



Program Review 2013-2014

Department Chairs,

It is program review time again! Enclosed you will find your program review document that needs to be completed and turned in to your Dean by October 7, 2013. The purpose of program review is for faculty and staff members to evaluate their program's performance based on an analysis of data and to develop initiatives for improvement. Through the creation of initiatives, some requiring resources and some not, programs will establish goals and long-term program plans.

You will see that the document has been simplified in order to provide a more cohesive but functional document that we hope will be easier for your department to complete. You will also find included appendices with helpful information such as the Process Map, What to Leave In and What to Leave Out Guidelines, and the Academic Senate Rubric for Instructional Program Vitality.

Please note that instruction prompts have been provided in italics throughout sections of the document to provide guidance for interpreting data and providing analysis statements. You may remove these instructions as you complete each section. Please use 11 point, Calibri font for consistency.

Areas such as your program/department description and the staffing chart have been pre-populated using information from your last program review document. Please revise as necessary. Please note that you are not required to create initiatives for each area of data. However, programs are required, at a minimum, to create initiatives that do not require resources as every program should have some area (i.e. student success, retention) in which it is trying to improve. And programs, which offer degrees and/or certificates, need to set goals for increasing program completion rates (per direction from the Accrediting Commission).

The last page of the document includes a process verification section where you will note the participants and document the meeting dates. Your Division Dean will also need to electronically verify review prior to submitting the document, so be sure to plan accordingly.

Appendices:

- A-Program Review Process Map-Instructional Programs
- B-What to Leave In and What to Leave Out
- C-Academic Senate Rubric for Instructional Program Vitality-Instructional Academic Programs
- D-Academic Senate Rubric for Instructional Program Vitality-Instructional CTE Programs
- E-Appeal Form

Attachments:

- Data packets for your program/department

WHO TO CALL FOR ASSISTANCE

Budget and Inventory Data:

David Keebler, VP-Administrative Services, ext. 6354

Data Analysis and Interpretation:

Michael Callahan, Institutional Researcher, ext. 6344

Instructional Programs:

Kathy Scott, Dean-Institutional Effectiveness, ext. 6468

Debbie Newcomb, Faculty Facilitator, ext. 6368

Sandy Hajas, LRC Supervisor, ext. 6179

Services:

Susan Bricker, Registrar, ext. 6044



Due October 7, 2013



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Sandy Hajas, LRC Supervisor, ext. 6179

Kathy Scott, Dean-Institutional Effectiveness, ext. 6468



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Section I – Accomplishments and Status of 2012 Program Review Report

A. Last Year's Initiatives

1. *ID 1301 Improve student success, retention, productivity rate;*
 - a. *Discussion in department meetings provided new ideas in, performance, history, and Theory. Music is currently at 87% retention, up from last two years of 86%, and 76% success rate up from previous 3 yrs average.*
 - b. *Faculty is currently revising its core class offerings to be in compliance with TMC- degree.*
 - c. *Because of new guidelines to repeatability of courses, our retention rate will reduce this year, due to students not able to repeat required courses. Ie. Applied music courses.*
2. *ID 1302 Replace Yamaha C-7*
 - a. *Music has a new performance piano in the newly renovated Recital Hall. This allows students to achieve desired timbre, phrasing, and keyboard techniques. Weekly classes in performance use this new piano, as well as scheduled music performances.*
3. *ID 1303 Refurbish Steinway B Grand Piano*
 - a. *We were informed in September 2013 that we were awarded these funds, funds have not yet be distributed to the music department, therefore no work order has occurred to begin this project.*
4. *ID 1308 Add new imacs to room PAC- 140, PAC-146, PAC-150*
 - a. *Faculty and staff currently use these two computers in 146, and 150 every day, for a verity of uses. One is for adjunct faculty, and student assistants. 150 is used for library documentation for the music library. PAC-140 has not yet been installed yet, a work order has been created to complete this in the next two weeks.*

B. Updates/accomplishments pertaining to any of the Student Success or Operating Goals from last year's report.

Music department completed the revisions on all performing courses, reducing the units from 1.5 to 1 unit. Deleted repeatability to the applied music program courses. These changes disadvantaged all returning music majors by not allowing them to repeat these required courses. These current students are either not registered in proper courses, or, have applied for a directed studies course, which will allow them to receive credit, but will have to petition this course at the receiving university.

This has been a set back for the department and our students.

