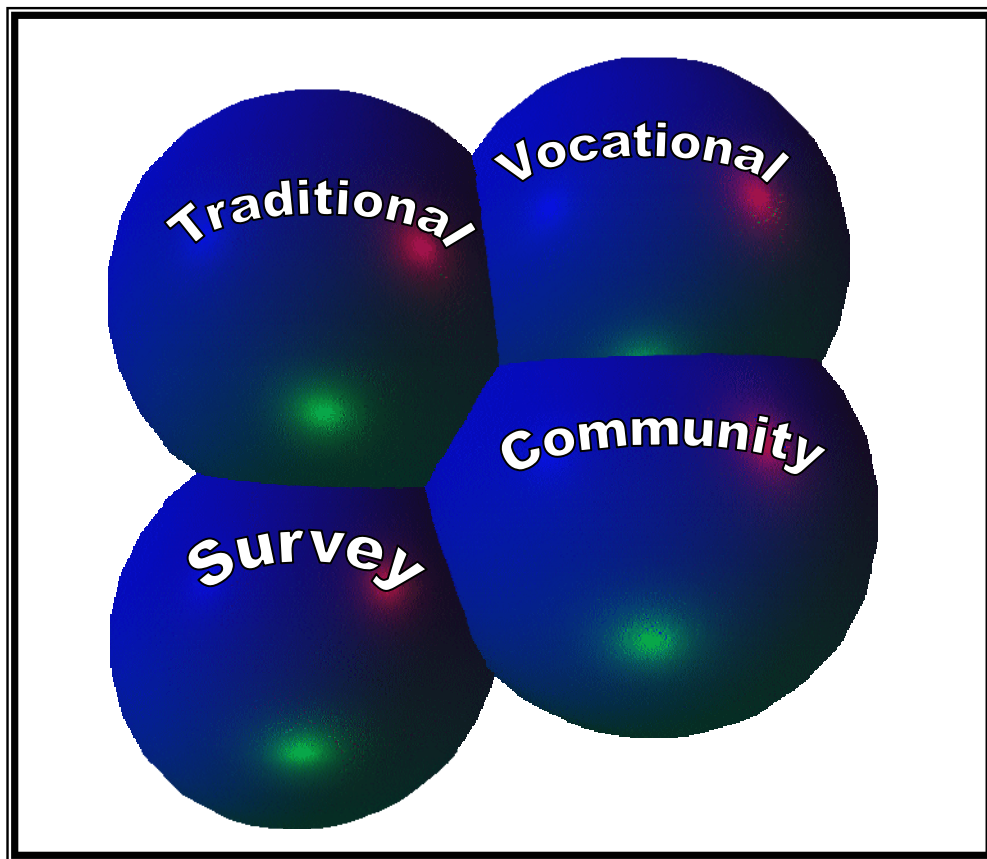


Music Department

Program Review, 2006



Interaction and Integration

1. Program Description and Scope

Student Target Groups

- **1. Traditional Music Students** with sights on transfer to future academia
- **2. Non-Music Major Students** fulfilling FA requirements in survey classes
- **3. General Community Members** approaching music as a lifestyle avocation
- **4. Vocational Students** interested in acquiring the skills of the music trade

