

#19

COMPLETE

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Page 1: I. Program Overview and Update

Q1

1. Department(s) Reviewed:

Performing Arts

Q2

2. Lead Author:

James Sepulvado

Q3

Respondent skipped this question

3. Collaborator(s) - list of any person that participated in the preparation of this report:

Q4

4. Dean/Manager(s):

Lauren Halsted

Q5

Respondent skipped this question

5. Initial Collaboration Date with Manager/Dean:

Q6

6. Program Update (Required): Please summarize the changes, additions, and achievements that have occurred in your program since the last program review. You can access 2022 program reviews on the program review webpage.

Over the past year the Performing Arts Department has made significant but insufficient progress towards our ultimate goal of providing students a world class music education. In quantitative terms we have presented 42 concerts, 18 recruitment events, expanded the number of hours practice rooms are available to students, held dozens of advising sessions with students, offered 4 new courses, fundraised sufficient revenue to offer 10 lessons scholarships to music majors and provided students 2 opportunities to attend field trips. Qualitatively the degree to which we are aligning our curriculum with transfer institutions has improved significantly (which in turn increases the likelihood of student success upon transfer), the performance level of the ensembles continues to improve steadily and the quality of performances given by students during their end of semester juries is notably better.

As a department we view the work we are doing in two categories: increasing the number of students taking private lessons on their instrument or voice and everything else. It is clear that the single most important thing we can do as a department is to get as many students as possible taking lessons with the best possible instructor on their instrument or voice type.

To quickly summarize, it is the considered opinion of our department that the lack of a lessons program at Cuyamaca both directly is a massive equity issue in and of itself but also creates the conditions wherein a whole host of other equity issues metastasize. A detailed rationale and plan for this goal can be found in the document entitled "Equitable Music Pathway Program Proposal" which was presented to President's cabinet in Spring of 2022 (<https://www.dropbox.com/scl/fi/4riwliom683sohvhsnq0y/music-pathway-program-proposal.pdf?rlkey=l9otrWj626uymgz9illyuxdw4&dl=0>). Therefore our top goal is resolving this lessons issue which in turn we believe will be a determinative variable in increasing student success in a wide range of areas.

With an understanding of the importance of the lessons program now established, below is a list of the steps taken by the department related to the lessons issue, organized by the areas outlined in the Equitable Music Pathway Program Proposal:

Student Enrollment

A. Student Identification

a. GUHSD Outreach

- i. Hosted District Honor Band & Orchestra
- ii. Clinics to Santana, Valhalla, Helix, Monte Vista, Granite Hills,

Steele Canyon

- iii. Music Industry Seminar Instructor and students supported Steele

Canyon Battle of the Bands event

- iv. Joint Concert with Valhalla Spring 2024
- v. District Festival Spring 2024
- vi. Department chair has joined the board of the Parent Music Advocacy Group, a non-profit

organization supporting music education in east county.

b. Elementary District Outreach

- i. Continued implementation of the Lemon Grove School District After School Music Program. The program has provided music instruction to over 700 students since 2022.
- ii. Efforts to restart the Santee After School Music Program

B. Student Recruitment

- a. Successfully began offering a MUS 110 class at Steele Canyon High School taught by their instrumental music teacher.
- b. The department began holding an event called Tacos & Music before each semester. The event is a low stakes opportunity for students to get information about music courses at Cuyamaca. The event is publicized widely on social media and at local high schools.
- c. The Thursday Night Concert Series provides additional low stakes opportunities for students to attend performances. These performances include student ensembles which are courses. Consequently the efforts the department is making to publicize the Thursday Night Concert Series are aimed in part to increase enrollment in these courses.

d. The department chair is working on materials for high school counselors and plans to schedule meetings with the head counselors at Mt. Miguel, Monte Vista, Steele Canyon, Valhalla and Granite Hills to give them resources to assist students looking to enroll in Cuyamaca music courses.

C. Student Advising

- a. Full Time faculty continue to meet regularly with students to advise them on music courses needed for transfer.
- b. The department continues to publicize the "Big 4" music courses that music majors should be enrolled in each semester. This work includes print materials, information on our website and social media.
- c. The department chair is currently working on additional materials for Cuyamaca Counselors.