Current steps to correct the problem is on going by;

- a. *re-writing the new TMC (which will require English to offer a 3 unit English course, and or creating a learning community linked 3 unit English course.*
- b. *Music revised the MUS 31 applied courses, however we were just told that these courses are allowed to repeat, and are in compliance with State Universities.*

Section II - Description



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A. Description of Program/Department

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 three 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, when funding provides the department to offer advance course, students are encouraged to enroll in the advance course of Music Theory, Ethnomusicology, Jazz studies, Music Technology, or Performance. In all courses 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

B. Program/Department Significant Events (Strengths and Successes), and Accomplishments

This year two new full time faculty members are currently in their fourth year tenure process, and with that the department has three full time faculty members working on all aspects for the department. On an average music department has 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.

We have one FT member who has taken on the responsibility to mapping the SLO’s in the department, a second FT member is developing transfer, success and retention rates with our students. This is making a positive impact on the department as a whole, and has reduced some of the responsibilities of the department chair, so DP Chair can focus on other demanding responsibilities.



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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 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

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.
 - a. Due to budget cuts and renovation of the PAC building, this program did not occur for the past two years. Beginning in spring 2014 we are reestablishing this program with three performances
- 2) Ventura County Ballet Company – In Collaboration with the Ventura College Symphony Orchestra, currently in the 4th season will be presenting Tchaikovsky's "The Nutcracker" this year production will include performances in two Venues, Oxnard Performing Arts center, and at the new renovated Ventura College Performing Arts Center.



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a. This program has helped with student development, and recruitment to our department, because of the many performances for this production we connect with an average of 4,000 to 5,000 audience members, with over 60% young adults and children looking for opportunities in the performing arts.

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.

This year 2013-14, for the first time in Ventura College history we have and currently developing the Performing Arts Department.

While we are at the beginning stages of this new department, we are already seeing new and better communication with each other's discipline.

Additional organizations that our music faculty members are currently involved with

- 1) Santa Barbara Opera (Choral Director)
- 2) Gold Coast Choir (Music Director)
- 3) Grammy Camp (Instrumental Professor)
- 4) 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.

Now that there is a Performing Arts Department we are actively working with the Ventura College Foundation to reach out to others in the community to build endowments for all discipline in the department.



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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.

C. 2013-2014 Estimated Costs/Gainful Employment – for Certificates of Achievement ONLY

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

D. Criteria Used for Admission

None

E. College Vision

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

F. College Mission

At Ventura College, we transform students' lives, develop human potential, create an informed citizenry, and serve as the educational and cultural heart of our community. Placing students at the center of the educational experience, we serve a highly diverse student body by providing quality instruction and student support, focusing on associate degree and certificate completion, transfer, workforce preparation, and basic skills. We are committed to the sustainable continuous improvement of our college and its services.

G. 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.

- | | |
|--|---|
| <ul style="list-style-type: none"> • Student Success • Respect • Integrity • Quality • Collegiality • Access | <ul style="list-style-type: none"> • Innovation • Diversity • Service • Collaboration • Sustainability • Continuous Improvement |
|--|---|

H. Organizational Structure

President: Dr. Greg Gillespie

Executive Vice President: Dr. Daniel Seymour

Dean: Dr. Gwendolyn Lewis Huddleston



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Department Chair: Robert Lawson

Faculty/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.

Section IIIa – Data and Analysis

A. SLO Data

Instructions:

- 1. Data shows that student success and retention in music is over all in compliance with the college rate.*
- 2. In departmental meeting discussions, the courses that require a significant amount of writing, MUS V03, V06, V07, V08, V09 all GE courses, while retention rate is in line with college rates the success rate and SLO findings show that students need better understanding of writing skills. Currently Staff are encouraging students to enroll into a writing course at VC, as well as finding new approaches to assign more combinations of in- class writing and take home essay testing. Music Department is currently working with the English Department to create a learning community course that would pair with one or more of the above-mentioned courses.*
- 3. Music found that MUS 24A,B,C,D, success rate was not being meet. Faculty visited and discussed with UC and SCU, requirements and objectives for their 2-year lower division students. The results from this dialog, faculty has revised the course objectives to be in line with the universities. There is not been SLO data since the change, however it is expected that retention rate may reduce however the success rate will increase during the change to the curriculum change.*
- 4. New software and equipment is needed in Piano Lab. New technology that will show students through projector, a. the instructors hand at the teachers station, b. also shows*



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how it looks electronically on a graphic keyboard, c. how the notes on the keyboard looks as it would be printed on the musical staff.

B. Performance Data

1. Retention – Program and Course

1. The three year Retention rate in music is above the college rate.

2. There is a higher percentage of whites in music then the college average.

Music feels that we need to have a meeting once a year with every high school in the area to present what we offer and what a student can expect when they enroll at VC.

