

Studio Arts-FH Art

Instructional Discipline Template

A. Program Information

Program Mission Statement

Please enter your mission statement here.

Program Level Student Learning Outcomes

Please list the program level student learning outcomes.

B. FTES - Enrollment Trends

1. In the data table above, what does the FTES data trend indicate?

Discuss the factors that would help the college understand these trends and whether there are tangible reasons for no change/flat, an increase or decrease in the trend.

1. **Scheduling:** There is a -7.5% decrease for face to face Studio Art FTES and a 51.6% increase for fully online Studio Art FTES. This is due to the needs for student's schedules.
2. **Culturally relevant pedagogy:** There is a -7.5% decrease for face to face Studio Art FTES and a 51.6% increase for fully online Studio Art FTES. This is due to the integration of culturally relevant pedagogy in our online art courses.
3. **The curriculum and course materials are current:** Our online Art 4A Fundamentals in Drawing class is staying current with trends for teaching. -49.8% decrease for FTES for face-to-face classes while online this course has a 59.0% increase in FTES.
4. **Instructional modality of the program course(s) delivery:** Due to the shelter in place orders, we had a decrease FTES in 2020. We generally have 4 sections of Ceramics on campus per quarter. Some of our ceramic classes such as Potters' wheel I and II could not be offered online.

2. Looking at the data trend, has the faculty/staff discussed proposed actions to stabilize/increase FTES?

yes

no

If yes, describe the proposed actions for stabilizing/increasing the FTES.

1. **Degree/Certificate Requirements:** Offer more online studio art courses since we had a 51.6% increase in fully online FTES.
W

C. Sections - Enrollment Trends

1. In the data table above, what does the data trend indicate about the number of sections offered?

If the data trend shows no change/flat or an increase or decrease in sections, explain why the number of sections is flat, increased or decreased.

If the data indicates an increase in sections with a decrease in FTES, explain why the number of sections increased while FTES decreased.

- The Data is flat.
- **Narrative:** No action plan is necessary for this section. However, it is important to note that we did stack classes between 2015-2020 for face-to-face painting, drawing, and ceramic classes. In the past, the department stacked multiple levels of oil and acrylic painting. In 2020-21, there has been enough enrollment to fill up sections without stacking for painting and ceramics when it is offered fully online.
- We are working with our Vice President, Dean, Foothill, and Deanza Art colleagues to revisit our district course families. The course families and schedule of district-wide courses decreasedisit rtaMrer

D. Productivity - Enrollment Trends

1. In the data table above, what does the data trend indicate about the productivity number?

If the data trend shows no change/flat or an increase or decrease in productivity, explain why the productivity is flat, increased or decreased.

2. Does the data trend suggest changes are necessary to improve productivity?

If yes, describe the proposed actions for stabilizing/increasing the productivity number.

E. Enrollment by Student Demographics

Enr Distributio1

HS/Equivalent	891	66%	835	66%	814	66%	883	61%	776	61%
All Other	136	10%	136	11%	136	11%	199	14%	167	13%
Total	1,359	100%	1,264	100%	1,238	100%	1,446	100%	1,273	100%

a. Enrollment by Gender

The following questions concern enrollment distribution by gender.

1. In the data table above, what does the data trend indicate about program enrollment by gender?

Females

- the data trend shows an increase in the female enrollment rates
- the data trend shows a decrease in the female enrollment rates
- the data trend shows no change and/or is flat in the female enrollment rates

Males

- the data trend shows an increase in the male enrollment rates
- the data trend shows a decrease in the male enrollment rates
- the data trend shows no change and/or is flat in the male enrollment rates

Non-Binary

- the data trend shows an increase in the non-binary enrollment rates
- the data trend shows a decrease in the non-binary enrollment rates
- the data trend shows no change and/or is flat in the non-binary enrollment rates

If the data trend shows no change/flat, an increase or decrease in male, female, or non-binary enrollment, explain why the enrollment rates is flat, increased, or decreased.

2. Does your program differ in the percentage of males to females, in this most recent year, compared to the College? (College 2019-20 = 51% Female, 47% Male)

If the data indicates a lack of gender parity in your program as compared to the college percentages, what is the source of that disparity and what proposed/planned actions is the program taking to achieve parity?

