

## Executive Summary

### Creative Arts Division Program Review - 2012

The Creative Arts Division at Monterey Peninsula College serves two interlocked and vital functions. The first of these is to offer a comprehensive, broadly based curriculum in the fine and performing arts to the greater community and to transfer students. Second, the Division is a professional production company offering hundreds of plays, concerts and exhibits to the general public on a yearly, competitive commercial basis. It is our conviction that while the production aspect of the Division could theoretically exist without the educational component; the educational aspect of our offerings could not legitimately exist outside of a vital culture of professional level involvement in the arts. "The play is the thing," and our method of instruction, Division-wide, is to teach by involving our students as fully as possible and as early as possible in the production of art works which are as professional in value and quality as their developing abilities will allow. Consistent with this approach, every instructor in the Creative Arts Division pursues an active professional life as a creative artist, often in addition to a full teaching schedule. We believe that the spark of personal creation is our most important lesson. Without it, we have nothing to teach. With it, we serve as examples to our students.

This philosophy of arts education has both advantages and costs. The Creative Arts Division is one of the primary means by which the greater community comes to know and identify MPC. Involving our students in meaningful arts productions early in their careers creates a sense of community and shared purpose which serves us well as the same students persevere through academic challenges. On the highest plain, meaningful productions of great art vividly disclose truth and value in a way no other medium can. A vital arts community serves the function of ennobling and elevating those who partake in it and the community that supports it.

In most academic institutions the arts cost more than many other disciplines, and are often very instructor and equipment intensive. This is particularly true at an institution like MPC where instruction is production based. Viewed narrowly, the arts are never the smart place to put dollars. Viewed from a broader perspective, the arts pay profits in many ways, both tangible and intangible. In the overall historical societal view, no civilization can exist without the arts because the arts are the crucible wherein the future values and ultimate course of civilization are forged.

### Strengths Common to the Division

1. **Foremost, the expertise and dedication of our Faculty and Staff.** Members of the Creative Arts Division are all prominent creative artists in their own right. We bring the continuing dedication and discipline which this requires to the classroom every day. We are completely invested in our students, and rejoice in every success they achieve. Unlike some institutions, this faculty and staff works together with mutual respect, cooperation and joy
2. **The breadth and depth of our current curriculum.** We believe that our curricular offerings exceed those commonly expected at a college of our size. We are also proud that we can offer in-depth professional level experiences to those students who seek them.
3. **Our relationship to the broader community.** Ours is a community that treasures the arts and depends on MPC for opportunities to both experience and participate in arts programs. We have large numbers of community members who have enrolled in MPC Creative Arts Division courses for long periods of time. Their MPC experience constitutes a vital facet of their lives. We are also

fortunate to have large numbers of community members as audience members. Their experience and impression of the College as a whole is largely through our productions.

4. **Our students.** We continue to be enlivened by our students every semester, in every class. No two are ever the same. The incredible diversity of our student population is simultaneously challenging, inspiring and rewarding. We continue to strike gold where it is often least expected.

