

Foothill Annual Program Review 2024

Annual Program Review Template 2024

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1. Number of full-time faculty in the program.

1. Hilary Gomes (Studio Arts), 2. Andy Ruble (Ceramics), 3. Jordan Fong (1/3 % load in Art 2023-24), 4. Cynthia Brannvall (Art History)

2. Number of part-time faculty in the program.

1. Kimberly Cook (Ceramics & Studio Arts), 2. Jeffrey Levitch (Studio Arts), 3. Allison Jardine (Studio Arts), 4. Gustavo Martinez (Ceramics) 5. Oscar Lopez (Studio Arts/Dual Enrollment)

3. Number of staff in the program.

1. Ceramic Tech: Jake Miller

4. Do the above numbers reflect any staffing changes?

1. The Full-Time faculty Jordan Fong will be moving to be a full-time 100% in GID (Graphic and Interactive Design in Spring 2025).

5. Refer to the most recent Comprehensive Program Review, what were the identified actions for improvement? Identify any current and/or new Strategic Goals.

Recent Annual Program Review Actions for Improvement

1. Expanded In-Person Art Schedule

Collaborate with the department chair and dean to develop a schedule that offers a 75% in-person format based on guided pathways.

2. Expanded Model Pool

Schedule new life models from De Anza's pool.

3. Non-Credit Art Course Offerings

Plan to develop new non-credit courses tailored for nontraditional students.

4. Advertisement

The art website will feature dedicated pages for Ceramics, Painting, Color/Digital, and Figure Drawing/Drawing. Art events will be advertised locally and through social media.

5. Financial Aid Art Packs

Provide course material packs during the first two weeks of each course to support students who have not yet received their instructional materials.

6. Community Workshops

Host the first Figure Drawing Marathon through community education.

7. Curriculum Updates

Update Title 5 curriculum guidelines to ensure equity. Review low-enrollment on-campus core and elective classes and revise the memorandum of understanding (MOU) to support dual-modality and stacked classes.

8. Improve Success Rates for Latinx Students

Focus on enhancing success rates in online courses such as Art 5A, and 5B and begin discussions for the in-person Art 45A course.

New Strategic Goals

- Credit for Prior Learning:** Collaborate with the curriculum committee, and hold meetings with the Vice President, counseling staff, and the articulation officer to explore options for granting credit for prior learning in art. This includes credit for AP Studio courses, courses taken outside of the college, art exams, portfolio reviews with faculty experts (e.g., ceramics, painting, drawing faculty), and prerequisite forms or substitutions.
- Correctional Facilities:** We aim to increase male student enrollment in correctional facilities by partnering with outreach to offer additional mural classes for male inmates.
- Dual Enrollment:** Scheduling in-person dual enrollment classes (e.g., Art 5A) instead of hybrid or online formats. We are onboarding new faculty to support a large student population and focusing on culturally responsive teaching for Latinx students. We will assess equity issues, including limited access to technology in high schools, and collaborate with outreach to better serve this group. Data from the past four years will be reviewed to understand Latinx student success rates
- Integrate Technology:** Incorporating AI image software with studio art assignments and the idea lab.

6. What actions identified in the Comprehensive Program Review (or most recent Annual Program Review if no Comprehensive Program Review) have you completed this year?

Advertising:

- Utilized tools like Constant Contact to advertise art community events (Figure Marathon and the Hidden Villa Painting Workshop).
- Created art department info sheets with QR codes.
- Started the process of designing program cards for events.
- Began updating the art department webpage to feature separate pages for Art History, Ceramics, Digital/Illustration, and Painting and Drawing.

Building Male Enrollment at Correctional Facility

- In the last art comprehensive program review, we discussed the disproportionate impact on success and enrollment rates for male students in all art courses.
- An Art instructor taught *Art 4G: Mural Making: A Community Art Project* at the Elmwood male correctional facility.

Community Engagement:

- Art faculty offered Art 4G: Mural: A Community Art Project at Elmwood Male Correctional Facility
- Offered the first Figure Marathons through Community Education with 90 community and student attendees.
- Established partnerships with Hidden Villa and Community Education to offer a Plein-air painting workshop.
- The Ceramic Club hosted a college ceramics sale.
- Ceramics hosted guest artist demonstrations/ workshops.

- The art faculty hosted a solo exhibition in the Administration Building.
- Art faculty shared regional art exhibitions in online newsletters (e.g., Tuesday Times, Parliament, Hidden Villa).
- Art faculty shared facilities in the "Day on the Hill" high school outreach event.
- Art faculty contributed to the Art on Campus Task Force.

