



Program: Art

* Please note that sections IV and X have changed from the 09-10 version. All programs are required to update these sections and may roll other sections forward if updates are not necessary.

Table of Contents

- I. Department/Program Mission 2**
- II. Department and Program Description & Data 4**
- III. Curriculum 9**
- IV. Learning Outcomes 19**
- V. Departmental Engagement 22**
- VI. Professional Development..... 25**
- VII. Support Services 27**
- VIII. Career and Technical Education Programs 30**
- IX. Resource Planning: Personnel, Technology, Facilities, and Budget 33**
- X. Final Summary of Goals, Commitments to Action, and Resource Requests . 38**

I. Department/Program Mission

<p>1. State the department name and everyone who participated in creating the comprehensive program plan.</p>	<p>ART Jose Arenas Hilary Ciment Linda Lum Andy Ruble Joe Ragey</p>
<p>2. State the program's mission. If you don't have one, create one.</p>	<p>The mission of the Art Department is to provide students with learning opportunities in the practice of art, the history of art and art theory. 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.</p> <p>Our foundation program has been commended by universities, art schools, and by former students. Feedback from other academic institutions as well as members in the computer design industry tells us the importance of a traditional hands-on foundation for artist entering the field. We offer Drawing, Life Drawing, Color Theory, Two- Dimensional Design, and Three-Dimensional Design in our Foundation Year.</p> <p>We offer a wide range of distance learning courses that help reach a wide student body. We offer a rich selection courses that expand artistic skills and complement our foundation courses. Some of these include watercolor, oil painting, printmaking, books as art. We Offer a Drawing seminar class which serves as an art appreciation course.</p> <p>The History of Art Courses 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, Islamic Art and Mexican Art. The ceramics area is a program within the studio area, offering course from introductory level to technically challenging areas such as glaze calculation, mold making and Raku. There are</p>

I. Department/Program Mission

	<p>twice-yearly ceramic sales. Prominent ceramic artist are invited to give workshops, which attract ceramic artist from the region, students from other colleges.</p>
<p>3. Explain how the program/department mission is aligned with the college mission?</p>	<p>Our department prepares students in foundation and specialized courses that train students when transferring to 4-year institutions. Our program certificates offer specific skills training in both on the commercial and fine art field. We are committed to providing courses that strengthen technical skills, critical thinking, and knowledge of the world and visual culture around us.</p>

II. Department and Program Description & Data

1. What are your hours of operation?	Our offices open at: Closed for Lunch: No <input checked="" type="checkbox"/> or Yes <input type="checkbox"/> If yes, when: Our offices closed at:			
2. What types of classes do you offer, at what locations, and at what times?	Times offered: <input checked="" type="checkbox"/> Morning (6AM-12PM) <input checked="" type="checkbox"/> Afternoon (12PM-4PM) <input checked="" type="checkbox"/> Evening (4PM-10PM)	Locations offered: <input checked="" type="checkbox"/> FH Main Campus <input checked="" type="checkbox"/> Middlefield <input type="checkbox"/> Off campus	Types Offered: <input checked="" type="checkbox"/> In Person <input checked="" type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Distance	Status Offered: <input checked="" type="checkbox"/> Credit <input checked="" type="checkbox"/> Non-credit
3. List current positions and descriptions for all personnel in your area on the chart below (include position titles only, not individual names).				
Faculty Positions by Discipline	Full-time Headcount	Part-time Headcount	Brief Description of duties	
Art Instructor	5	0	Hold classes -prepare plan and execute lesson plans, design demonstrations, lectures; hold office hours, participate in committee duties, program planning, reviewing and updating curriculum, department grounds and facilities oversight.	
Adjunct Art Instructor	0	5	Hold classes -prepare plan and execute lesson plans, design demonstrations, lectures; hold office hours.	

<p>4. Given the data, describe the trends in enrollment, FTES, and Average Class size. What are the implications for your department?</p>	<p>ENROLLMENT /FTES TRENDS: Enrollment stabilized- we saw a slight dip between 06-07 but are now seeing increased enrollment in the last 3 years with a notable upward trend in 2008-09. Class sizes vary, such as foundation courses, which have an average seat count between 25-30 students. As enrollment begins to grow there will be a more marked need for new equipment, furniture and other teaching materials that will keep the department productive and effective.</p>
<p>5. Student Achievement: Given the data, describe the trends in overall success rates, retention rates, and degrees and certificates awarded. What are the implications for your department?</p>	<p>ACHIEVEMENT TRENDS: Our Asian student populations still has the highest success rate and second lowest in terms of withdrawal while our African American and Pacific Islander student population hold the lowest success rates. This is truly a loss, as it appears we have difficulty attracting and retaining African American and other minority students - like Latino and Native American- to our department. Retention has remained at about 90% for the past few years. Our department is re-energizing its efforts to increase retention levels, especially those who may be underrepresented and underserved. We aim to continue establishing valuable relationships with on campus organizations, like the Latino, African American, and Asian Pacific Islander club as viable support networks for our students in the department. We are also presently discussing how we can increase support within the department for students new to a college level instruction where we can establish clear support options (tutoring, counseling, etc.), which are readily available for them on campus. Connecting our students with available on campus support services early in the quarter will increase their chances for course completion.</p>
<p>6. Student Equity: Given the data, describe the trends with respect to underrepresented students. How will your program address the needs/challenges indicated by the data?</p>	<p>We see poor enrollment in our African American and Latino student population, as well as high non-success and withdrawal rates. As mentioned above in question 5, we have a continued plan to reach underrepresented students that lack</p>

	<p>a presence in our department. Within the Foothill campus this means coming together with faculty/staff organizations and student organizations like OLA / Organizacion Latino Americana, AASA/ African-American Student Alliance APAN (Asian Pacific Islander Club) and other campus support services, like EOPS (which offer services to financially needy and educationally disadvantaged students) and counseling center. We also want to focus on bringing in a range of artists and designers of diverse backgrounds to communicate with students their own perspectives and varying points of view.</p>	
<p>7. Given the data, discuss how the FTEF trends and FTEF/FTES ratio will impact your program. Include any need for increasing or reducing your program faculty. What are the implications for your department?</p>	<p>We have recently lost a full time instructor to another University. Replacing this position will be key to our department moving forward.</p>	
<p>8. Given the data for distance learning, describe the trends related to success, retention, and student satisfaction. Discuss solutions to ensure that rates match or exceed those of comparable traditional format courses.</p>	<p>With regards to retention the data showed an upward trend that then leveled and has remained at 76% for the last 3 years. Success rates have conversely dropped slightly and tell us we need to keep developing strategic plans to keep increasing retention and success rates.</p> <p>The demand for distance learning as seen in enrollment trends (which in many instances are higher than face to face courses) means we need to continue to promote a wide range of classes- in both formats – to help reach wide student population. Faculty is currently developing strategies such as varying the content delivery methods – video, image stills, and short concise reading material.</p>	
<p>9. Optional: Provide any additional data relevant to your program. (Indicate the source of the data).</p>		
<p>10. Are you seeing trends that are not reflected in the data cited above? If yes, please explain.</p>		

