

See program review website for detailed timeline and relevant request forms:  
<https://research.gwc.cccd.edu/oir/progreview/2013/index.html>

# **Golden West College**

## **INSTRUCTIONAL**

### **PROGRAM REVIEW**

#### **Spring 2013**

**Program Name:** Music  
**Division Name:** Arts & Letters

#### **Overview of Program:**

The Music Department offers a vital and growing program within the Arts and Letters Division at Golden West College (GWC). A variety of courses for Music Majors and general education (GE) transfer are offered in support of student needs and the primary California Community College charges of offering Associate of Arts (A.A.) degrees, Associate of Arts Transfer (A.A.-T.) degrees, and community enrichment.

Most of the student population taking courses in the Music Department intend to transfer to California State University (CSU) or University of California (UC) campuses, with current and developing curriculum offerings reflecting the increasing role of the California Community Colleges as a support mechanism for the CSU and UC campuses. Beginning the fall semester of 2013, the Music department at GWC will be offering an A.A.-T. Music degree, with a required course of study preparing students to meet discipline-specific entrance requirements for transfer to a CSU campus. The GWC Music department will become only the fifth California community college (CCC) to implement a Music A.A.-T., and one of the only CCC campuses to offer students a choice of pathways in the three standard areas of performance, education, and general music.

A primary component of the Music Program curriculum is musical performance, providing opportunities for individual skill development in applied, ensemble, and live performance settings. Course offerings reflect ongoing performance opportunities available in the GWC large and chamber Music ensembles for instrumentalists and vocalists.

Music Majors and non-majors are eligible for membership in GWC Music performance ensembles, and transferable offerings such as piano and class voice provide the GWC student population an opportunity to actively study the Humanities while simultaneously engaging visual, aural, and kinesthetic learning modalities. All GWC Music performance ensembles present several outstanding concerts each academic year, providing very positive outreach to the campus, district, local schools and communities of Fountain Valley, Garden Grove, Huntington Beach and Westminster.

The GWC Music Department is located in the Music building on the GWC campus and has a current full-time faculty of three members (listed in the program contact information). The supervising administrator for the Music Department is Dr. David Hudson, Dean of Arts and Letters at GWC.

#### **Program Contact Information:**

<u>Program Contact Name</u>	<u>Phone #</u>	<u>E-mail prefix</u>
Collette Hausey (Department Chair)	x51049	chausey

Program Manager	Title	Salary Sched/Column	Phone #	Office Location	E-mail prefix
David Hudson	Dean	D-32	x58104	FA 202	dHUDSON

Classified Staff	Title	Salary Sched/Column	Phone #	Office Location	E-mail prefix
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Full-Time Faculty	Phone #	Office Location	E-mail
Bruce Bales	(714) 895-8752	Forum II, 202	<a href="mailto:bbales@gwc.cccd.edu">bbales@gwc.cccd.edu</a>
Collette Hausey	(714) 892-7711x51049	Music 114	<a href="mailto:chausey@gwc.cccd.edu">chausey@gwc.cccd.edu</a>
Rose Ann Wood	(714) 892-7711x51047	Music 200A	<a href="mailto:rwood@gwc.cccd.edu">rwood@gwc.cccd.edu</a>

## Current State of the Program

### 1. What noteworthy trends do you notice in your data tables?

A.) An extremely noticeable trend occurs specifically in the Enrollment data table, under the Sections (adj) Value column. From fall of 2010 through spring of 2012, the numbers indicate there has been a significant reduction in the number of sections (adjusted values) offered in the Performing Arts/Music area, almost by half (50%) since the last program review. The specifics are as follows:

Fall 2010	55.0
Spring 2011	51.4
Fall 2011	36.9
Spring 2012	36.6
Fall 2012	29.4

This is a very visible indicator of the number of cuts to classes and student availability that have occurred just in the last two years, and the significance of the overall cuts to the department can be viewed by comparing the Sections (adj.) Value column from Fall of 2008, which was 78.9.

