Program or Area(s) of Study under Review:

MUSIC

Summary of Program Review:

A. Major Findings

1. Strengths:

- Enthusiastic and well-qualified personnel
  - Faculty
    - Full time
    - Adjunct
    - Studio Music Specialists
  - Support
    - Technical
    - Staff/Administrative
    - Community Volunteers
- Partnerships
  - Community Arts Organizations
    - Festival Napa Valley
    - Cafeteria Kids Theater
    - Napa Valley Youth Symphony
  - Napa Valley College
    - Theater
    - Dance
    - Student Services
- Facilities
  - Performance Spaces
    - Theater
    - Recital Hall
  - Rehearsal Spaces
  - Classroom Spaces
  - Practice Spaces
  - School-owned instruments
- DAS and Foundation monies specific to music
- Enthusiastic community participation

2. Areas for Improvement:

- Overall enrollment
- Student retention through sequenced classes
- Music-Specific Outcome Assessment

- Marketing and Branding for Music

3. Projected Program Growth, Stability, or Viability:

The music program, already facing challenging circumstances at the last review because of a two-year college delay in hiring full time, discipline-specific leadership, faced an uphill enrollment climb in Fall of 2019. Improvement and renewed enthusiasm was stymied in Spring of 2020. The Covid-19 pandemic presented disproportionate challenges to music classes. Signal latency and audio delay made simultaneous music making via distance virtually impossible. Despite the significant and unique challenges Covid presented to music, creative use of resources allowed the department to continue to serve these specific student needs. Increasing enrollment remains the program's highest priority but by implementing the delayed plans from the last program review, the program can move to Stability.

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

Music at Napa Valley College prepares students for evolving roles in a diverse, dynamic, and interdependent world by the nature of our work. Performing arts in general and music specifically transcend human experience, creating for ourselves the world in which a work must live. Music at Napa Valley College demonstrates commitment to student achievement through the presentation of high-quality concerts each semester and serves students and community members through not only the teaching of on-stage performance skills, but also through rigorous academic work in music composition/theory as well as music history.

2. Assessment of Program's Recent Contributions to Institutional Mission:

As a part of performing arts, music contributes to the Institutional Mission by providing excellent musical instruction and experiences to students and community members alike through highly qualified faculty and partnership with area arts organizations.

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

Above all else, music instruction at Napa Valley College meets students where they are. Music, as a discipline, constantly assesses and reassesses incremental growth and change. From in-the-moment micro-evaluations of pitch and rhythmic accuracy to evaluations of individual performances to global feedback on ensemble performance, music learning goes beyond simply the passing a test or the assessment Learning Outcomes reported in this document. Music instruction demands consistent monitoring of growth toward specific milestones at all times.

All decision making in the department is driven by the consistent and ongoing assessment of student needs in order to provide high-quality programs and services. For example, artistic planning specifically looks at themes, subject matter, and racial and gender representation. We are consciously and purposefully gender, age, and color conscious in all our artistic/programmatic decision making.

C. New Objectives/Goals:

The overarching objective of the music program keeps student needs as the highest priority. Due to a lack of discipline specific leadership and lingering personnel difficulties, the music program was in dire straights in Fall of 2019. However, even during the disproportional challenges faced by the music program during Covid, the program has experienced a resurgence that transcends the classroom. As one of the public-facing elements of the college, the music program consistently actualizes the college mission by regularly partnering with the community resulting in an elevated music program. Goals for this period include marketing both the program and performances so that the as yet unreached community is aware of everything the program has to offer and the regular patrons and students are reminded of what made them want to attend.

D. Description of Process Used to Ensure "Inclusive Program Review"

As a program, music and performing arts consistently participate in ongoing dialogue on the state of the program and its growth and progress. Collaboration is built into our daily work. In order to ensure an "Inclusive Program Review," input was solicited from other music faculty and community stakeholders. Additionally, performing arts recognizes the need for equity and inclusiveness as a part of every formal conversation and the intersecting nature of our programs means that faculty participation across disciplines was essential.

Program Review Report Spring 2023

This report covers the following program, degrees, certificates, area(s) of study, and courses (based on the Taxonomy of Programs on file with the Office of Academic Affairs):

Program	**Music**				
Area of Study	Instrumental Music	Vocal Music	Musical Theater	Music	Commercial Music
Degree(s) Certificate(s)	Music-Instrumental: AA	Music-Vocal: AA	Musical Theater: AA	Music: AA-T	
Courses	MUSI 135	MUSI 130	MUSI 128	MUSI 110	MUSI 123**
	MUSI 138	MUSI 132	MUSI 133	MUSI 112	MUSI 124
	MUSI 140	MUSI 160	MUSI 143	MUSI 113	MUSI 126
	MUSI 142	MUSI 161	MUSI 164	MUSI 114	
	MUSI 152	MUSI 166	MUSI 170	MUSI 116	
	MUSI 176	MUSI 169	MUSI 172	MUSI 120A	
	MUSI 179	MUSI 230	MUSI 173	MUSI 120B	
	MUSI 181	MUSI 232	MUSI 183	MUSI 120C	
	MUSI 185	MUSI 260	MUSI 223	MUSI 120D	
	MUSI 235	MUSI 266	MUSI 243	MUSI 121	
	MUSI 238	MUSINC 740		MUSI 122	
	MUSI 240	MUSINC-750		MUSI 164	
	MUSI 242			MUSI 221	
	MUSI 280			MUSI 222	
	MUSINC 770			MUSI 298*	
				MUSI 398*	

