

Instructional Program Review Report

Sierra College, 2017-18

Department/Program: Music Department

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Ideally, the writing of a Program Review Report should be a collaborative process of full-time and part time faculty as well as the appropriate educational administrator, instructional assistants, classified staff members and students who have an interest in the present and future vision of the program at all sites throughout the district. The Program Review Committee needs as much information as possible to evaluate the past and current performance, assessment, and planning of your program.

Please attach your Department Statistics Report (DSR) and your ePAR Report when sending in your Program Review.

1) Relevancy: This section assesses the program's significance to its students, the college, and the community.

1a) To provide context for the information that follows, describe the basic functions of your program.

As is stated in our department's mission statement, we exist to provide for every level of student and community member an affordable and accessible musical education in an atmosphere that embraces academic excellence, diversity, and innovation.

We accomplish this by:

- offering music majors an A. A. degree and A.A-T degree;
- Transferrable major courses to CSU, UC institutions and other 4-year institutions;
- general education courses for the non-music major and lower (level) division music major courses (music history, music theory, sight-singing and ear training, keyboard skills, music performance ensembles and student recitals) necessary for the music major.

In addition, we provide musical performances which are essential to a student musician's development as well as an asset to the public audiences both on campus and off campus.

1b) How does your program support the district mission, as quoted below? Please include an analysis of how your program supports ISLOs (Institutional Student Learning Outcomes): Communication, Technology and Information Competency, Critical and Creative Thinking, and Citizenship?

“Sierra College provides an academic environment that is challenging and supportive for students of diverse backgrounds, needs, abilities, and goals with a focus on access, equity, student-centered learning, and achievement. The college is committed to practicing diversity and inclusion, and recognizes that a diverse and inclusive curriculum and workforce promotes its educational goals and values. Institutional learning outcomes guide the college’s programs and services, encouraging students to identify and expand their potential by developing knowledge, skills, and values to be fully engaged and contributing members of the global community. Sierra prepares students by offering Associate’s and transfer degrees, certificates, career and technical education, foundational skills, as well as lifelong learning and enrichment.”

It is the mission of the Music Department to provide for every level of student and community member an affordable and accessible musical education in an atmosphere that embraces academic excellence, diversity, and innovation. Whether students are interested in a career in music and technical training, lifelong learning, or transfer to a four-year institution, the Music Department fosters a deep awareness of the value that music plays in our students and in our community. Sierra College Music Department further encourages students and community members alike to follow their musical passion by developing their musical skills so they can make significant musical contributions to their lives and communities. Our ability to meet our mission is ably met through our faculty and our challenge is to serve students with resources that are aging and antiquated. We continue to list those resource needs in our ePars.

1c) Program offerings align with which of the following mission categories (check all that apply):

X Transfer X Career Technical Education
 Basic Skills X Personal Development/Enrichment X Lifelong Learning

1d) Please analyze your department’s success in supporting the mission categories marked in 1c above. Please provide evidence in support of this analysis, including data from the dashboard relevant to this evaluation. If any of the following apply to your program, please address them in your analysis.

- Degrees, certificates, and/or licenses your department has generated:
 - The alignment of these awards with the district’s mission and/or strategic goals. (See the district “Awards Data File, available from Research and Planning, for your numbers).
- Job placement or labor market information for your program’s awards and licenses.
- The contribution your program makes to student transfer.
- Participation in basic skills programs.

