

**Department/Program Name: Music**

Last Review: This is the first program review undertaken by the music department.

Current Year: 2015

Area Dean: Mark Gonzales M.A. San Jose State

**Program Description**

EVC courses are open to everyone. High School Diploma or GED recommended. The Music department currently fulfills the transfer requirements for CSU and UC. The courses offered provide a vast array of information for General Education and include: Intro to Film Music 093, Intro to Electronic Music 096, and Music Fundamentals 099. We also offer beginning courses in guitar, piano, and voice. The Music department is looking to supplement these offerings with a new Transfer Model Curriculum degree that is currently being drafted.

**Program Effectiveness**

Students must successfully complete the course with a “C” or better. Program effectiveness is measured by the amount of students who complete the class with a “C” or better.

Current measures used to assess the program: The department has access to faculty information, enrollment, number of sections, student success and retention, and demographics. These will be articulated in this review.

In 2014 we alternated between 6 and 5 adjuncts, along with 1 Full-Time Faculty. After the retirement of our only Full-Time Instructor, additional adjuncts were hired to carry the courses. Currently, we have between 7 or 8 adjuncts depending on the needs of the schedule.

**Short Summary of findings and Success:**

Success in music courses centers in the low to mid 80s. We attribute this success to a rather large variation in the level of interest between students. We suspect a small percentage of students do not realize that music courses require the same amount of attention and diligence other courses require. As Music Faculty, our success is met if we effectively teach students in the category C requirement. We define success as students who pass their courses with a C or better.

Results of Measures:

Spring 2014: 283 out of 350 or 81%

Fall 2014: 339 out of 392 or 86%

Spring 2015: 239 out of 294 or 81%

Fall 2015: Incomplete data.

Where would you like your program to be three years from now?

- Currently the music department does not have a degree. The biggest and most notable change we plan to make is to offer the AA-T in Music. Our course offerings will be supplemented and aligned to a state sanctioned Transfer Model Curriculum.
  - We plan to offer the entirety of the degree including performance classes and lessons.
- Add ILOs where they are lacking.
- Ensure all courses taught have the appropriate materials in order to teach properly and at industry standards. Example: All music courses require a piano. The piano is used to demonstrate various techniques. Play a major chord vs. a minor chord. Demonstrate various types of scales as well as atonal tone clusters.
- Provide better consistency between adjuncts. Ensure all new hires have access to the course outline and understand how to access and read the material.

Recent Accomplishments for the program which contribute to overall college success currently and in the near future:

- We have a strong group of adjuncts willing to aid students and give of their time to students. This will provide the foundation for a strong, fully functioning department with a degree.
- We have a good group of students who, upon successful completion of the various courses come back to tutor in the department. We hope to harness their energy and enthusiasm to populate the TMC.

## **PART A: Overview of the Program**

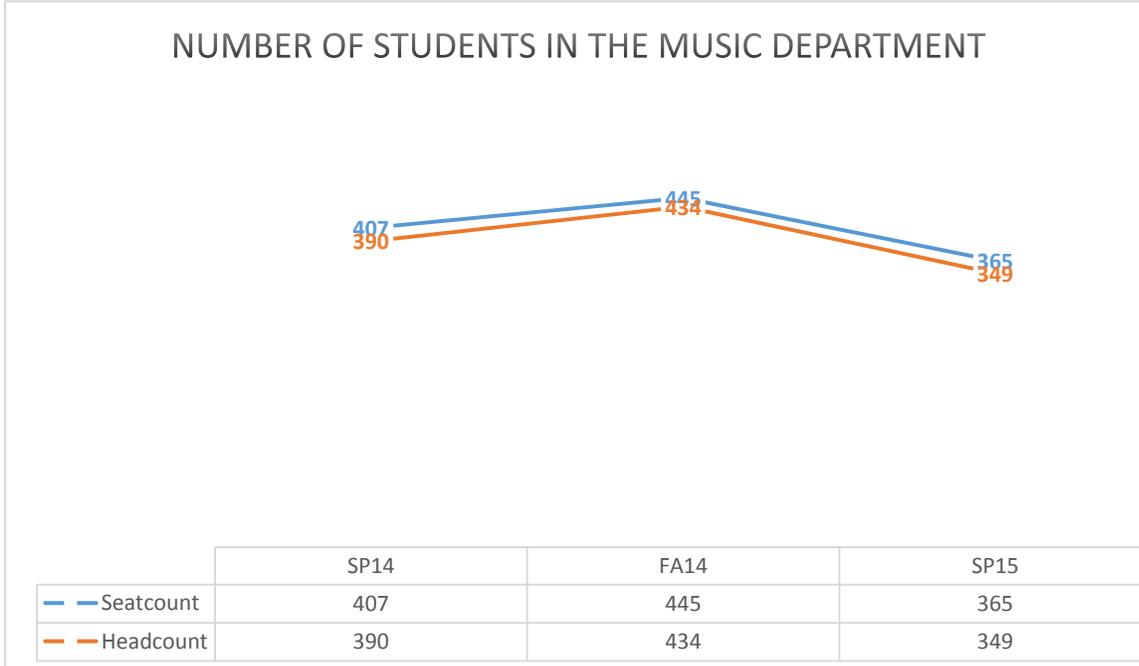
### **Program Goal/Focus**

The current goal of the Music Department is to fulfill the category C requirement and ensure this portion of a solid transfer curriculum is achieved.

