



**EL CAMINO COLLEGE**  
**FINE ARTS DIVISION**  
**DIVISION COUNCIL COMMITTEE MEETING**

**MEETING DATE:** September 19, 2019

**LOCATION:** Musi-204

**RECORDER:** Patricia Amezcua

**TIME:** 1:00p.m.

**ATTENDING:**

- |   |   |  |
|---|---|--|
| <input checked="" type="checkbox"/> D. Berney         | <input checked="" type="checkbox"/> K. O'Brien  | <input type="checkbox"/> P. Amezcua (Classified)           |
| <input checked="" type="checkbox"/> R. Christophersen | <input checked="" type="checkbox"/> D. Rowan    | <input checked="" type="checkbox"/> B. Price, Dean         |
| <input checked="" type="checkbox"/> M. Crossman       | <input checked="" type="checkbox"/> R. Scarlata | <input checked="" type="checkbox"/> W. Cox, Associate Dean |
| <input checked="" type="checkbox"/> R. Bloomberg      | <input checked="" type="checkbox"/> P. Schulz   |  |

**VISITORS:**

**MINUTES**

**I. INFORMATION/ANNOUNCEMENTS**

- A. Approval of Minutes from May 21, 2019  
*Minutes from 5/21/19 were approved.*

**II. DISCUSSION/ACTIONS**

- A. Full-time Faculty Position Requests  
*Position requests were made by 3 departments at a max of 10-minutes for presentation including any Q&A or discussion.*

**o Communication Studies**

**Program Profile (Academic Affairs and Student Services)**

How will this position impact program quality, program integrity, and student need? Fall of 2020 will represent five years since Communication Studies has had a full-time hire. Since 2015, Music has had three full time hires, Art, Dance, Theater each received one new hire. Of the larger departments in the division, Communication Studies has the fewest full time faculty members and is expecting at least three retirements in the next three years. Due to the popularity of course offerings, in the past few years Communication Studies has added many sections and hired several new adjunct instructors, adversely affecting our full-time/part-time ratio numbers. In fall 2017, the department's full-time/part-time ratio stood at 54%/46%; in 2018 it was at 51%/49%; this fall the numbers fell to 46%/54%. In comparing sections offered, the department offered 71 in fall 2017, 75 in fall 2018 and 78 in fall 2018, which translates to a 10% growth rate in two years. Additionally, one new Communication Studies course comes on line in spring 2020 with another course following shortly, as detailed below; this will further negatively affect the full-time/part-time ratio, which in turn, affects program quality. Fall of 2019 figures reveal 2270 were enrolled with 96% of seats taken, generating 229.83 FTES, and 15.63 FTEF. It is to be noted that considerably more sections could be offered if rooms were available at popular times.

The department offers a Communication Studies major, many courses of which fulfill the general education transfer requirements for all graduates. The curriculum satisfies several degree areas of CSUGE requirements: A1, A3, C1, D4, and D7. All El Camino students are required to take an A1 Communication Studies course. In addition to the AA-Transfer degree, the department is in the process of reviving its certificate. In 2017-2018, the last year for which statistics are available, Communication Studies granted 94 degrees and transferred 68 majors, the most of any discipline in the division. With roughly 215 majors, that completion rate indicates that approximately 84% of our students persist and complete the degree. Campus-wide Communication studies is ranked third in AA transfer degrees behind Psychology and Sociology. Students are completing the transfer degree with an average of 74 units-which indicates a high level of efficiency within the degree. This average unit completion rate is substantially below the college average. Furthermore, the American Academy of Arts and Sciences in

2017 reported that nationally, Communications was the only major to see significant growth, at 8%, while the overall Humanities degrees fell by 9.5%, and that trend is forecasted to continue. The El Camino Communication Studies department was the recipient of the Western States Communication Association 2019 Model Curriculum Award.

Two new courses are currently toward the end of the curriculum process that will also increase enrollment. One is a forensics course and one is Data Storytelling, a class that will fulfil the quantitative reasoning requirement for graduation, while being more accessible to non-STEM majors. We anticipate that this course will be enormously popular, not just with Communication Studies majors, throwing our full-time/part-time ratio further out of alignment. Our hope is that the new full time faculty member will teach these courses.

#### FORENSICS RETIREMENT

Mark Crossman, who has coached the El Camino forensics team for more than 30 years would like to retire from forensics and dedicate himself full-time to teaching. Dr. Crossman stopped traveling with the team some years ago, relinquishing his released time, but still maintains a coaching function by teaching the COMS 293, the Forensics Team Events class. Joseph Evans would take over COMS 293; the new full-time hire would teach the new forensics course that is being offered as of spring 2020 and split the current released time that Joseph Evens receives. This position would not increase the cost of the forensics program to the college, nor would it take a full-time professor out of the classroom any more than it does currently. The 2017 Program Review lists a full-time hire with forensics responsibility as the number one recommendation, noting that El Camino has two traveling coaches, while comparable programs have more. (Orange Coast College has three, Irvine Valley/Saddleback, Moorpark College, and Mount San Antonio College each have four.) El Camino currently fills the gap by hiring a casual or adjunct coach on a semester-by-semester basis.

