

PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: INSTRUCTIONAL DIVISIONS

Name of Division: Fine and Applied Arts Division
Contact Person: Darryl Nelson

Submission Date: 2010

[Note: The information in this area will repeat on all pages.]

Porterville College Mission Statement:

With students as our focus, Porterville College provides our local and diverse communities an excellent educational experience that fosters intellectual curiosity and growth, lifelong learning, and prepares our students for personal and academic success.

In support of our values and philosophy, Porterville College will:

1. Provide quality academic programs to all students who are capable of benefiting from community college instruction.
2. Provide comprehensive support services to help students achieve their personal, vocational and academic potential.
3. Prepare students for transfer and success at four-year institutions.
4. Provide courses and training to prepare students for employment or to enhance skills within their current careers.
5. Provide developmental education to students who need to enhance their knowledge and understanding of basic skills.
6. Recognize student achievement through awarding degrees, certificates, grants, and scholarships.

Program Mission Statement:

The mission of the Fine and Applied Arts Division arises from the premise that the arts are integral to human society and that creativity, imagination, and expression are defining, essentially human attributes. The Fine and Applied Arts Division prepares students for a culturally complex world by training them to think critically about visual, verbal, and musical information in their lives and through studio, performance, and lecture courses, foster in our students the creativity, communication skills, problem-solving abilities, and cultural appreciation necessary for personal, economic, and academic success.

Student Learning Outcomes:

All of our active courses in our division have been reviewed and updated and have current Student Learning Outcomes. The Fine and Applied Art faculty have begun the process of assessment of these SLOs. All the full-time faculty in the division have assessed, at this time, one SLO for each course they teach—we also have met to discuss the results of those assessments and had discussions on the development of program level SLOs. The following chart illustrates the number of courses we offer in our division and the number of courses that have completed SLOs. Following the chart are the program level SLOs:

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Program	# courses	SLO's completed
APLDS	5	5
ART	17	17
CMRT	3	3
CGRA	3	3
DRMA	2	2
MUSC	12	12
PHOTO	9	9
SPCH	4	4
Totals	55	55

Art Studio Major / Student Learning Outcomes

When students successfully complete the courses required for the Fine Arts Major, they should be able to:

1. Create basic 2-D, 3-D, and digital art projects.
2. Use drawing, painting, sculpture, photography, and digital arts to generate ideas, solve visual problems, and enhance perception.
3. Recognize, describe, analyze, and employ the visual language inherent in all art forms and visual media.
4. Apply appropriate critical systems to the development of informed judgments regarding the visual arts and everyday life issues.
5. Identify and describe the historical and cultural contexts of works of art in order to evaluate the relationship between works of art and their time and culture.
6. Assess the role of the visual arts in contemporary culture as a vehicle of human expression in order to recognize, evaluate, and value that creative impulse in their own lives.

Commercial Art Major / Student Learning Outcomes

When students successfully complete the courses required for the Commercial Art Major, they should be able to:

1. Construct an engaging and dynamic layout by applying the principles of design to the concept and components of the project.
2. Apply a range of approaches to using typography in projects.
3. Identify the elements of good storytelling and apply these elements to his/her illustrations, using a variety of techniques in drawing, painting, and digital media
4. Describe, deconstruct, and evaluate contemporary and historical examples of illustrations and layouts for their purposes and use of visual language.
5. Generate original solutions to visual problems by applying the creative process of research, brainstorm, refinement, critique, and finished project.
6. Assemble a portfolio of finished airbrush paintings, illustrations, and graphic designs that exhibit the technical skills and artistic vision necessary for entry-level work in illustration, airbrush painting, and commercial layout and design.

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Photography Major

Student Learning Outcomes

When students successfully complete the courses required for the Photography Major, they should be able to:

1. Explain the fundamentals of manual camera operation, including the evaluation of light and exposure.
2. Identify and apply strategies for good composition in the taking of a photograph and in the making of a print.
3. Photographically illustrate an idea or concept.
4. Develop and print a high quality black and white photograph.
5. Create a high quality photograph that illustrates experimentation and exploration in the use of color.
6. Identify, set up, and correctly use appropriate natural and studio lighting for the desired type and style of image.
7. Produce a professional portfolio of photographs that have the technical quality and artistic vision necessary for entry level work in photography.

