

# Golden West College

## INSTRUCTIONAL PROGRAM REVIEW

Spring 2016

**Program Name:** Music

**Division Name:** Arts and Letters

### **Program Contact Information:**

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## INSTRUCTIONAL PROGRAM REVIEW PROMPT

### **PROGRAM INFORMATION:**

Assume the reader does not know anything about your program. Briefly describe your program and how your program supports one or more of [Golden West College's mission and goals](#). **This description will likely be used on your department's website.**

The Music Department at Golden West College (GWC) provides a strong and focused program that includes opportunities for student majors and non-majors alike, offering a variety of academic and performance courses that support General Education (G.E.), Music Associates Degrees (A.A.), and Music Associates Degrees for Transfer (A.D.T.). The recently instituted A.D.T. offers a required course of study preparing students to meet discipline-specific entrance requirements for transfer to a CSU campus, as well as most Music programs at 4-year colleges and universities.

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 Performing Arts and Humanities.

The GWC Music Department is located in the Music building on the GWC campus and has a current full-time faculty of two 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.

### **College's mission (check all that apply)**

- Basic Skills**
- Career Technical Education**
- Transfer**
- Offer Degrees/Certificates**

### **College goals(check all that apply):**

- Institutional Mission & Effectiveness**
- Instructional Programs**
- Student Support Services**

- Library and Learning Support Services
- Student Engagement
- Student Equity
- Human Resources
- Facilities & Campus Environment
- Technology
- Fiscal Resources
- Planning Processes
- District Collaboration
- Community Relations
- Business, Industry, Governmental Partnerships

**Program Contributions:** Describe how your department contributes to the campus. Consider areas such as diversity, campus climate, student success, campus processes, student support, and other college goals below.

The Music program contributes to the successful implementation of G.W.C.'s overall mission, as well as supporting several individual college goals and values. Through the implementation of high quality instructional programs and providing music students (specifically majors) with the appropriate support mechanisms to enable successful transfer to 4-year colleges and universities, the Music program provides students with several opportunities that align with the college goals and values. Public performances on and off campus and the teamwork necessary to successfully organize such events, creates great opportunity for leadership, positive community interaction, and positive peer interaction with academic colleagues on campus. Students have several opportunities for leadership roles and community engagement with the various performing groups at GWC, and the Music program itself has been refined to the point that all of the instructional offerings are of equal or better quality than many four-year universities. Because of the high quality of the program, nearly all students who chose to further pursue their musical studies were successfully able to continue without any remediation.

The college values encourage student involvement, and the Music program is one that has a sense of community, as students tend to move through the program in cohorts based on the Music Theory sequence. There is a diverse student population in the Music department with regard to ethnic, gender, and age categories. It is the skills and talents that are recognized and encouraged, and any student that is an asset to the department is a welcome member. Looking in on any course in the Music department, especially those for Music majors, will reveal the great diversity that is created by people being brought together by making music.

The full-time Music faculty make it a practice to regularly advise students not only of the student services available on campus, but also the necessary timeframe and skill sets needed to successfully complete the program and to transfer. For example, students are encouraged to complete the local GWC A.A. requirements rather than just the A.D.T. requirements. The A.D.T. requirements are contained within the A.A., however, the A.A. has an additional requirement that further prepares students for successful transfer at a four-year university. This major-specific advice is a consistent part of the dialogue with students, and from the beginning of students' course of study, there is emphasis on completing one of the degrees offered by GWC.

Within the Music department, the use of technology by students is greatly encouraged and utilized. For G.E. courses, the use of Course Management Systems to incorporate online technology for supplemental study is consistently utilized. In-class and out-of-class use of Internet resources has changed the method and ease with which material can be delivered to students. Where just 5 years ago external resources had to be utilized for musical examples, instructors now are able to access various online resources to provide several varieties of examples that include a visual component.

The Music majors are now utilizing an online resource for aural skills development, which is a drastic change from previous practices of students being required to physically be in a listening laboratory. This is an invaluable resource, as it provides students with advanced resources for individual development of required skills in a home-based environment. In addition, the implementation of a site license for Finale music notation software is being explored, as this is the industry standard and can be of great benefit to students for working on individual projects and assignments.

