

Instructional Discipline Template

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A. Program Information

Program Mission Statement

Please enter your mission statement here.

Answer:

Program Mission Statement: The Foothill College Theatre Arts Department educates and trains our diverse student population to become confident, skilled performers and technicians by providing an extensive program of classwork and production experience for the dynamic cultural enrichment of both our students and the neighboring community. As the Arts are a way to understand the world and our common humanity, diversity and inclusion and respect are inherent in that goal.

Program Level Student Learning Outcomes

Please list the program level student learning outcomes.

Answer:

Program Level SLO's A. Students will demonstrate skills needed for transfer opportunities or entry-level workforce employment in their prescribed area of theatre arts: 1) Acting and singing skills sufficient for auditioning for professional theatre companies or transfer to university. 2) Ability to analyze scripts to effectively work in a professional theatre setting - (acting, design or technical support) 3) Demonstrate a working knowledge of theatre including history, process, diversity and inclusion. B) Through engagement of acquired and practiced skills, students completing program standards (a degree or certificate) will be able to readily and immediately apply said skills towards multiple facets of employment within the performing arts and entertainment industries.

Enrollment Variables and Trends

Enrollment Trends
Fine Arts & Communication - Theatre Arts-FH

	2014-15	2015-16	2016-17	2017-18	2018-19	5-yr %Inc
Unduplicated Headcount	408	410	441	496	620	52.0%
Census Enrollment	991	760	801	842	984	-0.7%
Sections	78	73	66	71	67	-14.1%
WSCH	1,983	1,470	1,442	1,713	1,806	-8.9%
FTES (end of term)	132	98	96	114	120	-9.0%
FTEF (end of term)	4.7	4.3	3.8	3.9	4.0	-15.9%
Productivity (WSCH/FTEF)	418	345	380	442	453	8.3%

B. FTES - Enrollment Trends

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 in FTES

Discuss the factors that would help the college understand these trends and whether there are tangible reasons for the increase or decrease.

Answer:

While FTES data shows a dramatic drop-off from 2014-15 to 2015-16, there has been a 26% increase subsequently. This drop was due to a significant shift in program offerings away from our former conservatory pathway to more focused degree tracks. Since that time, the department has promoted a more robust online presence by offering a significant number of course sections online while streamlining our offerings to be more degree specific. This has yielded a nearly doubled our online enrollment in the past three years.

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.

Answer:

The Theatre Arts faculty has regularly engaged in significant review of ways to stabilize FTES. This has resulted in an upward trend over the past three years based on a number of elements including faculty reduction, eliminating course redundancy in lower enrollment sections, exploring dual enrollment, establishing clearer pathways towards awarding degrees and certificates, attracting new students through an expanded online presence of course offerings, offering late start sections of higher enrollment online courses as well as stacked sections of courses to accommodate greater student enrollment. Follow up response to Dean feedback located in open response area section G.

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 in sections

If the data trend shows an increase or decrease in sections, explain why the number of sections increased or decreased.

Answer:

The number of sections offered has been reduced by design. First, the department streamlined degrees by reducing the number of elective options. Second, quarterly schedules have optimized face-to-face offerings each quarter, as department classes do not overlap each other, allowing students to efficiently complete their degrees. A rotating two-year schedule completed in 2016 has been a valuable planning tool for both students and their counselors and led to more consistent enrollments. The changes resulted in an 8.3% increase in Productivity and a 15% reduction in FTEF. Overall, Productivity has increased over 30% since of the low of 2015-16.

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

Answer:

NA: Sections decreased 14%, FTES down only 9%. Response to Dean feedback located in open response area, section G:

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 in the productivity number

If the data trend shows an increase or decrease in productivity, explain why the productivity increased or decreased.

Answer:

Productivity has increased due to four factors: 1) a reduction in the overall number of face-to-face sections; 2) an increase in higher enrolled online courses, frequently offering them as late start sections in order to reach students who were late enrolling or didn't get their initial course choices; 3) offering stacked class sections maximizing enrollment; 4) streamlining the degree and certificate pathways allowing students to move more directly through the curriculum.

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.