Student Success

D. Student Success in the Classroom

- a. The department is now providing private lessons to 10 music majors. These lessons are being taught by professional musicians on the students' instrument or voice type. The plan is to expand this to 15 students in Fall 2024.
- b. The department is now providing employment opportunities to students to work department concerts, ECHO concerts and other events. In addition to providing students with tangible work experience and pay, these students are also getting real world training in a professional context in music industry occupations.
- c. Students continue to benefit from internships with a variety of community partners. The music industry program in particular, led by Dawn Hanus, is forging new connections with exciting partners that promise to provide powerful opportunities for students. Most notably professor Hanus took the music industry class on a field trip to the headquarters of Local Media LLC this semester. Local Media LLC is the company that owns and operates 103.7, 91X, 90.3 and 100.7 radio stations. Students received a tour of the facility, talked and asked questions of multiple employees and even appeared on air with famous local DJ Xavier the XMan. Several students asked about employment opportunities and the department continues to pursue internships with that company.

Engaging Students

The department has worked with local presenting organizations like the San Diego Symphony, La Jolla Music Society, San Diego Winds and others to provide students with free and discounted tickets to performances over the past year. Additionally the ECHO concerts remain an incredible opportunity for students to see world class musicians perform on campus.

Validating Students

One of the more exciting accomplishments in the past year was the successful launch of the Grossmont-Cuyamaca Music Alliance Showcase called "Bridging the Gap for Student Success". This gala concert featuring both music programs from Grossmont and Cuyamaca was held on Thursday May 25, 2023. Seven student ensembles from both colleges performed and students gave first hand testimonials to the audience describing the positive impact the music programs at both colleges played in their lives. The event raised over \$5k in its inaugural year and we plan to grow the event into a major fundraising operation for the lessons program at both campuses in the years to come. The 2024 benefit concert is scheduled for Saturday June 1, 2023.

Other notable achievements during the past year in areas outside (although some indirectly still tied to the lessons issue) are as follows:

Thursday Night Concert Series

The department began a regular Thursday night concert series during the 2022-2023 school year and have continued the series this year. There are a number of rationales for offering the concert series including providing performance opportunities for students, engaging with the community, providing learning opportunities for students to hear professional musicians on campus, providing work opportunities for students and generating income for the private lessons program and providing a forum for a diverse range of musicians and musical styles. Much of the work this year around the concert series has involved promotion and marketing. Specifically the department created a database of locally owned businesses (not large corporations) and has begun reaching out to these businesses to create relationships and offer them free advertising in our concert series program book. The database consists of just over 50 businesses, all of whom have received a letter from the department chair and a subsequent follow up visit by students in the music industry seminar class. The idea is to teach the students about marketing for music events in real time by having them do this kind of work for our concert series so they can apply the approach to their own careers. The professor of that class has incorporated this into general discussions about marketing in music including identifying and reaching your prospective audience. The

department chair has presented to the music industry seminar class about work being done by the department in an effort to coordinate the lessons of the class with the actual work of the department. Additionally we have made and distributed large format posters throughout the campus and at selected local businesses advertising the Thursday Night series. We have also created a canvas unit with information about the series, links to the ticket website along with a discount code and a calendar of concerts for each semester that instructors can then copy to their canvas courses to encourage attendance at concerts. We plan to extend this work in the music area by coming up with curriculum materials aligned with upcoming concerts so that instructors have the option of integrating those resources into their class. So for example an instructor teaching our History of Rock class (MUS 115) might choose to incorporate a unit on Fleetwood Mac which will align with the Rock, Pop and Soul Ensemble concert next semester.

Curriculum and Scheduling

A good deal of important work has been done in the area of Curriculum and Scheduling. During the 2022-2023 school year we successfully began offering our first methods course and this year the department took the lessons learned from that process and wrote three more methods courses. Those courses were submitted to the curriculum committee this past semester and if all the approvals come through we will begin offering them in Fall of 2024. These methods courses include Percussion Methods, Brass Methods and String Methods. This is part of an effort to offer as many lower division music major courses as possible to our students to shorten the total amount of time required for them to complete a degree.

Additionally we have expanded the offerings of adult learner sections of our ensembles. Due to repeatability issues students were previously not able to enroll in ensembles. By adding adult learner sections of Rock, Pop and Soul Ensemble, Concert Band and Choir we are retaining more students and capturing more enrollment.

We are proud of the work we have done but understand there is still much to be done.

