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COMPLETE

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Page 1: I. Program Overview and Update

**Q1** Department(s) Reviewed:

Performing Arts (Music and Theatre)

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**Q2** Lead Author and Collaborators:

Taylor Smith

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**Q3** Dean:

Alicia Muñoz

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## Instructional Program Review Annual Update

**Q4 Program Update (Required):** Please summarize the changes, additions, and achievements have occurred in your program since the last program review. To access last year's program review, visit the IPRPC Intranet Page, accessible here.

In 2016, the Performing Arts Department began a partnership with a local philanthropist to produce the ECHO Chamber Music Series. This concert series has present 5–12 concerts each year since its inception (Spring 2017). The concerts are completely underwritten by our generous benefactor. In connection with the series, the Performing Arts Department launched a website (echochambermusic.org) and MailChimp email lists to use for promoting the concerts. Attendance varies pretty widely, though our better online presence has made a noticeable impact. While the ECHO concerts are ostensibly presented by an outside entity (the East County Harmonics Organization [ECHO]), almost everything outside of the booking and financing of performers is handled by the Performing Arts Department.

In addition to the ECHO events, the department continues to present its own concert series featuring our own groups and professional performers from the San Diego area. The 2017–2018 season featured 15 concerts (in addition to the ECHO concerts). Two major highlights of the season included performances of The Beatles' "Sgt. Pepper's Lonely Hearts Club Band" (performed by the Cuyamaca College Rock, Pop, and Soul Ensemble) and "Symphony No. 8" by David Maslanka (performed by the Cuyamaca College Concert Band).

In September 2018, our part-time Music Technician was moved to full-time. Among his new responsibilities are expanded advertising efforts (for concerts and classes), and the ability to more fully support the department internally. This is a \*huge\* benefit!

In November 2017, a member of our faculty present at the MACCC (Music Association for California Community Colleges) annual conference. Dr. Smith spoke specifically about the department's unique Rock, Pop, and Soul Ensemble. The presentation helped bring attention to the college at the statewide level, and brought its unique programs to the fore. The department is also part of a consortium of schools that commissioned a new symphony by David Maslanka. This is a major new major work by one of the country's foremost composers.

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### Page 2: IIB. Student and Program Learning Outcomes

**Q5** Do you have an assessment plan on file with SLOAC? If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at [tania.jabour@gcccd.edu](mailto:tania.jabour@gcccd.edu). **No**

**Q6** Please provide an analysis of your student learning outcomes (SLO) findings and what changes, if any, were made as a result.

The Performing Arts Department has taken a "step back" from assessing SLOs over the last two years. We found ourselves "getting nowhere" with them. Previously, we had fallen into a pattern of assessing \*all\* SLOs \*every\* semester/year. What this turned into was a near-endless amount of assessment data that ultimately meant very little as it was gathered solely under obligation. Instead, the department has adopted a more nuanced and well-thought plan for assessing SLOs. But, in the meantime, we have simply taken a break.

**Q7** Review your PLOs. Are the listed PLOs an accurate reflection of the program's current learning objectives? **Yes**

**Q8** Are the PLOs mapped onto the course SLOs? **Yes**

**Q9** Discuss your assessment plan for the PLOs.

The PLOs will be assessed in the Spring 2019, Fall 2019, and Spring 2020 semesters, using recent (and current) SLO data

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Page 3: IIB. Student Achievement

**Q10** How has the program's success rate changed over the past year?

The department has lower-than-average success rates amongst its African American students. In the years of 2014–2018, African American students have succeeded at rates between 53% and 71%. these are lower rates than almost all other groups. To address this, the department is adding a course that we feel will be a better “fit” for that demographic. We are currently preparing a History of Hip-Hop Culture class. This is to better align the college with emerging trends in academia, to better align our GE offerings with the interests and backgrounds of our students, and to try to bridge some of our achievement gaps amongst African-American students.

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**Q11** The College has set a 2024 goal of reaching a 77% course success rate (students passing with a grade of A, B, C, or P out of those enrolled at census) for the College as a whole. Consider how your will program help the College reach its long-term goal of increasing the course success rate to 77%. This is intended to provide a goal for improvement only; programs will not be penalized for not meeting the goal. What is your program's one-year goal for success rate across all courses in the program?

We would like to see success rates of 75% department wide. Currently, the department has a program-wide success rate of 73%. Raising this by 2% in one year seems reasonable.

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**Q12** Which specific groups (by gender and ethnicity) have success rates lower than that of the program overall?

Our success rates among African-American students (both male and female) show the biggest gap compared to the success rates as a whole.

