Graphic & Interactive Design Program Review

Rubric Evaluation	Kristin Tripp Caldwell (Same Division Faculty)	Anand Venkataraman (Faculty At-Large)	Alejandro Favela (Staff At-Large)	Valerie Fong (Administrator)
A. Program Information				
Program Mission Statement				
How many criteria are met for the Program Mission statement?	Addresses all 8 criteria - Meets the Standard	Exceeds expectations for all 8 criteria - Excellent	Exceeds expectations for all 8 criteria - Excellent	Exceeds expectations for all 8 criteria - Excellent
Reader Feedback	Would benefit from some additional mention and/or support of activities of the program, a small bit of clarification on the work of professional designers.	Equity should be implicit and built into all education Foothill offers. Spelling it out explicitly in the narrative suggests that there are courses at Foothill which do not offer equitable means.	Program Mission Statement meets all criteria	The program mission statement articulates purpose of the program and for whom. It also articulates program values, which is effective in terms of "how" the program conducts its activities.
Program Learning Outcomes				
Overall, this section:	Addresses all 5 criteria - Meets the Standard	Exceeds expectations for all 5 criteria – Excellent	Addresses 3 to 4 of the criteria - Needs Some Improvement to Meet the Standard	Exceeds expectations for all 5 criteria - Excellent
Reader Feedback	Under the area of "student - centered" outcomes, small language changes might better orient the PLOs to the student, such as "a successful student will.."	N/A	Not clear how the PLOs can be used for program improvement	The PLOs capture both process and product. The process-based PLO conveys higher order critical thinking and metacognitive awareness.
B. FTES - Enrollment Trends				

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1. What does the FTES data trend indicate?	FTES has improved over the time span - Excellent	FTES has improved over the time span - Excellent	FTES has improved over the time span - Excellent	FTES has improved over the time span – Excellent
FTES Narrative Explanation - *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.*				
Overall, in this section:	The narrative exceeds expectations - the narrative could be used as an exemplar – Excellent	The narrative includes all 4 of the criteria - Meets the Standard	The narrative includes all 4 of the criteria - Meets the Standard	The narrative includes all 4 of the criteria - Meets the Standard
FTES Action Narrative (if applicable) - *Describe the proposed actions for stabilizing/increasing the FTES.*				
Overall, in this section:	The narrative exceeds expectations - the narrative could be used as an exemplar – Excellent	The narrative includes all 5 of the criteria - Meets the Standard		
Reader Feedback	Clear explanation of the relationship between class scheduling, high school partnerships and program growth.	Suggest removing non-quantitative and subjective adjective "beautiful" as well as fixing the grammatical error in the last sentence (It hopeful)	Points out the importance of losing a full time, longtime faculty member which could impact the number of sections/ students we serve.	I'm not sure what it means to "disaggregate" the pandemic. Regarding replacing the long-time faculty member, and attracting students to our campus, did this faculty member teach on campus (pre-pandemic), and if so, is the program looking to hire a replacement who would also teach on campus?
C. Sections - Enrollment Trends				

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Rubric Evaluation	Kristin Tripp Caldwell (Same Division Faculty)	Anand Venkataraman (Faculty At-Large)	Alejandro Favela (Staff At-Large)	Valerie Fong (Administrator)
Section Narrative Explanation (If Applicable) - *Explain why the number of sections is flat, increased or decreased.*				
Overall, in this section:	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative exceeds expectations – the narrative could be used as an exemplar – Excellent	The narrative includes all 4 of the criteria - Meets the Standard	The narrative includes all 4 of the criteria - Meets the Standard
Section Narrative Explanation (If Applicable) - *Explain why the number of sections increased while FTES decreased.*				
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 is not included	
Reader Feedback	Clear concise explanation of the increase in section numbers as related to faculty availability.	N/A	This one is not applicable.	N/A
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 exceeds expectations – the narrative could be used as an exemplar - Excellent	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
Productivity Action Narrative (If Applicable) - *Describe the proposed actions for stabilizing/increasing the productivity number.*				

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Overall, in this section:	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative exceeds expectations – the narrative could be used as an exemplar – Excellent	The narrative is not included	
Reader Feedback	Excellent explanation of productivity increases as they relate to faculty enrolling more students that course seat counts, and that this practice is unsustainable.	N/A	This section is not applicable	N/A

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 exceeds expectations – the narrative could be used as an exemplar - Excellent	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
2. Does your program differ in the percentage of males to females, in this most recent year, compared to the College? **(College 2020-21 = 52%Female, 46% Male)**	The difference between the gender/sex is between 21% to 30% - Needs Some 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 between 11% to 20% - Meets the Standard	The difference between the genders/sex is less than or equal 10% - Excellent

