

Institutional Program Review—2019-2020
Program Efficacy Phase: Instruction
DUE: Friday, March 13, 2020 by NOON

Purpose of Institutional Program Review: Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs so that the college community can make informed decisions about budget and other campus priorities. Program Review is conducted by authorization of the SBVC Academic Senate. **This year, your program is required to complete a full-efficacy review.** The purpose of Program Review is to:

- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to appropriate committees

Access to Efficacy information and resources can be found on the [Program Review Efficacy Resources](#) page.

The committee evaluates the self-awareness that each program demonstrates in all aspects, both positive and negative, of its performance. This includes the program's ability to address areas that need improvement and areas where the program will capitalize on its strengths. Ultimately, the efficacy document should identify and expand upon a program's position within the framework of the college structure and identify plans that are in place to improve the services that it offers to students and the college community.

As you complete your efficacy review, keep in mind that the Program Review Committee is comprised of faculty and staff from departments throughout the campus, and student representatives. The composition of the committee members ensures that a global view is maintained when evaluating the reviews and that the program is not only addressing departmental and divisional goals but that the program is also considering institutional goals as well. Committee members may not already be familiar with your program, so be sure that you provide adequate support and analysis for each of the questions.

Committee members are available to meet with you to carefully review and discuss your Program Efficacy document. The rubric that the team will use to evaluate your program is embedded in the form. As you are writing your program evaluation, feel free to contact the efficacy team assigned to review your document or your division representatives for feedback and input.

Draft forms should be written early so that your review team can work with you at the **small-group workshops:**

Friday, February 21 from 9:30 to 11:00 a.m. in B-204

Friday, March 6 from 9:30 to 11:00 a.m. in B-204

Programs are now required to provide and analyze disaggregated SLO/SAO data. The committee strongly suggests you plan to attend one of the workshops below to learn how to extract SLO/SAO data and assemble and analyze relevant data sets for your program.

Disaggregation Workshop: Monday, January 27th 2:00 - 3:30 pm LA-208

Disaggregation Workshop: Tuesday, February 11th 12:00 - 1:30 pm LA-208

Final documents are due to the Committee chairs – **please send to all three** (Carol Jones at carjones@sbccd.cc.ca.us and Joel Lamore at jlamore@sbccd.cc.ca.us and Wallace Johnson at wjohnson@sbccd.cc.ca.us) by **NOON on Friday, March 13, 2020**. It is the writer's responsibility to be sure the committee receives the forms on time.

SUBMISSION FORMAT:

- 1) Use this current efficacy form and attach as a **PDF**
- 2) Do **NOT** change the file name

The efficacy process now incorporates the EMP sheet and SLO/SAO documentation, which you will need to insert. We have inserted the dialogue from the committee where your last efficacy document did not meet the rubric and the SBVC demographic data. **If you have questions regarding the SBVC demographic data, contact Christie Gabriel, Research Analyst, at cgabriel@sbccd.cc.ca.us by February 28.** If you have additional data requests, those requests must be submitted to Christie Gabriel by **February 10.**

Program Efficacy

2019 – 2020

Program Being Evaluated

Music

Name of Division

Arts & Humanities

Name of Person Preparing this Report

Margaret Worsley

Extension

8999

Names of Department Members Consulted

Matie Scully, Leticia Hector

Names of Reviewers

Kay Dee Yarbrough, Kenny Melancon, Johnny Roberts

Work Flow	Date Submitted
Initial meeting with department	January 30, 2020
Meeting with Program Review Team	February 11, 2020
Report submitted to Program Review co-chair(s) & Dean	by NOON on March 13

Staffing

List the number of full and part-time employees in your area.

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short-term, hourly
Managers	0	0	0
Faculty	2	14	0
Classified Staff	0	0	1
Total	2	14	1

PROGRAM: PLEASE INSERT YOUR RECENT EMP FROM FALL 2019: [Direct link to 18-19 Music EMP here](#)

Part I: Questions Related to Strategic Initiative: Increase Access

Goal: SBVC will improve the application, registration, and enrollment procedures for all students.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Demographics	The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population.	The program provides an analysis of the demographic data and provides an interpretation in response to any identified variance. The program discusses the plans or activities that are in place to recruit and retain underserved populations as appropriate.	In addition to the meets criteria, the program's analysis and plan demonstrates a need for increased resources.
Pattern of Service	The program's pattern of service is not related to the needs of students .	The program provides evidence that the pattern of service or instruction meets student needs. The program discusses the plans or activities that are in place to meet a broad range of needs.	In addition to the meets criteria, the program demonstrates that the pattern of service needs to be extended .

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

Demographics – 2016-17 to 2018-19 Academic Years		
Demographic Measure	Program: Music	Campus-wide
Asian	3.0%	3.2%
African-American	14.9%	12.3%
Filipiino	1.8%	1.3%
Hispanic	58.0%	63.7%
Multi-Ethnicity	7.5%	6.9%
Native American	0.3%	0.2%
Pacific Islander	0.3%	0.2%
White	13.4%	11.1%
Unknown	0.9%	0.9%
Female	52.2%	57.7%
Male	47.4%	42.0%

Disability	7.0%	4.4%
Age 19 or Less	11.0%	23.7%
Age 20 to 24	45.1%	32.9%
Age 25 to 29	20.4%	18.2%
Age 30 to 34	8.5%	9.7%
Age 35 to 39	4.7%	5.7%
Age 40 to 49	5.1%	6.0%
Age 50+	5.2%	3.9%

Demographics:

Provide an **analysis** of how internal demographic data compare to the campus population. Alternatively, provide demographics relative to the program that are collected. If internal data is not collected, describe plans to implement collection of data.

If campus demographics are not applicable to your program, discuss why.

According to the Demographics Table provided, population of the Music Department continues to clearly demonstrate a reflection of the college’s population, and the department does not foresee any serious areas of concern. The data from the table above shows a close alignment between Music Department demographic numbers and campus-wide numbers. The top three ethnic groups our department is serving (Hispanic 58%, African-American 14.9%, and White 13.4%), are also the top three groups represented campus-wide.

The Music Department is showing to have served 52.2% Females and 47.4% Males. Clearly we are serving more females than males, however we are closer than the campus-wide numbers (57.7% Females and 42% Males) to an even split between the two. Our percentage of disabled students is higher than those campus-wide (Music 7%, Campus 4.4%). We also show higher than campus-wide numbers in the ranges of Ages 20-24 (Music 45.1%, Campus 32.9%), Ages 25-29 (Music 20.4%, Campus 18.2%), and Ages 50+ (Music 5.2%, Campus 3.9%)

The Music Department shows an increase from the last 2016 Efficacy Report in three demographic areas: Filipino (2016 0% vs 2020 1.8%), Hispanic (2016 55% vs 2020 58%), and White (2016 12.3% vs 2020 13.4%). The other groups (Asian, African-American, Native American, Pacific Islander) show a decrease in Music Department demographic. Though this decline does not exceed 3% in any one demographic area, the decline proves a need to increase our Music demographics in these areas.