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**Q13** What program (or institutional) factors may be contributing to these lower rates of success for these groups of students?

Our course offerings may be less engaging to this group compared to others. We especially struggle to enroll African-American students in our "core" music major courses.

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**Q14** What specific steps will the program take to address these equity gaps in the 2019/20 academic year?

To address this, the department is adding a course that we feel will be a better “fit” for that demographic. We are currently preparing a History of Hip-Hop Culture class. This is to better align the college with emerging trends in academia, to better align our GE offerings with the interests and backgrounds of our students, and to try to bridge some of our achievement gaps amongst African-American students.

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**Q15** How do these activities align with the goals set forth in your last comprehensive program review?

In our last comprehensive review, we set a goal of increasing enrollment department wide. Adding a History of Hip-Hop class would go a long way to attracting more students in general, especially more African-American students.

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## Instructional Program Review Annual Update

**Q16** OPTIONAL: If you would like to attach any charts or additional documentation (aside from the program review report prepared by the IESE Office), please upload it using the button below. You can upload PDF, Word, and image files. **Respondent skipped this question**

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### Page 4: Distance Education

**Q17** Does your program offer any courses via distance education (online)? **Yes**

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### Page 5: Distance Education Course Success

**Q18** Are there differences in success rates for distance education (online) versus in-person sections? **Yes**

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**Q19** If there are differences in success rates for distance education (online) versus in person sections, what will the program do to address these disparities?

Success rates are noticeably lower in our online classes. \*Some\*, though not all, of this is simply due to attrition; many students essentially stop taking the online course halfway through, which results in more failing grades than usual. Still, the department is piloting one of our classes as a hybrid; this class meets on campus once each week with eta other "class session" held online. We anticipate that this will mitigate some of the gaps in success. Additionally, we are \*not\* offering any new classes/sections online as we try to work through some of the problems we've encountered with widespread cheating. In Spring 2019, we are offering twelve sections online; in Fall 2018 we offered thirteen. We are holding off on any expansion for the time being.

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### Page 6: IV. Previous Goals: Update (If Applicable)

**Q20** Would you like to provide an update for your previous program review goal(s)? **Yes**

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### Page 7: Previous Goal 1

**Q21** Previous Goal 1:

Increase enrollment

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**Q22** Link to College Strategic Goal(s): **Student Validation and Engagement**, **Organizational Health**

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**Q23** Goal Status **In Progress**

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## Instructional Program Review Annual Update

**Q24** How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

Comparison of enrollment numbers across the department.

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**Q25** Please provide the rationale for this goal:

The Performing Arts Department suffers from chronically low enrollment, most specifically in its degree-required classes.

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**Q26** Please provide the goal action steps for the year (previously "Activities"):

While it doesn't address the low numbers in our degree-required classes, the department has significantly expanded its online course offerings, resulting in a 200% increase in online students over a five-year period. This has brought the department's overall numbers up (and thereby its "productivity," but many of our classes still suffer from \*very\* low enrollment.

In order to address the low numbers in our "Core" music major classes, we have been building relationships with the band directors in GUHSD schools, visiting GUHSD schools to recruit, hosting GUHSD concerts and competitions, and working with GUHSD administrators to find ways to get more GUHSD students on to our campus and to enter our AA programs. One change we made through this process is to offer one of our "core" classes through a hybrid format. This means that the class now meets once each week supplemented by the same amount of time/work happening online. The class time was also moved into a slot that was more convenient for current high school students. We "pitched" this class, partly, as a good way to prep for the AP Music Theory exam. We piloted this approach this semester (Spring 2019), and have reached higher-than-usual enrollments in that class. Being that this is one of the "gateway" courses into our program, we anticipate that this increase will carry into other areas.

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**Q27** Do you have another goal to update?

**Yes**

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Page 8: Previous Goal 2

**Q28** Previous Goal 2:

Increase non-musical course offerings

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**Q29** Link to College Strategic Goal(s):

**Guided Student Pathways**,  
**Student Validation and Engagement**

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**Q30** Goal Status

**Not Started**

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**Q31** How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

Not started.

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## Instructional Program Review Annual Update

**Q32** Please provide the rationale for this goal:

While the department is called "Performing Arts," it is really a music department with one section of one Intro to Theatre class. Many students have expressed an interest in taking more theatre classes.

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**Q33** Please provide the goal action steps for the year (previously "Activities"):

We have surveyed students currently enrolled (and previously enrolled) in theatre classes, and the results are clear that students want another theatre class. Similarly, the results show that students think there should be at least one more section of the sole class we offer in this discipline.

