

# Music Program Review

2011-2012

## 1. Program Description

### A. Description

The Music Program offers a diverse curriculum, designed for both music–majors as well as non-majors. The overall program provides students with the knowledge and experience for a broad understanding of the musical arts. The program is divided into four core subsections, “Music Theory, Music History and Literature, Instrumental Performance, and Vocal Performance. Students wanting to major in music are required to enroll in the core courses designed around their individual selected emphasis of study. Majors are expected to have a breadth of knowledge of Tonal Harmony based on the common practice period, Western History and Literature from the Middle Ages to current practice, Intermediate skills in piano proficiency, Individual lessons with students selected instrument of major, and performance experience with ensembles. Upon completion of the core courses, students are encouraged to enroll in the advance course of Music Theory, Ethnomusicology, Jazz studies, Music Technology, or Performance. In all course students are expected to develop critical think skills, evaluate through the Musical Arts their own beliefs and assumptions, as well as broadening their creative capabilities. To assist students to accomplish and develop their skills, the department has several performing ensembles, including, three levels of Vocal Ensembles, a Symphony Orchestra, Chamber Music Ensembles, Jazz Band, Opera and Musical Theater. The Ventura College Department of Music has been the catalyst in developing, The Ventura Music Festival, New West Symphony, Ventura Master Chorale and continues to be the center of the musical arts in Ventura county. Students graduating with an Associate of Arts in Music degree may transfer to a four-year institution to complete a Bachelor’s Degree. Career opportunities for music majors includes, performing artists with Symphony Orchestra, Opera and Musical Theater, studio musician, solo artist, composer, film and television composer, recording engineer, teacher in music, arts management, music librarian, orchestration and producer and executive director of musical events and organizations.

### B. Program Student Learning Outcomes - Successful students in the program are able to:

1. Apply from lessons of assigned course work and or knowledge and skills attained throughout the course work to new and varied subjects.
2. Use course work and information taught throughout the course to draw conclusions or create new sources of information that can be shared with others.
3. Generate new ideas, express themselves creatively, or solve complex problems in an original way.

### C. College Level Student learning Outcomes

1. Critical Thinking and Problem Solving
2. Communication
3. Information Competency

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### D. Estimated Costs (Required for Certificate of Achievement ONLY)

Music Certificate	Cost
Enrollment Fees	\$1116
Books	\$336
Supplies	\$38
Total	\$1490

### E. Criteria Used for Admission

### F. Vision

Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.

### G. Mission

Ventura College, one of the oldest comprehensive community colleges in California, provides a positive and accessible learning environment that is responsive to the needs of a highly diverse student body through a varied selection of disciplines, learning approaches and teaching methods including traditional classroom instruction, distance education, experiential learning, and co-curricular activities. It offers courses in basic skills; programs for students seeking an associate degree, certificate or license for job placement and advancement; curricula for students planning to transfer; and training programs to meet worker and employee needs. It is a leader in providing instruction and support for students with disabilities. With its commitment to workforce development in support of the State and region's economic viability, Ventura College takes pride in creating transfer, career technical and continuing education opportunities that promote success, develop students to their full potential, create lifelong learners, enhance personal growth and life enrichment and foster positive values for successful living and membership in a multicultural society. The College is committed to continual assessment of learning outcomes in order to maintain high quality courses and programs. Originally landscaped to be an arboretum, the College has a beautiful, park-like campus that serves as a vital community resource.

### H. Core Commitments

Ventura College is dedicated to following a set of enduring Core Commitments that shall guide it through changing times and give rise to its Vision, Mission and Goals.

- Student Success
- Respect
- Integrity
- Quality
- Collegiality
- Access
- Innovation
- Diversity
- Service
- Collaboration

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- Sustainability
- Continuous Improvement

### I. Degrees/Certificates

Program's courses are designed to articulate to UC and CSU for transfer students.

A.A. Music

Certificate of Achievement

### J. Program Strengths, Successes, and Significant Events

In 2010 two new full time faculty members were hired giving the department three full time faculty members, and on an average of twenty one dedicated part-time faculty. All of the required courses and the required additional course for a Music A.A. degree are transferable to the California State University systems, as well as to the University of California system.

UC and CS professors have recognized Ventura College Music Department for several years as having one of the best-prepared transferable students entering universities located in Southern California. We offer not only a strong academic environment for our students, but also the opportunity for students to interact with professional musicians and ensembles that are of eminent stature.

Ventura College Music Department has been one of the most influential cultural institutes in Ventura County. The departments visibility can, and has been seen participating, and or, has been the founding visionary for Ventura Counties cultural horizon.

Music Department faculty has in the past and is currently reaching out to the community by developing and founder of;

- 1) Founded, developed and music director of the first symphony orchestra, a course that was offered at VC for over 27 years known as (The Ventura County Symphony) developed over time and after leaving the college is now known as the (New West Symphony)
- 2) Founded and developed, and music director of the first chamber music series (Ventura City Hall Chamber Music Concert Series) for over eleven seasons
- 3) Founded, developed, and music director of the Ventura Music Festival for over 7 seasons.

Currently, faculty members through classes offered are involved with

- 1) The Ventura County Master Chorale
- 2) Ventura College Singers
- 3) Ventura Community Symphony Orchestra
- 4) Ventura College Opera and Musical Theater
- 5) Ventura College Jazz Band
- 6) Ventura College Chamber Music Ensembles
- 7) Ventura County Guitar Society
- 8) Ventura College Percussion Ensemble

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### Additional programs that reach out to our campus and to the community:

1) Guest Artist/Faculty Series – a concert series that brings to the campus professional renowned artist that collaborate with faculty artist.

2) Ventura County Ballet Company – In Collaboration with the Ventura College Symphony Orchestra, last year and this year will be presenting Tchaikovsky's "The Nutcracker"

All of the above groups perform throughout Ventura County and interact with other organization within the art world, as well as other department's disciplines on Ventura College campus, in particular the Dance Department, and Theater Department.

### Additional organizations that our music faculty members are currently involved with

- 1) Santa Barbara Opera (Choral Director)
- 2) Santa Clarita Symphony (Music Director)
- 3) Pacific Shores Symphony (Music Director)
- 4) Gold Coast Choir (Music Director)
- 5) Grammy Camp (Instrumental Professor)

These connections with the community throughout Ventura County audience's results in one of Ventura College's best outreach program that reaches out to over 20,000 community members each year.

In the year 2007 we received a large gift towards developing a music endowment that will provide an ongoing support for the Opera and Musical theater program and choral programs.

In 2008 we received another gift to begin a second endowment that will support all music programs.

In addition we receive a gift each year that supports an annual Violin concerto competition, allowing young artist from Ventura County to compete and have the ability to perform with the Ventura College Symphony Orchestra.

We continue to reach out to the community to increase our music endowments.

We are currently updating and revising all the courses in the program in order to update goals/objectives and text materials so that they comply with Title 5 regulations and the most recent articulation requirements.

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### K. Organizational Structure

President: Robin Calote

Executive Vice President: Ramiro Sanchez

Dean: Gwen Lewis-Huddleston

Department Chair:

### Instructors and Staff

<b>Name</b>	<b>Lawson, Robert</b>
Classification	Associate Professor
Year Hired	2000
Years of Work-Related Experience	
Degrees/Credentials	B.F.A., M.F.A.

<b>Name</b>	<b>Drayton, Leslie</b>
Classification	Assistant Professor
Year Hired	2010
Years of Work-Related Experience	
Degrees/Credentials	B.A., M.A.

<b>Name</b>	<b>Wilson, Brent</b>
Classification	Assistant Professor
Year Hired	2010
Years of Work-Related Experience	
Degrees/Credentials	B.A., M.M.

<b>Name</b>	
Classification	
Year Hired	
Years of Work-Related Experience	
Degrees/Credentials	

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## 2. Performance Expectations

A. Program Student Learning Outcomes - Successful students in the program are able to:

1. Apply from lessons of assigned course work and or knowledge and skills attained throughout the course work to new and varied subjects.
2. Use course work and information taught throughout the course to draw conclusions or create new sources of information that can be shared with others.
3. Generate new ideas, express themselves creatively, or solve complex problems in an original way.

B. Student Success Outcomes

1. The program will increase its retention rate from the average of the **program's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.
2. The program will increase its retention rate from the average of the **college's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.
3. The program will increase the student success rates from the average of the **program's** prior three-year success rates. The student success rate is the percentage of students who receive a grade of c or better.
4. The program will increase the student success rates from the average of the **college's** prior three-year success rates. The student success rate is the percentage of students who receive a grade of C or better.
5. Students will complete the program earning certificates and/or degrees.

C. Program Operating Outcomes

1. The program will maintain WSCH/FTEF above the 525 goal set by the district.
2. Inventory of instructional equipment is functional, but is not current, and otherwise not adequate to maintain a quality-learning environment. Inventory of all equipment over \$200 will be maintained and a replacement schedule will be developed. Service contracts for equipment over \$5,000 will be budgeted if funds are available.
3. The Music Department will continue to improve its curriculum and learning environment. The Program should review curriculum and assess equipment needs including maintenance, to assure that student needs are being met.
4. (SLO) shows that the Music Department needs to upgrade on its technology equipment. And accessibility for student use.
5. The program needs to increase its full time faculty to maintain a balanced program.

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### D. Courses to Student Learning Outcomes Map

#### Course to Program-Level Student Learning Outcome Mapping (CLSLO)

**I:** This program-level student learning outcome is **INTRODUCED** in this course.

**P:** This program-level student learning outcome is **PRACTICED** in this course.

**M:** This program-level student learning outcome is **MASTERED** in this course.

Leave blank if program-level student learning outcome is not addressed.

Courses	PLSLO #1	PLSLO #2	PLSLO #3
MUS V01	I	I	I
MUS V02A	I	I	P
MUS V02AL	I	I	P
MUS V02B	P	P	P
MUS V02BL	P	P	P
MUS V02D	I	P	M
MUS V02DL	P	P	M
MUS V02G	I	P	P
MUS V02H	I	P	P
MUS V03	I	P	P
MUS V07	I	P	P
MUS V08	I	P	P
MUS V09B	I	P	P
MUS V10	I	P	P
MUS V11	I	P	M
MUS V12	P	M	M
MUS V13	I	P	P
MUS V14A	I	P	I
MUS V14B	I	P	I
MUS V14C	I	P	I
MUS V15	P	P	P
MUS V16	P	P	P
MUS V17	I	P	P
MUS V19	P	P	M
MUS V21A	I	I	I
MUS V21B	I	I	I
MUS V21C	I	I	I
MUS V22A	P	P	M
MUS V22B	P	P	M
MUS V22C	P	P	M

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MUS V24A	I	I	I
MUS V24B	I	P	P
MUS V24C	I	P	P
MUS V24D	P	M	M
MUS V30	I	P	P
MUS V31A	I	P	P
MUS V31B	I	P	P
MUS V31C	I	P	P
MUS V31D	I	P	P
MUS V31E	I	P	P
MUS V31F	I	P	P
MUS V31G	I	P	P
MUS V31H	I	P	P
MUS V34	P	P	M
MUS V35	P	P	M
MUS V36	I	I	I
MUS V37	P	P	M
MUS V39	I	P	P
MUS V43	P	P	P
MUS V44	P	P	M
MUS V45	I	P	P
MUS V46	P	P	P
MUS V47	P	P	M
MUS V90	I	P	P



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### 3. Operating Information

#### A1: Budget Summary Table

To simplify the reporting and analysis of the Banner budget detail report, the budget accounts were consolidated into nine expense categories. The personnel categories include employee payroll expenses (benefits). The “3 Year Average” was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 expenses. The “FY11 College” expense percentages are included to provide a benchmark to compare the program’s expenses to the overall college expenses.