OHLONE MUSIC PROGRAM COURSES

TARGET STUDENT GROUPS

Course	Traditional	Survey	Community	Vocational
MUS 100 – Survey of the Arts		X		
MUS 101 – Intro to Western Classical Music		X		
MUS 102 – Intro to World Music		X		
MUS 103 - Fundamentals	X			X
MUS 104 – Music of World Cultures		X		
MUS 105 – Tech Tools	X			X
MUS 108 - Songwriting	X			X
MUS 110 – Music Theory	X			
MUS 111 - Musicianship	X			
MUS 112 – Pro Tools				X
MUS 113 – Studio Recording				X
MUS 114 – Create a CD			X	X
MUS 116 – Sound Reinforcement				X
MUS 120 – History of West. Music	X			
MUS 121 – History of Jazz		X		
MUS 125 – History of Rock Music 1970-2000		X		
MUS 160 - Piano	X		X	
MUS 161 - Guitar			X	
MUS 162 - Voice	X		X	
MUS 163 - Woodwinds			X	
MUS 164 - Brass			X	
MUS 165 - Percussion			X	
MUS 166 – Applied (Lessons)	X			
MUS 169 – Jazz/Rock Guitar			X	X
MUS 350 - Band			X	
MUS 351 – Perf. Ensemble			X	
MUS 352 – Jazz/Rock Combo			X	X
MUS 354 – Chamber Orch.			X	
MUS 355 – College Chorus (CE)			X	
MUS 356 – Chamber Singers			X	
MUS 358 – Community Chorale			X	
MUS 369 – Jazz/Rock Piano				X
MUS 370 – Symphonic Band			X	
MUS 371 – Wind Ens.			X	
MUS 374 - Orchestra			X	
MUS 380 – Musical Theater			X	
MUS 394 - Charisma			X	

2. Relationship to Ohlone College Mission and Goals

In response to the College's primary core value of providing life-long learning opportunities for its students, the Music Department balances the needs and demands of a wide variety of student groups. These include (1) traditional music majors preparing for continued study in a 4-year university, (2) survey students pursuing general education or fine arts requirements for degrees and certificates outside the field of music, (3) community members for whom music ensembles are an ongoing and vital aspect of their lifestyle, and (4) vocational students who have chosen a musical career path outside that of traditional academia.

Many of our students come from the artistic fringes of academia. That is to say, they sometimes respond more to the artistic side of their personality than to the left brain pursuits of Math, English and Science. It's our responsibility to make a place for these students where they can grow to their greatest potential and find ways to discipline their studies both inside and outside music classes. In keeping with the cultural diversity of the greater Fremont community, we also expose our students to a variety of non-Western musical experiences. Spring '06 activities included presentations by English composer David Fanshawe on his cross-cultural "African Sanctus" (performed by the Ohlone Chamber Singers) and a demonstration by Indian tabla master, Utam Chakraborty.

We have continued to set our standards high by forming a strong and diverse core of full-time faculty members teaching university-level curricula. The full-time staff is augmented by a group of adjunct ensemble leaders who operate their groups in a completely professional manner, inspiring dedication, loyalty and longevity, not to mention higher and higher levels of musical achievement. The public performance put on by each of these ensembles allows Ohlone the exposure to reach out to the greater Fremont community, making us a part of the overall cultural mix of the area.

The core faculty is in constant communication regarding student progress, program and course curriculum. Each of these instructors has his own specialized area of expertise, but we all overlap at the extremes and work together when possible with no sense of competition.

We are always open to innovation in the Learning College model by auditing each other's classes and continuing to learn new skills and techniques via off-campus training. We all continue to work in the industry outside of Ohlone College, and so stay in touch with developing trends and the general reality of life as a musician.

3. Program Student Learning Outcomes

- 1. The student will demonstrate fluency in the language of music, be it spoken, written, played, or heard.**
- 2. The student will develop a cultural, historical, and analytical perspective on the study of music.**
- 3. The student will experience artistic growth and personal enrichment through the performance of music.**
- 4. The student will assemble the vocational skills necessary for a career in music.**
- 5. The student will complete the courses leading to A.A. degree, Music Certificates, or transfer to University.**

Objectives of these outcomes

1. Students will practice and demonstrate skill in sight-reading, ear training, and instrumental techniques.

Assessment methods: tests, juries, recitals

Success Assessment: Weakness in Musicianship (111) curriculum, need more juries or private lessons for majors, encourage concurrent enrollment at Mission HS, Theory curriculum working well.

2. Students will compare musical traditions of world cultures, categorize the evolution of Western Music, and formalize the elements of musical analysis and composition.

