

Music-FH Music

Instructional Discipline Template

A. Program Information

Program Mission Statement

Please enter your mission statement here.

The mission of the Music Department is to use a three-lens framework of music history/literature, theory/composition, and performance to increase students' community/global consciousness as they learn to appreciate how music is a potent tool for understanding individual and cultural uniqueness within the larger context of our common humanity.

Program Level Student Learning Outcomes

Please list the program level student learning outcomes.

Program level student learning outcomes are best understood through our mission statement's three-lens framework.

Through the study of:

1. **Music History and Literature**, students examine music masterpieces from multiple eras and cultures so that they will be able to synthesize information and evaluate how music reflects individual composers' lives as well as the contemporary social/historical context in which the compositions were created and performed.
2. **Music Theory, Composition, and Musicianship**, students will be able to analyze the structure of music and learn to create their own original works satisfying specific and complex compositional requirements.
3. **Music Performance**, students will be able to apply and express their historical, theoretical, and artistic understandings in a presentation addressing an appropriate audience.

B. FTES - Enrollment Trends

Enrollment Variables and Trends

| Enrollment Trends Fine Arts & Communication - Music-FH | | | | | | |
|---|---------|---------|---------|---------|---------|-----------|
| | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 5-yr %Inc |
| Unduplicated Headcount | 2,645 | 2,720 | 2,772 | 2,425 | 2,154 | -18.6% |
| Census Enrollment | 3,380 | 3,367 | 3,377 | 2,981 | 2,618 | -22.5% |
| Sections | 120 | 127 | 116 | 99 | 93 | -22.5% |
| WSCH | 6,337 | 6,264 | 6,447 | 5,798 | 5,231 | -17.5% |
| FTES (end of term) | 427 | 422 | 435 | 393 | 353 | -17.4% |
| FTEF (end of term) | 10.8 | 10.8 | 10.1 | 8.4 | 7.3 | -32.2% |
| Productivity (WSCH/FTEF) | 589 | 580 | 638 | 690 | 718 | 21.8% |

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 and/or is flat in FTES

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.

End-of-term FTES declined 32.2% (from 427 to 353) over the 5-yr period. This is due primarily to FT faculty retirements combined with our efforts to support the Division's goal of improved productivity. Sections were cut by 22.5% (from 120 to 93). Section cuts occurred across the Department's offerings, but the majority of cuts were in Music 1 (which was reduced from 14 to 8) and Music 8 (reduced from 23 to 17).

An additional course cut was Music 11 (a series of History/Lit courses focusing on popular genres such as jazz, swing, and funk) which was dropped by former Dean Mark Anderson presumably because of his retirement, as he was the instructor, combined with the fact that the content duplicated material covered in Music 8. The decline in Music 3ABC enrollment reflects a national downward trend in interest in courses that cover "classical" composition practices and that prepare students for transfer to institutions offering traditional Music Degree programs.

While section cuts have shrunk the Department and its offerings, we are very proud of our accomplishment of increasing productivity 21.8% (from 589 to 718). At 718, we are significantly higher than the College productivity of 532 in 2019-20 and the Fine Arts Division's productivity of 597.

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.

The Department could increase FTES by reinstating some of the sections that were canceled or in some instances, increasing the number of sections offered. This is supported by the Section Fill Rate Trends since 2018-19, particularly in the case of Music 2ABC and their cross-listed Honors sections (ranging from 102%-128%), Music 8 and its cross-listed Honors section (104%), and some of the History/Literature courses that primarily support our companion program, Music Technology, such as Music 11 (ranging from 82% to 108%). While this would increase FTES, it would likely reduce productivity. In addition, changed enrollment trends appear to indicate that our current offerings are efficiently meeting the needs of students.

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 and/or is flat in sections

If the data trend shows no change/flat or an increase or decrease in sections, explain why the number of sections is flat, increased or decreased.

The table displays detailed data on the sections that were cut.

| Course | 2015-16 | 2019-2 |
|--------|---------|--------|
| 1 | 14 | 8 |
| 3A | 4 | 2 |
| 3B | 2 | 1 |
| 3C | 2 | 1 |

| Course | 2015-16 | 2019-2 |
|--------|---------|--------|
| 7 | 1 | 0 |
| 7D | 3 | 0 |
| 7F | 2 | 0 |
| 8 | 23 | 17 |
| 8H | 3 | 6 |
| 9A | 2 | 0 |
| 9B | 3 | 4 |
| 10 | 9 | 5 |
| 12A | 8 | 6 |

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

NA

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 and/or flat in the productivity number

If the data trend shows no change/flat or an increase or decrease in productivity, explain why the productivity is flat, increased or decreased.

