



# Annual Program Review 2012-2013 - INSTRUCTIONAL REPORT

## MUSIC

### Authorization

After the document is complete, it must be reviewed and submitted to the Program Review Committee by the Division Chair.

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Division Chair: Dr. Peter Green

Date Received by Program Review: November 8, 2012

### 1.0. Trend Analysis

For each program within the division, use the data provided to indicate trends (e.g., steady, increasing, decreasing, etc.) for each of the following measures.

| Program | Academic Year   | FTES Trend | FTEF Trend | WSCH / FTEF Trend | Full-Time % Trend | Fill Rate Trend | Success Rate Trend | Awards Trend |
|---------|-----------------|------------|------------|-------------------|-------------------|-----------------|--------------------|--------------|
| Music   | 2008-2009       | 285        | 16         | 579               | 59.1%             | 95.9%           | 71.8%              | 0            |
|         | 2009-2010       | 304        | 17         | 569               | 58.0%             | 97.5%           | 73.4%              | 1            |
|         | 2010-2011       | 280        | 17         | 529               | 56.5%             | 94.7%           | 70.1%              | 1            |
|         | 2011-2012       | 288        | 22         | 417               | 49.3%             | 96.6%           | 73.1%              | 4            |
|         | % Change        | +1.0%      | +40.1%     | -27.9%            | -9.8%             | +0.7%           | +1.4%              | --           |
|         | Four-Year Trend | stable     | increasing | decreasing        | stable            | stable          | stable             | --           |

1.1 Describe how these trends have affected student achievement and student learning:

The noted increase in FTEF – along with the decrease in WSCH/FTEF – cannot be accurately correlated with student achievement and student learning. Those figures basically reflect increases in class size, and do not necessarily improve either student achievement or learning.

The decrease in Full-Time % Trend reflects the greater numbers of students being taught by adjunct faculty. For the first time in recent history, more than half of our students are being served by adjunct faculty rather than fulltime faculty. Student achievement may be affected by reduced availability of fulltime faculty. The increase in Fill Rate confirms the observation in paragraph 1.

1.2 Please explain any other relevant quantitative/qualitative information that affects the evaluation of your program?

Success of our program is more accurately measured by our exams and by other evaluations, such as Likert Scale tests for performance based classes, and portfolios for technology classes. Besides an excellent fill rate, our retention is high. Because of our faculty we attract quality students in spite of our sub-standard facilities. All full time and the majority of adjunct instructors are working professional musicians outside of the college.

Our work with SLO's has also shown we are being successful in student learning. Adjustments in the classes as a result of the SLO's have been mostly the addition of new methodologies, rather than having to fix existing problems.

## 2.0. Student Learning and Curriculum

### Course Level

| Year            | SLOAC Course Count |        | % of Courses Assessed |
|-----------------|--------------------|--------|-----------------------|
| 2010-2011       | 44                 | 100.0% | 9.1%                  |
| 2011-2012       | 51                 | 94.1%  | 43.1%                 |
| % Change        |                    | -5.9%  | +34.0%                |
| Four-Year Trend |                    | stable | increasing            |

Provide the following information on each department and program within the division.

| List each program within the division | Active Courses with Identified SLOs |      | Active Courses Assessed |     | Course Sections Assessed |   |
|---------------------------------------|-------------------------------------|------|-------------------------|-----|--------------------------|---|
|                                       | N / N                               | %    | N / N                   | %   | N / N                    | % |
| Music                                 | 50/50                               | 100% | 29/50                   | 58% |                          |   |
|                                       |                                     |      |                         |     |                          |   |

2.1 Please comment on the percentages above.

Several of the active courses have been assessed but the final paperwork has not been submitted. We expect most of these courses to complete assessment by fall 2012. The remainder will complete the SLOAC in spring, 2013. The music department has a total of 50 different courses, so the three full time faculty are doing what they can to get them completed in a timely manner.

2.2 Using the results from your division/departments recent assessment reports, please summarize any pedagogical or curricular changes that have been made as a result of your course assessments.

