

# LMC Program Review Year 3 Update 2019-2020

## Instructional Unit Name: MUSIC

### Introduction

In 2017-2018, all departments/programs completed a Comprehensive Program Review (CPR), in which goals were set for the 2017-2022 program years. Los Medanos College (College) is now in year three of a five-year review cycle. New to this program review cycle is the passage of the State's [Vision for Success](#) plan which establishes system-wide goals that can only be attained by each department contributing to college-level goals aligned with the state plan. Toward that end, the [Contra Costa Community College District Strategic Plan \(CCCD Strategic Plan\)](#) adopted by the Governing Board at its June 2019, meeting, aligns with the *Vision for Success* and plans are underway to ensure that the *Los Medanos College Educational Master Plan (LMC EMP)* also supports college and state goals. The intent is to direct College efforts toward a singular and coordinated set of goals.

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas as follows:

**Goal #1** Increase by 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

**Goal #2** Increase by 35 percent the number of CCC students' system-wide transferring annually to a UC or CSU.

**GOAL #3** Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure

**GOAL #4** Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.

**Goal #5** Reduce equity gaps across all of the above measure through faster improvements among traditionally underrepresented groups as identified by the college.

The College can only meet its local and state goals with the contribution of each department's efforts. As noted, the intent is to direct College efforts towards a singular and coordinated set of goals to garner greater efficiencies and avoid duplication of effort.

The *Program Review Year 3 Update* includes five components with specified timeframes (not in chronological order) for draft and completion:

**Item 1. Program Update (October 1 – October 31)**

Provide an update to the department’s 2017-18 CPR

**Item 2. Setting the Vision for Success Goals 2021-22 (November 1 – November 27)**

Department/program alignment of goals, action steps, timeline, responsible party and next steps – all tied to the *Vision for Success* indicators. For ease of reference, the *Vision for Success* indicators are included in this section.

**Item 3. Assessment Date and Effectiveness (August 26 – September 30)**

Status report on the review and assessment of courses and next steps

**Item 4. Course Outline Updates (August 26 – September 30)**

Status report on the review and assessment of Course Outline of Records and next steps

**Item 5. Resource Needs (February 1 – February 28)**

Resource needs to meet goals, if any.

The table below shows a list of the above components in chronological order. The intent is to complete sections of Program Review by these dates to better assess and inform the process.

Date	Program Review Update Component
August 26 – September 30	Item 3. Assessment Date and Effectiveness Status report on the review and assessment of courses and next steps.
August 26 – September 30	Item 4. Status report on the review and assessment of Course Outline of Records and next steps.
October 1 – October 31	Item 1. Provide an update to the department’s 2017-18 CPR
November 1 – November 27	Item 2. Department/program alignment of goals, action steps, timeline, responsible party and next steps – aligned with the <i>Vision for Success</i> indicators.
February 1 – February 8	Item 5. Resource Needs

## 1. Program Update (Oct 1 – Oct 31)

1a. Provide any important changes or updates within your program since your last CPR. (New degrees, new curriculum, staffing changes, etc.)

We hired a tenure-track Professor who started in the Fall of 2016 to revitalize our Concert Band and Build our Orchestra, Dr. Luis Zuniga, our first full-time hire since 1998. He is in his fourth year of the tenure-process. After rapid-fire turnover, with 3 Music Lab coordinators within 2 years, due to Keith Parsons suddenly going to DVC with no notice in the middle of the Spring 2015 semester, and then PJ Noxon then Fernando Lozano being let go for reasons not appropriate to discuss in this Program review, we then hired Aaron Nakaji as a temporary replacement in Spring 2017. Mr. Nakaji was unanimously and enthusiastically endorsed by the Music and Recording Arts Faculty and became the permanent Music Lab Coordinator in the Spring Of 2019. The Department also followed the dictates of the State and the District and created an AAT in Music, although we were clear that we felt it did not adequately prepare our students to be successful musicians or music educators, due to the arbitrary and low number of music major units allowed. As well, the 27 hours we can allot for private lessons basically allows each student to take 1 lesson a semester, unless the Professor teaches for no compensation, something I am sure LMC would not want.

1b. Please address the following enrollment data provided for your program.

