

**Golden West College**  
**INSTRUCTIONAL PROGRAM REVIEW**  
**Spring 2016**

**Division Name:** Arts & Letters

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## **ARTS AND LETTERS DIVISION NON-INSTRUCTIONAL PROGRAM REVIEW--2016**

### **PROGRAM INFORMATION:**

The Division of Arts & Letters offers two primary areas of study -- Language Arts and Fine Arts.

The **Language Arts** prepare students for transfer to 4-year universities and careers by providing them with the opportunity to explore human expression, human experience, and human values through a wide variety of subjects including English, English as a Second Language, composition, literature and world languages (i.e., Spanish, French, Vietnamese, and Sign Language), communication studies, journalism, and an innovative, interdisciplinary program in Peace Studies. In addition, a multi-level English as a Second Language program is offered, as well as a certificate program in Interpreting for the Deaf. Students enrolled in Language Arts courses develop skills in critical reasoning, imagination, and expressive clarity. Student support services include the Writing and Reading Center and World Languages Lab. The student-run newspaper, *The Western Sun*, serves the campus community and provides students with the opportunity to produce a bi-monthly newspaper.

The **Fine and Performing Arts** prepare students with the opportunity to transfer to 4-year universities and careers through curricula in art, photography, music, dance, and theater. In addition, the Fine and Performing Arts serve as the educational center of cultural and artistic excellence for our campus and our local community. In the visual arts, an intensive studio environment is offered for students interested in drawing, painting, photography, ceramics, sculpture, and printmaking. The Fine Arts Gallery provides exhibition space for the work of faculty, students, and professional artists. In the performing arts, dance and music students regularly offer concerts and programs for students and the community. The Mainstage and Stage West Theaters produces a variety of classical and contemporary comedies and dramas throughout the year.

Effective Fall 2016, the Theater department will begin offering a new, innovative certificate program to train Scenic and Projection Design Technicians. Finally, the division has administered an outstanding college-wide program in Education, intended for students pursuing their multiple-subject or single-subject teaching credential. Effective Fall 2016, this program will be administered by the Library & Learning Resources division.

The Arts and Letters division office is composed of one full-time division Area Coordinator (E-52), one 10-month division secretary (E42), and one division dean.

### **Program Contributions:**

The Arts and Letters division supports every Associate Degree and Transfer program at Golden West College by providing oral communication, English composition, and critical thinking (English composition) courses necessary for degree completion and transfer readiness (i.e., CSU General Education, Area A1, A2, A3; IGETC, Area 1A, 1B, 1C) The division also supports the

majority of courses that meet the degree requirements for Arts and Humanities (i.e., CSU General Education, Area C2; IGETC, Area 3B). Beginning Fall 2014 through the present, the Arts and Letters division has served the largest number of students of any instructional division at the college. In spring 2016, 9,280 students were served by the Division of Arts and Letters, generating 1.144 FTES for the college, more than any other instructional division.

At present, the division office supports and serves a large contingency of faculty and staff--147 instructors (30 full-time and 117 part-time), 4 full-time classified staff, approximately 38 hourly employees, and one full-time instructional dean. Most specifically, the division office provides support with class scheduling, payroll, evaluations, absences, budgeting and record keeping, purchasing for the classroom, special events and meetings, Board and campus authorizations, outside contracts and agreements, and general administrative functions. In addition, the division office provides administrative support for all fine and performing arts concerts and performances, and partners with Ballet Repertory Theatre in coordinating all of their dance performances in the GWC Mainstage Theater.

**College goals (check all that apply):**

- Institutional Mission & Effectiveness
- Instructional Programs
- Student Support Services
- Library and Learning Support Services
- Student Engagement
- Student Equity
- Human Resources
- Facilities & Campus Environment
- Technology
- Fiscal Resources
- Planning Processes
- District Collaboration
- Community Relations
- Business, Industry, Governmental Partnerships

**External Requirements:**

Not applicable, except for those external level requirements that apply to the college as a whole.

**REVIEW OF LAST CYCLE PROGRAM REVIEW**

An Arts and Letters division program review report has not been required since 2004-2006.