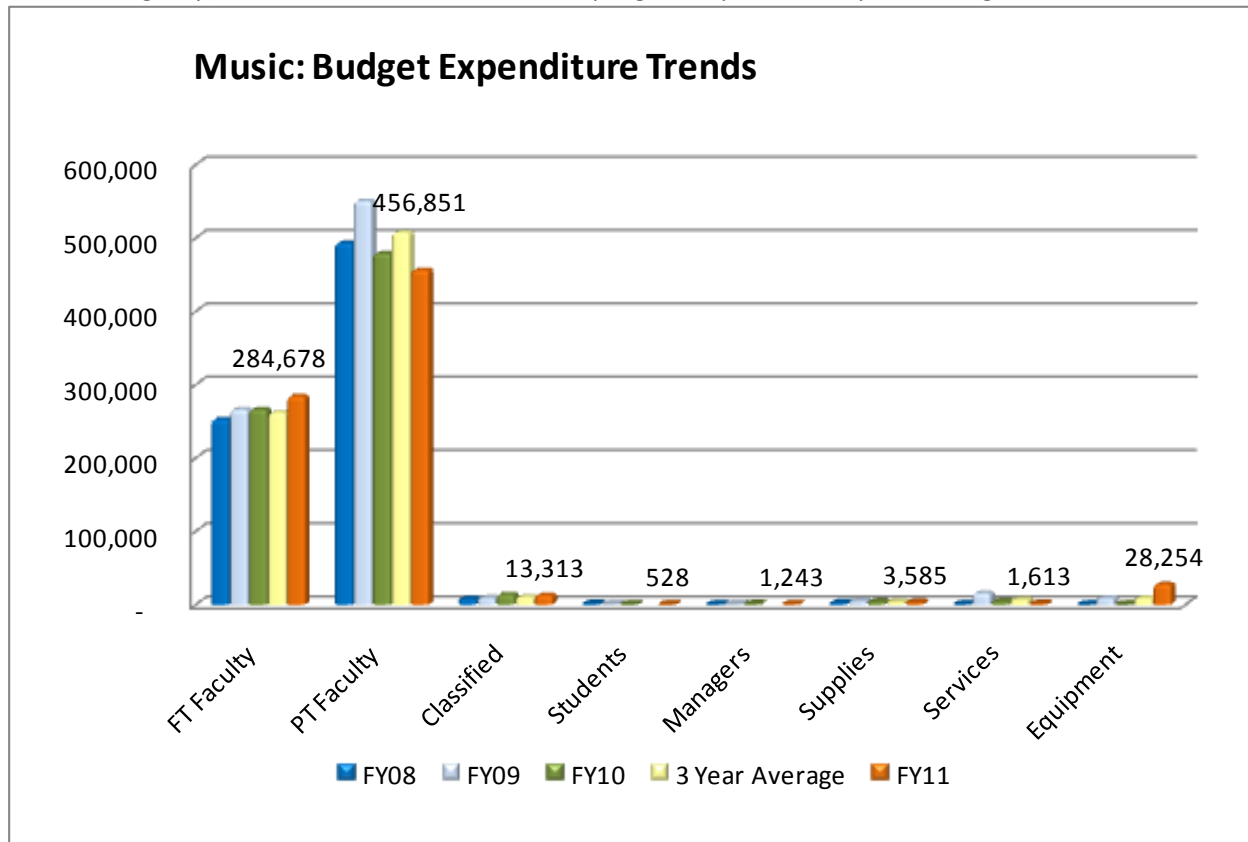
Music								
Category	Title	FY08	FY09	FY10	3 Year Average	FY11	FY11 Program	FY11 College
1	FT Faculty	253,088	266,765	266,583	262,145	284,678	9%	12%
2	PT Faculty	493,635	551,044	479,271	507,983	456,851	-10%	-10%
3	Classified	8,225	9,616	14,390	10,744	13,313	24%	-1%
4	Students	1,698	992	888		528		10%
6	Managers	577	857	1,397		1,243		-8%
7	Supplies	2,936	5,596	4,554	4,362	3,585	-18%	24%
8	Services	736	16,116	4,825	7,226	1,613	-78%	-17%
9	Equipment	-	9,345	-	9,345	28,254	202%	-42%
	<b>Total</b>	<b>760,895</b>	<b>860,331</b>	<b>771,908</b>	<b>797,711</b>	<b>790,065</b>	<b>-1%</b>	<b>0%</b>

# Music Program Review

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## A2: Budget Summary Chart

This chart illustrates the program's expense trends. The data label identifies the FY11 expenses (the last bar in each group). The second-to-last bar is the program's prior three year average.

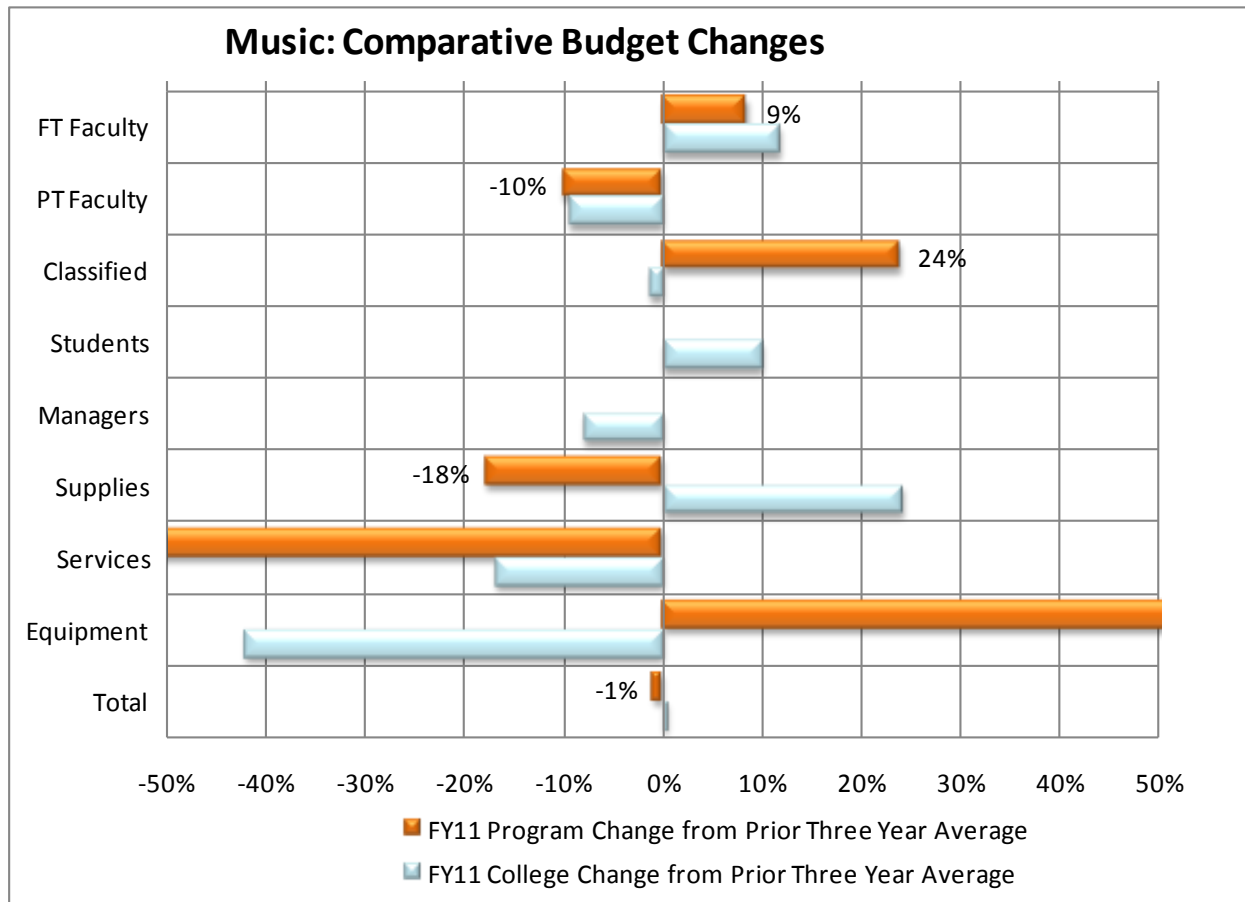


## Music Program Review

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### A3: Comparative Budget Changes Chart

This chart illustrates the percentage change from the prior three year average expense to the FY11 expenses. The top bar for each budget category represents the program's change in expenses and includes the data label. The second bar represents the college's change in expenses.



### A4: Budget Detail Report

The program's detail budget information is available in *Appendix A – Program Review Budget Report*. This report is a PDF document and is searchable. The budget information was extracted from the District's Banner Financial System. The program budget includes all expenses associated to the program's Banner program codes within the following funds: general fund (111), designated college equipment fund (114-35012), State supplies and equipment funds (128xx), and the technology refresh fund (445). The *Program Review Budget Report* is sorted by program (in alphabetical order) and includes the following sections: total program expenses summary; subtotal program expenses for each different program code; detail expenses by fund, organization and account; and program inventory (as posted in Banner). To simplify the report, the Banner personnel benefit accounts (3xxx) were consolidated into employee type benefit accounts (3xxx1 = FT Faculty, 3xxx2 = PT Faculty, 3xxx3 = Classified, etc.).

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### A5: Interpretation of the Program Budget Information

The FT faculty Budget Changes shows a 9% increase of expenditures over the last three years that is slightly lower than the college level. This increase reflects two new FT faculty members that were hired in Fall semester 2010.

The PT faculty reflects a reduction due to new FT faculty teaching those courses that were normally taught by PT faculty, and is a reduction in course offerings, due to displacement out of the G-building into trailers while building is under renovation.

The 24% increase of Classified is from music departments Provisional contracted employees. These provisional employees are needed piano accompanist. The department was underfunded in this area for several years, several courses that required this service was not funded. Because of a better understanding from administrators it was understood that this budget needed to be increased so that all courses were funded properly.

Supplies and services are reduced due to displacement out of the building.

Equipment increase is due to the one time purchase of a new Grand Piano purchased in 2010 for \$23,000.00

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### B1: Program Inventory Table

This chart shows the inventory (assets) as currently posted in the Banner Financial System. This inventory list is not complete and will require review by each program. Based on this review an updated inventory list will be maintained by the college. A result of developing a complete and accurate inventory list is to provide an adequate budget for equipment maintenance and replacement (total-cost-of-ownership). The college will be working on this later this fall.