Answer:

The department will continue to expand online offerings. THTR 1 & 2A are now OEI approved. THTR 42 & 43A will be approved by W21. Stacked courses offer two benefits: 1) Sequenced courses are skill-based courses with progressive learning outcomes. Students from all skill levels benefit from the shared environment. 2) Stacked courses are performance and production project-based learning. The productivity benefit of these classes expands the total number of students who are served within the same time period. Response to Dean feedback and outreach comments located in open response section G.

E. Enrollment by Student Demographics

Enrollment Distribution



by Gender

	2014-15		2015-16		2016-17		2017-18		2018-19	
	Enr	Percent								
Female	460	46%	345	45%	416	52%	450	53%	514	52%
Male	506	51%	392	52%	373	47%	381	45%	443	45%
Not Reported	25	3%	23	3%	12	1%	11	1%	27	3%
Total	991	100%	760	100%	801	100%	842	100%	984	100%

by Ethnicity

	2014-15		2015-16		2016-17		2017-18		2018-19	
	Enr	Percent								
African American	52	5%	21	3%	29	4%	49	6%	78	8%
Asian	114	12%	107	14%	130	16%	168	20%	195	20%
Filipinx	47	5%	66	9%	46	6%	31	4%	29	3%
Latinx	202	20%	150	20%	185	23%	197	23%	225	23%
Native American	17	2%	5	1%	9	1%	12	1%	4	0%
Pacific Islander	8	1%	1	0%	4	0%	12	1%	9	1%
White	438	44%	326	43%	358	45%	365	43%	405	41%
Decline to State	113	11%	84	11%	40	5%	8	1%	39	4%
Total	991	100%	760	100%	801	100%	842	100%	984	100%

by Age

	2014-15		2015-16		2016-17		2017-18		2018-19	
	Enr	Percent								
19 or less	193	19%	120	16%	179	22%	147	17%	204	21%
20-24	560	57%	426	56%	406	51%	459	55%	468	48%
25-39	197	20%	163	21%	148	18%	179	21%	200	20%
40 +	41	4%	51	7%	68	8%	57	7%	112	11%
Total	991	100%	760	100%	801	100%	842	100%	984	100%

by Education Level

	2014-15		2015-16		2016-17		2017-18		2018-19	
	Enr	Percent								
Bachelor or higher	93	9%	89	12%	109	14%	105	12%	146	15%
Associate	39	4%	20	3%	15	2%	22	3%	11	1%
HS/Equivalent	811	82%	620	82%	625	78%	652	77%	769	78%
All Other	48	5%	31	4%	52	6%	63	7%	58	6%
Total	991	100%	760	100%	801	100%	842	100%	984	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 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 in the male enrollment rates

If the data trend shows a change in male or female enrollment, explain why there was a change.

Answer:

The THTR department has actively programmed content with gender equity as a goal. This includes plays and musicals with a higher percentage of female roles and non-traditional cross-gender casting. The industry in general has moved away from male-heavy casting towards gender equity.

2. Does your program differ in the percentage of males to females, in this most recent year, compared to the College? (College 2018-19 = 52% Female, 48% 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?

Answer:

Yes, THTR department enrollment shows a slightly different balance due to a higher number of gender not reported. Our female percentage has grown to 52%, consistent with the college average. The male percentage is 45%, with 3% not reported. (The previous two years, the not reported percentage was 1%). The gender gap in theatre technology is indicative of the industry at large where women in leadership positions have increased, while entry level tech positions are still largely male. Stage management and design positions have been predominantly female. We're continuing to target outreach solutions to close the gap.

Data Table for Enrollment by Gender of Declared Majors

https://foothill.edu//programreview/prg-rev-docs/fh-programreview2019_20enroll-by-gender-and-declared-major.pdf (https://foothill.edu//programreview/prg-rev-docs/fh-programreview2019_20enroll-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 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 in the male enrollment of the declared major

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 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 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 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 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 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 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 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 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 2018-19 = 5% African American, 30% Asian, 5% Filipinx, 26% Latinx, 0% Native American, 1% Pacific Islander, 29% 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).