As a whole, the Music program contributes greatly to the campus culture, environment, and dynamic by providing all students with the ability to engage with the performing arts. Because music utilizes all three learning modalities simultaneously, and continued research is reinforcing the health benefits of making music, there is increased interest in the course offerings from a very diverse student population.

**External Requirements:** Indicate any requirements that are imposed on your program by the state, federal regulations, or other external accrediting bodies (if applicable).

Not Applicable

### **REVIEW OF LAST CYCLE PROGRAM REVIEW**

Provide assessment of your previous program review initiatives. Summarize any accomplishments that your program achieved. (2 pg limit)

For the 2013 Program Review, the Music department determined that the implementation of the new A.A.-T. (now A.D.T.) and its various components was crucial to the forward

progress of the department. In addition to this goal, the identified areas in need of improvement have all been addressed and improved, as a conscious effort has been made in the department to consistently address these specific topics.

The A.D.T. has been implemented, and several students have completed requirements for posting a degree. There has been a trend at GWC that Music majors obtain the preparation necessary for a successful audition at a four-year institution and or conservatory, and choose to move on to their next location of study. Although the Music faculty deems this as success with our students, the statistical results are skewed due to actual degrees not being posted from GWC. Music is one of the only majors that truly begins in the freshman year of collegiate study, and students often wish to continue their study uninterrupted at attain the best result. Hence, they correctly pursue the opportunities in their major that the GWC preparation has helped provide and do not finish the G.E. patterns necessary to post a degree.

As part of the implementation of the A.D.T., the new Music Theory sequence is proving successful and is building in numbers as success rates. There has been 150% growth in student numbers for the second year sequence, and 100% growth in student numbers for the first year sequence. A full-time faculty member is in charge of the program, and the rise in student retention and success rates can be directly attributed to this instructional assignment.

For the area of SLO's, the Music faculty has been implementing the practice of utilizing the information the forms provide to impartially assess their courses, content, and delivery to ensure student success on a continual basis. The full-time faculty has been regularly submitting SLO forms and maintaining consistent inventory, and the part-time faculty has been improving on the completion and utilization of the forms. In the previous program review, it was clear some faculty members were having difficulty with the practice of SLO assessment and utilization of forms. That issue has been resolved, with faculty members diligently improving as well as the creation of SLO coordinator positions to aid faculty in completing these essential forms.

The issue of course scheduling for core courses has been resolved and implemented. The main scheduling issue was finding the correct time for the Music Theory courses that allowed students to stay in the sequence and complete the G.E. pattern requirements in a timely way. The initial timeframe trying to schedule outside some of the cohort pathways proved a detriment to the program, so an adjustment was made to enable both first and second year students to take advantage of one of the G.E. cohort classes while still finishing their major requirements. There was a major adjustment in the scheduling, and the student success rate has proven that this was a correct adjustment.

For the final area of improvement that was listed, a concerted effort to implement basic collegiate skills within the instructional methods of all courses has been successful. All

faculty members, particularly those teaching G.E. courses, have emphasized time management, good note-taking skills, students creating their own study packets, and test preparation/test-taking skills. There has also been a concerted effort to alert students to the various academic support services available on the GWC campus.

There have been several students in both vocal and instrumental music who have successfully moved on to a four-year university, and it appears as though there are now students poised to post degrees in music as the program has been focused on high quality and strong preparation.

## **FOR CTE PROGRAMS ONLY**

**Labor Market Demand:** How is your program meeting labor market demands? Should you expand, contract or stay the same? Is there competition from other programs in the area? If yes, from what institution? How is the competition affecting your program? Are there any other external factors about which you are concerned?

**Click here to enter text.**

**VTEA Core Indicators:** When reviewing the state VTEA core indicators, what are the trends that contribute to or impede student success? Why is this occurring?

**Click here to enter text.**

**Advisory Council Input:** What type of inputs have your program received from your industry advisory council in the last three years?

