INSTITUTIONAL PROGRAM REVIEW 2015 – 2016
Program Efficacy Phase: Instruction
DUE: <u>March 30, 2016</u>

Purpose of Institutional Program Review: Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs and to make informed decisions about budget and other campus priorities.

For regular programmatic assessment on campus, the Program Review Committee examines and evaluates the resource needs and effectiveness of all instructional and service areas. These review processes occur on one-, two-, and four-year cycles as determined by the District, College, and other regulatory agencies. Program review is conducted by authorization of the SBVC Academic Senate.

The purpose of Program Review is to:
- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to appropriate committees

Our Program Review process includes an annual campus-wide needs assessment each fall and an in-depth efficacy review each spring of each program on a four-year cycle. All programs are now required to update their Educational Master Plan (EMP) narrative each fall. In addition, CTE programs have a mid-cycle update (2 years after full efficacy) in order to comply with Title 5 regulations.

Two or three committee members will be meeting with you to carefully review and discuss your document. You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals. The rubric that the team will use to evaluate your program is embedded in the form. As you are writing your program evaluation, feel free to contact the efficacy team assigned to review your document or your division representatives for feedback and input.

Draft forms should be written early so that your review team can work with you at the small-group workshops (March 4 and March 25, 2016). Final documents are due to the Committee co-chair(s) by **Wednesday, March 30** at midnight.

It is the writer's responsibility to be sure the Committee receives the forms on time.

The efficacy process incorporates the EMP sheet, a curriculum report, SLO/SAO documentation. We have inserted the curriculum report for you. We have also inserted the dialogue from the committee where your last efficacy document did not meet the rubric. SBVC's demographic data will be available on or before February 26. Below are additional links to data that may assist you in completing your document:

California Community College Chancellor's Office Datamart: http://datamart.cccco.edu/

SBVC Research, Planning & Institutional Effectiveness:
                    http://www.valleycollege.edu/about-sbvc/offices/office-research-planning

California Community Colleges Student Success Scorecard:
                    http://scorecard.cccco.edu/scorecard.aspx

Program Efficacy

2015 – 2016

Complete this cover sheet as the first page of your report.

Program Being Evaluated

Music

Name of Division

Arts and Humanities

Name of Person Preparing this Report   **Extension**

Matie Scully	8545

Names of Department Members Consulted

Margaret Worsley, Melinda Fogle Oliver

Names of Reviewers (names will be sent to you after the committee meets on February 19)

Marc Donnhauser, Rochelle Fender, Anna Tolstova

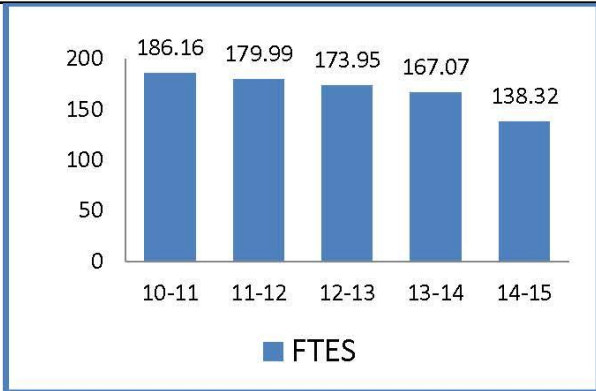| Work Flow	Date Submitted
Initial meeting with department	3/15/2016
Meeting with Program Review Team	
Report submitted to Program Review co-chair(s) & Dean	**by midnight on March 30, 2016**

Staffing

List the number of full and part-time employees in your area.

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short-term, hourly
Managers	1		
Faculty	2		10
Classified Staff	0		
Total	3		10

FTES chart values: 186.16 (10-11), 179.99 (11-12), 173.95 (12-13), 167.07 (13-14), 138.32 (14-15)

	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	1,588	1,424	1,313	1,312	1,127
FTEF	9.14	9.23	8.76	9.58	11.12
WSCH per FTEF	611	585	517	523	373

	10-11	11-12	12-13	13-14	14-15
Success	67%	71%	72%	67%	67%
Retention	86%	88%	92%	90%	90%

	10-11	11-12	12-13	13-14	14-15
Sections	57	53	50	55	75
% of online enrollment	0%	0%	0%	6%	8%
Degrees awarded	0	0	0	0	2
Certificates awarded	N/A	N/A	N/A	N/A	N/A

**Description:** The faculty and students in the Music Department share a deep love for their art and a common desire to achieve excellence. The curriculum provides preparation for careers in music while also preparing student for further study at four-year institutions. The department offers a balanced education within a multi-faceted musical experience. It is the goal of the department to help students develop their musical and intellectual potential to each student's highest possible level.