Due to low enrollment across the department (including in our sole THTR class), this goal has taken a backseat to more pressing needs.

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**Q34** Do you have another goal to update?

**Yes**

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Page 9: Previous Goal 3

**Q35** Previous Goal 3:

Better Music Ed classes

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**Q36** Link to College Strategic Goal(s):

**Guided Student Pathways**,  
**Organizational Health**

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**Q37** Goal Status

**In Progress**

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**Q38** How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

Success rates and SLO data from new classes (once offered)

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**Q39** Please provide the rationale for this goal:

Cuyamaca's Music Education AA does not "map" well onto SDSU's

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## Instructional Program Review Annual Update

**Q40** Please provide the goal action steps for the year (previously "Activities"):

The department has done much of the "backend" to add some music methods classes into our catalog (ie. identified a place for the classes to "fit" within the degree, a plan for implementation, verbal agreements from SDSU on articulation). But, without the musical instruments needed to teach the class, there is no way of offering it. And, our degrees would have to be modified in significant ways in order to add the class, so we are waiting to acquire all of the equipment we will need before adding it to the catalog (so as to not derail students' progress toward the current Music Ed. degree).

We are requesting \$20,000 to purchase the new instruments we will need to offer this class. This is a one-time expense.

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**Q41** Do you have another goal to update?

**Yes**

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Page 10: Previous Goal 4

**Q42** Previous Goal 4:

Community outreach

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**Q43** Link to College Strategic Goal(s):

**Student Validation and  
Engagement**

**Organizational Health**

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**Q44** Goal Status

**In Progress**

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**Q45** How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

Concert/event attendance

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**Q46** Please provide the rationale for this goal:

The department presents over 20 concerts each year. Most are poorly attended.

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## Instructional Program Review Annual Update

**Q47** Please provide the goal action steps for the year (previously "Activities"):

The department needs a better advertising strategy. We need to identify the most effective strategies toward this end.

We have greatly expanded our online "presence" in the past year. We are now able to sell tickets online, have a professional mailing list in place, and have built a few different websites to try to engage the community.

We design posters/web graphics/emails announcing all of our concerts. But, we have very few resources to improve in this regard. For one, our Music Technician (the person usually tasked with much of this work) only has semi-reliable access to some of the software he needs to design these materials. Some of the software needed is Mac-only; he has to use a laptop connected via wi-fi to do this work. He needs a dedicated Mac at his desk to get the stuff done more efficiently and effectively. Additionally, the department houses an all-Mac lab (also under the "supervision" of the Music Technician). We are requesting \$3000 to purchase a Mac for him. This is a one-time purchase.

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Page 11: V. New Goals (If Applicable)

**Q48** Would you like to propose any new goal(s)? **Yes**

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Page 12: New Goal 1

**Q49** New Goal 1:

Better engagement with African-American students

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**Q50** Link to College Strategic Goal(s): **Student Validation and Engagement**

**Q51** Please provide the rationale for this goal:

The department does not do a good job of engaging African-American students. Our success rates among this demographic show this.

**Q52** Please provide the goal action steps for the year (previously "Activities"):

We are adding a new class to the catalog (History of Hip-Hop) which we think will be much more engaging

**Q53** How will the goal be evaluated?

We expect to see an increase both in enrollment and success rates amongst the African-American population.

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**Q54** Do you have another new goal? **Yes**

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Page 13: New Goal 2



## Instructional Program Review Annual Update

### Q55 New Goal 2:

Update software in MIDI lab

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Q56 Link to College Strategic Goal(s):

**Student Validation and  
Engagement**

**Organizational Health**

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Q57 Please provide the rationale for this goal:

The software in our computer lab is out of date.

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Q58 Please provide the goal action steps for the year (previously "Activities"):

The department teaches two levels of music technology courses; the first level is required of all music majors.

One of the software titles we use, Sibelius, has not been updated in five years. It is no longer compatible or relevant. Sibelius now uses a subscription distribution model. We would like to switch to its primary competitor, Finale. If we don't switch or update the current software, we will have to cut the music-notation section (about 20% of the course) from the Intro to Music Tech class.

Another title we use, Logic Pro, costs \$2000/year. Thus far, the department has been using one-time, last-minute, borrowed funds to pay for this. We need to have a more secure way to fund this software.

The music technician is tasked with providing help both for students and staff regarding this lab. At his desk, he does \*not\* have the same platform of computer used in the lab (the lab is all-Mac; the technician only has Windows at his desk). He needs a new computer in order to provide the help needed.

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Q59 How will the goal be evaluated?

