Basic Program Information

Department Name:

Music

Division Name:

Fine Arts & Communication

Program Mission(s):

The mission of the Music Department is to provide an innovative, top-quality educational program that balances two distinct but complementary foci: 1) a traditional track that adheres to the basic guidelines of the National Association of Schools of Music (NASM) and contains the courses in music history, theory/composition, and performance that prepare students for transfer to 4-year institutions and pursuit of a baccalaureate degree; and 2) a vocational track that adheres to guidelines provided by a board of advisors and contains the courses in music business, technology, and contemporary popular music composition/literature that prepare students for careers in the commercial music field. Both foci offer certificates and an associate of arts degree.

The department's mission is primarily in alignment with the college's mission to provide outstanding educational opportunities for all students through high quality transfer programs and career preparation. On a secondary level, the department's mission is in alignment with the college's mission to offer an associate in arts degree as well as opportunities for lifelong learning.

Please list all Program Review team members who participated in this Program Review:

Name	Department	Position
Milissa Carey	Music History and Musical Theatre Performance	Faculty
Paul Davies	Music Literature and Theory	Faculty
Robert Hartwell	Music History and Media Studies	Faculty
Elizabeth Barkley	Music History and Literature	Faculty
Janis Stevenson	Music Theory, Instrumental Performance, Music History	Faculty
Bruce Tambling	Music Technology	Faculty
Eric Kuehnl	Music Technology	Faculty

Total number of Full Time Faculty:	*7*
Total number of Part Time Faculty:	13

Please list all existing Classified positions:

Al Ruffinelli, IDEA Lab Manager

List all Programs* covered by this review & check the appropriate column for program type:

Program Name	Certificate of Achievement Program	Associate Degree Program	Pathway Program
General Music		AA	
Music Technology	CA in Music Technology, CA in Pro Tools	AA	

*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review (i.e. Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

Section 1: Data and Trend Analysis

a. Program Data:

Data will be posted on http://foothill.edu/staff/irs/programplans/programreviewdata.php for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Programs	2010-2011	2011-2012	2012-2013	% Change
Music: General A.A.	3	6	**11**	**267%**
Music Technology A.A.	11	16	**12**	**9%**
Music Tech: Pro Tools-CA		5	**4**	**-20%**
Music Technology-CA	2	3	**4**	**100%**

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2010-2011	2011-2012	2012-2013	% Change
Certificate of Proficiency in Music History & Literature	0	0	**0**	**0%**

b. Department Level Data:

	2010-2011	2011-2012	2012-2013	% Change

Enrollment	5,804	5,595	5,476	-2.1%
Productivity (College Goal 2013-14: 535)	694	649	569	-12.3%
Success	80%	76%	75%	-1%
Full-time FTEF	13.6.8	14.7	16.3	11%
Part-time FTEF	8.8	9	10.6	20%

c. Associate Degree Transfer (ADT)

There is a fall 2014 legislated deadline for approval of ADTs (AA-T/AS/T degrees). **If there Is a Transfer Model Curriculum (TMC) available in your program, you are** *required* **to offer an approved AA-T/AS-T.** Indicate the status of your program's ADT:

Check one	Associate Degree Transfer Status
	State Approved
	Submitted to CCCC
	Submitted to Office of Instruction
X	In Progress with Articulation
X	Planning Stage with Department
	Not Applicable

If you are required to offer an approved ADT and it has not been state-approved, please comment on the program's progress/anticipated approval date.

> We are currently working on the ADT in Music and are awaiting information from the state.

Using the prompts and the data from the tables above, provide a short, concise narrative analysis for each of the following indicators. If additional data is cited (beyond program review data sheet), please indicate your data source(s).

d. **Enrollment trends**: Over the last three years, is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.

> *The data indicates holding steady, with unduplicated headcount a 3.2% increase but a slight reduction in enrollment (-2.1%) with an additional number of sections (from 224 to 237).*

e. **Student Demographics:** Please comment on the enrollment data, comparing the program-level data with the college-level data. Discuss any noticeable differences in areas such as ethnicity, gender, age and highest degree attained.