Upon completion of the MU161, 162 and 163 SLOACs, changes were recommended in the teaching staff based on a wide range of results among the various sections. We are hopeful these changes will result in a more consistent student performance level for the next SLOAC.

2.3 Please list all courses which have been reviewed in the last academic year.  
 Note: Curriculum Review is required by the Chancellors Office every 6 years.

We are currently undertaking reviewing our course outlines and will have them all up tp date within this academic year.

Degree, Certificate, Program Level

| List each degree and certificate, or other program* within the division | AA/AS Degree PLO Identified |    | AA/AS Degree Assessment Cycles Completed |    | Certificate PL O Identified |    | Certificate Assessment Cycles Completed |    |
|---|-----------------------------|----|--|----|-----------------------------|----|---|----|
|   | YES                         | NO | YES                                      | NO | YES                         | NO | YES                                     | NO |
| Music AA  | X                           |    |  | X  |                             |    |   |    |
| Music AS  |                             |    |  |    |                             |    |   |    |
| Music Certificate   |                             |    |  |    | X                           |    |   | X  |
|   |                             |    |  |    |                             |    |   |    |

2.4 Please comment on the percentages above.

None of the music students have completed the AA or the Music Certificate in the last academic year. The majority of the music students transfer to four year universities. The music department is in the process of planning an AAT for our students. In addition, we are also designing a Music Technology Certificate.

2.5 Using the results from your division/departments recent assessment reports, please summarize any changes that have been made as a result of your program level assessments. Your summary should include a summation of the results of all degrees, certificates, and other programs which were recently assessed.

Program level assessments currently underway.

2.6 Please list all degree/certificate programs within the division that were reviewed in the last academic year.

AA in Music and the Music Certificate. Also, ongoing review of the new Music Technology Certificate.

2.7 What recent activities, dialogues, discussions, etc. have occurred to promote student learning or improved program/division processes in the last year?

Mark an "X" in front of all that apply.

|   |   |
|---|---|
| X | Curricular development/revisions of courses                     |
| X | Curricular development/revision of programs                     |
| X | Increased improved SLO/PLOs in a number of courses and programs |
| X | Other dialog focused on improvements in student learning        |
|   | Documented improvements in student learning                     |
| X | Increased/improved SLO/PLOs in a number of courses and programs |
| X | New degree or certificate development                           |
| X | Best Practices Workshops  |

|   |  |
|---|--|
| X | Conference Attendance geared towards maintaining or improving student success  |
| X | Division Retreat in 2011-2012  |
| X | Division or department attendance at Staff Development activity geared towards maintaining or improving student learning |
| X | Division Meeting Minutes   |
| X | Reorganization   |

Please comment on the activities, dialogues, and discussions above

All fulltime faculty are involved in development and updating of courses within or connected to their specialty area. We did a significant number of SLO course assessments last year, and plan to work on transfer degree development this year. All fulltime faculty attended one or more conferences to improve student learning and program development. As the music courses and activities are highly integrated with each other, we continue to meet almost weekly to discuss department issues. We continue to try to do as much of the work as possible that should be done by a program assistant. (Our request will be in again this year – it has been a yearly request for over a decade.)

### 3.0 Reflection and Action Plans

- 3.1 Based on your data and analysis presented above, as well as on issues or items that you were unable to discuss above, comment on the Strengths and Weaknesses of the Program

#### Strengths

List the current strengths of your program

1. The outstanding quality of the faculty, and subsequently the high quality of class offerings.
2. The high fill rate and success rates in all types of music classes.
3. The growth in the instrumental and performing ensembles.

#### 3.2 Weaknesses

List the current weaknesses of your program

1. The loss of one fulltime position and 80% of a fulltime position due to retirement and release time.
2. The lack of a dedicated performing venue.
3. The lack of sufficient and dedicated classroom space.
4. The lack of a program assistant (funding requested for 10+ years).
5. The lack of a full time music lab supervisor (currently only a 20/hour position).
6. One classroom is not up to current technology standards (Level 3 classroom).

