

Studio Arts-FH Art

## Instructional Discipline Template

### A. Program Information

#### Program Mission Statement

Please enter your mission statement here.

Our studio art program empowers students to learn diverse perspectives, practical portfolio art skills for transfer into art schools and university studio art programs. Our art degree and certificate of achievement offer a range of beginning to intermediate level ceramics, digital arts, drawing, life drawing, 2-d, and 3-d design, painting and art theory. Our equitable schedule of courses is offered on weekdays, weeknights, weekends, face to face, hybrid, and online to fit students' needs.

#### Program Level Student Learning Outcomes

Please list the program level student learning outcomes.

Students will be able to:

- Create two- and three-dimensional artwork using drawing, design, ceramics, and/or digital tools, materials, methods, and techniques.
- Create artwork that communicates diverse cultural, personal perspectives, and the human condition.
- Analyze and assess diverse historical and current two- and three-dimensional works of art as it relates to art and theory.
- Translate concepts and visual experiences into images, tactile, and digital forms.

### B. FTES - Enrollment Trends

#### Enrollment Variables and Trends

Enrollment Trends Studio Arts-FH						
	2015-16	2016-17	2017-18	2018-19	2019-20	5-yr %Inc
<b>Unduplicated Headcount</b>	891	868	920	1,052	940	5.5%
<b>Census Enrollment</b>	1,359	1,264	1,238	1,446	1,273	-6.3%
<b>Sections</b>	95	80	73	94	80	-15.8%
<b>WSCH</b>	2,670	2,512	2,466	2,813	2,471	-7.4%
<b>FTES (end of term)</b>	174	164	161	183	161	-7.5%
<b>FTEF (end of term)</b>	5.4	5.0	4.9	5.2	4.7	-12.5%
<b>Productivity (WSCH/FTEF)</b>	496	499	501	543	525	5.8%

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

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

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. Work closely with the web marketing team in the 2020s to advertise our new fully online Arts degree on our Foothill College website.
2. **Degree/Certificate Requirements:** Decrease the units of our Art Certificate of Achievement and AA degree.
3. **Degree/Certificate Requirements:** Create a new low unit certificate of achievement in various art disciplines.
4. **Sequenced to allow for program completion:** Work with Guided Pathways to assist students to take more courses in a pathway and include stacked certificates.
5. **Equity:** As a result of our full-time art faculty taking equity-related professional development, we are making changes to our curriculum and are noticing a positive outcome of our FTES.
6. **Degree/Certificate Requirements:** ART 72, Studio Art Portfolio Preparation was removed from our Art AA degree/ certificate of achievement. It has not changed our FTES since it was stacked with a GID portfolio class.

## C. Sections - Enrollment Trends

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

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

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.

1. **Scheduling:** The data trend shows a decrease of -15.8% of sections from 2015-2020. There was a substantial decrease from 95 sections offered in 2018-19 to 80 sections offered in 2019-20. This is due to the course families and district-wide repeatability restrictions.
2. **Instructional Modality:** The data shows a decrease of 29.9% of sections from 2015-2020 for face-to-face classes. In 2018-19 there were 72 sections and in 2019-20 there were 54 sections. Not all face-to-face classes can be offered online.
3. **Increase FTEF:** The data shows an increase of 28.6% of sections from 2015-2020 for fully online courses. In 2018-19 we had an increased enrollment and 6 sections online of Art 15A digital painting offered.
4. **Degree/Certificate Requirements:** There was an increase of sections for Art 45A Ceramic Hand-building from 6 sections in 2015 to 9 sections in 2020. We added Art 45A as an alternative core to art 5B for our Foothill ART Degree.

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 decreased our face-to-face enrollment for ceramics and painting.

## D. Productivity - Enrollment Trends

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

- the data trend shows the productivity number increased
- the data trend shows the productivity number decreased
- the data trend shows no change and/or flat in 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.

1. **Enrollment data from day one to census:** From 2015-2019 there was a steady increase in productivity. We had a 5.8% increase in productivity.
2. **Schedule:** Our course of Art 4A had 699 productivity in 2018-19. This course is on multiple program sheets including, Theater Tech, Art history, and GID, and is a GID for the humanities.
3. **Instructional modality of the program course(s) delivery:** Our high-quality online instructional modality has gained a reputation over our face to face offerings. Our face to face productivity had a decrease of -7.7%. In 2018-19 a productivity of 474 and in 2019-20 of 433. Equity and equipment restrictions decreased our face to face productivity.
4. **Online Offerings:** In 2020, our online studio art program has a reputation for being a strong program. Learn.org ranks our Foothill College Art program as having the #1 online (community college) art program in the nation. Sixth overall.

