



**Program Review
Executive Summary**

Program: Instrumental Music

Date: April 5, 2011

Program History/Description:

The Instrumental Music Program Review was conducted in Winter/Spring 2010 primarily by full-time instructors Gino Munoz and Bill Hoehne, the adjunct faculty, and the Dean of Fine and Performing Arts.

The instrumental music program at Citrus remains robust despite the budgetary and scheduling cuts occurring campus-wide. Course sections have often been combined concurrently to maintain offerings as a result of these cuts, and curricular needs formerly met in eliminated ticketed classes have been integrated into courses still offered (i.e., concert percussion and world percussion). Multiple performance opportunities remain for music students at Citrus and have not as yet been seriously affected by budgetary difficulties. Goals for the next six years include reinstatement of sequential and independent course offerings and increased assessment of course and program SLO's.

Strengths/Effective Practices:

- The range and quality of individual and ensemble instruction and performance has produced outstanding results: Gwen Stefani, recordings, concert and television appearance; Wind Symphony recognition at the 29th Annual Lawrence Sutherland Wind Symphony Festival at California State Fresno; Citrus College is a destination for United States Armed Forces performing groups.; Citrus College Jazz ensemble is called upon to perform regularly with numerous professional artists and for national music associations.
- The instrumental music faculty is admirably cooperative, communicative and flexible in efforts to coordinate facility use.
- Both full and part-time instrumental music faculty continue to maintain a high profile in the professional arena, guaranteeing a balance of academic and practical educational experience for instrumental music students.
- For instrumental musicians on any career path Citrus College provides superior instruction taught by world class faculty.

Weaknesses/Lessons Learned:

- The instrumental music program has continued to grow, but facilities and funding are not available to address the need for adequate individual practice rooms.
- Adequate instrumental music library space and storage for instruments, both individually-owned and school-owned, is severely lacking.

Recommendations/Next Steps:

1. Hire new full time faculty or support staff to allow restoration of previous level of classes.
2. Establish a stable funding source and an inventory development plan for instruments and equipment, instrument and equipment storage, library storage, and technology.
3. Emphasize curriculum development pertaining to instrumental and commercial musical skills.
4. Establish a liaison from Counseling to Fine Arts students.
5. Remodel and acoustically treat rehearsal spaces to meet OCIA standards and requirements.
6. Develop stronger relationships with four-year institutions and conservatories to better articulate pedagogical literature requirements for matriculation.
7. Identify space for small ensemble rehearsals and individual practice space.
8. Encourage a broad range of styles and diverse themes in classes and concerts.
9. Work with librarians to provide students with additional music research materials and music videos for viewing resources.



Instrumental Music Instructional Program Review 2009-2010

Fall 2009

Prepared by

Gino Munoz Full-time Instructor

Bill Hoehne Full-time Instructor

Instrumental Music Program Review Committee Members

Gino Munoz Full-time Instructor

Bill Hoehne Full-time Instructor



PROGRAM REVIEW – Instrumental Music

The final summary of the program review process for Instrumental Music is attached to this page.

I affirm that this program has been reviewed according to the accepted District procedures for program review and that the final summary accurately reflects the consensus of the members of the review committee.

Robert Slack , Dean of Fine and Performing Arts

date

Michelle Plug, Articulation Officer

date

David Kary, Chair of Curriculum Committee

date

Irene Malmgren, Vice President of Academic Affairs

date

Jack Call, Academic Senate President

date

Geraldine M. Perri, Superintendent/President

date

It will be the department's responsibility to communicate review recommendations with additional offices and services.

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1. Executive Summary

The Instrumental Music Program Review was conducted in Winter/Spring 2010 primarily by full-time instructors Gino Munoz and Bill Hoehne, the adjunct faculty, and the Dean of Fine and Performing Arts. The instrumental music program at Citrus remains robust despite the budgetary and scheduling cuts occurring campus-wide. Course sections have often been combined concurrently to maintain offerings as a result of these cuts, and curricular needs formerly met in eliminated ticketed classes have been integrated into courses still offered (i.e., concert percussion and world percussion). Multiple performance opportunities remain for music students at Citrus and have not as yet been seriously affected by budgetary difficulties. Goals for the next six years include reinstatement of sequential and independent course offerings and increased assessment of course and program SLO's.