### **Challenges Common to the Division**

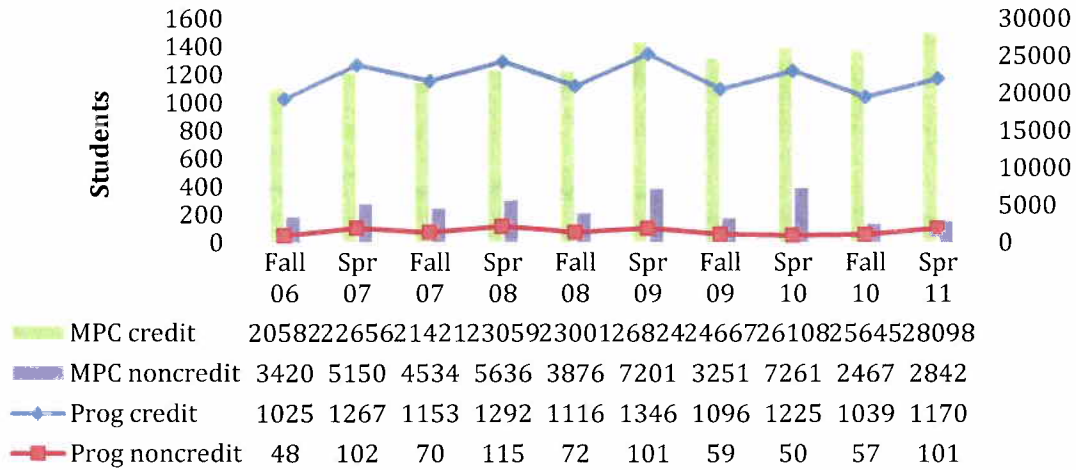
1. **Restrictions on repeatability.** At present the existence of the Division's course offerings is being called into question by state restrictions on repeatability. As stated in the Preamble to this document, this Division teaches by doing, and doing involves repetition for constant improvement. The imposition of limits on repetition in Creative Arts Division courses will tend to produce mediocre graduates at best. The up side is that we will produce them quickly, and in unprecedented numbers. This Division, in cooperation with Administration, must insure an acceptable and transferable level of accomplishment in our graduates.
2. **The need to complete the restoration of our facilities through the bond implementation process.** In our last program review, our most important considerations were the limits on our curriculum and schedule imposed by decaying facilities. Although it has been very slow and complex, we are encouraged that at this writing the Theatre is undergoing extensive renovation; plans for the first stage of the Art Department renovation have been submitted to DSA, and the Music Department is moving forward to investigate alternative funding sources in partnership with the Monterey Jazz Festival. It is vital to the Division that all these projects be eventually completed successfully.
3. **The incorporation of modern, reliable technology** in our classrooms, offices and throughout the campus.
4. **The necessity to fill two vacant full time faculty positions in the Division.** As of this writing the Art and Theatre Departments are both short one faculty member. This shortage is most critical in the Theatre Department, which is now 50% below necessary full time staffing levels despite being one of the most complex and publically visible departments on campus. The Creative Arts Division is challenged in meeting its goal of providing excellent instruction at present, and will continue to be until these positions are restored.
5. **The need to establishment of an effective marketing plan for the entire college.** This would most likely involve re-staffing the vacant PIO position. An alternative would be the creation of a part-time marketing and production assistant position to serve the Creative Arts Division.
6. **The need of mutual and equal value on campus.** In these times of scarcity, members of the Division feel that their basic mission is being questioned by some members of the college community. The staff and faculty of Creative Arts believe that all disciplines, once admitted to the curriculum, must be accorded mutual and equal value and respect.

### **Common Plans for Action**

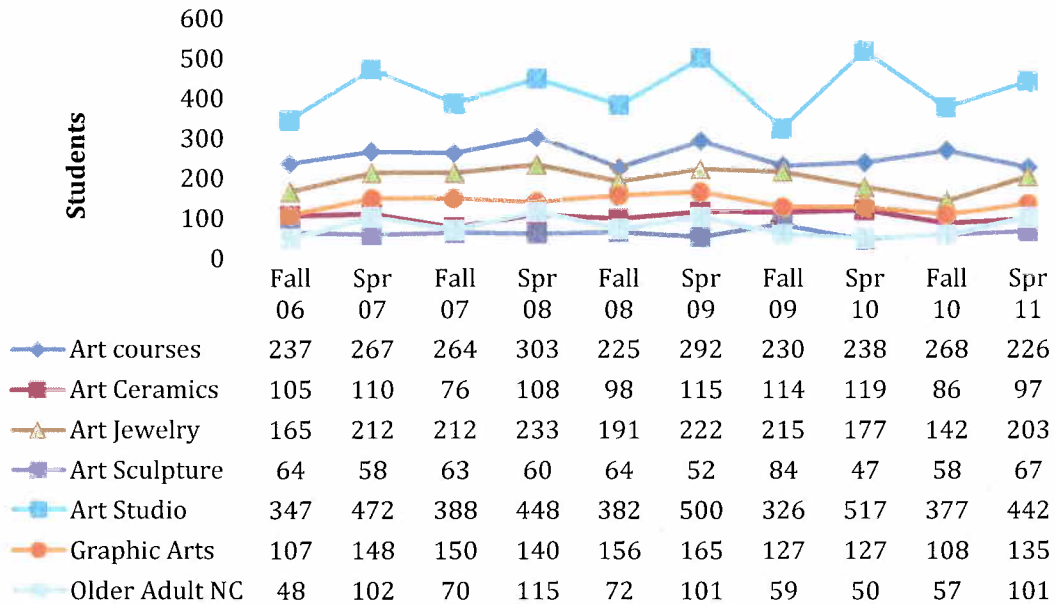
1. The Art and Photography Departments have merged into a single Art Department.
2. To address repeatability, all departments are re-writing curricula to conform to SB 1440 guidelines. The Art Department, while eliminating many courses, has completed curricular proposals which establish sufficient layering of courses to maintain breadth and depth. The Music and Theatre Departments are exploring options including continuing education, older adult courses and volunteerism in cooperation with the Administration.
3. Facilities projects are progressing, albeit slowly, to the satisfaction of the Division.
4. The Division will continue to advocate for restoration of its two vacant positions.
5. Members of the Division will attempt to continue to provide excellent instruction and mentoring to our students, despite this time of great uncertainty.