Assessment: The figure (14-15) represents a significant drop of nearly 30 FTES from the previous year of 2013-2014. The loss of FTES can be quite clearly seen in our "performance classes". This very significant drop in our performance classes is directly attributable to the state's emphasis on students "getting in and getting out" as quickly as possible! While our academic classes meet certain fundamental requirements our performance classes do not fulfill the same requirements. Hence, students that are NOT Music majors (or are minoring in Music) are being told that Financial Aid is reluctant to pay for such classes and that only classes on their Ed plan will be covered. Success and retention rates have remained the same while our need for additional full time faculty has grown to 5.56.
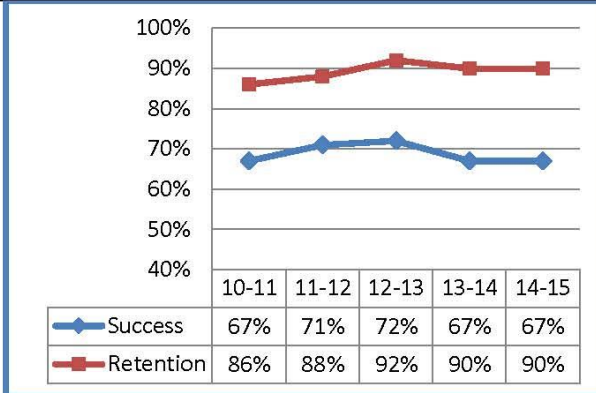
Department Goals:
Continue to increase the number of music majors and degrees awarded.
Continue toward implementation of the new TMC degree (AA-T Music)
Significantly increase the number of students enrolled in "performance classes".

Challenges & Opportunities:
One of the challenges to our department is the load and responsibility of leading nine adjunct professors, sculpting a program, maintaining a music major emphasis in a time of diminishing class size (in our performance classes) while growing the performance level of choral, opera and vocal studies. It is overwhelming without (full – time) faculty participation. A successful performance program requires a full-time faculty member to manage school concerts, contracts and a burgeoning schedule of community performances. In order to have a fully developed music major program another full-time faculty member, equally dedicated to theory, appreciation, world-music and history classes and curriculua is needed! This year, an increasing number of "outreach" performances, community performances college performances and faculty concerts are proving to generate a substantial increasing number of interested students in our performance classes!

Action Plan:
Increase the number of music majors
Increase communication with counseling regarding career paths in music
Present additional concerts in K-12 (Urbita school, Richardson Prep, Middle College/High School, Colton High etc.
Further engage part time in the evaluation of SLO data

Part I: Questions Related to Strategic Initiative: Access

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part I: Access		
Demographics	The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population	The program provides an <u>analysis</u> of the demographic data and provides an interpretation in response to any identified variance. If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.
Pattern of Service	The program's pattern of service is not related to the needs of students.	The program provides <u>evidence</u> that the pattern of service or instruction meets student needs. If warranted, plans or activities are in place to meet a broader range of needs.

Demographics - Academic Years - 2012-13 to 2014-15		
Demographic Measure	Program: Music	Campus-wide
Asian	5.0%	4.9%
African-American	17.3%	13.4%
Hispanic	55.0%	61.8%
Native American	0.6%	0.3%
Pacific Islander	0.7%	0.4%
White	12.3%	15.4%
Unknown	9.3%	0.6%
Female	50.8%	55.1%
Male	49.2%	44.7%
Disability	3.5%	5.6%
Age Min:	15	15
Age Max:	76	83
Age Mean:	26	27

Does the program population reflect the college's population? Is this an issue of concern? If not, why not? If so, what steps are you taking to address the issue?

The demographics in the program closely mirror college demographics with slightly greater populations of African American and Male students than the general population. Because these are two of our "at risk" populations, it is important that they engage in activities and courses that support their academic success. Music is an area that can accomplish this and it is the department's goal to continue to serve traditionally at-risk populations to help them to achieve collegiate success. The Program serves a slightly lower population of Hispanic students than the general population. The department will continue to reach out to this population in its recruitment efforts. A recent addition to the curriculum is Music of the World. This course provides content that is of particular interest to students from Latin American countries.

