



Visual and Performing Arts in Florida Community Colleges

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Introduction. Visual and Performing Arts courses refer to courses in Music, Dance, Theatre, and the Visual Arts. Due to the extensive number of Visual and Performing Arts courses, only those of a strictly creative or performing nature were selected to be reviewed. In this program review, Visual Arts courses include painting, sculpture, photography, printmaking, drawing, film, theatre, graphics, television, and architecture courses. Performing Arts are defined as those in which the artist performs such as dance, music, theatre, and opera.

Designated Prefixes for Visual and Performing Arts Program Review. The following Visual and Performing Arts disciplines with their prefixes, as designated by the Statewide Course Numbering System (SCNS), contain the courses that were selected to be reviewed.

Visual and Performing Arts Disciplines with Their Prefixes

<u>Prefix</u>	<u>Prefix Title</u>	<u>Statewide Discipline</u>
ART	Art	Art
DAA	Dance Activities	Dance
DAN	Dance	Dance
FIL	Film	Mass Communication
MUC	Music: Composition	Music - General
MUG	Music: Conducting	Music - General
MUN	Music: Musical Ensembles	Music - General
MUO	Music: Opera/Musical Theatre	Music - General
MUS	Music	Music - General
MVB	Music: Applied Brasses	Music - Applied
MVH	Historical Instruments	Music - Applied
MVJ	Music: Applied Jazz	Music - Applied
MVK	Music: Applied Keyboard	Music - Applied
MVO	Music: Applied Other Instruments	Music - Applied
MVP	Music: Applied Percussion	Music - Applied
MVS	Music: Applied Strings	Music - Applied
MVV	Music: Applied Voice	Music - Applied
MVW	Music: Applied Woodwinds	Music - Applied
PGY	Photography	Photography
THE	Theatre Studies & General Resources	Theatre Arts
TPA	Theatre Production & Administration	Theatre Arts
TPP	Theatre Performance & Performance Training	Theatre Arts

Time Frame of the Program Review. Analyses were conducted on students who enrolled in at least one of the predefined Visual and Performing Arts courses between 1999-2000 and 2002-2003. Additionally, two cohorts of community college students were tracked. These students took at least one visual and

performing arts course in 1999-2000 (Cohort 1) or 2000-2001 (Cohort 2) and were then tracked in the State University System (SUS) one year later. In the first part of this program review, analyses were conducted using all students in the courses defined earlier. In the second part, analyses were conducted based on the two cohorts.

Analysis of All Students

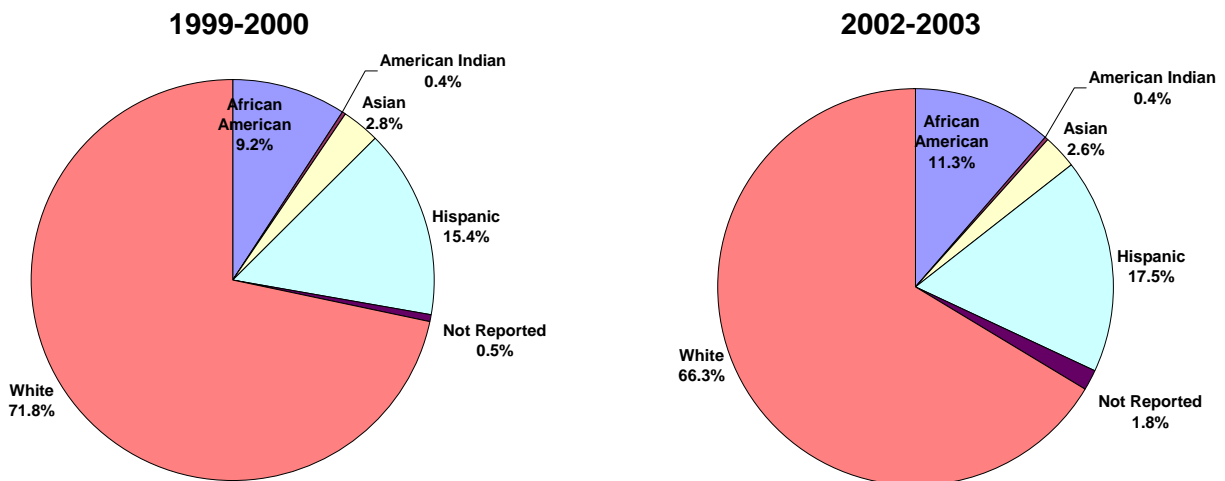
Headcount of Students Enrolled in Visual and Performing Arts by Ethnicity. The unduplicated headcount of students that were enrolled in the designated Visual and Performing Arts courses over the four years of this review is shown in Exhibit 1. The total number of students increased each year of the review with the overall increase being 3,699 students (11.69%) from 1999-2000 to 2002-2003.

