

Music Program Review

2012-2013

1. Program/Department Description

1A. 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.

Degrees/Certificates

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

A.A. Music

Certificate of Achievement

1B. 2012-2013 Estimated Costs (Certificate of Achievement ONLY)

Required for Gainful Employment regulations.

	Cost		Cost		Cost		Cost
Enrollment Fees	\$1116	Enrollment Fees					
Books/Supplies	\$374	Books/Supplies					
Total	\$1490	Total		Total		Total	

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1C. Criteria Used for Admission

1D. College Vision

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

1E. College 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.

1F. College 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
- Sustainability
- Continuous Improvement

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1G. Program/Department Significant Events (Strengths and Successes)

In 2010 two new full time faculty members were hired giving the department three full time faculty members, and on an average of eighteen to twenty 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.
- 4) Founded, developed, and Music director of the Pacific Shores Symphony

Currently, faculty members through performance classes offered are involved with

- 1) Ventura College Singers
- 2) Ventura College Symphony Orchestra
- 3) Ventura College Opera and Musical Theater
- 4) Ventura College Jazz Band
- 5) Ventura College Chamber Music Ensembles
- 6) Ventura College Classical Guitar Ensemble
- 7) Ventura College Percussion Ensemble

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, currently in the 3rd season will be presenting Tchaikovsky's "The Nutcracker" this

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year production will include performances in two Venues, Oxnard Performing Arts center, and at the new renovated Ventura College Performing Arts Center.

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)
- 6) Ventura County Guitar Society

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 Instrumental Performing Ensemble 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

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

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

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

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2. Performance Expectations

2A. Student Learning Outcomes

2A1. **2012-2013** - Institutional Student Learning Outcomes

1. Communication - written, oral and visual
2. Reasoning - scientific and quantitative
3. Critical thinking and problem solving
4. Information literacy
5. Personal/community awareness and academic/career responsibilities

2A2. **2012-2013** - Program Level Student Learning Outcomes

For programs/departments offering degrees and/or certificates

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 them selves creatively, or solve complex problems in an original way.

2A3. **2012-2013** - Course Level Student Learning Outcomes

Attached to program review (See appendices).

2B. **2012-2013** Student SUCCESS Outcomes

1. Same as last year
- 2.

2C. **2012-2013** Program OPERATING Outcomes

1. The program will maintain WSCH/FTEF above the 460 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

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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 continue 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.

2D. Mapping of Student Learning Outcomes - Refer to TracDat

3. Operating Information

3A. Productivity Terminology Table

Sections	A credit or non-credit class. Does not include not-for-credit classes (community education).
Census	Number of students enrolled at census (typically the 4 th week of class for fall and spring).
FTES	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.
FTEF	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 prior practice of not including these assignments as part of FTEF. However, it is necessary to account for these assignments to properly represent faculty productivity and associated costs.
Cross Listed FTEF	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.
XL FTE	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

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	25 (additional tiers).
WSCH	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.
WSCH to FTES	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 $WSCH = FTES \times 15$
District Goal	Program WSCH ratio goal. WSCH/FTEF The District goal was set in 2006 to recognize the differences in program productivity.

3B: Student Success Terminology

Census	Number of students enrolled at Census (typically the 4 th week of class for fall and spring). Census enrollment is used to compute WSCH and FTES for funding purposes.
Retain	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 = $25/35 = 71\%$
Success	Students completing the class with grades A, B, C, CR or P divided by Census Excludes students with grades D, F, or NC.

Program specific data was provided in Section 3 for all programs last year. This year, please refer to the data sources available at http://www.venturacollege.edu/faculty_staff/academic_resources/program_review.shtml

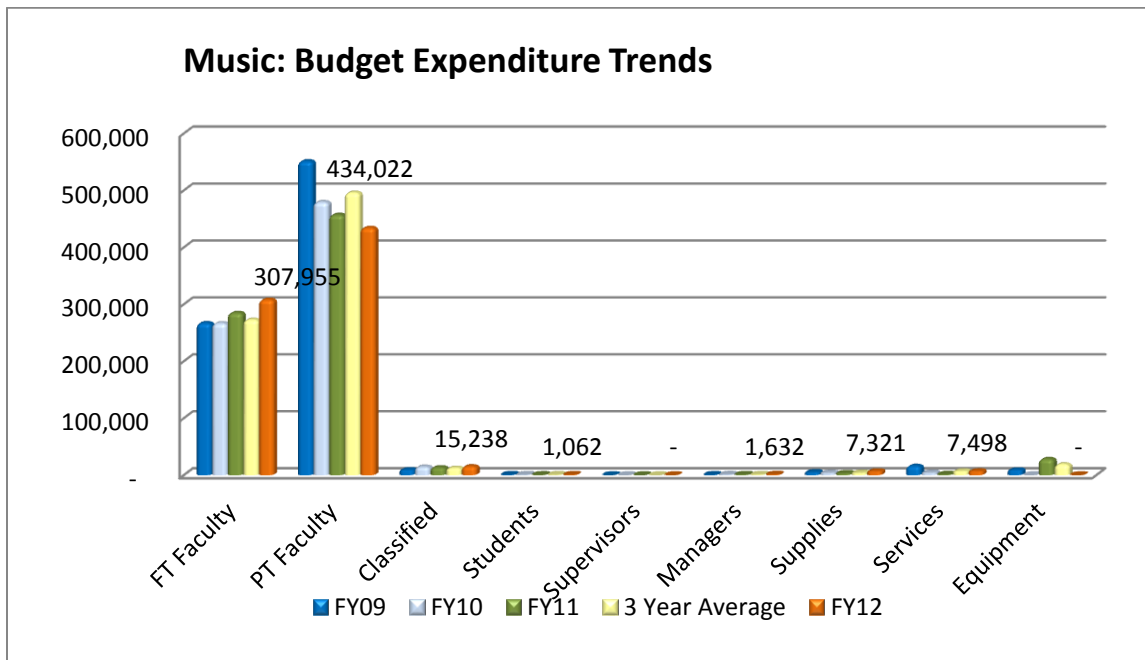
In addition, the 2011-2012 program review documents will provide examples of last year's data and interpretations.

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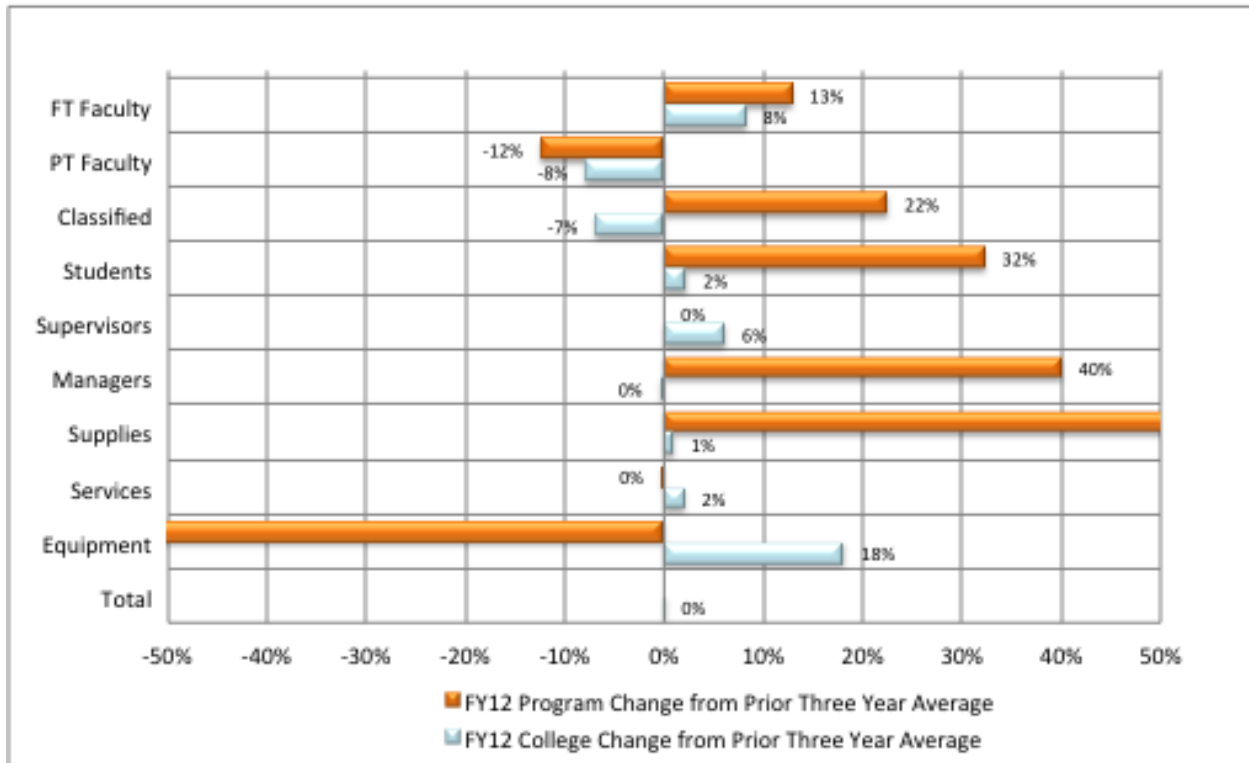
3C: **2012 - 2013** Please provide program interpretation for the following:

3C1: Interpretation of the Program Budget Information

Category	Title	FY09	FY10	FY11	3 Year Average	FY12	FY12 Program Change from Prior Three Year Average	College Change from Prior Three
1	FT Faculty	266,765	266,583	284,678	272,675	307,955	13%	8%
2	PT Faculty	551,044	479,271	456,851	495,722	434,022	-12%	-8%
3	Classified	9,616	14,390	13,313	12,440	15,238	22%	-7%
4	Students	992	888	528	803	1,062	32%	2%
5	Supervisors	-	-	-	-	-	0%	6%
6	Managers	857	1,397	1,243	1,166	1,632	40%	0%
7	Supplies	5,596	4,554	3,585	4,578	7,321	60%	1%
8	Services	16,116	4,825	1,613	7,518	7,498	0%	2%
9	Equipment	9,345	-	28,254	18,800	-	-100%	18%
	Total	860,331	771,908	790,065	807,435	774,728		0%



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The FT faculty Budget Changes shows a 13% increase of expenditures over the last three years that is slightly higher 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 of 12% 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. And a reduction of courses offered due to budget cuts to the department.

The 22% 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 the budget needed to be increased so that all courses were funded properly.

Supplies and services are increased due to returning to the new Performing Arts Center. Needed supplies to open the center.

Equipment increase is due to the one time purchase of a new Grand Piano purchased in 2010 for \$28,254.00.

3C2: Interpretation of the Program Inventory Information

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Inventory: Music	100400	Org	Fund	Date	Age	Cost	Perm Tag#	Serial #
MB235LL/A iMac 24" Desktop Compu	Apple Computer	30094	12807	3/26/09	3	1,393	N00018762	QP9090JVZE4
3/4 Size Double Bass W/D'Addario Str	World of Strings	30094	12819	1/12/09	3	3,632	N00018708	N/A
3/4 Size Double Bass W/D'Addario Str	World of Strings	30094	12819	1/12/09	3	3,632	N00018707	N/A
Shipping	Superscope Tec	30094	111	6/4/07	5	27		
PSN 340 Director CD Recording Pack	Superscope Tec	30094	111	6/4/07	5	27	N00018214	CS000706005289
Yamaha Piano	Keyboard Conce	30094	12810	3/25/04	8	3,143	N00011848	06188/YAMO/0104
Delivery	Keyboard Conce	30094	12810	5/20/04	8	3,143		
Delivery	Keyboard Conce	30094	12810	5/20/04	8	429		
Lab Cables and Installation	Keyboard Conce	30094	12810	3/25/04	8	3,143		
Lab Cables and Installation	Keyboard Conce	30094	12810	3/25/04	8	429		
Yamaha Piano	Keyboard Conce	30094	12810	3/25/04	8	3,143	N00011843	06194/YAMO/0104
Yamaha Piano	Keyboard Conce	30094	12810	3/25/04	8	429	N00011843	06194/YAMO/0104
Yamaha Piano	Keyboard Conce	30094	12810	3/25/04	8	3,143	N00011844	06193/YAMO/0104
Yamaha Piano	Keyboard Conce	30094	12810	3/25/04	8	3,143	N00011845	06192/YAMO/0104
Yamaha Piano	Keyboard Conce	30094	12810	3/25/04	8	3,143	N00011847	06189/YAMO/0104
Yamaha Piano	Keyboard Conce	30094	12810	3/25/04	8	3,143	N00011849	06185/YAMO/0104
Yamaha Piano	Keyboard Conce	30094	12810	3/25/04	8	3,143	N00011850	06184/YAMO/0104
Yamaha Piano	Keyboard Conce	30094	12810	3/25/04	8	3,143	N00011851	1606180
Yamaha Piano	Keyboard Conce	30094	12810	3/25/04	8	3,143	N00011853	06168/YAMO/0104
Yamaha Piano	Keyboard Conce	30094	12810	3/25/04	8	3,143	N00011846	06191/YAMO/0104
Yamaha Piano	Keyboard Conce	30094	12810	3/25/04	8	3,143	N00011852	06171/YAMO/0104
Yamaha Piano	Keyboard Conce	30094	111	3/25/04	8	850	N00011843	06194/YAMO/0104
Delivery	Keyboard Conce	30094	111	5/20/04	8	70		
Delivery	Keyboard Conce	30094	111	5/20/04	8	850		
Lab Cables and Installation	Keyboard Conce	30094	111	3/25/04	8	70		
Yamaha Piano	Keyboard Conce	30094	111	3/25/04	8	70	N00011843	06194/YAMO/0104
Yamaha Piano	Keyboard Conce	30094	111	3/25/04	8	70	N00011844	06193/YAMO/0104
Yamaha Piano	Keyboard Conce	30094	111	3/25/04	8	70	N00011845	06192/YAMO/0104
Yamaha Piano	Keyboard Conce	30094	111	3/25/04	8	70	N00011846	06191/YAMO/0104
Yamaha Piano	Keyboard Conce	30094	111	3/25/04	8	70	N00011848	06188/YAMO/0104
Yamaha Piano	Keyboard Conce	30094	111	3/25/04	8	70	N00011849	06185/YAMO/0104
Yamaha Piano	Keyboard Conce	30094	111	3/25/04	8	70	N00011850	06184/YAMO/0104
Yamaha Piano	Keyboard Conce	30094	111	3/25/04	8	70	N00011851	1606180
Yamaha Piano	Keyboard Conce	30094	111	3/25/04	8	70	N00011852	06171/YAMO/0104
Yamaha Piano	Keyboard Conce	30094	111	3/25/04	8	70	N00011853	06168/YAMO/0104
Yamaha Piano	Keyboard Conce	30094	111	3/25/04	8	70	N00011847	06189/YAMO/0104
Lab Cables and Installation	Keyboard Conce	30094	111	3/25/04	8	850		
iMac M8492LL/A, Web proposal #W2	Apple Computer	30094	111	1/4/02	10	1,283	N00003035	RN13320ZLFC
iMac M8492LL/A, Web proposal #W2	Apple Computer	30094	111	1/4/02	10	1,283	N00003034	RN14314P-FC
iMac M8492LL/A, Web proposal #W2	Apple Computer	30094	111	1/4/02	10	1,283	N00003036	RN1432RLFC
Delivery	Keyboard Conce	35012	114	4/25/11	1	189		
Yamaha C3 PF 6'1" Grand Piano & M	Keyboard Conce	35012	114	4/25/11	1	26,202	N00022339	6259240
Yamaha C3 PF 6'1" Grand Piano & M	Keyboard Conce	35012	114	4/25/11	1	189	N00022339	6259240
Delivery	Keyboard Conce	35012	114	4/25/11	1	26,202		
Vibraphone-Musser Piper Vibe M48M	Steve Weiss Mu	36030	121	6/11/01	11	963		
Shipping	Steve Weiss Mu	36030	121	6/11/01	11	2,169		
Vibraphone-Musser Piper Vibe M48M	Steve Weiss Mu	36030	121	6/11/01	11	2,169		
Bass Drum-Ludwig LECB 86 w/ Stand	Steve Weiss Mu	36030	121	6/11/01	11	963		
Vibraphone-Musser Piper Vibe M48M	Steve Weiss Mu	36030	121	6/11/01	11	1,934		
Shipping	Steve Weiss Mu	36030	121	6/11/01	11	42		
Vibraphone-Musser Piper Vibe M48M	Steve Weiss Mu	36030	121	6/11/01	11	42		
Marimba Musser 4 1/3 Octave M250	Steve Weiss Mu	36030	121	6/11/01	11	42		
Marimba Musser 4 1/3 Octave M250	Steve Weiss Mu	36030	121	6/11/01	11	0		
Shipping	Steve Weiss Mu	36030	121	6/11/01	11	0		
Marimba Musser 4 1/3 Octave M250	Steve Weiss Mu	36030	121	6/11/01	11	1,934		
Drum Set-Yamaha Custom Absolute	Steve Weiss Mu	36030	121	6/11/01	11	42		
Bass Drum-Ludwig LECB 86 w/ Stand	Steve Weiss Mu	36030	121	6/11/01	11	2,169	N00002805	
Bass Drum-Ludwig LECB 86 w/ Stand	Steve Weiss Mu	36030	121	6/11/01	11	1,934	N00002805	
Marimba Musser 4 1/3 Octave M250	Steve Weiss Mu	36030	121	6/11/01	11	963		
Bass Drum-Ludwig LECB 86 w/ Stand	Steve Weiss Mu	36030	121	6/11/01	11	42	N00002805	
Equipment - Instructional	Keyboard Galeri	36030	121	3/20/01	11	33,705	N00002749	124161
Shipping	Steve Weiss Mu	36030	121	6/11/01	11	963		
Shipping	Steve Weiss Mu	36030	121	6/11/01	11	1,934		
Bass Drum-Ludwig LECB 86 w/ Stand	Steve Weiss Mu	36030	121	6/11/01	11	0		
Drum Set-Yamaha Custom Absolute	Steve Weiss Mu	36030	121	6/11/01	11	0	N00002805	
Marimba Musser 4 1/3 Octave M250	Steve Weiss Mu	36030	121	6/11/01	11	2,169		
Drum Set-Yamaha Custom Absolute	Steve Weiss Mu	36030	121	6/11/01	11	963		
Drum Set-Yamaha Custom Absolute	Steve Weiss Mu	36030	121	6/11/01	11	1,934		
Drum Set-Yamaha Custom Absolute	Steve Weiss Mu	36030	121	6/11/01	11	2,169		
Vibraphone-Musser Piper Vibe M48M	Steve Weiss Mu	36030	121	6/11/01	11	0		
Bass Drum-Ludwig LECB 86 w/ Stand	Steve Weiss Mu	36030	121	6/11/01	11	963	N00002805	
Subtotal Inventory for Music				3/10/00		170,196		