The Music Program has plans to more actively recruit students by holding annual music festivals and concerts as well as visitation to area high schools in collaboration with the theatre and dance programs.

Pattern of Service
How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

Classes in the Music Literature and Appreciation are offered in morning, afternoon and evening hours Monday through Friday and on line. Online participation has grown to 8% in 2014/2015 with additional growth in the current semester as a result of hiring a new full-time faculty. Performance courses meet morning, afternoon and evening M-S and faculty offer Applied Music on an arranged basis, scheduling to meet student need. Courses in appreciation and literature typically fill and wait lists are formed. When possible, the department has added sections to meet this high demand. An example is the growth of such courses as History of Rock and Roll, History of American Popular Music and Introduction to Music which have seen dramatic growth in sections during the past year. The hiring of a new full-time faculty this Spring has provided greater opportunity to meet these needs through the opening of additional face-to-face and online sections. In addition to course offerings, the department serves the campus community by providing concerts and other performances, including performance at commencement, the Chancellor's holiday open house, Faculty Concerts each semester and an annual Black History Month concert. The department seeks to meet the needs of the campus community by enriching the experience with musical performances, as requested.

Part II: Questions Related to Strategic Initiative: Student Success

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part II: Student Success – Rubric		
Data/analysis demonstrating achievement of instructional or service success	Program does not provide an adequate analysis of the data provided with respect to relevant program data.	Program provides an analysis of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed.
Student Learning Outcomes (SLOs)	Program has not demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is missing or incomplete.	Program has demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is complete.

Provide an analysis of the data and narrative from the program's EMP Summary and discuss what it reveals about your program. (Use data from the Charts 3 & 4 that address Success & Retention and Degrees and Certificates Awarded")

While the program took a slight dip in student success from 72 to 67% between 12-13 and 13-14 this is not a concern. Success rates have settled back to an average of 67% which is more typical. Retention rates are quite high in the music program at 90%. This is especially noteworthy as this data reflects 92% of courses offered by part-time faculty (in 14-15). These numbers reflect high levels of student interest and engagement with the music curriculum. Two AA degrees were awarded in 2014-2015. These represent the first degrees of the program. The new AA-T degree was locally approved. This program is continuing to be refined, based on state requirements and anticipates full approval next fall.

Supplemental Data

Provide any additional information, such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

Musicians are frequently employed in a variety of locations and industries. These include theme parks such as Disneyland, cruise lines, restaurants, churches and educational institutions in addition to more common organizations such as symphonies, and bands. Many of our students have taken advantage of these opportunities. The department is currently aware of two students joining cruise lines, three hired by churches and a number of students (mariachi musicians and jazz pianist/vocalist) performing in local restaurants and night clubs. Two of our students perform professionally across the United States performing Persian music (Iranian) and one student from Egypt who has performed Middle-Eastern music in concert.
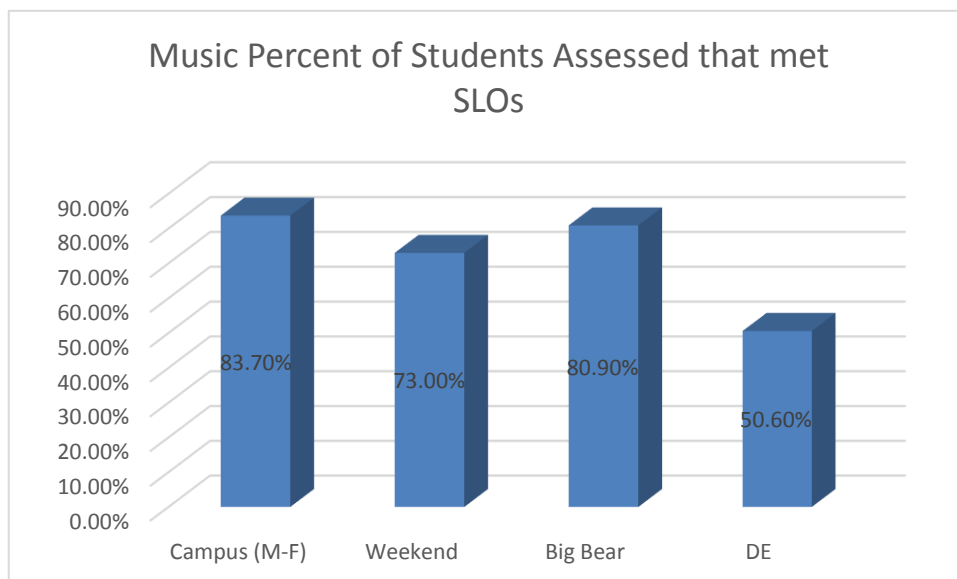
Student Learning Outcomes

Course SLOs. Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs), based on the plans of the program since the last efficacy review. Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 3-year summary reports. This section is required for all programs.

