

Instructional Discipline Template 2025

A. Program Information

Program Mission Statement

Please enter your mission statement here.

N/A

B. Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends For Program Review

Enrollment Trends

Fine Arts and Communication - Music-FH

	2020-21	2021-22	2022-23	2023-24	2024-25	5-yr %Inc
Unduplicated Headcount	1,678	1,104	1,080	939	992	-40.9%
Enrollment	2,065	1,346	1,259	1,103	1,163	-43.7%
Sections	83	67	61	56	55	-33.7%
WSCH	4,107	2,619	2,441	2,155	2,284	-44.4%
FTES	278	177	165	146	155	-44.2%
FTEF	6.6	4.5	4.2	3.9	3.8	-42.4%
Productivity (WSCH/FTEF)	620	576	581	558	599	-3.4%

B.1 - FTES

Goals: What is your program's goal with respect to FTES?

N/A

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about the FTES in your program?

N/A

Action: What actions does your program plan to take in order to achieve your goals?

N/A

Needs: What does your program need to execute this action plan?

N/A

B.2 - Sections

Goals: What is your program's goal with respect to sections?

N/A

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about the sections in your program?

N/A

Action: What actions does your program plan to take in order to achieve your goals?

N/A

Needs: What does your program need to execute this action plan?

N/A

B.3 - Productivity

Goals: What is your program's goal with respect to productivity?

N/A

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about the productivity in your program?

N/A

Action: What actions does your program plan to take in order to achieve your goals?

N/A

Needs: What does your program need to execute this action plan?

N/A

C. Enrollment by Student Demographics

Enrollment Distribution

Enrollment Distribution For Program Review

Enr Distribution by Student Demographics

Fine Arts and Communication - Music-FH

Student Headcounts by Gender

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Female	1,131	43%	967	47%	613	46%	563	45%	511	46%
Male	1,460	56%	1,072	52%	718	53%	660	52%	563	51%
Non-Binary	0	0%	5	0%	3	0%	0	0%	0	0%
Unknown gender	27	1%	21	1%	12	1%	36	3%	29	3%
Total	2,618	100%	2,065	100%	1,346	100%	1,259	100%	1,103	100%

Student Headcounts by Race/Ethnicity

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Asian	969	37%	661	32%	375	28%	327	26%	313	28%
Black	114	4%	89	4%	73	5%	59	5%	46	4%
Filipinx	112	4%	104	5%	50	4%	55	4%	43	4%
Latinx	499	19%	468	23%	357	27%	330	26%	256	23%
Native American	8	0%	8	0%	7	1%	4	0%	8	1%
Pacific Islander	31	1%	33	2%	17	1%	8	1%	6	1%
Unknown ethnicity	123	5%	71	3%	46	3%	73	6%	84	8%
White	762	29%	631	31%	421	31%	403	32%	347	31%
Total	2,618	100%	2,065	100%	1,346	100%	1,259	100%	1,103	100%

C.1 - Enrollment by Gender

Goals: What is your program's goal with respect to enrollment by gender?

N/A

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about enrollment by gender in your program?

N/A

Action: What actions does your program plan to take in order to achieve your goals?

N/A

Needs: What does your program need to execute this action plan?

N/A

C.2 - Enrollment by Ethnicity

Goals: What is your program's goal with respect to enrollment by ethnicity?

N/A

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about enrollment by ethnicity in your program?

N/A

Action: What actions does your program plan to take in order to achieve your goals?

N/A

Needs: What does your program need to execute this action plan?

N/A

D. Overall Student Course Success

Student Population Areas of Focus

Course Success For Program Review

Limits: **Course Credit Status Credit**

Course Success

Fine Arts and Communication - Music-FH

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	2,272	87%	1,715	83%	1,060	79%	1,044	83%	930	84%
Non Success	210	8%	192	9%	162	12%	144	11%	100	9%
Withdrew	136	5%	158	8%	124	9%	71	6%	73	7%
Total	2,618	100%	2,065	100%	1,346	100%	1,259	100%	1,103	100%

