

Fall 2012 Program Review - Annual Update by Section

As of: 5/14/2013 04:33 PM EST

Discipline/Program/Area Name

Music - Commercial (PR)

[President's Office, Program Reviews, Academic Affairs (PR), Visual & Performing Arts Division (PR)]

Music Commercial

Academic Year

Music - Commercial (PR)

[President's Office, Program Reviews, Academic Affairs (PR), Visual & Performing Arts Division (PR)]

2012-2013

Name of person leading this review.

Music - Commercial (PR)

[President's Office, Program Reviews, Academic Affairs (PR), Visual & Performing Arts Division (PR)]

Michael McCully

Names of all participants in this review.

Music - Commercial (PR)

[President's Office, Program Reviews, Academic Affairs (PR), Visual & Performing Arts Division (PR)]

Michael McCully

Please review the five year headcount and FTES enrollment data provided on [Program Review website](#). Comment on trends and how they affect your program.

Music - Commercial (PR)

[President's Office, Program Reviews, Academic Affairs (PR), Visual & Performing Arts Division (PR)]

Since the peak of AVC's headcount in 2008-2009 there has been a 26.1% decrease in annual headcount. This decrease in enrollment is directly related to severe budget cuts and workload reductions across the state and is not indicative of a lack of community need for education. Though headcount and resources have diminished, similarly the headcount of MUSC has seen a decrease of 12.9% which may not speak to the complete picture of enrollment decreases as students in many cases enroll in a sequence of MUSC courses.

Using the student achievement data provided on the [Program Review website](#), please comment on any similarities or differences in success, retention, and persistence between race, gender, and location/method of delivery groups. Please comment on all three (success, persistence, and retention). Identify which trends and achievement gaps will be addressed in the current academic year.

Music - Commercial (PR)

[President's Office, Program Reviews, Academic Affairs (PR), Visual & Performing Arts Division (PR)]

The success rate for gender at AVC shows females at 72% and males at 69% which have been the outcome of a small but steady increase over the past four years. In contrast, the VAPA division shows an increased rate of success of 4% for females and 2% for males. Similar to the division MUSC students have higher success rates of 76% for females and 75% for males.

The comparison of success data by race shows a higher rate of success increase over the past four years by division and discipline courses as compared to AVC. Most notable is the increase of African American students success which has increased by 17% or 66% success rate as of 2011-2012 compared with AVC which shows 58% success rate.

	American Indian/AK Native	Asian	Black or African American	Pacific Islander	White	Mexican/Central or South American	Other/Unknown
AVC	-1%	5%		0%	2%	2%	4%
VAPA	9%	0%		3%	7%	2%	3%
MUSC	6%	2%		17%	6%	2%	4%

The retention rate for males and female is the same listed at 88% which is up from 1% from five years ago. In contrast, males and females both have a higher rate of retention at the division level which recently reflects low 90s for males and females. Similarly, the data mirrors the divisional retention rate for gender. The retention rates of students enrolled in MUSC show a 4% higher rate in females and males.

The comparison of success data by race shows a higher rate of success increase over the past four years by division and discipline courses as compared to AVC. Most notable is the higher rate of retention across races in the MUSC discipline

	American Indian/AK Native	Asian	Black or African American	Pacific Islander	White	Mexican/Central or South American	Other/Unknown
AVC							
2007-2008	86%	91%	82%	88%	89%	88%	87%
2008-2009	87%	90%	82%	89%	89%	88%	87%
2009-2010	87%	92%	84%	90%	90%	89%	88%
2010-2011	88%	92%	85%	92%	90%	89%	86%

	89%	92%	84%	88%	90%	90%		86%
VAPA	American Indian/AK Native	Asian	Black or African American	Pacific Islander	White	Mexican/Central or South American		Other/Unknown
2007-2008	87%	93%	86%	95%	91%	90%		90%
2008-2009	86%	95%	83%	92%	90%	89%		88%
2009-2010	90%	95%	85%	93%	91%	90%		88%
2010-2011	89%	92%	85%	93%	91%	91%		86%
2011-2012	92%	94%	84%	93%	92%	90%		87%
MUSC	American Indian/AK Native	Asian	Black or African American	Pacific Islander	White	Mexican/Central or South American		Other/Unknown
2008-2009	91%	94%	88%	90%	94%	93%		93%
2009-2010	86%	96%	90%	89%	93%	93%		88%
2010-2011	87%	89%	87%	93%	92%	93%		85%
2011-2012	95%	91%	90%	95%	94%	91%		89%

The comparison of term-to term persistence shows a higher level of persistence in MUSC in comparison to AVC.

