2019-2022 FACULTY CONTRACT

H.6:a SELF EVALUATION

Adjunct	Prob.	Regular	Dept. Chair
x	x	x	

■ Self Evaluation – Faculty ■
■ Mt. San Antonio College ■

Professor: Redacted

Date: June 2022

Department: Music

☐ Adjunct Faculty ☐ Probationary Faculty, Completing Year: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ Tenured Faculty

The self-evaluation report and yearly report of supplemental hours must be submitted WITHIN TWO WEEKS FOLLOWING THE END OF THE SPRING SEMESTER.

A. Evaluation tools used:

Self (required): ☒ Student (required): ☒ Peer (required): ☒
Manager: ☒ Support: ☐ Classroom: ☒

B. Summary of student evaluations/summary of classroom evaluations by peers (include sample comments):

Areas of excellence: This year, I worked on the following:
- transparent teaching through providing detailed directions, examples, and rubrics for every written assignment;
- giving very specific feedback for every student's assignment;
- giving encouraing and motivating emails, announcements and messages when I notice that students were not consistent with attendance/work submission;
- alignment one of the courses with CVC rubric (though not yet complete).

Students commented:
Provide "clear directions," "helpful and open to all students," "material is easy to find on canvas. Everything is very organized "she would give us reminders […] so that we can be successful her Class. She showed that she cared about her students."
Prof. Marston commented:
"Critical and evaluative thinking is required through discussion board topics, which Dr. Kuo carefully monitors. Content is easily access through the Canvas website."

This academic year, (so far, not accounting for Spring 2022), I close the achievement gap (Course success rate) between the highest and lowest groups to 5.9% in non-honors GE music courses. In 2018-19, the two group's gap was 27.8%. This is a 80% improvement in 3 years.

Areas for improvement: Develop more interactive content. Prof. Marston suggested integrating quizzes into the content slide pages of Canvas. Prof. Marston also suggested creating more dynamic forms of content delivery including my speaki in addition to the slides.

One student commented that they missed out on a particular ethnic group's music discussion. Another wanted fewer documentaries.

C. I will be working on the following self and professional improvement items in the 2022-2023 academic year. (List your top 1 – 5 goals)

Goals & Objectives:
Teaching:
CVC-align MUS 14B American Folk Music
Integrate quizzes and content
Create dynamic content

Data Coaching:
I would like to take this opportunity to address the work I do a data coach coordinator, as it comprise 60% of my load. I belie that it's imperative every instructor knows his/her/their disaggregated course data, and works towards closing the quit gaps.

I have spent two academic years thinking and discussing equit gaps in terms of disaggregated course level data, on almost a daily basis. This year I complete the ACUE Effective Teaching Practices course (which took two semesters, 54 hours). I admit that I have spent more time looking at data, discussing data, a actively implementing strategies that will close the equity gap than the average Mt SAC instructor. While I closed the gap by 80% in 3 years, there is still a gap of about 6%. If we consider that the California Chancellor's Office "Vision for Success Goals' was to close the achievement gap by 40% within 5 years and fully close the gaps within 10 years, starting 2017, then we hav a long road ahead. My goal is to close the equity gap complete in 2 years, by end of 2024.

Action Plan:
Teaching:
Continue to work on CVC alignment
Modify content to integrate quizzes
Create at least one video with me speaking per class: MUS 1 and MUS 15H.

Data Coaching:
I would like to begin regular, meaningful conversations with my fellow music colleagues (moderated by deans if possible) about equity gaps. What can we do individually, and collectively?

I believe we can begin with modifying outcomes assessment by using similar rubrics for common assignments, and sharin disaggregated data on these assignments and discussing hov we can improve as instructors.

MUS GE non-honors and non-majors courses have about a 17.3% equity gap between the two largest ethnic groups; ar a 30.4% equity gap between the highest and lowest performing groups (not accounting for groups with fewer tha 20 students). There is a lot of equity work to be accomplishe and I would like to be involved. I know that there are not many music instructors who have completed any equity-minded professional development courses. If the division cou incentivize instructors to work together by sharing equity-minded resources and teaching practices I would be happy t lead workshops.

