

Theatre Arts-Tech Program Review

	Karen Erickson (At-Large Faculty)	Elizabeth Barkley (Same Division Faculty)	Jerry Robredo (At-Large Classified Staff)	Debbie Lee (Dean)
Rubric Evaluation				
A. Program Information				
How many criteria are met for the Program Mission statement?	Addresses all 8 criteria - Meets the Standard	Addresses 4 to 7 of the criteria - Needs Some Improvement to Meet the Standard	Addresses all 8 criteria - Meets the Standard	Exceeds expectations for all 8 criteria - Excellent
Reader Feedback	N/A	The mission statement clearly states the purpose of the Theatre Department; the primary function; the activities; identifies what the program hopes to achieve; is aligned to the college mission statement; and is clear and concise #1, 2, 3, 4, 7, and 8. To meet the standard, it needs to include the remaining two narrative criteria.	Could there be any elaboration on theatre as an art form or creative/expressive outlet?	The mission statement is nicely written. It is clear, concise and addresses all the criteria.
How many criteria are met for the Program Learning Outcomes?	Addresses 2 or fewer of the criteria - Needs Major Improvement to Meet the Standard	Addresses 3 to 4 of the criteria - Needs Some Improvement to Meet the Standard	Addresses all 5 criteria - Meets the Standard	Addresses all 5 criteria - Meets the Standard
Reader Feedback	I see student-centered language in the PLOs and a reflection on different levels of learning ("acquired and practiced") , but suggest "skills applicable" is hard to measure and vague (not easily understood by students). Suggest also these PLOs as stated are not directly actionable for program improvement.	Good program learning outcomes are even more difficult to write using the stated narrative criteria than course level learning outcomes, which are plenty difficult enough. Add to this the challenges of measuring learning in the arts as well as addressing both transfer and work force contexts, and it is not surprising that faculty struggled with this aspect of the review process. That said, this section will need to be rewritten if it is to address all 5 criteria and meet the Standard.	I wasn't clear on terminology used: "application" vs "synthesis" levels. This may be academia jargon I'm just not familiar with.	N/A
B. FTES - Enrollment Trends				
1. What does the FTES data trend indicate?	FTES has decreased over the time span no more than 10% - Meets the Standard	FTES has decreased over the time span by 10% to 30% - Needs Some Improvement to Meet the Standard	FTES has decreased over the time span no more than 10% - Meets the Standard	FTES has decreased over the time span no more than 10% - Meets the Standard
How many criteria are met in the data trend narrative explanation for FTES?	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
How many criteria are met in the proposed action narrative for FTES?	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 exceeds expectations - the narrative could be used as an exemplar - Excellent

Reader Feedback	N/A	The narrative explains the dramatic drop-off that occurred early in this Program Review cycle and appropriately highlights the 26% subsequent increase.	N/A	The department has explored multiple ways to stabilize enrollment and has taken action on these ideas including dual enrollment, offering online GE classes, stacking their classes and offering late start classes. I applaud the department for implementing all these different ideas to stabilize enrollments.
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C. Sections - Enrollment Trends

How many criteria are met in the data trend narrative explanation for sections?	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
How many criteria are met in the narrative explaining why the number of sections increased while FTES decreased?	The narrative is not included		The narrative includes all 3 of the criteria - Meets the Standard	
Reader Feedback	Really impressive to see the work the department put into creating a schedule that is student-centered.	The narrative reflects careful analysis of the reasons underlying more recent growth. The faculty should be commended for the multiple strategies they have employed to stabilize and increase FTES.	I thought the understanding of the trend was well supported. Some further explanation on how the rotating two-year schedule has been valuable might be helpful.	This section is not applicable since the sections decreased.

D. Productivity - Enrollment Trends

1. What does the data indicate about the productivity trend?	The program productivity trend has increased - Excellent	The program productivity trend has increased - Excellent	The program productivity trend has increased - Excellent	The program productivity trend has increased - Excellent
How many criteria are met in the data trend narrative explanation for productivity?	The narrative includes all 3 of the criteria - Meets the Standard	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 exceeds expectations – the narrative could be used as an exemplar - Excellent
How many criteria are met in the proposed action narrative for productivity?	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 includes all 5 of the criteria - Meets the Standard

