

Art (Studio) Program Review

Rubric Evaluation	Elizabeth Barkley (Same Division Faculty)	David Marasco (Faculty At-Large)	Joshua Pelletier (Classified Staff At-Large)	Debbie Lee (Dean)
A. Program Information				
Program Mission Statement				
How many criteria are met for the Program Mission statement?		Addresses 4 to 7 of the criteria - Needs Some Improvement to Meet the Standard	Addresses all 8 criteria – Meets the Standard	Addresses 4 to 7 of the criteria - Needs Some Improvement to Meet the Standard
Reader Feedback	In practice, it appears to me to be impossible to include all 8 criteria required to meet the standard in this section in the brief, "clear and concise" manner of a mission statement. I have provided feedback in former reviews asking for exemplars that would help writers. That said, this mission statement does as well as I've seen in addressing the multiple criteria. I particularly liked the way the mission statement incorporated the equitable scheduling of courses and the	Don't see a description of future goals, nor an indication of who the students are. Is this program mainly for GE? Majors? "Service"?		The mission statement clearly states the purpose of the program and the activities. There is a reflection of the program's priorities and values. There needs to be further clarity on how service learning is part of the program, what its aspirational goals are and who the students are. The department made a note at the end of the program review as needing a place to write about service leadership. This is the place to include this. Are the students taking these classes for GE or for their majors?

Art (Studio) Program Review

Rubric Evaluation	Elizabeth Barkley (Same Division Faculty)	David Marasco (Faculty At-Large)	Joshua Pelletier (Classified Staff At-Large)	Debbie Lee (Dean)
	preparation of students to be global citizens.			
Program Learning Outcomes				
Overall, this section:	Addresses all 5 criteria – Meets the Standard	Addresses 3 to 4 of the criteria - Needs Some Improvement to Meet the Standard	Addresses all 5 criteria – Meets the Standard	Addresses 3 to 4 of the criteria - Needs Some Improvement to Meet the Standard
Reader Feedback	The PLOs reflect the range of goals and objectives that the Art Department allude to in the Mission Statement.	Not sure I see a progression within the PLOs that show "evidence of building towards higher order thinking skills." The results seem binary.		Program learning outcomes are clear and concise. They are easily understood and measurable. I did not see a PLO that reflect evidence of building towards higher order thinking skills.
B. FTES - Enrollment Trends				
1. What does the FTES data trend indicate?	FTES has not changed or has decreased over the time span no more than 1% to 10% - Meets the Standard	FTES has not changed or has decreased over the time span no more than 1% to 10% - Meets the Standard	FTES has not changed or has decreased over the time span no more than 1% to 10% - Meets the Standard	FTES has not changed or has decreased over the time span no more than 1% to 10% - Meets the Standard
FTES Narrative Explanation - <i>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.</i>				
Overall, in this section:	The narrative exceeds expectations - the narrative could be used as an exemplar - Excellent	The narrative includes 3 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 4 of the criteria - Meets the Standard	The narrative includes 3 of the criteria - Needs Some Improvement to Meet the Standard

Art (Studio) Program Review

Rubric Evaluation	Elizabeth Barkley (Same Division Faculty)	David Marasco (Faculty At-Large)	Joshua Pelletier (Classified Staff At-Large)	Debbie Lee (Dean)
FTES Action Narrative (if applicable) - <i>Describe the proposed actions for stabilizing/increasing the FTES.</i>				
Overall, in this section:	The narrative exceeds expectations - the narrative could be used as an exemplar - Excellent	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard
Reader Feedback	The Art Department analyzes the data in four areas: scheduling, culturally relevant pedagogy, currency, and Instructional modality/delivery. The Department also identifies specific strategies for addressing the FTES decline, including offering more online sections, creating a fully online Arts degree, decreasing the required units for both the Art Certificate and the AA degree, creating a new low-unit certificate, working with Guided Pathways on sequencing and stacked certificates, and modifying curriculum	Not sure how well the trend is understood. Overall there has been a drop in FTES, but there seems to be confusion in the explanation, as the decline in face-to-face is quoted with two very different numbers. The 7.5% drop is for the program overall, not just face-to-face. Will a decrease in the number of classes in a certificate help or hurt enrollment? More data on the number of certificates completed and/or unit count would have made that part of the explanation more compelling.		Overall, there was a decrease in FTES. However the narrative provided suggests this trend is not understood. Although there may have been an increase in FTES due to online classes, the overall FTES has decreased. If the department plans to decrease the number of art units required for a degree and certificate, that could increase the number of certificates but not necessarily increase the FTES in the department.

