

PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: INSTRUCTIONAL DIVISIONS

Name of Division: Fine & Applied Arts
Contact Person: Jim Entz

Submission Date: Spring 2019

[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 quality education that promotes intellectual curiosity, personal growth, and lifelong learning, while preparing students for career 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, career 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 and other forms of communication are integral to human society and that creativity, imagination, expression, and interpersonal communication are defining, essential 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. Through studio, performance, and lecture courses, we foster in our students the creativity, communication skills, problem-solving abilities, and cultural appreciation necessary for personal, economic, and academic success.

Student Learning Outcomes:

(Please summarize assessments that have been conducted on courses for your division including assessment timeframe, tool(s), results, and analysis/action plan.)

The Division currently offers 36 active courses. 100% of the active courses in our division have approved Student Learning Outcomes and all have been assessed at least once and are somewhere in the Analysis/Identification/Implementation aspect of the assessment cycle. Each course has an assessment timeline that our faculty follows for all of its SLOs and each program has a discipline-specific action plan for how an SLO assessment cycle will be achieved. Individual

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faculty members collect assessment data, analyze it, identify problem areas, and implement changes to the courses as a result of those assessments. However, this process needs to also occur with colleagues because “its value is in the discussion and analysis it sparks” (page 9, *Porterville College Outcomes Handbook*, August 2017). Therefore, we discuss SLO assessments at most of our division meetings, amounting to about two to four discussions a year.

Much more needs to be done to close the assessment loop, especially in Art and Music program areas where there is only one full time faculty member in each area. 18 courses with a total of 106 SLOs are offered in the Art Program and 11 courses with a total of 48 SLOs in the Music Program. This amounts to more than 38 assessments done each year for the courses in both programs and only about 10% of these assessments get discussed in Division meetings—a problem for which we have not yet found a solution. But we are working on it.

All of the course SLO assessments along with the Course SLO Assessment Timelines and Outcome Cycle Rotation Completion Forms can be found on Google Drive.

Program Learning Outcomes:

(Please list your PLOs and provide an overview of the assessments that have been conducted, changes to your program based on those assessments, and your planned assessment cycle.)

The Division has 5 programs including The Associate Degrees for Transfer in Communication Studies (AA-T), and Studio Art (AA-T), a local Associates degree in Commercial Art (AA), and two Certificate of Achievement programs in Communication Studies and, as of Summer 2017 semester, a Certificate of Achievement in Music as well.

All of the programs awarding a degree or certificate have Program Level Student Learning Outcomes identified. Curriculum maps and assessment timelines have been established. Assessments of all PLOs in each program have occurred at least once (except for the new certificate in Music) and are ongoing. Discussions occur in our division meetings as we work towards completing the assessment cycle in each of our program areas. The Music Certificate of Achievement assessments of PLOs will begin this year.

All of the PLO assessments along with the PLO Assessment Timelines and Outcome Cycle Rotation Completion Forms can be found on Google Drive.

ART

All of the Commercial Art AA PLOs have been assessed. Based on analysis of PLOs assessed for the Commercial Art AA program and discussion with colleagues, revisions to most of the program’s PLOs have occurred. The first revisions occurred in September of 2018, going through the Curriculum Committee at

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that time. Other revisions from January 2019 have yet to go through Curriculum at the time of this writing. See *Outcome Cycle Rotation Completion Form (8/2018)* on Google Drive.

Assessments of PLOs for the Studio Art AA-T program are up to date according to the PLO Assessment timeline. The process of analysis and identification of potential changes needs to be discussed with colleagues in order to eventually complete the assessment cycle.

Assessments of PLOs for the Commercial Art AA program are up to date according to the PLO Assessment timeline. However the PLOs have recently been revised based on the earlier assessment cycle and discussions with colleagues. These revised PLOs are currently going through Curriculum committee.

COMM

Assessments of PLOs for the Communication Studies AA-T and Certificate programs are up to date according to the PLO Assessment timelines. The Communication Studies department is working to improve the execution of the completion of the PLOs assessment cycle by regularly meeting to discuss PLOs (such as, at the beginning of each semester). Regular meetings will ensure that each faculty member is involved in the whole program level assessment cycle.

For the 2018-2019 school year, based on SLO assessments used for assessing PLO #2 (for both the Certificate and the AA-T), the Communication faculty in COMM P101 plan to spend more time teaching students research strategies, especially focusing on the Persuasive Speech lecture. Assessments are made using rubrics for grading speeches. Evaluations of speeches and data information will be conducted for the Spring semester of 2019.

MUSC

The Music Certificate of Achievement assessments of PLOs will be done for this 2018-19 year for the first time.

DRAMA

There are no degrees or certificates and no PLOs in this area at this time.

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Studio Art Associate in Arts Transfer Degree

Program-Level Student Learning Outcomes

Students who successfully complete the Porterville College Studio Art AA-T program will 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. 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.
5. 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.

Studio Art Associate in Arts Transfer Degree

Curriculum Map

Course Program-Level Student Learning Outcomes

Courses	1.	2.	3.	4.	5.
ART P103	X	X	X		X
ART P106	X	X	X		X
ART P107	X	X			X
ART P113			X	X	
ART P114			X	X	X
ART P116	X	X	X		X
ART P123	X	X	X		X
ART P124	X	X	X		X
CGRA P110	X	X	X		X
PHOT P101	X	X	X		X

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Studio Art Associate in Arts Transfer Degree

Assessment Timeline for Program-Level SLOs Outlined Cycle for the Four Year Period of 2017 to 2020

Program SLO	1st Year				2nd Year			Third Year			Fourth Year		
	Course (if applicable)				Course (if applicable)			Course (if applicable)			Course (if applicable)		
1.	ART P103	ART P123	CGRA P110										
2.	ART P106	ART P116	ART P12	PHOT P101									
3.					ART P106	ART P107							
4.								ART P113					
5.											ART P114		

Studio Art Associate in Arts Transfer Degree

PLOs Mapped to GELOs and ILOs

Program SLO	GELO	ILO
1. Create basic 2-D, 3-D, and digital art projects.	TECHNOLOGY, INFORMATION LITERACY, AND INFORMATION COMPETENCY	INFORMATION COMPETENCY
2. Use drawing, painting, sculpture, photography, and digital arts to generate ideas, solve visual problems, and enhance perception.	CRITICAL THINKING	COGNITION
3. Recognize, describe, analyze, and employ the visual language inherent in all art forms and visual media	COMMUNICATION	COMMUNICATION
4. Identify and describe the historical and cultural context of works of art in order to evaluate the relationship between works of art and their time and culture.	SOCIAL AND CULTURAL UNDERSTANDING AND ETHICAL DEVELOPMENT	SOCIAL AND CULTURAL RESPONSIBILITY
5. 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.	PERSONAL DEVELOPMENT	PERSONAL DEVELOPMENT

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Commercial Art Associate in Arts Degree

Program-Level Student Learning Outcomes (Newly Revised 2/2019)

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

1. Use a variety of techniques in various media to construct engaging and dynamic layouts, designs, and illustrations by applying the elements and principles of design to the concept and components of the projects.
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, photographs, videos, digital media, and designs.
4. Describe, deconstruct, and evaluate contemporary and historical examples of illustrations, paintings, drawings, photographs, videos, digital media, and layouts for their purposes and use of visual language.
5. Create an original design or illustration for a specific client or audience by applying the creative process of research, brainstorm, refinement, critique, and finished project.
6. Assemble a portfolio of finished drawings, paintings, illustrations, photographs, videos, digital media, and graphic designs that exhibit the technical skills and artistic vision necessary for entry-level work in illustration and graphic design.

Commercial Art Associate in Arts Degree

Curriculum Map of Course Program-Level Student Learning Outcomes

Courses	1.	2.	3.	4.	5.	6.
ART P103	X			X		X
ART P106	X	X	X	X		X
ART P114				X		
ART P116	X			X		X
ART P117	X		X	X		X
ART P119	X		X	X		X
ART P124	X			X		X
CGRA P110	X	X		X		X
CGRA P111	X	X	X	X	X	X
CGRA P112	X		X	X		X
CMRT P102	X	X		X	X	X
CMRT P103	X		X	X	X	X
PHOT P101			X	X		X
PHOT P103			X	X		X

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Commercial Art Associate in Arts Degree

Assessment Timeline for Program-Level SLOs (Newly Revised 2/2019)

Outlined Cycle for the Four Year Period of 2019 to 2022

Program SLO	1st Year				2nd Year				Third Year				Fourth Year			
	Course (if applicable)				Course (if applicable)				Course (if applicable)				Course (if applicable)			
1	ART P106	CMRT P102	CMRT P103													
2	ART P106	CGRA P110	CMRT P102													
3					ART P117	ART P119	CMRT P103	PHOT P101								
4									ART P106	ART P114	ART P116	PHOT P103				
5.									CGRA P111	CMRT P102	CMRT P103					
6.													CGRA P112	ART P103	ART P116	ART P124

Commercial Art Associate in Arts Degree

NEWLY REVISED PLOS MAPPED TO GELOS AND ILOS (2/2019)

Program SLO	GELO	ILO
1. Use a variety of techniques in various media to construct engaging and dynamic layouts, designs, and illustrations by applying the elements and principles of design to the concept and components of the projects.	TECHNOLOGY, INFORMATION LITERACY, AND INFORMATION COMPETENCY	INFORMATION COMPETENCY
2. Apply a range of approaches to using typography in projects.	TECHNOLOGY, INFORMATION LITERACY, AND INFORMATION COMPETENCY	INFORMATION COMPETENCY
3. Identify the elements of good storytelling and apply these elements to his/her illustrations, photographs, videos, digital media, and designs.	COMMUNICATION	COMMUNICATION
4. Describe, deconstruct, and evaluate contemporary and historical examples of illustrations, paintings, drawings, photographs, videos, digital media, and layouts for their purposes and use of visual language.	SOCIAL AND CULTURAL UNDERSTANDING AND ETHICAL DEVELOPMENT	COGNITION
5. Create an original design or illustration for a specific client or audience by applying the creative process of research, brainstorm, refinement, critique, and finished project.	CRITICAL THINKING	COGNITION
6. Assemble a portfolio of finished drawings, paintings, illustrations, photographs, videos, digital media, and graphic designs that exhibit the technical skills and artistic vision necessary for entry-level work in illustration and graphic design.	PERSONAL DEVELOPMENT	PERSONAL DEVELOPMENT

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Communication Studies AA-T Degree and Certificate

Program Learning Outcomes

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

1. Construct and deliver a presentation with communicative competence and confidence.
2. Demonstrate the dynamics of effective communication in a variety of settings and contexts.
3. Also demonstrate GELO's (General Education Learning Outcomes) for the school. [Students will read, write, speak, and listen effectively.]