The Music Department hosts a variety of on-campus concerts and events, which serve to recruit and retain all demographics of SBVC students and potential students. A High School Honor Band, collaborative concerts with local feeder high schools, Summer Band, canvassing at local High Schools, guest conducting at District Honor Band, guest conducting at High Desert Honor Band, a booth set up at Drum Corps event, and several others are examples of these efforts. We also use Dual Enrollment Music courses to recruit local high school students into the department.

After an unofficial analysis of all Music Faculty (part-time and full-time), the Music Department has determined we need to apply a conscientiousness in demographics of the Adjuncts we hire. Consultation with HR and their resources regarding this would be an appropriate next step.

Pattern of Service:

Describe how the pattern of service and/or instruction provided by your department serve the needs of the population you serve. Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

The Music Department is mindful of providing access for all students without jeopardizing the integrity of our curriculum. The department is aware that all of our students are not able to attend traditional time blocks on campus, and as a department continue to offer a variety of scheduling options. Thus our curriculum is taught in various learning environments and offered at various times, which include traditional face-to-face classes (morning, mid-day, and evening offerings), various late start schedules (5-, 7-, 14-, 16-, and 18-week offerings), hybrid, and online courses. Providing our students with a variety of options, creates more access to students who otherwise may not be able to enroll in our classes.

Part II: Questions Related to Strategic Initiative: Promote Student Success

Goal: SBVC will increase course success, program success, access to employment, and transfer rates by enhancing student learning.

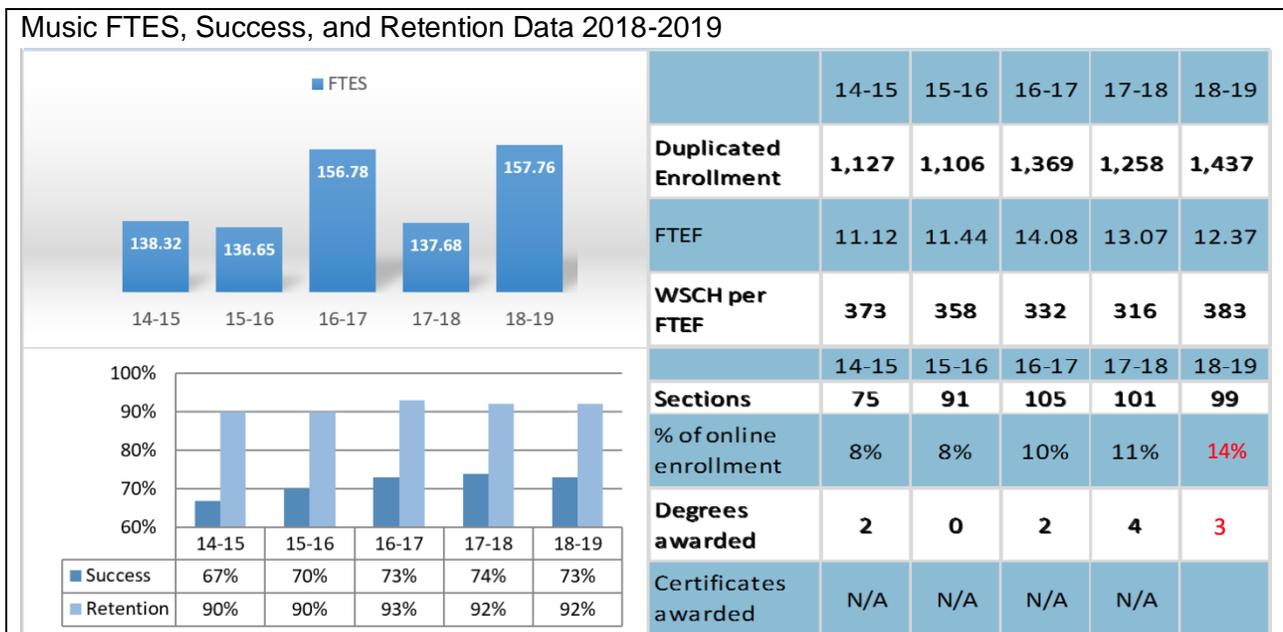
SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Data/Analysis demonstrating achievement of instructional or service success	Program <u>does not provide an adequate analysis</u> of the data provided with respect to relevant program data.	Program <u>provides an analysis</u> of the data which indicates progress on departmental goals.	In addition to the meets criteria, the program <u>uses the achievement data</u> in concrete planning and <u>demonstrates</u> that it is prepared for growth.
Service Area Outcomes and/or Student Learning Outcomes and/or Program Level Outcomes: Continuous Assessment	Program <u>has not demonstrated</u> that it is continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback,	Program <u>has demonstrated</u> that it has fully evaluated within a four-year cycle and is continuously assessing <u>all</u> Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs).	In addition to the meets criteria, the program <u>demonstrates that it has fully incorporated Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) into its planning, made appropriate adjustments, and is prepared for growth.</u>

	and/or connection to area services is missing or incomplete.		
Service Area Outcomes and/or Student Learning Outcomes: Disaggregated Data Analysis	Program has not demonstrated that it has analyzed disaggregated data for Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).	Program has demonstrated that it has analyzed disaggregated data for at least two highly relevant Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).	In addition to the meets criteria, the program demonstrates that analysis of 3 or more relevant disaggregated SLO data sets support program growth.

Student Success:

Provide an analysis of the data and narrative from the program’s EMP Summary and discuss what it reveals about your program. (Use data from the Charts that address Success & Retention and Degrees and Certificates Awarded”)



Music reached a 5-year high of FTES in 2018-2019 at 157.76. Campus-wide FTES went down (9637 to 9311) however this was not felt in the Music area. Duplicated enrollment is up from last year (17-18= 1,258 to 18-19= 1,437), and FTEF decreased from 13.07 to 12.37. This seems to be a trend as it dipped between the 16/17 and 17/18 years as well. WSCH per FTEF however increased from 316 to 383. This is possibly due to the addition of online classes. A campus goal of WSCH may have been set for 525, however this is unreasonable for a department such as Music because of our smaller classrooms. Music reduced the number of offered sections from 101 in 2017/18 to 99 in 2018/19. Part of this was a necessary “clean up” of classes that hadn’t been offered in several years. Online enrollment increased from 2017-2018 (11%) to 2018-2019 (14%). This is encouraging and we will continue to strive for more online offerings. From 2017/18 to 2018/19 degrees awarded reduced from 4 to 3. Success rates reduced slightly from 74% to

73%. This figure is still above the campus-wide success rate which was 66% last year. Retention rates have stayed strong (92% for 2018-2019).

