**Peralta Community College District**

## Annual Program Update Template 2014-2015

## DISTRICT-WIDE DATA by Subject/Discipline Fall Semesters

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| I. Overview |
| BI Download: | 10/24/2014 | Dept. Chair: |   |
| Subject/Discipline: | MUSIC | Dean: |   |
| Campus: |   |
| Mission Statement |  The Department of Arts and Cultural Studiesmission is to promote students’ interdisciplinary perspective on culture, critical theory, and the visual and performing arts through a number of degrees, certificates, learning communities and transfer courses. The department is divided into distinct disciplines and programs all within the liberal and applied arts, including: Art History, Communication, Humanities (Film Studies, Religious Studies, Liberal Arts), Music, Philosophy, and Studio Art (Mural Art, Figure Drawing, Painting, etc.). Together these programs all support BCC’s overall goals, missions, and ILOs. The mission of Music at BCC is primarily to support transfer through individual transfer-level courses, and through supporting other degrees (AA in Liberal Arts) and learning community programs (PACE) at BCC. |

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| II. Enrollment |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Census Enrollment F11 | 184 | 269 | 1,450 | 270 | **!Undefined Bookmark, A\_CENSUS\_** |
| Census Enrollment F12 | 201 | 235 | 1,315 | 263 | **!Undefined Bookmark, A\_CENSUS\_** |
| Census Enrollment F13 | 171 | 255 | 1,359 | 196 | **!Undefined Bookmark, A\_CENSUS\_** |
| Sections F11 | 5 | 6 | 35 | 6 | **!Undefined Bookmark, A\_SECTION** |
| Sections F12 | 5 | 5 | 35 | 6 | **!Undefined Bookmark, A\_SECTION** |
| Sections F13 | 4 | 6 | 42 | 5 | **!Undefined Bookmark, A\_SECTION** |
| Total FTES F11 | 18.40 | 28.38 | 157.19 | 28.27 | **!Undefined Bookmark, A\_FTES\_F1** |
| Total FTES F12 | 20.10 | 23.50 | 142.01 | 27.43 | **!Undefined Bookmark, A\_FTES\_F1** |
| Total FTES F13 | 17.10 | 25.50 | 146.55 | 20.57 | **!Undefined Bookmark, A\_FTES\_F1** |
| Total FTEF F11 | 0.97 | 1.23 | 6.91 | 1.20 | **!Undefined Bookmark, A\_FTEF\_F1** |
| Total FTEF F12 | 0.97 | 1.00 | 6.85 | 1.20 | **!Undefined Bookmark, A\_FTEF\_F1** |
| Total FTEF F13 | 0.80 | 1.20 | 7.55 | 1.00 | **!Undefined Bookmark, A\_FTEF\_F1** |
| FTES/FTEF F11 | 18.90 | 23.14 | 22.76 | 23.56 | **!Undefined Bookmark, A\_FTESFTE** |
| FTES/FTEF F12 | 20.65 | 23.50 | 20.72 | 22.86 | **!Undefined Bookmark, A\_FTESFTE** |
| FTES/FTEF F13 | 21.38 | 21.25 | 19.42 | 20.57 | **!Undefined Bookmark, A\_FTESFTE** |

Note: Attendance Method “X” classes are excluded from the calculations.