3.3 Using the weaknesses, trends and assessment outcomes as a basis for your comments, please briefly describe any future plans and/or modifications for program/division improvements. Any plans for reorganization should also be included, along with a resource request if applicable.

| Plans or Modifications   | Anticipated Changes/ Improvements  | Link to EMP, Plans, SLOs, PLOs, ILOs  |
|--|--|---|
| <p>We plan to (again) request funding for a program assistant.</p>   | <p>The addition of a Music Program Assistant would eliminate the department’s inequity with all other Southern California Community College music departments, as they all have the necessary program assistants. All secretarial work, publicity, payroll, concert program preparation, concert and festival organization, advertising, press releases, industry outreach, CTE coordination/reporting, music library organization, instrument/equipment management, and feeder/transfer program coordination would be handled by the program assistant. These program necessities are currently handled by the full-time music faculty in addition to their regular required duties, which include teaching load, campus faculty obligations, and student contact hours, updating curriculum, dealing with state repeatability issues, It is impossible for three full time faculty to accomplish all this. With the help of a program assistant the music faculty could better concentrate on curriculum and program development, fundraising, recruitment, greater visibility in the community for our performing ensembles, and other instructional based activities..</p> | <p>Supported by EMP Goals: 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.2.2, 2.1.2, 3.1.2, 3.3.2, 3.4.2, 3.5.1. Also supported by making faculty available to address all other goals, rather than do office work.</p> |
| <p>We plan to move the Music Department to a new facility, which includes a dedicated recital venue and dedicated music classrooms. We also plan to continue to upgrade the current facility with equipment that can be transferred to the new facility.</p> | <p>Moving the department to the Campus Development Committee and State Chancellor’s Office approved facilities (AA remodel) will give the music program the discipline specific classroom space and performing space needed to keep the program stable and growing. It will also make us competitive with other area schools, most of whom who have newer, larger, and more modern facilities than the GCC Music Department. The current Music Program is restricted and negatively impacted by the lack of classroom space, the lack of a performing venue, and by the age and condition of the current facilities.</p>   | <p>Supported by EMP Goals: 1.1.1, 1.1.2, 1.2.2, 1.2.3, 1.3.1, 1.3.3, 3.1.1, 3.4.1, 3.4.2, 3.5.1, 3.5.2. Also supported by all SLO’s and PLO’s in the music department.</p>                              |

|                                    |  |   |
|------------------------------------|--|---|
| Start work on the Transfer degree. | After finishing work on the repeatability problems and family course groupings and course outline updates, we plan to start researching answers to the problems with creating a transfer degree. | Supported by<br>EMP Goals:<br>1.1.1, 1.1.2,<br>1.2.1, 1.2.2,<br>1.2.3, 1.3.1,<br>3.1.1, 3.1.2,<br>3.4.1, 3.4.2,<br>3.5.2, 4.2.1,<br>4.2.2, 4.2.3,<br>4.2.4. |
|------------------------------------|--|---|

Format Rev. 9.21.12

## 2012 PROGRAM REVIEW

### Section 4 Resource Request

|  |                    |
|--|--------------------|
| <b>VPA-MUSIC</b>                             | <b>I:VPA.Mus-1</b> |
| <b>Acoustical Shell for Auditorium Stage</b> |                    |

Mark Type of Request:

|          |                             |  |  |
|----------|-----------------------------|--|--|
|          | Facilities/Maintenance      |  | Computer Hardware for Student Use        |
|          | Classroom Upgrade           |  | Computer hardware or Faculty Use         |
| <b>X</b> | Instructional equipment     |  | Software/Licenses/Maintenance/Agreements |
|          | Non-Instructional Equipment |  | Conference/Travel                        |
|          | Supplies                    |  | Other                                    |

4.1 We request the purchase of one acoustical shell for use during all performances in the Auditorium. This shell will complete the set and therefore provide the ability to provide effective acoustical support to the performances in the Auditorium.

Amount requested: \$2,500.00.

#### 4.2 Funding

|          |                           |
|----------|---------------------------|
| <b>X</b> | Requires One Time Funding |
|          | Requires Ongoing Funding  |
| <b>X</b> | Repeat Request            |
| <b>3</b> | Year(s) Requested         |

4.3 Please check if any off the following special criteria apply to this request:

|  |                           |
|--|---------------------------|
|  | Health & Safety Issue     |
|  | Accreditation Requirement |
|  | Contractual Requirement   |
|  | Legal Mandate             |

Please explain how/why this request meets any of the above criteria.

