#37

COMPLETE

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Page 1: I. Program Overview and Update

Q1 Department(s) Reviewed:

Performing Arts

Q2 Lead Author and Participants: Please list any person who participated in the preparation of this report.

Taylor Smith

Q3 Dean/Manager:

Alicia Muñoz

Q4 Program Update: Please summarize the changes, additions, and achievements that have occurred in your program since your last program review was submitted. To access your 2019 program review, visit the Program Review webpage.

The Performing Arts Department has continued with our ambitious concert schedule, partnering with a financial benefactor to bring world-class musicians to Cuyamaca College. Last semester, we hosted Gilbert Castellanos (jazz trumpeter) for the first time, which is a major accomplishment for us.

Our enrollment is up slightly, most notably in our band and music theory classes. This is significant because these classes represent the core of our music majors; healthy enrollments, here, indicate healthier AA programs.

Page 2: II. Assessment and Student Achievement

Q5 1. Do you have a course Student Learning Outcome (SLO) assessment plan on file with the Student Learning Outcome and Assessment Committee (SLOAC)?If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at tania.jabour@gcccd.edu.　　　**No**

Q6 OPTIONAL: You may upload a copy of your SLO assessment plan for SLOAC here. If you have an Excel sheet, please convert to one of the supported files listed below before submission.

Respondent skipped this question

Q7 2. Please provide an analysis of your Student Learning Outcomes (SLO) findings and what changes, if any, were made as a result.

We had been taking a break from SLO assessment until Fall 2019/Spring 2020. We took a few years to re-calibrate our processes and overcome burnout. So, there is no data for the last few years. Beginning this academic year, we have put a schedule in place that will rotate through the department, assessing everything within the next two years.

Q8 3. Does your department or discipline offer any degrees and/or certificates?

Yes

Page 3: II. Assessment and Student Achievement

Q9 4. How are you currently assessing your PLOs?

Similar to our SLOs, the department has taken a step back from PLO assessment. Also similarly, we are now in a cycle of assessing each program on a rotating basis.

Q10 5. Are your PLOs in the catalog an accurate reflection of the department or discipline's current learning objectives?To access the College Catalog Associate Degree Programs and Certificates section, click here.

Yes

Q11 6. Are the PLOs mapped onto the course SLOs? If you require assistance, please contact Madison Harding in the IESE Office at madison.harding@gcccd.edu

Yes

Page 4: II. Assessment and Student Achievement

Q12 Referencing the last 5 years of data, discuss the changes in course success rate since the last program review (annual or comprehensive) report.

The most significant change in student success comes at the benefit of African-American students. While the department still has much room to grow, we have seen a 12% increase in these success rates between 2015 and 2019. In Spring 2019, the department had a success rate of 60% among this demographic. This is *not* admirable, but is notably higher than five years previous. We are introducing a new class, History of Hip-Hop, in Fall 2020. High among the reasons for adding this class is to help us better address this achievement gap.

Another change is a slight decrease in success rates in our online classes. While success rates in online classes tend to be lower than their in-person counterparts, the gap between these two methods of instruction are still worth noting.

Q13 Considering the college's 2024 goal of increasing course success rates to 77%, discuss how your department/discipline will help meet that goal.

The Performing Arts Department is refreshing its approach to SLO/PLO assessment in the 2019/2020 academic year. We think our new approach will give us a better grasp of where we are not meeting our students' needs.

At the moment, *most* of our classes have success rates at or above this threshold, but there is work to be done. The lowest hanging fruit, so to speak, are our online classes; these, as a whole, have the lowest success rates in the department.

Q14 Please describe any equity gaps, in which specific groups (e.g., by gender and ethnicity) have success rates lower than that of the department or discipline overall.

As mentioned earlier, the department is currently underserving African-American students. With this group, our retention rates are similar to other groups, but the rate at which these students succeed in our classes is 10–15 percentage points lower than other demographics.