Summary of Planning Goals & Action Plans				
11. Identify 3-6 operational goals and link them to one or more college strategic initiatives or to your operations.				
Department Operational Goals	College Strategic Initiatives			
Identify 3-6 operational goals	Building a Community of Scholars	Putting Access into Action	Promoting a Collaborative Decision-making Environment	Operations Planning
Rotate management of the dept.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Increase meetings to better map and meet departmental objectives	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand and manage budget	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make proscribed sequence of classes - rotate and offer range of courses that meet student needs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rotate management of the dept.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12. What is your plan for accomplishing your goals?				
Department Operational Goals	Activities			

Management rotation	To better share responsibilities and duties we will aim to rotate once a year. We plan to have meeting at the end of each school year to reflect on management roles and continued expectations and duties for the faculty member as they continue to contribute to the department.	
Increase meetings to better map and meet departmental objectives	Calendar specific meetings for each quarter and throughout the school year with specific points to discuss in order to better meet our planned and outlined goals.	
Understand and manage budget	As a group we will meet to discuss the breakdown of budgets- both A and B to better assess and prioritize B -Budget spending within the department and throughout the school year.	
Make proscribed sequence of classes, rotate and offer range of courses that meet student needs	Department meetings will continue to focus on curriculum building and planning; this will entail designing the best ratio and sequencing of classes for both foundation and specialized classes.	
13. Are additional resources needed to accomplish your department operational goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale of how each request supports one or more college strategic initiative and/or supports student learning.

III. Curriculum	
<i>Curriculum Overview</i>	
<p>1. How does your curriculum address the needs of diverse learners?</p>	<p>We have range of students who take our classes. We have students taking our classes for the GE in the Humanities Requirement. We have students who have limited art skills or ability. We have advanced students. We have students who have completed multiple degrees and are life long learners. We have students that are planning to use our foundation classes to transfer into CSU or UC Universities.</p> <p>We provide assignments, classes, instruction, and demonstration that serve many different kinds of learners. We specifically offer instruction that considers the following learning modalities: Visual, auditory, computation, hands-on, sequential, global and cultural awareness, communication, and critical thinking.</p> <p>For example, in a Drawing students learn computation skills by measuring the proportion of two objects. Students learn critical thinking and communication skills when participating in a class oral critique. Teachers demonstrate hands-on or kinesthetic skills when showing a class how to make a quick gesture sketch using his/her body. Instructors teach students visual skills by showing drawing examples and slides in class. Instructors also provide visual images on class websites. Students learn auditory skills when listening to the sequential steps of making thumbnail composition studies of a still life. Students learn cultural and global awareness by drawing portraits of the diverse students from many cultures in our classes.</p>

<p>2. How does your curriculum respond to changing community, student, and employer needs?</p>	<p>Community Our school is the center of Silicon Valley. We have a strong gaming and animation industry. Drawing skills are the foundation for the booming industry. We offer strong representational and observational classes in drawing. We have an art department that values the traditions of drawing, design, and painting. These traditional skills are the building block for most art careers. Art serves service industries.</p> <p>Student Need Our students are commuters and have full schedules. We offer Distance Learning art classes to provide flexibility. New technology and web learning is the way the world is changing. Students taking Distance Learning Hybrid Online classes will teach students how to use the Internet, social networking, photo imaging, and discussion forums. Students need basic presentation skills for the job market. We teach students how to give art presentations and practice communication skills. Students need a strong portfolio to get a job. We provide classes that build traditional drawing, design, and ceramic skills to create a portfolio of measurable skills.</p> <p>Employer Need: We offer a class called the Studio Art Portfolio Class. This class prepares students for the job forces. They prepare a resume, write an artist statement, make digital images of their artwork, create a website, practice interview skills, and learn about the contemporary art community. Employers today are looking for individuals with strong problem solving skills, creativity, formal technical drawing skills, and communication skills. Through critiques students are learning presentation skills. In our color and design classes, students learn job skills for such occupations as Interior design and architecture.</p>
<p>3. How does your curriculum support the needs of other certificates or majors?</p>	<p>Our Drawing 1 and Drawing 2, Two Dimensional Design, and Color are foundation transferable classes for most majors in the studio arts</p>

<p>4. Do your courses for the major align with transfer institutions?</p>	<p>Our foundation classes align with the major CSU/UC institutions in California. Our course outlines are aligned with the first year of art in college. Our students are well prepared for transfer. We also have students who transfer in to art schools in the state and country. We have strong articulation agreements with these schools.</p>	
<p>5. Do your courses have appropriate and necessary prerequisites? Identify any challenges and plans to address the challenges.</p>	<p>Our foundation classes align with the major CSU/UC institutions in California. Our course outlines are aligned with the first year of art in college. Our students are well prepared for transfer. We also have students who transfer in to art schools in the state and country. We have strong articulation agreements with these schools.</p>	
<p>6. Review the attached curriculum report for currency. What is your plan to address the deficiencies? (Consider: Title V, course deactivation, updated prerequisites, cross-listed courses, measuring student learning outcomes, curriculum sheets, certificates and degrees).</p>	<p>Figure Drawing is a core foundation class in every college, art school, and university in this country. We plan to expand our course offerings and offer this class on the main campus. We need a larger budget for figure models. This core required course is on our curriculum sheets for General and Studio Art Degree. At this time it is offered twice a year as a half class at the Middlefield Campus. Due to the recent budget this class is cancelled due to model funding issues. We will need to have this class as a full class at least once a year at the Foothill College campus. We need funding to keep this class as part of our program.</p> <p>We do not have prerequisites in our art classes. Our classes are foundation classes. Our Drawing, Two Dimensional Design, and Color classes would be the first classes taken in the first year of college. We may plan to consider making Drawing, Color, Two Dimensional Design and Composition as prerequisites for Painting and Printmaking classes. There may be risks of low enrollment if we make this change.</p>	

