

Basic Program Information

Department Name: ART

Division Name: The Fine Arts and Communication Division

Program Mission(s):

The mission of the Art Department is to provide students with learning opportunities in the contemporary art practice, art theory and the history of art. Courses enable students to satisfy requirements for the A.A. Degrees in Art, Certificates in Art, and for transfer to other institutions as art Majors. Courses provide general students with the information and practical experience in working with art media, insight into the roles of the visual arts in historical and present cultures, and in the life of the individual. Our program introduces students to the varied approaches to art media and art practice.

The Art program offers a range of foundation art courses. We offer Fundamentals in Drawing, Intermediate Drawing, Representational Drawing, Figure Drawing, Heads and Hands Drawing, Color Theory, 2-D Foundations, Collage, 3-D Foundations, Ceramics, Oil Painting, Watercolor and Acrylic Painting, Print Arts and the Studio Art Portfolio Preparation Course. The History of Art offers a balance of depth and breadth. We offer African, Oceanic and Native American Art, History of Woman in Art, Modern Art, and Contemporary Thought, American Art, Ancient Art, Medieval and Renaissance, and early Modern Art. We offer on campus, hybrid and online art courses. The History of Art offers a balance of depth and breadth. We offer African, Oceanic and Native American Art, History of Woman in Art, Modern Art, and Contemporary Thought, American Art, Ancient Art, Medieval and Renaissance, and early Modern Art.

Please list all Program Review team members who participated in this Program Review:

Name	Department	Position
Hilary Gomes	ART	ART
Joe Ragey	ART	ART and GID
Andy Ruble	ART	ART

Total number of Full Time Faculty:	<ul style="list-style-type: none"> Five Full Time Faculty Members (Hilary Gomes, Andy Ruble, Joe Ragey, Simon Pennington, Kent Manske) Linda Lum is retiring at the end of the Fall 2013 quarter. Linda is an Art Instructor. Kent Manske is retiring at the end of Spring 2015 quarter. Kent is an ART and GID instructor. Joe Ragey is retiring at the end of Spring 2016 quarter. Joe is an ART and GID instructor. Robbie Reid is retiring at the end of Spring 2014 quarter. Robbie Reid is an Art History Instructor.
Total number of Part Time Faculty:	Three

Please list all existing Classified positions: Ceramics Technician: Anthony Kitagawa

List all Programs* covered by this review & check the appropriate column for program type:

Program Name	Certificate of Achievement	Associate Degree	Pathway Program
Program:	1		Updated:

	Program	Program	
<i>ART</i>	X	X	X
<i>Art: Studio Emphasis</i>	X	X	X
<i>ART Studio Transfer Degree ADT (In Progress)</i>		X	

Section 1: Data and Trend Analysis

a. Program Data:

Data will be posted on

<http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Programs	2010-2011	2011-2012	2012-2013	% Change
Art	1	1	1	0
Art: Studio Emphasis	1	3	2	0

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2010-2011	2011-2012	2012-2013	% Change
Example: Career Certificate	0	0	0	0

If you have a non-transcriptable certificate that serves a workforce need, and/or has external certification, please provide a brief narrative explaining the industry need for this certificate, and attach any supporting data. If it does not have external certification, and/or is not a workforce program, please provide a brief narrative justifying the need for a certificate that is not state approved, and attach any supporting data.

b. Department Level Data:

	2010-2011	2011-2012	2012-2013	% Change
Enrollment	3,534	3,211	3058	-4.8%
Productivity (College Goal 2013-14: 535)	628	587	550	-6.3%
Success	77%	76%	74%	74%
Full-time FTEF	50%	49%	49%	-.8%
Part-time FTEF	25%	21%	19%	-8.4%

c. Associate Degree Transfer (ADT)

There is a fall 2014 legislated deadline for approval of ADTs (AA-T/AS/T degrees). If there is a Transfer Model Curriculum (TMC) available in your discipline/program, you are required to offer an approved AA-T/AS-T. Indicate the status of your program's ADT:

Check one	Associate Degree Transfer Status
X	State Approved
X	Submitted to State Chancellor's Office
X	Submitted to Office of Instruction
X	In Progress with Articulation
	Planning Stage with Department

	Not Applicable
--	-----------------------

If you are required to offer an approved ADT and it has not been state-approved, please comment on the program's progress/anticipated approval date.

Our Studio Art Transfer Degree is in progress. The AD-T received approval by our College Curriculum Committee in Fall 2013.

d. Student Demographics: Please comment on the enrollment data, comparing the program-level data with the college-level data. Discuss any noticeable differences in areas such as ethnicity, gender, age and highest degree.

Online Trends: There is a steady success rate from 2010-2013 for targeted ethnic groups. In 2012 there was 103 African American Students who enrolled in our online classes, 329 Asian students, 292 Latino students, 7 Native American Students, 15 Pacific Islander students, and 5852 White students. In 2012-13 we see a large rise of Female students enrolling in our classes. There were 963 female students and 483 Male students in our classes. The largest enrolled age group was students between the ages of 20-24. There were 649 students from this age group. The lowest was between the ages of 40-+/-

e. Productivity: Although the college productivity goal is 535, there are many factors that affect productivity, i.e. seat count/facilities/accreditation restrictions. Please evaluate and discuss the productivity trends in your program, relative to the college goal and any additional factors that impact productivity. If your productivity is experiencing a declining trend, please address strategies that your program could adopt to increase productivity.