This shell is needed to complete the acoustical function of the Auditorium. While not a health issues, it does effect the ability for performances to be adequately supported.

4.4 Justification and Rationale: What EMP Goal, plan, SLO, PLO, or ILO does this request address? Please use information from your report to support your request.

This request shows direct application of the EMP, Core Competency, and Mission Goals stated below. Also, the shell is needed to supply students with the correct physical space to be able to meet the all of the learning goals of all music courses.

EMP Goals : 1.1.2, 1.2.2, 1.3.1, 1.3.1, 3.4.1, 3.5.2

Mission Statement "Helping students develop skills critical for success."

Core competencies

1. Communication: c) listening and d) speaking/conversing

4. Critical Thinking: a) evaluation, b) analysis/synthesis, c) interpretation/inference, d) problem solving

5. Global Awareness and Appreciation: c) artistic expression and variety

7. Application of Knowledge: c) workplace skills, d) lifelong learning

4.5 What measurable outcome will result from filling this resource request?

Having the complete acoustical shell set will enable students to benefit from better acoustics during rehearsals and performances. Adjusting to the venue acoustics is a part of their training in all performance areas. We currently have no dedicated performing venue for music, but the complete shell set will help make the venue we do have (The Auditorium, which we share with Theatre, Dance, and College Activities) more acceptable. The shell will be used now and also when we move to the new building.

**APPROVAL**

| AGENCY  | DECISION  |          |
|---|---|----------|
| The Program Review Committee has reviewed the information in this request and finds it to be: | COMPLIANT   | <b>X</b> |
|   | NON COMPLIANT OR INCOMPLETE                                       |          |
|   | a) Request not adequately described or incomplete                 |          |
|   | b) Request not linked to assessments or assessments not completed |          |
|   | c) Request not linked to EMP, plan or SLO,PLO or ILO              |          |
|   | d) Report Incomplete  |          |
| PRC Comments  |   |          |

*Form Revised 9.19.12*

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## 2012 PROGRAM REVIEW

|                              |                    |
|------------------------------|--------------------|
| <b>Music - VPA</b>           | <b>I:VPA.Mus-2</b> |
| <b>Level 3 Upgrade-AU215</b> |                    |

### Section 4 Resource Request

Mark Type of Request:

|                                     |                             |                                     |  |
|-------------------------------------|-----------------------------|-------------------------------------|--|
| <input checked="" type="checkbox"/> | Facilities/Maintenance      |                                     | Computer Hardware for Student Use        |
| <input checked="" type="checkbox"/> | Classroom Upgrade           | <input checked="" type="checkbox"/> | Computer hardware For Faculty Use        |
| <input checked="" type="checkbox"/> | Instructional equipment     |                                     | Software/Licenses/Maintenance/Agreements |
|                                     | Non-Instructional Equipment |                                     | Conference/Travel                        |
|                                     | Supplies                    |                                     | Other                                    |

4.1 We request that AU215 be made a Level 3 classroom. We have one music classroom that needs Level 3 equipment installed. Having this installed will greatly increase the capability of this classroom.

Amount requested: \$8,000.00

4.2 Funding

|                                     |                           |
|-------------------------------------|---------------------------|
| <input checked="" type="checkbox"/> | Requires One Time Funding |
|                                     | Requires Ongoing Funding  |
|                                     | Repeat Request            |
|                                     | Year(s) Requested         |

4.3 Please check if any off the following special criteria apply to this request:

|  |                           |
|--|---------------------------|
|  | Health & Safety Issue     |
|  | Accreditation Requirement |
|  | Contractual Requirement   |
|  | Legal Mandate             |

Please explain how/why this request meets any of the above criteria.

4.4 Justification and Rationale: What EMP Goal, plan, SLO, PLO, or ILO does this request address? Please use information from your report to support your request.