**Exhibit 1
Headcount of Students Enrolled in Visual and Performing Arts by Ethnicity
1999-2000 to 2002-2003**

Ethnicity	1999-2000	2000-2001	2001-2002	2002-2003	1999-2000 – 2002-2003	
					Number difference	Percent Change
African American	3,012	3,200	3,880	4,178	1,166	38.71%
American Indian	157	148	202	146	-11	-7.01%
Asian	907	929	1,036	951	44	4.85%
Hispanic	4,792	5,401	5,847	6,311	1,519	31.70%
Not Reported	165	266	670	576	411	249.09%
White	22,611	23,504	23,136	23,181	570	2.52%
Totals	31,644	33,448	34,771	35,343	3,699	11.69%

Comparison of Student Ethnicity between the First and Last Years of the Review. Exhibit 2 displays the percentages of the ethnic groups for 1999-2000 and 2002-2003. The proportion of White students declined from 71.8% to 66.3%. The percentage of Hispanic students increased from 15.4% to 17.5%, and African American students went from 9.2% to 11.3%.

**Exhibit 2
Ethnic Percentages of Students Enrolled in 1999-2000 and 2002-2003**



Student Enrollments in Visual and Performing Arts by Ethnicity. Exhibit 3 shows the enrollments for students in visual and performing arts courses. Enrollment differs from headcount (Exhibit 1) in that headcount is the unduplicated count of students who took the predefined arts courses and enrollment counts the number of students per course. Therefore, if a student took two arts courses, they would be counted twice (once for each course).

Exhibit 3 shows that the total number of enrollments increased each year of this review. The greatest increase in number was from the first year to the second year, a 5.33% increase. Overall, in the last four years enrollment has increased almost 11 percent. This mirrors the almost 12% increase in headcount.

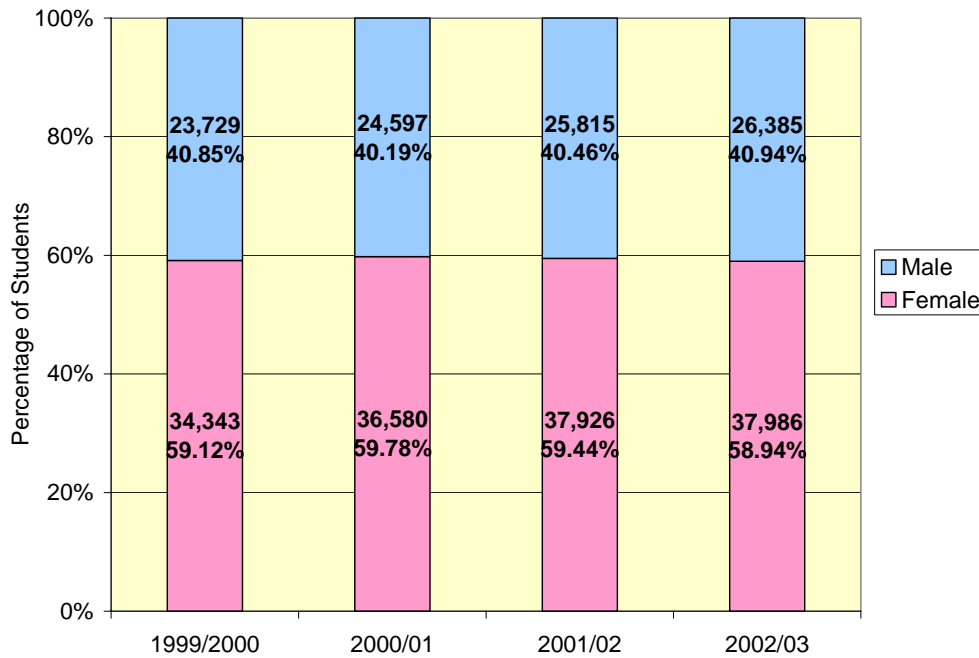
Exhibit 3
Enrollment Numbers and Percentages by Student Ethnicity, 1999-2000 to 2002-2003

Ethnicity	1999-2000		2000-2001		2001-2002		2002-2003		Change 1999-2000 to 2002-2003	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
African American	5,316	9.15%	5,614	9.18%	6,616	10.37%	7,269	11.28%	1,953	36.73%
American Indian	252	0.43%	289	0.47%	325	0.51%	284	0.44%	32	12.69%
Asian	1,618	2.79%	1,633	2.66%	1,672	2.62%	1,704	2.64%	86	5.31%
Hispanic	8,917	15.35%	10,138	16.57%	10,860	17.02%	11,279	17.50%	2,362	26.48%
Not Reported	277	0.48%	411	0.67%	870	1.36%	1,166	1.81%	889	320.93%
White	41,709	71.80%	43,105	70.45%	43,458	68.12%	42,743	66.33%	1,034	2.47%
Totals	58,089	100.00%	61,190	100.00%	63,801	100.00%	64,445	100.00%	6,356	10.94%