Initiatives needed for this would be funding for faculty to create an outreach visit of high schools and or inviting music/performing arts high school faculty and students to visit VC to participate in an information and outreach performance experience.

2. Success – Program and Course

Music is seven points above the College average.

The rate of success in all ethnic groups is higher overall then the college rate.

African American is the only ethnic group that is lower than the college rate. Its current rate is 53% we feel that this is not acceptable. We note that the dance department has a higher rating with its relation to African American students. We will work on this to improve this data indicator.

As a department we have not developed a plan yet to increase this rate. Discussion and planning will follow.

Initiative; to establish a discussion group in department meetings to address the issue

3. Program Completion – for “Programs” with Degrees/Certificates Only

1. Certificates fluctuate from 1 to 4 per year, while the AA degree has continued to increase, this past year we doubled the amount of AA Degrees, and increase of 100%

We believe the reason for this development is due to music faculty advising our students that in the past it was expectable to complete course work and transfer to the University of choice. This past year, however, we encouraged students to complete the AA degree, preparing them for the AA-T TMC model.

2. We are currently re-writing the core requirements for the new AA-T and changing our AA as well as the certificate program.

We will be encouraging students that plan to transfer to a SCU to follow the AA-T requirements and to those wanting to enter a private or UC to follow the AA degree. Those students that are not interested in degree work will be advised to follow the Certificate route.

C. Operating Data



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1. Demographics - Program and Course

1. *There is more percentage of white students 41% than Hispanic students 35% in music then the college average, White 37% Hispanic 45%*
2. *There are more males 59% in music than females 40%, then the 3 year VC average, Male 46%, female 54%*

2. Budget

1. *In the past three years in all performing arts departments DANCE, THEATER, AND MUSIC co-curricular funding has been reduced.*
2. *This has had a negative impact on the amount of productions, and the quality of performances.*
3. *We plan on requesting through an Initiative to increase these budgets.*
4. *Student hourly in music was increased to allow the department to hire a 20 hrs per week student worker. This increase has had a positive impact on the department, allowing faculty to complete more projects on time. While this has been a benefit to the department, it is clear that the Performing Arts department needs a full time administrative assistant position.*
5. *Music department needs to increase its Summer instructional Budget, so we can add to our course offerings.*

- Program members have reviewed the budget data.
 No comments or requests to make about the budget

3. Productivity – Program and Course

1. *WSCH Ratio is above expectations in most of the courses. Between 91% to 247%*
2. *Music V24 ratio is low due to the amount of pianos available in the piano Lab, 16. Instructors have students double up on a single piano, however this is not a solution. Students do not get the full impact of piano performance technique. The Goal ratio for this course should be reduced to 300% (20X5X3)*
3. *Mus 2A, 2B, 2C, 2D and the co-requisite courses and MUS 39, students are using technology and need the use of computers. We currently have 20 Laptops and 10 desk top computers, however the class room sitting is tight and accommodates 26 students comfortably. The Goal for this course should be reduced to 390% (26X5X3)*
4. *Mus 31 courses are through the Applied music program where students receive individual instruction. 1 student per hour to 1 instructor per hour.*

D. Resources

1. Faculty

*There has been a reduction in PT FTE due to the reduction in course offerings.
The ratio to FT and PT is below college ratio.*

2. Classified Staff

We do not have any classified employees, however we will again ask this year for a full time Administrative assistant for the Performing Arts department.



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3. Inventory

1. This past year we were awarded a new C-7 grand piano, imac computers for two offices and one class room. We also just received \$7,000 to refurbish the Steinway located in the upstairs recording studio.
2. This coming year we will again request a new C-7 piano to replace the two 45-year-old Baldwin pianos.

4. Facilities or other Resource Requests

Requesting more class offerings for the Fall/Spring and Summer sessions

5. Combined Initiatives

Music, Dance and Theater will be requesting collectively for an administrative assistant.

E. Other Program/Department Data

Section IIIb – Other Program Goals and Initiatives

A. Other Program Goals

Instructions: Aside from the goals determined from looking at specific institutional and program data, are there any other program goals for which you may or may not request funding? If so, please explain and enter it as an initiative with more detail in Section V. Such goals may include:

- Innovation
- Legislation
- Regulations
- Industry Standards
- New Technology
- Professional Development
- Advisory Committee Recommendations

Section IV – Program Vitality (Academic Senate Approved Self-Evaluation)

- *What is your score - 22*
- *What does that score mean to you - Success rate in courses need to be increased. Better development to get students to register early.*
- *Development in outreach to high schools each year.*

Section V - Initiatives

Instructions:

Please list your initiatives below, including any you are carrying forward from prior years. Add as many as needed. Deans/division offices will put the information onto the initiatives charts. Every program/department needs initiatives that do not require resources.