This request is supported by the following EMP goals: 1.2.1, 1.2.2, 1.2.4, 1.3.1, 3.4.1, 3.5.2, 3.5.2

4.5 What measurable outcome will result from filling this resource request?

Having a Level 3 classroom will enable the instructors to provide more resources for in-class use, provide better access to available materials, and enable instructors to save valuable class time by not having to move equipment in and out of each class meeting.

**APPROVAL**

| AGENCY  | DECISION  |          |
|---|---|----------|
| The Program Review Committee has reviewed the information in this request and finds it to be: | COMPLIANT   | <b>X</b> |
|   | NON COMPLIANT OR INCOMPLETE                                       |          |
|   | a) Request not adequately described or incomplete                 |          |
|   | b) Request not linked to assessments or assessments not completed |          |
|   | c) Request not linked to EMP, plan or SLO,PLO or ILO              |          |
| PRC Comments  |   |          |

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## 2012 PROGRAM REVIEW

### Section 4 Resource Request

|  |                     |
|--|---------------------|
| <b>Music - VPA</b>                               | <b>I: VPA.MUS-3</b> |
| <b>Acoustical Curtains<br/>for AU4 and AU211</b> |                     |

Mark Type of Request:

|                                     |                             |                          |  |
|-------------------------------------|-----------------------------|--------------------------|--|
| <input type="checkbox"/>            | Facilities/Maintenance      | <input type="checkbox"/> | Computer Hardware for Student Use        |
| <input checked="" type="checkbox"/> | Classroom Upgrade           | <input type="checkbox"/> | Computer hardware or Faculty Use         |
| <input checked="" type="checkbox"/> | Instructional equipment     | <input type="checkbox"/> | Software/Licenses/Maintenance/Agreements |
| <input type="checkbox"/>            | Non-Instructional Equipment | <input type="checkbox"/> | Conference/Travel                        |
| <input type="checkbox"/>            | Supplies                    | <input type="checkbox"/> | Other                                    |

4.1 We request the purchase of acoustical sound curtains for AU4 and AU 211.

The curtains in AU211 and AU4 have two main functions. They must provide enough coverage for the windows to provide enough darkness to see video presentations in lecture classes. They also serve as part of the acoustical treatments for these rooms, which also function as rehearsal rooms for large vocal and instrumental ensembles. Currently both rooms have old, soiled and torn curtains which do not provide either function.

Amount requested: \$2,500.00.

Breakdown of cost, if applicable:.

AU4 requires 2 sound curtains, costing \$800 and \$475.

AU211 requires 2 sound curtains, costing \$660 and \$315.

Tax on the entire order is \$196.87.

There is no shipping, as they can be purchased from a local company.

4.2 Funding

|                                     |                           |
|-------------------------------------|---------------------------|
| <input checked="" type="checkbox"/> | Requires One Time Funding |
| <input type="checkbox"/>            | Requires Ongoing Funding  |
| <input type="checkbox"/>            | Repeat Request            |
| <input type="checkbox"/>            | Year(s) Requested         |

4.3 Please check if any off the following special criteria apply to this request:

|                          |                           |
|--------------------------|---------------------------|
| <input type="checkbox"/> | Health & Safety Issue     |
| <input type="checkbox"/> | Accreditation Requirement |
| <input type="checkbox"/> | Contractual Requirement   |
| <input type="checkbox"/> | Legal Mandate             |

Please explain how/why this request meets any of the above criteria.

4.4 Justification and Rationale: What EMP Goal, plan, SLO, PLO, or ILO does this request address? Please use information from your report to support your request.

The curtains will improve the ability of each room to function as needed, and this will affect every student who uses these rooms. This is directly related to EMP goals 1.2.2, 1.3.1, 3.1.1, 3.4.1, 3.4.2, 3.5.1, and will contribute to the success of every SLO and PLO that these classrooms serve.

4.5 What measurable outcome will result from filling this resource request?

The curtains will improve the ability of each room to function as needed, and this will affect every student who uses these rooms.