Ethnic Enrollment Comparison over Four Years. White students made up the highest proportion of enrollments each year. The percentage of Hispanic students enrolled were second and African Americans were third. The percentage of total enrollments increased 10.94% between 1999-2000 and 2002-2003. Overall, enrollments in all ethnic groups increased, of which African Americans increased the most (36.73%). Students whose ethnicity is not reported increased 320.93%. This can be attributed to students of multiple ethnicities not identifying with one group and students increasingly refusing to identify their ethnicity on the self-reported forms.

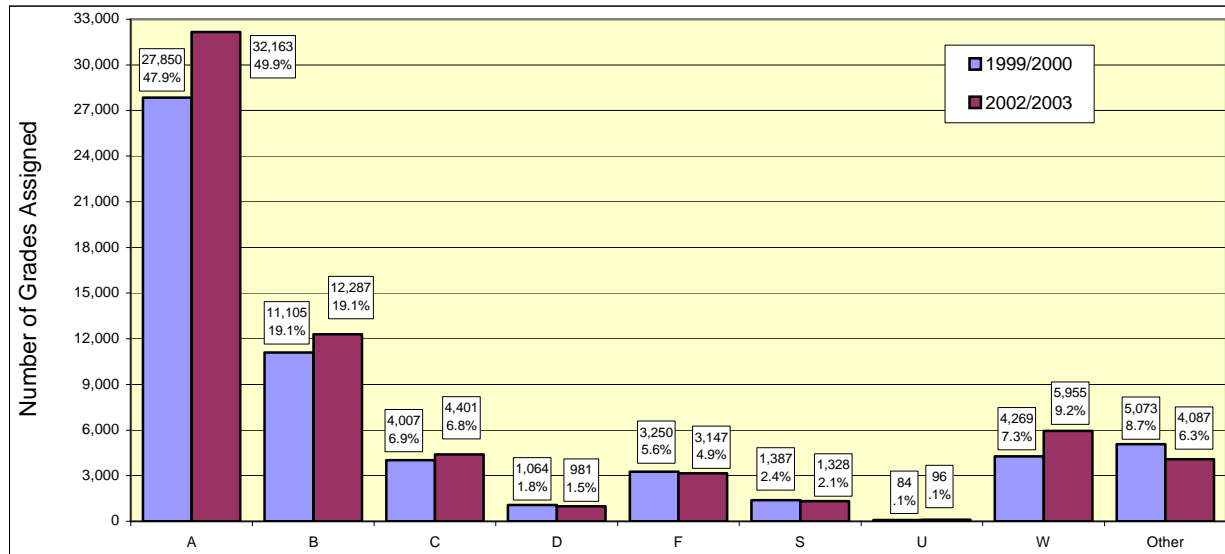
Student Enrollments in Visual and Performing Arts by Gender. Enrollments were also analyzed by gender. Female enrollments increased from 34,343 in 1999-2000 to 37,986 in 2002-2003, an increase of 10.60% over the four years of the study. Male enrollments increased at a slightly higher rate (11.19%) than females. Despite this slightly faster rate of increase, female enrollments continued to make up the larger proportion of enrollments each year of this review (See Exhibit 4).

