Ohlone College
Program Review Report

- Program Description and Scope:
  1. Program Review Title: Music
  3. Review Type: Instructional Disciplines
  4. Program/Departments: Music (10008)
  5. Authority Code: 45-Dean, Arts and Social Sciences
  6. External Regulations: Yes, No X
  7. Provide a brief narrative that describes the instructional program/discipline.

Ohlone's Music Program is intended to provide academic instruction and aesthetic inspiration to dedicated students of music. The program emphasizes the communicative value of the language of music and its performance, as well as the critical thinking necessary to grow an appreciation for the style, historical relevance, and theoretical design of all disciplines of music.

8. Describe how the program specifically serves students, faculty and staff:

The Music Department balances the needs and demands of a wide variety of student groups. These include:

- Traditional music majors preparing for continued study in a 4- year university
- Survey students pursuing general education or fine arts requirements for degrees and certificates outside the field of music
- Vocational students who have chosen a musical career path outside that of traditional academia.
- Community members for whom music ensembles are an ongoing and vital aspect of their lifestyle

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

9. Describe how the program addresses current needs and applies current technologies.
One of the Music Department's ongoing concentrations has been in the area of Commercial Music. Since our last program review, the department has made great strides. First, we have extensively remodeled part of the former practice room area, creating a suite of rooms that constitute our new recording studio. (See attached file "Studio Promo.mov") The suite includes a large tracking room, a smaller "iso" room, a separate room for piano and another room that does double duty both as another acoustically isolated space as well as an ensemble practice room. All of these rooms have been wired to a central Control Room, which functions as the hub for all recording operations. Multiple outlets (XLR and 1/4") are available in each space, and all hook up to the central patch bay in the control room. (See the attached file "Studio Promo.mov" for more information on the studio remodel.)

The Control Room has been fitted with a state of the art Pro Tools HD system. Pro Tools is the industry-standard software recording platform. Pro Tools was developed first on the Macintosh and is arguably most at home on the Mac, which is otherwise the most ubiquitous computer for professional music making. We therefore naturally leverage this situation by running Pro Tools on a Mac Pro computer.

The HD System consists not only of Pro Tools HD software, but also of two add-in cards as well as external hardware. The external piece is a digidesign 96 i/o, an interface capable of handling 16 Inputs and outputs.

The Pro Tools system is complemented by typical outboard gear such as M-Audio Octanes (2) which are 8-channel high-quality preamps: a Mackie Big Knob, for monitoring and talkback; and two sets of monitor speakers for monitoring in the control room. Monitor signals are routed to performers via the patching system and the use of headphone distribution amps.

The Pro Tools classes, along with lab software configurations, are continuously being updated in order to stay abreast of the latest versions of Pro Tools software.

Commercial Music is also supported by a series of classes including:

- MUS108 - Songwriting
- MUS112A - Pro Tools 101
- MUS112B - Pro Tools 110
- MUS112C - Pro Tools 201
- MUS113 - Studio Recording
- MUS352 - Jazz/Rock Combos

The Department also continues to take advantage of internet resources to enrich student experience through the incorporation of media (e.g. YouTube) as well as additional written resources. And we have wholeheartedly embraced the
hybrid model; many of our traditional face-to-face classes use WebCT to leverage net resources (and save handout paper!). Nor do we limit ourselves to WebCT, as we use resources from other vendors (Connect4Education), from the public domain (Moodle), and from instructors' own websites.

We also use WebCT and other net resources to extend our offerings into the anyplace/anytime evolving paradigm. For example, graded online discussions have become a key component (PUN INTENDED!) of several of our courses and we have been very pleased to see how this tool has allowed us to hear from students who might not be so forthcoming in the public classroom experience, but who shine in the more deliberate and somewhat more anonymous environment of online discussion. And of course we use email of all kinds – Skype, private email, and WebCT - to maintain constant student contact.

We use a variety of software in addition to the aforementioned Pro Tools, including Finale (music notation); Practica Musica and 1-Tunes U (Musicianship); Garageband (Songwriting).

10. Discuss the impact of the program on the college and/or other programs.

Ohlone's Chamber Singers ensemble, under the direction of Dennis Keller, spent 2 weeks during the summer of 2009 on tour in China. This was a direct tie-in to Ohlone's International Education program. the connections that Ohlone's has made for Professor Keller has worked extremely closely with Eddie West, Director of International Education, on developing exchanges of students and faculty between our campus and similar institutions in China. By summer 2010, all 4 of Ohlone's full-time music instructors will have done some teaching in China.

