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| <b>Basic Program Information</b> |
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Administrative Unit Name: Fine Arts & Communication Division

Administrative Unit Mission: The mission of the Fine Arts & Communication Administrative Unit is to

- Provide support and guidance to faculty and staff in our goal of being a productive part of the college as a whole.
- To work with faculty to develop a schedule that meets the needs of our students while maintaining a robust enrollment pattern.
- To encourage the creation of new and innovative curriculum that addresses the ever-evolving nature of the arts and communication studies, while maintaining and updating our current curriculum according to state guidelines.
- To be responsible budgeters, overseeing and guiding purchase requests and ensuring the division does not overspend its allotted budget.
- To maintain and improve our facilities in order to encourage student success and maintain a safe educational and working environment.
- To work with the community to provide excellent service as a taxpayer-supported institution.

Administrative Members and Departments covered in this program review (Please list all members of your Administrative Unit along with position title):

| <b>Name</b>             | <b>Department</b>                         | <b>Position</b>                           |
|-------------------------|---|---|
| <b>Mark Anderson</b>    | Fine Arts & Communication Division Office | Division Dean                             |
| <b>Lejon Ryan</b>       | Fine Arts & Communication Division Office | Interim Division Administrative Assistant |
| <b>Kay Thornton</b>     | Fine Arts Facilities                      | Facilities Coordinator                    |
| <b>Christina Moore</b>  | Fine Arts Facilities                      | Facilities Assistant                      |
| <b>Al Ruffinelli</b>    | InterDisciplinary Electronic Arts Lab     | Instructional Associate                   |
| <b>Richard Knepp</b>    | Photography Lab                           | Instructional Associate                   |
| <b>Anthony Kitagawa</b> | Ceramics Studio                           | Studio Assistant                          |
| <b>Diana Morrow</b>     | KCI Computer Lab                          | Instructional Associate                   |

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| <b>Section 1. Data and Trend Analysis</b> |
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## 1.1. Program/Department Data

| Dimension       | 2009-2010 | 2010-2011 | 2011-2012 |
|-----------------|-----------|-----------|-----------|
| Students Served | N/A       | 12,482    | 10,037    |
| Faculty Served  | N/A       | 88        | 89        |
| Staff Served    | N/A       | 8         | 6         |
| Full-time FTEF  | N/A       | 26.0      | 22.2      |
| Part-time FTEF  | N/A       | 24.7      | 24.0      |
| Full-time Staff | 10        | 8         | 6         |
| Part-time Staff | 2         | 2         | 2         |

1.2 Using the data provided above, include a short narrative analysis of the following indicators. Please attach supporting studies or data to the final program review submitted to your Vice President/President.

1. Population served (Please use prompts below to describe the faculty, staff and/or students you primarily serve):

- a. Locations/times of service (Day, Evening, Off Campus, etc.)

*Courses are scheduled days and evenings at all available times to best serve the needs of our students. Our division has an ethnic breakdown of 40% Caucasian, 24% Asian, 15% Latino, 6% African American, 3% Filipino, 1% Native American and 1% Pacific Islander. 9% of our students declined to state their ethnicity.*

- b. How was this tracked?

*Program Review Data Attached.*

- c. What is the trend?

*Enrollment in Fine Arts & Communication is declining at about the same rate as enrollment collegewide. This is due in large part to a) increased tuition, and b) lessened repeatability. As repeatability goes away completely in Fall 2013, we anticipate a further decline in enrollment. The adage "at \$9.00 per unit, a piano class is enriching and uplifting, but at \$31 per unit, not so much" is very applicable in this case.*

*The argument that other areas can grow to make up for this decline is true to some degree, but is specious for the most part. Areas that can grow (for example, Speech/Communication) are in large part unproductive (Communication classes are limited to 30 students due to the number of speeches the students must give every quarter). Our productivity was at 784 in 2010-2011, and declined to 633 in 2011-2012, but well above the district target.*

*It is unclear whether the PR data includes data from 2 departments, CAST & COIN, as they were discontinued due to collegewide reorganization. This does not, however, mitigate the overall decline in enrollment.*

*Another program, Radio Broadcasting, was moved to Community Based Ed. during the reporting period. The program was discontinued as an academic offering due to repeatability issues, and a precipitous drop in enrollment. Since this program was never a large factor in the division's overall enrollment and productivity, the loss was small, but a loss nonetheless. Again, this does not mitigate the overall decline in enrollment.*

*One factor that affected the division and college in a big way is the shrinking of the Performing Arts Alliance. Once 10% of the college's overall enrollment, the PAA shrunk by-71% between 2010-2011 and 2011-2012. Changes in the financial structure of the PAA caused this precipitous drop, and it is no longer economically viable for many former PAA groups to continue. The unduplicated headcount dropped 2193, from 2924 to 731 in the reporting period. We anticipate the change in repeatability in Fall 2013 will cause the PAA to disappear entirely.*

*The obvious path for the division is to look to the future and **create new courses and programs of study** that will be in high demand, while looking at our current course offerings realistically in terms of how often they should be scheduled.*

2. Scheduling of services and/or offerings (Please use the following prompts to describe the scheduling of your Administrative Unit):
  - a. How have you adjusted your scheduling to align with the Core Missions of Basic Skills, Transfer and Workforce?