Data Table for Enrollment by Gender of Declared Majors

<https://foothill.edu/programreview/prg-rev-docs/20-21-enroll-by-gender-and-declared-major.pdf>

Click the link to view Enrollment by Gender of Declared Majors data table and respond to the questions below.

3. In the data table above, what does the data trend indicate about enrollment (headcount) by gender of declared majors in the program?

Females

Males

Non-Binary

b. Enrollment by Ethnicity

The following questions concern enrollment distribution by ethnicity.

1. In the data table above, what do the data trends indicate about program enrollment by ethnicity?

African American

Asian

Filipinx

Latinx

Native American

Pacific Islander

White

Decline to State

2. Does your program dif



no

If yes, describe the proposed actions for addressing disparities in enrollment by ethnic group within the program.

1. **Data-Driven:** Art 4D Figure Drawing 1 and Heads and Hands Drawing are our highest productive and successful face-to-face courses for African American, Latinx, and Pacific Islander students. From student's feedback, they say they want to draw from subject matter that looks like them.
2. **Culturally relevant pedagogy and/or curriculum:** Our action plan to advertise on social medial and recruit more Asian and African American life figure models for our Figure and Heads and Hands drawing classes. We listened to the students' requests to have more diverse ethnic life models. In Spring 2020, the students requested more diversity of models.
3. **Hiring practices:** Between 2015-2018 we worked with the models guild. In spring 2019, the new district policy changed the life models' job from independent contractors to become temporary employees. We moved from diverse ethnic models to all-white models. The intensive on-boarding process of these models limited the range of ethnicity and also equity for our students.
4. **Scheduling:** We schedule Figure Drawing and Heads and hands drawing in the Winter and Spring quarter to fit student's needs and to fill enrollment. We don't offer these classes in the same quarter. Students need both classes to fulfill a transfer requirement.
5. **Outreach initiatives:** In Summer 2020 studio art faculty advertised on social media for African American models. We plan to ask Outreach and/or HR to advertise for more diversity of models. We can outreach to more ethnicities in Athletics to take our Art GE courses.

F. Student Course Success

Course Success Rates by Unit

- **Curriculum:** Involving faculty in ongoing discussions with the College Curriculum around updating our Studio art course outlines with more diverse perspectives around ethnicity and art.

G. Student Course Success by Demographics

a. Student Course Success by Gender

The following questions concern student success rates by gender.

All	1,044	84%	100	8%	94	8%	1,238	.3



Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

1. In the data table above, what does the data indicate about program course success by gender?

Females

Males

Non-Binary

If the data trend shows an increase, decrease, or no change/flat in the male, female, or non-binary student course success percentages, explain why the percentage is flat, increased, or decreased.



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the data trend shows an increase in the Native American course success rates

the data trend shows a decrease in the Native American course success rates

the data trend shows no change and/or is flat in the Native American course success rates

Pacific Islander

the data trend shows an increase in the Pacific Islander course success rates

the data trend shows a decrease in the Pacific Islander course success rates

the data trend shows no change and/or is flat in the Pacific Islander course success rates

White

the data trend shows an increase in the White course success rates

the data trend shows a decrease in the White course success rates

the data trend shows no change and/or is flat in the White course success rates

Decline to State

the data trend shows an increase in the Decline to State course success rates

the data trend shows a decrease in the Decline to State course success rates

the data trend shows no change and/or is flat in the Decline to State course success rates

If the data trend shows a decrease in any of the student ethnic groups' course success rates, explain why the percentage decreased for each (address each ethnic group by bullet point).

- **Data-Driven Driven Understanding:** The data shows an increase in student ethnic groups' course success rates, especially for online classes. An explanation for varied success rates would be based on individual adjunct and full-time faculty member's understanding of culturally relevant pedagogy. It is proven that ethnic group's course success rates are aligned to the faculty member's understanding of culturally relevant pedagogy.
- **Culturally relevant pedagogy and/or curriculum:**

2. Do the data indicate a gap in course success for any of the ethnic groups as compared to other groups?

If yes, describe the reasons for the gap in course success.

3. Do the data suggest that changes are necessary to improve program course success equality?



If yes, describe the proposed actions for stabilizing/improving the course success by ethnicity.

Use this opportunity to provide feedback on the template or address a topic that

This form is completed and ready for acceptance.