Ranking:

The ranking provided below indicated the program/department's ranking. The initiatives will be ranked again later at the division level before going to the appropriate committees (i.e. technology) for additional ranking.

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

M = Medium – Approximately 1/3 of the total program/department/division's initiative by resource category

L = Low – Approximately 1/3 of the total program/department/division's initiatives by resource category

Example:



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Initiative: Provide a brief title

Initiative ID: (i.e. CD1301 = Child Development, 2013, first initiative. Maintain initiative numbers from prior program review if any are being carried forward into this new year.)

Link to data (Required): From which area of data is this request associated? Within the category, be specific. (i.e. Success data for a specific course, PSLO #1, . . . , etc.)

Expected Benefits: What benefits to student learning or completion, etc. do you anticipate?

Goal: What do you believe needs to occur? (i.e. raise student success in ____ course)

Performance Indicator: What do you see as a realistic goal? (i.e. a 5% increase in student success)

Timeline: When do you expect to achieve this success within in the next three years? (i.e. by May 2015). These timelines will create a multi-year plan for your program/department. (a drop down menu is provided.)

Funding Source Category: (a drop down menu is provided)

- No new resources
- Additional general funds for hourly instruction, supplies and services (includes maintenance contracts)
- College equipment funds (non computer)
- Technology funds
- Facilities funds
- Staffing resources
- Grant funds

Ranking: (i.e. **H**) (a drop down menu is provided) Note: Your program/department will need to rank its initiatives (1/3 High, 1/3 Medium, 1/3 Low). These initiatives will be further ranked by the division.

Begin listing your initiatives here, including any you are carrying forward from prior years. Please note that every program/department needs to include initiatives that do not require resources. You may copy and paste this section

A. Initiative: Return offering all of the required Performance courses.

- a. *Divide (MUS V10 and V11) currently these courses are being taught concurrently*

Initiative ID: MUS 1301

Link to Data: *Retention and Success data section IIIa*

Expected Benefits:

- a. *Allowing these to be taught a different class hours will allow vocal students to develop vocal literature to advance level.*
- b. *It will allow the instructor to select repertoire that is appropriate to the support advance choral technique.*

Goal: This will raise student-learning outcomes and will prepare vocal students to transfer to universities, as well as introduce vocal students to chamber/small ensemble singing, which will improve intonation, and matching timbre and rhythmic combinations.

Performance Indicator: *Increase of 5% in student success rate in the upper and lower section*

Timeline: May 2015



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- Funding Resource Category:** *Additional general funds for hourly instruction, supplies and services (includes maintenance contracts)*
Ranking: Medium
- B. Initiative:** *Return (increase) MUS 31 Applied lesson Program back to 40 students per semester. Currently we are only able to offer 30.*
Initiative ID: MUS 1302
Link to Data: *Success rate and degree completion section III b.3*
Expected Benefits:
These courses are required for all music majors. To receive a BM, BA, BFA. Required 8 semesters.
Each Semester the music department has an average of 80-90 music majors, all should be enrolled in this course. There is on average 50 that petition to be enrolled each year. At 40 lessons we are able to give all majors the opportunity to complete their requirements. These courses require co-curricular courses, (1 theory course, 1 musicianship course, one performance course.) when we have 40 applied music student all other courses are at maximum enrollment level.
- Goal:** *Will increase degree completion and student success rates.*
Performance Indicator: *Increase of 5% in student success rate*
Timeline: May 2015
Funding Resource Category: *Additional general funds for hourly instruction, supplies and services (includes maintenance contracts)*
Ranking: High
- C. Initiative:** *Replace two 45+yr old Baldwin Grand pianos with one new Yamaha C-7 Grand Piano*
Initiative ID: MUS 1307
Link to Data: *Section IIIa student success rate.*
Expected Benefits: *Allows students to perform on a standard grand piano, performing duets for piano, common with chamber music repertoire. Auction the two old 9' Baldwin pianos.*
Goal: *Will increase degree completion and student success rates.*
Performance Indicator: *increase student success rates by 5%*
Timeline: May 2015
Funding Resource Category: *College equipment funds (non computer)*
Ranking: Medium
- D. Initiative:** *House manager/Performing Arts Administrative Assistant*
Initiative ID: MUS 1305
Link to Data: *Combined Initiatives Section III d Student success, program development, Degree completion for all performing arts courses.*
Expected Benefits: *Will support all courses in the performing arts department with scheduling, advertisement, scheduling events, maintaining performance calendar, working with faculty administrating all requisitions, royalties, and rentals. Returning calls and email to public regarding performance schedule.*



