Program Review, Analysis, and Planning

Department Name: Music

Data Analysis

Based on data provided by ORPIE:

1. Are your department's average FTES/FTEF and average enrollment per section lower, higher, or similar to college-wide average FTES/FTEF and average enrollment per section? Why? (150 words limit)

   For the Music department, both the FTES/FTEF and average enrollment per section rate are higher than the Golden West College (GWC) college average:

FTES/FTEF Music	FTES/FTEF GWC
33.6	33

AEPS Music	AEPS GWC
39	37

   Although enrollment is in decline campus -wide due to economic upturn, the Music department has made concentrated efforts to recruit and retain students for individual and sequence courses. In addition, the implementation of a Student Instructional Assistant (SIA)/ Embedded Tutor (ET) for the large classes has been a key factor in improving student success rates. It is a goal to increase the breadth of offerings in alignment with student demand, allowing non-majors to engage in music courses beyond a general education (GE) lecture format and majors to broaden their skill set prior to transfer.

2. What factors have contributed to your trends in enrollment? If your department is experiencing an enrollment decline, what is your department's plan to address the enrollment decline? (150 words limit)

   Improvement in utilization of Student Learning Outcome (SLO) analysis enabled instructors to reflect on which elements of their courses to improve, maintain, and disregard to best impact student success. All instructors were encouraged to improve use of technology in their teaching, including the utilization of web resources and accessing the various tools available on the GWC Canvas platform. Instructors who do not teach Distance Education (DE) were encouraged to use Canvas as a supplement to their classes, as tools such as the Gradebook feature allow students to access their grades at any time during the course. It also provided a platform for sharing specific links for all students in the class, and a central point for electronic student interaction.

   Instructors were encouraged to take advantage of professional development funding available to improve their pedagogical and professional skills; the implementation of an SIA/ET has helped students outside of class improve their overall success rate in classes.

3. Looking at the demographic of your student population, what strategies has your department considered or implemented to be more inclusive of the distinct student populations you serve? (250 words limit)

Upon reviewing the statistics, it appears as though almost all of the student population demographics for the Music department have been reviewed. Age diversity is not a demographic that is explored, however, which is something that is a significant part of the student population in the Music department at GWC. Because there are traditional-age college students balanced with returning students, as well as a variety of student ethnicities, there are several strategies needed to address inclusivity for the diverse population in the department.

For returning students of all ethnicities, it is taking the time to ensure that technology incorporated into the courses is understood by the students. This includes not only technical aspects of operating software and interactive platforms, but also how the students can incorporate technology into their studies outside of class with smartphones, tablets, and their home computer systems.

The variety of ethnicities and cultures of students are always in consideration when literature for performing ensembles is selected, as there is a great variety of compositions that highlight traditional music from a variety of cultures. In addition, the GE courses for Music Appreciation and Rock & Roll History have several units that discuss the contributions of non-European influences on music, as well as specific ethnic and cultural historical contributions by a variety of countries and cultures. This rich diversity in the history of all music is highlighted by all instructors, and instructors are encouraged to engage all students to contribute insight to the class about their musical cultural diversity.

4. How does your program course success rate compare to GWC's overall course success rate? If your course success rates are in decline or below the college average, what is your department plan to address the success rate? (250 words limit)

The program course success rate for the Music department has been steadily increasing since 2013, and are higher than the college average:

PCSR Music	PCSR GWC
77%	72.2%

The Music department plans to continue exploring different learning modalities, student support mechanisms on campus, and use of technology to continue to improve program course success rates. With the replacement of a full-time faculty member, it is anticipated that new pedagogical approaches will be implemented to create additional methods for program course success.

The redevelopment of the Music Theory sequence has not only increased student success in the overall discipline, it has facilitated student success after students have transferred to a 4-year institution. The addition of some time to the theory sequence would allow the additional instruction needed to provide students the tools for improving their individual musicianship

skills. This is one area where the course sequence needs additional attention, as the CID for this particular sequence is actually 4 units per course and GWC is currently at 3 units. Ideally, the 4-unit course would be the best solution, but would take the unit count for the ADT over the limit of 23 for a major. It appears the best solution is to make the first two courses in the sequence 4-units, and make the second two courses 3-units. This would enable more intensive in-class training in the first year, with guided self-training in the second year. Another solution is creating a separate, 1-unit group of courses that addresses the ear-training/musicianship aspect of the curriculum with more intensity.

Finally, restoring courses that were lost during the budget cuts over 10 years ago that were not traditionally large classes but served a more diverse student population.

5. Looking at success rates for different demographic groups, which groups are experiencing disproportionate impact in student success? If there are student groups experiencing disproportionate impact, what is your department's plan to address the disproportionate impact? (250 words limit)

   Looking at the demographic success rates, it shows that there are three groups that are disproportionately impacted (DI) in student success: Hispanic/Latinx, Male, and Economically Disadvantaged. All three of these categories can often be found in the same student on the GWC campus, and in the Music department has and is taking measures to ensure that all student populations have equal access to Music classes and the Music major.

