Chaffey College Program Review
Three Year Review 2011

PROGRAM OVERVIEW

Program Title: Music

Program Code: 1004 - MUSIC

Review Type: Instructional

Does this review contain any career technical education (occupational) programs? Yes

External Regulations: No

Chaffey College Mission Statement

Chaffey College improves lives within the diverse communities it serves through equal access to quality occupational, transfer, general education, and foundation programs in a learning-centered environment where student success is highly valued, supported, and assessed.

Please describe how your program supports the college's mission and discuss how your program evaluates its effectiveness in meeting the college mission:

The Music Department curriculum supports the college mission statement through providing diverse educational opportunities (beginning through advanced academic and applied music courses, exposure to diverse music cultures, performance opportunities); providing occupational, transfer and general education courses (traditional and commercial music degrees, elective courses for general student population); and promoting equal access to a learning-centered environment. The effectiveness of supporting the mission is seen in the high enrollment rates and use of music courses to fulfill general education requirements in the humanities for degrees and transfer. The effectiveness of the courses is monitored through regular evaluations and selective hiring procedures. The Commercial Music advisory committee evaluates the effectiveness of the courses in providing the necessary skills and training for vocational work.

Review Team Response
The Music Department is to be commended for its commitment to Chaffey College, even though there is a disparity in full-time faculty representation.
PROGRAM DATA

Enrollment

Enrollment by Day, Evening, Online, Arranged (MUSIC)

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Enrollment</td>
<td>13.52%</td>
<td>-11.56%</td>
</tr>
<tr>
<td>Day</td>
<td>12.68%</td>
<td>-7.12%</td>
</tr>
<tr>
<td>Evening</td>
<td>13.41%</td>
<td>-18.38%</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in enrollment patterns? Identify any important trends and explain them.
Total percentage of enrollment decrease is reflective of percentage of course sections cut due to budget. The variation in enrollment numbers between ethnicity groups is reflective of the percentages of each group at the college.

Retention
## Retention Rate by Day, Evening, Online, Arranged (MUSIC)

### Table

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Retention</td>
<td>-0.48%</td>
<td>0.33%</td>
</tr>
<tr>
<td>Day</td>
<td>0.35%</td>
<td>-1.95%</td>
</tr>
<tr>
<td>Evening</td>
<td>-0.3%</td>
<td>3.46%</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td>88.24%</td>
<td>57.50%</td>
</tr>
</tbody>
</table>

### Chart

- **Day**: Retention rate slightly increased from 2008-09 to 2009-10, then decreased in 2010-11.
- **Evening**: Retention rate increased significantly from 2008-09 to 2009-10, then decreased in 2010-11.
- **Online**: No data available for these years.
- **Arranged**: Retention rate decreased from 2008-09 to 2009-10, then increased in 2010-11.

### Summary

- The total census retention rate decreased slightly from 2008-09 to 2009-10 and increased slightly in 2009-10 to 2010-11.
- Day retention rates showed small variations over the years.
- Evening retention rates showed a more significant increase from 2008-09 to 2009-10, followed by a decrease in 2010-11.
- Online data is not available.
- Arranged retention rates showed a decrease from 2008-09 to 2009-10, followed by an increase in 2010-11.
Given the data, what changes can be identified in retention patterns? Identify any important trends and explain them.
The data reflects that the Music program has high retention rates regardless of time of class taken or the gender and race of the student. The consistency and high level of success can be attributed to the hiring of highly skilled professors and regular evaluations of teaching techniques and curriculum. We believe the lower retention and success rates reflected in the arranged course data may be due to an error in the open enrollment process. As can be seen the rates are very consistent other than this one anomaly. In 2009-2010 the professor, Gus Gil, experienced students being allowed to enroll without his approval. More students were allowed in the course than could be accommodated. The professor then needed to drop all of those students. Would this be reflected as low retention and success rates?

Success
<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Success</td>
<td>6.13%</td>
<td>2.84%</td>
</tr>
<tr>
<td>Day</td>
<td>10.76%</td>
<td>-0.12%</td>
</tr>
<tr>
<td>Evening</td>
<td>-0.38%</td>
<td>7.16%</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td>70.59%</td>
<td>45.00%</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in student success patterns? Identify any important trends and explain them.