Degrees	2014-16	2015-16	2016-17
Associate of Science (A.A)	2	4	4
Associates of Arts (A.A.)	5	3	1
Associate Degree for Transfer			
Total	7	7	5

Our degree attainment has been low for several reasons:

- o The push for completion has not been a departmental priority in the past. However, with the addition of Applied Music classes in Spring 2017 as well as our developing of a Certificate in Media Content and Public Event Technology, we anticipate our degree attainment numbers to rise. (along with our developing a Certificate in Media Content and Public Event Technology.)
- o To transfer, music majors need to attain a specific skill level that often keeps them from moving on in a timely manner and a degree is not required to transfer. Many students move on before completing the degree even though they have met transfer requirements. With the addition of Applied Music there is more commitment on the part of students to attain an A.A. in Music and the A. A.-T. We have more than doubled our initial enrollment of 10 students in Spring 2017 to 27 students this Spring 2018. We anticipate with the inclusion of Applied Music as well as closer attention to each student to make the effort to file for their A. A./AD-T as they contemplate transfer to their four-year institution our numbers of those degrees will rise.
- o Not offering a CTE program has curtailed outside of the applied/performance (reasons) focus. That being said, through the Strong Workforce Initiative we are in the process of developing a Certificate in Media Content and Public Event Technology hopefully to begin 2018-2019.
- o The perception of our department has been as a relaxed, non-competitive program which deters high-level incoming students from considering Sierra. That perception is changing especially in our Applied Music class as more students audition for that class. We anticipate those students to be successful in their transfer process and in their achieving their Bachelor degree in Music.

Transfer:

- o The Music Department program provides lower level music courses that transfer for the BA degree at four-year college and universities.
(Educational Effectiveness—1, 4, Focused Access—1)
- o Data concerning graduates of Sierra College Music Department and their journey to a four-year institution has not been kept up to this point. A mechanism for acquiring that information needs developing. We are working to track those who have gone on to the four-year institution, inviting them back for performance and to encourage our students to attain their A. A. degree. We don't have access to data to those who transfer without filing for their A. A./AD-T.

Major preparation:

- o Our A. A. and A. A.-T degrees in music prepare students to advance their music career whether in performance, composition, education, production/recording or in the music business.
(Focused Access—3, 5)

Life-long learning:

- o A long standing tradition is for community members (30% estimated enrollment) to take music classes to play music, not necessarily for credit but for personal enrichment. Our lifelong learners provide a consistent core of ensemble members and positively impact the educational experiences of our regularly enrolled students.

1e) Optional Additional Data: Comment on any other relevant contributions of your program to the district mission, goals, outcomes, and values not incorporated in the answers above. Examples include but are not limited to contributions to student equity and success, diversity, campus climate, cultural enrichment, community ties, partnerships and service, etc. Include specific data and examples.

Music Department ensembles continue to perform at semester concerts in Dietrich Theater and off campus an appropriate community college level.

Musical compositions continue to be chosen that reflect our diverse population and interests of students and audiences.

Audience response and student evaluations in the form of concert reports confirm that the quality of the performances presented by the department meets and exceeds community expectations.

Collaboration with Sierra College Theater department in the production of the musical "The Servant of Two Masters".

Music Department participates in cross-curricular activities including Earth Day, Diversity Day, People and Culture Days, Sierra College Awards Event, Art Department Open House.

2) Currency: This category assesses the currency of program curricula as dictated by Title 5 and the currency of efforts in meeting accreditation standards as well as improving pedagogy and engaging in professional development.

2a) Curriculum: Comment on the currency of your program's curricula, including discussion of any recent or projected changes. Please describe your process for evaluating and revising curriculum, including the use of SLOs.

Our course currency is complete. The course currency number provided for Spring 2018 is not reflective of courses that were updated at the writing of this report (Spring 2018).

- At present, our curriculum has established the AA-T and is in the process of establishing a new Certificate program "Media Content and Public Event Technology".
- Through the institution of Planning and Assessment Day back in 2014-2015, we continue to examine our program and courses more concretely resulting in full participation of both full and part time faculty in submitting SLAS forms to understand more fully our successes and challenges in supporting our mission. We are working with the spreadsheet, CSLOs and PSLOs as a department in evaluating their accuracy and efficacy as tools to illuminate how we are serving our students and how better to improve that service. Our student assessment process in our music major classes are particularly rigorous to ensure student success at their transfer institution.