**Click here to enter text.**

## **SWOT ANALYSIS**

### Strengths:

- What does your program do well?
- What do you believe your students, potential employers, or transfer institutions see as your program's strengths?

The Music program has been structured to maximize effectiveness with minimum resources for both Music majors and G.E. students. Many of the things that the department does well covers a broad area of topics:

- Maintain a very high level of specific course offerings to allow for maximum student success;
- Provide the four main core curricular components that prepare students to successfully audition and place at a four-year university or music school;

- Provide a state approved A.A. and A.D.T. degree that permits guaranteed placement for Music students at a CSU institution (many of the UC institutions accept the courses completed by the GWC majors for transfer);
- Provide Music students with a variety of performing opportunities both on and off campus;
- Provide live music performances in a variety of settings on the GWC campus;
- Engage in community outreach through performances in off-campus venues, and actively seeking community members to attend on-campus performances;
- 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;
- Continue to utilize 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 the last faculty member is out, implementing secure storage and creating a complete inventory list for musical instruments and equipment).

Weaknesses:

- In what areas does your program need to improve?
- What are your program's immediate needs?
- What limitations or barriers is your program experiencing?

The main area of improvement is increasing the number of completers for the A.A. and A.D.T. degrees, as well as improving the number of full-time faculty in the department.

The biggest immediate need of the program is an expanded ability to offer Applied Music for a greater number of students to allow for departmental growth. With the current student limitations on the Applied Music aspect of the program, only 25 students at any one time can complete the two-year cycle. This means that if Student Group A began in Fall of 2015 and there were 25 students, no other students would be permitted to complete a key component of the program for at least two years. Even if 25 students in Student Group B matriculated in Fall of 2016, they would be unable to complete the first year of the Applied Music requirement because of the current student cap. With this cap it is still expected that all of the other core classes maintain a fill rate higher than the principal component of Applied Music is currently allowing.

The limitation of Applied Music enrollment numbers, limited equipment, and limited course offerings negatively impacts the ability of Music faculty to actively recruit new students. To successfully recruit, the offerings must be available and active for student utilization, and the necessary equipment must be available to provide students the opportunity for success. Specifically, the instrumental music area cannot recruit more than a few students total for the program, even though there are specific areas of woodwinds, brass, percussion, and within woodwinds and brass are additional sub-disciplines. If just one student for each instrument was enrolled in Applied Music for each of the potential instruments taught, eleven students would be enrolled out of 25 slots available. This does not include vocal students, who must share the allotted 25 slots. Therefore, it is very difficult to recruit when one of the primary components of the program is prevented from growth. If the program was allowed to be flexible with student demand, a greater number of majors and completers would result.

### Opportunities

- What opportunities exist for your program?
- What trends are happening in the field or subject area that may allow your program to expand?
- What external funding opportunities are available for your program?
- What potential industry, high school, college/university or other external partnerships can be established or expanded to benefit your program?

There are several opportunities for the Music program, as the budgetary restraints and cuts from several years back have eased, and several aspects of the Music program that were suspended have the opportunity to return to expand the program:

- The guitar program is back for the first time in several years;
- The jazz program and courses are currently not being offered, but if the department has L.H.E. reinstated it is the intention to re-integrate the program as a vital part of both the Traditional and Commercial music programs;
- The Commercial Music program has the opportunity to be reinstated to allow for greater student involvement, opportunity, and success;
- There is an opportunity to better diversify the G.E. course offerings, as there are a variety of courses that have not been offered recently due to budget constraints. This would increase the student population in the department and provide greater variety and opportunity for student success.

The opportunities for external funding will greatly increase when the Commercial Music program can be reinstated and the T.O.P.S. codes for Commercial Music can be utilized for outside funding. Otherwise, only specific donations are the current source of external funding, as many businesses and corporations have ceased with educational grants.

The high school and college/university relationships have already been established with the active attendance area for GWC, as well as areas well outside the current attendance



area (e.g. Riverside). Consistent communication with the Music faculty at local high schools, as well as consistent communication with the primary transfer institution for GWC (CSU Fullerton) has allowed for greater interest from potential students and greater success from GWC transfer students.