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- Goal:** *Will relieve the amount of work that is now being administered by faculty and the division administrative assistant.*
- Performance Indicator:** *Great success to the over all department, completing deadlines and communication with district and public.*
- Timeline:** May 2015
- Funding Resource Category:** *Staffing resources*
- Ranking:** High
- E. Initiative:** *Add Summer instructional Budget*
Initiative ID: **MUS 1401**
Link to Data: *Section IIIa student success rate.*
Expected Benefits: *Will allow students to enroll to prepare and complete required courses. Students need to demonstrate piano proficiency often needing work throughout summer, Performance courses needed to continue to develop student success.*
Goal: *Will increase degree completion and student success rates.*
Performance Indicator: *increase student success rates by 5%*
Timeline: May 2015
Funding Resource Category: *Additional general funds for hourly instruction, supplies and services (includes maintenance contracts)*
Ranking: Medium
- F. Initiative:** *Discussion to establish a discussion group in department meetings to address the issue Success rate in music for Afr.Amer.*
Initiative ID: **MUS 1402**
Link to Data: *Section IIIa student success rate.*
Expected Benefits: *find new approaches to increase student success for Afr.Amer. which is currently at 53%*
Goal: *Will increase degree completion and student success rates. And overall retention and success rate.*
Performance Indicator: *increase student success rates by 5%*
Timeline: May 2015
Funding Resource Category: *No new resources*
Ranking: Medium
- G. Initiative:** *Outreach programs*
Initiative ID: **MUS 1403**
Link to Data: *Section IIIa student success rate, Increase the Demographics and student population*
Expected Benefits: *faculty to create a program to visit of high schools and or inviting music/performing arts high school faculty and students to visit VC to have a in-formance.*
Goal: *Will increase degree completion and student success rates.*
Performance Indicator: *increase enrollment, and increase our demographics.*
Timeline: May 2015
Funding Resource Category: *Grant funds*
Ranking: Medium



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Section VI – Process Assessment

Instructions: Please answer the following questions:

- A. How have the changes in the program review process this year worked for your area?**
 - a. Data was populated and much easier to complete with minimum frustration.**

- B. How would you improve the program review process based on this experience?**
 - a. Continue with this same process.**

- C. Appeals**

After the program review process is complete, your program has the right to appeal the ranking of initiatives (i.e. initiatives that should have been ranked high but were not, initiatives that were ranked high but should not have been), the division's decision to support/not support program discontinuance, or the process (either within the department/program or the division) itself.

If you choose to appeal, please complete the Appeals form (Appendix E) 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.

VII – Submission Verification

Instructions: Please complete the following section:

Program/Department: Music Department

Preparer: Robert Lawson

Dates met; Emailed to division dean on October 7, 2013

List of Faculty who participated in the program Review Process:

Robert Lawson

Leslie Drayton

Brent Wilson

Preparer Verification: I verify that this program document was completed in accordance with the program review process.

Dean Verification: I verify that I have reviewed this program review document and find it complete. Dean may also provide comments (optional):



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Program Review Process Map

I . Status report and accomplishments from prior year

II. Description

III(b). Other program goals and initiatives

(Innovations, regulations, legislation, new technology, industry standards, professional development, or advisory committee recommendations, etc.)

IV. Program vitality-(Academic Senate rubric)

**V. Summary of initiatives and requests
Minority reports if any**

VI. Process assessment

VII. Verification of review



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Program Review Resource Initiatives Guidelines

WHAT TO LEAVE OUT

The purpose of this document is to clarify what kinds of resource requests should NOT be included in the Program Review Document as initiatives.

<p>The table below summarizes the types of resources that DO NOT need to be included in the Department Plans. The “Who to Contact” column lists who to contact when the resources or services are needed.</p>		
Excluded Items	Who to Contact	Explanation
Safety Issues, including but not limited to broken chairs or desks, etc. that can be resolved through the normal process.	Dean, M&O or Appropriate Office	All safety issues should be immediately reported to the Dean, M&O, or appropriate department.
EAC Accommodations that can be resolved through the normal process.	DSPS and Dean	Any accommodation should have the guidance of the DSPS office.
Routine M&O maintenance & repair (light fixtures not working, holes in walls, locks, cleaning, broken desks or chairs, etc.) that can be resolved through the normal process.	M&O or Division Office	Complete an email request to vcmaintenance@vccd.edu or notify your division office so they can handle for you.
Cyclical Maintenance (painting, flooring, carpet shampooed, windows, etc.) that can be resolved through the normal process.	M&O or Division Office	Complete an email request to vcmaintenance@vccd.edu or notify your division office so they can handle for you.
Classroom technology equipment repairs (projector light bulb out, video screen not working, computer not working, existing software updates) that can be resolved through the normal process.	Campus Technology Center or Division Office	Complete an email request to vchelpdesk@vccd.edu or notify your division office so they can handle for you.
Section Offerings/ Change of classrooms	Dean/Department Chair	Dean will take requests through the enrollment management process.
Substitutes	Dean	Dean will process in accordance with existing guidelines.
Conferences, Meetings, Individual Training	Professional Development Committee	Requests should first be addressed by the PDC and only go through program review if costs cannot be covered.