#### ADJUNCT AVAILABILITY: COMMUNICATION STUDIES

While adjunct professors are available, as noted above, the quality varies greatly. The department has 17 part-time instructors and is constantly looking for more. In the spring 2019, a class had to be cancelled because no instructor could be found, even on an emergency basis.

#### ADJUNCT AVAILABILITY: FORENSICS PROGRAM

A forensics program as successful as El Camino's requires at least three faculty coaches who travel with the team. Currently, only Francesca Bishop (director) and Joseph Evans do so; if available, the program hires a casual worker or adjunct professor for a third coach, but that person is generally unable to supervise the team at tournaments. Additionally, there are very few professors with exceptional forensics credentials at the casual or adjunct level as most are snapped up for full-time positions very quickly; in fact, the last time we interviewed for an adjunct forensics position, there were only three candidates sufficiently qualified to be granted an interview and only one whom we could have considered hiring. Beyond the importance of securing an additional travelling coach, only a full-time faculty member has access to enough classes to maximize recruitment. Program quality is not assured without a full-time hire.

2. Why does the program and College need this position? How will it help address college initiatives such as Vision for Success, Guided Pathways, Strategic Initiatives and Student Equity and Achievement Program?

#### COMMUNICATION STUDIES

As noted above, the College needs this position to make progress toward the full-time/part-time ratio goal. Additionally, Communication Studies courses satisfy several degree areas of CSUGE requirements: A1 (satisfied by COMS exclusively) A3, C1, D4, and D7.

Guided Pathways will direct students to Communication Studies courses earlier in their educational careers, likely increasing the amount of majors. Notwithstanding the major, because so many of our courses fulfill CSUGE requirements, Guided Pathways will direct students to our courses in greater number than previously. As one of the first majors to embrace GP we have made more progress in implementing the four pillars of the movement. For example, we hold a new student welcome day as part of the onboarding process and have workshops with CSU Communications Department Chairs to

inform and recruit our students. In addition, the department is working to become the universal double for double majors. We are currently the default program for students to complete at least six of their CSUGE transfer requirements.

Strategic Initiatives of Student Learning and Student Success and Support will be greatly enhanced by an additional full-time professor. As stated in the Program Review: "Full-time faculty have success rates close to 90%. There is a wide variation of success among our part-time faculty. Some adjunct instructors are in the 90% range and some are as low as 44%." Public Speaking, the department's core course which the majority of El Camino students of all majors take, is a critical learning milestone. Students have to overcome communication apprehension to learn skills that employers state are those they value the most. The majority of sections of this crucial basic course sections are taught by adjunct professors; the department needs an expert in this course to provide leadership in this vital area.

#### FORENSICS PROGRAM

The forensics program greatly enhances chances of student success. The program offers students the ability to compete on the national level in speech and debate competitions. The El Camino forensics team has been National Champions in 15 of the past 19 years, and has never finished less than second; we are the reigning national champions in three national organizations and currently lead the nation, even when all 4-year universities are included. The program is extremely valuable to El Camino and its students.

Since 2000, over 95% of the forensics team has transferred to 4-year universities, most to the highly competitive University of California. This far surpasses the college transfer record. The program has also afforded many students forensics scholarships at private institutions. Last year alone, three students were offered scholarships to private universities. Scholarships are awarded because of the excellence of the program; when the winning ends, the scholarship offers also end. In addition to creating opportunities for El Camino students to complete their Bachelor's Degrees, the forensics program has produced too many students with graduate degrees—M.A., J.D., and Ph.D—to count.

The majority of forensics students are from underserved populations, enhancing student equity by providing superior educational, mentoring, transfer, and scholarship opportunities. As evidenced by our transfer rate, the program is extremely well respected by UCLA and UC Berkeley. Underserved students benefit from this relationship and the scholarship opportunities to which they would otherwise not have access. And while no hard data exists to support this claim, a survey of participants in the elimination rounds of the most prestigious national tournaments indicates that the vast majority of those participants who were community college transfers and who were women and/or people of color, were once El Camino students.

3. How might this position address equity gaps? Initially, it is important to observe that the department's success rate is also shared by underserved populations—especially when compared to campus averages. For example, when examining African American male success rates, all courses reflect a success rate of 58.9%. Communication Studies courses have achieved a 71.4% success rate. Overall, campus success rates stand at 70.3%. Communication Studies has achieved a 76.6% rate. The campus wide gap for all courses is 22.5%, Communication Studies is 14.5%.