   These measures include increasing the amount of inventory and equipment available for students to utilize in performance courses, as well as increasing instructor flexibility in skills classes such as guitar and piano. Should an economically disadvantaged student not be able to have a piano on which to practice at home, there are pianos in practice rooms available to all students enrolled in music classes. The rooms are currently available 4 days a week, morning and afternoon, and it is a goal to increase the availability to student to Fridays as well.

   For GE courses, all instructors are reminded to include their SLO's on their respective syllabi, as well as information about available campus resources such as DSPS, EOP, Puente, Veterans Services, and tutoring services available to assist in greater student success. The department will continue to offer high quality instruction, utilizing the ET program to reach out to at-risk student in courses to avert student failure when possible. These particular trends are different as compared with the last Program Review Cycle, so it is not clear if the data is an anomaly in this cycle only or if it is a continuing trend that need further exploration.

6. Does your department confer a degree or certificate? What is your department's plan to increase the number of students receiving degrees or certificates? (150 words limit)

   Yes, there are two degrees currently available to students: the GWC Associate of Arts in Music and the GWC Associate Degree for Transfer in Music. As recommended by the Music Association of California Community Colleges, the GWC AA degree in Music has all of the same requirements as the GWC ADT in Music, with the AA having the additional piano requirement.

There are different ideas being considered for increasing the number of students who post a degree, as many music students take the courses they want/need and move on to the 4-year institution without posting any degree at all.

Because there is an audition and placement requirement for all transfer students who are music majors, many do not feel it is important to post the AA/ADT degree. Educating students on how to apply for the degree, helping students in informal advising settings, and making graduating something special for students through departmental recognition are all ideas for increasing the number of Music students who post the AA/ADT at GWC.

7. Are students transferring to four-year institutions from your program? What is your department's plan to increase the number of students transferring to a four-year institution? (150 words limit)

   Yes, and in greater numbers than are indicated in the statistical data. Whether students were not declared Music majors, transferred to a conservatory/private school, or switched to a Music minor, the writer is personally aware of at least 8 students in the last two years who successfully transferred to a 4-year public or private institution, and more than that were anecdotally tracked during the Program Vitality Review of 2018.

   The plan for increasing transfer students will be parallel with that of the plan for increasing the number of students who graduate/post a degree. Music students who are qualified to transfer are likely eligible to post an AA degree, so working with students during their first year of study to make sure they are on track *with their GE requirements* is vital. Exit interviews with some transfer students indicated that inability to enroll in specific, high demand, required GE courses drove their decision to transfer without completing all the requirements for the AA.

   Awareness and emphasis on the importance of educational planning will definitely assist increasing the number of students who post a degree in Music.

8. Did you complete the two-year program review requirement for CTE? If no, why not? (150 words limit) **N/A**

9. Did your department complete all course SLOs assessment? If no, why not? (150 words limit)

   A great majority of the SLO assessments were completed; several were not recorded and will be resubmitted to the SLO coordinator for recording. Of those that were actually not completed, most were due either to the course not being offered during this timeframe, or part-time faculty not understanding that the SLO assessment must be done annually, not just once for a course. Since part-time do not get as much of the training that the full-time faculty do in this area, more communication and information well ahead of the SLO submission timeframe will be provided to ensure all courses are assessed annually.

10. Did your department review all Course Outline of Records in the last 6 years? If no, why not?

No, however, all COR's for the Music department are not scheduled to be reviewed at the time of this report, per the previous Program Review in 2016. Of the courses scheduled for review, several of those assigned to a now-retired faculty member were not completed and are now in the process of review by another faculty member. There are book updates and technology updates that need to be made to the GE courses offered, and a few of the courses are said to not have correct units for the number of hours. However, in Music there are several performance courses that take more time than units awarded and are counted the same way at the universities. Music is a high-unit major and several courses are unfortunately unable to increase the unit count. This will be addressed with the curriculum committee.

Review of Last Cycle Program Review

Provide assessment of your previous program review initiatives. Summarize any accomplishments that your program achieved (List 3 to 5 bullet points). Limit to 250 words.

The three goals listed in 2016 were as follows:

- **Increase the number of students who post a Music degree at GWC**
- **Reinstate the Commercial Music program to include Recording Arts/Music Technology.**
- **To provide greater depth and breadth of offerings throughout the department to improve the overall student experience.**

Unfortunately, the Commercial Music/Music Technology program has still not returned under the umbrella of the Music department, which would benefit both areas significantly. This would require a major change for two areas, but that is what is necessary for future student success at GWC. Since OCC has Music Technology in the Music department, GWC has lost several students for this specific reason.