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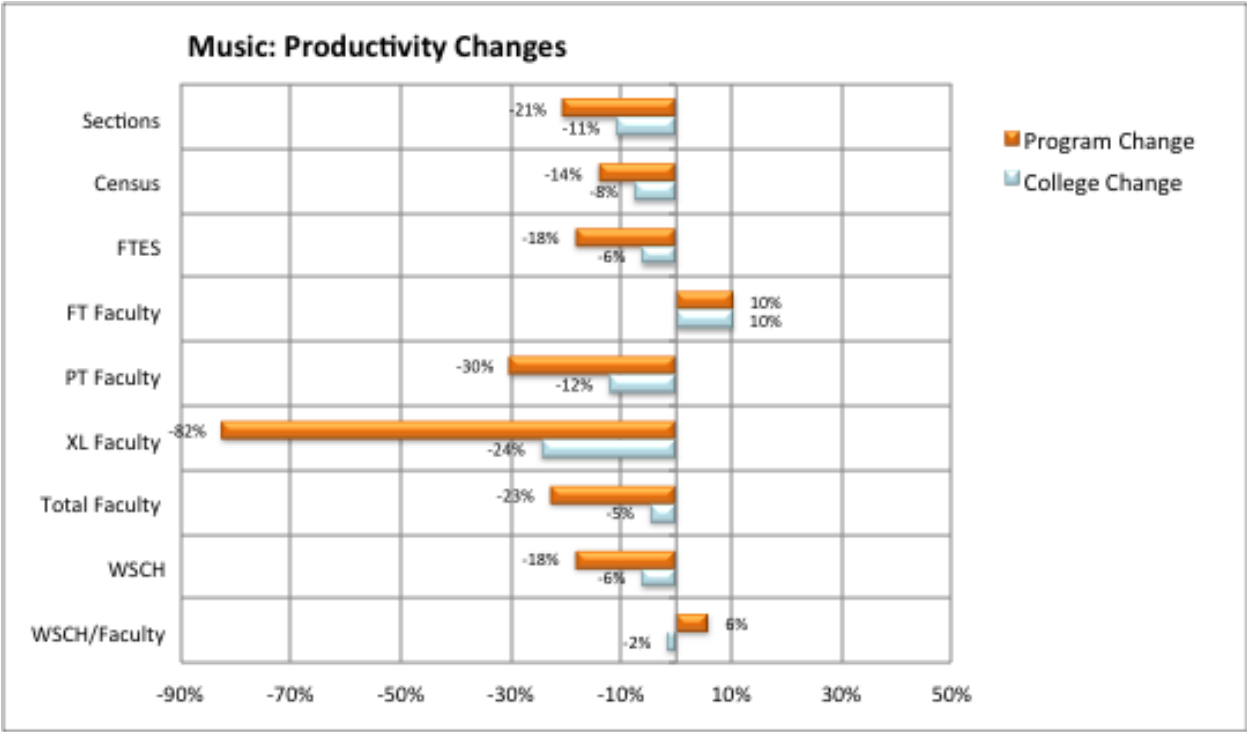
http://www.venturcollege.edu/assets/pdf/program_review/2012-2013/3C2a%20Inventory%20by%20Program.pdf

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 three years. Large purchase of a new grand piano Bosendorfer was donated that is not reflected in report, as well as a 5'6" Samik grand piano.

3C3: Interpretation of the Program Productivity Information

Title	FY09	FY10	FY11	3 Year Average	FY12	Program Change	College Change
Sections	178	168	164	170	135	-21%	-11%
Census	2,976	3,018	2,790	2,928	2,515	-14%	-8%
FTEs	308	310	292	303	248	-18%	-6%
FT Faculty	1.98	1.95	2.92	2	2.52	10%	10%
PT Faculty	8.91	7.50	7.21	8	5.50	-30%	-12%
XL Faculty	0.35	0.50	-	0	0.05	-82%	-24%
Total Faculty	11.24	9.96	10.12	10	8.06	-23%	-5%
WSCH	4,620	4,650	4,380	4,550	3,720	-18%	-6%
WSCH/Faculty	411	467	433	436	462	6%	-2%

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There is a 21% decrease in courses offered in Music 10% over the college reduce courses. This reflects the overall productivity report in reduction of FTES, WSCH.

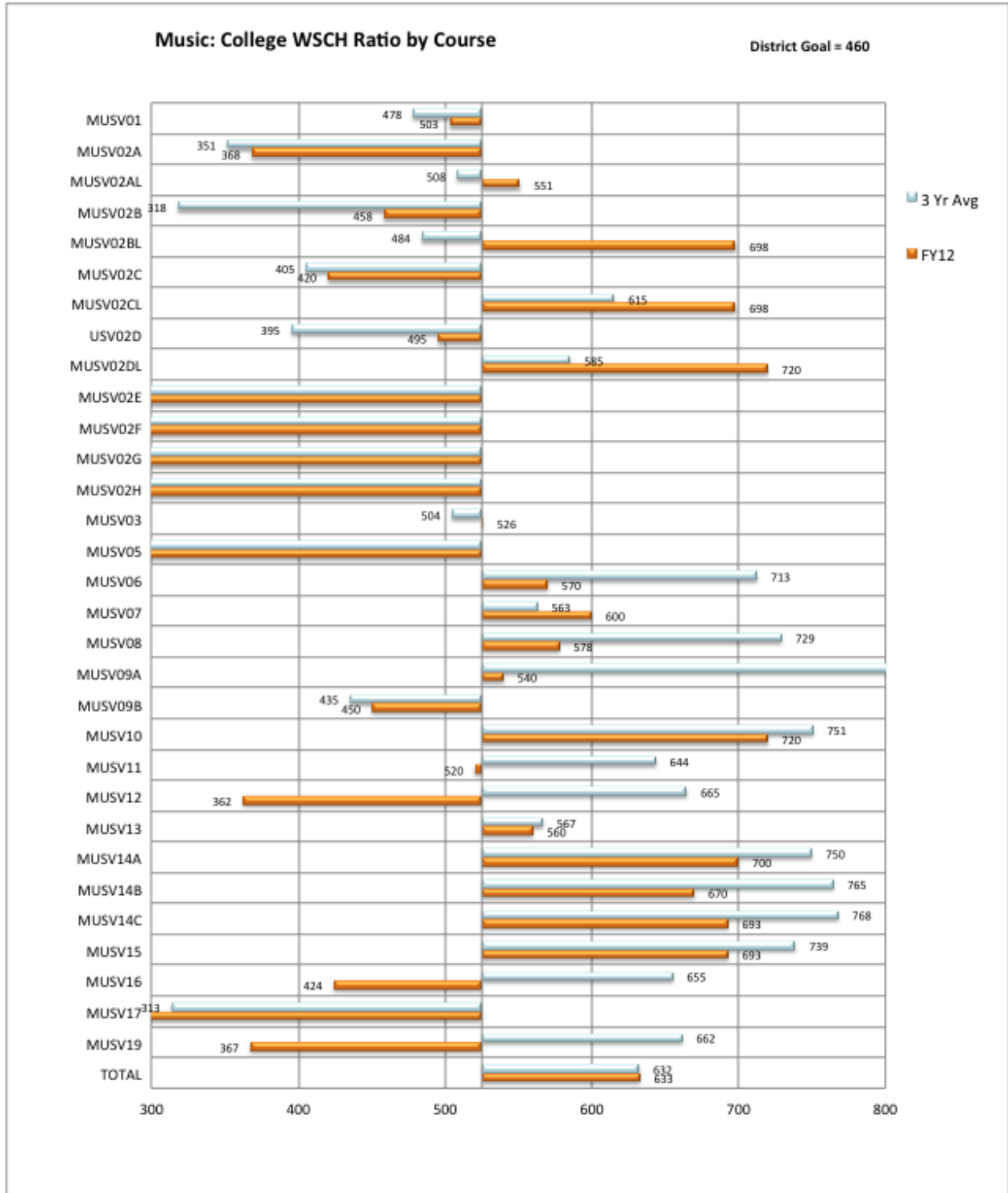
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3C4: Interpretation of the Program Course Productivity Information

