

## Music (General) Program Review

Rubric Evaluation	Debbie Lee (Dean)	Bruce McLeod (Same Division Faculty)	Andre Meggerson (Classified Staff At-Large)	Lisa Schultheis (Faculty At-Large)
<b>A. Program Information</b>				
<b>Program Mission Statement</b>				
How many criteria are met for the Program Mission statement?	Exceeds expectations for all 8 criteria - Excellent	Addresses all 8 criteria – Meets the Standard	Addresses 4 to 7 of the criteria - Needs Some Improvement to Meet the Standard	Addresses 4 to 7 of the criteria - Needs Some Improvement to Meet the Standard
Reader Feedback	Beautifully written mission statement that clearly and concisely encapsulates the program. I especially like how the department broke up the three different aspects of the program.	The statement is good and clearly highlights the learning objectives and the breadth of the department. Not particularly fond of the slash connections, would prefer a specific conjunction for readability.	Did not locate" describes the programs' aspirational goals for the future and what the program hopes to achieve" or if it was intended for primary function to be blended with aspirational goals.	This is a nice mission statement that captures both the individual and community impacts of music. One more sentence describing the intended target students would be helpful. For example, "Our program is intended for students desiring an AA, transfer, or pursuing careers in..."
<b>Program Learning Outcomes</b>				
Overall, this section:	Exceeds expectations for all 5 criteria - Excellent	Addresses all 5 criteria – Meets the Standard	Addresses all 5 criteria – Meets the Standard	Exceeds expectations for all 5 criteria - Excellent
Reader Feedback	Clearly written learning outcomes.	I like that the PLOs use the same terminology as the Mission Statement but expand on the areas. They	Unsure how the three-lens framework foundation can be used for program improvement.	Nicely done!

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		are clear and can be distilled to individual course and content Learning Outcomes. Again, not fond of the slash/		
<b>B. FTES - Enrollment Trends</b>				
1. What does the FTES data trend indicate?	FTES has decreased over the time span by 11% to 30%- Needs Some Improvement to Meet the Standard	FTES has decreased over the time span by 11% to 30%- Needs Some Improvement to Meet the Standard	FTES has decreased over the time span by 11% to 30%- Needs Some Improvement to Meet the Standard	FTES has decreased over the time span by 11% to 30%- Needs Some Improvement to Meet the Standard
<b>FTES Narrative Explanation - <i>Discuss the factors that would help the college understand these trends and whether there are tangible reasons for no change/flat, an increase or decrease in the trend.</i></b>				
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 all 4 of the criteria - Meets the Standard
<b>FTES Action Narrative (if applicable) - <i>Describe the proposed actions for stabilizing/increasing the FTES.</i></b>				
Overall, in this section:	The narrative includes all 5 of the criteria - Meets the Standard	The narrative exceeds expectations - the narrative could be used as an exemplar - Excellent	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard
Reader Feedback	The department does a good analysis on the data for enrollment. It appears that the enrollment in the department is	The additional data provided of course fill rates, coupled with the section data, presents a clear picture of the Department's sections and		Correction: The FTES declined by 17.4%, and the FTEF by 32.2% (from 10.8 to 7.3). Were the section cuts due more to the large drop in your full-time

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	following national trends. There isn't a clear reason why demand for certain music courses are on the decline.	enrollments. Given that most sections are highly enrolled it seems clear that reduced FTES has been mostly driven by factors outside the Department's control - scheduling, faculty availability, etc.		faculty, or to a reduced demand for the courses? The average census enrollment per section stayed at ~28 from the beginning to the end of the 5 year period, so the demand seems steady. Your fill rates over 100% also support this. Congratulations to your department for having such full classes! I know the directive from the college varies between aiming for high productivity vs high enrollment, but your productivity is so high, you have a good case for adding some additional sections and preventing having to enroll over your seat counts.