**APPROVAL**

| AGENCY  | DECISION  |          |
|---|---|----------|
| The Program Review Committee has reviewed the information in this request and finds it to be: | COMPLIANT   | <b>X</b> |
|   | NON COMPLIANT OR INCOMPLETE                                       |          |
|   | a) Request not adequately described or incomplete                 |          |
|   | b) Request not linked to assessments or assessments not completed |          |
|   | c) Request not linked to EMP, plan or SLO,PLO or ILO              |          |
|   | d) Report Incomplete  |          |
| PRC Comments  |   |          |

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## 2012 PROGRAM REVIEW

### Resource Request

|                                |                    |
|--------------------------------|--------------------|
| <b>Music - VPA</b>             | <b>I:VPA/MUS-4</b> |
| <b>Choral Risers for AU211</b> |                    |

Mark Type of Request:

|                                     |                             |                          |  |
|-------------------------------------|-----------------------------|--------------------------|--|
| <input type="checkbox"/>            | Facilities/Maintenance      | <input type="checkbox"/> | Computer Hardware for Student Use        |
| <input checked="" type="checkbox"/> | Classroom Upgrade           | <input type="checkbox"/> | Computer hardware or Faculty Use         |
| <input checked="" type="checkbox"/> | Instructional equipment     | <input type="checkbox"/> | Software/Licenses/Maintenance/Agreements |
| <input type="checkbox"/>            | Non-Instructional Equipment | <input type="checkbox"/> | Conference/Travel                        |
| <input type="checkbox"/>            | Supplies                    | <input type="checkbox"/> | Other                                    |

4.1 We request the purchase of new choral risers for AU211.

**Amount requested: \$19,999.00 plus shipping.**

**Cost includes 3 tiers of risers, guardrails, and hardware for installation.**

4.2 Funding

|                                     |                           |
|-------------------------------------|---------------------------|
| <input checked="" type="checkbox"/> | Requires One Time Funding |
| <input type="checkbox"/>            | Requires Ongoing Funding  |
| <input type="checkbox"/>            | Repeat Request            |
| <input type="checkbox"/>            | Year(s) Requested         |

4.3 Please check if any off the following special criteria apply to this request:

|                                     |                           |
|-------------------------------------|---------------------------|
| <input checked="" type="checkbox"/> | Health & Safety Issue     |
| <input type="checkbox"/>            | Accreditation Requirement |
| <input type="checkbox"/>            | Contractual Requirement   |
| <input type="checkbox"/>            | Legal Mandate             |

Please explain how/why this request meets any of the above criteria.

The choral risers in AU211 were installed in the 1960's, and are completely worn out. They often break and require patching by facilities. They are a hazard, as there is no telling when a section will collapse. These risers are loaded with students in every class, so replacing them will insure the safety of many students every day,

4.4 Justification and Rationale: What EMP Goal, plan, SLO, PLO, or ILO does this request address? Please use information from your report to support your request.

These risers are essential classroom equipment for the choirs, so having them is supported by all SLO's and PLO's in the vocal area. And, it is currently a safety issue!

4.5 What measurable outcome will result from filling this resource request?

The measurable outcome will be a safe structure for the students to be seated on in class. Therefore they can concentrate on the class activities rather than the unsafe risers.

**APPROVAL**

| AGENCY  | DECISION  |          |
|---|---|----------|
| The Program Review Committee has reviewed the information in this request and finds it to be: | COMPLIANT   | <b>X</b> |
|   | NON COMPLIANT OR INCOMPLETE                                       |          |
|   | a) Request not adequately described or incomplete                 |          |
|   | b) Request not linked to assessments or assessments not completed |          |
|   | c) Request not linked to EMP, plan or SLO,PLO or ILO              |          |
|   | d) Report Incomplete  |          |
| PRC Comments  |   |          |

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## 2012 PROGRAM REVIEW

### Section 4: CHAC REQUEST

|  |                    |
|--|--------------------|
| <b>VPA - MUSIC</b><br><i>Program Assistant</i> | <b>I: VPA.Mu-5</b> |
|--|--------------------|

If this is a repeat request, please list the year(s) requested: We have requested this position in various forms for about 15 years. It has been vacant since 1996.

