LMC Comprehensive Program Review
Instructional Units

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Program/Discipline: Music

The following provides an outline of the required elements for a comprehensive unit/program review for Instructional Programs and Units. Upon completion of this report, please upload your document in the unit/program review application data/documents tab.

1. Program Changes

1.1. How have your degree and certificate offerings changed over the last 5 years? (e.g. new programs, discontinued or major changes to existing programs) We have introduced the Music AAT degree to comply with state mandated AAT programs. In the meantime, we have retired Music Pedagogy AA Degree due to lack of interest in that program. We have the regular Music AA degree and the Music Business Management Certificate. We have not had new programs although we might be considering some possible new program for the music department. We are awaiting the music AAT program being resolved at the State level.

1.2. What changes are you planning to your degree and certificate offering over the next 5 years? What is the rationale for the anticipated changes? Will these changes require any additional resources? We plan to look into offering a Music Business Degree or a Music Entrepreneur Certificate or a Music Technology certificate in the next 5 years in anticipation of demands from current student inquiries. We anticipate only minimal additional resources, such as offering new courses pertaining to the possible degree or certificate.

2. Degree and Certificate Requirements

Please review the data provided on all degree/certificate completions in your program, including locally approved College Skills Certificates from Fall 2012—Spring 2017.

2.1. For each degree/certificate offered, map a pathway to completion of courses within the major in a maximum of 4 semesters, assuming a maximum of 6-10 units of major courses within a semester. Use the following format:

AA in Music

Semester	Semester 1	Semester 2	Semester 3	Semester 4
List Courses Needed for Degree or Certificate in each semester.	Music 13A (1 U) Music 16 (3 U) Music 31 (1.5 U) Music 60 (2 U) Music 52 (1 U) Music 20 (1U)	Music 13B (1 U) Music 17 (3 U) Music 32 or 33A (1.5U) Music 40 (2 U) Music 74 (2 U)	Music 14A (1 U) Music 18 (3 U) Music 5 (2 U) Music 33B (1.5 U) Music 66 (1.5 U) Music 77 – 1U	Music 14B (1 U) Music 19 (3 U) Music 6 (2 U) Music 81 (1.5U) Music 70 (2 U) or Music 74 (2U)
AAT in Music – Pending State Approval				
Semester	Semester 1	Semester 2	Semester 3	Semester 4
List Courses Needed for Degree or Certificate in each semester.				
Certificate in Music Business Management				
Semester	Semester 1	Semester 2	Semester 3	Semester 4
List Courses Needed for Degree or Certificate in each semester.	Music 13A (1U) Music 15 (3U) Bus 27 (3U) Music 93 (2U)	Music 13B (1U) Music 12 (3U) Bus 186 (4U) Music 30 (1.5U)	Music 89 (2U) Music 34 (1.5U) RA 10 (3U) Bus 294 (3U)	Music 28 (1U) Music 65 (1U) RA 21 (2U) Music 81 (1.5U)

3. Frequency of Course Offerings

Please review the data provided on frequency of all courses offered in your discipline in the last 2 years (Fall 2015-Spring 2017).

3.1. If a course has not been offered in the past two years, but is required for a degree or certificate, please explain why it has not been offered, and what the plan is to offer it in the future.

Music 81 has not been offered because it was cancelled for low enrolment. We plan to continue offering it as it is a required course for music majors to graduate.

3.2. If the course is not required for a degree or certificate, is the course still needed in the curriculum or is the department considering deleting it? We have deleted Music 95 (a course that is not required

for a degree or certificate). The reason is that we could not assess it due to low enrolment and the class keeps getting canceled every time it has been offered.

3.3. For the next two years, project how frequently your program intends to offer each course. Please provide a rationale for any major changes from the last 2 years that you anticipate.