Item	Vendor	Org	Fund	Purchased	Age	Price	Perm Inv #	Serial #
3/4 Size Double Bass W/D'Adda	World of Strings	30094	12819	1/12/2009	2	3,632	N00018707	N/A
3/4 Size Double Bass W/D'Adda	World of Strings	30094	12819	1/12/2009	2	3,632	N00018708	N/A
MB235LL/A iMac 24 Desktop Cor	Apple Computer	30094	12807	3/26/2009	2	1,393	N00018762	QP9090JVZE4
Yamaha Piano	Keyboard Conce	30094	12810	3/25/2004	7	3,143	N00011849	06185/YAMO/0104
Yamaha Piano	Keyboard Conce	30094	12810	3/25/2004	7	3,143	N00011846	06191/YAMO/0104
Yamaha Piano	Keyboard Conce	30094	12810	3/25/2004	7	3,143	N00011853	06168/YAMO/0104
Yamaha Piano	Keyboard Conce	30094	12810	3/25/2004	7	3,143	N00011852	06171/YAMO/0104
Yamaha Piano	Keyboard Conce	30094	12810	3/25/2004	7	3,143	N00011851	1606180
Yamaha Piano	Keyboard Conce	30094	12810	3/25/2004	7	3,143	N00011850	06184/YAMO/0104
Yamaha Piano	Keyboard Conce	30094	12810	3/25/2004	7	3,143	N00011847	06189/YAMO/0104
Yamaha Piano	Keyboard Conce	30094	12810	3/25/2004	7	3,143	N00011845	06192/YAMO/0104
Yamaha Piano	Keyboard Conce	30094	12810	3/25/2004	7	3,143	N00011844	06193/YAMO/0104
Yamaha Piano	Keyboard Conce	30094	111	3/25/2004	7	920	N00011843	06194/YAMO/0104
Yamaha Piano	Keyboard Conce	30094	12810	3/25/2004	7	3,572	N00011843	06194/YAMO/0104
Yamaha Piano	Keyboard Conce	30094	12810	3/25/2004	7	3,143	N00011848	06188/YAMO/0104
iMac M8492LL/A, Web proposal	Apple Computer	30094	111	1/4/2002	9	1,283	N00003036	RN1432RLF
iMac M8492LL/A, Web proposal	Apple Computer	30094	111	1/4/2002	9	1,283	N00003035	RN13320ZLFC
iMac M8492LL/A, Web proposal	Apple Computer	30094	111	1/4/2002	9	1,283	N00003034	RN14314P-FC
Equipment -Instructional	Keyboard Galeri	36030	121	3/20/2001	10	33,705	N00002749	124161
Bass Drum-Ludwig LEGB 86 w/ S	Steve Weiss Mu	36030	121	6/11/2001	10	5,108	N00002805	
						<b>87,241</b>		

## **Music Program Review**

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### B2: Interpretation of the Program Inventory Information

The Equipment list provided by Banner is incomplete and does not accurately reflect programs holdings. An inventory will take place this year to provide a more accurate equipment list. New percussion instruments, computers/printers and pianos have been purchased in the past two years. Large purchase of a new grand piano was purchased from a College Block grant.

The program has been displaced into trailers and into Guthrie Hall for a few of its required performances. Because of this displacement several pianos have been placed into storage, this has reduced the amount, and types of performances for courses that require performances.

As we move back into the newly renovated Performing Arts Center, we will need to increase our equipment holdings. This includes laptop computers in our new computer labs. Computers and projectors for smart classrooms, Pianos to replace several 40 year old Grand Pianos that are beginning deteriorate and lose the quality needed for a proper music program.

## Music Program Review

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C1: Productivity Terminology Table

<b>Sections</b>	A credit or non-credit class. Does not include not-for-credit classes (community education).
<b>Census</b>	Number of students enrolled at census (typically the 4 <sup>th</sup> week of class for fall and spring).
<b>FTES</b>	Full Time Equivalent Students A student in the classroom 15 hours/week for 35 weeks (or two semesters) = 525 student contact hours. 525 student contact hours = 1 FTES. Example: 400 student contact hours = $400/525 = 0.762$ FTES. The State apportionment process and District allocation model both use FTES as the primary funding criterion.
<b>FTEF</b>	Full Time Equivalent Faculty A faculty member teaching 15 units for two semesters (30 units for the year) = 1 FTE. Example: a 6 unit assignment = $6/30 = 0.20$ FTEF (annual). The college also computes semester FTEF by changing the denominator to 15 units. However, in the program review data, all FTE is annual. FTEF includes both Full-Time Faculty and Part-Time Faculty. FTEF in this program review includes faculty assigned to teach extra large sections (XL Faculty). This deviates from the district practice of not including these assignments as part of FTEF. However, it is necessary to account for these assignments to properly produce represent faculty productivity and associated costs.
<b>Cross Listed FTEF</b>	FTEF is assigned to all faculty teaching cross-listed sections. The FTEF assignment is proportional to the number of students enrolled at census. This deviates from the practice of assigning load only to the primary section. It is necessary to account for these cross-listed assignments to properly represent faculty productivity and associated costs.
<b>XL FTE</b>	Extra Large FTE: This is the calculated assignment for faculty assigned to extra large sections (greater than 60 census enrollments). The current practice is not to assign FTE. Example: if census > 60, 50% of the section FTE assignment for each additional group of 25 (additional tiers).
<b>WSCH</b>	Weekly Student Contact Hours The term "WSCH" is used as a total for weekly student contact hours AND as the ratio of the total WSCH divided by assigned FTEF. Example: 20 sections of 40 students at census enrolled for 3 hours per week taught by 4.00 FTEF faculty. $(20 \times 40 \times 3) = 2,400$ WSCH / 4.00 FTEF = 600 WSCH/FTEF.
<b>WSCH to FTES</b>	Using the example above: $2,400$ WSCH x 35 weeks = 84,000 student contact hours = $84,000 / 525 = 160$ FTES (see FTES definition). Simplified Formulas: $FTES = WSCH/15$ or $WSCH = FTES \times 15$
<b>District Goal</b>	Program WSCH ratio goal. WSCH/FTEF The District goal was set in 2006 to recognize the differences in program productivity.

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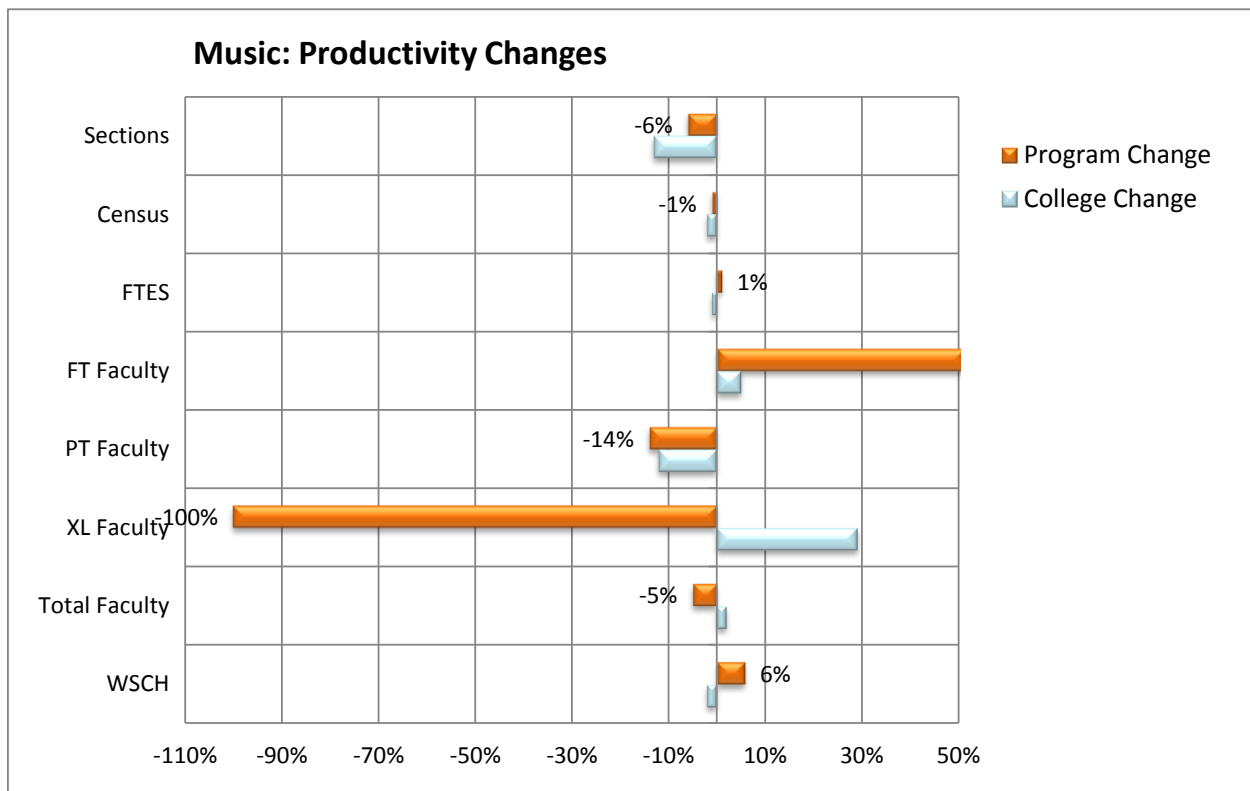
### C2: Productivity Summary Table

This table is a summary of the detail information provided in the *Program Review Productivity Report*. The “3 Year Average” was computed to provide a trend benchmark to compare the results of the prior three years to the FY11 results. The “FY11 College” percentages are included to provide a benchmark to compare the program’s percentages.

Title	FY08	FY09	FY10	3 Year Average	FY11	Program Change	College Change
Sections	180	178	168	175	164	-6%	-13%
Census	2,454	2,976	3,018	2,816	2,790	-1%	-2%
FTES	253	308	310	290	292	1%	-1%
FT Faculty	1.86	1.98	1.95	1.93	2.92	51%	5%
PT Faculty	8.84	8.91	7.50	8.42	7.21	-14%	-12%
XL Faculty	-	0.35	0.50	0.28	-	-100%	29%
Total Faculty	10.70	11.24	9.96	10.63	10.12	-5%	2%
WSCH	355	411	467	409	433	6%	-2%

### C3: Comparative Productivity Changes Chart

This chart illustrates the percentage change from the prior three year average productivity to the FY11 productivity. The top bar for each budget category represents the program’s change in productivity and includes the data label. The second bar represents the college’s change in productivity.





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### C4: Interpretation of the Program Productivity Information

Section offered has been decreasing due to program being displaced into trailers, less rooms to offer courses. Also colleges budget reductions required the Music department to reduce class offerings.

While there is a reduction of course offerings the department has progressively increased both in census and FTES.

Increase in FT faculty reflects two new FT hires in 2010.

The 100% decrease in XL faculty hours, reflects the classes that were offered in earlier years before moving into trailers. Trailers are limited to 35 students. Courses offered in Guthrie Hall that could have received XL status was restricted by VC administration to VC College reduction in budget.

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### D1: District WSCH Ratio Productivity Table

This table shows the District WSCH ratio (WSCH/FTEF) for each course by year for this program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table distributes FTEF to all cross-listed sections (proportional to census enrollment) but does not include the associated faculty costs of extra large assignment.

District WSCH Ratio = WSCH / (PT FTE + FT FTE).