Course Success for Black, Latinx, and Filipinx Students

	2019-20		2020-21		2021-22		2022-23		2023-24	
Success	563	78%	483	73%	314	65%	328	74%	232	78%
Non Success	106	15%	105	16%	97	20%	80	18%	37	12%
Withdrew	56	8%	73	11%	69	14%	36	8%	30	10%
Total	725	100%	661	100%	480	100%	444	100%	299	100%

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

	2019-20		2020-21		2021-22		2022-23		2023-24	
Success	1,709	90%	1,232	88%	746	86%	716	88%	698	87%
Non Success	104	5%	87	6%	65	8%	64	8%	63	8%
Withdrew	80	4%	85	6%	55	6%	35	4%	43	5%
Total	1,893	100%	1,404	100%	866	100%	815	100%	804	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.

D.1 - Student Course Success

Goals: What is your program's goal with respect to student course success?

N/A

Observation & Inferences: What do you observe in the data in relation to your goals? What do you want the college to understand about the student course success in your program?

N/A

Action: What actions does your program plan to take in order to achieve your goals?

N/A

Needs: What does your program need to execute this action plan?

N/A

D.2 - Course Success by Modality

Click the link below to view the program's Course Success by Modality data

https://foothilldeanza-my.sharepoint.com/:f:/g/personal/20078222_fhda_edu/EskvoKR-5H1Nld9VFZmNfbsBgLwZLOhoM0dZcWdZQ9VCjA?e=93flye

Goals: What is your program's goal with respect to course success by modality?

N/A

Observation & Inferences: What do you observe in the data in relation to your goals? What do you want the college to understand about course success by modality in your program?

N/A

Action: What actions does your program plan to take in order to achieve your goals?

N/A

Needs: What does your program need to execute this action plan?

N/A

E. Disproportionate Impact

Click the link below to view the program's Disproportionate Impact data

https://foothilldeanza-my.sharepoint.com/:f:/g/personal/20078222_fhda_edu/EskvoKR-5H1Nld9VFZmNfbsBgLwZLOhoM0dZcWdZQ9VCJA?e=93flye

Identify the groups that are experiencing a disproportionate impact in the most recent year (please provide the percentage point gap and the number of additional successes needed to erase the percentage point gap for each group).

N/A

Goals: What is your program's goal with respect to disproportionate impact?

N/A

Observation & Inferences: What do you observe in the data in relation to your goals? What do you want the college to understand about the disproportionate impact in your program?

N/A

Action: What actions does your program plan to take in order to achieve your goals?

N/A

Needs: What does your program need to execute this action plan?

N/A

F. Regular and Substantive Interaction

If your program has any courses that are approved for distance education, describe how regular and substantive interaction was incorporated in those courses. (List each course)

N/A

G. Summary

Use this opportunity to reflect on your discussions above and include any closing thoughts.

N/A

H. Rubric

Click the link below to view the Instructional Template Rubric.

https://foothilldeanza-my.sharepoint.com/:w:/g/personal/20078222_fhda_edu/EeXQOxxcnqRGsXkb-Btxsz4BoUlaCXwgPngOB_gc8HQemw?e=2EgwaV

This form is not yet ready.

Enrollment and Course Success | Music-FH

Who uses this report:
All users who want to further explore their enrollment or course success data.

What is this report:
This report is an extension of the Program Review Data Sheet. It has additional student characteristics and users can compare two groups of students at the same time.

Limits: Course Credit Status Credit

Measures: Enrollments and Course Success Rate

Instructional Modality	2020-21		2021-22		2022-23		2023-24		2024-25	
	Enrollments	Course Success Rate	Enrollments	Course Success Rate	Enrollments	Course Success Rate	Enrollments	Course Success Rate	Enrollments	Course Success Rate
Face to Face	2	50%	105	82%	117	74%	106	80%	88	72%
FH - Online-synchronous	126	81%								
FH - Online-asynchronous	1,622	83%	1,035	79%	913	83%	698	86%	749	85%
FH - Online-async/synch	315	85%	184	78%	185	85%	131	80%	62	85%
FH - Hybrid-on campus/async			22	77%	44	86%	168	82%	264	91%
Total	2,065	83%	1,346	79%	1,259	83%	1,103	84%	1,163	86%