The data reflects that the Music program has consistent success rates regardless of time of class taken. The dip in arranged courses is reflective of the Latin Jazz course being offered once per year instead of the traditional twice per year due to budget cuts. The gap between the retention and success rates are partially reflective of the lack of understanding of the requirements and demands of music education. 1. Providing an information and orientation workshop on the music program may clarify the realities of music education as opposed to student expectations. 2. Expanding tutoring support through the success centers, which has been decreased in recent years. 3. Incorporating data received through SLO assessments may also improve success rates. 4. Increased support for expanded lab access, practice facility access, and individual instruction (applied music), which all require financial support but have proven success records. 5. We understand that the lower success rates of males and of African-American students is reflective of a trend across disciplines, not especially particular to music education. 6. The higher enrollment of males as compared to females in music courses may be reflective of current social trends and expectations (ie. higher number of male musicians in the industry).

Review Team Response
Data and trends are interpreted properly, but implications for the program are not included.
Program response does not include a discussion on the implications (important trends, enrollment, etc.) for the
Music Program. The reviewers commend the program for the high retention rates for Ethnicity/Gender.

## DEGREE/CERTIFICATE DATA

<table>
<thead>
<tr>
<th>Term</th>
<th>Degrees</th>
<th>Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/08</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>08/09</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>09/10</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Given the data, is the number of majors and certificates what you would expect? Please comment. Has the number of majors and certificates increased or decreased over time? Why?

Students of music receive a minimum of four years of college study, therefore music majors traditionally transfer rather than completing a terminal AA degree. More strongly promoting the benefits of completing an AA degree before transferring may increase the degree completion rate. There is also a plan to create a certificate program in commercial music that will focus on various skill training tracks (e.g., technology, vocal, instrumental).

### Review Team Response

## STUDENT LEARNING OUTCOMES

Students will know and apply technical skills, concepts and technologies in the creation of musical projects.

Students will engage creativity and develop original thinking in the study of music.

Students will communicate in speech and writing about the history, theories, disciplines and practices (includes business practices) of music.

Recognize diverse individuals, social forces, and musical styles of the world's cultures through the study of music.

Students will apply critical thinking in the creation, analysis and interpretation of music.

**Discuss how the number, type, depth, and breadth of the courses support program SLO's.**

The music dept. courses, being the first 2 years (lower division) of an undergraduate degree, are primarily I (Introduce) and P (Practice) courses. The M (Master) courses would occur in the upper division and graduate study. This applies to both the traditional AA and the Commercial Music AS degrees. In the case of the performance
classes and ensembles, some may be both I and P due to the variety of skill levels the students bring and the fact that they are repeatable. The I courses, grouped by emphases and relation to the SLO's, are as follows: Theoretical- Mus 1-Fundamentals of Music Mus 3A/B-Musicianship Applied Music (Ensembles and performance classes) Mus 30 Elementary Class Voice Mus 32 Concert Choir Mus 40 Beginning Guitar Mus 51A/B Beginning Class Piano Mus 60 Jazz Band Mus 62A Beginning Community Concert Band Mus 67 Latin Jazz Band Mus 68 Mariachi Band Historical- Mus 2A/B Music History and Literature Mus 4 Music Appreciation Cultural and Social Mus 21 History of Jazz Mus 22 History and Survey of Rock Music Mus 26 World Music Technological- Mus 11 Record Production Mus 12 Electronic Music Business- Mus 14 Introduction to the Music Business. The P courses are as follows: Mus 2A/B Music History and Literature. The courses are not sequential but rather refer to a historical time frame. Thus, the first course the student takes is the I course and the second course would be the P course. They can be taken in either order. Mus 11 (Record Production) and Mus 12 (Electronic Music) are repeatable with new skills and practice of old skills emphasized upon repetition. Mus 32 Concert Choir-The third and fourth repetition. Mus 33 Concert Ensemble Singers Mus 41 Intermediate Guitar Mus 52 Intermediate Piano Mus 53 Studio Piano Mus 60 Jazz Band-The third and fourth repetition. Mus 62B Intermediate Community Concert Band Mus 62C Advanced Community Concert Band Mus 67 Latin Jazz Band-The third and fourth repetition. Mus 68 Mariachi Band-The third and fourth repetition. Mus 70A/B Harmony and Intermediate Musicianship.