## Department Synopsis – Art

### Enrollment Trends



### Enrollment Trends



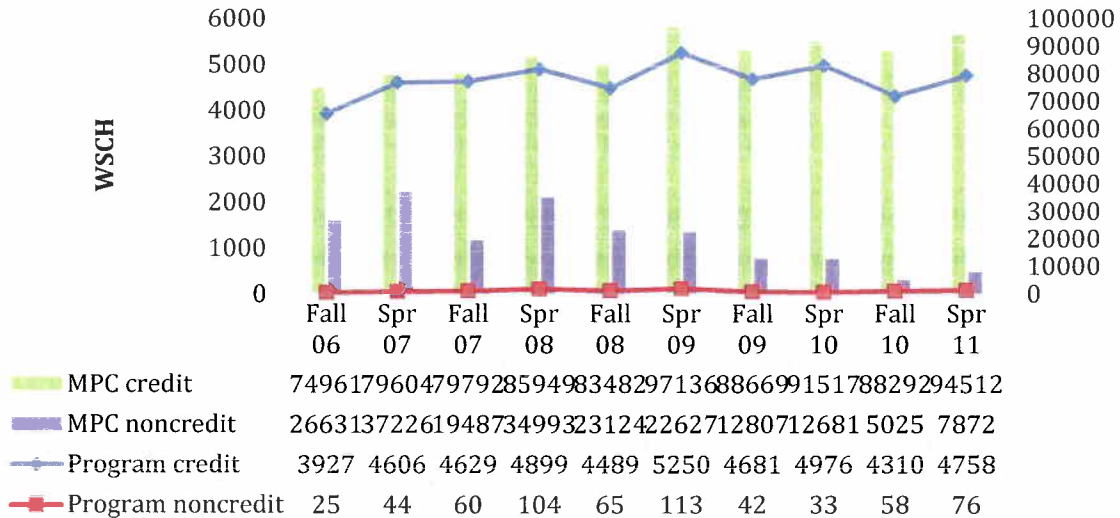
**Comments:**

The enrollment trends illustrated in the above graphs are not at all surprising. They seem to show an overall decline in enrollment that is completely in line with the large number of cuts that the Art Department suffered as a result of severe budget restrictions.

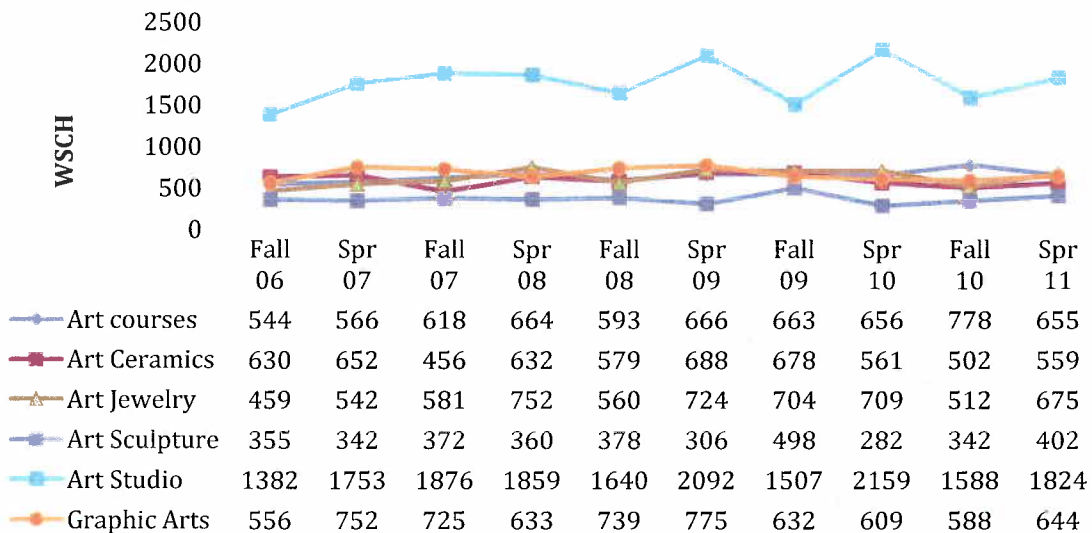
The spike in enrollment that spans AY 2008-09 can most likely be attributed to several connected events: a downturn in the economy, and influx of students (partially related to the downturn) and a full complement of Art Department courses—we had yet to substantially cut our course offerings.