College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)									
Course	Title	FY09	FY10	FY11	3 Yr Avg	FY12	Change	Dist Goal	% Goal
MUSV01	Fundamentals of Music	416	504	514	478	503	25	460	109%
MUSV02A	Music Theory I: Diatonic Tonal	296	334	424	351	368	17	460	80%
MUSV02AL	Ear Training I	439	489	596	508	551	43	460	120%
MUSV02B	Music Theory II: Diatonic Tonal	270	368	315	318	458	140	460	100%
MUSV02BL	Ear Training II	428	551	473	484	698	214	460	152%
MUSV02C	Music Theory III: Chromtic Hrmy	345	375	495	405	420	15	460	91%
MUSV02CL	Ear Training III	540	563	743	615	698	83	460	152%
USV02D	Music Theory IV: 16th c Cntrpnt	315	420	450	395	495	100	460	108%
MUSV02DL	Ear Training IV	473	630	653	585	720	135	460	157%
MUSV02E	Music Theory V: 20th c Techniq	150	75	195	140	105	(35)	460	23%
MUSV02F	Music Theory VI: Tonal Structur	225	195	150	190	120	(70)	460	26%
MUSV02G	Music Theory VII: 18th c Cntrpn	195	180	150	175	-	(175)	460	0%
MUSV02H	Music Theory VIII: Jazz Harmony	195	240	135	190	225	35	460	49%
MUSV03	Introduction to World Music	560	475	478	504	526	22	460	114%
MUSV05	Musicianship,	-	-	-	-	-	-	460	0%
MUSV06	History of Rock and Roll	758	765	615	713	570	(143)	460	124%
MUSV07	History of Jazz	594	450	645	563	600	37	460	130%
MUSV08	Music Appreciation	790	839	559	729	578	(151)	460	126%
MUSV09A	Music History & Literature I	705	1,230	525	820	540	(280)	460	117%
MUSV09B	Music History & Literature II	435	420	450	435	450	15	460	98%
MUSV10	College Chorus	557	778	918	751	720	(31)	460	157%
MUSV11	College Singers	285	992	654	644	520	(124)	460	113%
MUSV12	Community Choir	625	699	670	665	362	(303)	460	79%
MUSV13	Voice	580	580	540	567	560	(7)	460	122%
MUSV14A	Beg. Orchestra: Strings	720	673	857	750	700	(50)	460	152%
MUSV14B	Beg. Orchestra: Winds	706	728	860	765	670	(95)	460	146%
MUSV14C	Beg. Orchestra: Percussion	719	728	857	768	693	(75)	460	151%
MUSV15	Community Orchestra	700	707	809	739	693	(46)	460	151%
MUSV16	Chorale	594	697	675	655	424	(231)	460	92%
MUSV17	Jazz Band	350	310	280	313	250	(63)	460	54%
MUSV19	Choral Rehearsal/Performance	604	712	669	662	367	(295)	460	80%
TOTAL	Annual College WSCH Ratio	693	621	583	632	633	1	460	138%

