**Sinclair Community College - Continuous Improvement Annual Update 2011-12**

**Program:** Music

**Section I: Trend Data**

**a. Program Trend Data**

Enrollment in the music program has risen over the past three years:

* Fall 2009 111 FTE
* Fall 2010 138 FTE
* Fall 2011 157 FTE

Combined S/F/W/S enrollment for three previous years is as follows:

* 2008-09 349.8 FTE
* 2009-10 472.6 FTE
* 2010-11 455.2 FTE

These numbers reflect an enrollment of about 100-110 degree-seeking music majors each year. The remainder of the music department enrollment is comprised of personal-interest students who enroll in music ensembles, applied music lessons, and general interest music courses. As happens each fall, the music department welcomed about 55 mew music majors in Fall, 2011.

In terms of seat count, the data for the past three years are:

2008-09 2,766

2009-10 3,507

2010-11 3,413

Top enrollment courses in the music department are (per year):

**MUS 105 Introduction to Music**

08-09 125 75.21% success rate

09-10 155 69.59%

10-11 158 65.03%

**MUS 115 Music Appreciation**

08-09 535 72.57%

09-10 1008 65.95%

10-11 734 70.19%

**MUS 121 Beginning Piano**

08-09 148 74.45%

09-10 201 59.30%

10-11 211 67.46%

**MUS 125 History of Rock/Pop Music** (resumed offering this course—online—2010-11)

10-11 191 75.79%

**Applied Music, MUS 170-192, 299** – collectively, averaged

08-09 632 93.36% avg.

09-10 784 92.36% avg.

10-11 807 88.61% avg.

**MUS 195 Concert Band**

08-09 135 99.26%

09-10 145 95.17%

10-11 113 99.12%

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Course which are regarded as the core of the music program—and which are valued by our transfer institutions—are:

**MUS 111-113, 211-213 Music Theory**

08-09 113 total registrations 90.74% success avg.

09-10 122 total registrations 90.21% success avg.

10-11 128 total registrations 88.08% success avg.

**MUS 141-143, 241-243 Sight Singing/Dictation**

08-09 92 total registrations 88.83% success avg.

09-10 102 total registrations 85.99% success avg.

10-11 129 total registrations 87.07% success avg.

**MUS 131-133 Survey of Musical Styles**

08-09 48 total registrations 83.47% success avg.

09-10 67 total registrations 76.22% success avg.

10-11 38 total registrations 69.96% success avg.

Student success rates (departmental, averaged, for all music courses) for the past three years are:

2008-09 83.23%

2009-10 79.20%

2010-11 80.66%

On average, the music department awards about 7 degrees per year:

2006-07 5

2007-08 10

2008-09 8

2009-10 10

2010-11 5

In the 2010-11 school year, fifteen students will be giving graduation recitals (typically, marking the terminal point of the AA degree) in spring, 2012. The department has averaged about 9 graduation recitals per year over the past two years. Not all students actually matriculate in the year they give their graduation recital—those that do not usually have one or more gen ed courses to complete, often in math.

The music department is an accredited member of the National Association of Schools of Music. These graduation rate and graduation recital figures are healthy figures as seen by the NASM Commission on Community Colleges. Although statistics are not currently maintained by the music department, the expectation is that nearly 100% of our graduates continue working toward their degrees at baccalaureate institutions. Additionally, several students successfully transfer each year prior to degree completion.

A number of years ago, the music department started a two-tier system of advising

in which all music majors are assigned a faculty advisor, whom they see for registration and career advice each quarter prior to seeing an advisor in Building 11—all of this before they register for any courses. This has ensured that more students (than previously) are retained from year to year, and that more students stay the course to matriculation.

**b. Interpretation and Analysis of Trend Data Included in the Section Above**

As was mentioned in this section in last year’s update, the overall enrollment surge at Sinclair is probably the primary reason for the departmental growth in all areas. The fulltime faculty, as well as many of the adjuncts, are continually busy in the community, with guest conducting at high schools, holding clinics, and establishing long term musical relationships. The music department continues to hold three sets of auditions for new students, which have yielded good results in terms of committed and talented music majors. Sinclair’s accreditation with NASM has continued to be seen positively in the music department’s relationship with Wright State, the University of Dayton, and Central State, in terms not only of our students transferring to these respective institutions, but also in their students, for various reasons, transferring to us.

The growth of the department has proven, over time, to coincide with the institutional growth. We have a long term hope that enrollment will not decline or even plateau, but will continue to incrementally grow over the next ten years.

The above data reflects various enrollments and success rates of selected music department courses—those with our highest enrollments and those that are considered “core” music courses. There are no surprises in this data, either in enrollment or in success rates.