Q15 What department/discipline (or institutional) factors may be contributing to these lower success rates for these groups of students?

The Performing Arts Department does not have a particularly diverse (racially) faculty. In Spring 2020 we hired our first African-American faculty member in over twelve years. While I do not cite any of our faculty as having overt racial biases, our low success rates among African-Americans does point to something lacking in this regard. And, while I don't think that hiring a single African-American part-time will somehow erase whatever biases we have, I *do* believe this will help.

Q16 What specific steps will the department of discipline take to address these equity gaps in the 2020/21 academic year?

Beginning in Fall 2020, the department will offer a History of Hip-Hop class. This is directly related to an effort t to better serve African-American students. This is a GE class that we think will have a wide appeal, but will be especially appealing to African-American students.

Q17 How do these steps inform the long-term department or discipline goals that you are setting in this annual program review?

One of our longterm goals is to increase enrollment. Adding this class will help us do this; we anticipate this class being very popular.

Another goal is to close this achievement gap within the department. As stated previously, this gap was one of the primary reasons we started exploring the idea of offering a class more closely aligned with African-American students' interests.

Q18 In what way does your department/discipline work across instruction and student services to advance the college's student success & equity goals?

The Performing Arts Department is striving to offer classes that give students cultural experiences they might not otherwise have. Among these experiences are our concerts (in many styles of music), our GE classes, and our performing ensembles.

Q19 OPTIONAL: If you would like to attach any charts or additional documentation (aside from the program review report prepared by the IESE Office), please upload it using the button below.

Respondent skipped this question

Page 5: II. Assessment and Student Achievement

Q20 Do you offer distance education (online) courses?   **Yes**

Page 6: II. Assessment and Student Achievement

Q21 Are there differences in success rates for distance education (online) versus in-person sections?

Respondent skipped this question

Q22 If there are differences in success rates for distance education (online) versus in-person sections, what will the discipline or department do to address theses disparities?

There is a 10–12% difference between the success rates in our online and in-person classes. This gap has *increased* slightly over the last few years. The department is encouraging *all* instructors to go through the certification steps to teach online. We believe this will strengthen the entire department, even those instructors that do *not* teach online. We recognize that teaching online is a very different skillset than teaching in-person. But, we also recognize that student demand is for an increase in online classes; this is part of our reasoning to train everyone to teach online.

The online instructors have recently begun a "workgroup" of sorts. They have been sharing ideas about keeping cheating to a minimum and keeping students engaged within their online "classrooms." These discussions grew out of our SLO discussions each semester.

Q23 What mechanisms are in place to ensure regular and effective contact within online courses across the discipline or department?

Currently, the only mechanisms in place toward this end are:

1. the Chair keeping track of course syllabi and trying to make a judgement call on the level of instructor engagement, and
2. semi-frequent teaching evaluations (conducted by the Chair) of online classes. Here, the Chair can see if the instructor(s) are actually meeting this ideal.

Page 7: III. Previous Goals: Update (If Applicable)

Q24 Would you like to provide an update for your previous program review goal(s)?   **Yes**

Page 8: III. Previous Goals: Update (If Applicable) continued

Q25 Previous Goal 1:

Increase enrollment

Q26 Which College Strategic Goal does this department goal most directly support?　　**Organizational Health**

Q27 Please describe how this goal advances the college strategic goal identified above.

The Performing Arts Department has historically had pretty low enrollment numbers. In the most recent semesters, we have reversed this trend!

In order for the department to be fully functional, we need to have stronger enrollments (especially in our "core" music classes). We *have* seen a positive change in this area, but we are still not serving as many students as we would like. The Performing Arts Department's low productivity is a drain on other departments/disciplines, which then pulls the college's overall productivity down.

