CUYAMACA COLLEGE

Annual Update Report

Academic - Music (MUS) - (AHSS)

Equity Gaps: Black Retention

Program Goal: Improve retention among Black student population.
Goal Status: Active

Mapping
2022 - 2028 Strategic Plan: *(X)*

- **Increase Equitable Access:** Improve retention among Black student population. (**X**)

- **Eliminate Equity Gaps in Course Success:** Improve retention among Black student population. (**X**)

- **Increase Persistence and Eliminate Equity Gaps:** Improve retention among Black student population. (**X**)

- **Increase Completion and Eliminate Equity Gaps:** Improve retention among Black student population. (**X**)

- **Increase Hiring and Retention of Diverse Employees:** Improve retention among Black student population. (**X**)

Summary of Progress or Results
Summary Date: 01/12/2026
Summary of Progress or Results: We have identified a long-running trend of poor retention among Black students. This appears to be a trend across the department; no individual course/course type seems to be worse than others.
Reporting Period: 2025 - 2026
Status: Not Started
Action steps for this academic year.:
First, we need to make the faculty aware of this trend. Then, we will discuss ways we might be able to address it. Some possible solutions could include using more Black-centered music examples in class (using a Black gospel song to demonstrate a musical concept, for example) as well as including more Black-centered concerts in our concert series. Another solution would be to "diversify" our faculty; there are currently **no** Black faculty in the department.

Equity Gaps: Hispanic Retention

Program Goal: Improve retention among hispanic student population.
Goal Status: Active

Mapping
2022 - 2028 Strategic Plan: *(X)*

- **Increase Equitable Access:** Improve retention among hispanic student population. (**X**)

- **Eliminate Equity Gaps in Course Success:** Improve retention among hispanic student population. (**X**)

- **Increase Persistence and Eliminate Equity Gaps:** Improve retention among hispanic student population. (**X**)

- **Increase Completion and Eliminate Equity Gaps:** Improve retention among hispanic student population. (**X**)

Summary of Progress or Results
Summary Date: 01/12/2026
Summary of Progress or Results: We have identified a long-running trend of poor retention among hispanic students. This appears to be a trend across the department; no individual course/course type seems to be worse than others.
Reporting Period: 2025 - 2026
Status: Not Started
Action steps for this academic year.:
First, we need to make the faculty aware of this trend. Then, we will discuss ways we might be able to address it. Some possible solutions could include using more hispanic-centered music examples in class (using a Mexican folk song to demonstrate a musical concept, for example) as well as including more hispanic-centered concerts in our concert series.

Equity Gaps: Black Success

Program Goal: Improve success rates among Black student population.
Goal Status: Active

Mapping
2022 - 2028 Strategic Plan: *(X)*
- **Increase Equitable Access:** Improve success rates among Black student population. (**X**)
- **Eliminate Equity Gaps in Course Success:** Improve success rates among Black student population. (**X**)
- **Increase Persistence and Eliminate Equity Gaps:** Improve success rates among Black student population. (**X**)
- **Increase Completion and Eliminate Equity Gaps:** Improve success rates among Black student population. (**X**)
- **Increase Hiring and Retention of Diverse Employees:** Improve success rates among Black student population. (**X**)

Summary of Progress or Results
Summary Date: 01/12/2026
Summary of Progress or Results: We have identified a long-running trend of Black students having worse success rates than their white peers. This appears to be a trend across the department; no individual course/course type seems to be worse than others.
Reporting Period: 2025 - 2026
Status: Not Started
Action steps for this academic year.:
First, we need to make the faculty aware of this trend. Then, we will discuss ways we might be able to address it. Some possible solutions could include using more Black-centered music examples in class (using a Black gospel song to demonstrate a musical concept, for example) as well as including more Black-centered concerts in our concert series.

Equity Gaps: Hispanic Success

Program Goal: Improve success rates among hispanic student population.
Goal Status: Active

Mapping
2022 - 2028 Strategic Plan: *(X)*

- **Increase Equitable Access:** Improve success rates among hispanic student population. (**X**)

- **Eliminate Equity Gaps in Course Success:** Improve success rates among hispanic student population. (**X**)

- **Increase Persistence and Eliminate Equity Gaps:** Improve success rates among hispanic student population. (**X**)

- **Increase Completion and Eliminate Equity Gaps:** Improve success rates among hispanic student population. (**X**)

Summary of Progress or Results
Summary Date: 01/12/2026
Summary of Progress or Results: We have identified a long-running trend of hispanic students having worse success rates than their white peers. This appears to be a trend across the department; no individual course/course type seems to be worse than others.
Reporting Period: 2025 - 2026
Status: Not Started
Action steps for this academic year.:
First, we need to make the faculty aware of this trend. Then, we will discuss ways we might be able to address it. Some possible solutions could include using more hispanic-centered music examples in class (using a Mexican folk song to demonstrate a musical concept, for example) as well as including more hispanic-centered concerts in our concert series.