We are very proud of our accomplishment of increasing productivity 21.8% (from 589 to 718). As stated earlier, 718 is significantly higher than the College productivity of 532 and the Fine Arts Division's productivity of 597.

We believe this increase is due not only to reduced number of sections and more efficient scheduling, but also due to:

1. Admitting more students than official Seat Count
2. Cross Listing, especially in Music 2 and 8 Honors and Music 2F with Theatre 2F
3. Retention efforts

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.

We are currently at a productivity of 718, which is very high in comparison to the college standard.

E. Enrollment by Student Demographics Enrollment Distribution



Enr Distribution by Student Demographics
Fine Arts & Communication - Music-FH

by Gender

| | 2015-16 | | 2016-17 | | 2017-18 | | 2018-19 | | 2019-20 | |
|--------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|
| | Enr | Percent | Enr | Percent | Enr | Percent | Enr | Percent | Enr | Percent |
| Female | 1,481 | 44% | 1,616 | 48% | 1,581 | 47% | 1,354 | 45% | 1,131 | 43% |
| Male | 1,874 | 55% | 1,724 | 51% | 1,768 | 52% | 1,606 | 54% | 1,460 | 56% |
| Not Reported | 25 | 1% | 27 | 1% | 28 | 1% | 21 | 1% | 27 | 1% |
| Total | 3,380 | 100% | 3,367 | 100% | 3,377 | 100% | 2,981 | 100% | 2,618 | 100% |

by Ethnicity

| | 2015-16 | | 2016-17 | | 2017-18 | | 2018-19 | | 2019-20 | |
|------------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|
| | Enr | Percent | Enr | Percent | Enr | Percent | Enr | Percent | Enr | Percent |
| African American | 212 | 6% | 161 | 5% | 159 | 5% | 152 | 5% | 114 | 4% |
| Asian | 939 | 28% | 1,062 | 32% | 1,196 | 35% | 1,140 | 38% | 969 | 37% |
| Filipinx | 171 | 5% | 183 | 5% | 136 | 4% | 122 | 4% | 112 | 4% |
| Latinx | 603 | 18% | 614 | 18% | 675 | 20% | 601 | 20% | 499 | 19% |
| Native American | 18 | 1% | 20 | 1% | 15 | 0% | 10 | 0% | 8 | 0% |
| Pacific Islander | 36 | 1% | 42 | 1% | 43 | 1% | 29 | 1% | 31 | 1% |
| White | 969 | 29% | 1,062 | 32% | 1,097 | 32% | 878 | 29% | 762 | 29% |
| Decline to State | 432 | 13% | 223 | 7% | 56 | 2% | 49 | 2% | 123 | 5% |
| Total | 3,380 | 100% | 3,367 | 100% | 3,377 | 100% | 2,981 | 100% | 2,618 | 100% |

by Age

| | 2015-16 | | 2016-17 | | 2017-18 | | 2018-19 | | 2019-20 | |
|--------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|
| | Enr | Percent | Enr | Percent | Enr | Percent | Enr | Percent | Enr | Percent |
| 19 or less | 652 | 19% | 630 | 19% | 712 | 21% | 586 | 20% | 576 | 22% |
| 20-24 | 1,970 | 58% | 1,975 | 59% | 1,984 | 59% | 1,781 | 60% | 1,535 | 59% |
| 25-39 | 556 | 16% | 548 | 16% | 534 | 16% | 452 | 15% | 361 | 14% |
| 40 + | 202 | 6% | 214 | 6% | 147 | 4% | 162 | 5% | 146 | 6% |
| Total | 3,380 | 100% | 3,367 | 100% | 3,377 | 100% | 2,981 | 100% | 2,618 | 100% |

by Education Level

| | 2015-16 | | 2016-17 | | 2017-18 | | 2018-19 | | 2019-20 | |
|--------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | Enr | Percent | Enr | Percent | Enr | Percent | Enr | Percent | Enr | Percent |
| Bachelor or higher | 229 | 7% | 283 | 8% | 225 | 7% | 243 | 8% | 176 | 7% |
| Associate | 78 | 2% | 84 | 2% | 80 | 2% | 64 | 2% | 68 | 3% |
| HS/Equivalent | 2,855 | 84% | 2,839 | 84% | 2,903 | 86% | 2,535 | 85% | 2,206 | 84% |