*The Fine Arts & Communication Division has eliminated nearly all courses that would be considered enrichment courses that address the needs of lifelong learning. These courses still exist, but are now part of Community Based Education, which does not present the same repeatability challenges and do not address the mission of California Community Colleges.*

*The division has greatly increased transfer courses in Communication, Art History and Traditional Music as these courses show the greatest potential for increased enrollment and directly serve the largest percentage of students who transfer. Transfer courses in Studio Art, Photography and Theatre are being scheduled less frequently as demand in these areas is declining. In most cases, courses that were traditionally scheduled every quarter are now being scheduled once per year, or once every 2 years.*

*Our largest workforce department, Music Technology, has greatly expanded its offering over the past 3 years, and has hired new adjunct faculty to fill this increased workload. Workforce offerings in all other areas has increased as well, but faces the challenge of finding adjunct faculty that are qualified to teach the workforce aspect of a subject area. Obviously, Fine Arts is not a traditional workforce offering, which makes finding truly qualified adjunct faculty (not just adjunct faculty that meet minimum qualifications)*

*extremely challenging. We continue to move forward in finding truly qualified adjunct instructors for our division workforce offerings.*

b. For Instructional AU, please comment on the effectiveness of your divisional curriculum processes, including any suggested areas of improvement or needed support.

*As is the case college-wide, the divisioncentric curriculum process has not been efficacious in meeting our curriculum needs, the main reason being faculty apathy towards the process. For many years, curriculum was centralized in the Administrative Unit, and the change to curriculum being a matter of faculty primacy was never discussed openly in the division. We must return to a monthly regular meeting with all departments being represented. Also, faculty need training in writing and maintaining curriculum, training that should be given to all new faculty during the tenure review process, and regular workshops need to be held at the division level.*

3. Staffing structure (Does the staffing structure of your Administrative Unit meet the program or department's needs? If yes, please explain. If not, consider the following prompts in framing your answer.)

i. Which aspects of the work are key to the institution's mission?

*The most crucial aspect of the AU in Fine Arts & Communication is scheduling classes, and in this regard the position of Division Administrative Assistant is key. We have been fortunate to have very effective Division Administrative Assistants over the past 4 years, but maintaining this position is absolutely crucial to the division.*

*Another essential element in the division is the facilities coordinator, who is essentially the rental agent for the division facilities. These rentals provide necessary income for the division.*

*We have several labs in our division, including the Interdisciplinary Electronic Arts Lab, the Recording Studio, the Photography Lab, the KCI and the Ceramics Lab. They cannot function without adequate classified staffing, which is currently sufficient, but any decrease in staff will mean decreased access for students, which will lead to further drops in enrollment.*

ii. Has the staff increased, decreased or remained the same to meet those changes?

*The full time staff has decreased from 10 to 6 since 2009. Although we have managed to patch together a work schedule that covers the basic needs of the division, any further decreases in staffing will erode student access and lead to further drops in enrollment.*

- iii. How has technology affected the workload in your office?

*Banner, despite it's many flaws and frequent, unscheduled shutdowns, has actually greatly improved the office workload. It is much easier to compile data, deal with budgetary issues and see trends than in pre-banner days.*

- iv. Does the workload have significant peaks and valleys during the year? If so, describe.

*No, the workload is constant and can seem overwhelming at times. However, we carry on with a smile on our lips and a song in our heart.*

- v. Do you anticipate the workload will increase, decrease or remain constant in the upcoming one to three years? Is this a temporary situation?

*If the current trend continues, the workload in the division office will significantly increase in the next 1 to 3 years. I do not believe this is a temporary situation. Since the Division Dean has not taken any substantial vacation time over the past 4 years (a personal choice, not one that was dictated by the institution), the Division Administrative Assistant will have increased responsibility during times when the Dean is absent.*

- vi. What steps can be taken to improve your program or department's organizational efficiency within its current budget?

*Increased engagement by faculty, more student workers funded via federal workstudy and Perkins.*

- vii. What strategies have been used to improve the delivery of support services within the program or department?