# SWOT ANALYSIS

## Strengths

The division office provides a high level of customer service and support, accessing campus and outside resources to ensure faculty and student inquiries and concerns are resolved in a timely manner and are seen through to resolution. Only issues requiring resolution at a higher level per District/College policy are referred to senior administration.

At present, the division office serves 9,280 students (unduplicated head count), 30 full-time faculty, 117 part-time faculty, 4 classified employees, and approximately 38 hourly employees. This large numbers of students and faculty is served by one division area coordinator/special Assignment (E-52), one 10-month division secretary (E-52), and one division dean. A clear division of responsibilities between the two office staff ensures that all functions are seen through to completion in a timely, efficient manner. This lean structure and the successful professional relationships of the office staff create an efficient and effective team.

## Weaknesses

Need for Improvement:

1. Address the issue of the continuing practice of reassigning the functions of campus entities, i.e., purchasing, personnel and payroll, scheduling, facilities, etc., to the division office. This practice came about for the most part due to reductions in staff positions in these other campus entities.
2. The need for a person in a supervisory position to work outside regular business hours. Performing arts plays and concerts are scheduled on weekends, evenings, at other times when the college is closed, and at off-campus venues, making it difficult to have direct line-of-sight supervision of the theater facility and/or performances.
3. The need for more active engagement of faculty in meeting deadlines and observing campus and division procedures. Clearer communication with faculty regarding deadlines on forms, reports, etc. would mitigate the need for staff to expend time collecting items that are past due.
4. The need for better communication with students regarding class cancellations due to faculty absences or late start if faculty is running late. Currently, the process involves an instructor contacting the division office staff to notify them of an absence or late arrival. This occurs most frequently the same day of the absence, or in the event an instructor is running late, very close to the class start time. A division staff member then makes a sign and rushes to get it posted so students are not left waiting. Students have, on most every occasion, commented to the staff member that if they had been notified by “text” of the cancellation or late start, and would not have driven all the way to campus and wasted gas or bus money, not needed to get day care for their child, gone to work and made money; or our favorite – slept in. These students have commented that a text would be very helpful in allowing them to reallocate their time and resources.

5. The division has a serious shortage of classrooms for scheduling Arts and Letters classes (part of this is the direct result of the loss of four classrooms in the Dudley Boyce Library.) Every semester, the division has to relocate classes to rooms outside of the division and/or change the times and days classes are being taught in order to find an adequate classroom. On many occasions, the division has had to schedule classes in rooms that are inappropriate for the class being taught (i.e., an English class of 30 taught in a large lecture hall, fine art studio, computer lab, etc.).
6. The division has a shortage of suitable office space for full-time faculty, and there is a lack of storage space for the Division Office, as our file storage was originally in the KOCE building, which is now occupied. At present, our historical files are in a large “garage” area with a metal roll-up door, which makes it very difficult to retrieve the historical paperwork we frequently need.

### **Immediate Needs**

1. Faster turn-around on district purchase orders – particularly materials fees purchases. The campus fiscal office is very efficient in processing district purchase order requests from the divisions. Fiscal Services communicates almost immediately if there is a problem and is very helpful in giving solutions. Once the requisition leaves the campus, it can take weeks to get the purchase order from district. In the case of material fees purchases for classroom supplies, this makes it very difficult for faculty to stick to a lesson plan if they are not certain when their supplies will arrive. These funds are not available until very close to the first day of classes as they are based upon current enrollment, which is not set until the census date. So although the campus processes these requisitions quickly, the delay in getting the purchase order from the district, to the vendor, and then receive the shipment on campus, can typically be weeks into the semester.

A possible solution could be to pre-load these budgets based upon historical enrollment, then adjust based upon current enrollment. This would allow divisions to have supplies available to classrooms the first day of classes.

2. Have all new employees process their hiring paperwork at the District, particularly since all hiring paperwork must be processed at District HR for finalization.

### **Opportunities**

Construction of a new Language Arts building is scheduled to begin in Spring 2019.

### **Threats**

The District trend to not replace retired classified staff would seriously diminish the capacity of the division office to provide a wide range of efficient services.

## PROGRAM DATA AND ANALYSIS

Measures of Scope of Program (Who does your department serve? How many do you serve?)