| | | | | | | | | | | |
|------------------|-------|------|-------|------|-------|------|-------|------|-------|------|
| All Other | 218 | 6% | 161 | 5% | 169 | 5% | 139 | 5% | 168 | 6% |
| Total | 3,380 | 100% | 3,367 | 100% | 3,377 | 100% | 2,981 | 100% | 2,618 | 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 and/or is flat 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 and/or is flat in the male enrollment rates

Non-Binary

- the data trend shows an increase in the non-binary enrollment rates
- the data trend shows a decrease in the non-binary enrollment rates
- the data trend shows no change and/or is flat in the non-binary enrollment rates

If the data trend shows no change/flat, an increase or decrease in male, female, or non-binary enrollment, explain why the enrollment rates is flat, increased, or decreased.

Gender enrollment trends are as follows:

- Female enrollment started at 44% and concluded with a slight decrease to 43% during 2019-20.
- Male enrollment started at 55% and concluded with a slight increase to 56% during 2019-20.
- Non-binary has remained flat at 1%.

As we interpret the data, we do not believe a 1% change over the five-year period is significant.

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)

- 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?

At 43%, the Department's female enrollment is 8% lower than the College average of 51%. At 56%, the Department's male enrollment is 9% higher than the College average of 47%. This disparity may be explained by nationwide data that indicates significantly more males pursue music careers, a trend that is explained in the Program Review of our vocational companion program, Music Technology (quoted below). While we recognize that this explanation focuses on the gender gap in music vocational programs, we believe a parallel trend occurs in traditional music programs, since even in these programs, students are hoping to pursue careers in music.

"Nationwide, higher-education statistics confirm very few women enter music technology programs. The University of Colorado, for example, typically has six women or less who apply for its Recording Arts Program each year out of 50-75 applicants."

We are hoping that the action steps that we are taking to address equity in general as outlined in our Music Department Equity Plan and described in a subsequent text box, will also help achieve greater gender parity.

Data Table for Enrollment by Gender of Declared Majors

<https://foothill.edu/programreview/prg-rev-docs/20-21-enroll-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 and/or is flat 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 and/or is flat in the male enrollment of the declared major

Non-Binary

- the data trend shows an increase in the non-binary enrollment rates
- the data trend shows a decrease in the non-binary enrollment rates
- the data trend shows no change and/or is flat in the non-binary enrollment rates

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 and/or is flat 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 and/or is flat 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 and/or is flat 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 and/or is flat 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 and/or is flat 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 and/or is flat 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 and/or is flat 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 and/or is flat 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 2019-20 = 4% African American, 38% Asian, 5% Filipinx, 25% Latinx, 0% Native American, 1% Pacific Islander, 21% 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).

While white students have remained consistent (29%), we have seen a significant increase in Asian students (28% to 38%), a small increase in Latinx (18% to 20%), and a flat or very slightly declining enrollment in African American (6% to 5%), Filipinx (5% to 4%), Native American (1% to 0%), and Pacific Islander (1% to 1%).

Except for Latinx students, this is basically in alignment with College enrollment, as displayed in the table below:

| Demographic Group | College | Music Department |
|-------------------|---------|------------------|
| African American | 4% | 5% |
| Asian | 38% | 38% |
| Filipinx | 5% | 4% |
| Latinx | 25% | 20% |
| Native American | 0% | 0% |
| Pacific Islander | 1% | 1% |
| White | 21% | 29% |

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.

While we are in basic alignment with College-wide demographic trends, we are also looking for strategies to address disparities in enrollment and success by ethnic group. These strategies are identified in our Music Department Equity Plan.

The current draft of this program includes the following introduction (excerpted):

"Equity and inclusive teaching have received increased attention at Foothill College as well as on college and university campuses around the country. The Foothill College Music Department has been committed to supporting *all* students' success for decades, but we have increased our efforts during the most recent 5-year Program Review period. As a result, our success rate has grown from 79% (2015-16) to 87% (2019-20).