*See above.*

4. Budget analysis:

- a. In light of budget constraints and fewer college resources, please describe the process used to make adjustments and reallocations of budgets between departments in your administrative unit. If you have not reallocated budgets within your unit, please describe how that would work in your AU in future resource allocation cycles.

*Budget allocations are carefully considered at the beginning of every fiscal year and are based on a) productivity/enrollment trends, b) need, c) program review and d) alternative funding sources, such as Foundation accounts*

5. Administrative Professional Development: Please describe any areas of training or resources needed (for example: Tenure, Evaluation, Enrollment Management).

N/A.

6. Basic Skills Programs (if applicable). For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: <http://foothill.edu/president/basicskills.php>
  - a. Please discuss current outcomes or initiatives related to this core mission.

N/A.

7. Transfer Programs (if applicable). For more information about the Core Mission of Transfer, see the Transfer Workgroup website: <http://foothill.edu/president/transfer.php>
  - a. Please discuss current outcomes or initiatives related to this core mission.

*AA-T degrees are being developed in Theatre and Communication. The Communication transfer degree process has been slowed by 2 full time instructors out on extended medical leave.*

8. Workforce/Career Technical Education Programs (if applicable). For more information about the Core Mission of Workforce, see the Workforce Workgroup website: <http://foothill.edu/president/workforce.php>
  - a. Please discuss current outcomes or initiatives related to this core mission.

*As mentioned above, Workforce in Fine Arts is not a traditional endeavor, however we have developed 22 new classes that address this core mission during the reporting period, the courses that have already been approved by the state show excellent enrollment, which is helping offset the dwindling enrollment in activity/enrichment classes as mentioned above.*

9. Student Equity: Foothill-De Anza Community College District Board policy and California state guidelines require that each California community college submit a report on the college's progress in achieving equity in five specific areas: access, course completion, ESLL and basic skills completion, degree and certificate completion, and transfer. For the latest draft of the Student Equity Report, please see the ESMP website: <http://foothill.edu/staff/irs/ESMP/index.php>
  - a. To better inform the Student Equity efforts at Foothill College, please comment on any current outcomes or initiatives related to increasing outreach, retention and student success of underrepresented students in your program.

*Student success within targeted groups fell 2%, from 69% to 67% during the reporting period. NonSuccess also dropped 2% from 21% to 19%. Withdrawal rose 5%, from 10% to 15% during the reporting period, which indicates students are better informed about their status at an earlier date, which is noteworthy.*

**Section 2. Learning Outcomes Assessment Summary**

2.1. Insert – 2011-2012 Four Column Report for AU-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

| Unit Assessment Report - Four Column  |  |                                 |                         |
|---|--|---------------------------------|-------------------------|
| Foothill College  |  |                                 |                         |
| AU - FA&C Division Office   |  |                                 |                         |
| <p><b>Mission Statement:</b> The mission of the Fine Arts &amp; Communication Administrative Unit is to</p> <ul style="list-style-type: none"> <li>• Provide support and guidance to faculty and staff in our goal of being a productive part of the college as a whole.</li> <li>• To work with faculty to develop a schedule that meets the needs of our students while maintaining a robust enrollment pattern.</li> <li>• To encourage the creation of new and innovative curriculum that addresses the ever-evolving nature of the arts and communication studies, while maintaining and updating our current curriculum according to state guidelines.</li> <li>• To be responsible budgeters, overseeing and guiding purchase requests and ensuring the division does not overspend its allotted budget.</li> <li>• To maintain and improve our facilities in order to encourage student success and maintain a safe educational and working environment.</li> <li>• To work with the community to provide excellent service as a taxpayer-supported institution.</li> </ul> |  |                                 |                         |
| Administrative Unit SLOs (AU-SLOs)  | Means of Assessment & Target / Tasks   | Assessment Findings/Reflections | Action Plan & Follow-Up |
| AU - FA&C Division Office - 1 - Communication - Faculty and Staff within the division will be aware of key deadlines, updates and institutional planning agendas through consistent and quality communication.<br><b>Year(s) to be Assessed:</b><br>End of Academic Year<br><b>Start Date:</b><br>09/30/2011<br><b>End Date:</b><br>09/28/2012<br><b>AU-SLO Status:</b><br>Active   | <b>Assessment Method:</b><br>The weekly division newsletter will be delivered to every full time and adjunct faculty member by Tuesday of each week of each quarter.<br><b>Assessment Method Type:</b><br>Data<br><b>Target:</b><br>100% delivery of the weekly division newsletter.                                 |                                 |                         |
| AU - FA&C Division Office - 2 - Student Issues - Students who make meet with the Dean will understand the steps to resolving the issue and will receive guidance on next steps of the process.<br><b>Year(s) to be Assessed:</b><br>End of Quarter<br><b>AU-SLO Status:</b><br>Active   | <b>Assessment Method:</b><br>Students who meet with the Dean will be given step by step instructions on the college's policies via email after the meeting.<br><b>Assessment Method Type:</b><br>Interviews/Focus Groups<br><b>Target:</b><br>100% delivery of "next steps" emails to student email address on file. |                                 |                         |
| 01/23/2013 5:34 PM <span style="float: right;">Generated by TracDat a product of Nuventive. <span style="float: right;">Page 1 of 2</span></span>   |  |                                 |                         |

2.3 Administrative Unit Student Learning Outcomes: Please provide observations and reflections below after reflecting on your AU-SLOs in TracDat and reviewing your divisional Program-Level SLOs.