District WSCH Ratio: Weekly Student Contact Hours/(FT FTE+PT FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
MUSV01	Fundamentals of Music	309	416	504	406	514	27%	460	112%
MUSV02A	Music Theory I: Diatonic Tonal	311	296	334	314	424	35%	460	92%
MUSV02AL	Ear Training I	461	439	489	463	596	29%	460	130%
MUSV02B	Music Theory II: Diatonic Tonal	338	270	368	325	315	-3%	460	68%
MUSV02BL	Ear Training II	473	428	551	484	473	-2%	460	103%
MUSV02C	Music Theory III: Chromatic Harmony	315	345	375	345	495	43%	460	108%
MUSV02CL	Ear Training III	473	540	563	525	743	41%	460	161%
MUSV02D	Music Theory IV: 16th c Counterpoint	345	315	420	360	450	25%	460	98%
MUSV02DL	Ear Training IV	495	473	630	533	653	23%	460	142%
MUSV02E	Music Theory V: 20th c Techniques	285	150	75	170	195	15%	460	42%
MUSV02F	Music Theory VI: Tonal Structure	240	225	195	220	150	-32%	460	33%
MUSV02G	Music Theory VII: 18th c Counterpoint	285	195	180	220	150	-32%	460	33%
MUSV02H	Music Theory VIII: Jazz Harmony	240	195	240	225	135	-40%	460	29%
MUSV03	Introduction to World Music	727	560	475	562	478	-15%	460	104%
MUSV05	Musicianship	120	-	-	120	-	-100%	460	0%
MUSV06	History of Rock and Roll	705	758	765	738	615	-17%	460	134%
MUSV07	History of Jazz	436	594	450	502	645	29%	460	140%
MUSV08	Music Appreciation	507	790	839	715	559	-22%	460	122%
MUSV09A	Music History & Literature I	285	705	1,230	740	525	-29%	460	114%
MUSV09B	Music History & Literature II	435	435	420	430	450	5%	460	98%
MUSV10	College Chorus	533	557	778	609	918	51%	460	199%
MUSV11	College Singers	278	285	992	366	654	78%	460	142%
MUSV12	Community Choir	607	625	699	639	670	5%	460	146%
<b>TOTAL</b>	<b>Annual District WSCH Ratio</b>	<b>355</b>	<b>423</b>	<b>491</b>	<b>420</b>	<b>433</b>	<b>3%</b>	<b>460</b>	<b>94%</b>

## Music Program Review 2011-2012

District WSCH Ratio: Weekly Student Contact Hours/(FT FTE+PT FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
MUSV13	Voice	-	580	580	580	540	-7%	460	117%
MUSV13A	Voice I	632	-	-	632	-	-100%	460	0%
MUSV13B	Voice II	629	-	-	629	-	-100%	460	0%
MUSV13C	Voice III	622	-	-	622	-	-100%	460	0%
MUSV13D	Voice IV	640	-	-	640	-	-100%	460	0%
MUSV14A	Beg. Orchestra: Strings	476	720	673	616	857	39%	460	186%
MUSV14B	Beg. Orchestra: Winds	480	706	728	692	860	24%	460	187%
MUSV14C	Beg. Orchestra: Percussion	480	719	728	641	857	34%	460	186%
MUSV15	Community Orchestra	467	700	707	599	809	35%	460	176%
MUSV16	Chorale	617	594	697	636	675	6%	460	147%
MUSV17	Jazz Band	300	350	310	324	280	-14%	460	61%
MUSV18	Band	588	-	-	588	-	-100%	460	0%
MUSV19	Choral Rehearsal/Performance	601	604	712	622	669	8%	460	145%
MUSV21A	Chamber Music: Woodwinds	420	693	621	584	583	0%	460	127%
MUSV21B	Chamber Music: Brass	420	741	619	639	636	-1%	460	138%
MUSV21C	Chamber Music: Strings/Keyboards	469	749	619	620	587	-5%	460	128%
MUSV22A	Adv Chamber Music: Woodwind	420	663	540	539	680	26%	460	148%
MUSV22B	Adv Chamber Music: Brass	-	700	700	700	-	-100%	460	0%
MUSV22C	Adv Chamber Music: Strings/Keyboard	452	756	615	560	507	-9%	460	110%
MUSV24A	Keyboards I	384	480	542	469	520	11%	460	113%
MUSV24B	Keyboards II	279	381	417	364	475	31%	460	103%
MUSV24C	Keyboards III	321	391	402	370	447	21%	460	97%
MUSV24D	Keyboards IV	309	395	437	370	458	24%	460	100%
MUSV30	Applied Music Study	653	683	601	646	940	46%	460	204%
<b>TOTAL</b>	<b>Annual District WSCH Ratio</b>	<b>355</b>	<b>423</b>	<b>491</b>	<b>420</b>	<b>433</b>	<b>3%</b>	<b>460</b>	<b>94%</b>

## Music Program Review

2011-2012

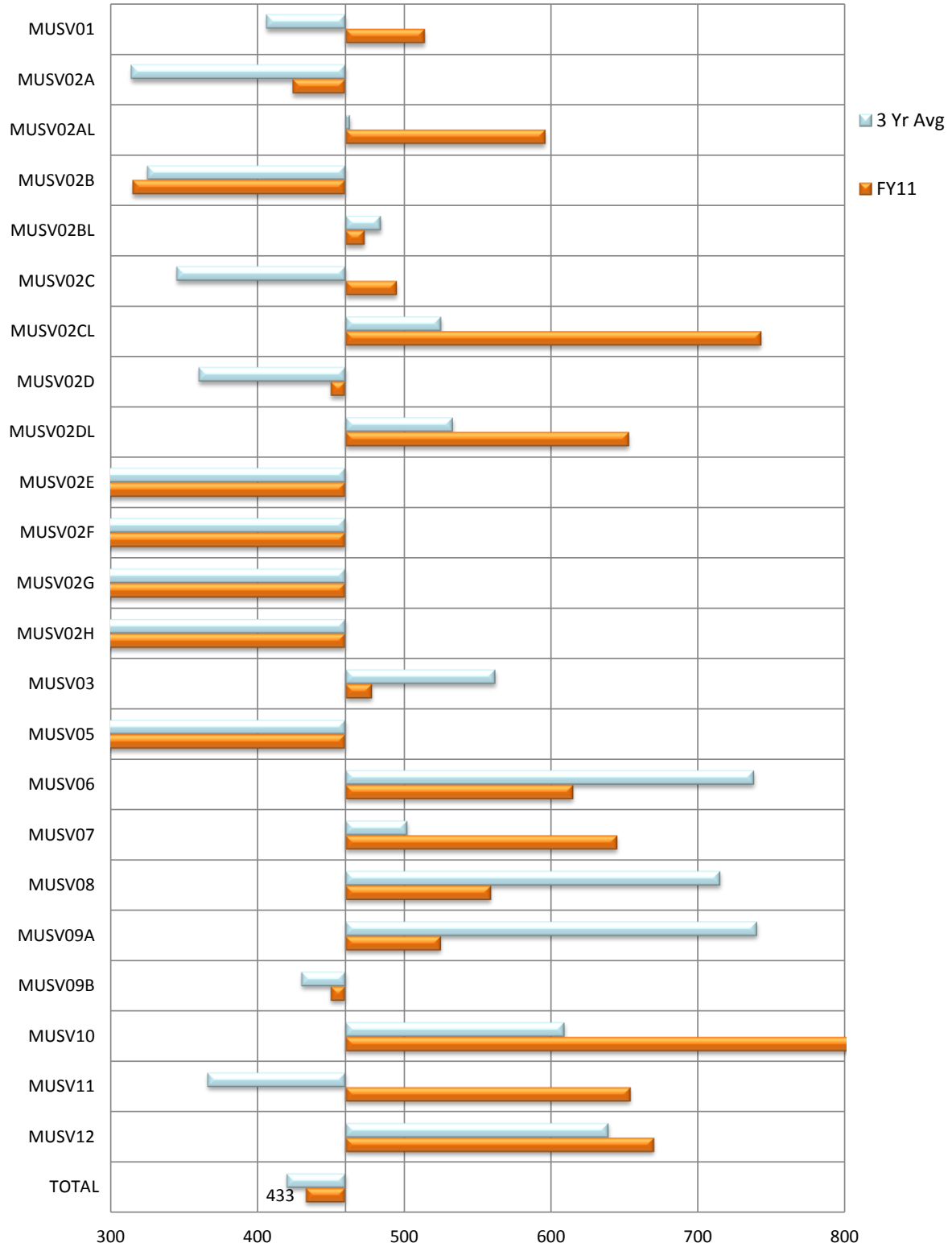
### D2: District WSCH Ratio Productivity Chart

This chart illustrates the course level District WSCH ratio. The top bar shows the program's three year average. The second bar shows the program's FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart.

# Music Program Review 2011-2012

**Music: District WSCH Ratio by Course**

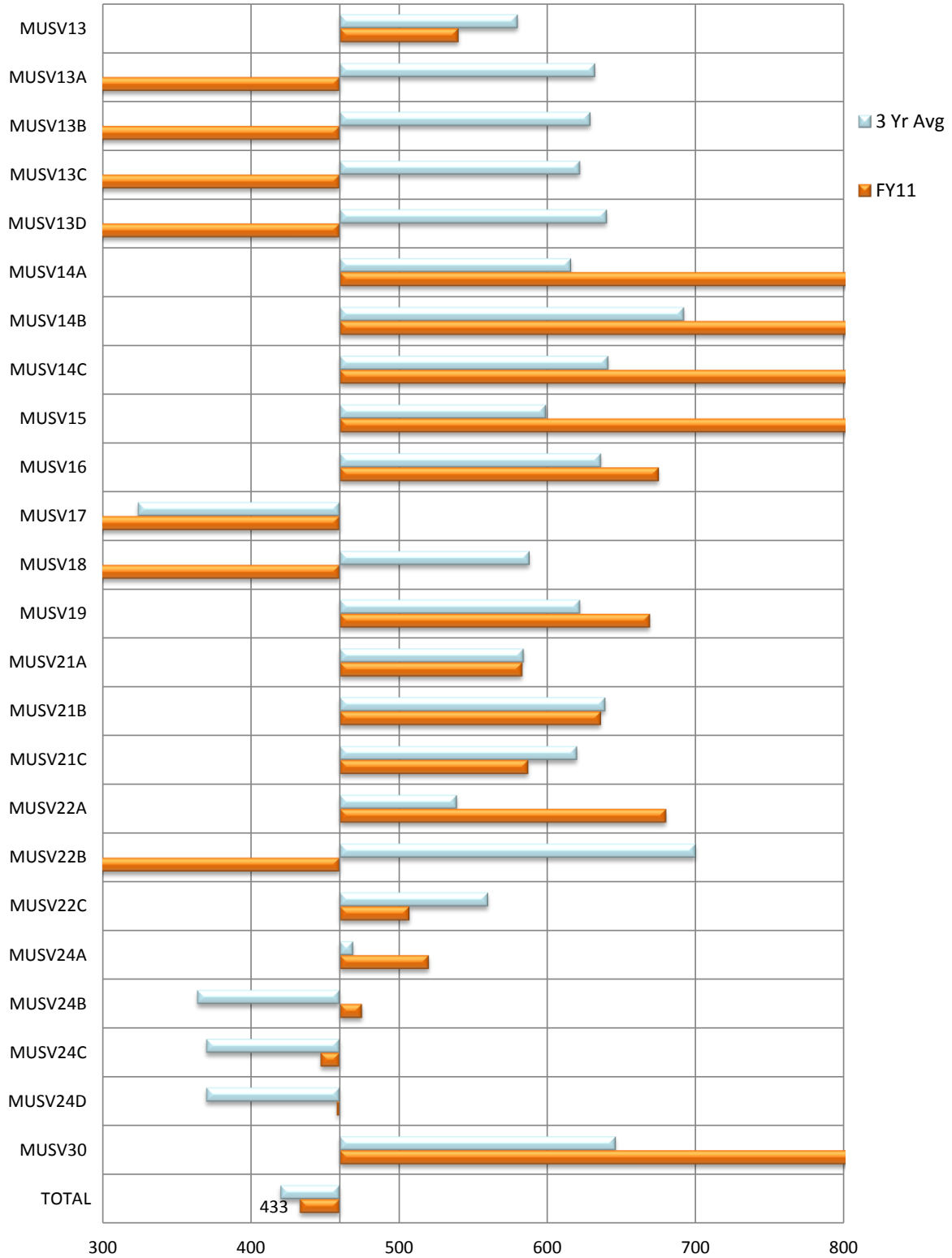
District Goal = 460



**Music Program Review**  
2011-2012

# Music Program Review 2011-2012

## Music: District WSCH Ratio by Course



## Music Program Review 2011-2012

### D3: College WSCH Ratio Productivity Table

This table shows the College's WSCH ratio (WSCH/FTEF) for each course by year for the program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table includes the associated faculty costs of extra large sections. Faculty teaching extra large sections are paid stipends equal to 50% of their section FTE assignment for each group of 25 students beyond the first 60 students (calculated in this table as XL FTE). This College WSCH Ratio is a more valid representation of WSCH productivity. The College WSCH Ratio will be used in the program review process.