Our efforts have been grounded in our passion for effective teaching as well as our knowledge of the research that has demonstrated that students' perceptions of class climate dramatically impact how well they learn. Unfortunately, although our student success rate has increased generally, gains have not been experienced by all groups, as indicated in the table "Success Rates by Ethnicity" at the end of this document.

As faculty, we want *all* students in our courses to have an experience that is positive and inclusive rather than "chilly" and marginalizing. We believe this commitment is in alignment with Foothill College's Equity Plan 2.0. We acknowledge that creating a supportive, inclusive learning environment that promotes equity is challenging. Students can experience inclusion and disinclusion on multiple levels, including faculty-student interactions, student-student interactions, and course content and policies.

We have therefore used the *Guide for Inclusive Teaching at Columbia* (Columbia Center for Teaching and Learning, 2018) to prompt, guide, and document our efforts to promote equity. Our intention is to use this plan in conjunction with Program Review to improve our courses so that success is not predictable by race. This document reflects both our current efforts as well as the strategies we commit to implementing this year."

Within the body of the document at this point, our strategies are specified in a series of action steps organized under the following principles:

- Principle One: Establish and support a class climate that fosters belonging for all students.
- Principle Two: Set explicit student expectations.
- Principle Three: Select course content that recognizes diversity and acknowledges barriers to inclusion.
- Principle Four: Design all course elements for accessibility.
- Principle Five: Reflect on one's beliefs about teaching to maximize self-awareness and commitment to inclusion.

Please see "Music Department Equity Plan: 2020-21" for specifics.

F. Student Course Success

Course Success Rates by Unit

Course Success
Fine Arts & Communication - Music-FH

| | 2015-16 | | 2016-17 | | 2017-18 | | 2018-19 | | 2019-20 | |
|--------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | Grades | Percent | Grades | Percent | Grades | Percent | Grades | Percent | Grades | Percent |
| Success | 2,675 | 79% | 2,802 | 83% | 2,801 | 83% | 2,511 | 84% | 2,272 | 87% |
| Non Success | 406 | 12% | 318 | 9% | 336 | 10% | 310 | 10% | 210 | 8% |
| Withdrew | 299 | 9% | 247 | 7% | 240 | 7% | 160 | 5% | 136 | 5% |
| Total | 3,380 | 100% | 3,367 | 100% | 3,377 | 100% | 2,981 | 100% | 2,618 | 100% |

Course Success by Race/Ethnicity
 Fine Arts & Communication - Music-FH

Course Success for African American, Latinx, and Filipinx Students

| | 2015-16 | | 2016-17 | | 2017-18 | | 2018-19 | | 2019-20 | |
|--------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | Grades | Percent | Grades | Percent | Grades | Percent | Grades | Percent | Grades | Percent |
| Success | 642 | 65% | 711 | 74% | 699 | 72% | 629 | 72% | 563 | 78% |
| Non Success | 199 | 20% | 151 | 16% | 168 | 17% | 168 | 19% | 106 | 15% |
| Withdrew | 145 | 15% | 96 | 10% | 103 | 11% | 78 | 9% | 56 | 8% |
| Total | 986 | 100% | 958 | 100% | 970 | 100% | 875 | 100% | 725 | 100% |

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

| | 2015-16 | | 2016-17 | | 2017-18 | | 2018-19 | | 2019-20 | |
|--------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | Grades | Percent | Grades | Percent | Grades | Percent | Grades | Percent | Grades | Percent |
| Success | 2,033 | 85% | 2,091 | 87% | 2,102 | 87% | 1,882 | 89% | 1,709 | 90% |
| Non Success | 207 | 9% | 167 | 7% | 168 | 7% | 142 | 7% | 104 | 5% |
| Withdrew | 154 | 6% | 151 | 6% | 137 | 6% | 82 | 4% | 80 | 4% |
| Total | 2,394 | 100% | 2,409 | 100% | 2,407 | 100% | 2,106 | 100% | 1,893 | 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.

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 and/or is flat in the students' course success percentage

If the data trend shows an increase, decrease, or no change and/or is flat in students' course success percentage, explain what programmatic factors led to such a trend.