## Student Demographics:

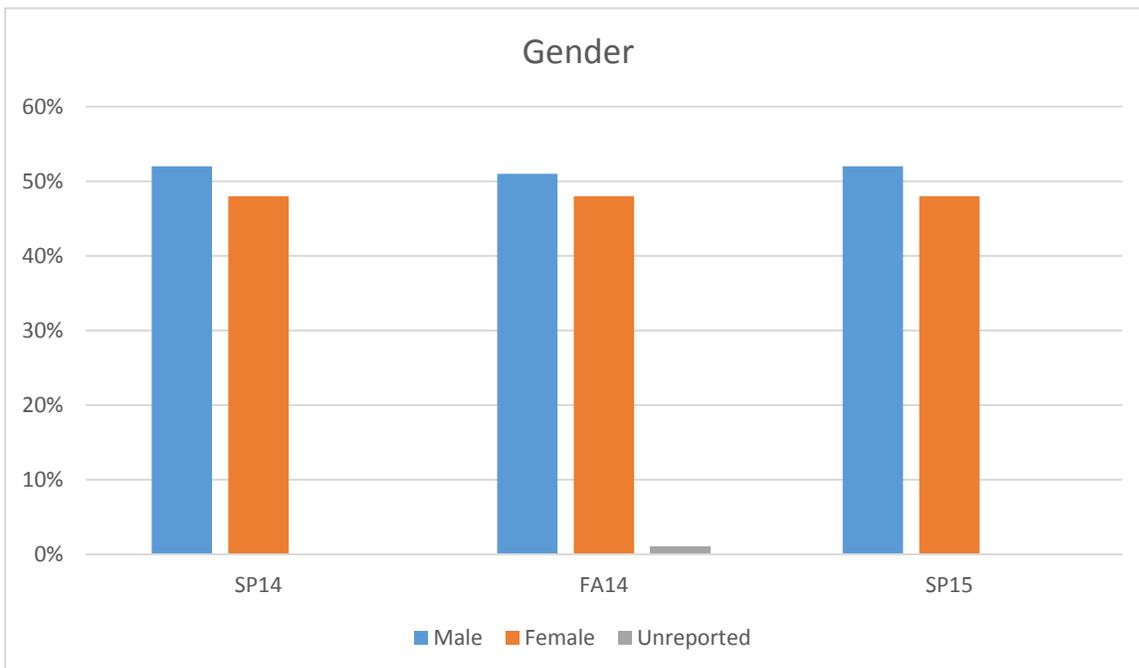
### Overall Enrollment by Headcount

The overall enrollment trend seems strong. With the majority of students attending our lecture courses such as Music 099, and Music 093.



### Enrollment by Gender

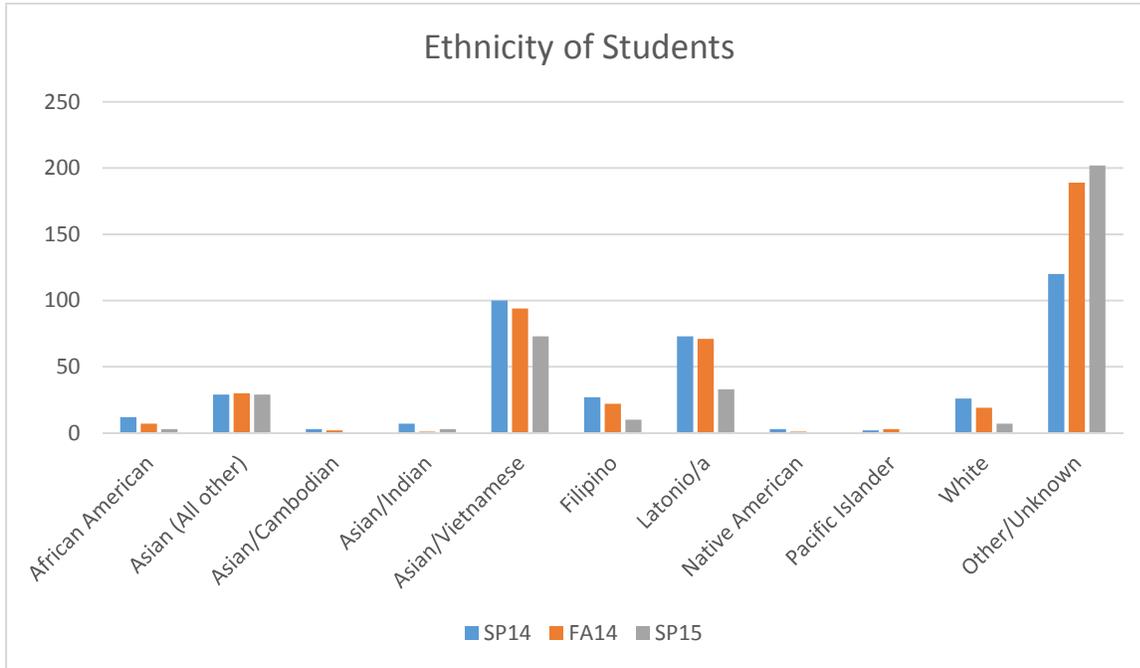
Male students represent a slight majority of the students 52%. This is at odds with the general