D. I need the following assistance:

- Equipment, support, conferences, training, etc. The music department should hire a professional course designer to assist all MUS GE faculty with accessibility content alignment on Canvas. Music content is very difficult to make accessible for everyone. I have attended FCLT training, and I have spoken with non-Mt SAC faculty members with CVC-aligned courses. Unfortunately, that faculty uses publisher's content only which costs >$100 for every student in the course. The music department at Mt SAC (and FCLT) does not agree with this option. Hence, I advocate that the College fund the music department with a professional instructional designer to assist us in modifying our Canvas courses for CVC alignment.

- The Dean, Associate Dean, or Department Chair can give me assistance by: In the music department PIE, we requested a cohort of instructors to be financially compensated for equity work. I hope the Instruction Team will assist us in this endeavor.

E. Signatures:

Professor: _____ Date: _____

Dean or Designee: _____ Date: _____

F. Professor Comments:

Distribution:
Faculty Member
Division Office
Human Resources
8/03; 7/05; 7/06; 7/08

Success and Retention Rates: 2017-2022

This dashboard contains course success and retention rates for the last five academic terms. Success rates are calculated by dividing the number of official enrollments with grades of A, B, C, P, IA, IB, IC, and IPP by the total number of enrollments.

Retention rates are the total number of enrollments of non-W or non-DR grades divided by the total number of enrollments.
The EW has been historically excluded from the success/retention rate calculations. Due to its wide use, data from Spring 2020 through Summer 2021 will be higher than historical averages.

Data was last updated on August 8, 2022.

Faculty Name

Redacted.

