College of San Mateo

ANNUAL UPDATE
PROGRAM REVIEW &
PLANNING
Form Approved 9/2/2008:
Governing Council
Revised: 2/21/2010

The Program Review process should serve as a mechanism for the assessment of performance that recognizes and acknowledges good performance and academic excellence, improves the quality of instruction and services, updates programs and services, and fosters self-renewal and self-study. Further, it should provide for the identification of weak performance and assist programs in achieving needed improvement. Finally, program review should be seen as a component of campus planning that will not only lead to better utilization of existing resources, but also lead to increased quality of instruction and service. A major function of program review should be to monitor and pursue the congruence between the goals and priorities of the college and the actual practices in the program or service.

~Academic Senate for California Community Colleges

INSTRUCTIONS

This *Annual Update for Program Review and Planning* is due each year that your *Comprehensive Program Review and Planning* report is not due.

(For information about program review cycles, see Instructional and Student Services program review rotation schedules posted online in their respective sections of the program review webpage: http://collegeofsanmateo.edu/prie/program_review/program_review.php)

Resources for Supporting Documentation:
A listing of resources and documents which provide data or information for each section is included at the end of this document, after the final signature page. These resources are posted online and their URLs are listed at the end of this document.

(You may delete this section, when you submit your final program review.)

Next Steps:
All *Annual* and *Comprehensive Program Review and Planning* reports are due March 25, 2010. This date is aligned with CSM's *Integrated Planning Calendar.*
(See: http://collegeofsanmateo.edu/prie/institutional_documents.php.)

Upon its completion, please email this *Program Review and Planning* report to the Vice President of Instruction, the Vice President of Student Services, the appropriate division dean, the CSM Academic Senate President, and the Dean of Planning, Research, and Institutional Effectiveness (PRIE).

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Susan Estes, Vice President of Instruction, estes@smccd.edu
Jennifer Hughes, Vice Prsident of Student Services, hughesj@smccd.edu
John Sewart, Dean (PRIE), sewart@smccd.edu

DEPARTMENT OR PROGRAM: Music

DIVISION: Creative Arts/Social Sciences

1.   BRIEF DESCRIPTION OF PROGRAM:

The Music program provides the lower division music classes necessary for transfer to baccalaureate programs, and offers courses required to complete an Associate of Arts degree in Music, an Associate of Arts degree in Electronic Music or a Certificate in Electronic Music. For the 2009-2010 academic year, the Music program consisted of 72 sections with an enrollment of 2,264 students. The Music program offers courses in theory, history, electronic music, individual choral and instrumental performance, and large and small choral and instrumental ensemble performance. The theory/history courses include Fundamentals of Music, Harmony I-IV, Musicianship I-IV, Music Listening and Enjoyment, History of Jazz, and World Music. Electronic Music courses include Electronic Music I-II, Audio for Visual Media, and Sound Creation-Sampling and Synthesis. Individual Choral and Instrumental performance courses include Piano I-IV, Guitar I-IV, and Voice I-IV. The large and small ensemble performance courses include Jazz Workshop, Repertory Jazz Ensemble, Symphonic Band, Masterworks Chorale, Peninsula Symphony, Afro-Latin Percussion Ensemble, and Steel Drum Band. (Masterworks Chorale, Peninsula Symphony, and CSM Panhandlers Steel Drum Band transferred from Music department to Community Education beginning Fall 2010.)

2.   Based on the elements in your *Core Program and Student Success Indicators* (provided by PRIE for each program) and the goals stated in your most recent Program Review, please identify any key successes and challenges.

Enrollment within the music department has shown a slight decrease by thirty-seven students since the 2008-2009 academic year, which was at a four-year peak. Although the enrollment figures have marginally decreased, they remain above the totals for the academic years of 2005, 2006, and 2007. The decrease in enrollment coincides with the loss of two course sections for the 2009-2010 academic year. WSCH has decreased from 9653.51 during 2008-2009 to 9405.3 for 2009-2010, and is projected to increase to 2283 for 2012. This projected increase indicates the need for an additional full-time faculty position. In spite of the recent decrease in enrollment, the retention and success rates have increased for 2009-2010, and there has been a noticeable increase in the number of music transfer students and music majors over the past three years.

3.   Are you on track for meeting the goals/targets that your program identified in its most recent Program Review? If not, please explain possible reasons why. If needed, update your goal/targets based on these reasons.