Taxonomy of Programs, July 2022

I. PROGRAM DATA

A. Demand

1. Headcount and Enrollment

Headcount and Enrollment within Credit Music Courses				
	2019-2020	2020-2021	2021-2022	Change over 3-Year Period
Headcount				
Instrumental Music	167	12	26	-84.4%
Vocal Music	58	33	29	-50.0%
Musical Theater	13	16	28	115.4%
Music	209	169	114	-45.5%
Within the Program	**388**	**208**	**170**	**-56.2%**
Across the Institution	**8,285**	**7,193**	**6,646**	**-19.8%**
Enrollments				
Instrumental Music	**205**	**12**	**30**	**-85.4%**
MUSI-135	101	10	14	-86.1%
MUSI-138	28	2	3	-89.3%
MUSI-140	19	--	--	-100%
MUSI-142	7	--	--	-100%
MUSI-176	15	--	--	-100%
MUSI-179	13	--	--	-100%
MUSI-181	--	--	10	--
MUSI-235	13	--	2	-84.6%
MUSI-238	3	--	1	-66.7%
MUSI-240	4	--	--	-100%
MUSI-242	2	--	--	-100%
Vocal Music	**80**	**41**	**35**	**-56.3%**
MUSI-130	32	22	13	-59.4%
MUSI-132	10	5	8	-20.0%
MUSI-160	14	10	14	0%
MUSI-230	11	--	--	-100%
MUSI-232	13	4	--	-100%
Musical Theater	**13**	**20**	**46**	**254%**
MUSI-133	1	2	3	200%
MUSI-143	--	1	1	--
MUSI-170	12	--	--	-100%
MUSI-172	--	14	--	--
MUSI-173	--	--	19	--
MUSI-183	--	--	21	--
MUSI-223	--	--	1	--
MUSI-243	--	3	1	--
Music	**264**	**201**	**150**	**-43.2%**
MUSI-110	45	92	71	57.8%
MUSI-112	84	37	23	-72.6%
MUSI-114	52	20	--	-100%
MUSI-116	19	12	28	47.4%
MUSI-120A	7	8	5	-28.6%
MUSI-120B	3	3	--	-100%
MUSI-120C	6	--	4	-33.3%

MUSI-120D	5	--	--	-100%
MUSI-121	25	22	11	-56.0%
MUSI -122	5	7	--	-100%
MUSI-221	8	--	4	-50.0%
MUSI-222	5	--	4	-20.0%
Within the Program	**562**	**274**	**261**	**-53.6%**
Across the Institution	**33,414**	**30,381**	**25,203**	**-24.6%**
Source: SQL Queries for Spring 2023 Program Review				

Headcount and Enrollment within Noncredit Music Courses				
	2019-2020	**2020-2021**	**2021-2022**	**Change over 3-Year Period**
Headcount				
Within the Program	**64**	**16**	**61**	**-4.7%**
Enrollments				
MUSINC-740	--	11	21	--
MUSINC-750	53	18	33	-37.7%
MUSINC-770	88	2	33	-62.5%
Within the Program	**141**	**31**	**87**	**-38.3%**
Source: SQL Queries for Spring 2023 Program Review				

<u>RPIE Analysis</u>: The number of students enrolled (headcount) in the Music Program decreased by 56.2% over the past three years, while headcount across the institution decreased by 19.8%. Enrollment within the Music Program decreased by 53.6%, while enrollment across the institution decreased by 24.6%.

Enrollment in the following courses and areas of study changed by more than 10% (±10%) between 2019-2020 and 2021-2022:

Courses and area of study with enrollment increases:

- *Musical Theater (254%)*
- *MUSI-133 (200%)*
- *MUSI-110 (57.8%)*
- *MUSI-116 (47.4%)*

Courses and areas of study with enrollment decreases:

- *MUSI-140 (-100%)*
- *MUSI-142 (-100%)*
- *MUSI-176 (-100%)*
- *MUSI-179 (-100%)*
- *MUSI-240 (-100%)*
- *MUSI-242 (-100%)*
- *MUSI-230 (-100%)*
- *MUSI-232 (-100%)*
- *MUSI-170 (-100%)*
- *MUSI-114 (-100%)*
- *MUSI-120B (-100%)*
- *MUSI-120D (-100%)*
- *MUSI-122 (-100%)*
- *MUSI-138 (-89.3%)*
- *MUSI-135 (-86.1%)*

- *Instrumental Music (-85.4%)*
- *MUSI-235 (-84.6%)*
- *MUSI-112 (-72.6%)*
- *MUSI-238 (-66.7%)*
- *MUSI-130 (-59.4%)*
- *Vocal Music (-56.3%)*
- *MUSI-121 (-56.0%)*
- *MUSI-221 (-50.0%)*
- *Music (-43.2%)*
- *MUSI-120C (-33.3%)*
- *MUSI-120A (-28.6%)*
- *MUSI-132 (-20.0%)*
- *MUSI-222 (-20.0%)*

**Note: While enrollments among concurrent classes are reported separately (at the course level) in Section I.A.1, concurrent courses are reported as one (joint) observation in Section I.A.2.*

Noncredit Music Courses:
Within noncredit Music courses, headcount decreased by 4.7% over the past three years. Enrollment across all noncredit Music courses decreased by 38.3% over the same period. Between 2019-2020 and 2021-2022, enrollment in MUSINC-750 decreased by 37.7%, and enrollment in MUSINC-770 decreased by 62.5%.

Program Reflection:

This headcount and enrollment reflection would be incomplete without first addressing the disproportionate effects of the Covid-19 pandemic on performing arts classes. For music classes in particular, virtual class meetings disproportionately challenged both instructors and students. Because of sound delay due to signal latency, making music collaboratively with another person was virtually impossible. Though music at NVC was able to "keep the light on" with creative uses of video and audio technology, the process was quite difficult for everyone.

Some examples:

- Piano class could not be offered because students did not have home access to pianos and the class could not meet in the piano lab.
- Instrumental ensembles could not meet because part time instructors did not have the technological capability to manage the herculean task of leading rehearsals over distance.
- Even the choral ensemble, which was able to meet "virtually" in the Fall of 2020, had to change course in the Spring semester because of student struggles with the necessary technology for low-latency audio.

In some areas, class enrollment remained healthy. Academic music classes such as MUSI 112 – Survey & Appreciation of Music were quite capable of meeting online. MUSI 110 Fundamentals of Music and MUSI 121 Music Theory I continue to maintain a robust online enrollment and students seem to prefer the online course delivery for these classes.

Nevertheless, music at Napa Valley College enjoys a tremendous level of enthusiasm from both students studying for credit and those enrolled in non-credit courses. Additionally, the number of students already enrolled at the institution who self-identify on a music path is robust (over 100) and the popularity of musicals with both audience members and on-stage participants remains high. Distance Education options in music offerings, approved in Spring of 2020, have since been offered by choice rather than as a necessity of the pandemic.

