Academic Program Review



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| **ACADEMIC YEAR** | 2014-15 | Basic Skills  Transfer  Career Technical Education (CTE) |
| **PROGRAM** | Music | |
| **DESCRIPTION/PURPOSE** | The Music program is for those students who have professional ambitions in music performance/composition, public school teaching, and jazz studies. | |
| **DIVISION** | Humanities | |
| **DEPARTMENT** | Arts, Letters and Learning Services | |
| **SUBMITTED BY:** | Dr. Van Decker | |

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| **INSTITUTIONAL GOAL 1** | **INSTITUTIONAL GOAL 2** | **INSTITUTIONAL GOAL 3** | **INSTITUTIONAL GOAL 4** |
| **INSTITUTIONAL MISSION AND EFFECTIVENESS** – The College will maintain programs and services that focus on the mission of the College supported by data-driven assessments to measure student learning and student success.  **1.1** Develop systems and procedures that establish the mission of the college as the central mechanism for planning and decision making.  **1.2** Develop an institutional score card to assess student learning that drives integrated planning and resource allocation.  **1.3** Develop systems and procedures to ensure that the college maintains a collegial and self-reflective dialogue that improves effectiveness.  **1.4** Develop systems that are inclusive, cyclical, and understood by all stakeholders. | **STUDENT LEARNING PROGRAMS AND SERVICES** – The College will maintain instructional programs and services which support student success and the attainment of student educational goals.  **2.1** Ensure that all instructional programs, regardless of location or means of delivery, address and meet the current and future needs of students.  **2.2** Review program learning outcomes annually (or biennially) to assure currency, improve teaching and learning strategies, and raise student success rates.  **2.3** Ensure that all Student Services programs, regardless of location or means of delivery, address and meet the current and future needs of students.  **2.4** Ensure that all Student Services programs engage in a process of sustainable continuous quality improvement by annual review of Service Area Outcomes, and annual Program Review.  **2.5** Ensure that the Library meets as closely as possible that “Standards of Practice for California Community College Library Faculty and Programs” of the Academic Senate for California Community Colleges.  **2.6** Ensure that instructional labs continue to collaborate in sharing financial and human resources, thus maintaining continuous quality improvement. | **RESOURCES** – The College will develop and manage human, technological, physical, and financial resources to effectively support the College mission and the campus learning environment.  **3.1** Develop and implement a resource allocation plan that leads to fiscal stability.  **3.2** Implement a robust technological infrastructure and the enterprise software to support the college process.  **3.3** Build new facilities and modernize existing ones as prioritized in the facility master plan.  **3.4** Design and commit to a long-term professional development plan.  3.5 Raise the health awareness of faculty, staff, and students. | **LEADERSHIP AND GOVERNANCE** – The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.  **4.1** Review all Board policies annually to ensure that they are consistent with the College mission statement, that they address the quality, integrity, and effectiveness of student learning programs and services, and that they guard the financial stability of the institution.  **4.2** Maintain a clearly defined Code of Ethics that includes appropriate responses to unprofessional behavior.  **4.3** Ensure that the Board of Trustees is informed and involved in the accreditation process.  **4.4** Ensure that processes for the evaluation of the Board of Trustees and the Superintendent/President are clearly defined, implemented, and publicized.  **4.5** Establish a governance structure, processes, and practices that guarantee that the governing board, administration, faculty, staff, and students will be involved in the decision making process. |

**I. INSTITUTIONAL GOALS**

**II. PROGRAM GOALS**

1. **PAST – EVALUATION OF PREVIOUS CYCLE OBJECTIVES/PROGRAM GOALS (SET IN PREVIOUS YEAR)**

List your previous objectives/goals and associated Institutional Goals. All program goals must address at least one of the institutional goals.

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| **1** | **2013-14 PROGRAM GOAL #1** | | | **INSTITUTIONAL GOAL(S)**  (Select one primary goal.) |
| **Identify Program Goal and Budget request, if any, from the Program Review completed in 2013-2014 (Section II C):** The 300 Building is on the Bond list for modifications, and the goal is to get it done. | | | | **1 Mission & Effectiveness**  1.1  1.3  1.2  1.4  **2 Student Learning Outcomes**  2.1  2.4  2.2  2.5  2.3  2.6  **3 Resources**  3.1  3.4  3.2  3.5  x 3.3  **4 Leadership & Governance**  x 4.1  4.4  4.2  4.5  4.3 |
| Met | | Partially Met | Not Met |  |
| **Describe how this program goal increased student achievement and/or program effectiveness in 2014-20**  Dr. Decker has met with the architect, and the basic blueprints were drawn out. When completed, the whole 300 Building will be dedicated to music with larger classrooms, a chamber performance hall, a music computer lab room, a music library, storage rooms, and more practice rooms. | | | |  |