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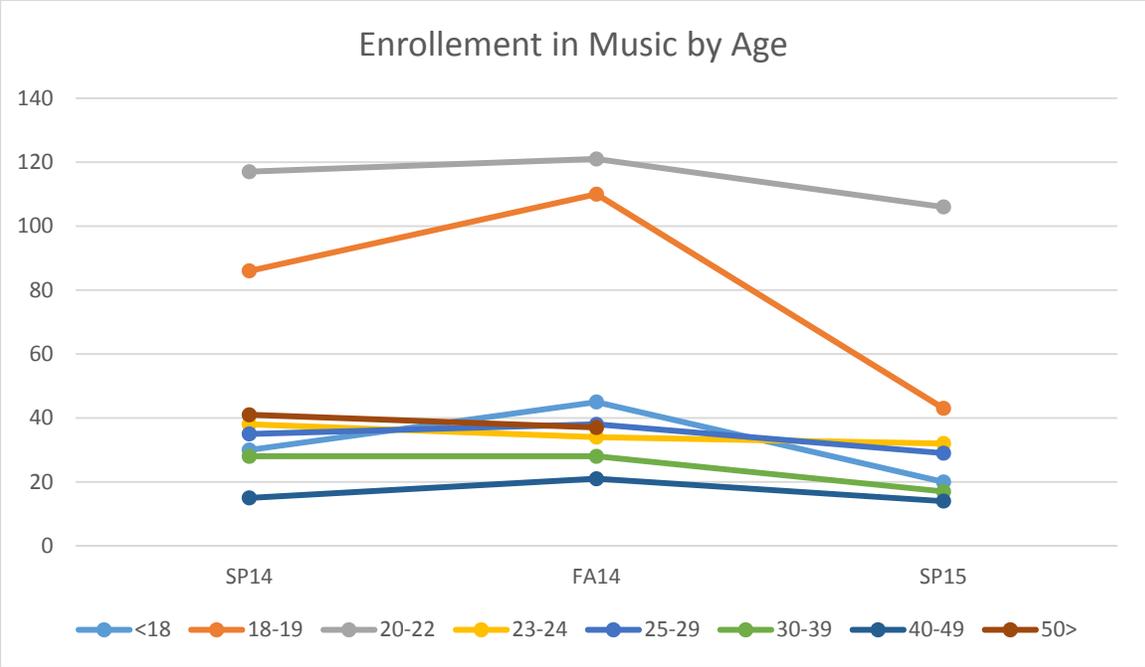
### Enrollment by Ethnicity

The data on ethnicity seems misleading as an increasing number of students decline to state an ethnicity. We believe this trend will continue.