*NOTE: Students who earn a Certificate only need to demonstrate the first two (1 & 2)

Communication Studies AA-T Degree and Certificate

Curriculum Map

Course Program-Level Student Learning Outcomes

Courses	1.	2.
COMM P101	X	X
COMM P102	X	X
COMM P103	X	X
COMM P105	X	X
COMM P106		X
COMM P170	X	
PSYC P101A		
SOCI P101		

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Communication Studies Associate in Arts Transfer Degree

Assessment Timeline for Program-Level SLOs

Outlined Cycle for the Four Year Period of 2017 to 2020

Program SLO	1st Year				2nd Year				3rd Year				4th Year			
	Courses (if applicable)				Courses (if applicable)				Courses (if applicable)				Courses (if applicable)			
1.	COMM P102	COMM P105	COMM P106						COMM P101	COMM						
2.	COMM P101	COMM P103			COMM P102									COMM P105		

Communication Studies Certificate of Achievement

Assessment Timeline for Program-Level SLOs

Outlined Cycle for the Four Year Period of 2017 to 2020

Program SLOs	1st Year			2nd Year				3rd Year				4th Year				
	Courses (if applicable)			Courses (if applicable)				Courses (if applicable)				Courses (if applicable)				
1.	COMM P102	COMM P105	COMM P106						COMM P101	COMM P103						
2.	COMM P101				COMM P102					COMM P103				COMM P105		

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**Communication Studies Associate in Arts Transfer Degree
 and Certificate of Achievement—PLOs Mapped to GELOs and ILOs**

Program SLO	GELO	ILO
1. Construct and deliver a presentation with communicative competence and confidence.	COMMUNICATION	COMMUNICATION
2. Demonstrate the dynamics of effective communication in a variety of settings and contexts.	SOCIAL AND CULTURAL UNDERSTANDING AND ETHICAL DEVELOPMENT	SOCIAL AND CULTURAL RESPONSIBILITY
3. Also demonstrate GELO's (General Education Learning Outcomes) for the school. Students will read, write, speak, and listen effectively.	CRITICAL THINKING	COGNITION

*NOTE: Students who earn a Certificate only need to demonstrate the first two (1 & 2)

Music Certificate of Achievement

**Assessment Timeline for Program-Level SLOs
 Outlined Cycle for the Four Year Period of 2018 to 2021**

Program SLOs	1st Year			2nd Year			3rd Year			4th Year			
	Courses (if applicable)			Courses (if applicable)			Courses (if applicable)			Courses (if applicable)			
1. Demonstrate fluency in the written and performance language of music.	MUSC 111	MUSC 111	MUSC 112										
2. Identify and explain the similarities and differences among various musical styles,					MUSC 100								
3. Demonstrate facilities at the keyboard (piano).							MUSC 143 A	MUSC 143 B	MUSC 143 C				
4. Demonstrate knowledge of literature through rehearsal and public performance.											MUSC 117	MUSC 127	

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Music Certificate of Achievement

PLOs Mapped to ILOs

Program SLO	ILO
1. Demonstrate fluency in the written and performance language of music. Assessment: Successful completion of MUSC P111 and P112	Communication
2. Identify and explain the similarities and differences among various musical styles, composers, and forms. Assessment: Successful completion of MUSC P100.	Social and Cultural Responsibility
3. Demonstrate facilities at the keyboard (piano). Assessment: Successful completion of the piano sequence (MUSC P143A,B,C)	Cognition
4. Demonstrate knowledge of literature through rehearsal and public performance. Assessment: Successful completion of MUSC P117 or MUSC P127.	Cognition

MUSIC ASSESSMENT TIMELINE

Course	Year 1 (S18)	Year 2 (S 19)	Year 3 (S 20)	Year 4 (S 21)
MUSC 100	SLO #1	SLO #2	SLO #3	SLO #4
MUSC 109	SLO #1 (F18)	SLO #2	SLO #3	SLO #4
MUSC 110	SLO #1	SLO #2 & #3	SLO #4 & #5	SLO #6 & #7
MUSC 111	SLO #1	SLO #2	SLO #3	SLO #4
MUSIC 112	SLO #1	SLO #2	SLO #3	SLO #4
MUSC 117	SLO #1	SLO #2	SLO #3	SLO #4
MUSC 127	SLO # 1	SLO #2	SLO #3	SLO #4
MUSC 143 A	SLO #1	SLO #2	SLO #3	SLO #4
MUSC 143 B	SLO #1	SLO #2	SLO #3	SLO #4
MUSC 143 C	SLO #1	SLO #2	SLO #3	SLO #4

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Program Analysis and Trends:

(Please review current performance based on the data provided by the Office of Institutional Research (or other relevant data) for your department(s) and summarize trends for the past three years. These data cover enrollment, faculty load, productivity, and course retention and success rates.)

Changes in Program over Last Three Years

As of the start of the summer 2019 semester, the division will be offering 37 active courses—11 Art courses, 3 Computer Graphics Courses, 2 Commercial Art courses, 2 Photography courses, 7 Communication courses, 1 Drama course, and 11 Music courses. For comparison, in the 2003-2005 Catalog, 97 courses were offered in the Division, including 48 Art Department courses, 13 Drama courses and 30 Music courses. The general trend in our programs has been dramatic reductions in course offerings but in the last two years we have begun the efforts to rebuild through strategic growth. For example, we will be offering new courses in Mass Communication and Video Production and are looking at adding more Theory and Ensemble courses to the Music offerings and a 3D Animation course for the Commercial Art Program.

We are in the process of hiring the replacement full-time Art Faculty position (from Daryl Nelson’s 2010 Retirement). We are looking forward to the ways that position will strengthen the Art program.

Data Review

Fine & Applied Arts Div.	2013-14	2014-15	2015-16	2016-17	2017-18	5 yr. avg.
Enrollment (Census Day)	2314	2284	2309	2609	2413	2386
Total Sections#	68	76	83	86	85	80
Students Per Section#	34	30	28	30	28	30
First Day Wait List	482	250	226	251	185	279
FTES	273.6	263.7	283.4	298.7	272.6	278.4
FTEF	16.0	17.2	17.3	19.1	18.6	17.6
Productivity (FTES/FTEF)	17.1	15.3	16.4	15.7	14.6	15.8
Retention	89.2	90.1	88.8%	90.6%	93.0%	90.3%
Success	74.0	75.7	75.1%	73.3%	78.0%	75.2%
Majors	144/278*	166/284*	194/337*	232/403*	191/415*	185/343*
Degrees	19/42*	52/70*	39 / 66*	37 / 79*	45 / 121*	38/76*

#Adjusted for piggy-backed classes.

*Liberal Arts/Arts & Humanities AA Majors included in Division totals.

*Liberal Arts/Arts & Humanities AA Degrees included in Division totals.

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Communication Studies	2013-14	2014-15	2015-16	2016-17	2017-18	5 yr. avg.
Enrollment (Census Day)	1114	1132	1095	1342	1315	1200
Total Sections	32	36	36	43	46	31
Students Per Section	35	31	30	31	29	31
First Day Wait List	227	136	113	153	58	137
FTES	117.6	119.7	128.4	141.5	138.7	129.2
FTEF	6.4	7.2	7.2	8.6	9.1	7.7
Productivity (FTES/FTEF)	18.4	16.6	17.8	16.4	15.2	16.9
Retention	89%	91%	87%	90%	92%	90%
Success	77%	75%	73%	74%	74%	75%
Majors	49	64	88	90	79	74
Degrees + Certificates	10+7= 17	19+26= 45	17+21= 38	24+7= 31	21+17= 38	18+16= 34

Art	2013-14	2014-15	2015-16	2016-17	2017-18	5 yr. avg.
Enrollment (Census Day)	578	589	623	692	629	622
Total Sections#*	19	19	22	22	23	21
Students Per Section#*	30.4	31.0	28.3	31.5	27.3	30
First Day Wait List	128	56	66	60	99	82
FTES	89.6	87.5	91.1	98.5	85.7	90.5
FTEF	5.8	6.0	6.0	6.4	6.6	6.2
Productivity (FTES/FTEF)	15.4	14.6	15.2	15.4	13.0	14.7
Retention	87%	91%	92%	91%	94%	91%
Success	74%	82%	82%	80%	85%	81%
Majors	95/229*	102/220*	105/248*	142/316*	107/331*	110/269*
Degrees	2/25*	7/25*	1/28*	6/48*	7/73*	5/40*

##*Adjusted for piggy-backed classes and cross-listed for 4 subject areas in the catalog (Art, Commercial Art, Computer Graphics, and Photography).

*Liberal Arts/Arts & Humanities AA Majors included in Art Program totals

*Liberal Arts/Arts & Humanities AA Degrees included in Art Program totals.

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Music	2013-14	2014-15	2015-16	2016-17	2017-18	5 yr. avg.
Enrollment (Census Day)	465	350	360	367	391	387
Total Sections#	13	16	19	16	14	16
Students Per Section#	36	22	19	23	28	26
First Day Wait List	48	0	0	0	14	12
FTES	49.7	34.0	35.8	36.8	39.9	39.2
FTEF	3.0	3.1	2.9	3.1	2.6	2.9
Productivity (FTES/FTEF)	16.6	11.1	12.2	12.0	15.3	13.4
Retention	90%	86%	90%	91%	96%	91%
Success	67%	75%	71%	65%	83%	72%
Majors	N/A	N/A	1	0	5	2
Certificates	N/A	N/A	0	0	0	0

#Adjusted for piggy-backed classes.

Drama	2013-14	2014-15	2015-16	2016-17	2017-18*	5 yr. avg.
Enrollment (Census Day)	157	213	231	208	78	N/A
Total Sections	4	5	6	5	2	N/A
Students Per Section	39	43	39	42	39	N/A
First Day Wait List	79	58	47	38	14	N/A
FTES	16.7	22.5	28.3	22.0	8.2	N/A
FTEF	0.8	1.0	1.2	1.0	0.4	N/A
Productivity (FTES/FTEF)	20.8	22.5	23.6	22.0	20.6	21.9
Retention	93%	96%	95%	97%	96%	95%
Success	82%	74%	81%	70%	74%	76%
Majors	N/A	N/A	N/A	N/A	N/A	N/A
Certificates or Degrees	N/A	N/A	N/A	N/A	N/A	N/A

*Our Drama/Communication faculty member retired at the end of 2016-17 and came back to teach as an adjunct in Spring 2018. So no drama classes were offered in the Fall semester.

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The data for 2017-18 indicates the division enrolled 2,413 students in 85 sections for 28 students per section, with a retention rate of 93% and a success rate of 78%. The FTES/FTEF ratio (or productivity) was 14.6 FTES/FTEF. The data for 2017-18 was fairly close to the 5-year average in each category. The one area where the numbers were significantly below the 5-year average was in FTES/FTEF where the 2017-18 figure was 14.6 while the 5 year average was 15.8, 8 % below that average.