See Strategic Goal 2.11

Courses within the music program are evaluated on a regular cycle.

According to the provided data, students in classes that meet on campus M-F have the highest achievement of SLOs within the program. Our online students have slightly lower success in achievement of SLOs. With one instructor teaching multiple sections of the same course, it is difficult to make comparisons. This may change in the current cycle as additional faculty and courses have been approved to teach online. Two additional sections have been added for Spring, 2016. The departmental reflections indicate that many of our instrumental students struggle as they do not have instruments at home with which to practice. The department has music practice rooms available, which are heavily used, but only during weekday hours. Additional staffing would be required to open those rooms in the evenings and/or weekends. Faculty have indicated that presenting more personal narrative within their lectures in history and appreciation courses has improved success in achievement of outcomes. Faculty have incorporated this strategy in their instruction. Additional reflection indicates students need more opportunity for performance. Student recitals are now required for all music performance classes. In order to improve success, one instructor began to utilize a supplemental instructor (SI). While results were not as good as hoped, it is anticipated that future opportunities to use SI will benefit students in the "academic" curriculum within the music department.

The audition requirement for Music 153 was relaxed during one semester when enrollment was low. As a result, a number of students did not meet the expectations. The faculty recalibrated auditions, made more stringent, and success rates climbed.

Music Percent of Students Assessed that met SLOs

Category	Percent
Campus (M-F)	83.70%
Weekend	73.00%
Big Bear	80.90%
DE	50.60%

Individual reflections can be found in the SLO cloud course and program reports.

Program Level Outcomes: If your program offers a degree or certificate, describe how the program level outcomes are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). Discuss how this set of data is being evaluated or is planned to be evaluated. Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 3-year summary reports. If your program does not offer a degree or certificate, this section is optional (but encouraged).

(INSERT COURSE MAP IF AVAILABLE)—Contact Dr. Celia Huston if you need assistance.

Music AA Degree	Students will demonstrate an understanding of the history of musical styles and genres.	Students will demonstrate an understanding of music fundamentals and theory.	Students will acquire knowledge of the social and cultural relevance of music.	Students will demonstrate basic technical proficiency playing a musical instrument.	Students will demonstrate through performance or analysis proficiency with lyrical and vocal music.
CLASSES					
MUS 101		Applies to			
MUS 101L		Applies to			
MUS 102		Applies to			
MUS 102L		Applies to			
MUS 121	Applies to				
MUS 121H	Applies to				
MUS 122	Applies to				
MUS 122H	Applies to				
MUS 133				Applies to	
MUS 201		Applies to			
MUS 201L		Applies to			

MUS 202			Applies to		
MUS 202L			Applies to		
MUS 141x2					Applies to
MUS 150x4					Applies to
MUS 152x4					Applies to
MUS 153x4					Applies to
MUS 154x4					Applies to
MUS 156x4					Applies to
MUS 158x4					Applies to
MUS 169x4				Applies to	

See

The program has established 5 PLOs for the Music AA degree. Most of those have been assessed per the table below:

Program Summary Report

Year	2015 - 2016		Period	Last 3 Years
Program	Music AA Degree			

Tools ▾

Program SLOs

Note: **Program SLO Summary Evaluation Form is available..**

Note: **These contain duplicated head count. A student can be counted once for each statement in a SLO, and for each class they took.**

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Students wil demonstrate an understanding of the history of musical styles and genres.	127	89	70.08%
2	Students will demonstrate an understading of music fundamentals and theory.	375	259	69.07%
3	Students will aquire knowledge of the social and cultural relevance of music.			
4	Students will demonstrate basic technical proficiency playing a musical instrument.	82	74	90.24%
5	Students will demonstrate through preformance or analysis proficiency with lyrical and vocal music.	556	529	95.14%
6	N/A			

Assessment methods vary as appropriate for the different courses. They include traditional quizzes, tests and projects as well as a variety of performance measures. When data is disaggregated by online vs. face-to face courses, SLO achievement is slightly lower.   This can be attributed to the fact that a single course was offered online during this period with a single professor. That course had minimal face-to-face offerings. We anticipate fluctuation in SLO data in online courses with the addition of both faculty and course online offerings beginning this Spring.