We are very proud of our increase in success rate, rising during the five-year period from 79% (2015-16) to 87% (2019-20). Nevertheless, we are always looking for ways to improve our success rates. For example, in Music 2A,B,C and 8, we have implemented the following strategies:

1. Using data tools to identify low performing students and then reaching out to them.
2. Implementing multiple safety nets for students to recover their grade, even if they have fallen behind.
3. Using an Instructional Team approach that ensures quick, 24/7 response to students' questions and also provides students with options for communicating with the instructor with whom they feel most comfortable.
4. Establishing regular Zoom meeting times for students to interact one-on-one or with their peers "in the moment."
5. Organizing courses on principles of Universal Design.
6. Implementing course differentiation principles to give students multiple choices in how they learn so that they can individualize the experience to best meet their personal learning style, schedule, and needs.

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.

As stated in the previous text box, we have improved our success rate from 79% to 87%, thus, the data does not suggest changes are necessary to improve student course success. Nevertheless, we are always looking for ways to improve our success rates. Please see the previous text box for specifics. Similar strategies have been implemented in many of the music courses.

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 and/or is flat 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 and/or is flat 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, decrease, or no change/flat in course success gap, explain why the course success gap is flat, increased, or decreased.

The data trend shows the following gap between the two groups:

- Course Success for African American, Latinx, and Filipinx Students: Increasing from 65% to 78%
- Course Success for Asian, Native American, Pacific Islander, White, and Decline to state: Increasing from 85% to 90%

While we are always looking for ways to increase Course Success for all students, we think that it is notable that for African Americans, etc. we have increased our success rate by 13% in comparison to increasing our success rate by 5% for Asian, etc.

As stated in an earlier text box, we are looking for strategies to address disparities in enrollment and success by ethnic group. These strategies are identified in our Music Department Equity Plan.

Within the body of the document at this point, our strategies are specified in a series of action steps organized under the following principles:

- Principle One: Establish and support a class climate that fosters belonging for all students.
- Principle Two: Set explicit student expectations.
- Principle Three: Select course content that recognizes diversity and acknowledges barriers to inclusion.
- Principle Four: Design all course elements for accessibility.
- Principle Five: Reflect on one's beliefs about teaching to maximize self-awareness and commitment to inclusion.

Please see "Music Department Equity Plan: 2020-21" for specifics.

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?

As stated in an earlier text box, we are always looking for ways to increase student success. We have worked hard on identifying practical strategies that will be high impact. These strategies are identified in our Music Department Equity Plan. Please see the earlier text box for more information and the "Music Department Equity Plan: 2020-21" for specifics.

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 - Music-FH

| 2019-20 | | | | | | | | |
|--------------|---------|---------|-------------|---------|----------|---------|--------|---------|
| | Success | | Non Success | | Withdraw | | Total | |
| | Grades | Percent | Grades | Percent | Grades | Percent | Grades | Percent |
| Female | 996 | 88% | 84 | 7% | 51 | 5% | 1,131 | 100% |
| Male | 1,255 | 86% | 122 | 8% | 83 | 6% | 1,460 | 100% |
| Not Reported | 21 | 78% | 4 | 15% | 2 | 7% | 27 | 100% |
| All | 2,272 | 87% | 210 | 8% | 136 | 5% | 2,618 | 100% |

| 2018-19 | | | | | | | | |
|--------------|---------|---------|-------------|---------|----------|---------|--------|---------|
| | Success | | Non Success | | Withdraw | | Total | |
| | Grades | Percent | Grades | Percent | Grades | Percent | Grades | Percent |
| Female | 1,180 | 87% | 117 | 9% | 57 | 4% | 1,354 | 100% |
| Male | 1,315 | 82% | 190 | 12% | 101 | 6% | 1,606 | 100% |
| Not Reported | 16 | 76% | 3 | 14% | 2 | 10% | 21 | 100% |
| All | 2,511 | 84% | 310 | 10% | 160 | 5% | 2,981 | 100% |

| 2017-18 | | | | | | | | |
|--------------|---------|---------|-------------|---------|----------|---------|--------|---------|
| | Success | | Non Success | | Withdraw | | Total | |
| | Grades | Percent | Grades | Percent | Grades | Percent | Grades | Percent |
| Female | 1,356 | 86% | 131 | 8% | 94 | 6% | 1,581 | 100% |
| Male | 1,424 | 81% | 200 | 11% | 144 | 8% | 1,768 | 100% |
| Not Reported | 21 | 75% | 5 | 18% | 2 | 7% | 28 | 100% |
| All | 2,801 | 83% | 336 | 10% | 240 | 7% | 3,377 | 100% |