### Threats/Challenges

- What challenges exist for your program?
- What budgetary constraints is your program facing?
- What kind of competitive disadvantages is your program facing?
- Are there upcoming changes to state and federal regulations that will impact your program? If so, please explain.

The greatest challenge to the program is balancing recruitment and expansion with the severe limitations put on primary components of the program, i.e. Applied Music and availability of equipment to support student needs. As stated previously, if the Applied Music program were permitted to fluctuate with student demand, a much greater application of recruitment would be utilized.

The main budgetary constraints besides purchase of equipment are as follows:

- Adequate funding to support all aspects of required course offerings on a consistent basis;
- Adequate support for live performance expenses, i.e. advertising, programs, staffing, additional support musicians, etc. This has dwindled and the ability to effectively market performances has not been as strong as other areas in the performing arts.
- The biggest competitive disadvantage is our sister school in the district (OCC) has much greater support for a much more diverse group of offerings, and often students are taking core courses at GWC, then moving to OCC to complete additional courses of interest and posting a degree there. Were the offerings more diverse and the department was able to implement a Commercial Music program, student retention would be much greater.
- The only change upcoming is a resolution from the Music Association for California Community Colleges currently being proposed that would shift the strict structure of the A.D.T. to allow for the fact that Music is an audition-based discipline that requires a certain level of achievement to enroll and continue in a program.

## **CURRICULUM REVIEW**

**Course Outlines of Record:** It is expected that all Course Outlines of Record (CORs) will be reviewed every three years. Starting in summer 2016, courses featured in the

College Catalog will directly link to the courses' official CORs. It is crucial for all CORs to be reviewed to ensure their accuracy. Upon reviewing the courses in your disciplines through [CurricUNET](#), please provide a 3 year timeline of when all of the CORs under your disciplines will be reviewed. Please follow the table format below.

CORs needing review/ revision	Timeline to complete review	Person responsible
(example ENGL 225)	October 2017	
MUS G101/G101H	September 2017	Collette Hausey
MUS G103	September 2017	Collette Hausey
MUS G104	September 2017	Bruce Bales
MUS G105	September 2017	Donovan Raitt
MUS G106	September 2017	Donovan Raitt
MUS G108	September 2017	Martie Ramm Engle
MUS G109	September 2017	Collette Hausey
MUS G110	September 2017	Collette Hausey
MUS G112	September 2018	Collette Hausey
MUS G115	September 2018	Collette Hausey
MUS G116	September 2019	Collette Hausey
MUS G117	September 2019	Collette Hausey
MUS G120	September 2017	Bruce Bales
MUS G121	September 2017	Bruce Bales
MUS G122	September 2017	Bruce Bales
MUS G126	September 2019	Collette Hausey
MUS G127	September 2019	Collette Hausey
MUS G139	September 2017	Heather Henderson
MUS G141	September 2017	Ellen Kim
MUS G142	September 2017	Ellen Kim
MUS G143	September 2019	Collette Hausey
MUS G145	September 2018	Bruce Bales
MUS G146	September 2018	Bruce Bales
MUS G147	September 2018	Bruce Bales
MUS G150	September 2019	Bruce Bales
MUS G151	September 2019	Bruce Bales
MUS G152	September 2019	Bruce Bales
MUS G153	September 2019	Bruce Bales
MUS G158	September 2018	Bruce Bales
MUS G165	September 2018	Collette Hausey
MUS G209	September 2018	Collette Hausey
MUS G216	September 2019	Collette Hausey
MUS G217	September 2019	Collette Hausey

MUS G241	September 2018	Ellen Kim
MUS G242	September 2018	Ellen Kim
MUS G260	September 2019	Collette Hausey
MUS G261	September 2019	Collette Hausey
MUS G290	September 2019	Collette Hausey

**C-ID Designation:** In 2006, the Academic Senate for California Community Colleges developed the [Course Identification Numbering System \(C-ID\)](#). This system improves curricular consistency for courses throughout the state and provides many articulation/transfer benefits to our students. Many courses at Golden West College have been approved for C-ID alignment. Please review the list provided by Office of Research, Planning, and Institutional Effectiveness and discuss the following:

1. Does your department plan to submit more courses for C-ID designation? If yes, which ones? (These courses may or may not be part of an ADT. See C-ID.net for more information regarding courses, descriptors, and ADTs.)