Page 2: II. Assessment and Student Achievement

Q7

7. Did your program complete and submit SLO assessment in the last year? If you are unsure, check the most recent updates on your program's SLO Assessment Updates.

No: Please describe the department's plan to update them: The lack of SLO assessment is a priority and the plan is to discuss them at length at our Sp23 Department meeting during flex week and follow up with communications throughout the semester to ensure SLO's are assessed this spring. We have a rotation of courses that are supposed to be assessed but we have not done a good enough job of following up and making sure that work is done.

Q8

7a. Which SLOs did you assess in the last year? If you did not assess in the last year, please share why, including whether your program is experiencing barriers to assessment or data submission, and/or if your program would benefit from outcomes and assessment support.

I think the two main barriers are just being clear on what exactly we are supposed to be doing and finding the time to do it. I know that sounds simple but I find myself often having to translate the acronyms and specialized language of education into normal words and then back again to meet these requirements. That requires understanding what exactly we are measuring with SLO's and having the time to translate what we are doing into that framework. There is an inherent incongruity at times with our discipline with things like this just because so much of art is subjective and therefore difficult to measure. That adds to the difficulty. Ultimately though we just need to do it.

Q9

8. Please share any outcomes assessment projects your program has worked on in the last year, including SLOs on Canvas, PLOs by ACP, Equitable Assessment Strategies (innovative collective/common assessments, project-based, work-based learning, student-centered, etc.), or other.

So this is an example of what I was just discussing in answering question 7a. We are obviously doing a number of things that can be characterized as "outcomes assessment projects" but I'm having a hard time translating them into the specific language in the question. If you'll permit me I'll answer in more broad terms by saying that again the lessons work we are doing here has essential assessment components. There is a tremendous amount of specialized knowledge and skill sets in the music field and the truth is that although I have for example significant training as a brass musician and conductor, I am not qualified to assess idiomatic aspects of flute performance. There is just too much specialized knowledge that takes a lifetime to accumulate and so our flute students need an experienced professional flute instructor to teach them those things and then report to us at our end of semester juries how those particular students are doing in those particular areas. In other words the growth of our lessons program is dramatically increasing the depth and quality of our assessments. The complicating factor is these improvements don't necessarily fit neatly into a single course's SLO's for example since the work a student is doing in their private lessons will yield results in for example the Performance Studies Sequence (MUS 190/191/290/291), the Theory Sequence (MUS 105/106/205/206), the Ensembles (lots of courses trust me you don't want me to list them all), the methods courses, etc. In this way our program sometimes doesn't fit cleanly in these ways of describing or measuring the work we do but the work is being done.

Similarly and in addition there is a lot of work being done around work-based learning for students working our concert series and internships.

Q10

Respondent skipped this question

OPTIONAL: You may upload a copy of any assessment-related documents here. If you have an Excel sheet, please convert it to one of the supported files listed below before submission.

Q11

9. Please discuss any equity gaps in access or success

Looking at the data, the term "equity gap" appears 52 times for our department so explaining all of those proves to be difficult to impossible. However disaggregating the data a few important patterns do emerge:

- African American success and retention rates for both online and in person courses
- Hispanic/Latino success rates for online courses
- Multiple Race/Ethnicities success rates for online courses

There are some other demographics that have less consistent data but we will continue to monitor. As to the above issues it is difficult to draw too direct a causal relationship firstly because the data varies widely and secondly because at times the sample size is just too small. For example success rates of African-American students in online courses was 41% in Fall 2018, then rose to 68% in Fall 2021 before falling again to 46% in Fall 2022. Now to be sure the overall picture is concerning and must be addressed but I can not think of any reason why the numbers shot up 27% in 2021 and then fell again a year later and I don't think it's useful to try to find one. The number of students in that demographic range from 13-28 so it's just not enough of a sample size to draw much of a conclusion. It is even difficult to discern much of a trend because the data moves so dramatically year to year.

Hispanic sample size is significantly larger and there is a pronounced difference in online vs. in person data. Consequently there is a much more clear issue here with how hispanic students are doing in online classes.

Multiple Races/Ethnicities again has small sample sizes and varying data year to year.

Q12

10. What action will the department or discipline take to address these equity gaps? If equity gaps have been reduced or eliminated, please share what the program did to achieve this. If equity gaps still exist, consider the specific steps your department will take to address equity gaps.