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

- yes
- no

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

N/A: The productivity in the program is increasing so there is no need for an action plan.

## E. Enrollment by Student Demographics Enrollment Distribution



Enr Distribution by Student Demographics  
Studio Arts-FH

**by Gender**

	2015-16		2016-17		2017-18		2018-19		2019-20	
	Enr	Percent								
Female	897	66%	853	67%	820	66%	950	66%	839	66%
Male	441	32%	398	31%	398	32%	485	34%	416	33%
Non-Binary	0	0%	0	0%	0	0%	0	0%	2	0%
Not Reported	21	2%	13	1%	20	2%	11	1%	16	1%
<b>Total</b>	<b>1,359</b>	<b>100%</b>	<b>1,264</b>	<b>100%</b>	<b>1,238</b>	<b>100%</b>	<b>1,446</b>	<b>100%</b>	<b>1,273</b>	<b>100%</b>

**by Ethnicity**

	2015-16		2016-17		2017-18		2018-19		2019-20	
	Enr	Percent								
African American	28	2%	26	2%	32	3%	48	3%	41	3%
Asian	376	28%	366	29%	361	29%	416	29%	362	28%
Filipinx	53	4%	59	5%	53	4%	57	4%	44	3%
Latinx	233	17%	257	20%	285	23%	337	23%	309	24%
Native American	16	1%	7	1%	7	1%	5	0%	7	1%
Pacific Islander	16	1%	14	1%	4	0%	7	0%	7	1%
White	500	37%	478	38%	459	37%	543	38%	446	35%
Decline to State	137	10%	57	5%	37	3%	33	2%	57	4%
<b>Total</b>	<b>1,359</b>	<b>100%</b>	<b>1,264</b>	<b>100%</b>	<b>1,238</b>	<b>100%</b>	<b>1,446</b>	<b>100%</b>	<b>1,273</b>	<b>100%</b>

**by Age**

	2015-16		2016-17		2017-18		2018-19		2019-20	
	Enr	Percent								
19 or less	214	16%	213	17%	232	19%	330	23%	262	21%
20-24	586	43%	568	45%	533	43%	506	35%	486	38%
25-39	323	24%	284	22%	301	24%	351	24%	305	24%
40 +	236	17%	199	16%	172	14%	259	18%	220	17%
<b>Total</b>	<b>1,359</b>	<b>100%</b>	<b>1,264</b>	<b>100%</b>	<b>1,238</b>	<b>100%</b>	<b>1,446</b>	<b>100%</b>	<b>1,273</b>	<b>100%</b>

**by Education Level**

	2015-16		2016-17		2017-18		2018-19		2019-20	
	Enr	Percent								
Bachelor or higher	289	21%	266	21%	250	20%	320	22%	287	23%
Associate	43	3%	27	2%	38	3%	44	3%	43	3%

<b>HS/Equivalent</b>	891	66%	835	66%	814	66%	883	61%	776	61%
<b>All Other</b>	136	10%	136	11%	136	11%	199	14%	167	13%
<b>Total</b>	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.

1. **Industry trends:** Our program's data trends match the statewide trends for enrollment by gender. The trends come directly from the [Chancellor's Office Launchboard \(and their Community College Pipeline data\) in the CCC system](#). Overall in CA, Community colleges, the enrollment for females is 54% and for males, it is 45%. However, Foothill, the enrollment is 66% females and 33% males. Data is reviewed by the [Chancellor's Office Launchboard \(and their Community College Pipeline data\) in the CCC system](#).

2. **Hiring practice:** We had two male teachers retire 5 years ago that attracted more male students. These faculty were in both art/GID. This could be a reason for the larger amount of females to males.

3. **Data-Driven:** Two-thirds of enrollment in our program is female and one-third is male. Compared to the College's average of 51% Female to 47% Male, we have 66% Female and 33% Male. We have slightly more Females taking our Art courses than the College's average.