**Exhibit 4
Enrollment Percentages by Student Gender**



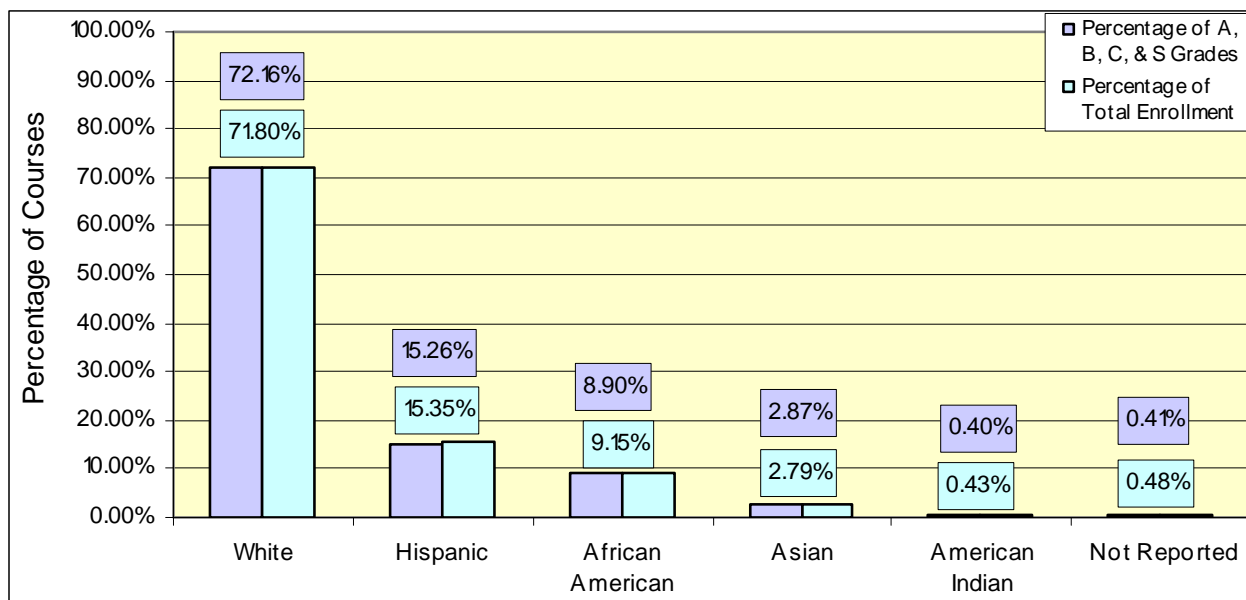
Grade Distribution of Enrollment in Visual and Performing Arts in 1999-2000 and 2002-2003. Exhibit 5 shows the grade distribution of enrollments for the first year compared to that of the last year. In both years, “A” grades made up almost 50% of the total number of grades awarded. The “B” grades made up 19.1% of the total number of grades awarded in both years. Less than 15% of grades were “C” or lower. Withdrawals made up 7.3% of the total grades in 1999-2000 and 9.2% in 2002-2003. Students in 2002-2003 successfully completed more Visual and Performing Arts courses (50,179) than students in 1999-2000 (44,349 courses). Successfully completing courses means having earned an A, B, C, or S in those courses.

Exhibit 5
Grade Distribution of Enrollments in Visual and Performing Arts
1999-2000 and 2002-2003



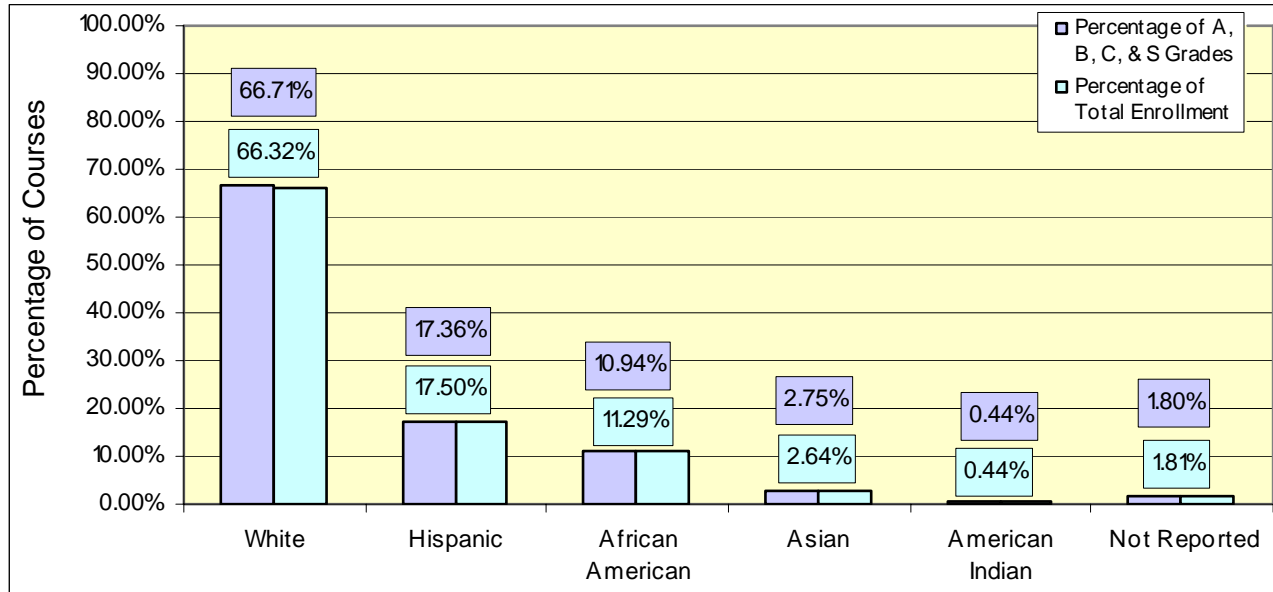
Grade Distribution of Enrollment in Visual and Performing Arts by Student Ethnicity. In both 1999-2000 and 2002-2003, the number of A, B, C, and S grades (grades indicating successful course completion) awarded by ethnicity and the headcount by ethnicity were calculated and compared. The percentages in each year were very similar. In 1999-2000, 72.16% of the students attaining successful grades of A, B, C, or S were White and 71.80% of the students were White. That same year, 15.26% of the students earning successful grades were Hispanic and 15.35% of the enrollments were Hispanic. African American students earned 8.90% of the A, B, C, and S grades awarded and 9.15% of the enrollments were African American (See Exhibit 6). This shows that all ethnic groups were equally successful completing Visual and Performing Arts courses.