The music department uses its number of graduation recitalists each spring as a measure of growth and overall departmental achievement. While this number has gradually risen, and in general is at least twice what it once was, the department still has concern about raising it much higher. In particular, we aim to strengthen our advising processes with regard to the OTM courses that our students must take, and that collectively comprise a large percentage of their degree requirements. It is often the case that students who have completed all their music requirements nevertheless do not graduate because of one or more OTM courses left uncompleted. The department would like to have a dependable goal of 10 graduates per year by 2014, the year of our next accreditation evaluation.

**Section II: Progress Since the Most Recent Review**

1. What was the fiscal year of the most recent Program Review for this program?

FY 05-06

1. Briefly summarize the goals that were listed in Section IV part E of the most recent Program Review Self-Study

Section IV/part E: “Our rationale, as always, is to satisfy perceived demand in the local community, whether by offering newly developed courses in Music Technology or through newly-created ensemble experiences. We anticipate having a presence in the projected Warren County campus, and will adopt the same rationale of satisfying demand in whatever way we can.”

1. What Recommendations for Action were made by the review team to the most recent Program Review?

**Recommendations for Action**:

* Collect and analyze data about the impact of the department’s community outreach to monitor and improve the results
* Document the assessment activity and evidence presented in the self study report, with specific attention to the number of students in the program compared to the number of graduates; seek assistance from IPR to support this research to increase the number of graduates and/or document the extent of transfer
* Through IPR, access information about graduates and pre-degree transferees in order to assess the effectiveness of the program
* Identify the patterns of evidence that emerge from the student learning experiences in the department in order to better respond to student needs
* Based on data, plan and initiate next steps for program improvements
* Conduct a needs analysis to assess the viability of a new technical program or track: in music (i.e., music industry)
* Explore grant funding and partnership prospects in order to acquire needed resources and/or equipment; use the resources of the Grants Office and the Dean’s Office as needed

o Study of other spaces available for course delivery, practice rooms (on and off campus)

o Fundraising from outside groups

1. Have the goals in your self-study changed since your last Program Review Self-Study as a result of the Review Team recommendations or for any other reason?  If so, please describe the changes.

No.

1. What progress has been made toward meeting any of the goals listed in the sections above (b, c, and d) in the past year?

Enrollment in our online offerings has encouraged to continue to move in the direction of course development of Arts and Humanities-fulfilling music courses. Music Appreciation and History of Rock/Pop are producing healthy enrollments. As soon as possible, we will develop and offer (under semesters) courses in Jazz Appreciation and World Music.

Our continuing annual assessment of instructional effectiveness yielded results that indicate 85-95% of music majors are comprehending and retaining course content in core music courses (Theory, Sight Singing/Dictation, and Music Styles (history), making their anticipated institutional transfers probably successful.

Space needs continue to dominate our futures concerns. Toward that end, the music department received funding for five modular practice rooms, which were installed in room 2330 (a room given over to music-department usage). We now have ten practice rooms instead of five, which will help ease practice room congestion considerably.

No plan yet has been implemented, with IPR assistance, to track graduates.

A community-needs assessment for music technology programs has not been undertaken. It may well be that there exists a desire for such programs at Sinclair, particularly in music recording technology. A lack of space, however, prevents us from going forward with the committee’s recommendation in this area. Our accreditor, the National Association of Schools of Music, has strongly suggested that our space needs at the moment (a rehearsal hall) address basic questions of program integrity of core music courses—ensembles. Until that need is met, the department cannot make plans for a possible music technology certificate or degree if it is to be offered on the main campus.

The life of our piano lab and of a Steinway concert grand piano were recently extended through the purchase of proprietary (and expensive) headsets for the lab, and through the replacement of hammers in the piano. These projects were funded through the capital request process.

In terms of alternative funding for student learning, the department has secured an endowment (the Robert Mueller scholarship, $10,000), another possible endowment—the final dollar amount still to be determined; currently at a little under $11,000—from the Murlin Heights United Church of Christ, and the Dayton Chamber Music Society ($1,500/yr). Money from the Mueller donation was also utilized to purchase a celesta for the music department ($14,000).

**Section III: Assessment of Outcomes**

The Program Outcomes for this program are listed below. **At least one-third of your program outcomes must be assessed as part of this Annual Update, and across the next three years all of these program outcomes must be assessed at least once**.