B.) As the number of sections offered/available to students has been reduced, the number of students served either increased or stayed very close to the number of students served in fall of 2008.

C.) It is also noticeable that the student success rates have maintained or steadily increased in both online and traditional offerings, as well as fill rates for classes.

D.) It is noticeable that there has not been a significant number of degrees or certificates awarded in the discipline, a trend that should begin shifting toward a higher rate of completion in the academic year of 2013-2014.

E.) Summer offerings are providing significant student/FTES/FTEF numbers within a compact framework, though there was a decrease in student success in online offerings from summer of 2011 to summer of 2012.

### 2. What are your analyses of the causes or reasons for those trends?

For trend (A), declining numbers of sections being offered, the main reason seems to be the reductions in state budgetary allocations and the Music department bearing the brunt of cuts for the division. The extreme reduction in sections offered as compared with 2008 indicates the severely negative impact of the administrative decision to eliminate Recording Arts (R.A.) from the Music program.

R.A. was evaluated by a Program Vitality Review committee and was found to be vital and only needed a full-time faculty member to oversee the discipline for greater student success. However, the GWC administration overrode the faculty committee recommendation and declared R.A. a non-vital program. It later became clear that the purpose of the Program Vitality Review was not to improve Recording Arts, but to eliminate the discipline altogether and gain access to needed L.H.E. and equipment for a new program that was proposed by administration (not faculty). Part-time faculty were then utilized to create this new department, digital media, despite objections from full-time faculty in all of the affected arts areas. The L.H.E. associated with many of the R.A. courses was seized from Music and redistributed to the digital media department, creating a negative situation for the Music department on multiple levels: having no flexibility in its course offerings, no ability to answer additional student demand for additional sections of specific courses, and having no “fat to trim” when additional budget cuts were demanded of the Music department. As a result, programs within the Music department such as applied music, guitar, and G.E. courses have been severely reduced or suspended indefinitely until budget monies are restored.

Because the digital equipment utilized for many of the Recording Arts (R.A.) courses (and traditional courses) was used to create digital media, the feasibility of a future R.A. specialty in the Music program is limited at best. It is best and standard practice at colleges and universities for all R.A. courses and training to be within the Music department, however, the administration at GWC has chosen to separate out the technical aspect of recording sound into a separate department and division. Unfortunately, there is an administrative failure to grasp that the digital equipment used for recording sound are tools of the Music discipline and not the discipline itself. This is no different than creating a new department to award certificates in the use of balls, rackets, and protective padding without any athletic element whatsoever. Because the campus is not able to offer a true R.A. certificate or Degree, some students have sought to complete their music education at other CCC campuses which have R.A. (using digital equipment) correctly placed in the Music department.

For trend (B), increase/maintenance in students served by the Music department, two reasons can be identified for this trend. Two of the three full-time Music department faculty members have significantly increased their class sizes and/or taken a reduction in compensation for teaching the same or a higher number of students. Also, the summer course offering has accommodated over 300 students since 2011, and that number has translated to the fall and spring offerings since that time. This helps increase overall student numbers for the Music department. However, student success has been adversely impacted by the trend of fewer full-time faculty, as the core discipline faculty are utilized for L.C.F. G.E. courses rather than being able to focus energies on courses for Music majors.

Trend (C), maintenance and increase in student success, can be directly attributed to the process of updating the Program and Course Student Learning Outcomes (SLO) for the Music department. Having SLO's that directly relate to the course curriculum, reasonable student expectations, and are flexible with curriculum updates has been vital in maintaining and improving student success rates. Assessing one SLO for each course has allowed insight into which academic methods; pedagogical techniques, textbooks, and supplemental materials best deliver the curriculum to the students, as well as any adjustments in any or all of the course elements.