All stated goals from the 2008-2009 program review were on track to be met with the exception of the addition of a full-time faculty position. These goals include the development and maintenance of a strong transfer program, providing opportunities of public performance of student works, providing quality live music concerts, and working with the public relations staff to promote the music department.

With the budgetary reduction, three of our major goals have been compromised by factors beyond the control of our faculty. One such goal is to schedule and maintain a wide breadth of music courses. With the current elimination of three performing groups from the music program, the breadth and scope of our offerings has been substantially reduced. Another goal is to provide resources necessary for student success. Our department has not received any equipment requested from our last two program reviews, including musical instruments, electronic music instruments and software, and classroom teaching hardware. The final goal is the addition of a full-time faculty member to develop the goals of the music program.

4. Have you identified any new goals or projects for the program to focus on during this next year? Please explain (grants, stipends, initiatives, etc.).

    The music department has identified new goals and projects for future years. These goals are as follows:

    1. To add a full-time faculty position to further develop the goals of the music program.

    2. To research and implement an "applied" music program, where music majors can receive individual instruction on their respective instruments.

    3. To develop the new TMC (Transfer Mode Curriculum) for the AA-T program in order to guarantee transfer students' acceptance into the CSU and UC systems.

    4. To explore and implement a Jazz Studies Major as well as a Music Education Major.

    5. To replace and purchase new pianos for the rehearsal rooms, practice rooms, and recording studio.

    6. To increase the course offerings to allow students to meet the performance requirement for the AA degree.

5. Are there any critical issues you expect to face in the coming year? How will you address those challenges?

    Perhaps the largest issue facing the music department is the loss of three large music performing ensembles for the 2010-2011 academic year. The transfer of Masterworks Chorale, Peninsula Symphony, and the CSM Panhandler steel drum course from the music department to community education will result in an enrollment decrease of approximately 350 students for the current academic year. The addition of a vocal

performance group, the CSM Singers, and jazz combos for the 2010-2011 academic year will provide students the opportunity to meet the performance requirement of the AA degree and increase opportunities of public performance as per our Music Program goals. The music facility has undergone a major renovation with freshly painted buildings and upgrades in classrooms. This renovation failed to address the need for additional classrooms and rehearsal spaces for faculty and students, and has resulted in the displacement of various music courses to campus buildings outside of the music facility. In addition, the renovation did not address the need for an upgrade in department pianos for our faculty and students. The current pianos in use are approximately forty years old, and are in a state of dilapidation and disrepair. The piano is a major component of the music department, and piano proficiency is a requirement for our AA degree and transfer program. The poor condition of these instruments is a hindrance to the development of proper piano skills, and in many cases force students to seek off campus practice facilities to hone their skills.

6.   **STUDENT LEARNING OUTCOMES (SLOs) AND ASSESSMENT FOCUS FOR THIS YEAR:**

   a. Academic areas: Identify at least one course SLO on which to focus. Describe the assessment strategies you will use and your method of reflection and documentation for this cycle.

   Music 100: Fundamentals of Music

   The music faculty worked collectively on SLOs for Music 100: Fundamentals of Music. This class was selected for two main reasons: first, the music department offers many sections of this course taught by a variety of faculty; second, this course is a prerequisite for Music 101: Musicianship I and MUS 131: Harmony I.

   SLO 1: Read treble and bass clef musical notation (C below to C above the grand staff). Locate treble and bass clef notes on the piano keyboard.
   SLO 2: Sight-read, analyze and dictate basic rhythms in compound and simple meters.
   SLO 3: Recognize, notate and use major and natural minor scales and key signatures.
   SLO 4: Recognize visually and write major, minor and perfect simple intervals.

   The music faculty will revise a common assessment for Music 100 courses based on the data gleaned from a previous assessment administered in the spring of 2009. This new assessment will be administered to all MUS 100 classes during the 2011-2012 academic year. Results will be documented and distributed among MUS faculty to determine the successful completion of the SLO's.

7.   **SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS**
       (Data resources: Educational Master Plan, 2008, Institutional Priorities, 2008-2011, College Index, 2009-2010, GE-SLOs, SLOs; department records; Core Program and Student Success Indicators; previous Program Review and Planning reports)

a. In the matrices below, itemize the resources needed to reach program action steps and describe the expected outcomes for program improvement.* Specifically, describe the potential outcomes of receiving these resources and the programmatic impact if the requested resources cannot be granted.

Note: Whenever possible, requests should stem from assessment of SLOs and the resulting program changes or plans. Ideally, SLOs are assessed, the assessments lead to planning, and the resources requested link directly to those plans.

