INSTRUCTIONAL PROGRAMS AND AREAS
PROGRAM REVIEW/PLANNING AND EVALUATION PROCESS

QUESTIONNAIRE FOR INSTRUCTIONAL PROGRAMS

INSTRUCTIONS:

Complete all sections as instructed. Click the shaded sections to type your answer.
When completed, please save your file and e-mail it as an attachment to tanya_hanton@westvalley.edu.

A. INTRODUCTORY QUESTIONS

1. Program Name: ***Music***

2. Person(s) completing the questionnaire: *Gus Kambeitz*

3. Date of completion: *11/5/07*

4. What are the primary purposes of the program? Check all that apply.

- ☒ WVC Degrees and Certificates
- ☒ Transfer Courses
- ☒ WVC General Education
- ☒ Lifelong Learning/Life Enrichment
- ☒ Occupational / Vocational Courses
- ☐ Student Support Services
- ☐ Academic Support Services
- ☐ Administrative Functions

5. In one paragraph, how does the program further the College's mission and goals? (only new information need be added)

Our enrollment numbers continue to increase significantly, especially now that we have the commercial music program (including the new recording studio/ Music technology lab) up and running. This program adds academic skills, life long learning, technology, music industry applications and multi-cultural elements to an already thriving department.

6. In one paragraph, what significant events have affected or impacted the program since the last program review?

The single most significant event has been the lack of funding for Applied Music – which involves individualized instruction in voice or on a specific instrument. This is an integral step in collegiate music education, so important that the Music Association of California Community Colleges has stated that " any college not offering Applied Music should not be allowed to give an AA degree". We do offer the course, but entirely at the students own expense. This expense that reach upwards of $400 to $600 a semester. In previous years we received some funding from the school, but recently that funding was eliminated. The immediate effect is a reduction of students taking this class. Our Music Major numbers have increased, but the cost of this program has put many students seriously behind in their educational endeavors. (a BA/BM requires 8 semesters of applied music) Our department continues to come up with creative ways to ease this financial burden for our students, but the administration has yet to decide upon a course of action.

As our enrollment and course offerings continue to increase (5 new courses in 2 years, additional sections, more online offerings), especially in the Commercial Music Program, we are in need of an additional FTE in Commercial Music, as well as a 50% classified lab tech.

B. DATA ELEMENT ANALYSIS SECTION (ANALYSIS AND RESPONSE)

1. Using the enrollment data from Table 1 from previous program review, add or revise as appropriate.

a) What significant trends are revealed in the data?
b) What factors might contribute to any program differences compared to the College data?
c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

a) The data shows increases in student population, but the differences in music from 2006 to 2007 far surpass the college wide increase.

b) Only one area would significantly increase our transfer effectiveness: the immediate funding by the college of the Applied Music program.

c) We will only need between $3,000.00 and $4,000.00 each year to fund the Applied Music program. I have had meetings with administration to try to rectify this issue and we are making some progress, but not nearly fast enough.

2. Using the demographic data from Table II from previous program review, add or revise as appropriate.

a) What significant trends are revealed in the data?
b) What factors might contribute to any program differences compared to the College data? See attachment for college-wide statistics.
c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

a) The data reveal that more women than men are attending WVC.

b) In music we actively recruit students of all races and genders at all the local high schools. We host on campus performances by high school bands and choirs each semester, and we have a good idea in April/May will attend West Valley in the fall. In this regard we are no different than football coaches. Good recruiting leads to a good team and a successful department.

c) The addition of the 50% classified staff member would ensure good live sound and save us money on recording costs which currently run about $500 a year.

3. Using the success data from table III from previous program, add or revise as appropriate.

a) What significant trends are revealed in the data?
b) What factors might contribute to any program differences compared to the College data?
c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

a) Data shows that everyone succeeds at over 50%. Some differences occur when you break it out by race, age and gender.

b) Our program shows little difference from the college as a whole.

c) We need more college support for services that reach OUT to students and schools who have large concentrations of these below-average performing categories.

4. Are there any data or factors (e.g. integration of technology; college, district, or state expectation or mandates) concerning staffing in the program, that suggest a need for increasing or decreasing program staff (e.g. permanent and associate FTE, permanent and hourly classified staffing or administrative staffing)?