1.b.1. What are the enrollment trends over the past 3 years, beginning with Fall 2017? (Please address census enrollment, census fill rate, and productivity (Ftes/Ftef))

As a general note, most of our classes, both GE and Music Major have healthy, stable and/or growing enrollments. We also noted that, re “fill rate” there are unrealistically high class maxes for a number of our classes and we will be adjusting them to accurately reflect both the facilities available (Midi has only 10 stations available, piano has only 18 pianos in the piano lab) or the nature of the ensembles (IE, Jazz Band should have 17-20 chairs, not 40!!!). The euphemism “productivity” is code for how much money each class we offer makes the college. We did do a spreadsheet on that for this fall semester, being curious, and the Music Department made the college roughly 500K from our fall offerings, making the department very profitable/productive by that measure.

That said, the one area where our enrollment numbers have suffered noticeable decline from Fall 2015 to present has been in the instrumental ensembles: String Orchestra, Concert Band and Jazz Ensembles. There are several facts to note about this:

1. First, we have the ludicrous and now vigilantly-policed repeatability fiasco, where unappointed bureaucrats have decided that musicians, actors, dancers, etc only need 4 of a certain genre of ensemble and then are locked out. This has DEVASTATED performance groups in colleges across the state and left a whole generation of music students poorly prepared as musicians. We could

write several pages on this, but suffice to say, the notion that a student should be prepared after only 4 semesters of exploring the vast literature of jazz or classical is patently absurd.

2. Second, the Adjunct who had run the concert band/jazz ensembles had done an excellent job of integrating the Concert Band and Jazz Bands during his 2 years overseeing both, and both concert band and jazz ensemble enrollments were strong, despite the repeatability fiasco. Since LMC has always had a tradition of Concert Band feeding the Jazz Ensembles, if you have 35-40 in Concert Band it leads naturally to 20-25 in Jazz Ensemble. As an example, in Fall 2016, there were 36 in concert band and 20+ in both Jazz Ensemble and Jazz Studio.
3. As our adjunct declined the Jazz ensembles for Fall 2016 with very late notice, after being a finalist but not being offered the FT position, we were unable to successfully run the jazz ensembles, as we did not have the time to hire someone else to recruit for and teach those classes. As well, the concert band numbers have declined each year, beginning Fall 2016, so our normal route of being able to have 20-25 students from concert band also sign up for jazz ensemble has not been available. Since then, we have tried two other jazz ensemble adjuncts, but have also not been able to find an adequate adjunct replacement who can build up and recruit for the jazz ensembles independent of the Concert Band enrollments.
4. As for the Jazz Studio Band, we hired an adjunct to teach it, our Night Jazz Band, but after a promising start in the Fall of 2016 with 21, it has declined to 11-15 per semester, decent numbers for a Jazz Band that meets at night, but less than when the previous adjunct was teaching it. We had hoped the numbers would be equivalent to the studio band numbers under the previous adjunct,, but that has not been the case so far.
5. Although the reasons are not clear, many of the students in the Concert Band in the Spring of 2016 have not continued with the Concert Band, and it has subsequently dropped in enrollment from 36 at census to the Census enrollment of 10 in the Fall of 2019. As a result of that decline, the natural synergy of 35-40 in concert band that helps fill our other music major courses, and that allows the Day Jazz ensembles to run with healthy numbers was not possible.
6. As for the String Ensembles, after a promising start in the Fall of 2016, with 21, they fell to 3 in the Fall of 2019, necessitating cancellation of the class. Again, we are not clear on the reasons for this, but it is clear we need a revised and revamped recruitment and retention strategy.

1.b.2. What does the data suggest in terms of future needs/directions?

1. The data (data is the plural form) suggest that the department needs to revisit and reimagine recruitment strategies in order to bring the concert band numbers back up to their traditional 30-40 a semester, as well as to build up the String Orchestra numbers to the point where the class can run as an orchestra rather than as a string quartet. (As the string group meets once a week on Monday evening, perhaps senior and community groups as well as HS students can be targeted. The Concert Band currently meets late afternoons Tuesdays and Thursdays, so perhaps revisiting whether those are the best meeting times for a group that traditionally met 11-1 on T-Th) Of course, the lead in all of that is be Dr. Zuniga, as we hired him to oversee and grow those areas, but the department will very happily support his recruiting efforts to rebuild/build the numbers in the concert band and the string ensembles. .