Using the prompts and the data from the tables above, provide a short, concise narrative analysis for each of the following indicators. If additional data is cited (beyond program review data sheet), please indicate your data source(s).

Enrollment trends: Over the last three years, is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.

Our online Foundation core transferable course, Art 4A, Art 5A and Art 20A are our most productive courses in our studio art department.

STEADY ENROLLMENT TRENDS

Our foundation Level Courses and Ceramic Courses- Steady Enrollment

Online Enrollment

The following online classes had high enrollment and productivity.

Productivity:

- Art 86- Digital Painting 2011-12 Productivity is **955**
- Art 4A: Fundamentals in Drawing (Core Foundation Course) **547**- 2010-11, 2011-12 **519**, 550-2012-13
- Art 5A 2-D Foundations- **577** - 2010-11, **480**- 2011-12, **640**- 2012-13
- Art 20A Color I, 2011-12 **721**, 2012-13 **582**

On Campus Enrollment

- The Fundamentals in Drawing Art 4A class has a steady enrollment in the past two years. In 2010-11 the enrollment was 384 and in 2011-12 the enrollment was 378.
- Our department's enrollment in the drawing class stayed steady even though we were faced with limiting repeatability and also restricting classes in course families.

- *The 2-D Foundation Course Art 5A has a steady enrollment in the past two years. The productivity in 2010-10 was 559 and in 2011-12 it was 479.*
- *The Color I Foundation level course or Art 20A has a steady enrollment and a slight decline of 18%. The productivity of this course is 523 in 2010-11 and 428 in 2011-12.*
- *The Art 45A or Ceramic Hand-Building class is stayed steady in the past few years. The productivity was 420 in 2010-11 and increased slightly to 425 in 2011-12.*
- *The Art 4D Figure Drawing class has increased enrollment from 2010-11 to 2011-12. This class now has a productivity of 486.*
- *With the changing demographic of students focused on transfer we are noticing a trend of students who want to transfer with life drawing and figure skills.*
- *The Art 47 Watercolor class has stayed steady with enrollment and has high productivity of 523.*

DECLINE

- ***The Art 5B 3-D Foundations class had a -44% decline in enrollment from 2010-11 to 2011-12. This class needs a professional or expert in the field to revamp this class into a course for the 21st century. A Part-time instructor for the past three years has taught Art 5B 3-D Foundations since our full time instructor Jose Arenas resigned from his full time position in the Art Department. We need a new full time instructor with the expertise in Product Design, Industrial Design or sculpture to teach this course. We will not be able to remove this course as a core class from the Art: Studio Emphasis degree because it is a core transferable course to most Art Schools and CSUS. ART 5B is a core class on our new AD-T Studio Arts transfer degree.***
- ***The Art 72 Studio Art Portfolio Class had a decline in enrollment. This class is offered once a year in the Spring as an exit portfolio. Students have already been accepted to art school and then have to take this class. The instructor is combining the class with the Graphic Design portfolio class for enrollment. The enrollment is very low in this class. In 2010-11 there was 12 students and in 2011-12 there was 14 students. A recommendation would be to offer this course once every two years or to offer the class in the Fall quarter. Most students need help sorting a portfolio for transfer in the Fall quarter rather than the Spring quarter. This has been discussed many times during the 2012-13 school year. This course is a core requirement on our ART degree.***
- ***We have a small decline this past year in productivity due to the repeatability and course families.***

f. Course Offerings: Review the enrollment trends by course and consider the frequency, variety, demand, pre-requisites, etc. If there are particular courses that are not getting sufficient enrollment or are regularly cancelled due to low enrollment, please discuss how your program is addressing this issue.

- ***Due to low enrollment in the Art 4B Intermediate Drawing, Art 4C Representational Drawing courses and Art 5B 3-D Foundations we will only be offering these courses as combined courses or once every year.***
- ***The Art 72 Studio Art Portfolio class should be offered once every 2 years or in the Fall Quarter. The new demographic of students have the prior knowledge to create personal website as a digital portfolio.***

g. Curriculum and SLOs: Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every five years and do all prerequisites and co-requisites undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance (Please use reports from the Curriculum Office to help you complete this prompt)?

All of our courses are up to date with Title 5 compliance. The past two years we have revised all of the courses to reflect the CI-D studio art course on the CSU website. Our ART 4A class is now a GE for the Humanities for the CSUS. Our Art Slos are up to date.

h. Curriculum and SLOs: What are you doing to ensure that your curriculum is congruent with the most recent developments in your discipline?

We review the De Anza course outlines of record to make our courses congruent. We communicate with the other Art instructors at De Anza College to make our art course congruent. We look at the state standards of the CI-DS to have our course outlines of record congruent with the course at the state level.

i. Innovation: Please comment on any innovative initiatives within your program, this could include areas regarding sustainability, stewardship of resources, collaboration, grants and/or curriculum.