2. Average Class Size

Average Class Size within Credit Music Courses								
	2019-2020		2020-2021		2021-2022		Three-Year	
	Sections	Average Size	Sections	Average Size	Sections	Average Size	Average Section Size	Trend
Instrumental Music	**13**	**15.8**	**1**	**12.0**	**4**	**7.5**	**13.7**	**-52.5%**
MUSI-135	7	20.7	1	12.0	2	10.0	17.7	-51.7%
MUSI-140	2	16.0	--	--	--	--	16.0	-100%
MUSI-176	2	7.5	--	--	--	--	7.5	-100%
MUSI-179	2	6.5	--	--	--	--	6.5	-100%
MUSI-181	--	--	--	--	2	5.0	5.0	--
Vocal Music	**6**	**13.5**	**6**	**7.8**	**5**	**8.2**	**9.9**	**-39.3%**
MUSI-130	2	16.5	2	12.0	1	10.0	13.4	-39.4%
MUSI-132	2	17.0	1	9.0	2	8.5	12.0	-50.0%
MUSI-160	2	7.0	2	5.0	2	7.0	6.3	0%
MUSI-232	--	--	1	4.0	--	--	4.0	--
Musical Theater	**2**	**6.0**	**1**	**14.0**	**2**	**20.0**	**13.2**	**233%**
MUSI-170	2	6.0	--	--	--	--	6.0	-100%
MUSI-172	--	--	1	14.0	--	--	14.0	--
MUSI-173	--	--	--	--	1	19.0	19.0	--
MUSI-183	--	--	--	--	1	21.0	21.0	--
Music	**18**	**14.7**	**18**	**11.2**	**13**	**11.5**	**12.6**	**-21.8%**
MUSI-110	2	22.5	5	18.4	3	23.7	20.8	5.3%
MUSI-112	5	16.8	3	12.3	1	23.0	16.0	36.9%
MUSI-114	2	26.0	2	10.0	--	--	18.0	-100%
MUSI-116	2	9.5	2	6.0	3	9.3	8.4	-2.1%
MUSI-120A	1	7.0	1	8.0	1	5.0	6.7	-28.6%
MUSI-120B	1	3.0	1	3.0	--	--	3.0	-100%
MUSI-120C	1	6.0	--	--	1	4.0	5.0	-33.3%
MUSI-120D	1	5.0	--	--	--	--	5.0	-100%
MUSI-121	2	16.5	2	11.0	2	5.5	11.0	-66.7%
MUSI-122	1	10.0	2	3.5	--	--	5.7	-100%
MUSI-221	--	--	--	--	1	4.0	4.0	--
MUSI-222	--	--	--	--	1	4.0	4.0	--
Program Average*	**39**	**14.4**	**26**	**10.5**	**24**	**10.9**	**12.3**	**-24.3%**
Institutional Average*	**1,332**	**25.1**	**1,202**	**25.3**	**1,111**	**22.7**	**24.4**	**-9.6%**

Source: SQL Queries for Spring 2023 Program Review

Average Section Size across the three-year period for courses, and both within academic years and across the three-year period for the program and institutional levels is calculated as:

$$\frac{\text{Total \# Enrollments}}{\text{Total \# Sections}}$$

It is not the average of the three annual averages.

Concurrent sections for MUSI-132, MUSI-133, MUSI-143, and MUSI-243 are reported under MUSI-130.
Concurrent sections for MUSI-138, MUSI-235, and MUSI-238 are reported under MUSI-135.
Concurrent sections for MUSI-142, MUSI-240, and MUSI-242 are reported under MUSI-140.
Concurrent sections for MUSI-143, MUSI-223, MUSI-230, MUSI-232, and MUSI-243 are reported under MUSI-132.
Concurrent sections for MUSI-221 are reported under MUSI-121.
Concurrent sections for MUSI-222 are reported under MUSI-122.

Concurrent sections for MUSI-243 are reported under MUSI-232.

Average Class Size within Noncredit Music Courses								
	2019-2020		2020-2021		2021-2022		Three-Year	
	Sections	Average Size	Sections	Average Size	Sections	Average Size	Average Section Size	Trend
MUSINC-740	--	--	2	5.5	2	10.5	8.0	--
MUSINC-750	3	17.7	2	9.0	2	16.5	14.9	-6.8%
MUSINC-770	7	12.6	1	2.0	3	11.0	11.2	-12.7%
Program Average	**10**	**14.1**	**5**	**6.2**	**7**	**12.4**	**11.8**	**-12.1%**

Source: SQL Queries for Spring 2023 Program Review

Average Section Size across the three-year period for courses, and both within academic years and across the three-year period for the program and institutional levels is calculated as:

$$\frac{\text{Total \# Enrollments}}{\text{Total \# Sections}}.$$

It is not the average of the three annual averages.

RPIE Analysis: Over the past three years, the Music Program has claimed an average of 12.3 students per section. The average class size in the program has been lower than the average class size of 24.4 students per section across the institution during this period. Average class size in the program decreased by 24.3% between 2019-2020 and 2021-2022. Average class size at the institutional level decreased by 9.6% over the same period.

Average class size in the following courses and areas of study changed by more than 10% (±10%) between 2019-2020 and 2021-2022:

Course and area of study with increases in average class size:

- *Musical Theater (233%)*
- *MUSI-112 (36.9%)*

Courses and areas of study with decreases in average class size:

- *MUSI-140 (-100%)*
- *MUSI-176 (-100%)*
- *MUSI-179 (-100%)*
- *MUSI-170 (-100%)*
- *MUSI-114 (-100%)*
- *MUSI-120B (-100%)*
- *MUSI-120D (-100%)*
- *MUSI-122 (-100%)*
- *MUSI-121 (-66.7%)*
- *Instrumental Music (-52.5%)*
- *MUSI-135 (-51.7%)*
- *MUSI-132 (-50.0%)*
- *MUSI-130 (-39.4%)*
- *Vocal Music (-39.3%)*
- *MUSI-120C (-33.3%)*
- *MUSI-120A (-28.6%)*
- *Music (-21.8%)*

Noncredit Music Courses:
Over the past three years, the average class size among noncredit courses within the Music Program has been 11.8 students per section. Between 2019-2020 and 2021-2022, the average class size among noncredit courses decreased by 12.1%. Average class size within MUSINC-770 decreased by 12.7% over the same period.