4. **Instructional modality of the program course(s) delivery:** The past 5 years we have consistently offered classes from 10 am -1 pm to fit mother's schedules while their kids are at school. This may be a reason why we have more females enrolled in our courses

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)

- yes
- no

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?

- **Scheduling:** Schedule classes online, hybrid, and zoom/hybrid to fit male student's scheduling needs. We can schedule nightly, Saturdays, and online to fit high school and athletic student's schedules.

- **Outreaching:** Outreach to GID students to take some of our GE art courses (Art 4A Fundamentals in Drawing), 5A 2-d Foundations, 45B Ceramic Wheel Throwing, 20B Color I. Outreach our GE courses to high school students and athletic students. GID has 50% male and 50% female enrollment. We have three Art 5A, 4A, and 20A on their degree.
- **Culturally Relevant Pedagogy:** Infuse our face-to-face, hybrid and online curriculum, and courses with artwork made by men.
- **District-Wide Discussions:** Discuss with our Deanza colleagues strategies on attracting more males to our program.
- **Non-Binary Life Models:** Recruit more non-binary models for life drawing courses.
- **New Certificates:** Creating a new low-unit certificate in figure studies that combines GID and Art classes. GID has a more equal percentage of male to female students. Attracting more male students in this CTE new certificate for figure students with the emphasis on character design/animation would be a way to increase male enrollment in the Art Program.

## 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

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

Males

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

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

## 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

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

Asian

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

Filipinx

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

Latinx

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

Native American

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

Pacific Islander

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

White

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

Decline to State

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

2. Does your program differ in enrollment distribution among ethnic groups, in this most recent year, compared to the College enrollment by ethnic group? (College 2019-20 = 4% African American, 38% Asian, 5% Filipinx, 25% Latinx, 0% Native American, 1% Pacific Islander, 21% White, 4% Decline to State)

- yes
- no

If yes, looking at the ethnic groups above, explain changes identified over the past five years for each ethnic group (address each ethnic group by bullet point).

- From reviewing the data below, our enrollment does not mirror the college's ethnic distribution. We need some improvement to meet the standard for Asian students in our program.
- We have 10% fewer Asian students taking our Studio Art courses compared to the College's average. Compared to the [Statewide average](#) for enrollment distribution for Asian students in Art classes, we are close to the same. The state average is 25% Asian students while ours is 28% Asian.

**College and Studio Art Data Comparisons:**

- African American: College: 4%, Studio Arts: 3%= -1% difference
- Asian: College: 38%, Studio Arts: 28%= -10% difference
- Filipinx: College: 5%, Studio Arts: 3%= -2% difference
- Latinx: College: 25%, Studio Arts: 24% = -1% difference
- Native American: College 0%, Studio Arts: 1% = +1% difference
- Pacific Islander: College: 1%, Studio Arts: 1%= -1% difference
- White: College: 21%, Studio Arts: 35 %= +14% difference
- Decline to State: College: 4%, Studio Arts: 4%+ 0% difference

3. Do the data trends suggest programmatic actions are necessary to address disparities in enrollment by ethnicity, including low enrollment within a particular group?

- yes

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

		2015-16		2016-17		2017-18		2018-19		2019-20	
		Grades	Percent								
<b>Success</b>		1,137	84%	1,093	86%	1,044	84%	1,213	84%	1,101	86%
<b>Non Success</b>		98	7%	81	6%	100	8%	119	8%	89	7%
<b>Withdrew</b>		124	9%	90	7%	94	8%	113	8%	83	7%
<b>Total</b>		1,359	100%	1,264	100%	1,238	100%	1,445	100%	1,273	100%

Course Success by Race/Ethnicity  
Studio Arts-FH

### Course Success for African American, Latinx, and Filipinx Students

	2015-16		2016-17		2017-18		2018-19		2019-20	
	Grades	Percent								
<b>Success</b>	261	83%	286	84%	300	81%	344	78%	327	83%
<b>Non Success</b>	28	9%	29	8%	38	10%	56	13%	37	9%
<b>Withdrew</b>	25	8%	27	8%	32	9%	42	10%	30	8%
<b>Total</b>	314	100%	342	100%	370	100%	442	100%	394	100%

### Course Success for Asian, Native American, Pacific Islander, White, and Decline to State Students

	2015-16		2016-17		2017-18		2018-19		2019-20	
	Grades	Percent								
<b>Success</b>	876	84%	807	88%	744	86%	869	87%	774	88%
<b>Non Success</b>	70	7%	52	6%	62	7%	63	6%	52	6%
<b>Withdrew</b>	99	9%	63	7%	62	7%	71	7%	53	6%
<b>Total</b>	1,045	100%	922	100%	868	100%	1,003	100%	879	100%

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.

