

Las Positas College
ANNUAL PROGRAM REVIEW TEMPLATE
Review of AY 2011-12

| Name of Program | Division | Author(s) |
|-----------------|----------|-------------------|
| Music | ALSS | Cindy B Rosefield |

I. MISSION

State the current program mission

(A mission statement should address the unique role and scope of the program. Consider the operating mission of your program. Identify specific purposes within your program (e.g., certificates, degrees, general education, matriculation, assessment). Avoid vague, overbroad language.)

The Music program concentrates on the development of the students' artistic and creative musical expression, and their ability to communicate through music.

The course offerings enhance a sense of appreciation for both the aesthetic and pragmatic aspects of the Art, as well as fulfill general education, CSU and IGETC requirements.

We offer an AA degree in music as well as a two-level Certificate Program in Piano Teaching; Teaching Beginning Piano and Teaching Intermediate Piano.

The mission of Las Positas College is:

Las Positas College is an inclusive, student-centered institution providing learning opportunities and support for completion of transfer, degree, basic skills, career-technical, and retraining goals.

(NOTE: this is the draft mission statement, currently under review.)

Discuss how the program supports the college mission.

In order to fulfill the College's mission we:

- enable students to transfer to baccalaureate-granting institutions by offering complete lower division programs as well as AA degrees;
- prepare students for career entry and advancement by providing professional training in musical skills;
- provide basic skills in oral communication;
- foster student success through committed, exceptional faculty and staff who are talented and student centered;
- cultivate the ability for students to think critically through course content and assignments in our classes;
- create an understanding and respect for difference and diversity through our general education classes and performances;
- create in students the ability to make humane, informed, and ethical decisions by providing them with situations in which they learn to adapt and decide;

- promote the willingness to change in the workplace through our vocational certificate programs;
- promote, through performance and group activities, a desire to participate in society as responsible citizens and engaged and contributing members of the community.

II. PROGRAM ANALYSIS

A. Courses (For Instructional Programs Only)

1. Will any course outlines be revised or updated in the academic year 2014-2015?

(Highlight the appropriate box to type in an X.) YES NO

If **yes**, in the table below, please list which courses will be revised or updated and the reason for the revision.

(Click in the box under Courses to start entering information. Tab to move to the next box. Tab in the last box to create a new row.)

| Course(s) | Reason for Revision |
|-----------------------------|---|
| MUS 1, 5, 10A/B, 20, 40, 43 | Title V update, C-ID Approval for MUS 1 |
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2. Will new curriculum (*e.g.*, course outlines, degrees) be submitted to the Curriculum Committee for the academic year 2014-2015?

YES NO

If **yes**, please describe briefly what new curriculum is planned.

MUS 11 – Jazz Improvisation, MUS 22 Jazz Piano, History of Rock & Roll. These classes are very popular with today’s students and are currently being offered at other colleges. The courses will offer the students a greater comprehensive look into music and will also allow for students more universal offerings for those interested in achieving the traditional AA degree in music currently being offered.

Future new curriculum to be added would be Sound Design for Visual Media, Music Business, Songwriting courses, Intro to Pro Tools and Audio Recording I and II.

B. New Initiatives (AY 2014-15)

Are any new initiatives planned for the academic year 2014-15?

(Examples of new initiatives include, but are not limited to: new degrees or certificates, new pathways, new outreach efforts.)

YES

NO

If yes, please describe briefly what new initiatives are planned.

Music AA-T is the current goal.

We would also like to bring back the Pedagogy Piano classes for the certificate. These classes were dropped during the first budget problems our District faced in 2007. Due to the lack of full time piano instructor, we have not had the support for recruiting and publicity to maintain these classes.

Future plans are to offer a certificate in Music Business. We already offer most of the classes through both Business and Music departments. Offering this certificate would help prepare students to be well-rounded professional musicians.

C. SLOs/SAOs

1. Status of course SLOs/SAOs and assessments for AY 2011-12.

(Since the Program Review process is beginning in 2013 and the assessments for AY 2012-13 will not be complete, analyze the assessments for the AY 2011-12). Click in the box under Number of Courses Offered. Press Tab to move to the next box. Press Tab at the end of the row to create a new row.

| Number of Courses Offered (AY 2011-12) | Number of Courses with SLOs (AY 2011-12) | Number of Courses Assessed within the last TWO years (AY 2010-11, AY 2011-12) |
|--|--|---|
| 22 | 21 | 16 |

2. How frequently have course SLOs/SAOs been assessed? (e.g: every semester, every other semester, once a year.)

(This is a summary; it is not a list of courses and their assessment frequency.) Click in the box and begin typing. The box will expand as you type.

Every semester by the full time instructor and less frequently by part time instructors.

3. Status of program-level SLOs/SAOs and assessments for AY 2011-12.

| Number of degrees/certificates offered | Number of degrees/certificates with SLOs | Number of program level SLOs/SAOs |
|--|--|-----------------------------------|
| 3 | 3 | 5 |

4. Analysis of SLO/SAO data for AY 2011-12.

(Attach a summary of the program's AY 2011-12 SLO/SAO data as an appendix.)

a. Please describe the program-wide dialogue on assessment results, including assessment of distance education courses. Where would one find evidence of this dialogue?

(This section concerns the type and variety of dialog regarding assessment results, not the assessment results themselves. For examples of evidence, consider: meeting notes, program coordinator's records of dialogue, or email.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

Program dialogue consists of bi-annual meetings to assess SLO's. The last meeting was

held Aug 16, 2013, with Cindy B Rosefield and part-time faculty Mary Campbell, Tim Devine, Diana Cefalo, Fredric Zimmerman, Sally Mote-Yaffe and Michelle Lin. At this time we analyzed and discussed the continued assessment and development of new SLO's. There were careful notes taken that can be found in office 4229.

- b. Please summarize what was learned from the assessments, including distance education courses. How will these results be used for improvement/s?

(Please provide at least two paragraphs. One paragraph should address face-to-face assessments, the other paragraph should address distance education assessments. If the course is taught in both face-to-face and distance education modes include a paragraph comparing the assessment results.)

We learned that we need to be more proactive in assessment and updating SLO's to fit student learning patterns. We also discussed that we cannot always change the way we teach (lower our teaching standards) in order to achieve success for all students. Course offering times also play an important role in SLO's. We decided we did need to sometimes alter teaching styles, tests and quizzes accordingly to different times of the day or evening that the courses were offered. Again doing so without jeopardizing a high standard of instruction.

- c. To what extent will, and how, do assessment results support resource requests for AY 2014-15?

It will offer updated support to the needs of our program and students.

- d. What are the general plans for assessments in the upcoming academic year AY 2014-15 (*i.e.* additional assessments or reassessment)?

We will continue to do what we are doing in a more proactive way. Some instructors are working on additional SLO's and assessments while others are reassessing past SLO's.

D. Student Data

1. Analyze the student data provided by the Office of Institutional Research (<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>) and other data as appropriate (for example: SARS-TRAK data, library student surveys).

- a. Please describe the program's dialogue about the student data. Where would one find evidence of this dialogue?

(This dialog should be occurring as you write your Program Review of 2011-2012. Examples of evidence may include: agenda or minutes from workshops or meetings, internal reports. Smaller programs may want to consider discussing their data with related programs, their Dean, the Institutional Researcher or, for academic programs, adjunct faculty in the program.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

Cindy B Rosefield met with part-time faculty on Aug 16 for the first department meeting of the 2013-2014 year. Evidence is found through agendas and minutes with Cindy B Rosefield.

- b. Please summarize what the program learned from the student data. How will these results be used for improvement/s and planning?

(Briefly discuss trends or significant findings regarding student retention, success rates, different cohorts of students, etc. Student data may suggest the need for changes in course offerings, scheduling, teaching methodology, outreach, processes, etc., or may lead to the creation of a new SLO/SAO.)

We found much of the data we looked at was status quo except in the area of performing classes. There was great discussion as to hiring one or two full time instructors and how doing so would help build the department and bring it back to the vivacious educational department it once was. In some of the performing courses, the enrollment was low when taught by a part time instructor. This does not reflect the instructors' abilities, but the fact that they do not have the time to put in for recruiting or any extra practices. A crucial aspect for building any performing group. Solely the one full time instructor, instead of three that we have had in the past, does outreach. It is fine for the general music classes, but the performing courses are unique genres and need individual attention.

- c. To what extent, and how, do the student data results support resource requests?

(If relevant, briefly explain how your student data may be improved by acquiring new or additional resources (eg: faculty, classified personnel, instructional equipment, facilities) that you plan to request. You will be asked to provide more detailed information on the resource request forms; this is just a brief summary.)

See above.

All of the data results **solidly** support resource requests, specifically faculty and classified hiring requests. So far, this data does not seem to be an important factor for hiring priority. It seems all the data results look great on paper.

We have continually requested the filling of the two vacant music instructor positions left open when instructors retired, as well as Classified positions, Theater Manager and Theater Sound Technician.

We have been very successful using this data to acquire instructional equipment for the music program and the MCA facilities.

2. Enrollment Management (**Instructional programs only**)

- a. What total FTEF was approved for the program in 2012-13? This data is found in your Discipline Plans.

7.56

- b. If this amount differs from 2011-12, describe what changes have occurred.

(To find Total FTEF for AY 2011-2012 consult the Enrollment Management data on the IR website. (<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>). If your allocation was less than the previous year, comment on the types of courses that were cut. If the allocation was more, indicate which classes were added and why.)

7.62. Do to an unsure economy and budgets our allocation has fluctuated slightly. In order

to keep more important smaller size classes needed for students working towards a music AA, we cut larger general education music classes when we were asked to cut a section.

- c. Describe and explain any changes you anticipate in course offerings for the academic year 2014-15.

We are anticipating being able to offer a greater number of sections of Mus 6, Mus 1 and bring back into the rotation the piano pedagogy courses, Mus 25, 26, 27 and 28. 7.62

E. Human Resources (in AY 2011-12)

1. Please complete the following table.

(Enrollment Management data is posted on the IR website:

<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>).

| Total FTEF* | FTEF from Full-Time Faculty* | % FTEF from Full-Time Faculty ** |
|-------------|------------------------------|----------------------------------|
| 7.62 | 2.67 | 35% |

* If your program consists of multiple rubrics (eg: Anatomy, Ecology, Microbiology) sum values from all rubrics

** If your program consists of multiple rubrics, use the following equation to calculate the % FTEF from Full-Time Faculty: Divide the FTEF from Full-Time Faculty by the Total FTEF and multiply by 100.

| Type of Personnel | Number | Shared? With whom? If shared, state % of time assigned to the program | No. of hrs/wk | No. of mo/yr |
|-----------------------------------|---------------------------|---|---------------------------|---------------------------|
| full-time classified staff* | 1 | Music 20% Theater 40% Dance 40% Approx | 40-80 | 12 |
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| | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| regular hourly classified staff** | | | | Click here to enter text. |
| student assistants | 0 | Click here to enter text. | Click here to enter text. | Click here to enter text. |

* full-time: 20 hrs/wk (50%) to 40 hrs/wk (100%)

** regular hourly: 18 or fewer hrs/wk (45% or less)

2. Will human resources be adequate for the academic year 2014-15?

YES NO

If No, briefly describe. Provide any data which support these needs.

1. We have not filled the two vacant Music Instructor positions, Piano/Theory and Choral/Voice, since 2009 when the first position was left open. There are three positions for full time music faculty. Two vacant with one member acting as Performing Arts Coordinator, taking her away from the classroom for small amount release time.

The need to replace the piano and choral instructor positions are immediate. Both areas have slipped in numbers due to a full time presence. Filling these two positions will also increase recognition of Las Positas College as a premier institution of innovative higher education that prepares talented, competent students the skills to participate in the artistic and cultural life of the community.

2. Theater Manager should have been in place five years ago. This is neither for the music department nor the Theater or Dance departments. **It is for the College and the District.** This position would alleviate additional work load from the current classified Theater Technician, the Administrative Assistant, and the two full time instructors in music and theater who are all working unreasonably beyond their contracted hours. There are typically over 50 LPC events alone that occur in the MCA within a semester. Not counting outside events. There is no one here besides the instructors and one Theater Technician to cover for these events in case of emergency. The list is long as to what the job description is and can be found at District or attached to the many Classified Position Requests filed in the past.

3. There is also a need for a Sound Technician and a Performing Arts Assistant. We pay an excessive amount for outside sound technicians to come in for our performances that use the microphones and board in the main stage. It is not the job of our IT people. The performing arts area is so wide that an assistant other than Student Assistants is necessary. Right now we have a volunteer who works the box office. We do our own programs, publicity, moving of equipment for performances, music library organization...

We will continue to use student assistants but every semester we need to go through a training process for the varied jobs that need fulfilled. This again takes away time from the one full time music instructor.

3. Are there Staff Development needs for the academic year 2014-15?

YES NO

If yes, elaborate. Provide any data which support these needs.

We will continue to participate at the annual MACCC (Music Association of California Community Colleges) Conference.

There is a need for time to work with the many part time instructors specifically on updating SLO's and curriculum. Annually dedicated time during Flex days would be most

helpful.

F. Technological Resources

Are there any **new** technological needs for the academic year 2014-15?

(Do not discuss your existing technology, including replacements and repairs of existing technology. DO discuss new needs.)

YES

NO

If yes, briefly describe. Provide any data which support these needs.

(Examples of relevant data might include: enrollment information related to the growth of your program, workforce demands/trends, obsolete or outdated equipment and/or software.)

While we have a beautiful MCA, there needs to be acoustical treatment from the downstairs to the upstairs rehearsal rooms and in the rooms themselves. This was never done! It was signed off due to administration misunderstandings. We have been asking for this for 4 years and have documented it through Facilities Committee small projects requests. It will be an absolute travesty if this project is not funded. While we continue to use Bond monies to build new buildings we are not 'fixing' the ones already up. Soon we will again be a campus of inadequate space and rooms. Not to mention (again) the elevator mechanics room in the choir room that needs to be removed or better sound enforced.

Maintenance of music software. Additional purchasing of music software programs.

G. Facilities, Equipment, and Supplies Resources

Are there any **new** facility, equipment or supply needs for the academic year 2014-15?

(In this section consider new facilities, equipment and/or supplies that are needed to support your program. This does not include your current items that need replacement. Definitions of these terms may be found in the glossary.)

YES

NO

If yes, briefly describe. Provide any data which support these needs.

(Examples of relevant data might include: data on program's growth, change in curriculum, ADA regulations, etc.)

We need new instruments such as a piccolo, two flutes, a cello and an acoustic bass as well as music for performing courses.

Equipment is needed for the amphitheater... both sound and lighting and support equipment... But again, this has been stated many times in many different requests and supported by data. I think for at least 4 years.

H. Financial Resources

1. Is there a Program budget for the academic year 2014-15? (Include any co-curricular funds)

YES

NO

If yes, please briefly describe amount and general uses.

There is a music curricular budget but so far there is not a Program Budget that has been announced. The music department budget averages around \$8000 annually. This covers purchasing music for six performing groups, instrument maintenance and purchasing, tuning the 7 pianos, guest performers/clinicians and hiring outside sound technicians for our jazz concerts.

2. Are there any **new** financial needs for the academic year 2014-15?

(Examples of new financial need might include: new funding needed for upcoming events, new initiatives, changes in curriculum that require new training beyond what staff development can provide, request for release time for something new, etc.)

YES

NO

If yes, briefly describe. Provide any data which support these needs.

Request for time release for new duties the performing arts coordinator covers. We would like to have more guest artists and master classes but our current budget does not allow for this.

I. Other information pertinent to the program.

In the space below, discuss any other information which is pertinent to the program. Examples include

- Internal or external impacts on program
- (*e.g.*, mandates from state, curriculum changes in one program that impact another, loss of resources due to budget cuts, changes in college mission, goals, etc.)
- Other internal or external data (*data not discussed above*)

The music program is status quo. Mainly due to the fact there has been two vacant positions. We have a great facility (MCA) to use but no instructors to give the program the support it needs. There are eight part time faculty who are not here when students are in need of extra help or questions. This is frustrating for the students and for the full time faculty who holds hours outside office hours for many of these students.

With the mandated state changes in transfer degrees and curriculum updates and changes, there is extra load given to the one full time instructor. All of this has been stated above as well as past program reviews.

We have a nearly state of the art facility with some fine equipment; yet do not support the students or program with full time faculty and staff.

LPC's three K-12 districts support nationally-recognized choral and instrumental performing groups; there is a real need for those students to continue their music studies at Las Positas College, so that continued overall growth in the program will be supported in the community.

Now that we have a piano laboratory, we could add additional sections of piano classes, which are presently taught with three levels concurrently. Beginning piano students could learn more effectively if not combined with advanced students and vice versa. Offering a jazz piano class (which is in the catalog) would enhance the program and support the

instrumental and vocal jazz groups. Another positive addition would be a piano class designed especially for music majors, since keyboard skills are basic for any area of music study.

As soon as fiscally possible, we need to add back the multiple sections of general education classes Music 1, 4, 5 and 6 because they are needed by students to complete AA and AS degrees in many fields, and many students are being turned away due to full classes.

In the future we would like to take our program to another level by creating a vocational programs (certificates) in recording arts and Music Business. We have a recording studio space in the MCA building that will allow students to learn to use professional music recording software.

III. SUMMARY

A. Summarize objectives accomplished since the Program Review Update (2012)

(The 2012 Academic Program Review Updates can be found on the Grapevine

<http://grapevine.laspositascollege.edu/programreview/ipr2010-11.php>

(Click on your discipline name.) Your brief discussion may include objectives accomplished since the 2010 program review, even if not discussed in the Update.)

The accomplishments include outstanding concert performances by our students. New and innovative concert programming and bringing in guest artists to perform along side our students.

We have purchased instruments and maintained the music library through co curricular and Foundation funding.

We have received donations of instruments and music.

A new facility (MCA) has allowed a certain prestige to the program but more importantly, proper classroom space such as rehearsal rooms, practice rooms, piano tech rooms, and storage for instruments, music and other equipment.

We have been able to offer some classes that were cut.

B Summarize objectives not accomplished since the program review update (2012) and why not.

(Your brief discussion may include objectives not accomplished since the 2010 program review, even if not discussed in the Update.)

We are still not offering all classes and sections as in the past.

The sound is horrible in rehearsal rooms (4130, 4138, 4226) due to poor acoustics.

There is still an elevator mechanical room in the choir room. Very noisy!

No hiring of vacant music positions (2) or of Theater Manager.

Not all classes have been updated to Title V
Finishing up Music AA-T

C. What are the objectives for the academic year 2014-15?

(Summarize briefly the objectives you plan to accomplish or begin in 2014-15. You will describe your plan to implement/achieve these objectives in the Program Effectiveness Plan in Part IV.)

Continual outstanding instruction to LPC students throughout department.
Hire and fill the 2 vacant music positions.
Hire Theater Manager
Continue to recruit and do outreach to make department healthy and strong.

D. For all needs identified in Part II, summarize how these needs will affect student learning/achievement and impact the program.

(This brief summary should capture the effects on students and the program if the needs are met or unmet.)

If we put "Students First" then I think nearly all is stated and written. We are not currently fulfilling our College or District mission for our students.

Continue to the next page to complete the form.

| Name of Program | Division | Author(s) |
|---------------------------|---------------------------|---------------------------|
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IV. PROGRAM EFFECTIVENESS PLAN

Instructions: In the table below, indicate how you plan to measure the effectiveness of each objective summarized in Part III and the resources needed.

Suggested: 0-5 Objectives (focus on a few)

| Rank | Priority 1=essential 2=important 3=nice to have | Objective | SLO's/SAO's linked to objective | College goal(s) linked to objective† | How will effectiveness be measured? | Category* | Resources needed | Committee |
|------|--|--|--|--------------------------------------|---|-----------------------------------|------------------|-----------|
| 1 | 1 | Hiring of 2 vacant music faculty positions | To prepare students for career entry and advancement by providing professional training in musical skills. | | By providing consistent leadership in instruction and full time presence. Position fulfilled. | Human | Funding | ... |
| 2 | 1 | Reinstatement of course cut | By providing consistent leadership in instruction and full time presence. | | Consistency to program. | Financial, human | Funding | CEMC... |
| 3 | 1 | Fix acoustic problems in rooms 4138, 4130 and 4226 | To prepare students for career entry and advancement by providing | | Providing proper rehearsal space and equipment in rooms for | Technology, facilities, financial | ... | ... |

| Name of Program | Division | Author(s) |
|---------------------------|---------------------------|---------------------------|
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| | | | | | | | | |
|----------|---------------------------|---------------------------|--|--|---------------------------|---------------------------|---------------------------|---------------------------|
| | | | <i>professional training in musical skills</i> | | student learning | | | |
| 4 | 1 | Hiring of Theater Manager | | | Position fulfilled | Financial | Ongoing funding | ... |
| 5 | Click here to enter text. | Click here to enter text. | Click here to enter text. | | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |

*human, technological, facilities/supplies, financial, other

‡When College Goals become available, this column will be activated.