Program Reflection:

The average course size reported here may be somewhat misleading. Several sequenced courses meet concurrently. (Class Piano I-IV, Class Voice I-IV, Class Guitar I-IV) Any one of these individual courses might have single digit enrollment which would bring the course average down. Additionally, music as a program of study is highly individualized and the student to teacher ratio is never as high as in General Education courses such as "English 101" or its equivalent in other areas of study.

3. Fill Rate and Productivity

Fill Rate			
	Enrollments	**Capacity**	**Fill Rate**
2019-2020	562	1,194	47.1%
2020-2021	274	773	35.4%
2021-2022	261	633	41.2%
Three-Year Program Total	**1,097**	**2,600**	**42.2%**
Productivity			
	FTES	**FTEF**	**Productivity**
2019-2020	47.5	6.3	7.5
2020-2021	26.8	4.7	5.7
2021-2022	28.2	4.3	6.6
Three-Year Program Total	**102.5**	**15.3**	**6.7**

Sources: SQL Queries for Spring 2023 Program Review; SQL Server Reporting Services – Term to Term Enrollment FTES Load Comparison Report (by Credit Course)
Note: For the fill rate calculations above, the "global capacity" for concurrent courses was used.

RPIE Analysis: The fill rate within the Music Program ranged from 35.4% to 47.1% over the past three years, and the fill rate across the three-year period was 42.2%. [Fill rate has not been calculated at the institutional level.] Between 2019-2020 and 2020-2021, both enrollment and capacity decreased, resulting in a decrease in fill rate (due to a higher rate of decrease in enrollment). Between 2020-2021 and 2021-2022, both enrollment and capacity decreased, resulting in an increase in fill rate (due to a higher rate of decrease in capacity).

Productivity within the Music Program ranged from 5.7 to 7.5 over the past three years, totaling 6.7 across the three-year period. [Productivity has not been calculated at the institutional level.] The three-year program productivity of 6.7 is lower than the target level of 17.5, which reflects 1 FTEF (full-time equivalent faculty) accounting for 17.5 FTES (full-time equivalent students) across the academic year. (This target reflects 525 weekly student contact hours for one full-time student across the academic year.)

Program Reflection:

Music as a program of study was disproportionately affected by the Covid-19 pandemic. Though delivering content online for most lecture-type classes was a heavy lift, the realities of signal latency over inconsistent network connections made real time music making virtually impossible for many music students and faculty. Additionally, during this challenging review period, a load needed to be sustained for a faculty member who struggled with online content delivery.

4. Labor Market Demand

This section does not apply to the Music Program, as it is not within the Career Technical Education Division.

A. Momentum

1. Retention and Successful Course Completion Rates

	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
Level	**Rate**	**Course Rate vs. Program Rate**		**Rate**	**Course Rate vs. Program Rate**	
		Above	**Below**		**Above**	**Below**
Instrumental Music	**87.3%**		X	**71.7%**		X
MUSI-135	85.7%		X	63.0%		***X***
MUSI-138	90.6%	X		71.9%		X
MUSI-140	83.3%		X	72.2%		X
MUSI-142	Data suppressed due to low N (<10 students).					
MUSI-176	93.3%	X		93.3%	X	
MUSI-179	100%	X		100%	***X***	
MUSI-181	60.0%		***X***	50.0%		***X***
MUSI-235	100%	X		93.3%	X	
MUSI-238	Data suppressed due to low N (<10 students).					
MUSI-240	Data suppressed due to low N (<10 students).					
MUSI-242	Data suppressed due to low N (<10 students).					
Vocal Music	**82.1%**		***X***	**77.2%**	--	--
MUSI-130	74.1%		***X***	67.2%		X
MUSI-132	90.9%	X		86.4%	X	
MUSI-160	84.2%		X	84.2%	X	
MUSI-230	81.8%		X	81.8%	X	
MUSI-232	93.8%	X		81.3%	X	
Musical Theater	**94.9%**	***X***		**91.1%**	***X***	
MUSI-133	Data suppressed due to low N (<10 students).					
MUSI-143	Data suppressed due to low N (<10 students).					
MUSI-170	100%	X		100%	***X***	
MUSI-172	100%	X		100%	***X***	
MUSI-173	94.7%	X		94.7%	***X***	
MUSI-183	90.5%	X		90.5%	X	

MUSI-223	Data suppressed due to low N (<10 students).					
MUSI-243	Data suppressed due to low N (<10 students).					
Music	**89.9%**	X		**76.4%**	--	--
MUSI-110	86.1%		X	68.3%		***X***
MUSI-112	93.0%	X		78.2%	X	
MUSI-114	92.9%	X		67.1%		***X***
MUSI-116	93.2%	X		91.5%	***X***	
MUSI-120A	84.2%		X	73.7%		X
MUSI-120B	Data suppressed due to low N (<10 students).					
MUSI-120C	90.0%		X	90.0%	X	
MUSI-120D	Data suppressed due to low N (<10 students).					
MUSI-121	89.3%	--	--	83.9%	X	
MUSI -122	75.0%		X	75.0%		X
MUSI-221	91.7%	X		91.7%	X	
MUSI-222	Data suppressed due to low N (<10 students).					
Program Level	88.6%			76.6%		
Institutional Level	89.6%			**74.0%**		

Source: SQL Queries for Spring 2023 Program Review
-- Indicates a value that is within 1% of the program-level rate.
Bold italics denote a statistically significant difference between the course-level rate and the program-level rate.
Bold denotes a statistically significant difference between the program-level rate and the institutional rate.
Note: Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

RPIE Analysis: Over the past three years, the retention rate for the Music Program reflected the rate at the institutional level. The retention rates for MUSI-181, Vocal Music, and MUSI-130 were significantly lower than the program-level rate. The retention rate for Musical Theater was significantly higher than the program-level rate. The retention rate for the Music Program falls within the first quartile (Q1) among program-level retention rates (across 58 instructional programs, over the past three years). The retention rate for Music is among the lowest 25% of retention rates among NVC programs.

Over the past three years, the successful course completion rate for the Music Program was significantly higher than the rate at the institutional level. The successful course completion rates for MUSI-135, MUSI-181, MUSI-110, and MUSI-114 were significantly lower than the program-level rate. Courses and areas of study that claimed successful course completion rates that were significantly higher than the program-level rate are noted in the table above. The successful course completion rate for the Music Program falls within the second quartile (Q2) among program-level successful course completion rates (across 58 instructional programs, over the past three years). The successful course completion rate for Music falls within the 25%-50% range of successful course completion rates among NVC programs.