Music applied for a .53% FTE classified staff member to help in the following areas:

Recording studio lab time

Midi lab time

Live sound production

CD Mastering production

Multi-media production

Web-design

We are awaiting the results of the new committee convened to rank these requests. Since our staff would be working with students virtually every day, we had hoped the process, which was started in April would have been completed by the beginning of the new semester.

Technology is paramount for music in the 21st century. We requested a classroom upgrade for MU12 – our main lecture hall. All the materials were approved in April, but we have YET to have the room completely finished.

Music creates sound – so we do have some issues with rooms being too close together during teaching time. We requested a mini-grant to purchase some special sound proofing material in a practice room. All the material arrived in June, but has yet to be installed. This was only the first phase of a project aimed at making our building more useful.

In general, we, as a department have been extremely successful, yet at every turn as we attempt to better our circumstances, the administration has had difficulty meeting our needs in a timely manner. A .53% classified, who could assist us many of the above issues would certainly lead to more student success. The nature of the position would allow the successful candidate to teach 2 classes as well. In addition, we will need another FTE faculty member with expertise in recording and music business as this program continues to explode.

C. CURRICULUM SECTION (ANALYSIS AND RESPONSE)

1. Based on your program's curriculum information, as published in the most recent West Valley College catalog, what curriculum changes are anticipated in the next three years? (These changes could include major course revisions, curriculum deletions, new courses, revised or new options within a program, or proposed new programs.)

We will have completed the certificate programs in all areas.

2. The attached excel document shows classes that have not been offered since Spring 04. Please list the courses you intend to submit to the Curriculum Committee by February 8th for de-activation prior to publication of the 08/09 catalog.

We will be submitting no courses for de-activation.

3. Considering the new course and program level Student Learning Outcomes that have been developed since the last program review:

   a) What relevant findings have been derived through the SLO assessment process since the last program review?
   b) What changes have been implemented, or are planned, based on the findings since the last program review?
   c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

NOTE: Please contact LeAnn McGinley (741-2402), Assessment Coordinator with any questions concerning SLOs.

We have completed SLO's up to the course level and are satisfied with our results. By definition, music education is performance based. Once you compose, perform, record, and put the product out into the community, the assessment is easy.

D. EXTERNAL INFLUENCES SECTION (ANALYSIS AND RESPONSE)

1. If applicable, considering the effects of external influences on the program's purposes and goals:

   a) How do accreditation requirements, government regulations, advisory boards, labor market demand, transfer institution articulations or other external factors affect the program?
   b) How might these influences form the basis for an action, objective, or request for resources?

   a) The only effect these areas have on Music is the changing requirements in the CSU and UC system. Our new music lab and recording studio will allow us to meet any labor market demands that will arise in the future.

   b) Hiring a lab technician will be a necessity as the technology continues to evolve, and as the recording studio is used more.

E. STUDENT FACTORS SECTION (ANALYSIS AND RESPONSE)

1. What program changes or initiatives has the program implemented in the last three years to meet the needs of its student population?

Recording Studio, electronic music lab, changing the length and frequency of class meetings for jazz band, jazz choir and chamber singers.

F. SUMMARY AND CONCLUSION SECTION:

1. General conclusions and summary statement.

The music department at WVC is one of the strongest with regards to WSCH/FTE and retention. We have, in 5 short years, become the dominant music school at the community college level in the south bay. In order to remain in this position, we will need to continue our work in recruiting, performing and keeping visible to the community. In addition we need to have a plan to move into the next phase of what could be a model music program for all of California. A program that would include a record label, a music business certificate, a working recording studio, an expanded concert series utilizing our amazing facilities, and a larger music program in general.

2. Program Strengths:

The strength of our program is definitely our faculty, who all go above and beyond the call to not just teach, but to lead ensembles, teach privately (often for FREE, since applied music is not covered), recruit and be visible and current in the community and their respective fields. Our performing ensembles are on par with many 4-year colleges, and our students are transferring to major music schools and having an immediate impact! Many 4-year schools actively recruit our students!

3. Program Challenges:

Growing pains are what we are experiencing. We share a building and a theater, and everyone needs space. We have added an entire new program, and we will need more TV studio time for our recording classes. We need a lab technician for our MIDI – lab, which is currently only available 4 hours a week, but would be used up to 10 hours a week! We want to offer a wider variety of evening courses in Fall 2008 to accommodate our local community needs as well as those of our students. Our equipment and infrastructure are still way behind other schools in terms of music storage, musical instruments, library resources, technology and depth of adjunct faculty.