Yes, there is one course currently under submission, and a few other courses would be practical for submission. MUS G 121 is currently under review for C-ID approval and is pending. The Music department would like MUS G115 (Basic Music) to be submitted for C-ID approval, as it aligns with the Music 110 descriptors.

**Dual-listed courses:** Review the list of dual listed courses in your area and complete the following chart.

Dual Listed Courses	Date of Faculty Discussion and Review	Recommendations
MUSG108/THEA G108	September 2015	Maintain dual-listing
MUS G101/HUM G120	May 2015	Maintain dual-listing
MUS G101H/HUM G101H	May 2015	Maintain dual-listing
MUS G103/HUM G103	May 2015	Maintain dual-listing
MUS G104/HUM G104	May 2015	Maintain dual-listing
MUS G122/HUM G122	May 2015	Maintain dual-listing
MUS G139/HUM G139	May 2015	Maintain dual-listing
MUS G126/HUM G126	May 2015	Maintain dual-listing
MUS G2143/HUM G143	May 2015	Maintain dual-listing

**Curriculum Offering:** Review the list of active courses in your programs that were offered and not offered in the last three years. Based on your review, what courses could you add, suspend, or retire to improve your overall program to ensure student success? (Data provided by ORPIE)

Course Name	Recommended Action (add/suspend/retire)
ex. FARM 300	Add
MUS G025	Suspend
MUS G026	Suspend
MUS G060	Suspend
MUS G064	Suspend
MUS G065	Suspend
MUS G066	Suspend
MUS G068	Suspend
MUS G072	Suspend
MUS G095	Suspend
MUS G111	Add (“Aural Skills”)
MUS G129	Add (Continuing sequence from MUS G128)
MUS G130	Add (Continuing sequence from MUS G129)
MUS G161	Add (“Using Finale Music Notation Program”)

## **PROGRAM DATA AND ANALYSIS (Items in black font are provided by ORPIE)**

### **SLO Assessments**

List of courses with ongoing assessment

List of courses offered in the last 3 years that have not been assessed

Question:

- Looking at all assessments of your programs and courses, describe proposed plans for improvement.

The Music department plans to implement the utilization of more technology to aid in instruction, especially for G.E. courses. Because of the very recent implementation of the new A.D.T. degree, the courses contained within the degree sequence have been assessed and refined continually since the last program review. However, the change in student learning technologies within the last five years has necessitated expanded use of technology, as this is to what a great majority of traditional college-aged students have grown accustomed. Use of Course Management Systems (CMS) and the related tools are very much in alignment with current pedagogical techniques for successful delivery of the topics, and stronger implementation with the new CMS will allow for more intuitive and therefore more integrated use in the classroom.

### **Student Demographics (Headcount by Discipline)**

- Gender
- Age
- Ethnicity

- Disability
- Economic Disadvantage
- Veteran
- Foster Youth

#### Comparison to GWC

#### Questions:

- **How does your student population compare to GWC's general student population?**

Within the Music program, the student population with regard to Gender is almost the inverse of that of the general population, with 43.3% female to 56.7% male student ratio of students, as compared to the campus statistic of 54.0% female to 46.0% male student ratio. The Age distribution is slightly lower than the campus average except in the categories of 19 or less (39.5% Music/28.3% campus) and 50 or older (3.7% Music/2.9% campus). Student Ethnicity distribution is slightly lower than the campus average except in the categories of Two or More Races (5.5%/4.4%), Unknown (2.1%/1.7%), and White (34%/31.3%). No other category is any more than 2% lower than the campus average, and most are less than 1%. Veterans are served at almost an equal rate as the campus average, with 1.6% music, 1.7% campus. Students with Disabilities are served at a higher rate in the Music program than the campus average, with 5.6% Music/3.7% campus. Economically Disadvantaged students are served at a higher rate than the campus average, 59.3% Music/55.9% campus. Foster Youth Status students are served at a higher rate than the campus average, 2.7% Music/2.3% campus.