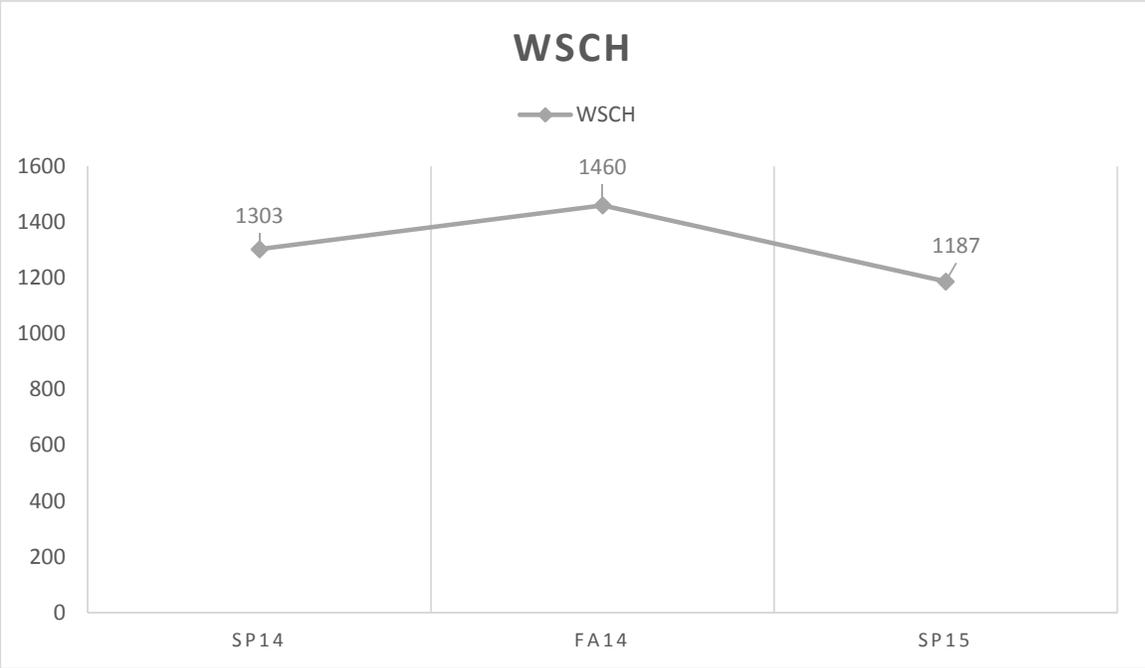
### Enrollment by Age Group

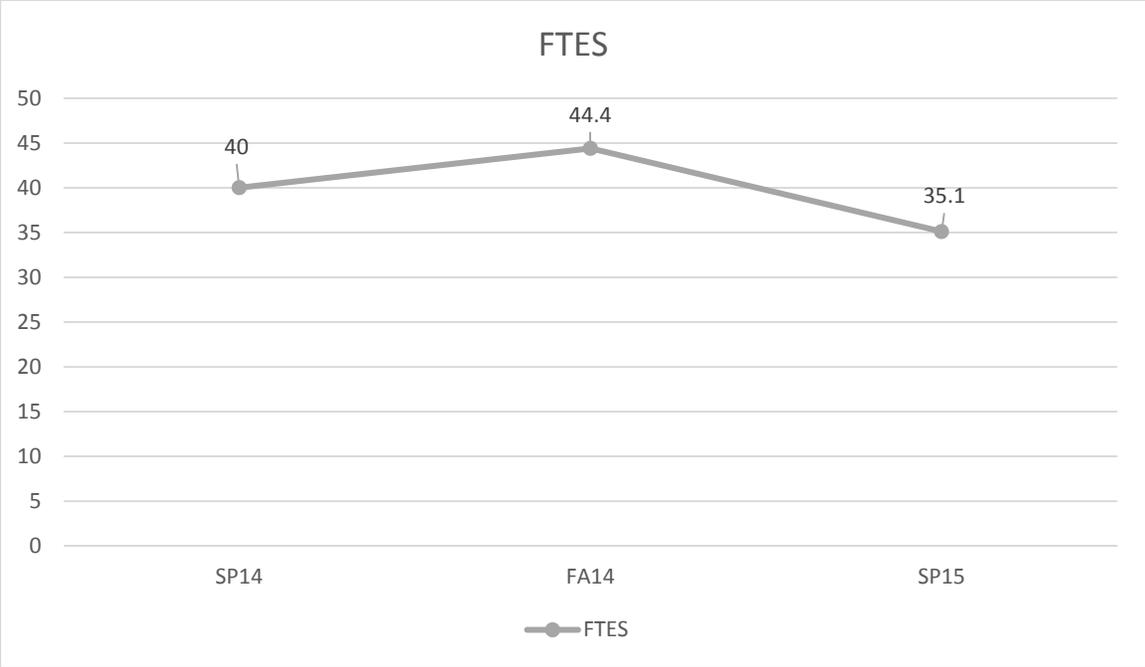
The majority of students are between the ages of 18-22 although the 18-19 group showed a marked decline from FA14 to SP15.



**Program Productivity (WSCH/FTEF)**

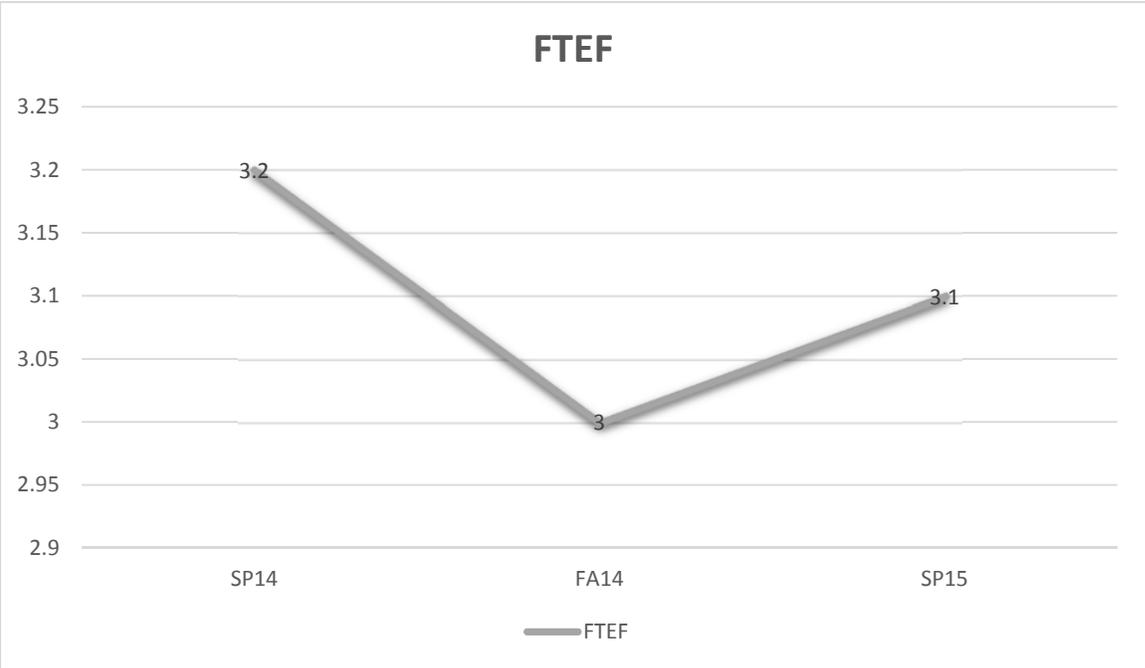
WSCH represents the total hours per week a student attends a particular class. The WSCH is fairly high and represents the college trend of higher enrollment in the Fall.





