Arts \& Humanities Division
PRESENTER:
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## College of Marin's Mission

College of Marin's commitment to educational excellence is rooted in providing equitable opportunities and fostering success for all members of our diverse community by offering:
$>$ preparation for transfer to four-year colleges and universities
$>$ associate degrees and certificates
$>$ career technical education
>basic skills improvement
$>$ English as a second language
$>$ lifelong learning
$>$ community and cultural enrichment
College of Marin responds to community needs by offering student-centered programs and services in a supportive, innovative learning environment that promotes social and environmental responsibility.

## Community Connections/Service

## Public Performances

$\rightarrow$ Music - Oratorio, College Chorus, Chamber Singers, Symphony Orchestra, Symphonic Band, Jazz Ensemble, Brass Ensemble, Opera $=\sim 26$ performances/semester both on \& off campus.
$>$ The Orchestra has grown by $50 \%$ in the last two years to fill virtually all seats with students; the audience has doubled from prior year; \& program donations have increased roughly 5x over!
$>$ Drama - 2 major theatre productions/semester (14 performances) + several Brown Bags on campus
$>$ Dance - concerts on campus (on hiatus)
Art Gallery - move to implement an Artwork on Campus Advisory Group.
$>$ Host of annual Drawing Marathon for Bay Area Models Guild (April 9th)
>COM Literary Magazine: http://www.comliterarymag.com/issues archive
$>$ Lifelong Learning \& Cultural Enrichment classes
$>$ Studio Arts
> Music Ensembles
> Languages

## Arts \& Humanities Departments

| Communication |
| :--- |
| - Communication |
| Studies |
| - Media Studies |
| - Digital |
|  |
| Studio |
| Production |


|  |
| :---: |
| Humanities |
| - English |
| - Humanities |
| - Philosophy |
| - Writing Center |
| \& Online |
| Writing Center |
|  |

## World Languages <br> \& Culture

- ASL
- Chinese
- French
- Italian
- Japanese
- Spanish



## Summary of Faculty and Staff

>Administrative Assistants: 5
>Full Time Faculty: 30
PPart Time Faculty: 57
>Coordinators: 6
$>$ Lab Techs: 2
>Stage Technician: 1
>Accompanist: 1
$\Rightarrow$ Gallery Sitters (hourlies): 2
$>$ Other Hourly Staff: 4

>Contractors: Myriad

## Arts \& Humanities Departments





## Unduplicated Headcount across Departments



|  |  |
| :--- | ---: |
| Degree Type | \# Degrees |
| AA-T Communication | 18 |
| AA-T English | 9 |
| AA-T Spanish | 1 |
| AA Liberal Arts: Communication Studies | 22 |
| AA Liberal Arts: Language Arts \& Humanities | 27 |
| AA Liberal Arts: Visual \& Performing Arts | 8 |
| AA Art | 16 |
| AA Communications Filmmaking | 2 |
| AA Dance | 11 |
| AA Drama | 6 |
| AA French | 10 |
| AA Mass Communications | 10 |
| AA Music | 7 |
| AA Spanish | 36 |
| AS Applied Design: Interior | 2 |
|  |  |
| Total | 176 |

## Fall 2013 - Spring 2016


\# Transferring to 4-year institution as of Fall 2016
Major
Applied Design 2 or 3 Dimensional
1
1
Architecture ..... 7
Art ..... 43
Communications: Mass Communications ..... 21
Communication Transfer ..... 9
Communications ..... 2
Communications Filmmaking ..... 6
Dance ..... 6
Drama ..... 11
English ..... 22
English Transfer ..... 13
French ..... 4
Humanities ..... 12
Liberal Arts: Communication Studies ..... 17
Liberal Arts: Language Arts \& Humanities ..... 11
Liberal Arts: Visual \& Performing Arts ..... 7
Liberal Arts \& Sciences ..... 23
Music ..... 11
Spanish ..... 12
5

## Fall 2013 - Spring 2016 (Total 250)



## Major Initiatives/Focus: English \& Humanities

>The English program \& English Skills collaborate in Effective Practices meetings to norm \& align learning outcomes for English $98 \rightarrow 120 \rightarrow 150$, sharing pedagogies \& resources (3-4 meetings/semester)
>English faculty also meet monthly to discuss department business, plan literature offerings, consider instructional support needs, create community \& collaboration
>Puente \& FYE Learning Communities - English 120 \& 150
$>$ PRIE analysis shows Puente students are 4.3 times more likely than comparison group to succeed in English 120; 2.1 times more likely to enroll in English 150; and 2 times more likely to succeed in English 150 the first time enrolled
$>$ Moving to multiple measures assessments for student placement
$>$ English 150 increased from 3 units to 4 units
$>$ Ties to other programs: $1 / 6$ of English 150 students are also Nursing students - the equivalent of five of 30 sections offered annually


## Programmatic Needs

| Instructional Equipment | Under \$500 |
| :---: | :---: |
| - Fine Arts: $\$ 73,154$ <br> - Performing Arts: $\$ 89,341$ <br> -Communication: \$84,500 <br> -Total: \$246,995 | -Fine Arts: $\$ 10,900$ <br> - Performing Arts: $\$ 15,195$ <br> -Communication: $\$ 4,100$ <br> -Total: \$30,195 |


| Budget Augmentations | Miscellaneous |
| :---: | :---: |
| - Fine Arts: Annual Equipment Repair \& Maintenance budget: \$4,000 <br> - Music: Instructional Supplies: \$10,000 <br> -Total: \$14,000 | - English: additional funding for Writing Center <br> - Music: Classroom remodels, especially PA 75 \& practice rooms <br> - Replace boards in Music classrooms |

Units/Staff

- Music: 9 TUs (Music 106, 108, 180)
-(Writing Center: 16 TUs)
including summer coordinator
- (French 108A/B,

110/112/114: 3)
-(Spanish 108A: 3)
-(Spanish 203HB: 6)
-(Spanish hybrid/DL courses: 6)
-Total: up to 44

Technology
-Architecture: Rhino 3D 30 seat license renewals
(3 yrs.): \$1,000

- Architecture: 30
software license renewals: \$750
- Music: 10 Finale 2016
licenses: $\$ 3,500$
- Drama: QLab4 AV software license for JD \& Studio Theatres: \$819
- Fine Arts: Updated AV
systems in classrooms:
\$10,000
- English: additional computer classrooms


## Summary

## $\checkmark$ Main Takeaways

$\checkmark$ What we do: We offer various degrees and transfer pathways, as well as a positive face for the college via public performances \& art
$\checkmark$ Where we are headed: Strengthening our community and high school partnerships in an effort to create a stronger pipeline of diverse students.
$\checkmark$ What we need to get there: Continued support through the allocation of resources
$\checkmark$ Top Priorities:
$\checkmark$ Increase the number of degrees and transfers
$\checkmark$ Decrease time to degree and transfer