The top five goals of the Music Department from its latest 2018-2019 Educational Master Plan included: 1. Increase staffing, 2. Increase hiring Adjunct faculty, 3. Continue to expand online offerings, 4. Increase face-to-face offerings, and 5. Continue to expand the Instrumental Music program. Within the last year, Music has offered new courses in Jazz Improvisation & Theory, and History of Hip-hop; and hired two new Adjunct faculty in the areas of World Music, Music History and Literature, Applied trumpet, Jazz, and Applied woodwinds. Music continues to increase offerings of online classes, as well as off-campus Dual Enrollment classes at our local High Schools. Music has also experienced positive results of the Promise Program, department-wide. Also, as of March 2020, there has been new permanent budget line item added for a part-time Accompanist. This is a huge goal met, as the need has been prevalent for at least 15 years. The EMP data received mirroring student enrollment, success rates, offered classes, and more (as indicated in the chart above, and summarized below) reflects a generally positive long-term trajectory, with some challenges.

Music Department Goals include long-term and short-term goals. Top priority at the time of our Educational Master Plan (EMP) was to increase staffing, specifically with an Accompanist. Our Music Department is not completely aligned with the University undergraduate experience, in that students are not working one-on-one with an Accompanist. Of the 15 local Colleges and Universities surveyed which offer a degree in music, 100% provided accompaniment for Jury Exams, Recitals, Concerts, studio instruction, and ensemble rehearsals. Accompaniment positions have been institutionalized for decades at these schools. Music will continue to increase hiring Adjunct faculty—enrollment is rising (1437 in duplicated enrollment, the previous year was down (1258 for 17-18: which is an approximate 20% increase in enrollment). The goal is to teach every Music Major, regardless of instrument, who comes to us. With more Adjunct faculty we can have specified applied instruction with specified instruments (i.e. trombone faculty teaching trombone students, trumpet faculty teaching trumpet students, etc.). We have increased online enrollment (up to 14% from 11% in 2017-2018) and want to continue to expand online offerings. The percentage of online enrollment has been increasing steadily over the last four years (8% in 15-16, 10% in 16-17, 11% in 17-18, and 14% in 18-19). Our Department goal would be a 20% online enrollment within the next 2-3 years. Music aims to increase face-to-face class offerings—with a 5-year high of FTES at 157.76, we are growing. Music will continue to expand the Instrumental music program. With such a high retention rate in the department (sustained at 92% over the past two years), we are confident new course offerings will continue with good numbers. Other Music Program goals include increasing the number of declared Music Majors, increase Department enrollment (FTES), expand instrumental performance ensembles (Jazz Ensemble, Guitar Ensemble, Brass Ensemble), move toward offering Certificates, and increase visibility in the community.

Supplemental Data:

Provide any additional information, such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

There are several standards in the field of Music which contribute to the success of our students. Some of these include:

- Musicians are frequently employed in a variety of locations and industries. These include theme parks such as Disneyland, dinner theatres, cruise lines, restaurants, churches, military bands, and educational institutions in addition to more common organizations such as Symphonies, and Bands.
- Every feeder high school in the San Bernardino School District has a music program. In the San Bernardino Unified School District there are 42 Elementary Schools, 11 Middle Schools, and 9 High Schools which all offer music in their curriculum. This indicates the music education culture of San Bernardino is alive and thriving. While a study has not been done (to the knowledge of our Department) on the prevalence of music across the Inland Empire, anecdotal evidence shows strong Music programs (Elementary through Higher Education) in Riverside, Redlands, the High Desert, Rialto, Rancho Cucamonga, and essentially every city in San Bernardino County. The demand for well-educated Music Teachers is high in the Inland Empire.
- Children who study music tend to have larger vocabularies and more advanced reading skills than their peers who do not participate in music lessons (Arete Music Academy. "Statistical benefits of music in education." Arete Music Academy. Accessed July 17, 2014).
- Regardless of socioeconomic status or school district, students (3rd graders) who participate in high-quality music programs score higher on reading and spelling tests (Hille, Katrin, et al. "Associations between music education, intelligence, and spelling ability in elementary school." *Adv Cogn Psychol* 7, 2011: 1–6. Web. Accessed February 24, 2015).
- Schools that have music programs have an attendance rate of 93.3% compared to 84.9% in schools without music programs (The National Association for Music Education. "Music Makes the Grade." The National Association for Music Education. Accessed February 24, 2015).
- Students in high-quality school music education programs score higher on standardized tests compared to students in schools with deficient music education programs, regardless of the socioeconomic level of community (Nature Neuroscience, April 2007).
- Cognitive and neural benefits of musical experience continue throughout the lifespan, and counteract some of the negative effects of aging, such as memory and hearing difficulties in older adults (Parbery-Clark A, A.S., Kraus N. , Musical Experience and Hearing Loss: Perceptual, Cognitive and Neural Benefits in Association for Research in Otolaryngology Symposium. 2014: San Diego, CA).
- Research shows that music activities (both music listening and music making) can influence older adults' perceptions about the quality of their lives. Some research has examined the effects of music listening on biological markers of health and subjective perceptions of wellbeing. Other studies on the psychological and social benefits associated with music making activities have demonstrated that participants often place considerable value on these "nonmusical" benefits of music activity (Coffman, D. D. 2002. Music and quality of life in older adults. *Psychomusicology*, 18, 76-88).

(INSERT SLO and/or SAO and PLO DATA as appropriate FROM CURRENT REPORT. INSERT COURSE MAP IF AVAILABLE. Refer to prior reports as needed for the analysis.) (Contact Bethany Tasaka, Student Learning Outcomes, Faculty Lead, at btasaka@sbccd.cc.ca.us if you need assistance.) **NOTE: Do NOT include the summaries of the outcomes in this document.**

Student Area Outcomes: Evidence of Continuous Assessment

Course SLOs/SAOs. Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs). Include evidence of data collection,

evaluation, and reflection/feedback, and describe how the SLOs/SAOs are being used to improve student learning. Refer to EMP.

Examples of evidence could include the following:

- Documentation of meeting/workshop dates to address findings
- Updated curriculum based on findings
- Alternative teaching methods developed and implemented based on findings
- Development of new materials based on findings

Generate reports from the Cloud as necessary. Include analysis of SLO/SAO Cloud reports and data from summary reports. This section is required for all programs.

On May 13, 2019, the Music Department had 34 courses approved through the Curriculum Committee on a consent agenda as part of updates and content review. These courses included: MUS 100, 101, 104, 105, 106, 107, 117A, 117B, 117D, 121, 121H, 122, 122H, 123, 124, 130, 131, 133, 134, 134B, 135, 141x2, 150x4, 152x4, 153x4, 156x4, 158x4, 162x4, 166x4, 170, 171, 180, 222, and 241x2.

Upon reflection from our EMP demographic numbers, the Music Department has expanded its curriculum to include a History of Hip-hop Music course. This class (MUS 108) is scheduled to be offered for the first time in Fall 2020. The general Department consensus is that this genre better reflects the goals and interests of student populace we serve.