Please describe and analyze any effects of R4S and other developments in curriculum and program planning.

Developments in curriculum and program planning has centered on having the faculty aware of and supportive of the “language” of assessment in our field which is sometimes challenging in a data driven world. Having conversations at department meetings have been invaluable in the process. Spring 2018 we have scheduled Flex activities examining courses taught by several faculty that will explore best assessment practices.

2b) Student Learning Outcomes Assessment: Analyze your program’s assessment of course outcomes, analysis of results, and improvements/changes made to the program as a result of this assessment. Please provide specific data and analysis in the space provided.

Our department faculty meetings 2016-2017, 2017-2018 in conjunction with Planning and Assessment Days have resulted in these plans:

1. Cultivating student tutors (we now have two, soon to be three)
2. Sharing syllabi, mid-term and final exams for entry level courses for music majors. Meetings have taken place evaluating courses that affect non-majors and majors alike: MUS 2, MUS 10 and MUS 40 A-D tests with subsequent meetings scheduled to culminate in documents for all faculty concerning SLO/PSLO connections for those courses.
3. Involvement of full and part time faculty in evaluating goals, SLOs in courses through emails concerning the ISLO, PSLO, CSLO spreadsheet.

In the space below, please describe or attach the cycle you have developed for outcomes assessment.

We are using the ISLO, PSLO,CSLO mapping spreadsheet and looking at more precise language for those objectives as how that language affects our particular process of assessment. At the end of the current cycle we will be discussing how we have been attentive to issues in our assessments and the connection with student success.

2c) Professional development: Please describe how your department’s individual and group activities and professional development efforts serve to improve teaching, learning and scholarship.

Our performing ensembles and faculty attend regional Band Festivals (Reno International Jazz Festival, California Music Educators Association Northern California Band and Solo Ensemble-Greg McLaughlin, adjudicator, Vocal Jazz/Choral Festivals. These events promote engaging faculty in networking with other area directors which can lead to additional performance opportunities and supports discussions around curriculum and programs leading to benchmarking and/or changes.

Department meetings have continued to focus on MUS 51 Applied Lessons which meets the requirements of area four-year colleges and institutions.

Flex activities are scheduled for our department faculty exploring how technology specifically can impact our courses both with Canvas and with various course delivery systems for our students. This discussion and training will increase efficiency and enhance courses by allowing links to audio and video files and other samples of work for students to use.

2d) *Optional Additional Data: Enter additional data here that you believe to be an indicator of your program's effectiveness and explain why.*
None available as yet.

3) **Effectiveness:** This section assesses the effectiveness of the program in light of traditional measurements.

3a) *Retention and Success: Identify and explain the three-year trends in your program's data contained in the DSR and analyze any relevant information found in the data dashboard related to retention and success. Address separately the data for on ground and on-line course. Evaluate the significance of the trends, including any challenges experienced by the program and any relevant data/analysis from your course and program outcomes assessments. Please analyze any significant trends related to student equity and success. If you determine that you need to improve the program's performance, please describe how you plan to achieve this goal. Please include the results of your outcomes assessments, as appropriate.*

Music Department success and retention rates have been consistently either the same or slightly above the District's for the past three years with an average of 88% retention rate and 77% success rate.

- We do see room for improving on our success rate and are continuing our department's regular cycle of examining our SLOs in all our classes, concentrating particularly on courses for the A. A. and A. A. T degrees;
- We have reinstated applied music (a missing piece) that will impact our success rate in preparing students to move forward in their major.
- We continue to update textbooks for our general education courses as well as MUS 6 A and B, 9A and B, MUS 3A and B, 4A and B putting those courses on par with CSU and UC courses for the major.
- We are also actively recruiting at area high schools for our program that will boost our enrollment.