Music Department students and faculty are often put into service as entertainment for various on-campus events and activities.

Ohlone music students composed and recorded background music for the Theater Department's production of "The Rabbit Hole" in fall, 2009.

The Jazz/Rock Combo final concert is now also the final project for the Theater Department's Advanced Lighting Design course.

Ohlone's Music Department, along with the Dance and Theater divisions, has presented a major musical production during the Summer session, "SummerFest." Unfortunately, budget constraints have curtailed this cooperative effort as of 2010. We hope this event can return to Ohlone's campus in the near future.

Interdisciplinary survey courses like MUS 100 Survey of the Arts (cross-listed as ART 100 and THE 100) and MUS 125 Rock History (as HIST 143) allow us to interface with instructors from other departments and offer our students a more multi-faceted approach to the curriculum.
11. Discuss the impact of the program on the community and the impact of the community on the program.

The performances put on by each of the Department's ensembles, both on-campus and out in the larger local area, provide a public "face" for Ohlone in the greater Fremont community, making the College part of the overall cultural mix of the region. The Program has the responsibility to reflect in its concert programming and course offerings the global mindset of "A World of Cultures United In Learning"

The faculty continues to work in the music industry outside of Ohlone College, and so stay in touch with developing trends and the general reality of life as a musician.

Internships have been developed with WaveGroup Audio in Fremont for some of our Commercial Music students.

- **College Mission**
  1. **Mission Statement**
     The mission of Ohlone College is to serve the community by offering instruction for basic skills, career entry, university transfer, economic development, and personal enrichment for all who can benefit from our instruction in an environment where student learning success is highly valued, supported and continually assessed.
  2. **Vision Statement**
     Ohlone College will be known throughout California for our inclusiveness, innovation and superior rates of student success.
  3. **Core Values, Goals & Objectives:**

    - **College Core Values**
      - We provide life-long learning opportunities for students, college personnel and the community.
      - We open access to higher education and actively reach out to under-served populations.
      - We promote diversity and inclusiveness.
      - We maintain high standards in our constant pursuit of excellence.
      - We promote team work and open communication.
      - We practice innovation and actively encourage risk-taking and entrepreneurship.

    - **College Goals/Objectives**
      1. **Through innovative programs and services, improve student learning and achievement.**
         1. By 2013, have in place an ongoing system for identifying and assessing student learning outcomes at the program and course levels, which includes faculty dialogue and appropriate improvement plans.
         9. By 2011, achieve 100% competion of professional development in online
instructional methods and online course management for faculty who teach fully online or hybrid courses.

12. By 2012, establish mutual agreements with local school districts to redefine expectations of partnership in light of reduced staffing and budget support while maintaining clear pathways for students.

2. Support the economic vitality of the community through educational programs and services that respond to identified employment needs.

4. By 2013 provide opportunities across the curriculum for students to acquire key skill sets and concepts that will help them succeed in the workplace.

6. Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives.

1. By 2015, increase the number of course offerings which meet the General Education Plan A Intercultural/International Studies requirement.

2. By 2015, increase the number of opportunities for study abroad for faculty, staff, and students.

4. Briefly describe how the program supports the college mission, vision selected college values.

In response to the College’s primary core value of providing life-long learning opportunities for its students, the Music Program 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.

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.

5. Briefly describe how the program supports selected college goals.

6. Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives.

Foreign exchange programs with schools in China (See attached file "China
Visiting world music (e.g. Indian, Mariachi, Chinese) performers for the Music Appreciation and World Music classes.

Jazz/Rock Combo concerts featuring pop performances of Portuguese Fado, Brazilian MBP, Cuban salsa, and others - all in the original languages.

6. Briefly describe how the program supports selected college objectives.

By 2015, increase the number of course offerings that specifically address issues of cultural diversity and ethnicity.

We'd like to expand ensemble offerings in Chinese folk music, Indian classical music, and Mexican mariachi to better reflect the areas ethnic backgrounds.

By 2015, increase the number of opportunities for cultural enrichment and study abroad for faculty, staff, and students.

We'll continue to expand our faculty exchange programs with China. We'll increase the number of International music students enrolling in out Music Theory series.

- Program SLOs & Assessment
  1. Program SLO -

The student will demonstrate fluency in the language of music, be it spoken, written, played, or heard.

a. Indicate program assessment strategies used.
   i. Rubrics
   ii. Performance Assessment
   iii. Skills Assessment

b. Describe the criteria and standards used to appraise student work.