Art (Studio) Program Review

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	to address equity-related issues.			
C. Sections - Enrollment Trends				
Section Narrative Explanation (If Applicable) - <i>Explain why the number of sections is flat, increased or decreased.</i>				
Overall, in this section:	The narrative includes all 4 of the criteria - Meets the Standard	The narrative includes 3 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 4 of the criteria - Meets the Standard	The narrative includes 3 of the criteria - Needs Some Improvement to Meet the Standard
Section Narrative Explanation (If Applicable) - <i>Explain why the number of sections increased while FTES decreased.</i>				
Overall, in this section:			The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard
Reader Feedback	While no narrative was required, the Department did provide important explanation (e.g., the historical practice of stacking multiple classes in order to meet minimum student enrollment requirements), the observation that enrollment in single-topic painting and ceramics courses was robust in fully online courses, and that	It is not clear why repeatability/families is still being used as an explanation for declining class sections. Repeatability was an issue nearly a decade ago, and its effects on the most recent five years should be minimal. There is also thinking about the shift of classes to the online modality that I found confusing. Is it that face-		Since the number of sections decreased, this section is not applicable. The department did provide a narrative that suggests a misunderstanding of the trend. It should be noted that the number of sections may have decreased due to less stacking (# of sections/FTEF is decreasing). When there is

Art (Studio) Program Review

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	they are working with multiple people both at Foothill and De Anza to revisit course families.	to-face classes became harder to "make" when the more popular online classes were introduced, and that has led to fewer offerings?		enough demand for an art class, that class no longer needs to be stacked with other art classes in order to have enough enrollment. This is a positive trend in the department.
D. Productivity - Enrollment Trends				
1. What does the data indicate about the productivity trend?	The program productivity trend has increased or has reached its maximum - Excellent	The program productivity trend has increased or has reached its maximum - Excellent	The program productivity trend has increased or has reached its maximum - Excellent	The program productivity trend has increased or has reached its maximum - Excellent
Productivity Narrative Explanation (If Applicable) - Explain why the productivity is flat, increased or decreased.				
Overall, in this section:	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard
Productivity Action Narrative (If Applicable) - Describe the proposed actions for stabilizing/increasing the productivity number.				
Overall, in this section:	The narrative includes all 5 of the criteria - Meets the Standard		The narrative is not included	The narrative is not included
Reader Feedback	The Department credits the consistent increase in productivity to the shift from traditional face-to-face offerings (with inherent equity and			No action plan is needed for this section as productivity is increasing in the department. However, I am confused by what is meant by equity and

Art (Studio) Program Review

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	equipment restrictions) to high quality online instruction. It also shares that "Learn.org" ranks the Foothill College Art program as having the #1 community college art program in the nation (and 6th overall). That is fabulous and a distinction for which they - and the college - should be extremely proud.	The Studio Art program should be congratulated on their increase in productivity over the past five years. I would like to see a deeper explanation of "equity... decreased our face to face productivity."	Productivity Action Narrative not applicable.	equipment restrictions as reasons that decreased the face to face productivity. What are these restrictions and why is it that online students don't have the same restrictions?

E. Enrollment by Student Demographics

a. Enrollment by Gender

Enrollment by Gender Narrative Explanation - *Explain why the enrollment rates is flat, increased or decrease for male, female, or non-binary.*

Overall, in this section:	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes fewer than 2 of the criteria – Needs Major Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes fewer than 2 of the criteria – Needs Major Improvement to Meet the Standard
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%	The difference between the gender/sex is greater than 30% - Needs Major Improvement to Meet the Standard	The difference between the gender/sex is greater than 30% - Needs Major Improvement to Meet the Standard	The difference between the gender/sex is between 11% to 20% - Meets the Standard	The difference between the gender/sex is greater than 30% - Needs Major Improvement to Meet the Standard