Dual Enrollment/Correctional Facilities

Dual Enrollment:

- In Fall 2023, full-time art instructor Hilary Gomes taught *Fundamentals in Drawing* in person at East Palo Alto Academy (EPAA), gaining a deeper understanding of the student population and campus culture. While students successfully completed their work in class, they faced equity challenges related to home internet and computer access for completing assignments outside of class.
- The Outreach/Dual Enrollment team also facilitated a campus tour for the students, and their artwork was displayed in the library. Additionally, Hilary Gomes shared her experiences at a Dual Enrollment conference on campus alongside other Foothill College faculty.
- We are dedicating more time to examining success rates and disproportional impact data by age, modality, income, and ethnicity (specifically Latinx) in dual enrollment. Our scheduling for the upcoming year is informed by findings from the past four years. Notably, we observed lower success rates for Latinx students when online *Art 5A: 2-D Foundations* classes were offered at Tide Academy.
- In Fall 2023, two fully online sections of *Art 5A: 2-D Foundations* were offered at Tide Academy through dual enrollment. The previous program review identified lower success rates for Latinx and low-income students in these courses. To address this, the department chair and dean collaborated to develop an in-person schedule for *2-D Foundations* in Fall 2024. The new part-time instructor for *2-D Foundations*, is actively working to address course completion challenges at Tide Academy.

Equity Art Kits/Financial Aid:

- Worked to use 13-55 funds to acquire watercolor kits, with art students assisting in assembling loaner kits to encourage low-income and Latinx students to remain enrolled during the critical first two weeks.
- Currently, Hilary Gomes is working with the Pilot Program to create free Art 20 Color Theory kits for low-income/financial aid students.
- We are holding monthly art department meetings to discuss strategies for supporting Latinx male students through culturally responsive teaching methods in studio art courses.

Inclusive Curriculum and Populations:

- Updated Title 5 course offerings to explore diverse and underrepresented cultures and artists, ensuring the curriculum reflects the breadth and depth of global art traditions.
- Developed 21 new non-credit course outlines tailored to older adults.
- Strengthened articulation agreements with four-year institutions to facilitate seamless transfers for art majors. This includes revising the Studio Art for Transfer degree to align with the current Art History survey sequence and elective courses.

Student-Centered Schedule:

- The department chair, in collaboration with the dean, worked to develop a year-long schedule offering a 75% in-person format based on guided pathways.
- The schedule will include in-person classes on weekdays (Monday-Friday), evenings, Saturdays, dual enrollment opportunities, and various modalities.
- Focused on improving success rates for Latinx students in Art 5A and 5B by offering these classes in person rather than online. We have noticed an improvement in the Art 5B class when it was offered fully online on Saturdays for Latinx students.

Expanding Model Pool:

- In Fall 2024, the department chair collaborated with the Dean of De Anza College to select new, diverse models for the district pool. Three new models were hired through De Anza.

7. Explain your implementation timeline and if there have been any changes or updates.

Time Line

Advertising: Fall 2024 & Winter 2025

- Utilize tools like Constant Contact for the Ceramic Sale and Spring 2025 Figure Drawing Marathon.
- Revamp the Art Department website: The updated site will feature separate pages for Art History, Ceramics, Digital/Illustration, and Painting and Drawing.
- Complete the art department program cards and begin to use the program cards at tabling events and the Los Altos Street Festivals.

Equity: Fall 2024 & Winter 2025

- Collaborate with Chris Chavez, the library, and the bookstore as part of the financial aid pilot program to order and organize Color Theory art kits.
- Use Foothill Connect to enhance Regular and Substantive Interaction (RSI) in both online and in-person classes.
- Invite Mental Health professionals to provide an in-service session in various art courses mid-quarter to help retain students.
- Send the art materials list before the start of the quarter using the FAC 13-55 welcome template.
- Replace the Western European plaster busts in the art room with diverse busts to continue promoting equity.
- The department chair and dean in Winter 25 plan to hire three new diverse district models for the Spring 25 Art 4D/4I Figure Drawing I, II classes.

Inclusive Curriculum and Populations: Spring 2025

- Update Title 5 course offerings to explore diverse and underrepresented cultures and artists, ensuring the curriculum reflects the breadth and depth of global art traditions.
- Collaborate with the curriculum committee, art department, and counseling to create a "Credit for Prior Learning" form to grant credit or course substitutions through an online art portfolio review.