It is noted that success rates are lower on SLOs 1 and 2 than on 4 and 5. This may be due to the academic quality of the first two vs the performance quality of the final 2. Students participating in performance courses demonstrate a more profound commitment to the subject than general education students taking music appreciation courses for fulfillment of humanities requirements.   SLO 3 does not reflect assessment

yet which is attributed to the fact that the primary course for which it applies has only recently begun to be offered.

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part III: Institutional Effectiveness - Rubric		
Mission and Purpose	The program does not have a mission, or it does not clearly link with the institutional mission.	The program has a mission, and it links clearly with the institutional mission.
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.
Relevance, Currency, Articulation	The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.	The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.

Mission and Purpose:

SBVC Mission: San Bernardino Valley College provides quality education and services that support a diverse community of learners.

What is the mission statement or purpose of the program?

The purpose of the music program is to acquaint students with the majesty and beauty of music as a performing art enriching the lives of those students and the community at large. With the knowledge of music, students are provided with the tools needed to express and thus understand the human condition.

How does this purpose relate to the college mission?

The arts are an integral part of a "quality education" as they illustrate the full spectrum of the human condition. The music department provides quality arts education to our diverse student population, as music speaks to all students and all those in our community.

Productivity

Provide additional analysis and explanation of the productivity data and narrative in the EMP Summary, if needed. (Use data from charts 1 and 2 (FTEs; Enrollment; FTFE and WSCH per FTFE) on page 3 of this form). Explain any unique aspects of the program that impact productivity data for example; Federal Guidelines, Perkins, number of workstations, licenses, etc.

Productivity has fallen in the last few years from a high of WSCH/FTEF equal to 611 to 14-15 numbers equal to 373. During this time, severe budget cuts cost the department the loss of several of our academic courses, reducing average WSCH/FTEF. Additionally, at this time legislation was passed requiring students to complete their community college education quickly and to either transfer or graduate in as short a time as possible. Historically, the first two years of a college education promoted experimentation and exploration of a variety of courses. With the losses to the economy, options were severely reduced for this experimentation. The result is that current students who desire to participate in performance courses that do not fit in the education plan (electives) cannot receive financial aid for those courses. This creates a barrier to participation for many in our student population. This pattern is also noted in our other performance disciplines of Theatre and Dance. As a result, the faculty in the Performing Arts are embarking on an extensive recruitment plan which entails hosting invitational festivals for high school students as well as high school visitations. Additionally, the faculty chair has arranged to meet with both our counseling staff and high school counseling staff to share our program and the anecdotal evidence supporting performance courses as viable options for students. Fill rates in our academic (appreciation and history courses) have remained high through this period. The addition of a full-time faculty member has enabled the department, this semester, to add sections of academic courses which will help to bring averages more in line with college goals.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

The Content Review Summary from Curricunet indicates the program's current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy.

All curriculum offered through the music department is current. The department is currently beginning the content review process for those courses due this spring and next fall (MUS 107, MUS 121, MUS 121H, MUS 122, MUS 122H, MUS 123, MUS 124, MUS 130, MUS 131, MUS 133, MUS 135, MUS 141X2, MUS 150, MUS 153X4, MUS 156X4, MUS 159X4, MUS 210, MUS 222, MUS 241X2.

