

College of Alameda
Annual Program Update
Supplemental/Revised Template 2014-2015

I. Overview

BI Download:	September 19, 2014	Dept. Chair:	Glen Pearson & Drew Burgess
Subject/Discipline:	Music	Dean:	Myron Jordan
Campus:	College of Alameda		
Mission Statement	<ul style="list-style-type: none"> • The mission of College of Alameda's Music Department is to enrich and empower students to better comprehend and appreciate the richness of cultural diversity expressed through music. • COA Music Department has been operational since 1970. There were three full-time faculty members with an expansive program with an extensive number of students who had been trained at the high schools with prior foundation in music theory and performance. • Also in alignment with the College of Alameda's mission to meet the educational needs of its community by providing comprehensive and flexible programs which will enable students to transfer to four-year institutions, to earn degrees and certificates in selected academic and occupational fields, to prepare for positions in the workforce, to improve their basic learning skills, and to expand their general knowledge. 		

II. Enrollment –

TERM	SECT	CENSUS	FTES	TOTL	FTEF	TOTL	PROD
Spring-14	4	159	15.90	0.80	19.88		
Spring-13	7	199	20.44	1.40	14.60		
Spring-12	5	214	21.40	0.97	21.99		
Spring-11	7	216	23.03	1.43	16.14		
Spring-10	7	250	26.73	1.43	18.74		
Spring-09	9	208	22.23	1.83	12.17		
Spring-08	9	185	19.99	1.80	11.11		
Spring-07	7	146	15.39	1.40	11.00		
Spring-06	8	156	17.05	1.63	10.45		
Spring-05	8	159	17.67	1.68	10.52		

TERM	SECT	CENSUS	FTES	TOTL	FTEF	TOTL	PROD
Summer-14	2	54	5.50	0.41	13.56		
Summer-13	3	69	6.99	0.57	12.26		
Summer-12	4	84	8.51	0.77	11.09		
Summer-11	2	51	5.11	0.40	12.89		
Summer-10	1	14	1.53	0.20	7.80		

TERM	SECT	CENSUS	FTES	TOTL	FTEF	TOTL	PROD
Fall-14	5	153	15.30	1.00	15.30		
Fall-13	4	171	17.10	0.80	21.38		
Fall-12	5	201	20.10	0.97	20.65		
Fall-11	5	184	18.40	0.97	18.90		
Fall-10	7	231	24.43	1.43	17.13		
Fall-09	5	171	18.23	1.03	17.76		
Fall-08	9	219	23.19	1.83	12.70		
Fall-07	9	214	23.27	1.83	12.74		
Fall-06	9	221	23.73	1.83	13.00		
Fall-05	7	142	15.74	1.45	10.83		
Fall-04	6	123	13.90	1.25	11.09		

III. Student Success–

	A	B	C	D	E	F
1	Subject	Term	TOTAL GRADED	SUCCESS	SUCCESS RATE	WITHDRAWAL
2	MUSIC	2008 Fall	212	113	53.30%	29
3	MUSIC	2009 Spring	185	104	56.20%	28
4	MUSIC	2009 Fall	159	91	57.20%	11
5	MUSIC	2010 Spring	219	101	46.10%	43
6	MUSIC	2010 Fall	212	117	55.20%	34
7	MUSIC	2011 Spring	211	130	61.60%	36
8	MUSIC	2011 Fall	171	84	49.10%	27
9	MUSIC	2012 Spring	205	115	56.10%	23
10	MUSIC	2012 Fall	193	115	59.60%	19
11	MUSIC	2013 Spring	200	119	59.50%	25

III. Faculty –

SUB	SECT	CENSUS	FTES	FTEF	FTEF	FTEF	FTEF
		S	TOTL	CONT	EXSV	TEMP	TOTL
FA13	4	171	17.1	0.8	0	0	0.8
SP14	4	159	15.9	0.8	0	0	0.8

IV. Qualitative Assessments

CTE and Vocational: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.