- **Based on the trend that you're seeing, what type of adjustments would you make to your program?**

The trends that are lower than the campus average are not significant enough to cause alarm, as there is strong diversity within the Music program and several of the student populations studied are above campus averages. The faculty will continue to create high quality academic and performance offerings for student engagement, which will continue to attract a diverse and energetic student population to the department.

#### **Program Enrollment (Filter by: Discipline, Session Type, Large Lecture Factor)**

Enrollment at Census

Sections Offered (by CRN)

Fill Rate at Census

FTEs/FTEF

#### Questions:

**Consider sections offered, session type, and your current PT faculty pool as part of your analysis.**

- **What factors have contributed to your trends in enrollment, sections offered, and fill rate?**

The main factor that contributed to a decrease in enrollment and fill rate was the unexpected leave taken by a full time faculty member for three consecutive semesters before officially retiring. In Fall of 2013, the faculty member called in sick the first two weeks of the semester, then took a leave for the rest of the semester after the second week. As a result, several students dropped the G.E. courses to which this person was assigned, and fill rates decreased. This pattern of late notification continued for two additional semesters, preventing timely and proper staffing of classes, and again resulting in lower fill rates. In addition, one G.E. course had a dramatic drop in enrollment as a new instructor was not as effective as the previous instructor (who retired), and this one particular course went from a 1.5 LCF class with a waiting list to a 1.0 class with 17 students out of 54 enrolling in the course. Another negative impact were courses that were scheduled then cancelled, which greatly affected the student population and fill rates in other classes. Several required courses for Music majors to gain an A.A. degree were cancelled two weeks before the semester began, so those students took the courses at Orange Coast College. Being sequenced courses, there was a domino effect and this aspect of the program is having difficulty rebuilding. There have been several consecutive semesters of class cancellations that have negatively affected sequenced courses, and consideration should be given to those students who wish to complete a degree. This spring is the first time courses were permitted for staffing in advance, and better student fill rates have resulted.

- Based on your review of the data, should you increase, decrease, or keep the same number of sections offered?

The data has been continuously reviewed, and some sections of courses have been decreased; a program previously suspended has been reinstated and is now growing (guitar). Stabilizing the faculty for the first time has helped, but the loss of two full-time faculty members to retirement since the last program review has had a substantial impact on the overall offerings of the department.

- How does your department average FTES/FTEF compare to college-wide average FTES/FTEF?

Over the past three years, the Music department FTES/FTEF average is higher than that of the college-wide average, and it is the goal to continue this trend and increase the departmental FTES/FTEF by the next program review.

## **Course Retention and Success**

Overall

By Ethnicity, Age, Gender

By Large Lecture

By Session Type (Day, Evening, Hybrid, Online)

Questions:

- Looking at success rates for different demographic groups (age, gender, ethnicity), which groups are experiencing disproportionate impact (success rates for those groups are lower than the average success rates) in student success?

The only group that appears to have a significant disproportionate impact is American Indian/Alaskan Native, and that is quite beyond the department's control as it is a small population on the campus to begin with. It is noticeable that success rates dropped when there were faculty issues, however as those have leveled out the rates improved to previous standing overall.

- If there are student groups experiencing disproportionate impact, what's your department's plan to address the disproportionate impact?

Continue to offer high quality instruction to attract strong students. There is not any specific method to attracting a particular ethnic population to the campus other than specialty groups, and there is not funding available to do so.

### **Degrees and Certificates**

Number of degrees and certificates conferred in the last 6 years

Completers are defined

Questions:

- Based on the number of degrees/certificates you are awarding, discuss any differences between your expectations and actual numbers.