<input checked="" type="checkbox"/> Student	Number of Students Served:	
	Fall 2012	8,550
	Spring 2013	8,476
	Fall 2013	9,291
	Spring 2014	8,913
	Fall 2014	9,084
	Spring 2015	8,919
	Fall 2015	8,644
	Spring 2016	9,280
	Fall 2015	In Progress

From Fall 2012 until Spring 2014, Arts and Letters served the second largest number of students of any GWC instructional division (Social & Behavioral served the largest number of students). Beginning Fall 2014 through the present, Arts and Letters surpassed Social & Behavioral Sciences and served the largest number of students of any instructional division at the college.

<input checked="" type="checkbox"/> Faculty	Number of Faculty Served:	
	Fall 2015	30 full-time instructors 117 part-time instructors 147 TOTAL instructors

<input checked="" type="checkbox"/> Staff	Number of Staff Served:	
	Fall 2015	4 full-time classified instructors 38 hourly employees (approximate)

<input checked="" type="checkbox"/> Managers	Number of Managers Served:	
	Fall 2015	1 full-time manager

### Measures of Effectiveness/Customer Satisfaction

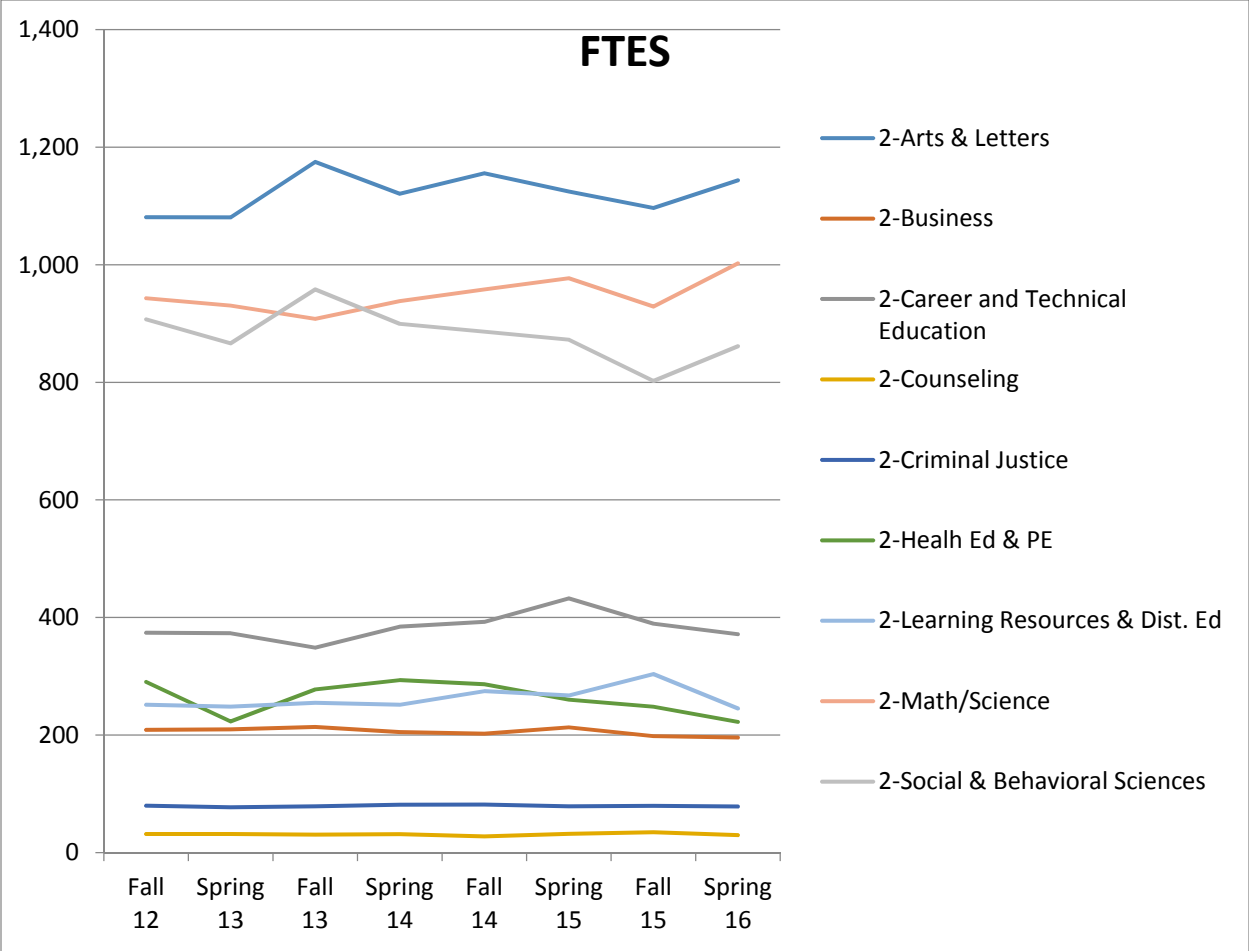
1. Division office staff regularly receives compliments about their efficiency and customer service.
2. Every semester, the division dean prepared a list of faculty and staff accomplishments for the President's Office and the District Board of Trustees.