Music Program Review 2012-2013

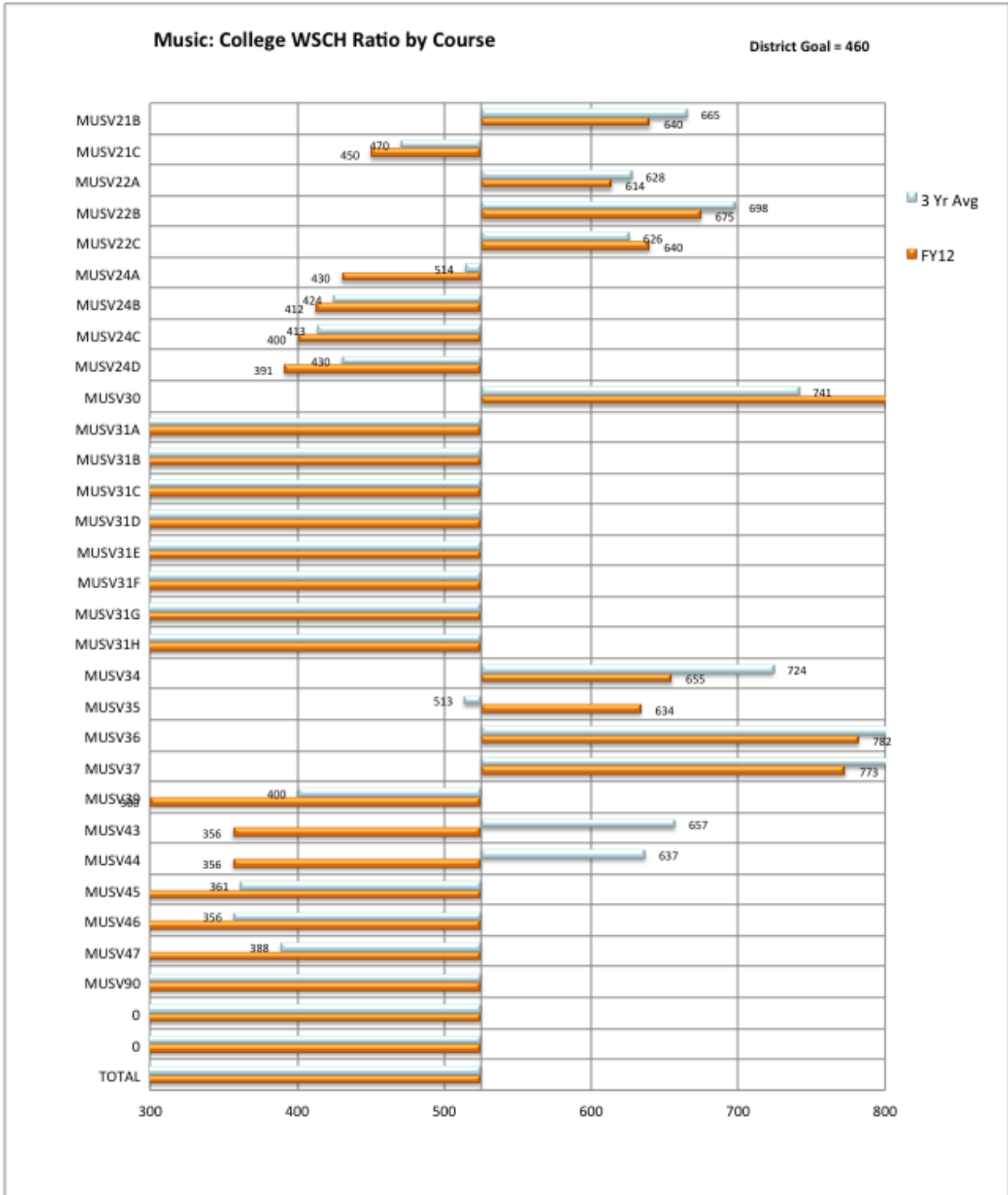


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College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)									
Course	Title	FY09	FY10	FY11	3 Yr Avg	FY12	Change	Dist Goal	% Goal
MUSV21B	Chamber Music: Brass	741	619	636	665	640	(25)	460	139%
MUSV21C	Chamber Music: Strings/Keyboard	540	465	405	470	450	(20)	460	98%
MUSV22A	Adv Chamber Music: Woodwinds	663	540	680	628	614	(14)	460	133%
MUSV22B	Adv Chamber Music: Brass	788	698	608	698	675	(23)	460	147%
MUSV22C	Adv Chamber: Strings/Keyboards	756	615	507	626	640	14	460	139%
MUSV24A	Keyboards I	480	542	520	514	430	(84)	460	93%
MUSV24B	Keyboards II	381	417	475	424	412	(12)	460	90%
MUSV24C	Keyboards III	391	402	447	413	400	(13)	460	87%
MUSV24D	Keyboards IV	395	437	458	430	391	(39)	460	85%
MUSV30	Applied Music	683	601	940	741	938	197	460	204%
MUSV31A	Private Lessons: Woodwinds	115	-	86	67	13	(54)	460	3%
MUSV31B	Private Lessons: Brass	115	115	115	115	98	(17)	460	21%
MUSV31C	Private Lessons: Strings	101	115	115	110	-	(110)	460	0%
MUSV31D	Private Lessons: Keyboards	115	115	115	115	90	(25)	460	20%
MUSV31E	Prvt Lessons: Classical Guitar	115	105	115	112	14	(98)	460	3%
MUSV31F	Private Lessons: Percussion	115	115	115	115	15	(100)	460	3%
MUSV31G	Private Lessons: Composition	115	115	115	115	15	(100)	460	3%
MUSV31H	Private Lessons: Voice	109	115	115	113	-	(113)	460	0%
MUSV34	Symphony Orchestra	721	609	842	724	655	(69)	460	142%
MUSV35	Chamber Orchestra	660	880	-	513	634	121	460	138%
MUSV36	Beginning Guitar	845	826	790	820	782	(38)	460	170%
MUSV37	Intermediate Guitar	870	839	778	829	773	(56)	460	168%
MUSV39	Intro to Music Technology	340	330	530	400	300	(100)	460	65%
MUSV43	Symphonic Choir	602	697	672	657	356	(301)	460	77%
MUSV44	Chamber Choir	540	705	665	637	356	(281)	460	77%
MUSV45	Beg Opera/Music Theatre Wrkshp	467	396	220	361	282	(79)	460	61%
MUSV46	Int Opera/Music Theatre Wrkshp	462	387	220	356	282	(74)	460	61%
MUSV47	Adv Opera/Music Theatre Wrkshp	476	374	315	388	295	(93)	460	64%
MUSV90	Directed Studies in Music	-	-	-	-	-	-	460	0%
0	0	-	-	-	-	-	-	460	0%
0	0	-	-	-	-	-	-	460	0%
TOTAL	Annual College WSCH Ratio	-	-	-	-	-	-	460	0%

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Almost all of our courses are either close to or over 100% district WSCH ratio. MUS V02E,F,G,H Were offered only once in 2011-12. These are low enrollment courses due to upper level courses and are not required for the major. This explains at least partially the difference between the WSCH ratios. MUS V05 was not offered and will be dropped for course listings. MUS 31 courses WSCH change from

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semester to semester depending on specific students that are eligible and request to be enrolled in the lesson program.

3C5: Interpretation of Program Retention, Student Success, and Grade Distribution

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 years expenses to the FY12 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	NP/NC	W	Graded	Completed	Success
MUS	FY09	1,328	571	262	21	81	200	8	457	2,928	2,471	2,182
MUS	FY10	1,361	549	298	17	79	258	4	425	2,991	2,566	2,225
MUS	FY11	1,290	508	287	14	84	198	4	401	2,786	2,385	2,099
MUS	3 Year Avg	1,326	543	282	17	81	219	5	428	2,902	2,474	2,169
MUS	FY12	1,306	504	258	10	68	195	2	283	2,626	2,343	2,078

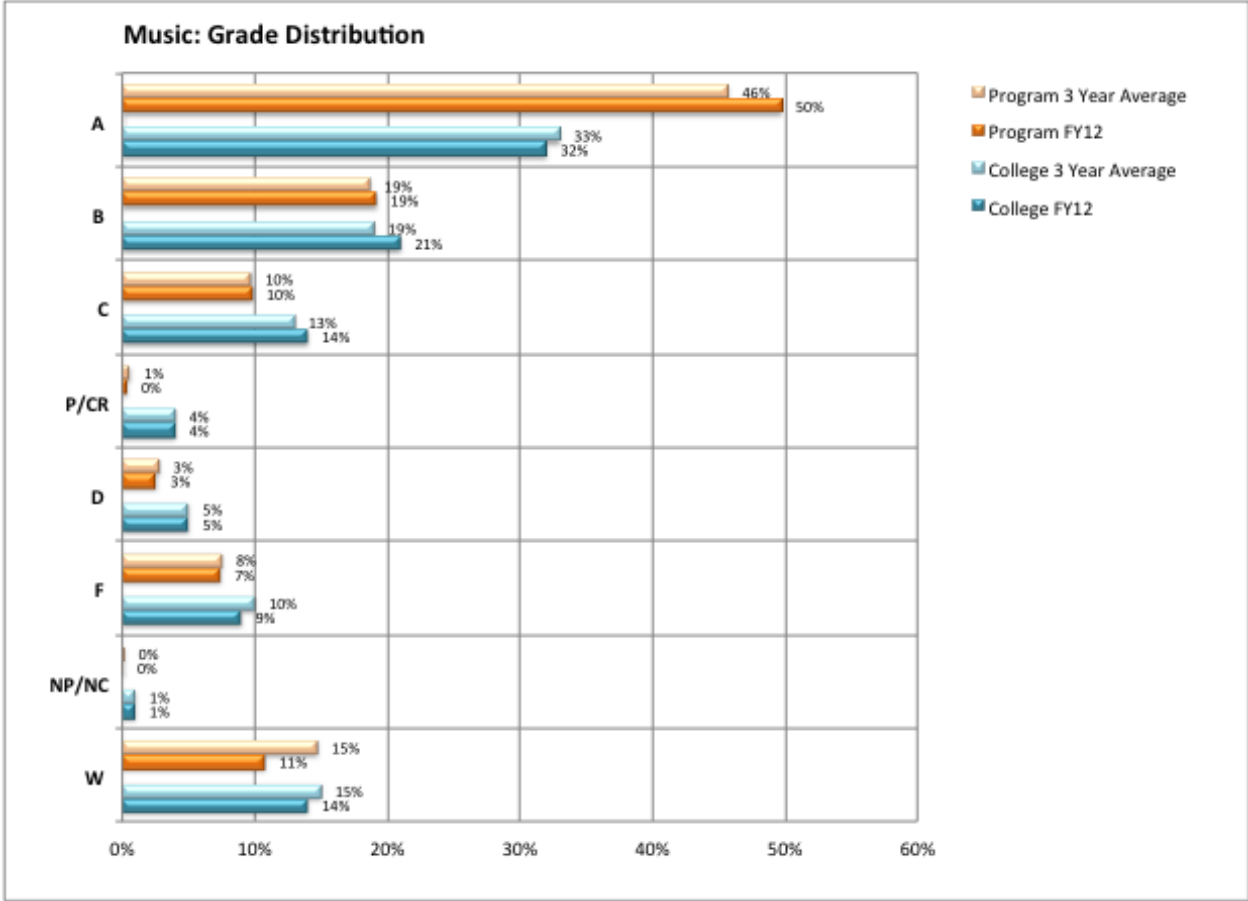
Subject	Fiscal Year	A	B	C	P/CR	D	F	NP/NC	W	Graded	Completed	Success
MUS	FY09	45%	20%	9%	1%	3%	7%	0%	16%	100%	84%	75%
MUS	FY10	46%	18%	10%	1%	3%	9%	0%	14%	100%	86%	74%
MUS	FY11	46%	18%	10%	1%	3%	7%	0%	14%	100%	86%	75%
MUS	3 Year Avg	46%	19%	10%	1%	3%	8%	0%	15%	100%	85%	75%
MUS	FY12	50%	19%	10%	0%	3%	7%	0%	11%	100%	89%	79%
College	3 Year Avg	33%	19%	13%	4%	5%	10%	1%	15%	100%	85%	69%
College	FY12	32%	21%	14%	4%	5%	9%	1%	14%	100%	86%	71%

Music department’s student success rate is 10% higher then the overall College 3 year avg. In F12 we were 4% higher. Our grade point avg. is higher then College avg.

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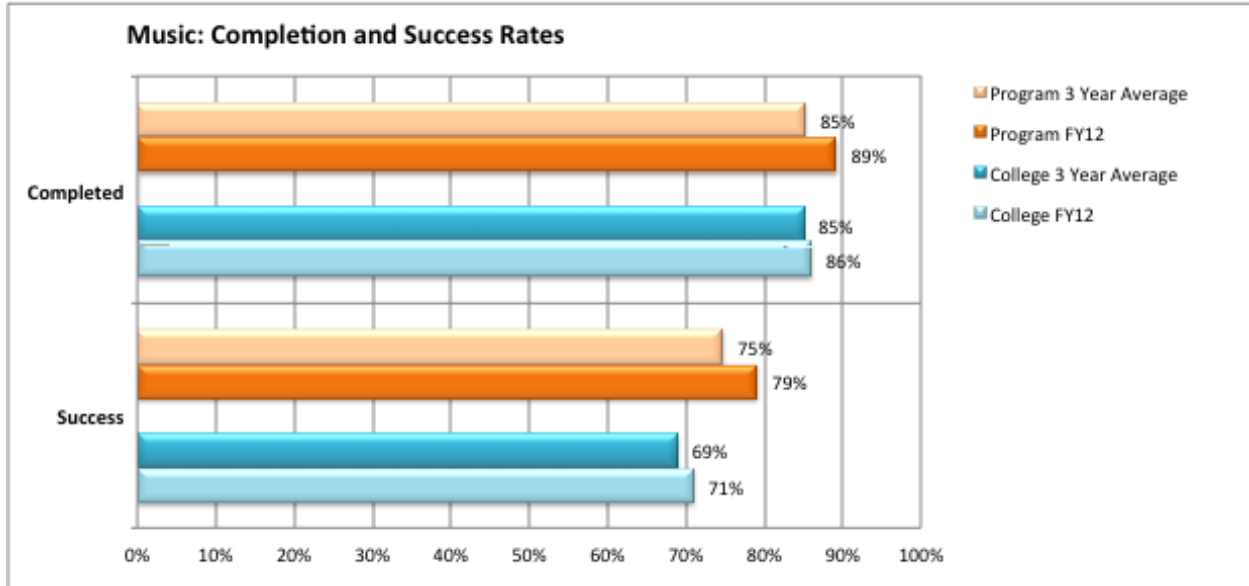
This chart illustrates the program's distribution of grades (by subject). Each grade has four bars. The first bar represents the program's prior three years average percent of grades. The second bar shows last year's (FY12) grade distribution percent. The third and fourth bars represent the overall college distribution percent.