Answer:

• The data trend shows an increase in the African Americans enrollment rates • The data trend shows an increase in the Asian enrollment rates • The data trend shows a decrease in the Filipinx enrollment rates • The data trend shows an increase in the Latinx enrollment rates • The data trend shows a decrease in the Native American enrollment rates • The data trend shows no change in the Pacific Islander enrollment rates • The data trend shows a decrease in the White enrollment rates • The data trend shows an increase in the Decline to State enrollment rates - African American: increased and above college average Increase outreach to Athletic Department and production casting - Asian: increase and below college average In the last 5 years this enrollment has increased 8%, but we are closing the gap to the college average - Filipinx: decrease and are below the college average Although this is a small percentage for the department, we are investigating outreach to the cohort - Latinx: increase and are slightly below the college average We are slightly below the college average, however, the increase of 3% is inline with the college increase. - Native American: decrease and inline with college average Although we are inline with the college percentage, we are aware of this slight decrease in this cohort and will investigate outreach - Pacific Islander: flat and inline with college average - White: decrease and above college average This decrease is offset by an increase within other cohorts - Decline to state: decrease and inline with college average

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.

Answer:

In a meeting with the Equity Officers on 06/08/20 we devised a targeted four-point action plan. 1) Implement survey to identify student needs and circumstances in online instruction. 2) Data analysis of late start and late add students to identify the cohort needing targeted measures for success. 3) Work with the Equity office to better engage learning communities. 4) Actively coordinate with Athletics to support their students in online classes. Adding F2F meetings with athletes enrolled in Theatre courses.

F. Student Course Success

Course Success Rates by Unit

		2014-15		2015-16		2016-17		2017-18		2018-19	
		Grades	Percent								
Success		858	87%	631	85%	689	87%	739	88%	806	82%
Non Success		61	6%	62	8%	51	6%	55	7%	93	9%
Withdrew		62	6%	50	7%	54	7%	48	6%	85	9%
Total		981	100%	743	100%	794	100%	842	100%	984	100%

Course Success for African American, Latinx, and Filipinx Students

	2014-15		2015-16		2016-17		2017-18		2018-19	
	Grades	Percent								
Success	259	86%	193	84%	220	85%	220	79%	234	70%
Non Success	24	8%	20	9%	14	5%	28	10%	57	17%
Withdrew	17	6%	17	7%	25	10%	29	10%	41	12%
Total	300	100%	230	100%	259	100%	277	100%	332	100%

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

	2014-15		2015-16		2016-17		2017-18		2018-19	
	Grades	Percent								
Success	599	88%	438	85%	469	88%	519	92%	572	88%
Non Success	37	5%	42	8%	37	7%	27	5%	36	6%
Withdrew	45	7%	33	6%	29	5%	19	3%	44	7%
Total	681	100%	513	100%	535	100%	565	100%	652	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.

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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 in the students' course success percentage

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.

Answer:

The decrease in success rates is directly attributable to the proportionate increase in online sections being offered. The face to face success rate continues to remain stable, but with more online sections being offered, the non-success numbers have bumped slightly from 6% to 9%, an expected hike due to the comparable data of online course success rates. However, the department's success rate for online classes still remains above the college's average.

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.

Answer:

While the department is still above the college average, we engage in regular review of practices intended to encourage both enrollment and success rates of under-represented populations including course offerings, programming choices and outreach efforts. Ongoing efforts to understand differences in cultural learning behaviors and implement strategies to engage with a variety of learning activities

aimed for increased student success across all student demographics. Online course action plan – including preliminary student readiness survey and coordinating with athletics and campus learning communities for targeted instructional assistance. Effectiveness determined by reviewed course success statistics.

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 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 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 or decrease in course success gap, explain why the course success gap increased or decreased.

Answer:

The success rate data for Asian, Native American, White and Decline to State students is stable and largely unchanged during the sample period. The success rate for African-American, Latinx and Filipinx students has declined slightly during the sample period with increases in both non-success and withdrawals. Again, we feel this is linked to the emergence of more-online centered offerings, aligning with the greater non-success rates of online courses in comparison to F2F courses.

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?

Answer:

In our Equity meeting, we chose to focus first on course success. Again, this four-point targeted action plan (identified in E3) is measurable allowing the department to begin implementing changes in Fall 20—the student readiness survey, late start data analysis, continuing to engage Equity office, coordinating learning supplemental learning plans. These measures should improve course success across all identified groups.