- *"Online Education Initiative". We plan to be an active part of the decision making for the new "Online Education Initiative".*
- *Voicethread Conference Presentations: Our department is on the cutting edge of innovation and online instruction. Our full time art instructor Hilary Gomes is offering innovative online approaches to teaching our traditional studio art classes online. She has given numerous presentations both at Foothill College in professional development workshops at local and national conferences discussing the importance of verbal online courses. In the past three years she has given three Voicethread online presentations at the League of Innovation Conference and three in the Etudes Summit. She has also giving a presentation about Voicethread at the Online Teaching Conference in June 2012. In Fall 2012 Hilary Gomes gave a presentation on her innovative online Voicethread Presentations at the Foothill College Leveraging Technology Tech Conference. This conference was focused to encourage a wide range of technology solutions focused on supporting student services, teaching and learning and professional development. In Fall 2013 She is also giving a Voicethread presentation at the Etudes Summit in San Francisco, CA. In Winter 2014 she is planning to give another Voicethread presentation during the Friday Professional Development presentations.*
- *Voicethread and our Fine Arts Division CC Committee: We have the goal to collaborate with Fine Arts and Communication Division Committee and share how to develop a share cloud space Voicethread organizational system.*
- *Women's History Month Collaboration: We plan to collaborate with Women's History Month, Fine Arts Foothill and DeAnza College faculty and staff. We want to create more art exhibitions that work with collaboration. We also would like to work more with the De Anza's Euphrat Art Museum.*

Section 2: Student Equity and Institutional Standards

As part of an accreditation requirement, the college has established institution-set standards across specific indicators that are annual targets to be met and exceeded. Please comment on how these indicators compare at your program level and at the college level. (For a complete description of the institutional standard, please see the instructional cover sheet)

a. Institutional Standard for Course Completion Rate: 55%

Please comment on your program's course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

- *A total of 3,053 students participated in courses in the Art Department. The Art Department overall course success rate was 74% in 2012-13 with 2,230 students receiving grades. 327 students did not succeed while 466 students withdrew. Overall success rates in the Art Department meet and exceed institutional standards for completion rates by 19%. Of course we would like to see 100% success rate but 76% is a very healthy rate of success.*
- *The completion rates by ethnicity including targeted groups increased 1%, while we decreased failure rate by 3%. Only 14% demonstrated non-success this year as compared to 17% failure rate last year. The overall withdrawal rate increased from 21% to 23% for 2013. These are within normal range and considered non-reflective changes in percentages.*
- *Overall success rates for all ethnic groups remained constant within 5% or less of the 2012 percentages. These rates are also non-reflective of major changes in success and failure rates.*

b. Institutional Standard for Retention: 50%

Please comment on the course retention data for your program, including any differences in retention rates by student demographics as well as efforts to address these differences, should they exist.

- *Course retention rates remain fairly stable in 2012-13 with 76% retention for female and 70% retention for male students.*
- *By Gender: Females tend to enroll at a 2+ to 1 ratio in art courses with 1,537 females and 723 males. Females tend to be 6% more successful than men overall. We need to analyze this data to determine if additional courses can be targeted towards male students to increase enrollment and success rates.*
- *By Age: The overall success rates are highest in our main student population age of 19 to 24 years old. Overall retention is above the 50% institutional standards. The Art Department rate for retention is at 76%.*
- *By ethnicity: The 3 largest student Foothill College ethnic groups are Asian, Latino and White. All 7 groups are successful above the 50% institutional rate, with many groups far exceeding that rate. No group falls below 50%. The data states that we increased success in many ethnic groups and all groups fall within 5% of 2011-12 rates. Overall targeted groups increased success rates by 1% over last year.*

c. Institutional Standard for Degree Completion Number: 450

Has the number of students completing degrees in your program held steady or increased/declined in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

- *The majority of art students transfer into professional art schools, universities and colleges without completing AA degree requirements. Comparison over 3 years shows no significant differences in graduation rates.*
- *We awarded 3 AA degrees in 2011-12 and 2 AA degree in 2012-13. This is not a trend. We have completed a new AD-T degree in Art. The new AD-T (transfer) degree in Art meets State AD-T degree standards for Transfer and should increase degree completion rates next academic year.*

d. Institutional Standard for Certificate Completion Number (Transcriptable): 325
Has the number of students completing certificates in your program held steady, or increased/declines in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

- *Students in Art courses tend to transfer to other institutions.*
- *They don't tend to pursue certificates of achievement in Art. None were awarded in Art during 2012-13. This does not reflect on the quality of the program or student success. Transfer within two years is the current goal of the State. We are striving to achieve this goal with the new AD-T degree.*

e. Institutional Standard for Transfer to four-year colleges/universities: 775

Based on the transfer data provided, what role does your program play in the overall transfer rates? Please comment on any notable trends or data elements related to your program's role in transfer.

- *The college does not track transfer rates. Transfer rate data is not available at this time on the college program review data sheets.*

Section 3: Core Mission and Support

Please address all prompts that apply to your program.

Basic Skills Programs (English, ESLL and Math): For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website:
<http://foothill.edu/president/basicskills.php>

a. Please comment on progression in sequenced courses, including ladder programs, alternative pathways and supplemental instruction. How successfully do students progress through the course sequence or pathways?

N/A

b. Based on your analysis of student success in these pathways, what initiatives or strategies are being considered to increase student success?

N/A

Transfer Programs: For more information about the Core Mission of Transfer, see the Transfer Workgroup website: <http://foothill.edu/president/transfer.php>

N/A

c. Please analyze and discuss the available Transfer data regarding your programs, and discuss strategies or initiatives to improve transfer rates.

N/A

d. Please analyze and discuss Articulation data regarding this program.

