unfamiliar and harder to purchase correctly. A student is greatly benefited by being provided with their first round of materials so they become familiar with what the materials are and how to recognize them correctly*. They are also as a class ready to start together in the lab. Students coming to class only partially prepared cannot move forward in lab and will fall behind immediately. Also, when we purchase in bulk we get the better price in almost all cases.

Regarding the loss of printed matter, there is not anyway to have collaborative or in-class activities that in the past included a handout for students to work on. We cannot provide students with assignment instruction or necessary "how to" instruction for particular lab activities, etc.

* Incorrectly purchased photographic materials such as paper and film ARE NEVER returnable (concerns of improper handling/temperature/exposure to light).

Have you been able to find viable solutions for the loss of funding?

No.

We will have to instruct students on purchasing the materials and hope for the best. It is guaranteed not to be the best.

What are your priority areas for printing and purchase of instructional materials?

Priorities for the darkroom are starter materials such as photographic paper (including digital), film, and including matting and mounting materials.

Finally, all faculty use the lab fees to cover our handouts providing additional information specialized to our lab and teaching assignments. It is extremely helpful for students to have a reference sheet for what they might be doing for a particular assignment or for a process in our lab. These are all handouts students get to keep. Lastly, faculty may do exercises in class requiring a guiding handout for group work and responding. Basically, this method of teaching will become a moot point without handouts.

How will your division/department/program cover on-going student instructional materials and supplies needs previously paid for via student Materials Fees?

We will consider trying the bookstore and continue recommending vendors for basic starter materials, but this will be uneven. The cost becomes higher when students have to make single purchases, and incorrect purchase, that are not returnable or useable in our facility will be very expensive and upsetting for a student.

Course Studio has been experimented with for what was previously a printed handout. So far the experience has shown that very few students use the Course Studio and DO NOT print out instruction they should have in class. I have also discovered that emails to student are changed or not regularly used so what is provided in the Portals/Course Studio is not "connecting". Students are responsible for viewing and maintaining correct information, but this isn't being demonstrated ideally to me yet.

Music Department Response to IPBT Questions June 3, 2013

Despite the extremely short timeline for response – essentially over a single weekend – and confusion created by multiple lists of questions and less than perfect clarity about which should be addressed by departments or divisions, the Music Department offers the following responses to questions from the IPBT. We have divided our response into three sections. Part 1 addresses questions posted on an IPBT web site that seem to call for response from “all division.” Part 2 addresses questions found in an IPBT word document and addressed to the Creative Arts Division, but about which the Music Department has specific things to say. Part 3 addresses the two questions posed specifically to the Music Department by the IPBT.

ALL DIVISIONS (From IPBT web site:
<http://www.deanza.edu/gov/IPBT/reductionplans.html>)

1. How much “B” budget has remained at the close of the fiscal year over the last three years?

We believe that this is a question for the division to answer, so we will keep our response quite brief. During the past few years we have exhausted the meager Music B Budget funds and have been hard pressed (or worse) to handle typical expected expenses for things including sheet music costs and instrument repair.

2. What is the estimated financial need for printing and are there any plans to try to reduce these costs?

ANSWERED BELOW IN THE MUSIC DEPARTMENT QUESTIONS SECTION AND LIKELY ALSO ADDRESSED BY THE DIVISION. We do not have data that permits us to answer in a more detailed manner on such short notice.

3. Briefly address the trends in equity gap over the past few years.

ANSWERED BELOW IN THE MUSIC DEPARTMENT QUESTIONS SECTION

4. How does your division/department/program address the needs of Basic Skills students and support their retention and success? What level of collaboration does your division/department/program maintain with the Learning Resources Division and programs such as the Academic Skills Center or Math and Science Tutorial Center?

While we do not have atypical issues in this area by comparison to the rest of the campus, the course area in which basic skills levels might create difficulties is that of the Music 1 series of courses that are often taken to

fulfill degree and transfer requirements, and which require a significant amount of reading comprehension and writing. Music 1 faculty often recommend and refer students to support resources elsewhere on campus such as the Writing and Reading Lab or, in some cases, the Educational Diagnostic Center. Faculty members teaching these courses also make a point of personally providing additional writing support to students, including help with previewing/reviewing papers.

5. Material Fees:

- What is the impact of the reduction of material fees upon your program?

ANSWERED BELOW IN THE MUSIC DEPARTMENT QUESTIONS SECTION

- Have you been able to find viable solutions for the loss of funding?

ANSWERED BELOW IN THE MUSIC DEPARTMENT QUESTIONS SECTION

- What are your priority areas for printing and purchase of instructional materials?

ANSWERED BELOW IN THE MUSIC DEPARTMENT QUESTIONS SECTION

- How will your division/department/program cover on-going student instructional materials and supplies needs previously paid for via student Materials Fees?

ANSWERED BELOW IN THE MUSIC DEPARTMENT QUESTIONS SECTION

CREATIVE ARTS

1. How is the loss of materials fees going to impact your programs?

There are several potential effects on the Music Department, though they are generally not a lot different than those felt across the campus.

Because *test and quiz printing* had been largely paid for by materials fees, it is critical that the college identify and provide additional B budget funding for this absolutely critical printing, without which we cannot assess student performance. Given that the local B budgets of departments and divisions are already essentially gone after years of deep cuts, it is no longer an option for the college to ask departments and divisions to shift essentially non-existent B budget funds to cover test/quiz printing.