N/A (this is the first AU PR)

2.3.a What findings or themes can be gathered from the AU-SLOs or departmental Program-Level SLO assessments?

N/A

2.3.b Does any of the data suggest that revisions might be necessary in order to support faculty, staff and/or students to successfully achieve the AU-SLOs?

N/A

2.3.c How has assessment of AU-SLOs led to improvement in student success at the institution?

N/A

### Section 3: Program Goals and Rationale

Program goals should be broad and incorporate some sort of measurable action that connects to Foothill's core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs.

3.1 Previous program goals from last academic year

N/A

3.2 New Goals: Goals can be multi-year

| Goal   | Timeline (long/short-term) | How will this goal improve student success or respond to other key college initiatives                             | Action Steps  |
|--|----------------------------|--|---|
| <b>Update Multimedia System in Building 1500 to be consistent with the rest of the division. Replace sound system and projector.</b> | Fall 2014                  | Classroom will be useable for all division classes, including classes that require media support.                  | Hopefully, measure C can fund this project.                         |
| <b>Change division curriculum process. Schedule monthly FTF meetings. 100% representation from all departments.</b>                  | Spring 2013.               | The current process is not working college-wide  | We have already scheduled changes to the process effective 1/30/13. |
| <b>Hire more qualified adjunct faculty in Communication, Photography and Music Technology.</b>                                       | Spring 2013                | These are areas that can grow and are affected by PDL, Extended Medical Leave, and high demand (Music Technology). | In progress.  |

### Section 4: Program Resources and Support

4.1 After reviewing the requests from the programs within this Administrative Unit, use the tables below to summarize any unfunded resource requests. These requests should only be for needed items that cannot be funded out of your existing AU budgets. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.



Facilities and Equipment

| Facilities/Equipment Description   | \$ Amount | Related Goal from Table in section 3.2 and/or rationale   |
|--|-----------|---|
| <b>Update Multimedia System in Building 1500 to be consistent with the rest of the division. Replace sound system and projector.</b> | \$150,000 | Current system requires a laptop (many instructors do not have laptops). System frequently does not function at all, requiring A/V to come over (if available) to reboot. |
|  |           |   |
|  |           |   |

**Section 5: Program Strengths/Opportunities for Improvement**

5.1 Address the concerns or recommendations that were made in prior program review cycles.

*This is the first AU Program Review*

5.2 What statements of concern have been raised in the course of conducting the program review?

5.3 After reviewing the data, what strengths or positive trends would you like to highlight about your Administrative Unit?

*The most positive aspect of the Fine Arts & Communication Administrative Unit is the quality of work and dedication from our staff. The fact that we have been able to keep student services at approximately the same level as before the current economic downturn is testament to their dedication and willingness to embrace change. In many cases, longtime employees were asked to completely change their work schedules, work weekends and holidays when needed, etc. Everyone has stepped up their efforts and the “esprit des corps” is quite high despite the challenges we face.*

**Section 6: Feedback and Follow Up**

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

6.1 Strengths and successes of the **Administrative Unit** as evidenced by the data and analysis: The Fine Arts Division is an integral part of Foothill’s excellent instructional offerings. The division offers a blend of transfer and CTE courses and programs. The increase in online GE offerings has been particularly desirable to students, and these areas have seen a strong growth in enrollment.

The division also has much to provide the community in terms of Community Education offerings, as well as productions and art shows, and contribute positively to the image of Foothill College.

6.2 Areas of concern, if any:

As identified in this program review, the changes in repeatability require some fundamental shifts in how the division schedules, and the types of courses they offer. In addition, with the changes in technology, there is a real need to examine whether some changes in traditionally supply heavy courses need to be made.

Another concern identified by the dean is the need to hire more adjunct faculty in key areas to be able to increase sections offered.

6.3 Recommendations for improvement:

The division is working on all of the areas identified above, and should continue to collaborate on ways to increase enrollment, and maintain a balance of offerings that best serve students, and can be sustained given the fiscal challenges we face.

6.4 Recommended next steps:

Proceed as planned on program review schedule

Further review/Out of cycle in-depth review