N/A

Workforce Programs: For more information about the Core Mission of Workforce, see the Workforce Workgroup website: <http://www.foothill.edu/president/workforce.php>

e. Discuss how this program continues to meet a documented labor market demand?

N/A

f. Analyze your program in relation to other programs in our region, defined as San Mateo and Santa Clara counties.
N/A

g. Discuss any job placement and/or salary data available for your students after graduation.
N/A

h. Please analyze and comment on average salary/wage data in the region, defined as San Mateo and Santa Clara counties.
N/A

i. Program accreditation: If applicable, please describe your program accreditation: the agency, the frequency of the process and the current status of the program by the accrediting body.
N/A

j. Service to the community: Please describe community service, outreach and special projects or initiatives that the program provides.
N/A

k. Outcomes assessments: If applicable, please describe additional means of outcomes assessment for the program, such as graduate surveys, alumni surveys, employer surveys, national and state licensing board exams, etc.
N/A

l. Please attach minutes from your advisory board meeting(s) and discuss key issues, outcomes and action plans as a result of these meetings.
N/A

Section 4: Learning Outcomes Assessment Summary

- a. Attach 2012-2013 Course-Level** – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.
- b. Attach 2012-2013 Program Level** – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Section 5: SLO Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts:

What curricular, pedagogical or other changes have you made as a result of your CL-SLO assessments?

SLO assessment and reflection indicate that the pedagogy in Art continues to work as designed to educate our students in the best possible academic manner. We have updated several classes to reflect changes in how we offer curriculum such as Painting, Color, Drawing, and 2 and 3 D Design classes. The use of new technology

in the classrooms has helped our instruction. In our curriculum we have updated all courses and SLO's to reflect the current body of data.

How do the objectives and outcomes in your courses relate to the program-level student learning outcomes and to the college mission?

The Objectives in Art meet and exceed the colleges PLO and SLOs goals. Related to the college mission we have put in place new versions of many of our courses that help students articulate to four-year institutions for transfer and matriculation. The basis of all of our course changes are due to the fact that the Art department participates in the college curriculum committee and is on the cutting edge of institutional changes.

How has assessment of program-level student learning outcomes led to certificate/degree program improvements? Have you made any changes to your program based on the findings?

We have rewritten and updated the ART AA degrees and instituted a new ART AT transfer degree in keeping with the overall goals of the college and the State to move towards more transfer friendly curriculum and degrees. These changes enable our students to provide both core curriculum and degrees that are acceptable to the State and to multiple other institutions including higher educational level private art institutions. It enables Foothill Art students more opportunities for future educational goals.

If your program has other outcomes assessments at the program level, comment on the findings.

Though our exit portfolio review process for each student and for many courses, we continue to develop methods to ensure that graduates of our program continue to put forth the best appropriate work that can be demonstrated. Our students are accepted at major art academies and schools such as CCA, AAU and most UC and CSU colleges. We believe that although there is always room for improvement, we continue to meet our program level learning outcomes.

What do faculty in your program do to ensure that meaningful dialogue takes place in both shaping and evaluating/assessing your program's student learning outcomes?

The Art faculty meets on a regular basis to discuss and update both SLO and PLO goals in our department. We meet both formally and informally during the year on curriculum. The Art department is committed to continual upgrading of curriculum and our dialogue shapes and helps to evolve our program. We have served on college wide committees such as the College and Curriculum Committee to ensure that we are part of the dialogue of change that is instituted at both the State and the College level. We are on the cutting edge of online art course development, with our instruction.

Reviewing your most recent annual program reviews, discuss any emerging trends related to SLO reflections and any action taken.

The emerging trends continue to evolve in the direction of online training related to our overall desire to attract and maintain the highest possible number of students while we continue to develop more ways to improve courses. The most significant growth is in online courses over the past two years. We have developed an online following and we need to

continue to explore and expand this market, while at the same time, upgrade our instruction to meet the needs of an ever more technology aware student. It is imperative that the Art Department continues to add more ways to attract online students at the same time we maintain a very healthy campus based student population. This will certainly require offering more online sections with both full and part-time instructors.

What summative findings can be gathered from the Program Level Assessments?

We are on target to meet our Program Level goals. We are proud of the progress we have made. Faculty has emerged that are committed to the development of a strong, positive and current curriculum to serve our student demographic. It's important that we continue to restate our goals each year as they evolve with new faculty both full and part-time.

Annual Action Plan and Summary: Using the information above, list the program's action steps, the related [Core Mission objective](#), SLO assessment data and the expected impact on student success.

Action Step	Related SLO assessment (Note applicable data)	Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources)	How will this action improve student learning/success?
1- Refine the portfolio classes and it's outcomes to meet the transfer needs of students to local AT schools as designated by the CCC State overall mission statement.	Graduates of the program will be able to create two-dimensional and three-dimensional artwork and designs using appropriate tools, materials, method and techniques.	<i>This action step will increase transfer goals of our student population and increase the ability of our students to seek work in appropriate creative fields within the arts.</i>	Student learning and success will be enhanced with stronger courses and program exit portfolios.
2. Develop new specific curriculum and programs such as Industrial Design, that help to attract new student populations	<i>This is a new goal and is under development. We have written several new courses in Industrial design that will support the new college campus development project at Onizuka that is scheduled to open in 2016.</i>	<i>This goal meets continuing expansion of our transfer and workforce goals.</i>	<i>This will attract more students to our program with specific educations and vocational goals to succeed in career paths when transferring to other schools.</i>
3. Create a working relationship with local schools and colleges to ensure our curriculum is current with our 4 year institutional	<i>This is a goal that we need to develop to enable our students to have a prime access to local school transfers</i>	<i>The goal meets transfer and in some cases may meet additional workforce goals by training our students and helping them by</i>	<i>This will enable students to transfer to four-year schools with the proper courses.</i>

<i>neighbors</i>		<i>allowing our students to have stronger access to local schools.</i>	
------------------	--	--	--

Section 6: Program Goals and Rationale

Program goals address broad issues and concerns that incorporate some sort of measurable action and connect to Foothill's core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs. Goals/Outcomes are not resource requests.