Course

All

Course

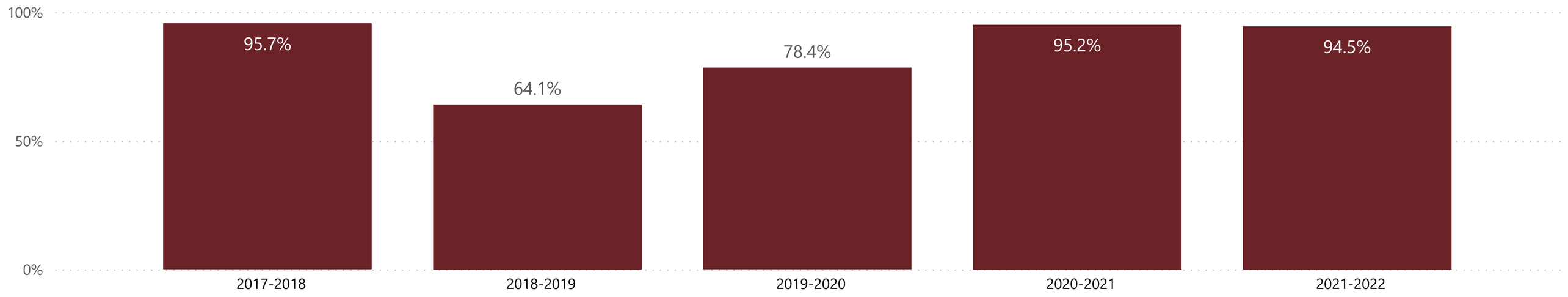
All

Success and Retention Rates

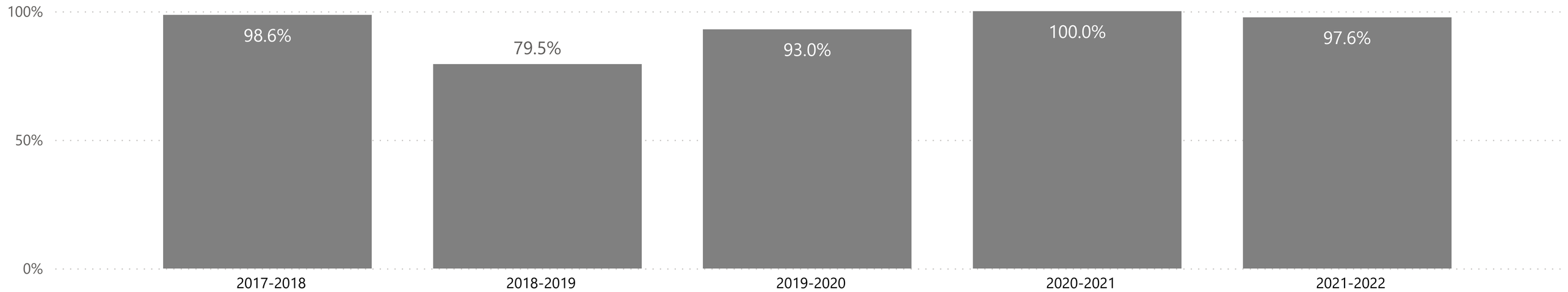
Faculty Name

Kuo, Tiffany M.

Success Rate by Academic Year



Retention Rate by Academic Year



Course

All

Success Rates by Course

Faculty Name

Kuo, Tiffany M.

Academic Year	2017-2018			2018-2019			2019-2020			2020-2021			2021-2022		
Enroll.	Count	Successful	Rate	Count	Successful	Rate	Count	Successful	Rate	Count	Successful	Rate	Count	Successful	Rate
MUS11A							15	13	86.7%						
MUS11B							13	11	84.6%						
MUS13				78	50	64.1%	185	107	57.8%						
MUS13H	42	42	100.0%				38	36	94.7%						
MUS14B										71	65	91.5%	62	58	93.5%
MUS15							278	239	86.0%	29	28	96.6%			
MUS15H	27	24	88.9%				41	41	100.0%	65	64	98.5%	65	62	95.4%
Total	**69**	**66**	**95.7%**	**78**	**50**	**64.1%**	**570**	**447**	**78.4%**	**165**	**157**	**95.2%**	**127**	**120**	**94.5%**

