

*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

## **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 2010-2011 academic year, the music program consisted of 64 sections with an enrollment of 1,962 students. The music program offers courses in theory, history, electronic music, individual choral and instrumental performance, 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. Vocal and instrumental solo instrument performance courses include Piano I-IV, Guitar I-IV, and Voice I-IV. Large and small ensemble performance courses include Jazz Workshop, Repertory Jazz Ensemble, Symphonic Band, and Afro-Latin Percussion Ensemble. (*Masterworks Chorale, Peninsula Symphony, and CSM Panhandlers Steel Drum Band were eliminated from the music department 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 decreased by a total of 302 students from the 2009-10 academic year to the 2010-11 academic year. This decrease in enrollment coincides almost exactly with the loss of eight course sections in 2010-2011. These sections represented some of our most high-enrollment classes (music fundamentals and

music appreciation, large ensemble, beginning piano, etc). Thus, adjusting for these section losses, *per class* there has been net very little change in enrollment over the past academic year.

In spite of the recent decrease in overall enrollment due to these cuts in sections/classes, we have maintained and continued to build student body in the music major and electronic music programs.

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.

Below is listed each goal and project identified under Section #4 from the 2009-2010 Annual Update. After each description is commentary on the progress made towards that goal; any changes or revisions to projected goals are also noted.

**Stated Goals/Projects from 2009-2010 Annual Update**

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

This goal has not been met – statewide budgetary constraints

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

This piece of our program is now a critical need for our department, as it is the only component of our music major degree program missing from the requirements for the TMC in music (see #3 below).

CSM full-time faculty have researched the requirements needed to establish an applied lessons program, and have talked with faculty at neighboring community colleges who have implemented it successfully. In February of this year (2012), our music faculty applied for a “CSM Innovation Grant” which would fund a pilot applied lesson program for instrumental music. It would provide a total of 60 tutorial hours, and faculty and faculty/student recitals on the CSM campus.

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.*

Extensive work has been done this past academic year to carefully align all core academic courses’ content, subject by subject, with the new C-ID course descriptors for the TMC in music. Revisions to course outlines reflecting this work have been made and submitted to COI for 6 out of the 8 academic courses (this was done both in Fall 2011 and early Spring 2012). The last two course outline revisions are scheduled to be submitted by the end of this term (Spring 2012). Furthermore, faculty have scheduled a meeting with Marsha Ramazane for March 2012 to discuss the application process for securing articulation for these courses and the TMC.

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

This goal is tied into the goal of securing a new full-time faculty position. Please refer to Section #4, 1(c) and (d) below (page 4)

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

This goal has been met. Faculty researched, interviewed and met with several piano companies, and submitted proposals for the purchase of a new piano fleet to replace the aging instruments in the practice rooms and performance spaces. The proposal was granted, and in early Fall 2011, the music department received replacements for all practice room upright pianos, as well as a grand piano for the recital hall (choral room).

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

The budget cuts statewide have not only put a hold on this important goal, but in fact the music department has **lost** critical performance classes needed for students intent on transfer. A reality is that all transfer institutions require ensemble experience in every semester a student is enrolled as a music major. Not surprisingly, this has become one of the requirements for the TMC – students need to have completed four semesters of ensemble classes. With the current elimination of three major performing groups from the music program, the breadth and scope of our offerings have been substantially reduced.

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 identifies the following goals and projects for future years:

1. *To add a full-time faculty position (areas of concentration might include instrumental teaching, general education class experience, voice and choral conducting, music education and jazz studies)*

- (a) **General Assistance.** Two thirds of our music faculty are part time (66%).

Running a vibrant music program with 64 sections, four performing ensembles, a rigorous theory/musicianship degree program, and an electronic music studio is an enormous task. Along with maintaining healthy and innovative course content, the music department provides many opportunities for student live performances outside the classroom and produces multiple concert events each semester, all of which take time and resources (advertisement, program design, posters, rehearsals, recording, coaching, etc). The addition of another full-time faculty is needed to ensure that these extracurricular activities essential to our students'

well-rounded musical education not only continue, but increase in number and scope.