G. ACTIONS AND OBJECTIVES SECTION

Based on the foregoing analyses and findings in Sections A. through F., what are the program's intended actions or objectives for the next three years?

Completion of Commercial Music Certificate offerings in Recording Arts, Music Business

Timelines

Over the next three years, what are the program's timelines (in terms of predicted initiation and completion dates) for the stated actions or objectives?

We will complete the music business certificate, and have permanent funding in place for applied music.

Which of these actions or objectives would be initiated and completed within the coming year, given adequate resources?

Fully funding applied music.

H. RESOURCE REQUESTS 2006-2007

1. Please indicate if any of the resource requests identified in the previous program review were funded through one or more of the various WVMCCD resource allocation processes that were available in 06 – 07 (e.g. FTE allocation, classified staff, one time funding, budget augmentation, facilities, Land Corporation):

Please complete the following table (leave blank if the answer is not applicable):

	FUNDED by WVMCCD?
Full-time faculty FTE: *1 additional FTE in recording/Music Business*	☐ Yes ☒ No ☐ Partially
Associate faculty FTE: *Adjunct pool was completed for Applied Teachers.*	☐ Yes ☒ No ☐ Partially
Classified Staff FTE: *requested … awaiting approval*	☐ Yes ☒ No ☐ Partially
Classified Hourly (in dollars): *$5000 a semester for live sound, CD production, Web design and upgrade, applied teaching*	☐ Yes ☒ No ☐ Partially

Administrative Staff FTE: *none requested*	☐ Yes ☒ No ☐ Partially
Facilities (brief narrative description): *Recording studio has been installed, sound proofing was ordered – NOT installed*	☒ Yes ☐ No ☐ Partially
Equipment (brief narrative description with estimated total cost): *New instruments last year – more needed*; Need more recording studio equipment and Instruments. Need 21 Pro-Tools interfaces for computer lab	☐ Yes ☐ No ☒ Partially
Supplies (brief narrative description with estimated total cost): *More $$ for music purchase and instrument purchase.*	☐ Yes ☒ No ☐ Partially
Staff Development (brief narrative description): *none requested*	☐ Yes ☒ No ☐ Partially
Other (please specify): The Commercial Music program needs a consistent source off funding for software and hardware upgrades	☐ Yes ☐ No ☐ Partially

2. What have you been able to accomplish as a result of the resource obtained?
(e.g. improved retention success and persistence, improved equity, new SLOs, higher enrollment, new online or satellite campus classes….)

NOTE: The Program Review Committee realizes that in some cases, accomplishments and changes resulting from resource acquisition are too recent to be measurable. The current Program Review process is only one year old. Future reviews of funding requests will focus on accomplishments and change occurring over a two-year period.

This past year has been full of accomplishments due to help from last years program review.
Increased retention
Added sections with MORE enrollment
Fully operational recording studio
Recording class so popular we added a section THE FIRST TIME IT WAS OFFERED!
5 new Instruments currently being played on a daily basis by students
3 more online courses offered
Full implementation of MIDI-Lab (20 stations!)

I.RESOURCE REQUESTS 2007-2008

1. What **new or additional** resources are required to accomplish the stated actions and objectives?

Please complete the following table (leave blank if the answer is zero or none):

Full-time faculty FTE *1 new FTE in Electronic Music /Recording*

Associate faculty FTE *Pool needed for Recording/MIDI lab teachers*

Classified Staff FTE: *50% classified staff*

Classified Hourly (in dollars): *$1000 dollars a semester for theater support*

Administrative Staff FTE: *none*

Facilities (brief narrative description): ***Wenger music library rolling storage cabinets (floor to ceiling) - $5,000; Wenger music instrument storage cabinets with locking grille doors - $5,000;***

Equipment (brief narrative description with estimated total cost): ***Music instruments - $10,000***

Supplies (brief narrative description with estimated total cost): *Our music budget is woefully under-funded. We need $1000 a semester for each of our major ensembles. Other schools also have a travel budget, which we could really use.*

Staff Development (brief narrative description): *none*

Other: *none*

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