Trend (D), small number of Degrees awarded, is due to the Music AA degree being recently reconfigured to reflect courses that are needed and offered on a regular basis. It was discovered that the requirements for a Music AA were impossible to fulfill, as a few of the required courses were not offered by the Music department in any format, thus preventing posting of a Degree. When the requirements were adjusted in 2010, students were able to post a Degree, as all required courses were available to students. When the State of California finalized the Music TMC for an AA-T in February of 2012, the Music faculty at GWC decided to adopt the standards for courses and curriculum, and the Music AA-T is on schedule to be launched in the fall semester of 2013. This will enable a greater number of students to post degrees as a clear academic pathway has been determined to allow for student success, both at GWC and whichever CSU campus to which students transfer.

For trend (E), Summer courses providing significant student/FTES/FTEF numbers, increased Large Class Factor courses offered online have facilitated a greater number of students than a face-to-face courses, as GWC facilities do not offer the seating capacity that the online format can bring. The decrease in student success from 2011 to 2012 is the direct result of the instructor “re-tooling” the course structure, assignments, and exam approach for the course. This was done in response to an update of course materials, as well as an effort to increase academic honesty among students. Also, the course management system utilized by GWC began to offer a new feature, *SafeAssign*, which assists in measuring the academic integrity of assignments and research papers submitted by students. Finally, exam administration changed, allowing for students to receive individually designed exams that abate group collaboration.

Between updating the course and the introduction of *SafeAssign*, the ability of students to actively cheat has been significantly reduced. Student success has gradually increased in fall of 2012 using the new and improved course format.

### **3. What does your program do well?**

The Music Program is structured to provide a variety of opportunities for students, despite very limited resources. The faculty members, especially those in charge of large performing ensembles, are able to produce the same high-quality music education despite continually dwindling resources and support. There have been many changes in the past two years within the program and Music department, and the Music department was forced to prioritize offerings to accommodate budget cuts. Even with these cuts, the program and Music department continues to do the following things very well:

- Maintain a high standard of excellence for students in the Music department for all course offerings;
- Provide the four core curricular components necessary to obtain an A.A. or A.A.-T. in the Music discipline: Applied Music, Music Theory, Large Performance Ensembles, and Class Piano;
- Prepare students to successfully transfer as Music Majors at a four-year university, specifically CSU campuses. Because the Music Major truly begins in the freshman year of study, this is a vital component that sets the GWC Music program apart from other campus disciplines;
- Attract increased numbers of students to all components of the Music program, as evidenced by increased enrollment in large performance ensembles, G.E. Music courses for all sections, and consistently full Applied Music and piano classes;
- Provide a primary source of live musical performance at GWC;
- Enable Music students varied performing opportunities at several on and off-campus and venues;
- Engage in community outreach through performances of ensembles in venues outside campus and attracting community members to campus for performances and special events;
- Engage in community involvement through Music faculty members providing presentations at state and regional Music conferences, Music clinics to area high schools, adjudicating area music festivals, as well as engaging in professional development activities to keep apprised of trends within the discipline and educational developments in California;
- Implement practices for maintaining the improvements made to the Music building, primarily involving active observation of campus policy regarding several components: HVAC (keeping all exterior doors closed), Food and Drink (bottled water only to avoid staining the carpet), Energy Conservation (motion sensors for most building lights installed), and Security (locking all classroom doors after usage, locking exterior access doors to the Music building when last faculty member is out, implementing secure storage and creating a complete inventory list for musical instruments and equipment).

### **4. What are the challenges to your program.**

Within your program’s control

- Implementing all components of the Music A.A.-T. program over the next two years (despite dwindling full-time faculty), as sequential courses in Music Theory and Piano must be correctly scheduled to

accommodate students completing G.E. requirements that are a component of the A.A.-T;

- Maintaining the high quality of course offerings and performance ensembles as budget constraints limit the availability and frequency of these offerings;
- Continuing to improve content and methodology of core offerings to allow students the most opportunity for success in the program and successful transfer;
- Continuing to improve the visibility of the campus performing ensembles with limited resources for advertisement;
- Continuing to assess and modify curriculum SLO's to make curriculum choices, as there are only three full-time faculty members and not all part-time faculty participate in SLO assessment;
- Continuing to actively recruit Music Majors from the surrounding school districts though outreach and active involvement with the local programs.