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| **2** | **2013-14 PROGRAM GOAL #2** | | | **INSTITUTIONAL GOAL(S)**  (Select one primary goal.) | |
| **Identify Program Goal and Budget request, if any, from the Program Review completed in 2013-2014 (Section II C):** Upgrade the MIDI/Recording lab and Recording Studio equipment. Replace our old out-of-date computer equipment and software. | | | | | **1 Mission & Effectiveness**  1.1  1.3  1.2  1.4  **2 Student Learning Outcomes**  2.1  2.4  2.2  2.5  2.3  2.6  **3 Resources**  3.1  3.4  3.2  3.5  3.3  **4 Leadership & Governance**  4.1  4.4  4.2  4.5  4.3 | |
| Met | | Partially Met | Not Met | |
| This summer (2014) approximately $45,000 was spent to update our recording software and to purchase 16 complete new workstations. Each station is equipped with: new Macintosh computer, full-size digital piano, stereo soundcard, computer desk and bench. Also the recording studio was upgraded with: one Mac Mini computer, two 8 channel sound interfaces and a 16 track digital mixer (control surface). Since this is the first semester with our new equipment, no “student achievement and/or program effectiveness” data is available, but the outlook is good. | | | | |

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| **3** | **2013-14 PROGRAM GOAL #3** | | | **INSTITUTIONAL GOAL(S)**  (Select one primary goal.) | |
| **Identify Program Goal and Budget request, if any, from the Program Review completed in 2013-2014 (Section II C):** To get our new smart podium and a big screen monitor installed in the music room. | | | | | **1 Mission & Effectiveness**  1.1  1.3  1.2  1.4  **2 Student Learning Outcomes**  2.1  2.4  2.2  2.5  2.3  2.6  **3 Resources**  3.1  3.4  3.2  3.5  3.3  **4 Leadership & Governance**  4.1  4.4  4.2  4.5  4.3 | |
| Met | | Partially Met | Not Met | |
| **Describe how this program goal increased student achievement and/or program effectiveness in 2014-2015:**  Since this equipment was only installed 2 weeks ago, no “student achievement and/or program effectiveness” data is available, but it looks very promising. | | | | |

1. **PRESENT – DATA ANALYSIS AND PROGRAM HEALTH – ACCREDITATION**
2. Summarize and analyze all disaggregated data by day, evening, gender, ethnicity, and distance education. Narrative only. ***Submit electronic excel file with graphs or trend data***.
3. **Enrollment and Fill Rates**

Discuss the trends in enrollment and fill rate for each program by day and evening at the program level.

Our Day Fill over the last three years is down for Fall Semester from 118% to %108. Our Day Fill over the last three years is down for Spring Semester from 106% to 97%.

Our Extended Day fill over the last three years is up for Spring Semester from 62% to %66. Our Online Fill is down from 60% to 0% because the administration discontinued our only online class (MUS 102).

1. **Productivity**

What are the trends in productivity? [[1]](#footnote-1)

The Spring productivity has gone from 336.14 (2012) to 347.93 (2014) and the Fall has gone from 381.4 (2012) to 367.85 (2013). With the drops in enrollment across campus due to budget cutbacks, we think that our rates are still not that bad.

1. **Success and Retention**

Discuss the success and retention rates by day, evening (extended day), and online classes in each program and identify gaps.

Our overall Retention rates over the last year are down for Fall Semester by 4.18%. Our overall Retention rates over the last year are down for Spring Semester by .9% to 85.75%. Our Retention Rates have gone down, but only slightly.

1. **Success and Retention by Ethnicity**

Discuss the success and retention rates by demographic diversity of students.

Success rates are 100% for African Americans, 76.97% for Hispanic students, 88.16% for white students, and about 92.31% for all the other ethnic groups, combined. IVC is in a mainly Hispanic geographic and as a group they are continuing to improve but only slightly.

1. **Degrees and Certificates**

Discuss the trends in the number of degrees and/or certificates awarded.

There have been eight AA in Music degrees awarded in the last three years (2011-2014) and six degrees from 2009 to 2012. One must keep in mind that many students transfer before completing their associate degrees.

1. **Program Changes**

What program changes, if any, do you expect to have a positive effect on students?

Last Spring, the administration discontinued performance credit (1-unit) for three performance music ensembles: The Imperial Valley Symphony, The Imperial Valley Master Chorale, and IVC’s Valley Jazz Band. Making these courses available for music majors is number one priority. Also, there are too *still* many non-majors taking “Music Theory” classes (MUS 100) instead of “Music Appreciation” classes (MUS 102).