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Program Review Resource Initiatives Guidelines

WHAT TO LEAVE IN

The purpose of this document is to clarify what kinds of resource requests should be included in the Program Review Document as initiative.

<p>Faculty and Staff from each department will meet as a division to prioritize initiatives resulting from the Program Review process. The initiatives will then go to each respective governance groups such as Staffing Priorities, Technology Committee, Budget Resource Council, etc., for further prioritization. Administrative Council and the Executive Team will develop the final prioritized list and distribute for implementation.</p>		
Included Items	Committee Group	Explanation
Replacement of classroom furniture	Facilities Oversight Group	Only when it is an entire classroom/lab/office at a time or a safety or disability issue that has not been resolve through the normal process.
Upgrade and/or replacement of computer and other technological equipment	Technology Committee	These items will go on to a list for replacement or upgrade per the technology plan.
New Equipment/Furniture/classroom items (i.e. microscope, etc.)	Budget Resource Council	These items must be approved included in a plan to improve student learning and/or services.
Buildings/Office Space (new renovation, modernization)	Division Dean	The division dean will work with Administrative Council and the Fog Committee to pursue the projects.
New Software	Technology Committee	These items must be approved included in a plan to improve student learning and/or services.
New Faculty Positions	Faculty Staffing Priorities	Requests for new positions will compiled on a list and sent to the FSP committee.
New Classified Positions/or increase in percentage of existing positions.	Classified Staffing Priorities	Requests for classified positions will compiled on a list and sent to the CSP committee.
New Programs/certificates	Curriculum Committee	These program/certificates must be approved by the curriculum committee.
Training and Professional Development above normal	Professional Development/ Budget Resource Council	These are items over and above what the PDC can provide.
Expansion/Conversion to Distance Learning	Dean of Distance Learning and Distance Learning Committee	Requests will be compiled and sent to the committee process for discussion.
Service Agreements	Budget Resource Council	Requests must include justification.
Instructional Materials and Office Supplies/ Advertising/Student Workers/Printing/Duplicating	Budget Resource Council/Dean	These items must include a compelling reason and be above what the normal budget will allow.



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Rubric for Instructional Program Vitality-Academic (non-CTE)

The purpose of this rubric is to aid a program in thoughtful, meaningful and reflective self-evaluation. This rubric is also a defensible and objective way at looking at program viability and efficacy. This rubric should not be used as the mechanism to justify funding requests or for resource allocation. Lastly, a low score on this rubric does not preclude a program from requesting documented and necessary resource requests in other parts of this program review document.

Academic programs:

Point Value	Element	Score
Up to 6	Enrollment demand ¹	
	A "6" would be the ability to fill 100% of sections prior to the start of the semester.	
	A "5" would be the ability to fill 95% or greater of class sections prior to the start of the semester for the past two terms.	5
	A "4" would be the ability to fill 90% or greater of class sections prior to the start of a semester for the past two terms.	
	A "3" would be the ability to fill 85% or greater of class sections prior to the start of a semester for the past two terms.	
	A "2" would be the ability to fill 80% or greater of class sections prior to the start of a semester for the past two terms.	
	A "1" would be the ability to fill 75% or greater of class sections prior to the start of a semester for the past two terms.	
	A "0" would be the ability to fill less than 75% of class sections prior to the start of a semester for the past two terms.	
Up to 3	Sufficient capital / human resources to maintain the program, as defined by:	
	Ability to find qualified instructors	
	A "3" would indicate that no classes have been canceled due to the inability to find qualified instructors.	3
	A "2" would indicate that rarely but occasionally have classes been canceled due to the inability to find qualified instructors.	
	A "1" would indicate that a significant number of sections in the past year have been canceled due to the inability to find qualified instructors.	
Up to 3	Financial resources, equipment, space	
	A "3" would indicate that the program is fully supported with regards to dedicated class / lab space, supplies and equipment.	
	A "2" would indicate that the program is partially supported with regards to dedicated class / lab space, supplies and equipment	2
	A "1" would indicate that the program is minimally supported with regards to dedicate class / lab space, supplies and equipment.	
	A "0" would indicate that there is no college support with regards to class / lab space, supplies and equipment.	
Up to 4	Agreed-upon productivity rate ²	
	A "4" would indicate that a program has met or exceeded its productivity rate.	
	A "3" would indicate that a program is at 90% or greater of its productivity rate.	3

¹ Enrollment demand is determined by the ability to fill classes.