Assessment Methods: compositions, research papers, analysis exercises, presentations

Success Assessment: Unfortunate loss of Music History (120), success with Music Appreciation (101) online, confusing overlap in survey classes, need for 50s Rock History class.

3. Students will attend rehearsals and perform concerts in order to achieve personal expression and develop a sense of community and group achievement

Assessment Methods: Improvement in the quality of public and private performances, evaluation surveys, promotional involvement

Success Assessment: Lots of active ensembles and public concerts, positive reaction to Fanshawe and "African Sanctus," positive reaction to tablas demo w/Chakraborty, Combo Class concerts at Mission Pizza and NUMMI Theater successful PR, Good interaction with survey classes.

4. Students will develop functional skills through hands-on experience in digital audio recording/editing and sound reinforcement.

Assessment Methods: tests, projects, portfolios and resumes of their accomplishments.

Success Assessment: Good energy in area, good development of certification pathway, Pro Tools certification an excellent marketing tool, good interaction with Combo, Theory, Songwriting.

5. Students will complete all required classes according to department guidelines

Assessment Methods: Rates of graduation, matriculation, numbers of certificates.

Success Assessment: Need to clarify certification path, need more majors pursuing AA degree.

4. Assess and Analyze DataMart trends for success (retention)

See *Table 1* on following page and *Appendix A*

Analysis of DataMart information:

1. Over 3-year period, % Success Rate trending upward compared with other colleges
2. Over 3-year period, Music department FTES decreasing by smaller percentage than Enrollments
3. Los Medanos and Las Positas both report Commercial Music under TOP code 1005, separate from general music (1004). We should follow suit.
4. The size of our Music department is about 40% smaller than Diablo Valley, similar to that of Los Medanos, twice that of Chabot, and roughly 3 times that of SJ City,
5. Enrollments in all schools but DVC and Chabot trended down during this period. Cannot explain Chabot's 35% increase in Fall 04 (Reporting method? New facilities?)

Appendix A

Ohlone College
Instructional Basic Program/Discipline Review Data
2005-06

Music													
	Data Source	2002-03				2003-04				2004-05			
		Summer	Fall	Spring	Annual	Summer	Fall	Spring	Annual	Summer	Fall	Spring	Annual
Enrollment Data:													
Courses Offered	Datatel	26	81	69	92	17	72	70	87	24	68	72	89
Sections Offered	Datatel	38	121	112	271	25	114	114	253	38	108	119	265
Enrollments (duplic., credit only)	XWFR	471	1218	1160	2849	371	1151	1067	2589	302	1010	1144	2456
FTEs (credit only)	Data Mart	60	143	152	355	52	148	141	341	34	138	149	321
Full Time Faculty ¹	Instr. Office				3				3				4
FTEF - Full Time ²	Datatel	0.4	3.3	3.3		0.7	3.4	3.5		0.9	4.8	4.9	
FTEF - Adjunct	Datatel	1.8	4.5	3.7		0.8	4.2	3.9		1.1	3.8	3.6	
WSCH/FTEF (credit only)	XWFR	779	721	603		956	583	564		509	466	488	
Student Success Data:													
Percent Retention ³	Data Mart	92	81	86		85	86	83		86	82	83	
Percent Success ⁴	Data Mart	87	51	78		79	61	72		82	75	76	
Degrees Awarded	Data Mart				NA				NA				0
Certificates of Achievement ⁵	Data Mart				NA				NA				NA
Certificates of Completion ⁶	Data Mart				0				3				5

Notes:

1. Full Time Faculty = the number of filled positions whose primary assignment is in this department (includes temporary full time faculty)
2. "FTEF - Full Time" includes overload assignments and fulltime faculty from other departments teaching in this discipline
3. Retention = Percent of students from census who remain through end of term
4. Success = Percent of students from census who remain through end of term and receive grade of A, B, C, or Credit
5. Certificates of Achievement: 18 units or more listed on Chancellor's Office Program Inventory
6. Certificates of Completion: 17 units or less, locally approved