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| III. Student Success |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Total Graded F11 | 171 | 259 | 1,377 | 262 | **!Undefined Bookmark, A\_TOTAL\_G** |
| Total Graded F12 | 193 | 234 | 1,258 | 259 | **!Undefined Bookmark, A\_TOTAL\_G** |
| Total Graded F13 | 171 | 263 | 1,362 | 198 | **!Undefined Bookmark, A\_TOTAL\_G** |
| Success F11 | 84 | 205 | 1,007 | 211 | **!Undefined Bookmark, A\_SUCCESS** |
| Success F12 | 115 | 201 | 977 | 204 | **!Undefined Bookmark, A\_SUCCESS** |
| Success F13 | 81 | 212 | 1,038 | 156 | **!Undefined Bookmark, A\_SUCCESS** |
| % Success F11 | 0.49 | 0.79 | 0.73 | 0.81 | **!Undefined Bookmark, A\_SUCCESS** |
| % Success F12 | 0.60 | 0.86 | 0.78 | 0.79 | **!Undefined Bookmark, A\_SUCCESS** |
| % Success F13 | 0.47 | 0.81 | 0.76 | 0.79 | **!Undefined Bookmark, A\_SUCCESS** |
| Withdraw F11 | 27 | 33 | 327 | 30 | **!Undefined Bookmark, A\_WITHDRA** |
| Withdraw F12 | 19 | 9 | 200 | 37 | **!Undefined Bookmark, A\_WITHDRA** |
| Withdraw F13 | 30 | 23 | 213 | 28 | **!Undefined Bookmark, A\_WITHDRA** |
| % Withdraw F11 | 0.16 | 0.13 | 0.24 | 0.11 | **!Undefined Bookmark, A\_WITHDRA** |
| % Withdraw F12 | 0.10 | 0.04 | 0.78 | 0.14 | **!Undefined Bookmark, A\_WITHDRA** |
| % Withdraw F13 | 0.18 | 0.09 | 0.16 | 0.14 | **!Undefined Bookmark, A\_WITHDRA** |

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| IV. Faculty  |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Contract FTEF F11 | 0.97 | 0.00 | 3.90 | 0.77 | **!Undefined Bookmark, A\_FCONT\_F** |
| Contract FTEF F12 | 0.93 | 0.00 | 3.61 | 0.73 | **!Undefined Bookmark, A\_FCONT\_F** |
| Contract FTEF F13 | 0.80 | 0.00 | 3.64 | 0.37 | **!Undefined Bookmark, A\_FCONT\_F** |
| TEMP FTEF F11 | 0.00 | 1.23 | 2.27 | 0.43 | **!Undefined Bookmark, A\_FTEMP\_F** |
| TEMP FTEF F12 | 0.00 | 1.00 | 2.44 | 0.43 | **!Undefined Bookmark, A\_FTEMP\_F** |
| TEMP FTEF F13 | 0.00 | 1.20 | 2.49 | 0.63 | **!Undefined Bookmark, A\_FTEMP\_F** |
| Extra Service FTEF F11 | 0.01 | 0.00 | 0.74 | 0.00 | **!Undefined Bookmark, A\_FEXSV\_F** |
| Extra Service FTEF F12 | 0.05 | 0.00 | 0.80 | 0.04 | **!Undefined Bookmark, A\_FEXSV\_F** |
| Extra Service FTEF F13 | 0.00 | 0.00 | 1.41 | 0.00 | **!Undefined Bookmark, A\_FEXSV\_F** |
| Total FTEF F11 | 0.97 | 1.23 | 6.91 | 1.20 | **!Undefined Bookmark, A\_FTOTL\_F** |
| Total FTEF F12 | 0.97 | 1.00 | 6.85 | 1.20 | **!Undefined Bookmark, A\_FTOTL\_F** |
| Total FTEF F13 | 0.80 | 1.20 | 7.55 | 1.00 | **!Undefined Bookmark, A\_FTOTL\_F** |
| % Contract/Total F11 | 0.99 | 0.00 | 0.56 | 0.64 | **!Undefined Bookmark, A\_FCONT\_F** |
| % Contract/Total F12 | 0.95 | 0.00 | 0.53 | 0.61 | **!Undefined Bookmark, A\_FCONT\_F** |
| % Contract/Total F13 | 1.00 | 0.00 | 0.48 | 0.37 | **!Undefined Bookmark, A\_FCONT\_F** |

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| V. Qualitative Assessments  |
| **CTE and Vocational**: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.  |   |
| Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.  |  The discipline of Music is represented at BCC by a few courses on music history and music appreciation, structured as primarily transfer classes and therefore also strengthen general educational skills such as critical thinking, student writing, and student study skills. Music is part of other programs and degrees at BCC (AA in Liberal Arts and PACE). |