Analysis of Current Performance:

Fine and Applied Arts Division has 5 full-time faculty members and 7 part-time faculty members.

The data for 2008-9 indicates the division enrolled 2,152 students in 78 sections for 27.6 students per section, with a retention rate of 88.2% and a success rate of 73.5%. The student/faculty ratio (or productivity) was 15.8 FTES/FTEF, above the campus average of 15.4 FTES/FTEF.

The data for 2009-10 indicates the division enrolled 2,181 students (slightly more than the year before) in 64 sections (an 18% drop in sections offered from the year before) for 34.1 students per section (a 19% increase in class size), with a retention rate of 85.3% and a success rate of 70.2%. The student/faculty ratio (or productivity) was 17.9 FTES/FTEF (a 12% increase in productivity from the year before), above the campus average of 16.6 FTES/FTEF.

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Program Strengths and Areas for Improvement:

Strengths

The Fine And Applied Arts Division provides quality instruction to students in our classes. Our faculty are dedicated to effectively preparing students for transfer to four year colleges. Our division provides certificates and A.A. degrees(at this time, just in the visual arts), and transfer-level curriculum (in all our programs) for students interested in pursuing majors at four year institutions in the visual, communication, and performing arts. With the passing of SB 1440, we are working on course and program adjustments in order meet these new guidelines.

In Spring 2011, the Speech Communication department intends to launch a 12 unit Communication Certificate of Achievement similar to the ones offered at Bakersfield College and College of the Sequoias. These two campuses have enjoyed enormous success and we expect similar results.

Areas for Improvement

Over a period of several years our division has markedly reduced the diversity of its course offerings to accommodate budget constraints and more directly align our courses with the recently mandated revised core mission of California Community Colleges. Our music program has suffered the most drastic reduction of its course offerings. If we wish to remain a comprehensive college, we must look seriously at our music program. It is below levels that, by any objective measure, we would describe as sustainable. To be sustainable, the music program would need to expand its course offerings--all core transfer courses (all the CSUs and UCs have music majors) --to offer art theory as well as instrumental courses. The FTES/FTEF for music courses is 16.2%, slightly below the college-wide average of 16.6%, but this is a program that was once highly productive before suffering arbitrary drastic cuts of 7 years or so ago. This is a "Band Town." High schools music programs, with incredible community backing, would support a full music program at Porterville College with courses in place to once again make it possible to meet all the lower division requirements for music majors. With a full program here, students will come. Re-establishing a legitimate music program would require the hiring of a full-time instrumental music faculty position to replace the position that was lost in 2003-4.

At least one of our faculty will be likely to retire in the coming year(s). With that retirement, we need to make sure to replace this highly productive faculty member* if we are to continue to serve our students needs.

* The data for 2008-9 indicates this highly productive faculty member had 29.2 students per section compared to the division's 27.6 students per section, with a retention rate of 89.9% compared to the division's 88.2% and a success rate of 73.7% compared to the division's 73.5%. His student/faculty ratio (or productivity) was 18.5 FTES/FTEF compared to the division's 15.8 FTES/FTEF, above the campus average of 15.4 FTES/FTEF.

* The data for 2009-10 indicates this highly productive faculty member had 30.6 students per section

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compared to the division's 34.1 students per section, with a retention rate of 86.7% compared to the division's 85.3% and a success rate of 71.2% compared to the division's 70.2%. His student/faculty ratio (or productivity) was 20.5 FTES/FTEF compared to the division's 17.9 FTES/FTEF, above the campus average of 16.6 FTES/FTEF.

NOTE—The data are approximate (but still should be a fairly accurate representation of his performance) because “Art” course data are the most representative available data to represent this faculty member's productivity.

Communication Arts facility needs.

The theater (CA 10) is the primary classroom for both Speech and Drama classes as well as is frequently used by many other departments on campus for special functions, guest speakers, and various community activities. The repairs, maintenance, and facility modification needed for the theater are a safety issue and a necessity for the needs of the students and of the college.

