

College of Alameda

Annual Program Update

Supplemental/Revised Template 2015-2016

I. Overview			
BI Download:	November 12, 2015	Dept. Chair:	Glen Pearson & Drew Burgess
Subject/Discipline:	Music	Dean:	Myron Jordan
Campus:	College of Alameda		
Mission Statement	<p>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.</p> <ul style="list-style-type: none"> • COA Music Department has been operational since 1970. There were three full-time faculty members and an expansive program with an extensive number of students from several high schools where they'd acquired a practical foundation in music theory and performance. • Also in alignment with the College of Alameda's mission statement, the music program aims to fulfill the educational needs of its community by providing comprehensive and flexible courses that are transferable to four-year institutions; that are applicable to the earning of degrees and certificates in selected academic and occupational fields; that prepare students for positions in the workforce, improve their basic learning skills, and expand their overall base of knowledge. 		

II. Enrollment –

Headcount	2012		2013		2014		2015	
	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall
Total	313	505	553	284	470	527	232	577

Headcount	2012		2013		2014		2015	
	Summer	Fall	Spring	Summer	Fall	Spring	Fall	Spring
Under 16	5	2		1	1	1	2	3
16-18	8	33	15	4	32	15	25	8
19-24	33	104	95	30	93	82	73	88
25-29	13	21	28	8	15	26	4	15
30-34	7	10	13	9	7	8	13	5
35-54	12	19	31	13	14	18	15	27
55-64	5	7	6	3	3	4	8	6
65 & Above			5	2	2			5
Grand Total	83	196	193	67	167	156	51	173

Headcount	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
American Indian/Alaskan Native	1	1		1		2		1	
Asian	20	32	29	14	27	29	7	32	38
Black/African American	17	64	62	16	43	35	16	42	38
Filipino	2	6	5	1	12	8	3	12	10
Hispanic	10	30	20	8	21	25	7	23	26
Multiple	14	24	30	9	25	23	6	14	22
Other Non white		1	2		1	1			
Pacific Islander		2	2		3	2		2	1
Unknown/Non Respondent	5	8	11	2	10	10	2	4	14
White Non Hispanic	14	28	32	16	25	21	10	21	24
Grand Total	83	196	193	67	167	156	51	151	173

Headcount	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Female	49	97	84	44	91	69	27	82	98
Male	31	95	103	22	72	83	23	67	73
Unknown	3	4	6	1	4	4	1	2	2
Grand Total	83	196	193	67	167	156	51	151	173

CENSUS_TOTAL	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
MUSIC 10 - MUSIC APPRECIATION	22	51	38	22	48	44	18	47	43
DAY	22	51	38	22	48	44	18	47	43
MUSIC 117 - VOICE I									25
DAY									25
MUSIC 130 - ELEMENTARY PIANO METHOD I									16
DAY									16
MUSIC 131 - ELEMENTARY PIANO METHOD II									1
DAY									1
MUSIC 15A - JAZZ/BLUES/POP MUSIC		85			80			76	
DAY		85			80			76	
MUSIC 15B - JAZZ/BLUES/POP MUSIC			63			65			81
DAY			63			65			81
MUSIC 1A - MUSICIANSHIP	18	36	36		31	15		29	
DAY	18	36	36		31	15		29	
MUSIC 38 - ELEMENTARY PIANO	18	17	21	17					
DAY	18	17	21	17					
MUSIC 9 - INTRO TO WORLD MUSIC	26			30			33		
DAY	26			30			33		
Grand Total	84	189	158	69	159	124	51	152	166

III. Student Success–

CAMPUS Alameda
 SUBJECT MUSIC

Success%	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Total	57.14%	59.59%	60.00%	70.59%	47.37%	61.64%	60.78%	52.63%	61.36%

IV. **Faculty** –There is currently one full-time, and one part-time instructor in the Music Department. The current ratio of full-time to part-time instructors is 50/50. With the intent of bringing back a previous adjunct instructor for the spring 2016 semester, our program is growing. There has been a revival of our vocal music program and there is the expectation that our enrollment will continue to grow.

V. 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. As of spring 2015, our vocal music program has been revived, and we are currently pursuing the crafting of a new AAT degree, and in the next few years anticipate growth with additional staffing and an expansion of performance based course offerings.

VI. Course SLOs and Assessment

	Fall 2015
Number of active courses in your discipline	There are currently eight active courses within the music discipline
Number with SLOs	Eight out of eight of the current course offerings have SLO's, which are incorporated into course syllabi's
% SLOs/Active Courses	100% of all active courses have SLO's
Number of courses with SLOs that have been assessed	Three out of eight courses currently have assessed SLO's attached: Music 117 is new as of spring 2015, and its assessment findings will be incorporated into taskstream by the end of the current semester; Music 25, class choir, was revived and offered in the spring and fall of 2015, but due to low enrollment there has been no class; Concurrent music courses 23 and 36 have not run in over four semesters, so assessments will be incorporated for fall 2015
% Assessed/SLOs	37.5% of current courses have been assessed
<p>Describe types of assessment methods you are using</p> <p>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)</p>	

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.

VII. Program Learning Outcomes and Assessment

	Fall 2015
Number of degrees and certificates in your discipline	There are currently no degree or certificates offered within the music discipline
Number with Program Learning Outcomes	<ul style="list-style-type: none"> Presently, 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.

Describe how assessment results and reflection on those results have led to improvements.
 More online resources are being incorporated into lecture course curriculums. As of the spring 2016 semester music 10 will be offered in a hybrid format, with the intent of modifying the remaining GE courses by the fall

VIII. Prioritized Resource Requests Summary

College: Alameda

Discipline, Department or Program: Music

Contact Person: Glen L. Pearson

Date: 11/13/15

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)	District-College Goal & Institutional Learning Outcome
Human Resources: Faculty					
Human Resources: Classified					
Human Resources: Student Workers	There is a need for a student worker/assistant to help with the organization and maintenance of the music departments library, instruments, and other resources	1	unknown	3-Sec IV	Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member
Technology					
Equipment	There continues to be a need for the upgrading of the music department's grand piano	3	\$30,000.00 - \$40,000.00 (there may be the possibility of an exchange of instruments with Merritt College)	4	Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.
Supplies	There is need for upgrading of student desks in music G-119 to a more versatile/adjustable model; this is especially true when it comes to DSPS students, as well as considerations of varying physical proportions among students	2	unknown	4	
Facilities					
Professional Development					

Other (specify)					
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IX. Alignment of Goals Template

College: Alameda

Discipline, Department or Program: Music

Contact Person: Glen L. Pearson, Chair

Date: _____

Discipline, Department or Program Goal	Institutional Learning Outcome	PCCD-College Goal and Institutional Objective
1. To promote critical thinking through the comparison and contrasting of various musical styles, periods, and categories	1. Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.	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.
2. To promote an increased appreciation for the diversity of cultures that have contributed to America's popular musical and artistic genres	4. Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions	Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.
3. To promote critical listening skills through aural analysis and comparisons of stylistic categories and individual artists performance styles	3. Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.	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.
4.		
5.		
6.		
7.		

8.		
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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!

Institutional Learning Outcomes

1. Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.
2. Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.
3. Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.
4. Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.
5. Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member

Strategic Focus: 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	
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>