SLO and success rate data from after the update will show better numbers in these areas.

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Q60 Do you have another new goal?

**Yes**

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Page 14: New Goal 3

Q61 New Goal 3:

Better advertising

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Q62 Link to College Strategic Goal(s):

**Organizational Health**

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## Instructional Program Review Annual Update

**Q63** Please provide the rationale for this goal:

The college's concerts are poorly attended. This is wasteful and embarrassing.

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**Q64** Please provide the goal action steps for the year (previously "Activities"):

We need a better marketing strategy. We need to develop our advertising materials to be more professional and to reach a wider audience.

The Music Technician does not always have easy access to some of the software he needs in order to create the advertising materials, edit the website, and provide the concert series with programs, flyers, etc. He needs a Mac on his desk (instead of the PC that is there right now).

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**Q65** How will the goal be evaluated?

We expect to see an increase in attendance at concerts.

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**Q66** Do you have another new goal?

**Yes**

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Page 15: New Goal 4

**Q67** New Goal 4:

Better Music Ed "package"

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**Q68** Link to College Strategic Goal(s):

**Guided Student Pathways**,  
**Student Validation and Engagement**

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**Q69** Please provide the rationale for this goal:

The current Music Ed AA does not map well onto SDSU's program. This is where 90% of our students are headed, and they enter ill equipped.

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**Q70** Please provide the goal action steps for the year (previously "Activities"):

Add instrumental methods classes to our course offerings. This requires purchasing student level instruments.

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**Q71** How will the goal be evaluated?

We expect that both enrollment rates will increase (our degree will be more attractive). Success rates for degree completion will increase. These data will be monitored for these signs,

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Page 16: VI. Resources Needed to Fully Achieve Goal(s)

**Q72** Is the program requesting resources this year to achieve this goal? **Yes**

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Page 17: V. Faculty Resource Needs

**Q73** Are you requesting one or more faculty positions to achieve this goal? **No**

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Page 18: Faculty Position Request(s)

**Q74** Please remember to complete the Faculty Position Request Form (accessible here, under Staffing Request Information) for this position that you are requesting and upload it using the button below. The Faculty Position Request Form (In Word) can be located here (under Staffing Request Information). Brief Description of the Position Requested: **Respondent skipped this question**

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**Q75** Faculty Position Request 1 - Related Program Goal(s): **Respondent skipped this question**

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**Q76** Faculty Position Request Upload 1: Please upload the completed faculty request form for the above position using the button below. You can access the Word version of the Faculty Position Request Form here (under Staffing Request Information). **Respondent skipped this question**

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**Q77** Faculty Position Request 2 (if applicable): Please remember to complete the Faculty Position Request Form (accessible here, under Staffing Request Information) for this position that you are requesting and upload it using the button below. The Faculty Position Request Form (In Word) can be located here (under Staffing Request Information). Brief Description of Position Requested: **Respondent skipped this question**

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**Q78** Faculty Position Request 2 - Related Program Goal(s): **Respondent skipped this question**

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**Q79** Faculty Position Request Upload 2: Please upload the completed faculty request form for the above position using the button below. You can access the Word version of the Faculty Position Request Form here. **Respondent skipped this question**

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Page 19: VI. Classified Staff Resource Needs

**Q80** Are you requesting one or more classified positions to achieve this goal? **No**

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Page 20: Classified Staff Position Request(s)

**Q81** Classified Staff Position Request 1: Please remember to complete the Classified Staff Position Request Form (accessible here, under Staffing Request Information) for this position you are requesting. Brief Description of Position Requested: **Respondent skipped this question**

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**Q82** Classified Staff Position 1 Related Program Goal(s): **Respondent skipped this question**

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**Q83** Classified Staff Position 1 Request Upload: Please upload a completed Classified Position Request Form for this request using the button below. You can access the Word version of the Classified Position Request Form here. **Respondent skipped this question**

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**Q84** \*\*\*OPTIONAL\*\*\* Please use the button below to upload the position classification description (obtained from HR). **Respondent skipped this question**

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**Q85** Classified Staff Position Request 2: Please remember to complete the Classified Staff Position Request Form (accessible here, under Staffing Request Information) for each position you are requesting. Brief Description of Position Requested: **Respondent skipped this question**

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**Q86** Classified Staff Position 2 Related Program Goal(s): **Respondent skipped this question**

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**Q87** Classified Staff Position Request 2 Upload: Please upload a completed Classified Position Request Form for this request using the button below. You can access the Word version of the Classified Position Request Form here (under Staffing Request Information). **Respondent skipped this question**

