Welcome to Program Review

Welcome Cora Leighton, Please choose your department and activity

Please choose Department

MUSIC - Instruction

Are you completing Program Review or Annual Program Update (APU)?

Program Review

Program Overview

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

Program Total Faculty and/or Staff

Full Time	Part Time
Aaron Mobley	Clinton Day
Add Faculty and/or Staff	Matthew McLean
	Roy Brown
	Add Faculty and/or Staff

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

Describe your current utilization of facilities, including labs and other space

The music discipline makes use of all facilities available at Berkeley City College including the auditorium for performances and the smart classrooms for instruction and content delivery.

Enrollment Trends

College Level - Program and Department comparison

Note: Please consider the most recent 3 years when answering the questions below.

Set the filters above to your discipline, and discuss enrollment trends over the past three years.

Music at BCC enjoys steady and robust enrollment. It is an elective and a very popular one. New standards have been implemented in the course that have normalized the course success rate; namely, the inclusion of rubric that assesses more qualitatively a student's music comprehension.

Set the filter above to consider whether the time of day each course is offered meets the needs of students.

Yes. ALL COURSES are offered across different times of the day and week, as well as in a combination of brick and mortar and online courses, thus assuring access to the greatest variety of students. Please refer to the BCC course schedule for more information on the various formats, days, evenings and delivery methods available in music course offerings.

Are courses scheduled in a manner that meets student needs and demands? How do you know?

Yes. ALL COURSES are offered across different times of the day and week, as well as in a combination of brick and mortar and online courses, thus assuring access to the greatest variety of students. Please refer to the BCC course schedule for more information on the various formats, days, evenings and delivery methods available in music course offerings.

Describe effective and innovative teaching strategies used by faculty to increase student learning and engagement.

Students in Music15A and 15B participate in face-to-face and online discussions that build and foster community outside the classroom. Collaborative learning and group exercises are implemented to encourage a multiplicity of cognitive synthesis.
Given that all courses and programs have an interest in improving retention, success, and transfer rates, we propose a Cross-College Thematic General Education Curriculum. This curricular theme would change semester to semester, creating and reinforcing an academic community with shared interests and experiences.

How is technology used by the discipline, department?

All lectures in person and online, including all media examples, are made available to students in a variety of downloadable formats. All materials are legally shared with students as articulated in the fair use doctrine.

How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

In music courses the materials, lectures, exercises and exams are standardized. The time investment requirements do not vary based on the course delivery format.
All of our courses are staffed with the same standards of measurement in mind. We hire only faculty who are experts in their fields, committed to teaching and learning at an appropriate college-level and who are dedicated to their profession.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Choose your Action

Improvement Actions

Curriculum

Please review your course outlines of record to determine if they have been updated or deactivated in the past three years. Use the pull-down menus to identify courses that still need updating or deactivation and specify when your department will update each one, within the next three years.

Name
Semester and Year
To be deactivated on

Last updated date
To be updated on

MUSIC 015A - Jazz, Blues, and Popular Music in the American Culture

November, 09 2016 11:05:29

11/1/2019

Select Year...

MUSIC 015B - Jazz, Blues, and Popular Music in the American Culture

November, 09 2016 11:06:07

11/1/2019

Select Year...

MUSIC 025 - College Choir

April, 28 2016 15:30:21

4/5/2019

Select Year...

MUSIC 048UA-ZZ - Selected Topics in Music

April, 28 2016 15:32:08

4/5/2019

Select Year...

MUSIC 024 - Jazz History

November, 21 2016 12:07:41

11/1/2019

Select Year...

MUSIC 010 - Music Appreciation

November, 21 2016 12:07:13

	11/1/2019
Select Year...	Other

Please summarize the Discipline, Department or program of study plans for curriculum plans for improvement. Below, please provide details for individual course improvement. Add plans for new courses here.

No plans for improvement.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Choose your Action

Improvement Actions

Instruction - Assessment

Student Learning Outcomes Assessment

Course
Last date Assessed

Student Learning Outcomes (SLO)
Planned Assessment Date

MUSIC 015A - Jazz, Blues, and Popular Music in the American Culture

Compare and contrast Country, City, and Modern Blues styles, distinguish between Ragtime, Stride, and...