- (b) **Chorus: An Ensemble Option Needed for TMC.** Every four-year music major program offers the following core elements to their program: 1. Academic classes (theory and musicianship, history, etc); 2. Instrumental ensemble classes; 3. Applied lessons (one-on-one lessons in the student's main instrument); and 4. Choir (to fulfill ensemble requirements for non-instrumental music majors). Four semesters of ensemble experience are required for the TMC. At present, CSM has no vocal ensemble offering, a viable option for **any** music student who does not play an instrument. A new full-time faculty member could teach not only general education classes, but develop a vibrant campus chorus and choral program.
- (c) **Music Education.** There is increasing interest in music education as an alternative for careers in music. Offering courses in this field would attract a larger number of prospective college-bound students wishing to pursue this avenue. A new faculty member would be needed to assist in the introduction and development of this concentration.
- (d) **Jazz Studies.** Jazz studies has become a major course of study at the four year institutions across the nation. Courses in jazz theory and composition, and jazz improvisation would complement our current jazz performance program, and would provide a viable option for students aspiring to transfer and further their studies in the genre. An additional full-time faculty member who could contribute toward this as well as additional goals of the music program would be required.

2. *To implement applied music lessons*

discussed under Section 3, #2 (page 2)

3. *To submit our AA degree program for approval to the TMC to secure this important transfer guarantee.*

discussed under Section 3, #3 (page 2)

4. *To reinstate an ensemble vocal group to address the critical need of choice for transfer-bound music majors*

see Section 5, Challenge #1 "Response" for explanation/discussion (page 5)

5. *Collaborate with the DGME (Digital Graphics and Media) department to provide recording opportunities to our student musicians and campus ensembles*

currently underway

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

1. **Challenge #1:** One of our continuing greatest challenges facing the music department is the **absence of three of our large, diverse music performing ensembles** since the 2010-2011 academic year. The elimination of Masterworks Chorale, Peninsula Symphony, and the CSM Panhandler Steel Drum course has not only resulted in an enrollment decrease (see Section 2, pages 1-2), but it has severely limited the choices transfer-bound music majors have to fulfill their ensemble credit requirements. Although we have several band options (symphonic and jazz), those students who do not play a band instrument are at a significant disadvantage. As it currently stands, students' only option (if they don't play a band instrument) is to play in the Afro-Latin percussion ensemble every semester they are at CSM.

**Response/Need: (a) The addition of a vocal performance group** would provide these students with a critical performance requirement option that any music student could take advantage of (see Section 4, 1(b), page 4). This current Spring, 2012, an effort was made to restore CSM Singers to address this need, but there weren't the necessary faculty/staff resources to properly publicize and recruit, and it was withdrawn due to insufficient enrollment. (One of our three full-time faculty members was on emergency medical leave during Fall 2011, and another full-time faculty was moving into the new facilities in Building 10 at that time as well.) **(b) The addition of a full-time faculty member** with choral conducting experience would bring this piece to our curriculum, and would ensure that this basic component of a well-rounded music major program is reinstated.

2. **Challenge #2: Music Classroom Shortage**

The music facility – Building 2 – continues to have an insufficient number of properly fitted music instructional rooms. (The typical music classroom houses music staff whiteboards, a piano, a sound system, and a presentation station for lecture). Building 2 has only two music classrooms. Only one of the two classrooms has a presentation station, and the other lacks not only the presentation station, but also has no desks – it accommodates our 26 electronic keyboards. With this classroom shortage, during peak instruction hours many music classes need to be thwarted to other spaces and/or buildings with ill-equipped or ill-suited spaces. In addition, there are several sections of one of our most popular classes, music fundamentals, whose curriculum and SLO success rate could be greatly enhanced by having regular access to our electronic keyboards. Currently only one section of this class can take advantage of this facility.

**Response/Need:** A separate space to house our electronic keyboards in order to restore our second classroom to an instructional, lecture-based music classroom.

## 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.

The music department has shifted our SLO focus this cycle to creating a TMC major. In 2011, both the Music Major and the Electronic Music Major programs developed new program level SLOs that were institutionalized. Furthermore, both programs have identified a degree SLO survey as the assessment strategy that will be administered in Spring 2012.

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	<p><b>Expected Outcome if Granted:</b> The music department is still committed to the spirit of the “5 in 5” initiative. We would like to see CSM become the magnet music program in the San Mateo County Community College District as well as the neighboring counties.</p> <p>The music program would like to offer applied instruction as soon as possible in order to complete our eligibility for the new guaranteed-transfer (TMC) program. A new faculty member will aid in this process.</p> <p>We also would like to establish a Music Education and Jazz Studies major, and to reinstate a Vocal Program complete with a CSM chorus. The successful</p>	<p>CSM has a deep commitment to serving our degree and transfer students. In this spirit, the music department has taken an active role in fulfilling this mission.</p> <p>Our degree SLOs are now based on skill sets and the development of artistry that are requirements for transfer institutions.</p> <p>The addition of a new full-time faculty member will enable us to secure a music TMC major and offer a complete and exciting music curriculum.</p>

	<p>applicant will have extensive experience in one or more of these areas.</p> <p>Furthermore, the successful applicant would be able to commit time to nurturing the health of some of our many GE offerings, our beginning piano classes, our extracurricular performance needs, etc.</p> <p>CSM's commitment to serving our degree and transfer students will be better served with the addition of a new full-time faculty member. We will be able to offer a complete and exciting music curriculum; we would secure the music TMC guaranteeing transfer for our graduates; and we will create a program that has the potential to attract students from all around the Bay Area.</p> <p><b>If not granted:</b></p> <ol style="list-style-type: none"><li>1. Without applied lessons, we will not be able to be a part of the TMC.</li><li>2. Our current full-time faculty are at capacity (and even overload). Without another faculty member, we will not be able to offer a viable ensemble option needed for the degree program.</li><li>3. With the current ratio of adjunct to full-time faculty at approximately 3:1, the load on full-time members to run a vibrant and relevant department with it's many curricular and extracurricular needs is becoming increasingly difficult to maintain.</li></ol>	
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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 instruction (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.
<p><b>Item:</b> upgrade to <i>Practica Musica 6</i> software program  <b>Total Cost:</b> \$700  <b>Status:</b> upgrade</p>	<p>To support the Music 800 course.            The upgrade is needed to address deficiencies in the current program which hinder student progress and success.</p>	<p><b>Program SLO #1</b>  <b>“Proficiency in general musicianship”</b> – demonstrate proficiency in aural skills such as sight-singing, rhythmic execution, harmonic, melodic and rhythmic dictation</p>
<p><b>Item:</b> Manhasset M48 Music Stands  <b>Number:</b> 24  <b>Vendor:</b> Manhasset  <b>Unit price:</b>  <b>Total Cost:</b> \$800 (musician's friend price)  <b>Status:</b></p>	<p>Additional music stands are needed to cover various ensemble rehearsal needs throughout the department. Currently, music stands get shuffled around from room to room and building to building, often leaving given rooms with insufficient numbers of stands with which to rehearse.</p>	<p><b>Program SLO #5</b>  <b>“Development of artistry in instrument or vocal performance”</b> - show a proficiency level on an instrument or voice that would enable self expression and musical communication</p>

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\*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 as appropriate:

Primary program contact person: Jane Jackson, Associate Professor

Phone and email address: (650) 574-6317; jacksonj@smccd.edu

Full-time faculty: Mike Galisatus, Krys Bobrowski

Part-time faculty:

Administrators: Kevin Henson, Dean of Creative Arts/Social Sciences

Classified staff:

Students:

<i>Primary Program Contact Person's Signature</i>	<i>Date</i>
<i>Full-time Faculty's Signature</i>	<i>Date</i>
<i>Part-time Faculty's Signature</i> <b>(as appropriate)</b>	<i>Date</i>
<i>Administrator's Signature</i> <b>(as appropriate)</b>	<i>Date</i>
<i>Classified Staff Person's Signature</i> <b>(as appropriate)</b>	<i>Date</i>
<i>Student's Signature</i> <b>(as appropriate)</b>	<i>Date</i>
<i>Dean's Signature</i>	<i>Date</i>

**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](mailto:csmacademicsenate@smccd.edu)

Diana Bennett, President, [bennettd@smccd.edu](mailto: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](mailto: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](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](mailto:sewart@smccd.edu), (650) 574-6196

Contact: Milla McConnell-Tuite, Coordinator, [mcconnell@smccd.edu](mailto:mcconnell@smccd.edu), (650)574-6699

**At PRIE Website:**

*College Index, 2009-2010*, [http://collegeofsanmateo.edu/prie/institutional\\_documents.php](http://collegeofsanmateo.edu/prie/institutional_documents.php)

*Comprehensive Listing of Indicators and Measures, 2009-2010*

[http://collegeofsanmateo.edu/prie/institutional\\_documents.php](http://collegeofsanmateo.edu/prie/institutional_documents.php)

*Division/Department Workplans, Spring 2009 (only)*

[http://collegeofsanmateo.edu/prie/institutional\\_documents.php](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](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](mailto:gainesf@smccd.edu), (650)574-6183