

Basic Unit Information

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):

Name	Department	Position
Mark Anderson	Fine Arts & Communication Division Office	Division Dean
Stephanie Nunes	Fine Arts & Communication Division Office	Division Administrative Assistant
Kay Thornton	Fine Arts Facilities	Facilities Coordinator
Christina Moore	Fine Arts Facilities	Facilities Assistant
Al Ruffinelli	InterDisciplinary Electronic Arts Lab	Instructional Associate
Richard Knepp	Photography Lab	Instructional Associate
Anthony Kitagawa	Ceramics Studio	Studio Assistant
Wilbert Hollins	KCI Computer Lab	Instructional Associate

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

Name	Department	Position
Mark Anderson	Fine Arts & Communication Division Office	Division Dean

Section 1: Data and Trend Analysis

Program/Department Data:

Dimension	2010-2011	2011-2012	2012-2013
Students Served (unduplicated)	12,482	10,037	9,567
Faculty Served	88	89	89
Staff Served	8	6	6
Full-time FTEF	26.1	22.2	22.6
Part-time FTEF	24.8	24	20.8
Full-time Staff	8	6	6
Part-time Staff	2	2	1

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.

a. Describe the faculty, staff and/or students you primarily serve.

The faculty and staff are very well trained and competent. In broad terms, the faculty are all very active not just at Foothill, but in the larger Bay Area and US communities of their service areas. As noted by the data above, there is a good balance between full and part time staff.

Over the past 5 years, the division and faculty have striven to become more a part of the Foothill Community as a whole, which, I believe, we have accomplished to a large degree.

The student population is 39% Caucasian, 25% Asian, 17% Latino, 7% Decline To State, 6% African American, 4% Filipino, 1% each Native American and Asian Pacific Islander. This is very representative of our service area.

Our student population aged 40+ has dropped from 4428 to 2762 in the past Review cycle, at total of 1666 students. The total student increase in ages 20-24 has only risen by 555 students. An additional decline in students aged 25-39 of 995 students is troubling as well. These declines are almost certainly the result of the loss of repeatability coupled with the loss of lifelong learning classes.

Although we have experienced one part time staff retirement due to medical reasons, the division is well represented and served by classified staff.

b. 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. We have cut back slightly on our evening and weekend offerings, but plan on restoring those in upcoming years. We have dramatically increased our online and hybrid offerings to try and increase enrollment.

c. How was this tracked?

Program review data is attached, and the Dean closely monitors all aspects of scheduling to look for enrollment trends on an almost daily basis.

d. What is the trend?

Enrollment is declining, although not to the degree the Dean would have anticipated at this time last year. Repeatability has clearly affected some areas, such as Photography, in a very detrimental way. There is also the vastly increased competition from online universities, pro schools such as X'Pressions Center for New Media, The Art Institute, The Academy of Art, etc. These schools no longer limit themselves to one specific area, such as Art & Design, but have branched off into areas such as Music Technology and Video to increase their income, which is primarily from tuition.

e. How have you adjusted your course offerings, programs or services 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, Studio Art 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 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 4 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) a challenge.

We are planning new Certificates and Degrees in Industrial Design, Gaming, etc. that we feel will attract a different type of student, and are looking forward to opening the New Education Center, which, we feel, will also attract a different demographic of student.

- f. If the staffing structure of your Administrative Unit does not meet the program or department's needs, please explain.

The staffing structure of The Fine Arts and Communications Division as it currently stands meets the program's needs, but we anticipate several retirements in the next 2 years in key areas which must be addressed.

- g. Describe changes in technology/regulations/processes that impact your administrative unit, and the impact of those changes on your unit.

Technology has changed dramatically in the past year in terms of how training is delivered and marketed to potential students. As noted above, the proliferation of online universities and pro schools has definitely cut into our student base. Also, these schools deliver the educational goods in a far different way than we do. Rather than offer traditional 12 week classes, these schools are more oriented towards 1, 2 and 3 day low unit training courses that target a specific need for our students. As a result, courses in Photoshop, for example, are almost disappearing from our course offerings due to low enrollment. We must attempt to use curriculum we already have (LINC, for example) that can be offered on shortened timeframe to recoup these losses.