The 5-year data from Fall 2013 to Fall 2017 for subject majors in Communication Studies shows a 5 year average of 74 majors with 79 majors in the Fall of 2017 (7% above the average), Music (with a new certificate) has an average of 2 majors per year (it's first years offered) with 5 in 2017 (revealing an upward trend), Studio and Commercial Art shows a 5 year average of 110 majors with 107 majors in the Fall of 2017 (3% below the average), Liberal Arts /Arts & Humanities (a program shared with a few other programs on campus but with a majority of its courses in our division) shows a 3 year average of 179 majors with 224 majors in the Fall of 2017 (25% above the average)

The 5-year data of degrees and certificates from 2013-14 to 2017-18 for the Communication Studies AA-T shows a yearly growth from 10 to 21 degrees awarded (with 91 degrees awarded in 5 years), for the Communication Studies certificate shows a yearly growth from 7 to 17 certificates awarded (with 78 certificates awarded in 5 years), the Studio Art AA-T has shown some growth of 0 in 2013-14 (shortly after the degree was first offered) to a total of 14 degrees awarded over the next 4 years, the Commercial Art AA shows smaller growth of 0 over the first 3 years to 5 degrees awarded in 2017-18 for a total of 6 degrees awarded over 5 years, the Liberal Arts /Arts & Humanities AA shows a yearly growth of 23 to 66 degrees awarded (with 176 degrees awarded in 5 years).

The 5-year data of majors and degrees and certificates awarded shows major growth in all programs in the division (though the Music Certificate program is just underway). As our programs work to make our students more successful in attaining their degrees and certificates, the growth in majors will be a further driver of student awards over time in our programs.

The enrollment, success, and retention growth—though fairly modest—is on an upward trend in our programs. The decline in FTES/FTEF, hopefully temporary, seems to be a result of several factors: the decrease in some Communication class sizes to improve the pedagogical outcomes in those classes (see goal #12), the introduction of new courses in Music which have experienced low enrollment to begin with, and the unexplained decrease in size of some sections of studio art classes, for example, are some plausible reasons for the decreases in FTES/FTEF.

The faculty load for our division of 17.6 FTEF (5 year average—though the trend has been upward with the last two years, of 19.1 and 18.6 FTEFs, above the 5 year average) would support almost 9 full-time faculty members. We currently have 5 full-time faculty members with a 6th faculty member to be hired for the Fall

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2019 semester. Notably, the Communication Studies program and the Art program would each support an additional faculty member (beyond the new hire) according to the 2017-18 FTEFs for those programs.

See the attached *Trend Data from Institutional Research and Reporting*.

Program Strengths

Fine and Applied Arts Division has 5 full-time faculty members and approximately 10 part-time faculty members (the latter figure varying depending upon budget and instructor availability). Our programs train students in the Fine, visual and performing arts, and Applied Arts such as design and the commercial arts, and communication studies, which consists of both performance and theory.

Strengths for the Division as a Whole

The Fine and Applied Arts Division provides high quality instruction to students in our classes. Our faculty members are dedicated to effectively preparing students for transfer to four-year colleges and for job training in our discipline. Our division provides two AA-T degrees, one AA degree, two Certificates of Achievement, contributes to the Liberal Arts AA, 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.

As of this cycle (the past 5 years), there is an average of 76 award completers per year with a significant increase in just the last five years alone with 42 award completers in 2013-14 to 121 award completers in 2017-18 with a 5 year total of 366 award recipients. We attribute much of this growth to the interest and viability of the Liberal Arts: Arts & Humanities degree but we have seen modest increases in the Art and Communication degrees as well since the last program review. We expect this growth trend in completers to continue in this next program review cycle.

Communication Studies Program Strengths

Since the last program review we have realized the projections made in that program review in terms of the popularity of the Communication Studies courses and programs. There has been a 20% increase in enrollment in that time, from 1095 to 1315 students. There is an average of 34 award completers per year in our division alone making up almost half (45%) of all the completers in the entire division. Our courses continue to offer a wide variety of General Education opportunities to all students on campus whether pursuing a local degree or intending to transfer to a 4-year school.

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Fine Arts Programs Strengths

The Porterville College Art Department offers 2 degrees and 18 courses in our area. The degrees are the fairly new Studio Art AA-T (a transfer degree) and Commercial Art AA (a local degree where students acquire illustration, including animation, and graphic design skills and knowledge, including computer graphics literacy). Our department also shares a Liberal Arts: Arts and Humanities AA with the Music, Language Arts, History, Communication, and Philosophy programs.

The number of art majors has been growing in all our programs (as the 5 year data shows). Commercial Art majors have grown from 13 to 45 students in 5 years. Our Studio Art AA-T has grown from 12 to 56 majors.

We are beginning to see the growth in graduates in our Studio Art AA-T and Commercial Art AA from 1 in 2013-14 to 7 in 2017-18 (with a 5 year total of 21 graduates) and we are expecting to see that growth continue as we further our work on student retention and success (which, in our area, is above the college average) and move our students through our programs to transfer to 4 year colleges and, through our Commercial Art AA program, out into jobs and careers in art, illustration, and design-related fields.

The added benefit of our art degrees is that they prepare our students, in this visually and culturally complex world, to think critically about visual information in their lives and foster in them the problem-solving abilities, creativity, and cultural understanding necessary for personal, academic, and economic success.

Music Program Strengths:

The Porterville College Music Department offers a diverse range of courses. Along with our various lecture courses ranging from music appreciation to world music, we also offer several performance-based courses. The high schools in Porterville produce quality musicians who then are able to continue performing in our College Chorale or Concert Band.

We are working alongside PUSD to help navigate our dual enrollment courses along with collaborations with local high schools. We are also working with Porterville Strings to promote music education.

We currently have one full-time faculty and two adjunct faculty. The department has been growing rapidly and we plan to increase these numbers as new courses are added.

Since our last review we have added several courses including (MUSC 109: history of rock and roll), (MUSC 127: Concert Band), and (MUSC 110: World Music). For Concert Band, we purchased instruments. We currently offer a Certificate of Achievement in Music. By May 2019 there are at least 5 students on track to be the first earners of this Certificate. With the rapid growth of the department, it is our intention to create an Associate of Arts degree for Transfer (AA-T) in Music in the near future.

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Porterville is a music town that fosters the growth of many quality musicians in the industry. Many musicians from local high schools have gone on to pursue careers in music. With the future addition of an (AA-T) degree we will be able to bring greater opportunity for other music students who intend to take this path.

Areas for Improvement

Facilities

The ***Fine Arts building*** and the ***Communication Arts building*** are the oldest buildings on campus. **There has been little to no renovations or upgrades to these aging facilities. Students have been aware for some time of the lower quality of these facilities** (the majority of these buildings are used for studio and practice—see #19 in the following survey) as compared to those others across campus. The following student survey reveals little growth in improvement over the course of the survey period as barely more than half of the students feel these facilities are “excellent” or “good”. **All the other facilities across campus have shown real improvement in the students’ assessment of their quality as seen below.**

2018 Student Satisfaction Survey Report

There are four questions on facilities and all four showed improvement over the course of the survey period. [Though question #19 shows only a very small improvement, well below the degree of improvement in the other areas.]

Facilities (% who answered 'excellent' or 'good' for each question)

	8. Classroom facilities	9. Computer labs	18. Science lab facilities	19. Studio & practice facilities (art, music, sports)
2007	59.6%	68.5%	58.2%	51.3%
2009	61.3%	75.9%	63.0%	48.4%
2012	69.0%	86.9%	64.8%	57.1%
2015	67.6%	83.0%	68.4%	58.0%
2018	74.9%	85.5%	70.3%	55.6%

Our facilities are inadequate for handling current growth and future growth projections.

Communication Arts and Fine Arts buildings are outdated with not enough of the right kind of classroom space to serve communication classes and the projected and current needs of music and art classes.

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Communication Arts Building

The Theater (CA-04) is the primary classroom for Communication, Music, and Drama classes as well as is frequently used by many other departments on campus for special functions, guest speakers, and various community activities. It and the gym are the two buildings most often visited by the public. The repairs, maintenance, and facility modification needed for the theater and the entire Communication Arts Building, including **other performance spaces** at times pose safety issues and are a necessity for the needs of the students and of the college (as one of the public faces of PC).

(Previously established GOAL #11) and (Facilities Request ITEM #4)

- The theater is currently only able to turn on about 30-40% of the available lighting in the room and the ones that can be switched on are very dim and/or burn out very frequently (fluorescents). The auditorium “can-style” lights do not all function and the stage lighting bar (hanging above the front row of seats) doesn’t work. **The theatre lighting system is in need of repair and upgrading** or even a thorough redesign and remodel. While Maintenance and Operations do regularly try to fix the fluorescent lights in the room, they simply cannot keep up with the rate at which they stop working. In addition, the can-style lights (aka “house lights”) need to be replaced. This was in the 2015-16 Program Review, as well, and little progress has been made on this issue.
- *Theater lighting spotlights, etc. works somewhat, but the system is antiquated*—maybe 50 years old or older (transistors, vacuum tubes, etc.).

(Facilities Request ITEM #10)

- **The instrument storage area** (next to the stage of the theater) **needs renovation** to maximally utilize its capability to store instruments. Currently the storage area (in its unfinished state) is inadequate for the number of instruments used in the program. Another concern is climate control for stringed instruments in the storage area. There are times in the summer when the building is not cooled and it is much too hot for string instruments to be safely stored

(Facilities Request ITEM #5)

- **Piano Lab is too small for current needs.** It only has room for 16-18 pianos. No room for a proper teacher’s station and demonstration piano. A larger room is needed to increase the number of seats for the course to even the minimum of 22 students (at present, only 16 to 18 students fit in the crowded classroom).

(Technology Request ITEM #1)

- In addition, our **Piano Lab is very out of date**. In order to be at the standard of the state, we need to update the lab with new software and hardware. The electronic pianos were purchased in 1996, and are outdated and poorly functioning. 18 pianos with a teacher’s instrument would cost \$56,103. (See quote after budget section).

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(Facilities Request ITEM #6)

- We currently have **4 practice rooms for all music students. This needs to be doubled to 8 rooms** to help facilitate the growth of the music program.

(Facilities Request ITEM #9)

- **Theater acoustics do not work very well for music performances** (unmiked). CA-02—The Music Room, works for small performances (but bands, orchestras, and choirs are problematic).
- **We currently do not have a workable music performance space. The theatre is designed for theatrical performances, which makes it a dead space for music.** This is a problem for performance groups. This also hinders our ability to grow performance ensembles because of the lack of space in which to perform. An ideal recital hall would work not only to improve our space issue but also bring outside high schools and performance groups to our campus to use facilities. A workable space could also double as a large lecture hall for other courses or guest speakers.

Strategies/Actions to Make Improvement:

Prioritization and budgeting by M&O and the College/District.

Fine Arts Building and Art Gallery

The Fine Arts building is likely the oldest building on campus and is in desperate need of renovation in order to serve students more effectively in their Art, Commercial Art, Computer Graphics, and Photography coursework.

(Facilities Request ITEM #2)

- **Fine Arts 2D Studio FA-03: track lighting and 2 sets of curtains** need replacement because they are damaged and function poorly.

(Facilities Request ITEM #3)

- **Art Gallery** needs renovation and reworking.
- Track lighting needs replacement (old and not fully functioning).
- Small upper windows on back wall need to be walled over for better display space for artwork.
- Carpet on walls needs replacement because it is bubbling and coming unglued.
- Floor carpeting is worn and needs replacement.