Exhibit 6
Successful Course Completion by Ethnicity in 1999-2000



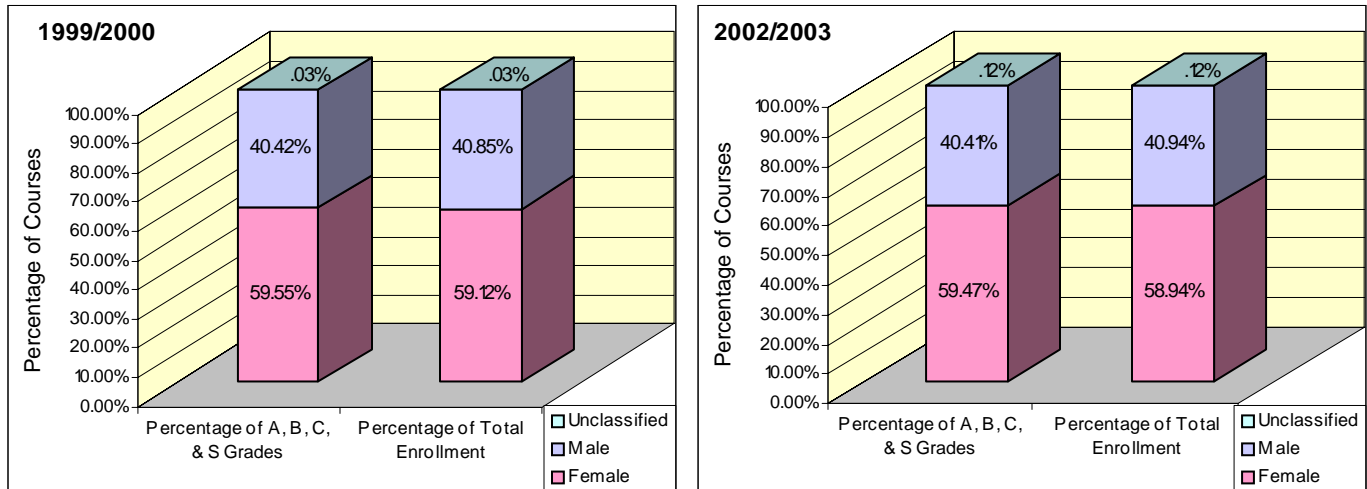
The same analysis was conducted in 2002-2003 to make sure this relationship remained the status quo. In 2002-2003, White students attained 66.71% of the successful grades and made up 66.32% of the enrollments. Hispanic students earned 17.36% of the successful grades and were 17.50% of the enrollments. African American students earned 10.94% of the A, B, C, and S grades and comprised 11.29% of the enrollments (See Exhibit 7). The percentages of successful grades awarded and the student enrollments were comparable for the varying ethnic groups, indicating that, like 1999-2000, all ethnicities were successful in their courses.