The expectation and numbers are consistent, as the implementation of a new degree program has yielded an unusual occurrence of students utilizing the high quality offerings to prepare for transfer without posting a degree at the campus. Attracting majors is not an issue, however compelling students to complete the paperwork and additional G.E. work prior to auditioning for a four-year university is more of a prevalent concern. There is a listing for a certificate awarded for the Music department in 2012-2013, and in that timeframe there was not a Commercial Music program nor were there certificates being offered. It is curious as to what this particular certificate is and how it was awarded as there was no program to award the certificate.

- Please answer this question for programs that have fewer than 10 completers in the last 6 years: What strategies will you implement within your department to increase/attract completers or majors?

Strategies are already in place and being implemented to encourage students to post a degree before moving on, and the A.D.T. requirements themselves are constantly being reviewed to ensure CSU/UC alignment. There are several students poised to post the A.D.T. within the timeframe prior to the next program review, and the goal is to attain a minimum of 10 completers within the next three years. This will be accomplished through even greater advisement on a consistent basis for the majors and the courses required to complete. More advertising and encouragement to finish is also being considered for posting throughout the department, and additional



opportunities for student performance are being explored to maintain strong student engagement throughout the degree cycle. The Music department is actively exploring reinstatement of the Commercial Music aspect of the program to re-engage the CTE aspect of the program and help revitalize the department as a whole to compliment the very strong traditional music program that has been implemented.

## **Faculty Staffing**

Percentage of courses taught by full-time versus part-time faculty

- **In recent years, what successes/challenges have you had in hiring and retaining qualified part-time faculty?**

The biggest successes in hiring and retaining part-time faculty has been for the Applied Music program, and fortunately all of those instructors are strong classroom teachers who were able to step in when needed in the emergency staffing situation. The Music department has hired a new guitar instructor who is in the process of building that aspect of the department, and the low brass instructor for GWC is also a major contracted player for the Hollywood studios, and recently performed for the soundtrack to “Star Wars: The Force Awakens” among other films. It is faculty such as this who attracts and retains strong music students. The main challenge was one strong faculty member who had too many outside commitments to be consistently successful with students, and has since resigned because of the inability to fulfill teaching duties at the campus. The other challenge has been retaining part time faculty for certain instruments for Applied Music, as GWC has hired such strong teachers and performers that they have often moved on to full time performing and teaching positions outside of Southern California. Fortunately, there are several strong performers and teachers in this region, and the challenge is to find the correct match for the best student success.

- **Based on your department discussion, what do you see as your ideal number of full-time faculty to promote student success?**

After extensive discussion, it was agreed that the minimum number truly needed to promote student success is five full-time faculty: Vocal, Instrumental, Music Theory, Piano, and Recording Arts would be ideal for maximum growth, development, and student success in the department. The current offerings are very strong, but the breadth of offerings is very limited due to the current full-time faculty being stretched beyond what is considered best practices by all Music departments in higher education. Since it is clear that three positions would not be awarded, it was agreed that the best position to request for the future development and progress of the department would be that of a full-time Recording Arts faculty member who possesses the correct academic and profession background to be able to serve both the Traditional and Commercial music student population.

## **PROGRAM PLANNING**



Based on your analysis of previous program review and current data:

- **What does your program want to accomplish in the next three years?**

The Music department has specific goals for the next three years: increase the number of students who post a Music degree at GWC, reinstate the Commercial Music program, including Recording Arts, and to provide greater depth and breadth of offerings throughout the department to improve the overall student experience.

- **What areas does your program plan to improve?**

The areas of improvement are essentially the same as the above stated goals, with the added goal of increasing the student population in the department a minimum of 10% within the next three years.

- **What specific actions will you take to improve upon those areas?**

To increase completers, the full-time faculty will continue to engage and advise students on requirements and course pathways for most efficient success, as well as improve the department website to provide current and accessible information for current and potential students. To implement the Commercial Music program, the full-time faculty will work in conjunction with other faculty on campus to smoothly and successfully integrate and transition programs for maximum student success, as well as request a full-time position to help fully develop an effective program.

- **How will you assess whether your program has accomplished those goals?**

Statistics will be reviewed on a yearly basis to see if there are trends that are having a negative impact on student success, and regular communication with students to ensure students are encouraged to complete their degrees. With regard to the development of a new program, successfully coordinating coursework development, scheduling, and program development will be the main indicators if this goal was achieved. This is a large undertaking, and if the program has been implemented completely by the next program review this goal will have been considered successful.