I would refer much of my answer to this question to our narrative at the beginning of this annual update survey. To briefly summarize the lessons program is the single most important thing we can do to improve equity gaps in our estimation as a department. In addition we are doing the nitty gritty, detail work of talking with students and working to understand the unique challenges for each of them. Our department is blessed with some passionate and highly capable faculty who do everything they can to meet students where they are, determine the barriers to their success and systematically wipe those barriers out.

I don't mean to be vague but I think this is the way this work is mostly done, one on one. This is not to the exclusion of more systemic practices of which we are definitely engaged. One of the most important things we can do I think is to simply connect students to resources and programs that already exist. Everything from financial aid, the food pantry, cuyamaca cares, various clubs and events on campus, the student union, etc. We have created a student lounge in our building where students can lock up their instruments in a locker, do homework, store their lunch, heat up a meal. We have a water cooler in there and we periodically stock it with snacks, meals, etc. Tutors from the library hang out in there, they can check out practice room keys there. These are the ways we are working to improve these numbers.

Q13

11. How has this data impacted the goals set in your previous comprehensive program review?

It is further evidence supporting our conclusion that the lessons program is the most important thing we can do.

Q14

12. Please describe the most significant or impactful ways your program worked across the college to advance the college's vision of equity, excellence and social justice through education over the past year.

I would refer again to the narrative at the beginning of this annual update. You have enough to read I don't want to repeat just to repeat.

Q15

13. What challenges is your program still experiencing due to the disruption of operations caused by the pandemic and the need to offer services in various modalities?

Mostly low enrollment in face to face general education courses. Our music major courses have come back and even grown in some areas but the general education courses just are not returning. We have tried to offer several general education courses over the past couple years and only one has survived cuts and even then only ended up with just over 20 students.

Q16

Respondent skipped this question

OPTIONAL: Please upload any documentation you would like to include as part of your responses to this section of the program review.

Page 4: II. Assessment and Student Achievement continued

Q17

Yes

11. Does your department offer classes that are approved distance education courses?

Page 5: DE Course Success Rates

Q18

12. If there were differences in success rates for distance education (online) versus in-person sections of program courses in your last comprehensive program review, what has the department done to address these disparities? If online and in-person sections had comparable success rates, please describe what the program did to achieve that.

This has been a difficult area. We have tried things like offering zoom office hours, communicating with students via email individually, sending video messages to online classes as a whole, encouraging attendance to in person concerts, listing campus resources in canvas, canvas units on academic dishonesty and more. The basic problem we run into again and again is essentially that the students who are struggling in these online courses are simply not engaging. They aren't logging in enough (or sometimes at all), they aren't doing assignments, they aren't responding to messages. For whatever reason the online modality for general education courses seems to often result in an inverse bell curve where many students do very well, too many do very poorly and very few are in the middle. It is difficult to determine effective intervention strategies with students who do not respond but we will continue to pursue new ways of catalyzing student engagement.

Page 6: III. Previous Goals: Update

Q19

Previous Goal 1:

Increase percentage of students taking lessons from teachers on our approved teacher list.

Q20

In Progress - will carry this goal forward into next year

Previous Goal 1:

Page 7: III. Previous Goals: Update continued

Q21

Respondent skipped this question

Please describe the results or explain the reason for deletion/completion of the goal:

Q22

Respondent skipped this question

Do you have another goal to update?

Page 8: III. Previous Goals: Update continued

Q23

Increase completion and eliminate equity gaps (graduating with a degree/certificate, or transferring)

Link to College Strategic Goal - Which College Strategic Goal does this department goal most directly support? (Check only one)

Q24

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

Classified Request for increase in number of hours for accompanist. Technology request for digital signage. Facility request for theatre renovation.

Q25

New classified position,

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Technology,
Facilities renovation

Q26

Yes

Do you have another goal to update?

Page 9: III. Previous Goals: Update continued

Q27

1. Previous Goal 2:

Strengthen the department's "niche" within San Diego County.

Q28

In Progress-will carry this goal forward into next year

3. Goal Status

Page 10: III. Previous Goals: Update continued

Q29

Respondent skipped this question

Please describe the results or explain the reason for deletion/completion of the goal:

Q30

Respondent skipped this question

Do you have another goal to update?