(Facilities Request ITEM #7)

- **Extend foyer to Fine Arts building** to provide more exhibition studio space for student work, and provide track lighting for the space.

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(Facilities Request ITEM #8)

• **FA Building—Convert Photography Darkroom to Studio/Lecture Classroom**

The 2D Studio/Lecture space is heavily used. We need another studio/lecture classroom. The art program is no longer teaching traditional photography with the use of a darkroom. We would like to convert the darkroom space to a studio/lecture classroom to relieve the overuse of FA-03, currently the only 2D Studio/Lecture classroom where we teach our Art Studio Fundamentals classes (which have some of the largest waitlists on campus). This new multi-purpose classroom could be used by other disciplines on campus as well.

Strategies/Actions to Make Improvement:

Prioritization and budgeting by M&O and the College/District.

Music Programs Areas for Improvement

Though the music department has grown in the past year, we are growing from an area that had been greatly reduced in previous years. There are many vast improvements that need to be made to insure stable growth in the future. Our biggest hurdle will be to properly prepare students for transfer into CSUs and UCs. To be a sustainable program we must be able to increase course offerings that include options for non-music majors along with courses that work for the AA-T degree.

Equipment:

(Previously established GOAL #9)

We currently have four upright pianos and one Steinway grand piano. The grand piano needs to be refurbished to keep the instrument in working condition. If we are unable to keep our current piano maintained we may need to purchase a new grand in the future.

(New GOAL #3)

With the addition of an orchestra we will need to provide instruments for students who cannot afford their own. This will need to mainly include larger instruments such as basses or cellos.

Strategies/Actions to make improvements based on specific music areas:

Voice

(New GOAL #1)

For the vocal area, we need to add an additional choir that focuses on more advanced repertoire. This will ensure that students pursuing advanced voice and choir degrees get the education that is the standard for the state. Also, there needs to be an addition of an applied lessons course that will allow for individualized growth for the students.

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We need to acquire additional uniforms for the PC choir since the sudden growth of the program. Since the Fall 2017 the choir has over doubled its enrollment numbers. The current inventory of uniforms is fairly new, but does not have a wide enough diversity of sizes or the basic numbers of uniforms for our larger program. The current dress we have in our inventory is currently discontinued. We currently have two requests for funds to either replace the current dresses with new dresses to create uniformity, and to find a similar dress to somewhat match our current inventory.

Since the PC choir often performs in public and represents our academic institution it is important for our program to have a presentable and uniformed appearance.

The budget request for these uniforms has been approved and the uniforms are in the process of being acquired.

Band

(Previously established GOAL #2 and #5)

For instrumental students, specifically band, we need to continue to grow the instrumental offerings. We currently have an adequate number of instruments for the size of our program but as the program grows we will need to consider increasing the inventory of instruments. The addition of an applied lessons course will also aid the individual growth of students that we are not able to meet at this time. We also feel it is necessary to add a jazz band course to maintain a well-rounded program.

Orchestra

(New GOAL #2)

The area of orchestra is currently not an area we are even attempting to serve at this time. This is one of the primary areas that music students tend to pursue. The addition of this course will help the program grow. There has been a dynamic growth in K-12 strings programs which is increasing the number of students who are proficient on these instruments. There is also a large community orchestra group that our courses could collaborate with to increase growth.

Faculty

(Previously established GOAL #2)

We currently only have one full-time faculty who specializes in voice and choir. With the addition of another full-time faculty we would have the proper resources to continue the expansion of the program. An instrumental expert is needed to fulfill classes and to offer expert guidance for performance groups and applied lessons. Also, more general education courses could be offered with the addition of a new full-time faculty member and this faculty's expertise will broaden the potential course offerings. The wider variety of knowledge our department has, the better it will be able to sustain itself.

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Growth Projections					
Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Choir (1) Piano (2) Band (1) Appreciation I (2) Appreciation II (2) History of Rock (1) World Music (1) Music Theory (1)	Choir (1) Piano (2) Band (1) Orchestra (1) Appreciation I (2) Appreciation II (2) History of Rock (1) World Music (1) Music Theory (1)	Choir (2) Piano (2) Band (1) Orchestra (1) Appreciation I (2) Appreciation II (2) History of Rock (1) World Music (2) Music Theory (2) Aural Music (1)	Choir (2) Piano (2) Band (1) Orchestra (1) Appreciation I (2) Appreciation II (2) History of Rock (1) World Music (2) Music Theory (3) Aural Music (2)	Choir (2) Piano (3) Band (1) Orchestra (1) Appreciation I (3) Appreciation II (3) History of Rock (1) World Music (2) Music Theory (3) Aural Music (2)	Choir (2) Piano (3) Band (1) Orchestra (1) Appreciation I (3) Appreciation II (3) History of Rock (1) World Music (2) Music Theory (4) Aural Music (2)
Total Classes (11)	Total Classes (12)	Total Classes (16)	Total Classes (18)	Total Classes (21)	Total Classes (22)

Summer term possibilities:

Music appreciation I, Music Appreciation II, Theory, World Music.

A few notes:

1. A fully functional music program necessarily includes Band, Choir and Orchestra as major performing ensembles.
2. AA-T transfer requirements require music theory (4 semesters) and applied instruction (4 semesters) at the lower-division levels. Funding sources for applied instruction can be explored to reduce direct costs to the college.
3. All music courses are fully transferable, making all music courses applicable to all students, regardless of major.
4. Commercial Music courses are identified in the C-ID matrix, along with other music options.
5. The (ultimate) addition of String Orchestra will serve as a “completer” for the current Summer Strings Camp hosted at Porterville College since 2008.
6. The inclusion of an AA-T transfer (majors) program in Music will serve to complement the current Music Pathways program in the Porterville Unified School District.
7. The (ultimate) addition of Commercial Music courses may have a positive effect on job placement in the music field, making this a vocational option for students.
8. Existing opportunities for music students often require a Bachelor’s Degree, and most commonly include Music Education (teacher education) and Music Performance.
9. The Music field is constantly expanding in California (and in the USA), and future opportunities for classes and programs need to be addressed.

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Fine Arts Programs Areas for Improvement

1. **(Previously established GOALS #6 and #7)** Greater alignment is needed with the *Academy of Digital Design and Communications (DDC)* and *Multimedia and Technology Academy (MTA)*— PUSD “Pathways”— in our Commercial Art program. “Core of the Core” Committee has recommended, in its report to the college, aligning our curriculum at the college with the Porterville Unified School District “Pathways”.

Strategies/Actions to Make Improvement:

To better align our Commercial Art program with the *Digital Design and Communications* and *Multimedia and Technology* PUSD “Pathways” Programs, the division should offer a course or courses in **Computer Graphic Animation**: the creation of an animation course or courses and the acquisition of a good animation program such as Maya [the industry standard]—IT has told us that MAYA could be installed for free in the computer lab—and the hiring of an Instructor to teach the course or courses would meet the needs of more graduating high school area students who are following these “Pathways”. The division should, also, as a continuance of the PUSD “Pathways” Programs, continue to offer our design courses, digital media courses, and photography courses. A **Video Production** class would need to be created and offered, as well, to better align with both pathways (that currently have Video Production classes).

See: <http://www.pusdpathways.org/>

2. The Gallery Director is an uncompensated position beyond the contract of the one full-time faculty in the Fine Arts Program. However, the gallery plays an important pedagogical role in the Fine Arts program and contributes to student success. Therefore, a current and ongoing goal of the Fine Arts Program is to **pay a stipend to the Gallery Director** so that the schedule of ongoing art exhibitions can continue.

Strategies/Actions to Make Improvement:

Timetable for completion

Fall 2019 and ongoing

Needed Resources

Funding for this purpose

Obstacles

College budget limitations

Comments

The Gallery Director puts on 5 – 6 exhibitions per school year. The gallery show is a month long including set-up and take-down time. The last show of the school year is the student show. For the purpose of this

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request to fund gallery director stipend, the basis for the request will be 5 shows a year.

It is common practice for most community colleges to pay a stipend to the gallery director and for the larger colleges to have a gallery class taught by the director where students learn to run the gallery and then assist the director in doing so.

The art exhibitions the Gallery Director mounts are a valuable pedagogical tool for the students in the Fine Arts program as well as for other students in programs across campus. It is also a valuable connection to the community of Porterville and the surrounding area. The art shows support and supplement quality academic programs, which prepare students for transfer to four-year institutions, as well as develop skills and provide career training.

Gallery Director Duties and Hours and Stipend Request

Planning: Searching for Artists and Scheduling Shows

2 hours per show

Publicity: Including writing press releases and getting biographies, artist statements, and images from artists for this purpose—this does not include PR office role in disseminating the publicity.

3 hours per show

Covering Open hours for the Show: Supervising student workers as docents and helpers or finding volunteer students to be docents when student workers don't show up.

1 hour per show

Curating and Hanging the Show: Which involves artist delivery of artwork, discussing and working with artists in curating the show, aesthetic placement of work in space, precise measurement and placing or hanging of artworks, setting lighting, making and placing title, artist statement and labels for show.

9 hours on average per show (it varies quite a bit—between 6 – 12 hours per show)

Reception: 1 hour set-up and 1 hour cleanup.

2 hours per show

Taking Down the Show:

1 hour per show

18 hours per show x 5 shows = 90 hours a year

90 hrs. x \$30 per hour (1/2 overload pay rate) = \$2,700 a year as annual stipend

3. **(New GOAL #4)** The number of degree completers for our two Art degrees, though showing growth, has lagged behind the growth in majors for these two degree programs.

Strategies/Actions to Make Improvement:

Work on ways to clarify and publicize the pathways to the completion of the two degrees in our program

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in order to increase the number of degree completers. Consider offering a Studio Art Certificate of Achievement (18 units) as a stepping-stone toward the completion of a Studio Art AA-T (24 units).

Timetable for completion

Fall 2019 and ongoing

Communication Studies Areas for Improvement (Growth)

Areas of Improvement for Porterville College Department of Communication (PCDC):

1. **(Previously established GOAL #12)** We are concerned about the large size of the Communication classes. We are over-enrolling these courses at noticeably higher levels than other colleges in our discipline. As an example, CSU's typically accept that approximately 30 minutes of total presentation time in class should be allocated for each student per semester. So if you have 38 students vs. 25, then you have 390 fewer minutes of possible class lecture time per semester. That number works out to over 6.5 fewer hours or two weeks of class time. This problem is being partially addressed as we are currently piloting several sections with lower enrollment caps in an effort to demonstrate this change in overall success and retention.

Strategies/Actions to Make Improvement:

Some schools have capped all 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. Our sister school of Bakersfield College has already done this with all of their Public Speaking sections. 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.

2. **(Previously established GOAL #13)** Greater diversity in Communication Studies courses is needed.

Strategies/Actions to Make Improvement:

We plan to develop and introduce new alternative courses in Communication Studies in order to better serve the growing interest in the programs and satisfy more student demand. We currently offer the bare minimum number of courses to offer a Communication Studies AA-T and even that is supplemented by 3 units of electives that are outside of the discipline. We plan to propose new courses to be rotated into the course offerings in order to allow more student certificate and degree completions and give them a greater ability to customize their course work to suit their goals. Courses that are currently being

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considered for adding include Small Group Communication, Nonverbal Communication, Organizational Communication and others. We have just recently earned college approval for a new class in Mass Communication as of the Spring 2018 semester and expect to get all necessary approvals in time for a summer 2019 launch date.