Course

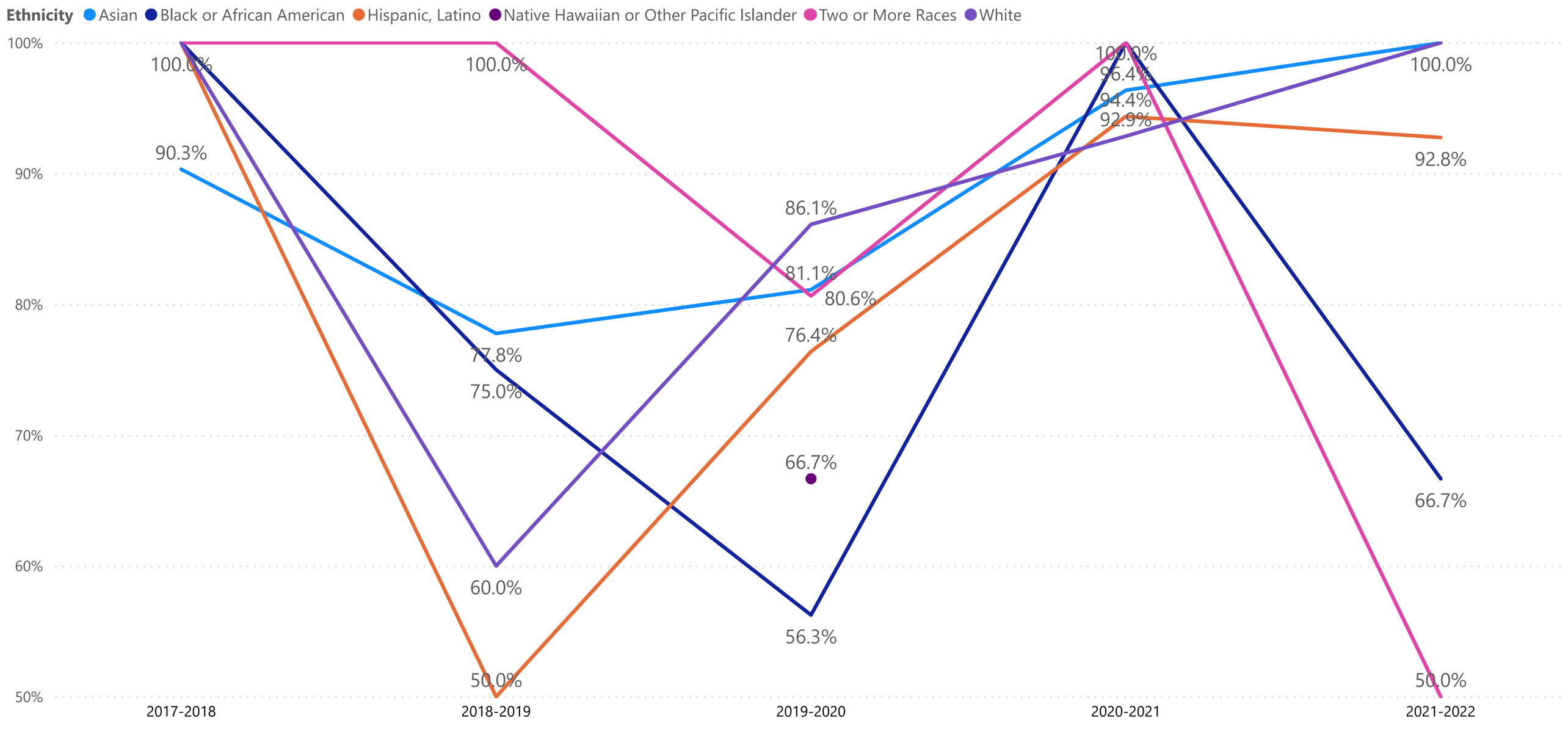
All

Success Rates by Academic Year and Ethnicity

Faculty Name

Kuo, Tiffany M.

