

SAN DIEGO
MESA COLLEGE



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
- 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

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 some 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 & 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

Summary and Reflection

- 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.

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%

Summary and Reflection

- 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.

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.

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](#)

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

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

2) Curricular/Awards: Highest concentration of African American & Latin American students in music

Summary and Reflection

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 shows 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

Are there any edits or updates to the Executive Summary above?

No

Are there any edits or updates to the Data Reflection above?

No

Are there any edits or updates to the Practice Reflection above?

No

Summary and Reflection

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: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 2: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: 1. Chair will address music faculty to engage more faculty to offer more courses in music for CCAP during current cycle.</p> <p>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.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	

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: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Community - Objective 1: X

Summary and Reflection

- Completion - Objective 1: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>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.</p> <p>2. Chair will maintain communication with music liaison Counseling faculty each semester to provide curricular updates to keep students and counselors informed.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	

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.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Community - Objective 2: X
- Scholarship - Objective 2: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p>	

Summary and Reflection

Action Plans	Action Plan Update
<p>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.</p> <p>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.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	