Over the past three years, the difference between retention and successful course completion at the program level (12.0%) was significantly lower than the difference at the

institutional level (15.6%). This figure represents the proportion of non-passing grades assigned to students (i.e., grades of D, F, I, NP).

The following Music courses and areas of student claimed a difference (between retention and successful course completion) that exceeded 10%:

- *MUSI-114 (25.8%)*
- *MUSI-135 (22.7%)*
- *MUSI-138 (18.7%)*
- *MUSI-110 (17.8%)*
- *Instrumental Music (15.6%)*
- *MUSI-112 (14.8%)*
- *Music (13.5%)*
- *MUSI-232 (12.5%)*
- *MUSI-140 (11.1%)*
- *MUSI-120A (10.5%)*

Program Reflection:

As noted elsewhere, the music program experienced significant difficulties due to accomodations required by the Covid-19 pandemic. Students and instructors alike experienced a high level of frustration with music making in a virtual environment. As a result, some students simply gave up on the experience until in-person music making was an option again.

2. Student Equity

	Retention Rates (Across Three Years)		Successful Course Completion Rates (Across Three Years)	
	Program Level	**Institution Level**	**Program Level**	**Institution Level**
African American/Black	***73.3%***	86.4%	***48.9%***	65.6%
Latinx/Hispanic		88.7%	73.4%	70.3%
First Generation		89.2%	72.2%	72.7%
Veteran		91.1%	85.7%	71.9%
19 or Younger		89.8%	75.7%	***72.3%***

Source: SQL Queries for Spring 2023 Program Review
Bold italics denote a statistically significant difference between rates at the program and institutional levels, with the lower of the two rates in ***bold italics***.
Shaded cells pertaining to retention rates indicate that statistically significant differences for those groups were not found at the institutional level.
Note: Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

RPIE Analysis: This analysis of student equity focuses on the five demographic groups with significantly lower retention and/or successful course completion rates found at the institutional level (vs. the corresponding rates among all other demographic groups, combined) over the past three years. Tests of statistical significance were conducted to compare program-level and institution-level rates among the five groups listed above.

Within the Music Program, the retention rate among African American/Black students was significantly lower than the rate at the institutional level.

Within the Music Program, the successful course completion rate among African American/Black students was significantly lower than the rate at the institutional level. The successful course completion rate among students 19 and younger was significantly higher at the program level vs. the institutional level. The differences between program-level and institution-level rates for the remaining equity groups were not statistically significant.

The findings regarding retention and successful course completion among African American/Black students deviate from the findings that emerged from the comparison of retention and successful course completion at the program vs. institutional level. The program-level retention rate mirrored the rate at the institutional level, and the program-level successful course completion rate was significantly higher than the institution-level rate. The finding regarding successful course completion among students 19 and younger is consistent with the findings from the comparison at the program vs. institutional level. (See Section I.B.1 above.)

Program Reflection:

Course completion rates for the program are comparable to the institutional rates with two notable exceptions. First, course completion rates for African-American students are significantly lower. Though the charts do not indicate specific numbers of African-American students, observational data indicates that the overall number of African-American students enrolled in music courses is quite low. Determining contributing factors to these low enrollment numbers would be useful.

3. Retention and Successful Course Completion Rates by Delivery Mode (of Courses Taught through Multiple Delivery Modes, i.e., In-Person, Hybrid, and Online)

	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
	In-Person	Hybrid	Online	In-Person	Hybrid	Online
MUSI-116						
In-person vs. Online	95.5%		100%	95.5%		100%

Source: SQL Queries for Spring 2023 Program Review
This table compares student performance in courses offered through multiple delivery modes within the same academic year.
Bold italics denote a significantly lower rate within that delivery mode.
Note: The analysis of retention and successful course completion by delivery mode does not include spring 2020 – spring 2021 because most courses shifted to an online/hybrid delivery mode beginning in spring 2020 due to the COVID-19 pandemic (thereby blurring the distinction between delivery modes).

RPIE Analysis: Over the past three years, one course within the Music Program has been offered through at least two delivery modes within the same academic year. In 2021-2022, MUSI-116 was offered through in-person and online formats. This analysis focuses on program-level rates. Since MUSI-116 was the only course to be offered through multiple delivery modes, the program-level rates mirror the rates in MUSI-116.

Within the Music Program:

- *The retention rate in in-person sections was lower than the retention rate in online sections. (The difference was not statistically significant.)*
- *The successful course completion rate in in-person sections was lower than the successful course completion rate in online sections. (The difference was not statistically significant.)*

Program Reflection:

This section of the Program Review is designed for disciplines which offer many sections of the same course in order to compare classes using the different delivery mode. MUSI 116 Applied Music focuses on individual instruction whether it is based in an in-person or online environment.

B. Student Achievement

1. Program Completion

	2019-2020	2020-2021	2021-2022
Degrees			
Music – Instrumental AA	--	1	3
Music AA-T	3	1	1
Institutional: AA Degrees	**49**	**73**	**82**
Institutional: AA-T Degrees	**158**	**145**	**132**
Average Time to Degree (in Years)+			
Music – Instrumental AA	--	*	*
Music AA-T	*	*	*
Institutional: AA Degrees	**5.0**	**4.3**	**3.7**
Institutional: AA-T Degrees	**3.9**	**4.1**	**3.8**

Source: SQL Queries for Spring 2023 Program Review

*Time to degree/certificate within the program reported among cohorts with at least 10 graduates within the academic year. Asterisk indicates that data have been suppressed.

+Average time to degree/certificate was calculated among students who completed a degree/certificate within 10 years (between first year of enrollment at NVC and award conferral year). Among 2018-2019 completers, the average time to degree/certificate was calculated among students who enrolled at NVC for the first time in 2009-2010 or later. Among 2019-2020 completers, the average time to degree was calculated among students who enrolled at NVC for the first time in 2010-2011 or later.

RPIE Analysis: The number of AA degrees conferred by the Music Program increased from 0 to 3 between 2019-2020 and 2021-2022. Over the same period, the number of AA degrees conferred by the institution increased by 67.3%. The Music Program accounted for 1.4% of AA degrees conferred in 2020-2021 and 3.7% of those conferred in 2021-2022. For the two years in which AA degrees were conferred, the average time to degree is not reported due to small cohort sizes.