(New GOAL #5): Double the number of completed Communication certificates + degrees by 2022

Strategies for achieving Goal #5:

More Promotion

Effective Spring 2020 or earlier, we will increase our efforts to promote the Communication Major
Step #1: Pitch communication as a major in Public Speaking/Interpersonal Courses on the 2nd Day of instruction, as an addition to existing discussions about the importance of studying those specific subjects. The pitch will involve a uniform PowerPoint for all COMM. faculty members to discuss the benefits of majoring in Communication. It will also outline the clear path to degree completion, emphasizing how easy it is to double major in Communication.

Step #2: Ensure a presence at senior day. Make sure we have a table staffed all morning, and host a breakout session describing the benefits of majoring in COMM.

Step #3: In addition to Senior Day, have a Communication Outreach Day (once each semester) to head out to local high schools e.g. Strathmore, Porterville High, and Monache High School and “pitch” our Dept. in person.

Step #4: E-mail students in 101 and 102 a clear guideline of what classes to take to earn an AA-T Degree. We will continue to utilize this strategy and hope this creates more growth in our discipline.

Improved Department Branding

Identity in CA Building/Personal Bios

Having a poster somewhere in the CA building (the glass case by Jonathan’s office would be ideal) where ALL COMM. FACULTY have their personal photo, what classes they teach, and some FUN FACTS about each of them to make this a more personal experience for current/potential students.

Where does the money come from?

Can we pay someone to do this professionally for us?

The posters in our CA building are simply outdated. Perhaps we could have PC students create some new designs for us? Or, hire someone to do the job for us?

These new posters need to be everywhere in the CA building (along with Music info).

Posters Regarding Classes

Similar to Bakersfield College, we plan to have a poster in the CA building where students can read up on each class that we offer in Communication e.g. Public Speaking, Interpersonal Communication, Persuasion,

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etc.

(New GOAL #6): Develop courses in drama and small group communication, develop online courses, and look into developing practical skills courses like Interviewing that might attract different types of students

Strategies for achieving Goal #6:

Small Group Course

Starting in Spring 2019, Professor Hartsell will research existing course outlines for Small Group Communication in the district curriculum, create the course in Elumen, and submit it for approval in the curriculum committee

As a department, we will discuss who will teach the course (Professors Hernandez and Thompson will never have to teach it, Professor Hartsell can teach it, and we can seek out adjuncts who are interested)

Drama Course

Starting in Spring 2019, Professor Hartsell will begin the process to obtain equivalency to teach drama Professor Hartsell will research existing course outlines for Introduction to Drama courses in the district curriculum, create the course in Elumen, and submit it for approval in the curriculum committee, with a Spring 2021 goal for starting the course

Online Courses

Beginning in Summer 2019, we will begin the process of getting certified to teach online courses. As a department, we will pilot test an online Public Speaking course, with the goal of regularly offering online courses in a variety of subjects by 2022

Other Practical Courses

With the understanding that we might not be able to expand our course offerings much more, the Communication Department will look at existing courses from other community colleges in subjects like Interviewing that provide practical skills and could increase the pool of potential Communication Studies students.

(New GOAL #7): Improve the adjunct experience by finding space for a Communication Lab, expanding our network of adjunct hires, and offering adjuncts the opportunity to be involved with committees

Strategies for achieving Goal #7:

Communication Lab

Starting Spring 2019, Communication faculty will look for a space on campus, likely outside of the CA Building (perhaps in the library) for part-time faculty to hold office hours (although not paid, many faculty

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members would like to have a place to do work/have students inquire questions outside of the classroom).

Networking/Expand Hiring Pool of Adjuncts

Beginning Spring 2019, Jonathan will be reaching out to chairs across the valley to see if we can diversify our adjunct pool

Offering part-time instructors opportunities to join committees

Effective Spring 2020, we will see if adjuncts are interested in joining campus committees so they can add to their CVs and become more involved with campus

(New GOAL #8): Increase opportunities for students to showcase talents by hosting speech and debate events

Strategies for achieving Goal #8:

PCDC Speech Night

With a starting goal of Spring 2020, full-time faculty and part-time faculty can get together for one night a year (preferably in Spring) to showcase some of our best student talents.

Students that have gone above and beyond will be personally invited for this event to display their memorable speeches.

Students can invite family and friends to attend, with free entry to PC students/community.

PCDC Talent Showcase

The speech event could be ramped up to include other student talents like art, drama, and music, and could maybe be branched off into a debate or speech tournament

Network with Fresno State Debate team to provide out of class opportunities for students.

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

Goals:

Goal(s)	Timetable for Completion	Needed Resources	Obstacles to Completion (if any)
1. Strengthen Fine Arts programs by increasing student success through more contact with Fine Arts full-time faculty.	Fall 2017	An additional full-time faculty member. Funding and prioritization by Academic Senate and the College President.	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)

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Progress on Goal:

Completed (Funding is available and hiring process is begun, Spring 2019)

Revised (Fall 2018)

Goal(s)	Timetable for Completion	Needed Resources	Obstacles to Completion (if any)
2. Re-establish the Instrumental Music program at Porterville College.	Fall 2020 (Previous Fall 2018)	Funding for instruments. An additional full-time faculty member. Funding and prioritization by Academic Senate and the College President.	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 this goal is completed? (select all that apply)

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Progress on Goal:

Completed (Date)
 Revised (Date Spring 2019)

Comments:

If we wish to remain a comprehensive college, we must look seriously at our music program. Though growing, it is below levels that, by any objective measure, we would describe as sustainable. To be sustainable, the music program will need to expand its course offerings—all are core transfer courses (all the CSUs and UCs have music majors)—to offer music theory as well as instrumental courses. To do this we must hire an additional full-time faculty member.

Spring 2019 Update: We have offered an instrumental band class on the Porterville College campus for the Fall 2018 and Spring 2019 semesters with stable enrollments. For these students, we need to continue to grow the instrumental offerings. We currently have an adequate number of instruments for the size of our program but as the program grows we will need to consider increasing the inventory of instruments. The addition of an applied lessons course will also aid the individual growth of students that we are not able to meet at this time. We also feel it is necessary to add a jazz band course to maintain a well-rounded program. With the continued growth of this program, with more course offerings, the need for a full-time faculty member becomes more apparent.

Goal(s)	Timetable for Completion	Needed Resources	Obstacles to Completion (if any)
3. Establish an ongoing 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 2019 (Fall 2014 previous)	A committed dialog between PC and PUSD and transfer institutions' administrators and faculty members needs to occur regularly with the goal of strengthening articulation and matriculation.	Commitment and investment from all entities previously mentioned

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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)

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Progress on Goal:

Completed (Date)
 Revised (Spring 2019)
 No Progress (Date)

Comments:

This goal was originally identified in the last program review with a completion timeline of Spring of 2014. There has been progress made, as there have been numerous conversations and actions taken between instructors and administrators at both PC and PUSD. Music faculty and administrators from all the area high schools have also met at Porterville College to discuss how the Music program here at PC is working and where improvements need to be made from their perspective. One of the successes of this process is first, the offering of the first Porterville College instrumental music course in many years at Porterville High School with one of their faculty members as our adjunct, and now offering the first band class in many years at Porterville College (it is in its second semester). In addition, all of the music classes at PC have been submitted to the CSUs and C-ID for articulation. **This goal is ongoing.**

Goal(s)	Timetable for Completion	Needed Resources	Obstacles to Completion (if any)
4. Replacement of aging easels.	Fall 2016	The purchase of 18 easels Funding for this purpose	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)

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Progress on Goal:

Completed (Spring 2017)

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Goal(s)	Timetable for Completion	Needed Resources	Obstacles to Completion (if any)
5. To replace the band instruments that were loaned to Strathmore High School.	Fall 2016	Funding for this purpose	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 Item 2 Item 3 Item 4 Item 5 Item 6

Progress on Goal:

Completed. (Spring 2019)

Goal(s)	Timetable for Completion	Needed Resources	Obstacles to Completion (if any)
6. More closely align our Commercial Art program with the Digital Design and Communications and Multimedia and Technology PUSD "Pathways" by continuing to offer photography courses and by creating and adding a Video Production class to the schedule.	Summer 2020 (Previous Fall 2017)	Current staffing levels are adequate but would need to add one more class to the schedule. Need 4 video cameras and video editing software. (\$10,000 total for the cameras)(Editing software would be Adobe Premiere Pro—currently a part of the Adobe Creative Cloud suite of programs installed on the computers in the Fine Arts lab.).	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)

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Progress on Goal:

Completed and Ongoing (2019)

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Revised (Spring 2016)

Comments:

The division should, as a continuance of the PUSD "Pathways" Programs, continue to offer our design courses, digital media courses, and photography courses. A Video Production class would need to be created and offered, as well, to better align with both pathways (that currently have Video Production classes).

Goal(s)	Timetable for Completion	Needed Resources	Obstacles to Completion (if any)
7. More closely align our Commercial Art program with the <i>Digital Design and Communications</i> and <i>Multimedia and Technology</i> PUSD "Pathways" by creating an animation computer graphics course. Purchase animation software for the course (such as Maya). Provide staffing for the course.	Fall 2020 (Fall 2014 and 2017 previous)	Funding for the software.	College budget limitations. Locating a qualified instructor.

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 [Maya software is now offered free to the college.] (Spring 2019)

Comments:

To better align our Commercial Art program with the Digital Design and Communications and Multimedia and Technology PUSD "Pathways" Programs, the division should offer a course or courses in Computer Graphic Animation: the creation of an animation course or courses and the purchase of a good animation program such as Maya [the industry standard] for the computer lab and the hiring of an Adjunct or Full-Time Instructor to teach the course or courses, along with other digital media courses, would meet the needs of more graduating high school area students who are following these "Pathways."

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Goal(s)	Timetable for Completion	Needed Resources	Obstacles to Completion (if any)
8. Communication Arts facility modifications, repairs, and maintenance. Including: Instrument Storage Area, Lighting needs in CA 4 and Dressing Rooms, and CA 4 carpet	Spring 2019	Commitment and prioritization of M&O staff time and materials	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)

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Progress on Goal:

Completed and Ongoing (2019)

Revised (Spring 2019)

Comments:

THE CARPET IN THE THEATER (CA-4) HAS NOW BEEN REPLACED—THANK YOU. And the lighting in the dressing rooms is sufficient. But the lighting in the theater is still inadequate and needs serious attention.