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| VI. Course SLOs and Assessment |
|  | Fall 2014 |
| Number of active courses in your discipline |   4 |
| Number with SLOs |   4 |
| % SLOs/Active Courses |  100 |
| Number of courses with SLOs that have been assessed |  2N.B. The two other courses are new and have yet to be offered |
| % Assessed/SLOs |  50% |
| Describe types of assessment methods you are using Misc. methods—some specific to the course in some cases and others as linked to the ILOs |
| Describe results of your SLO assessment progressTo be reviewed in Spring 2015 |
| Describe how assessment results and reflection on those results have led to improvements.Varied, to be reviewed in Spring 2015 |

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| VII. Program Learning Outcomes and Assessment |
|  | Fall 2014 |
| Number of degrees and certificates in your discipline |  3  |
| Number with Program Learning Outcomes |  3  |
| Number assessed |  Review those other degrees(AA in Liberal Arts, PACE, and IGETC) |
| % Assessed |   |
| Describe assessment methods you are using  |
| Describe results of assessment. Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements. Music courses support other degrees and programs: AA in Liberal Arts, PACE, and IGETC |

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| VIII. Strategic Planning Goals |
| Check all that apply.[x] Advance Student Access, Success & Equity[x] Engage our Communities & Partners[x] Build Programs of Distinction[x] Create a Culture of Innovation & Collaboration[x] Develop Resources to Advance & Sustain Mission | Describe how goal applies to your program. In as much as our courses fulfill GE and degree completion requirements we fulfill many Strategic goals. Since Jan. 2014, with the hire of a full-time music faculty, BCC’s music program has begun meaningful dialogue and inter-institutional connections with the California Jazz Conservatory, St. Mary’s College, members of the Crowden School, UC Berkeley’s music department, and a number of local and regional institutions and musicians. We would like to expand our course offerings and eventually have some kind of Music degree as well asCOMPARISON to other Peralta Phil programs:BCC’s program is quite modest in relation to our sister colleges, especially Laney. Rather than see us in competition or trying to reach Laney’s numbers we are strategically planning to develop in relation to the institutions in our geographic area and with the needs of our BCC students and the nearby community in mind.        |

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| IX. College Strategic Plan Relevance |
| Check all that apply [x] New program under development[x] Program that is integral to your college’s overall strategy[ ] Program that is essential for transfer[x] Program that serves a community niche[ ] Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.[ ] Other  |

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| X. Action Plan |
| Please describe your plan for responding to the above data (quantitative, qualitative, and data specifically from course and program learning outcomes assessment). Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges. Include overall plans/goals and specific action steps.1. Develop new music courses, especially in music software notation, music theory, ear training, etc. Create more course consistency among all the existing courses we offer
2. Work with BCC administration to develop new music facility spaces so that the program can grow appropriately
3. Work with Counselors and others at BCC to do in reach and out reach to new students, especially as we develop new courses
4. Support faculty professional development both within BCC (by service outside the classroom/department) and outside BCC
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| XI. Needs |
| Please describe and prioritize any **faculty, classified, and student assistant** needs. - Student assistant to help with the dedicated Music lab and classroom spaces (see below)* Release time for faculty and classified staff assistance to further strengthen the music program by devising collaborations within and beyond BCC
* Funding support to continue to assist all faculty (tenured, tenure-track, and adjunct) in their continued professional development and involvement in the discpline outside of BCC

 - student support services (library, counseling, etc.) and basic skills classes offered/available nights and weekends* college-wide support services for program and course assessment
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| Please describe and prioritize any **equipment, material, and supply** needs.  - a piano - equipment and supplies needed for a dedicated Music lab and classroom spaces (See below)* Increase Music texts available in the BCC library.