- a. Below are the WSCH (Weekly Student Contact Hours) for the college and the Arts program over the past 5 years.

### WSCH Trends



### WSCH Trends



<b>Comments:</b>	The Weekly Student Contact Hours also seem to be in line with the overall reduction of art courses offered. Again, most of the highs were in Spring 2009. The subsequent drop was expected when we were prevented from offering the number of courses we normally teach.
------------------	--

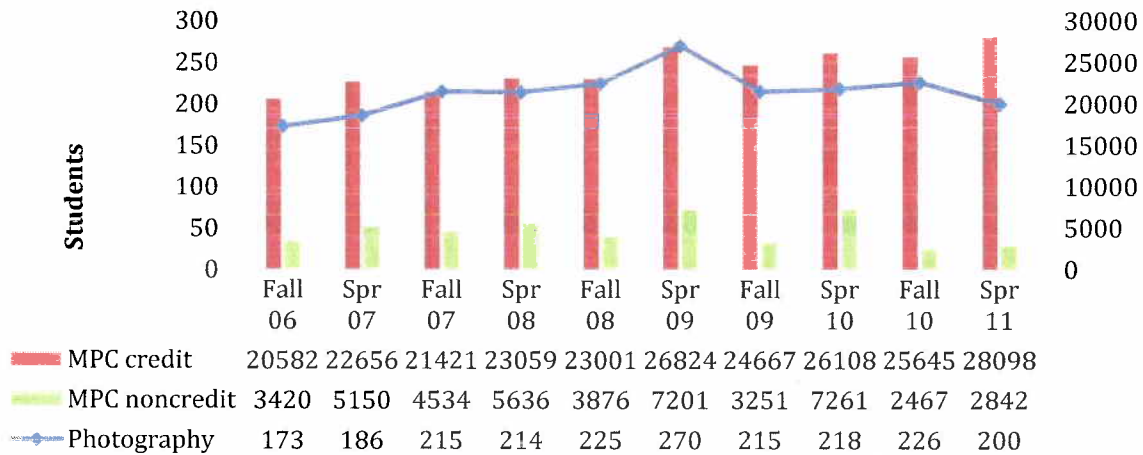
- b. Below are the FTES and FTE for the Arts programs, as well as the college's and the Arts' program's ratios between FTES and FTE.

	Fall 08	Spr 09	Fall 09	Spr 10	Fall 10	Spr 11
<b>FTES – Credit</b>	150.1	175.2	157.0	167.1	145.8	159.9
<b>FTES – Noncredit</b>	2.2	3.8	1.4	1.1	1.9	2.5
<b>FTE – Full-time</b>	7.63	6.99	6.48	6.30	5.64	6.14
<b>FTE – Adjunct</b>	4.93	7.85	5.61	7.05	5.84	6.49
<b>Program FTES/FTE</b>	11.95	11.81	12.99	12.52	12.70	12.66

<b>Comments:</b>	<p>The decline in credit FTES after Spring of 2009, again, is expected considering the fact that the Art Department has tried to accommodate as many students as possible despite drastic and disproportionate reductions in course offerings.</p> <p>Data relating to noncredit courses may or may not be accurate due to sample size. The results are not statistically significant.</p>
------------------	--