1. Summarize revisions, additions, deletions, and alternate delivery methods to courses and/or program based on the last program review.

Now that we have a new smart lectern our delivery methods are already changing. The instructors can now show video in various formats (DVD, VHS, Computer and Internet). The doc-u-cam allows for music writing demonstrations and presentations. We are now using the LanSchool software for teaching piano, ear-training and recording classes.

1. Evaluate the program’s viability by addressing program completion, size (FTES), projections (growing/stable/declining), and quality of outcomes.

The FTES levels did drop in the Spring of 2013 to 336.14%, but they came back up in the of the same year to 270.65. FTES levels for the 2014 followed a similar trend. Our average for the last three years is 375.23. So far this year Spring is up 11.79% up from the year before.

One definition of viable is “worthwhile.” Since majoring in music often leads to a life-long teaching career, there is no question as to whether this music program is viable. (We have graduates who are teaching all over California and some who returned to the Imperial Valley and are currently teaching in our schools.) But in order to teach at any grade level, a teacher must have at least a bachelor’s degree. This music program is directed by two PhDs (Dr. Davis and Dr. Decker) who know what is required to help a music student transfer (at a junior level) and reach his/her goals.

Our department and its qualified instructors always take the maximum number of students allowed per class each semester and sometimes more. The program’s completion rates always could be higher, but that is not our only concern. Just as important is the fact that a *music student must be fully prepared to transfer as a junior*. The criteria for this level are clearly enumerated on every university’s website, and IVC Music Program is virtually identical. Therefore, we will continue our high academic standards so that any student who completes our degree requirements will receive an associate degree and will be accepted at a junior level at any 4-year university.

**C. FUTURE – LIST OF “SMART” (SPECIFIC** **MEASURABLE ATTAINABLE RELEVANT** **TIME-LIMITED) PROGRAM OBJECTIVES FOR NEXT ACADEMIC YEAR TO ADDRESS PROGRAM IMPROVEMENT, GROWTH, OR UNMET NEEDS/GOALS. ALL PROGRAM GOALS MUST ADDRESS AT LEAST ONE OF THE INSTITUTIONAL GOALS.**