Music Major Transfer Readiness

Program Goal: Decrease the instances of students having to do remedial work after transferring.
Goal Status: Active

Mapping
2022 - 2028 Strategic Plan: *(X)*

- **Increase Persistence and Eliminate Equity Gaps:** Decrease the instances of students having to do remedial work after transferring. (**X**)

- **Increase Completion and Eliminate Equity Gaps:** Decrease the instances of students having to do remedial work after transferring. (**X**)

Summary of Progress or Results
Summary Date: 01/12/2026
Summary of Progress or Results: We have seen a (larger-than-we-would-like) number of our students transfer into Bachelor-level programs only to encounter a need to re-do some lower-division coursework.
Reporting Period: 2025 - 2026

Summary of Progress or Results
Status: Not Started
Action steps for this academic year.:
This problem comes up, mostly, in two places: students' music-performance aptitude (the Performance Studies classes) and students' music theory mastery. The instructors in these classes first need to be made aware that this is a pattern we're seeing. Then, we need to strategize ways to prevent this.

<div align="center">2025 - 2026</div>

Program Overview and Update

Lead Author
Taylor Smith

Collaborator(s)
Derek Bertram, Amy Hacker, Reka Parker, Ariana Warren

Please briefly share the ways in which you collaborated with colleagues within and outside of your department to gather input to inform your program review.
>The five of us met to discuss ideas, struggles, etc. pertaining to the department. Each of these individuals represents a different "side" of the department (including non-faculty [Derek Bertram]).

Dean/Manager(s)
Jane Gazale

Please briefly share the ways in which you collaborated with your Dean on your program review to discuss your vision, goals, and resource needs/requests.
>The Dean and I meet monthly to discuss ongoing goals, problems, and strategies within the department.

Please summarize the changes, additions, and achievements that have occurred in your program since the last program review.
>The department has a new Co-chair arrangement in place, effective Fall 2025.

Assessment and Student Achievement

After looking at the SLO information for the past year in Nuventive Improve, are you are on track for the 4-year assessment cycle?
No

If you answered no above, please describe the department's plan to ensure SLOs are assessed every 4 years.
>The ability to do SLO assessment/reporting within Canvas will likely significantly increase faculty participation/willingness.
>We have a plan in place, to be discussed and implemented at our next department meeting, to get "back on track" with SLO assessment and reporting. The process has been rather "slap-dash" and chaotic over the past several years. There have been a few different reporting mechanisms and shifting narratives around whose responsibility SLO assessment ultimately is which have caused many of us to simply "tune out" when the topic is raised.

Which courses have not been assessed in the last 4 years?
>MUS 001: Music Fundamentals
>MUS 008: Rock, Pop, and Soul Ensemble for the Adult Learner
>MUS 052: Concert Band for the Adult Learner
>MUS 090: Preparatory Performance Studies 1
>MUS 091: Preparatory Performance Studies 2
>MUS 104: Intro to the Music Industry
>MUS 105: Music Theory 1

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MUS 106: Music Theory 2
MUS 119: Work Experience: Music Education
MUS 126: Class Guitar 1
MUS 127: Class Guitar 2
MUS 132: Class Piano 1
MUS 133: Class Piano 2
MUS 152/153/252/253: Concert Band
MUS 161: Work Experience: Music Industry
MUS 184: Digital Audio Recording & Production
MUS 205: Music Theory 3
MUS 206: Music Theory 4
MUS 226: Class Guitar 3
MUS 227: Class Guitar 4
MUS 232: Class Piano 3
MUS 233: Class Piano 4

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.

Some courses were assessed in the last year, but not all that were supposed to be (and not all of the sections of the assessed courses were assessed).

We will take whatever support we can get. To be blunt, most of the faculty in our department view SLOs as simply "one more thing" and not much else. Each of us feels overburdened and SLO assessment often doesn't "make the cut" when we're having to choose where to focus our energies.

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.

Showing the faculty how to add SLO assessment into each Canvas class is a top priority at our next department meeting! This will likely *significantly* increase our efforts at more consistent SLO reporting. The "hurdle" of having to do an *additional* step at the end of the semester was one we never really figured out how to overcome, department wide. The ability to tie SLO reporting to a pre-existing assessment within Canvas (something most instructors are already using) will make this process significantly easier.

Student Achievement

Please discuss any equity gaps in access or success and share what the program will do to address them.

We note a gap in student success amongst both the Black and Hispanic student population. We note a similar gap in retention (course completion) amongst these groups. Our first step in addressing these gaps is to make sure our faculty is aware of them. We plan to have discussions around these gaps and hope to implement some plans at addressing them at our next department meeting. One of the things we are *already* doing to try to address these is to include more Black- and Hispanic-centered concerts in our concert series. There is, however, more that we could do.

Please describe any enrollment changes (increases/decreases) over the past year and the context for these changes.

We do not note any large changes in enrollment over the past year.

Distance Education Course Success (If Applicable)

If your department offers distance education classes, how do you ensure Regular and Substantive Interaction (RSI) is being implemented?
All of the faculty who teach online are aware of this expectation. When online classes are evaluated, this is now one of the primary criteria the evaluator(s) assess.

Program Goals

Program Goals Status
Updated progress on my previous goals & added new.

Program Goals Mapping
Mapping for all active Program Goals complete.

Submission

Program Review response is complete and ready for review.
Yes - Response complete and ready for review

Dean Review