## Measures of Efficiency/Productivity

1. The Arts and Letters division generates more FTES for the collage than any other instructional division.

### FTES

Semester	Fall 12	Spring 13	Fall 13	Spring 14	Fall 14	Spring 15	Fall 15	Spring 16	Fall 16
2-Arts & Letters	1,081	1,080	1,175	1,121	1,156	1,124	1,096	1,144	0
2-Business	209	210	214	205	202	213	198	196	0
2-Career and Technical Education	374	373	349	384	392	433	390	371	0
2-Counseling	31	32	30	31	27	32	35	30	0
2-Criminal Justice	80	77	79	81	82	79	80	78	0
2-Health Ed & PE	290	223	278	294	286	260	248	222	0
2-Learning Resources & Dist. Ed	251	248	255	252	275	267	304	245	0
2-Math/Science	943	931	908	938	958	977	929	1,002	0
2-Social & Behavioral Sciences	907	866	958	900	886	872	802	861	0
Column Totals	4,167	4,040	4,245	4,206	4,265	4,258	4,081	4,150	0

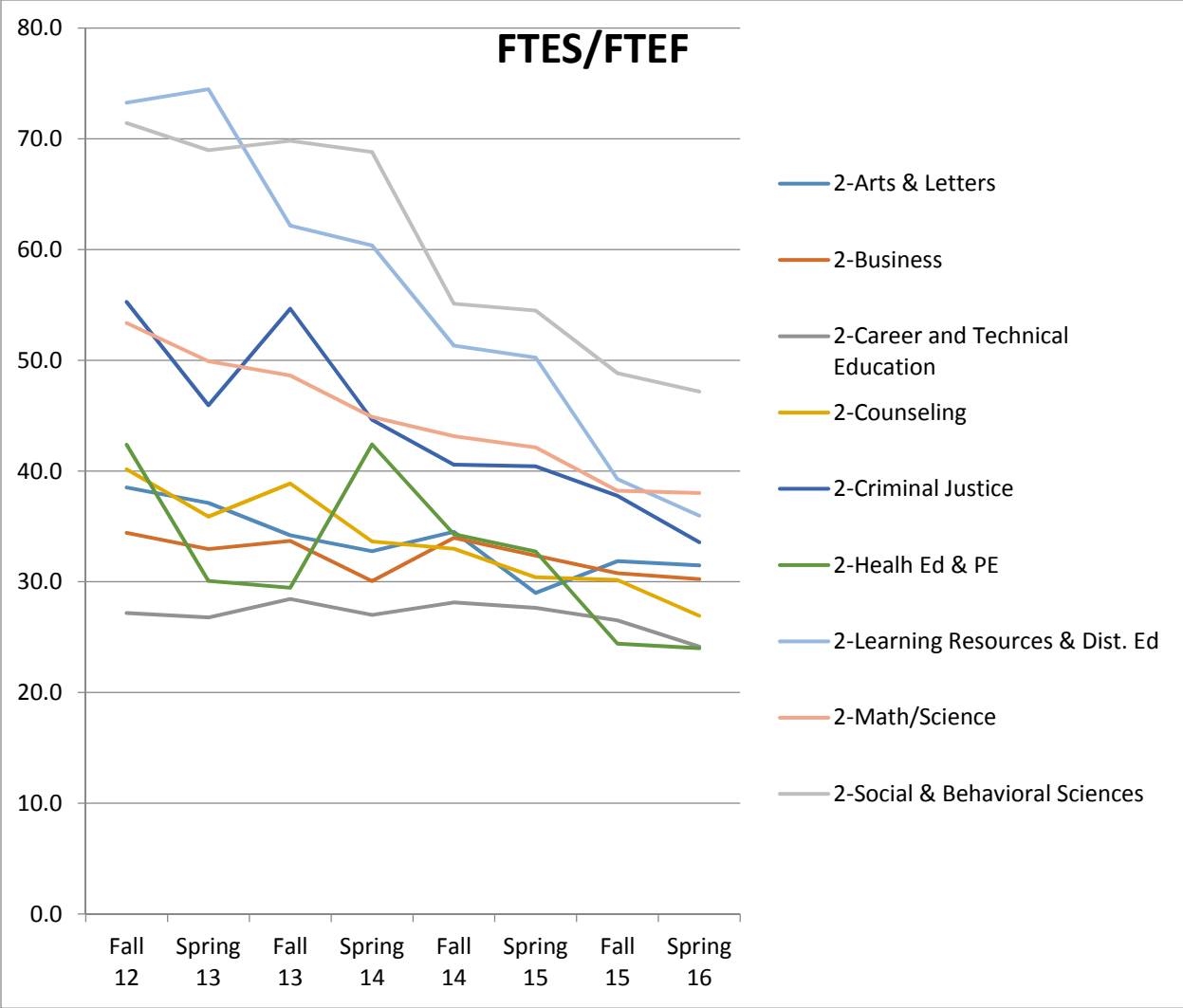




2. In Fall 2015, the Arts and Letters division had a FTES/FTEF ratio of 32.4.

**FTES/FTEF**

Division	Fall 12	Spring 13	Fall 13	Spring 14	Fall 14	Spring 15	Fall 15	Spring 16	Fall 16
2-Arts & Letters	38.5	37.1	34.2	32.8	34.5	29.0	31.9	31.5	0.0
2-Business	34.4	33.0	33.7	30.1	34.0	32.4	30.8	30.2	0.0
2-Career and Technical Education	27.2	26.8	28.4	27.0	28.1	27.6	26.5	24.1	0.0