Course	Estimated Number of Sections Offered by Semester			
	Fall 2018	Spring 2019	Fall 2019	Spring 2020
Music 001	1			1
Music 002		1		
Music 003			1	
Music 005	1	1	1	1
Music 006	1	1	1	1
Music 008	1	1	1	1
Music 010	5	5	5	5
Music 012	5	6	5	6
Music 013A	1		1	
Music 013B		1		1
Music 014A	1		1	
Music 014B		1		1
Music 015	4	4	4	4
Music 016		1		1
Music 017	1			1
Music 018		1		
Music 019			1	
Music 020	1	1	1	1
Music 030	2	2	2	2
Music 031	1	1	1	1
Music 032	1	1	1	1
Music 033B	1	1	1	1
Music 34	1	1	1	1
Music 40	1	1	1	1
Music 41	1	1	1	1
Music 52	1	1	1	1
Music 60	1	1	1	1
Music 65	1	1	1	1
Music 66		1		1
Music 67	1	1	1	1
Music 74	1	1	1	1
Music 77	1	1	1	1
Music 89	1		1	
Music 93	1	1	1	1
Music 94	1	1	1	1

Rationale for any Major Changes
No major changes. The courses will probably be offered as it has been in the past several years.

4. Existing Curriculum Analysis

4.1.   Course Outline Updates

Please review the data provided on the status of COORs in your discipline. (Note: This data does not reflect courses submitted after May 2017.) For each COOR that has *not* been updated since Spring 2012, please indicate the faculty member responsible for submitting the updated COOR to the Curriculum Committee by April 18, 2018.

Course	Faculty Responsible for COOR Update
Music 93	Kyle Chuah
Music 94	Kyle Chuah
Music 95	Kyle Chuah
Music 10	Kyle Chuah
Music 15	Kyle Chuah
Music 5	Luis Zuniga
Music 6	Luis Zuniga
Music 50	Luis Zuniga
Music 54	Luis Zuniga
Music 70	Mike Zilber
Music 71	Mike Zilber
Music 72	Mike Zilber
Music 73	Mike Zilber
Music 74	Mike Zilber

4.2.   Course Offerings/Content

How have your courses changed over the past 5 years (new courses, significant changes to existing courses)?	Our courses have not changed much over the past 5 years. We have updated the textbooks on existing courses and made very minor changes. No new courses offered in the music department in the past few years.
How have these changes enhanced your program?	They have minimal enhancement to the music program except that the course curriculum have been kept up to date.

5. New Curriculum Analysis

5.1. If you are creating new degrees or certificates in the next 5 years: (Indicate N/A if no new degrees or certificates are planned.)

What additional courses will need to be created to support the new degree or certificate?	N/A for now as we are in the brainstorming phase. However, possibilities include Managing Social Media, Event Planning, etc.
What significant changes to existing course content would need to be made to support the new degree or certificate?	N/A for now as we are in the brainstorming phase.

6. Advisory Board Update (For all CTE TOP coded programs)

Give an overview of the current purpose, structure, and effectiveness of your Advisory Board. Include: membership, dates of last meetings over the past two years. N/A

7. Assessment Effectiveness:

7.1.   Course Level Assessment

Please review the data provided on assessment status of courses in your discipline in Cycle 1 (2012-2017).

7.1.1.   If there were any courses that were not assessed in Cycle 1, please explain why they were not assessed.   Music 74 has not been assessed because it was not offered due to low enrolment. Until such a time that this course is offered, we could not assess it. Also music 34 could not be assessed for the same reason.

7.1.2.   If a course was not assessed in Cycle 1 because it was not offered, what is the future of that course?
    a.   Market/promote the course to gain enrollments

7.1.3.   Course level assessment should be meaningful, measurable and manageable. Overall, reflecting on the course level assessment, please rate the degree to which you feel your assessments meet these 3M's.

Meaningful:

1 – This One	2	3
The assessment was not meaningful in collecting data or information that supported course improvement or pedagogical changes.	The intent was understood, but the outcome fell short of meeting the objective of course assessment, which is to improve student learning. The changes to the course or pedagogy to support the course were not clear.	Changes were made to the course content or delivery to improve course effectiveness. The process promoted pedagogical dialog within the department, and changes were adopted accordingly.