   Students will demonstrate their musical literacy by accurately sightreading melodies, transcribing melody and harmony, reading and performing rhythms.

c. Enter assessment results and analyze student success in achieving this program SLO.

   See attached course assessment for 111A Musicianship.

   See attached course assessment for 110C Advanced Harmony.

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

   Improved online Musicianship curriculum delivered via Moodle and
Connect4Education
Instructional videos delivered via Blackboard and YouTube
Ear Training Exercises delivered via I-Tunes U
Percussion workshops
SATB singing workshops
Finale notation workshops
110 Exit Survey
110A Evaluation

e. *Future Action (Improvements)*
Describe changes you will make to promote improved student learning

Create a PIO to reinstate the percussion class in an effort to improve rhythm skills of music majors
Create a PIO to increase the contact hours and units awarded for Musicianship courses

2. **Program SLO -**

   **The student will develop a cultural, historical, and analytical perspective on the study of music.**

   a. *Indicate program assessment strategies used.*
      i. Rubrics
      ii. Skills Assessment
      iii. Other

         Concert reviews, exam performances.

   b. *Describe the criteria and standards used to appraise student work.*

      The student will learn the basics of the history of Western music (styles, composers, structures) and their relation to music evolution in other World cultures. Critical writing, presentations and quizzes on these subjects as well as reviews of related musical performances will demonstrate the student's grasp of the connections and relevance of these concepts.

   c. *Enter assessment results and analyze student success in achieving this program SLO.*

      See attached course assessment for MUS 110C Advanced Harmony.

Due to low enrollment, the specific music history courses for music majors, MUS 120 A and B, have been discontinued. Fortunately, most transfer schools address this subject in the Junior and Senior years. But Ohlone's music history offerings are now limited to lower-intensity survey courses like Music Appreciation and Survey of the Arts. (See attached course assessment for MUS 102 - Survey of the Arts.) Since most of the students in these courses are not music majors, their dedication to the subject material is often
minimal. This is not satisfactory in the long term, and the 120 courses should somehow be reinstated.

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

The use of online materials like Connect4Education's curriculum for Music Appreciation, Jazz History and World Music have enabled larger class sizes, but this delivery method may not make best use of the teaching skills and face-to-face impact of our faculty members. It may be that online learning may not be the preferable method for achieving success in music courses.

e. Future Action (Improvements)

3. Program SLO -

The student will experience artistic growth and personal enrichment through the performance of music.

a. Indicate program assessment strategies used.
   i. Performance Assessment
   ii. Culminating project
   iii. Other

   Ensemble Retention and Growth

b. Describe the criteria and standards used to appraise student work.

   Progressively more challenging repertoire executed at performance level.

   Growth in audience attendance numbers.

c. Enter assessment results and analyze student success in achieving this program SLO.

   We are pleased with the growth in our instrumental ensembles, especially in these-economically challenging years. However, more participation by college-aged students rather than older learners is necessary.

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

   More daytime ensembles should be developed to create a sense of ownership for the younger daytime students and music major transfer candidates.

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d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

   More daytime ensembles should be developed to create a sense of ownership for the younger daytime students and music major transfer candidates.

The proposed (2012) conversion of most performance ensembles from for-credit to community education would be a negative development in the quality of the Music Department.

e. Future Action (Improvements)

Describe changes you will make to promote improved student learning
If it becomes necessary to teach our ensemble courses under the auspices of community education, it will severely limit our ability to offer a functional transfer program.

It may be necessary to write a PIO to address the creation of a quality music conservatory experience at the community education level.

**SLO Matrix**

*Key: I-Introduced, P-Practiced with Feedback, M-Demonstrated at the Mastery Level*

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- **SLO Matrix Comments**

- **Course SLO & Assessment**
  
  **MUS 110C Advanced Harmony**
  1. Demonstrate an understanding of intermediate concepts of tonal music, including Neapolitan Sixth Chords, borrowed chords, and Augmented sixth chords.
  2. Analyze inventions, fugues, variations and sonata forms.