7. Does your program offer distance education courses?	<p>Deficiencies</p> <p>Distance Online/Hybrid Core Foundation Program: Drawing, Color Theory, Perspective and Two Dimensional Design classes. The photography department uses our drawing and design classes as prerequisites for their classes. Many students are unable to take our classes. We offer the design classes during the morning twice a week. We plan to offer the design class at night or as a hybrid offering.</p>	
8. If you offer distance education courses, list one or two short examples of how your distance education courses provide for effective interaction between students and faculty.	Our program has a good balance of on campus face-to-face classes, hybrid classes, and some fully online classes. At this time we offer Hybrid classes in Color, Perspective Drawing, and Composition. We offer fully online class in Art Appreciation and the Studio Art Portfolio Preparation class.	
9. If you offer distance education courses, list one or two short examples of how your distance education courses provide for effective interaction among students.	Hybrid Drawing Classes: Students meet 4 or 5 hours face to face at the Foothill College Campus. Students meet 1 or 2 hours online in an Etudesng website. They are able to post outside drawing work on a discussion forum. They attach photos of drawing and write self-reflection critiques. Students are able to view each other's drawings. They interact with other students by responding to the class posts. There is a lot of student interaction in the forum. Students are also able to send private messages to other students in the class. They send private messages to the instructor. Students discuss class projects and assignments in the class chat room. Some instructors have Facebook social networking software connected to the class. This allows the students to interact with their classmates outside of class.	
<i>College Skills (Pre-collegiate) Overview (Data Available Fall 2009-filling out this section is optional)</i>		
10. What college skills should a student have before entering your program?	<p>English, reading & writing: Understanding of the English Language. Students should have writing skills and reading skills.</p> <p>Due to the lack of art education in Middle School and High school, a majority of our students have limited to no experience in the visual arts. We do not expect students to have any art skills. We teach basic skills in drawing, design, and color.</p> <p>Basic math skills (fractions and measuring skills)</p>	

<p>11. Given the data, comment on the effectiveness of the assessment and placement of college skills students into your program. (For MATH, ENGL and ESL only).</p>	<p>Students will be more effective if they have taken ESL and English in college before taking our class. Some ESL students prefer online classes because they have more time to read the assignment. Our ESL students will succeed in our ceramic and drawing classes. Many students are visual learners. Students will pick up the assignment by watching faculty demonstrations, website visuals, video art demonstrations and slide shows.</p>	
<p>12. In what ways are you addressing the needs of the college skills students in your program?</p>	<p>We have addressed this need. All of the instructors show more visual demonstrations in class or through a website. Our ESL students are very successful in our art classes.</p>	
<p>13. How are faculty in your program collaborating with other disciplines and services to meet the needs of college skills students?</p>	<p>Rubric committee Counselors, ESL, English</p> <ol style="list-style-type: none"> 1. The faculty is submitting portfolio work for the College Wide "Frames Rubric Committee". Faculty are using student artwork and discussing college wide student learning outcomes. We are reviewing the assignments and seeing if the work uses critical thinking, communication, technical skill or computation skills, and global and cultural awareness. 2. Our faculty has collaborated with Latino History. We work with counselors and outreach program. 3. Our faculty has attended the FATE Conference. Foundation Art Instructors around the country meet and discuss cutting edge advances in foundation art programs and college skills. 	
<i>Program Mapping</i>		

<p>14. If applicable, identify any sequence of courses that are part of your program. List in the order that they should be taken by students.</p>	<p>Foundation class (Students can take these classes in any order) Introduction to Drawing (Drawing 1(, Intermediate Drawing (Drawing 2), (Advanced Drawing (Drawing 3), Basic Two Dimensional Design Color A and Color B, Composition , Three Dimensional Design, Hand building art45a, Beg and Inter. Wheel Throwing, art 45b, 46b45C</p> <p>Electives Examples Painting A, B, C, Watercolor. Figure Drawing and Portrait Drawing, Landscape Drawing, Printmaking or Monoprinting, Ceramic Sculpture</p>	
<p>15. For your courses that are part of a sequence – are the student learning outcomes well aligned with the next course in the sequence? Please work with the college researcher to answer this question - once your sequence of courses is identified.</p>	<p>We do not have prerequisites in our department. Students are well prepared with technical skills when taking the foundation classes first and the electives second. Students would be more successful if they took color, composition and the drawing series before taking painting. Students would be more prepared if they took the Drawing series before taking Figure Drawing. Our classes have recommendations and not prerequisites</p>	
<p>16. If applicable, describe any capstone course, signature assignment (project, service learning, portfolio), or exam that demonstrates knowledge, skills, and abilities, indicating successful program completion?</p>	<p>Our Drawing 1 and 2 classes, Basic Two Dimensional Design Class, Ceramic Wheel Throwing and Ceramic Hand-building are our capstone classes in our department. Our Studio Art Portfolio Class is our signature class at completion or our program. This class sums up all of the work from the entire program. It allows the student to see if he/she was successful in our program. It also prepares the student to transfer into a CSU/UC or Art School.</p>	
<p><i>Course Scheduling & Consistency</i></p>		

<p>17. Given available data, describe the trends in the scheduling of morning, afternoon, and evening classes, as well as Friday, Weekend, and distance education classes. Comment on the feasibility of offering classes at non-standard times.</p>	<p>Our required core foundation classes are schedule during the mornings and afternoons. The Basic Two Dimensional Design is offered one time a quarter. Many photography and graphic design students need this class for their major. We need to offer this class in an alternative time slot. Offering this online would allow this student to be well prepared for their major. It is essential to take the foundation Drawing and Design classes before taking the graphic and photography majors. We offer one drawing class on Saturday mornings. There are more trends to offer distance or weekend classes. We plan to offer weekend workshops, night classes, and distant online classes.</p>	
<p>18. Are required courses scheduled in appropriate sequence to permit students to complete the program in the prescribed length of time? If yes, describe the rationale upon which the sequence is based. If no, what is the plan to change the scheduling pattern? What are the barriers that prohibit implementation of the changes? Explain.</p>	<p>We need more Drawing II and Drawing III classes offered at the Foothill College Campus. We also need more Two Dimensional Design classes offered each quarter. We offer the Studio Art Portfolio Class once a year. Due to the budget this class is often canceled. Students have challenges completing their major or degree. Students need a strong portfolio to enter art school. Due to the budget our model funds has been eliminated.</p>	
<p>19. How does the department determine that classes are taught consistently with the course outline of record?</p>	<p>Our department discusses the course outlines in art department meetings. We offer classes that will correspond with CSU/UC art classes. We discuss the student learning outcomes and course content of each course outline. We discuss how the Drawing, Color, Ceramic Hand-building, and Design classes feed into higher-level elective classes.</p>	
<p>Summary of Planning Goals and Action Plans</p>		