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Rubric Evaluation	Kristin Tripp Caldwell (Same Division Faculty)	Anand Venkataraman (Faculty At-Large)	Alejandro Favela (Staff At-Large)	Valerie Fong (Administrator)
Enrollment by Gender Action Narrative (If Applicable) - *What is the source of gender disparity and what proposed/planned actions is the program taking to achieve parity?*				
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
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 between 11% and 20% - Meets 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 gender gap (greater female to male ratio) is substantially higher for declared majors than it is for the program enrollment as a whole. Because there is slight movement toward male to female parity within the overall enrollment, this may start to be reflected in declared majors in the coming years. It makes sense to be more accepting of greater female to male ratio figures in light of opposite gender disparities in the profession, particularly	Not clear that the department can do much about the gender imbalance. This seems to be a larger scale problem that needs addressing generally at the Division or College level. But GID seems to be doing what they can to help. Suggest fixing typos, e.g. (mail to male).	declared major gap is 31%	The gender ratios over 5 years are interesting given what you say in the narrative about the inequities in the field. Can you say more about that? What attracts female students to this program, and is the program preparing them for the higher-level, higher-paying positions?

Rubric Evaluation	Kristin Tripp Caldwell (Same Division Faculty)	Anand Venkataraman (Faculty At-Large)	Alejandro Favela (Staff At-Large)	Valerie Fong (Administrator)
	when considering the fact that men tend to hold higher level and paying jobs within the field. I am wondering how and if emphasizing female recruitment into the program will work towards remedying this problem, and how that activity might be measured. Promoting upper level courses, portfolio building, and internships to women might be beneficial in this area. I also want to note that over the sample period more students have identified as non-binary or unknown, which may be impacting the male/female gender disparity ratios.			

b. Enrollment by Ethnicity

Rubric Evaluation	Kristin Tripp Caldwell (Same Division Faculty)	Anand Venkataraman (Faculty At-Large)	Alejandro Favela (Staff At-Large)	Valerie Fong (Administrator)
Does your program differ in enrollment distribution among ethnic groups, in this most recent year, compared to the College enrollment by ethnic group?	The enrollment mirrors the college's ethnic distribution or the program has explained why the distribution is appropriate - Meets 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	The enrollment mirrors the college's ethnic distribution or the program has explained why the distribution is appropriate - Meets the Standard

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Rubric Evaluation	Kristin Tripp Caldwell (Same Division Faculty)	Anand Venkataraman (Faculty At-Large)	Alejandro Favela (Staff At-Large)	Valerie Fong (Administrator)
(College 2020-21 = 5% African American, 28% Asian, 5% Filipinx, 28% Latinx, 1% Native American, 1% Pacific Islander, 29% White, 4%Decline to State)				
Enrollment by Ethnicity Narrative Explanation (If Applicable) - *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 is not included	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative is not included	
Enrollment by Ethnicity Action Narrative (If Applicable) - *Describe the proposed actions for addressing disparities in enrollment by ethnic group within the program.*				
Overall, in this section:	The narrative is not included		The narrative is not included	
Reader Feedback	Enrollment based on ethnicity meets the standard, no action or narrative necessary.	N/A	N/A	N/A. Changes were flat or within just a few percentage points over 5 years.
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

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Rubric Evaluation	Kristin Tripp Caldwell (Same Division Faculty)	Anand Venkataraman (Faculty At-Large)	Alejandro Favela (Staff At-Large)	Valerie Fong (Administrator)
Student Course Success Narrative Explanation - *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 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
Student Course Success Action Narrative (If Applicable) - *Describe the proposed actions for stabilizing/increasing the student's course success percentages.*				
Overall, in this section:			The narrative is not included	
Reader Feedback	The GID program's increase in student success rates during the pandemic is remarkable. It would be interesting to see if there could be some sort of measure, perhaps a poll, to find a way to quantify the ways in which the pandemic off-campus technical and equipment support supported student success rates. This is a topic that I feel should be explored and discussed within the college at large, identifying programs where student success increased and can be tied to off-campus tech	Suggest rewording to fix the grammar of this para in a few places. Also, it's unclear what this means: "Equity and pedagogy support the belief that a student using their own device to take an online class should be able to complete everything for the online class on that device."	N/A	The technology challenge would be good to explore. It may not be a matter of prioritizing on-campus students, nor the cost, but rather the logistics of providing the computers/software to students. I recommend that you put this in the presentation to the program review committee for collaborative problem-solving.