  **Indicate planned course assessment strategies**

  **Describe the criteria and/or performance standards used to appraise student work.**

  See MUSIC110C Assessment at:  

  **Enter assessment results and analyze student success in achieving course SLOs.**

  **Describe revisions in curriculum or teaching strategies implemented to promote student success.**

  **Future Action (Improvements)**

  **MUS 102 Music Appreciation**
  1. Recognize and identify the following musical parameters while listening to music: pitch, beat, rhythm, meter, texture, dynamics, harmony and form.
  2. Identify and describe key musical elements from a variety of musical genres, eras, and cultures.

  **Indicate planned course assessment strategies**

  **Describe the criteria and/or performance standards used to appraise student work.**

  See MUSIC 102 Assessment at:  

  **Enter assessment results and analyze student success in achieving course SLOs.**

  **Describe revisions in curriculum or teaching strategies implemented to promote student success.**

  **Future Action (Improvements)**

  **MUS 112A Pro Tools 101**
  1. Demonstrate ability to record audio with Pro Tools Software.
  2. Employ editing and mixing techniques.
Indicate planned course assessment strategies

Describe the criteria and/or performance standards used to appraise student work.


Enter assessment results and analyze student success in achieving course SLOs.

Describe revisions in curriculum or teaching strategies implemented to promote student success.

Future Action (Improvements)

MUS 111A Musicianship I
1. Demonstrate the ability to sightsing simple, diatonic melodies
2. Demonstrate the ability to transcribe and notate simple, diatonic melodies and chord progressions.

Indicate planned course assessment strategies

Rubrics
Performance Assessment
Skills Assessment
Department Testing
Placement tests used for course entry and exit decisions

Describe the criteria and/or performance standards used to appraise student work.

See attached pdf file (Course Assessment in a Box).

Enter assessment results and analyze student success in achieving course SLOs.

Describe revisions in curriculum or teaching strategies implemented to promote student success.

Future Action (Improvements)

- Student Achievement: A series of measures including course completion, course retention, persistence, program completion, and others.
  1. List expected student achievement outcomes:
  2. Analyze changes in data, identify trends, and provide possible contextual explanations for each measure used. (Example measures include: course completion, course retention, persistence, program completion).

Student continuation rates for core 110/111 A-D courses must be improved. We currently lose 60% from 110A to 110B. Target of 60% seems appropriate.

110 exit Gorilla survey data indicates this loss of continuation students is not due to poor teaching. More often, many successful students in these classes are NOT declared music majors so they have no intention of completing the 4-course series. And unfortunately, too many of the declared music majors were not prepared in high school for the rigors of music theory, and find themselves in over their heads.
Since we have no enforceable entrance exam for this series of courses (only the advisory of completing MUS 103 Fundamentals in preparation), this remains a problem.

3. Analyze program budget trends and expenditures. Comment on how the program can best use budget resources.

4. Analyze the program's current use of staff, equipment, technology, facilities, and/or other resources. Comment on how the program can best use these resources.

5. Describe any additional notable program achievements (optional).

6. Additional Program Table Data

7. Future Action

Strategies to improve student achievement indicators. Specify.

**Program Analysis**

After assessing student learning outcomes/impacts, student/program achievement, and the status of previous program improvement objectives (PIOs), analyze the data and any identified trends, and summarize your findings. Use these data and trends to prioritize, revise, or develop new PIOs.

1. Describe program achievements and successes.

   Development of Commercial Music curriculum (112, 113)

   Transfers to vocational schools

2. According to the evidence, what are the areas needing improvement?

   Increase retention of 110A to 110B to 60%.

   Increase transfers to 10/year.

**Program Improvement Objectives:**

1. **Objective:**

   Maintain a strong core of traditional instruction for transferring music majors and provide a continuing visible presence in the community through concerts, Summer Fest, contest adjudication, high school outreach, etc.

   a. **Action Plan**

      Year 1:

      Replace one full-time position (band/piano) due to SERP in 2012. NOTE: It may also be necessary to replace a 2nd full-time position (choral director) in 2013-2014.

      Allowing these positions to remain vacant will destroy the momentum created by the evolution of the Music Department over the past 30 years.

      Determine the priorities and duties of each of these positions as they have evolved over the years. Based on the future plans for the department, decide how to best reallocate duties and responsibilities.
Year 2:

Refocus the evolution and direction of Ohlone’s vocal program. Advertise and replace position of Choral Director. Position includes Day Choir, Night Choir, vocal classes.

Year 3:

Refocus the growth and direction of Ohlone’s Instrumental and Piano programs. Advertise and replace position of Director of Bands and Chamber Ensembles

b. Staffing

Year 1:

Adjunct faculty must take up the slack caused by Professor Zahorsky’s 2010 retirement from the Instrumental program. Present adjunct faculty should be sufficient in short term.