MUSIC 015A - Jazz, Blues, and Popular Music in the American Culture

Analyze, compare and contrast the history and characteristics of modern Jazz trends, including Bebop, T...

MUSIC 015A - Jazz, Blues, and Popular Music in the American Culture

Recognize a variety of vocal styles, instruments, instrumentalists, rhythms, melodies and styles through ...

MUSIC 015A - Jazz, Blues, and Popular Music in the American Culture

Explain the emergence of Jazz in the United States and list major Jazz trends and artists from the 19th an...

MUSIC 015A - Jazz, Blues, and Popular Music in the American Culture

Identify the structure of the early Swing Big Bands and assess the influences of musicians such as Duke...

MUSIC 015B - Jazz, Blues, and Popular Music in the American Culture

Analyze the social contexts and movements which have led to the development of American popular mu...

MUSIC 015B - Jazz, Blues, and Popular Music in the American Culture

Examine key historic figures in and styles of American popular music and critically discuss them

MUSIC 025 - College Choir

Demonstrate an appreciation and understanding of choral music from various cultural and stylistic perio...

MUSIC 025 - College Choir

Demonstrate an improvement in musicianship, i.e., ability to read a score and listen and relate to other v...

MUSIC 025 - College Choir

Demonstrate a sense of teamwork as it relates to choral rehearsals and performances.

MUSIC 025 - College Choir

Demonstrate poise and self confidence through public performances.

MUSIC 025 - College Choir

Demonstrate improvement in individual vocal abilities.

MUSIC 024 - Jazz History

Analyze and discriminate among the stylistic and cultural periods of the Jazz musical traditions.

MUSIC 024 - Jazz History

Write about the stylistic development of particular musical jazz traditions.

MUSIC 010 - Music Appreciation

Define and describe the formal musical terminology of composition.

MUSIC 010 - Music Appreciation

Differentiate and categorize different styles of music and the cultures from which they derived.

MUSIC 010 - Music Appreciation

Identify and interpret the sounds produced by a variety of instruments and overall musical performances...

Any obstacles experienced during assessment? What worked well? (mainly based on evidence in the report, attach other evidence as necessary)

Our current Full-time instructor is not engaged in the assessment process. Without his input, assessment is unlikely to be completed.

ACS Assessment Schedule.xlsx

What percent of your programs have been assessed? (mainly based on evidence in the report, attach other evidence as necessary; note: a complete program assessment means all Program Learning Outcomes (PLOs) have been assessed for that program)

How has your dept worked together on assessment(planning together?)? Describe how your dept works well on assessment? Describe things that went well or obstacles. What aspects of assessment work went especially well in your department and what improvements are most needed?

Collaboration

We need our full-time instructor to participate in the assessment process

Leadership Roles

We need our full-time instructor to participate in the assessment process

Planning Process

We need our full-time instructor to participate in the assessment process

Dept meetings for Collaboration

We need our full-time instructor to participate in the assessment process

Data Analysis

We need our full-time instructor to participate in the assessment process

What were the most important things your department learned from assessment? Did implementation of your action plans result in better student learning? In other words, how has your department used the results of assessment to improve student learning and/or curriculum? Please be as detailed as possible.

The assessment liaison position does not work for this multi-discipline department. Because our FT music instructor is not engaged in the college community, we are unlikely to be able to complete assessment.

Does your department participate in the assessment of multidisciplinary programs?

No

If Yes, Describe your department's participation and what you learned from the assessment of the program that was applicable to your own discipline.

Unknown

Does your department participate in your college's Institutional Learning Outcomes (ILOs) assessment?

No

If Yes, Please describe your departments participation in assessing Institutional Learning Outcomes.

What support does your department need from administrators, assessment coordinators and/or your campus assessment committee to continue to make progress in assessment of outcomes and implementation of action plans?

We need more contractual support to complete assessment. Without it, we will not complete assessment in music

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Choose your Action

Improvement Actions

Course Completion

College Level - Program and Department comparison

Consider your course completion rates over the past three years (% of student who earned a grade of "C" or better).