2-Counseling	40.2	35.9	38.9	33.6	33.0	30.4	30.2	26.9	0.0
2-Criminal Justice	55.3	45.9	54.7	44.6	40.6	40.4	37.8	33.6	0.0
2-Health Ed & PE	42.4	30.1	29.5	42.4	34.3	32.7	24.4	24.0	0.0
2-Learning Resources & Dist. Ed	73.3	74.5	62.2	60.4	51.3	50.2	39.3	36.0	0.0
2-Math/Science	53.4	49.9	48.6	44.9	43.1	42.1	38.2	38.0	0.0
2-Social & Behavioral Sciences	71.4	69.0	69.8	68.8	55.1	54.5	48.8	47.2	0.0
Column Totals	48.4	44.7	44.4	42.7	39.3	37.7	34.2	32.4	0.0



3. The Arts and Letters division offers more sections than any other instructional division.

### Section Count

Semester	Fall 12	Spring 13	Fall 13	Spring 14	Fall 14	Spring 15	Fall 15	Spring 16
2-Arts & Letters	242.0	241.0	272.9	284.9	279.0	303.6	284.1	304.4
2-Business	45.5	45.5	48.5	48.5	52.5	55.5	54.5	58.5
2-Career and Technical Education	94.0	104.0	90.0	101.0	101.0	115.0	106.0	105.5
2-Counseling	9.0	10.0	9.0	11.0	12.0	14.0	13.0	14.0
2-Criminal Justice	15.0	17.0	15.0	18.5	20.0	21.0	20.5	21.5
2-Health Ed & PE	44.5	46.5	51.5	65.0	56.5	60.1	56.0	68.0
2-Learning Resources & Dist. Ed	44.0	44.0	57.0	56.0	61.0	62.0	67.0	60.0
2-Math/Science	176.0	182.0	186.0	189.0	190.0	193.0	201.0	206.0
2-Social & Behavioral Sciences	96.0	93.0	106.0	105.0	112.0	115.0	121.0	132.0
Column Totals	766.0	782.9	835.9	878.9	884.0	939.2	923.1	969.9