Success Rate by Academic Year



Course

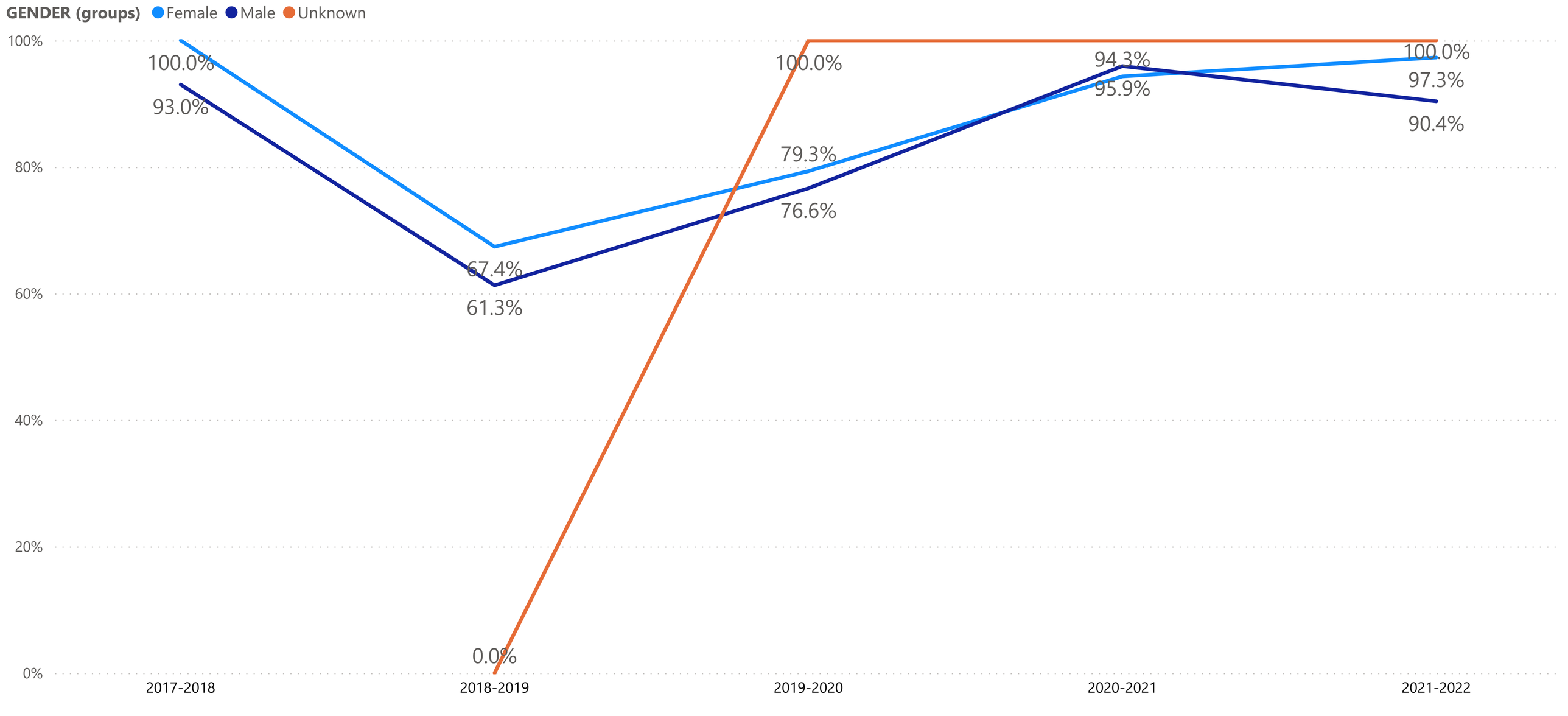
All

Success Rates by Gender

Faculty Name

Kuo, Tiffany M.

Success Rate by Academic Year



Course

All

Success Rates by Ethnicity and Gender

Faculty Name

Kuo, Tiffany M.

Academic Year	2017-2018			2018-2019			2019-2020			2020-2021			2021-2022		
	Enroll.	Successful	Rate	Enroll.	Successful	Rate	Enroll.	Successful	Rate	Enroll.	Successful	Rate	Enroll.	Successful	Rate
	26	26	100.0%	46	31	67.4%	300	238	79.3%	88	83	94.3%	74	72	97.3%
	43	40	93.0%	31	19	61.3%	261	200	76.6%	74	71	95.9%	52	47	90.4%
				1	0	0.0%	9	9	100.0%	3	3	100.0%	1	1	100.0%

Academic Year	2017-2018			2018-2019			2019-2020			2020-2021			2021-2022		
	Enroll.	Successful	Rate	Enroll.	Successful	Rate	Enroll.	Successful	Rate	Enroll.	Successful	Rate	Enroll.	Successful	Rate
	31	28	90.3%	27	21	77.8%	143	116	81.1%	55	53	96.4%	43	43	100.0%
	1	1	100.0%	4	3	75.0%	16	9	56.3%	4	4	100.0%	3	2	66.7%
	29	29	100.0%	34	17	50.0%	305	233	76.4%	71	67	94.4%	69	64	92.8%
							3	2	66.7%						
Two or More Races	4	4	100.0%	3	3	100.0%	31	25	80.6%	7	7	100.0%	2	1	50.0%
White	4	4	100.0%	10	6	60.0%	72	62	86.1%	28	26	92.9%	10	10	100.0%
Total	**69**	**66**	**95.7%**	**78**	**50**	**64.1%**	**570**	**447**	**78.4%**	**165**	**157**	**95.2%**	**127**	**120**	