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
Fine Arts & Communication - Theatre Arts-FH

2018-19

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	439	85%	37	7%	38	7%	514	100%
Male	346	78%	51	12%	46	10%	443	100%
Not Reported	21	78%	5	19%	1	4%	27	100%
All	806	82%	93	9%	85	9%	984	100%

2017-18

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	405	90%	22	5%	23	5%	450	100%
Male	323	85%	33	9%	25	7%	381	100%
Not Reported	11	100%	0	0%	0	0%	11	100%
All	739	88%	55	7%	48	6%	842	100%

2016-17

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	369	89%	20	5%	25	6%	414	100%
Male	310	84%	29	8%	29	8%	368	100%
Not Reported	10	83%	2	17%	0	0%	12	100%
All	689	87%	51	6%	54	7%	794	100%

2015-16

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	296	88%	23	7%	17	5%	336	100%
Male	317	82%	37	10%	32	8%	386	100%
Not Reported	18	86%	2	10%	1	5%	21	100%
All	631	85%	62	8%	50	7%	743	100%

2014-15

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	399	88%	28	6%	28	6%	455	100%
Male	434	87%	33	7%	34	7%	501	100%
Not Reported	25	100%	0	0%	0	0%	25	100%
All	858	87%	61	6%	62	6%	981	100%

Success Rates by Age
Fine Arts & Communication - Theatre Arts-FH

2018-19

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	176	86%	18	9%	10	5%	204	100%
20-24	394	84%	45	10%	29	6%	468	100%
25-39	145	73%	23	12%	32	16%	200	100%
40 +	91	81%	7	6%	14	13%	112	100%
All	806	82%	93	9%	85	9%	984	100%

2017-18

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	134	91%	4	3%	9	6%	147	100%
20-24	400	87%	32	7%	27	6%	459	100%
25-39	153	85%	16	9%	10	6%	179	100%
40 +	52	91%	3	5%	2	4%	57	100%
All	739	88%	55	7%	48	6%	842	100%

2016-17

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	160	89%	15	8%	4	2%	179	100%
20-24	346	87%	22	6%	32	8%	400	100%
25-39	123	84%	12	8%	12	8%	147	100%
40 +	60	88%	2	3%	6	9%	68	100%
All	689	87%	51	6%	54	7%	794	100%

2015-16

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	90	77%	19	16%	8	7%	117	100%
20-24	359	86%	28	7%	29	7%	416	100%
25-39	137	86%	11	7%	11	7%	159	100%
40 +	45	88%	4	8%	2	4%	51	100%
All	631	85%	62	8%	50	7%	743	100%

2014-15

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	172	90%	9	5%	11	6%	192	100%
20-24	491	89%	33	6%	29	5%	553	100%
25-39	159	82%	16	8%	20	10%	195	100%
40 +	36	88%	3	7%	2	5%	41	100%
All	858	87%	61	6%	62	6%	981	100%

Success Rates by Ethnicity
 Fine Arts & Communication - Theatre Arts-FH

2018-19

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	51	65%	17	22%	10	13%	78	100%
Asian	173	89%	14	7%	8	4%	195	100%
Filipinx	23	79%	2	7%	4	14%	29	100%
Latinx	160	71%	38	17%	27	12%	225	100%
Native American	3	75%	0	0%	1	25%	4	100%
Pacific Islander	6	67%	2	22%	1	11%	9	100%
White	359	89%	18	4%	28	7%	405	100%
Decline to State	31	79%	2	5%	6	15%	39	100%
All	806	82%	93	9%	85	9%	984	100%

2017-18

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	35	71%	9	18%	5	10%	49	100%
Asian	150	89%	9	5%	9	5%	168	100%
Filipinx	21	68%	1	3%	9	29%	31	100%
Latinx	164	83%	18	9%	15	8%	197	100%
Native American	12	100%	0	0%	0	0%	12	100%
Pacific Islander	11	92%	1	8%	0	0%	12	100%
White	338	93%	17	5%	10	3%	365	100%
Decline to State	8	100%	0	0%	0	0%	8	100%
All	739	88%	55	7%	48	6%	842	100%

2016-17

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	19	66%	3	10%	7	24%	29	100%
Asian	112	86%	9	7%	9	7%	130	100%
Filipinx	42	91%	3	7%	1	2%	46	100%
Latinx	159	86%	8	4%	17	9%	184	100%
Native American	6	67%	1	11%	2	22%	9	100%
Pacific Islander	2	50%	2	50%	0	0%	4	100%
White	310	88%	25	7%	17	5%	352	100%
Decline to State	39	98%	0	0%	1	3%	40	100%
All	689	87%	51	6%	54	7%	794	100%