Full-Time Faculty Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
One new full time faculty position	In the spirit of the "5 and 5" initiative, the goal of the Music Department is to become the magnet music program in the San Mateo County Community College District as well as the neighboring counties. The music faculty plans to implement a Jazz Studies major as well as a Music Education major in order to meet the needs of our transfer students and music majors. Additionally, the music program would like to offer applied instruction to music majors to facilitate their transferability and matriculation to 4-year universities. If granted: We will be able to offer a complete music curriculum and create an opportunity of increased enrollment in music courses. Degree and transfer program will be a direct benefactor of a	Dept Goal to schedule and maintain an offering of a wide breadth of music courses that meets the needs of he diverse student population: music major students, general education students, general enrichment students and community members seeking further musical training. **SLO #4** Students will demonstrate growth in artistry, technical skills, collaborative competence and knowledge of repertory through regular ensemble experiences. **SLO #5** Students will exhibit technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration.

	comprehensive music offering. If not granted: Currently, our ratio of adjunct to full-time faculty is over 2:1, with seven adjunct and three full-time faculty members. The number of music courses could be reduced, and the lack of a comprehensive music for our students could dissuade prospective students from choosing CSM. Our current offerings are less than those of our neighboring community college districts, and will remain as such until we are able to increase the number of full-time positions.	

Classified Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
No Classified Positions Requested	Input text here.	Input text here.

    b. For instructional resources including equipment and materials, please list the exact items you want to acquire and the total costs, including tax, shipping, and handling. Include items used for <u>instruction</u> (such as computers, furniture for labs and centers) and all materials designed for use by students and instructors as a learning resource (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-printed materials). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your division dean. Please list by priority.

Resources Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Item: Samsung Presentation Station. 14x Optical Zoom.720p 30 F/S. WIN CE Embedded. USB 2.0 **Number:** UF-130DX SXCGA. **Vendor:** Input text here. **Unit price:** 3,420.00 **Total Cost:** 3,420.00 **Status*:** New **Items to equip additional rehearsal room/classroom extension.**	If granted, harmony classes would be enhanced, and delivery of subject matter facilitated.	**SLO #1** To provide the student with the theoretical knowledge and skills needed for success in a career in music performance, education, and composition.
Musical Instruments: **Item:** Ludwig Epic 4 piece drumset with hardware and cymbals **Number:** Ludwig Epic **Vendor:** Bronstein Music **Unit price:** 1,900.0 **Total Cost:** 1,900.00 **Status*:** New **Item:** Roland Cube Bass Amplifier **Number:** Cube 100 **Vendor:** Bronstein Music **Unit price:** 390.00 **Total Cost:** 390.0 **Status*:** New **Item:** Fender Blues Jr. Guitar Amplifier **Number:** Blues Jr. **Vendor:** Bronstein Music **Unit price:** 455.00 **Total Cost:** 455.00 **Status*:** New	Items to outfit new rehearsal room. If granted, students will have equipment to rehearse with. If not granted, rehearsal room will only be used for a small classroom, and not address the need for an additional rehearsal space to accommodate the increasing enrollment of our jazz and chamber music ensembles.	**SLO #4** Students will demonstrate growth in artistry, technical skills, collaborative competence and knowledge of repertory through regular ensemble experiences. **SLO #5** Students will exhibit technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration.

Item: Powered Monitor Speakers-One Pair **Number:** Dynaudio BM 15A **Vendor: Unit price:** 2,540 **Total Cost:** 2,540 **Status*:** New **Item:** 2 Shure Microphones **Number:** SM-58 **Vendor:** Input text here. **Unit price:** 99.00 ea. **Total Cost:** 198.00 **Status*:** New **Item:** 2 Microphone Stands **Number:** OnStage MS9701TB **Vendor:** Input text here. **Unit price:** 49.99 **Total Cost:** 99.98 **Status*:** New **Item:** Microphone Mixer **Number:** Mackie 1402 VLZ3 **Vendor:** Input text here. **Unit price:** 399.00 **Total Cost:** 399.00 **Status*:** New **Item:** Mixer stand **Number:** Hosa rmt-152 **Vendor:** Input text here. **Unit price:** 80.00 **Total Cost:** 80.00 **Status*:** New **Item:** **Mixer** Cover **Number:** Mackie **Vendor:** Input text here. **Unit price:** 24.00 **Total Cost:** 24.00 **Status*:** New **Item:** Microphone Cables **Number:** **3** Mic, Balanced ¼" **Vendor:** Input text here. **Unit price:** 50.00 **Total Cost:** 150.00 **Status*:** New		