Q28 Goal Status　　**In Progress - will carry this goal forward into next year**

Page 9: III. Previous Goals: Update (If Applicable) continued

Q29 Please describe the results or explain the reason for deletion/completion of the goal:　　**Respondent skipped this question**

Q30 Do you have another goal to update?　　**Respondent skipped this question**

Page 10: III. Previous Goals: Update (If Applicable) continued

Q31 Please describe action steps for the year:

We have increased our outreach efforts (and are continuing to increase them) via collaborations with the GUHSD schools. Beginning in 2018, we started hosting a GUHSD honor band concert. This has drawn some 200+ GUHSD students into our theatre for instruction and musical performances. We are continuing this project. This has led directly to new students enrolling in our own band!

In Spring 2020, we partnered with the Santee School District to implement an after-school music program in their district. The program, though it has only been in place for a few months, has been an overwhelming success; some 300 students are participating. These students will be "ripe" for recruitment to Cuyamaca College in as little as four years.

Q32 How will this goal be evaluated?

Comparisons of enrollments from year to year.

Q33 Do you have another goal to update?　　**No**

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

Q34 Previous Goal 2:　　**Respondent skipped this question**

Q35 Which College Strategic Goal does this department goal most directly support? **Respondent skipped this question**

Q36 Please describe how this goal advances the college strategic goal identified above. **Respondent skipped this question**

Q37 Goal Status **Respondent skipped this question**

Page 12: III. Previous Goals: Update (If Applicable) continued

Q38 Please describe the results or explain the reason for deletion/completion of the goal: **Respondent skipped this question**

Q39 Do you have another goal to update? **Respondent skipped this question**

Page 13: III. Previous Goals: Update (If Applicable) continued

Q40 Please describe action steps for the year: **Respondent skipped this question**

Q41 How will this goal be evaluated? **Respondent skipped this question**

Q42 Do you have another goal to update? **Respondent skipped this question**

Page 14: III. Previous Goals: Update (If Applicable) continued

Q43 Previous Goal 3: **Respondent skipped this question**

Q44 Which College Strategic Goal does this department goal most directly support? **Respondent skipped this question**

Q45 Please describe how this goal advances the college strategic goal identified above. **Respondent skipped this question**

Q46 Goal Status **Respondent skipped this question**

Page 15: III. Previous Goals: Update (If Applicable) continued

Q47 Please describe the results or explain the reason for deletion/completion of the goal: **Respondent skipped this question**

Q48 Do you have another goal to update?　　　　**Respondent skipped this question**

Page 16: III. Previous Goals: Update (If Applicable) continued

Q49 Please describe action steps for the year:　　　**Respondent skipped this question**

Q50 How will this goal be evaluated?　　　　**Respondent skipped this question**

Q51 Do you have another goal to update?　　　　**Respondent skipped this question**

Page 17: III. Previous Goals: Update (If Applicable) continued

Q52 Previous Goal 4:　　　　**Respondent skipped this question**

Q53 Which College Strategic Goal does this department goal most directly support?　　　**Respondent skipped this question**

Q54 Please describe how this goal advances the college strategic goal identified above.　　　**Respondent skipped this question**

Q55 Goal Status　　　　**Respondent skipped this question**

Page 18: III. Previous Goals: Update (If Applicable) continued

Q56 Please describe the results or explain the reason for deletion/completion of the goal:　　　**Respondent skipped this question**

Q57 Do you have another goal to update?　　　　**Respondent skipped this question**

Page 19: III. Previous Goals: Update (If Applicable) continued

Q58 Please describe action steps for the year:　　　**Respondent skipped this question**

Q59 How will this goal be evaluated?　　　　**Respondent skipped this question**

Q60 Do you have another goal to update?　　　　**Respondent skipped this question**

Page 20: III. Previous Goals: Update (If Applicable) continued

Q61 Previous Goal 5:   **Respondent skipped this question**

Q62 Which College Strategic Goal does this department   **Respondent skipped this question**
goal most directly support?

Q63 Please describe how this goal advances the college   **Respondent skipped this question**
strategic goal identified above.