There are two grants that have been written within the last four years, both funded by the City of San Bernardino Arts Council. In 2017 we were awarded \$25,000 for the supplemental purchase (local Program Review process contributed \$48,000) of musical instruments to start an instrumental music program here at SBVC, specifically, for Concert Band instruments. Then in 2019 we were awarded \$48,000 in funds to purchase instruments for our budding Jazz program. We applied for these funds after assessment of need for the Department.

As mentioned in our 2018-2019 EMP, last year our online enrollment was at 11%, now Music is at 14% of online enrollment. This is encouraging and we continue to strive for more online offerings (which presently include MUS 100, MUS 104, MUS 105, and MUS 106), support online faculty training to full-time and adjunct faculty, and explore future online possibilities (i.e. research on Lab components for potential online Theory & Musicianship course, consider creating an online certificate for a new Commercial Music area, etc.).

Below is the updated Course Map for Music, which has been shared with SLO Faculty Lead.

	Music AA Degree	Students will demonstrate an understanding of the history of musical styles and genres.	Students will demonstrate an understanding of music fundamentals and theory.	Students will acquire knowledge of the social and cultural relevance of music.	Students will demonstrate basic technical proficiency playing a musical instrument.	Students will demonstrate through performance or analysis proficiency with lyrical and vocal music.
CLASSES						
MUS 101			Applies			
MUS 101L			Applies			
MUS 102			Applies			
MUS 102L			Applies			
MUS 121		Applies				
MUS 121H		Applies				
MUS 122		Applies				
MUS 122H		Applies				
MUS 133					Applies	
MUS 201			Applies			
MUS 201L			Applies			
MUS 202			Applies			
MUS 202L			Applies			
MUS 141x2						Applies
MUS 241x2						Applies
MUS 150x4						Applies
MUS 152x4						Applies
MUS 154x4						Applies
MUS 156x4						Applies
MUS 158x4						Applies
MUS 162x4					Applies	
MUS 166x4					Applies	
MUS 170x2					Applies	
MUS 171x2					Applies	
MUS 180					Applies	

The above Course Map includes the newest courses on the degree, specifically the ensembles of Concert Band (MUS 166), Wind Ensemble (MUS 162), Jazz Improv & Theory I (MUS 170), Jazz Improv & Theory II (MUS 171), and Instrumental Chamber Music (MUS 180).

Student Area Outcomes: Disaggregated Data Analysis

Course SLOs/SAOs. Demonstrate that your program is evaluating disaggregated SLO data as appropriate to your program's student population, educational delivery methods, etc. Your program should evaluate as many different disaggregated data sets as useful in understanding success rates, course patterns, patterns of service, etc. SLOCloud allows departments to do any type of disaggregation that can be sorted by section number.

Examples of evidence could include the following:

- Day/Evening classes

- Online vs on-ground (i.e. face to face/classroom delivery)
- Lower level and upper level courses
- Gateway courses
- Cohort or learning community courses
- Courses relevant to degree or certificate PLOs

Analysis of the data should explain numbers, note any relevant patterns, and detail program changes or actions (if any seem indicated) to address areas for improvement or to capitalize on strengths or opportunities revealed in the data.

The Music Department has analyzed a few relevant disaggregated SLO data sets, including Online classes vs. Face-to-face, and Late-Start classes vs. 18-week (on time). This data is not completely accurate, as it should be noted there were at least 30 different classes over a 3-year period which did not report SLO data (an issue that is addressed below as a separate but important point of “needs improvement”). Of the data collected, the Table below shows disaggregated numbers and SLO success rates of Online classes vs. Face-to-Face classes in the Music Department.

Online vs Face to Face			
ONLINE	# of students who met SLO targets	# of students Assesed	% Success Rate
Fall 2017	193	230	84%
Spring 2018	182	190	96%
Fall 2018	288	318	91%
Spring 2019	226	280	81%
Fall 2019	138	144	96%
FACE-to-FACE	# of students who met SLO targets	# of students Assesed	% Success Rate
Fall 2017	633	761	83%
Spring 2018	617	664	93%
Fall 2018	780	902	86%
Spring 2019	476	559	85%
Fall 2019	649	770	84%

One point worth making after analyzing the above is that success rates between these two components trades off from semester to semester (i.e. Fall 2017 online SLO success rates were 84%, with Face-to-Face at 83%; however Spring 2019 shows online SLO success rates at 81%, with Face-to-face at 85%), thus the way these SLOs are tested is relatively consistent. According to the Public Policy Institute of California, online course success rates are between 11 and 14 percentage points *lower* than traditional course success rates. In addition, it’s been found that online learning does nothing to overcome achievement gaps across racial/ethnic groups—in fact, these gaps are even larger in online classes. While our online success rates do not compare to the dismal numbers found in the above study, we cannot compare them to a campus-wide average as we are given % of campus-wide online enrollment, not % of campus-wide online success rates. It is also worth mentioning the Brookings Institute claim that in the semester after taking an online course, students are about 9 percentage points less likely to remain enrolled. This retention risk is important to keep in mind as we move forward in our goal of more online offerings.

The Table below shows disaggregated numbers and SLO success rates of Late-start vs. 18-Week classes in the Music Department.

18-week vs Late Start			
LATE START	# of students who met SLO targets	# of students Assesed	% Success Rate
Fall 2017	145	172	84%
Spring 2018	66	70	94%
Fall 2018	148	183	81%
Spring 2019	30	37	81%
Fall 2019	123	136	90%
18-WEEK (ON TIME)	# of students who met SLO targets	# of students Assesed	% Success Rate
Fall 2017	681	819	83%
Spring 2018	733	784	93%
Fall 2018	920	1037	89%
Spring 2019	672	802	84%
Fall 2019	664	778	85%

By pulling this data we were hoping to arrive at a conclusion about whether late-start classes are beneficial or detrimental to student success, and neither can be proven from this data. We in Music have no idea how these numbers would compare to the campus-wide average, but it is worth submitting a research request in the future.

Other disaggregated data sets the Music Department is considering for submission in the future include Dual Enrollment vs. Non-Dual Enrollment success rates (further, Dual Enrollment success rates per locale), Online class success rates, and Promise student success in Music data. These will require institutional support.

In disaggregating data for our department, it immediately became apparent that there is much need for improvement with the Department SLO process. As mentioned above, there were at least 30 different classes over a 3-year period which did not report SLO data. This is a huge gap, and essentially “throws off” student success rates. Moving forward, the Department notes the need for faculty SLO follow-up, potential end-of-semester Department SLO Workshops, better SLO training to new adjunct faculty, and due diligence of SLO and PLO assessment by Department Co-Chairs.

Program Level Outcomes:

If your program offers a degree or certificate, describe how the program level outcomes are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). **Describe** how this set of data is being evaluated or is planned to be evaluated. Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 3-year summary reports. If your program does not offer a degree or certificate, this section is optional (but encouraged).