#### a. Student Course Success

1. In the data table above, what does the data trend indicate about overall course success?

- the data trend shows an increase in the students' course success percentage
- the data trend shows a decrease in the students' course success percentage
- the data trend shows no change and/or is flat in the students' course success percentage

If the data trend shows an increase, decrease, or no change and/or is flat in students' course success percentage, explain what programmatic factors led to such a trend.

- **Scheduling:** The student course success data shows a steady increase from 84% to 86% from 2015-2020 due to the scheduling of our courses. There was no change or flat in students' success data for (African Americans, Latinx, and Filipinx). 83% of the students were consistently successful. There was a slight and steady increase in students' success for (Asian, White, Pacific Islander, Native American and Decline to State). From 2015 84% were successful and in 2020 88% of the students were successful. Comparing both ethnic groups to our entire average, we would conclude the success is flat or no change.
- **Instructional modality of the program course(s) delivery:** We use instructional modalities to retain students in the first two weeks of the quarter. Fewer students withdrew from our Studio Art courses from 2015-2020. In 2015 9% withdrew and in 2020 7% withdrew.
- **Culturally relevant pedagogy and/or curriculum:** Our Studio Art faculty have participated in professional development equity workshops such as CUE, Courageous Conversations, and culturally responsive teaching and the brain courses to find ways to retain students.

2. Do the data suggest changes are necessary to improve student course success?

- yes
- no

If yes, describe the proposed actions for stabilizing/increasing the student's course success percentages.

1. **Instructional modality of the program course(s) delivery:** We will continue to work on improving our course delivery for online and face-to-face to address the 5% difference of success for African American, Latinx, and Filipinx students.
2. **Culturally relevant pedagogy and/or curriculum:** We plan to continue to use Culturally Responsive Teaching and the Brain as a department model or value system for teaching our Studio Art courses.
3. **Outreach initiatives:** Art instructors will reach out to outreach and mental health services to provide more classroom presentations on suicide, mental health support, and Canvas help desk support for our students. We are also working with an action plan of empathy for our student's equity issues. Our students are currently facing food and housing insecurities, mental health issues, homelessness, and unstable Wi-fi.
4. **Hiring Practices:** We will work with our dean to hire new adjunct art faculty that have a concern for empathy for our students and the need for student support services. By empathizing with these issues and directing students to student services we hope to see improvement with course success.

## b. Student Course Success by Student Groups

1. In the data table above, what is the observed trend for course success rates for African American, Filipinx, and Latinx student groups?

- the data trend shows an increase in the course success percentage
- the data trend shows a decrease in the course success percentage
- the data trend shows no change and/or is flat in the course success percentage

2. In the data table above, what is the observed trend for course success rates for Asian, Native American, Pacific Islander, White, and Decline to State student groups?

- the data trend shows an increase in the course success percentage
- the data trend shows a decrease in the course success percentage
- the data trend shows no change and/or is flat in the course success percentage

3. In the data table above, 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?

- yes
- no

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

- **Data Explanation:** In 2020 there was 83% of our African-American/Latinx and Filipinx with course success rates. In 2020 there was 88% of our Asian, Native American, Pacific Islander, White, and Decline to State with course success rates. There is a 5% success gap between success for African-American/Latinx, Filipinx versus Asian, Native American, Pacific Islander, white, and Decline to State.
- **Culturally relevant pedagogy and/or curriculum:** The success trends or increase is due to faculty adding culturally relevant pedagogy to face-to-face and online Canvas course modules. Faculty applied new understandings of culturally relevant pedagogy from participating in Foothill College professional development workshops.
- **Scheduling:** More courses were offered weeknights, weekends, hybrid and online to increase the success data.
- **Hiring Practices:** We offered dual enrollment for drawing and ceramics in 2019-2020 that may have increased the success.

4. Does the data suggest that changes are necessary to decrease student course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, and Decline to State student groups?