3b) *Enrollment Trends: Identify and explain the three-year enrollment trends in your program's DSR data. In addition, analyze any relevant information found in the data dashboard related to these trends. Address separately the data for on ground and on-line, as well as the data at the various centers in which your program may operate. Evaluate the significance of the trends including any challenges experienced by the program. Please analyze any significant trends related to student equity and success. If you determine that you need to improve the program's performance in any way, please describe how you plan to achieve this goal.*

Enrollment trends in the Music Department have reflected Sierra College trends over the past three years and have been of concern. Distance learning classes have fluctuated while on ground classes have dipped at all locations.

Enrollment should increase with the re-instatement of applied music courses for the A. A. degree. Other identified needs to grow enrollment and strengthen the program are:

- increase our number of full time faculty to allow for more diversity in offerings and spread out the out-of-class faculty time required to run a music program;

- upgrade our facility (smart classrooms in D-3 and better-quality practice pianos as well as replacing the on-loan grand piano in D-1 for a grand piano the college can own. We have done that with the grand piano in D-2.
- increase our course offerings such as a World Music course. We will also be offering two sections of History of Rock and Roll at Rocklin and NCC campuses in the near future.
- increase the physical space for our program. With the current recruiting efforts of Greg McLaughlin on behalf of our instrumental program, and the recent efforts of Sarah Cunningham on behalf of our vocal program, meeting the needs of our increasing music major(s) student population will continue to be a major focus for the department.

3c) Productivity: Comment on how the program contributes to overall district productivity. Evaluate the significance of the trends including any challenges experienced by the program. If you believe the statistical trends need improvement, and can be affected by your actions, if you determine that you need to improve the program's performance in any way, please describe how you plan to achieve this goal.

Music Department Weekly Student Contact Hours (WSCH) have dipped slightly in relation to the District in Fall '15 and continued to slide slightly by Spring '17. We have had an increase in declared music majors and anticipate our WSCH to improve. The District Average over the past three years has dipped slightly also. Our WSCH is impacted by courses that by design have small enrollments or are limited by physical or resource restraints (number of pianos, size of choral performing group, etc.).

- FTES growth has been steady for the past three years, but showing a slight decline during the Spring '15 semester, an effect of the uncertain financial climate of the state and District. The Music Department goal will continue to be to increase FTES through modification of curriculum development, update of facilities and course offerings and more active recruitment with feeder high schools. With the addition of the AA-T, the creation of a new Certificate in Media Content and Public Event Technology, and the addition of Applied Music to the degree requirements, enrollment and degrees awarded will rise.

3d) Analysis and Planning: Referring to your ePAR Report of Goals, Strategies, Actions, and outcomes assessment cycle and relevant assessments/evaluations, please describe your program's plans to maintain or increase its effectiveness and analyze and evaluate your efforts to achieve these goals. Please describe and analyze the impact of any R4S initiatives on your program and incorporate any relevant information in the data dashboard related to student success, equity, and other measures of success including any relevant information addressed in sections 2 and 3.

Our program has much potential to contribute to students as they move forward in their musical career. That potential will be realized by:

- upgrading of our facility: finishing upgrading technology needed for D-7, converting D-3 to smart classroom and a multipurpose keyboard/music theory and technology; upgrading sound systems in D-2.
- Adding new staff member(s) to teach the new certificate curricula for Media Content and Public Event Technology and a staff accompanist and the anticipated hire for full-time faculty choral music position.

- “closing the loop” with our SLOs by engaging our faculty in this yearly process during Planning and Assessment Day each semester
- Finishing curriculum review for the AA-T degree Spring ‘18

3e) Optional Additional Data: Enter additional data here that you believe to be an indicator of your program’s effectiveness and explain why.

None as yet.

4) Resources: This category assesses the adequacy of current resources available to the program and describes and justifies the resources required to achieve planning goals by relating program needs to the assessments above. (Refer to the bottom row of your DSR in your response to this category. You may include budget information if you have it.)