Music program distributes a higher more A then the college avg. and is consistent with the3 College avg. in all other grading averages.

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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 years average percent, while the second bar shows last year's (FY12) percent. The third and fourth bars represent the overall college percent.



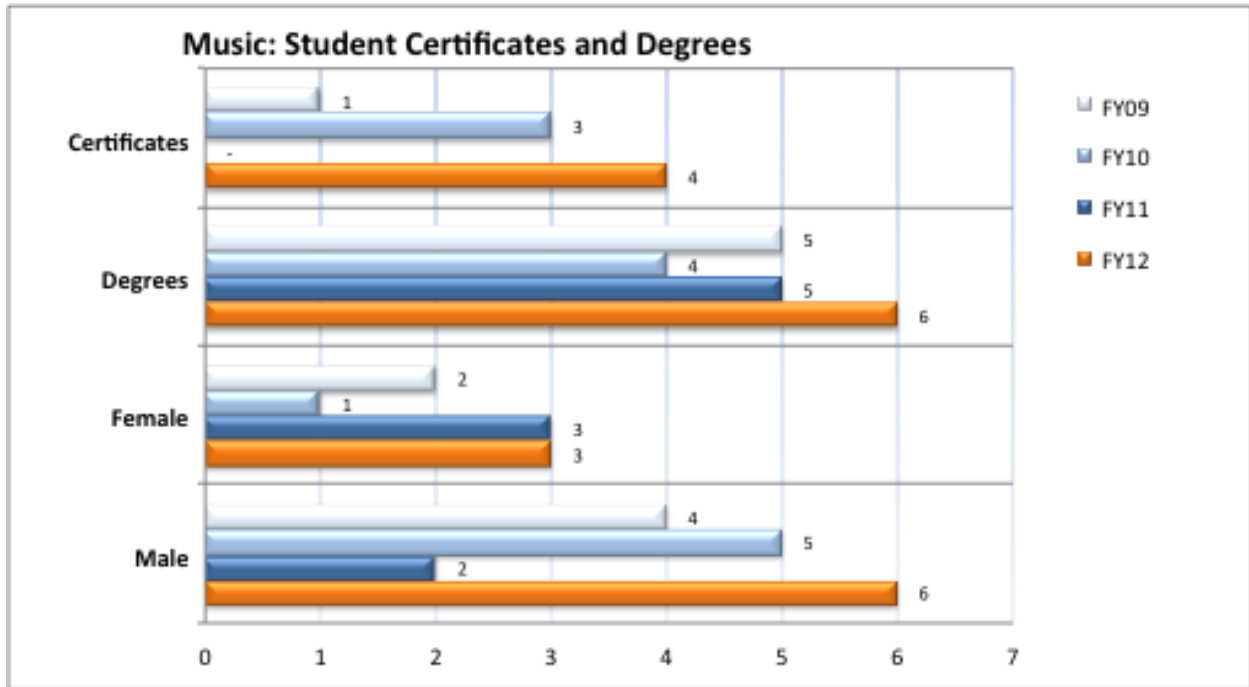
As in the above charts Music department has a higher completion record than that of the college averages. While 89% completed rate and 79% success rate is higher than the college, Music Department will continue to meet to present new ideas on how to increase the ratings.

3C6: Interpretation of the Program Completion Information

Music: Student Certificates and Degrees

Program	FY	Certificates	Degrees	Female	Male
Music	FY09	1	5	2	4
Music	FY10	3	4	1	5
Music	FY11	-	5	3	2
Music	FY12	4	6	3	6
Total Awards in 4 Years		8	20	9	17

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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. This should change with next year's charts due to SB 1440.

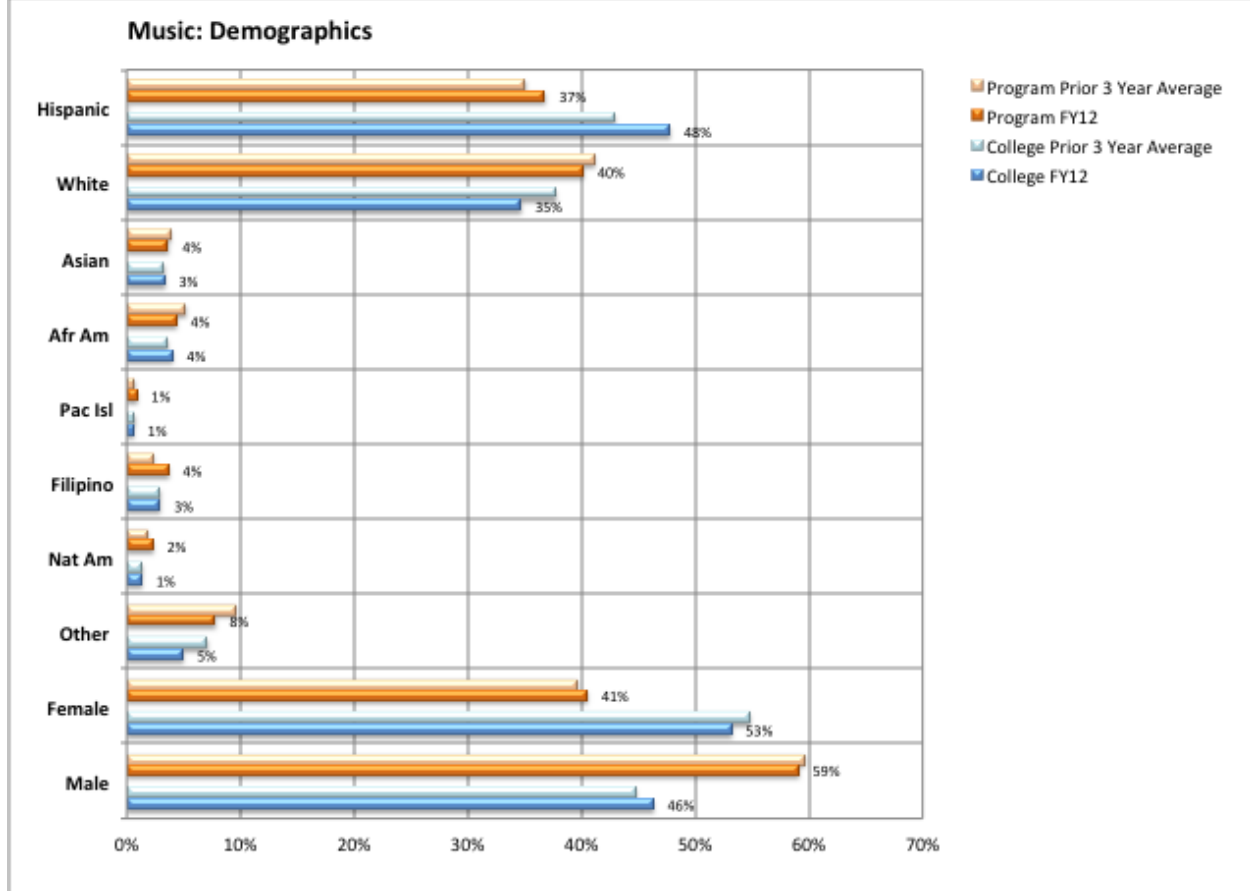
students will sometimes take more units than required to receive an AA degree in music. In general there are more male students as music majors than females, more studies need to be taken for clearer results.