#### Beyond your program's control

- Inconsistent and limited support for replacement of musical instrument and equipment inventory. The assets of the Music department, specifically the instrumental area, are slowly beginning to return to the levels that were present prior to the GWC band program taking a hiatus and hiring a new full-time faculty instrumental director. Because there is not a consistent, annual funding stream for the replacement of musical instruments and equipment, it is challenging to anticipate musical instrument and equipment needs on a semester-to-semester basis;
- Maintaining the piano lab at the highest instructional level possible due to budgetary limitations;
- Decreasing access to needed instructional space within the Music building. As the components of the Music A.A.-T. have been developed and implemented, there has been an increased demand for instructional space accommodating performance instruction and group rehearsal. Access to some of the instructional space in the building has been limited or eliminated due to outside departments utilizing facilities for R.A. projects. Making the available space work has been challenging and has not provided the most beneficial setting for instruction in certain circumstances;
- Decreasing availability of resources needed for comprehensive course offerings. Although the Music department has maintained the core components necessary for students to complete an A.A.-T. degree, the diversity and flexibility of the Music program's course offerings have all but been eliminated. Most other California community colleges with Music programs are able to offer a greater variety of G.E. elective courses, exploratory courses, and supplemental courses in Music than are available at GWC. It is hoped that the resources eliminated from the Music budget will be restored to a minimum of 2009-2010 levels by the time the next program review is written. Until that time, the following issues will continue to occur:
  - Inability to hire full-time Music faculty, nor the prospect of such in the near future;
  - Reductions in the overall number of courses the Music Department is able to offer on a continuing basis;
  - Reductions in funding for more specialized and enrichment course offerings;
  - Reductions in funding for piano accompanists, a vital element for the entire Music program;
  - Lack of funding for classified support staff to provide services and support to the faculty and students in the Music Building;
  - Reassignment of Music technology back to its rightful home in the Music department.

#### **5. What are the opportunities for your program**

The implementation of the A.A.-T. degree at GWC will create numerous opportunities for the Music Program, including:

- Higher success rates in student recruitment for the Music Program;
- Higher success rates in student completion of the Music A.A.-T.;
- Higher success rates in student transfer and placement from GWC to CSU campuses and other four-year universities;

- Increased growth in size and quality of the Applied Music Program (Music G290), which was limited since the last program review due to budget constraints;
- Increasing opportunities for communication and articulation with CSU Fullerton and CSU Long Beach, the two identified CSU campuses deemed within the transfer area for GWC students.  
In addition, there are other opportunities for the Music department:
- Continuing to create opportunities for refining Music course offerings, content and SLO's to maintain the best possible program for student growth and opportunity;
- Increasing opportunities to broaden the scope of sources for Music Department revenue and funding;
- Strategizing to create resources for replacing the missing Music instruments reported in the 2008 Program Review (\$200,000 + total replacement costs), including corporate sponsorships, community outreach, private donors, and potential funding from targeted areas.

## **6. Identified areas in need of improvement**

The identified areas in need of improvement identified in the Music 2010-2011 program review were addressed with a level of success specific to each area. Improvements identified for the Music 2012-2013 program review are as follows:

- The SLO's for each course were refined and assessed, as well as SLO's developed for the new AA-T aligned Music Theory sequence. Improvement is needed in all Music faculty consistently choosing an SLO to assess for one of their courses each semester, as this is a new practice to some Music faculty members and has taken some "getting used to." It is estimated that consistent assessment and revision of SLO's will become an integrated part of Music faculty workload by the next program review.
- Scheduling of courses for Music majors to enable timely completion of the degree. With the implementation of scheduling G.E. courses for student cohorts at GWC, it is important to schedule core major courses at times that enable Music students to successfully complete major requirements while completing G.E. requirements.
- Continuing Music faculty implementation of basic collegiate skills in all Music courses, particularly G.E. transfer courses, to facilitate overall increased student learning and success.