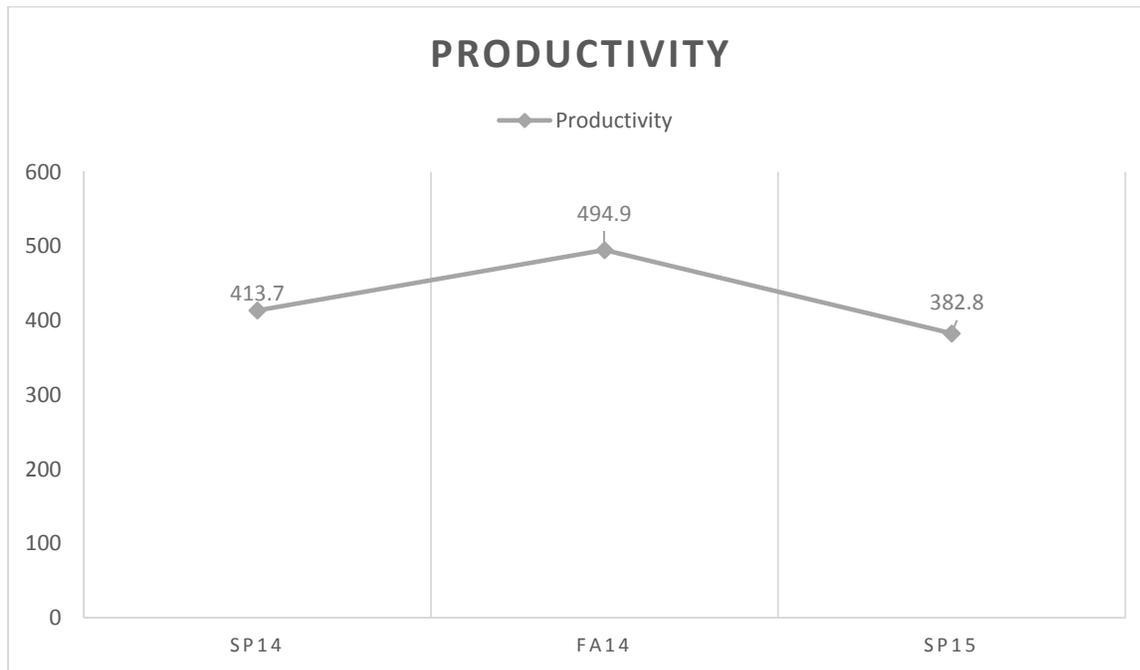
**Full Time Equivalent Faculty (FTEF)**

FTEF is the measure by the state to calculate the sum of total faculty resources that equate to 15 hours a week of teaching time as being equal to one full time faculty. Our FTEF responds to the needs of the college with a higher FTEF during the Fall and lower in the Spring.



## Productivity

Productivity represents the division of faculty load and students enrolled in their classes. The three semester available at the time of this review reveals a level from 382.8 to 494.9. In general Spring has a lower productivity than Fall. This is most likely due to students pulling back on the amount of courses they take.



## Success rate and patterns

### **PART B: Curriculum**

Identify all courses offered in the department and describe how the courses in the program meet the needs of the students.

#### Lecture Courses

- Music 08A – Music History and Literature I
- Music 08B – Music History and Literature II
- Music 010A – Music Theory I
- Music 010B – Music Theory II
- Music 091 – Music Appreciation
- Music 093 – Intro to Film Music
- Music 095 – Music Appreciation: Jazz
- Music 096 – Introduction to Electronic Music

Music 099 – Introductory Music

#### Lab Courses

Music 011A – Musicianship I

Music 011B – Musicianship II

Music 020 – Class Piano

Music 023 – Class Voice

Music 047 – All-College Choir

Music 050A – Beginning Piano I

Music 050B – Beginning Piano II

Music 052A – Beginning Guitar I

Music 052B – Beginning Guitar II

Music 053A – Beginning Voice I

Music 053B – Beginning Voice II

Of these courses: 093, 096, 099, 052A, 052B, 053A, 053B, 21A, 50A, 50B are offered on a regular basis.

How has program remained current in the discipline?

Though rooted in a deep and meaningful tradition, the music department remains current by offering new and excited courses, such as Intro to film Music and Intro to Electronic Music. We also incorporate new works and pieces as they are written and didactically prudent.