Course

All

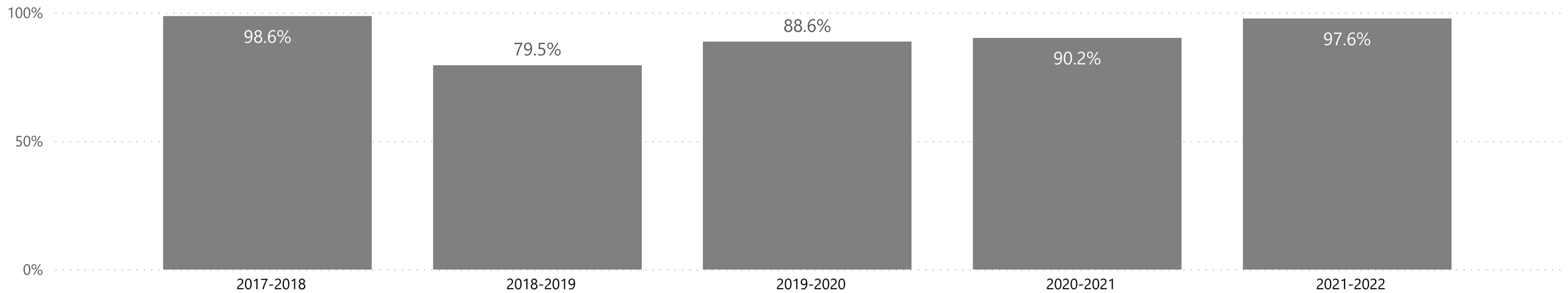
Success and Retention Rates : EW Included in Calculation

Faculty Name

Kuo, Tiffany M.

Success Rate by Academic Year

Retention Rate by Academic Year



Course

All

Success and Retention Rates by Course : EW Included in Calculation

Faculty Name

Kuo, Tiffany M.

Academic Year	2017-2018			2018-2019			2019-2020			2020-2021			2021-2022		
	Enroll.	Successful	Rate	Enroll.	Successful	Rate	Enroll.	Successful	Rate	Enroll.	Successful	Rate	Enroll.	Successful	Rate
MUS11A							15	13	86.7%						
MUS11B							17	11	64.7%						
MUS13				78	50	64.1%	185	107	57.8%						
MUS13H	42	42	100.0 %				38	36	94.7%						
MUS14B										73	65	89.0%	62	58	93.5%
MUS15							300	239	79.7%	40	28	70.0%			
MUS15H	27	24	88.9%				43	41	95.3%	70	64	91.4%	65	62	95.4%
Total	**69**	**66**	**95.7%**	**78**	**50**	**64.1%**	**598**	**447**	**74.7%**	**183**	**157**	**85.8%**	**127**	**120**	