Below is a chart of the Music Department’s Program Learning Outcome Summary (PLOS) Report from the last 3 years.

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Students will demonstrate an understanding of the history of musical styles and genres.	68	58	85.29%
2	Students will demonstrate an understanding of music fundamentals and theory.	628	539	85.83%
3	Students will acquire knowledge of the social and cultural relevance of music.			
4	Students will demonstrate basic technical proficiency playing a musical instrument.			
5	Students will demonstrate through performance or analysis proficiency with lyrical and vocal music.	312	294	94.23%
6	N/A			

In reviewing PLOS data from the last three years, our students have demonstrated an understanding of:

- Musical styles and genres: 85.29% of music students met outcome
- Musical fundamentals & Theory: 85.83% of music students met outcome
- Lyrical musical line in vocal music: 94.23% of students met outcome

The data listed above indicates a thorough understanding of many different musical benchmarks by our students. This data indicates a successful approach to Music education and supports our goals for an increase in Applied instruction, an increase in Online music offerings, an increase in music staffing (anticipated accompanist), and an expansion of music faculty to teach our burgeoning music major cohorts that continue to move through our program.

Below is PLOS data from last year (not last three years).

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Students will demonstrate an understanding of the history of musical styles and genres.			
2	Students will demonstrate an understanding of music fundamentals and theory.	172	156	90.70%
3	Students will acquire knowledge of the social and cultural relevance of music.			
4	Students will demonstrate basic technical proficiency playing a musical instrument.			
5	Students will demonstrate through performance or analysis proficiency with lyrical and vocal music.	42	42	100.00%
6	N/A			

In the last year, our numbers were above average of students who met specific SLOs (90.70% for Outcome 2, and 100% for Outcome 5).

We have gaps though. 0 students were assessed for Program SLO #1, 172 students were assessed for Program SLO #2, 0 students were assessed for Program SLOs #3 & #4, and 42 students were assessed for Program SLO #5. Why are there no assessed students for SLO's 1, 3, and 4?

In the last year there were 19 Sections not reporting:

19 Section(s) Not Reporting

- MUS-101-01 for 2020SP
- MUS-101L-01 for 2020SP
- MUS-102-01 for 2020SP
- MUS-102L-01 for 2020SP
- MUS-121-01 for 2020SP
- MUS-133-01 for 2020SP
- MUS-133-02 for 2020SP
- MUS-141X2-01 for 2020SP
- MUS-141X2-02 for 2020SP
- MUS-141X2-03 for 2020SP
- MUS-150X4-01 for 2020SP
- MUS-152X4-01 for 2020SP
- MUS-153X4-01 for 2020SP
- MUS-202-01 for 2020SP
- MUS-202L-01 for 2020SP
- MUS-133-01 for 2019FA
- MUS-133-02 for 2019FA
- MUS-141X2-02 for 2019FA
- MUS-150X4-01 for 2019FA

Why are 19 Sections missing? In the future, a Program SLO Summary Evaluation Form will be completed to address cross evaluation, which will include the need for faculty follow-up, potential end-of-semester Department SLO Workshops, and due diligence of SLO and PLO assessment by Department Co-Chairs.

In assessing PLO Reflections, there were two significant trends worth mentioning in this Report:

- Canvas is a tool which, when used, is of significant help to Faculty.
- Short-term Music Theory classes are unreasonable to offer, as they require a rigorous amount of material to be covered. The Department will not be offering short-term Theory in the future (likely including Summer sessions).

Part III: Questions Related to Strategic Initiative: Improve Communication, Culture &

Climate

Goal: SBVC will promote a collegial campus culture with open line of communication between all stakeholder groups on and off-campus.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
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Communication	The program does not identify data that demonstrates communication with college and community.	The program identifies data that demonstrates communication with college and community.	In addition to the meets criteria, the program demonstrates the ability to communicate more widely and effectively, describes plans for extending communication, and provides data or research that demonstrates the need for additional resources.
Culture & Climate	The program does not identify its impact on culture and climate or the plans are not supported by the data and information provided.	The program identifies and describes its impact on culture and climate. Program addresses how this impacts planning.	In addition to the meets criteria, the program provides data or research that demonstrates the need for additional resources.

Communication, Culture & Climate:

Describe how your program communicates its services, goals, and achievements to the campus and to the Community (outreach, events, website, campus emails, flyers, etc.).

The Music Department is omnipresent in the community with its performances at events such as Commencement, Black History Month, SBVC Home Football Games, Veteran’s Day, Fourth of July, the National Orange Show, the District Holiday party, Faculty concerts, semesterly student recitals, and other on-campus events as well as community events, which contribute to a positive campus climate. In recent years the Music Department has posted campus-wide recruitment flyers designed by the print shop. These have yielded successful results, as we have noticed participation from students who see these flyers, then register. This will also be the first year, after about 25 years dormant, the Concert Band will perform at the Commencement ceremonies.

The Music Department continues to maintain and update its department website, and has made access easier with a “friendly url” requested and granted by IT as www.valleycollege.edu/music. Upcoming performances, Music Degree(s) information, recruitment events such as Honor Band, maps, and other pertinent information may be easily found on this department site. We are not given website analytics data for our site, but tracking web traffic would be an ideal factor to observe through the course of an academic year.

While we have updated Music Degrees and requirements listed on our department website, and a “Request Information” form, there is room for improvement here. The Music Department website is the “face” of the Department, and should be relevant to current students and potential new students. More media, including YouTube clips and social media syncs should be considered. We have taken a step forward recently by collaborating with the RTVF Department to film a couple of our main performances, and stream these concerts online. This is a new process, but one that is based on student collaboration and media promotion. These streamed performances will also be archived.

Describe how your program seeks to enhance the culture and climate of the college (events that serve student population as a whole, events that make programs more visual, events that promote interdivisional cooperation, etc.).

The Music Department will continue to enhance the culture and climate of the college through its previously-mentioned performances and outreach.

Describe one or more external/internal partnerships.

SBVC's Music Department has participated in collaboration projects within the last four years with the following organizations/institutions: Pacific High School (collaborative concert in SBVC Auditorium), the San Bernardino Symphony (the Symphony generously donates free concert tickets to Valley students), the Nick Gomez Trio (newly-hired Adjunct faculty member Nick Gomez has brought in his Jazz Trio for classroom performances), KVCR (Rick Dulock and Lillian Vasquez have interviewed Music faculty for radio broadcasts to promote concerts), Project21 (Dance faculty Maura Townsend recently brought her professional dance troop to Valley for the mixed-media performance of Black Butterfly), the National Orange Show (NOS has graciously offered Valley College stage time on their Orange Pavillion stage both last year and this upcoming April), and the Garcia Center for the Arts (two Valley College Faculty members sit on this Board of directors [Margaret Worsley and Lucas Cuny], and music and film projects have been student-based with this collaboration).

We also have students in our ensembles who are active musicians in the area, and participate regularly with the Redlands Community Orchestra, Lighthouse Theatre, Junior University, and other community music organizations.

What plans does your program have to further implement any of these initiatives?

As we step toward the future of a Commercial Music Program within the Media Academy, we in the Music Department plan on expanding our collaborations to include a side of the industry we are presently out of touch with—that of professional recording studios, film makers, and the internship resources at KVCR.

IV: Questions Related to Strategic Initiative: Maintain Leadership & Promote Professional Development

Goal: SBVC will maintain capable leadership and provide professional development to a staff that will need skills to function effectively in an evolving educational environment.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Professional Development	The program does not identify currency in professional development activities.	Program identifies current avenues for professional development.	In addition to the meets criteria, the program shows that professional development has impacted/expanded the program and demonstrates that the program is positioning itself for growth.

Professional Development:

1. Discuss the ways that members of your department maintain currency in their field (conferences, workshops, technical trainings, etc.).

Most of our Music faculty maintain active freelance performance jobs outside of the classroom (San Bernardino Symphony, studio sessions, published compositions, Jazz venues, etc.). We also have faculty who attend annual conducting workshops (in Boston and Riverside) to keep current on trends in wind repertoire and conducting techniques.

In recent years, the SBVC Music Department has collectively participated at the Music Association of California Community Colleges (MACCC) annual conference (either in San Diego or San Francisco), which provides relevant sessions and workshops for full-time and part-time CCC Faculty. We also have Music faculty participating/attending the Online Teaching Conference and CUE Spring conference.

2. Identify the professional organizations that your department and/or department members belong to and how those organizations meet professional development parameters.

San Bernardino Symphony (professional Union orchestra), MACCC Board Member (state-wide organization), Cal State San Bernardino (top transferring University for our students), CVC-OEI (the virtual college state-wide online consortium), SCSBOA (Southern California School and Band Association), CBDNA (National organization which publishes a scholarly Journal quarterly), etc.

3. Discuss specific ways faculty and staff engage in professional growth (i.e. attend or present at conferences, establish training opportunities with other community colleges). Include future opportunities that are planned by faculty and staff. Discuss how professional development has impacted/expanded the program.

Most recently the online training and professional development opportunities at SBVC have helped guide the Music Department in a progressive approach to online learning. With the participation of Music faculty in the newly-established online training of Levels 1 & 2, Music is looking forward to expanding their online offerings with newly acquired online teaching skill sets. Future plans include converting traditional face-to-face music classes to an online platform (including Music Theory I & Musicianship, and Elementary Voice). While some classes are unreasonable to strive for in an online environment (i.e. Ensembles like Choir or Band), some traditional hurdles with Labs are being solved through innovative technology (including Skype, YouTube, smartphones, the Canvas app, etc.). Workshops such as Can-Inovate and the Online Teaching Conference have been game-changers with this ambitious task.

Music faculty have also been involved with the Great Teachers Seminar (facilitator), and regularly attend PD-hosted sessions (Disaggregation Workshop, Flex Day activities, Adjunct Orientation, OER workshops, MESA events, etc.).

V: Questions Related to Strategic Initiative: Effective Evaluation & Accountability

Goal: SBVC will improve institutional effectiveness through a process of evaluation and continuous improvement.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Mission/ Statement of Purpose	The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission.	The program has a mission/statement of purpose, and it links clearly with the institutional mission.	
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.	The program functions at a highly productive level and has planned for growth as appropriate.
Relevance, Currency, Articulation	The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that were not launched into CurricUNET by Oct. 1, 2019 may result in an overall recommendation no higher than Conditional.</u>	The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.	In addition to the meets criteria, the program discusses plans to enhance current course offerings that link to student/community needs and positions the program for improved student outcomes.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning that demonstrate the need for expansion.

Mission and Purpose:

San Bernardino Valley College maintains a culture of continuous improvement and a commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners. Its mission is to prepare students for transfer to four-year universities, to enter the workforce by earning applied degrees and certificates, to foster economic growth and global competitiveness through workforce development, and to improve the quality of life in the Inland Empire and beyond.

What is the mission statement or purpose of the program?

The faculty and students in the Department of Music share a deep and abiding love for their art and a common desire to achieve excellence in it. The curriculum provides basic preparation for careers in music or further study and is designed to provide a balanced education in the many facets of musical experience. It is the goal of the music department to help students develop their own musical and intellectual potential to the highest possible level.

How does this mission or purpose relate to the college mission?

With the Music Department's last sentence in its statement, "It is the goal of the music department to help students develop their own musical and intellectual potential to the highest possible level," the department aligns itself with the opening words of the school's Mission Statement of maintaining a "culture of continuous improvement and a commitment to provide high-quality education."

The curriculum, programs, events, agendas, pedagogical approach and culture of the Music Department support "innovative instruction, and services to a diverse community of learners." With the degrees and curriculum offered, the Music Department prepares students "for transfer to four-year universities, to enter the workforce by earning applied degrees and certificates, to foster economic growth and global competitiveness through workforce development, and to improve the quality of life in the Inland Empire and beyond."

Productivity:

Provide additional **analysis and explanation** of the productivity data and narrative in the EMP summary if needed. Use data from charts (FTES; Enrollment; FTFE and WSCH per FTFE). Explain any unique aspects of the program that impact productivity data, for example, Federal Guidelines, Perkins, number of workstations, licenses, etc.

Recruitment in the Music Department has been accommodated by the new Promise Program. We have more incoming majors than usual, and they are Promise students. It is only a matter of time before their data is reflected in our FTES.

Relevance and Currency, Articulation of Curriculum:

The Content Review Summary from Curricunet indicates the program's current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy. In addition, if you have courses which your program has not offered in the last two years, please explain need to maintain course in catalog. (NOTE: If the report is inaccurate, contact Mary Copeland, Co-Chair, Curriculum Committee, (mcopel@valleycollege.edu) or Kay Dee Yarbrough, Administrative Curriculum Coordinator, (kyarbrough@sbccd.cc.ca.us) for updated information.

All of the Music Curriculum listed below in the Content Review Chart is active and up-to-date. There are a few courses which have not been offered in the last two years, including: MUS-156X4 Concert Choir, MUS-158X4 Gospel Choir, MUS-162X4 Wind Ensemble, and MUS-210 Conducting.

There are two reasons to maintain these courses in the catalog, which include:

1. We are in a period of growth, particularly with the instrumental area. Wind Ensemble (MUS 162) is anticipated to be offered Fall 2020, and Conducting (MUS 210) is being re-worked to cover both choral and instrumental conducting. Conducting may work best as a Summer Session course, however the department needs to figure out an ensemble situation for these students.
2. The Department is still recovering from the policy of no-repeatability. Concert Choir and Gospel Choir are both vocal ensembles that were once filled with over fifty students. We are trying to find

ways to provide ensembles for our students, move them through the degree in a timely manner, and support those students who are not so timely. These two class may very well be cut from the Catalog upon discussion by the end of Spring 2020.

We are in regular contact with the Articulation Officer and Administrative Curriculum Coordinator. We have an anticipated Degree Modification to be submitted to the Curriculum Committee within the next month. Some of our most-recently updated courses (MUS 122, 122H, 133, 134 and 135) have received C-ID approval (see chart below).

C-ID #	Descriptor	Articulation Create Date	Dept Name	Dept Number	Local Course Title	College	Submitter	Submitted Date	Date Approved	Status
MUS 106	Music History II, 1750-Present	08/22/2019	MUS	122H	Music History and Literature - Classic through Contemporary - Honors	San Bernardino Valley College	Janice Wilkins	08/22/2019	09/30/2019	Approved
MUS 170	Piano I	08/22/2019	MUS	133	Elementary Piano	San Bernardino Valley College	Janice Wilkins	08/22/2019	09/30/2019	Approved
MUS 106	Music History II, 1750-Present	08/22/2019	MUS	122	Music History and Literature - Classic through Contemporary	San Bernardino Valley College	Janice Wilkins	08/22/2019	09/30/2019	Approved
MUS 171	Piano II	08/22/2019	MUS	134	Intermediate Piano	San Bernardino Valley College	Janice Wilkins	08/22/2019	09/30/2019	Approved
MUS 172	Piano III	08/22/2019	MUS	135	Advanced Piano	San Bernardino Valley College	Janice Wilkins	08/22/2019	09/30/2019	Approved

Music

Course	Status	Last Content Review	Next Review Date
MUS 100 Music Appreciation	Active	05/13/2019	05/13/2025
MUS 101 Music Theory I: Fundamentals	Active	05/13/2019	05/13/2025
MUS 101L Musicianship I	Active	12/10/2013	12/10/2019
MUS 102 Music Theory II: Scales and Modes	Active	12/10/2013	12/10/2019
MUS 102L Musicianship II	Active	12/10/2013	12/10/2019
MUS 104 History of Rock and Roll	Active	05/13/2019	05/13/2025
MUS 105 American Popular Music	Active	05/13/2019	05/13/2025
MUS 106 History of Jazz	Active	05/13/2019	05/13/2025
MUS 107 Music of the World	Active	05/13/2019	05/13/2025
MUS 108 History of Hip Hop Music	Active	05/13/2019	05/13/2025
MUS 117A Elementary Acoustic Guitar	Active	05/13/2019	05/13/2025
MUS 117B Intermediate Acoustic Guitar	Active	05/13/2019	05/13/2025
MUS 117C Intermediate/Advanced Acoustic Guitar	Active	02/24/2014	02/24/2020
MUS 117D Advanced Acoustic Guitar	Active	05/13/2019	05/13/2025

MUS 121 Music History and Literature-Middle Ages through Baroque	Active	05/13/2019	05/13/2025
MUS 121H Music History and Literature - Middle Ages through Baroque - Honors	Active	05/13/2019	05/13/2025
MUS 122 Music History and Literature - Classic through Contemporary	Active	05/13/2019	05/13/2025
MUS 122H Music History and Literature - Classic through Contemporary - Honors	Active	05/13/2019	05/13/2025
MUS 123 Electronic Music I	Active	05/13/2019	05/13/2025
MUS 124 Electronic Music II	Active	05/13/2019	05/13/2025
MUS 130 Elementary Voice	Active	05/13/2019	05/13/2025
MUS 131 Intermediate Voice	Active	05/13/2019	05/13/2025
MUS 133 Elementary Piano	Active	05/13/2019	05/13/2025
MUS 134 Intermediate Piano	Active	05/13/2019	05/13/2025
MUS 135 Advanced Piano	Active	05/13/2019	05/13/2025
MUS 141X2 Applied Music I	Active	05/13/2019	05/13/2025
MUS 150X4 Mixed Chorus	Active	05/13/2019	05/13/2025
MUS 152X4 Chamber Singers	Active	05/13/2019	05/13/2025
MUS 153x4 Chamber Chorale	Active	05/13/2019	05/13/2025
MUS 154X4 College Singers	Active	05/13/2019	05/13/2025
MUS 156X4 Concert Choir	Active	05/13/2019	05/13/2025
MUS 158X4 Gospel Choir	Active	05/13/2019	05/13/2025
MUS 159x4 Theatrical Music Workshop	Active	12/06/2016	12/06/2022
MUS 162x4 Wind Ensemble	Active	05/13/2019	05/13/2025
MUS 166x4 Concert Band	Active	05/13/2019	05/13/2025
MUS 170x2 Jazz Improvisation and Theory I	Active	05/13/2019	05/13/2025
MUS 171x2 Jazz Improvisation and Theory II	Active	05/13/2019	05/13/2025
MUS 180 Instrumental Chamber Music	Active	05/13/2019	05/13/2025
MUS 201 Music Theory III: Basic Harmony	Active	12/10/2013	12/10/2019
MUS 201L Musicianship III	Active	12/10/2013	12/10/2019
MUS 202 Music Theory IV: Harmony	Active	12/10/2013	12/10/2019
MUS 202L Musicianship IV	Active	12/10/2013	12/10/2019
MUS 210 Conducting	Active	12/06/2016	12/06/2022
MUS 222 Independent Study in Music	Active	05/13/2019	05/13/2025
MUS 241x2 Applied Music II	Active	05/13/2019	05/13/2025

Articulation and Transfer

List Courses above 100 where articulation or transfer is not occurring	With CSU	With UC
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		MUS 123 & MUS 124

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

The UC TCA reviewers comments stated the following regarding MUS 123 and 124: “Electronic music courses should have prerequisites or include music theory and/or music history.”

The Music Department decided it would be best to take the time needed to update the content of the MUS 123 and MUS 124 CORs, instead of hastily attaching a prerequisite to them. We plan to launch the updated CORs by the end of Spring 2020, so they can hopefully make it through the approval process. This will then allow the Articulation Officer to include them in the UC TCA August 2020 submission period.

Currency

Review all mentions of your area in the catalog. Is the information given accurate? If not, briefly identify the areas that will be revised.

On p. 219 of the 2019-2020 Catalog, Ensembles such as Concert Band (MUS 166), Jazz Improv & Theory I & II (MUS 170 & Mus 171), and Instrumental Chamber Music (MUS 180) need to be added to the Humanities and Fine Arts list. On p. 233 of the Catalog, the same above-mentioned ensembles need to be added to the Ensembles options in the AA-T degree. On p. 234 the above-mentioned ensembles need to be added to the Ensembles options in the AA degree.

If any courses are no longer offered, list them here. (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

Follow the link below and review the last college catalog data.

<http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx>

If your information needs updating, contact Kay Dee Yarbrough, Administrative Curriculum Coordinator, (kyarbrough@sbccd.cc.ca.us).

Members of the department could not find any courses no longer offered but still in the Catalog.

Planning: Challenges/Trends/Strengths:

Referencing the narratives in the EMP summary, provide any additional data or new information regarding **planning** for the program.

- In what way does your planning address trends that will impact the program?
- In what way does your planning address challenges in the program?
- In what way does your planning capitalize on strengths in the program?

If you addressed other plans within the efficacy document, **readdress** them here.

There were four main Action steps listed in our most-recent 2018-2019 EMP's Action Plan which included:

- Request support for staff Accompaniment position through Program Review
- Write Curriculum for a new Jazz ensemble, hire Jazz percussionist or bassist (or both)
- Strings—recruit heavily at local High Schools with orchestral programs
- Assemble Advisory Committee for Commercial Music

Each of these points lead to an area of great need in our department. As of today's date (March 2020), all four have been started since the October 2019 writing of the EMP. With the recent addition of a permanent budget line item for an Accompanist, we are proud to prepare for the processes around the presence of this person. The pedagogical time students will have with this accompanist, both in coachings and in the classroom, will dramatically change the dynamic of our department.

The biggest challenge we had, as documented in the EMP, was lack of an Accompanist. Now that this need is being solved, we can focus on what our systems look like around this position and their role with our ensembles and applied program. Another possible challenge we face in the department is that CSUSB offers a commercial music certificate, and we do not have any classes that transfer into this. Also, finding out who our Music Majors are has not been streamlined. We are a little more efficient, but there is a disconnect between Counseling and the Music Department. Finally there is a limit in facilities— as we continue to expand the Instrumental program, students have no place to store their instruments during the day. Lockers are needed, and described in more detail below (IV. Facilities 2.).

Opportunities and strengths of our Music Department include expanded course offerings— with the addition of Jazz and Strings, we have a wider variety of music opportunities for students. This leads to opportunities to increase the Music Adjunct pool—particularly with the interest of Dual Enrollment with local High Schools (data not received on Dual Enrollment but would be useful). Music received \$48,000 in grant funds from the San Bernardino City Arts Commission to aid progress with the future Jazz and Strings programs. Voci Soli (our advanced choral ensemble) is often invited to perform for conventions, community functions, campus functions, with community orchestras, district events, S.B. City Arts events, Orange show events, and 66er's (Baseball) events. Outreach programs provide concerts for Urbita Elementary (our sister school), Alice Birney Elementary, Lincoln Elementary, Barton elementary, Richardson Preparatory, Lytle Creek Elementary, Pacific H.S., San Gorgonio H.S., Cajon H.S., Los Osos H.S., Redlands East Valley, and Redlands H.S. Also the new Music Major Registry has created cohorts of Music Majors, which has helped with academic advisement and will potentially lead to broader student success.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

Goal: SBVC will support the construction and maintenance of safe, efficient, and functional facilities and infrastructure to meet the needs of students, employees, and the community.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Facilities	The program <u>does not provide an evaluation</u> that addresses the sustainability of the physical environment for its programs.	Program <u>provides an evaluation</u> of the physical environment for its programs and <u>presents evidence</u> to support the evaluation.	In addition to the meets criteria, the program has <u>developed a plan</u> for obtaining or utilizing additional facilities for program growth.

Facilities:

1. Describe current facilities:
 - a. Classroom space
 - b. Access to equipment
 - c. Maintenance
 - d. Technology
 - e. Other

The majority of Music classes take place in the North Hall building on the campus of SBVC. We use approximately 2 classrooms (NH-222 and NH-217) for traditional instruction; 1 large hall (NH-164 “The MAC”) for ensembles, voice classes, and guitar classes; 1 classroom (NH-216) for piano labs and electronic music classes; 5 studio practice rooms (NH-130, NH-131, NH-132, NH-135, NH-136); both full-time professor offices (NH-133 & NH-134) which are used for Applied Instruction; and the SBVC Auditorium for larger performances. Classrooms used for traditional instruction (NH-222 and NH-217) have an approximate seat count of 38-42 desks and are well-equipped with projector, laptop hookups, speakers, doc cam, and at least one piano for demonstrations. The large hall (known as “The MAC”) is also well-equipped with projector, laptop hookups, speakers, and a piano. There is no doc cam in this room. The MAC is a large, reverberant space ideal for assessing sound, and has draw curtains which may be adjusted for muting purposes. There are also approximately 120 auditorium-style seats with no desks. Using this large hall for large lectures in the future could be a possibility, with the installation of desktops attached to the seats. The classroom used for piano labs and electronic music classes (NH-216) has approximately 20 work stations, 8 non-MIDI pianos, and projector. There is no doc cam in this room. Each studio practice room is equipped with at least one piano and a music stand.

Large Percussion equipment is presently “stored” along the perimeter of the interior of the MAC, as well as behind the MAC in a narrow passage we share with Dance. There are also some hand-made cabinets in this behind-the-MAC space with some instrument storage. We have some annual maintenance required for piano tuning and repair. There is also MIDI technology maintenance and software updates which must occur every few years to keep up with industry standards.

2. Provide a **sufficient discussion of current and projected needs of the facilities** in your area and their impact on the educational environment for your students (classroom facilities, technology, space needs, maintenance issues, etc.). Address sustainability of the facility (including technology needs).

As the instrumental area expands, particularly looking to the inclusion of the Jazz and Strings programs, our existing space in North Hall needs some serious assessing. While classrooms can likely be scheduled in a thoughtful and efficient way, peripheral barriers exist including physical space to store musical instruments and repertoire. There is a need now, which will inevitably grow more dire with time, for individual Lockers for students' instruments. Newly-purchased Jazz instruments funded by the recent grant, more string instruments anticipated to be purchased in the future, and Pep Band equipment (which includes large drumline) are all factors to consider. Lockers could potentially sit in some of the wider corridors of North Hall, and have a projected cost of ca. \$100,000-\$150,000 (Wenger). The present music library system is outdated and space-consuming. This should be replaced in the near future with efficient repertoire organizing 7-shelf systems which cost ca. \$2,000 (Wenger).

Updating MIDI, ProTools, and other electronic music software will always be a constant use for incoming funds as technology is ever-changing. Peripheral costs around this area too, in regards to facilities, may likely include portals and wiring for new electronic music equipment, a separate space for piano labs, and a separate or detached area for a "sound room" or recording booth. As the Music Department takes steps toward starting a Commercial Music program, the issue of space will continue to be a talking point with the Advisory Committee to best accommodate our students. Some talks of sharing facilities with RTVF have already taken place (i.e. tour of 3 newly cleared mixing stations in the Media Building).

VII: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received "Does Not Meet."

Address, in **DETAIL AND WITH SPECIFIC EXAMPLES**, how each deficiency was resolved. If these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

No previous Does Not Meets.