Program Review

Summary and Reflections with Unit Goals, Action Plans, and Updates

Instructional Program - Music (MUSI)

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.

Challenges:

- Falling Enrollment – declined by 30%, has caused us to restructure class schedule by deactivating some upper-level classes
- Staffing – Loss of 2 good Accompanists during pandemic, hours we could offer ILT Nance diminished due to rising costs of living and need to seek additional work
- Moving to & Surviving Online – Some performance-based classes did not work online and have not run since pandemic such as Jazz Big Band & World Music Ensemble. Others, such as Choir, Guitar Ensemble, and music technology classes were a challenge to continue online in a way that still offered value to students
- Diminishing FTEF & Faculty – Most music Contract faculty have retired with some returning for Pro-Rata; as FTEF diminishes it is a challenge to have a schedule for Pro-Rata and Adjunct faculty; dept. desperately needs more new Contract faculty
- Facility Upgrades/Repairs – Still no performance space; teaching spaces are in need of upgrades, computers 10 years old = browsers and operating systems no longer functional with new current digital needs
- Culture Change – Significant number of both students and faculty increased staying at home and resist coming back to campus
- Music Dept. Equipment – Significant amount of old and non-industry standard equipment in use by faculty/staff for classes and for student use; this goes against college initiatives of keep equipment modern and up to date with industry standards for workforce training; dept. currently in need of over $90,000.00 worth of new equipment to be competitive with other institutions and to enable educating students to the best of our abilities
- Increase in FTEF needed to schedule high demand classes that we cannot currently offer enough of in all 4 semesters annually

Successes:

- Launch of New Classes – We have launched new classes to better reflect the kinds of diversity of our society and address equitable representation in the music curriculum = Women in Music, Rap Music & Hip Hop Culture, Asian & Pacific Music, Music of The Beatles, Music & Social Media, Music of California

- New Adjuncts & Diversity – Our recent hires have included Asian, Latin American, and African American adjunct faculty and staff to better represent diversity & representation in our dept.

- Bringing Back Entire Faculty/Staff/Classes – As of spring ’23 all faculty, staff, classes, events and services in our dept. now back on campus with the exception of music compositions 1-4 classes and all music gen ed classes, which remain strongly enrolled as online and late start online classes

If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.

Curricular Changes:

- New Classes – Rap Music & Hip Hop Culture, Music of The Beatles, Women in Music, Music & Social Media, Asian & Pacific Music, Music of California = 4 of these now established / 1st semester = 50% enrollment / by 2nd semester 3 sections running full, 2 more 50-60% at first offering. Women &

Summary and Reflection

Music launching in fall ’23. RESULT = Most diverse & unique offerings addressing equity in the district; currently only available at Mesa

- CA/AA updates – All awards fully updated to include new courses and implemented in online maps on new website

- Assignment Updates – Introduction to Music, History of Rock Music, History of Jazz = all now have assignments/discussions/topics that address diversity in subject matter = African Americans, Women, LGBTQ, other under-represented ethnicities. This idea was introduced by Chair Robinson and adopted by most faculty teaching GenEd classes

Impact:

- Growing Enrollment – Gen Eds in music strongly enrolled most full, some above cap

- New Diverse Adjuncts to Teach – We now have African American, Latin American, Asian, and LGBTQ faculty members many of whom are teaching the new subject matter

If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.

Funding from last 2 program reviews has resulted in a lot of new equipment for the music dept. for the recording studio and jazz ensemble, in position to make use of now / However, because we have been off campus for 2 ½ years, having just gotten back to campus this equipment is still in the process of being adopted for classes; impact at this point is not measurable

HERFF Funding – Student kits for music technology and piano classes have enabled student success in our classes during pandemic years. Currently, 4 classrooms have been completely updated with all new teaching technology; music office and Maas Lab currently being updated; plan have launched to modernize the recording studio with new computers and teaching technology; faculty/staff computers in process of being updated; wi-fi access being updated in large rooms (C-116 & C-119)

If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.