Course

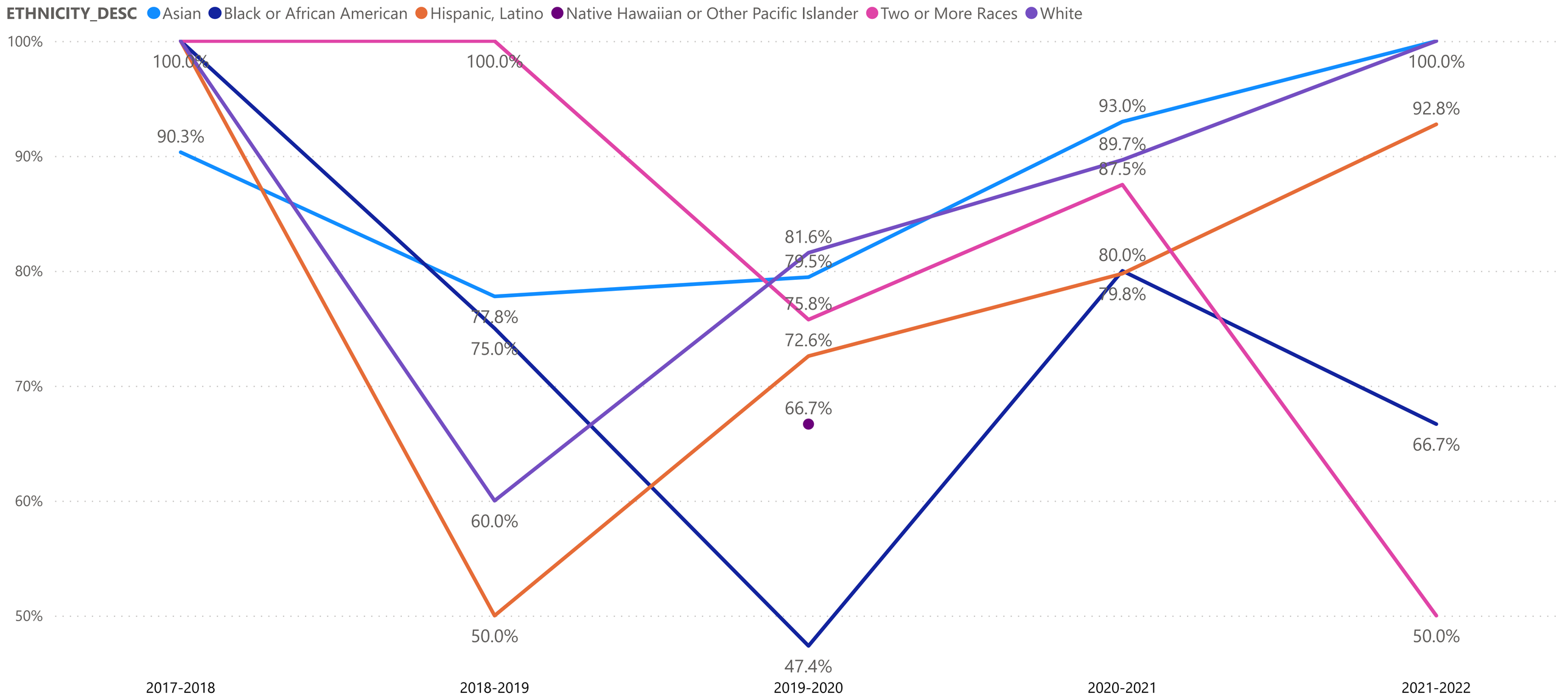
All

Five Year Success and Retention Rate Totals by Ethnicity: EW Included in Calculation

Faculty Name

Kuo, Tiffany M.