Q64 Goal Status   **Respondent skipped this question**

Page 21: Copy of page: III. Previous Goals: Update (If Applicable) continued

Q65 Please describe the results or explain the reason for   **Respondent skipped this question**
deletion/completion of the goal:

Page 22: Copy of page: III. Previous Goals: Update (If Applicable) continued

Q66 Please describe action steps for the year: **Respondent skipped this question**

Q67 How will this goal be evaluated?   **Respondent skipped this question**

Page 23: IV. New Goals (If Applicable)

Q68 Would you like to propose any new goal(s)?   **No**

Page 24: IV. New Goals (If Applicable) continued

Q69 New Goal 1:   **Respondent skipped this question**

Q70 Which College Strategic Goal does this department   **Respondent skipped this question**
goal most directly support?

Q71 Please describe how this goal advances the college   **Respondent skipped this question**
strategic goal(s) identified above.

Q72 Please indicate how this goal was informed by SLO   **Respondent skipped this question**
(student learning outcome) assessment results, PLO
(program learning outcome) assessment results, student
achievement data, or other data:

Q73 Action steps for this year: **Respondent skipped this question**

Q74 How will this goal be evaluated?   **Respondent skipped this question**

Q75 Do you have another new goal?   **Respondent skipped this question**

Page 25: IV. New Goals (If Applicable) continued

Q76 New Goal 2:   **Respondent skipped this question**

Q77 Which College Strategic Goal does this department goal most directly support?   **Respondent skipped this question**

Q78 Please describe how this goal advances the college strategic goal(s) identified above.   **Respondent skipped this question**

Q79 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data: **Respondent skipped this question**

Q80 Action steps for this year: **Respondent skipped this question**

Q81 How will this goal be evaluated?   **Respondent skipped this question**

Q82 Do you have another new goal?   **Respondent skipped this question**

Page 26: IV. New Goals (If Applicable) continued

Q83 New Goal 3:   **Respondent skipped this question**

Q84 Which College Strategic Goal does this department goal most directly support?   **Respondent skipped this question**

Q85 Please describe how this goal advances the college strategic goal(s) identified above.   **Respondent skipped this question**

Q86 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data:

Respondent skipped this question

Q87 Action steps for this year:

Respondent skipped this question

Q88 How will this goal be evaluated?

Respondent skipped this question

Q89 Do you have another new goal?

Respondent skipped this question

Page 27: IV. New Goals (If Applicable) continued

Q90 New Goal 4:

Respondent skipped this question

Q91 Which College Strategic Goal does this department goal most directly support?

Respondent skipped this question

Q92 Please describe how this goal advances the college strategic goal(s) identified above.

Respondent skipped this question

Q93 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data:

Respondent skipped this question

Q94 Action steps for this year:

Respondent skipped this question

Q95 How will this goal be evaluated?

Respondent skipped this question

Page 28: V. Resources Needed to Fully Achieve Goal(s)

Q96 Is the program requesting resources this year to achieve this program goal(s)? (Faculty Resource Needs, Classified Staff Resource Needs, Technology Resource Needs, Supplies/Equipment Resource Needs, Facilities Resource Needs or Other Resource Needs)

No

Page 29: VI. Faculty Resource Needs

Q97 Are you requesting one or more Faculty Positions to achieve this program goal(s)?

No

Page 31: VIII. Classified Staff Resource Needs

Q98 Are you requesting one or more Classified Positions to achieve this goal?   **No**

Page 33: X. Technology Resource Needs

Q99 Are you requesting technology resources to achieve this goal?   **No**

Page 35: XIV. Supplies/Equipment Resource Needs

Q100 Are you requesting supplies and/or equipment resources to achieve this goal?   **No**

Page 37: XVI. Facilities Resource Needs

Q101 Are you requesting facilities resources to achieve this goal(s)?   **No**

Page 39: Final Check

Q102 Are you ready to submit your program review?If you would like to go back and review a section, select a section a click "Next."   **I am ready to submit my program review**