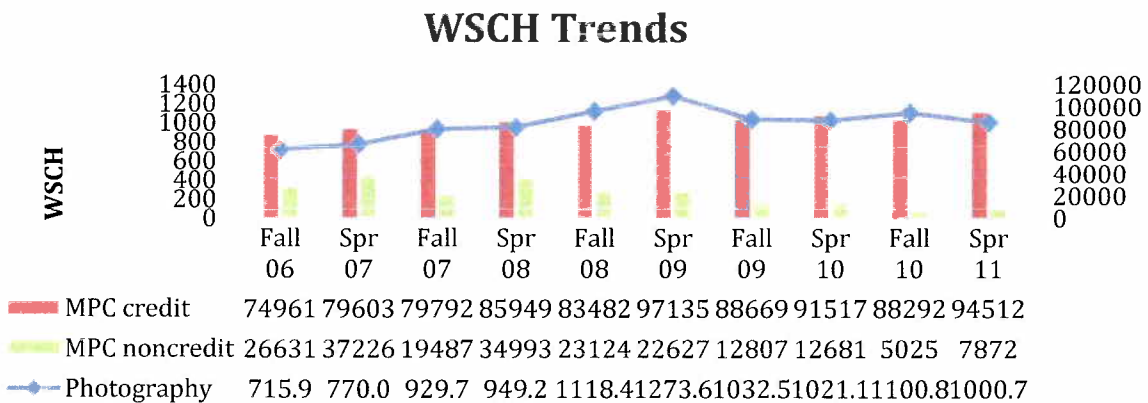
## Department Synopsis - Photography

### Enrollment Trends



**Comments:** The enrollment trends illustrated in the above graph is not at all surprising. It seems to show an increase in enrollment in 2009 when our economic climate began to deteriorate and many students returned to college. The recent decline in enrollment is commensurate with the large number of cuts that the Photography Department has suffered as a result of budget cuts.

c. Below are the WSCH (Weekly Student Contact Hours) for the college and the Photography program over the past 5 years.



**Comments:** The Weekly Student Contact Hours also seem to be in line with the reduction of photography courses offered. Most of the highs were in Spring 2009 as students returned to college and we retained all of our offerings. The subsequent drop was to be expected when we were unable to offer as many of the courses as we would normally teach.

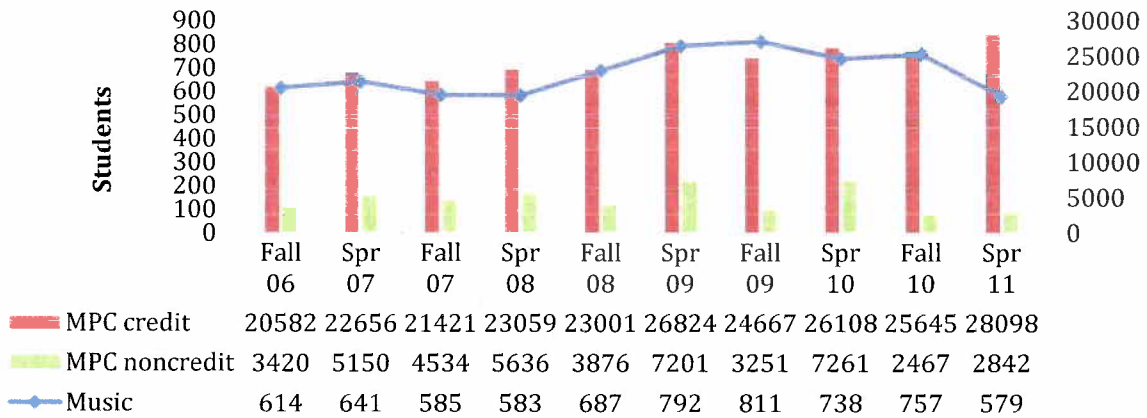
d. Below are the FTES and FTE for the Photography program, as well as the college's and the program's ratios between FTES and FTE.