- yes
- no

If yes, 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?

- **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.
- **Instructional modality of the program course(s) delivery:** Include more diverse perspectives in art textbooks and representation of African American/Latinx and Filipinx artists.
- **Culturally relevant pedagogy and/or curriculum:** Include more diverse perspectives of BIPOC artists in face-to-face and online modalities.
- **Outreach initiatives:** Work with HR/outreach to recruit a diversity of life models for our drawing courses.
- **Hiring practices:** We have worked with our deans to hire new art adjunct faculty that represent different ethnicities and current practices in Studio Arts.
- **Industry trends:** Monitor our data from the "inquiry tool" to see how we retain African American, Latinx, and Filipinx students in our face-to-face and online courses by the instructor.

## G. Student Course Success by Demographics

### a. Student Course Success by Gender

The following questions concern student success rates by gender.

### Course Success Rates by Group

Success Rates by Gender  
Studio Arts-FH

	2019-20							
	Success		Non Success		Withdrawn		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	731	87%	53	6%	55	7%	839	100%
Male	354	85%	36	9%	26	6%	416	100%
Non-Binary	2	100%	0	0%	0	0%	2	100%
Not Reported	14	88%	0	0%	2	13%	16	100%
All	1,101	86%	89	7%	83	7%	1,273	100%

  

	2018-19							
	Success		Non Success		Withdrawn		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	811	85%	67	7%	71	7%	949	100%
Male	394	81%	49	10%	42	9%	485	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Not Reported	8	73%	3	27%	0	0%	11	100%
All	1,213	84%	119	8%	113	8%	1,445	100%

  

	2017-18							
	Success		Non Success		Withdrawn		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	695	85%	59	7%	66	8%	820	100%
Male	331	83%	40	10%	27	7%	398	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Not Reported	18	90%	1	5%	1	5%	20	100%

<b>All</b>	1,044	84%	100	8%	94	8%	1,238	100%
<b>2016-17</b>								
	<b>Success</b>		<b>Non Success</b>		<b>Withdrew</b>		<b>Total</b>	
	<b>Grades</b>	<b>Percent</b>	<b>Grades</b>	<b>Percent</b>	<b>Grades</b>	<b>Percent</b>	<b>Grades</b>	<b>Percent</b>
<b>Female</b>	740	87%	53	6%	60	7%	853	100%
<b>Male</b>	340	85%	28	7%	30	8%	398	100%
<b>Non-Binary</b>	0	N/A	0	N/A	0	N/A	0	100%
<b>Not Reported</b>	13	100%	0	0%	0	0%	13	100%
<b>All</b>	1,093	86%	81	6%	90	7%	1,264	100%
<b>2015-16</b>								
	<b>Success</b>		<b>Non Success</b>		<b>Withdrew</b>		<b>Total</b>	
	<b>Grades</b>	<b>Percent</b>	<b>Grades</b>	<b>Percent</b>	<b>Grades</b>	<b>Percent</b>	<b>Grades</b>	<b>Percent</b>
<b>Female</b>	764	85%	44	5%	89	10%	897	100%
<b>Male</b>	354	80%	53	12%	34	8%	441	100%
<b>Non-Binary</b>	0	N/A	0	N/A	0	N/A	0	100%
<b>Not Reported</b>	19	90%	1	5%	1	5%	21	100%
<b>All</b>	1,137	84%	98	7%	124	9%	1,359	100%

Success Rates by Age  
Studio Arts-FH

<b>2019-20</b>								
	<b>Success</b>		<b>Non Success</b>		<b>Withdrew</b>		<b>Total</b>	
	<b>Grades</b>	<b>Percent</b>	<b>Grades</b>	<b>Percent</b>	<b>Grades</b>	<b>Percent</b>	<b>Grades</b>	<b>Percent</b>
<b>19 or less</b>	232	89%	14	5%	16	6%	262	100%
<b>20-24</b>	411	85%	42	9%	33	7%	486	100%
<b>25-39</b>	262	86%	22	7%	21	7%	305	100%
<b>40 +</b>	196	89%	11	5%	13	6%	220	100%
<b>All</b>	1,101	86%	89	7%	83	7%	1,273	100%
<b>2018-19</b>								
	<b>Success</b>		<b>Non Success</b>		<b>Withdrew</b>		<b>Total</b>	
	<b>Grades</b>	<b>Percent</b>	<b>Grades</b>	<b>Percent</b>	<b>Grades</b>	<b>Percent</b>	<b>Grades</b>	<b>Percent</b>
<b>19 or less</b>	297	90%	17	5%	15	5%	329	100%
<b>20-24</b>	413	82%	48	9%	45	9%	506	100%
<b>25-39</b>	284	81%	36	10%	31	9%	351	100%
<b>40 +</b>	219	85%	18	7%	22	8%	259	100%
<b>All</b>	1,213	84%	119	8%	113	8%	1,445	100%

