Program Planning and Assessment (PPA) for Academic Programs

Comprehensive Review, Annual Review & Action Plan

Spring 2015

The purpose of Program Planning and Assessment at Hartnell College is to obtain an honest and authentic view of a program and to assess its strengths, opportunities, needs, and connection to the mission and goals of the college. The process is based on the premise that each academic program reviews assessment data and uses these data to plan for improvement. The results of these annual cycles provide data for a periodic comprehensive review that shows evidence of improvement and outlines long-range goals.

The Program Planning and Assessment p

Dean's Comments(required): The programs comprises one full time faculty managing a complex operation and good group of part timer faculty, and despite the challenges, our music faculty provides dynamic guidance for the program's students and good opportunity for rich hands on experience performing through a variety of venues and to outstanding experience working with music expert in residence.

_____Celine Pinet_____   ___5 -12-2015_____
Typed Name of Area Dean   Date

VPAA Comments (required for comprehensive reviews):

_____Lori Kildal_____   _____
Typed Name of VPAA   Date

This PPA report is organized in 3 sections and 11 subsections as follows:

I.   <u>Comp r ehen si ve Review</u> – a. Overall Program Effectiveness, b. Instructional Staffin g, c. CTE Programs – Labor Market & Achievement, and d. Program Goals.
II.   <u>An nual Revie w</u> – a. Course Data & Trends, b. Teachin g Modality, c. Curr iculum, d. Out comes, and e. Previously Scheduled Activit ies.
III. <u>Annu al Actio n Plan</u> – a. New Activiti es and b. Resour ce Requests.

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I.   COMPREHENSIVE REVIEW

Please complete this section for programs/disciplines scheduled for comprehensive review in spring 2015. Go to Section II for programs/disciplines scheduled for annual review in spring 2015.

A. OVERALL PROGRAM EFFECTIVENESS

1. Describe your program in terms of its overall effectiveness over the past several years.

Please consider the questions below in describing your program/discipline/area.

- How are students/employees served by the program?

The Music Program offers coursework and ensembles that embrace the diversity of our valley. Music is the universal language of the global village of the 21st century. It forms an integral part of our lives, from the musical "logos" that introduce every media program, to the songs and dances that provide identity to our diverse backgrounds. Study and participation in music has proven to further not only creativity and critical thinking, but also our sense of cooperation and community. At Hartnell, performance opportunities are

- Has the program explored alternative scheduling approaches?

We have experimented with having various courses offered at different times of the day and in different locations. We are committed to serving the needs of our students.

- Do prerequisites, co-requisites and strongly recommended skills continue to meet program needs? Are there special considerations regarding capabilities of incoming students?

I believe we have done a good job of matching prerequisites, co-requisites and recommended skills to meet the needs of our program. We probably could do a better job of making sure that students entering performance classes have the necessary skill in practicing and performing on their instrument. To that end, we have the music 10 and Music 11 classes (applied music in voice and instrument) to help students develop better habits in learning their instrument. This spring was the first semester that Music 11 was offered, so the turnout wasn't as high as anticipated. I would like to see more students take these classes so that they can reach higher levels of proficiency when taking the ensemble classes.

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Spring 2014

This section must be completed for ALL academic programs, including those scheduled for a comprehensive review in spring 2015.

A. COURSE DATA & TRENDS

1. Please evaluate the 3-year trend of enrollment and success of courses in your program/di scipline. Id ent ify the cou rs es you ar e choosing to exam ine th is curr ent year in the list below . You do NOT need to evaluate tr ends for each cou rse every year .

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Course Number   Course Name

3. Review the success data. Describe and analyze any patterns or anomalies that you notice. What do you make of these patterns or anomalies? What actions should be taken to ensure continuous improvement?

All of the classes have success rates of 70% or better. The Music 5 and Music 1A classes have the lowest of these at 79% and 72% respectively for Spring of 2013. These classes tend to require more student commitment and students tend to give up at various points of the class. I would encourage the college to provide more resources, such as study-

2. Compare student success in the DE teaching environment with success in the face-to-face teaching environment in the same course. Are there differences? To wh

Courses scheduled for review during AY 2014-15 as previously specified	Faculty member(s) responsible for coordinating

D. OUTCOMES

Use your Program Outcome Maps to assist you in this subsection. As you plan your course assessments, keep the higher level program outcome in mind. While course level assessment serves the purpose of examining the teaching and learning for that particular course, it also provides the data that will be viewed collectively for assessment of the associated program level outcomes.

PROGRAM LEVEL OUTCOMES

1. Please complete the following tables.

List Program level outcome(s) scheduled for assessment as previously specified	What changes have occurred in the program/discipline as a result of dialogue?	Was the Program Outcome Assessment Summary completed?
analyze the harmonic structure of music from the Common Practice Period.	Changes in teaching methodology	No
demonstrate piano proficiency at the lower-intermediate level.	Purchasing of more keyboards	No
perform individually on an instrument or with the voice, and collaboratively in an instrumental or vocal	Purchasing of equipment, revision of curriculum	No
aurally identify the genre and stylistic period of examples from the western art music tradition.	Changing teaching methodology	yes
utilize computer applications for audio recording and notation.	Purchasing of equipment	no

List Program level outcome(s) scheduled for assessment in AY 15-16	Have your course level SLOs needed for this program level outcome been assessed or scheduled for assessment?
analyze the harmonic structure of music from the Common Practice Period.	yes
demonstrate piano proficiency at the lower-intermediate level.	yes

2. Describe how program level outcomes were specifically addressed by the program/discipline during the past year.

For example, were data gathered at the course level? Was there review and analysis of the data? How did the discipline faculty engage in discussion? Were any interventions conducted? Are there any plans to make changes to certificate/degree programs or improvements in teaching and student learning?

Instructors met and talked about the challenges of getting students to understand the genres and stylistic periods of music. We all agreed that students need to be familiar with the language of music in order for them to be able to do the higher-level thinking necessary to identify genres and styles. One improvement we decided upon was sharing a list of concerts that students could attend to become more familiar with these styles/genres. We have done this for the past few semesters and it seems to have worked as students appear to have more understanding of the music they hear, as measured by their answers on midterm exams, final exams, and concert reports. We have also talked about creating a digital library for students to access and become exposed to more music. We have not yet completed this latter step.

CORE COMPETENCIES

3. Describe how Core Competencies (Communication Skills, Information Skills, Critical Thinking/Problem Solving, Global Awareness, Aesthetic Appreciation, Personal Growth and Responsibility) were specifically addressed by the program/discipline during the past year. For example, were data gathered at the course level? Was there review and analysis of the data? How did the discipline faculty engage in discussion? Were any interventions conducted? Are there any plans to make changes to courses or improvements in teaching and student learning?

6. Describe

This section must be completed for ALL academic programs, whether scheduled for annual or comprehensive review in spring 2015.

A. NEW ACTIVIT IES

This subsection addresses new activities for, and continuing new activities into, AY 2015-16. An activity can address many different ass

activity listed the second most important, etc. Please keep in mind that resources needed, if funded, would not be available until spring 2016 and provided until FY 2016-17. Ongoing activities involving resources that will ng   e

| 3. enhanced use of computer lab, music library | 2B, 4C | PLO #6—Students will utilize computer applications for audio recording and notation.

PLO #5--Student will perform individually on an instrument or with the voice, and collaboratively in an instrumental or vocal ensemble | Students will have computer workstations that are maintained on a regular basis. Students will also have a better organized music library with music that can be distributed more easily. | We are asking for a lab technician that could be shared with the theater department. | Steve Ettinger | Ongoing | We are in very great need of an individual that can do administrative tasks to help out in the computer lab and in the music library. |

| 4. enhanced performance opportunities for orchestra, Hawaiian music class, jazz band | 2B | PLO #5--Student will perform individually on an instrument or with the voice, and collaboratively in an instrumental or vocal ensemble | Students will feel an increased pride in their performance and will be more likely to continue performing in the future. | The performing ensembles need the ability to perform at the end of the fall semester on the main stage. In order for this to happen, the equipment from the Western Stage winter production would have to be moved. This would cost $35,000 . | Steve Etting |

*** **Please complete this page for each new activity.** ***

2. Thc   t

b) Describe how this activity supports all of the following that apply:

   1) Core Competency (Communication Skills, Information Skills, Critical Thinking/Problem Solving, Global Awareness, Aesthetic Appreciation, Personal Growth and Responsibility)

   This request would relate to the Aesthetic Appreciation competency. The students in these classes need the equipment mentioned above to complete their projects for class. These projects are audio and digital creative projects in which students make their own radio commercials, ringtones, and video projects. Without these items, students will not be able to have the aesthetic satisfaction of creating an electronic work of art.

   2) Program level Outcome (list applicable program outcome)
      This request relates to the program outcome #6—utiltize computer applications for audio recording and notation.

   3) Course level Outcome (list applicable course level outcome)
      This request relates to the student learning objective #2 of the Music 42 class-given a "sound design" project, the student will utilize a computer -based digital audio workstation to realize the project.

   4) Program/ Disciplinig

[Begin response here]

e) What are the barriers to achieving success in this activity?

Funding is a barrier as the cameras and tiedown technology are expensive. It is also expensive to replace the items that were stolen.

*** Please complete this page for each new activity. ***

2. This item is used to describe how the new activity, or conti nu ing new act ivity, wi ll suppo rt the program/di scipli ne.

Consider:
- Faculty
- Other staffing
- Faciliti es
- Equipment (non-expendable, greater than $5,000), supplies (expendable, valued at less than $5,000)
- Software
- Hardware
- Outside services
- Training
- Travel
- Library materials
- Science laboratory materials

a) Describe the new acti vity or fo llo w-on act ivity that this resou rce wil l suppo rt.

Currently, the computer lab that we use for our electronic music class needs continual maintenance to ensure that students can use the programs to create and edit their music. As the instructor for that class, I find that I simply do not have the time to upda te all of the programs and troubleshoot problems that occur. Additionally, our music library has needs t hat can be overwhelmin g including the copying of music and the proper filing away of music. Students have donated their time in the past to help with these tasks, but I cannot count on anyone to reliably do this. If granted, this activity will allow me to have someone that can make sure that the electronic music lab and music library are properly maintained.

b) Describe how this activity suppo rts all of the fol low in g that apply:

1) Core Co m pete ncy (Communication Skills, Information Skills, Critical Thinking/Problem Solving, Global Awareness, Aesthetic Appreciation, Personal Growth and Responsibility)

This request would relate to the aesthetic appreciation core competency. It will allow our students to create more and better music using more tools in our computer lab. It will also allow our performing ensembles to have a better maintained library and play more music.

Currently, the Performing Arts building houses the academic programs in Music and Theatre Arts, as well as Th e Western Stage. While creating exciting opportunities for students, faculty, and staff, this arrangement can also at times create conflict wi th the missions of the academic disciplines. Most significantly, the main stag e has been virtually inaccessible for the regular orchestra performances of the Music program, which are essential to student growth and student learning. Additionally, in the course o f the academic year, theatre and music classes must have space to operate and students must have some use of space in which to create their own work, as well as to collaborate and convene.

In future semesters as the academic theatre and music programs continue to strive to meet the needs of twenty -first century college and career pathways, both program heads forsee the need to consider off -campus venues to meet student needs. This is potentially problematic – especially for the Music program.

This past December, The orchestra was forced to play at Northminster Presbyterian Church. This entailed movin caovh ep-12(e)19(tr19(tc-6(u)-1

This request would contribute to our Program Level Outcome #4 -- for students to perform individually on an instrument or with the voice, and collaboratively in an instrumental or vocal ensemble. It is very difficult for us to accomplish this if students don't have a professional place to perform at the end of the fall semester.

3) Course level Outcome (list applicable course level outcome)
The SLO for the orchestra class states that student will be able to demonstrate the appropriate style for the performance of the passage. There are times that, because of the location of the performance, students cannot fully realize the expressive quality of a piece of music.

4) Program/ Discipline Goal (list applicable program/discipline goal)
It is certainly a goal of our program for our students to have a professional place to perform.

5) Strategic Plan Goal (list applicable strategic plan goal)
Our request would reinforce goal #2B. The ensemble classes mentioned above tend to draw on a wide variety of different people from different cultural backgrounds. From Hawaiian to classical Western Art music, our ensembles showcase music from a variety of different styles and cultures. Students need to be validated by having this music presented in a professional venue.

[Begin response here]

c) Does this activity span multiple academic years?   YES   NO

If yes, describe the action plan for completion of this activity.

This request is ongoing—we would request that these ensembles have the use of the main stage for the first week of December in every fall semester.

d) What measureable outcomes are expected from this activity? List indicators of success.

We would expect to have better retention and recruitment of the ensembles as a result of this request. In the past, we did have members who were reluctant to play in the group when they heard we were playing at churches and not on the main stage of Hartnell. I believe that the number of students in the ensemble would increase by 3% each year until the maximum of 50 was reached.

e) What are the barriers to achieving success in this activity? W

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2) Program level Outcome (list applicable program outcome)

This proposal would address all of the program level outcomes, as it would allow instructors to examine the way they are addressing them in their classes in relation to other instructors.

3) Course level Outcome (list applicable course level outcome)

The proposal would gip> 0.003 T -1.304 Ttrucuuors to eiopn> 0. d 0.003 (h)-fne1(u)t 3(n)7ojuroeh prosle3(n)7asses i proinb poe oth p c 0
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compared to the money involved in hiring another full -time faculty member, but I believe it can make just as big a difference. By paying faculty to attend once -a-semester meetings, we can ensure that our program runs s moothly with the strengths of one instructor being passed on to others. This will benefit our students tremendously.

APPENDIX A. Strateg ic Pri oriti es & Goals (from H artn ell College Strate gic Plan 20 13-20 18)

Priority 1: Student Access

Goal 1A: Hartn ell College will provide higher education, workforce development, and lifel ong learning opportuniti es—with seamless pathways—to all of the college's present and prospective constit uent in dividuals and groups.

Priority 2: Student Success

Goal 2A: Hartn ell College will provide a supportive, innovative, and collaborative learning enviro nment to help students pursue and achieve educational success.

Goal 2B: Hartn ell College will provide a supportive, innovative, and collaborative learning enviro nment that addresses and mee

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Priority 5: Innovation and Relevance for Programs and Services

Goal 5A: Hartnell College will provide programs and services that are relevant to the real-world needs of its diverse student population, while al