

Program Review: Music

Program Description and Scope:

- *Program Review Title:* Music
- *Academic year:* 2016/2017
- *Review Type:* Instructional Disciplines
- *Program/Departments:* Music (10008)
- *Authority Code:* 45-Dean, Arts and Social Sciences
- *External Regulations:* No
- *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.

College Mission:

- *Mission Statement:*
Ohlone College responds to the educational needs of our diverse community and economy by offering high quality instruction supporting basic skills, career development, university transfer, and personal enrichment and by awarding associate degrees and certificates to eligible students in an innovative, multicultural environment where successful learning and achievement are highly valued, supported, and continually assessed.
- *Program Relation to College Mission:*
 - University Transfer
 - Personal Enrichment
 - Career Entry (CTE)
- *State Your Program Mission/Purpose:*
We have two transfer degrees i.e. our mission targets this: Reg AA and the AT
Also, mention, give examples of certificates
Dept. philosophy about teaching students (diversity, environment where learning/achievement are valued; see College Mission statement) e.g. could talk about classroom theory instruction,
Gen Ed component
Also provide courses for students who want to take them for personal enrichment
- *Briefly Describe Program Accomplishments:*
Students transferring to CSUEB, SJSU
Apprec classes highly enrolled

Achievement and Resource Data Analysis:

Research Questions:

1. There has been an almost 50% drop in FTES in two years. What can be done to analyze the cause and formulate plans to recapture students?
2. African American students have success rates that are below the college-set minimum standards and at a rate that qualifies them as disproportionately impacted. What can be done as a part of the PIO process to discover and address the learning needs of these students?

Resource Assessment Summary:

1. *Academic Year:* 2013-14
2. *Activity Center Fund 10 Budget Allocation:* \$637735.00
3. *FTES:* Fall: 94 Spring: 92 Summer: 0
4. *WSCH/FTEF:* Fall: 488 Spring: 426 Summer: 0
5. *Course Sections Offered:* Fall: 74 Spring: 75 Summer: 0
6. *Sections Taught FT Faculty:* Fall: 26 Spring: 27 Summer: 0
7. *Sections Taught PT Faculty:* Fall: 49 Spring: 49 Summer: 0

Human Resources:

1. *# of FT Faculty:* 2
2. *# of PT Faculty:* 16
3. *# of Classified Staff:*
4. *# of Administrators:*
5. *% Faculty release/reassigned time:*
6. *Technology:*

- Specialized Software
- Technology Enhanced Instructional Equipment
- Desktops

Physical Resources:

- General Classrooms
- Specialized Labs
- Smith Center

- **Program Analysis PSLOs - Student Learning:**

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

PSLO Matrix:

Course	PSLO-1	PSLO-2	PSLO-3
MUS 100	P	I	I
MUS 101	P	I	I
MUS 102	P	I	I
MUS 103	P	P	I
MUS 104	P	I	I
MUS 108	P	I	I
MUS 110A	I	I	I
MUS 110B	P	P	I

Course	PSLO-1	PSLO-2	PSLO-3
MUS 110C	P	P	I
MUS 110D	M	M	P
MUS 111A	I	I	I
MUS 111B	P	P	I
MUS 111C	P	P	I
MUS 111D	M	M	P
MUS 112A	I	I	I
MUS 112B	I	P	I
MUS 112C	I	M	I
MUS 113	I	I	I
MUS 121	P	I	I
MUS 122	P	I	I
MUS 123	P	I	I
MUS 125	P	I	I
MUS 160A	I	I	I
MUS 160B	I	I	I
MUS 160C	P	P	P
MUS 160D	P	P	P
MUS 160E	P	M	M
MUS 160F	P	M	M
MUS 161A	I	I	I
MUS 161B	I	I	I
MUS 161C	P	P	P
MUS 161D	P	P	P
MUS 161E	P	M	M
MUS 161F	P	M	M
MUS 162A	I	I	I
MUS 162B	I	I	I
MUS 162C	P	P	P
MUS 162D	P	P	P
MUS 162E	P	M	M
MUS 162F	P	M	M
MUS 163A	I	I	I
MUS 163B	P	P	P
MUS 163C	P	P	P

Course	PSLO-1	PSLO-2	PSLO-3
MUS 163D	P	M	M
MUS 164A	I	I	I
MUS 164B	P	P	P
MUS 164C	P	P	P
MUS 164D	P	M	M
MUS 165A	I	I	I
MUS 165B	P	P	P
MUS 165C	P	P	P
MUS 165D	P	M	M
MUS 166A	I	I	P
MUS 169A	I	I	I
MUS 169B	P	I	P
MUS 169C	P	P	M
MUS 192	P	I	P
MUS 350	P	P	P
MUS 351	P	P	P
MUS 352	P	I	P
MUS 352B	P	P	M
MUS 354A	I	I	I
MUS 354B	P	P	P
MUS 354C	P	P	P
MUS 354D	P	M	M
MUS 355	P	P	P
MUS 356	P	P	P
MUS 358	P	P	P
MUS 367	P	P	P
MUS 368	P	P	P
MUS 369	P	P	P
MUS 370	P	P	P
MUS 371	P	P	P
MUS 372	P	P	P
MUS 373	P	P	P
MUS 374	P	P	P
MUS 380	P	I	P
MUS 381	P	I	P

Course	PSLO-1	PSLO-2	PSLO-3
MUS 382	P	I	P
MUS 394	P	P	P

Please Indicate the PSLO(s) which you are reporting on:

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

Analyze and summarize your assessment findings. What in the data jumped out?

Data comes from Course SLO assessment for MUS 110C, Sp 2013

0. The largest single category is the “more significant” Voice-leading. When this is taken out of the table, the clear preponderance of errors are in the “less significant” category.
1. The study of harmonization is a multi-semester process. Students in MUS 110C are dealing with advanced chromatic harmony for the first time. At the same time, they continue to consolidate basic skills (note reading, chord spelling, key identification, etc.). The development of these skill sets has always represented a significant challenge to the Music student. Steady progress, semester over semester, is what is looked for. In that regard, the overall average is a good one, and the preponderance of errors in the “less significant” category signifies a generally positive outlook.

Give examples of assessments used for your PSLO analysis:

Data drawn from MUS 110C Final Exam, including part-writing and analysis

Describe input from Program Advisory Committee (if applicable):

n/a

Comments:

FTES is up this Academic year, 2016-17

Fall 2015: FTES 47.92

Fall 2016: FTES 81.29 (this number could be on the low side since it's from the Census Date)

Ratio of FT/PT faculty: 28.72% FT load, 71.18% PT load

Future growth: a dynamic and energetic new choir director would add numbers to the basic choir and will eventually add other vocal ensembles.

African-American students, F2016, have been doing well in our Appreciation classes

Attached Files:

- [FTES.doc](#)
- [Success Rates.doc](#)
- [Retention Success Comparison 06_08.doc](#)
- [Retention Ethnicity.doc](#)
- [Concurrent Enroll.doc](#)

- [China IMovie.mov](#)
- [PR Music 13-14--Master.docx](#)
- [Dennis Promo.mov](#)
- [Gorilla Survey.doc](#)
- [111 Course Assessment1.pdf](#)
- [Musicianship Survey Anderman.pdf](#)
- [Music TMC-FINAL \(011912\).doc](#)
- [Studio Promo.mov](#)