Name

2015 - 16 Completion Rate (%)

2016 - 17 Completion Rate (%)

2017 - 18 Completion Rate (%)

MUSIC 10 MUSIC APPRECIATION	68
67	73
MUSIC 15A JAZZ/BLUES/POP MUSIC	73
63	59
MUSIC 15B JAZZ/BLUES/POP MUSIC	78
72	66
MUSIC 24 Jazz History	
58	63

Use the filters on the top and right of the graphs to disaggregate your program or discipline data. When disaggregated, are there any groups whose course completion rate falls more than 3% points below the discipline average? If so, indicate yes and explain what your department is doing to address the disproportionate impact for the group.

Age
○ Yes
○ No

55-64 range is lower but likely due to the statistically unrepresentative number of students in this category

Ethnicity
○ Yes
○ No

Black students in particular have a very low completion rate. We are working with Learning Communities ...

Gender
○ Yes
○ No

If yes, Please describe the difference

Foster Youth Status
○ Yes
○ No

rates are decreasing

Disability Status
○ Yes
○ No

If yes, Please describe the difference

Low Income Status
○ Yes
○ No

rates are decreasing

Veteran Status
○ Yes
○ No

rates are decreasing

Consider your course completion rates over the past three years by mode of instruction. What do you observe?

How do the course completion rates for your program or discipline compare to your college's Institution-Set Standard for course completion?

The course completion rates for Music used to be higher and at times significantly higher than the college averages. Music enjoys the position of an â€œelectiveâ€ course which tends to attract a great deal of enthusiasm and commitment. That said, with our full-time faculty decreasing his participation at the college, success has dropped off

How do the department's Hybrid course completion rates compare to the college course completion standard?

N/A

Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation? How do you assess the overall effectiveness of Distance Education/hybrid course?

Online courses tend to be more successful in Music

Describe the course retention rates over the last three years. If your college has an Institution-Set Standard for course retention, how does your program or discipline course retention rates compare to the standard?

The music discipline has developed more accessible testing methods. The discipline has developed a more academically rigorous approach to subject delivery. The music program consistently emphasizes clear communication in course completion expectations to students. The discipline strives to keep all methodologies current, interesting, and student-centered. Over the next three years, the music program will develop through the addition of more sections of existing courses while creating and developing new courses in the curriculum that serve the interests of our students, communities and complement those already in the District.

What has the discipline, department, or program done to improve course completion and retention rates?

Because our full-time faculty member earned Tenure in 2018, nothing has been done since. The music discipline has developed more accessible testing methods. The discipline has developed a more academically rigorous approach to subject delivery. The music program consistently emphasizes clear communication in course completion expectations to students. The discipline strives to keep all methodologies current, interesting, and student-centered. Over the next three years, the music program will develop through the addition of more sections of existing courses while creating and developing new courses in the curriculum that serve the interests of our students, communities and complement those already in the District.

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Improvement Actions

Choose your Action

Degrees and Certificates

College Level - Program and Department comparison

What has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years.

There is no Music degree at this time. In order to improve, our FT instructor would need to be engaged in the process.

Over the next 3 years, will you be focusing on increasing the number of degrees and certificates awarded?

No

What is planned for the next 3 years to increase the number of certificates and degrees awarded?

N/A

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Choose your Action

Improvement Actions

Engagement

Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

The full-time faculty member is not engaged in any shared governance, departmental or college activities other than teaching.

Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

N/A

Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

At the beginning of each semester, the Arts and Cultural Studies department has a meeting involving all faculty members, but there are no times when all music instructors gather to discuss the program.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Choose your Action

Improvement Actions

Resource Request Summary

Total Cost: $0

Instruction

Personnel

No Resources found for this category

Professional Development

No Resources found for this category

Technology and Equipment

No Resources found for this category

Supplies

No Resources found for this category

Facilities

No Resources found for this category

Library

No Resources found for this category

Other

No Resources found for this category

Engagement

Personnel

No Resources found for this category

Professional Development

No Resources found for this category

Technology and Equipment

No Resources found for this category

Supplies

No Resources found for this category

Facilities

No Resources found for this category

Library

No Resources found for this category

Other

No Resources found for this category

Sign and Submit

Please provide the list of members who participated in completing this program review.

Cora Leighton

Please enter the name of the person submitting this program review.

Cora Leighton