College WSCH Ratio = WSCH / (PT FTE + FT FTE + XL FTE)

College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
MUSV01	Fundamentals of Music	309	416	504	406	514	27%	460	112%
MUSV02A	Music Theory I: Diatonic Tonal	311	296	334	314	424	35%	460	92%
MUSV02AL	Ear Training I	461	439	489	463	596	29%	460	130%
MUSV02B	Music Theory II: Diatonic Tonal	338	270	368	325	315	-3%	460	68%
MUSV02BL	Ear Training II	473	428	551	484	473	-2%	460	103%
MUSV02C	Music Theory III: Chromtic Hrmny	315	345	375	345	495	43%	460	108%
MUSV02CL	Ear Training III	473	540	563	525	743	41%	460	161%
MUSV02D	Music Theory IV: 16th c Cntrpnt	345	315	420	360	450	25%	460	98%
MUSV02DL	Ear Training IV	495	473	630	533	653	23%	460	142%
MUSV02E	Music Theory V: 20th c Techniq	285	150	75	170	195	15%	460	42%
MUSV02F	Music Theory VI: Tonal Structur	240	225	195	220	150	-32%	460	33%
MUSV02G	Music Theory VII: 18th c Cntrpn	285	195	180	220	150	-32%	460	33%
MUSV02H	Music Theory VIII: Jazz Harmony	240	195	240	225	135	-40%	460	29%
MUSV03	Introduction to World Music	727	560	475	562	478	-15%	460	104%
MUSV05	Musicianship	120	-	-	120	-	-100%	460	0%
MUSV06	History of Rock and Roll	705	758	765	738	615	-17%	460	134%
MUSV07	History of Jazz	436	594	450	502	645	29%	460	140%
MUSV08	Music Appreciation	507	648	663	614	559	-9%	460	122%
MUSV09A	Music History & Literature I	285	705	820	634	525	-17%	460	114%
MUSV09B	Music History & Literature II	435	435	420	430	450	5%	460	98%
MUSV10	College Chorus	533	557	778	609	918	51%	460	199%
MUSV11	College Singers	278	285	992	366	654	78%	460	142%
MUSV12	Community Choir	607	625	699	639	670	5%	460	146%
<b>TOTAL</b>	<b>Annual College WSCH Ratio</b>	<b>355</b>	<b>410</b>	<b>466</b>	<b>409</b>	<b>433</b>	<b>6%</b>	<b>460</b>	<b>94%</b>



## Music Program Review 2011-2012

College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
MUSV13	Voice	-	580	580	580	540	-7%	460	117%
MUSV13A	Voice I	632	-	-	632	-	-100%	460	0%
MUSV13B	Voice II	629	-	-	629	-	-100%	460	0%
MUSV13C	Voice III	622	-	-	622	-	-100%	460	0%
MUSV13D	Voice IV	640	-	-	640	-	-100%	460	0%
MUSV14A	Beg. Orchestra: Strings	476	720	673	616	857	39%	460	186%
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MUSV17	Jazz Band	300	350	310	324	280	-14%	460	61%
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MUSV21C	Chamber Music: Strings/Keyboa	469	749	619	620	587	-5%	460	128%
MUSV22A	Adv Chamber Music: Woodwind	420	663	540	539	680	26%	460	148%
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MUSV24A	Keyboards I	384	480	542	469	520	11%	460	113%
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MUSV24C	Keyboards III	321	391	402	370	447	21%	460	97%
MUSV24D	Keyboards IV	309	395	437	370	458	24%	460	100%
MUSV30	Applied Music Study	653	683	601	646	940	46%	460	204%
<b>TOTAL</b>	<b>Annual College WSCH Ratio</b>	<b>355</b>	<b>410</b>	<b>466</b>	<b>409</b>	<b>433</b>	<b>6%</b>	<b>460</b>	<b>94%</b>

**Music Program Review**  
2011-2012

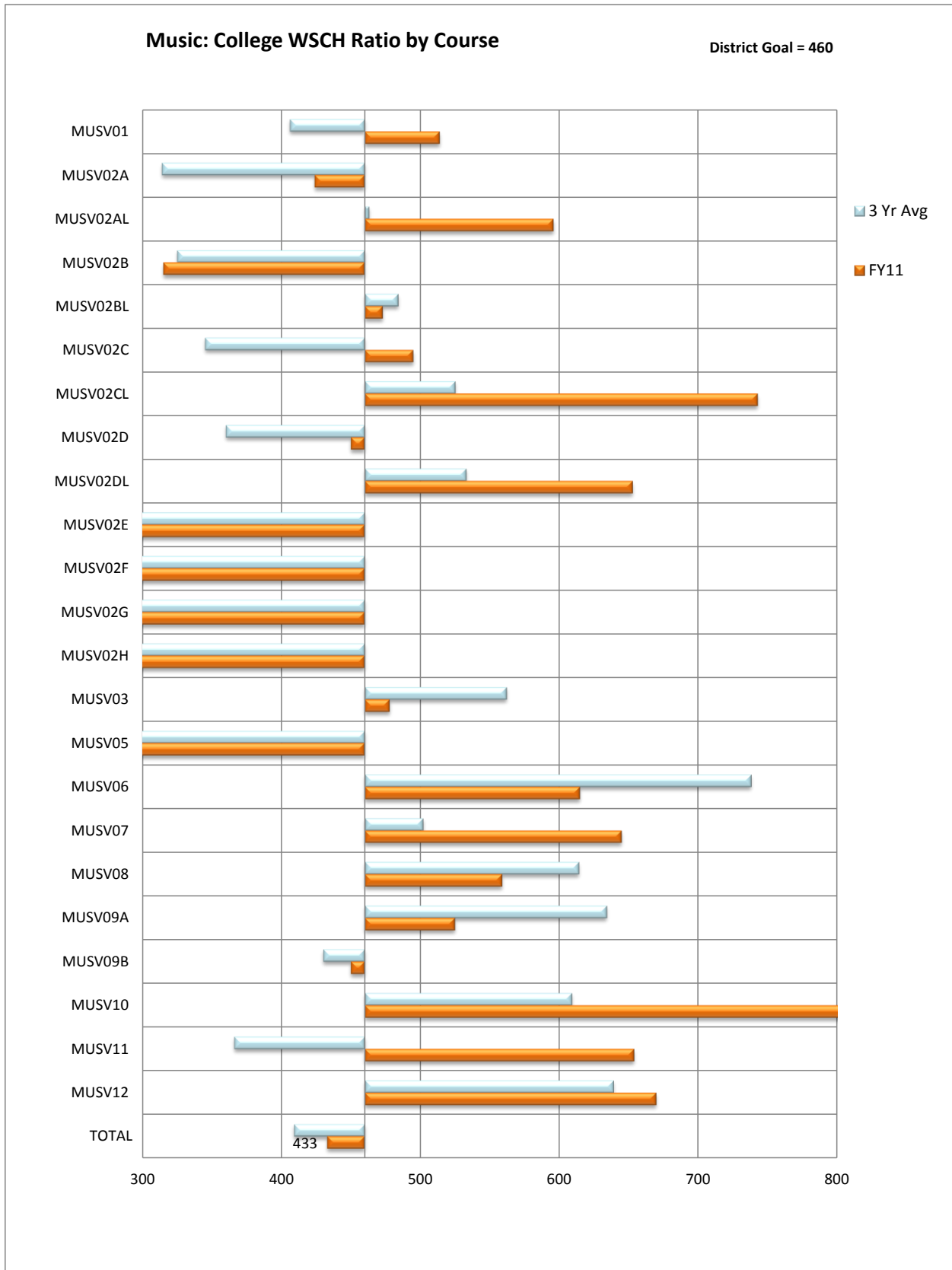
## Music Program Review

2011-2012

### D4: College WSCH Ratio Productivity Chart

This chart illustrates the course level College WSCH ratio. The top bar shows the program's three year average. The second bar shows the FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart. The computation used for the College WSCH Ratio includes XL FTE (extra-large sections) and the assignment of FTEF to all cross-listed sections (proportional to census enrollment).

# Music Program Review 2011-2012



# Music Program Review

## 2011-2012



## Music Program Review

2011-2012

### D5: Productivity Detail Report

The program's detail productivity information is available in *Appendix B – Program Review Productivity Report*. This report is a PDF document and is searchable. The productivity information was extracted from the District's Banner Student System. The productivity information includes all information associated with the program's subject codes. The *Program Review Productivity Report* is sorted by subject code (alphabetical order) and includes the following sections: productivity measures and WSCH ratios by course by year.

### D6: Interpretation of the Program Course Productivity Information

The D2 charts show a mixed variation of WSCH/FTEF. The average from district is 460 and for the 3yr average the department reflects 420, with fall 11 at 433 representing in a 3% growth. This growth is remarkable considering that the department has been moved in to trailers that limit enrollment in to courses, and not allowing oversize classes that would increase the WSCH ratio.

The department is currently beginning to revise its course offerings for the Fall 2012. Courses that have been under 300 for three consecutive years will not be offered, as in V02E, V02F.

## Music Program Review

2011-2012

### E1: Student Success Terminology

<b>Census</b>	Number of students enrolled at Census (typically the 4 <sup>th</sup> week of class for fall and spring). Census enrollment is used to compute WSCH and FTES for funding purposes.
<b>Retain</b>	Students completing the class with any grade other than W or DR divided by Census Example: 40 students enrolled, 5 students dropped prior to census, 35 students were enrolled at census, 25 students completed the class with a grade other than W or DR: Retention Rate = 25/35 = 71%
<b>Success</b>	Students completing the class with grades A, B, C, CR or P divided by Census Excludes students with grades D, F, or NC.

### E2: Student Success Summary

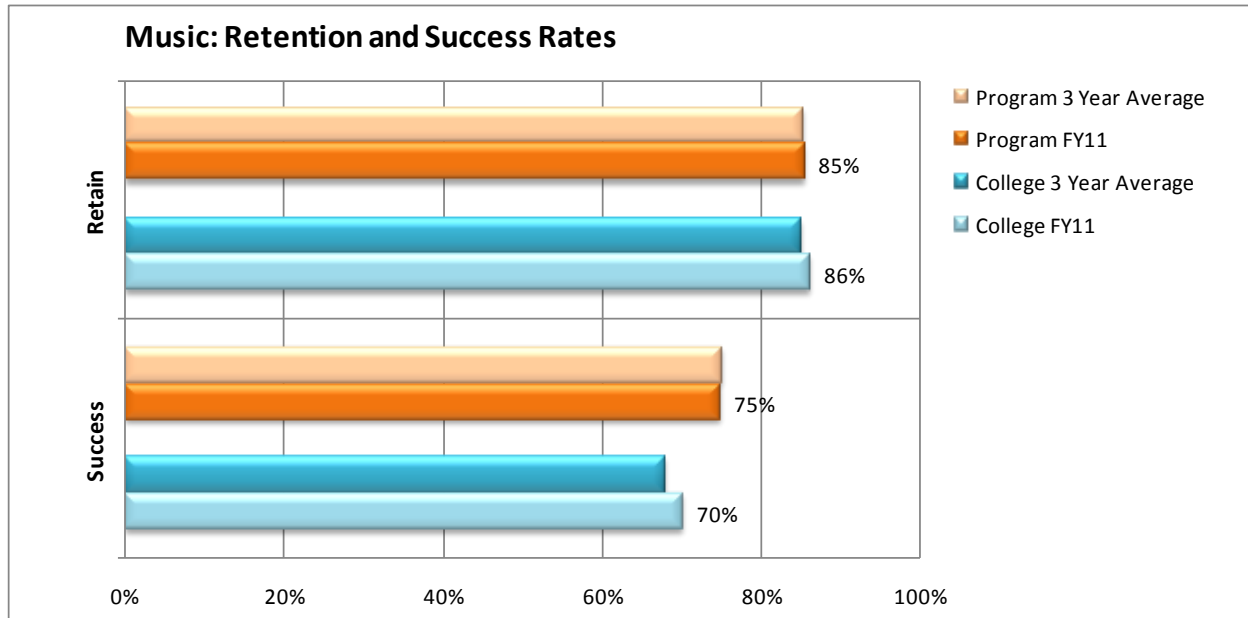
The following two tables summarize the detail information provided in the *Appendix C - Program Review Student Success Report*. The first table shows the number of students. The second table shows the percentage of students. Both tables show the distribution of student grades by year for the program (subject). They show the number of students who were counted at census, completed the class (retention), and were successful. The “3 Year Average” was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 success measures. The “College” success percentages are included to compare the results of the program to the results of the college.

Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
MUS	FY08	1,229	414	192	21	56	163	349	7	2,433	2,080	1,856
MUS	FY09	1,328	571	262	21	81	200	457	9	2,930	2,471	2,182
MUS	FY10	1,361	549	298	17	79	258	425	4	2,992	2,566	2,225
MUS	3 Year Avg	1,306	511	251	20	72	207	410	7	2,785	2,372	2,088
MUS	FY11	1,289	506	279	14	83	199	403	18	2,795	2,384	2,088
Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
MUS	FY08	51%	17%	8%	1%	2%	7%	14%	0%		85%	76%
MUS	FY09	45%	19%	9%	1%	3%	7%	16%	0%		84%	74%
MUS	FY10	45%	18%	10%	1%	3%	9%	14%	0%		86%	74%
MUS	3 Year Avg	47%	18%	9%	1%	3%	7%	15%	0%		85%	75%
MUS	FY11	46%	18%	10%	1%	3%	7%	14%	1%		85%	75%
<b>College</b>	<b>3 Year Avg</b>	<b>33%</b>	<b>19%</b>	<b>12%</b>	<b>5%</b>	<b>5%</b>	<b>10%</b>	<b>15%</b>	<b>2%</b>		<b>85%</b>	<b>68%</b>
College	FY11	33%	20%	13%	3%	5%	10%	14%	2%		86%	70%

## Music Program Review 2011-2012

### E3: Retention and Success Rates

This chart illustrates the retention and success rates of students who were counted at census. Each measure has four bars. The first bar represents the program's prior three year average percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.

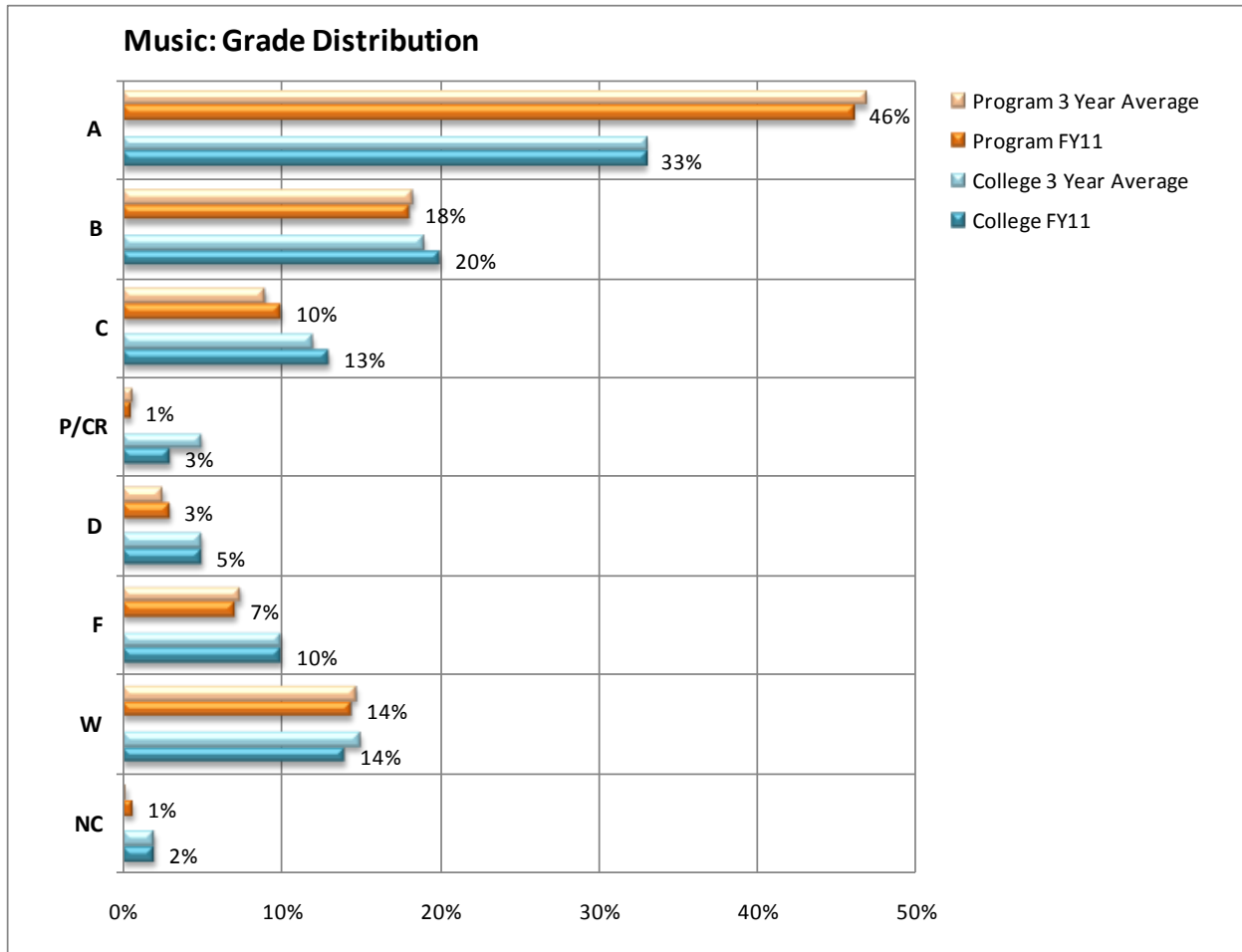




## Music Program Review 2011-2012

### E4: Grade Distribution

This chart illustrates the program's distribution of grades (by subject). Each grade has four bars. The first bar represents the program's prior three year average percent of grades. The second bar shows last year's (FY11) grade distribution percents. The third and fourth bars represent the overall college distribution percents.



### E5: Student Success Detail Report

The program student success detail information is available in *Appendix C – Program Review Student Success Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student success information includes all information associated with the program's subject codes. The *Program Review Student Success Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary and course detail by term. The following table defines the terminology.

## **Music Program Review**

2011-2012

### E6: Interpretation of Program Retention, Student Success, and Grade Distribution

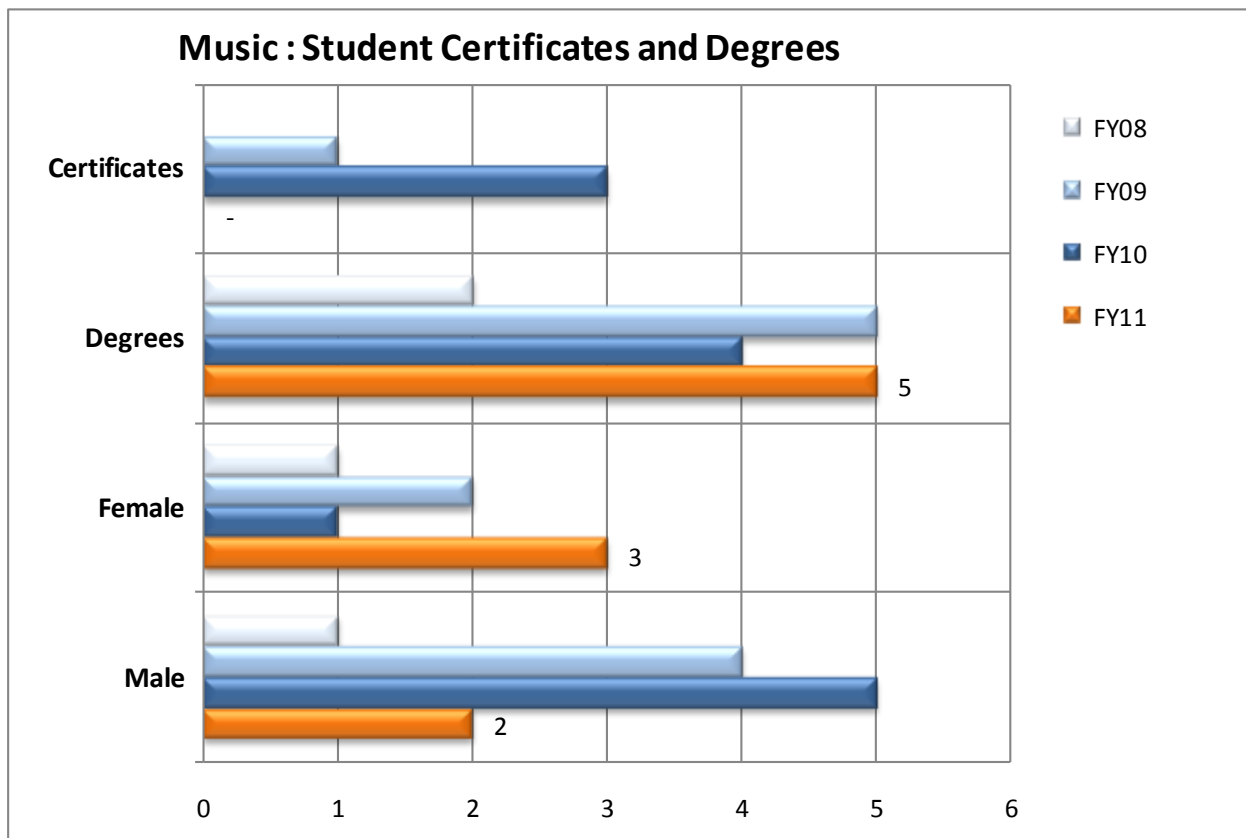
Student success and retention rates are slightly higher than that of the college 3 year average. The Grade distribution rate is parallel to the college with all grades with the exception of students receiving the letter grade A, Music department reflects 46% receiving A's while the college reflects 33%.

## Music Program Review 2011-2012

### F1: Program Completion – Student Awards

This table shows the number of students who completed a program certificate or degree during the fiscal year. Gender distribution is included. The following chart illustrates this information.

Program	FY	Certificates	Degrees	Female	Male
Music	FY08	-	2	1	1
Music	FY09	1	5	2	4
Music	FY10	3	4	1	5
Music	FY11	-	5	3	2
<b>Total Awards in 4 Years</b>		<b>4</b>	<b>16</b>	<b>7</b>	<b>12</b>



### F2: Interpretation of the Program Completion Information

The low number of Music certificates and receiving AA degrees awarded is due to the fact that most students taking coursework in music program are transfer students. Concerned about their transfer eligibility and acceptance to a UC or CSU, students will sometimes take more units than required to receive an AA degree in music. In general there are more male students as music majors than females, more studies need to be taken for clearer results.

## Music Program Review 2011-2012

### G1: Student Demographics Summary Tables

This table shows the program and college census enrollments for each demographic category. It also shows the average age of the students. The program FY11 results can be compared to its prior three year average, the college FY11 results, and the college prior three year average.