2017-18

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	199	86%	17	7%	16	7%	232	100%
20-24	442	83%	59	11%	32	6%	533	100%
25-39	255	85%	17	6%	29	10%	301	100%
40 +	148	86%	7	4%	17	10%	172	100%
All	1,044	84%	100	8%	94	8%	1,238	100%

2016-17

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	190	89%	12	6%	11	5%	213	100%
20-24	489	86%	41	7%	38	7%	568	100%
25-39	245	86%	18	6%	21	7%	284	100%
40 +	169	85%	10	5%	20	10%	199	100%
All	1,093	86%	81	6%	90	7%	1,264	100%

2015-16

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	189	88%	9	4%	16	7%	214	100%
20-24	496	85%	50	9%	40	7%	586	100%
25-39	261	81%	25	8%	37	11%	323	100%
40 +	191	81%	14	6%	31	13%	236	100%
All	1,137	84%	98	7%	124	9%	1,359	100%

Success Rates by Ethnicity  
Studio Arts-FH

2019-20

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	31	76%	6	15%	4	10%	41	100%
Asian	319	88%	27	7%	16	4%	362	100%
Filipinx	33	75%	5	11%	6	14%	44	100%
Latinx	263	85%	26	8%	20	6%	309	100%
Native American	4	57%	1	14%	2	29%	7	100%
Pacific Islander	7	100%	0	0%	0	0%	7	100%
White	393	88%	22	5%	31	7%	446	100%

<b>Decline to State</b>	51	89%	2	4%	4	7%	57	100%
<b>All</b>	1,101	86%	89	7%	83	7%	1,273	100%

**2018-19**

	<b>Success</b>		<b>Non Success</b>		<b>Withdrew</b>		<b>Total</b>	
	<b>Grades</b>	<b>Percent</b>	<b>Grades</b>	<b>Percent</b>	<b>Grades</b>	<b>Percent</b>	<b>Grades</b>	<b>Percent</b>
<b>African American</b>	36	75%	4	8%	8	17%	48	100%
<b>Asian</b>	359	87%	26	6%	30	7%	415	100%
<b>Filipinx</b>	48	84%	4	7%	5	9%	57	100%
<b>Latinx</b>	260	77%	48	14%	29	9%	337	100%
<b>Native American</b>	2	40%	2	40%	1	20%	5	100%
<b>Pacific Islander</b>	5	71%	1	14%	1	14%	7	100%
<b>White</b>	477	88%	29	5%	37	7%	543	100%
<b>Decline to State</b>	26	79%	5	15%	2	6%	33	100%
<b>All</b>	1,213	84%	119	8%	113	8%	1,445	100%

**2017-18**

	<b>Success</b>		<b>Non Success</b>		<b>Withdrew</b>		<b>Total</b>	
	<b>Grades</b>	<b>Percent</b>	<b>Grades</b>	<b>Percent</b>	<b>Grades</b>	<b>Percent</b>	<b>Grades</b>	<b>Percent</b>
<b>African American</b>	19	59%	4	13%	9	28%	32	100%
<b>Asian</b>	309	86%	28	8%	24	7%	361	100%
<b>Filipinx</b>	46	87%	3	6%	4	8%	53	100%
<b>Latinx</b>	235	82%	31	11%	19	7%	285	100%
<b>Native American</b>	2	29%	2	29%	3	43%	7	100%
<b>Pacific Islander</b>	4	100%	0	0%	0	0%	4	100%
<b>White</b>	399	87%	27	6%	33	7%	459	100%
<b>Decline to State</b>	30	81%	5	14%	2	5%	37	100%
<b>All</b>	1,044	84%	100	8%	94	8%	1,238	100%