Program efficiency is key to equity. Data shows the longer students remain in community college, the less likely they are to transfer. Communication Studies students average 70.4 units to complete the transfer degree. Beyond teaching the core courses in the department which contribute to this efficiency, we are seeking a candidate that will be qualified to teach the course in data driven persuasion which will fulfill the quantitative reasoning requirement for CSU transfer. Research has demonstrated that this requirement remains a barrier for students, especially underserved students to transfer.

Above we reference statistics on student success under adjunct vs full time faculty instruction. In addition to helping to address that inconsistency in our faculty (which is being exacerbated by the growth driven part time/full time ratio disparities), it is clear that the lack of part time office hours decreases faculty/student contact and adversely impacts those students who need help the most. Finally, as we observe above, the quality of our forensics team enables team members (who are often in the majority students of color) the ability to succeed on the national stage and receive additional

attention from transfer institutions-both in terms of admissions and scholarships. The forensics team is also an integral part of our department, performing at the mandatory speaker's forums for the A-1 transfer courses. This is an invaluable outreach, especially to underserved students. Providing a new full time travel coach will ensure the continued success of the only program at El Camino that has consistently won national championships.

## ○ Theatre

### A. Program Profile (Academic Affairs and Student Services)

#### 1. How will this position impact program quality, program integrity, and student need?

The Theatre Department is currently staffed with two full-time instructors, one of whom specializes in acting/directing and the other in technical aspects of theatre production (stagecraft and lighting). With 8 part-time faculty teaching one or more classes each semester, the department's FT/PT ratio, 40% to 60% in Fall of 2019 is well below the 75:25 target goals. Indeed, if this position is granted our FT/PT ratio will be greatly improved, 65% to 35%. A retirement is anticipated in the next 2-5 years and there is an urgent need to ensure smooth transition for a program that plans its productions 1-2 years in advance. This position request is for a full-time theatre instructor to teach courses in acting/directing as well as to direct some of our productions each year in order to provide our students with the same number of performance opportunities afforded to lower-division majors at 4- year schools. The instructor's load would be drawn from the following courses: Theatre Appreciation, Dramatic Literature, Introduction to Acting, Fundamentals of Acting, Intermediate Acting, Acting: Audition and Cold Reading, Acting Shakespeare, Fundamentals of Stage Direction, Beginning Theatre Production, and Student Performance Production Workshop. A full-time theatre position, formerly held by Professor Joseph Bonanno, has never been replaced and currently 50% of course offerings are taught by adjunct Theatre faculty. It has been difficult to maintain a pool of adjunct instructors with qualifications and experience in teaching the different types of courses required of theatre majors, particularly directors with the requisite educational qualifications. Recent regulation and accreditation changes require adequate full-time faculty leadership in matters of curriculum, student learning outcomes, program review, planning and committee representation as well as mentorship and support to theatre majors in achieving their educational goals. It should be noted that the Theater Dept. hired a third full-time instructor for the 2018-2019 year, but unfortunately the new instructor, Jonathan Flom, did not like living in Los Angeles, and left El Camino to accept an East Coast teaching position. So, this request is truly a replacement for the recently approved Flom position since Jonathan only served our students for one academic year. It is important to note that the new instructor will lead a new certificate program, "Certificate in Acting and Production for Independent Films and Social Media". This innovative CTE program, will bring in CTE funding, and will connect our Theater program with the Film and Television Department and add essential "Acting For The Camera" courses to our curriculum and prepare our students for success by training them to work independently in the creation of self-audition scenes and other products for social media.

2. Why does the program and College need this position? How will it help address college initiatives such as Vision for Success, Guided Pathways, Strategic Initiatives and Student Equity and Achievement Program? The addition of a third full-time faculty member will greatly assist us in growing our program especially with the addition of the proposed new certificate program, "Certificate in Acting and Production for Independent Film and Social Media". This new certificate program will attract many new students since it is unique and timely.

3. How might this position address equity gaps? According to the ECC data, the Theater Department courses attract 45.2% Hispanics, 21.4% African Americans, 7.1% Asians and 12.8 Whites. So it is clear that Theater courses prepare students of all demographics for success. Since current full-time Theater Dept. faculty consists of two white males, it is hoped that the new instructor will assist us in diversifying our faculty.

In addition, this new full-time teacher will lead the development of our new proposed certificate, "Certificate in Acting and Production for Independent Film and Social Media" which will encourage students of all demographics to participate and develop skills that will lead to future employment. With this program, students can use simple available tools like a cell phone to create and distribute independent films and projects. With this new innovative program even students who are economically

disadvantaged will be able to market themselves and find a place in the professional world of entertainment.