> The Music Department has achieved a 66%/63%/66% success rate for Targeted Ethnic Groups during the three academic years covered by this Program Review. This is consistent with (although slightly lower than) Division success rates. In terms of gender distribution, the Department's ratios are 40% female/60% male, which is noticeably different from Division statistics (54% female/46% males).

f. Productivity: Although the college productivity goal is 535, there are many factors that affect productivity, i.e. seat count/facilities/accreditation restrictions. Please evaluate and discuss the productivity trends in *your program*, relative to the college goal and any additional factors that impact productivity. If your productivity is experiencing a declining trend, please address strategies that your program could adopt to increase productivity.

> *The department's productivity decreased from 649 in 2011 to 569 in 2012, but this is still well over the college productivity goal of 546. Several courses (particularly Music 1, Music 2 and 8) are exceptionally productive. The Music Theory program, taking the enrollment as a whole for all three courses, has increased 2.5%.*

Section 2: Student Equity and Institutional Standards

As part of an accreditation requirement, the college has established institution-set standards across specific indicators that are annual targets to be met and exceeded. Please comment on how these indicators compare at your program level and at the college level. (For a complete description of the institutional standard, please see the instructional cover sheet)

a. Institutional Standard for Course Completion Rate: 55%
Please comment on your program's course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

> *Music Department faculty work hard to help students succeed, and this is reflected in the Department's high course success rates: 80/76/75% over the three years in this Review. This is 20+% higher than the Institutional Standard.*

b. Institutional Standard for Retention: 50%
Please comment on the course retention data for your program, including any differences in retention rates by student demographics as well as efforts to address these differences, should they exist.

> *Data was not available at time of review.*

c. Institutional Standard for Degree Completion Number: 450

Has the number of students completing degrees in your program held steady or increased/declined in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

> *The percentage of students completing an A.A degree in Music rose 83% from 6 degrees awarded in 2011 to 11 degrees in 2012.*

d. Institutional Standard for Certificate Completion Number (Transcriptable): 325

Has the number of students completing certificates in your program held steady, or increased/declines in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

> *Data was not available at time of review.*

e. Institutional Standard for Transfer to four-year colleges/universities: 775

Based on the transfer data provided, what role does your program play in the overall transfer rates? Please comment on any notable trends or data elements related to your program's role in transfer.

> *Data was not available at time of review.*

Section 3: Core Mission and Support

The College's Core Missions are reflected below. Please respond to each mission using the prompts below.

a. Basic Skills: (English, ESLL and Math): For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: http://foothill.edu/president/basicskills.php
If your program is categorized as a basic skills program, please discuss current outcomes or initiatives related to this core mission and analyze student success through the core mission pathway.

> *Not applicable.*

If your program is NOT categorized primarily as a basic skills program, comment about how your program/classes supports Foothill's basic skills mission and students.

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b. Transfer: For more information about the Core Mission of Transfer, see the Transfer Workgroup website: http://foothill.edu/president/transfer.php

If your program is classified as a transfer program, please discuss current outcomes or initiatives related to this core mission and analyze student success through the core mission pathway.

> *Both the traditional Music program and the Music Technology program work closely with the Articulation Office on articulation.*

If your program is NOT categorized primarily as a transfer program, please comment about how your program/classes support Foothill's transfer mission and students.

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c. Workforce: For more information about the Core Mission of Workforce, see the Workforce Workgroup website: http://www.foothill.edu/president/workforce.php

If your program is classified as a workforce program, please discuss current outcomes or initiatives related to this core mission and analyze student success through the core mission pathway.

> *Not applicable.*

If your program is NOT categorized as a workforce program, please comment about how your program/classes support Foothill's workforce mission and students.

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Section 4: Learning Outcomes Assessment Summary

a. Attach 2012-2013 Course-Level – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

b. Attach 2012-2013 Program Level – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Section 5: SLO Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts.

a. **What curricular, pedagogical or other changes have you made as a result of your CL-SLO assessments?**