**Program-Level Student Learning Outcomes (pSLOs) Assessed During 2010-12***Complete a separate page for each major and/or certificate you assessed.*

Program Name: Music (Theory) Semester  Fall  Spring Year: 2012  
 Program Type:  Transfer Major Assessed:  Winter  Summer  
 Certificate of Achievement  
 Basic Skills Sequence  
 Area of Emphasis  
 Gen Ed Area

Step 1	<b>Define the Expected Program Student Learning Outcome (pSLO).</b>	Write music notation by dictation.
Step 2	<b>What method did you use to assess the SLO?</b>	Listening exam that demonstrates students' ability to write music notation by dictation. Single-line dictation was utilized.
Step 3	<b>Describe the results of your assessment.</b>	80% of 15 students effectively demonstrated the ability to write basic music notation.
Step 4	<b>Describe your analysis of the data.</b>	A success rate of 80% is good but that also means that three students were unable to successfully complete this activity. All three students made errors in interval identification and melodic dictation, which impacted the rest of the exam.
Step 5	<b>What planning and changes will or have occurred, as a result of assessment and analysis of data, to improve student learning?</b>	Since intervallic and melodic notation and dictation are key skills for the course, encourage students to schedule more time during the semester to practice these skills.  Add more guided written exercises into the course activities to further develop students' listening and musicianship skills.

**Program-Level Student Learning Outcomes (pSLOs) Assessed During 2010-12***Complete a separate page for each major and/or certificate you assessed.*

Program Name: Music (History of Rock) Semester  Fall  Spring Year: 2011  
 Program Type:  Transfer Major Assessed:  Winter  Summer  
 Certificate of Achievement  
 Basic Skills Sequence  
 Area of Emphasis  
 Gen Ed Area

Step 1	<b>Define the Expected Program Student Learning Outcome (pSLO).</b>	Recognize the sociological and cultural implications of rock music as mass cultural expression.
Step 2	<b>What method did you use to assess the SLO?</b>	Essay mid-term describing the sociological and cultural implications of rock music.
Step 3	<b>Describe the results of your assessment.</b>	87% of 79 students effectively described the sociological and cultural implications of rock music.
Step 4	<b>Describe your analysis of the data.</b>	A success rate of 87% is very good, and most of the issues with student success revolved around a lack of contextual facts to support statements made throughout the essay. Students will be reminded continually of the importance of context when writing.
Step 5	<b>What planning and changes will or have occurred, as a result of assessment and analysis of data, to improve student learning?</b>	Since the students seem to do very well on this SLO, a different SLO will be measured next academic cycle.

**Program-Level Student Learning Outcomes (pSLOs) Assessed During 2010-12***Complete a separate page for each major and/or certificate you assessed.*

Program Name: Music (Applied Music) Semester  Fall  Spring Year: 2011  
 Program Type:  Transfer Major Assessed:  Winter  Summer  
 Certificate of Achievement  
 Basic Skills Sequence  
 Area of Emphasis  
 Gen Ed Area

Step 1	<b>Define the Expected Program Student Learning Outcome (pSLO).</b>	Gain an understanding for the application of standardized repertory and pedagogical literature for students' declared performance medium.
Step 2	<b>What method did you use to assess the SLO?</b>	Jury performance exam of standard musical repertoire prescribed for individual skill level.
Step 3	<b>Describe the results of your assessment.</b>	94% of 17 students effectively demonstrated that they had gained an understanding for the application of standardized repertory and pedagogical literature for students' declared performance medium.
Step 4	<b>Describe your analysis of the data.</b>	Although the degree of student success is good, one of the students was not able to effectively demonstrate the skills listed in the SLO. This was due to lack of individual preparation of one musical selection for the jury exam.
Step 5	<b>What planning and changes will or have occurred, as a result of assessment and analysis of data, to improve student learning?</b>	Since the students seem to do very well on this SLO, a different SLO will be measured next academic cycle.