Reader Feedback	Additional information on the deliverables/measurable outcomes (how?); just an added sentence to clearly state how these ideas (all good ones!) will be connected to any increase in productivity (which, as an aside, I think is fine, no need to keep moving it up, in my opinion...)	As in the earlier section on enrollment trends, the narrative reflects careful analysis of the reasons underlying the increase in productivity. Once again, the faculty should be commended for the multiple strategies they have employed to increase productivity.	This was a very clear answer and point by point breakdown. I came into this not knowing what was meant by "productivity" and feel I have a better understanding.	I applaud the department for implementing changes to improve enrollment and productivity since the last program review. In addition to dual enrollment and stacking courses, two of the courses offered in this department have been OEI approved. I would encourage the faculty to have more of their courses be OEI approved. I do have a long-term concern with the sustainability of offering classes as stacked and dual modality since these methods can be very taxing on faculty. If faculty are OK with teaching using these methods, then it is not a concern.
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E. Enrollment by Student Demographics

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)	The difference between the genders/sex is less than or equal 10% - Excellent	The difference between the genders/sex is less than or equal 10% - Excellent	The difference between the genders/sex is less than or equal 10% - Excellent	The difference between the genders/sex is less than or equal 10% - Excellent
How many criteria are met in the data trend narrative explanation for enrollment by gender?	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
How many criteria are met in the proposed action narrative for enrollment by gender?	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	The narrative is not included
<p>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)</p>				
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 0% and 10% - Excellent	The Gender gap by declared major is between 0% and 10% - Excellent	The Gender gap by declared major is between 11% and 20% - Meets the Standard	

Reader Feedback	I selected "narrative not included" even though there are some comments, they aren't addressing actions directly because, frankly, this program is nearly 50/50 and in line with the college. Don't see a need to have a specific action plan, but I do appreciate the change in productions to include more diverse roles.	The Theater Department should be commended for their efforts to promote gender equity. This has included program content choices such as including plays and musicals with a higher percentage of female roles as well as concerted effort to implement non-traditional cross-gender casting.	N/A	There are two different majors listed in the document. One of the majors, theater arts, has a gender gap of 10% which is excellent. The other major, theater technology, has a gender gap of 19%, which meets the standard, but the gap is on the high end of the standard. It is interesting that for theater arts, there are more females but for theater technology, there are more males. This is certainly an issue the department should look into. Does this same gender disparity occur in industry?
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2. Does your program differ in enrollment distribution among ethnic groups, in this most recent year, compared to the College enrollment by ethnic group?				
(2018-19 College enrollment distribution by ethnicity: 5% African American, 30% Asian, 5% Filipinx, 26% Latinx, 0% Native American, 1% Pacific Islander, 29% White, 4% Decline to State)	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 - Meets the Standard	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
How many criteria are met in the data trend narrative explanation for enrollment by ethnicity?	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet 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
How many criteria are met in the proposed action narrative for enrollment by ethnicity?	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 4 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard
Reader Feedback	The data trend narrative explanation focuses more on actions and this content would be more appropriate in the subsequent section (action narrative does include outreach, too). Not sure if the department really knows why the data trends have changed for some groups, is this really reasonable to expect a department to have this knowledge? That's just my two cents on this part. Need to add how outreach will lead to a measurable outcome.	The narrative reflects a careful, data-driven analysis of the trends. The Department has also identified plans to work with the Equity Office to explore ways to increase enrollment of underserved populations, especially Asian, Filipinx and Latinx cohorts. That said, they should be commended for their success in increasing African American, Asian, and Latinx populations.	Beyond working with the equity office, I wonder if it would help to include specific information on departments offerings, faculty and productions that specifically speak to or represent people of color.	The proposal listed is to work with the Equity Office on how to increase enrollment of underserved populations. Since the department has not met with the Equity office yet, there are no concrete ideas listed to increase enrollment of underserved populations and hence, no demonstrable action items. This is an item that should be revisited after discussing with the Office of Equity.

F. Student Course Success

1. What does the data trend indicate about overall course success?	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard
How many criteria are met in the data trend narrative explanation for student course success?	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
How many criteria are met in the proposed action narrative for student course success?	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	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard
Reader Feedback	What are the measureables? If the department feels the success change is due to online classes, as explained in the narrative explanation, what are the actions surrounding this specifically? This is not addressed. The actions listed here do not seem to fit with the interpretation of the data as done by the department. There's a difference between access (outreach plans) and success.	The narrative explains the decrease in success rates and I believe appropriately identifies it as primarily due to the shift to more online sections. The Theatre Department should also be commended for their efforts to better understand differences in cultural learning behaviors and implement strategies to engage students from all demographics.	If online classes are identified as reason for the decrease in success rates, it was not addressed in the proposed actions to directly review online classes and how to improve them.	The department is engaging in ongoing efforts to understand differences in cultural learning behaviors and implement strategies to engage with a variety of learning activities, but there are no specifics listed. Without specific actions listed, it is hard to determine if these items are within department control and demonstrable and whether or not these items could be accomplished in any specified length of time. This is an item that should be revisited.
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 increased over the time span - Needs Major Improvement to Meet 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 increased over the time span - Needs Major Improvement to Meet the Standard
How many criteria are met in the data trend narrative explanation for course success by student groups?	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 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard
How many criteria are met in the proposed action narrative for course success by student groups?	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 includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard

Reader Feedback	How will the outcomes be measured?	Once again, the narrative explains the decrease in success rates and I believe appropriately identifies it as the shift to more online sections.	I wasn't clear what you meant by "perhaps by POCR"?	The proposal listed is to work with the Equity Office on course assessments and content to ensure effective strategies are included in all course offerings. Since the department has not met with the Equity office yet, there are no concrete ideas listed to increase course success by student groups. Without specific actions listed, it is hard to determine if these items are within department control and demonstrable and whether or not these items could be accomplished in any specified length of time. This is something that should be revisited again after the department meets with the Office of Equity.
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G. Student Course Success by Demographics

1. What does the data indicate about course success?

Female	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet 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 decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard
Male	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet 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 decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard
How many criteria are met in the data trend narrative explanation for course success by gender?	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
How many criteria are met in the proposed action narrative for course success by gender?	The narrative includes fewer than 4 of the criteria - Needs Major 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
Reader Feedback	Again, this action narrative doesn't mesh with the previous narrative of online instruction being the cause of the decrease in success. If the department feels online course success (or lack of) is the reason for the downward trend, what are the action plans to address this specifically?	The department attributes the changes in success rate to the increase of online offerings, and also appropriately points out that the average is still above the campus average. Furthermore, Department faculty should be commended for their efforts to regularly review and discuss the impact of practices and choices upon all students.	N/A	The department is very proactive in looking to find parts/roles in the productions for all genders. I have found the department to be very inclusive in considering gender breakdown in production choices.

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

African Americans	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard
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 decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard
Latinx	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard		Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard
Native American	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard
Pacific Islander	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard
White student	Course success has improved over the time span - Excellent	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
Decline to State	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard
How many criteria are met in the data trend narrative explaining why the percentage decreased for the student ethnic group(s)?	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 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard
How many criteria are met in the data trend narrative explaining reasons for the gap in course success?	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

How many criteria are met in the proposed action narrative for student course success by ethnicity?	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	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	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard
Reader Feedback	<p>In the narrative explanation ~ the trends are addressed, but no reasons as to why (other than those tied to student numbers, which I agree are problematic when they are small, as they end up giving wide fluctuations in the success data). Again, action plan doesn't address the online explanation for decreased success and the success gap. NOTE: now that I've reached the end of the PR, I see there is a section for feedback that addresses more specifically some of these issues. Perhaps this information should be moved into the appropriate boxes?</p>	<p>The narrative reflects a careful, data-driven analysis of the trends. The department should be commended for their efforts to reach out to under representative target groups. The self-study also includes a detailed optional section responding to B2 Dean feedback. This section was very difficult to read simply because of the formatting restrictions of the template.</p>	<p>Can you add some data about the success rates for THTR 8?</p>	<p>The department has a good plan to build course content to include underrepresented groups in all their theater courses. Since the department attributes equity gaps to teaching using the online platform, I would suggest that the department look into professional development for online teaching specifically targeting underrepresented groups.</p>

Theatre Arts-Tech CTE Program Review

**Karen Erickson
(At-Large Faculty)**

**Jerry Robredo
(At-Large Classified Staff)**

Debbie Lee (Dean)

**Elizabeth Barkley
(Same Division Faculty)**

Career and Technical Education Programs Rubric

A. Re-Accreditation Information

2. Did the program maintain accreditation?

4. Did the program make the required improvements in response to the major citations of the last re-accreditation report?