| 2016-17 | | | | | | | | |
|---------|---------|---------|-------------|---------|----------|---------|--------|---------|
| | Success | | Non Success | | Withdraw | | Total | |
| | Grades | Percent | Grades | Percent | Grades | Percent | Grades | Percent |
| Female | 1,372 | 85% | 129 | 8% | 115 | 7% | 1,616 | 100% |
| Male | 1,407 | 82% | 186 | 11% | 131 | 8% | 1,724 | 100% |

| | | | | | | | | |
|---------------------|-------|-----|-----|-----|-----|----|-------|------|
| Not Reported | 23 | 85% | 3 | 11% | 1 | 4% | 27 | 100% |
| All | 2,802 | 83% | 318 | 9% | 247 | 7% | 3,367 | 100% |

| 2015-16 | | | | | | | | |
|---------------------|---------|---------|-------------|---------|----------|---------|--------|---------|
| | Success | | Non Success | | Withdraw | | Total | |
| | Grades | Percent | Grades | Percent | Grades | Percent | Grades | Percent |
| Female | 1,193 | 81% | 162 | 11% | 126 | 9% | 1,481 | 100% |
| Male | 1,466 | 78% | 240 | 13% | 168 | 9% | 1,874 | 100% |
| Not Reported | 16 | 64% | 4 | 16% | 5 | 20% | 25 | 100% |
| All | 2,675 | 79% | 406 | 12% | 299 | 9% | 3,380 | 100% |

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

| 2019-20 | | | | | | | | |
|-------------------|---------|---------|-------------|---------|----------|---------|--------|---------|
| | Success | | Non Success | | Withdraw | | Total | |
| | Grades | Percent | Grades | Percent | Grades | Percent | Grades | Percent |
| 19 or less | 510 | 89% | 43 | 7% | 23 | 4% | 576 | 100% |
| 20-24 | 1,365 | 89% | 104 | 7% | 66 | 4% | 1,535 | 100% |
| 25-39 | 274 | 76% | 53 | 15% | 34 | 9% | 361 | 100% |
| 40 + | 123 | 84% | 10 | 7% | 13 | 9% | 146 | 100% |
| All | 2,272 | 87% | 210 | 8% | 136 | 5% | 2,618 | 100% |

| 2018-19 | | | | | | | | |
|-------------------|---------|---------|-------------|---------|----------|---------|--------|---------|
| | Success | | Non Success | | Withdraw | | Total | |
| | Grades | Percent | Grades | Percent | Grades | Percent | Grades | Percent |
| 19 or less | 504 | 86% | 58 | 10% | 24 | 4% | 586 | 100% |
| 20-24 | 1,527 | 86% | 171 | 10% | 83 | 5% | 1,781 | 100% |
| 25-39 | 345 | 76% | 64 | 14% | 43 | 10% | 452 | 100% |
| 40 + | 135 | 83% | 17 | 10% | 10 | 6% | 162 | 100% |
| All | 2,511 | 84% | 310 | 10% | 160 | 5% | 2,981 | 100% |

| 2017-18 | | | | | | | | |
|-------------------|---------|---------|-------------|---------|----------|---------|--------|---------|
| | Success | | Non Success | | Withdraw | | Total | |
| | Grades | Percent | Grades | Percent | Grades | Percent | Grades | Percent |
| 19 or less | 598 | 84% | 73 | 10% | 41 | 6% | 712 | 100% |
| 20-24 | 1,683 | 85% | 182 | 9% | 119 | 6% | 1,984 | 100% |
| 25-39 | 397 | 74% | 74 | 14% | 63 | 12% | 534 | 100% |
| 40 + | 123 | 84% | 7 | 5% | 17 | 12% | 147 | 100% |
| All | 2,801 | 83% | 336 | 10% | 240 | 7% | 3,377 | 100% |

2016-17

| | Success | | Non Success | | Withdraw | | Total | |
|------------|---------|---------|-------------|---------|----------|---------|--------|---------|
| | Grades | Percent | Grades | Percent | Grades | Percent | Grades | Percent |
| 19 or less | 544 | 86% | 45 | 7% | 41 | 7% | 630 | 100% |
| 20-24 | 1,656 | 84% | 186 | 9% | 133 | 7% | 1,975 | 100% |
| 25-39 | 414 | 76% | 72 | 13% | 62 | 11% | 548 | 100% |
| 40 + | 188 | 88% | 15 | 7% | 11 | 5% | 214 | 100% |
| All | 2,802 | 83% | 318 | 9% | 247 | 7% | 3,367 | 100% |