List Previous Program Goals/Outcomes from last academic year: check the appropriate status box & provide explanation in the comment box.

Goal/Outcome (This is NOT a resource request)	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
1. Create a Certificate or supporting courses for "Illustration" in the Art AA degree at Foothill College	Yes		<i>During 2012-13 we changed the ART Survey degree to the new Art degree. The course encourages students to take core foundation level drawing and design courses and then pick supporting courses based on a major interest. We made a section in the supporting courses called "Illustration Portfolios".</i>
2. Create a Certificate or supporting courses for "Industrial Design" in the Art AA degree at Foothill College	Yes		<i>During 2012-13 we changed the ART Survey degree to the new Art degree. The course encourages students to take core foundation level drawing and design courses and then pick supporting courses based on a major interest. We called a section in this degree called "Industrial Design portfolio.</i>
4. Review the (Former) Art Survey AA degree	Yes		<i>The Key college initiative is "transfer"</i>

<p>and make a new degree.</p>			<p><i>The Art: Studio Art Emphasis degree is directed to students who want to transfer.</i></p> <p><i>As a department we reviewed the core courses in the Art Survey AA degree. We decided to change the Art Survey degree to Art. This new degree helps direct students to prepare a portfolio for the Majors of Studio Arts, Illustration and Industrial Design. The goal is for students to use this AA degree to transfer into Art Schools or art majors into major universities. So this would not be the Transfer degree? How would it differ, given they have the same goals?</i></p>
<p>AD-T- Transfer Degree</p> <p>Submitting the narrative and TMC template for the Associate in Art in Studio Art for Transfer Degree</p>	Yes	Yes- We are waiting for this degree to be approved by the state of CA.	We have submitted the most updated Studio Art ADT Transfer Degree. Our college curriculum committee has approved the degree.

New Goals: Goals can be multi-year (in Section 7 you will detail resources needed)

Goal/Outcome (This is NOT a resource request)	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
<p>1. Equity & Expand our Figure Drawing and Heads and Hands Courses</p>	<p>1. Equity: Work with the Bay Area Model's Guild to pick models</p>	<p>1. Equity In the past 20 years the part-time instructors have been working with the Palo Alto Model's guild to schedule figure</p>	<p>1. Equity: This will be measured by seeing diverse models</p>

<p>for Vocational Art Portfolio Preparation</p> <p>2. Impacted Courses</p> <p>2. IMPACTED COURSES: Offer and Expand Heads and Hands or Figure Drawing classes 4 quarters a year on campus. Our short-term time line is to have part time and also full time instructors highly skilled with anatomy and figure drawing skills to teach our Figure Drawing and also Heads and Hands classes.</p>	<p>from different genders, ethnicities and age groups to ensure equity in our figure and heads and hands classes. We plan to stop working with the Palo Alto Model's guild.</p>	<p>models for the Figure Drawing Art 4D and Heads and Hands Art 4E class. The Palo Art Model's guild is a local guild with lower costs for models. The key problem with the Palo Alto Model's guild is the small selection of models. The models are only Caucasian. To create Equity in an Art class we MUST have different models from diverse ethnic and age backgrounds.</p> <p>2. IMPACTED COURSES: We want to increase our enrollment and better serve students who are unable to take impacted Figure drawing Classes at Local CSUS. Students need figure drawing portfolios to transfer to the best Industrial Design/Product Design, Animation/illustration/Cartooning programs. This supports our new AA degree in ART. Designers, animators and illustrators take figure drawing in the local area. Local animators in the area from such places like Dreamworks and Pixar take figure drawing in the local area.</p>	<p>scheduled for our Figure and Heads and Hands classes. This will also be measured by seeing student portfolios and student art exhibitions filled with drawings of people from diverse backgrounds, genders and ages.</p> <p>2. IMPACTED FIGURE DRAWING COURSES: This will be measured when we see one Figure Drawing or Heads and Hands class scheduled at least once each quarter and also in the summer.</p> <p>INSTRUCTION</p> <p>1. PDL LEAVE</p> <p>PDL Leave focusing on improving Figure Drawing and Heads and Hands classes.</p> <p>Hilary Gomes, one of the full time Art Instructors is proposing a Professional Development Leave (Winter 2015, 2016 and 2017) specific to taking 12 semester units in Figure Drawing and Anatomy for Artists to support</p>
--	---	---	---