B. Advisory Board

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

No, the program did not hold an annual meeting of the advisory board and/or did not submit the minutes - Needs Improvement to Meet the Standard

Yes the program held an annual meeting of the advisory board and submitted the minutes - Meets the Standard

No, the program did not hold an annual meeting of the advisory board and/or did not submit the minutes - Needs Improvement to Meet the Standard

Yes the program held an annual meeting of the advisory board and submitted the minutes - Meets the Standard

4. Did the program receive any commendations/special mentions from the advisory board?

The program received commendations - Meets the Standard

The program received commendations - Meets the Standard

The program received commendations - Meets the Standard

The program received commendations - Meets the Standard

5. Did the program identify actions for improvement or recommendations based on feedback from the advisory board?

The program was not able to take actions or investigate because it did not get the support needed - Needs Some Improvement to Meet the Standard

The program was able to take actions or investigate the recommendations and received the needed support to proceed - Meets the Standard

The program was not able to take actions or investigate because it did not get the support needed - Needs Some Improvement to Meet the Standard

The program was not able to take actions or investigate because it did not get the support needed - Needs Some Improvement to Meet the Standard

C. Regional Labor Demand

1. What does the labor demand data trend indicate?

Labor demand has an upward trend - Excellent

Labor demand has an upward trend - Excellent

Labor demand has an upward trend - Excellent

Labor demand has an upward trend - Excellent

2. How many criteria are met in the data trend narrative explanation for labor demand?

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

D. Regional Labor Supply

1. What does the labor supply data trend indicate?

Labor supply has a downward trend - Excellent

Labor supply has a downward trend - Excellent

Labor supply has a downward trend - Excellent

Labor supply is projected to increase - Needs Improvement to Meet the Standard

2. How many criteria are met in the data trend narrative explanation for labor supply?

The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard

The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard

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

E. Regional Wages

1. What does the wage data trend indicate?	The occupational wage stayed flat - Meets the Standard	The occupational wage trend increased - Excellent	The occupational wage trend decreased - Needs Improvement to Meet the Standard	The occupational wage trend increased - Excellent
2. How many criteria are met in the data trend narrative explanation for wages?	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 fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard

F. Program 13.5 Course Completion

1. 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 the program?	The number of students completing 13.5 units decreased over the 5 year period - Needs Improvement to Meet the Standard	The number of students completing 13.5 units decreased over the 5 year period - Needs Improvement to Meet the Standard	The number of students completing 13.5 units decreased over the 5 year period - Needs Improvement to Meet the Standard	The number of students completing 13.5 units decreased over the 5 year period - Needs Improvement to Meet the Standard
2. How many criteria are met in the data trend narrative explanation for the number of students completing the 13.5 CTE units?	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

G. Program Graduate Employment Rates

1. What does the graduate employment rate indicate for certificate/degree completers (e.g., Within one year after Community College Completion)?	Employment rate is 79% to 70% - Needs Some Improvement to Meet the Standard	Employment rate is 79% to 70% - Needs Some Improvement to Meet the Standard	Employment rate is 79% to 70% - Needs Some Improvement to Meet the Standard	Employment rate is 79% to 70% - Needs Some Improvement to Meet the Standard
2. How many criteria are met in the data trend narrative explanation for graduate employment rate for both degrees and certificates?	The narrative includes fewer than 3 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes 3 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes fewer than 3 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes fewer than 3 of the criteria - Needs Major Improvement to Meet the Standard

Reader Feedback

This is not a program with accreditation, so those questions were left blank. An advisory board meeting was held, but minutes were not posted. I see a downward trend in the labor supply through 2017, not an increase. In general, this CTE addendum could use some more reflection in answering the questions; however, I don't know if the CTE component of this program is really a huge focus for the department.

I was confused by section D. Regional Labor Supply question. The data provided says the supply in 2016-2017 as 670, which was a decrease from 2011-2012's data of 727. The submitted form says an "increase" in the regional labor supply. Perhaps I'm reading that incorrectly?

1. Labor supply is decreasing, not increasing as the department checked in the program review template. This can be a good thing since the supply can then meet the demand. However, this may mean that not as many students are going into this field. 2. The median wage is lower than the cost of living wage for this region. The wages have not seen any growth except one spike in 2014/15. The data supplied by CalPass may have recorded the percent increase incorrectly. 3. It is nice to see that the employment trend is going upwards. However, the employment rate is still rather low. It would be nice to see the trend continue to increase. The narrative provided does not explain the trend nor does it explain industry trends. 4. I did not find any advisory minutes.

I know from personal observation and experience how hard the faculty work for this program. The program has significant challenges because it requires small class size for multiple reasons, primarily safety, and that is difficult when the district/campus is striving for large class sizes and high productivity. That said, it supports the theatre productions on campus which are, in turn, extremely valuable for positive public relations with Foothill's surrounding community.