The music department currently offers courses that are compliant and comparable to those of any university-level curriculum. A continuing aim of the music department is to enhance our curriculum through the development and offering of courses in the areas of music technology, and business and entertainment law. Such courses would facilitate the pursuit of as well as become a potential primer for those seeking or considering careers within the music/entertainment industry.

Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.

Presently, the department offers no specific A.A. degree or certificate. However, we continue to offer courses that meet the Inter-segmental General Education Transfer Curriculum (IGETC) and the California State University General Education (CSU) Breadth requirements. These courses consist of Music 10A-Music Appreciation, Music 15A-Jazz, Blues and Popular Music History (1840-1940), Music 15B-Jazz, Blues and Popular Music History (1950-Present) and Music 1A-Musicianship. We are working currently on the crafting of a new AA-T degree and in the next few years anticipate growth with additional staffing and an expansion of performance based course offerings.

V. Course SLOs and Assessment

Fall 2014

Number of active courses in your discipline

There are currently twenty seven active courses within the music discipline

Number with SLOs

Twenty three out of twenty seven course offerings have SLO's which are incorporated into course syllabi

% SLOs/Active Courses

96% of all active courses have SLO's

Number of courses with SLOs that have been assessed

All active courses with SLOs have been assessed in the previous assessment cycle and will be assessed at the end of the current Fall semester

Assessed/SLOs

100%

Describe types of assessment methods you are using

Multiple assessment methods are used to assess courses including direct and indirect methods such as exams, performance, surveys. More precisely • Direct Method Embedded Assignment• Evaluation of student comprehension through written quizzes. • Direct/Indirect Method• Embedded assignment – Performance evaluation – Students are required to attend a minimum of two live performances representing a contrast of styles and to write a review/evaluation of each. • Direct/Indirect Method• Embedded assignment – Analysis and Discussion of aural examples and identification of examples using listening exams • Test questions/essay• (mid-term)

Describe results of your SLO assessment progress

SLO assessments have helped to establish a greater consistency in the manner in which course content is presented, along with the level of skill and comprehension students should possess upon completion of a given course.

Describe how assessment results and reflection on those results have led to improvements.

VI. Program Learning Outcomes and Assessment

	Fall 2014
Number of degrees and certificates in your discipline	There are currently no degrees or certificates offered within the music discipline
Number with Program Learning Outcomes	<ul style="list-style-type: none">At this time, the Music Department does not have Program Outcomes but plans to have them for the future, and they will be included with the establishment of certificated courses and our proposed AAT program.
Number assessed	
% Assessed	
Describe assessment methods you are using	
Describe results of assessment. Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements.	

VII. Strategic Planning Goals

Check all that apply.

- Advance Student Access, Success & Equity
- Engage our Communities & Partners
- Build Programs of Distinction
- Create a Culture of Innovation & Collaboration
- Develop Resources to Advance & Sustain Mission

Describe how goals apply to your program.

We will continue to increase student persistence, retention and completion rate. We are already above the college rates but will serve as a stimulus for this discipline to do more and more. We are working especially hard to increase retention and success with distance ed and online courses.

VIII. College Strategic Plan Relevance

Check all that apply

- New program under development
- Program that is integral to your college's overall strategy
- Program that is essential for transfer
- Program that serves a community niche
- Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.
- Other

SB 1440 Transfer Model Curriculum under development for direct transfer of music students into CSU and UC Music Programs/Departments

IX. Action Plan

Please describe your plan for responding to the above data (quantitative, qualitative, and data specifically from course and program learning outcomes assessment). Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.

Include overall plans/goals and specific action steps.

Based on the CSEP data, efforts are being made to increase sections, which should have a direct correlation to enrollment. Part of this effort has been the changing of class meeting schedules from one hour, three days a week to one and a half hours, two days a week. As for curriculum and instruction there is a continuing goal to incorporate more hands on and interactive methods of instruction by way of internet and on-line tutorials as well as guest speakers/lecturers.