> *Because the courses offered in the traditional, transfer Music program and the courses offered in the Music Technology program vary widely in terms of core pedagogies (e.g., music history/literature; music theory/composition; music performance; recording and technology), they also vary widely in terms of assessment strategies. Furthermore, some courses are skill based while others are more conceptual. Faculty are working hard to ensure the Course-Level SLOs are assessing learning accurately and effectively. The number of Music 12 offerings has been reduced. The success rate for all of our classes has been quite good; on an average between 88% and 90% success rate. In some of the lecture classes, such as Music 7D, students could benefit from a better understanding of social/cultural issues related to the different time periods studied in the courses. Our greatest challenge concerning this is the variety due to significant differences in pedagogy of Music History and Lit, Music Theory and Composition, and Music Performance. This basic challenge is exacerbated by the complexity of the TradDat system and the difficulty in identifying cross-department trends and meaningful aggregated data.*

b. **How do the objectives and outcomes in your courses relate to the program-level student learning outcomes and to the college mission?**

> *Faculty are working hard to ensure that the Course-Level SLOs accurately and effectively reflecting the knowledge, skills, and abilities students need for the varied tracks within the program.*

c. **How has assessment of program-level student learning outcomes led to certificate/degree program improvements?   Have you made any changes to your program based on the findings?**

Faculty are working hard to ensure that they 'close the loop' in the assessment monitoring process so that following reflection, they make changes in the courses that do result in improvement in student learning.

d. **If your program has other outcomes assessments at the program level, comment on the findings.**

e. **What do faculty in your program do to ensure that meaningful dialogue takes place in both shaping and evaluating/assessing your program's student learning outcomes?**

The summative findings gathered from the Program Level Assessments indicate that the Department on balance is doing exceptionally well in terms of productivity and educational excellence. Assessment findings include a good success rate in terms of students taking traditional quizzes (multiple choice/short answer essays), comparing other students' efforts, hands on experience with creating and delivering MP3 files, and identifying the contributions of major composers and popular music artists.

Section 6: Program Goals and Rationale

Program goals address broad issues and concerns that incorporate <u>some sort of measurable action</u> and connect to Foothill's core missions, **Educational & Strategic Master Plan (ESMP)**, the division plan, and SLOs. Goals are not resource requests.

List Previous Program Goals from last academic year: check the appropriate status box & provide explanation in the comment box.

Goal/Outcome (This is NOT a resource	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status

request)			
1 Faculty will work with the Dean to analyze enrollment trends in order to maximize effectiveness and efficiency in course offerings.	The Department has successfully used SLO assessment data in making decisions regarding course scheduling.		Students are able to better plan how to complete the Department's A.A. and Certificate programs.
2 Faculty in Music Technology will focus on developing new curriculum that best prepares students for the work force.	9 new courses have been completed through the curriculum process during the reporting period that address workforce opportunities.		Completed.
3. Faculty in Music History/Literature will focus on developing ways to deliver curriculum, especially digital textbooks.	The digital textbook in question has been completed and is in the process of publication.		Completed.

New Goals: Goals can be multi-year (in Section 7 you will detail resources needed)

Goal/Outcome (This is NOT a resource request)	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
1. New computers are needed for Room 1402 to be used in class by students enrolled in the theory program.	One year.	Notation of musical scores, whether original compositions, music copying, or arrangements, greatly enhances the student's credentials in applying for a job.	Weekly instruction and assessment of student work.
2. Music Theory: to provide students with the newest software related to music notation (Sibelius 7).	One year.	Notation of musical scores, whether original compositions, music copying, or arrangements, greatly enhances the student's credentials in applying for a job.	Weekly instruction and assessment of student work.

3. To create a workshop for Music Instructor Paul Davies' new opera *Carlota,* based on an actual event from Mexican history. This workshop would be open to students and faculty.	One year.	This project is aligned with Foothill's mission to create an environment that explores and values the diversity of cultures and their history.	Concert reports and essays from students examining the value of opera and history as a dramatic subject.

4. To provide students with new electronic keyboards for the piano/ theory classes. Current pianos old & out of date.	One year.	Improve instruction and learning of piano skills and music theory.	Weekly instruction and assessment of student work.