2015-16

Success	Non Success	Withdrew	Total
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	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	12	60%	5	25%	3	15%	20	100%
Asian	91	85%	7	7%	9	8%	107	100%
Filipinx	61	94%	1	2%	3	5%	65	100%
Latinx	120	83%	14	10%	11	8%	145	100%
Native American	5	100%	0	0%	0	0%	5	100%
Pacific Islander	1	100%	0	0%	0	0%	1	100%
White	264	83%	32	10%	21	7%	317	100%
Decline to State	77	93%	3	4%	3	4%	83	100%
All	631	85%	62	8%	50	7%	743	100%

2014-15

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	39	75%	7	13%	6	12%	52	100%
Asian	95	85%	7	6%	10	9%	112	100%
Filipinx	44	94%	1	2%	2	4%	47	100%
Latinx	176	88%	16	8%	9	4%	201	100%
Native American	16	94%	1	6%	0	0%	17	100%
Pacific Islander	7	88%	0	0%	1	13%	8	100%
White	377	87%	25	6%	29	7%	431	100%
Decline to State	104	92%	4	4%	5	4%	113	100%
All	858	87%	61	6%	62	6%	981	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.

Printed on 6/18/2020

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 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 in the male course success rates

If the data trend shows an increase or decrease in the male or female student course success percentages, explain why the percentage increased or decreased for both.

Answer:

While the difference in success rates in the female population has remained fairly stable with only a three percent (88-85%). Male success rates have slipped slightly more, last year down 9% (87% - 78%). Again, we feel this is likely attributable to the overall increase in servicing students through online courses. The Department's average still well above campus averages.

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

- yes

no

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

Answer:

Since we believe the lower success rates are due to increased online learning within the Dept, we will use the student readiness survey as an indicator as a means to identify gender disparity in preparation and course success. As part of our commitment to Equity, the department regularly reviews and discusses the impact of practices and choices upon all students. Considerations of gender breakdown are factored into all production and course content choices with a target of equitable opportunities and, as such, we seek to produce more equitable success rates.

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 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 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 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 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 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 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 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 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).

Answer:

- African-American: success rate decreased by 10%, though it is worth noting there was nearly a 2X increase of the number of students from this group served overall.
- Asian: success rate increased by 4% and has remained fairly stable.
- Filipinx: success rates increased 10% from the previous year, though is down 15% from the 14-15 numbers. This group's success rate has fluctuated notably.
- Latinx: success rate decreased by 17% from 2014-15. This past year seems to have been an anomaly year with a sudden 12% drop after four years of holding within a 5% range.
- Native American: success rate is down from 94% to 75%, though increased from the 67% rate from the from the previous year sample. This fluctuation can partly be attributed to a relatively small data group.
- Pacific Islander: success rate has ranged from 50% to 100%, currently sitting at 67%. Again, this fluctuation can partly be attributed to a relatively small

data group. • White: success rate has remained relatively stable with a current success rate of 89% up slightly from 87% in 14-15 holding a range of 82-92% over the sample period. • Decline to State: success rate has dropped from a two-year peak of 100% to 71% last year. The sample section has varied wildly from as many as 104 students to as few as 8 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.

Answer:

The greatest fluctuation has appeared in groups with the smallest sample populations. The most notable decline has been in African-American, Latinx and Filipinx populations. Again, we feel this is directly attributable to the overall increase in servicing students through online platforms with the Department's average still well above the campus average. Even so, the percentage of decline still rates these groups above the campus average for success rates.

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.

Answer:

We investigate relate-able course content, for example THTR 8, to include underrepresented groups in an effort to increase course appeal and subsequently build some more inherent interest in learning and achievement in the course overall. THTR 8 has recently expanded to include Native American content and this review is prompting the investigation of inclusion of Filipinx content by reaching out to community partners. In addition to the previously mentioned implementation plan, as per the Dean's suggestion, the faculty has taken and is continuing to take Equity based training courses in order to apply that training to all courses, particularly online.