Exhibit 7
Successful Course Completion by Ethnicity in 2002-2003



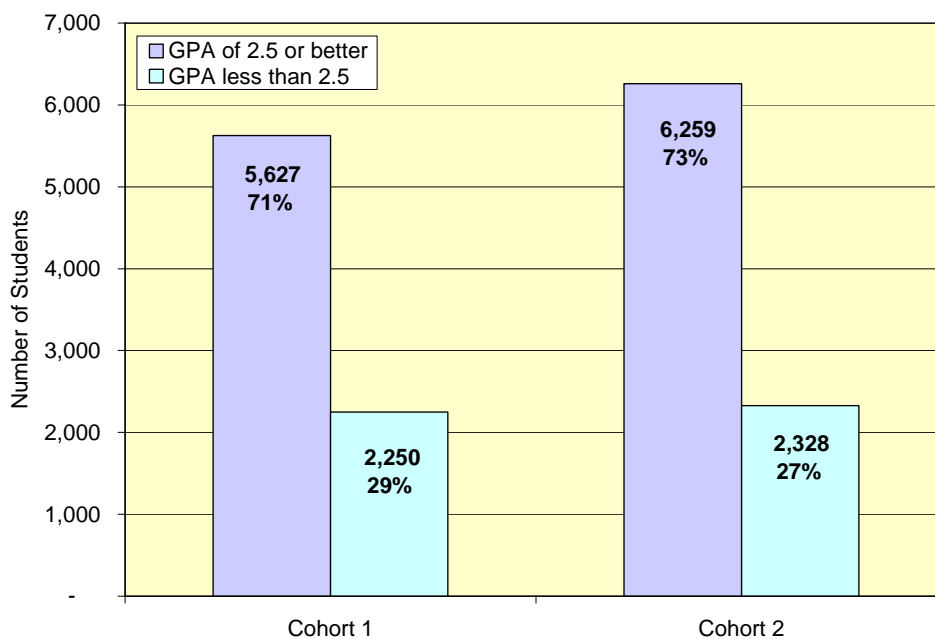
Grade Distribution of Enrollment in Visual and Performing Arts by Student Gender. The grade distribution of male and female enrollments for four years was reviewed. Each year showed an increase in total enrollments for both males and females. In order to determine how successful the 2002-2003 Visual and Performing Arts students were in their courses, the grade distribution by gender in 1999-2000 was compared to that of 2002-2003. The number of A, B, C, and S grades awarded by gender and the headcount by gender for both 1999-2000 and 2002-2003 were calculated. The percentages from both years were compared and, as shown in Exhibits 8 and 9, were very similar. Thus, gender does not appear to be a factor in successfully completing these courses.

Exhibits 8 and 9
Successful Course Completions by Gender in 1999-2000 and 2002-2003



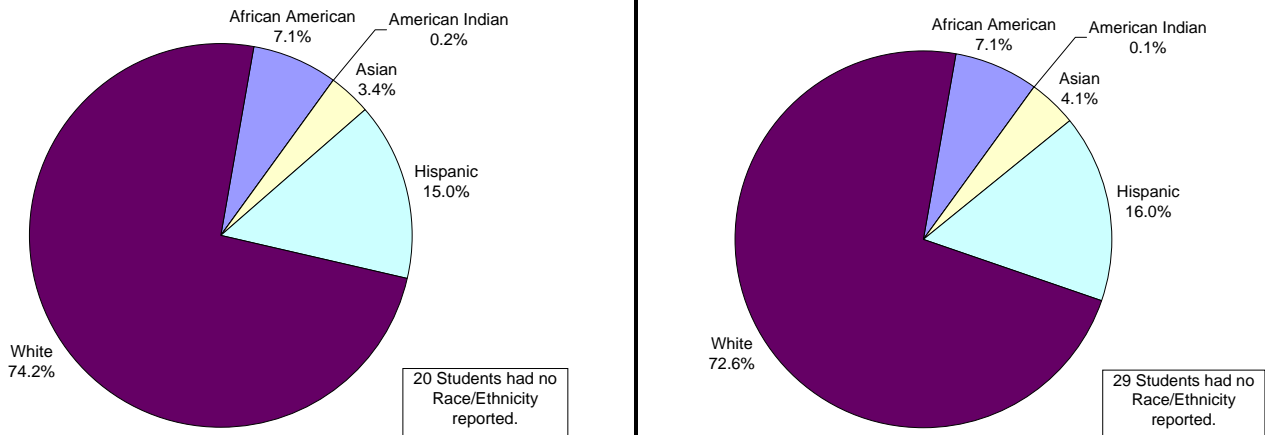
Analysis of Two Student Cohorts. In order to track the transfer success of the students enrolled in the designated Visual and Performing Arts courses, two cohorts of students were tracked in the SUS one year after taking a visual and performing arts course at the community college. The first cohort consisted of the students who took an arts course at a Florida community college in 1999-2000 and were found in the SUS in 2000-2001. The second cohort consisted of the students who took an arts course at a Florida community college in 2000-2001 and were found in the SUS in 2001-2002. Each cohort was divided into students with a GPA of 2.5 or better and students with a GPA less than 2.5. Exhibit 10 shows that the two cohorts are very similar.