The Instructors remain current by performing regularly, writing books, articles, and composition.

#### Course Outlines

Our course outlines are based on the state required topics presented in the Transfer Model Curriculum and will be reviewed either every 6 years or sooner if an updated version of the model curriculum is released.

Innovative strategies which maximize student learning and success

Music courses are taught through multiple modes of instruction. This includes: lecture, 1 on 1 instruction, group work, extensive use of audio and visual equipment, demonstration, and use of the internet when appropriate.

Plans for future curricular development

The Music Department is incorporating the Transfer Model Curriculum degree. The TMC will serve to strengthen our already formidable offerings and allow us to offer the first two years of a CSU education at EVC.

## External Certification/Status

EVC is certified through the WACCC and remains fully accredited.

### PART C: Student Outcomes

The following are the SLOs of Music 50A

1. This SLO was assessed in SP 2012 with 30/36 students successful.
  - a. Play major and minor scales, one octave, hands together in tetra scale mode (A)
  
2. These SLOs were assessed in Fall 2013 via embedded test questions. 27/32 students were successful.
  - a. Demonstrate knowledge of chords and their construction. Primarily I and V (C)
  - b. Construct simple chord progressions (I - V(7) - I) (C)
  - c. Apply simple harmonization of a melodic line (D)
  - d. Play major/minor 5-finger pattern in all keys (E)
  - e. Demonstrate speed and finger/hand strength with level one technical and rhythmic exercises (F)
  - f. Perform entry-level works and exercises (I)
  - g. Demonstrate knowledge of basic performance terminology (J)

The following are the SLOs of Music 50B

1. This SLO was assessed SP2012 via embedded test question. 4/4 students were successful.
  - a. Play major and minor scales, two octaves, hands together (A)
2. These SLOs were assessed in Fall 2013 via embedded test questions. 2/2 students were successful.
  - a. Demonstrate knowledge of chords, and their inversions.
  - b. Construct simple and common chord progressions (e.g. I-IV-V(7)-I, I-IV-I, I-IV-V7-I) (C)
  - c. Apply harmonization of a melodic line incorporating expanded progressions (D)
  - d. Use damper pedal in relation to style (E)
  - e. Demonstrate speed and finger/hand strength with technical and rhythmic exercises for level 2 (F)
  - f. Perform simple works and exercises by Bach, Beethoven, Turk, Kabalevsky, Pachelbel, Schubert and some popular music (I)
  - g. Demonstrate knowledge of music terminology (J)

The following are the SLOs of Music 20

1. This course has not been offered and has not been assessed.
  - a. Correctly play all major/minor scales, four octaves, hands together
  - b. Demonstrate and apply inversions chords in repertoire and composition
  - c. Construct chord progressions including usage of secondary triads
  - d. Apply harmonization of a melodic line using level 3 chords and progressions
  - e. Correctly use the damper pedal as it relates to the 4 stylistic periods
  - f. Demonstrate speed and finger/hand strength with level 3 technical exercises
  - g. Perform intermediate level works such as, sonatinas by Clementi, Kuhlau, and Beethoven, short Bach preludes, Schumann, Kabalevsky, and Bartok short works.

The following are the SLOs of Music 95

1. This course has not been offered and has not been assessed.
  - a. Analyze and evaluate a jazz performance in terms of basic musical elements (I A & B)
  - b. Analyze and evaluate a jazz performance through description of features of jazz (I A & B; II A-E; III A & B)
  - c. Formulate a definition of jazz synthesizing musical and cultural sources (II A-E; III A & B)
  - d. Examine influences of social interaction and social interaction on the development of jazz (III A & B)
  - e. Distinguish similarities and differences of stylistic periods in jazz music (I A & B; III A & B)

The following are the SLOs of Music 08A

1. This course has not been offered and has not been assessed.
  - a. Define the basic terminology of music, (i.e., the definitions of those terms that deal with the four basic properties of any tone: pitch, duration, volume, and timbre).
  - b. Recognize music terminology while listening to a piece of music. Recognize the four basic properties of any tone within a musical piece.
  - c. Distinguish how the various elements of music can be combined to create what is called "style."
  - d. Describe the influence of government, philosophy, religion and other arts on musical style.
  - e. Recognize musical styles by time periods, countries, groups of composers, and individual composers.

The following are the SLOs of Music 08B

1. This course has not been offered and has not been assessed.

- a. Define the basic terminology of music, (i.e., the definitions of those terms that deal with the four basic properties of any tone: pitch, duration, volume, and timbre.)
- b. Recognize those terms while listening to a piece of music.
- c. Distinguish how the various elements of music can be combined to create what is called "style."
- d. Describe the influence of government, philosophy, religion and other arts on musical style.
- e. Recognize style by time periods, countries, groups of composers, and individual composers.