4a) Please describe the future direction and goals of your program for the next three years in terms of sustaining or improving program effectiveness, relevance, and currency; include any analysis of R4S initiatives in the development of these goals and plans. Please incorporate analysis of any relevant outcome or other data in this description, including any data from the dashboard.

We see the core of our program as established is to serve both music majors and the broader community. Based on student interest, future directions include:

- A certificate in Media Content and Public Event Technology
- A certificate in Piano Pedagogy
- Applied lessons as part of the A. A. and A A-T degree in music
- Our involvement in reviewing course objectives and assessments are vital to improving or effectiveness as a department. We are developing a purposeful structure for faculty to contribute on a regular basis those assessments that can be shared and discussed that improve student learning. Assessment needs continue to be entered into the ISLO, PSLO, CSLO spreadsheet as conversations among faculty at department meetings continue to reveal more ways to improve student success. The new Dashboard certainly contributes to that conversation.
- Developing a Music Department Newsletter that publicizes both faculty, student and alumni accomplishments within Sierra College and the community. This is still in the planning stages and we are making more of an effort to create connections after students have left Sierra College. For example students who have gone on to Sacramento State or other four-year colleges have returned to the Music Department to perform and share their experiences with our students.

4b) Equipment and Technology: Comment on the adequacy of the program’s equipment and technology funding level for the District as well as for specific sites, including a projection of equipment and technology needs for the next three years. Please provide a justification for these needs, incorporating relevant assessments of the data above in this explanation.

The Music Department faces many challenges and needs as it struggles to operate and support the numerous aspects of our program with current resources allocations. As we continue to look to the future, the new certificate in development for Media Content and Public Event Technology is an area that is in need of technology upgrades. We are working with the Strong Workforce Initiative to address some of those needs. The Department has prioritized the following purchases:

- Upgrading of equipment to further enhance instructional delivery, sound systems and smart classroom for D-3 and migrating equipment from D-8 to D-3, augmented by additional technology to create a multipurpose class piano and music theory/technology classroom;
- the purchase of a new grand piano for D-1, is critical as the piano in D-1 is on loan from a community member; the need for new band instruments, drum set to replace aging and missing instruments for our instrumental program.

4c) Staffing: Comment on the adequacy of your program's faculty, classified, and student help staffing levels for the overall District as well as specific sites, including a projection of staffing needs for the next three years. Please provide a justification for these needs, incorporating relevant assessments of the data above in this explanation.

The Music Department is a vibrant program in need of a fourth full time faculty position. With current full-time classroom assignments, various department chair duties, curriculum planning and development, student assessment and program review, performance planning and related publicity plus other community outreach responsibilities, our three full-time instructors are currently handling the work load of four or more full time staff. With the loss of our third full time faculty member right before Fall '17 semester, it has fallen on the two-remaining full-time faculty plus additional part time faculty to shoulder that load. Our educational offerings are limited both academically and empirically—, we cannot be as comprehensive with course offerings and instructional delivery as we would like. For example, offering a World Music Course. These limitations affect our program's reputation and ability to pull in students interested in all aspects of music and music business. We need additional faculty to manage our existing programs and to provide leadership and stability as the Music Department grows. Our current full-time to part-time ratio is at 37% as of Spring '17 is imbalanced and ranks among the lowest of all departments at Sierra College.

- In addition, we have a need for an Instructional Aide for Technology and Staff Accompanist to accompany our many fine choirs and applied music students for performance classes, student recitals and juries.
- We are also in need of a full-time Recording Arts and Technology specialist to teach and develop our Media Content and Public Event Technology Certificate.

4d) Facilities: Comment on the program's fill rate and the adequacy of the facilities for the District as well as specific sites, including a projection of facility needs for the next three years. Please provide a justification for these needs, incorporating relevant assessments of the data above in this explanation.

The Music Department fill rate averages between Fall 2014 and Spring 2017 at 80.9%, although

falling short of the District Average of 90.6%, is nevertheless strong.