Pedagogy/Instruction – To achieve student success: There is also the goal of creating/adding more hybrid/distance education courses as a compliment to the “brick and mortar” class offerings. There is also a consideration of alternative configurations of course offerings – weekend college, short-term courses that meet the rigor and Carnegie Units. Creative scheduling to allow one day a week for faculty professional development through seminars, workshops, educational/motivational guest speakers, etc.

Curriculum – The goal is adopt the Transfer Model Curriculum for Music, part of State Senate Bill SB 1440. This would enable COA’ Music department to attract more students with the specific aim of transferring to a four year College music program.). Another goal is to develop collaborations between departments on campus, service learning options/alternatives, and to work closely with my colleagues in a collaborative manner.

X. Needs

Please describe and prioritize any **faculty, classified, and student assistant** needs.

There is an ongoing need for a student assistant, particularly for the music theory classes. The tasks of an assistant include helping manage the preparation of demonstrations, administering tests, maintaining the classroom for safety during busy clean-up periods, helping with the proctoring of exams, student storage of works and the managing of student assignments.

Please describe and prioritize any **equipment, material, and supply** needs.

Due to the frequent difficulty with both the availability and reliability of equipment from our AV department the full-time instructor continues to utilize some of his own personal equipment for demonstrations and lectures. While SMART classrooms have been installed in other areas of our campus there has been no such installation or projected time frame for such an installation in the music facility. There is a critical need for a permanently mounted projector, audio system, and audio/visual recording devices in order to fully support and enhance the learning experience of our students.

Please describe and prioritize any **facilities** needs.

There is a need for a technological update of classroom facilities; a set of new tablet laptops (Macintosh, preferably), to be used in our keyboard lab for both academic and technical applications. A new Grand piano for our lecture and rehearsal facility is needed and at one point it was my understanding that measure A funds had been allocated for this purpose; a set of cheap audio recording devices (20 for students to borrow for various projects), and at least one new projector/speaker system,

College of Alameda

MISSION

The Mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

VISION

The Vision of College of Alameda is that we are a diverse, supportive, empowering learning community for seekers of knowledge. We are committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world.

VALUES

We use this vision to choreograph three central themes in our quest for “learning excellence” and services to students.

- * Academic Excellence
- * Budgetary Competence
- * Community Engagement

We call these “our ABCs” emphasizing crucial success indicators for our students in achieving an enhanced capacity to pursue their dreams!

District Strategic Goals & Institutional Objectives 2014-2015

The following are the Peralta Community College District's Strategic Goals and Institutional Objectives for the Academic Year 2014-15 (July 1, 2014 – June 30, 2015) which will be evaluated in Summer 2015.

Strategic Focus for 2014-2015: Our focus this year will be on student success in the core educational areas of basic skills/ESOL (English for speakers of other languages), transfer, and CTE (career technical education) by encouraging accountability, outcomes assessment, innovation and collaboration while spending within an established budget.

Strategic Goals & 2014-2015 Institutional Objectives	
A: Advance Student Access, Equity, and Success	<p>A.1 Student Access: Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES.</p> <p>A.2 Student Success: Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.</p> <p>A.3 Student Success: Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc.</p> <p>A.4 Student Equity Planning: Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.</p>
B: Engage and Leverage Partners	<p>B.1 Partnerships: Develop a District-wide database that represents our current strategic partnerships and relationships.</p> <p>B.2. Partnerships: Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.</p>
C: Build Programs of Distinction	<p>C.1 Student Success: Develop a District-wide first year experience/student success program.</p> <p>C.2 Student Success: Develop an innovative student success program at each college.</p>
D: Strengthen Accountability, Innovation and Collaboration	<p>D.1 Service Leadership: Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues.</p> <p>D.2 Institutional Leadership and Governance: Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.</p>