- college-wide subscriptions that benefit Music students (JSTOR and turnitin.com) as well as some that are specific to Music classes (Finale)* Continued support for basic teaching supplies and office supplies for each part time and full time instrutor, including but not lmiited to updated computers and other needs as they arise
 |
| Please describe and prioritize any **facilities** needs. * a proper classroom space for a piano

- Dedicated Music lab and music classroom spaces are needed for the program to grow is – with proper equipment (instruments, computers, programs, listening booths, etc.) and proper oversight/management   - We meed more and more private office space, especially for full-time faculty. It’s impossible to meet with students or do any teaching preparation or grading in our current office spaces. - We need more classrooms with proper screening, sound, lighting, and white board arrangements. New classroom spaces should be constructed in conversation with current faculty. |

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| Narrative: For disciplines that support interdisciplinary programs provide additional qualitative data if appropriate. |
| ***Further thoughts on Music Curriculum***The Music curriculum is current and contemporary using the state-of-the-art content delivery methodologies for a content-rich experience of the discipline. The Music curriculum implements recent trends in the larger discipline of music, offers students inter-disciplinary course connections with art, film, history, philosophy, politics, women’s studies, discussion on race and class, literature, sexuality and gender studies while creating and offering sustainable courses that respond to the needs of BCC’s student body and community.In two to four years we will expand the music program course offerings to include a (transferable - CSU/UC) music software notation course (using FINALE, the industry standard music notation software). This initiative will be coordinated with the multimedia department at Berkeley City College.In this same time frame we will roll out a two-course UC and CSU transferable music history sequence. These courses will supplement the required/suggested courses for those pursuing the Berkeley City College A.A. with an emphasis in Music. These music courses, in the two-sequence format, will be unique to Berkeley City College and will provide students majoring in music in the Peralta District the UCs or CSUs the opportunity to correct deficiencies in their music curriculum/track. A music fundamentals, introductory theory and ear-training sequence will be introduced in a three to five year period. This will require a physical space to accommodate a piano, for instruction, in addition the space for 30-45 students for proper ear training and theory class work/exercises/training. Multiple sections of the same course will be offered at different times of the day/evening and week (as well as through distance education) to meet the needs of students with diverse schedules.Online (full course) and hybrid versions of these courses will supplement the in-person versions to provide opportunity and flexibility to non-traditional students and community members who wish to take music courses at Berkeley City College. In a three to five year period, Berkeley City College music program will begin offering a choral program that is comprised of musicians, music students and community members who read music and/or have taken Berkeley City College fundamental musicianship courses and/or demonstrated proficiency by passing a comprehensive musicianship exam. **The development of an introductory theory and choral performance program will be a primary focus over the following 5-10 years.** The Berkeley City College choral course component of the music program will require rehearsal space. This space could be the same space utilized in the theory and ear-training courses. A learning/performing space that easily converts to a rehearsal space would be ideal. The eventual hire of additional part-time and full-time theory, history, and voice faculty would be anticipated.\*Music 10, Music Appreciation, is a new course at Berkeley City College. Ideally, 1-2 sections of this course (in-person format and online format) will be offered. Eventually, Berkeley City College will offer these courses in both formats during the winter intercession as well. ***3. Instruction and classroom space***There is currently no piano or a proper space in which to offer instruction in music theory, ear-training, music fundamentals or to develop a choral program where rehearsals can take place. Ideally, this could be one well-designed multi-purpose space. The “smart” classrooms at BCC are ideal for effectively teaching music history courses. Ear-training, music theory (this includes fundamentals courses) and the BCC chorale will require an independent rehearsal and instructional space (a multi-purpose space, preferably) that accommodates a piano and portable or permanent (built-in) instructional music staff dry erase whiteboards. In 2014 the music program acquired a music staff dry erase whiteboard. It is permanently kept in Room 54. The challenge this presents is that as music classes are scheduled throughout the year in different rooms, the board, a very large one, would need to be transported between classrooms, which is impractical. As music is a discipline in the Arts and Cultural Studies Department, drawing larger interdisciplinary connections within the study of Music should be paramount. The benefits to implementing a pedagogical “umbrella” or interdisciplinary approach to the study of a discipline are widely documented. In a fragmented society it is the teacher’s duty to offer chronological, historical, conceptual, and epistemological connections that offer the learner a multiplicity of avenues from which to approach and comprehend a subject. |