Repeatability, obviously, has affected the Fine Arts & Communication Division, but as noted above, not to the degree I would have anticipated at this time last year.

- h. What strategies has your AU used to improve support services within the program or department?

We have implemented and greatly increased the use of our online course request form. This makes scheduling much easier and creates a trail in case discrepancies creep in to the process.

We have also vastly increased the use of bulk email programs to communicate with faculty and staff. This has eliminated the "spam folder" phenomenon.

The addition of a permanent Division Administrative Assistant has greatly improved the stability of the Division. Having this stability has improved working conditions in the Division dramatically!

- i. Please describe the process used to prioritize resource allocations in your administrative unit and comment on its effectiveness.

Resource requests from IU Program Review are checked to see if they can be funded with existing funds (such as B budget, Foundation, Perkins), then the remaining requests are loaded into an excel spreadsheet with a rationale available, and sent to the entire Division so they can be prioritized.

This is a very new concept for our Division, although the last cycle was primarily successful. For many years, budgeting in our Division was murky and arcane. Bringing the Faculty into the process was initially met with skepticism and resistance, but I feel the next cycle will be much improved as Faculty now realize they are an integral part of the process and have much greater power than before. We are striving for transparency in these matters.

- j. Are the training and professional development opportunities available to your administrative unit sufficient? Why or why not?

Yes! As the College and District has increased these opportunities, they have been very helpful and informative. The most recent presentation to the Academic Council on Medical Leave, FMLA and Accomodation was highly informative and provided much needed information.

For administrative units that supervise instructional programs, please complete items k through r. All others, skip to section 2.

Curriculum:

- k. Does your division curriculum committee meet regularly? ___Yes ___No

If yes, how often do you meet? Please check all that apply:

_____ Once a quarter

_____ Twice a quarter

___x___ Once per month

_____ Other, please explain:

l. Does your division curriculum committee meet? Please check all that apply:

- Face to face
- Email/online
- Hybrid

m. Do you post the agenda and minutes for your division committee meetings?

- Yes
- No

n. If yes, where? Please check all that apply:

- Division website
- Google docs/file sharing
- Other, please explain:

o. Do your division curriculum committee members receive training on curriculum regulations, processes, etc?

- Yes
- No

p. What is functioning well with the division curriculum committee?

Curriculum in The Fine Arts & Communication Division has improved dramatically due the high level of commitment from our DCC. New courses and programs are proliferating as a result.

q. What resources and/or other support would make this division curriculum committee more effective?

Support and resources in this area are currently sufficient for our needs.

r. How do you ensure that faculty are teaching to the COR? Check all that apply:

- Refer all faculty to the website
- Provide new faculty with copy of COR
- Review COR with faculty during evaluation
- Other, please describe:

Section 2: Student Equity and Institutional Standards

As part of an accreditation requirement, the college has established institutional standards across specific indicators that are annual targets to be met and exceeded. Please comment on how your unit is contributing to the institutional standards.

If you directly supervise instructional programs, please include your analysis of the programs and how they contribute to the institutional standards and student equity.

If you directly supervise services, please include your analysis of the services and how they contribute to the institutional standards and student equity. (For a complete description of the institutional standard, please see the administrative unit cover sheet)

All of the programs in the Fine Arts & Communication Division adhere and contribute to Foothill's Institutional Standards. Our success rate of 80% exceeds the College's goal of 55%, and even though some areas have experienced a decline in Degrees and Certificates granted, this number has increased in other areas and is always highly emphasized at the Division & Department level.

Student equity has always been a very high priority for us, and we strive to ensure this.

As stated by the College, we emphasize student outcomes where fair treatment, access, opportunity, and advancement is guaranteed for all students, acknowledging that there are historically underserved and underrepresented populations and that fairness regarding (and efforts addressing) these unbalanced conditions is needed to assist equality in the provision of effective opportunities to all groups.