### C. Sections - Enrollment Trends

#### Section Narrative Explanation (If Applicable) - *Explain why the number of sections is flat, increased or decreased.*

Overall, in this section:	The narrative includes 3 of the criteria - Needs Some	The narrative includes all 4 of the criteria - Meets the	The narrative exceeds expectations – the	The narrative includes 3 of the criteria - Needs Some
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	Improvement to Meet the Standard	Standard	narrative could be used as an exemplar - Excellent	Improvement to Meet the Standard
<b>Section Narrative Explanation (If Applicable) - Explain why the number of sections increased while FTES decreased.</b>				
Overall, in this section:	The narrative is not included	The narrative includes all 3 of the criteria - Meets the Standard	The narrative is not included	
Reader Feedback	This section is not applicable.	The reduction in sections chart is specific and tells the story. There is no need for any explanation other than what was in the previous narrative re: FTES.	Not applicable.	<p>I took into account that in section B ("FTES - Enrollment Trends") you also talked about "Sections- Enrollment Trends". How many sections of Music 11 were there prior to the class being cut? That would be helpful to include in the table, especially since it was specifically mentioned in the prior section on FTES patterns.</p> <p>Any thoughts on why some courses were not offered at all in 2019-2020 (the 7 series and 9A)? Were section cuts based primarily on low</p>

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				enrollment, or were you trying to be strategic by cutting some of the support courses since there are others to choose from? I imagine that performance classes necessarily have lower seat counts (and thus lower productivity) but are important to preserve. Does that factor into which course sections are reduced?
<b>D. Productivity - Enrollment Trends</b>				
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
<b>Productivity Narrative Explanation (If Applicable) - Explain why the productivity is flat, increased or decreased.</b>				
Overall, in this section:	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard
<b>Productivity Action Narrative (If Applicable) - Describe the proposed actions for stabilizing/increasing the productivity number.</b>				
Overall, in this section:	The narrative is not included	The narrative exceeds expectations – the	The narrative is not included	

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		narrative could be used as an exemplar - Excellent		
Reader Feedback	This section is not applicable. Department productivity is extremely high.	The Department should be commended for their actions to increase productivity. Cross listing classes can benefit both departments involved and fosters an interdisciplinary view of curriculum. Admitting more students places additional burdens, albeit incremental, on faculty in classroom management, and should be seen as a temporary adjustment.	Not applicable.	It seems that the cross-listing efforts and the honors options are working well to attract students. Nice work! I'd be curious to hear more about the retention efforts. Admitting more students than the official seat count is definitely going to increase productivity, but I suggest caution with that so you don't wear out your instructors or set a precedence for higher seat counts. Again, your productivity is fantastic so you have a strong case for being able to add more sections.

### 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.***

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Overall, in this section:	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	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 2019-20 = 51% Female, 47% Male)	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	The difference between the gender/sex is between 11% to 20% - Meets the Standard
<b>Enrollment by Gender Action Narrative (If Applicable) - <i>What is the source of gender disparity and what proposed/planned actions is the program taking to achieve parity?</i></b>				
Overall, in this section:	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent
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 between 11% and 20% - Meets the Standard	The Gender gap by declared major is between 11% and 20% - Meets the Standard	The Gender gap by declared major is between 21% and 30% - Needs Some Improvement to Meet the Standard	The Gender gap by declared major is between 11% and 20% - Meets the Standard
Reader Feedback	I am so impressed with the equity plan the department put together on how they can address the issues with equity in general.	While the gender gap among all students is below the College norm, the Department should be commended that within the Major, the gap has		I agree with your assessment that there hasn't been any significant change over the 5 year period. While your enrollment by gender is

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	<p>Although the data for music technology shows more males in these classes than females, the statewide data shows equal representation of males and females in general music classes. Also, the percentage of males taking music classes is higher than the percentage of males taking classes at Foothill. This does point to a gender disparity in enrollment which the department has acknowledged. However, based on the state data for music classes, the disparity can not be explained as a state trend.</p> <p>The plan provided by the department addresses equity disparities in general. There isn't anything specific to gender. Fully acknowledging that I am</p>	<p>been cut in half - from 22% to 11% - during the five year period. Is this a byproduct of inclusion and retention efforts in their classes or have there been other factors or efforts in recruitment?</p>		<p>not as close to 50/50 as the college as a whole, it is actually much closer than many other programs and is trendin</p> <p>The equity plan you provided is full of specific approaches to share with one another. I like the approach you took and will bring this idea up with my own department (if you don't mind!). I marked that the narrative could act as an exemplar based on the detailed equity plan you provided--this applies to the gender, ethnicity and student success rate sections.</p>

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	not a content expert and that the data shows that the department has less disparity in enrollment by gender compared to 5 years ago, I am just throwing out some thoughts such as looking at the content and seeing if female and male artists are represented equally. Are there curricular changes that could help attract more female students?			