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3C7: Interpretation of the Program Demographic Information

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
MUS	FY09	1,047	1,166	102	158	23	64	58	312	1,134	1,766	30	28
MUS	FY10	1,023	1,279	109	143	14	75	54	295	1,177	1,794	21	27
MUS	FY11	990	1,145	127	155	27	70	50	230	1,142	1,639	13	26
MUS	3 Year Avg	1,020	1,197	113	152	21	70	54	279	1,151	1,733	21	27
MUS	FY12	969	1,058	97	116	25	98	62	206	1,067	1,556	8	25
College	3 Year Avg	12,714	11,174	990	1,074	223	880	414	2,110	16,221	13,261	97	27
College	FY12	13,598	9,875	966	1,157	183	842	390	1,424	15,137	13,183	115	25

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
MUS	FY09	36%	40%	3%	5%	1%	2%	2%	11%	39%	60%	1%	28
MUS	FY10	34%	43%	4%	5%	0%	3%	2%	10%	39%	60%	1%	27
MUS	FY11	35%	41%	5%	6%	1%	3%	2%	8%	41%	59%	0%	26
MUS	3 Year Avg	35%	41%	4%	5%	1%	2%	2%	10%	40%	60%	1%	25
MUS	FY12	37%	40%	4%	4%	1%	4%	2%	8%	41%	59%	0%	25
College	3 Year Avg	43%	38%	3%	4%	1%	3%	1%	7%	55%	45%	0%	27
College	FY12	48%	35%	3%	4%	1%	3%	1%	5%	53%	46%	0%	24



Because of the community we live in chart shows a level of Hispanic students. In general there are more male students as music majors then females, more studies need to be taken for clearer results.

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4. Performance Assessment

4A1: 2012-2013 Institutional Level Student Learning Outcomes

Institutional 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.
Operating Information	
currently In MUS 24A 94% of the students were successful in achievement of receiving a B or higher	
Analysis – Assessment	
To stay up-to –date with software needed for teaching this course. To have proper equipment and well maintained keyboards.	

Institutional 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.
Operating Information	
PLSLO is currently being assessed fall 2012	
Analysis – Assessment	
Data is currently being collected to further the analysis	

Institutional Level Student Learning Outcome 3	Performance Indicators
Generate new ideas, students express themselves creatively, or solve complex problems in an original way.	Students have opportunities to perform once a week. An analysis and evaluation is measured with each performance. A final performance is given at the end of each semester.
Operating Information	
Students are given techniques to increase performance level through course lectures, and through lab	

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course work. To gain skills on an instrument, to prepare them for performances.
Analysis – Assessment
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.

Institutional Level Student Learning Outcome 4	Performance Indicators
Information Literacy	This ISLO will be assessed in the 2014-2015 Academic Year.
Operating Information	
Analysis – Assessment	

Institutional Level Student Learning Outcome 5	Performance Indicators
Personal/community awareness and academic / career responsibilities	This ISLO will be assessed in the 2014-2015 Academic Year.
Operating Information	
Analysis – Assessment	

4A2: 2012-2013 Program Level Student Learning Outcomes - For programs/departments offering degrees and/or certificates

Program-Level Student Learning Outcome 1	Performance Indicators

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Apply from lessons of assigned course work and or knowledge and skills.	70% or more of the students will perform at 75% or higher
Operating Information	
This PSLO will be assessed in 2012-13 in the following courses: MUS V01, V02, V08	
Analysis – Assessment	

Program-Level Student Learning Outcome 2	Performance Indicators
Use course work and information taught throughout the course to draw conclusions	70% or more of the students will perform at 75% or higher
Operating Information	
This PSLO will be assessed in 2012-13 in the following courses: MUS V01, V02, V08	
Analysis – Assessment	

Program-Level Student Learning Outcome 3	Performance Indicators
Generate new ideas, express themselves creatively, or solve complex conclusions.	70% or more of the students will perform at 75% or higher
Operating Information	
This PSLO will be assessed in 2012-13 in the following courses: MUS V01, V02, V08	
Analysis – Assessment	

Program-Level Student Learning Outcome 4	Performance Indicators

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Operating Information	
Analysis – Assessment	

Program-Level Student Learning Outcome 5	Performance Indicators
Operating Information	
Analysis – Assessment	

4A3: 2012-2013 Course Level Student Learning Outcomes - Refer to TracDat

4B: 2012-2013 Student Success Outcomes

Student Success Outcome 1	Performance Indicators
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.	The program will increase the retention rate by 2% or more above the average of the program's retention rate for the prior three years.
Operating Information	
Music Departments prior average retention rate was 86% . The College FY12 retention rate is 89%.	
Analysis – Assessment	
Music Departments prior year retention rate was 85% . Music FY12 retention rate is 89%. It achieved its goal of raising retention rate above the 2 %.	

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Student Success Outcome 2	Performance Indicators
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.	The program will increase the retention rate by 2% or more above the average of the college retention rate for the prior three years.
Operating Information	
Music Departments prior average retention rate was 86%. The College FY12 retention rate is 89%.	
Analysis – Assessment	
Music Departments prior year retention rate was 85%. Music FY12 retention rate is 89%. It achieved its goal of raising retention rate above the 2 %.	

4C. 2012-2013 Program Operating Outcomes

Program Operating Outcome 1	Performance Indicators
The program will maintain WSCH/FTEF above the 460 goal set by the district.	The program will exceed the efficiency goal of 460 set by the district by 2%.
Operating Information	
The District WSCH ratio for FY12 was 632	
Analysis – Assessment	
The program exceeded the district WSCH ratio goal.	

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	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.

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available.	
Operating Information	
The inventory list is out of date and needs to be reviewed	
Analysis – Assessment	
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.	

4D. Program Review Rubrics for Instructional Programs

Academic Programs

Point Value	Element	Score
Up to 6	Enrollment demand	6
Up to 6	Sufficient resources to support the program (ability to find qualified instructors; financial resources; equipment; space)	4
Up to 4	Agreed-upon productivity rate	3
Up to 4	Retention rate	4
Up to 3	Success rate (passing with C or higher)	5
Up to 3	Ongoing and active participation in SLO assessment process	3
Total Points	Interpretation	
22 – 26	Program is current and vibrant with no further action recommendation	
18 – 21	Recommendation to attempt to strengthen the program	
Below 18	Recommendation to consider discontinuation of the program	

TOTAL 25

CTE Programs

Point Value	Element	Score
Up to 6	Enrollment demand	
Up to 6	Sufficient resources to support the program (ability to find qualified instructors; financial resources; equipment; space)	
Up to 6	Program success (degree / certificate / proficiency award completion over 4 year period)	
Up to 4	Agreed-upon productivity rate	
Up to 4	Retention rate	

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Up to 4	Employment outlook for graduates / job market relevance	
Up to 3	Success rate (passing with C or higher)	
Up to 3	Ongoing and active participation in SLO assessment process	
Total Points	Interpretation	
31 - 36	Program is current and vibrant with no further action recommendation	
25 - 30	Recommendation to attempt to strengthen the program	
Below 25	Recommendation to consider discontinuation of the program	

Total

5. Findings

2012-2013 - FINDINGS

Finding 1:

The College's WSCH calculation shows our program to have a FY12 average of 633 compared to the district's goal of 632. This shows an increase of 1% from the 3-year average.

Finding 2:

The program's retention rates both for the 3-year average and F12 are close to the college's overall number of 85%.

Finding 3:

The program's 3-year success rate average (85%) are above the college's 3-year average of 75%. We are continuously improving our student success rate.

The program's 3-year average grade distributions for the discipline and the college are close. The number of Ws (15% to 15%) is the same as the college Average.

Finding 4:

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 20th and 21st century works, along side standard orchestral repertoire.

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Finding 5:

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 3rd year. The ability to be consistent in our course offerings has shown and increases of FTES and WSCH for the Ventura College music department.

6. Initiatives

6A: 2011-2012 - 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.

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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.)	

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
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Initiative : Developing the Performing Arts Center, staffing and equipment

Initiative ID : MUS 3-12

Links to Finding3The 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.

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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.)	

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.)	

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2011 - 2012 FINAL Program Initiative Priority Ratings

Line Number	Division Code	Program	Category	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 ID	Initiative Title	Resource Description	Resource Category	Estimated Cost	Adjusted Cost	Accumulated Costs	Full Time or Part Time
1	33	Music	Technology	1	R	H	L		MUS1201	Computer s/printers	Prepare new building computer lab	3	100,000	20,000	20,000	
2	33	Music	Budget	1	H		M	MUS1201	MUS1201	Continued support for Orchestra and Performances, and Private Lessons		7	-	-	20,000	

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6B: 2012-2013 INITIATIVES

Initiative ID should be consistent. For example:

2011-2012 identified initiatives - ART1201, ART1202, etc.

2012-2013 identified initiatives - ART1301, ART1302, etc.

Initiative 1:

Return offering all of the required Performance courses.

- a. MUS 10, 11, MUS 14,15, MUS 17, MUS 21,22, MUS 45,46,47 total 5 performance classes.
- b. Students are required to have 8 semesters of performing ensembles to receive their BA, BM, or BFA degrees. They are also require 4 semesters at VC to receive their AA degree in Music.
- c. In spring 2013 we have been asked to reduce to 3 performing ensembles. This will disadvantage students trying to complete degree requirements.