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**Q88** \*\*\*OPTIONAL\*\*\* Please use the button below to upload the position classification description (obtained from HR). **Respondent skipped this question**

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Page 21: VII. Technology Resource Needs

## Instructional Program Review Annual Update

**Q89** Are you requesting technology resources to achieve this goal? **Yes**

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### Page 22: Technology Request(s)

**Q90** Technology Request 1: Please remember to complete a Technology Request Form for each request you are submitting. You can access the online Technology Request Form here: [Technology Request Form](#)

Description:	<b>Logic Pro X for B209</b>
One time or On-going	<b>On-going</b>
Amount Requested \$	<b>\$2000/semester</b>
Related Program Review Goal(s):	<b>Keep MIDI lab up to date</b>

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**Q91** Technology Request 2: Please remember to complete a Technology Request Form for each request you are submitting. You can access the online Technology Request Form here: [Technology Request Form](#)

Description:	<b>Finale license</b>
One time or On-going	<b>One-time</b>
Amount Requested \$	<b>\$4100</b>
Related Program Review Goal(s):	<b>Keep MIDI lab up to date</b>

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### Page 23: VIII. Perkins and Strong Workforce Resource Needs

**Q92** Are you requesting Perkins and/or Strong Workforce resources to achieve this goal? **No**

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### Page 24: Perkins Request and Strong Workforce

<b>Q93</b> Perkins Request and Strong Workforce 1: Please remember to complete the Perkins Request Form and submit it via the annual Perkins/Strong Workforce request process/cycle.	<b>Respondent skipped this question</b>
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<b>Q94</b> Perkins Request and Strong Workforce 2: Please remember to complete the Perkins Request Form and submit it via the annual Perkins/Strong Workforce request process/cycle.	<b>Respondent skipped this question</b>
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### Page 25: IX. Supplies/Equipment Resource Needs

**Q95** Are you requesting supplies and/or equipment resources to achieve this goal? **Yes**

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## Instructional Program Review Annual Update

### Page 26: Supplies/Equipment Request(s)

**Q96** Supplies/Equipment Request 1: In the boxes below please provide information on your request. Supplies/Equipment requests will be considered on a one-time funding basis.

Description:	<b>Student-level musical instruments</b>
Amount Requested \$:	<b>20000</b>
Related Program Review Goal(s):	<b>Better Music Ed package</b>

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<b>Q97</b> Supplies/Equipment Documentation 1: Please upload any supplies/equipment quotes or additional documentation for this request.	<b>Respondent skipped this question</b>
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<b>Q98</b> Supplies/Equipment Request 2: In the boxes below please provide information on your request. Supplies/Equipment requests will be considered on a one-time funding basis.	<b>Respondent skipped this question</b>
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<b>Q99</b> Supplies/Equipment Documentation 2 : Please upload any supplies/equipment quotes or additional documentation for this request.	<b>Respondent skipped this question</b>
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### Page 27: X. Facilities Resource Needs

<b>Q100</b> Are you requesting facilities resources to achieve this goal?	<b>No</b>
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### Page 28: Facilities Request

<b>Q101</b> Facilities Request 1: Please provide the information below and remember to complete a Facilities Request Form accessible here: <a href="#">Facilities Request Form</a>	<b>Respondent skipped this question</b>
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<b>Q102</b> Facilities Request 2: Please provide the information below and remember to complete a Facilities Request Form, accessible here: <a href="#">Facilities Request Form</a>	<b>Respondent skipped this question</b>
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### Page 29: XI. Professional Development Resource Needs

<b>Q103</b> Are you requesting professional development resources to achieve this goal?	<b>No</b>
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### Page 30: Professional Development Request

## Instructional Program Review Annual Update

**Q104** Professional Development Request 1: Please provide the information identified below and follow the process for requesting professional development funds, outlined here.

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Respondent skipped this question

**Q105** Professional Development Request 2: Please provide the information identified below and follow the process for requesting professional development funds, outlined here.

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Respondent skipped this question

Page 31: XII. Other Resource Needs

**Q106** Are you requesting any other resources to achieve this goal? **No**

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Page 32: Other Resource Requests

**Q107** Other Resource Requests 1: Other resource requests will be considered on a one-time funding basis. Please fill in the information below.

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Respondent skipped this question

**Q108** Other Resource Requests 2: Other resource requests will be considered on a one-time funding basis. Please fill in the information below.

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Respondent skipped this question

Page 33

**Q109** Are you ready to submit your program review? If you click "No," you will be redirected to the start of the program review module.

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Respondent skipped this question