Exhibit 10
Number of Students in 1999-2000 and 2000-2001 Cohorts
by SUS Grade Point Average Category



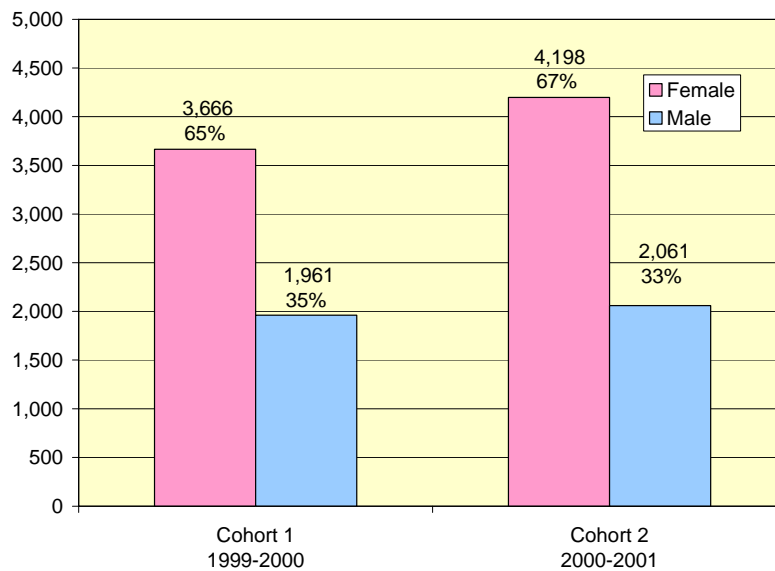
Students with a 2.5 GPA or Better by Ethnicity. The ethnic distributions of the students with a GPA of 2.5 or better in the two cohorts were reviewed and found to be similar. White students made up the largest percentage of students with a GPA of 2.5 or better in both cohorts (74.2% in Cohort 1 and 72.6% in Cohort 2). Hispanic students were second largest with 15.0% in Cohort 1 and 16.0% in Cohort 2; followed by African American students with 7.1% in both Cohorts 1 and 2 (see Exhibit 11). When compared with the overall ethnic distribution of each cohort, White students are slightly overrepresented in the 2.5 GPA or better groups. African American students are underrepresented in this group for both cohorts.

Exhibit 11
Ethnic Distribution of Students with a 2.5 GPA or Better
 Found in the SUS in 2000-2001 Cohort 1 Found in the SUS in 2001-2002 Cohort 2



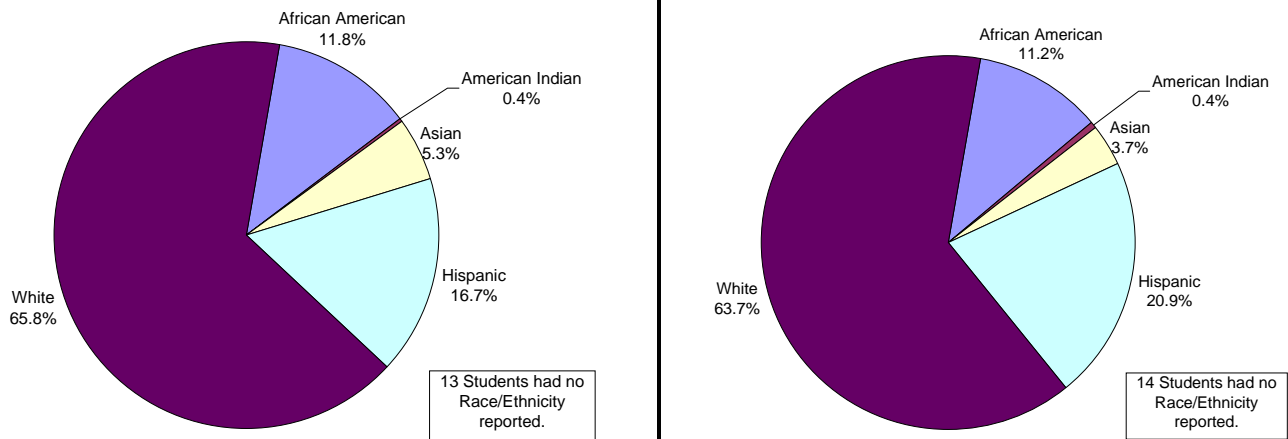
Students with a 2.5 GPA or Better by Gender. The percentage of students with a GPA of 2.5 or better was divided according to student gender. Female students composed about two-thirds of the students in both cohorts (65% and 67%) and males made up the remaining third (35% and 33%). (Exhibit 12)

