

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	<p>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</p>	<p>Don't see a description of future goals, nor an indication of who the students are. Is this program mainly for GE? Majors? "Service"?</p>		<p>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?</p>

preparation of students to be global citizens.

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.

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% -
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to address equity-related issues.

Explain why the number of sections is flat, increased or decreased.

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
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Explain why the number of sections increased while FTES decreased.

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
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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

	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.
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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
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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
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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			

American, 38% Asian, 5%
Filipinx, 25% Latinx, 0%
Native American, 1%
Pacific Islander, 21%
White, 4% Decline to
State)

Explain changes identified over the past five years for each ethnic group

(address each ethnic group by bullet point).

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
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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.

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

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?

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
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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.

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
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Describe the proposed actions for stabilizing/increasing the student's course success

percentages.

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responsive teaching methods in their classes.

this success and identifies actions it will take to improve success.

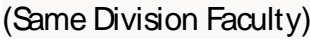

3. Is there a course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, Decline to State student groups?	The gap between the two groups has decreased over the time span - Meets the Standard	The gap between the two groups has increased 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
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Explain why the course success gap is flat, increased or decreased.

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
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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?

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
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continue to take (or add)
that are aimed at
decreasing the

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.

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

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
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Describe the proposed actions for stabilizing/improving the course

success by ethnicity.

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
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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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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(r)-43(j)yeenhar



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.

To conclude, the Foothill College Art Department is an exemplary program on campus and one of which we all should be very proud.