Page 11: III. Previous Goals: Update (If Applicable) continued

Q31

Increase equitable access (enrollment)

Link to College Strategic Goal - Which College Strategic Goal does this department goal most directly support? (Check only one)

Q32

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

Submit facilities request for theatre renovation. Submit supplies request for instruments for methods courses. Submit technology request for interface for recording studio.

Q33

**Technology,
Facilities renovation**

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Q34

No

Do you have another goal to update?

Page 12: III. Previous Goals: Update continued

Q35 Respondent skipped this question

1. Previous Goal 3:

Q36 Respondent skipped this question

3. Goal Status

Page 13: III. Previous Goals: Update continued

Q37 Respondent skipped this question

Please describe the results or explain the reason for deletion/completion of the goal:

Q38 Respondent skipped this question

Do you have another goal to update?

Page 14: III. Previous Goals: Update continued

Q39 Respondent skipped this question

Link to College Strategic Goal - Which College Strategic Goal does this department goal most directly support? (Check only one)

Q40 Respondent skipped this question

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

Q41 Respondent skipped this question

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Q42 Respondent skipped this question

Do you have another goal to update?

Page 15: III. Previous Goals: Update continued

Q43 Respondent skipped this question

1. Previous Goal 4:

Q44 Respondent skipped this question

3. Goal Status

Page 16: III. Previous Goals: Update continued

Q45 Respondent skipped this question

Please describe the results or explain the reason for deletion/completion of the goal:

Page 17: III. Previous Goals: Update continued

Q46 Respondent skipped this question

Link to College Strategic Goal - Which College Strategic Goal does this department goal most directly support? (Check only one)

Q47 Respondent skipped this question

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

Q48 Respondent skipped this question

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Page 18: IV. New Goals

Q49 No

Would you like to propose any new goal(s)?

Page 19: IV. New Goals continued

Q50 Respondent skipped this question

1. New Goal 1:

Q51 Respondent skipped this question

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q52 Respondent skipped this question

3. Please describe how this goal advances the college strategic goal identified above.

Q53 Respondent skipped this question

4. Please indicate how this goal was informed by SLO (student learning outcomes) assessment results, PLO (program learning outcomes) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Q54 Respondent skipped this question

5. Action Steps for this Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new computer hardware).

Q55 Respondent skipped this question

6. How will this goal be evaluated?

Q56 Respondent skipped this question

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Q57 Respondent skipped this question

Do you have another New Goal?

Page 20: IV. New Goals continued

Q58 Respondent skipped this question

1. New Goal 2:

Q59 Respondent skipped this question

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q60 Respondent skipped this question

3. Please describe how this goal advances the college strategic goal(s) identified above.

Q61 Respondent skipped this question

4. Please indicate how this goal was informed by SLO (student learning outcomes) assessment results, PLO (program learning outcomes) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Q62 Respondent skipped this question

5. Action Steps for this Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new computer hardware).

Q63 Respondent skipped this question

6. How will this goal be evaluated?

Q64 Respondent skipped this question

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Q65 Respondent skipped this question

Do you have another New Goal?

Page 21: IV. New Goals continued

Q66 Respondent skipped this question

1. New Goal 3:

Q67 Respondent skipped this question

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q68 Respondent skipped this question

3. Please describe how this goal advances the college strategic goal(s) identified above.

Q69 Respondent skipped this question

4. Please indicate how this goal was informed by SLO (student learning outcomes) assessment results, PLO (program learning outcomes) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Q70 Respondent skipped this question

5. Action Steps for this Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new computer hardware).

Q71 Respondent skipped this question

6. How will this goal be evaluated?

Q72 Respondent skipped this question

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Q73 Respondent skipped this question

Do you have another New Goal?

Page 22: IV. New Goals continued

Q74 Respondent skipped this question

1. New Goal 4:

Q75 Respondent skipped this question

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q76 Respondent skipped this question

3. Please describe how this goal advances the college strategic goal(s) identified above.

Q77

Respondent skipped this question

4. Please indicate how this goal was informed by SLO (student learning outcomes) assessment results, PLO (program learning outcomes) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Q78

Respondent skipped this question

5. Action Steps for this Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new computer hardware).

Q79

Respondent skipped this question

6. How will this goal be evaluated?

Q80

Respondent skipped this question

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Page 24: Final Check

Q81

I am ready to submit my program review

Are you ready to submit your program review? If you would like to go back and review a section, select a section and click "Next."