² Productivity rate is defined as **WSCH/FTEF** as determined by the program faculty at the college.



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A "2" would indicate that a program is at 80% or greater of its productivity rate.	
A "1" would indicate that a program is at 70% or greater of its productivity rate.	
A "0" would indicate that a program is at less than 70% of its productivity rate.	

Up to 4	Course completion rate ³	
	A "4" would indicate that the program's course completion rate is greater than 5 percentage points or greater than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	4
	A "3" would indicate the program's course completion rate is equal to or greater than the most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "2" would indicate that a program's course completion rate is up to 2 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "1" would indicate that a program's course completion rate is up to 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "0" would indicate that a program's course completion rate is greater than 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	

Up to 3	Success rate ⁴	
	A "3" would indicate that the sum of the program's course success rates for the past academic year is greater than the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "2" would indicate that the sum of the program's success rates for the past academic year is within 4 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	2
	A "1" would indicate that the sum of the program's success rates for the past academic year is within 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "0" would indicate that the sum of the program's success rates for the past academic year is lesser than 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	

Up to 3	Ongoing and active participation in SLO assessment process	
	A "3" would indicate that all required courses, programs and institutional level SLOs as indicated by the programs SLO mapping document found in TracDat have been assessed on a regular and robust manner within the past academic year.	3
	A "2" would indicate that 95% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	
	A "1" would indicate that 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	
	A "0" would indicate than less than 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	

Note rationale on next page.

³ As defined by the RP Group, the course completion rate is the "percentage of students who do not withdraw from class and who receive a valid grade."

⁴ As defined by the RP Group, the success rate is "the percentage of students who receive a passing/satisfactory grade" notation of A, B, C, P, IB, or IC.



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In no more than two to three sentences, supply a narrative explanation, rationale or justification for the score you provided, especially for programs with a score of less than 22:

Success rate in courses need to be increased. Better development to get students to register early.
Development in outreach to high schools each year.

Score interpretation, academic programs:

- | | |
|-----------------|---|
| 22-26 | Program is current and vibrant with no further action recommended |
| 18-21 | Recommendation to attempt to strengthen program |
| Below 18 | Recommendation to consider discontinuation of the program |



Program Review 2013-2014

Rubric for Instructional Program Vitality-CTE

The purpose of this rubric is to aid a program in thoughtful, meaningful and reflective self-evaluation. This rubric is also a defensible and objective way at looking at program viability and efficacy. This rubric should not be used as the mechanism to justify funding requests or for resource allocation. Lastly, a low score on this rubric does not preclude a program from requesting documented and necessary resource requests in other parts of this program review document.

CTE programs:

Point Value	Element	Score
Up to 6	Enrollment demand / Fill rate ⁵	
	A "6" would be the ability to fill 100% of sections prior to the start of the semester.	
	A "5" would be the ability to fill 95% or greater of class sections prior to the start of the semester for the past two terms.	
	A "4" would be the ability to fill 90% or greater of class sections prior to the start of a semester for the past two terms.	
	A "3" would be the ability to fill 85% or greater of class sections prior to the start of a semester for the past two terms.	
	A "2" would be the ability to fill 80% or greater of class sections prior to the start of a semester for the past two terms.	
	A "1" would be the ability to fill 75% or greater of class sections prior to the start of a semester for the past two terms.	
	A "0" would be the ability to fill less than 75% of class sections prior to the start of a semester for the past two terms.	
	Sufficient capital / human resources to maintain the program, as defined by:	
Up to 3	Ability to find qualified instructors	
	A "3" would indicate that no classes have been canceled due to the inability to find qualified instructors.	
	A "2" would indicate that rarely but occasionally have classes been canceled due to the inability to find qualified instructors.	
	A "1" would indicate that a significant number of sections in the past year have been canceled due to the inability to find qualified instructors.	
	A "0" would indicate that classes are not even scheduled due to the inability to find qualified instructors.	
Up to 3	Financial resources, equipment, space	
	A "3" would indicate that the program is fully supported with regards to dedicated class / lab space, supplies and equipment.	
	A "2" would indicate that the program is partially supported with regards to dedicated class / lab space, supplies and equipment	
	A "1" would indicate that the program is minimally supported with regards to dedicate class / lab space, supplies and equipment.	
	A "0" would indicate that there is no college support with regards to class / lab space, supplies and equipment.	
Up to 4	Agreed-upon productivity rate ⁶	
	A "4" would indicate that a program has met or exceeded its productivity rate.	
	A "3" would indicate that a program is at 90% or greater of its productivity rate.	
	A "2" would indicate that a program is at 80% or greater of its productivity rate.	
	A "1" would indicate that a program is at 70% or greater of its productivity rate.	