Community Outreach: Fall 2024, Winter, Spring, and Summer 2025

- Offer the second Figure Marathon in Spring 2025.
- Offer a three-day Plein Air Painting workshop at Hidden Villa (August/September 2025).
- Attend a Los Altos Street Festival with Marketing to promote the Art Department as well as the Hidden Villa Plein Air Painting Workshops.
- Offer Ceramic Club sales in Fall 2024.
- Invite guest diverse artists to our classes and heritage months
- Art faculty participate in the Day on the Hill High School outreach event in Spring 2025.
- Contact outreach to offer another Art 4G: Mural Making: A Community Project at Elmwood correctional "male" facilities.
- Contact the dean and outreach team to schedule more in-person dual enrollment art courses (Art 4A, 5A, and 4G) at Tide Academy and EPAA Academy. Continue holding debrief meetings with the art department to discuss the strengths and areas for improvement in teaching dual enrollment courses.

Student-Centered Schedule: Spring 2025- Summer 2025

- The department chair works with department faculty and the dean to schedule a year-long plan that includes 21 new non-credit older adult classes.
- The department chair continues to work with the dean to schedule a 75% in-person format based on guided pathways. The schedule will include in-person classes on weekdays (Monday–Friday), evenings, Saturdays, dual enrollment opportunities, and various modalities.

Integrating Technology: Fall 2024 & Winter 2025

- Fall 2024, the Oil Painting class will integrate AI image technology into painting projects. Students and art faculty will showcase their work at an AI-themed potluck.
- In Winter 2025, the plan is to incorporate AI image technology into Color Theory assignments.

8. Explain the evidence the program used to evaluate progress and provide an update on progress.

- Enrollment and success data trends (ethnicity, age, low income, gender) based on campus scheduling, guided pathways maps, and college block schedules (daytime, weekday, Saturday, and evening classes).
- Enrollment data for community events and Constant Contact outreach.
- Retention data as of the census date.
- Student Learning Outcomes (SLOs) reflections.

9. Click the link and follow the instructions to the Disproportionate Impact dataset, then respond to the prompt below.

https://foothilldeanza-my.sharepoint.com/:b:/g/personal/20078222_fhda_edu/ETXoAp44fMFCppHXvzplFgcB5ogzcvUXLknHriXo1ghkHg?e=H8axR7

Identify the groups that are experiencing a disproportionate impact in the most recent year (highlighted in orange). In the text box below, provide the percentage point gap and the number of additional successes needed to erase the percentage point gap for each group.

For non-instructional programs that do not have program specific disproportionate impact student data, please provide an update on the program's 13-55 project (i.e., project description, students served, implementation timeline).

2022-23	Student Group	Enrollment at Census	Student group success rater	Percentage Point Gap		Erase Gap	Group
		263					
Studio Arts	Latinx	263	74%	-11		31	
	Low Income	353	78%	-7		26	
Art 5A	Latinx	59	47%	-35		21	
Art 5B	Female	36	69%	-16		6	
Art 15A	Female	21	67%	-33		7	
Art 20 A	Male	16	63%	-27		5	
Art 45A	Female	49	84%	-12		6	

2023-24	Student Group	Enrollment at Census	Student group success rate	Percentage Point Gap		Erase Gap	
		263					
Studio Arts	Latinx	275	74%	-10		28	
	Low Income	353	77%	-9		26	
	Men	277	77%	-11		30	
Art 5A	Latinx	57	53%	-35		20	
	Low Income	45	67%	-9		4	
Art 15A	Low Income	12	33%	-42		6	
Art 20	Low Income	15 1	67%	-21 -		4	

10. Use this opportunity to reflect on your responses in this document. Include your closing thoughts.

Student Population Areas of Focus

Course Success For Program Review



Limits: Course Credit Status Credit Instructional Modality FH - Online-asynchronous Age 19 or less

Course Success

ARTF005A

	2019-20	2020-21	2021-22	2022-23	2023-24
	Grades	Grades	Grades	Grades	Grades
Success	7	58	18	43	38
Non Success	1	3	2	18	12
Withdrew	0	1	1	16	10
Total	8	62	21	77	60

Course Success by Race/Ethnicity

ARTF005A

Course Success for Black, Latinx, and Filipinx Students

	2019-20	2020-21	2021-22	2022-23	2023-24
	Grades	Grades	Grades	Grades	Grades
Success	3	29	6	19	8
Non Success	1	2	0	13	11
Withdrew	0	1	1	14	9
Total	4	32	7	46	28