## ○ Art

1. How will this position impact program quality, program integrity, and student need? The Art Department is requesting a full-time teaching position in: 2D Foundation. The 2D Foundation program was developed many years ago and currently most of the founding faculty have retired. In 2016, Willie Brownlee and Harrison Storms, professors in the foundation area retired. In 2017, Joe Hardesty was hired to replace Willie Brownlee, leaving one full time position unfilled. This has created a large gap of leadership which needs to be filled with a new full-time position.

2D Foundations is situated in the Design area which is one of the thirteen areas of concentration for students completing an Associates Degree in studio arts and also satisfies CSU, UC and private university transfer requirements. Design classes are required for, or are an option for, the completion of six certificates; i.e. Fashion Merchandising, Architecture, Visual Communications, Photography, Metalsmithing, and Digital Arts.

It is critical that a rebuilding process take place now to help maintain the current quality of all areas supported by the 2D Foundation curriculum in the Fine Arts.

As with all of the arts disciplines, students require a strong foundation in fundamentals to be successful in transferring to university programs, winning scholarships and gaining employment in industry. The 2D Foundation courses are the first step in building the necessary student skills for success and require a full time instructor.

In addition, a new hire will provide the leadership necessary to help navigate a very difficult fiscal and regulatory future where the remaining longtime faculty is preparing for retirement. With the addition of SLO assessments, Associate of Art Transfer Degree issues, and curricular challenges resulting from the loss of repeatability for studio art courses, full-time oversight is critical.

2. Why does the program and College need this position? How will it help address college initiatives such as Vision for Success, Guided Pathways, Strategic Initiatives and Student Equity and Achievement Program? 2D Foundation courses are the core of a student's education in the visual arts. These courses provide students with the fundamental building blocks of the elements and principles of design, color theory, the construction of form and the development of visual narrative.

Online classes are planned for the near future and the addition of Linear Perspective and Commercial Graphics will further add to student's knowledge and abilities in constructing coherent compositions, structuring spatial environments and to develop necessary skills in ideation and the presentation of conceptual drawings (storyboarding for film, animation and web design are examples of the skills students would learn from a Commercial Graphics course).

All of these courses also develop students' ability to succeed in the related disciplines of painting and drawing, printmaking, digital art, graphic design, web design, metalsmithing, sculpture, industrial design, game art design and animation as well as photography, film, fashion design, and architecture.

Currently the courses in the Graphic Design program and 2D Foundation program are overseen by a single full-time faculty member, Andrea Micallef. (Graphic Design includes our classes in Graphic Design, Typography, Advertising Design and Web Design). At various times in the past, these two areas within the Art Department each had a full-time faculty member assigned to them. --For years, Carson Gladsen and Roderick De La Cruz divided the duties and more recently, professor Micallef and Angela Wilcox oversaw instruction.

The addition of online classes and the new proposed curriculum will stretch the ability of faculty even further in maintaining cohesiveness in what are essentially two separate programs.

With the adoption of the Associates of Arts for Transfer Degree, ongoing curriculum oversight of the AA-T course requirements in foundation classes will be vital in order to support the transfer mission of the college. Leadership provided by a full-time instructor will preserve program continuity and the curriculum can continue to improve and develop under new leadership to meet the next generation of fiscal, instructional, and curricular challenges.

The addition of online offerings and the new proposed courses will strengthen the current program and also grow our offerings to meet the current and future need to expand enrollment and garner much needed FTEs. As well, Professor Micallef is nearing retirement and in order to maintain the viability of the program it is prudent to once again consider the addition of a dedicated full-time faculty member.

3. How might this position address equity gaps? Equity can be improved in both faculty demographics and student success. Currently, 70% of faculty are white non-hispanic. Only 13% of students across campus are white non-hispanic according to Fall 2018 demographics. Faculty representation of non-white groups could be improved upon. Student equity gaps could also be ardently addressed with this new hire because it would effect foundation courses and therefore a larger number of students. The art department has goals of specifically improving success for African-American and Pacific Islander students, and a full-time hire in an essential foundation area would improve success across the board.

- B. Turn in Ranking by Monday, September 23, 2019 @ 12pm  
*Dean proposed that the rankings be public however, after some discussion and a 6-2 vote it was decided that that the voting remain anonymous.*

### **III. OTHER**

- A. Assist with the Pro-tools courses
- B. Inquiry to Unit Plan Representatives was made by the dean.
- ✓ Music—Patrick
  - ✓ Dance—Daniel
  - ✓ Photo—Darilyn
  - ✓ Theatre—Ron
  - ✓ Film—Laura
  - ✓ Coms—C. Wells
  - ✓ Art—for now it is listed as Randall however he has made a request to have his area broken up into more manageable areas