Reviewed Not Accurate - Support Needed

Related Documents for Charts and Graphs

2022-2023 CLO Edits.docx

Executive Summary Complete

Yes

Data Reflection

Trends observed in program/service area's data.

Trends in Music Dept. course success rate trends above 70% overall and for nearly all groups by Ethnicity and gender during 2018-2022 cycle. For African Americans and White, there were sharper increases during 2020-2022 with Latin American and Asian experiencing increases respectively but at less sharper inclines than African American and White. When looking at this data by Gender, both females and males experienced increases with female at a much higher rate. Charts below show the data described by Ethnicity (4 groups) and Gender (2 groups).

See attached charts with notes.

Summary and Reflection

Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)

See attached charts with notes.

Equity Gaps Identified in Music for African American & Latin American:
-African American = -13.6%
-Latin American = -5.6%
Equity Gaps Identified in Music for Males:
- Males = 3.7%

Yes, there are equity gaps with regards to the demographic data provided above in 2 groups by Ethnicity and 1 by Gender. The African American equity gap was -13.6% while the Latin American equity gap was -5.6%. In looking at this data by gender, the equity gap for males was -3.7% Overall, the highest equity gaps for the Music Dept. during this cycle lies among African Americans.

Related Documents for Charts and Graphs

Chart 1.png;
Chart 2.png;
Chart 3.png;
Chart 4.png;
Chart 5.png;
Chart 6.png;
Chart 7.png;
Chart 8.png;
Chart 9.png

Describe the discussion(s) that took place about the unit's learning outcomes assessment data.

Course Success Assessment (CLOs) = only discussed at the first meeting of a semester regarding which courses need to turn in success assessment data to be logged at close of semester, identifying any courses that assessed below 70%, and any necessary action plans. All classes during last cycle have assessed at 70% or better. At the start of this new cycle, in fall 2022 11 courses assessed below 70% due to excessive student withdrawals.

Action Plan: After initial meeting discussion, Music Dept. faculty chose to reassess those 11 courses in spring ’23 to see if success rates will improve.

Data Reflection Complete

Yes

Practice Reflection

Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.

1) New curriculum to serve African American, female, Asian and Latin American students:

MUSI 126 Rap Music & Hip Hop Culture –1 section launched on campus Fall 2022 – increased to 2 online sections with strong enrollment in Spring 2023.

MUSI 118 Asian & Pacific Music – launched Spring 2023 online with strong enrollment

MUSI 131 Music of California – launched Spring 2023 online with strong enrollment (course covers a wide diversity of musics and groups local to California)

MUSI 138 Women in Music – launched Fall 2023 online

MUSI 119 Music in Latin America & North American – to be launched in future semester

Summary and Reflection

MUSI 139 Music & Social Media – to be launched in future semester

2) Curricular/Awards: Highest concentration of African American & Latin American students in music enrolled in Jazz & Music Technology classes in Music Dept. = New awards – AA and CA in Music Technology

3) Representation/Diversity of Faculty/Staff – recent adjunct/staff hires in female, Asian, Latin American, and African American

What other factors (internal or external) might also impact the above data trends and equity gaps?
Internal: Facilities – We have no proper facility to teach/practice/perform music in

Low Enrollment – perhaps low enrollment in the music area may be impacted by the lack of proper facilities

Faculty in decline – 7 contract now down to 2 due to retirements

External: Cultural Change due to pandemic and online learning – students and some faculty not wanting to come back to campus – dropping enrollment chows this in many of our classes but not all. Online / stay at home learning = could involve less accountability, higher cheating rates, use of AI = easier for students to "do better" / data typically shows students "do better" with online asynchronous classes. The data certainly shows this but one perspective from our department is that the data is flawed because it does not show why they do better. Perhaps it is because some students feel better learning from home or that they might be better supported. That could certainly be true in some cases. The Chair speaking of his own personal observations and experience, holds that a simple fact remains for him as a teacher – He cannot hold students to the standards he was held to as an undergraduate. This view is shared by many of his colleagues. However, one faculty member in the Music Dept. does not agree with this observation. No doubt, cultural, generational, and other situational changes impact this but it's possible there is a danger of reading the kinds of data trends we see during/post-pandemic without consideration of the many complexities that surround the arrival points of our data.