**Program-Level Student Learning Outcomes for 2012-14**

(List the 3-5 most important expected student learning outcomes to be assessed over the next two years.  
Complete a separate page for each major and/or certificate you did not complete the assessment for the last 2 years.

Program Name: Music Theory Semester to be Assessed:  Fall  Spring  Winter  Summer Year: 2014  
 Program Type:  Transfer Major  Certificate of Achievement  Basic Skills Sequence  Area of Emphasis  Gen Ed Area

<b>Step 1</b>	<b>Define the Expected Program Student Learning Outcome (pSLO).</b>	Write, identify, and analyze diatonic chord progressions with deductive logic.
<b>Step 2</b>	<b>What method did you plan to use to assess the SLO?</b>	Competency is assessed through written assignments and exams.
<b>Step 3</b>	<b>When is the assessment going to be done and who is going to conduct it?</b>	The assessment will be done during the mid-point of the course, then once again at the end of the course to note improvement. The course instructor will conduct this assessment both times.

Program Name: Music (Class Piano) Semester to be Assessed:  Fall  Spring  Winter  Summer Year: 2014  
 Program Type:  Transfer Major  Certificate of Achievement  Basic Skills Sequence  Area of Emphasis  Gen Ed Area

<b>Step 1</b>	<b>Define the Expected Program Student Learning Outcome (pSLO).</b>	Use individual student playing mechanisms--fingers, hands, wrists, and forearms efficiently at the keyboard.
<b>Step 2</b>	<b>What method did you plan to use to assess the SLO?</b>	Playing exam demonstrating piano keyboard facility with individual student playing mechanisms.
<b>Step 3</b>	<b>When is the assessment going to be done and who is going to conduct it?</b>	The assessment will be done during the mid-point of the course, then once again at the end of the course to note improvement. The course instructor will conduct this assessment both times.

Program Name: Music (Large Ensemble) Semester to be Assessed:  Fall  Spring  Winter  Summer Year: 2014

Program Type:  Transfer Major  Certificate of Achievement  Basic Skills Sequence  Area of Emphasis  Gen Ed Area

Step 1	<b>Define the Expected Program Student Learning Outcome (pSLO).</b>	Gain deeper understanding of advanced wind ensemble literature, composers, and performance practices.
Step 2	<b>What method did you plan to use to assess the SLO?</b>	Students are assessed through contextual evaluation of individual performance in an ensemble setting and written assignment.
Step 3	<b>When is the assessment going to be done and who is going to conduct it?</b>	The assessment will be done at the end of the course, and is to be conducted by the course instructor.

Program Name: Music (Music Appreciation) Semester to be Assessed:  Fall  Spring  Winter  Summer Year: 2014

Program Type:  Transfer Major  Certificate of Achievement  Basic Skills Sequence  Area of Emphasis  Gen Ed Area

Step 1	<b>Define the Expected Program Student Learning Outcome (pSLO).</b>	SLO#1: Describe and classify musical instruments and voices.
Step 2	<b>What method did you plan to use to assess the SLO?</b>	Listening exam testing students' ability to classify musical instruments and voices by sound, and a written exam testing students' ability to describe musical instruments and voices.
Step 3	<b>When is the assessment going to be done and who is going to conduct it?</b>	The assessment will be done at the end of the course, and is to be conducted by the course instructor.

## Resource Planning

**Staffing** What staff changes or additional employees does your program need to function adequately?

**Faculty:**

Due to the retirements of two full-time faculty members just this past year, and the anticipated retirement of another faculty member, hiring an additional full-time faculty member to assist in delivering the core A.A.-T. curriculum would greatly benefit students and the department.

**Management:**

Although it would be ideal to have a Dean position dedicated to the Fine Arts, it is understood that budget limitations preclude this scenario. Due to the large number of students, scope of course offerings, and diverse departmental duties, it is imperative that a Department Chair is funded for the Music Department without any additional cuts to compensation.

**Classified:**

In order to facilitate regular student access to practice rooms, it is requested that hours be assigned for a classified staff member to monitor access to the practice rooms for approximately 8-10 hours weekly.