Faculty will need to act on other options for providing materials that had previously been paid for out of materials fees. Some combination of bundling

materials for sale in the bookstore, placing materials online, and reducing the amount of such materials may work in many cases. Some department faculty members have already moved in this direction, reducing or eliminating non-test printing.

There are some situations in which spontaneous printing needs cannot be covered by “bundling” or by providing materials online. Since these materials are necessary for teaching courses and for student success, and since materials fees may no longer be used to provide them, in the same way that the college must provide realistic funding for test/quiz printing it will also need to provide realistic funding for these materials. Better methods of tracking faculty printing will help keep these expenses under control.

In some cases the music department had been able to use materials fees to pay for necessary sheet music for performing ensembles. We believe that *some* continuing use of materials fees *does* fit the legal guidelines. For example, the purchase of some choral music that includes all parts would be legitimate as long as students get to keep the parts at the end of the term. The situation may often be different for some instrumental ensembles, where individual musicians do not play from a score but rather from individual parts that arguably have little value on their own in most cases. A budget for the music library – long considered a normal and necessary and uncontroversial thing in college music programs – should be reestablished as we begin to see state funding return.

2. How are the new repeatability laws going to affect your programs?

The Music Department has largely addressed this as part of the development of the AAT program in Music. Under state guidelines, certain courses may be taken every term as part of a music major program as long as continuing enrollment is also required as part of the lower division programs at four-year institutions. The department investigated policies at the four-year schools, and the curriculum committee has approved changes we proposed in this area.

In addition, the music department did research on students repeating over seven quarters in voice, piano, and guitar courses which will no longer be repeatable and found very little liability except in a couple of cases which have addressed in curriculum changes mentioned above. In other words, the impact of the new regulations permitting only six repetitions will have very little effect.

3. What is your plan to assess your program level outcome(s)?

The music department has written Music AA Degree Program Level assessment methods for three of its four PLOs. In our June meeting, the

department will complete the Assessment Data Summaries for each, as well as discuss enhancements/Action and Follow up. We will also complete assessment methods for the remaining Music AA PLO and those for the Music Program.

The Music Department eagerly awaits division wide discussions of this subject.

MUSIC

1. ***How will the music department address their concerns about the need to offer larger classes and their concern about low success rates in these classes?***

We are a bit perplexed by this question. In our APRU report we did *not* express "concerns about the need to offer larger classes," nor about "success rates in these classes" in particular. It is difficult to respond to this question given that we do not know the basis for the question nor what data the IPBT is looking at. Perhaps it came from some source other than our own research, analysis, and APRU report?

To the best of our knowledge, we were not presented with any data sets that could or did identify higher or lower success rates among specific course types in the music department, nor did we offer any specific data about this.

We did *speculate* about the *possible* effects on reported success rates that might simply be a by-product of an altered course mix in the department as a *result of having increased the percentage of FTES coming from large GE courses* as the number of other music class sections has decreased. However, that was *not* an observation that we have "concerns about the need offer larger classes" or about any change in "success rates in those classes."

Please also note that overall success rates and success trends in the music department are not significantly different from those at the college as a whole, as we mentioned in our report. Having said all of that, music faculty continue to be individually and collectively dedicated to finding ways to encourage and support student success in music classes of all types.

2. ***How will the music department address their concerns around "..... as more students stay in classes rather than dropping, a number who might have dropped in the past now end up remaining in the class but not succeeding" The music department claims that this " ... is an issue that the College should look at more closely " What is the Music Department doing to address this issue?***

Response: This was not raised as an issue specific to the Music Department, but rather as one that we felt *the college as a whole will need to look at*. (The IPBT question to which we are responding here includes the following quote from what we wrote: "is an issue that the College should look at more closely.") Basically, we think that a college-wide effect of the strict enforcement of the earlier "last date to drop with no record" policy is and will be that more students who might have left the course later on will now stay in the classes instead. Given that students who consider dropping often are those who face challenges affecting their potential success, we anticipate that a larger number of them may fail to succeed and either end up with the W grade or a non-passing grade.

Again, we regard this as a *college issue* that we think may affect all programs, and not specifically as a music department issue. That said, in the Music Department, as in all other departments on campus, faculty will likely need to continue to be more attentive to signs that students are having problems early in the term, identify those students, and offer interventions that may increase their chances for success. In addition we look forward to participating in college-wide discussions and other efforts focused on minimizing these effects on our students.

A general comment related to the IPBT follow up questions to the Music Department

Since both of the IPBT Music Department follow-up questions, somewhat to our surprise, dealt with a notion that there is a problem with student success *that we did not include in our report*, we would like to include something important related to student success trends that *we did include* in the APRU as a point of reference (italics added for emphasis and clarity):

"Progress toward closing the achievement gap mentioned in the previous review is described in detail earlier in this document. To summarize briefly, *the department had made steady and significant progress* over the course of the past few years, although the most recent year was a bit of a "mixed bag." There have been some declines in overall success among some of the other targeted groups, but *in all cases the success rates for such students equal or exceed those of the college as a whole*. However, an *important and significant positive development* was that *success rates for African American students continued to improve steadily and significantly for the third year in a row*. Much room for improvement remains but *these success rates are now on the right path*."