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	support. If this trend can be verified, resources that currently support on-campus labs and materials might be reprioritized toward off campus learning and support.			
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 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
Course Success by Student Groups Narrative Explanation - *Explain why the course success gap is flat, increased or decreased.*				
Overall, in this section:	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative exceeds expectations – the narrative could be used as an exemplar – Excellent	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
Course Success by Student Groups Action Narrative (If Applicable) - *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 exceeds expectations - the narrative could be used as an exemplar - Excellent	The narrative exceeds expectations - the narrative could be used as an exemplar - Excellent	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard

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Rubric Evaluation	Kristin Tripp Caldwell (Same Division Faculty)	Anand Venkataraman (Faculty At-Large)	Alejandro Favela (Staff At-Large)	Valerie Fong (Administrator)
Reader Feedback	Excellent summary of the problems faced by students in the GID program, the vast majority of whom require the flexibility of working from home. To reiterate my previous statement, the college should identify programs where student success rates are tied to off campus recourses and consider realigning budget priorities accordingly.	N/A	Points out that as a college we need to do a better job to provide more equitable/accessible support for our vulnerable populations	The withdraw data does seem important to consider. Consider also the success gap. It was 9 points in 16/17 and 9 points in 20/21. The narrative seems to suggest that the racial disparity is an economic disparity. Is there data to suggest that the access to the technology is also the reason for the success gap as well as the withdraw disparities? The pedagogical practices outlined are good ones. Department activities for SLOs could help uncover the extent to which additional support activities could help (in addition to early intervention and access to tech).

G. Student Course Success by Demographics	
a. Student Course Success by Gender	
What does the data indicate about course success?	

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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 improved over the time span - Excellent
Male	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 improved over the time span - Excellent
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 improved over the time span - Excellent
Course Success by Gender Narrative Explanation - *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.*				
Overall, in this section:	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	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	
Course Success by Gender Action Narrative (If Applicable) - *Describe proposed actions to stabilize/increase the course success rates for either male, female, or non-binary.*				
Overall, in this section:	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard	The narrative exceeds expectations - the narrative could be used as an exemplar – Excellent	The narrative is not included	

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Rubric Evaluation	Kristin Tripp Caldwell (Same Division Faculty)	Anand Venkataraman (Faculty At-Large)	Alejandro Favela (Staff At-Large)	Valerie Fong (Administrator)
Reader Feedback	The success rate increase for male students is difficult to account for, though I am wondering if it is tied into the rise in overall success rates related to off-campus equipment and software support. Again, a metric that would help support the relationship between off-campus tech access and student success would be greatly helpful for future planning.	Suggest removing the possibly erroneous statement: "some classes employ mix-gender collaborative work where the females may be modeling successful learning habits which the males adopt." REASON: Female students don't necessarily have to learn to succeed by watching male counterparts. They just need to be not denied the opportunity to succeed.	N/A	It seems notable that the success rate for males increased significantly over time.
b. Student Course Success by Ethnicity				
What does the data trend indicate about program student course success by ethnicity?				
African Americans	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 improved over the time span – Excellent
Asian	Course success has been flat or decreased over the time span by no more than	Course success has been flat or decreased over the time span by no more than	Course success has been flat or decreased over the time span by no more than	Course success has been flat or decreased over the time span by no more than

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	2 percentage point - Meets the Standard	2 percentage point - Meets the Standard	2 percentage point - Meets the Standard	2 percentage point - Meets the Standard
Filipinx	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 improved over the time span – Excellent
Latinx	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
Native American	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
Pacific Islander	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 improved over the time span - Excellent	Course success has improved over the time span – Excellent
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 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

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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 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
Student Course Success by Ethnicity Narrative Explanation (If Applicable) - *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).*				
Overall, in this section:	The narrative is not included	The narrative is not included	The narrative is not included	The narrative includes all 3 of the criteria - Meets the Standard
Student Course Success by Ethnicity Narrative Explanation (If Applicable) - *Describe the reasons for the gap in course success.*				
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 2 of the criteria - Needs Some Improvement to Meet the Standard
Student Course Success by Ethnicity Action Narrative (If Applicable) - *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 – Excellent	The narrative is not included	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	In the student success by ethnicity several of the student groups (such as Native American and Pacific Islander) cannot be examined with any	N/A	We can do a better job as a college to provide our students of color the necessary tools to be successful. This would also decrease the number of	The access to technology is a legitimate concern and requires problem-solving. I recommend that you present this to the committee. The increase in