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

Answer:

Open Response: PROGRESS ACHIEVED Since our last program review the Department has streamlined its practices and policies to grow enrollment and increase productivity. We are actively clarifying pathways to success. We have completed Certificates of Achievement so that there are now three Certificate driven paths to each of the AA degrees in Theatre Arts, and Theatre Technology, plus an ADT degree in Theatre Arts. We will continue to focus on balancing our smaller participatory courses with more productive ones, largely through online and stacked course offerings. We have increased hybrid offerings to maximize the variety and availability of our F2F instructional time. The implementation of a consistent two-year schedule has provided a clearer path for students to achieve degrees, certificates and transfers. FIVE YEAR GOALS Over the next five year we expect to continue the growth in productivity, student success, and awarding of degrees and certificates. We are targeting a productivity increase of 10% over five years to bring us in alignment with the College goal. A recent consultation with the Equity office gave us strategies towards improving and promoting student success to be implemented in Fall 2020 with the goal of closing the Department's Equity gap in five years. The new transcriptable Certificates will be available will begin showing results in 2020-21 so we can quantify completions and measure improvements. COLLEGE AND COMMUNITY CONTRIBUTIONS The Foothill College Theatre Arts Department is a substantial contributor to both the core student experience and annually draws thousands of patrons to the campus through the flagship appeal of our productions. This strong relationship with the community patrons, participants and donors goes back to the founding of the college. As a highly collaborative art form, we provide students unique experiences through project-based learning in a team environment. The work of the department is driven by a mission to serve all interested students from diverse backgrounds in creating a rich cultural tapestry of live theatre. Relocated outreach narrative from section C for 06/19/2020 revision: We will continue to explore outreach opportunities beyond our immediate service area. We regularly offer free tickets to local High Schools to promote the program and attract incoming students. We have initiated dual enrollment courses in technical theatre at Palo Alto and Gunn High Schools and will explore expansion of these opportunities at additional schools. Finally, we will explore the possibility of non-credit enrollments. Response to section B2 Dean feedback: • Unduplicated headcount: Past Department program reviews have urged us to broaden our appeal to more of the college's general population. That has been a target of our recent practices and, along with the dissolution of the conservatory format, are reasons why unduplicated head count has increased in the past five years. • Late start classes: In the interest of serving the larger college population, late start, online courses are an opportunity for students who need to fulfill a degree or GE requirement. These courses have been successful enrollment and productivity generators but have suffered from lower success rates. The Equity office has suggested tracking these students more carefully in order to target efforts to raise the success rates. • Course and degree: Many Theatre Arts and Technology are participatory and experiential in nature. Students drawn to those classes are often less successful in the online environment. In an attempt to attract both F2F and online students we have offered to split some courses offering them as one load to serve students of both preferences. These courses have had mixed success in achieving their target enrollment. In the interest of serving student pedagogy, we recently received State approval of our new Certificate of Achievement, that provides a clearer roadmap for students to achieve a goal of their interest and distinction. • Labor Trends: California EDD statistics indicate entertainment is a growth industry from both the artistic and production sides. We have developed a new course that is set to be activated this summer that specifically addresses a growth area of voice-over recording THTR 48G. Maintaining a robust breadth of

courses aligned with the degrees and certificates while exploring alignment of guided pathways will be key to keeping up with the market demand. • Department collaboration: THTR 8 in recent years has undergone revisions under the ownership of Bruce McLeod to more resemble the format of MUSC 8. It has yet to gain the traction that course regularly achieves. It has been target marketed, especially to the Cal Poly students looking to fulfill their GE requirements, but may require more to find its enrollment targets more readily. Response to section C2 Dean feedback: • NA: Sections decreased 14%, FTES down only 9%. • Online sections: With an eye to increase productivity, the increase in online offerings has brought on the existence of a few more robustly enrolled courses with broad appeal, counterbalancing some of the degree courses offered F2F with necessarily smaller class sizes—also reflected in the increase in unduplicated head count. • Stacking sections: Stacked courses are performance and production project-based learning. The productivity benefit of these classes expands the total number of students who are served within the same time period. • Labor trends: California EDD statistics show entertainment as an industry with up to 17% growth over the next decade. Outreach narrative relocated from section C for the June 19, revision: We will continue to explore outreach opportunities beyond our immediate service area. We regularly offer free tickets to local High Schools to promote the program and attract incoming students. We have initiated dual enrollment courses in technical theatre at Palo Alto and Gunn High Schools and will explore expansion of these opportunities at additional schools. Finally, we will explore the possibility of non-credit enrollments. Response to section D2 Dean feedback: • Stacking courses: (Revised in the body of D2) Stacked courses are performance and production project-based learning. The productivity benefit of these classes expands the total number of students who are served within the same time period. • Late start courses: Late start courses have sought to offer options to students largely outside of the degree track, offering them a GE requirement fulfilling course for them to continue a path towards their individual success, when they get shut out from other options earlier in the term. This practice has served to both increase our enrollment and overall student success. This practice has admittedly slightly diminished student success rates, though even our late start course success rates remain above the overall college average. • Dual enrollment and new courses: Dual enrollment courses in Theatre Technology have been piloted successfully at Palo Alto and Gunn high schools. Bruce McLeod is pursuing expansion of these classes to additional local schools, particularly at strong programs Fremont and Cupertino. The Dept faculty will offer courses through the Academic Vice President's Later Life Learning Initiative once given the "green light" for course development.