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
MUS	FY08,	643	1,192	90	78	31	52	42	305	898	1,495	40	30
MUS	FY09,	1,047	1,166	102	158	23	64	58	312	1,134	1,766	30	27
MUS	FY10,	1,022	1,279	109	143	14	73	54	298	1,177	1,794	21	26
<b>MUS</b>	<b>3 Year Avg</b>	<b>904</b>	<b>1,212</b>	<b>100</b>	<b>126</b>	<b>23</b>	<b>63</b>	<b>51</b>	<b>305</b>	<b>1,070</b>	<b>1,685</b>	<b>30</b>	<b>28</b>
<b>MUS</b>	<b>FY11</b>	<b>990</b>	<b>1,146</b>	<b>127</b>	<b>155</b>	<b>27</b>	<b>70</b>	<b>50</b>	<b>230</b>	<b>1,143</b>	<b>1,639</b>	<b>13</b>	<b>25</b>
College	3 Year Avg	11,806	11,169	988	1,005	217	827	403	2,302	15,888	12,694	134	27
<b>College</b>	<b>FY11</b>	<b>13,034</b>	<b>10,566</b>	<b>977</b>	<b>1,040</b>	<b>196</b>	<b>886</b>	<b>402</b>	<b>1,688</b>	<b>15,734</b>	<b>13,014</b>	<b>40</b>	<b>24</b>

This table shows the program and college percentage of census enrollments for each demographic category.

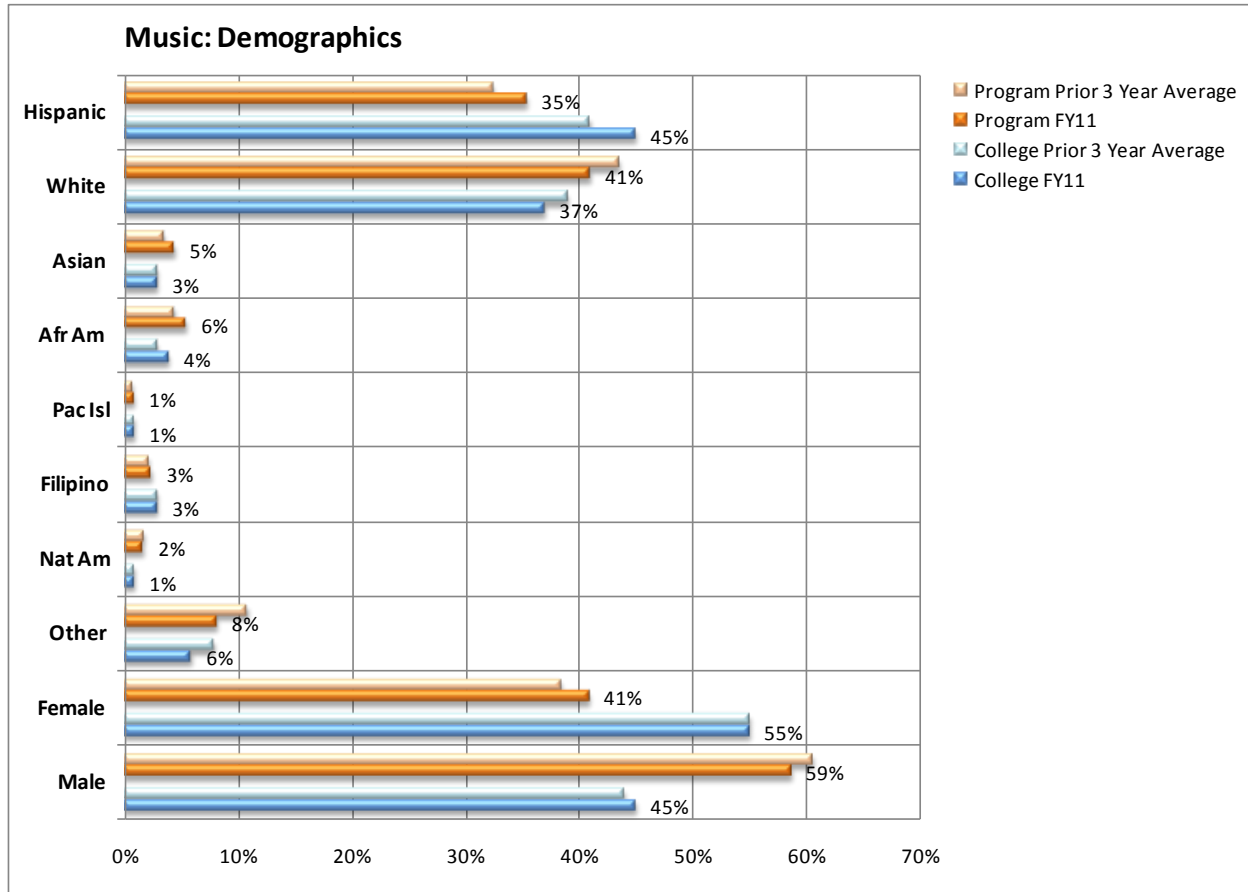
Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
MUS	FY08,	26%	49%	4%	3%	1%	2%	2%	13%	37%	61%	2%	30
MUS	FY09,	36%	40%	3%	5%	1%	2%	2%	11%	39%	60%	1%	27
MUS	FY10,	34%	43%	4%	5%	0%	2%	2%	10%	39%	60%	1%	26
MUS	3 Year Avg	32%	44%	4%	5%	1%	2%	2%	11%	38%	61%	1%	28
<b>MUS</b>	<b>FY11</b>	<b>35%</b>	<b>41%</b>	<b>5%</b>	<b>6%</b>	<b>1%</b>	<b>3%</b>	<b>2%</b>	<b>8%</b>	<b>41%</b>	<b>59%</b>	<b>0%</b>	<b>25</b>
College	3 Year Avg	41%	39%	3%	3%	1%	3%	1%	8%	55%	44%	0%	27
<b>College</b>	<b>FY11</b>	<b>45%</b>	<b>37%</b>	<b>3%</b>	<b>4%</b>	<b>1%</b>	<b>3%</b>	<b>1%</b>	<b>6%</b>	<b>55%</b>	<b>45%</b>	<b>0%</b>	<b>24</b>

## Music Program Review

2011-2012

### G2: Student Demographics Chart

This chart illustrates the program's percentages of students by ethnic group. . Each group has four bars. The first bar represents the program's prior three year percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.



### G3: Student Demographics Detail Report

The program student success detail information is available in *Appendix D – Program Review Student Demographics Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student demographic information includes all information associated with the program's subject codes. The *Program Review Student Demographics Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary by year, and detail demographics by term and course.

## **Music Program Review**

2011-2012

### G4: Interpretation of the Program Demographic Information

.The Music departments Demographic clearly shows a increase with the Hispanic population. Also clear is the increase of females and a decrease in Males. All other ethnic distribution in Music has remained relatively consistent with the college levels.

# Music Program Review

2011-2012

## 4. Performance Assessment

### A1: Program-Level Student Learning Outcomes

Program-Level Student Learning Outcome 1	Performance Indicators
Apply from lessons of assigned course work and or knowledge and skills attained throughout the course work to new and varied subjects.	Identify and write the basic concepts of music notation; demonstrate knowledge of basic concepts in accurate performances; perform in class and the semester recital with some confidence.
<b>Operating Information</b>	
In MUS 24A 94% of the students were successful in achievement of receiving a B or higher	
<b>Analysis – Assessment</b>	
To stay up-to –date with software needed for teaching this course. To have proper equipment and well maintained keyboards.	

Program-Level Student Learning Outcome 2	Performance Indicators
Use course work and information taught throughout the course to draw conclusions or create new sources of information that can be shared with others.	Current tests and Lab work are being collected to evaluate the success of these courses.
<b>Operating Information</b>	
Insufficient data is available to assess this PLSLO	
<b>Analysis – Assessment</b>	
Data is currently being collected to further the analysis.	

## Music Program Review

2011-2012

Program-Level Student Learning Outcome 3	Performance Indicators
Generate new ideas, students express themselves creatively, or solve complex problems in an original way.	<p style="color: red;">Students have opportunities to perform once a week. An analysis and evaluation is measured with each performance.</p> <p style="color: red;">A final performance is given at the end of each semester.</p>
<b>Operating Information</b>	
Students are given techniques to increase performance level through course lectures, and through lab course work. To gain skills on an instrument, to prepare them for performances.	
<b>Analysis – Assessment</b>	
95% of students continue to express themselves, finding creative ways to express through music. They solve complex rhythm problems, as well/ as intonation, and musical phrasing. Music Departments Core offerings of courses is required to achieve this 95% rating.	



# Music Program Review

2011-2012

## 4B: Student Success Outcomes

Student Success Outcome 1	Performance Indicators
The program will increase its retention rate from the average of the <b>program's</b> prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.	The program will increase the retention rate by 2% or more above the average of the <b>program's</b> retention rate for the prior three years.
<b>Operating Information</b>	
Music Departments prior three year average retention rate was 85% . Music FY11 retention rate is 85%. (3E2 and 3E3)	
<b>Analysis – Assessment</b>	
In FY11 music students maintained its retention rate. The music department will begin discussion on how to increase its retention rate.	

Student Success Outcome 2	Performance Indicators
The program will increase its retention rate from the average of the <b>college's</b> prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.	The program will increase the retention rate by 2% or more above the average of the <b>college</b> retention rate for the prior three years.
<b>Operating Information</b>	
Music Departments prior three year average retention rate was 85% . The College FY11 retention rate is 85%. (3E2 and 3E3)	
<b>Analysis – Assessment</b>	
In FY11 music students maintained its retention rate. The music department will begin discussion on how to increase its retention rate.	

## Music Program Review

2011-2012

Student Success Outcome 3	Performance Indicators
The program will increase the student success rates from the average of the <b>program's</b> prior three-year success rates. The student success rate is the percentage of students at census who receive a grade of C or better.	The program will increase student success rate by 2% or more above the <b>program's</b> average student success rate for the prior three years.
<b>Operating Information</b>	
Music department prior three average student success rate was 75%. Music FY11 Student success rate was 75% (3E2 and 3E3)	
<b>Analysis – Assessment</b>	
In FY11 music students maintained its Student Success rate. The music department will begin discussion on how to increase its student success rate.	

Student Success Outcome 4	Performance Indicators
The program will increase the student success rates from the average of the <b>college's</b> prior three-year success rates. The student success rate is the percentage of students at census who receive a grade of C or better.	The program student success will increase by 5% over the average of the <b>college's</b> student success rate for the prior three years.
<b>Operating Information</b>	
Music Departments prior three year average for Student Success rate was 75% . The college's FY11 its Student Success rate is 70%. (3E2 and 3E3)	
<b>Analysis – Assessment</b>	
In FY11, The Music departments Student Success rate was 7% greater then the College's prior 3 year average. This success is reflects the dedication from Music Faculty, increase in office hours for both PT and FT faculty. Also new teaching techniques that were discussed in department meetings.	

## Music Program Review

2011-2012

<b>Student Success Outcome 5</b>	<b>Performance Indicators</b>
Students will complete the program earning certificates and/or degrees.	Increase the number of students earning a certificate to a minimum of 20% of the number of students enrolled in second-year courses.
<b>Operating Information</b>	
Only four Certificates were awarded in the last 4 years. There were 16 AA degrees awarded in the last 4 years. ( 3F1 and 3F2 Program Completion)	
<b>Analysis – Assessment</b>	
The number of Certificates and AA degrees has been low. Students in the Music Program are usually transfer students. The results show a slight increase of both certificate and AA over the past 6 years. With the new passing of SB 1440, instructors are beginning to encourage students to receive the AA degree in Music.	