Limits: Course Credit Status Credit

Measures: Enrollments and Course Success Rate

Instructional Modality	2020-21		2021-22		2022-23		2023-24		2024-25	
	Enrollments	Course Success Rate	Enrollments	Course Success Rate	Enrollments	Course Success Rate	Enrollments	Course Success Rate	Enrollments	Course Success Rate
Face to Face	0%		8%		9%		10%		8%	
FH - Online-synchronous	6%									
FH - Online-asynchronous	79%		77%		73%		63%		64%	
FH - Online-async/synch	15%		14%		15%		12%		5%	
FH - Hybrid-on campus/async			2%		3%		15%		23%	
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Data loaded 04-Sep-2025

Course Success with Disproportionate Impact (credit)

Who uses this report:

All users who want to explore student equity and disproportionate impact in course success.

What is this report:

This report highlights student groups with a negative percentage point gap and student groups experiencing disproportionate impact. Data reflects credit sections. Student groups with "N/A" enrollment denotes suppressed data.

How to interpret the data:

A negative percentage point gap means a student group has a lower success rate than the comparison group consisting of all students not in the student group being examined. When a student group is experiencing disproportionate impact, this means that (1) there is a negative percentage point gap and (2) this gap is unlikely to be due to chance. Programs are encouraged to prioritize discussions and address the student groups experiencing disproportionate impact.

New features:

To display only student groups with disproportionate impact, click on the link "Click here to show only groups with disproportionate impact." To add a comparison unit that is one level higher (e.g., course level compared to department level), **be sure to select a college, division, department or course**, then click on the link "Click here to show and compare disproportionate impact with [X]".

Success rate

The number of students receiving an A, B, C or P grade divided by the total number of students receiving a grade. Rate is rounded.

Comparison success rate

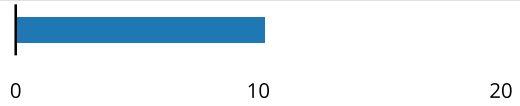
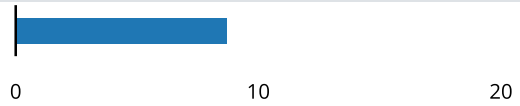
The success of all students except for the group being examined (e.g., the comparison success rate for Latinx students is the success rate of all students who are not Latinx). Rate is rounded.

Additional successes needed to erase percentage point

This value provides a way for practitioners to think of gaps in terms of student successes, and illustrates the number of additional successes needed to avoid a percentage point gap.

Limits: 2024-25

Disproportionate impact table

							Additional successes needed to erase percentage point gap
Group Name	Student group	Enrollment	Student group success rate	Comparison success rate	Percentage point gap	Chart	
Gender	All Students (Music-FH, 55 sections)	1,163	86%	86%	0		
	Female	516	86%	85%	+0		
	Male	601	85%	86%	-1		6
	Non-Binary	0					
Race/Ethnicity	Unknown gender	46	89%	85%	+4		
	Asian	343	90%	84%	+7		
	Black	62	76%	86%	-10		7
	Filipinx	55	82%	86%	-4		3
	Latinx	311	78%	88%	-10		32
	Native American	N/A					
Veteran	Pacific Islander	12	67%	86%	-19		3
	Unknown ethnicity	100	93%	85%	+8		
	White	274	89%	85%	+4		
	Not Veteran	1,140	86%	91%	-6		66
	Veteran	23	91%	86%	+6		
	Foster	N/A					
Income	Not Foster Youth	1,156	86%	86%	0		1
	Low Income	428	80%	89%	-9		38
	Not Low Income	735	89%	80%	+9		

Legend

Blue
Student groups experiencing a negative percentage point gap that is not statistically significant

Tan
Student groups experiencing disproportionate impact according to the Percentage Point Gap Minus One (PPG-1) method

Margin of error is calculated using the Wald Interval.
¹The PPG-1 method follows the CCCC method for calculating disproportionate impact. Disproportionate impact is when (1) a student group's PPG value is less than -2 (e.g., -3, -4, -5, etc.) and (2) the absolute PPG value is greater than the calculated margin of error. PPG is calculated by comparing a student group's success rate against the success rates of all students except for the group being examined (e.g., Latinx PPG is Latinx success minus the success of all students except for Latinx students).