Also, **the instrument storage area needs renovation** to maximally utilize its capability to store instruments. Currently the storage area (in its unfinished state) is inadequate for the number of instruments used in the program. Another concern is climate control for stringed instruments in the storage area. There are times in the summer when the building is not cooled and it is much too hot for string instruments to be safely stored

Goal(s)	Timetable for Completion	Needed Resources	Obstacles to Completion (if any)
9. To repair and recondition the Grand Piano.	Fall 2019	Funding for this purpose	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)

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Progress on Goal:

Completed (Date)
 Revised (Date)
 No Progress (Spring 2019)

Comments:

The grand piano that is used as the primary piece of instructional equipment for the vocal and instrumental courses has reached the end of its expected service life and is in need of reconditioning. Our college is fortunate to have a piano that is considered to be the finest brand in the entire music industry and we need to maintain it properly or it will cost us more to recondition or replace it later. The estimated total cost for replacing and repairing the internal components of the piano are approximately \$20,000 and the cost to recondition the external components are approximately \$20,000 for a grand total of \$40,000. It is worth noting that purchasing a new grand piano of a much lower quality 7 foot grand piano would also be approximately \$40,000 but would not be of nearly the same quality nor would it last as long. It only makes sense to spend the same amount of money and keep the current piano given the relative costs associated with the options available to us.

Goal(s)	Timetable for Completion	Needed Resources	Obstacles to Completion (if any)
10. To replace lecterns and other furniture in the CA building that has been damaged or stolen over the years.	Fall 2016	Funding for this purpose	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)

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Progress on Goal:

Completed (Spring 2019)

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Goal(s)	Timetable for Completion	Needed Resources	Obstacles to Completion (if any)
11. Continue to upgrade the aging, non-functioning, and inadequate sound and lighting systems in the theater.	Fall 2016 and Ongoing	Funding for this purpose	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 Item 2 Item 3 Item 4 Item 5 Item 6

Progress on Goal:

- Sound System Completed and Ongoing (Spring 2019)
- Revised (Spring 2019)
- No Progress on Lighting System (Spring 2019)

Comments: In the last 3 years there has been some progress in these areas. There are still multiple areas that should be upgraded in terms of both sound and particularly in stage lighting which were not addressed at all in the last 5 years. The students in the Communication Studies and Drama classes who use this sound system find that there are non-working parts of it and that there are persistent problems with the quality of the sound, including static and feedback issues. The goal to continue to replace and support the sound and lighting system with the purchase of more microphones, a subwoofer(s), modern and functioning stage lighting and controls (such as LED lighting with digital controls) have not been fully met. See attached document from Sound Contracting company out of Fresno, CA for more details and pricing estimates. This project has been, and could continue to be, done in stages to save one-time purchase money but the total actual cost would be up to \$33,000.

Goal(s)	Timetable for Completion	Needed Resources	Obstacles to Completion (if any)
12. Reduce Communication class size from the current cap of 35 down to 30 students per section.	Fall 2017	None	

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)

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Progress on Goal:

Completed (Date)
 Revised (Spring 2019)
 No Progress (Date 2019)

Comments:

While we are enjoying high success rates, we are over-enrolling these courses at noticeably higher levels than other colleges in our discipline. As a consequence, we are continually requiring students to learn more of the content on their own outside of class lecture time in order to accommodate more in-class presentation time. As an example, CSU's typically accept that approximately 30 minutes of total presentation time in class should be allocated for each student per semester. So if you have 38 students vs. 25, then you have 390 fewer minutes of possible class lecture time per semester. That number works out to over 6.5 fewer hours or two weeks of class time. There has been no progress on this issue since the last program review.

Update (Spring 2019): We have/are piloting some sections with a lower enrollment cap number in an effort to demonstrate with local evidence what we have done on multiple other occasions with external evidence. We did this with a few classes in Spring 2018 and will do it again in Fall 2018. We will then assess the results by Summer 2019. We hope these tests will lead to positive results and will demonstrate to administration the need and benefit of these lower caps.

Goal(s)	Timetable for Completion	Needed Resources	Obstacles to Completion (if any)
13. Develop and introduce new alternative courses in Communication Studies in order to better serve the growing interest in the programs.	Fall 2019 and ongoing	Additional staff	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)

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Progress on Goal:

Completed and Ongoing (Spring 2019)

Revised (Spring 2019)

Comments:

In the spring 2018 we successfully earned college approval to add COMM P111: Mass Communication to our college catalog and course offerings. We expect to start offering this course on the schedule in the summer 2019 semester.

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Goals (This section is for you list **new goals** for your program. If your program is creating more than 2 new goals, please duplicate this page)

Goal(s)	Timeline for Completion	Needed resources	Person(s) Responsible	Obstacles to completion (if any)
1. Add an additional choir that focuses on more advanced repertoire	Fall 2020	Funding for additional class	Sarah Rector	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:

For the vocal area, we need to add an additional choir that focuses on more advanced repertoire. This will ensure that students pursuing advanced voice and choir degrees get the education that is the standard for the state. Also, their needs to be an addition of an applied lessons course that will allow for individualized growth for the students.

Goal(s)	Timeline for Completion	Needed resources	Person(s) Responsible	Obstacles to completion (if any)
2. Add an Orchestra course	Spring 2020	Funding for additional class and Faculty member to teach this class	Sarah rector	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)

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___ Completed (Date)
___ Revised (Date)

Comments:

The area of orchestra is currently not an area we are even attempting to serve at this time. This is one of the primary areas that music students tend to pursue. The addition of this course will help the program grow. There has been a dynamic growth in K-12 strings programs which is increasing the number of students who are proficient on these instruments. There is also a large community orchestra group that our courses could collaborate with to increase growth.

Goal(s)	Timeline for Completion	Needed resources	Person(s) Responsible	Obstacles to completion (if any)
3. Buy Instruments for Orchestra Course	Spring 2020	Funding for this purpose	Sarah Rector	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)

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Progress on Goal:

___ Completed (Date)
___ Revised (Date)

Comments:

With the addition of an orchestra we will need to provide instruments for students who cannot afford their own. Some instruments have already been purchased but a few instruments still need to be purchased, which include larger instruments such as basses and cellos. [\$10,000 needed for this purpose.]

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Goal(s)	Timeline for Completion	Needed resources	Person(s) Responsible	Obstacles to completion (if any)
4. Clarify and publicize the pathways to completion of Studio Art and Commercial Art Degrees. Offer a Studio Art Certificate of Achievement as a stepping-stone to the AA-T.	Fall 2019 and ongoing	Art Faculty members time and some funding	Jim Entz	none

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 X

Progress on Goal:

 Completed (Date)
 Revised (Date)

Comments:

The number of degree completers for our two Art degrees has lagged behind the growth in majors in for these two degree programs. Work on ways to clarify and publicize the pathways to the completion of the two degrees in our program in order to increase the number of degree completers. Consider offering a Studio Art Certificate of Achievement (18 units) as a stepping-stone toward the completion of a Studio Art AA-T (24 units).

Goal(s)	Timeline for Completion	Needed resources	Person(s) Responsible	Obstacles to completion (if any)
5. Double the number of completed Communication certificates + degrees	Fall 2022	Communication Faculty Members Time and	Communication Faculty Members	College budget limitations

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by 2022		some funding for publicity	
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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 X Item 2 Item 3 X Item 4 X Item 5 X Item 6 X

Progress on Goal:

 Completed (Date)
 Revised (Date)

Comments:

**Strategies for achieving Goal #5:
More Promotion**

Effective Spring 2020 or earlier, we will increase our efforts to promote the Communication Major Step #1: Pitch communication as a major in Public Speaking/Interpersonal Courses on the 2nd Day of instruction, as an addition to existing discussions about the importance of studying those specific subjects. The pitch will involve a uniform PowerPoint for all COMM. faculty members to discuss the benefits of majoring in Communication. It will also outline the clear path to degree completion, emphasizing how easy it is to double major in Communication.

Step #2: Ensure a presence at senior day. Make sure we have a table staffed all morning, and host a breakout session describing the benefits of majoring in COMM.

Step #3: In addition to Senior Day, have a Communication Outreach Day (once each semester) to head out to local high schools e.g. Strathmore, Porterville High, Monache High School and “pitch” our Dept. in person.

Step #4: E-mail students in 101 and 102 a clear guideline of what classes to take to earn an AA-T Degree. We will continue to utilize this strategy and hope this creates more growth in our discipline.

**Improved Department Branding
Identity in CA Building/Personal Bios**

Having a poster somewhere in the CA building (the glass case by Jonathan’s office would be ideal) where ALL COMM. FACULTY have their personal photo, what classes they teach, and some FUN FACTS about each of them to make this a more personal experience for current/potential students.

Where does the money come from?

Can we pay someone to do this professionally for us?

The posters in our CA building are simply outdated. Perhaps we could have PC students create some new designs for us? Or, hire someone to do the job for us?

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These new posters need to be everywhere in the CA building (along with Music info).

Posters Regarding Classes

Similar to Bakersfield College, we plan to have a poster in the CA building where students can read up on each class that we offer in Communication e.g. Public Speaking, Interpersonal Communication, Persuasion, etc.

Goal(s)	Timeline for Completion	Needed resources	Person(s) Responsible	Obstacles to completion (if any)
6. Develop courses in drama and small group communication, develop online courses, and look into developing practical skills courses like Interviewing that might attract different types of students	Fall 2019 and ongoing	Funding for this purpose	Communication Faculty Members	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:

Strategies for achieving Goal #6:

Small Group Course

Starting in Spring 2019, Professor Hartsell will research existing course outlines for Small Group Communication in the district curriculum, create the course in Elumen, and submit it for approval in the curriculum committee

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As a department, we will discuss who will teach the course (Professors Hernandez and Thompson will never have to teach it, Professor Hartsell can teach it, and we can seek out adjuncts who are interested)

Drama Course

Starting in Spring 2019, Professor Hartsell will begin the process to obtain equivalency to teach drama Professor Hartsell will research existing course outlines for Introduction to Drama courses in the district curriculum, create the course in Elumen, and submit it for approval in the curriculum committee, with a Spring 2021 goal for starting the course

Online Courses

Beginning in Summer 2019, we will begin the process of getting certified to teach online courses. As a department, we will pilot test an online Public Speaking course, with the goal of regularly offering online courses in a variety of subjects by 2022

Other Practical Courses

With the understanding that we might not be able to expand our course offerings much more, the Communication Department will look at existing courses from other community colleges in subjects like Interviewing that provide practical skills and could increase the pool of potential Communication Studies students.

Goal(s)	Timeline for Completion	Needed resources	Person(s) Responsible	Obstacles to completion (if any)
7. Improve the adjunct experience by finding space for a Communication Lab, expanding our network of adjunct hires, and offering adjuncts the opportunity to be involved with committees	Fall 2019 and ongoing	Funding for this purpose	Communication Faculty Members	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)

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Progress on Goal:

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___ Completed (Date))
___ Revised (Date))

Comments:

Communication Lab

Starting Spring 2019, Communication faculty will look for a space on campus, likely outside of the CA Building (perhaps in the library) for part-time faculty to hold office hours (although not paid, many faculty members would like to have a place to do work/have students inquire questions outside of the classroom).