<p>20. What are your goals with respect to curriculum and how will those goals be measured?</p>	<p>1. Our goals are to keep the curriculum the way it is and promote our program to African American and Latino Populations in our community. We will measure this program by evaluating the success of African American and Latino enrollment in our classes after the students have completed our outreach program.</p> <p>2. Tailor our preexisting foundation classes and offer more distant, night, and weekend workshops. As a department we will evaluate and compare the success of the different ways to offer the same course using SLOS.</p> <p>3. Our goal is to expand our figure drawing class offerings on the Main Campus. We will measure the success of this expansion by reviewing the drawing ability and portfolio evidence in the Signature Capstone class the Studio Art Portfolio Program. We will also review the success of the student work by quarterly reviewing the student work using SLOS.</p>	
<p>21. Are additional resources needed to accomplish your curriculum goals? If yes, identify the resource, as well as the purpose and rationale for each resource.</p>		
<p>Identified Resource</p>	<p>Purpose</p>	<p>If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.</p>
<p>Develop Outreach Program</p>	<p>The African American and Latino students do not have a strong enough presence with in our art department. We may also work directly with African American and Latino Club, counseling and Black History Month and Latino Heritage Month at Foothill College. We want to develop an outreach program in our community to promote our art department and to expand our student population. We will need to work directly with the African and Latino staff and Latino and African American students.</p>	<p>Basic Skills</p>
<p>African American and Latino Art Lecture Series.</p>	<p>Our plan is to create a lecture series of African American artist and Latino Artist at our school. We would need funding to pay for this guest artist.</p>	<p>Basic Skills</p>

Create a Saturday Once a Year Art High School Outreach Exposure at Foothill College Geared to African American and Latino Students.	We would work directly with a high school art teach in East Palo Alto and invite African American students to take an art class for a Saturday. Students would be able to try drawing or design class for a day. We would need to have funding for drawing and design materials for this day. We would also need funding for one or two instructors for this day. We would need student volunteers to help organize	Basic Skills	
Online distance classes, weekend workshops, and night hybrids.	There are more trends to offer distance or weekend classes. We plan to offer new ways to offer our Drawing 1, 2, 3, Figure Drawing, Painting, and Basic Two Dimensional Design Classes. We will try offering weekend workshops. This will allows students to have an intensive art experience in a limited amount of time. This may help enrollment. Due to the student's limited schedules the students will be able to complete multiple classes in a short amount of time.	Basic Skills	
Basic Two Dimensional Design night classes.	We plan to offer one or two hybrid Two Dimensional Design classes a year at night. We will work directly with the Photography instructors to coordinate schedules. We will also advertise our new course offerings. We may also frame the course content directly to work with the Photography department. All of these ideas will hopefully increase enrollment and encourage student success.	Basic Skills	
Drawing and Design distant online classes.	We will need Dell Latitude TX2 or ModBooks to instruct these classes. Both computers will have wacom drawing capabilities. There will be an increased time to correct and respond to student concerns. We will also need voice activating software (Dragon) on all instructors' laptops.	Basic Skills	

Model Funds and Figure Drawings	We need to offer more course offerings of figure drawing a year. Due to the budget our model fees are cut. We need funding for these classes. We want to offer this class as a full class at least twice a year at the Foothill Campus. In the past this class has been offered twice a year as a half class at the Middle Field campus. We have a strong population of transfer students at the Foothill College Campus. These students need strong drawing skills to transfer into their majors. Figure Drawing is the basic core class fro such majors as Architecture and Fine Arts. We will need \$5000 dollars a year for models.	Basic Skills	
--	---	---------------------	--

IV. Learning Outcomes

Student Learning Outcome and Program Learning Outcomes Assessment

1. Be sure and complete your **course-level student learning outcomes** assessment for each course through the C3MS system.
2. **Program Learning Outcomes** in this section will be updated annually and posted on the [Learning Outcomes](#) webpage.

• **Intended Program Outcome 1:** Students will be able to collect and assess primary and secondary source information and successfully analyze and comment on that information in the form of a reasoned 8-10 page term paper, complete with a full bibliography (works cited page), utilizing the MLA format.

This Program Learning Outcome meets the Core College Mission of:	Basic Skills <input checked="" type="checkbox"/>	Transfer <input checked="" type="checkbox"/>	Workforce <input type="checkbox"/>
Relationship to Institutional Learning Outcomes	Means of Assessment/Criteria for Success	Summary of Data: October 2011	Use of Results: October 2011
<p>Communication Critical Thinking Community and Global Consciousness</p>	<p>11 of the 12 courses taught in the Art History program require a research/term paper. In all cases the student should demonstrate a proper knowledge of how to find reliable sources, incorporate those sources into the paper narrative using the MLA format for theses and dissertations and provide a correct bibliography (works cited page). A student with an A on his/her paper has written a solid critical analysis/overview (exhibiting a thorough</p>	<p>The following statistics are based on the 95 students in three classes (Art 2C, 2CH, 13) who wrote a term paper in the Spring of 2010. 87% of the students received a C grade or above on their assignments and of these 83 students with an acceptable grade, 75% earned a B or higher. This is a much improved record as only 70% of students wrote an acceptable paper (C or above) in 2005.</p>	<p>Students required a great deal of basic instruction as most had very little knowledge of the MLA format or how to prepare a college-level research paper. To facilitate this remediation, every student completed a library tour and MLA paper formatting orientation in one of the scheduled lab sessions. Although grades have improved over the last three years, it will be necessary to identify any student requiring extra instruction as early as possible. With this in mind students will be required to</p>