1. Data/Curriculum/Modalities

- From reviewing the data for students aged 19 or younger from 2022-23 to 2023-24, we noticed that the fully online dual enrollment sections of *Art 5A* have not supported Latinx student success. We will prioritize in-person courses, such as *Art 5A*, for the high school population.
- We have updated the Studio Art for Transfer degree to meet articulation standards.
- We plan to explore granting credit for prior learning through high school AP exams.
- Additionally, we are expanding 21 non-credit course offerings for older adults.
- We continue to maintain high standards for online instruction, culturally responsive pedagogy, and the integration of SLOs and RSI in our current online classes

2. On-Campus Program:

- The Art Department offers a thriving on-campus studio arts program, including ceramics, painting, drawing, life drawing, color and design, and digital painting.
- The 2025 schedule will offer 75% in-person classes across weekdays, evenings, and Saturdays.
- We continue to innovate by integrating AI into projects, with faculty leading as experts and professional artists.
- Overall, our strong productivity and student success align with our guided pathways and commitment to a student-centered program.

3. Equity

- To support low-income students, we are piloting equity-focused Color Theory art kits to address barriers related to the cost of materials. One initiative used 13-55 funds to provide watercolor kits—assembled by art students—for low-income and Latinx students during their first two weeks.
- We plan to continue holding monthly department meetings to discuss strategies for supporting Latinx male students through culturally responsive teaching methods in studio art courses. Additionally, we will review online courses in the art department, such as ART 4A Fundamentals in Drawing, which have

successfully reduced the disproportionate impact on Latinx students.

- We plan to add more diverse life models and busts for drawing classes. In addition, we will continue to invite diverse guest speakers/artists to our classes.

4. Expanding Community Engagement & New Student Populations

- We remain committed to on-campus learning, community engagement, and outreach.
- Art faculty invite diverse guest speakers, offer community education programs like Figure Marathons, hold faculty art receptions, hold workshops at Hidden Villa, organize a ceramics club sale, and promote their program at the Day on the Hill High School outreach event.
- Full-time and part-time instructors teach through dual enrollment sites (EPAA, Tide) and connect with diverse student populations. The department chair, in collaboration with the dean, will work to onboard new dual enrollment instructors and help them succeed with diverse populations.
- Faculty have also contributed to exhibitions and the Art on Campus Task Force.
- We are expanding in-person dual enrollment offerings and offering community mural-making classes at the Male Elmwood Correctional Facility.

5. Advertisement & Visibility

- Over the past year, we successfully transitioned the majority of our classes to in-person formats and are focusing on increasing visibility, advertisement, enrollment, student success, and community outreach.
- In 2024-25, we focused on promoting our programs through Constant Contact, QR-coded info sheets, and updates to our website, including new pages for Art History, Ceramics, Digital/Illustration, and Painting.
- Our Art faculty are professional, practicing artists who exhibit regionally and nationally in galleries, museums, and publications.

Click on the link below to view the Annual Program Review Rubric.

https://foothilldeanza-my.sharepoint.com/:w/g/personal/20078222_fhda_edu/Ec2dqPH1B2RHinzFtnlz6sYB7-DOzW9lv1KkGyWdLuZkbg?e=CiffMU

End of Annual Program Review Template 2024

Rubric Annual Program Review

Criteria

The program's responses...

- align with the program's goals
- align with data
- are informed by data
- are within the control of the program
- have measurable outcomes

Meets Expectations

Needs Improvement

Feedback

The Art program has demonstrated strong progress in addressing challenges and aligning its actions with its stated goals. Notable achievements include expanding in-person offerings, providing equity-focused art kits to support low-income students, and fostering community engagement through workshops, faculty exhibitions, and outreach events like the "Day on the Hill." The program's efforts to address disproportionate impacts, particularly among Latinx and low-income students, reflect a strong commitment to equity. Additionally, the integration of AI technology into studio assignments and the development of non-credit courses for older adults highlight the program's innovation and responsiveness to diverse student needs.

To further enhance the program, consider increasing on-campus visibility for both faculty and student work. Hosting more faculty-led events, exhibitions, and community workshops on campus can help build a stronger presence and attract new students. This increased visibility will be critical for strengthening the program's culture and encouraging enrollment growth. Additionally, setting clear benchmarks for success in areas such as improving dual enrollment outcomes, increasing male student engagement in correctional facility courses, and expanding equity-focused initiatives will help track progress more effectively. Finally, collaborating with the Mellon Internship Program for paid internships would be an incredible addition, offering significant value for students and boosting the program even further. Overall, the program is making impressive strides and is well-positioned for continued growth and success.

This form is completed and ready for acceptance.