

Music

2019 Program Review

MJC Program Review 2019

Modesto Junior College's Program Review process is divided into 3 sections:

- Program Analysis (SWOT Analysis)
- Goal Setting and Activities
- Resource Request

Program Analysis

Internal Strengths

1. What strengths does the analysis of student data reveal?

Music department is 10% above the average College retention rate.

Retention rate for term-to-term enrollments is 78%.

Course retention is 86%.

71% Course success rate (+6% increase over historical average - 2011-2016)

Approximately 46% of students served by the music department are Hispanic.

13 students completed their AA.

2. Are there specific aspects of the program that are exemplary or could serve as a model?

Collaboration and recruitment from regional public school music departments with annual hosting of: Orchestra Day Fall Sing SCMEA Honor Music Festival

Faculty present clinics/workshops/masterclasses to local public schools and students join MJC student ensembles in performances.

Dedication to community outreach and collaboration through presentation of world class performers for student and general public benefit: Gallo Center for the Arts Friends of Music Music Lives! Concert Series Guitarraganza! The Barkin Dog Open Jam for student participation. Celebration of the Humanities: Music Categories

Faculty mentor and advise students

Annual BBQ Welcome Music Students event Flexible course schedule with a healthy mixture of online and face-to-face classes

Performance ensembles provide opportunities for community involvement for people of all ages.

Collaboration with regional institutions of higher learning: CSU Stanislaus University of the Pacific CSU Sacramento San Joaquin Delta College

3. What do others see as the program's strengths?

Quality music performances with opportunities to participate.

Strong presence in community events.

Long-standing respect in the community for our music department.

4. How well are students meeting program learning outcomes, skills, or competencies; and how are they relevant to careers in your discipline or industries for which you help prepare students?

Program learning outcomes (AA, AA-T, RAC) aggregate at 83.35% which exceeds the college average.

Our recording arts certificate prepares students for careers in audio, live sound, and recording.

Our Music AA-T prepares students for transfer to CSU, where they can earn Bachelor of Music degrees. Our Music AA acts as a terminal degree and also prepares students to transfer to a wider range of 4 year institutions.

Internal Weaknesses

5. What gaps are observed by reviewing the student data?

5% equity gap vs. overall college success rate for African American, 7% equity gap for Filipino students, 3% overall success rate gap for male students, and 3% gap overall in online/hybrid courses.

6. What disproportionate gaps need to be addressed?

The equity gaps in the success rate for African Americans and Filipinos.

7. What are areas in which the program could improve? (curriculum, scheduling, modality, other?)

Increase completions in our local AA, the AA-T, and our Recording Arts Certificate.

8. Where are there gaps in the program on how students are meeting learning outcomes, skills, or competencies?

For the AA/AA-T, we notice gaps in the ethnicities of Hispanic, Native Islander, and Filipino students. However, for the Recording Arts Certificate we notice gaps in the success of the Asian students.

External Opportunities

9. Where are potential opportunities for expansion, improvement, or new program development?

We need to expand the offerings of our program to better represent and serve our students and their interests.

10. What are some industry or disciplinary trends that could enhance the program?

There are currently regional employment opportunities in the areas of music education and music therapy. Our goal is to work toward better preparing our students for transfer to these programs.

External Threats

11. How are changing resources, technology, employer, or transfer requirements affecting the program's ability to serve students?

Turnover in IT support for the music lab.

More resources needed: computers needed in a classroom environment and the piano lab for the recording, electronic music, music technology and piano classes.

Problems with advising at the counseling level - We need counseling faculty & student services to stop discouraging non-majors from participating in our ensembles.

Limited financial aid funding for ensemble classes that repeat.

12. What are some current industry or disciplinary trends that could have a negative impact on the program?

Music store closings: Music teaching opportunities shrinking.

13. What other obstacles does the program face?

Loss of school music at the K - 12

Economic uncertainty impacts K - 12 music programs, often the first to be cut, which affects the strength of our programs.

Goal Setting and Activities

Goals

Program Goal

Mission Alignment

Area of Focus

1. Increase completions in degrees and certificates.	Programs / Services based on Scholarship of Teaching and Learning	Student Support
2. Reduce the performance gap of male students	Equity	Student Support
3. Establish student internship opportunities with local schools and local businesses	Workforce Needs	Internship/Service Learning

Activities

Activities	In Support of Goal #	Outcome or Deliverable
1. Mentor students individually	Goal #1	1. We will meet with each of our music majors individually twice a year.
2. Organize Music Major Informational BBQ	Goal #1	2. We will host a Music Major BBQ/Advising Session on the first Friday of each Fall semester
3. Visit High School for recruitment	Goal #1	3. 30 faculty visits to HS music programs per year
4. Improve facility conditions and instructional materials	Goal #1	4. Better learning environment
5. Counsel male students about viable employment options.	Goal #2	5. Provide one-on-one employment counseling for male students twice per year.
8. Meet with local schools to identify potential internships	Goal #3	8. We will contact 10 local music teachers to establish internships
9. Meet with local music stores, performing arts centers, and recording studios	Goal #3	9. We will contact 6 local music businesses to establish internships

Resource Requests

Category	Request	Activity #	Estimated Cost
Equipment	Seated Choral Risers	4	25000
Technology	30 computers and keyboards for classroom	4	30000
Technology	22 computers for piano lab	4	15000
Personnel	Full Time Tenure Track Guitar Instructor	4	110000
Personnel	Part-time Stage Manager/Music Librarian	4	3000
Facilities	Security systems for Music 111/113	4	2000
Facilities	HVAC for music building	4	1000000

Other	Supplies: Sheet music	4	10000
Other	Repair: Instrument maintenance and repair	4	15000