Discuss how courses in the program articulate with or complement each other.
Although the following courses are listed in terms of their primary focus, most of the courses present material that is common. Thus History of Music will discuss theoretical aspects, as will Beginning Class Piano, and Guitar. As the students progress through the course of study, they are able to put their theoretical and historical concepts into practical situations that occur in the ensemble and performance classes. Students seeking to work in the Commercial Music field are also given theoretical, historical and business concepts necessary to complement the technological skills acquired. Theoretical- Mus 1-Fundamentals of Music Mus 3A/B-Musicianship Mus 70A/B Harmony and Intermediate Musicianship. Applied Music (Ensembles and performance classes) Mus 30 Elementary Class Voice Mus 32 Concert Choir Mus 33 Concert Ensemble Singers Mus 40 Beginning Guitar Mus 41 Intermediate Guitar Mus 51A/B Beginning Class Piano Mus 52 Intermediate Piano Mus 53 Studio Piano Mus 60 Jazz Band Mus 62A Beginning Community Concert Band Mus 62B Intermediate Community Concert Band Mus 62C Advanced Community Concert Band Mus 67 Latin Jazz Band Mus 68 Mariachi Band Historical/Cultural/Social Aspects Mus 2A/B Music History and Literature Mus 4 Music Appreciation Mus 21 History of Jazz Mus 22 History and Survey of Rock Music Mus 26 World Music Commercial Music Mus 11 Record Production Mus 12 Electronic MusicMus 14 Introduction to the Music Business.

Discuss how courses in the program interact with other programs on campus (for example: cross-listing, overlapping content, or shared resources).
Many of the courses discuss material found in other programs. Concepts and events discussed in World History and specifically Early and Modern Western Civilization are also covered in the History of Music and to some extent World Music. In addition, World Music covers concepts found in Intro to Social and Cultural Anthropology. The study of sound waves, and basic acoustics, common to physics, are covered in Electronic Music and Record Production. Many programs list music courses as electives for graduation, among those being: Dance (Beginning Guitar, Beginning Piano) Fine Arts- Music emphasis (all) Humanities (Music History and Music Appreciation) Modern Languages (Music History)
How and when has your department assessed Program SLO's and how have you responded to the results?
The music department course SLOs were written in alignment with the program SLOs. Upon assessment of the course level SLOs changes to the program SLOs will be made as needed. The department is also currently in the process of reviewing and updating the CORs. If necessary, the course SLOs will be revised, as well as, the program SLOs. This should be completed by Fall 2012.

What program or course changes have been made based on the result of the assessed outcome?
The music department is in the process of creating and administering course level SLO assessments. Changes will be made as needed based on the results of these assessments.

Review Team Response
Overall Program Level Implementation of SLOs is Awareness: There is preliminary, investigative dialog about SLOs. There is recognition of existing practices such as courses objectives and how they relate to SLOs. The program has discussed how to define SLOs in their discipline. You, your coordinator and your dean will receive a detailed letter outlining the areas that need to be addressed for SLOs.

Discuss how your services help maintain a high level of student satisfaction.

Discuss how you evaluate your effectiveness in meeting students' needs.

How and when has your service reviewed or revised SLO?s and/or AUO?s.

How has your program utilized SLO/AUO assessment results for program improvement?