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	certainty as the data pool is too small and fluctuates a great deal between academic years. In the case of the Pacific Islander pool the sample size stabilizes in the 2019-20 year, so if this enrollment trend continues would be a good idea to look for changes in success rates with this group moving forward. In the narrative around the success gap for ethnic groups, the information about the African American/Latinx withdraw dates being 4-5%higher than the other groups was very helpful. This may be a great place to look for further data, if possible mark the date when the students drop as a way to draw a more clear picture of the cause (whether the withdrawal is due to a lack of materials, financial aid resources, or other problems). This was a well crafted and enlightening program review. The		students feeling the need to withdraw classes.	African American success (from 69-77) is significant and underscores the argument for access to tech. See the above comment: success gap. In 20/21, the success gap between African American and Asian students is 13 points, and between Af Am and White is 10points. The "rising tide raises all boats" idea is demonstrated here, but it still begs some exploration as to whether there is something else contributing to the gap between groups.

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	problems that GID is facing with a large and growing online population with software and other technical needs is one that more programs on campus will almost certainly be running into post-pandemic. I hope this spurs a college-wide discussion about how to best allocate our materials and technology recourses.			

Graphic & Interactive Design (CTE) Program Review

Rubric Evaluation	Kristin Tripp Caldwell (Same Division Faculty)	Anand Venkataraman (Faculty At-Large)	Alejandro Favela (Staff At-Large)	Valerie Fong (Administrator)
A. Re-Accreditation Information				
2. Did the program maintain accreditation?				
4. What were the major citations of the last re-accreditation report (e.g. areas of improvement, strategic direction, facilities, personnel, etc.)?				
Reader Feedback	The GID program does not have or seek accreditation, does not apply.	This is NA to this program	Program accreditation and re-accreditation does not apply to GID	N/A
B. Advisory Board				
1. Did the program hold an annual advisory board meeting each year of the five-year cycle? **2. Did the program submit the advisory board meeting minutes each year of the five-year cycle?** **3. Did the program include the web address/link to the online minutes?**				
How many criteria are met?	Yes the program held an annual meeting of the advisory board and submitted the minutes - Meets the Standard	Yes the program held an annual meeting of the advisory board and submitted the minutes - Meets the Standard	Yes the program held an annual meeting of the advisory board and submitted the minutes - Meets the Standard	Yes the program held an annual meeting of the advisory board and submitted the minutes - Meets the Standard
4. Were there any advisory board commendations/special mentions identified?				
How many criteria are met?	The program received commendations - Meets the Standard	Not Applicable	Not Applicable	The program received commendations - Meets the Standard
5. Are there any identified actions for improvement or recommendations based on feedback from the program's advisory board? **6. What actions has the program taken to address recommendations made by the Advisory Board? What barriers has the program faced in implementing improvements?**				
How many criteria are met?	The program was not able to take actions or investigate because it did not get the support	The program was able to take actions or investigate the recommendations and received the needed	The program was able to take actions or investigate the recommendations and received the needed	

Graphic & Interactive Design (CTE) Program Review

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	needed - Needs Some Improvement to Meet the Standard	support to proceed - Meets the Standard	support to proceed - Meets the Standard	
Reader Feedback	The program advisory board suggested that increased marketing and outreach would raise enrollment ant the profile of the program throughout the region and state. Individual faculty are doing some of that work and seeing benefits but more needs to be done by the institution.	This is not applicable since the program was commended by the AB. However, marketing and other promotional efforts can be seen as investments into the future growth of the program, as budget permits.		N/a

C. Regional Labor Demand

1. In the data table above, what does the regional labor demand data trend indicate?

How many criteria are met?		Labor demand has an upward trend – Excellent	Labor demand has an upward trend - Excellent	Labor demand has an upward trend - Excellent

2. Describe the regional demand for labor in this sector. If the projected data trend shows no change/flat, an increase, or decrease in labor demand, explain why.