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| **Music** Program Outcomes | In which courses are these program outcomes addressed? | Which of these program outcomes were assessed during the last fiscal year? | Assessment Methods  Used |
| **1)** Identify and describe aural, analytical, and compositional techniques used by composer from 900 AD to the present time; demonstrate computer literacy with interactive music theory software. | MUS  105, 111, 112, 113, 126, 139, 141, 142, 143, 211, 212, 213, 241, 242, 243 | ASSESSED IN  FY 09-10 | * Written and performance assessments at the conclusions of series of courses |
| **2)** Articulate the historical style characteristics of western European music as they changed from medieval to modern times. | MUS  131, 132, 133 |  | * Written assessments at the conclusion of this series of courses |
| **3)** Sight read on piano, harmonize, perform in ensembles, improvise, and demonstrate piano technique equivalent to established sophomore levels. | MUS  116, 117, 118, 121, 216, 217, 218 | ASSESSED IN  FY 09-10 | * Performance assessments at the conclusions of series |
| **4)** Perform standard college level solo and ensemble repertoire. | MUS  109, 114, 119, 120, 124, 127, 154, 155, 158, 162, 166, 167-192, 194, 195, 225, 229, 296 |  | * Quarterly performance evaluations as soloist or as a member of an ensemble |

1. For the assessment methods listed in the table above, what were the results?

For each series of courses in the music curriculum (there are eight series), assessment exams, either written and/or involving performance, are administered each spring quarter. For MUS 131-133, Survey of Musical Styles, this assessment is written and comprehensive. Results indicate that 81% of students are comprehending and retaining course content. This is a satisfactory result.

All applied lesson students and ensemble participants are assessed in an ongoing fashion.

All music majors are required to perform in quarterly student recitals, as well as presenting a solo graduation (capstone) recital. Students’ performances are therefore evaluated by all of the fulltime music faculty every term. In a similar fashion, all music majors participate in at least one music ensemble each term. Public performance is the primary goal of all these groups; individual performance is evaluated by a director or conductor, as well as collectively by the entire music faculty. Collegiate level repertoire is the common denominator among all the applied lessons and ensembles.

1. Were changes planned as a result of the data? If so, what were those changes?

No changes have been implemented as a result of the data. The department feels it is performing well with regard to student accomplishment and retention of information in the above assessments of outcomes.

1. How will you determine whether those changes had an impact?

n/a

c) Starting with next year’s Annual Update, this section will ask about assessment of general education outcomes. For FY 2012-13, you will be asked how the department is assessing Oral Communication and Written Communication in your courses, and in addition you will be asked to share the results of those assessments. Please be prepared to address this in next year’s Annual Update.

d) Does your department have courses where there are common assignments or exams across all sections of the course? If so, please list those courses, and indicate whether you are currently examining results across all sections of those courses.

The only course in the department that has common assignments across all sections of the course is MUS 115, Music Appreciation. (Not referring to the online sections of this course…) This assignment is to attend a certain number of music performances during the course of the quarter, and to hand in written “reviews” of the performances. These reports are evaluated and graded by each respective instructor. Results of this activity are currently not being (formally) compared from one section to another.

**Section IV: Improvement Efforts for the Fiscal Year**

1. **FY 10-11:** What other improvement efforts did the department make in FY 10-11?  How successful were these efforts?  What further efforts need to be made? If your department didn’t make improvement efforts during the fiscal year, discuss the strengths and weaknesses of the department over the last year and how the department plans to address them in the coming year.

The department will continue to make a case for acquiring a second rehearsal space. Such a space will make possible rehearsals of two ensembles at the same time, currently a limiting factor on the way the department operates and the inefficient way we must serve students.

1. **FY 11-12:** What improvement efforts does the department have planned for FY 11-12? How will you know whether you have been successful?

All of the following efforts are planned for FY 11-12, and FY12-13, activities that will immediately precede our next accreditation visit. They are all designed for widening the scope of our service to students, and indirectly increasing student learning:

* The music department will:
  + request an ACF for the 2012-13 school year in order to serve our students in higher qualitative way.
  + produce a revised student handbook, addressing 17 key areas.
  + produce two printed brochures for general recruitment purposes.
  + revamp and expand its web presence.
  + request, through the capital request process, a renovation of the computer lab, room 2L31, for the purpose of making it more student-friendly. Specifically, through the addition of whiteboards on all walls.
  + commence a recital-attendance monitoring system.
  + seek to increase pay for staff accompanists and applied adjunct instructor, to make it competitive with other local institutions.
  + attempt to address its space issue with regard to adding a second rehearsal room.
  + in addition to adding two online courses mentioned above, add an Introduction to Music Education course to its offerings, and make this a “strongly suggested” course for every music major.
  + revise and update its strategic plan for instrument replacement.
  + revise all of its routine forms, particularly those used to document a student’s repertoire studied.
  + acquire, from all applied teachers, recommendations for “suggested audition repertoire” for inclusion in its Student Handbook.

In all cases above, success will be measured by successful accomplishment of each task.

Questions regarding completion of the Annual Update? Please contact the Director of Curriculum and Assessment at 512-2789 to schedule a time to review the template and ask any questions.