### b. Enrollment by Ethnicity

Does your program differ in enrollment distribution among ethnic groups, in this most recent year, compared to the College enrollment by ethnic group? (2019-20 College enrollment distribution by ethnicity: 4% African American, 38% Asian, 5% Filipinx, 25% Latinx, 0% Native American, 1%	The enrollment does not mirror the college's ethnic distribution - Needs Some Improvement to Meet the Standard	The enrollment does not mirror the college's ethnic distribution - Needs Some Improvement to Meet the Standard	The enrollment mirrors the college's ethnic distribution or the program has explained why the distribution is appropriate - Meets the Standard	The enrollment mirrors the college's ethnic distribution or the program has explained why the distribution is appropriate - Meets the Standard
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Pacific Islander, 21% White, 4% Decline to State)				
<b>Enrollment by Ethnicity Narrative Explanation (If Applicable) - <i>Explain changes identified over the past five years for each ethnic group (address each ethnic group by bullet point).</i></b>				
Overall, in this section:	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard
<b>Enrollment by Ethnicity Action Narrative (If Applicable) - <i>Describe the proposed actions for addressing disparities in enrollment by ethnic group within the program.</i></b>				
Overall, in this section:	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard
Reader Feedback	The department shows a good understanding of the data. There was no explanation was provided regarding the trends but I also am challenged in being able to explain why the disparity exists. The department has a good plan in terms of creating a climate that fosters belonging for all students and focusing on inclusion	The Department notes that enrollment distribution by ethnicity is relatively similar to the College, although the department Latinx enrollment is 5% less than College-wide. Their action plan does not suggest efforts targeting specific groups. They could consider a course section for Puente students that might drive some additional enrollment of		On page 18 of your equity plan, be sure to fix the "Success Rates by Ethnicity" table to say "Enrollment by Ethnicity".  As I noted before, I think the work you've done on your department equity plan is admirable.  Do you think there is any particular reason why the African American

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	and reducing barriers to students.	that population. They do include an extensive Equity Plan for which they should be commended. This plan focuses on what Department faculty can control - an inclusive and equitable classroom experience for all students - not on what is largely out of their control - scheduling, recruitment, and faculty hiring. It will be instructive to see if these classroom efforts also translate into enrollment increases in the female and Latinx populations.		<p>enrollment declined in the 5 year period? The Latinx enrollment went up, but is the one with the furthest departure from the college enrollment %'s. I can see that your department soundly invested in improving success rates. Is there a way the college could help with the recruitment portion?</p> <p>Do you think there would be interest in a class within your Mus 7 series that focuses on music with Latinx roots throughout the Southern and Central American countries (or maybe Music 8 and Music 2D already covers this sufficiently)? Could an update to that series improve recruitment?</p>
<b>F. Student Course Success</b>				
<b>a. Student Course Success</b>				

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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
<b>Student Course Success Narrative Explanation - <i>If the data trend shows an increase, decrease, or no change in students' course success percentage, explain what programmatic factors led to such a trend.</i></b>				
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 exceeds expectations – the narrative could be used as an exemplar -Excellent
<b>Student Course Success Action Narrative (If Applicable) - <i>Describe the proposed actions for stabilizing/increasing the student's course success percentages.</i></b>				
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 exceeds expectations - the narrative could be used as an exemplar - Excellent
Reader Feedback	Excellent equity plan proposed by the department with concrete suggestions on how to create an environment that fosters inclusivity and understanding. The plan looks at how instructors can provide students support and are within departmental control. It also embraces universal design.	The Department has increased success rates for all student groups significantly over the time span. The list of strategies that led to these increases can serve as an example for others struggling with this issue. Going forward, the Department Equity Plan will provide a valuable framework for continued		The department gave concrete examples of the approaches they are using to increase student success rates. The increase from 79% to 87% is remarkable.