			<p><i>the objective or goal to prepare students with strong figure drawing skills.</i></p> <p>2. NEW PART – TIME AND FULL TIME INSTRUCTORS WITH EXPERTISE IN FIGURE DRAWING</p> <p><i>Hiring part time and also Full Time positions that focus on strong traditional expertise in Figure Drawing and Heads and Hands from an animation, cartooning, designer and Fine Arts Background.</i></p>
<p>3. Build a new transfer program and certificate of Achievement in Industrial Design</p>	<p>Long Term Goal</p>	<p><i>Build a series of lower division Industrial Design, Visualization, Digital Industrial Design, and Model-Making courses that will transfer to local CSUS (SJSU) and Art Schools.</i></p>	<p><i>We will have a new program called Industrial Design with core and support Industrial Design Courses. We will also have trained part time or full time instructors with expertise in Industrial Design.</i></p>
<p>4. On-going Voicethread Department Licence.</p>	<p>Short and Long Term Goal</p>	<p><i>Voicethread helps students with verbal skills participate in online class discussions.</i></p>	<p><i>This will be measured when we see better communication in our division curriculum committee.</i></p> <p><i>10 online classes in our division will have voice and written class discussions.</i></p>

Safety Standards for the Ceramic Room	<i>Short and Long Term Goal</i>	<i>We are in need of a new unit, or a complete rebuild of the exhaust system, glaze and spray rooms</i>	<i>This will be measured when the ceramic room is up to hazmat code.</i>
--	---------------------------------	---	--

Section 7: Program Resources and Support

Using the tables below, summarize your program's unfunded resource requests.
 Refer to the Operations Planning Committee website:
<http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)
Full Time Art Faculty Position:	Full Time Tenure Track	<ul style="list-style-type: none"> • <i>The Foothill College Art Department is in need of a full-time Art Professor to help push this robust, productive department into this ever-changing world of Industrial Design or Illustration.</i> • <i>We are building a new transfer program called industrial design. Our new Industrial Design and Product design drawing, concept development, design, clay, 2-D Dimensional Design, sculpture and digital design courses support the goal to help fill impacted courses from neighboring CSUS and Art Schools.</i> • <i>This candidate has expertise in Industrial Design or Illustration foundation level visualization drawing, clay, plastic, wood and model-making skills and digital drawing and modeling skills. This person has</i> 	<ul style="list-style-type: none"> • (No) • In 2010 Jose Arenas resigned from his tenured 10 year art position. • The art department did not request a position for this position due to the state of the budget crisis. Part time instructors filled some of the courses but we were unable to fill his expertise as an instructor and also the full time faculty responsibilities. • In the end of Fall 2013 Linda Lum retired after 35+ years. She taught Fundamentals in Drawing, Intermediate drawing, Collage and Composition and Color classes. • The long time part time instructor Charles Cantwell resigned or retired at the end of the Fall 2013 quarter.

		<p><i>expertise in strategic thinking, design history and theory, user-centered design, sustainability, model-making, materials and manufacturing, and innovation in technology.</i></p>	<p>He taught two Figure or Fundamentals in Drawing and Intermediate Drawing courses at the Middlefield Campus.</p>
--	--	--	--

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Has the program received college funding for reassign time in the last three years? (y/n)	If yes, indicate percent of time.
Has the program used division or department B-budget to fund reassign time? (y/n)	

Indicate duties covered by requested reassign time:

Responsibility	Estimate d \$	Related Goal from Table in section 6 and how this resource request supports this goal.	Est hours per month	% Time

One Time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
30 Drawing Tablets for Industrial Design and Digital Painting Courses	60,000	<i>Our most productive course in the art area is digital painting. We would use the drawing tablets for rapid sketching exercise and also industrial design Visualization I, II and Industrial design foundations I, II.</i>	N
Replace/Repair Aluminum Standing Easels, drawing stools, drawing benches (art horses). Most are over ten years old and cannot be repaired. The drawing benches and stools are over 30 years old and must be replaced.	10,000	<p><i>Increased ability to offer on campus classes in support of all traditional art classes.</i></p> <p><i>Our class size has grown from 25 to 37 in the past 10 years and we need to support the growing</i></p>	N

On Going Voicethread Department License	\$1000	<i>enrollment.</i> <i>Increase collaboration, communication and organization for the Fine Arts and Communication Division CC committee and Fine Arts Online Art and GID courses.</i>	Y
--	--------	---	---

Ongoing B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
Figure Models for the Art 4D, Art 4I and Art 4E classes.	\$11,200	<p><i>3 hours at \$ 160 18 sessions= \$2800 4 quarters= \$11,200</i></p> <p><i>Equity is an issue in our drawing classes. We have moved away from working with the Palo Alto Models guild because there is a lacking a diverse population of models. We plan to work with independent contractors or Figure Models from the Bay Area Models Guild. The Bay Area Model's Guild has a diverse population of Figure models from different ethnicities, ages and genders.</i></p> <p><i>We are also expanding our figure drawing classes and have added a new course called Art 4I which is an intermediate Figure Drawing class.</i></p>	<p><i>We did not request this amount last year because we were working with the Palo Alto Models Guild. The Palo Alto Models guild has a different pay scale for models. Our short term goal is to work with a more professional current Bay Area Model's guild that deals with scheduling models through email and website communication. Our short-term goal is to discontinue working with the Palo Alto Art Guild. The Palo Alto Art Guild will not work with digital and email communication with creates challenges with scheduling issues, payments and consistency.</i></p>
Drawing Kits (Fundamentals in Drawing, Figure Drawing, Heads and Hands Drawing, Color, and Oil Painting) for	\$600	<i>We need these materials to give lectures and demonstrations</i>	Yes