The following are the SLOs of Music 10A

1. This course has not been offered and has not been assessed.
  - a. Analyze a diatonic piece of music. (Triads, Scales, Inversions, Keys, Cadences)
  - b. Write a basic choral. (Triads, Keys, Cadences, part-writing)
  - c. Read and write figured bass. (Figured bass, Triads, Keys)
  - d. Identify hallmarks of baroque and classical styles

The following are the SLOs Music 10B

1. This course has not been offered and has not been assessed.
  - a. Analyze a chromatic piece of music. (Triads, Scales, Inversions, Keys, Cadences, Non-harmonic tones)
  - b. Write a basic choral with modulations, secondary chords and seventh chords (Triads, Keys, Cadences, part-writing)
  - c. Read and write figured bass that includes a modulation and seventh chords. (Figured bass, Triads, Keys)
  - d. Identify hallmarks of classical, romantic and baroque styles

The following are the SLOs of Music 11A

1. This course has not been offered and has not been assessed.
  - a. Sight sing major and minor scales, pieces, and chords.
  - b. Take level appropriate dictation.

The following are the SLOs of Music 11B

1. This course has not been offered and has not been assessed.
  - a. Sight sing major and minor scales, pieces, and chords.
  - b. Take level appropriate dictation.

The following are the SLOs of Music 23

1. This SLO was assessed in SP 2012 with 7/8 students successful.
  - a. Identify and apply the basic principles of good vocal technique
2. These SLOs were assessed in FA 2013 with 8/8 students successful.
  - a. Articulate the relationship between technique and tone production
  - b. Demonstrate good vocal technique in a private/public setting
  - c. Identify the signs of performance anxiety and a method for overcoming them
  - d. Apply knowledge learned in order to critique themselves and others

The following are the SLOs of Music 47

1. This course has not been offered and has not been assessed.
  - a. Identify principles and proper vocal techniques
  - b. Demonstrate choral techniques, voice placement, breathing and ensemble blend
  - c. Read and interpret choir notation and the interpretation from the printed page
  - d. Develop an appreciation for the standard choral literature of some of the musical styles and historical periods

The following are the SLOs of Music 52A

These SLOs have not been assessed. The adjunct will be contacted and the SLOs assessed by Fall 2016.

- a. Demonstrate on guitar while reading and interpreting music notation. (Read & interpret music notation using the guitar)
- b. Demonstrate correct right- and left-hand technique and correct arm and sitting position.
- c. Demonstrate basic guitar chords in seven keys.
- d. Demonstrate basic strums and arpeggios.
- e. Demonstrate collegiality with other musicians.
- f. Play basic solo guitar pieces.
- g. Tune the guitar.

The following are the SLOs of Music 52B

These SLOs have not been assessed. The adjunct will be contacted and the SLOs assessed by Fall 2016.

- a. Define genres and styles
- b. Read and play music in the second and third positions of the fretboard
- c. Define and demonstrate basic chords as well as barre chords
- d. Articulate with other musicians with increased confidence and ability

- e. Play increasingly complex music written for solo guitar

The following are the SLOs of Music 53A

1. This SLO was assessed in SP 2012 via embedded test question with 25/31 students successful.
  - a. Demonstrate pitch and rhythm
2. These SLOs were assessed in FA 2013 via embedded test question with 32/34 students successful.
  - a. Demonstrate at a beginning voice level practices of good vocal technique
  - b. Recognize poor technique and offer some suggestions for improvement
  - c. Identify genre and time period (history) of musical compositions

The following are the SLOs of Music 53B

1. This SLO was assessed in SP 2012 via embedded test question with 16/16 students successful.
  - a. Demonstrate pitch and rhythm at a second semester level by singing songs from memory and music
2. These SLOs were assessed in FA 2013 via embedded test question with 12/14 students successful.
  - a. Demonstrate at a second semester level vocal practices of good vocal technique
  - b. Identify poor technique and offer suggestions for improvement
  - c. Identify genre and time period (history) of a particular piece of music

The following are the SLOs of Music 91

1. This SLO was assessed in SP 2012 via embedded test question with 23/32 students successful.
  - a. Differentiate families of instruments. (Orchestration)
2. These SLOs were assessed in FA 2013 via embedded test question with 20/32 students successful.
  - a. Identify major or minor keys as well as atonal events. (Harmony)
  - b. Aurally identify pieces of music. (Listening)
  - c. Compare various musical forms. (Form)
  - d. Describe how the various elements of music are combined to create what is called style.
  - e. Distinguish the various time periods of musical history by musical style.
  - f. Explain how government, philosophy, religion, and other arts influence musical style.

The following are the SLOs of Music 93

1. This SLO was assessed in SP 2012 with 15/18 students successful.
  - a. Identify melodies and leitmotifs (Melody)

2. These SLOS were assessed in FA 2013 via embedded test question with 22/22 students successful.
  - a. Differentiate families of instruments (Orchestration)
  - b. Identify major or minor keys as well as atonal events. (Harmony)
  - c. Examine musical textures. (Texture)
  - d. Compare various musical forms.
  - e. Understand the relationship of rhythm to mood, melody, and plot. (Rhythm)
  - f. Distinguish some of the various time periods of Musical History
  - g. Apply the various aspects of music to plot and films. (Relationship to Plot and Film)

The following are the SLOs of Music 96

- a. Define and classify the basic music notation.
- b. Demonstrate knowledge of operating basic keyboard controllers, software instruments, and music software.
- c. Demonstrate techniques related to entry-level MIDI sequencing using available software synthesizers and instruments.
- d. Demonstrate basic techniques of digital audio recording and editing in Digital Audio Workstation (DAW).
- e. Create simple musical projects of various popular genres using keyboard controllers and Avid Pro Tools 9 audio software.