Art (Studio) Program Review

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Female, 47% Male)				
Enrollment by Gender Action Narrative (If Applicable) - <i>What is the source of gender disparity and what proposed/planned actions is the program taking to achieve parity?</i>				
Overall, in this section:	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard
3. What does the data trend indicate about enrollment (headcount) by gender of declared majors in the program?	The Gender gap by declared major is greater than 30% - Needs Major Improvement to Meet the Standard	The Gender gap by declared major is greater than 30% - Needs Major Improvement to Meet the Standard	The Gender gap by declared major is greater than 30% - Needs Major Improvement to Meet the Standard	The Gender gap by declared major is greater than 30% - Needs Major Improvement to Meet the Standard
Reader Feedback	The Department offers an exceptionally thoughtful analysis of the gender gap in enrollment, as well as specific strategies for addressing it. These include making adjustments to the schedule, increasing outreach efforts, infusing the curriculum with artwork made by men, discussing with De Anza colleagues strategies for attracting more males, and	It is claimed that "We have slightly more Females taking our Art courses than the College's average." The college has roughly one female student for every male student, and yet in Studio Art classes there are two females for every male. This is not "slightly more." The program does have some interesting ideas for recruiting more men.		The department's ideas about looking at artwork created by males and reaching out to the GID department to recruit more male students are sound ideas. The department alludes to male student's scheduling needs but does not elaborate on what these needs are or how these scheduling needs were determined. Although the department

Art (Studio) Program Review

Rubric Evaluation	Elizabeth Barkley (Same Division Faculty)	David Marasco (Faculty At-Large)	Joshua Pelletier (Classified Staff At-Large)	Debbie Lee (Dean)
	<p>recruiting non-binary life models for drawing courses.</p> <p>(I would like to add that while the gender gap indicates that efforts must be made to attract more males, there is also reason to feel positive about the current high level of participation by females. It was not too many decades ago when females were marginalized in both enrollment and curriculum content.)</p>			<p>did not include the state numbers in the program review, females account for 61% of Art students while males account for 37% throughout the state. The department's enrollments by gender are pretty similar to the statewide numbers.</p>

b. Enrollment by Ethnicity

Does your program differ in enrollment distribution among ethnic groups, in this most recent year, compared to the College enrollment by ethnic group? (2019-20 College enrollment distribution by ethnicity: 4% African	The enrollment does not mirror the college's ethnic distribution - Needs Some Improvement to Meet the Standard	The enrollment does not mirror the college's ethnic distribution - Needs Some Improvement to Meet the Standard	The enrollment mirrors the college's ethnic distribution or the program has explained why the distribution is appropriate - Meets the Standard	The enrollment does not mirror the college's ethnic distribution - Needs Some Improvement to Meet the Standard
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Art (Studio) Program Review

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American, 38% Asian, 5% Filipinx, 25% Latinx, 0% Native American, 1% Pacific Islander, 21% White, 4% Decline to State)				
Enrollment by Ethnicity Narrative Explanation (If Applicable) - <i>Explain changes identified over the past five years for each ethnic group (address each ethnic group by bullet point).</i>				
Overall, in this section:	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes fewer than 2 of the criteria – Needs Major Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes fewer than 2 of the criteria – Needs Major Improvement to Meet the Standard
Enrollment by Ethnicity Action Narrative (If Applicable) - <i>Describe the proposed actions for addressing disparities in enrollment by ethnic group within the program.</i>				
Overall, in this section:	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard
Reader Feedback	The Department provides a bulleted list of College and Studio Art Data Comparisons and once again, offers a thoughtful analysis of the data. This includes soliciting feedback from students that offered the insights that African-	I found the analysis of the data confusing. Percentages are being poorly used. For example, Asians make up 38% of students at Foothill, but only 28% of Studio Art. This is represented here as a 10 percentage-point gap,		The analysis provided on the enrollment trends needs clarification. The data I found on the state website does not match what is being reported in the program review. The

Art (Studio) Program Review

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	<p>American, Latinx, and Pacific Island students wanted to draw from models/subject matter relevant to them. It also includes an explanation of the impact the District's policy shift of moving from models' jobs as independent contractors to temporary employees (with the result that models went from diverse to all-white). Their plan includes advertising on social media, recruiting more diverse life models, scheduling Figure Drawing courses to better fit students' needs, and so forth.</p>	<p>which seems small, but when one steps back it means that for every 4 Asian-heritage students who "should" show up, the program is getting only 3. A quarter of these students are missing! The same for African heritage, a one percentage point difference seems small, when it is 4% to 3%, once again, a quarter of the students are missing. White students are seen as being over-represented by 14 percentage points, but it's really a 2 to 3.5 ratio, so for every 4 White students you would expect if Studio Arts represented the demographics of the campus, you get 7, nearly double.</p> <p>The lower percentage of Asians is justified in the</p>		<p>statewide average enrollment for Asians is 10%, not 25%.</p> <p>The plan to diversify the art models is a good idea in terms of attracting students of color, but I was unclear on how the scheduling of heads and hands and figure drawing address disparities in enrollment.</p>