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| **FUTURE PROGRAM GOALS**  (Describe future program goals. List in order of budget priority.)  You are not required to list 3 goals. Only list/identify goals that are viable in one year’s time or can be carried over a number of program cycles. | | | | | | | | **INSTITUTIONAL GOAL(S)**  (Select one primary institutional goal) |
| **1** | **2015-2016 PROGRAM GOAL #1**  Budget Priority #1 | | | | | | | **INSTITUTIONAL GOAL(S)** |
| **Identify Future Global Goal:** Fix the music degree discrepancies. Currently, there is no ensemble available for credit for string players and the more experienced musicians. | | | | | | | | **1 Mission & Effectiveness**  1.1  1.3  1.2  1.4  **2 Student Learning Outcomes**  2.1  2.4  2.2  2.5  2.3  2.6  **3 Resources**  3.1  3.4  3.2  3.5  3.3  **4 Leadership & Governance**  4.1  4.4  4.2  4.5  4.3 |
| **Objective:** To ensure stable enrollments in all the ensembles for credit or non-credit. To keep in line with all the California Universities regarding performance ensemble requirements. | | | | | | | |  |
| **RESOURCE PLAN**  (Check all that apply.) | | | | | | | |  |
| Facilities  Marketing  Technology  Professional Development  Staffing | | | | | | | |  |
| **Task(s)** | | | | | | | |  |
| 1. Overturn the administrative decision to discontinue credit for three ensembles. | | | | | | | |  |
| **Timeline:**  Fall 2015 | | | | | | | |  |
| **Expense Type** | | | | | **Funding Type** | | **Budget Request** |  |
| One-Time  Recurring | | | | | General District  Categorical (Specify) | | **$\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |  |
| **How will this objective be measured?**  String players and experienced musicians will again be able to earn credit. | | | | | | | | |
| **How will the completion of tasks identified improve student/program success?** Stable enrollments in all the ensembles for credit or non-credit guarantees growth and enrichment for students and the community. | | | | | | | | |
| **Who are the responsible party(ies) and assigned user(s)?** Dr. Van Decker and Dr. Hope Davis | | | | | | | | |
| **FUTURE PROGRAM GOALS**  (Describe future program goals. List in order of budget priority.)  You are not required to list 3 goals. Only list/identify goals that are viable in one year’s time or can be carried over a number of program cycles. | | | | | | | | **INSTITUTIONAL GOAL(S)**  (Select one primary institutional goal) |
| **2** | | **2015-2016 PROGRAM GOAL #2**  Budget Priority #1 | | | | | | **INSTITUTIONAL GOAL(S)** |
| **Identify Future Global Goal:** Raise awareness and attendance at all College Concerts. | | | | | | | | **1 Mission & Effectiveness**  1.1  1.3  1.2  1.4  **2 Student Learning Outcomes**  2.1  2.4  2.2  2.5  2.3  2.6  **3 Resources**  3.1  3.4  3.2  3.5  3.3  **4 Leadership & Governance**  4.1  4.4  4.2  4.5  4.3 |
| **Objective:** Continue to reinforce the identity of IVC with its music ensembles to attract donor support through the IVC foundation. (The ensembles collectively perform approximately twenty concerts a year.) | | | | | | | |  |
| **RESOURCE PLAN**  (Check all that apply.) | | | | | | | |  |
| Facilities  Marketing  Technology  Professional Development  Staffing | | | | | | | |  |
| **Task(s)** | | | | | | | |  |
| 1. All ensemble directors will spend more time and energy promoting their concerts. | | | | | | | |  |
| **Timeline:**  2015-16 | | | | | | | |  |
| **Expense Type** | | | | | **Funding Type** | | **Budget Request** |  |
| One-Time  Recurring | | | | | General District  Categorical (Specify) | | **$\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |  |
| 1. Post more press releases and increase publicity though news outlets, and posting posters, flyers, email lists, and Facebook. | | | | | | | |  |
| **Timeline:**  2015-16 | | | | | | | |  |
| **Expense Type** | | | | **Funding Type** | | **Budget Request** | |  |
| One-Time  Recurring | | | | General District  Categorical (Specify) | | **$ 1,000** | |  |
| **How will this objective be measured?** Concert Attendance. | | | | | | | | |
| **How will the completion of tasks identified improve student/program success?** As more people attend concerts, more people will learn and hear about the IVC Music Program and will want to participate in the classes and ensembles. | | | | | | | | |
| **Who are the responsible party(ies) and assigned user(s)?** All Ensemble Directors | | | | | | | | |
| **FUTURE PROGRAM GOALS**  (Describe future program goals. List in order of budget priority.)  You are not required to list 3 goals. Only list/identify goals that are viable in one year’s time or can be carried over a number of program cycles. | | | | | | | | **INSTITUTIONAL GOAL(S)**  (Select one primary institutional goal) |
| **3** | | | **2015-2016 PROGRAM GOAL #3**  Budget Priority #1 | | | | | **INSTITUTIONAL GOAL(S)** |
| **Identify Future Global Goal:** Meet demand for music ensemble credit courses. | | | | | | | | **1 Mission & Effectiveness**  1.1  1.3  1.2  1.4  **2 Student Learning Outcomes**  2.1  2.4  2.2  2.5  2.3  2.6  **3 Resources**  3.1  3.4  3.2  3.5  3.3  **4 Leadership & Governance**  4.1  4.4  4.2  4.5  4.3 |
| **Objective:** Return all music performing ensembles courses to having the possibility of offering the credit and non-credit version of the courses together. If this is not possible, kindly allow the declared music majors to be able to take the community music ensembles for credit, along with the current for-credit music ensembles. | | | | | | | |  |
| **RESOURCE PLAN**  (Check all that apply.) | | | | | | | |  |
| Facilities  Marketing  Technology  Professional Development  Staffing | | | | | | | |  |
| **Task(s)** | | | | | | | |  |
| 1. Add credit sections for music ensembles. | | | | | | | |  |
| **Timeline:** Spring 2015 and every semester thereafter. | | | | | | | |  |
| **Expense Type** | | | | | **Funding Type** | | **Budget Request** |  |
| One-Time  Recurring | | | | | General District  Categorical (Specify) | | **$\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |  |
| **How will this objective be measured?** Were the sections added, and did students take the courses? | | | | | | | | |
| **How will the completion of tasks identified improve student/program success?** Music students who plan to transfer must participate in a music ensemble every semester. | | | | | | | | |
| **Who are the responsible party(ies) and assigned user(s)?**  Dr. Van Decker and Carol Hegarty | | | | | | | | |

1. (WSCH/FTEF) The goal is 525 as per state guidelines. A low number means that we are below target levels for productivity. For example, in a small class that has a mandated cap of 15 students, the fill rate may be 100% but the productivity number (WSCH/FTEF) will be very low. A class with a cap of 40 students with a 100% fill rate will have a productivity number close to or above 525. [↑](#footnote-ref-1)