	mastery of the material) of their subject, provided an excellent list of works cited, and has formatted the paper correctly according to MLA guidelines.		submit paper bibliographies at an earlier date so that students who have not started their writing can be identified at an earlier date. This will be implemented by spring of 2011.
<p>• Intended Program Outcome 2: The student will be able to demonstrate in written form a strong awareness of the political, social, religious, and technological factors that influence cultures and change in those cultures.</p>			
This Program Learning Outcome meets the Core College Mission of:	Basic Skills <input checked="" type="checkbox"/>	Transfer <input checked="" type="checkbox"/>	Workforce <input type="checkbox"/>
<p>Relationship to Institutional Learning Outcomes</p> <ul style="list-style-type: none"> • Communication • Critical Thinking • Community and Global Consciousness 	<p>Means of Assessment/Criteria for Success</p> <p>In the winter and spring of 2010 206 students took three written midterms each. Thus, 618 short essay responses were assessed. According to the rubric used, a score of 11 or above out of 16 total points is considered the minimum proficient grade for this PLO.</p>	<p>Summary of Data: October 2011</p> <p>In the spring of 2010 95 students in Art 2C, 2CH, and 13 wrote three exam essay responses each. The data is quite conclusive. In each class the average essay grade increased from the first exam to the final from an average of 11 to 13 with 16/16 representing an excellent response demonstrating a mastery of the material. 13/16 on the rubric equals a B/B- and is thus an acceptable level of achievement.</p>	<p>Use of Results: October 2011</p> <p>The data is definitive in this case. The more students are required to write responses to questions that require them to analyze and process broad concepts, the better they are able to respond to these types of questions. It is evident that this level of information processing is more important for our economy than ever before and I am preparing rubrics for the students that will help them organize their thoughts for this type of essay</p>

			question regardless of the subject.	

V. Departmental Engagement

<p>1. What standing committees, if any, does your department maintain? What are the committee charges and membership?</p>	<p>Art Department studio instructors (4) who teach the fine arts curriculum meet regularly to develop schedule, develop course offerings, develop student learning outcomes, and handle other functions such as selecting students for League of Innovation Awards, Department Awards, and to select and hang student shows 3 times per academic year.</p>
<p>2. What interdepartmental collaboration beyond college skills has your department been involved in during the past 4 years?</p>	<p>None to date. We collaborate with other departments very little in our division other than to attempt to fulfill course requirements so that students can achieve in other classes. Most of the interaction that does occur is with the GID and Photo disciplines.</p>
<p>3. What has your department done since its last program review to establish connections with schools, institutions, organizations, businesses, and corporations in the community?</p>	<p>1.) Open Studios spring 09. 2.) Discussions involving establishing a department website</p>
<p>4. In what ways if any, are you or have you worked with area high schools to align curriculum from the high school to your course?</p>	<p>None to date but that is a goal we would like to add to our list. Foundation classes assume that entering students have little to no background, although students from local high schools usually have a good to high degree of preparation for entering our classes. We concentrate most of our efforts to ensure that our curriculum aligns with other community colleges, state colleges and universities.</p>
<p>5. In what ways if any, are you working with CSUs, UCs, private, or out-of-state institutions to align courses and develop articulation agreements?</p>	<p>Historically the transfer acceptability of our classes has been stable, thus we have depended on the articulation officer to inform us if we need to make changes, and we listen to colleges that contact us. Fall 08 we communicated with the U C Berkeley Art department who requested photo images of student works from Beginning Drawing.</p> <p>As a major function of our department is to transfer students to four-year programs our classes parallel those offered at same, and we are continually on the look out to</p>

	notice changes in offerings as we see them in local and more distant college catalogs.	
Summary of Planning Goals and Action Plans		
<p>6. What are your goals with respect to departmental engagement and how will those goals be measured?</p>	<p>Meaningful engagement among members of the Art Department so that all have a voice in effective decision-making include on-ground in-person meetings, Internet via e-mail or chat discussions as required. Currently we tend to meet regularly with definite items on an agenda. We may consider planning a schedule of meetings further out so everyone has a chance to 'calendar' the event and the time to think about it.</p> <p>Meetings are digitally recorded and minutes written just for accuracy.</p> <p>Measurement: A list of meetings with subject, attendees, decisions made .</p> <p>1) Add material that is of special interest to our young students. We have been discussing the feasibility and appropriateness of adding course content or new courses that would attract young students to try an art class by utilizing their interests, which currently are graffiti, graphic novels for instance. Inclusion of these types of materials into our classes or development of new material is not traditional, and would take considerable effort and time and depends to some degree on the amount of time the department, and individuals in it want to devote to this endeavor.</p> <p>2.) We want to discover how to attract ethnic groups that we see rarely in our classes and would interact with club groups, counselors and others on campus to discover the needs and interests of various</p>	

	<p>3.) Our goals in regard to contacting high schools and colleges in order to develop our curriculum and articulation agreements is to maintain current practice and be responsive when we have information that we need to introduce changes. Foundation art classes change little from college to college and year to year.</p> <p>Currently the majority of our courses involve traditional face-to-face and one-to-one interactions with students. As we continue to explore hybrid and online courses, we expect that information we receive from other colleges and universities will inform our decisions and offerings.</p>	
<p>7. Are additional resources needed to accomplish departmental engagement goals? If yes, identify the resource, as well as the purpose and rationale for each resource.</p>		
<p>Identified Resource</p>	<p>Purpose</p>	<p>If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.</p>

VI. Professional Development	
1. List a sampling of professional development activities that faculty and staff have engaged in during the last two years.	<p>1. pdl leave to develop art works and take classes (2 faculty)</p> <p>2. committee participation on: Professional Development Leave Rubrics development committee.</p>
2. What opportunities does your department take to share professional development experiences with colleagues?	Mostly this happens on an informal and conversational level between colleagues. In the past and in recently Art exhibits that have culminated in an exhibit have been attended by faculty and have been an opportune time to share and exchange research results.
3. In what ways have faculty shared, discussed, and used professional development activities to improve program effectiveness?	Some of our instructors have shared interdepartmentally their own professional research and exploration. Informal lecture/discussions have been held with favorable results. Not only has this created an intellectual exchange amongst colleagues, but also it has encouraged and helped our faculty remain current in the field.
4. In what ways have staff shared, discussed, and used professional development activities to improve program effectiveness? What professional development needs do you have in the coming years?	Instructors have recently upgraded skills by taking classes to add to their experience and expertise as well as elected to produce creative works of their own, re-energizing them while providing models to students who wish to enter a creative field of study.
5. Are there unmet or upcoming professional development needs among faculty in this program? If yes, then please explain a proposed plan of action for addressing this need and any necessary resources.	<p>Yes, one person requesting winter quarters years 2011-13</p> <p>Not sure if this question is how the department addresses the staffing needs or if this is funding to help achieve development.</p> <p>Plan of action for staffing not discussed yet as it is so far in the future.</p>
Summary of Planning Goals and Action Plans	
6. What are your goals with respect to professional development and how will those goals be measured?	Members decide how to develop their professional skills individually and independently, and with the authorization of the Division Dean, as per contract.