The other two areas were not able to be significantly impacted as there was not buy-in from all of the faculty for "thinking outside the box" and reflecting on what would be best for students, nor was there administrative support for adding performing ensembles or additional courses that enriched the breadth of offerings.

Specifically, recently-retired faculty chose not to participate in vital departmental matters (PVR), not to engage in core courses for majors beyond performance, did not complete curricular assignments for the department, and essentially not engage in the department at all beyond teaching assigned courses until retirement this past fall. That creates a difficult situation for the rest of the faculty, and the students who aren't aware of what they do not have.

Fortunately, with a new full-time replacement for this faculty member, it is hoped that a fully engaged faculty will be able to implement several curricular and programmatic plans to expand the department and its offerings.

PROGRAM PLANNING/BRAIN STORMING

Based on your analysis of previous program review and current data, list 3-5 goals that your department want to accomplish in the next three years?

- **Return Music Technology to the Music department from Digital Media, enabling the return of Commercial Music and access to an entire population of students that are not currently taking music classes.**
    - o **This would entail shifting and re-writing of courses currently housed in Digital Media, and the shifting of LHE taken for the program (from the Music Department) back to the Music Department.**
    - o **Create viable certificates in Music Technology that lead to successful completion of qualifying exams in software programs such as Protools and Finale, and hire a split full-time faculty member to supervise the Music Technology program along with another traditional music discipline.**

- **Add more full-time faculty to have more diverse academic ideas provided to the students with the core and GE classes, specifically to have a full-time person supervising of one of the four core elements of the Music degree: Music Theory.**

    - o **Increase the student performing ensemble opportunities on campus with the development of an orchestra, more vocal groups, jazz ensemble, and chamber ensembles to better prepare students for transfer.**
    - o **A wider offering of non-L.C.F. G.E. courses would increase the enrollment and productivity in said courses. There is a limited selection of large classes (L.C.F.) available for G.E., which limits the number of potential students able to enroll and complete courses.**
    - o **Increase the number of opportunities for non-majors to engage in exploratory instrumental music courses such as beginning instruments and percussion classes, and expand the awareness on campus of such courses.**

- **Hire a staff accompanist for the Music Department that will be utilized for the choral classes, voice and instrumental Applied Music juries, and performances with the choir(s).**

- **Outreach and public relations efforts from all parts of the department are continuing to improve; use of various P.R. tools is growing, including the use of social media for connecting to current and potential students. Increasing awareness of the quality of instruction available at GWC through various outreach mediums can positively affect the student enrollment in the Music program.**
    - o **Creating and funding an ongoing scholarship fund that allows the Music Department to actively recruit students utilizing additional financial aid for studying music.**
    - o **Increasing the campus awareness of performance events and creating opportunities for students of all disciplines to participate in the performing arts.**

Program Planning

Description of Department's Goal?	What metric will you use to measure your goal?	What actions will the department take?	Which of the College's mission and goal does this goal support?		List necessary support and/or resources if applicable.
Goal 1: **Return Music Technology to the Music department from Digital Media, enabling the return of Commercial Music.**	**Documentation of Music Technology courses being added to the Music curriculum.**	**Actively work with administration and faculty to facilitate the moving of courses and LHE from one division to another.**	☒ Transfer ☒ Degrees ☒ Certificates ☒ Career advancement ☐ College readiness	☒ Student Success ☒ Equitable Achievement ☒ Learning Environment ☒ Communication ☒ Engagement ☒ Resource Optimization	**All of the basic curricular elements are in place, it is a matter of administrative action and facility updates that need attention.**
Goal 2: **Increase the student performing ensemble opportunities on campus with the development of an orchestra, more vocal groups, jazz ensemble, and chamber ensembles to better prepare students for transfer.**	**Documentation of an orchestra being formed and a course approved. Documentation of the reinstatement a jazz ensemble and addition of performance-based courses.**	**Adding an orchestra class to the curriculum, acquiring string instruments to facilitate the ensemble; reinstate the jazz ensemble and search for a part-time or potential full-time director; conduct a curricular review to maximize potential of current performance courses.**	☒ Transfer ☒ Degrees ☒ Certificates ☒ Career advancement ☐ College readiness	☒ Student Success ☒ Equitable Achievement ☒ Learning Environment ☒ Communication ☒ Engagement ☒ Resource Optimization	**N/A other than seeking a position.**
Goal 3: **Increasing awareness of the quality of instruction available at GWC through various outreach mediums.**	**Bi-annual review of outreach methods and activities, and the impact of those on student awareness and recruitment.**	**Improve the department website, create Facebook, Instagram, and Twitter accounts, increase high school outreach, create more print materials for promotion.**	☒ Transfer ☒ Degrees ☐ Certificates ☐ Career advancement ☐ College readiness	☐ Student Success ☐ Equitable Achievement ☒ Learning Environment ☒ Communication ☒ Engagement ☒ Resource Optimization	**Actively utilize the outreach, tech, and publicity departments on campus.**