Instructional Demonstrations			
Skeleton, Skull and/or plaster-Cast Drawing objects	\$1000	Support training for on campus Figure Drawing and Heads and Hands drawing courses.	No

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
Equipment: On Going Department Voicethread License	Lottery Funds \$1000	<p>The division CC meeting needs better organization, sharing and archiving of course outlines, cover sheets, GE Applications, distance learning and prerequisite forms.</p> <p>Having a transparent and open division curriculum committee supports the mission of our college.</p>	<i>This year</i>
New or rebuilt glaze spray booth	\$4500.00	<p>The ceramics area at Foothill College has one of the best and diverse high-fire glaze facilities in the Bay Area. One of our vital pieces of equipment has been deteriorating rapidly, to the point where function and student safety are becoming an issue. We are in need of a new unit, or a complete rebuild of the exhaust system.</p>	No
Exhaust system for glaze room	\$4500	<p>The glazing area in ceramics is in need of an exhaust fan. Although the glazes do not pose a hazard in their liquid state, all dry materials pose an</p>	No

		<p><i>inhalation when airborne. Much like chemistry lab, we mix glazes together with various dried materials using a triple-beam balance scale to formulate a glaze that properly fits our clay, as well as our aesthetic. During this mixing time there should be proper ventilation for student and instructor health reasons.</i></p>	
Drain channel	\$15,000	<p><i>Ceramics is a very difficult room to keep clean. Without daily custodial mopping, we can't keep up with the clay dust generated daily in our thriving ceramics program. When looking at the majority of ceramics labs across California, it is clear that drain troughs in the floors make cleaning the floors in ceramics easier, faster, and a much more efficient way to keep the dust down.</i></p>	No

a. Please review the goals and resource requests that were granted over the last three years and provide evidence that the resource allocations supported your goals and led to student success.

We are focusing on equity this year. We are in great need in working with the Bay Area Model's guild to have a diverse group of figure models for our growing program in figure drawing.

Building more foundation level Industrial design supporting courses in our ART AA degree is to support our mission to create robust foundation level industrial design, digital, hands-on drawing skills and three dimensional skills for our Art students. Our Art AA degree supports hands-on, digital and three dimensional design portfolios for transfer into Product and Industrial design programs in Art Schools and Universities. We are not generating a new program but building more courses for a previous degree. Our series of lower division transferable industrial design courses in our Art department will serve our students who are unable to be admitted in the lower division SJSU Industrial Design program. Our goal is to have the equipment available to offer these new industrial design courses.

Fall 2014 we are requesting a new ART position with specialized expertise in Industrial design or illustration to grow our program. This position will have expertise in Industrial Design or illustration and serve our robust and growing program.

Section 8: Program Review Summary

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments
<p>1. New faculty applied art position with Expertise in Industrial Design or Illustration. The person will have expertise in visualization sketching, concept development, clay, plastic, wood, 3-D printing model-making and digital design skills.</p>	<p>We have four full time Art Faculty members retiring in the next two years. We had one full time art instructor resign in 2009.</p> <ul style="list-style-type: none"> • Jose Arenas: Resigned 2009 • Linda Lum: December 2013 • Robbie Reid: June 2014 • Kent Manske: June 2015 • Joe Ragey: June 2016 <p>We have a long time part time Art Instructor retiring this year:</p> <ul style="list-style-type: none"> • Charles Cantwell: December 2013
<p>2. We are in the process of building new program and certificate of Achievement called Industrial Design. We are in the process of creating a series of new Industrial Design and visualization drawing course outlines.</p>	<p>The Industrial Design SJSU lower division courses are impacted. We want to build courses to help our students transfer into this program and also Art Schools. We want to have our students transfer into Industrial Design and Product Design programs in the Art Center College of Design, Otis College, The Academy of Art University and the California College of the Arts. We want to offer design courses in the new college campus development project at Onizuka that is scheduled to open in 2016.</p>
<p>3. Expanding the Figure Drawing course offerings will allow more students to transfer into Design and art programs.</p>	<p>Figure Drawing and Heads and Hands are now support courses on our new CSU Studio Arts AD-T transfer degree. Most art schools and design programs require students to have a strong life drawing and anatomy portfolio for admission. We plan to offer Figure Drawing four times a year. We also plan to have more figure plaster casts, skeletons and live figure models from different diversities to encourage equity.</p>

a. After reviewing the data, what would you like to highlight about your program?

We want to highlight the need for a new faculty position with Expertise in Industrial Design and Art. This will support our goal to have a new program in Industrial Design.

Section 9: Feedback and Follow Up

This section is for the Dean to provide feedback.

a. Strengths and successes of the program as evidenced by the data and analysis:

The Studio Art Department is notable in many ways: it has excellent enrollment and productivity, although they have dropped along with the rest of the college and district. Considering the loss of repeatability in 13-14, the fact that enrollment remains strong is testament to your department's hard work in attracting new students. I can say from personal observation that the Studio Art and Ceramics classrooms are truly alive in every sense of the word. There is a sense of purpose among your students and faculty which is attributable to your excellent instruction and leadership.

The student demographics in your area are remarkable – you are a model for diversity and success! Another fact I noted was the largest enrolled age group was between the ages of 20-24, which is a sea change from the past model. This, to me, signals a robust direction for the future of your department.