Photography	Fall 08	Spr 09	Fall 09	Spr 10	Fall 10	Spr 11
<b>FTES – Credit</b>	37.3	42.7	34.5	34.5	36.7	33.2
<b>FTES – Noncredit</b>	0	0	0	0	0	0
<b>FTE – Full-time</b>	0.99	0.99	0.99	0.99	0.99	0.99
<b>FTE – Adjunct</b>	2.18	2.25	1.85	1.52	1.85	1.52
<b>Program FTES/FTE</b>	11.77	13.18	12.15	13.74	12.92	13.23

<b>Comments:</b>	The decline in credit FTES after Spring of 2009, again, is expected considering the fact that the Photography Department has tried to accommodate as many students as possible despite the drastic reduction in course offerings.
------------------	---

## Department Synopsis – Music

### Enrollment Trends

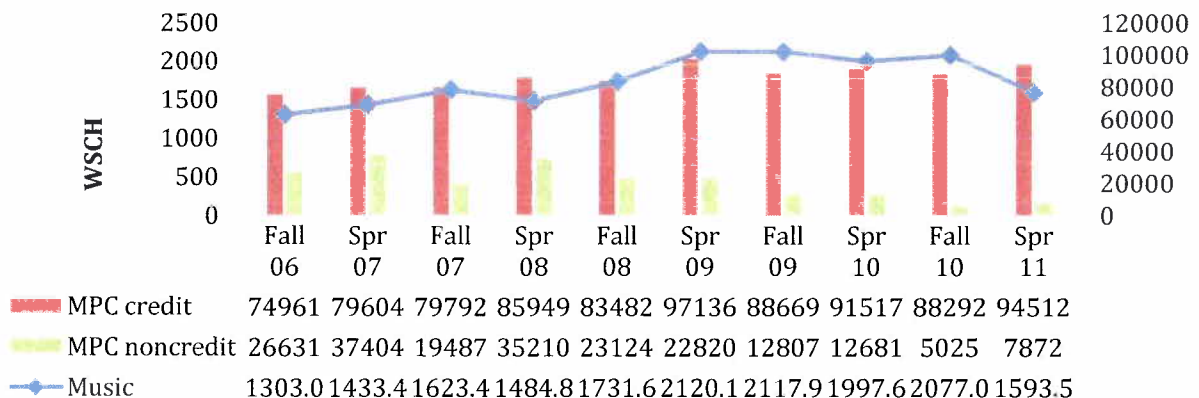


**Comments:**

The above data show an alarming decrease in FTES and WSCH beginning in Spring 2011. This can be attributed to several rounds of mandated cuts to class offerings. In Spring 2011 the Department was forced to offer 5 fewer sections than were available in Fall 2010. In order to maintain a viable transfer curriculum for our music majors we have been forced to cut multiple sections of very popular and highly enrolled classes such as beginning and intermediate guitar and beginning piano. We have tried to compensate for this loss by increasing enrollment in our GE courses as much as possible. We have enrolled up to 127 students in a section of Music Appreciation, and over 40 students in sections of Music 10D, Musicianship. In the latter case, this number is in excess of the fire law for MU 102.

- a. Below are the WSCH (Weekly Student Contact Hours) for the college and the Music program over the past 5 years.