Review Team Response

CURRICULUM UPDATE

<table>
<thead>
<tr>
<th>Courses</th>
<th>Last Modified</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSIC 1 Fundamentals of Music - Active</td>
<td>04/20/2005</td>
</tr>
<tr>
<td>MUSIC 11 Record Production - Active</td>
<td>04/20/2005</td>
</tr>
<tr>
<td>MUSIC 12 Electronic Music - Active</td>
<td>04/20/2005</td>
</tr>
<tr>
<td>MUSIC 21 History of Jazz - Active</td>
<td>04/20/2005</td>
</tr>
<tr>
<td>MUSIC 22 History and Survey of Rock Music - Active</td>
<td>04/20/2005</td>
</tr>
<tr>
<td>MUSIC 4 Music Appreciation - Active</td>
<td>04/20/2005</td>
</tr>
<tr>
<td>MUSIC 67 Latin Jazz Band - Active</td>
<td>04/20/2005</td>
</tr>
<tr>
<td>MUSIC 70B Harmony and Intermediate Musicianship - Active</td>
<td>04/20/2005</td>
</tr>
<tr>
<td>MUSIC 2A Music History and Literature - Active</td>
<td>03/02/2005</td>
</tr>
<tr>
<td>Program</td>
<td>Date</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>MUSIC 3A Musicianship - Active</td>
<td>03/02/2005</td>
</tr>
<tr>
<td>MUSIC 62B Intermediate Community Concert Band - Active</td>
<td>05/07/2008</td>
</tr>
<tr>
<td>MUSIC 68 Mariachi Band - Active</td>
<td>05/07/2008</td>
</tr>
<tr>
<td>MUSIC 30 Elementary Class Voice - Active</td>
<td>03/02/2005</td>
</tr>
<tr>
<td>MUSIC 32 Concert Choir - Active</td>
<td>03/02/2005</td>
</tr>
<tr>
<td>MUSIC 53 Studio Piano - Active</td>
<td>03/02/2005</td>
</tr>
<tr>
<td>MUSIC 60 Jazz Band - Active</td>
<td>03/02/2005</td>
</tr>
<tr>
<td>MUSIC 98ABC Independent Study: Music - Active</td>
<td>03/02/2005</td>
</tr>
<tr>
<td>MUSIC 14 Introduction to the Music Business - Active</td>
<td>04/20/2005</td>
</tr>
<tr>
<td>MUSIC 26 World Music - Active</td>
<td>04/20/2005</td>
</tr>
<tr>
<td>MUSIC 2B Music History and Literature - Active</td>
<td>04/20/2005</td>
</tr>
<tr>
<td>MUSIC 33 Concert Ensemble Singers - Active</td>
<td>04/20/2005</td>
</tr>
<tr>
<td>MUSIC 70A Harmony and Intermediate Musicianship - Active</td>
<td>04/20/2005</td>
</tr>
<tr>
<td>MUSIC 3B Musicianship - Active</td>
<td>03/02/2005</td>
</tr>
<tr>
<td>MUSIC 40 Beginning Guitar - Active</td>
<td>03/02/2005</td>
</tr>
<tr>
<td>MUSIC 41 Intermediate Guitar - Active</td>
<td>03/02/2005</td>
</tr>
<tr>
<td>MUSIC 52 Intermediate Piano - Active</td>
<td>03/02/2005</td>
</tr>
<tr>
<td>MUSIC 92A-H Special Topics: Music - Active</td>
<td>03/02/2005</td>
</tr>
<tr>
<td>MUSIC 62C Advanced Community Concert Band - Active</td>
<td>05/07/2008</td>
</tr>
<tr>
<td>MUSIC 62A Beginning Community Concert Band - Active</td>
<td>05/07/2008</td>
</tr>
<tr>
<td>MUSIC 51AB Beginning Class Piano - Active</td>
<td>03/02/2005</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programs</th>
<th>Last Modified</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSIC Music - Active</td>
<td>04/17/2008</td>
</tr>
<tr>
<td>MUSIC Commercial Music - Active</td>
<td>04/21/2008</td>
</tr>
</tbody>
</table>
Courses should be updated every six years; if course updates are due, please describe your plan and timeline for updating courses:
Full-time faculty members are currently in the process of updating all needed CORs. Plan is to have all CORs updated by end of summer 2012.

What steps has your program taken to proactively respond to changing and emerging student and community needs?
Advisory Committees
Develop New Courses/Programs

Briefly explain:
Department is in the process of reestablishing the advisory committee for the Commercial Music program and developing a series of skills specific certificates.

Review Team Response
The program is to be commended for developing a plan to update 26 courses by summer 2012 with limited availability of full-time faculty. The program is also to be commended for identifying, in its V.I.P., the need to develop, research and re-design the music curriculum to include a new commercial music certificate. Recommend that you submit a request to institutional research to compile a needs assessment for careers in music.

ADVISORY COMMITTEE INFORMATION

An occupational program is required to have an active advisory board. Describe the advisory board membership, how often it meets, its role and involvement with the program, and how the program responds to advisory board recommendations (give examples).
As stated in the VIP, an advisory committee is being reestablished during the process of developing a new certificate program. The Commercial Music advisory committee will evaluate the effectiveness of the courses in providing the necessary skills and training for vocational work. The advisory committee will consist of a mix of faculty members and industry experts. The committee will meet annually.

Review Team Response

Review Team Response

NON-INSTRUCTIONAL PROGRAM INFORMATION

How does your program improve, expand, or support student learning? How do you know?