Exhibit 12
Gender Distribution of Students with a 2.5 GPA or Better



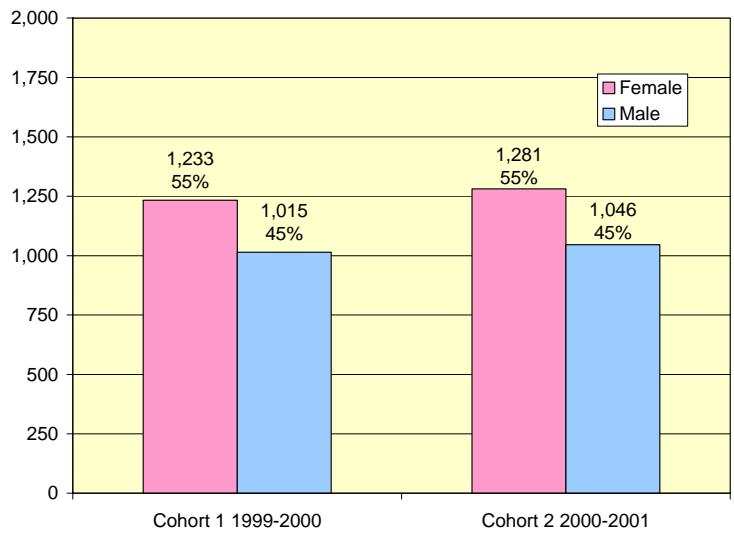
Students with Less than a 2.5 GPA by Ethnicity. The ethnic distribution of students with a GPA of less than 2.5 in the two cohorts was reviewed. The percentages of the ethnic groups in both the cohorts were very similar. White students made up the largest percentage of students with a GPA of less than 2.5 in both cohorts (65.8% in Cohort 1 and 63.7% in Cohort 2). Hispanic students were second with 16.7% in Cohort 1 and 20.9% in Cohort 2; followed by African American students with 11.8% in Cohort 1 and 11.2% in Cohort 2. All other ethnic groups each comprised less than 5% of the cohorts (Exhibit 13). When compared with the overall ethnic distribution of each cohort, White students are underrepresented in the less than 2.5 GPA groups, and African American and Hispanic students are overrepresented.

Exhibit 13
Ethnic Distribution of Students with Less than a 2.5 GPA
 Found in the SUS in 2000-2001 Cohort 1 Found in the SUS in 2001-2002 Cohort 2



Students with Less than a 2.5 GPA by Gender. The percentage of students with less than a 2.5 GPA was divided according to student gender. Female students comprised more than fifty percent of the students in both cohorts (55%) and males made up the remaining 45% (Exhibit 14).

Exhibit 14
Gender Distribution of Students with Less than a 2.5 GPA



While the two cohorts are similar, the breakdown of each cohort into less than 2.5 GPA and 2.5 GPA or better yielded different results. In cohort 1, the overall ethnic distribution was 71.8% Whites, 8.5% African Americans, and 15.5% Hispanic. For students in cohort 1 with less than a 2.5 GPA, Whites comprised 65.8%, which is considerably lower than the 71.8% they make up overall. African Americans and Hispanics are filling up the group by being overrepresented. Hispanics comprised 16.7% of the students with less than a 2.5 GPA and only 15.5% of the cohort overall. African Americans comprised 11.8% of the students with less than a 2.5 GPA and only 8.5% of the cohort overall. A similar relationship is found in cohort 2, which stands to reason since the two cohorts were found to be similar.

Summary. In 1999-2000, the typical community college student taking Visual and Performing Arts courses was a white female who successfully completed the course. In 2002-2003, a typical Visual and Performing Arts student attending community college was very similar, but the trend shows slight changes. While the 2002-2003 Visual and Performing Arts student at a community college can still be described as a white female who successfully completed the course, the chance of a 2002-2003 student being a male, minority student was more likely than it was in 1999-2000. The trend shows that, while White enrollments still exceed any other ethnicity, they are decreasing; and African American and Hispanic enrollments are increasing.

Male enrollments increased a little faster than female enrollments (11.19% and 10.60% respectively) over the four years of the study. However, female enrollments continued to make up the larger proportion each year of this review. Another trend indicates that ethnicity and gender do not appear to be factors in successfully completing Visual and Performing Arts courses.

To track the success of the 1999-2000 and 2000-2001 Visual and Performing Arts community college students after transferring to the SUS, two cohorts of students were followed. Each cohort was divided into students with a GPA of 2.5 or better and students with less than a 2.5.

Of the 7,877 community college students found in the SUS in 2000-2001, over 70% successfully completed courses by earning a 2.5 GPA or better after one year. Of the 8,587 community college students found in the SUS in 2001-2002, over 70% successfully completed courses by earning a 2.5 GPA or better after one year.

However, the ethnicity of students is not equally distributed across GPAs. White students were overrepresented in the 2.5 GPA or better group and underrepresented in the less than 2.5 GPA group. African American and Hispanic students were just the opposite. This may have to do with community college students in the university atmosphere and should be investigated at the university level.

For more information, please contact Dr. Pat Windham via phone at (850) 245-9482 or via e-mail at pat.windham@fldoe.org.

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