The following are the SLOs of Music 99

1. This SLO was assessed in SP 2012 via embedded test question with 198/241 students successful.
  - a. Define, classify, and write the basic symbols of notation of pitch, duration, meter, volume, and timbre.
2. These SLOs were assessed in FA 2013 via embedded test question with 190/226.
  - a. Define, classify, write, and clap simple rhythmic patterns, and demonstrate rhythmic proficiency by clapping rhythmic patterns.
  - b. Define, classify, and write major and minor scales, key signatures, intervals and basic triads.
  - c. Read simple compositions and play them at the keyboard, demonstrating skills of basic musicianship.
  - d. Compare and contrast the musical scale, harmonic progressions, stylistic characteristics of various cultures and time periods

Our SLOs are assessed through embedded test questions. The last time our SLOs were examined, the courses were viewed to be quite positive in nature and fulfilling their stated objectives. Our resources are more than adequate to help us achieve our goals. Small changes will be made to the practice room schedule to ensure all students and faculty have the opportunity to use the rooms at an allotted time for an hour.

Program Level Outcomes

We do not have a Music program currently, and our PLOs are non-existent at this time.

#### PART D: Faculty & Staff

##### Current faculty and staff

The current faculty and staff is comprised entirely of adjuncts. Maryam Farshadfar, Yoongeong Lee, James Furgeson, Xo Nguyen, Chen W, Peggy West, and Josh Di Chiacchio. Last year the full timer Betty-Anne Owren.

##### Mentoring/Orientation

We have no current mentoring or orientation program. This is sorely lacking and is the reason new adjuncts feel they have free reign over curriculum and are not aware of SLOs. The clout of a full timer is needed to fix this. We do not have a schedule for faculty evaluations as adjuncts are not allowed to review other adjuncts.

##### Major professional development activities

The professional development activities include performing and composing works.

#### PART E: Facilities, Equipment, Materials, and Maintenance

##### Facilities, Equipment, Materials, and Maintenance

The program is housed in the new VPA building and shares these facilities with dance and a multitude on other classes including counseling, math, and English among others. Given the nature of making music and the need for projection and dynamics, certain frictions exist between the music courses and non-music courses which impact teaching/learning on each side of the academic fence.

##### Currency of Technology

Testing is conducted through various means depending on the leanings of the course. Voice, guitar, piano, etc. classes are will use a performance based quiz. Appreciation, History, and Theory based courses will have a more academic tests, including listening, and written, and possibly scantron related tests.

##### Support from the Industry

We have the support of our musician friends, and therefor support in the industry. In order to garner more support, we will continue to perform in various venues, as well as bringing in other performers to the college.

## PART F: Future Needs

### Current Budget

1a. Our current budget including staff and resources is 119,595.

This budget is helping us reach our current needs but as the program expands to offer a degree we will eventually need two full-time positions and more sections. We also need a piano in each where music is taught. Our faculty play piano at different abilities, but the piano is a tool used to demonstrate various concerts in a audible manner.

1b. N/A

1.c.N/A

2. There are various arts and performance grants for which EVC is a good candidate.

3. Unmet needs:

### Faculty Positions

Faculty with the following requirements are needed:

- Ability to teach a wide variety of courses offered at EVC.
- The desire to teach at a community college and foster the student learning and growth of a diverse populace.
- Demonstrated ability to write, edit and compose curriculum/degrees
- Demonstrated ability to write, edit, and assess SLOs, PLOs, and ILOs
- Utilize a wide variety of methodologies
- A Doctorate in Music
- Mentor new adjuncts

Equipment beyond the program's current budget

The VPA theater and the pianos purchased at the time, will help us move forward in the immediate future.

## PART G: Additional Information

N/A

PART H: Annual Assessment: Program Faculty and PR Committee PART I: Resource Allocation Table

N/A

PART I: Resource Allocation Table

Item Title	Response
Productivity (WSCH/FTEF)	1323.3/3.05
Student Success Rate (Retention Rate)	83.5%
Number of class sections offered by your program	31
Changes in enrollment	Three year data unavailable.
Your Program's Current Budget (from Fund 10)	119595
Current External Funding (from Fund 17)	N/A
Future Needs: Faculty (Estimated Additional Cost)	Two Full timers are needed to replace the two full timers we lost in recent years. Est cost 90k/Year
Future Needs: Staff (Estimated Additional Cost)	N/A
Future Needs: Facilities (Estimated Additional Cost)	N/A
Future Needs: Supplies (Estimated Additional Cost)	N/A