Success Rate by Academic Year



Course

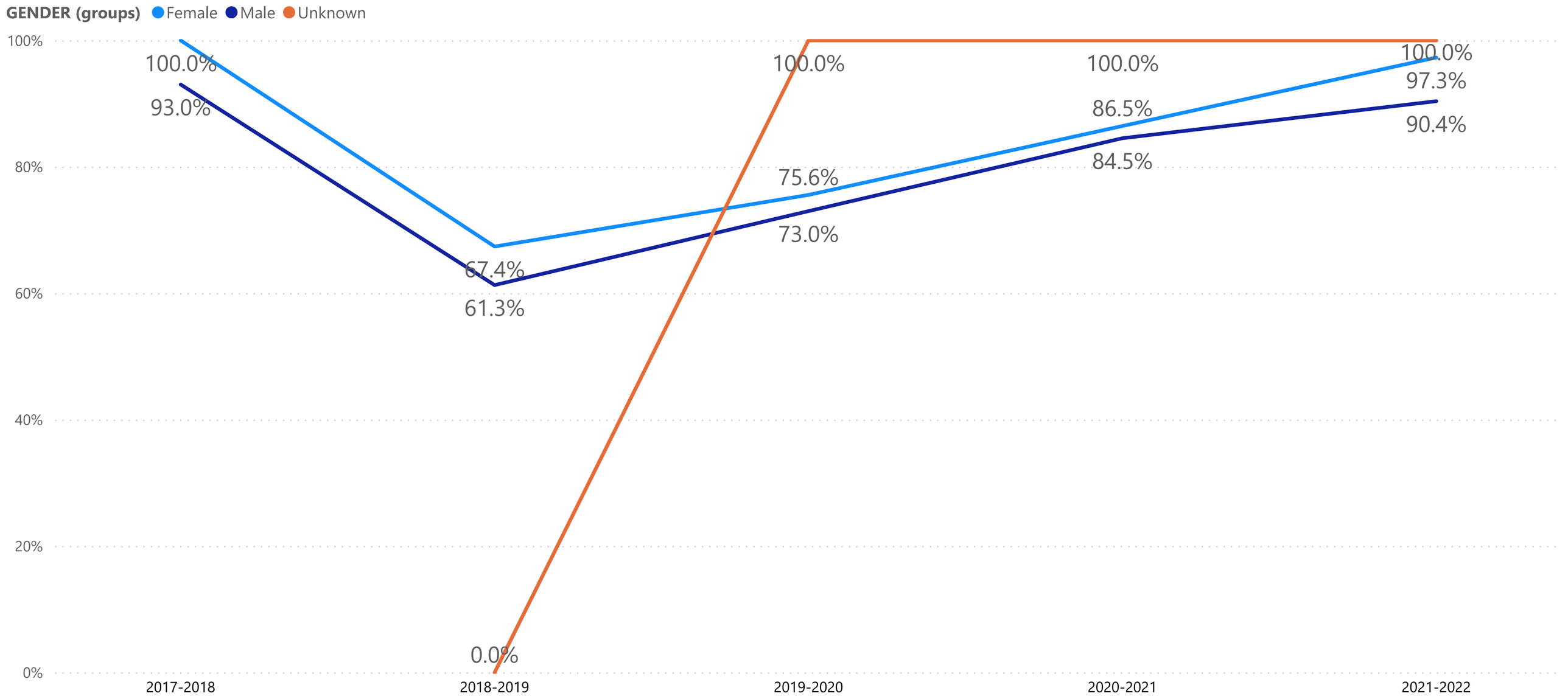
All

Five Year Success Rate Totals by Gender : EW Included in Calculation

Faculty Name

Kuo, Tiffany M.

Success Rate by Academic Year



Course

All

Success Rates by Ethnicity and Gender : EW Included in Calculation

Faculty Name

Kuo, Tiffany M.

Academic Year	2017-2018			2018-2019			2019-2020			2020-2021			2021-2022		
	Enroll.	Successful	Rate	Enroll.	Successful	Rate	Enroll.	Successful	Rate	Enroll.	Successful	Rate	Enroll.	Successful	Rate
	26	26	100.0%	46	31	67.4%	315	238	75.6%	96	83	86.5%	74	72	97.3%
	43	40	93.0%	31	19	61.3%	274	200	73.0%	84	71	84.5%	52	47	90.4%
				1	0	0.0%	9	9	100.0%	3	3	100.0%	1	1	100.0 %
Total	**69**	**66**	**95.7%**	**78**	**50**	**64.1%**	**598**	**447**	**74.7%**	**183**	**157**	**85.8%**	**127**	**120**	

Academic Year	2017-2018			2018-2019			2019-2020			2020-2021			2021-2022		
	Enroll.	Successful	Rate	Enroll.	Successful	Rate	Enroll.	Successful	Rate	Enroll.	Successful	Rate	Enroll.	Successful	Rate
	31	28	90.3%	27	21	77.8%	146	116	79.5%	57	53	93.0%	43	43	100.0 %
Black or African American	1	1	100.0%	4	3	75.0%	19	9	47.4%	5	4	80.0%	3	2	66.7%
Hispanic, Latino	29	29	100.0%	34	17	50.0%	321	233	72.6%	84	67	79.8%	69	64	92.8%
Native Hawaiian or Other Pacific Islander							3	2	66.7%						
Two or More Races	4	4	100.0%	3	3	100.0%	33	25	75.8%	8	7	87.5%	2	1	50.0%
White	4	4	100.0%	10	6	60.0%	76	62	81.6%	29	26	89.7%	10	10	100.0 %
Total	**69**	**66**	**95.7%**	**78**	**50**	**64.1%**	**598**	**447**	**74.7%**	**183**	**157**	**85.8%**	**127**	**120**	