### WSCH Trends





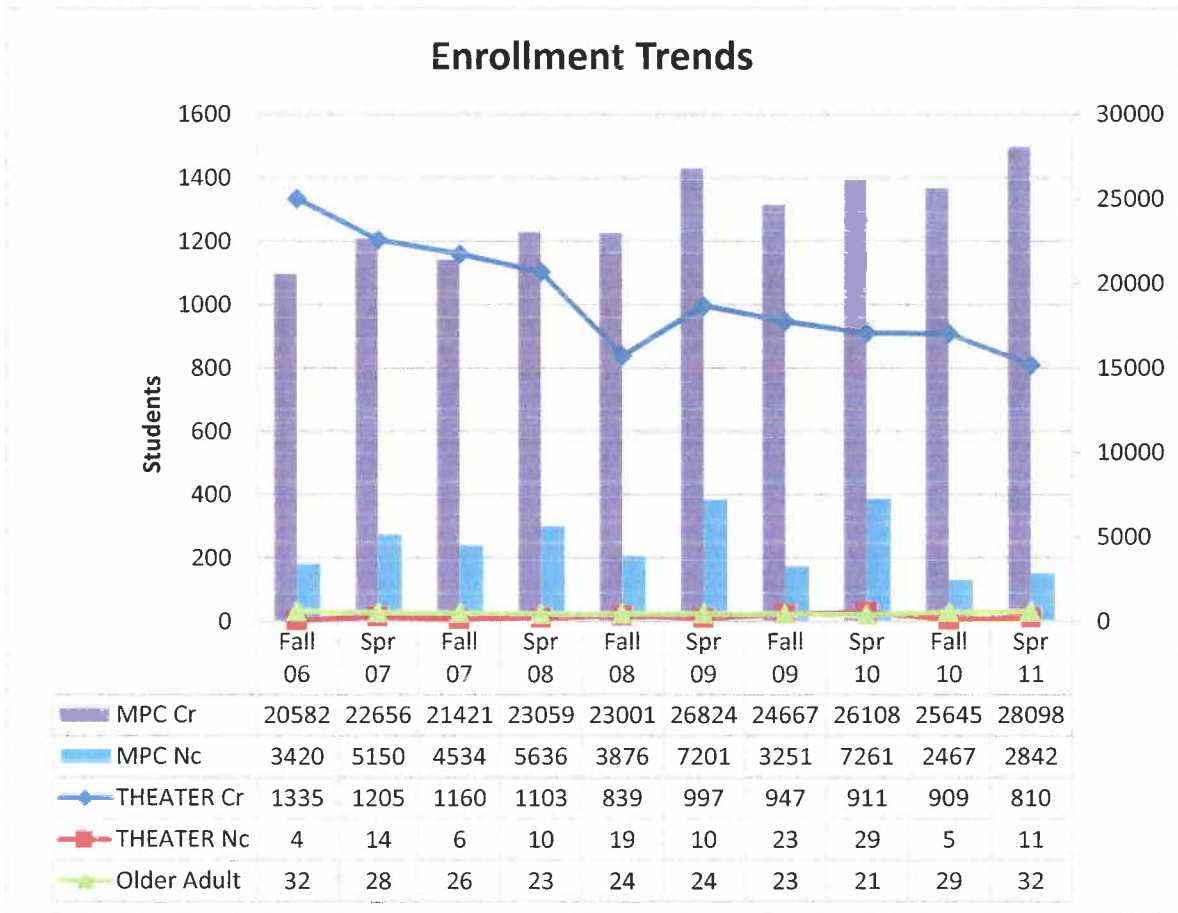
<b>Comments:</b>	WSCH trends track with those of FTES and have decreased for the same reasons stated above.
------------------	--

**b. Below are the FTES and FTE for the Music program, as well as the college's and Music program's ratios between FTES and FTE.**

Music	Fall 08	Spr 09	Fall 09	Spr 10	Fall 10	Spr 11
<b>FTES – Credit</b>	57.8	71.4	70.9	66.7	69.7	53.5
<b>FTES – Noncredit</b>	0	0	0	0	0	0
<b>FTE – Full-time</b>	1.79	2.10	1.79	2.10	1.64	2.10
<b>FTE – Adjunct</b>	2.54	2.63	2.26	2.37	2.24	1.51
<b>Program FTES/FTE</b>	13.35	15.10	17.50	14.92	17.96	14.82

<b>Comments:</b>	WSCH trends track with those of FTES and have decreased for the same reasons stated above. Miraculously, it seems that you cannot cut offerings, maintain a transfer program and increase FTES concurrently! Who knew?
------------------	--