An increase in the number of hours funded for a piano accompanist would create a more consistent program for the students in all aspects of the Music department.

**Hourly:**

Considering your current employees, what staff development/training does your program need?

With regard to faculty, the staff development/training needed revolves around technology and utilizing the curriculum software and course management systems currently in place on campus. Although there has been training made available, there is consistent participation from only 1/3 of the current full-time faculty.

Note: Complete all faculty request forms in separate files and submit with your program review report as an attachment.

**Technology** What improvements, changes or additions in equipment dedicated to your program are needed to function adequately?

**Equipment or Software** (e.g., computers, AV, lab equipment):

Computers: The current computers in both the classrooms and faculty offices are rapidly becoming inadequate for faculty instructional needs. The ability for the computers to handle current music software and Internet speeds is diminishing rapidly, and some of the faculty computers may be unable to upgrade to future operating systems due to physical limitations. It is requested that should technology funding for new computers become available, that faculty office computers be replacement priority over classroom computers, as the faculty computers are older and used more frequently for instructional purposes. If funding is available for classroom computers, it is requested those two classroom computers (Music #105 and #108) be replaced as well.

Projection Screen: The automated projection screen in Music room #108 needs replacement as it is damaged. A former faculty member wrote directly on the screen with dry erase marker rather than raising the screen to write on the white board. The repair of the writing caused damage to the screen, and a replacement would benefit the students in all courses taught in Music 108. The request for the replacement automated projection screen is attached with the one-time request for funds form.

Lab equipment: It has been many years since the piano lab was installed, and a few years since the entire lab was moved twice to accommodate for the HVAC project. As it is too costly to replace the pianos in the lab with new equipment, a certified technician was brought in to assess the feasibility of "overhauling" the lab to bring all of the equipment to a fully functional level. The request for this lab update is attached with the one-time request for funds form.

**Technical Infrastructure** (e.g., AV or computer infrastructure, cabling):

Technical infrastructure was updated with the HVAC and repair project in the Music Building, and is functioning adequately at this time. Any minor issues are reported to the appropriate area and are remedied quickly. No additional improvements, changes or additions are requested at this time.

**Facilities** What improvements or changes to the facilities would you need to function adequately?

**Physical Concerns** (e.g. electrical, gas, water, foundation, space, ventilation).

Various doors in the Music building are occasionally stuck in the closed position and must be forced open. This issue is caused by shifting/settling in the building's foundation and structure, as well as shifts in the weather and humidity. This problem is remedied quickly by the M&O Department when alerted to the issue, however, all the doors in the Music building should be checked for sticking and adjusted to open freely (especially after wet weather, as the doors tend to swell).

**Health, Safety and Security**

Adequate at this time, and the Music Department is proactive in considering student, staff, and faculty health, safety, and security.

**Other** What changes or other additions need to be made to your program to function adequately?

1.) The Golden West College Music Department – Instrumental Music needs to purchase a number of musical instruments in order to have the “basic” musical instrument inventory required for a successful instrumental music program. Prior to the arrival of the current instrumental music director, over \$117,000 of musical instruments belonging to the GWC Music Department went missing from inventory. GWC administration was notified a few years ago of the documentable missing assets, and it was determined that it would take over \$225,000 to replace all of the missing musical instruments.

Since the “list of missing music instruments” was presented to administration, approximately \$5000 in instruments has been purchased to begin rebuilding inventory, and approximately \$10,000 has been allocated for instrument replacement this spring, 2013. If a consistent amount of funding is allocated each academic year, the inventory can be brought to a basic functional level to service the student population and anticipated program growth that accompanies the A.A.-T. implementation.

The GWC Music Department needs: A consistent allocation of funds of \$7000-\$12,000 annually for a minimum six years is requested to replace the missing musical instruments and create the “basic” musical instrument inventory required for a successful instrumental music program.