Measurable:

1	2 – This One	3
The data collected did not inform teaching and learning.	The assessment produced some measurable information, but created more questions than answers.	Results were straightforward and easy to interpret. The course of action to improve the course or its delivery was clear from the data that was collected.

Manageable:

1 This one	2	3
Assessment was not manageable.	The assessment process was somewhat manageable, but posed challenges to implement across the program.	The assessment was easily scaled across the department so that full- and part-time faculty could participate with meaningful outcomes.

7.1.4.   What changes in the assessment process itself would result in more meaningful data to improve student learning?   The assessment does not pose very meaningful data and it does not particularly improve student learning. It only shows that student completes the CSLO in percentages. A better approach is to provide faculty improvement or support faculty learning to improve the courses themselves. When a student passes the class, it is pretty much clear that the CSLO has been met and thus an assessment is quite meaningless and generally just causes more work.

7.1.5.   Share an outcome where assessment had a positive impact on student learning and program effectiveness.   Assessment generally is fine however, we spend so much time assessing and not enough time is spent on improving faculty learning and finding best methods for student learning. Music department has a lot of different courses and assessing them tends to be too much work without much meaningful outcome. Student learning comes from the experience of the faculty. The experience of the faculty can be better honed by attending conferences,

developing new teaching methods etc.   All in all, the assessment was good for us to show that the music department is doing generally well. Aside from that, it is a lot of work with very little meaning.

7.2.   Program Level Assessment

7.2.1.   In 2016-2017, units engaged in program level assessment. **Please submit all Program Level Assessment Reports using the link provided**. Describe one important thing you learned from your program level assessment.   We learned that the music department pretty much met its goal of providing strong program level student learning outcomes. Both class assessments and student surveys show a relatively strong positive result. There were several areas of improvement but by and large, the music department did very well.

7.2.2.   What was the biggest challenge in conducting program level assessment? Too many PSLO for each degree and certificate. We have 7 PSLO for each degree and certificate and the work was quite daunting. We should try to cut down the number of PSLO to smaller number, perhaps 3 should be sufficient.

7.2.3.   What resource needs, if any, were identified in your program level assessment?   We could have had the statistics and information prepopulated for us so that we do not have to go searching for information that the District already have. It does not make sense for faculty to do clerical work when information can be easily re-populated so that we can do a higher level analysis of the situation and give our collective opinion on the matter, such as the section immediately following this one (Section 8).

8. Course Success/Retention Analysis

Please review the data provided on course retention and success, which has been disaggregated by as many elements as district can provide in their SQL Report

One of our college goals as stated in our Integrated Plan is to "Increase successful course completion, and term to term persistence." Our Equity Plan identifies African- American and low income students as disproportionally impacted in terms of successful course completion. (Foster youth are also disproportionately impacted on this indicator, but numbers are too small to disaggregate by discipline/program)   Please indicate how well students in these groups are succeeding in your discipline.

	African-American	Low Income Students	All students in program/discipline
Completion Rate (Music Program)	84.08%	84.47%	84.28%
Success Rate (Music Program)	57.57%	65.75%	67.30%

8.1. In looking at disaggregated data on success/retention, is there anything else that stands out?

In the Completion Rate, nothing stands out. The Africa-American and Low Income Students have very similar results to all students in the completion rate. The difference is negligible. While the African American student scored 0.20% less than all students, the Low Income Students scored almost 0.20% higher than all students.

In the Success Rate, African-American students did about 10% lower than all students while Low Income Students did a little better than all students.

On a separate note, Pacific Islander's results were significantly lower than either African-American or Low Income Students. However, their numbers are small and like foster youth, their numbers are too small to disaggregate by discipline/program

8.2. What are some strategies that might help students, particularly African-American, foster youth, and low income students successfully complete courses in your discipline? What resources would be needed to implement these strategies?