**2016-17**

	<b>Success</b>		<b>Non Success</b>		<b>Withdrew</b>		<b>Total</b>	
	<b>Grades</b>	<b>Percent</b>	<b>Grades</b>	<b>Percent</b>	<b>Grades</b>	<b>Percent</b>	<b>Grades</b>	<b>Percent</b>
<b>African American</b>	18	69%	5	19%	3	12%	26	100%
<b>Asian</b>	311	85%	27	7%	28	8%	366	100%
<b>Filipinx</b>	52	88%	2	3%	5	8%	59	100%
<b>Latinx</b>	216	84%	22	9%	19	7%	257	100%
<b>Native American</b>	7	100%	0	0%	0	0%	7	100%
<b>Pacific Islander</b>	11	79%	2	14%	1	7%	14	100%
<b>White</b>	426	89%	21	4%	31	6%	478	100%
<b>Decline to State</b>	52	91%	2	4%	3	5%	57	100%

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
	<b>All</b>	1,093	86%	81	6%	90	7%	1,264
<b>2015-16</b>								
	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
<b>African American</b>	23	82%	2	7%	3	11%	28	100%
<b>Asian</b>	316	84%	21	6%	39	10%	376	100%
<b>Filipinx</b>	47	89%	5	9%	1	2%	53	100%
<b>Latinx</b>	191	82%	21	9%	21	9%	233	100%
<b>Native American</b>	10	63%	2	13%	4	25%	16	100%
<b>Pacific Islander</b>	13	81%	1	6%	2	13%	16	100%
<b>White</b>	422	84%	30	6%	48	10%	500	100%
<b>Decline to State</b>	115	84%	16	12%	6	4%	137	100%
<b>All</b>	1,137	84%	98	7%	124	9%	1,359	100%

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

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

Males

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

Non-Binary

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

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.

- **Flat/No Change:** The data shows no/change for females, male and non-Binary.
- **Industry trends:** As stated, our average matches the [statewide average](#). We are explaining our average is the same as the statewide average.
- **Scheduling:** From 2015-2020 we offered a similar schedule online, face to face, hybrid and online. This can be an explanation for the flat student success rates. We offer our classes at peak on-campus population times to accommodate all races and genders. We would look into our schedule and find times around the peak hours for offering classes. We could work around the schedule of times and consider offering art classes early in the mornings from 8-10 am or nightly. We also know there are self-assessments counselors give to students. We can explain that counselors are guiding students into educational majors that may not include the arts.
- **Culturally relevant pedagogy and/or curriculum:** The history of art has been dominated by male artists. Viewing the data for success, is an empowering moment to see more females successful in the educational path of art.

- **Instructional modality of the program course(s) delivery:** We offered the same amount of online courses from 2015-20. This can be a result of the flat or no change in student success rate. We did not offer ceramic classes online during this time period.

2. Do the data suggest changes are necessary to improve female, male, or non-binary student course success percentage rates?

- yes
- no

If yes, describe proposed actions to stabilize/increase the course success rates for male, female, or non-binary.

- Our data is flat and plan to have an action plan to increase student success.
- **Scheduling:** Our action plan is to schedule with more attention to a sequential pathway for student success. We will work with guided pathways to increase course success rates. We plan to work with counseling to encourage them to give self-assessments that also include art for male and non-binary students. We offer our classes at peak on-campus population times to accommodate all races and genders.
- **Instructional modality of the program course(s) delivery:** We plan to work as a department with our male adjunct faculty to have them prepared and trained to teach online, hybrid, virtual hybrid, and face to face studio art courses. Our department's values would be to share best practices or our online courses with our adjunct faculty.
- **Hiring practices:** We plan to work with outreach and HR to hire new qualified diverse male and non-binary adjunct faculty with a specialty in teaching online studio art courses and culturally relevant teaching practices.
- **Culturally relevant pedagogy and/or curriculum:** Work with our existing adjunct faculty and full-time faculty to integrate culturally relevant pedagogy in their teaching practices. We will work to discuss the importance to showcase contemporary and historically diverse cultural, male, non-binary, and female artists.
- **Culturally relevant pedagogy and/or curriculum:** We will continue to discuss or survey our students' cultural biases about majoring in art. There are many societal biases around majoring in art as a viable career path. This could be a reason why male students are not majoring in art.