Describe staff functions and services (these can include diversity, specialties, staff preparation and training, professional activities and committee participation, accomplishments, grants, new programs etc.)

How does your program evaluate its effectiveness?

Review Team Response
## STUDENT SUPPORT - ACCESS

How do the services you provide to students facilitate access to learning? (e.g. admissions applications, payment processing, pre-requisite clearances, assessment testing, adaptive technology, program applications, healthcare, student activities, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>Description of Service</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
</tbody>
</table>

Additional information:

Review Team Response

## STUDENT SUPPORT - SUPPORT

How do the services you provide to students support student learning? (e.g. counseling, orientations, workshops, financial assistance (scholarships, grants, etc'), career assessments, health education, service learning, advisory committees, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>What knowledge, skills, and/or abilities are learned?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
</tbody>
</table>

Additional information:

Review Team Response

## STUDENT SUPPORT - OTHER

How do the services you provide to students promote transfer, completion, specialized services, and/or future success? (e.g. graduation ceremony, CSU/IGETC certifications, university transfer, securing employment, transcript requests, enrollment verification, conferring of degrees/certificates, scanning/imaging documents, phone calls received, face-to-face contacts, refunds granted, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>How does this contribute to student success?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
</tbody>
</table>
Additional information:

Review Team Response

VISIONARY IMPROVEMENT PLAN (VIP)

Please identify 1-3 program improvement goals for the next three years. Goals should state 'what' you plan to achieve and the rationale 'why' for doing so. 'How' you achieve your goals will be entered under Steps to Success. Keep in mind that your VIP should be SMART:

- Specific
- Measurable
- Action-oriented
- Realistic
- Time-bound

All plans should improve or expand student learning.

Year Three Goal:
Applied Music Program. Applied music programs provide students the opportunity for individual instrumental and vocal lessons beyond general class instruction. This promotes increased enrollment and cultivates higher quality student outcomes. This will allow the Music program to expand with the increased demand in the music industry. The U.S. Bureau of Labor Statistics, Employment Projections show an increased need of 10% over the decade.

To which planning direction does this goal apply?
Excellence in teaching and learning
Flexible and continuous student support

Year 1 Steps to Success (activities) and VIP Assessment:
Research successful applied music programs at other institutions.
Compilation of data on the needed additional curriculum offerings, designs, and staffing. Data will be compiled from a minimum of three colleges.

Year 2 Steps to Success (activities) and VIP Assessment:
Develop curriculum and decide upon the design model.
By end of first semester all COR's will be written and submitted to Curriculum committee. Upon approval of all courses, a design model will be implemented and begin recruiting needed instructors and staff.

Year Three Goal:
Commercial Music Certificate Program. This will provide a pathway to completion of study in the area of Commercial Music with an emphasis on skill-specific Certificates. This will prepare students for employment in various related fields (e.g. radio, television, film and music recording and production.) This will allow the Music program to expand with the increased demand in the music industry.
The U.S. Bureau of Labor Statistics, Employment Projections show an increased need of 10% over the decade.

**To which planning direction does this goal apply?**
Excellence in teaching and learning
Flexible and continuous student support
CTE pathway development

**Year 1 Steps to Success (activities) and VIP Assessment:**
Evaluate the existing course offerings and assess additional courses needed to develop certificates.
First semester: Compilation of data (including Advisory Committee input) on the needed additional curriculum offerings and equipment needed. Second semester: Create COR's and submit to Curriculum Committee for approval.

**Year 2 Steps to Success (activities) and VIP Assessment:**
Contingent on approval of all courses, purchase needed equipment.
Apply for funding of needed equipment. These sources may include VTEA/Perkins, District funding, and private donors developed through the Foundation.

**Review Team Response**
The goal is unclear and not fully developed.
Goals statement does not explain what is to be achieved and the rationale for implementation.

**PROFESSIONAL DEVELOPMENT ACTIVITIES THAT SUPPORT STUDENT LEARNING OR IMPROVE YOUR PROGRAM**

List Recent departmental professional development activities connected to student learning.

<table>
<thead>
<tr>
<th>Recent activities</th>
<th>Recent workshops/courses taken</th>
<th>Recent conferences/training</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pat Aranda gave a workshop on auditioning skills.</td>
<td></td>
<td></td>
<td>Tom DeDobay completed a sabbatical with an emphasis on vocal pedagogy.</td>
</tr>
</tbody>
</table>

How are student learning outcomes affected by these professional activities? What steps are recommended for improvement?
Pat Aranda gave a workshop along with Theatre professor Christa El-Said covering the differences and similarities of auditioning for collegiate and academic programs versus professional gigs and productions.