In 2001-02, a facility modification was begun to provide appropriate, secure storage for instruments in the former scene-shop area of the Theatre (which was, at the time, being used as the “band room”). This facility modification was halted mid-stream, leaving an unsafe and incomplete facility.

Lighting in both dressing room areas is a problem with only one light per room functioning. The vanity mirror lights do not function at all in either room. These rooms act as hallways for the only functioning restrooms in the building, and thus, present a safety hazard to students and staff.

The theater is currently only able to turn on about 30-40% of the available lighting in the room and the ones that are able to be switched on are very dim and have several bulbs burnt out (fluorescents). The auditorium “can-style” lights do not function at all. The stage lights need to be checked out as well, to see if they are all functioning.

The theater needs a new whiteboard for use in daily classes as well as for general use by anyone who utilizes the space. The one that is in the room now is stained beyond the point of cleaning it and does not function very well to write on and it is structurally falling apart. It rocks from side to side, swings up and down without touching it, and certainly could injure someone who uses it.

Fine Arts facility needs.

Maintenance and repair of the kilns are essential to maintaining studio classes. Money needs to be budgeted for this periodic expense.

Still to be implemented recommendation from the prior program review: quality gallery operation. For quality gallery operation, we need a budget for student docents. The rationale is this: The Porterville College Fine Arts Gallery is an instructional tool for our art classes and, for the community, the most visible presence of fine arts at Porterville College. This visibility of the Art

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Gallery makes for an excellent opportunity to market Porterville College to the community at large. To keep the gallery operating we need to hire student help as docents who are present all the hours the gallery is open. We presently have no budget for this and find it difficult to keep consistent hours for the gallery to be open. People who visit the gallery have an expectation that it is open on a regular schedule. Community members will not make the effort to come see an exhibition if they cannot reasonably expect that a regular and publicized schedule is adhered to.

Figure Drawing Class needs a budget for models. Student models support this core transferable art course.

In Computer Graphics, several area high schools have animation programs. Students come here expecting to continue their education in animation and we are not able to meet their needs. The creation of an animation course and the purchase of a good animation program such as Maya (the industry standard) for the computer lab would meet the needs of more high school area students and bring more students into computer graphics classes.

We need to expand the course offerings in Speech Communication. We plan to propose Intercultural Communication by the end of Fall 2010 semester to the Curriculum committee because it will satisfy the Area D: multicultural requirement of CSU giving our transfer students at PC more options in completing their transfer requirements.

We are concerned about the large size of the Speech classes. While we are enjoying high success rates, we are over-enrolling these courses at noticeably higher levels than other colleges in our discipline. Some schools have capped all Speech Communication courses as low as 25 students per section. While we don't feel this is a reasonable goal, we would like to see caps at around 30 students per section. Currently the difference between a class of 25 versus a class of 35 works out to 3 ½ hours of lost class time just listening to those extra 10 students giving their speeches. Not to mention that most of us are doing our best to accommodate a few extra in each section and our current averages are 40 students per section. We feel this change would give us more time to let students practice their skills, engage in classroom activities, and engage in more in-depth class discussions. By lowering our caps from the current 35 down to 30 students per section we believe that the level of understanding and skill development would significantly increase as a result.

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Goals (This section is for you to report on progress on previously established goals and listing of new goals. If your program is addressing more than 2 goals, please duplicate this page)

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
1. Replace retiring faculty member(s)	To begin the fall following their retirement.	Funding and prioritization by Academic Senate.	College budget limitations.

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1 X Item 2 Item 3 X Item 4 X Item 5 X Item 6

Progress on Goal:

 Completed (Date)

 Revised (Date)

Comments:

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
1. Re-establish the Instrumental Music program at Porterville College as a full-time faculty position.	Fall 2012	Funding and prioritization by Academic Senate	College budget limitations.