2015-16

| | Success | | Non Success | | Withdraw | | Total | |
|------------|---------|---------|-------------|---------|----------|---------|--------|---------|
| | Grades | Percent | Grades | Percent | Grades | Percent | Grades | Percent |
| 19 or less | 531 | 81% | 71 | 11% | 50 | 8% | 652 | 100% |
| 20-24 | 1,586 | 81% | 233 | 12% | 151 | 8% | 1,970 | 100% |
| 25-39 | 397 | 71% | 83 | 15% | 76 | 14% | 556 | 100% |
| 40 + | 161 | 80% | 19 | 9% | 22 | 11% | 202 | 100% |
| All | 2,675 | 79% | 406 | 12% | 299 | 9% | 3,380 | 100% |

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

2019-20

| | Success | | Non Success | | Withdraw | | Total | |
|------------------|---------|---------|-------------|---------|----------|---------|--------|---------|
| | Grades | Percent | Grades | Percent | Grades | Percent | Grades | Percent |
| African American | 78 | 68% | 19 | 17% | 17 | 15% | 114 | 100% |
| Asian | 899 | 93% | 40 | 4% | 30 | 3% | 969 | 100% |
| Filipinx | 94 | 84% | 13 | 12% | 5 | 4% | 112 | 100% |
| Latinx | 391 | 78% | 74 | 15% | 34 | 7% | 499 | 100% |
| Native American | 6 | 75% | 1 | 13% | 1 | 13% | 8 | 100% |
| Pacific Islander | 19 | 61% | 7 | 23% | 5 | 16% | 31 | 100% |
| White | 677 | 89% | 44 | 6% | 41 | 5% | 762 | 100% |
| Decline to State | 108 | 88% | 12 | 10% | 3 | 2% | 123 | 100% |
| All | 2,272 | 87% | 210 | 8% | 136 | 5% | 2,618 | 100% |

2018-19

| | Success | | Non Success | | Withdraw | | Total | |
|------------------|---------|---------|-------------|---------|----------|---------|--------|---------|
| | Grades | Percent | Grades | Percent | Grades | Percent | Grades | Percent |
| African American | 92 | 61% | 48 | 32% | 12 | 8% | 152 | 100% |
| Asian | 1,046 | 92% | 58 | 5% | 36 | 3% | 1,140 | 100% |
| Filipinx | 99 | 81% | 15 | 12% | 8 | 7% | 122 | 100% |

| | | | | | | | | |
|------------------|-------|-----|-----|-----|-----|-----|-------|------|
| Latinx | 438 | 73% | 105 | 17% | 58 | 10% | 601 | 100% |
| Native American | 8 | 80% | 0 | 0% | 2 | 20% | 10 | 100% |
| Pacific Islander | 17 | 59% | 9 | 31% | 3 | 10% | 29 | 100% |
| White | 770 | 88% | 67 | 8% | 41 | 5% | 878 | 100% |
| Decline to State | 41 | 84% | 8 | 16% | 0 | 0% | 49 | 100% |
| All | 2,511 | 84% | 310 | 10% | 160 | 5% | 2,981 | 100% |

2017-18

| | Success | | Non Success | | Withdrew | | Total | |
|------------------|---------|---------|-------------|---------|----------|---------|--------|---------|
| | Grades | Percent | Grades | Percent | Grades | Percent | Grades | Percent |
| African American | 95 | 60% | 37 | 23% | 27 | 17% | 159 | 100% |
| Asian | 1,060 | 89% | 70 | 6% | 66 | 6% | 1,196 | 100% |
| Filipinx | 105 | 77% | 20 | 15% | 11 | 8% | 136 | 100% |
| Latinx | 499 | 74% | 111 | 16% | 65 | 10% | 675 | 100% |
| Native American | 13 | 87% | 1 | 7% | 1 | 7% | 15 | 100% |
| Pacific Islander | 23 | 53% | 12 | 28% | 8 | 19% | 43 | 100% |
| White | 956 | 87% | 81 | 7% | 60 | 5% | 1,097 | 100% |
| Decline to State | 50 | 89% | 4 | 7% | 2 | 4% | 56 | 100% |
| All | 2,801 | 83% | 336 | 10% | 240 | 7% | 3,377 | 100% |