Year 2:

Hire one full-time Choral Director to replace Professor Keller’s possible 2013-2014 retirement vacancy.

Year 3:

Hire one full-time Band/Orchestra Director

c. Equipment (Include items that fit under department budget codes)

Year 2:

Additional printed music purchases

Year 3:

Horn and percussion instrument repair and upgrades

d. Technology (Include items that fit under IT budget codes)

Year 1:

Additional performance lighting in 2133 and 2125

Year 2:

Upgrades to 2125 AV and IT equipment
e. Facilities (Include items that fit under the Facilities budget codes)
   Year 1:
   Upgrading of soundproofing in 2125

   Year 2:
   Additional on-campus rehearsal space for Community Chorale (which now rehearses off-campus).

   Year 3:
   Additional rehearsal space needed for new and ongoing instrumental ensembles

f. Assessment Plan: List Assessment Strategies
   Year 1:
   Maintenance of sufficient student numbers in instrumental ensembles taught by adjunct faculty. High performance standards must be maintained in vocal and instrumental ensemble concerts. Department morale and camaraderie including both students and faculty must be maintained.

g. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.
   1. Through innovative programs and services, improve student learning and achievement.
   Rationale:

   Re: Objectives #6, #7 and #8. Completion rates for transfer students, AA recipients and certificate students should all improve thanks to a COMPLETE and integrated full-time Music Department faculty.

   7. Increase access to higher education of under-served and under-represented demographic groups in the District and local communities.
   Rationale:

   Re: Objective #3: This is an opportunity to add faculty who more closely approximate the demographic percentages of the district population.

2. PIO Assessment
a. Enter assessment results with analysis.

The SummerFest musical theater experience continues to be on hiatus. However, summer 2012 saw the birth of two volunteer events: Rockin' The Hill - a weekend of performances by rock bands born at Ohlone, and Broadway Mash-up - a weekend of individual songs from a variety of musicals performed to recorded accompaniment. This was followed by Movies Under the Stars and the Starstruck children's theater troupe. This functioned to stake out the spot for quality entertainment at Ohlone during the summer, but the lack of a real musical theater experience for our music, theater and dance students is very unfortunate. More must be done to reinstate SummerFest.

b. Analyze the impact of reallocation or addition of resources. If money or resource was not used, give rationale.

Staff worked gratis for 2012 SummerFest (lite).

c. Future Action

Strategies to promote improvements. Specify.

A limited budget must be reinstated for SummerFest and performing arts students must be given credit for their participation and training work.

1. Objective:

Improve the professional preparation and laboratory experience of our advanced piano students and studio recording students through the purchase a grand piano for use in 2116. In prior years, this room housed a baby grand as part of our piano leasing program. Due to budget constraints, this lease was not renewed - even though 4 other surplus practice pianos were handed back to the district for auction.

a. Action Plan

Year 1:

We need to replace the leased piano with a quality used instrument that will remain available to our certificate, degree and transfer students in the Music Department for decades to come.

b. Staffing

Year 1:

There may be a few hours of consulting time required of the Music Department's piano technician.

c. Equipment (Include items that fit under department budget codes)

Year 1:

We estimate that $10,000 is needed for the purchase of a quality, used instrument that will serve the students' needs.
d. **Technology** *(Include items that fit under IT budget codes)*  
*Year 1:*

Room 2116 has already been wired for use as part of the Recording Studio remodel of 2008. Without a proper instrument to record, this capability is being wasted.

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e. **Facilities** *(Include items that fit under the Facilities budget codes)*  
*Year 1:*

None. Room is already prepared.

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f. **Assessment Plan: List Assessment Strategies**  
*Year 1:*

This should increase the number of piano students completing the Piano Certificate of Accomplishment. It should also increase retention in piano classes, Applied Music and recording classes.

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g. **Which college goal(s) does this program improvement objective work to achieve?** Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.

1. Through innovative programs and services, improve student learning and achievement.

Rationale:

Re: Objectives #2, #7, #8:

This PIO increase the number of piano students completing the Piano Certificate of Accomplishment. It should also increase retention in piano classes, Applied Music and recording classes.