Low income students did better than the average student in the music program and thus do not warrant any special resource based on this study. We have no data on foster youth to determine a comparison. African American are also generally in line with the average student in the music program, however, their success rate can be better when compared with the average student. Thus, perhaps promoting African American students to participate in performing ensembles (for example, Gospel choir, Jazz ensemble, Band etc.) and giving them the encouragement and support needed to succeed in these courses, the numbers will improve and these improvement may serve as a catalyst for their success in other more general courses.

9. Goals

9.1.Review your program's goals as listed in response to the final question of your 2012-2013 Comprehensive Program Review posted in the Data Repository of the PRST.

Highlight some of the key goals that were achieved over the past 5 years. What were the key elements that led to success?	1. **Funding for Community Event: Vocal-Choral & Instrumental (Recruiting Strategy) – Completed. Key elements that led to success is the professor and staff promotion of the event and funding necessary that allowed the event the happen. This annual event has received local, state and national attention for its usage of music in the promotion of "Diversity".** 2. **Update Sibelius Lab and Midi Lab with new computers and software – Completed – The computers were purchased with RAP funds and are undergoing installation at Room 740. The IT department had to mirror image the hard disk of the computer before it can be installed. The key element that led to the success was the availability of RAP funds to purchase. This allowed the music technology program to stay up to date with current computers to run more up to date software.** 3. **To hire a full time position – Completed. Key elements that led to success is the approval of Box 2A and funding available to hire Professor Zuniga for the Director of Band and Orchestra.** 4. **Maintain safety of existing ancillary equipment – Completed. The key element that led to the success is the RAP funding available to provide safety to students and faculty using the white boards in multiple classroom without the equipment toppling over and potentially causing injury.**
Were there any goals that did not go according to plan? What were the key elements that impeded the progress on these goals?	1. LMC East County Vocal Competition. The key elements that impeded the progress on this goal is that the music department was not granted adequate funding. Once the department has been granted adequate funding, the Choral Division will revisit offering the LMC "Annual Choral Festival." This event will serve as a

	recruitment tool for the entire department. This event will build greater connections between East County Public Schools and the LMC campus. Currently, this idea is still an objective for the future.

9.2. Consider the College's Strategic Directions along with our Integrated Planning Goals listed here:

College Strategic Directions 2014-2019	Integrated Planning Goals
1. Increase equitable student engagement, learning, and success. 2. Strengthen community engagement and partnerships. 3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness. 4. Invest in technology, fortify infrastructure, and enhance fiscal resources.	1. ACCESS: increase access through enrollment of students currently underserved in our community. 2. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year. 3. COLLEGE-LEVEL TRANSITION: Increase the number of students successfully transitioning into college level math and English courses. 4. PERSISTENCE & COMPLETION: Increase successful course completions, and term to term persistence. 5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment. 6. LEARNING CULTURE: Enhance staff, faculty and administration's understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students.

List 3 – 5 longer term (5 year) new goals for your program. For each goal, pick 1 – 2 College Strategic Directions and/or 1 – 2 Integrated Planning Goals to which your new goal aligns.

Goals	Aligned College Strategic Direction(s)	Aligned Integrated Planning Goal(s)
Goal 1: Annual High School Choral Festival	1. Increase equitable student engagement, learning, and success. 2. Strengthen community	1. ACCESS: increase access through enrollment of students currently

	engagement and partnerships.	underserved in our community. 2. 6. LEARNING CULTURE: Enhance staff, faculty and administration's understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students.
Goal 2: Annual Gospel Community Concert	1. Increase equitable student engagement, learning, and success. 2. Strengthen community engagement and partnerships.	1. ACCESS: increase access through enrollment of students currently underserved in our community. 4. PERSISTENCE & COMPLETION: Increase successful course completions, and term to term persistence. 6. LEARNING CULTURE: Enhance staff, faculty and administration's understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students.
Goal 3: Artist Lecture Series (Instrumental and Choral)	1. Increase equitable student engagement, learning, and success. 2. Strengthen community engagement and partnerships. 3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	1. ACCESS: increase access through enrollment of students currently underserved in our community. 6. LEARNING CULTURE: Enhance staff, faculty and administration's understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students.