VI. Professional Development		
7. Are additional resources needed to accomplish professional development goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.
Staff	Helps faculty catalog a list of past and current students with last available addresses, phone numbers, e-mails	in order to help establish a community of Foothill art students. Purpose for advertisement, interaction, fundraising.

VII. Support Services

Support Services

Consider the support services needed by your program when reflecting over the following questions		Comments or explanations of barriers and solutions.
1. Is there adequate clerical or administrative support for this program?	No	The many contact and preparation hours required to teach in this area of expertise leave little time for extra activities, such as developing website, maintaining contact with former students, developing new courses, and so forth. We would welcome help in order to act upon some of our ideas, which are exciting but somewhat idealistic because of time-constraints.
2. Are there sufficient college and departmental computer labs available to support this program?	No	There is not sufficient college and departmental computer labs available in both the drawing and the design room. We need a working computer in both rooms with Microsoft word, Photoshop, and internet access. The Idea lab offers student computer use. There is a very limited time for the students to use these computers. Our art classes are now offered as hybrids. Students need immediate use of the computers to access their Etudes websites. We also need scanners in both art rooms.
3. Are the library and media resources provided by the college sufficient to support up-to-date program instruction?	Yes	We have an up-to-date library and media center. We have access to a Digital Slide library.
4. Are adequate services provided in compliance with program needs for meeting health and safety guidelines?	Yes	We meet health and safety guidelines.
5. Are the custodial services to this program in compliance with program needs for meeting health and safety guidelines?	Yes	Adequate, but needs improvement.
6. Are accommodations for students with disabilities adequate, including alternative media, testing, and tutorial?	Yes	We make accommodations for students with disabilities. We will continue to make accommodations in distance learning for various learners.

7. Are general tutorial services adequate?	No	We do not have adequate tutorial services. We need tutorial services to instruct students how to upload photos and use basic photo computer programs. Students are now using computers for our hybrid classes. They need help sizing and adjusting their images.
8. Are academic counseling and advising services available and/or adequate to support students enrolled in the program?	Yes	We have academic counseling that advises students to fulfill their humanities requirements.
9. Do students have access to and can they effectively use appropriate information resources ?	No	The Distance Learning site needs to be clear for our students. There needs to be more help for students to access the websites.
10. Specifically related to distance learning, do you have appropriate faculty support services and/or effective training for faculty teaching online?	Yes	We have a strong faculty support service in Etudes and online training. We also have a technology specialist who helps with the design and use of online teaching equipment.
<i>Marketing & Outreach</i>		
11. What impact do you feel the college catalog , class schedule , and online schedule of classes have on marketing your program? Does the marketing accurately reflect your program, requirements, and services available?		Very strongly related to success of classes and the program in general. The online schedule is a good way to market our classes to the public. We have a newsletter called the "Heights" that advertises new art classes.
12. What impact does the college or departmental website have on marketing your program?		We need to improve our art department website. Many college and art schools in the country have strong websites. We need to add more visual images to the site.
13. Is there any additional assistance from marketing that would benefit your program? If yes, explain.		Yes, especially highlighting student and faculty shows, awards. We do not have any additional assistance for marketing our program.
14. If you were to collaborate with the Outreach staff, what activities would be beneficial in reaching new students?		We would like to grow our African American student population. We will need to contact the outreach and retention office. We could collaborate with Black History month next year. We could also connect art students with community services and service learning volunteer center
<i>Programs, clubs, organizations, and special activities for students</i>		

15. List the clubs that are designed specifically for students in this program. Describe their significant accomplishments.	Art Society ; responsible for establishing community of students with common interests; fundraiser through 'open studios' spring 09 Art Club, Ceramic Club. The Art Club participated in the Silicon Valley Open Studios. The Open Studios were held in the Art Rooms last year. The Ceramic Club holds ceramic sales every Christmas. These clubs involve students in the art process of exhibiting and selling work. The students also share their art with the community.
16. List any awards, honors, scholarships, or other notable accomplishments of students in this program.	2 or 3 students (alternately) honored yearly with their artworks entered into and published in a League of Innovation catalog . We offer one student the annual League of Innovation Award for notable accomplishments in studio arts.
Summary of Planning Goals and Action Plans	
17. What are your goals with respect to support services and how will those goals be measured?	We may collaborate with Black History Month and collaborate with Outreach and Retention to increase the African American population in our program.
18. Are additional resources needed to accomplish your support services goals? If yes, identify the resource, as well as the purpose and rationale for each resource.	
Identified Resource	Purpose If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.
Two Computers	Hybrid students will be able to access their class and upload images Many of our students do not have the money to purchase their own scanner or digital camera. It would be appropriate to have access to these tools to participate in hybrid distant learning.
Two Scanners One Art Department Digital Camera	Students will be able to scan design, small drawings, composition, and color work for hybrid classes Many of our students do not have the money to purchase their own scanner or digital camera. It would be appropriate to have access to these tools to participate in hybrid distant learning.
Student Online Tutor	Help Students upload and adjust images This could be a student volunteer.
Art Material Scholarship	We have a few students with special needs that can not afford drawing materials We could provide art materials with students to low income.

VIII. Career and Technical Education Programs

Response to Labor Market Demand

1. How does your program meet labor market demand? Cite specific examples and sources.	
2. Given the number of enrollments projected for the program and necessary to support the program, are there enough openings locally to permit placement of the expected number of graduates?	
3. Has the job market been: declining slowly? steady? growing slowly? growing rapidly? newly emerging?	
4. What is the average starting salary a student can expect to make after completing a certificate or degree?	
5. What is the projected average percentage of salary increase in 2 years? 4 years?	
<i>Response to Program Credibility/Viability</i>	
6. If advanced degrees are typically needed for career advancement, will the courses required for this program transfer towards completion of the requirements for those degrees?	
7. If yes, are the courses in your program aligned and/or articulated with the four-year institutions.	
8. Will this preparation permit students to stay current in their field? Does the program teach basic principles and theory, as well as applications? Is it current? Is it of sufficient rigor to assure the capacity to continue to follow the literature and learn new techniques? Is it of sufficient generality to allow for later shifts in career?	
9. Does this preparation provide a significant secondary expertise to primary careers? If yes, explain the purpose of the training – is it designed primarily or in part to meet the needs of those already employed for upward mobility, entrepreneurship, or other career upgrade?	