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2. **PIO Assessment**

a. *Enter assessment results with analysis.*

The estate of former Ohlone music professor Phil Zahorsky donated Phil's home baby grand piano to the school in summer of 2012. The department was awarded a $2000.00 Ohlone Foundation mini-grant to transport and recondition this piano. It has been installed in 2116 and is in the final stages of repair. A plaque in Phil's memory will be attached.

b. *Analyze the impact of reallocation or addition of resources. If money or resource was not used, give rationale.*

The Foundation's $2000.00 mini-grant covered most of this cost. Some
supplemental funds came from the Department's ASOC account.

c. Future Action
Completed.

1. Objective:

Expand the contact hours and units awarded for MUS 111 Musicianship to address the declining quality of incoming music students.

a. Action Plan
   Year 1:
   
   Increase the units awarded for MUS 111 A-D from 1 to 1.5. Increase the class meetings per week from 2 to 3.

b. Staffing
   Year 1:
   
   Extra load must be added to Professor Roberts' contract.

c. Equipment (Include items that fit under department budget codes)
   Year 1:
   
   None

d. Technology (Include items that fit under IT budget codes)
   Year 1:
   
   None

e. Facilities (Include items that fit under the Facilities budget codes)
   Year 1:
   
   None

f. Assessment Plan: List Assessment Strategies
   Year 2:
   
   MUS 111A-D test scores should improve. Retention and completion rates of Musicianship series should improve. Performance in co-requisite MUS 110 should improve.

g. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.
   1. Through innovative programs and services, improve student learning and
achievement.
Rationale:
Music students with insufficient prior training need more time at Ohlone to grasp the basics of Musicianship.

2. PIO Assessment
   a. Future Action

1. Objective:
Continue to maintain currency in creating, editing and recording software to achieve Avid certification, Ohlone Commercial Music Certificate and to promote employment opportunities.

   a. Action Plan
      Year 1:
      Upgrade Music Dept computers, to maintain annual software upgrades in rms. 2205, 2128 (recording studio), 2125 and 2105.

   b. Staffing
      Year 1:
      IT support in computer and software installation of upgrades.

   c. Equipment (Include items that fit under department budget codes)
      Year 1:
      Maintain annual recording software upgrades - Pro Tools 10 (or later).

   d. Technology (Include items that fit under IT budget codes)
      Year 1:
      Replace old computers with 23 iMacs rm. 2205), 8 iMacs (2105), 1 iMac in 2125 and 1 tower-type for the recording studio (approximately $36k total). We expect that all school computers, including those in the Music Department, are covered under IT budget.

   e. Assessment Plan: List Assessment Strategies
      Year 1:
      Tracking number of students who successfully complete course SLOs, Avid Certification and Ohlone Commercial Music Certification.

f. Which college goal(s) does this program improvement objective work to
achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.

1. Through innovative programs and services, improve student learning and achievement.
Rationale:

1.1 To meet course SLOs, students require current version of Pro Tools software. Current versions require computer upgrades.
1.8 Avid certification and Ohlone Commercial Music Certification require training in current software versions.

2. Support the economic vitality of the community through educational programs and services that respond to identified employment needs.
Rationale:

2.3 There are no employment opportunities available without training in current software.

2. PIO Assessment
   a. Enter assessment results with analysis.

   Computers in 2205 are definitely on their last legs as of fall, 2012.
   Due to budget constraints, neither Pro Tools (used by CTE Pro Tools classes) or Finale software (used by transfer Theory courses) was upgraded summer 2012. This must be done for fall, 2013.
   As of fall 2012, Apple computer in 2125 is not upgradable to current OS. Programs (e.g. Pro Tools) are becoming outdated and functionality as a teaching tool is becoming more and more limited.

   b. Analyze the impact of reallocation or addition of resources. If money or resource was not used, give rationale.

   There was no budget for software or hardware upgrades.

   c. Future Action

   Strategies to promote improvements. Specify.

   Music lab in 2205 is scheduled for its Apple computers to be upgraded summer of 2013.

• Outside Review Results
   1. List each team members name and title.
      None.
2. Discuss key feedback provided by team and how it was incorporated into the report.
   None.

- **Attached Files**
  1. FTES.doc
  2. Success Rates.doc
  3. Retention Success Comparison 06_08.doc
  4. Retention Ethnicity.doc
  5. Concurrent Enroll.doc
  6. China IMovie.mov
  7. Studio Promo.mov
  8. Dennis Promo.mov
  9. Gorilla Survey.doc
  10. 111 Course Assessment1.pdf
  11. Musicianship Survey Anderman.pdf