⁵ Enrollment demand is determined by the ability to fill classes.

⁶ Productivity rate is defined as **WSCH/FTEF** as determined by the program faculty at the college.



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A "0" would indicate that a program is at less than 70% of its productivity rate.	
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Up to 3	Program Completion	
	A "3" would indicate that the program has granted 25 or greater combined degrees, certificates and proficiency awards over the past four academic years.	
	A "2" would indicate that the program has granted 20-24 combined degrees, certificates and proficiency awards over the past four academic years.	
	A "1" would indicate that the program has granted 15-19 combined degrees, certificates and proficiency awards over the past four academic years.	
	A "0" would indicate that the program has granted fewer than 14 combined degrees, certificates and proficiency awards over the past four academic years.	

Up to 3	Employment Outlook for Students/Job Market Relevance	
	A "3" would indicate that the employment outlook for students in the program is greater than the projected county-wide employment average for the next three years <u>and/or</u> "leavers" of the program make more money in their jobs based on taking courses at the college (with or without having completed a degree) than had they not taken courses at the college.	
	A "2" would indicate the employment outlook for students in the program is about average with the projected county-wide employment average for the next three years.	
	A "1" would indicate that the employment outlook for students in the program is less than the projected county-wide employment average for the next three years.	
	A "0" would indicate that the employment outlook for students in the program is significantly less than the projected county-wide employment average for the next three years.	

Up to 3	Success rate⁷	
	A "3" would indicate that the sum of the program's course success rates for the past academic year is greater than the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "2" would indicate that the sum of the program's success rates for the past academic year is within 4 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "1" would indicate that the sum of the program's success rates for the past academic year is within 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "0" would indicate that the sum of the program's success rates for the past academic year is lesser than 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	

Up to 4	Course completion rate⁸	
	A "4" would indicate that the program's course completion rate is greater than 5 percentage points or greater than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "3" would indicate the program's course completion rate is equal to or greater than the most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "2" would indicate that a program's course completion rate is up to 2 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "1" would indicate that a program's course completion rate is up to 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "0" would indicate that a program's course completion rate is greater than 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	

⁷ As defined by the RP Group, the success rate is "the percentage of students who receive a passing/satisfactory grade" notation of A, B, C, P, IB, or IC.

⁸ As defined by the RP Group, the course completion rate is the "percentage of students who do not withdraw from class and who receive a valid grade."



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Up to 3	Ongoing and active participation in SLO assessment process	
	A "3" would indicate that all required courses, programs and institutional level SLOs as indicated by the programs SLO mapping document found in TracDat have been assessed on a regular and robust manner within the past academic year.	
	A "2" would indicate that 95% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	
	A "1" would indicate that 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	
	A "0" would indicate that less than 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	

In no more than two to three sentences, supply a narrative explanation, rationale or justification for the score you provided, especially for programs with a score of less than 22:

Score interpretation, academic programs:

- 27-32** Program is current and vibrant with no further action recommended
- 22-26** Recommendation to attempt to strengthen program
- Below 22** Recommendation to consider discontinuation of the program



Program Review 2013-2014

APPEAL FORM

(Due to Office of Institutional Effectiveness by November 8)

The program review appeals process is available to any faculty, staff, or administrator who feels strongly that the prioritization of initiatives (i.e. initiatives that were not ranked high but should have been, initiatives that were ranked high but should not have been), the decision to support or not support program discontinuance, or the process followed by the division should be reviewed by the College Planning Council.

Appeal submitted by: (name and program) _____

Date: _____

- Category for appeal:
- Faculty
 - Personnel – Other
 - Equipment- Computer
 - Equipment – Other
 - Facilities
 - Operating Budget
 - Program Discontinuance
 - Other (Please specify)

Briefly explain the process that was used to prioritize the initiative(s) being appealed:

Briefly explain the rationale for asking that the prioritization of an initiative/resource request be changed:

Appeals will be heard by the College Planning Council on November 9, 2011 at its regularly scheduled meeting (3:00 – 5:00 p.m.). You will be notified of your time to present.