Program Review (SP11)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Data provided by Institutional Effectiveness and Academic Services</td>
<td>Data provided by Institutional Effectiveness and Academic Services</td>
<td>Data Provided by HR</td>
<td>Data provided by Department Faculty</td>
<td>Department Plan</td>
</tr>
</tbody>
</table>

6. College Wide

Overall – How does this information fit with the College Wide Goals?

The purpose of Program Review is to summarize and interpret the data and information collected from the resources listed above, reflecting how your department program(s) have been successful and incorporated the information into improvements, where necessary. As a part of the overall college planning process, a meaningful Program Review will be the primary document CPC and other college committees will rely on for qualitative and quantitative information on a program, informing enrollment management, budgeting (cap outlay, grants), hiring priorities, and finally accreditation. Therefore, it is important that each department create a report that is meaningful for their program(s) while demonstrating the program(s)’ value to the college and community.

The questions below are designed to help you create, primarily, a narrative review (roughly 5-10 pages); each curriculum guide (AA or Certificate) represents a “program”, and requires a separate review report (this document). Any data included should be interpreted, not simply “plugged in”; this document should refer to supporting documents for larger amounts of raw data. It is expected to take more than Flex day, and be an on-going conversation among the faculty in the program. Please refer to the timeline to help you map out an internal timetable for your program. To further assist you, we are planning a workshop for the March Flex day (see timeline).

It is important to note that while “Program Plans” are really “Department Plans” (yearly), you need to create a separate “Program Review” (3-year cycle) document for each program (curriculum guide) within your department.

Program Review Questions (Use form boxes, they will automatically expand.)

1. – 3. Summarize and interpret the data for each of the first three above (Enrollment Patterns, Achievement Data, Staffing/ Resources) as they relate to your program.

Commercial Music Jazz Program

Since beginning the Instrumental Jazz Program here at Long Beach City College 16 years ago, I have worked to build a program out of the original minimal course offering. Through the years the jazz program increased to provide a strong foundation and growth opportunity to music students. At its peak the program included small and large performance ensembles as well as improvisation and arranging courses. But with the budget constraints that have come our way, there has begun a downsizing of the course availability over the past two years. One section of jazz large ensemble (the Day Big Band) has been removed as well as the Improvisation and Arranging (Music 72) course. I have hopes of these two courses returning in the future as students continue to request their availability. There has been one addition, though. A History of Jazz course is now available at the PCC campus. Through out the years, the jazz courses have remained very popular demonstrated solid retention rates.
Jazz Instrumental Music Performance

The small jazz ensembles have shown an increase in enrollment over the past few years. Going from two large jazz ensembles to one, has of course lessened the overall enrollment of students. As always the retention remains high as most instrumental jazz students seem to be highly motivated to develop their craft. There has been an increase in students who have recently graduated from high school. Plus a greater of different high schools seem to be represented. This may be due to an increased awareness of the performance ensembles that comes from performing on and off campus. The distribution of A letter grades have been stabilized as seen in the data representing the past 3 years.

The jazz performance courses are offered not only during the day but at night. Students express interest in developing skills that will help them perform in various venues as employment opportunities.

4. SLOs
   a) Summarize the collected program data

   Minimal or no program data has been collected as of this date

   b) Based on analysis of course and program SLO assessment:

      • How are program-level and course-level SLOs being implemented, assessed, and used for program improvement?

        Minimal or no program data has been collected as of this date

      • Summarize how the program has responded to SLO assessment results.

        Minimal or no program data has been collected as of this date

      • Discuss how each action/change is based on ASLO results and how it will contribute to the improvement of the program.

        Minimal or no program data has been collected as of this date

5. Goals

   a) Based on the data from questions 1 – 4 and any other relevant internal or external data your department has collected, how have your department and program goals developed and changed over the past three years?

   An ongoing discussion of the feasibility of creating a jazz applied music program continues. This would include the vocal jazz program as well. Current budget constraints do not seem to allow for the addition of a new course. An alternative possibility may be to connect with the existing traditional music applied course in some way.

   b) Discuss the steps you have taken to address each goal. What have been the results of these efforts?

   To streamline our curriculum guides, the current Commercial Music Professional Instrumentalist and the current Commercial Music Professional Vocalist are being combined. We have worked with others in the commercial music area of our department to restructure all of the commercial music curriculum guides.
Program Review (SP11)

c) Based on the new data collected (4), what are your plans for change in the future?

Budget cuts over the past three years have trimmed the instrumental jazz offerings and reduced the ability to more readily handle the lower level student. This has placed students together in performance groups with greater disparity of musical ability. Over the years there has been a reluctance on the part of music departments at local universities to foster a transfer dialog with our department. Discussions continue on how we can better connect with those institutions that would most often be the recipient of our transferring instrumental jazz students.

6. College Wide –

Discuss how the program SLOs as well as the department goals integrate, articulate, and complement the institutional goals and initiatives. (How does your department fit into the big picture?)

Jazz performance courses involve a number of community members, which supports the college’s mission of community. With performances in the community as well as here on campus, instrumental jazz ensembles foster a very positive college image. These groups serve as ambassadors representing the college. Developing employable music skills is a continuing accomplishment of many of our jazz students. This can happen as an individual or with other students in a band. Instrumental jazz students are able to gain experience and confidence that carries them out into the job market. The connections they make here with other performance students can often lead them on to a career as a performing musician.