2. As well, hiring a new adjunct to recruit and reinvigorate the Jazz ensembles will, assuming Concert Band Numbers return to their norm, also create a vibrant Day Jazz ensemble again.
3. As for the Night Jazz band, perhaps an alliance with some of the senior centers such as Rossmoor, will help strengthen that program, or possibly allying with the local High Schools to create a vibrant high level night big band in order to create a feeder for and reinvigorate the Day Jazz Ensemble.

1c. Provide a brief update of your program’s goals as listed in your **(CPR)** 2017- 2018. Given these goals, please provide a brief update on: (a) Goals completed since their submission in 2018, and the impact of that completion on program effectiveness; (b) Goals abandoned with an explanation of why they were abandoned and (c) Goals still in progress or modified to be achieved by 2021-2022. Please include action steps, timeline, and responsible parties.

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
<b>Goal 1: Annual High School Choral Festival</b>	IP	Working on rebuilding interested. Re-establishing Local High School Relationships	2020-21 Henderson
<b>Goal 2: Annual Gospel Community Concert</b>	IP	Very Active. Celebrated 25 Years Community Celebration - <b>"Highly Successful"</b> Will continue the event; "Establishing a "Vocal Competition Component" Recruitment Tool. <b>Seeking funding (campus and local)</b> to continue the large community event	ongoing, Spring 2020
<b>Goal 3: Artist Lecture Series (Instrumental and Choral)</b>	IP	We have repeatedly sought funding of 20K for this series and been unable to procure it, It does not appear there is an interest on part of the College in this, so we have used our own department funds to occasionally bring out prominent performers and lecturers. All of us in the Department are in favor of this series, should we be able to locate a consistent and ongoing	
<b>Goal 4: Music Entrepreneurship</b>	IP	Dr Chuah is the lead on this and I am waiting for his update on this goal as of when this part of Program Review is due, 10/31	Kyle Chuah

**For CTE programs only:**

1c. Community and Labor Market Needs (Link Ed Code [78016](#), Title 5, [51022](#))

1d. Advisory Board Update and Analysis (CTE related only) Include dates of Advisory Board meetings in 2018-2019, and those completed or planned in 2019-2020.

## 2. Setting Vision for Success Goals for 2021-22 (Nov 1—Nov 27)

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas. The College can only meet its local and state goals with the contribution of each department’s efforts. As noted, the intent is to direct College efforts towards a singular and coordinated set of goals to garner greater efficiencies and avoid duplication of effort.

2a. The following table lists the *Vision for Success* indicators that we must align to as a college and as a district. Please look at your program data (Tableau) for each of the following *Vision for Success* indicators. Please address all indicators that are relevant to your program, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	69.5%	Increased tutor hours and coordination with counseling and support services	Increase 1% per year	Full department	“success” has 1000 fathers and mothers, as does failure. There is no one magic bullet to increase completion rates, although we strongly believe the college should mandate a ½ unit required concurrent online canvas training for any students wanting to take an online class at LMC for the first time, although that may discourage some from registering. There should also be a “placement” test so those who can master Canvas without the ½ unit companion course can demonstrate that they can do so.

					Many students, esp those with self-starting and organizational issues, not to mention lack of computer literacy or even access to a computer, are being steered into online classes they are not prepared for.
<b>Degrees ( AA, AS, ADT)</b>	5	See above, and designate a once a semester check-in with music majors to make sure they are on track and getting the courses they need, as well as guiding them to support services such as tutoring, as needed	Full department	2021-22	See comments to left
<b>Certificates of Achievement</b>	We will be eliminating the current certificate of achievement and revisiting if another is more relevant to our students, perhaps a certificate of achievement in Hip Hop or Gospel Music?	No demand for such	Full department	2020-21	
<b>Unit Reduction</b>	N/A				
<b>CTE Jobs</b>	N/A				



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2b. The Vision for Success Goal 5—Equity. The College has identified three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students. The College’s goal is to reduce the equity achievement gap on course success for disproportionately impacted (DI) student populations. Please look at your program data (Tableau) for each of the following DI population. Please pick one or more DI populations that are relevant to your program, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.

Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
<b>African American</b>	52.3%	Outreach to African-American Church Music groups	2021-22	Henderson	
<b>Low Income</b>	66.9%	Support and coordination with Counseling to steer students to music courses	2021-22	Department	
<b>Foster Youth</b>	61.7	Coordinate with Counseling and state and local agencies that interface with Foster Youth to steer them to Music courses.	2021-22	Department	

### 3. Assessment Update and Effectiveness (August 26-Sept 30)

- a. Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
Music 13A		SP 20	Jonathan Knight
Music 13 B		SP 20	Jonathan Knight
Music 14 A		SP 20	Jonathan Knight
Music 14 B		SP 20	Jonathan Knight
Music 30		FA 19	Catherine Thompson
Music 32		FA19	Joan Cifarelli
Music 37	Inactivate?		
Music 40		FA 19	Luis Zuniga
Music 41		FA19	Luis Zuniga
Music 52		SP 20	Luis Zuniga
Music 58	Inactivate?	Not offered	
Music 68	Inactivate?	Not offered	
Music 82	Cancelled repeatedly due to low enrollment		
Music 001		FA 19	Michael Zilber
Music 003		FA 19	Michael Zilber
Music 093		FA 19	Kyle Chuah

- b. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?

### 4. Course Outline of Record Updates (August 26 – Sept 30)

Please review the data provided on the status of COORs in your discipline. (Note: These data do not reflect courses submitted after May 2019. For each COOR that has *not* been updated since May 2019,

please indicate the faculty member responsible for submitting the updated COOR to the Curriculum Committee by **November 1, 2019**.

<b>Course</b>	<b>Faculty Responsible for COOR Update</b>
<b>Music 005</b>	Luis Zuniga
<b>Music 006</b>	Luis Zuniga
<b>Music 010</b>	Kyle Chuah
<b>Music 020</b>	Luis Zuniga
<b>Music 030</b>	Silvester Henderson
<b>Music 031</b>	Silvester Henderson
<b>Music 032</b>	Silvester Henderson
<b>Music 35</b>	David Trevors
<b>Music 36</b>	David Trevors
<b>Music 37</b>	David Trevors
<b>Music 052</b>	Luis Zuniga
<b>Music 082</b>	Michael Zilber
<b>Music 089</b>	Luis Zuniga or Kyle Chuah
<b>Music 093</b>	Kyle Chuah
<b>Music 094</b>	Kyle Chuah

## Impact of Resource Allocation

If you have received funding via the Resource Allocation Process, you will be asked by the Office of Business Services how the resource helped you in achieving your program goals.

## 5. Resource Needs (Feb 1 – Feb 28)

Resource needs to meet goals, if any. If there are no requests, this section may be skipped.

<b>Faculty/Staff Resource Request</b>			
Department/Unit Goal - Reference #		Strategic Goal and/or Objective - Reference #	
Department/Unit Name		Position Name/Classification	FTE
Position Type	Funding Duration	Funding Source	Est. Salary & Benefits
<input type="checkbox"/> Faculty R/T <input type="checkbox"/> Classified <input type="checkbox"/> Manager <input type="checkbox"/> Student	<input type="checkbox"/> On-going/Permanent <input type="checkbox"/> One-time	<input type="checkbox"/> Operations (Fund 11) <input type="checkbox"/> Other <input type="text"/>	
<b>Justification:</b>			

<b>Operating Resource Request</b>	
Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #
Department/Unit Name	Resource Type
	<input type="checkbox"/> Equipment <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Supplies <input type="checkbox"/> Facility Improvement <input type="checkbox"/> Service/Contract <input type="checkbox"/> Other
General Description	Est. Expense
<b>Justification:</b>	

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<b>Professional Development Resource Request</b>	
Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #
Department/Unit Name	Resource Type
	<input type="checkbox"/> Conference/Meeting <input type="checkbox"/> Materials/Supplies <input type="checkbox"/> Online Learning <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Other
General Description	Est. Expense
Justification:	