Art (Studio) Program Review

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		<p>program review by comparison to statewide data. However, when I click the link provided in the section, I find that 10% of Art students statewide are Asian, compared to 10% who are taking for-credit classes. So there is no gap in the statewide data for Art, that is local too Foothill.</p>		
		<p>The program identified that Asians take their classes at a lower rate than would be suggested by their numbers at Foothill, but did not give a strong explanation why. In terms of remedies, the program is proposing to hire more models of color. While this is a good step, it only addresses face to face classes (and a small handful of the total program?), and from the earlier sections of the</p>		

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		program review it is suggested that bulk of the growth of the program is online. If the online sections are more popular, then why aren't similar solutions being explored there?		
F. Student Course Success				
a. Student Course Success				
1. What does the data trend indicate about overall course success?	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent
Student Course Success Narrative Explanation - <i>If the data trend shows an increase, decrease, or no change in students' course success percentage, explain what programmatic factors led to such a trend.</i>				
Overall, in this section:	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard
Student Course Success Action Narrative (If Applicable) - <i>Describe the proposed actions for stabilizing/increasing the student's course success percentages.</i>				
Overall, in this section:	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard
Reader Feedback	Student course success has increased in all areas, but the Department still			I applaud the department for being proactive in getting and using culturally

Art (Studio) Program Review

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	outlines the strategies it has employed to achieve this success and identifies actions it will take to improve success.			responsive teaching methods in their classes.
b. Student Course Success by Student Groups				
3. Is there a course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, Decline to State student groups?	The gap between the two groups has decreased over the time span - Meets the Standard	The gap between the two groups has increased over the time span - Needs Major Improvement to Meet the Standard	The gap between the two groups has not changed over the time span - Needs Some Improvement to Meet the Standard	The gap between the two groups has increased over the time span - Needs Major Improvement to Meet the Standard
Course Success by Student Groups Narrative Explanation - <i>Explain why the course success gap is flat, increased or decreased.</i>				
Overall, in this section:	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard
Course Success by Student Groups Action Narrative (If Applicable) - <i>What actions are program faculty and staff engaged in to decrease the course success gap between African-American, Latinx, and Filipinx student groups and Asian, Native American, Pacific Islander, White, and Decline to State student groups?</i>				
Overall, in this section:	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard
Reader Feedback	The Art Department identifies a series of actions they will	I was very confused by this section. The success rate for underserved		The success rates for Whites and Asians have gone up, but the success

Art (Studio) Program Review

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	<p>continue to take (or add) that are aimed at decreasing the course success gap between various groups. These include modifications to curriculum, identifying instructional resources that offer more diverse perspectives and representations, working with HR/outreach to recruit more diverse models, and on-going monitoring of the "inquiry tool" to track retention of African American, Latin, and Filipino students by course, delivery, and instructor.</p>	<p>populations has remained flat. However, the success rate for the comparison population has gone up, and therefore the gap has increased from 1 percentage point to 5 percentage points. The program is claiming that the use of culturally relevant pedagogy was a success, but it seems to have only been successful for the comparison group?</p>		<p>rates for African American, Latinx students have stayed relatively flat. It seems that the culturally responsive training has helped only certain groups, but have not had an impact on other groups. I am unsure on how the culturally responsive training and scheduling have had an impact on closing the success data between ethnicities since it has helped certain groups but not other groups. If anything, the success gap has widened over the years. More explanation is needed in this section.</p> <p>The plan to update course outlines to include more diverse perspectives and to use culturally relevant pedagogy/curriculum are excellent ideas to help decrease the disparity in</p>

Art (Studio) Program Review

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				course success between groups. The plan to assign new PT faculty studio art courses can be challenging since scheduling needs to follow the guidelines and processes set by the FA agreement.
G. Student Course Success by Demographics				
a. Student Course Success by Gender				
What does the data indicate about course success?				
Female	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
Male	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
Non-binary	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard

Art (Studio) Program Review

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Course Success by Gender Narrative Explanation - <i>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.</i>				
Overall, in this section:	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard
Course Success by Gender Action Narrative (If Applicable) - <i>Describe proposed actions to stabilize/increase the course success rates for either male, female, or non-binary.</i>				
Overall, in this section:	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard
Reader Feedback		Looking at the numbers, this program has an overrepresentation of women students and white students. Whereas the college as a whole has roughly one female to every male, Studio Art has a two to one ratio. The overrepresentation of white students has been previously noted. It is good to know that the program is looking to increase its appeal to men and people of color, and these efforts should be encouraged		Although the percentage of female students in the art department is higher than the college's percentage, I'm not convinced that this is an issue. However, I do think that the department should increase its appeal to men and people of color. And, it seems that the department has put energy into thinking of ways to do this.

Art (Studio) Program Review

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and monitored.				
b. Student Course Success by Ethnicity				
What does the data trend indicate about program student course success by ethnicity?				
African Americans		Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has improved over the time span - Excellent	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard
Asian	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has improved over the time span - Excellent	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has improved over the time span - Excellent
Filipinx	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard
Latinx	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent

Art (Studio) Program Review

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Native American	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
Pacific Islander	Course success has improved over the time span - Excellent	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has improved over the time span - Excellent	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
White	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has improved over the time span - Excellent		Course success has improved over the time span - Excellent
Decline to State	Course success has improved over the time span - Excellent	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has improved over the time span - Excellent	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
Student Course Success by Ethnicity Narrative Explanation (If Applicable) - <i>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).</i>				
Overall, in this section:	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard

Student Course Success by Ethnicity Narrative Explanation (If Applicable) - *Describe the reasons for the gap in course success.*

Art (Studio) Program Review

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Student Course Success by Ethnicity Action Narrative (If Applicable) - <i>Describe the proposed actions for stabilizing/improving the course success by ethnicity.</i>				
Overall, in this section:	The narrative exceeds expectations – the narrative could be used as an exemplar	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard
Reader Feedback	As I have stated throughout this review, the Art Department has done an exceptional job analyzing the trends and identifying actions that are data informed. The action plans include outcomes that are both measurable and possible to accomplish in the short term as well as long term. There are two additional significant accomplishments I want to highlight:	Not sure that trends were correctly identified. Whites and Asians saw increases. Latinx saw variability, but an overall increase. The other groups had sample size issues, so it would not be proper to draw conclusions from the data. The program advances culturally relevant pedagogy as a success of the department, while the data on page 9 of the program review show flat progress for the underserved group, but	It's clear that the Art (Studio) Program has been focused on culturally responsive teaching and the brain and that its faculty have been actively involved in equity professional development workshops. Furthermore, representation is a clear focus. This reader is glad to note these foci. Such efforts will undoubtedly benefit students. This is a point I could have made in multiple sections. Great work!	Due to the variability in student success over the years, it was somewhat challenging to check a single box. Also, the variability is due to a small sample size and thus not statistically significant. The department does have excellent thoughts on how to decrease the success gaps. Overall, I feel that this department is doing good work. There seems to be a

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	<p>1. The Art Department has done a remarkable job responding to contextual changes, primarily shifting delivery from traditional onsite to online. This has required innovation and creativity. I speculate that most college faculty would not have been able to conceive of studio curriculum being offered effectively online. The Foothill Art Department met this challenge in a relatively short period of time and in an exemplary manner - an achievement that has been noticed by students as well as external stakeholders. An impressive example of external stakeholder recognition is the "Learning.org" ranking of Foothill's Art Department as the #1 community college art program in the nation and 6th overall.</p>	<p>increases for the comparison group.</p>		<p>need for a better understanding of the data.</p>

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	What a feat!			
	2. The Art Department has also done a commendable job addressing equity issues. These have included multiple strategies, including adopting more culturally relevant pedagogy and curriculum, identifying outreach and recruitment strategies, and implementing hiring practices that result in more ethnically diverse models.			
	Beyond this, I am impressed with the generosity of those full - time faculty members who have given so much of their expertise and hard work to mentor their colleagues - especially adjunct faculty - on how to transfer their courses from			

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	<p>onsite to online. I want also to highlight the Art Department's contribution to the campus through the various mural projects. The Dreamers Mural and the Veterans Mural are particularly noteworthy for addressing important social issues as well as beautifying the campus.</p> <p>To conclude, the Foothill College Art Department is an exemplary program on campus and one of which we all should be very proud.</p>			