2016-17

| | Success | | Non Success | | Withdrew | | Total | |
|------------------|---------|---------|-------------|---------|----------|---------|--------|---------|
| | Grades | Percent | Grades | Percent | Grades | Percent | Grades | Percent |
| African American | 116 | 72% | 25 | 16% | 20 | 12% | 161 | 100% |
| Asian | 933 | 88% | 64 | 6% | 65 | 6% | 1,062 | 100% |
| Filipinx | 151 | 83% | 15 | 8% | 17 | 9% | 183 | 100% |
| Latinx | 444 | 72% | 111 | 18% | 59 | 10% | 614 | 100% |
| Native American | 15 | 75% | 1 | 5% | 4 | 20% | 20 | 100% |
| Pacific Islander | 30 | 71% | 10 | 24% | 2 | 5% | 42 | 100% |
| White | 903 | 85% | 90 | 8% | 69 | 6% | 1,062 | 100% |
| Decline to State | 210 | 94% | 2 | 1% | 11 | 5% | 223 | 100% |
| All | 2,802 | 83% | 318 | 9% | 247 | 7% | 3,367 | 100% |

2015-16

| | Success | | Non Success | | Withdrew | | Total | |
|------------------|---------|---------|-------------|---------|----------|---------|--------|---------|
| | Grades | Percent | Grades | Percent | Grades | Percent | Grades | Percent |
| African American | 112 | 53% | 59 | 28% | 41 | 19% | 212 | 100% |
| Asian | 809 | 86% | 75 | 8% | 55 | 6% | 939 | 100% |
| Filipinx | 127 | 74% | 20 | 12% | 24 | 14% | 171 | 100% |
| Latinx | 403 | 67% | 120 | 20% | 80 | 13% | 603 | 100% |

| | | | | | | | | |
|-------------------------|-------|-----|-----|-----|-----|-----|-------|------|
| Native American | 14 | 78% | 2 | 11% | 2 | 11% | 18 | 100% |
| Pacific Islander | 19 | 53% | 10 | 28% | 7 | 19% | 36 | 100% |
| White | 809 | 83% | 82 | 8% | 78 | 8% | 969 | 100% |
| Decline to State | 382 | 88% | 38 | 9% | 12 | 3% | 432 | 100% |
| All | 2,675 | 79% | 406 | 12% | 299 | 9% | 3,380 | 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.

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 and/or is flat 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 and/or is flat in the male course success rates

Non-Binary

- the data trend shows an increase in the non-binary course success rates
- the data trend shows a decrease in the non-binary course success rates
- the data trend shows no change and/or is flat in the non-binary course success rates

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.

As indicated in Section F, we are very proud of our increase in success rate, which rose during the five-year period from 79% (2015-16) to 87% (2019-20).

During the five-year period,

- female success rate increased from 81% to 88%
- male success rate increased from 79% to 86%

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

- yes
- no

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

As stated in an earlier text box, we are always looking for ways to increase student success. We have worked hard to identify practical strategies that will also have high impact. These strategies are identified in our Music Department Equity Plan. While the focus of our efforts have been on reducing disparity between ethnic groups, our hope is that these "inclusive teaching" strategies will also improve success and reduce disparity based on gender. Please see the earlier text box for more information and the "Music Department Equity Plan: 2020-21" for specifics.

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 and/or is flat 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 and/or is flat 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 and/or is flat 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 and/or is flat 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 and/or is flat 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 and/or is flat 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 and/or is flat 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 and/or is flat 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).

We are very pleased that the data shows increases in all student ethnic groups' course success rates.

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.

N/A

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.

As stated earlier, we are very proud of our high general success rate. We are especially pleased that this increase in success rate has been achieved in all groups. That said, there remains a course success gap for some of the groups when compared to the overall success rates. For example, there is a 19% gap between African Americans and the overall success rate and 9% between Latinx and overall. We are looking for ways to increase success and believe that some of the strategies that we are implementing as part of our Music Department Equity Plan will help accomplish this.

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

No feedback at the moment.

Self-Study Checklist

Writers can use this final checklist for ensuring quality control before hitting the final submit button.

- Attended the Writer Orientation/Training in November
- Responses are supported by the data
- Engaged in discussion with IR Coach
- The Self-Study Report was written collaboratively with other program stakeholders
- The Self-Study Report was proofread by a collaborator

This form is completed and ready for acceptance.