## Music Program Review

2011-2012

### C. Program Operating Outcomes

Program Operating Outcome 1	Performance Indicators
The program will maintain WSCH/FTEF above the 525 goal set by the district.	The program will exceed the efficiency goal of 525 set by the district by 2%.
<b>Operating Information</b>	
WSCH/Faculty FTE ratio data as reported in 3D3 and 3D4 indicates an efficiency of 433; While the District is rated as 460.	
<b>Analysis – Assessment</b>	
While the Efficiency appears to be lower then expected. There are a hand full of classes that are upper level that have low enrollment, this effects the Music departments over all efficiency rate. When looking at individual courses the efficiency rate is higher the District Goal. Currently the Music Department is offering course in temporary trailers with a limit on student enrollment this has also effected our WSCH/FTE.	

Program Operating Outcome 2	Performance Indicators
Inventory of instructional equipment is functional, current, and otherwise adequate to maintain a quality-learning environment. Inventory of all equipment over \$200 will be maintained and a replacement schedule will be developed. Service contracts for equipment over \$5000 will be budgeted if funds are available.	A current inventory of all equipment in the Music program will be maintained. Equipment having a value over \$5000 will have a service contract. A schedule for service life and replacement of outdated equipment will reflect the total cost of ownership.
<b>Operating Information</b>	
The inventory list is out of date and needs to be reviewed (3B1)	
<b>Analysis – Assessment</b>	
The Equipment list provided by Banner is incomplete and does not accurately reflect programs holdings. An inventory will take place this year to provide a more accurate equipment list. New percussion instruments, computers/printers and pianos have been purchased in the past two years. Large purchase of a new grand piano was purchased from a College Block grant.	
Maintenance agreements are in place on our current holdings of Piano’s. Due to the strict compliance to maintain high quality keyboards, the department has been able to keep its replacement cost low. However as we move back into the newly renovated Performing Arts Center, we will need to increase our equipment holdings. This includes laptop computers in our new computer labs. Computers and projectors for smart classrooms, Pianos to replace several 40+ year old Grand Pianos that are beginning to deteriorate and lose the quality needed for a proper music program.	

## Music Program Review

2011-2012

Program Operating Outcome 3	Performance Indicators
The Music Program will continue to improve its curriculum and learning environment. The program should review curriculum and assess equipment needs including maintenance to assure that the student needs are being met.	The review of curriculum will be guided by course level and program SLO's evaluation process and student success in monthly department meetings. Equipment needs will be assessed by advancement in technology, as well as requirements in standard quality instruments for the college level.
<b>Operating Information</b>	
The Music Department assesses course-level and program level SLOs to determine the effectiveness of its instruction.	
<b>Analysis – Assessment</b>	
The Department needs to increase its level of performance pianos, to replace some of the aging pianos. It is expected that funds will be available to add new lap-top computers in several class rooms and add smart classroom technology in all class rooms as we move back into our new renovated building. Additional funds may be needed to properly facilitate with equipment the new recording studio.	

Program Operating Outcome 4	Performance Indicators
The Program will maintain a Full-time to Part-time FTEF Ratio of one to one or greater.	FT FTEF/PT FTEF ratio will be greater than 1 to 1.
<b>Operating Information</b>	
The current ratio is 2.92 FT FTEF to 7.21 PT FTEF. As budget cuts occur and less courses offered this rate is expected to effect the PT FTEF load.	
<b>Analysis – Assessment</b>	
We need to increase our FT FTEF. The current Program requires 10.22 FTEF, reduction of course offerings will decrease the required FTEF. While this will reduce the ratio of FT to PT needs to be addressed.	

# Music Program Review

2011-2012

## 5. Findings

### Finding 1

We need to continue offering Core courses during Fall/ Spring. We need to greatly expand our summer session offerings, to include more of the core classes in theory, and performance classes. Also needed during summer sessions are specialty courses and music festivals, such as world music cultures courses that combine with our current grant of developing a world music festival, Orchestra master classes, which includes orchestra performances of new 20<sup>th</sup> and 21<sup>st</sup> century works, along side standard orchestral repertoire.

### Finding 2

The Music Department is in need of finding ways to continue increase retention, student success, and its productivity levels so it may exceed expectations to the 535 WSCH/FTEF ratio.

### Finding 3

Moving back into the newly renovated Performing Arts Center that will include combining music, theater, and dance, it is imperative that we address the need for additional administrative support. In addition to the music departments need to have a music librarian, we will need more staff hours for theater production, and a dedicated administration assistant to help in ticketing and seating for all performances in the theater, as well as retrieving and disseminating the volume of phone calls that come in daily regarding availability of tickets, dates and times, advertisements of performances, and auditions dates for upcoming opera/theater productions. Also included will be facilitating the building with proper equipment.

### Finding 4

We need to continue, with the support of the college, our applied music program, so that incoming students don't have to wait one to two semesters before being able to begin their required private lessons. This program is at the core of every music major, and increases our enrollment to the college. During the cut backs of this program, statistics show that we dropped enrollment. The 2006 fall semester we were able to get close to the number of lessons needed, this semester we were able to offer new incoming students the opportunity to enroll in this program, as a result all class that had low enrollment, immediately generated appropriate enrollment. As a result of this increase to the MUS 31 offerings our 2007 fall semester enrollment has increased in all of the co-requisite classes. It is important to point out that most "music majors" that are enrolled in our MUS 31 classes are at the same time taking all the additional co-requisite class, they are also enrolled in other general education courses across the campus. In fall 2009 we were asked to reduce the program from 40 students down to 30. This is having a great impact on our music students that are now on a wait list to enter the program. As enrollment increased this past two years, the wait list increased this year by ten additional students. These students that are considering transferring to a four year university and need to have completed two years of applied music lessons, will be disadvantaged as they enter what should be their 3<sup>rd</sup> year. The ability to be consistent in our course offerings has shown and increase of FTES and WSCH for the Ventura College music department.

# Music Program Review

2011-2012

## 6. Initiatives

**Initiative:** Expand The Music Departments offerings in summer session. Maintain Support to Performance courses, Applied Music Program.

**Initiative ID: MUS 1-12**

**Links to Finding 1 :** Continue to offer core music courses Fall/Spring that will allow students to complete and attain a comprehensive education in five areas of music ,Theory, History, Performance, Keyboards skills, musicianship and the Applied Music Program. The Music Department needs to increase its course offerings during summer session; allowing courses that are part of the core offerings that are required for music majors to articulate to four year universities. Offer courses that are needed for students to work on remedial work before entering the sequence of Music theory. Offer courses that will attract high school students that have just graduated, and students wanting performance opportunities.

**Benefits:** Student can articulate to four-year colleges in 2 years. Attracting High school students to Ventura College, allow more visibility in the Performing arts.

**Request for Resources: Classroom and performing space in the Performing Arts Building, Instructors, and Equipment. Lap-top Computers for Class rooms G-116, G117**

### Funding Sources

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	X
Requires college facilities funds	X
Requires other resources (grants, etc.)	

# Music Program Review

2011-2012

**Initiative: Improve student success, retention, productivity rate**

**Initiative ID MUS 2-12**

**Links to Finding 2:** In order to improve on student success rate, the department will revise the core course offerings. Currently the Music Department is making an analysis of four-year institutes requirements for transfer. Plans are being made to continue offering a comprehensive program that is current with local Universities so that student's course work will properly articulate.

**Benefits:** Allows Students to improve their success to articulate to four-year university

## Request for Resources

### Funding Sources

Please check one or more of the following funding sources.

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	



## Music Program Review

2011-2012

### Initiative : Developing the Performing Arts Center, staffing and equipment

Initiative ID : MUS 3-12

**Links to Finding 3** The Program efficiency is direct with the development of offering support both in equipment needed and support staffing that will allow the PAC to be effective offering performing arts courses and performance. The current equipment list on pianos will allow a piano in each class room, we currently have four grand pianos that are over 40+ years old. It is only through continued high maintenance that we have been able to use these pianos. Staffing to help in ticketing and seating for all performances in the theater, as well as retrieving and disseminating the volume of phone calls that come in daily regarding availability of tickets, dates and times, advertisements of performances, and auditions dates for upcoming opera/theater productions. Also included will be facilitating the building with proper equipment.

**Benefits :** Allowing access to the community to attend performances on the campus of Ventura College, Access for faculty to the Music Library. Access for Students to the Music Library. Students and faculty and staff to state of the arts music technology and musical equipment.

**Request for Resources :** Replacing the four 40+ old pianos 1 each year, Classified staff for Librarian and administrative assistant.

#### Funding Sources

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X
Requires computer equipment funds (hardware and software))	X
Requires college equipment funds (other than computer related)	X
Requires college facilities funds	
Requires other resources (grants, etc.)	

# Music Program Review

2011-2012

**Initiative : Continued support of Applied Music Program**

**Initiative ID : 4-12**

**Links to Finding 4 :** Allows students to complete the lower level requirements before articulating to 3rd year university level. This program is at the core of every music major, and increases our enrollment to the college. Full time faculty will already be teaching at their maximum load, this will require that we continue our need for PT faculty. Faculty member that teach these course need to expert in each of the individual instruments, requiring several experts to teach.

**Benefits ;** Allows students to complete required course work.

**Request for Resources:** Allow the program to maintain its 40 students. This is having a great impact on our music students that are now on a wait list to enter the program.

## Funding Sources

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

## Music Program Review

2011-2012

### 6A: Initiatives Priority Spreadsheet

The following blank tables represent Excel spreadsheets and will be substituted with a copy of the completed Excel spreadsheets.

#### Personnel –Faculty Requests

Other	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

#### Personnel – Other Requests

Personnel - Other	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	New General Funds	Other
1												
2												
3												
4												
5												

# Music Program Review

2011-2012

## Computer Equipment and Software

Equipment - Computer Related	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Technology Fund	Other
1												
2												
3												
4												
5												

## Other Equipment Requests

Equipment	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Equipment Fund	Other
1												
2												
3												
4												
5												

## Facilities Requests

Facilities	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Facilities Fund	Other
1												
2												
3												
4												
5												

## Music Program Review

2011-2012

### Other Resource Requests

Other Resources	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

#### 6B: Program Level Initiative Prioritization

All initiatives will first be prioritized by the program staff. If the initiative can be completed by the program staff and requires no new resources, then the initiative should be given a priority 0 (multiple priority 0 initiatives are allowed). All other initiatives should be given a priority number starting with 1 (only one 1, one 2, etc.).

#### 6C: Division Level Initiative Prioritization

The program initiatives within a division will be consolidated into division spreadsheets. The dean may include additional division-wide initiatives. All initiatives (excluding the '0' program priorities) will then be prioritized using the following priority levels:

**R:** Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

**H:** High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

**M:** Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

**L:** Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

#### 6D: Committee Level Initiative Prioritization

The division's spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the following priority levels.

**R:** Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

**H:** High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

**M:** Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

**L:** Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

## Music Program Review

2011-2012

### 6E: College Level Initiative Prioritization

Dean's will present the consolidated prioritized initiatives to the College Planning Council. The College Planning Council will then prioritize the initiatives using the following priority levels.

**R:** Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

**H:** High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

**M:** Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

**L:** Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

## **Music Program Review**

2011-2012

### 7A: Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives.

If you choose to appeal, please complete the form that explains and supports your position. The appeal will be handled at the next higher level of the program review process.

### 7B: Process Assessment

In this first year of program review using the new format, programs will be establishing performance indicators (goals) for analysis next year. Program review will take place annually, but until programs have been through an entire annual cycle, they cannot completely assess the process. However, your input is very important to us as we strive to improve, and your initial comments on this new process are encouraged.