<mark>CURRICUNET REPORT IS PROVIDED</mark>

Arts & Humanities

Music

	Course	Status	Last Content Review	Next Review Date
	MUS100 Music Appreciation	Active	12/10/2013	12/10/2019
	MUS101 Music Theory I: Fundamentals	Active	12/10/2013	12/10/2019
	MUS101L Musicianship I	Active	12/10/2013	12/10/2019
	MUS102 Music Theory II: Scales and Modes	Active	12/10/2013	12/10/2019
	MUS102L Musicianship II	Active	12/10/2013	12/10/2019
	MUS104 History of Rock and Roll	Active	11/19/2012	11/19/2018
	MUS105 American Popular Music	Active	11/19/2012	11/19/2018
	MUS106 History of Jazz	Active	11/19/2012	11/19/2018
	MUS107 Music of the World	Active	05/10/2010	05/10/2016
	MUS117A Elementary Acoustic Guitar	Active	02/24/2014	02/24/2020
	MUS117B Intermediate Acoustic Guitar	Active	02/24/2014	02/24/2020
	MUS117C Intermediate/Advanced Acoustic Guitar	Active	02/24/2014	02/24/2020
	MUS117D Advanced Acoustic Guitar	Active	02/24/2014	02/24/2020
	MUS121 Music History and Literature - Middle Ages to Baroque	Active	09/13/2010	09/13/2016
	MUS121H Music History and Literature - Middle Ages to Baroque - Honors	Active	09/13/2010	09/13/2016
	MUS122 Music History and Literature - Classic to Contemporary	Active	09/13/2010	09/13/2016
	MUS122H Music History and Literature - Classic to Contemporary - Honors	Active	09/13/2010	09/13/2016
	MUS123 Electronic Music I	Active	11/08/2010	11/08/2016
	MUS124 Electronic Music II	Active	11/08/2010	11/08/2016
	MUS130 Elementary Voice	Active	04/12/2010	04/12/2016
	MUS131 Intermediate Voice	Active	04/12/2010	04/12/2016
	MUS133 Elementary Piano	Active	05/10/2010	05/10/2016
	MUS134A Intermediate Piano	Active	02/24/2014	02/24/2020
	MUS134B Intermediate/Advanced Piano	Active	02/24/2014	02/24/2020
	MUS135 Advanced Piano	Active	05/10/2010	05/10/2016
	MUS141X2 Applied Music I	Active	04/26/2010	04/26/2016
	MUS150X4 Mixed Chorus	Active	03/09/2010	03/09/2016
	MUS153x4 Chamber Chorale	Active	12/06/2010	12/06/2016
	MUS154X4 College Singers	Active	03/10/2014	03/10/2020
	MUS156X4 Concert Choir	Active	03/09/2010	03/09/2016

	Course	Status	Start	End
	MUS159x4 Theatrical Music Workshop	Active	12/06/2010	12/06/2016
	MUS169x4 Mariachi Ensemble	Active	09/13/2010	09/13/2016
	MUS201 Music Theory III: Basic Harmony	Active	12/10/2013	12/10/2019
	MUS201L Musicianship III	Active	12/10/2013	12/10/2019
	MUS202 Music Theory IV: Harmony	Active	12/10/2013	12/10/2019
	MUS202L Musicianship IV	Active	12/10/2013	12/10/2019
	MUS210 Conducting	Active	09/13/2010	09/13/2016
	MUS222 Independent Study in Music	Active	05/10/2010	05/10/2016
	MUS241x2 Applied Music II	Active	04/26/2010	04/26/2016
	MUS107 Music of the World	Pending	05/10/2010	05/10/2016
	MUS141X2 Applied Music I	Pending	04/26/2010	04/26/2016
	MUS156X4 Concert Choir	Pending	03/09/2010	03/09/2016
	MUS241x2 Applied Music II	Pending	04/26/2010	04/26/2016
	MUS169x4 Mariachi Ensemble	Launched	09/13/2010	09/13/2016
	MUS100 Introduction to Music	Historical		
	MUS100 Introduction to Music	Historical		
	MUS101 Music Theory I: Fundamentals	Historical		
	MUS101 Music Theory I: Fundamentals	Historical		
	MUS101L Musicianship I	Historical		
	MUS101L Musicianship I	Historical		
	MUS102 Music Theory II:Scales & Mdes	Historical		
	MUS102 Music Theory II: Scales and Modes	Historical		
	MUS102L Musicianship II	Historical		
	MUS102L Musicianship II	Historical		
	MUS104 History of Rock and Roll	Historical		
	MUS105 American Popular Music	Historical		
	MUS105 American Popular Music	Historical		
	MUS106 History of Jazz	Historical		
	MUS106 History of Jazz	Historical		
	MUS117X4 Guitar Instruction	Historical		
	MUS117X4 Acoustic Guitar Instruction	Historical		
	MUS121 Music History and Literature - Middle Ages to Baroque	Historical		
	MUS121 Music Literature I	Historical		
	MUS122 Music Literature II¿Classicism to Present	Historical		
	MUS122 Music History and Literature - Classic to Contemporary	Historical		
	MUS123 Beginning MIDI Workstation	Historical		
	MUS127X4 MIDI Workstation: Practicum	Historical		