2.) Equipment that was purchased when the campus opened is still in use, in particular the grand pianos. In the past when the economy was stronger, many piano dealers would “loan” pianos to music departments in exchange for allowing their store to have a sale at the college once a semester. This type of arrangement is no longer available to colleges, as many piano dealers have gone out of business completely, and the major manufacturers have changed their business model and no longer hold the type of college sales as in the past.

The constant daily use of the grand pianos by the faculty and students over the past many years has taken its toll on the grand pianos in the Vocal Rehearsal Hall – Music 110, Theory Room – Music 105, and Piano Studio – Music 107. As such, the condition and action of the grand pianos is not good as these pianos have seen better days.

*Kim's Pianos* in Garden Grove has worked with the GWC Music Department in the past (over 10 years ago) in the purchase and supply of the grand pianos. The current top selling grand piano for every day use to colleges and universities is made by *Kawai*. The action on the newer model *Kawai* grand piano is carbon fiber which handles the every day use by faculty and students.

The GWC Music Department needs:                 \$60,000 for two (2) new Kawai 6' Grand Pianos

3.) There is need for greater funding of an hourly piano accompanist to serve all of the students of the Music department, which has become more pressing as the Music major program has improved and with the pending implementation of the A.A.-T. degree for Music. Most community colleges in California that offer Music degrees have a staff accompanist that is available to students both vocal and instrumental. The current accompanist for GWC has very limited hours and is only available to vocal students, thus limiting the experiences of instrumental students for the Applied Music aspect of the degree.

The GWC Music Department needs:                 An additional \$4000-\$5000 annually to expand the availability and service of the current accompanist would greatly benefit the students of the department.

IUA and Dean Review

Complete this section after reviewing all program review information provided. IUA and Dean are to separately indicate the level of concern for the program that exists regarding the following Program Vitality Review (PVR) criteria. Add comments for any item marked with a 1 or 2. Identify whether the comment is made by the IUA or the Dean.

(Scale: 0 – No concern at all, 1 – Some concern, 2 – Serious Concern)

IUA/Dean

- (0) ( ) a. Significant declines in enrollment and/or FTES over multiple years
- (2) ( ) b. Significant change in facility and/or availability and cost of required or necessary equipment
- (1) ( ) c. Scarcity of qualified faculty
- (0) ( ) d. Incongruence of program with college mission and goals, state mandates, etc
- (0) ( ) e. Significant decline in labor market
- (0) ( ) f. Continued inability to make load for full-time faculty in the program
- (0) ( ) g. An over-saturation of similar programs in the district and/or region
- ( ) ( ) h. Other \_\_\_\_\_

Program Review Check-list

- ( X ) Department Contact Information is up to date: Department Chairs, full-time faculty, classified
- ( ) Organization Chart: Verify that it is up to date: (q:\college information\org charts) Report necessary changes to the Director of Personnel
- ( ) Both the Dean and IUA has completed the Dean and IUA Review section.

**Signatures, Individual Comments**

Department Chair: Dr. Collette Hausey Date: April 30, 2013  
Comments:

Division Dean: Dr. David D. Hudson Date: April 30, 2013  
Comments:

**(X) No further review necessary**

**( ) We recommend this program for Program Vitality Review**

I have read the preceding report and accept the conclusions as an accurate portrayal of the current status of the program. Signatures are on file in the division office. Type the names of the faculty.

- (X) Bruce Bales
- (X) Collette Hausey
- (X) Rose Ann Wood
- ( )

I have read the preceding report and wish to add signed comments to the appendices.  
Signatures are on file in the division office.

- ( )
- ( )
- ( )
- ( )
- ( )

Additional needs of the Music department related to the use of Forum 2 as a performance venue:

1. Choral risers
2. Traveler curtain to cover the blackboards
3. Performance lighting
4. A portable shell and cloud

**Appendices**

- A. Data Sets
- B. Signed Comments
- C. Classified Position Requests
- D. Faculty Position Requests
- E. General Fund One-Time Funds Requests
- F. Curriculum Inventory
- G. SLO Inventory