Initiative ID 1301

Links to Finding 1-5

Benefits - : Increases student success and retention.

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)	
Requires college facilities funds	X
Requires other resources (grants, etc.)	

Initiative 2:

Return (increase) MUS 31 Applied lesson Program course back to 40 students enrolled.

- a. Current cuts have forced us to cut down to 25 students per semester.
- b. Impact on students; these courses are required for all music majors, it is required by most universities that all Music Majors take 8 semesters of applied lesson to receive a BM, BA, or BFA in Music.
- c. Each Semester the music department has and average of 80-90 music majors, all should be enrolled in this course. There is on average 50-60 that petition to be enrolled each year.
- d. Impact; all students that are enrolled in this course have be co registered in MUS Theory, MUS Ear-Training, MUS 30, and a Performance Course. Which increases FTES for the department.

Initiative ID 1302

Links to Finding 1-5

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Benefits - : Increases student success and retention.

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	
Requires other resources (grants, etc.)	

Initiative 3

- Replace Yamaha C7 Grand Piano Estimated cost \$42,000.00
- a. Current C7 is over 40 years old in poor condition
 - b. Students perform each week in the applied music course using this piano. Students need equipment to demonstrate proper phrasing, intonation, timbre, and keyboard techniques to accomplish required styles for degree.
 - c. This C7 will be in the New Recital Hall PAC 139. This room is used for performance courses MUS 30, MUS 10,11,14,17, 45 all requiring a well-balanced instrument.
 - d. This room will also be used for performance of recitals and master classes by faculty, students, and professional Guest artist visiting the campus.

Initiative ID 1303

Links to Finding 1-5

Benefits - : Increases student success and retention.

Request for Resources

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	
Requires other resources (grants, etc.)	

Initiative 4:

- Refurbish Steinway B Grand Piano Estimated cost \$7,000.00
- a. Current Steinway B is over 45 years old in fair condition.
 - b. Steinway B is one of the finest grand pianos made by Steinway. It is worth keeping. It needs to replace strings, and hammers, and adjust action.

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- c. Piano will be placed in the new recording studio and used for piano major students, so they will be able to study and practice the required pedagogical techniques to transfer and enter four-year universities.
- d. Piano will also be used so students can record their performance of standard repertoire. This is used for their portfolio of work that is required by some universities for admission to the school.

Initiative ID 1304

Links to Finding 1-5

Benefits - : Increases student success and retention.

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	
Requires other resources (grants, etc.)	

Initiative 5:

House Manager/Performing Arts Administrative assistance.

- a. Needs for support of all Performing Arts course that offer performances, Music, Dance, Theater.
- b. Full time administrative assistant that can oversee all performance needs. Ticketing, phone calls, royalties, contracts, audience seating, audience development.

Initiative ID 1305

Links to Finding 1-5

Benefits - : Increases student success and retention.

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	
Requires other resources (grants, etc.)	

Initiative 6:

Funding support for custodial service.

- a. Additional funds given to departments that will be required to use performing halls.

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- b. Impact on department currently departments are being charged extra maintenance fees for custodians that well need to work OT hours to clean up after audience and to close building down after regular hours.

Initiative ID 1306

Links to Finding 1-5

Benefits - : Increases student success and retention.

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)	
Requires college facilities funds	X
Requires other resources (grants, etc.)	

Initiative 7:

Replace Two 9' foot Baldwin Grand Pianos with C3 Yamaha Grand

Estimated cost	\$60,000.00
	\$30,000.00 ea

- a. Both Baldwin are over 50 years old.
- b. To be used for instruction studio teaching PAC-140
- c. To be used for Piano performance practice two piano literature
 There is a large library for two pianos repertoire, also when students work on piano concertos the second piano is used as the orchestra.

Initiative ID 1307

Links to Finding 1-5

Benefits - : Increases student success and retention.

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	
Requires other resources (grants, etc.)	

Initiative 8:

I-MAC computers with Music software rooms PAC- 140, PAC-146, and PAC-150.

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- a. PAC - 140 is to be used for percussion smart classroom/video and audio recording of students applied live for teaching.
- b. PAC – 150 is to be used for Music Library, documentation printing of sheet music arrangements with Music technology
- c. PAC – 146 is to be used by Adjunct faculty office and student work assistant.

Initiative ID 1308

Links to Finding 1-5

Benefits - : Increases student success and retention.

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)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative 9:

Improve technical/clerical support for the faculty so that they will be relieved from excess administrative tasks, such as portions of the program review process, therefore allowing the faculty to spend their time preparing for their classes. Ensure that faculty has working technology in their offices and classrooms and supportive staff in order to help them teach more effectively. Otherwise, UC and CSU systems could refuse to allow transferring our courses. There are some concerns being raised there already.

Initiative ID 1309

Links to Finding 1-5

Benefits - : Increases student success and retention.

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)	
Requires college facilities funds	x
Requires other resources (grants, etc.)	

Initiative 10:

I-MAC computers in ticket offices for Helen Yunker Auditorium and Studio Theater.

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- a. Ticket box office computer availability with software to assist in tracking, ticket sales, online sales, and event coordination.

Initiative ID 1310

Links to Finding 1-5

Benefits - : Increases student success and retention.

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)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

6C: 2012-2013 Program Initiative Priority Ratings

Program	Finding Number	Category	Program Priority (R, H, M, L)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost
MUS	1-5	Budget	H				MUS 1301	Return offering all of the required Performance courses	Allows all students to complete Major requirements	22,000.00

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MUS	1-5	Budget	H				MUS 1302	Return (increase) MUS 31 Applied lesson Program course back to 40 students enrolled.	Allows all students to complete Major requirements	-----
MUS	1-5	Budget	H				MUS 1303	Replace Yamaha C7 Grand Piano	Students need equipment to demonstrate proper phrasing, intonation, timbre, and keyboard techniques to accomplish required styles for degree.	42,000.00
MUS	1-5	Budget	H				MUS 1304	Refurbish Steinway B Grand Piano	So students can record their performance of standard repertoire. This is used for their portfolio of work that is required by some universities for admission to the school.	7,000.00
MUS	1-5	Budget	H				MUS 1305	House Manager/Performing Arts Administrative assistance.	Needs for support of all Performing Arts course that offer performances, Music, Dance, Theater.	40,000.00
MUS	1-5	Budget	M				MUS 1306	Funding support for custodial service.	Reduce the cost for performance on the Music, Dance and theater departments	-----
MUS	1-5	Budget	H				MUS 1307	Replace Two 9' foot Baldwin Grand Pianos with C3 Yamaha Grand	To be used for Piano performance practice two piano literature	60,000.00

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MUS	1-5	Budget	M				MUS 1308	I-MAC computers with Music software rooms PAC- 140, PAC-146, and PAC-150.	To be used for Instructional use, library, both Full Time and Part Time faculty	\$7,500.00
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Program	Finding Number	Category	Program Priority (R, H, M, L)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost
MUS	1-5	Budget	H				MUS 1309	Improve technical/clerical support for the faculty	Fund an Instructional Technology Assistant position.	\$77,092
MUS	1-5	Budget	M				MUS 1310	I-MAC computers in ticket offices for Helen Yunker Auditorium and Studio Theater.	To improve technology and support in ticket areas	\$5,000.00
MUS										
MUS										
MUS										
MUS										
MUS										
MUS										

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6D: PRIORITIZATIONS OF INITIATIVES WILL TAKE PLACE AT THE PROGRAM, DIVISION, COMMITTEE, AND COLLEGE LEVELS:

Program/Department Level Initiative Prioritization

All initiatives will first be prioritized by the program/department staff. Prioritize the initiatives using the **RHML** priority levels defined below.

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 will then be prioritized using the **RHML** priority levels defined below.

Committee Level Initiative Prioritization

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

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 **RHML** priority levels defined below.

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

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

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

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

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7. Process Assessment and Appeal

7A. Purpose of Process Assessment

The purpose of program review assessment is to evaluate the process for continual improvement. The process is required for accreditation and your input is very important to us as we strive to improve.

7B. **2012 - 2013** ASSESSMENT QUESTIONS

1. Did you complete the program review process last year, and if so, did you identify program initiatives? YES/YES

2a. Were the identified initiatives implemented? ONLY One

2b. Did the initiatives make a difference? YES

3. If you appealed or presented a minority opinion for the program review process last year, what was the result? N/A

4. How have the changes in the program review process worked for your area?
Data information and trying to retrieve the information to populate the report was a very long frustrating process.

5. How would you improve the program review process based on this experience?
Have all tables and data already filled out and let faculty assess only and recommend how and what type of changes need to occur in their respective departments.

7C. 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 appropriate form that explains and supports your position. Forms are located at the Program Review VC website.

The appeal will be handled at the next higher level of the program review process.