Facility modification is needed in Walker Hall to help accommodate growth:

- The Department needs a larger space to teach our recording technology classes. Room D-7, which holds all of the recording equipment, was a practice room just a few years ago and is bursting at the seams.
- Further development of D-12 as a performance hall and lecture space is proceeding stage with the addition of lighting and in-house sound system. We still need a pipe and drape system.
- The re-purposing D-8 as a music theory and technology room has expanded into a migration of existing technology to D-3 during summer of 2018 with additional technology which will result in a multipurpose room that will be available to piano classes, music theory classes and media content classes to support both the Music A. A. degree as well as the Certificate in Media Content and Public Event Technology. We are excited by the possibility of establishing the addition of technology to what is a performance-centered Music A. A./A. A. - T degree program. This broadens the possibility for students to be current with music technology in their career path.
- Reconfiguring and addition of storage space for band and sound equipment is critical.

4e) Please check the appropriate boxes in the chart below indicating the general reasons for the resource requests described above (please check all that apply):

Function/Role	Maintenance	Development	Growth	Safety	Outcomes	Other success measures	No Requests
Music	X	X	X		X	Student Success	X

5) Summary/Closing

5a) Based on the analysis above, briefly summarize your program's strengths, weaknesses, opportunities, and challenges.

The Music Department's strengths lie in the talent and expertise of its full time and part time faculty, as well as the reputation of the department's faculty to attract bright, talented students.

The performing arts programs at Sierra College have a strong presence in our community.

The Music Department regularly represents the college and is continually on display through concert presentations, community outreach programs, high school visitations, band and choir invitational events, etc.

Weaknesses occur in the areas of technological resources that are being addressed, practice rooms, instruments in need of repair, sound equipment, space, poor full time/part time instructor ratio and the need for more diverse course offerings, like world music courses and a certificate program in Media Content and Public Event Technology (in development) in keeping with other area community colleges. This hampers the Music Department from fully realizing its mission statement. A weakness that is fast disappearing is the adjustment to the institutional demands of cyclical assessment. It has been slow for our department to grasp the mechanism for connecting what we do every day to institutional needs. We are constantly assessing our students in formats that are not necessarily quizzes and tests, particularly in the area of rehearsal and performance. As busy instructors it has been challenging to include “one more thing” in our routine and yet our faculty is seeing the need to do so as long as there is clarity about how to do it. For us to tie in our assessments that we do daily and the institutional demands of the CSLO, PSLO, ISLO has been a learning curve in seeing how it affects whatever resources are there to support our mission.

Opportunities for students are numerous in areas of performance as soloists and members of ensembles, student recitals as well as participation in commercial music curriculum when material support is available. Future directions for the Music Department lie in networking with area colleges and local communities for student performance opportunities, bringing to campus artists to perform and inspire our music students and to continue to develop a strong course offering in areas including instrumental and vocal performance, jazz, commercial music, world music, theory and composition.

Challenges for the Music Department include finding ways to remain competitive in the Sacramento area in the current facilities, to meet the demands of increasing enrollment with the present number of full time and part time faculty as well as mix of course offerings, and to nurture community engagement in the current economic environment. Overall, the Music Department remains optimistic, determined and excited to meet the challenges and opportunities before it.

5b) Please provide any other information the Program Review Committee

None

5c) How has the author of this report integrated the views and perspectives of stakeholders in the program?

Views and perspectives of all those involved in this department are not just expressed during Flex week or department meetings but through daily interaction with students and faculty, Stephanie Ortiz of NCC campus and Associate Dean Lynn Medeiros. We are constantly reminded of how much we contribute to individuals as well as institutionally to the culture of Sierra College and the community. Our stakeholders continue to grow as we support our students on their musical journey. Suggestions for improvement are gladly received as is praise for our efforts. Our full time and part time faculty is sensitive to the needs of students where many expressed ideas and needs provide impetus to our efforts in growing the department.