This form is completed and ready for acceptance.

Career and Technical Education Programs Addendum

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- A. Re-Accreditation Information
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A. Re-Accreditation Information

1. When was your last re-accreditation visit?

Answer:
Program does not require accreditation.

2. Did the program maintain accreditation?

- yes
- no

3. Were there any commendations/special mentions identified? If yes, please elaborate.

Answer:
Not required

4. What were the major citations of the last re-accreditation report (e.g. areas of improvement, strategic direction, facilities, personnel, etc.)?

Answer:
Not required

5. What actions has the program taken to address the accreditation citations/recommendations? What barriers has the program faced in implementing improvements?

Answer:
Not required

6. If applicable, what areas of concern were noted during the annual accreditation report?

Answer:
No report required

B. Advisory Board

1. Did the program hold an annual advisory meeting each year of the five-year cycle?

- yes
- no

2. Did the program submit advisory board meeting minutes each year of the five-year cycle?

- yes
- no

3. Web link to meeting minutes?

Answer:

Minutes from last three years have been submitted for posting.

4. Were there any advisory board commendations/special mentions identified?

Answer:

Yes, some members have commended the preparation and professionalism of our students that were hired by their companies.

5. Are there any identified actions for improvement or recommendations based on feedback from the program's advisory board?

Answer:

1) The advisory board has consistently advised us to place greater emphasis on the soft skills required for the successful transition to the workforce, including professional behavior, dress and collaborative processes. They have suggested that in many cases, the specific work skills and within the chosen field are constantly changing and can be learned but students are not usually trained in appropriate professional behavior. 2) Advisory Board has expressed concerns about the costume and make up classes since they are taught by adjunct faculty and budgets for those positions are shrinking.

6. What actions has the program taken to address recommendations made by the Advisory Board? What barriers has the program faced in implementing improvements?

Answer:

1) Theatre Arts department has discussed a capstone course to include transition to work curriculum specific to all theatre artists. Current course only serves actors. No agreement on changes. Some content has been included in existing classes especially THTR 31 and 21 that serve most majors. Students often lack the resources for professional clothing. The department has created a stock of backstage dress for use. For F20, students are designing generic logo clothing for distribution and use. 2) Costume and Makeup classes are being developed of DE certification in order to expand class sizes to increase enrollment, productivity and budget efficiency more palatable for adjunct budgets. 3) Transportation to and from campus is an ongoing issue for many students. evenings and weekends have been addressed with carpools. ASFC VTA bus passes help but late night and Sunday schedules are bad and they do not include SAMTRANS and CALTRAIN.

C. Regional Labor Demand

Visit <https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx> (<https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx>) to view your program data.

For questions on navigating the LaunchBoard website for Regional Labor Demand, see the user guide here

<https://www.loom.com/share/9651715dfbe343cca3f1ba0aaee458d2> (<https://www.loom.com/share/9651715dfbe343cca3f1ba0aaee458d2>) or contact Teresa Ong at ongteresa@fhda.edu or (650) 949-7794.

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

- the data trend shows an increase
- the data trend shows a decrease
- the data trend shows no change

2. Describe the regional demand for labor in this sector. If the projected data trend shows an increase or decrease in labor demand, explain why.