Networking/Expand Hiring Pool of Adjuncts

Beginning Spring 2019, Jonathan will be reaching out to chairs across the valley to see if we can diversify our adjunct pool

Offering part-time instructors opportunities to join committees

Effective Spring 2020, we will see if adjuncts are interested in joining campus committees so they can add to their CVs and become more involved with campus

Goal(s)	Timeline for Completion	Needed resources	Person(s) Responsible	Obstacles to completion (if any)
8. Increase opportunities for students to showcase talents by hosting speech and debate events	Fall 2019 and ongoing	Faculty Members Time and some funding for publicity	Communication Faculty Members	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 X

Progress on Goal:

___ Completed (Date))
___ Revised (Date))

Comments:

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Strategies for achieving Goal #8:

PCDC Speech Night

With a starting goal of Spring 2020, full-time faculty and part-time faculty can get together for one night a year (preferably in Spring) to showcase some of our best student talents.

Students that have gone above and beyond will be personally invited for this event to display their memorable speeches.

Students can invite family and friends to attend, with free entry to PC students/community.

PCDC Talent Showcase

The speech event could be ramped up to include other student talents like art, drama, and music, and could maybe be branched off into a debate or speech tournament

Network with Fresno State Debate team to provide out of class opportunities for students.

STAFFING REQUEST:

Staff Resources:

Current Staffing Levels

Full-time Staff (FTE)

Part-time Staff (FTE)

Faculty	5	Faculty	10
Temporary		Temporary	
Classified		Classified	
Management		Management	

Request for New/Replacement Staff

Use one line for each position requested. Justify each position in the space below.

	Title of Position	Classification (Faculty, Classified, or Management)	Full or Part Time	New or Replacemen
Position 1*	Music Instructor(instrumental)	Faculty	Full	Replacement
Position 2	Music Instructor(string ensemble)	Faculty	Part-time	Replacement

PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: INSTRUCTIONAL DIVISIONS

Name of Division: Fine & Applied Arts
Contact Person: Jim Entz

Submission Date: Spring 2019

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

Justification:

(Address each position requested)

Position 1*: The Music position will support and help to reestablish an instrumental music program on our campus. This will allow for more students from the Porterville High Schools to pursue coursework and degrees in their hometown instead of choosing a different major or enrolling in neighboring schools such as College of the Sequoias. We believe that this will increase our FTES numbers by recruiting new populations of students from the very robust Porterville Unified School district (and neighboring towns) who have no fewer than 4 high schools with full music programs and even a “Pathway in the Academy of the Performing Arts” which has a large music area.

Over the last ten years our division has markedly reduced the diversity of its course offerings. Most of these reductions have been budget-driven, and in many cases entire subject areas within the specific disciplines have been lost when a professor has retired or an adjunct faculty member has chosen not to continue at Porterville College. Our music program has suffered the most drastic reduction of its course offerings, in a community where the local high schools pride themselves on some of the largest and most successful choral and instrumental music programs in the state.

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 will need to expand its course offerings—all are core transfer courses (all the CSUs and UCs have music majors)—to offer music theory as well as instrumental courses.

This is a “Band Town” with over 900 students in area high school music programs that has incredible community backing, and that 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.

Position 2: 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)

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TECHNOLOGY REQUEST

Use this section to list any technology needs for your program. It is not necessary to put a price on these items; that will be done by the IT department. If you have more than two technology needs, add rows below.

<u>Technology Need</u>	<u>Justification</u>
Item 1: <u>Electronic Pianos and software</u>	<u>Our piano lab is extremely out of date.</u> In order to be at the standard of the state, we need to update the lab with new software and hardware. The electronic pianos were purchased in 1996, and are outdated and poorly functioning. A quote for 18 classroom instruments and one teacher instrument would be \$56,103.
Item 2: <u>Video Cameras for Video Production Class</u>	We need 4 video cameras and video editing software. (\$2,500 per camera [including microphone, extra battery, flash memory, and tripod] for the cameras) (Editing software would be Adobe Premiere Pro—Currently a part of the Adobe Creative Cloud suite of programs installed on the computers in the Fine Arts lab.) A Video Production class needs to be created to better align with both “PUSD Pathways” (that currently have Video Production classes).— [\$10,000.00]

FACILITIES REQUEST

Use this section to list any facilities needs for your program. It is not necessary to put a price on these items; that will be done by the Maintenance & Operations department. If you have more than two facilities needs, add rows below.

<u>Facilities Need</u>	<u>Justification</u>
Item 1: <u>Tile Flooring in CA-10</u>	The tile in CA 10 and other places have been breaking up for some time. These tiles are made from asbestos and pose an airborne health risk to all exposed to the CA building. This problem has been fixed (July 2019)—just before this program review went through the approval process.

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<p>Item 2: <u>Fine Arts</u> <u>FA-03 (2D Studio):</u> Track lighting and 2 sets of curtains need replacement.</p>	<p>They need replacement because they are damaged and function poorly. I've been told the track lighting and curtains were added to FA-03 after the library was converted to the FA Building in the late 1970s and early 1980s. Therefore, the track lighting and curtains are 45 or more years old. They've had a good run; it's time for their replacements.</p>
<p>Item 3: <u>Art Gallery</u> Needs renovation.</p>	<ul style="list-style-type: none"> • Track lighting needs replacement (old and not fully functioning). • Small upper windows on back wall need to be walled over for better display space for artwork. • Carpet on walls needs replacement because it is bubbling and coming unglued. • Floor carpeting is worn and needs replacement.
<p>Item 4 <u>CA-4</u> <u>Theater Lighting</u></p>	<p>The theater is currently only able to turn on about 30-40% of the available lighting in the room and the ones that can be switched on are very dim and/or burn out very frequently (fluorescents). The auditorium "can-style" lights do not all function and the stage lighting bar (hanging above the front row of seats) doesn't work. <u>The theatre lighting system is in need of repair and upgrading</u> or even a thorough redesign and remodel. While Maintenance and Operations do regularly try to fix the fluorescent lights in the room, they simple cannot keep up with the rate at which they stop working. In addition, the can-style lights (aka "house lights") are virtually beyond repair and need to be replaced. This was in the 2015-16 Program Review as well and little progress has been made on this issue.</p>
<p>Item 5 <u>Enlarge CA-10 (The Piano Lab)</u></p>	<p><u>Piano lab is too small for current needs.</u> It only has room for 16-18 pianos. No room for a proper teacher's station and demonstration piano. A larger room is needed to increase the number of seats for the course to even the minimum of 22 students (at present, only 16 to 18 students fit in the crowded classroom).</p>
<p>Item 6 <u>Double number of Practice Rooms in CA from 4 to 8</u></p>	<p>We currently have <u>4 practice rooms for all music students.</u> This needs to be <u>doubled to 8 rooms</u> to help facilitate the growth of the music program.</p>
<p>Item 7 <u>FA Building—Extend Foyer</u></p>	<p>By providing more exhibition studio space to showcase student work, and providing track lighting for the space, it will provide positive reinforcement for students who excel in their studio classes in the Art Program and reinforce and improve student success in these classes. [see map page 56]</p>

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<p>Item 8 <u>FA Building—Convert Photo Darkroom into Studio/Lecture Classroom</u></p>	<p>The 2D Studio/Lecture space is heavily used. We need another studio/lecture classroom. The art program is no longer teaching traditional photography with the use of a darkroom. We would like to convert the darkroom space to a studio/lecture classroom to relieve the overuse of FA-03, currently the only 2D Studio/Lecture classroom where we teach our Art Studio Fundamentals classes (which have some of the largest waitlists on campus). This new multi-purpose classroom could be used by other disciplines on campus as well. [see map page 56]</p>
<p>Item 9 <u>Build a Musical Performance Space</u></p>	<ul style="list-style-type: none"> • <u>Theater acoustics do not work very well for music performances</u> (unmiked). CA-02—The Music Room, works for small performances (but bands, orchestras, and choirs are problematic). • We currently <u>do not have a workable music performance space</u>. The theatre is designed for theatrical performances, which makes it a dead space for music. This is a problem for performance groups. This also hinders our ability to grow performance ensembles because of the lack of space in which to perform. An ideal recital hall would work not only to improve our space issue but also bring outside high schools and performance groups to our campus to use facilities. A workable space could also double as a large lecture hall for other courses or guest speakers.
<p>Item 10 <u>Instrument Storage Area Renovation</u> (next to the stage of the theater)</p>	<p>The instrument storage area needs renovation to maximally utilize its capability to store instruments. Currently the storage area (in its unfinished state) is inadequate for the number of instruments used in the program. Another concern is climate control for stringed instruments in the storage area. There are times in the summer when the building is not cooled and it is much too hot for string instruments to be safely stored at those times.</p>

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SAFETY & SECURITY REQUEST

Use this section to list any safety & security needs for your program. It is not necessary to put a price on these items; that will be done by the Safety and Security Program Manager. If you have more than two safety & security needs, add rows below.

<u>Safety & Security Need</u>	<u>Justification</u>

BUDGET REQUEST:

	Current Budget	Amount of Increase	Revised Total
1000	5,200	0	5,200
2000 (Student)	1,000	0	1,000
4000	5,350	0	5,350
5000	1,300	5,000	6,300
Other (6000)	83,000	56,103	139,103

1000—Music Director and Gallery Director Stipends

2000—Student travel for choir and band is integral to the success of a music program.

4000—Art, Photography, Commercial Art, Computer Graphics, Music, and Communication 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—The 3 upright acoustic pianos require routine tuning and maintenance as they are used daily by students and staff. The grand piano, used for concerts, is tuned about 4 times a year. [\$1300}

5000—The band instruments require yearly maintenance to keep them in working order, as they are used daily by students and staff. [\$5,000 a year.]

6000— We are asking for additional funding up to \$33,000 (this estimate might need to be updated) to upgrade the aging, and often non-functioning, lighting system in the theater. The sound system, though working, has a few issues that need correcting. *The estimated costs are based on a*

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recommendation from the company Sound Contracting during a consultation with the Maintenance & Operations Director, the Fine & Applied Arts Division Chair, and the Director of Finance & Administrative Services in the Spring and Summer of 2015. See more detailed rationale in the related goal outlined earlier in this document.—[up to \$33,000.00]

6000—We are asking for \$40,000 to recondition the Steinway Grand Piano in our music program. This grand piano is used as the primary piece of instructional equipment for the vocal and instrumental courses and it has reached the end of its expected service life and is in need of reconditioning. Our college is fortunate to have a piano that is considered to be the finest brand in the entire music industry and we need to maintain it properly or it will cost us more to recondition or replace it later. The estimated total cost for replacing and repairing the internal components of the piano are approximately \$20,000 and the cost to recondition the external components are approximately \$20,000 for a grand total of \$40,000. It is worth noting that purchasing a new grand piano of a much lower quality 7 foot grand piano would also be approximately \$40,000 but would not be of nearly the same quality nor would it last as long. It only makes sense to spend the same amount of money and keep the current piano given the relative costs associated with the options available to us. See more detailed rationale in the related goal outlined earlier in this document.— [\$20,000 – 40,000.00]

6000—We are asking for the purchase of 18 pianos with a teacher’s instrument. Our piano lab is extremely out of date. In order to be at the standard of the state, we need to update the lab with new software and hardware. The electronic pianos were purchased in 1996, and are outdated and poorly functioning. [To fund this request would cost \$56,103.] (See quote below.)