Goal 4: Music Entreprenuership	3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness. 4. Invest in technology, fortify infrastructure, and enhance fiscal resources.	1. ACCESS: increase access through enrollment of students currently underserved in our community. 6. LEARNING CULTURE: Enhance staff, faculty and administration's understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students.
Goal 5:		

OPTIONAL

9.3 Resource needs to meet five-year goals

Faculty/Staff Resource Request			
Department/Unit Goal - Reference #		Strategic Objective - Reference #	
Department/Unit Name		Position Name/Classification	FTE
Position Type	Funding Duration	Funding Source	Est. Salary & Benefits
☐ Faculty R/T ☐ Classified ☐ Manager ☐ Student	☐ On-going/Permanent ☐ One-time	☐ Operations (Fund 11) ☐ Other	
Justification:			

Operating Resource Request

Department/Unit Goal - Reference #	Strategic Objective - Reference #	
1 - Annual High School Choral Festival	1 and 2	
Department/Unit Name	**Resource Type**	
Music	☐ Equipment ☐ Supplies ☑ Service/Contract	☐ IT Hardware/Software ☐ Facility Improvement ☑ Other

General Description	Est. Expense
Start LMC Annual Choral Festival targeted at recruiting from area high school students and students in the vicinity, using prominent Bay Area and National Acts as attractors	$10,000

Justification:

Attract potential students to the LMC music choral area by providing well organized music festivals as attractors. Hold Annual High School Choral Festival at Recital Hall attracting potential students in the vicinity.

Operating Resource Request

Department/Unit Goal - Reference #	Strategic Objective - Reference #	
2 - Annual Gospel Community Concert	1 and 2	
Department/Unit Name	**Resource Type**	
Music	☐ Equipment ☐ Supplies ☑ Service/Contract	☐ IT Hardware/Software ☐ Facility Improvement ☑ Other

General Description	Est. Expense
Hold Annual Gospel Community Concert as show case and attraction for the LMC music program.	$8,000

Justification:

Advertise the professionalism of LMC Gospel Choral Department and serve as attractor for potential students. Hold Annual Gospel Community Concert in Recital Hall and invite full house attendance by using well-known Bay Area and National Acts.

Operating Resource Request

Department/Unit Goal - Reference #	Strategic Objective - Reference #	
3 - Artist Lecture Series (Instrumental and Choral)	1, 2 and 3	
Department/Unit Name	Resource Type	
Music	☐ Equipment ☐ Supplies ☑ Service/Contract	☐ IT Hardware/Software ☐ Facility Improvement ☑ Other

General Description	Est. Expense
Create an Artist Lecture Series to re-imagine the music department.	$20,000

Justification:
Artist Series leads to more learning for music students and serves as draws for potential music students in the vicinity.   Hold Artist Lecture series in music rooms to increase student learning and program visibility.

Professional Development Resource Request

Department/Unit Goal - Reference #	Strategic Objective - Reference #	
4 – Music Entreprenuership	3 and 4	
Department/Unit Name	Resource Type	
	☑ Conference/Meeting ☐ Online Learning ☑ Other	☐ Materials/Supplies ☑ IT Hardware/Software

General Description	Est. Expense
Considering a Music Entrepreneurship program may help music students to nurture their musical talents while simultaneously developing an entrepreneurial skillset.	$3,000

Justification:
In alignment with the college strategic goal of promoting innovation and expanding organizational capacity, this program may be viable for future students of Los Medanos College. Funds will be used for conferences and for researching into the viability of such a program. Additionally, there may be software that may be tested as part of the program offering. Some courses that may result from this may be Managing Social Media or Event Planning etc.

Respectfully Submitted,

Kyle Chuah, Chair
Music Program
Los Medanos College
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