Answer:

Job openings in theatre tech and entertainment fields show a projected annual increase of 1% through 2026. The data here is difficult to assess because it includes only two of a wide range of jobs for which technical theatre training can apply - sound engineer and set/exhibit designers, and with further education, teaching and training jobs. Related fields that show the most job and wage growth are construction, exhibit contractors, audio visual technicians, and event venue operators. Recent students have been employed in all of these areas.

D. Regional Labor Supply

Visit <https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx> (https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx) to view your program data.

For questions on navigating the LaunchBoard website for Regional Labor Supply, see the user guide here <https://www.loom.com/share/a8ba18e6897d4983aa9c10d9176429c4> (https://www.loom.com/share/a8ba18e6897d4983aa9c10d9176429c4) or contact Teresa Ong at ongteresa@fhda.edu or (650) 949-7794.

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

- the data trend shows an increase
- the data trend shows a decrease
- the data trend shows no change

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

Answer:

Bay Area completers in this field decreased between 2012 and 2017, as labor demand was increasing. I believe this trend aligns with the high area employment as well as higher income demographics that make 4-year schools more accessible to local students. That many experienced Theatre Technicians have left the area for less expensive housing areas will continue to create job openings for students with the requisite training, especially if they have local housing options.

E. Regional Wages

Visit <https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx> (https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx) to view your program data.

For questions on navigating the LaunchBoard website for Regional Wages, see the user guide here <https://www.loom.com/share/9f259c5c91344e4a9abf8dfcbca139a8> (https://www.loom.com/share/9f259c5c91344e4a9abf8dfcbca139a8) or contact Teresa Ong at ongteresa@fhda.edu or (650) 949-7794.

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

- the data trend shows an increase
- the data trend shows a decrease
- the data trend shows no change

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

Answer:

Trend is mostly unchanged, with a spike in 2014-15. The encouraging information is in the median change in earnings that showed a huge growth from 38% to a high of 159% in 2015. There has been growth in available opportunities created by a shrinking labor force that has moved either out of the industry or out of the area. This demand and living wage conversations have moved entry level technician wages upward, often to a \$23-27 hourly wage, especially between April and October at large outdoor entertainment venues. Local demand is also high in the exhibit industry.

F. Program 13.5 Course Completion

Visit <https://foothill.edu/programreview/prg-rev-docs/fh-cte-program-13.5-units.pdf> (https://foothill.edu/programreview/prg-rev-docs/fh-cte-program-13.5-units.pdf) to view your program data.

1. In the data table, 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?

- the data trend shows an increase in the number of students completing the 13.5 CTE units
- the data trend shows a decrease in the number of students completing the 13.5 CTE units
- the data trend shows no change in the number of students completing the 13.5 CTE units

2. If the data trend shows an increase or decrease, explain why the number of students increased or decreased in completing the 13.5 CTE units.

Answer:

Slight decreases are in line with the overall decline of F2F students on campus. The program has instituted hybrid courses for most of the curriculum and is working on curriculum changes that would allow more online courses and more efficient Certificate completions for those students with limited F2F hours. Theatre Management and Intro to Design class are now fully online. Hybrid classes offer the opportunity to have limited lab hours on evenings and weekends that could attract additional students to the program.

G. Program Graduate Employment Rates

Visit <https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx> (https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx) to view your program data. To navigate to the LaunchBoard website, see the instructions below.

Select "Bay Area" in the College or Region and enter your program under Program or Sector (Note: Music Tech is identified as Commercial Music). Under Credit Status select "For-Credit" and in Academic Year, select "2016-2017" then click "View." Scroll down the page and click "View Employment," then "Detailed Data." Next, click the link on the left titled "Employed in the Second Fiscal Quarter After Exit (All Exiters)." Use this data table to respond to the questions below.

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)?

- the data trend shows an increase
- the data trend shows a decrease
- the data trend shows no change

2. Describe the graduate employment rate trend for both certificates and degrees. If the projected data trend shows an increase or decrease, explain why.

Answer:

With an initial dip in 2012-13 the employment trend is up to 70% in 2015 from an initial 63%. This is in line with the other employment data in the field, although the small sample size and inconsistent certificate reporting may contribute to the range of numbers. An increased focus on Transcriptable Certificates should increase the reported and actual percentages in the next two years. The program will administer its own tracking survey beginning in Summer 2020.

This form is completed and ready for acceptance.