## Department Synopsis – Theatre Arts

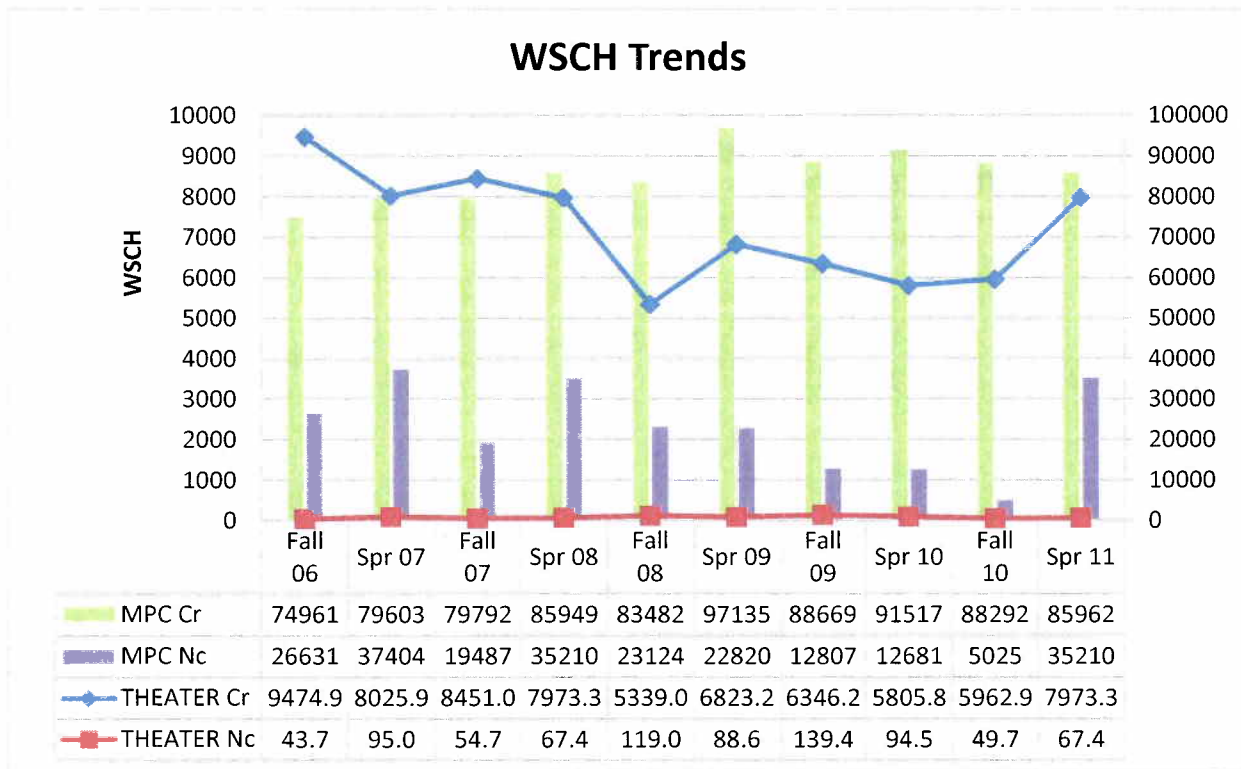


\*Data from 1<sup>st</sup> Census

\*Source, EnrTrend 6/30/2011 file.

<b>Comments:</b>	<p>The most significant contributing factor to the decline in credit enrollments beginning in Fall of '08 would be the economic factors necessitating the deletion of four performance/production courses (two "main stage" and two "studio") with the resulting drop in participating students/credit hours. MPC Theatre formerly offered 11 production courses on campus per academic year. Currently (due to budget cuts that have exceeded those suffered by the college at large) those offerings have been reduced to 7 production courses per academic year.</p>
------------------	---

- a. Below are the WSCH (Weekly Student Contact Hours) for the college and the Theatre Arts program over the past 5 years.



\*Source: MPC Section Data Extract

<b>Comments:</b>	Again, the significant drop in contact hours beginning in fall '08 may be attributed to the reduction in production courses offered as a result of budget cuts. The upward trending indicators are the result of a concerted effort to maximize production course capacity and capabilities (given reduced staff and budgets) and increased efforts at outreach and recruitment. The department takes pride in being able to match college wide trends in contact hours with a currently depleted staff.
------------------	--

- a. Below are the FTES and FTE for your program, as well as the college's and the Theatre Arts program's ratios between FTES and FTE.

THEATER ARTS	Fall 08	Spr 09	Fall 09	Spr 10	Fall 10	Spr 11
FTES – Credit	178.1	227.4	212.2	202.5	202.2	170.2
FTES – Noncredit	4.0	3.0	4.6	3.1	1.7	1.8
FTE – Full-time	1.79	2.10	1.79	2.10	1.64	2.10
FTE – Adjunct	2.54	2.63	2.26	2.37	2.24	1.51
Program FTES/FTE	13.35	15.10	17.50	14.92	17.96	14.82

<b>Comments:</b>	<p>With the exception of fall '08 and spring '11 Theatre Arts' FTES' for credit courses has remained remarkably stable. The spring '11 drop is attributed to the second round of production course cuts (eliminating a main stage production) and generally reduced enrollments for the beginning acting courses.</p> <p>The non-credit decrease may be attributed to the current economic state that forced the closing of two theatres that had formerly been contract vendors for Theatre Arts programs.</p>
------------------	---