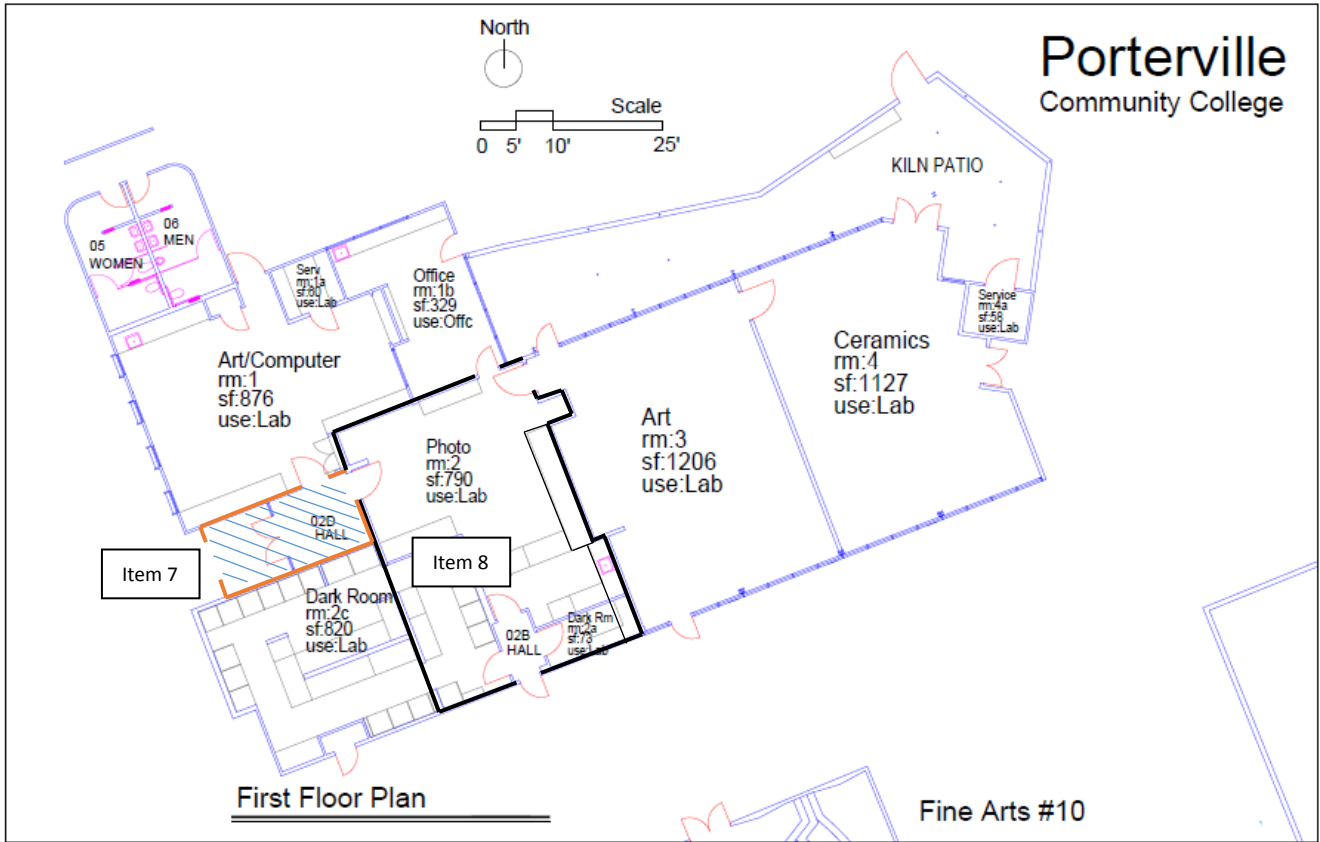
6000—We are asking for funding for 4 video cameras and video editing software for Video Production class too be offered in 2020. (\$2,500 per camera [including microphone, extra battery, flash memory, and tripod] for the cameras)(Editing software would be Adobe Premiere Pro— currently a part of the Adobe Creative Cloud suite of programs installed on the computers in the Fine Arts lab.) A Video Production class needs to be created to better align with both “PUSD Pathways” (that currently have Video Production classes).—[\$10,000.00]

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For Facilities Request: Items 7 and 8

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Fresno Piano Gallery Inc.

7194 N Abby St
 Fresno, CA 93720
 559-226-0793 (office) 559-320-4057 (fax)

Proposal

(Proposal #12130)

- Customer information -

Porterville Community College
100 E College Ave
Porterville, CA 93257
559-791-2255

Date 11/29/2018
 Order Number _____
 Rep Nick Estrada
 FOB _____

<u>Qty:</u>	<u>Description:</u>	<u>Unit Price</u>	<u>Total</u>
1	Yamaha CVP705B Teacher Instrument	\$5,949	\$5,949
18	Yamaha CLP635B Classroom Instruments	\$2,149	\$38,682
1	Yamaha LC4BASE plus lab Basic 8 plus student +1 teacher with complete hardware	\$3,199	\$3,199
2	Yamaha LC4 Expansion - Each LC3 expands for 8 Students w/ complete hardware	\$1,999	\$3,998

Price includes delivery, assembly, and set up

Subtotal: \$51,828.00
 Shipping & Handling:
 Taxes: \$4,275.81

Total: \$56,103.81

Payment details:

() Cash:

(*) Check:

() Credit Card:

Office Use Only: _____

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Sound Contracting))))))))

Sound, Lighting, Video, Acoustical, Data

California Contracting License # 595304

4447 N. Benedict Ave. Fresno, CA 93722
(559) 224-2242 Office—(559) 351-4624 Cell
soundcontracting@sbcglobal.net

Porterville College

11/12/2014

Theater Sound and Lighting Upgrades Proposal

Overview of Proposal

I am addressing the sound and lighting portions of the work needed in the theater separately. I feel that this will allow you to more clearly see what I am proposing to do for you. In providing you with this proposal, I am breaking things out - so you can clearly see what the costs are, and what you can expect when the work is done. I have chosen quantities to more or less fit your budget numbers you expressed to me. Please feel free to ask me any questions about this proposal and/or to change any of the quantities - however you may wish. My thinking is the main goal is to get the infrastructure in place, and get a good, working, basic theater going. Adding a wireless or so, or making other additions to the system are things that are fairly easy to do - once we have good, working systems in place.

Overview Sound System

The sound system, in the Theater at Porterville College appears to be accommodating a single microphone. There are a few inputs on the stage where things might be plugged in - but they look like they have not been usable for quite some time. The speakers in use are studio monitors - and not really the right type of speaker that should be being used for theater sound.

I propose that we go thru the control booth, clean it up some, and get it situated so it can accommodate the equipment and an operator. I propose that we trace the wiring that runs to the stage area, use as much as possible and try to run at least 4 additional runs to the stage area. (I say try as we have not yet established that there are good pathways for the additional wiring.) I think we should try to accommodate the minimum of 5 microphones from

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the stage, an audio input from a computer or other devices, and a feed for a powered monitor on the stage as well.

This proposal includes a new mixing console, a small equipment rack in the control booth that would house wireless microphones, a CD player, a power amplifier, and a master power switch that would turn everything on and off. A new pair of speakers w/mounting hardware are also included. Some of the existing wiring will be re used - some new speaker and microphone cabling will be run as well.

Overview Lighting System

I have to say that the lighting system in use at the Porterville College Theater is probably the oldest, working lighting system that I have seen in use. The good news is that it looked like most of the dimmer channels are still working. The bad news is that we discovered a bit of asbestos wiring on quite a few of the fixtures. The other thought to keep in mind is that while the control panel and dimmers for the light system are "mostly" working - they are quite old, and could become a problem at any time.

I propose that we first remove all of the fixtures that have the asbestos wiring and give to the college for disposal. (We could replace the asbestos wiring - but my thinking is by the time we do this - it would be much more economical to just purchase new fixtures.) The college probably wants to contact an asbestos disposal facility for the disposal of these fixtures. I cannot recommend you continue to try to use these. We (Steve Lamar and I) only took a quick look thru the fixtures currently in use - but it looks like you should probably stop using about 1/2 or more of the fixtures in this theater - due to the asbestos issues.

Due to the age of the existing controller and dimmers, my recommendation is that we abandon the use of the dimmers and controller. However - (for the time being) I am thinking we can use the power runs from the dimmers for new LED lights. I recommend we run a run of DMX (control) wire to a few locations for the new LED fixtures. This can easily be expanded as desired.

Summary of Proposal

I am trying to fit into your budget with my cost proposal. I am also listing several additional items for your consideration as well. Please feel free to give me a call with anything you may need. Thanks again,

Jerry Liles

Porterville College

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Theater Sound and Lighting Proposal - Equipment and Cost Estimates

Sound System

Mixing console - Yamaha MG16	\$ 480.00
Equipment rack - Mid Atlantic RK series rack	\$ 300.00
Furman M8 rack mounted power	\$ 160.00
Yamaha P7000 power amplifier	\$ 775.00
Bose SP24 system processor	\$ 550.00
Rack cabling package	\$ 150.00
2 Shure BLX14R headset microphone wireless systems	\$ 1350.00
2 Bose MA12Ex speakers w/mounts	\$ 2900.00
2 Shure PG58 microphones w/cables and stands	\$ 160.00
1 Shure MX418 microphone w/mount	\$ 380.00
5 Input jack plate	\$ 120.00
Microphone and speaker cabling	\$ 580.00
Subtotal equipment and parts costs	\$ 7905.00
Sales tax	\$ 650.19

Labor estimated to install equipment, run wiring as described, install jacks, install speakers, install booth equipment, program system processor and set all levels - also includes an initial training session

\$ 3060.00

Total cost of sound system installed, ready for use

\$ 11615.19

Note; This does not include the cost to cover over the hole that will be left when the existing speakers are removed. We can do this work - at an additional cost - if this is desired.

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Theater Sound and Lighting Proposal - Equipment and Cost Estimates

Lighting System

2 Flat panel Par LED lights (shades of white light)	\$ 698.00
4 Mega Par LED lights (colors)	\$ 640.00
2 Ultra Bar LED lights	\$ 560.00
10 c clamp	\$ 80.00
DMX operator controller	\$ 340.00
Cabling and connectors	\$ 560.00
Subtotal equipment and parts	\$ 2878.00
Sales tax	\$ 236.72
Labor to remove up to 10 fixtures and install new system and program.	\$ 1360.00
Total cost of system installed and programmed, ready for use.	\$ 4474.72

Additional Items for Consideration Include:

More wireless microphone systems - roughly \$ 675.00 each
Lower costing speaker system - deduct \$ 950.00
Deduct lights or add lights as desired (Note; Lights can be added as desired.)
More inputs for microphones

Additional Notes

- Due to the driving distance - we propose to stay overnights. Total stay is estimated at three nights, and 5 per diems. This additional cost is \$ 850.00.
- These labor estimates assume a fairly normal and straightforward installation. Unforeseen difficulties may result in a higher labor cost.
- Trip costs are \$ 120.00 per vehicle - per trip.