

Foothill Annual Program Review 2024

Annual Program Review Template 2024

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1. Number of full-time faculty in the program.

The Music Department currently has 2.5 full-time faculty (one of our faculty shares duties in Theater Arts).

2. Number of part-time faculty in the program.

We presently have 2 part-time faculty.

3. Number of staff in the program.

0

4. Do the above numbers reflect any staffing changes?

No. Owing to a recent spate of retirements (3 full-time faculty), departmental enrollment and course offerings have fallen precipitously. The acquisition of a new full-time faculty member last year is already helping to rebuild and revitalize the program.

5. Refer to the most recent Comprehensive Program Review, what were the identified actions for improvement? Identify any current and/or new Strategic Goals.

Our strategic goals are designed to ensure that success is not predictable by race, gender, income-level, or disability. Our strategic goals are as follows:

- Establish and support a class climate that fosters belonging for all students.
- Set explicit student expectations.
- Select course content that recognizes diversity and acknowledges barriers to inclusion
- Design all course elements for accessibility.
- Offering multiple course delivery modalities to accommodate a wide variety of student needs and learning styles.
- Adhere/seek guidance from the Foothill College 13-55 Plan.
- Reflect on one's beliefs about teaching to maximize self-awareness and commitment to inclusion.

6. What actions identified in the Comprehensive Program Review (or most recent Annual Program Review if no Comprehensive Program Review) have you completed this year?

The following actions have been taken:

- Textbook cost is a significant barrier to inclusion. Building on last year's completion of a zero-textbook cost (ZTC) for Music 2A/2AH, 2B/2BH, and 2C/2CH, three more courses are now ZTC: MUS 1, MUS 8, and MUS 11B.
- Additionally, MUS 1, MUS 8, and MUS 11B have been substantially revised to include greater diversity, broader cultural representation, and expanded/updated content.
- Consonant with campus efforts, we continue to make our classes more accessible to all students. In addition to MUS 2D, MUS 1 has undergone the Peer Online Course Review (POCR) to help ensure equity, accessibility, and RSI via cutting-edge instructional design.

- We continue to implement both the Music Department Equity Plan (the guiding principles were summarized above in #5) and the Foothill College 13-55 Plan

7. Explain your implementation timeline and if there have been any changes or updates.

The actions above were implemented beginning in Fall 2024.

8. Explain the evidence the program used to evaluate progress and provide an update on progress.

	2021-22	2022-23	2023-24	% Change over 2-year period
Success	79%	83%	84%	5% improvement
Non-success	12%	11%	9%	3% improvement
Withdrawal	9%	6%	7%	2% improvement

We are pleased to see improvements in success rates/non-success rates,/withdrawals. We have also seen an 18% decline in enrollment, attributable to faculty retirements, budgetary reductions,, and a decline in CCC enrollment.

9. Click the link and follow the instructions to the Disproportionate Impact dataset, then respond to the prompt below.

https://foothilldeanza-my.sharepoint.com/:b:/g/personal/20078222_fhda_edu/ETXoAp44fMFCppHXvzpIFgcB5ogzcvUxLknHrIXo1ghkHg?e=H8axR7

Identify the groups that are experiencing a disproportionate impact in the most recent year (highlighted in orange). In the text box below, provide the percentage point gap and the number of additional successes needed to erase the percentage point gap for each group.

For non-instructional programs that do not have program specific disproportionate impact student data, please provide an update on the program's 13-55 project (i.e., project description, students served, implementation timeline).

Music Department versus Collegewide success rates:

- Female (45%): 0% differential
- Latinx (26%): -2%
- Black (5%): -9%
- Filipinx (4%): +1%
- Veteran (2%): +1%

As the numbers indicate, this is a glaring need to improve the success rate among Black and low-income students. Most of our Black students—and indeed, a substantial percentage of our minority students--take Music of American Cultures (MUS 8) which heretofore required a \$100 textbook. As a result, some low-income students were unable to purchase the textbook until partway through the quarter, or in some cases, not at all. The course is now at ZTC, we are optimistic that this will improve Black/low-income success rates. Additionally, Introduction to Music (MUS 1) is now also a ZTC. Both MUS 1 and MUS 8 now feature greater diversity of content as an avenue to fostering belonging for all students.

10. Use this opportunity to reflect on your responses in this document. Include your closing thoughts.

The presence of a new full-time faculty member has allowed us to increase our course offerings, continue our work toward ZTC, and to offer a wider menu of course modalities. While achieving gains in overall success rate, we must redouble our efforts in closing the achievement gap for Black and low-income students. To that end, we have substantially revised our offerings to improve their equity, their accessibility, their diverse/culturally relevant content, and their RSI while reducing and/or eliminating textbook costs.

Click on the link below to view the Annual Program Review Rubric.

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End of Annual Program Review Template 2024

This form is completed and ready for acceptance.

Rubric Annual Program Review

Criteria

The program's responses...

- align with the program's goals
- align with data
- are informed by data
- are within the control of the program
- have measurable outcomes

- Meets Expectations
- Needs Improvement

Feedback

The Music program demonstrates significant progress in fostering equity and accessibility. Transitioning multiple courses to ZTC and revising content for greater diversity are commendable steps that align with its goals of inclusion and accessibility. The increase in success rates and reductions in non-success and withdrawal rates reflect the positive impact of these efforts. Additionally, hiring a new full-time faculty member has enabled the program to expand course offerings and improve engagement.

To further strengthen the program, consider focusing on targeted strategies to close the achievement gap for Black and low-income students. For example, explore additional outreach or support services tailored to these groups, and use specific, measurable benchmarks to evaluate the effectiveness of such interventions. Continued emphasis on culturally relevant curriculum and increased marketing of ZTC courses could also help attract and retain students. With these efforts, the program is well-positioned for sustained success and growth.

This form is completed and ready for acceptance.