The number of AA-T degrees conferred by the Music Program decreased by 66.7% between 2019-2020 and 2021-2022. Over the same period, the number of AA-T degrees conferred by the institution decreased by 16.5%. The Music Program accounted for 1.9% of AA-T degrees conferred in 2019-2020 and less than 1% of those conferred in 2021-2022. For all three years, the average time to degree is not reported due to small cohort sizes.

Program Reflection:

Low course enrollments in upper level Music Theory and Musicianship classes have meant that the courses have not met minimum requirements. Therefore these courses required for the degree have not been offered. Students have been forced to take upper level musicianship courses at other institutions in order to complete the degree. Additionally, area 4-year programs have recently instituted a "residency requirement" for certain upper level Music Theory Classes. In light of these realities, the AA and AA-T degree requirements may need to change within the parameters allowed. (See program plans)

2. Program-Set Standards: Job Placement and Licensure Exam Pass Rates

This section does not apply to the Music Program, as the discipline is not included in the Perkins IV/Career Technical Education data provided by the California Community Colleges Chancellor's Office, and licensure exams are not required for jobs associated with the discipline.

II. CURRICULUM

A. Courses

Subject	**Course Number**	**Date of Last Review** *(Courses with last review dates of 6 years or more must be scheduled for immediate review)*	**Has Prerequisite*** Yes/No **& Data of Last Review**	**In Need of Revision** *Indicate Non-Substantive (NS) or Substantive (S)* ***& Academic Year***	**To Be Archived** *(as Obsolete, Outdated, or Irrelevant)* **& Academic Year**	**No Change**
DISC						
DISC						

*As of fall 2018, prerequisites need to be validated (in subsequent process) through Curriculum Committee.

(See list of courses for change in Program Reflection below.)

B. Degrees and Certificates[+]

Degree or Certificate & Title	**Implementation Date**	**Has Documentation Yes/No**	**In Need of Revision+** ***and/or*** ***Missing Documentation*** **& Academic Year**	**To Be Archived*** ***(as Obsolete, Outdated, or Irrelevant)*** **& Academic Year**	**No Change**
AA Music (Vocal)			Yes		
AA Music (Instrumental)			Yes		
AA Musical Theater			Yes		
AA-T Music			Yes		

*As of fall 2018, discontinuance or archival of degrees or certificates must go through the Program Discontinuance or Archival Task Force.

[+]Degrees and Certificates cannot be implemented until the required courses in them are approved and active.

Program Reflection:

COURSE CHANGES

Archive:

MUSI 161 Prima Voce
MUSI 166 Women's Chorale
MUSI 169 Men's Chorale

MUSI 173 Musical Theater Performance, Young Audiences
MUSI 183 Musical Theater Performance, Contemporary
MUSI 266 Women's Ensemble

MUSI 222 Music Theory IV*
MUSI 120D Musicianship IV*

Alter:

MUSI 123 Intro to Music Technology
MUSI 124 Electronic Music

Performing Arts intends to create an "Entertainment Technology" path. The courses above should be altered to fit within the new path.

UN-request Archival

MUSI 128 Audition Techniques for Musical Theater

This course should be altered to focus on Performing Techniques for Musical Theater

MUSI 185 Stage Band

This course will be altered so that it focuses on pit orchestra for Musical Theater.

MUSI 260 Vocal Performance Seminar

This course will be offered in Spring 2024.

PROGRAM CHANGES

Musical Theater: AA

- Remove THEA-166 (proposed for archival)
- Remove THEA-167 (proposed for archival)
- Remove THEA-168 (proposed for archival)
- ~~*Remove MUSI-128 (approved for archival)**~~

Music-Instrumental: AA

- ~~*Remove MUSI-185 (approved for archival)**~~

Music-Vocal: AA

- ~~*Remove MUSI-260 (approved for archival)**~~

(See list above regarding unarchival)*

Change Program Requirements for AA-T and AA Music (Instrumental and Vocal):

Area 4-year programs have implemented a "residency requirement" for upper level Music Theory and Musicianship classes. This means that students who transfer from another school are required to take these classes at their institution. State requirements allow Music Theory IV and Musicianship IV to function as electives rather than requirements for the AA and AA-T degrees. Therefore, removing these classes from the requirements at NVC is logical.

- Remove Theory IV as a requirement
  - list as elective
- Remove Musicianship IV as a requirement
  - list as elective

III. LEARNING OUTCOMES ASSESSMENT

A. Status of Learning Outcomes Assessment

Learning Outcomes Assessment at the Course Level

	Number of Courses	Proportion of Courses

	with Outcomes Assessed		with Outcomes Assessed	
Number of Courses	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
57	43	39	75%	68%

Learning Outcomes Assessment at the Program/Degree/Certificate Level

Degree/Certificate	Number of Outcomes*	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
		Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
Music Instrumental A.A.	3	3	3	100%	100%
Music Vocal A.A.	3	3	3	100%	100%
Music Theater A.A.	3	3	3	100%	100%
Music AAT	3	3	3	100%	100%

Program Reflection:

General assessments have steadily improved by beginning to include more meaningful narrative data. Next steps should include development of music-specific assessments and student surveys.

A past Program Coordinator navigated a program of study (Music Technology) through the curriculum process. At the end of the road, the state elected not to approve the degree. As a result, these classes have never been offered, so have no assessment data in TracDat. Additionally, some classes have not been offered due to Covid and other issues. Some of these classes will need to be removed from TracDat and Archived.

B. Summary of Learning Outcomes Assessment Findings and Actions

As a part of the last Program review, learning outcomes for music were simplified dramatically. As a result, all outcomes have been able to be assessed at the program level.

Program Reflection:

Until recently, music faculty have struggled to include information helpful to future instructors in assessment data, both quantitative and qualitiative. A mindset shift in new music faculty has improved the usefulness of newly collected assessment data.

IV. PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- ● Viability
- ○ Stability
- ○ Growth

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

Extracting meaningful information regarding enrollment from the past three years of data is difficult because of disproportional effects on music classes from the Covid-19 pandemic. Additionally, the music program, already in a unique position of challenge because of a two year college delay in hiring full time, discipline-specific leadership, was facing an uphill enrollment climb which was beginning in Fall of 2019 then stymied by Covid in Spring of 2020. Nevertheless, some data provides useful information.

- Despite significant music-specific Covid challenges, **vocal music** as a music sub-discipline has shown stable enrollment and even some recent uptick in enrollment numbers. One can extrapolate from those numbers support for the hypothesis that hiring a full time **instrumental music specialist** would generate similar staibility, excitement, and growth.
- **Partnerships** with area arts organizations are already demonstrating growth potential for the program.
- **Musical Theater** demonstrates stable interest. This outward-facing element of the college not only trains participating students in curricular specific skills but also acts as a recruiting tool for both performing arts and the college as a whole.
- **Academic Music Classes (Music Theory)** at the 2nd year level are proving difficult to fill. Part of this challenge is a "residency requirement" in 4-year college programs which means that students would be forced to re-take these lower level core music classes to achieve a Bachelors Degree.
- **Distance Offerings** in music, long thought to be too difficult to accomplish successfully, have proven to be not only possible but preferable to students**.**

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

PROGRAM: MUSIC

Plan Years: 2023-2024 through 2025-2026

As mentioned previously, the Covid pandemic prevented many music classes from being offered during the review period because of the limitations of technology. Though some of the 2020 plan was implemented, much was prevented due to Covid effects on course offerings. The updated 2023 plan will include elements that were not accomplished in the previous three years.

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Update curriculum			
Outcomes assessment	III. A	Year 1 – Develop plan for Music Specific Outcomes Assessments (focus on Performance Curriculum)	Assessments occur regularly according to schedule/plan
		Year 2 – Implement plan for Music Specific Outcomes Assessments	Assessments include music-specific data (with context)
		Year 3 – Assess plan for Music Specific Outcomes Assessment	All assessments include music-specific narrative information
Update courses	II. A	Year 1 – Develop Plan to Update Core Academic Music Curriculum (Theory/Musicianship/Piano Class)	
		Year 2 – Implement Plan to Update Core Academic Music Curriculum (Theory/Musicianship/Piano Class)	
		Year 3 – Assess Plan to Update Core Academic Music Curriculum (Theory/Musicianship/Piano Class)	Report in CourseLeaf (or equivalent program) shows all regularly offered Core Academic courses show current textbooks
Program Mapping	II. A	Year 1 – Align the Core Academic Music and Music Performance Curriculum	Increased Successful Course Completion
		Year 2 – Begin to Assess Changes in Curriculum	Second level sequenced classes show increase in enrollment
		Year 3 – Use Improved Music Assessment tools (above) to assess changes in Academic Music and Performance Curriculum	
Increase awareness			
Mission, Vision, Values, Brand	I. A. 1	Year 1 – Clarify Mission, Vision, and Values of Music area in coordination with other Performance areas	Music has specific social media presence with recognizable branding materials
		Year 2 – In coordination with Performance Area and College, use Mission, Vision, and Values to create NVC Music brand	
		Year 3 – Implement branding on all materials	

Guided Pathways	II. A	Year 1 – Develop Guided Pathways Map for Music study	Documents explaining Music Pathways easily available to counselors and students in counseling and regularly given to students who self-identify as music
		Year 2 – Implement Guided Pathways Map	
		Year 3 – Assess Guided Pathways Map(s)	
Closer connection to counseling	II. A	Year 1 – Develop plan to work more closely with Counseling	Regular communication with Counseling
		Year 2 – Implement plan for working more closely with Counseling	
		Year 3 - Assess Plan working more closely with Counseling	
Marketing plan	I. A	Year 1 – Develop Marketing plan specific to music needs	Music area able to measure community engagement with music offerings (measurement exists)
		Year 2 – Implement Marketing plan specific to music needs	
		Year 3 - Assess Marketing plan specific to music needs	
Collaboration	I. A	Year 1 - Investigate more opportunities for collaboration in music area	Student engagement in performance opportunities increased
		Year 2 - Develop Plan for increased collaboration in music area	
		Year 3 - Implement plan for increased collaboration in music area	

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

Description of Current Program Resources Relative to Plan:

Current Resources include

- Personel
  - Well-qualified and enthusiastic FT Faculty
  - Approval for increase in release time for Coordinator position. (Artistic/Music and program)
  - Well-qualified Music Adjuncts and SMS instructors
  - Excellent facilities and technical support staff
    - School-owned instruments
  - Newly board-approved Apple computer leasing contract
- Robust partnerships
  - With area arts organizations
    - Festival Napa Valley
    - Cafeteria Kids Theater
    - Napa Valley Youth Symphony
    - Napa Valley Education Foundation
  - With area High Schools
    - CCAP offerings at St. Helena High School and American Canyon High School
    - Planned performance collaborations with area high school choirs
  - With other NVC departments
    - Theater
    - Dance
    - Art
    - Student Affairs (Viva Mariachi)
  - Pending partnerships with
    - Napa Valley Chamber Orchestra
    - Rockley Foundation
- Robust DAS funds to support performance curriculum
  - Vocal
  - Instrumental
- Community interest
  - in both non-credit and credit offerings
  - in attending performances
  - concurrent noncredit classes - dynamism of multi-generational participation

NEEDED RESOURCES INCLUDE:

PERSONNEL:

Instrumental Faculty Leadership:

The program currently has only one fulltime faculty member. Because of the nature of the discipline, music programs function best with a minimum of two full time faculty; one focused on vocal music and another focused on instrumental instruction. After years with either ineffective or no instrumental leadership, the instrumental program suffered student loss. Nevertheless, music programs at area high schools enjoy robust student participation (up to 40% of the student body enrolled in music classes). The much desired development of a Mariachi program simply cannot happen without instrumental leadership to support it. Though instrumental enrollment in 2022-23 will show an increase in student enrollment that begins to equalize with vocal music courses, in order to best serve these students and to fill out the many required music courses, a full time instrumental music instructor is needed.

Staff Accompanist:

The retirement of the current staff accompanist at the end of this year leaves vacant a position that, because of the current state of classified staffing, the college is electing not to renew. Since this work of this position is essential to our curriculum, performing arts is forced to contract part time employees. The financial savings of not renewing this position are therefore practically non-existent but the workload of the music faculty increases exponentially.

Part time positions to support musical theater production:

The strongest program within music currently – even considering pandemic problems - is Musical Theater. In order to support the curriculum for this program, part time staff are needed to help with technical elements behind the scenes.

INSTRUCTIONAL EQUIPMENT:

Strong interest within the administration of Napa Valley College to begin development of a program in support of Mariachi music is supported by the ongoing success of "Viva Marichi." In order to create an ensemble to begin such a program, instruments specific to this art form must be purchased. (Guitarrón, VIheula)

FACILITES:

It is imperative that the college address significant, long-standing, and documented issues regarding the Performing Arts Center roof and its multiple and ongoing leaks. This issue impacts curricular and community offerings both onstage and in classrooms, as well as space rental and other campus stakeholder uses. Potential exists for significant damage to equipment including instruments ($1,000,000 worth of pianos) and technology (tens of thousands of dollars worth of computers, sound equipment, lighting equipment, etc.). Ceiling tiles collapsing in the PAC hallways and office suite indicate that the building has already been compromised. Potential exists for further compromise of the structural integrity of Main Theater fly space and stage floor as well as damage to the acoustic shell and hanging curtains (including fire shield curtain). Additionally, the anticipated development of mold, particularly in carpeted areas, poses a health and safety risk for employees, students, and community members. Though this longstanding issue was possible to ignore in recent years because of severe drought in Northern California, recent "atmospheric river" weather patterns have brought the issue to the fore again.

V. PROGRAM HIGHLIGHTS

The program-level plan that emerged from the last review (Spring 2020) included the following initiatives:

- Update Curriculum
  - Outcomes assessment
  - Update courses
  - Program mapping
- Increase Awareness
  - Mission, Vision, Values, Brand
  - Guided Pathways
  - Closer connection to counseling
  - Marketing plan
  - Collaboration
- Improve Instruction
  - Ear training/musicianship instructor
  - Increased adjunct pool
  - Music instructors involved in musical theater

A. Accomplishments/Achievements Associated with Most Recent Three-Year Program-Level Plan

- Update Curriculum
  - Some curriculum updated
  - Outcomes assessed in classes currently offered
  - Beginning of Guided Pathways program map in place
- Increase Awareness
  - Collaboration
    - "Car Choir" Radio Event KVYN (SP 21)
    - New Music Department partnership with Festival Napa Valley (began SP 22)
    - Strengthened music element of partnership with Cafeteria Kids Theater (collaborations in Fall '21 and Fall '22)
    - New partnership with Napa Valley Youth Symphony in place (FA 22)
    - New collaborations with American Canyon High School music (SP 23)
    - Partnership with Napa Valley Education Foundation
      - Instrument rent/"rent to own" program available to all NVC students
    - Developing partnerships
      - With Napa Valley Chamber Orchestra
      - With Napa High Honors Jazz Ensemble
- Improved Instruction
  - Hired sub-discipline expert in Aural Skills/Ear Training who is still in place
  - Music Adjunct pool increased significantly.
    - Number of SMS instructors also increased.
  - Music faculty now deeply involved in Musical Theater productions
    - Enrollment in musical theater classes increased by 200%

B. Recent Improvements

- Increased and improved music faculty
- New relationships and partnerships with targeted "distant" high schools (SHHS, ACHS)
- Live Orchestra for musical theater production
- Regular offering of entry-level academic classes in a distance format
- Re-established Instrumental Ensembles

- Jazz
- Orchestra
- Musical Theater Pit Band/Orchestra

C. Effective Practices

- Academic Music classes offered in distance format
  - Music Theory
  - Survey & Appreciation of Music
- Applied Music offered in both in-person and distance formats
- Advising
  - Consistently offering current music students guidance regarding options for classes in subsequent semesters including explanation of each class and why it is recommended and for whom.
- Prioritizing performance opportunities within the department with acceptance of both traditional "classical" repertoire as well as contemporary commercial/popular music.
- Seeking and supporting mututally beneficial partnership opportunities with area arts organizations.

MUSIC SPRING 2023

Completed by Supervising Administrator:

Robert Van Der Velde, Senior Dean

Date:

5/15/2023

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

The Music program has weathered the huge challenge of COVID resulting in significant enrollment losses, but is now rebuilding. A key strength of the program is in partnerships: Napa Valley Youth Symphony students are now pursuing that program for college credit; CCAP classes are offered at St. Helena HS and at American Canyon HS to reach students who have difficulty coming to the Napa campus; the Napa High School honors jazz band will take the Jazz Ensemble course; Cafeteria Kids Theater has an excellent partnership for musical theater offerings; and the partnership with Festival Napa Valley brings world-class musicians to work with NVC students. Moreover, the program has good support from the community, attracting noncredit students to take mirrored credit/noncredit courses, as well as strong audience attendance.

The program also enjoys excellent (albiet leaky) facilities, and an outstanding full-time faculty program coordinator.

Areas of concern, if any:

Enrollment is a significant concern, as the period covered by this review includes the sharp decline wrought by COVID that disproportionally impacted the performing arts. However, in the current academic year (data not included in this cycle), the Music program has seen significant enrollment growth and is on a much better trajectory. However, some Music offerings may continue to be low-enrolled, and the cancellation of course sections for low-enrollment could result in further enrollment losses.

Recommendations for improvement:

The Music program needs institutional support to expand, particularly with the need for instrumental faculty and classified support.

As identified in the report above, some adjustments are needed to the Music curriculum, and retention of students through sequenced courses could improve.

Course assessment is continuing to increase, and it is hoped that the goal of 100% assessment will be reached by the next program review cycle.

The Performing Arts Center roof must be fixed. At this writing, it is not leaking, but only because it is not raining.

Anticipated Resource Needs:

Resource Type	**Description of Need (Initial, Including Justification and Direct Linkage to State of the Program)**
Personnel: Faculty	Full-time faculty leadership of instrumental music is needed, particularly if a Mariachi program of study is to develop.
Personnel: Classified	Replacement of retiring Accompanist is needed, either a part-time classified employee or Studio Music Specialists (temporary employees).
Personnel: Admin/Confidential	
Instructional Equipment	New instruments will be needed to support Mariachi if that course of study is developed.
Instructional Technology	
Facilities	The program enjoys excellent facilities, but the one serious area of concern is the annual leaks in the roof which can cause damage to very expensive instruments.
Operating Budget	
Professional Development/ Training	
Library & Learning Materials	