Overall, in this section:	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 all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard

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Rubric Evaluation	Kristin Tripp Caldwell (Same Division Faculty)	Anand Venkataraman (Faculty At-Large)	Alejandro Favela (Staff At-Large)	Valerie Fong (Administrator)
Reader Feedback	Would be curious to hear a bit more detail about the reasons (if known) about the rise in labor demands particularly in the animation and media artist sectors. For example, if they relate to a rise in production productivity.	Since this is a dynamic field, a long-term trend (2018-2023 - 5 years) doesn't carry much significance. Rather, the dept should, if possible seek out larger volumes of more focused data (over the last 2-3 years)	The narrative shows an understanding of the increasing need for graphic designers for the next 5 years in the region.	N/A

D. Regional Labor Supply

1. In the data table above, what does the regional labor supply data trend indicate?

How many criteria are met?	Labor supply has a downward trend - Excellent	Labor supply has a downward trend - Excellent	Labor supply has a downward trend - Excellent	Labor supply has a downward trend – Excellent

2. Describe the regional supply for labor in this sector over the last five years. If. the data trend shows no change/flat, an increase, or decrease in labor supply, explain why.

Overall, in this section:	The narrative includes all 3 of the criteria - Meets the Standard	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
Reader Feedback	Would be helpful to see reference to data on how rising salaries in other sectors may be drawing workers from the graphic design workforce.	N/A	The narrative shows an understanding of the demographical changes and a shift to higher paying (tech related) jobs occurring in the area.	N/A

E. Regional Wages

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

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How many criteria are met?	The occupational wage trend increased - Excellent	The occupational wage trend increased – Excellent	The occupational wage trend increased - Excellent	The occupational wage trend increased - Excellent

2. Describe the regional trend for wages in this sector over the last five years. If the data trend shows no change/flat, an increase, or decrease in wages, explain why.

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	
Reader Feedback	N/A	The explanation provided for average wage increase is that demand exceeds supply. Yet - one of the stated goals of the program is to reduce the gap between the two. This suggests that some reconciliation is in order.	The narrative shows an understanding in the increase in wages as a result for low supply and high demand for graphic designers and multimedia artists.	N/A

F. Program 13.5 Course Completion

1. In the data table above, what does the data trend indicate about the number of students completing the 13.5 CTE units each year in the last five years within your program?

How many criteria are met?	The number of students completing 13.5 units increased over the 5 year period - Excellent	The number of students completing 13.5 units increased over the 5 year period - Excellent	The number of students completing 13.5 units increased over the 5 year period - Excellent	The number of students completing 13.5 units increased over the 5 year period – Excellent

2. If the data trend shows no change/flat, an increase, or decrease in the number of students completing the 13.5 CTE units, explain why.

Graphic & Interactive Design (CTE) Program Review

Rubric Evaluation	Kristin Tripp Caldwell (Same Division Faculty)	Anand Venkataraman (Faculty At-Large)	Alejandro Favela (Staff At-Large)	Valerie Fong (Administrator)
Overall, in this section:	The narrative includes all 3 of the criteria - Meets the Standard	N/A	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard
Reader Feedback	A bit more information on the growth in variety of workforce opportunities, expansion of profession would be helpful. (tiny spelling error" design profession attracts" rather than "attaches")		The narrative lists reasons for the for the increasing trend in students completing 13.5 units.	N/A

G. Program Graduate Employment Rates

1. In the data table above, what does the graduate employment rate indicate for certificate/degree completers (e.g., Within one year after Community College Completion)?

How many criteria are met?	Employment rate is less than 69% - Needs Major Improvement to Meet the Standard	Employment rate is less than 69% - Needs Major Improvement to Meet the Standard	Employment rate is less than 69% - Needs Major Improvement to Meet the Standard	Employment rate is less than 69% - Needs Major Improvement to Meet the Standard

2. Describe the graduate employment rate trend for both certificates and degrees. If the projected data trend shows no change/flat, an increase, or decrease, explain why.

Overall, in this section:	The narrative includes all 4 of the criteria - Meets the Standard	The narrative includes all 4 of the criteria - Meets 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
Reader Feedback	As a reader coming from an aligned industry (film production) with some familiarity into the graphic	As I understand it (from the narrative) the sub-par employment rate of graduates in this program	Great explanation for students choosing to follow a "self-employed"	The explanation seems reasonable.

Graphic & Interactive Design (CTE) Program Review

Rubric Evaluation	Kristin Tripp Caldwell (Same Division Faculty)	Anand Venkataraman (Faculty At-Large)	Alejandro Favela (Staff At-Large)	Valerie Fong (Administrator)
	design and arts areas, I agree with the assessment of the writer. Workers in these industries have been traditionally freelance, working on a project by project basis. This may account for the lower than expected employment rate, depending on how that data is calculated. Very recently I have noticed some increase in full-time corporate film/media production work in the Bay Area, it will be interesting to see if this trend is happening in the graphic design/ animation areas as well.	is due to the majority of students "NOT" doing it for a job, but rather for life-enrichment.	route rather than working for a corporate employer.	