10. Describe any pre-collegiate or noncredit pathways that exist to direct students into the program?		
11. How does this program prepare students for competitive employment?		
<i>Advisory Board</i>		
12. List your advisory board members. The list of advisory board members should include their job titles as well as their affiliations, and an accompanying explanation should make clear that the professionals on this committee represent those within the industry who would hire graduates of a proposed CTE program.		
13. List the dates and number of members attending of your most recent advisory board meetings.		
14. What have been the major outcomes of your advisory board meetings? Of those outcomes, which have been acted upon, and what is your plan of action with regard to other outcomes discussed?		
<i>Program Accreditation</i>		
15. Is this program subject to approval by specialized state, regional, or national accrediting agencies?		
16. What is the program's accreditation status?		
17. Indicate recommendations of the most recent accreditation evaluation of the program and corrective actions taken or planned. Most recent accreditation report and all additional pertinent documentation and explanations should be available on site for consultant review.		
18. Provide a brief analysis of student performance on licensure or board exams on first attempt.		
19. What indicators does your program use to determine success of our students after completion?		
20. Does your program survey employers for satisfaction of our students who have earned a degree/certificate? Provide brief analysis of employer satisfaction.		

21. Does the department's analysis of labor market demand, advisory board recommendations, and accreditation status (if applicable) reflect the data?		
22. Have any/all issues been identified in the program plan and are they adequately addressed with appropriate action plans? Explain.		
Summary of Planning Goals and Action Plans		
23. What are your 4-year goals based on areas identified in the Career and Technical Education section of the program plan and how will those goals be measured?		
24. Are additional resources needed to accomplish career and technical education goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.

IX. Resource Planning: Personnel, Technology, Facilities, and Budget	
<i>Faculty</i>	
<p>1. How does your PT/FT ratio impact the program?</p>	<p>We have depended upon part-time faculty to staff popular classes at Middlefield College, to sometimes teach our “X” classes, and to fill in for sabbatical and PDL leaves. Adjunct instructors offer students another artistic point of view, and as a result we often gain students in our regular classes once students find that they have exhausted the offerings or require additional instruction .</p>
<p>2. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program)</p>	<p>1 PDL winters 2011, 1012, 2013 1. We plan to rotate our teaching load and schedule. Full time instructors plan to rotate and offer classes during PDL winter leave. We will continue to offer color, composition and Intermediate drawing classes at the Foothill College Campus.</p> <p>We once had a vibrant program of full drawing (4 A,B,C, D,E) and painting classes at Middlefield. Because of budgetary reasons that program has decreased. We anticipate the Art department’s role expanding with a renewed commitment to in light of the prospect of a new off-campus facility and additional adjunct faculty.</p>
<i>Classified Staff</i>	
<p>3. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program)</p>	
<i>Technology and Equipment</i>	

<p>4. Are the existing equipment and supplies adequate for meeting the needs of the instructional program?</p>	<p>No. Many of our classes are supplemented with material from the internet, yet we cannot easily show the websites in class.</p> <p>1. We need a Digital Projector installed in both 1601 and 1602. We need a scanner in room 1601. We need a new computer in both 1601 and 1602 with Internet Access.</p> <p>Classroom furniture, especially the easels and stools need repair and replacement.</p>
<p>5. Do you have adequate resources to support ADA needs in your physical and/or online courses and classrooms?</p>	<p>To a certain degree. Students who have special needs, special drawing tables or chairs for instance will find our facilities inadequate. We make do with what we have, often improvising to make an adequate situation for students with special needs. To date we know of no student who has needed an adaptation for an online course, and so we need to consider how we might address that topic.</p>
<p>6. Is the technology used in your distance education courses appropriate to the nature and objectives of your courses? Please explain how it is appropriate or what changes are underway to make it appropriate. Explain.</p>	<p>Teaching Art online is time-consuming because in order to parallel in-person classes, the interaction should be one-to-one. Dictation software, and other kinds of tools that make it easier to give a personal, visual response to students would be appropriate. This is being explored extensively by some of our faculty who are presently seeking gauging what technology can be most useful.</p>
<p><i>Technology & Equipment Definitions</i></p>	
<ul style="list-style-type: none"> • Non-instructional Equipment and Supplies: includes equipment for “office use” that is non-instructional and that is not used in a lab or classroom – it includes non-programmatic equipment for individual instructors and staff, such as a desktop computer for office use. Desktop technology (computers, printers, scanners, faxes) and software requests are processed through your Dean or Director. 	
<ul style="list-style-type: none"> • Instructional Equipment and Supplies: includes technology, software, and supplies used in courses or labs, including occupational program equipment. Instructional program equipment requests are prioritized by the department and then by the Dean or Director. 	
<ul style="list-style-type: none"> • Durable Equipment and Furniture: includes non-instructional, non-technology equipment (chairs, tables, filing cabinets, vehicles, etc.) necessary to improve the operational functioning of the program/department. 	
<ul style="list-style-type: none"> • Note: It is recommended that divisions perform and maintain an inventory of all their technology and equipment. 	