## **RESOURCE ALLOCATION**

In order to accomplish those goals, what resources do you need? You will need to fill out the resource request forms and include them with your Program Review Report.

○ Staffing

- A minimum of one full-time faculty member is needed to allow for student success, specifically in the area of Recording Arts to allow for the reinstatement/development of the Commercial Music program.
- Seek funding for additional accompanist hours to benefit all Music majors.
- Seek funding for a Teaching Assistant for the Music Theory program, as student recruitment would be greatly increased by the implementation of a T.A.

- Facilities
  - Discussion of use of facilities will be incorporated into the implementation of the new program, as the ability to use Commercial Music T.O.P.S. codes would have a positive impact on facilities improvement and usage. The facilities for the current Traditional Music program are adequate, with only minor issues with scheduling Applied Music on a rare basis.
- Technology
  - Site license for *SonicFit* needs renewal as it is integral to the Music Theory program.
  - Site license for *Finale* music notation software may be needed if the course is implemented.
  - Various site licenses for software necessary to implement the Commercial Music program.
- Equipment
  - Non-discipline specific equipment needed is:
    - New projectors for the lecture classrooms (108 and 105).
    - New screen material for the screen in M108. This was requested and funded for the last program review, but there was an issue with implementation and completion of the project. Steps are being taken so this does not occur again.
    - Replacement tablet chairs for those broken in Music 108.
  - Departmental-specific equipment needed is:
    - Funding for inventory improvement in the Instrumental Music area, as the GWC inventory is sorely lacking in several areas as compared to other colleges with similar programs.
    - Funding for new Choir risers, as the current risers can pose a health and safety risk with setup and utilization.
    - Funding for a new acoustic shell, as the current shell is antiquated and can pose a health and safety risk with setup.
    - Funding for a new piano laboratory, as the current lab is antiquated and has been reconditioned several times. The cost of replacement of the lab is equal to what it will cost to recondition the lab just two more times, and with the antiquated nature of the keyboards, replacement parts are becoming more rare and expensive to obtain. Current technology allows for much better student success and is needed.
- Funding for Professional Development
  - Funding to send current faculty to discipline specific conferences as needed.

- Funding to send new faculty to discipline specific conferences as needed.

### Department Chair and Dean Review

Complete this section after reviewing all program review information provided. The Department Chair 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)

Chair/Dean

( 0 ) ( ) a. Significant declines in enrollment and/or FTES over multiple years

( 1 ) ( ) b. Significant change in facility and/or availability and cost of required or necessary equipment. Comment by IUA: The inventory of the instrumental music department needs to be improved so the department is on par with other similar colleges.

( 0 ) ( ) 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

( 0 ) ( ) h. Other

### Program Review Check-list

( X ) Department Contact Information is up to date: Department Chairs, full-time faculty, classified

( X ) Organization Chart: Verify that it is up to date: (q:\college information\org charts)  
Report necessary changes to the Director of Personnel

( X ) Both the Dean and Department Chair have completed the Dean and Department Chair Review section.

**Signatures, Individual Comments**

Date of Department Discussion: **March 1, 8, 15 April 12 2016**

Discussion Modality

- Department Meeting                       Emails                       Online/Skype  
 Other : **Department Meeting (box would not check)**

Summary of Discussion Outcome: **It was agreed by the full-time faculty that it is necessary to move forward with the reinstatement of the Commercial Music program at GWC, and take action to reinstate the Recording Arts aspect of the Music sub-discipline. It was also agreed that more flexibility is needed with student numbers in Applied Music to enable to department to maintain growth in a steady manner to support student success throughout the A.D.T. degree pathway.**

**Departmental Recommendation**

**(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) Collette Hausey  
( X) Bruce Bales  
( )

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

- ( )  
( )  
( )

Department Chair:

Date: 04/14/2016

Comments:

No additional comments at this time.

Division Dean:

Date:

Comments: