

## PROGRAM REVIEW UPDATE 2015-2016

---

**Program: MUSIC**

**Division: ALSS**

**Date: OCTOBER 1, 2015**

**Writer(s): Cindy B Rosefield, Dan Marschak & Ian Brekke**

**SLO/SAO Point-Person: Cindy B Rosefield**

---

**Audience:** Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

**Purpose:** To document significant program accomplishments, plans and needs between Triennial Program Reviews. This update should provide a snapshot of your program.

**Time Frame:** This update should reflect on program status during the 2014-15 academic year. It should describe plans starting now and continuing through 2016-17.

**Topics:** The first section of this Program Review Update focuses on general program reflection and planning. The second and third sections focus on reflection and planning regarding Student Learning Outcomes.

**Scope:** While this Program Review Update does ask for some analysis of data, detailed data reports in the form of appendices should be reserved for the Triennial Program Review.

**Instructions:**

- 1) Please fill in the following information as completely as possible.
  - 2) If the requested information does not apply to your program, please write "No Changes Since the Program Planning Update."
  - 3) Send an electronic copy of this form to the Program Review Committee Chair and your Dean by \_\_\_\_\_.
- 

### Part One: Program Snapshot

**A. Have there been any significant changes to your program, your program's data or your program's needs since the previous Program Planning Update?**

**If there are any changes, describe the relevant information and its significance in the space below.**

These changes might have originated from within the program or because of an external source (the institution or the state, for example). Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data

Yes! We have finally added two full time music instructors: Piano/Music Theory/Piano Pedagogy and Choir/Vocal. These are replacements for past retirees. We have been able to add back classes that had been cut in past years, however we're looking forward to adding new ones. We are updating and bringing back to life the piano pedagogy certificates, with the goal of restarting the series in Fall 2016. We are working closely with two of our colleagues at Chabot College in creating Music Business and Technology certificates.

Program Needs: Budget support will be needed to meet the unique needs of our growing music program; sheet music, maintenance of instruments. Continuation of purchasing and maintaining

equipment such as instruments, pianos/keyboards, technology (software, microphones, etc.). Supplies and services play a critical role in our growing music department.

**B. What objectives, initiatives, or plans from the 2014 Program Planning Update (PPU) have been achieved and how?**

Prior to and since the hiring of the new faculty, we have updated and added course SLOs and have been able to spend time on past assessments.  
We are finalizing the process of finishing aligning our curriculum to meet the requirements of SB-1440 - acquiring the AA-T in music.  
We have opened up more sections of our GE music classes Mus 1, Mus 4, and Mus 5.  
We have acquired new instruments through grants such as keyboards, backline gear, keyboard lab studio, etc.  
We continued to produce innovative and creative concerts bringing in guest artists so that our students have the opportunity to perform along side with professional musicians as well as offering more performing options for our students.

**C. What obstacles has your program faced in achieving objectives, initiatives, or plans?**

Did not finish AAT due to the fact that the one full time instructor was on 5 hiring committees, in addition to other institution obligations/teaching.

Unclear on Music College Fund (not co-curricular account). Never properly trained in Banner. Fiscal transparency is needed. Establish through Business Administrative area the needs that come out of that account (accompanists, sheet music purchases, guest musicians/lecturers)

**D. What are your most important plans (either new or continuing) for next year?**

- Recruiting: For example, regional recruiting tours with LPC performance ensembles, individual instructors working with ensembles at local schools, attending conferences, continuation of offering master classes and concerts, joint concerts with local high schools and local music teachers, running clinics and adjudicating at music festivals.
- New Curriculum: Adding new classes such as Music Arranging, Music Composition, Jazz Piano, Studio Recording, History of Film Music, Jazz Combo, as previously stated under II Program Analysis C from Program Review 2015-2016
- Incorporate new certificates in Music Business, Music Recording and Technology, and Piano Technician Certificate (which does not currently exist through Community Colleges – ideally through Steinway). We are currently in communication with the LPC business faculty in collaboration on a Music Business certificate.
- Instructional Equipment: We are working with a Northern California Steinway representative to acquire 6 new uprights and grand pianos, with the goal of making LPC a “Steinway School”, which would be a huge flagship for the college and community. We are also looking into acquiring new software and recording equipment so that we can build our music technology certificate.
- Applied Program: We are in the process of restructuring MUS 38 to better suit our students and to align with C-ID descriptors. Private instructors should be offered through the school rather than students needing to find and hire their own instructors - almost all other CCs including Chabot are already structured this way. Prospective students will be much more interested in our program as a whole if we are allowed to do this. We are in talks with Roanna Bennie about using Non-Credit Funding for these instructors, and also have an upcoming meeting with the Chabot College music

department to discuss their current setup. To do this will require an additional allotment of FTEF that we are looking into.

- In connection with restructuring MUS 38, we need to strategize tracking of studio/practice hours in the practice rooms. Something similar to that in the ILC/SARS tracking.

- Continue to bring in more guest artists to work and perform in concert with our students.

- Now that we have 3 professional jazz musicians on faculty, we will be going out into the community to perform more, which will help with outreach. Venues such as our local wineries, concert series at libraries, and concert venues.

- Continued development of the music department's online presence and community advertising.

- Create an LPC music handbook to facilitate transferring to UC and CSU.

- We would like to have better coordination with our counseling department so that there is a clearer understanding of our courses, what is required of the major and our AA, AA-T and certificates. In the past we have had one counselor assigned to the performing arts, we would like to have a closer liaison.

- We need to improve the success rates and retention in our Harmony & Musicianship Theory courses (mostly 10A/B) With the addition of a new full-time faculty member, Dan Marschak coordinating the theory area, we should start to see higher success rates. And with new full-time faculty member Ian Brekke, we will start to see greater communication with the vocal and choir students, adding as well to higher success rates amongst our music majors.

- Obtain and retain music student assistant positions to help in the music library, set up ensemble rehearsals/concerts, help with tracking practice hours, concert and box office help and/or scheduling and instrument checkout.

- Retain paid music tutors in the Tutorial Center. We have usually three to four music tutors and have to fight to have at least one paid. To have folks on campus understand that music classes are also Basic Needs courses.

**E. Do plans listed under question (D) connect to this year's planning priorities (listed below)? If so, explain how they connect.**

***Planning Priorities for 2015-16***

- ***Establish regular and ongoing processes to implement best practices to meet ACCJC standards***
- ***Provide necessary institutional support for curriculum development and maintenance***
- ***Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes***
- ***Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses.***

All of the above are connected to this year's planning priorities.

**F. Instructional programs: Did your program meet its program-set standard for successful course completion? yes no**

(This data can be found here: <http://goo.gl/y9ZBmt>)

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

N/A

**G. How have students been impacted by the work of your program since the last Program Planning Update (PPU)?**

The positive impact was that we continued to produce innovative and varied concert programming, such as a joint venture with the Art Department and VCOM in the *Trick or Treat All You Can Eat* concert. Invited guitarist Mimi Fox for a Master Class and concert with Jazz Ensembles. It's been a hard few years for the department with only one full-time instructor. The department has been a bit status quo, not moving forward in terms of growth as quickly as expected by the remaining full-time instructor.

## Part Two: SLO/SAO Assessment Review

Review your program's SLO assessment results for AY 2014-2015 and respond to the following questions.

- A. Discuss how assessment results in at least one course in the program indicate success in student learning (OR) Discuss how assessment results of at least one SAO in the program indicate success in service to students.**

In MUS 14 there major intonation problems. Assessments showed the music was harder than the entry level students were able to grasp and that there was not enough time allotted in the weekly meeting times. Instructor chose music that was better suited for the students while offering challenging sections for improvising solos. Also, added more audition/seating challenges.

- B. Discuss assessment results that indicate a need for improvement.**

n/a

- C. Instructional Programs: For the course(s) listed in (B) above, discuss how your program, or someone in your program, made changes or plans to make changes in pedagogy as a result of SLO assessment results.**

**Non-Instructional Programs: For the areas(s) listed in (B) above, discuss how your program made changes or plans to make changes as a result of SAO assessment results.**

Again as stated above, auditions early on and fairly often will help with success of choosing music for performing groups.

The need for fundamental courses in instrumentation/theory as well as brass, woodwinds, strings, voice and piano pedagogy will help feed the performing groups and set higher colligate standards.

- D. Instructional Programs Only: Give an example of a change in the number of units and/or lab hours based on assessment data, if applicable.**

n/a

- E. Instructional Programs: Discuss how distance education course assessment results compare to face-to-face courses, if applicable. (Respond to this question if your program has distance education courses.)**

**Non-Instructional Programs: Discuss how SAO assessment results for online services compare to face-to-face services, if applicable. (Respond to this question if your program provides services online.)**

Same.

F. Did your program discover the need for additional resources (for AY 15-16 or 2016-17) based on the assessment results? YES  NO

**If yes, please explain.**

It is necessary to have MUS 38 be alignment with CI-D descriptors and that the College agrees to on-campus instructors vs. off campus. This will clearly improve the quality of applied music instruction and, our ensemble course offerings.

We will need additional allotment of FTEF.

### Part Three: SLO/SAO Continuous Improvement Process

#### A. SLO Planning through AY 2016-17

As appropriate for your program, please address each of the following areas. For each area, describe your program's plans starting now and continuing through the academic year 2016-17. Focus on how the program's SLO process will impact student learning or the student experience at Las Positas College.

1. SLO/SAO assessments: How does your program plan to use assessment results for the continuous improvement of student learning or services? (*NOTE: 100% of courses in your disciplines should be assessed a minimum of once every two years. Each program must assess at least 25% of its courses every semester. Programs with SAOs should assess at least 50% of their SAOs every year.*)

Examples might include (Your responses may vary.):

- changing number of units/lab hours
- changing pedagogy/curriculum
- changing assessments
- changing service hours
- changing modes of service delivery

With the new full-time instructors we will be observing new assessments along with new SLOs. We are preparing new course outlines to support our pedagogy programs as well as changing/updating others.

2. Have your assessment results shown a need for new/revised SLO/SAOs? YES  NO

If yes, complete the table below:

<b>Estimated number of courses for which SLOs will be written or revised:</b>	<b>Already have revised 6. 4 to be written/added.</b>
<b>Estimated number of SAOs that will be written or revised:</b>	

- a. What courses or SAOs will your program assess during this academic year (2015-16)?

- b. Instructional programs only: In order to budget to pay part-time faculty to work on SLOs during the academic year 2015-16, estimate the number of part-time faculty in your program who are likely to participate in the SLO process in 2015-16.

<b>Number of Part-Time faculty who will participate in the SLO process (creating, assessing or discussing SLOs)</b>	
<b>Fall 2015</b>	<b>5-6</b>
<b>Spring 2016</b>	<b>5-6</b>