The online offerings in Art have proven to be a tremendous success! This, more than any single factor, has created the sense of positivity and change within the department, and kudos to everyone who fought so hard to break through this barrier! The productivity is fantastic, and some of the methods you are using, such as VoiceThread are a model for higher education in Studio Art.

Clearly, the data suggests that the Art Department is a transfer program. The new AD-T program, I anticipate, will further reinforce this notion. I am very happy to see your department begin the process of creating an Industrial Design Program, in collaboration with the PSME Division that will increase workforce offerings.

The updates to your curriculum in Painting, Color, Drawing and 2d/3D Design driven by CL-SLO assessments have clearly paid off in terms of enrollment, and the changes in student demographics. As you have noted, the use of new technology in the classroom, as well as your online offerings are a model for the division and college.

Your Annual Action Plan and Summary is excellent. Clearly, you have developed a vision for the future and a heartily concur with all of your stated goals and objectives. I am curious about the "develop a working relationship local schools and colleges" statement though. What institutions are we talking about? CSU/UC? Pro Schools such as the Academy of Art? All? I would like to see specific examples, although the concept itself is excellent.

The 2 Certificates you propose, Illustration and Industrial Design are, as noted above, excellent. These Certificates should be Certificates of Achievement, as we have briefly discussed. I would suggest making the Illustration Certificate a cross-departmental Certificate with GID, as that is where our Illustration class is listed currently.

b. Areas of concern, if any:

The number of retirements upcoming in ART and ART History is a matter of great concern to me. As noted in your review, although your productivity has dropped from 628 to 550, it is still above our target. This drop is due to the college wide and divisional need to increase enrollment, and I have been letting classes "go" that I would normally insist take more students. This drop was anticipated.

Foothill has a tremendous reputation in Studio Art and Art History (although Art History is covered in another program review), and I think it is important to note that in addition to the 4 looming retirements, we also lost Jose Arenas due to his resignation to accept a position at The New School (as you point out on page 16). So, in point of fact, the ART Department will have lost 5 full time faculty since 2010. While we have some notable part time faculty, the reality is, a full time faculty member provides a much greater depth of service than an adjunct. This has the ripple effect of placing a much heavier burden on the rest of the division in terms of college wide committee work. I think it is notable that you are requesting a full time faculty member with expertise in Industrial Design and Art. I suggest we think about the Illustration aspect as a GID Instructor, as, in fact, in the current world of web-based and game development illustration, it really falls into the domain of Graphic and Interactive Design. That being said, I also believe it is time to start blending the GID and ART departments more, as the lines between the two are beginning to blur.

The decline in enrollment in 3D Foundations and Studio Art Portfolio are a matter of some concern. Both of these areas are key to a successful experience for our students, and I agree with your recommendation that as we move forward to hire a new full time faculty member, that these areas are part of the job description. Clearly, #D Design is a major factor in Industrial Design, so this seems like a logical fit. Also, I agree that the portfolio class be offered every 2 years as an "exit" class, and the importance of this course should be emphasized to both Studio Art and GID students (again, the lines are blurring between the two disciplines).

I am concerned that with the impending retirement of Dean Peter Murray in PSME, that our planned cooperation on developing an Industrial Design Program could stall during the transition, so it is my hope that our division shows as much leadership in this regard as possible. I am certain that will be the case!

I do suggest that the department emphasizes the benefit of students applying for the Certificate Of Achievement. It is transcriptable, and thus signifies a completion of the program here.

c. Recommendations for improvement:

I agree that the Art AA should be revamped. You refer to it as the Art Survey Degree, but there is no such degree in the College' list of Degrees and Certificates, there is Art, Art History and Studio Art. It seems to me that the designation "Art" is somewhat confusing, so I think it is noteworthy that you plan on reviewing and changing it. I think this is a great opportunity for you to actively pursue the Industrial Design aspect of your department, as in our meeting with PSME, they were in agreement that the degree should be in our division.

In your resource requests, you list VoiceThread in both one-time and ongoing B budget augmentation, and you listed it as "equipment", which is incorrect. You are correct in assuming that it is software and will be funded from Lottery Funds.

I agree with your new commitment to the Bay Area Models Guild. This is an area that has languished due to old, traditional alliances that outlived their usefulness long ago. The diversity of these models will undoubtedly increase enrollment in these classes.

I would like to commend you once again for establishing a clear vision for your department. This vision has been forged in a hot crucible over the past 5 years and your determination and resolve is now paying off. You are, again, a model for the Division, the College and Arts Education in General.

This section is for the Vice President/President to provide feedback.

d. Strengths and successes of the program as evidenced by the data and analysis:

The Art program has created the new, and nearly state approved, ADT which will likely increase completion rates for our students, and lead to higher transfers. There are many courses with strong enrollment and higher productivity and the department faculty are actively reviewing and innovating the curriculum. The faculty are also active participants in the college governance process, and in the artistic community.

e. Areas of concern, if any:

As the department faculty retire, it is important to review the overall direction and goals for the program to ensure that you hire the right mix of new faculty.

f. Recommendations for improvement:

g. Recommended Next steps:

- Proceed as planned on program review schedule
- Further review/Out of cycle in-depth review

Upon completion of section 9, the Program Review should be returned to department faculty and staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.