	Fall to Spring 08-09	Fall to Spring 09-10	Fall to Spring 10-11	
AVC				71%
MUSC	65%	62%		75%
	Spring to Fall 2009	Spring to Fall 2010	Spring to Fall 2011	
AVC				61%
MUSC	57%	63%		66%
	70%	69%		
	60%	67%		

Analyze changes in student achievement and achievement gaps over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in improvements in student achievement.

Music - Commercial (PR)

[President's Office, Program Reviews, Academic Affairs (PR), Visual & Performing Arts Division (PR)]

The achievement of the department can be attributed to the work of the coordinator over the past three years includes:

\$98,000 Perkins grant which led to the development of the music production lab and a mobile recording studio.

Upgrades to equipment have been linked to Title V grant.

Increases in success shows an increase in overall student success most noted a 17% increase in African American students.

Provide examples from your program where assessment findings of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operational Outcomes (OOs) were discussed and used to make budget decisions in the past year. This should include brief descriptions of assessment findings, when the discussions occurred, who participated, and what, if any, budget items/resources resulted.

Music - Commercial (PR)

[President's Office, Program Reviews, Academic Affairs (PR), Visual & Performing Arts Division (PR)]

MUSC departmental discussions are held on an annual basis, where SLO and PLO findings and action plans have been discussed in planning for the next academic year. In addition, the lead faculty develops and coordinates an advisory committee to address needs and changes in the music industry which is documented as evidence for change.

Analyze changes in SLO, PLO and/or OO assessment findings over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in the improvement of SLO, PLO and/or OO findings this past year.

Music - Commercial (PR)

[President's Office, Program Reviews, Academic Affairs (PR), Visual & Performing Arts Division (PR)]

The MUSC 175 shows an increase of over three assessment terms going from 83% to 95% to 100% of the SLO findings. This can be attributed to the modifications of course room practices and upgrades to equipment.

Review the program goals and objectives related to improving outcome results and/or student achievement identified in the most recent comprehensive self study and subsequent annual update(s). List program goals and objectives for this academic year, adding new ones if needed.

Music - Commercial (PR)

[President's Office, Program Reviews, Academic Affairs (PR), Visual & Performing Arts Division (PR)]

Goal 1: Increase student awareness of the certificate programs

Ongoing

Goal 2: Increase certificates awarded in both programs (level 1 and level 2)

Ongoing

Goal 3: Hire a full-time MUSC instructor

Ongoing with assessments

List significant new and continuing resource needs in rank order of importance. Identify the document (e.g. Educational Master Plan, action plan, state mandate, accreditation mandate) and/or data which corroborate each need.

Music - Commercial (PR)

[President's Office, Program Reviews, Academic Affairs (PR), Visual & Performing Arts Division (PR)]

Human Capital

1 full-time faculty member (replacement)

1 half-time piano accompanist

Facilities

Renovation of Music Building—this apparently was removed from the construction priorities list without faculty input or any administrative explanation.

Routine maintenance in Music Building—broken chairs, floor tiles, ceiling tiles

OR

New Music Buildings needed.

FA3-162 has many broken seats and floor tiles, which have been reported to Facilities and Maintenance over the past two years with no progress made. In addition the tap dance class has destroyed the stage surface in FA3-162. When this class was moved into the Music building in 2006, administrators agreed that the stage surface would be resurfaced annually. This has happened only once in five years.

Equipment

Rebuild the Steinway

Update musical equipment (e.g., cable, amps, soundboard, microphones)

Production software upgrades for music production lab