Section 3: Core Mission and Support

The College's core missions are reflected below. Please respond to each mission using the prompts below.

Basic Skills: (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. How is your administrative unit supporting basic skills students or programs? Please discuss current outcomes or initiatives related to this core mission and analyze how they are contributing to student equity and success.

The Division does not offer courses that would be considered basic skills.

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

- b. How is your administrative unit supporting students' transfer goals? Please discuss current outcomes or initiatives related to this core mission and analyze how they are contributing to student equity and success.

AA-T degrees have been proposed and submitted in all areas of the Division.in Theatre and Communication. The Communication transfer degree process has been slowed by 2 full time instructors out on extended medical leave.

We believe these AA-T Degrees will greatly improve transfer rates and improve enrollment.

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

- c. How is your administrative unit supporting students' workforce goals? Please discuss current outcomes or initiatives related to this core mission and analyze how they are contributing to student equity and success.

Workforce in Fine Arts is not a traditional endeavor, however we have developed 22 new courses that address this core mission during the last reporting period, and another 15 during this 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.

As mentioned above, we are planning new Certificates and Degrees in Industrial Design, Gaming, etc. that we feel will attract a different type of student, and are looking forward to opening the New Education Center, which, we feel, will also attract a different demographic of student.

Section 4: Learning Outcomes Assessment Summary

Attach 2012-2013 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

Mission Statement: 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 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. Year(s) to be Assessed: End of Academic Year Start Date: 09/30/2011 End Date: 01/21/2014 AU-SLO Status: Active	Assessment Method: The weekly division newsletter will be delivered to every full time and adjunct faculty member by Tuesday of each week of each quarter. Assessment Method Type: Data Target: 100% delivery of the weekly division newsletter.	12/09/2013 - The Tuesday Times (or Monday Morning Memo) was delivered weekly throughout the reporting period. Additionally, many emails were sent to departments via mailings (a bulk mailer program) - faculty (FT/PT) and Staff also received targeted communications regarding division matters throughout the reporting period. Result: Target Met Year This Assessment Occurred: 2012-2013	
AU - FA&C Division Office - 2 - Student Issues - Students who arrange meetings with the Dean will understand the steps to resolving the issue and will receive guidance on next steps of the process. Year(s) to be Assessed: End of Quarter AU-SLO Status: Active	Assessment Method: Students who meet with the Dean will be given step by step instructions on the college's policies via email after the meeting. Assessment Method Type: Interviews/Focus Groups Target: 100% delivery of "next steps" emails to student email address on file.	12/09/2013 - Students who met with the Dean during the reporting period were given step by step instructions on resolving their issues via college policy both in person and via follow up email during the reporting period. Result: Target Met Year This Assessment Occurred: 2012-2013	

01/21/2014 1:41 PM

Generated by TracDat a product of Nuventive.

Page 1 of 2

Section 5: SLO Assessment and Reflection

- a. Please provide observations below after reflecting on your AU-SLOs in TracDat and reviewing the Program-Level SLOs that are a part of your administrative unit.

We are doing very well in this area. The addition of a Divisional SLO Coordinator has been very helpful in this regard. Our expectations, based on Program Review in all areas have been met and /or exceeded.

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

I believe we should set the bar even higher. I have tremendous faith in the Faculty's ability to effectively meet their goals at a higher level than current. Again, we are doing very well in this area.

- c. 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?

No, as stated above, our expectations, based on Program Review in all areas have been met and /or exceeded.

- d. How has the assessment of your AU-SLOs contributed to student success at the institution and/or within your unit?

We no longer experience the confusion based on student conferences regarding course policies and deadlines. Communication is key in this regard, and I believe our AU communication skills have improved dramatically.

Section 6: Administrative Goals and Rationale

Administrative unit 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. Goals are not resource requests.