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improvement in this area.				
<b>b. Student Course Success by Student Groups</b>				
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 decreased over the time span - Meets the Standard	The gap between the two groups has decreased over the time span - Meets the Standard
<b>Course Success by Student Groups Narrative Explanation - <i>Explain why the course success gap is flat, increased or decreased.</i></b>				
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
<b>Course Success by Student Groups Action Narrative (If Applicable) - <i>What actions are program faculty and staff engaged in to decrease the course success gap between African-American, Latinx, and Filipinx student groups and Asian, Native American, Pacific Islander, White, and Decline to State student groups?</i></b>				
Overall, in this section:	The narrative includes all 5 of the criteria - Meets the Standard	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	Although course success is increased overall for both sets of students, there is still a difference between the success rates of the two groups. The plan	The narrative is comprehensive and includes both past successes and a synopsis of the principles included in their Equity Plan. While		

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	provided by the department looks at ways to decrease this gap.	there is still a gap in success rates, the Department has done a good job to reduce that gap from 20% to 12%.		

### G. Student Course Success by Demographics

#### a. Student Course Success by Gender

What does the data indicate about course success?

Female	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
Male	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
Non-binary	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

**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 fewer than 2 of the criteria – Needs Major Improvement to Meet the	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
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	Standard			
<b>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.</b>				
Overall, in this section:	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard
Reader Feedback	No specific explanation was provided as to why the success for all gender groups has increased, but it may be difficult to pinpoint what factors contributed to the increased successes. The department provided an action plan, but for this area, there is not a need for an action plan since proportion of students succeeding has been increasing.	The Department has increased success rates overall and in every measurable subgroup, including gender. Well done.		For almost all the sections of part G (Course Success by Demographics), the department has seen dramatic improvements. They included their department equity plan that outlines strategies they believe explains these improvements, and intend to keep on this track.

### **b. Student Course Success by Ethnicity**

What does the data trend indicate about program student course success by ethnicity?

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African Americans	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
Asian	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
Filipinx	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
Latinx	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent
Native American	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard
Pacific Islander	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
White	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
Decline to State	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 been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard

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<b>Student Course Success by Ethnicity Narrative Explanation (If Applicable) - <i>If the data trend shows a decrease in any of the student ethnic groups' course success rates, explain why the percentage decreased for each (address each ethnic group by bullet point).</i></b>				
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	The narrative includes all 3 of the criteria - Meets the Standard
<b>Student Course Success by Ethnicity Narrative Explanation (If Applicable) - <i>Describe the reasons for the gap in course success.</i></b>				
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 is not included	
<b>Student Course Success by Ethnicity Action Narrative (If Applicable) - <i>Describe the proposed actions for stabilizing/improving the course success by ethnicity.</i></b>				
Overall, in this section:	The narrative includes all 5 of the criteria	The narrative exceeds expectations – the narrative could be used as an exemplar	The narrative is not included	The narrative includes all 5 of the criteria
Reader Feedback	Overall success rates are increasing for all ethnic groups. However, there is a 19% gap in success rates between African American students and the overall success rates. For Latinx students, there is a 9% gap in success rates compared	While at first glance some of the narrative responses may seem less than robust, coupled with the comprehensive actions laid out in the Equity Plan there is a clear sensibility within the Department that course success		There is a slight decrease in the success rates of Native Americans, from 78% in 2015-16 to 75% in 2019-20 (you marked it as an increase in success rates). It is worth noting that in intervening years it was as high as 87%. This

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	<p>to the overall success rates. The department does not note these gaps in the trends and does not provide an explanation for the gaps. However, they have provided an equity plan that addresses these gaps.</p>	<p>comes first. The efforts so far using student engagement and retention as focal points have led to fewer students withdrawing as well as more students completing and succeeding in their courses. With enrollment and sections near maximum, it will be interesting to see if the continued focus on student inclusion and content diversity will alter the student enrollment demographic.</p>		<p>group represents the smallest % of enrollment, so fluctuations in success rate could just be due to the smaller sample size.</p> <p>The overall trends with increasing success rates are impressive. At what point within the 5 year period did the department put the equity plan into place? Congratulations to your department for seeing your hard work in this area pay off.</p>