Discuss departmental engagement on campus in connection to student learning.

<table>
<thead>
<tr>
<th>Governance committees</th>
<th>Other college-related committees</th>
<th>Other campus participation</th>
</tr>
</thead>
</table>
Tom DeDobay was member of Faculty Senate 2008-2011

organizes a student recital each semester

produces choir concerts and instrumental concerts

Gus Gil advises various student music clubs

Tom DeDobay advised a student music club

How does your program benefit from your campus engagement?
The high visibility of the campus concerts, events, and club activities promote the music department offerings and increases student participation.

Teaching/Years of Service

<table>
<thead>
<tr>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5 years</td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

Given the data how has your program been impacted?
Since 2009 75% (3 of 4) full-time music faculty will have retired by summer 2012. None will have been replaced.

Does your program anticipate retirements within the next 3 years?
Yes, Tom DeDobay will retire in 2012.

Review Team Response
Program should be commended for providing college and community concerts. Review team is concerned that the program anticipates on having only one full-time faculty member for fall 2012 that will reflect a 75% decrease in faculty representation.

PROJECTED NEEDS

Is any part of the program funded by sources other than the instructional budget (such as grants, partnerships, or other means)? If yes, please identify the source, amount, and length of funding.

VTEA/Perkins funds have been used for equipment purchases in the past.

After reviewing and analyzing the data and assessment results in this report, please describe and provide rationale for any projected resource needs required to accomplish your Visionary Improvement Plan using the boxes below. Your requests should be based on student need.

FT Faculty:
Year 1:
Faculty member with specialization in commercial music with emphasis on music business, electronic music, rock history and guitar. This position is needed to support the Commercial Music AS degree and the proposed certificate program. In four years three full-time faculty will have retired as of summer 2012. This is a 75% reduction leaving only one full-time faculty member in the department. This will allow the Music program to expand and stay current with the increased demand and new trends in the music industry. The U.S. Bureau of Labor Statistics, Employment Projections show an increased need of 10% over the decade.

Hiring Criteria:

Institutional Level Considerations
Support efficiency over growth (# of sections remain the same)
Student need for courses or programs for transfer or vocational certificate
Supports diversity of college offerings
Supports institutional growth for programs that support student success (e.g., Success Centers, Counseling, Library, School Nurses)
New and emerging curriculum is necessary for student success (e.g., in Success Centers)
New direction of the college (e.g., Tech Prep/Career Pathways/CTE, Middle High School College)

Department Concerns
Separation of a FT faculty member that creates hardship on the department. Additional consideration needs to be given to replacing the position due to factors such faculty specialization (e.g., not all remaining faculty members can teach all of the classes), seniority of remaining faculty members, etc.
Adjunct to FT ratio is extremely skewed (note: The 75/25 ratio state mandate is campus wide not per department)
Adjunct faculty are difficult to find (quality and qualified, high turnover, specific skill sets, external agency licensure requirements)
Department has one FT faculty and course load, outside reporting (e.g., advisory committees) & responsibilities, etc. requires another FT faculty member.
Programs that have extensive technical requirements which are evolving (e.g., software, complex and varied labs)
Supports diversity of program and course offerings

Year 2:
Faculty member with specialization in vocal music with specialization in choral directing and voice instruction. In four years three full-time faculty will have retired as of summer 2012. This is a 75% reduction leaving only one full-time faculty member in the department. This will allow the Music program to expand and stay current with the increased demand and new trends in the music industry. The U.S. Bureau of Labor Statistics, Employment Projections show an increased need of 10% over the decade.