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1 X Item 2 Item 3 X Item 4 X Item 5 X Item 6

Progress on Goal:

 Completed (Date)

 Revised (Date)

Comments:

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Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
3. Re-establish the transfer-level curriculum for music majors that was in place until the 2003-04 academic year (the year after the program was cut by PC's administration).	Fall 2012	The most necessary resource is students who are attracted to the music program.	In order to attract sufficient students to the program, it must be balanced (vocal-instrumental). College budget limitations.

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1 X Item 2 Item 3 X Item 4 X Item 5 X Item 6

Progress on Goal:

 Completed (Date)
 Revised (Date)

Comments:

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
4. Communication Arts facility modifications, repairs, and maintenance: including instrument storage area and theater and dressing rooms lighting needs (as outlined in "Areas for Improvement" section)	Spring 2011	Commitment of M&O staff time and materials	

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Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1 Item 2 Item 3 Item 4 Item 5 Item 6

Progress on Goal:

Completed (Date))
 Revised (Date))

Comments:

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
5. Establish an on-going and realistic evaluation process to strengthen and develop the PC music program, with an emphasis on student, faculty, and community expectations and articulation with the high schools' music programs and articulation with CSU and UC music programs	Spring 2011	A committed dialog between PC and PUSD instructors and administrators, with the goal of strengthening articulation and matriculation.	Commitment of PUSD music instructors to the process.

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1 Item 2 Item 3 Item 4 Item 5 Item 6

Progress on Goal:

Completed (Date))
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Comments:

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
6. Fund the periodic updating of the Adobe Creative Suite software for the Computer Graphics Classes and replace computers on a periodic basis.	Fall 2009	Funding for a dedicated budget for this purpose.	College budget limitations
7. Improved maintenance of the Fine Arts Building	Repairs to be completed by Fall 2008	Prioritization by Maintenance & Operations	College budget limitations and limited M & O staff
8. Create a dedicated budget to hire Art Gallery student docents so the gallery can have regular open hours.	Originally for Fall of 2006. Updated to Fall 2011.	Funding for a dedicated budget for this purpose.	College budget Limitations
9. Create a dedicated budget for models for Figure Drawing class	Originally for Fall of 2006. Updated to Fall 2011.	Funding for a dedicated budget for this purpose.	College budget Limitations
10. Increase budget for transportation funding to provide full support for field trip classes.	Fall 2008	Funding for this purpose.	College budget Limitations
11. Create an animation computer graphics course. Purchase animation software for the course (such as Maya).	Fall 2012	Funding for this purpose.	College budget limitations

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Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if these goals (6 – 11) are completed? (select all that apply)

Item 1 Item 2 Item 3 Item 4 Item 5 Item 6

Progress on Goal 6:

Completed (Summer 2010)

Revised (Date)

Comments:

Funding for the replacement of the computers is in process now (Fall 2010).

Progress on Goal 7:

Completed (Summer 2009)

Revised (Date)

Progress on Goal 8:

Completed (Date)

Revised (Fall 2010)

Progress on Goal 9:

Completed (Date)

Revised (Fall 2010)

Progress on Goal 10:

Completed (Date)

Revised (Date)

Comments: College budget limitations have led to all funding ceasing for this goal.

Progress on Goal 11:

Completed (Date)

Revised (Fall 2010)

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Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
12. Reduce the size of Speech classes to a reasonable level of 30 students. The rationale is in the "Areas for Improvement" section.	Fall 2010	None	
13. Expand course offerings in Speech Communication courses with the ultimate goal of an AA Transfer Degree in Speech Communication.	Spring 2011 and ongoing thereafter.	None	
14. Increase course offerings in transferable Drama courses.	Fall 2012 and ongoing thereafter.	None	

Progress on Goal 12:

___ Completed (Date)
___ Revised (Date)

Progress on Goal 13:

___ Completed (Date)
___ Revised (Date)

Progress on Goal 14:

___ Completed (Date)
___ Revised (Date)

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STAFFING REQUEST

Staff Resources:				
<u>Current Staffing Levels</u>				
<u>Full-time Staff (FTE)</u>		<u>Part-time Staff (FTE)</u>		
Faculty	5	Faculty	7	
Temporary		Temporary		
Classified		Classified		
Management		Management		
 <u>Request for New/Replacement Staff</u> Use one line for each position requested. Justify each position in the space below.				
	Title of Position	Classification <small>(Faculty, Classified, or Management)</small>	Full or Part Time	New or Replacement
Position 1	Art Instructor	Faculty	Full	Replacement
Position 1	Music Instructor(instrumental)	Faculty	Full	Replacement
Position 3	Music Instructor(day-time piano)	Faculty	Part-time	Replacement
Position 4	Music Instructor(string ensemble)	Faculty	Part-time	Replacement
<p>Justification: (Address each position requested)</p> <p>Position 1: Should our full-time art instructor retire without being replaced, we would be unable to serve student needs in the highly in demand core transfer courses of that instructor.</p> <p>Position 1: By re-establishing a permanent, full-time instrumental music director, PC will be able to recruit and retain qualified students who are currently choosing to attend other colleges in order to study instrumental music (as a major or as an elective). PC will reap the rewards of increased FTES and community support (this is, after all, a “band-town.”). This replaces a position from 2002 of a retiring instructor. More detailed rationale for this position is in the beginning of the section “Areas for Improvement”.</p> <p>Position 3: When daytime piano classes are taught, enrollments are usually quite high. This, coupled with the relatively inexpensive utilization of an adjunct professor, will boost FTES, make music classes more attractive to current and to prospective students, and better serve the students and community.</p> <p>Position 4: String instruction differs greatly from band instrument instruction, and the re-establishing of a string ensemble will provide for the needs of this growing student population (the string instruments program is growing fast in the PUSD, and these students are attractive to us, as well).</p>				

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BUDGET REQUEST

	Current Budget	Amount of Increase	Revised Total
2000 (Student)	0	692	692
4000	5141	9	5150
5000	0	1750	1750
Other (6000)	0	583	583

Justification:

(Include justification for each amount of increase requested.)

2000-- The minimum amount needed to pay the docents 16 hours a week for the 18 weeks a year the Gallery should be open (16x18x2.00 an hour for paying 25% of worker's wage through CALWORKS). For quality gallery operation, we need a budget for student docents. The rationale is this: The Porterville College Fine Arts Gallery is an instructional tool for our art classes and, for the community, the most visible presence of fine arts at Porterville College and is an excellent opportunity to market Porterville College to the community at large. To keep the gallery operating we need to hire student help as docents who are present all the hours the gallery is open. We presently have no budget for this and have great difficulty in keeping consistent hours for the gallery to be open. People who visit the gallery have an expectation that it is open on a regular schedule. Community members will not make the effort to come see an exhibition if they cannot reasonably expect that a regular and publicized schedule is adhered to. ---Student docents for quality gallery operation support quality academic programs and prepare students for transfer to four-year institutions.—[\$580.]

The minimum amount needed to pay the model(s) 4 hours a week for the 14 weeks in the semester the models are needed in the class (4x14x2.00 an hour for paying 25% of worker's wage through CALWORKS). Student models support a quality academic program which prepares students for transfer to four-year institutions.—[\$112]

4000-- Art, Photography, Music, and Speech/Drama instructional supplies and materials support quality academic programs, prepare students for transfer to four-year institutions, as well as develop skills and provide career training.

5000-- It is expected of community college music programs that choirs travel to attend festivals and performances. This supports a quality academic program, prepares students for transfer to four-year institutions, as well as develops skills and provides career training.—[\$1000.00]

The 4 acoustic pianos require routine tuning and maintenance as they are used daily by students and staff--they support quality academic programs, prepare students for transfer to four-year institutions, as well as develop skills and provide career training.—[\$750.00]

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6000--The Theater needs a new Whiteboard for use in Speech/Drama classes as well as for general use by all who use the Theater. The one that is in the room now is stained beyond the point of cleaning it and does not function very well to write on and it is structurally falling apart. It rocks from side to side, swings up and down without touching it, and certainly could injure someone who uses it. The Whiteboard, as a vital instructional tool, supports quality academic programs, prepares students for transfer to four-year institutions, as well as develops skills and provide career training.