CA = a state too expensive for many people to easily live in, sometimes leads to personal immediate economic concerns outweighing the value of a serious commitment/investment in education

Related Documents for Charts and Graphs

Practice Reflection Complete
Yes

Mid-Cycle Updates

YEAR 2 Updates (2023 - 2024)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.
No

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.
No

Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.
N/A

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.
No

YEAR 3 Updates (2024 - 2025)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.
Improved enrollment numbers in nearly all courses over entire year - need new faculty in Music Technology & Music Theory - FTEF reduced by district

Summary and Reflection

While most faculty are back on campus for skills based classes, Gen Eds remain online and are not unable on campus as students prefer the online modality

Dept. desperately needs more new Contract faculty

Music Dept. Equipment – Significant of old and non-industry standard equipment in use by faculty/staff for classes and for student use; this goes
against college initiatives of keep equipment modern and up to date with industry standards for workforce training; dept. currently in need
of over $90,000.00 worth of new equipment to be competitive with other institutions and to enable educating students to the best of our
abilities

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.
Equity Gaps Identified in Music for African American & Latin American:
-African American = -13.6%
-Latin American = -5.6%
Equity Gaps Identified in Music for Males:
- Males = 3.7%

Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.
Course assessment data nearly complete for this cycle - all courses hitting benchmark - some were reassessed due to enrollment issues

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.
Of the new courses added to Music curriculum, 4 have been running successfully and regularly: MUSI 138 Women in Music, MUSI 126 Rap Music & Hip Hop Culture, MUSI 118 Asian & Pacific Music, MUSI 131 Music of California, and also new courses MUSI 117 Music in the United States and MUSI Music of The Beatles have also been running steadily. Enrollment and productivity booming in Intersession and Summer semesters so much so that 2 courses were added to Intersession for 2025 including MUSI 126 for the 1st time.

Other new curriculum coming online = MUSI 206C Projects in Composition starting spring 2025 and MUSI 206D Projects in Composition to be offered soon afterwards. Reent deactivations include MUSI 205A-B Projects in Audio Engineering.

YEAR 4 Updates (2025 - 2026)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.
Influx of over $100k in resources primarily for the music tech area but also included all other areas of the dept. have updated our facilities and student access to modern equipment

One class FTEF of .200 was awarded for fall '25 for additional late start gened - which was successfully enrolled - Dept. could use more FTEF to expand offerings throughout year

Dept. desperately needs more new Contract faculty

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.
Equity Gaps Identified in Music for African American & Latin American:
-African American = -1.%. (vs. -6.5%previously)
-Latin American = -4.3% (vs. -5.6% previously)

Overall enrollment remains strong in most music classes, current data shows significant reduction in current equity gaps from previous semester

Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.
Dept. is currently averaging 84% currently for CLO to PLO success rate = students meeting benchmarks in nearly all music classes excepting MUSI 117, which is being reassessed in Spring '26. However, most classes offered continue to exceed minimum benchmarks.

Summary and Reflection

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.
In an attempt to address current equity gaps, the dept. has invested heavily in updating equipment in the music tech area - the area with the highest concentration of Latin American and African American students. Since it has only been half a semester since this equipment has been in use, dept. will reassess new data trends in next cycle to more accurately show the impact of said investment

The new curriculum developed for MUSI 206C and 206D has been implemented with 206C having successfully attracted enrollment for fall '25. 206D will be offered for the first time in spring '26

Curricular/Awards: Highest concentration of African American & Latin American students in music
enrolled in Jazz & Music Technology classes in Music Dept. = New awards – AA and CA in Music Technology

New degree in Liberal Arts involving music classes has been developed

YEAR 5 Updates (2026 - 2027)
Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 5.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 5.

Review Outcomes Report. Review the unit's outcomes assessment process for 2025 - 2026. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 5.