<i>Facilities</i>	
7. Are your facilities accessible to students with disabilities?	Yes.
8. List needs for upgrades for existing spaces	<p>Installation of another electrical outlet on back wall of room 1602 – not completed but on the ‘plan ‘ for last remodel. Critical because it is necessary to use an extension cord through and into another room in order to set up enough lighting for still lives. Can be a hazard to walking.</p> <p>Installation of outlets in instructor prep room (as on plan but not completed) so that computers can be used there to keep records, grade , etc.</p>
9. List any new spaces that are needed	None.
10. Identify any long-term maintenance needs.	<p>Rooms need to be thoroughly dusted weekly as charcoal dust is a hazard.</p> <p>Establish routine for students to follow when using Sinks; custodians need to clean them weekly and put paper towels in dispensers .</p>
11. Are available general use facilities, such as classrooms, laboratories, and faculty office/work space adequate to support the program? Please explain.	Not all of the “repairs” to our classrooms have been fulfilled since the last program reviews. Specifically, two electrical outlets, one in the “prep” room and the other in 1602 were disabled during the remodel. This necessitates the use of long extension cords across the classroom floor, through the prep room to the storage area in order to plug in lights.
12. Are work orders, repairs, and support from district maintenance adequate and timely? Please explain.	Work Orders, Repairs done in timely manner. Maintenance and custodial services need improvement; we might be able to work with that department so we know what their needs are when they work in the classrooms.
<i>Budget</i>	

<p>13. Are the A-budget and B-budget allocations sufficient to meet student needs in your department?</p>	<p>B budget: not sufficient at the moment, we find the need is substantially more, especially as it relates to having enough funds for classes that require model funds, keeping up with materials used for demonstrations, and basic upkeep of the classrooms.</p>
<p>14. Describe areas where your budget may be inadequate to fulfill program goals and mission.</p>	<p>Model Fund adequate to support 3 classes each academic year. @ \$3000.</p> <p>Still Life materials fund - we need 'things' for students to draw. Some of this now maintained by individual instructor purchases.</p> <p>Art Supplies Fund - materials at hand to discreetly help students who can't afford supplies. Currently comes from individual instructor donations.</p>
<p>15. Are there ways to use existing funds differently within your department to meet changing needs?</p>	<p>In the past the budget was not transparent, and we had to make requests to buy most items; we endeavor to always learn what funds we have and where we stand at the beginning of and during each academic year.</p>
<p>Summary of Planning Goals and Action Plans</p>	
<p>16. What are your goals with respect to resource planning and how will those goals be measured?</p>	<p>We have identified 15 goals dealing with updating classrooms with technological equipment.</p>
<p>17. Are additional resources needed to accomplish your resource planning goals? If yes, identify the resource, as well as the purpose and rationale for each resource.</p>	
<p>Identified Resource</p>	<p>Purpose</p> <p>If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.</p>

Model Fund @ \$3000.	support 3 transferable, required, foundation classes each academic year.	Rationale: There is a demand for these courses, which will widen the choice of classes necessary for transfer students.
Communications Tutor 3,000.00	Purpose: help in the articulation and communication of ideas- increase vocabulary and use of specialized language.	Rationale: If there is funding for tutoring in this area, it would help promote the important criteria of communication and critical thinking. Two very integral parts in the student's development of fundamental and necessary skills.
Visiting artist lecture funds: 700.00	Purpose: Bring in talented artists that could share their artwork and ideas with students.	Rationale: Students will benefit greatly from having visiting artists lecture as well as demonstrate their own technical expertise. Students will be exposed to various modes of creative expression, which is incredibly valuable for their academic and creative growth.
Student achievement award funds: 500.00	Purpose: Funds for acknowledging student efforts throughout the school year.	Rationale: These funds would recognize student's hard work and outstanding achievement throughout the year.
Promotional materials fund: 2,000.00	Purpose: promotional materials for website design, print materials, posters, postcards	Rationale: This is intended to create more interest in our department, improve enrollment and overall productivity.

X. Final Summary of Goals, Commitments to Action, and Resource Requests

1. Upon review of this program plan, provide a comprehensive summary of goals met or in progress and resources awarded from the previous program plan.

We aim to continue thriving and growing as a department. Our mission is one that offers foundation and specialized courses that prepare our students for the demands of a competitive and technologically growing field. Our needs as stated in this program-planning document are student centered and would greatly benefit both faculty and students in their ability to respectively teach and learn. We offer a wide range of face-to-face, online, and hybrid courses to better serve a wide student population and that fit a variety of learning styles. We also feel our program provides student with the necessary skill to succeed academically and professionally. We will continue to offer and develop a range of traditional and specialized courses that reflect a rich and productive program.

Faculty will continue to develop professionally and stay current in the studio art practices and art education trends. This will be done by attending conferences, PDL leave research, and having meetings designed to create dialogue and theory exchange.

Meetings, as well as workshop style get-togethers will also happen to meet faculty, program, and curriculum goals throughout the school year. Our plan is to have focused agendas where we tackle a specific number or goals that are attainable within the given time frame.

We will also continue to expand our outreach efforts in order to have a more diverse range of students within our departments. Students like African American and Latinos are notably under represented within our department, we are presently looking to our many campus sources (as an initial step) to encourage a more marked presence. We are also encouraged by strategies discussed that can take us more into the community. For example, one such idea is for a faculty member to, along with 2-3 art students, visit one of our local high schools to do an informal talk/workshop on the art they would experience at Foothill College.

In order to continue to become more productive as a department and to generate and maintain student interest we are presently developing marketing and promotional strategies. We have marked goals to further grow in this area:

Website: part of our goal to continue promoting our department and its various disciplines by designing a website that clearly shows the different resources that we offer our students. This will also link other information sites relevant to studio practices and careers in art as well as all personal art faculty websites.


Social site presence: We presently have a Facebook site that promotes departmental events and classes. Our continued plan is to link up with flickr (a site to post images), twitter (a message based site), and others to build an online community that is better informed on what we can offer within our department.

Goal /Purpose - Met or In Progress	Resource(s) Awarded	Related Learning Outcomes	Related Strategic Initiative or Core Mission
Particle Air Filter for 1803 (ceramics lab)	\$6000.00	The student will be able to create ceramic sculpture by using additive and subtractive building methods, armatures, and use several techniques to create a finished surface for these works.	workforce
Repair funds for existing easels and benches (some damage is noted in both benches as well as easels)	\$500.00	Student shall be able to competently employ and manipulate oil paints, oil paint mediums, and paint brushes. Students shall demonstrate observational capacities and hand eye coordination by painting from life. Students shall be able to employ paint tools such as brushes to achieve a variety of technical results: blending, flat paint application, edge definition, textures.	transfer

2. Upon review of this program plan, provide a summary of current or continuing goals and resources needed.

Note: If you are requesting resources this year, these items have to be included in your current program review. If you want the college to understand your full range of need, list every current and upcoming resource need in this section.

Goal/Purpose – Current or Continuing	Resource(s) Requested (Costs need to be included)	Related Learning Outcomes	Related Strategic Initiative or Core
--------------------------------------	--	---------------------------	--------------------------------------

			Mission	
<i>Supervising Administrator Signature Mark Anderson</i>			<i>Completion Date 12/20/2010</i>	