Item: Steinway Grand Piano **Number:** Model A **Vendor:** Sherman and Clay **Unit price:** 60,080.00 **Total Cost:** 60,080.00 **Status*:** New **Item:** Music staved white board **Upgrade to pianos for recording studio (building 10), practice rooms, and faculty offices.** **Item:** Steinway Grand Piano **Number:** Model B **Vendor:** Sherman and Clay **Unit price:** 67,920.00 **Total Cost:** 67,920.00 **Status*:** New **Item:** Boston 118S PE Upright piano **Number:** 7 **Vendor:** Sherman and Clay **Unit price:** 5,592.00 **Total Cost:** 39,144.00 **Status*:** New **Item:** Boston 132 PE Upright Piano **Number:** 2 **Vendor:** Sherman and Clay **Unit price:** 11,760.00 **Total Cost:** 23,520.00 **Status*:** New	Current pianos are forty years or older. These instruments are in constant need of repair and upkeep, and in the case of faculty offices and practice rooms, have outlived their usefulness for students to increase their level of musicality. The absence of an adequate grand piano in the new recording studio will result in the limitation of the use of recording facilities by on and off campus music groups.	**SLO #4** Students will demonstrate growth in artistry, technical skills, collaborative competence and knowledge of repertory through regular ensemble experiences. **SLO #5** Students will exhibit technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration.

Status = New, Upgrade, Replacement, Maintenance or Repair.

8.   PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of this *Annual Update for Program Review and Planning* **evaluation:**

Please list the department's *Annual Update for Program Review and Planning* **report team <u>as appropriate:</u>**

Primary program contact person:
Phone and email address:
Full-time faculty:
Part-time faculty:
Administrators:
Classified staff:
Students:

Primary Program Contact Person's Signature	*Date*
Full-time Faculty's Signature	*Date*
Part-time Faculty's Signature **(as appropriate)**	*Date*
Administrator's Signature **(as appropriate)**	*Date*
Classified Staff Person's Signature **(as appropriate)**	*Date*
Student's Signature **(as appropriate)**	*Date*
Dean's Signature	*Date*

Annual Program Review
RESOURCES FOR SUPPORTING DOCUMENTATION

This section contains a listing of sources for data and key documents referred to in this *Annual Update* along with other resources. Contact information for relevant people is also included.

Academic Senate
http://www.collegeofsanmateo.edu/academicsenate/
Contact: csmacademicsenate@smccd.edu
Diana Bennett, President, bennettd@smccd.edu, (650) 358-6769

College Catalogs and College Class Schedules are archived online:
http://collegeofsanmateo.edu/schedule/archive.asp

Course Outlines are found at:
http://collegeofsanmateo.edu/articulation/outlines.asp

Committee on Instruction
http://www.smccd.net/accounts/csmcoi
Contact: Laura Demsetz, Chair, demsetz@smccd.edu, (650) 574-6617.

Program Review Resources (includes forms, data, and completed program reviews for both instructional and student services program review)
Core Program and Student Success Indicators (see links for "Quantitative Data for Instructional Programs")
Distance Education Program Review Data
Glossary of Terms for Program Review
Listing of Programs Receiving Program Review Data from PRIE
Rotation Schedule for Instructional Program Review, 2008-2014
http://collegeofsanmateo.edu/prie/program_review/program_review.php

Office of Planning, Research, and Institutional Effectiveness (PRIE)
http://collegeofsanmateo.edu/prie/
Contact: John Sewart, Dean, sewart@smccd.edu, (650) 574-6196
Contact: Milla McConnell-Tuite, Coordinator, mcconnell@smccd.edu, (650)574-6699

At PRIE Website:
College Index, 2009-2010, http://collegeofsanmateo.edu/prie/institutional_documents.php
Comprehensive Listing of Indicators and Measures, 2009-2010
        http://collegeofsanmateo.edu/prie/institutional_documents.php
Division/Department Workplans, Spring 2009 (only)
         http://collegeofsanmateo.edu/prie/institutional_documents.php
Educational Master Plan, 2008, http://collegeofsanmateo.edu/prie/emp.php
Institutional Priorities, 2008-2011
        http://collegeofsanmateo.edu/prie/institutional_documents.php

Student Learning Outcomes (SLOs) website:
http://www.collegeofsanmateo.edu/sloac/
Contact: Frederick Gaines, Interim SLO Coordinator, gainesf@smccd.edu, (650)574-6183