Unit Goals, Action Plans, and Updates

Goal 1: CCAP Classes in Music

Unit Goal: Goal 1: Increase partnerships with local high schools such as more regular offerings of CCAP classes in Music to increase stronger pathways for high school students to enroll at Mesa

Goal Status: Archived

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** 1. Chair will address music faculty to engage more faculty to offer more courses in music for CCAP during current cycle. 2. Chair will counter-offer schedule adjustment for every CCAP request in music to make every effort to accommodate those requests with a scheduling that works for both Mesa Music Dept. and host high school during current cycle. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 11/19/2025 **Action Plan Update**: Currently, no faculty in the dept. wish to teach CCAP in person due to scheduling conflicts. Chair supported these types of offerings by teaching them asynchronously online but local high schools diminished their interest in these type of offerings. **Update Year**: 2025 - 2026 **Action Plan Progress**: Barriers Encountered **Submission Date**: 11/20/2024 **Action Plan Update**: Only Chair will offer CCAP classes; no other faculty available or interested in this kind of teaching; Chair has been offering CCAP class every fall for several years now each fall **Update Year**: 2024 - 2025 **Action Plan Progress**: Completed

Unit Goals, Action Plans, and Updates

Goal 2: Award Maps

Unit Goal: Goal 2: Maintain award maps with any curricular updates/revisions on Music Dept. website for clarity of expectations.

Goal Status: Completed

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (✓)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** 1. Chair will update every award map and post on music dept. website at the start of each semester whenever \ curricular revisions/updates require to do so during current cycle. 2. Chair will maintain communication with music liaison Counseling faculty each semester to provide curricular updates to keep students and counselors informed. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 11/19/2025 **Action Plan Update**: Chair has mainteded all award maps online on dept. website. District is often not up to date on current awards and our efforts have been able to support students in graduation despite district's initial misunderstanding **Update Year**: 2025 - 2026 **Action Plan Progress**: Completed **Submission Date**: 11/20/2024 **Action Plan Update**: Award maps & degree info on website current and completely correct; new catalog corrected errata making that info also correct and updated **Update Year**: 2024 - 2025 **Action Plan Progress**: Completed

Goal 3: Equity and Curriculum

Unit Goal: Goal 3: Revise course assignments to be more inclusive of coverage of under-represented groups in a variety of music subject matter.

Unit Goals, Action Plans, and Updates

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (✓)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)
- **Stewardship - Objective 4:** Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities and technology to ensure access to adequate resources and better serve students (✓)

Action Plans	Updates
Action Plan Status: Active	**Submission Date**: 11/19/2025 **Action Plan Update**: In discussions, faculty currenty teaching these classes remain open to keeping assignments relevant to these issues. Furthermore, MUSI 100 currently being redesigned by 1 faculty to be zero cost. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track
	Submission Date: 11/20/2024 **Action Plan Update**: Faculty addressed at meeting about need for assignments in all Gen Ed MUSI classes to include diversity & representation. The following courses now have assignments that engage in DEI initiative of the college: MUSI 100, 103, 108, 109, 110, 111, 114, 117, 118, 119, 125, 126, 131, 138. Music dept. considering to add a new course on Music & Gender for the future. **Update Year**: 2024 - 2025

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan: 1. Chair will work with faculty teaching GenEds (MUSI 100, 103, 108, 109, 110, 111, 114, 117, 118, 119, 125, 126, 131, 138) to revise assignments and course topics to be more inclusive of under-represented groups so that every music GenEd includes the role of people of color, women, and the LGBTQ community during the next cycle. 2. Chair will work with faculty teaching performance based courses (123A-D, 124/224, 257A-D, 259A-D, 264A-D) to include representation of people of color, women, and the LGBTQ community so that performances by the music dept. expose students and audiences to a variety of under-represented groups during the next cycle. 3. Chair will work with entire faculty on necessary equipment upgrades to modernize curriculum/teaching effectiveness of students. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Action Plan Progress**: On Track