**4.1.** Describe the position including the complete description used to advertise for the position. Also include the division/department/program or service and full-time percentage for the position.

The music department is requesting an 11-month, 20 hour position (50%) for an program assistant. This assistant would perform the following duties:  
 Coordinate advertising, publicity and promotion for the entire department.  
 Maintain music department web site and develop outreach media and other materials  
 Manage hourly adjunct and accompanist payrolls.  
 Coordinate information for music programs with campus counselors.  
 Produce concert and recital programs for the entire department.  
 Assist with concert and recital technical needs.  
 Assist with Choral Festival organization and production.  
 Assist with CTE program reporting, inventory, requisitions, and industry contacts.  
 Assist with preparation of documents for program review and course outline updates.  
 Assist in maintaining choral orchestral, and jazz library databases.  
 Gather data and maintain records for tracking of music students progress through the curriculum.  
 Handle general department phone calls and emails.

**4.2** Criteria:

- a) Are there state or federal mandates particular to this program/service?  
If so, please describe.

N/A

How does this position support the objectives and functions of the college in regards to the Mission Statement, EMP goals, annual college goals and/or student need?

The addition of this position will release faculty members from performing so many administrative assistant duties, and enable them to better address the education and curricular goals of the department.

The addition of an administrative assistant will also allow faculty the time to better implement the following EMP goals:

1.1 – “Improve awareness of GCCD resources”. An administrative assistant will be able do much more publicity than we are currently able to handle. We have an outstanding department, and need to let area high schools know more about us.

1.3 – “Increase student persistence and success in the completion of their education goals”. Instructors in the Music Department will have time to spend counseling individual students to help plan their educational goals and make sure everyone is able to meet their needs in this specialized program.

2.3- “Explore other potential collaborations”. In the future we hope to have more collaborations with neighboring high schools as well as colleges. Currently we simply don’t have time to do this important task.

c) Please provide quantitative data to support your request (such as program review, research office reports, surveys, etc.)

We have personally contacted music departments in the area to see what clerical help they receive. LA City College has 2 full-time assistants. Pasadena City College has 2 full-time assistants. Valley College has 1 full-time assistant. East LA College has 1 full-time assistant. Noting the long list of non-instructional duties that arts programs need, having a program assistant will free the faculty to spend more time doing faculty tasks.

d) Is this request related to compliance with a collective bargaining agreement? If so, please explain.

N/A

e) Are there industry standards that directly relate to this position? If so, please explain.

ALL local community college and 4-year colleges besides GCC have administrative assistants for their music departments (some more than one). It is essential for the proper functioning of a music department, in order to allow instructors to teach rather than to do such a heavy load of administrative assistant work.

**4.3 Additional Information**

a) What implications does the addition of this position have on: budget, staffing, facilities and equipment?

Budget – The addition of current salary level for a program assistant, 11-month, at 50%.  
Staffing – The addition of a music program assistant.  
Facilities – Off space to be adjusted within the current music department offices, or an additional office space added to the AU building.  
Equipment – Typical office furnishings, including computer and phone.

b) Discuss any benefits your program may have lost from not receiving this requested position.

Since the music faculty are currently performing all the program assistant duties listed on 4.1. This severely takes away the ability to accomplish the important work in the department that needs to be done by faculty – creating new courses and programs, fund raising, recruiting, outreach, and creating better and more performing experiences for our students. We need to be able to focus on serving students’ individual and collective needs, working toward getting adequate facilities, working on course updates and keeping up with program review and state mandated changes to our curriculum. We need to be able to spend our full attention on these needs, rather than losing time to the duties covered by this requested position.

c) Are there any special concerns that are not addressed in this request? If so, please explain.



|    |
|----|
| NA |
|----|

d) Describe how this position enhances student success and/or program outcomes.

The addition of this position will make it possible for our music faculty to spend more time with outreach, creating better connections to the local High Schools, creating better connections to the transfer schools, fundraising, creating better performing experiences for our students, and creating new courses and curriculum. This job is increased by the new state mandates concerning repeatability and course families.

This position will help keep us in the forefront of college music departments in Southern California.