Section 7: Program Resources and Support

Using the tables below, summarize your program's __unfunded__ resource requests. Refer to the Operations Planning Committee website: **http://foothill.edu/president/operations.php** for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Has the program received college funding for reassign time in the last three years? (y/n)	If yes, indicate percent of time.
Has the program used division or department B-budget to fund reassign time? (y/n)	N

Indicate duties covered by requested reassign time:

Responsibility	Estimated $	Related Goal from Table in section 6 and how this resource request supports	Est hours per	% Time

		this goal.	month	

One Time B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

Ongoing B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

Facilities and Equipment

Facilities/Equipment Description	$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

1. 21 iMacs for Room 1402 for the Music Theory Program. Each computer specs: • 3.5 GHz Quad-core Intel Core i7, Turbo boost up to 3.9 GHz • 16 GB 1600 MHz DDR3 SRAM-2x8GB • 3TB Serial ATA Drive @ 7200 rpm • Apple USB SuperDrive •NVIDIA GeForce GTX 780M 4GB GDDR5 •Apple Mouse	Total cost: $70,000	New computers are needed for the theory program to use Sibelius software and for ear-training skills.	No. Possible funding source would be Measure C.
2. 21 Sibelius/Teacher edition 21 Aurelia Ear Training software	$7000 $2500	Notation of musical scores, whether original compositions, music copying, or arrangements, greatly enhances the student's credentials in applying for a job.	No. Possible funding sources would be Lottery, etc.
3. 2 principal singers, 14 supporting roles, chorus of 12 singers, one conductor, one pianist/accompanist, one stage director, and one producer for the opera *Carlota* workshop.	$40,000.	Provide students with insight as to how an historical topic can be made into musical theatre. The Music Department would collaborate with the Theater Department on this project.	No. Possible funding sources would be Measure C or the President's Office.
4. 24 Yamaha YDP-181 Arius Digital pianos with benches for room 140-2	$75,000	Provide piano/theory students w/new pianos. Current ones are old and out of date.	No. Possible funding sources would be Measure C.

Section 8: Program Review Summary

Address the concerns or recommendations that were made in prior <u>program review</u> cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments
1. *None*	

a. After reviewing the data, what would you like to highlight about your program?

Both the Music Technology and the Music General programs have made great improvements over the last year with the addition of new courses in Music Technology as well as a new course in Music in Film (Music 7F), the steady enrollment of a number of music courses such as Music 1, 2, 8, the gradual increase in enrollment of Music 3, the successful implementation of digital textbooks in Music 2D, and an overall high productivity. Our curriculum continues to be attractive as well as broad-based and we feel that we are frontrunners regarding the courses we offer and our delivery systems.

Section 9: Feedback and Follow Up

This section is for the Dean to provide feedback.

a. Strengths and successes of the program as evidenced by the data and analysis:

Based on the data, the Music Department is extremely strong in terms of both enrollment and productivity. The 2.1% drop in enrollment is certainly due to vastly increased sections offered in order to increase enrollment across the board, as is the 12.3% drop in productivity. It should be noted that productivity in Music, despite these changes, is still well above the target productivity for the college.

The curriculum is extremely broad and comprehensive, and unique to a Community College as it goes far beyond the traditional Theory/History/Band/Choir model still employed by the vast majority of both 2 and 4 year institutions. The department is doing an excellent job of preparing students for both transfer and workforce opportunities, which, surprisingly are abundant in the region due to the concentration of transfer institutions and audio manufacturers such as AVID and Antares.

b. Areas of concern, if any:

I am concerned about the status of the ADT in Music. Since we do not have a performance component other than class piano and guitar, we are not currently in compliance with state requirements for an ADT. We have asked the Chancellor's Office if our students can apply credit for performance classes at De Anza, but in looking at the general profile of our

students from a purely anecdotal perspective (in other words, my observation), it does not appear that many (or any) of them fit the traditional band/choir/jazz band model offered at De Anza. If the Chancellor's Office approves our request, there is no issue. However, if they do not, we cannot offer our local degree, which, the data indicates, is extremely strong, with a 267% change over the reporting period. While we could still offer the A.A. in Music Technology, the requirements for that degree are vastly different than those for the Music: General A.A.

I am glad to see you have prosed replacing the classroom electronic pianos in 1405. The current pianos are outdated and do not meet the needs of our students.

c. Recommendations for improvement:

Based on the aforementioned situation with the ADT, I suggest we once again revisit our Applied Music Class, raise the units, and level it (A/B/C, etc.). This would alleviate any issues we face with performance offerings and could be organized to meet the needs of our very non-traditional students.

d. Recommended next steps:

__X_ Proceed as planned on program review schedule

___ Further review/Out of cycle in-depth review

Upon completion of section 9, the Program Review should be returned to department faculty and staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.