List Previous Program Goals 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
Update Multimedia System in Building 1500 to be consistent with the rest of the division. Replace sound system and projector.	N	Y	Slow progress based on ETS’ schedule difficulties.
Change division curriculum process. Schedule monthly FTF meetings. 100% representation from all departments.	Y	Y	Excellent progress!
Hire more qualified adjunct faculty in Communication, Photography and	Y	Y	Photography has declined in enrollment, no new adjunct faculty are required at this

Music Technology.			time.

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?
Develop a new program in industrial design	Short term	Improve enrollment, reaches out to a new demographic not served by CC's in our area.	Program approval, increased enrollment.
Maintain staffing levels in Art History to continue high enrollments.	Short term	There is high, ongoing demand for these courses.	Maintaining high enrollment levels in Art History.
Develop new program in Illustration	Short term	Improve enrollment, reaches out to a new demographic (game designers) not served by CC's in our area.	Program approval, increased enrollment.
Maintain high quality of Illustration and Figure Drawing Courses.	Long term	There is high, ongoing demand for these courses.	Continued high enrollment.
Maintain and improve effectiveness and safety of current facilities	Long term	Facilities tend to deteriorate over time	Continued high enrollment.

Section 7: Resources and Support

Using the tables below, summarize your administrative unit's unfunded resource requests. Only make requests that are not already included in any of the departmental program reviews in your administrative unit. 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 Section 6 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)

--	--	--	--

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) N	0%

Indicate duties covered by requested reassign time:

Responsibility	Estimated \$	Related Goal from 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 Section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

Ongoing B Budget Augmentation

Description	\$ Amount	Related Goal from Section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

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.

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.

Recommendation	Comments
<p>1. 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.</p>	<p>Our efforts have maintained a relative balance in enrollment, but we still must work on increasing our student population by reaching out to new demographics in the next 5 - 6 years.</p>

a. After reviewing the data, what 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.

b. What do you see on the horizon that could impact your administrative unit, and how do you intend to address that impact?

The challenges we face are outlined in this Program Review, but in broad general terms we must, as stated above, work on increasing our student population by reaching out to new demographics in the next 5 - 6 years.

Certainly, based on the state of flux in which the State and the District find ourselves, there will be new challenges to face in the future. I believe if we continue to work together for our common goals, we can overcome any challenges we face.

Section 9: Feedback and Follow Up

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

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

b. Areas of concern, if any:

c. Recommendations for improvement:

--

d. Recommended next steps:

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

Upon completion of section 9 by the Vice President or President, the Program Review should be returned to the administrative unit for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.

Unit Assessment Report - Four Column

Foothill College

AU - FA&C Division Office

- Mission Statement:** 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 Unit SLOs (AU-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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.</p> <p>Year(s) to be Assessed: End of Academic Year</p> <p>Start Date: 09/30/2011</p> <p>End Date: 01/21/2014</p> <p>AU-SLO Status: Active</p>	<p>Assessment Method: The weekly division newsletter will be delivered to every full time and adjunct faculty member by Tuesday of each week of each quarter.</p> <p>Assessment Method Type: Data</p> <p>Target: 100% delivery of the weekly division newsletter.</p>	<p>12/09/2013 - The Tuesday Times (or Monday Morning Memo) was delivered weekly throughout the reporting period. Additionally, many emails were sent to departments via mailings (a bulk mailer program) - faculty (FT/PT) and Staff also received targeted communications regarding division matters throughout the reporting period.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	
<p>AU - FA&C Division Office - 2 - Student Issues - Students who arrange meetings with the Dean will understand the steps to resolving the issue and will receive guidance on next steps of the process.</p> <p>Year(s) to be Assessed: End of Quarter</p> <p>AU-SLO Status: Active</p>	<p>Assessment Method: Students who meet with the Dean will be given step by step instructions on the college's policies via email after the meeting.</p> <p>Assessment Method Type: Interviews/Focus Groups</p> <p>Target: 100% delivery of "next steps" emails to student email address on file.</p>	<p>12/09/2013 - Students who met with the Dean during the reporting period were given step by step instructions on resolving their issues via college policy both in person and via follow up email during the reporting period.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	

Administrative Unit SLOs (AU-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up