☐	MUS133 Beginning Piano	Historical		
☐	MUS134 Intermediate Piano	Historical		
☐	MUS134x3 Intermediate Piano	Historical		
☐	MUS134x3 Intermediate Piano	Historical		
☐	MUS136 Introduction to Jazz Rock Piano	Historical		
☐	MUS136 Introduction to Jazz Rock Piano	Historical		
☐	MUS152X4 Chamber Singers	Historical		
☐	MUS152X4 Chamber Singers	Historical		
☐	MUS154X4 College Singers	Historical		
☐	MUS158X4 Gospel Choir	Historical		
☐	MUS201 Music Theory III: Basic Harmony	Historical		
☐	MUS201 Mus Theory III: Basic Harmony	Historical		
☐	MUS201L Musicianship III	Historical		
☐	MUS201L Musicianship III	Historical		
☐	MUS202 Music Theory IV: Harmony	Historical		
☐	MUS202 Music Theory IV: Harmony	Historical		
☐	MUS202L Musicianship IV	Historical		
☐	MUS202L Musicianship IV	Historical		
☐	MUS222 Independent Study in Music	Historical		
☐	MUS285 Honors in Music	Historical		

Articulation and Transfer

List Courses above 100 where articulation or transfer is **not** occurring	With CSU	With UC
		MUS 123
		MUS 124

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

All 100 level and above transfer to CSU. The electronic music courses (MUS 123, MUS 124) do not currently articulate with UC. The department will explore with the articulation officer any issues that may be addressed with the current content review, however, these courses are not currently required for a Music AA degree or for the new AA-T degree.

Currency

Follow the link below and review the last college catalog data.
http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx

Is the information given accurate? Which courses are no longer being offered? (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

> The information in the current catalog is correct. Mus 158X4 has not been offered in the last four years, however the department believes this course (Gospel Choir) has a unique place within the curriculum which serves a large population of our students. However, given decline enrollments in our currently offered choral ensembles, this class will need to be rotated into the schedule. The department hopes to offer this course within the next four years. Additionally, Music 169X4 (Mariachi) will be deleted from the catalog this year (already launched in CurricuNet) because of the difficulty in finding qualified, experienced faculty in this genre. Independent Study in Music (MUS 222) is rarely offered, but provides unique experiences for some students.

Part IV: Planning

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part IV: Planning - Rubric		
Trends	The program does not identify major trends, or the plans are not supported by the data and information provided.	The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.
Accomplishments	The program does not incorporate accomplishments and strengths into planning.	The program incorporates substantial accomplishments and strengths into planning.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

> The impact of transfer on the community college student has become acute recent years. With the requirement that all students have and make progress towards their educational plan, elective courses are being minimized, particularly for students on financial aid (nearly all of the SBVC student population). This has a dramatic impact on enrollments in performance courses. As a result, the department has developed recruitment plans, targeting students with interest in majoring or minoring in the performing arts, including music. Counselors are being asked to look at high school experiences and interests of our incoming students

to recommend a continuance of their studies in music performance. The counselors are being given information regarding how these courses lead to overall academic success and possible employment opportunities. Students should not be discouraged from majoring in the arts, even during a time when STEM is so highly regarded. There is a current push, within the STEM disciplines to include the arts as an integral component. The newer STEAM should be emphasized across San Bernardino Valley College.

The music faculty are very interested in working with faculty in other disciplines to create learning communities which may include such topics as History of the US and History of American Popular Music and/or History of Rock and Roll as a cohort program associated with the First Year Experience, Workshops and seminars in physics courses dealing with the physics of sound (acoustics) and collaboration with biology on topics such as the neuroscience of music and the brain. These activities highlight the importance of music as it relates to student success.

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

The department has stated plans in the EMP to increase numbers of music majors, to improve enrollments in performance courses and to fully implement the AA-T degree. Significant progress has been made in most of these areas. In order to fully meet the goal of expanding the music major program, we will shortly be offering study in instrumental ensemble (not currently offered.) This will complement the study of music by instrumentalists and enlarge our pool of prospective students for the music major program. The chair of the program is currently addressing the concerns of counselors with performance curricula as well as highlighting experiences found only in performance classes and employment opportunities available to music majors.