## b. Student Course Success by Ethnicity

These questions concern the course success rates of students by ethnicity.

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

African Americans

- the data trend shows an increase in the African Americans course success rates
- the data trend shows a decrease in the African Americans course success rates
- the data trend shows no change and/or is flat in the African Americans course success rates

Asian

- the data trend shows an increase in the Asian course success rates
- the data trend shows a decrease in the Asian course success rates
- the data trend shows no change and/or is flat in the Asian course success rates

Filipinx

- the data trend shows an increase in the Filipinx course success rates
- the data trend shows a decrease in the Filipinx course success rates
- the data trend shows no change and/or is flat in the Filipinx course success rates

Latinx

- the data trend shows an increase in the Latinx course success rates
- the data trend shows a decrease in the Latinx course success rates
- the data trend shows no change and/or is flat in the Latinx course success rates

Native American

- 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 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:** Two full-time faculty members took culturally responsive teaching and the brain and various other equity professional development workshops at Foothill College and are actively using these strategies for online and face-to-face teaching. One faculty member attended the CUE equity professional development workshops in 2019. Having more insights on how to change the class structure and teach differently made an impact on the success rate for all students including African American Students.

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

- yes
- no

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

- **Data Explanation** Although there is a gap, the data shows an increase in success rates for African American students from 2016-2020. In 2016-17 69% of our African American students were successful. We were aware of this decrease and collectively worked to improve the success rate to 79% in 2020. There is a 12% gap between the success of African American students success and (Latinx, Asian/White Students). In 2020 there were 76% of successful African American students compared to 88% successful (Latinx, Asian and White Students).
- **Culturally relevant pedagogy and/or curriculum:** Some and not all faculty and adjuncts have not participated in culturally relevant pedagogy professional development training at our school and therefore there is a gap in ethnic group success rates.
- **Instructional modality of the program course(s) delivery:** Our adjunct faculty during 2015-2020 was not Canvas certified and therefore were assigned courses that we're face to face.
- **Hiring practices:** Due to the budget, we had a hold on hiring new faculty members that were people of color. We had one faculty hired within the 4 years that was Latinx.

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

Yes

No

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

Faculty in the department will work to close the gap of 12%.

- **Curriculum:** Show more diverse examples of African American artists for our lectures in online, hybrid, and face to face courses. We could also assign textbook readings by diverse authors, perspectives, and visual arts examples. This could be reflected in our Course outlines. Teach with culturally responsive teaching.
- **Outreach:** Our equity action plan over Summer 2020 was to recruit and hire life models that are African American.
- **Culturally relevant pedagogy and/or curriculum:** Two faculty in the Art department have attended culturally responsive teaching and the brain and various other equity professional development workshops at Foothill College and are actively using these strategies for online and face-to-face teaching. One faculty member attended the CUE equity professional development workshops in 2019. Having more insights on how to change the class structure and teach differently made an impact on the success rate for all students including African American Students.
- **Hiring Practices:** We will work with the HR and dean to review portfolios and interviews with new adjunct applicants. Viewing the applications only through resumes limits the understanding of how an applicant addresses culturally relevant pedagogy and closing the achievement gap.

Use this opportunity to provide feedback on the template or address a topic that was not previously discussed.

- **Instructional modality** of the program course(s) delivery. We are satisfied with the new digital format of the program review. This allows for more collaboration within our department. We also appreciated the rubric which assisted us with expectations for this program review.
- **Outreach initiatives:** We would like to see a section on this program review that discusses action plans for service learning projects. Our Studio Art Faculty worked with students on the creation of the Dreamer Mural, Veteran Mural, and Athletic Mural. We actively contribute to representing visually diverse perspectives of student life and culture. Discussing service and culture relates to our mission statement and PLOS. We believe service leadership and community need to be reflected as contributions to our College in future program reviews.
- **Adjunct Faculty:** How will we involve adjunct faculty in future program reviews.

## Self-Study Checklist

Writers can use this final checklist for ensuring quality control before hitting the final submit button.

- Attended the Writer Orientation/Training in November
- Responses are supported by the data
- Engaged in discussion with IR Coach
- The Self-Study Report was written collaboratively with other program stakeholders
- The Self-Study Report was proofread by a collaborator

This form is completed and ready for acceptance.