Hiring Criteria:

Institutional Level Considerations
Support efficiency over growth (# of sections remain the same)
Student need for courses or programs for transfer or vocational certificate
Supports diversity of college offerings
Supports institutional growth for programs that support student success (e.g., Success Centers, Counseling, Library, School Nurses)
New and emerging curriculum is necessary for student success (e.g., in Success Centers)
New direction of the college (e.g., Tech Prep/Career Pathways/CTE, Middle High School College)

Department Concerns
Separation of a FT faculty member that creates hardship on the department. Additional consideration needs to be given to replacing the position due to factors such faculty specialization (e.g., not all remaining faculty members can teach all of the classes), seniority of remaining faculty members, etc.
Adjunct to FT ratio is extremely skewed (note: The 75/25 ratio state mandate is campus wide not per department)
Adjunct faculty are difficult to find (quality and qualified, high turnover, specific skill sets, external agency licensure requirements)
Department has one FT faculty and course load, outside reporting (e.g., advisory committees) & responsibilities, etc. requires another FT faculty member.
Programs that have extensive technical requirements which are evolving (e.g., software, complex and varied labs)
Supports diversity of program and course offerings

Year 3:
Faculty member with specialization in string instruments to expand program offerings, support applied string instruction, and string ensembles. In four years three full-time faculty will have retired as of summer 2012. This is a 75% reduction leaving only one full-time faculty member in the department. This will allow the Music program to expand and stay current with the increased demand and new trends in the music industry. The U.S. Bureau of Labor Statistics, Employment Projections show an increased need of 10% over the decade.

Hiring Criteria:

Institutional Level Considerations
Support efficiency over growth (# of sections remain the same)
Student need for courses or programs for transfer or vocational certificate
Supports diversity of college offerings
Supports institutional growth for programs that support student success (e.g., Success Centers, Counseling, Library, School Nurses)
New direction of the college (e.g., Tech Prep/Career Pathways/CTE, Middle High School College)

Department Concerns
Separation of a FT faculty member that creates hardship on the department. Additional consideration needs to be given to replacing the position due to factors such faculty specialization (e.g., not all remaining faculty members can teach all of the classes), seniority of remaining faculty members, etc.
Faculty required by state accrediting body (such as in nursing, rad tech, aero, etc).
Adjunct to FT ratio is extremely skewed (note: The 75/25 ratio state mandate is campus wide not per department)
Adjunct faculty are difficult to find (quality and qualified, high turnover, specific skill sets, external agency licensure requirements)
Department has one FT faculty and course load, outside reporting (e.g., advisory committees) & responsibilities, etc. requires another FT faculty member.
Programs that have extensive technical requirements which are evolving (e.g., software, complex and varied labs)
Supports diversity of program and course offerings

STAFF
Commercial and Electronic Music Technician. With the expansion of the commercial music certificate program and technician would be needed for overseeing electronic music equipment, updating and maintaining of software, staffing needed student labs.

EQUIPMENT

Year 1
Concert Bass Drum with STBD suspended stand. Pearl Concert Series Bass Drum. 32" x 16" model # 473692 902. cost $1259.99, tax $103.95, shipping $100. Replacement needed to age and condition of current drum. 50B3 Stradivarius Series Bass Trombone. Model # 50B30G. price $4179.00, tax $344.77, shipping $75. This instrument is usually supplied by school band programs due to size and cost of instrument. Needed in the concert and jazz programs. This equipment is also required in order to continue teaching current curriculum and staying current with industry standards.

Year 2
Part of one of the Music Department VIPs is to apply for funding of needed electronic music equipment. These sources may include VTEA/Perkins, District funding, and private donors developed through the Foundation. The list of needed equipment will be added after the the research has been completed and the needed list compiled. This will allow the Music program to expand and stay current with the increased demand and new trends in the music industry. The U.S. Bureau of Labor Statistics, Employment Projections show an increased need of 10% over the decade.

SOFTWARE

TECHNOLOGY

OTHER
Year 2

Year 3

Review Team Response
Projected needs for the purchase of musical instruments is not supported or discussed in the V.I.P. section. Perhaps the music department could research the use of Perkins funds for the equipment requests. We commend the music department for discussing and listing specific new faculty qualifications that are needed to support and maintain the program in music.

Review Team Response
While there are areas that are unclear, overall the document would be useful for planning, supporting and improving student achievement and SLO’s. We commend the music department for discussing the need for new faculty and the musical activities on campus and the greater community. Other commendations include: • developing a plan to update courses • identifying the need to develop, research and re-design the music curriculum • to include a new commercial music certificate • and high retention rates for Ethnicity/Gender. Recommendations are: • include a discussion on the implications (important trends, enrollment, etc.) for the Music Program • V.I.P goals should match with projected needs for equipment requests • request from Institutional Research a needs assessment for careers in music • review team is concerned about the support of the music program due to the current and projected loss of full-time faculty representation.