With the spring, 2016 hiring of a new music faculty, New skills, talents, ideas and experiences are shared with the department. A burgeoning instrumental program is now anticipated. This allows us to present a more balanced music program.

Challenges

Referencing the narratives in the EMP Summary and/or your data, provide any additional data or new information regarding planning for the program. In what way does your planning address trends and weaknesses in the program?

The department recognized the reduction in enrollments and addressed this challenge in its most current EMP by planning for outreach and recruitment activity. Additionally, the department wishes to increase the number of degrees awarded by publicizing its AA-T degree and encouraging students to transfer to continue their study of music. Whenever there are decreases in enrollment there is concern about cancelling sections required for majors preparation. The department works especially hard to maintain minimum enrollments in our most advanced theory courses as well as the most rigorous academic requirements for music majors.

As part of the outreach plan, choir festivals and children's performances have been scheduled. However, there have been challenges associated with getting enough high school groups to commit

to attendance. The chair is working with the local choir directors to minimize barriers to participation. Additionally, the department is attempting to visit local high schools to present programs that acquaint students with SBVC offerings in music. This also has been challenging to establish the initial visitations. The department is confident that the groundwork being laid this year will bear fruit in future years.

V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part V: Technology, Partnerships & Campus Climate		
	Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate. Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate	Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate. Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

The faculty have begun to meet the students where the students' interests lie. Students have consistently been at the forefront of technology in the music business. Examples are: music is now provided by the directors of ensembles online. Students may now access songs, instrumental pieces and even entire major works on the internet. Additionally, many websites exist that significantly enable students in learning the rudiments of learning the notes and rhythms.   The expediency of this process allows for a more thorough understanding of the music as well as a more profound level of performance. In the realm of solo voice, students may observe professionals performing the very pieces they are currently studying. This too accelerates the learning process and allows for considerably more time in the classroom. In the arena of performance, music is downloaded onto mobile devices and shared among ensemble members

during rehearsals and is utilized by the director in the performance, eliminating the tedious aspect of page turning and its attendant problems. Recording technology has significantly improved and is available to all students possessing smart phones. This has greatly reduced the learning curve for many students. Recording performances and uploading them immediately afterward to YouTube allows the department to immediately display the performance of the ensemble or solo artist as well as lend an archival aspect to the performance.. Classroom technology has improved in the area of comparative performance. Professional performances by ensembles of assigned repertoire can be viewed and listened to by all. This too has greatly improved performance levels, exciting and inspiring students at the same time.

Performances at commencement, Black History Month, Veteran's Day, the district holiday party, faculty concerts, the vigil in support of the December 2015 shooting in San Bernardino and other campus events as well as community events contribute to a positive campus climate.

VI: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received "Does Not Meet." Address each area, by describing below how your program has remedied these deficiencies, and, if these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

The planning portion of identified trends is not clearly identified. The program continues to be challenged in the area of institutional budgetary constraints especially in the area of workload as 75% of music classes are taught by adjunct faculty however the narrative does not incorporate this difficulty in its planning efforts. The department has identified employment trends which are supported by data from the Occupational handbook, California Labor Market as well local community needs and student educational and career goals. The program's successes are evident including the development of new courses and a commitment to working with counseling faculty, DSPS and CSU to increase student success and transfer rates. The program has developed a transfer degree in music to promote and streamline the transfer process for students majoring in music. The program has also identified new goals including seeking possible grant opportunities specifically targeted to develop opportunities for students with disabilities and building on its accomplishments with this student population.

Address, in detail and with specific examples, how this deficiency was resolved:

The department actively engages in planning as evidenced in the current EMP and in the additional activities cited in this document such as recruitment, development of the AA-T, enhanced technological expertise in educational applications, and breadth of curriculum. The trends in the discipline include greater opportunity for employment as well as expanded educational opportunities with the inclusion of instrumental programming. Trends that have provided challenges to the department include legislative action that discourages students from participation in performance classes.

Previously an extremely high proportion of students (75% as indicated in prior program review actually grew to 82% since then) were taught by part-time faculty. This has been addressed in multiple Program Review Needs Assessment processes and has been alleviated to a certain extend as a new full-time music professor has been hired (January, 2016). With her addition, the percentage for SP 16 is 68% of courses taught by part-time faculty. While still far from a campus goal of 50%, the department is making progress in this area. Other items listed above appear to be successes rather than deficiencies.