4. The fill-rate for Arts and Letters classes is consistently greater than the campus average.

### Fill-Rate

Semester	Fall 12	Spring 13	Fall 13	Spring 14	Fall 14	Spring 15	Fall 15	Spring 16	Fall 16
2-Arts & Letters	102.9%	99.1%	92.8%	91.9%	95.2%	89.5%	87.3%	83.6%	0.0%
2-Business	92.2%	92.7%	85.1%	85.4%	78.2%	75.8%	73.3%	70.0%	0.0%
2-Career and Technical Education	100.0%	92.4%	86.1%	80.8%	77.5%	74.7%	73.5%	64.9%	0.0%
2-Counseling	113.0%	99.1%	107.6%	96.1%	81.9%	79.2%	86.6%	68.7%	0.0%
2-Criminal Justice	104.3%	101.4%	103.5%	96.3%	93.4%	87.8%	84.6%	73.6%	0.0%
2-Health Ed & PE	109.3%	104.3%	93.5%	85.1%	88.2%	75.3%	75.0%	61.0%	0.0%
2-Learning Resources & Dist. Ed	98.9%	96.2%	98.7%	97.4%	100.1%	93.5%	93.6%	84.2%	0.0%
2-Math/Science	100.7%	97.8%	97.7%	96.4%	97.9%	95.7%	92.2%	91.1%	0.0%
2-Social & Behavioral Sciences	97.3%	95.2%	91.6%	84.4%	90.0%	78.6%	75.1%	70.8%	0.0%
Column Totals	102.1%	97.6%	95.2%	90.4%	89.2%	83.3%	82.3%	74.2%	0.0%

## **Review of Budget/Expenditures**

See attached spreadsheet.

## **PROGRAM PLANNING**

Based on your analysis of previous program review and current data/information:

What does your program want to accomplish in the next three years?

- Advocate hiring an associate dean to assist in managing the Arts and Letters division.
- Continue scheduling classes so that students can complete their required major coursework within a two-year timeframe.
- Expand the breadth and depth of Arts and Letters course offerings to insure that students have the courses they need to graduate and transfer.
- Continue supporting work on assessment and placement in order to improve the success of underprepared students and ESL students in college-level writing and reading classes.
- Assist in securing funding to support the Writing & Reading Center and other supplemental learning opportunities.
- Assist in efforts to improve the success rate for students in all developmental and transfer-level English compositions.
- Support efforts to re-configure the Writing & Reading Center to provide greater campus-wide service.
- Revise the current print journalism program to include a broader emphasis on public relations, electronic journalism, and social media.
- Advocate for additional funding to support performances and exhibits offered by our Fine and Performing Arts programs.
- Work with the GWC Foundation to begin identifying and pursuing community donors and sponsorship to underwrite performances and exhibits.
- Improve publicity for campus plays, concerts, and exhibits by engaging social and local media.
- Establish a stronger presence in the City of Huntington Beach and other local communities.
- Advocate hiring a full-time Theater manager to provide line-of-sight supervision in the theater complex.
- Offer coursework that leads to creative careers in the fine and performing arts.
- Complete the remodel of the Mainstage Theater and pursue additional funding for Stage West and the Star Light Amphitheater.
- Identify funding to upgrade the lighting and sound in Forum 2.

## **What areas does your program plan to improve?**

See above for instruction-related improvements.

In addition to these instructional goals, the division office would like to improve the following:

- Pilot test the use of texting to notify students when their instructor is late to class or absent.

What specific actions will you take to improve upon those areas?

- Meet and collaboration with managers, full-time and part-time faculty, classified staff, and students for the purpose of discussing these areas of improvement.
- Advocate for funding to support these initiatives.

## **RESOURCE ALLOCATION**

In order to accomplish those goals, what resources do you need? You will need to fill out the resource request forms and include them with your Program Review Report. [Link to resource request form.](#)

- Staffing
- Facilities
- Technology
- Equipment
- Funding for Professional Development