**4.4** Please attach data from Human Resources on new classified hires in your program during the past five years, including the full-time percentage of each new hire.

There have been no classified hires in the music department since 2007, when we filled a previously existing position, music lab supervisor, with a new person. There has been no program assistant in the music department since 1993, when the position was reassigned into the division assistant position.

**2013 PROGRAM REVIEW****VPA - MUSIC*****FT Instructor-Music*****I:VPA.Mu-6****Section 4  
IHAC Request**

If this is a repeat request, please list the Resource ID code or year requested: \_\_2012\_\_

**4.1** The Office of Instruction will provide data on instructional hires during the past five years, including zzzz the full-time percentage of each new hire.

|   |  |     |
|---|--|-----|
| a) Number of full-time faculty currently assigned to the Program                      |  | 4   |
| b) Number of full-time faculty assigned to the Program in 2005                        |  | 5   |
| c) Does this position cover classes currently taught by adjuncts?      Yes or No      |  | Yes |
| c) Does this position contribute to program expansion?                      Yes or No |  | Yes |

**4.2** CPF Index (Committees Per Full-time Faculty)

|  |    |
|--|----|
| 1. Total number of full-time faculty members in this department/program.   | 4  |
| 2. Total number of committees in which all FT faculty members in this area participate (Governance and other campus related committees & participation). | 12 |
| 3. CPF INDEX (Total of # 2 divided by #1)  | 3  |

**4.3** Status of Released Time Faculty

| Faculty Name | Release Time Position | % RT | Term of Assignment   |
|--------------|-----------------------|------|----------------------|
| Peter Green  | VPAD Division Chair   | 80%  | 5 years              |
| Byron Delto  | Perkins Grant         | 20%  | 1 semester each year |
|              |                       |      |                      |

**4.4** How does this assignment relate to the college's Mission Statement?

We lost our fifth fulltime faculty member due to retirement. This position includes the instructor who coordinates the Music History and Literature program, an essential part of the music program and also the area that contains our biggest amount of IGETC offerings. It is essential that we replace this retirement with a person who has a specialty in Music History and Literature, and who also has additional teaching skills in Music Theory, Performance, or Technology, programs which are growing and need the assistance of a fulltime person. This position also supervises the holdings in the Music Lab.

**4.5** How does this position relate to the objectives and functions of the college?

- |  |                              |
|--|------------------------------|
| a) Associate Degree                    | d) Basic Skills development  |
| b) Transfer to a four-year institution | e) Noncredit Adult Education |
| c) Career and Technical Education      | f) Personal enrichment       |

This position includes teaching courses that are requirements for the AA degree, for Transfer to four-year institutions, personal enrichment, and could include career and technical education, depending on the person's secondary field of teaching in music.

Student success will be increased by having a faculty member with a specialty of Music History and Literature, both to teach these courses, and to coordinate the adjunct instructors in this area. The biggest impact will be on the transfer program for non-majors as well as majors, and in the daily functioning of the music department.

- 4.6** Describe how this position enhances student success. Ex: enhances instructional skills, meets community or industry needs. Contributes to state of the art technical education, etc. What measureable outcome will result from filling this request?

Within music there are multiple distinct areas of expertise, and we need a fulltime person with this particular specialty to maintain a balanced program. Not having a person in this position would lower the quality and number and diversity of courses that we could offer in music literature.

- 4.7** Are there anticipated negative impacts for not hiring this position? If so describe.

The music department requires a fifth full time position in order to lead the Music History and Literature program, to assist in a secondary music teaching area, to keep our fulltime/adjunct ratio from declining, to be on campus committees, and to attend to the functioning of the overall music department. Additional areas of support include producing publicity, concert production, care and maintenance of music instructional equipment, counseling of students, and supervising the holdings of the Music Lab.

- 4.8** Are there any other special concerns not previously identified? If so, please explain.

Besides the need of a music history specialist, for the reasons stated above, the music department has an enormous amount of peripheral duties that are required outside of classroom teaching. This fifth fulltime position will facilitate a more appropriate distribution of these duties, enabling the music department to continue to provide the very best music program for our students, while maintaining our already excellent standing in the community at large.