Recommendations for the Instrumental Music Program:

1. Hire new full time faculty or support staff to allow restoration of previous level of classes.
2. Establish a stable funding source and an inventory development plan for instruments and equipment, instrument and equipment storage, library storage, and technology.
3. Emphasize curriculum development pertaining to instrumental and commercial musical skills.
4. Establish a liaison from Counseling to Fine Arts students.
5. Remodel and acoustically treat rehearsal spaces to meet OCIA standards and requirements.
6. Develop stronger relationships with four-year institutions and conservatories to better articulate pedagogical literature requirements for matriculation.
7. Identify space for small ensemble rehearsals and individual practice space.
8. Encourage a broad range of styles and diverse themes in classes and concerts.
9. Work with librarians to provide students with additional music research materials and music videos for viewing resources.

2. Faculty

Full-Time Faculty

Gino Munoz
Bill Hoehne

Adjunct Faculty

Steven Cotter
Robert Slack
Alan Waddington
Wei Sun

3. List of Program Courses

Courses in the Instrumental Music program and their unit values:

Subject & Course No.	Title	Units
Mus 105	Elementary Piano I	2
Mus 106	Elementary Piano II	2
Mus 107	Jazz Ensemble	4
Mus 109	Brass and Percussion Techniques	1
Mus 122	Beginning Guitar I	2
Mus 123	Beginning Guitar II	2
Mus 124	Intermediate Guitar I	2
Mus 125	Intermediate Guitar II	2
Mus 138	World Percussion Intrumentation/Technique	1
Mus 152	Jazz Combos	1
Mus 153	Chamber Jazz	4
Mus 154	Jazz Improvisation	3
Mus 157	Percussion Ensemble I	1
Mus 158	World Percussion Ensemble I	3
Mus 205	Intermediate Piano I	2
Mus 206	Intermediate Piano II	2
Mus 207	Laboratory Band	2
Mus 208	Studio Orchestra	4
Mus 217	Chamber Winds I	4
Mus 223	Handbell Ensemble	2
Mus 226	Brass Choir II	3
Mus 229	Summer Instrumental Music Academy	3
Mus 234	Wind Symphony I	4
Mus 235	Advanced Piano I	2
Mus 236	Advanced Piano II	2
Mus 244	Wind Symphony II	4
Mus 252	Fusion Ensemble	1

Classes not offered in the last two years:

Subject & Course No.	Title	Units
Mus 108	Woodwind Techniques	1
Mus 137	Standard Percussion Technique/Instrumental	1
Mus 155	The Professional Pianist	2
Mus 161	Keyboard Skills for the Music Major	3
Mus 216	Brass Choir I	3
Mus 221	Drum and Bugle Corps	2
Mus 227	Chamber Winds II	4

4. List of Degrees

A.A. Music

5. List of Certificates and Awards

No Certificates of Achievement or Skill Awards are offered.

6. List of Industry-Based Standard Certificates and Licenses

None.

7. Advisory Committee or Council

Jenni Scott	Woodwind consultant
Timothy Troy	Percussion consultant
Charles Davis	Brass consultant
Michael Sushel	Keyboard consultant
Gunnar Eisel	Guitar consultant

8. Program Student Learning Outcomes

The Instrumental Music Program has adopted the Institutional General Education Competencies of Citrus College (as approved by steering December 8, 2008). General education competencies serve as a common set of core curricular components identified and defined by faculty. Student learning outcomes are behaviors based on these competencies.

Any student transferring, completing a degree or certificate from Citrus College, must demonstrate effectively assessed awareness, understanding, knowledge, skills, and abilities in the selected competencies.

Students completing courses in the Instrumental Music Program will have acquired the following competencies:

1) Communication (personal expression and information acquisition)

a) Convey artistic intentions of music through successful completion of practicum applications of various stylistic techniques.

2) Computation

a)

3) Creative, Critical, and Analytical Thinking, and Information Competency

a) Display creative awareness of music through individual performance techniques.

4) Community/Global Consciousness and Responsibility

a) Exhibit perspective on historical and stylistic components of music through successful completion of Instrumental Music SLOs.

5) Technology

a) Demonstrate the ability to utilize technological instrumental music instructional tools [i.e. digital tuners and metronomes, computer based accompaniment systems] and instrument specific performance technology [i.e. amplification and microphone technique].

6) Discipline / (Subject Area Specific Content Material)

a) Demonstrate a functional knowledge of performance techniques and practice techniques through the beginning and intermediate level by successful completion of instrumental music SLOs.

Matrix of Mapping Course-level SLOs with Program-level SLOs								
	Communication	Computation	Critical Analytical Thinking	Global Consciousness		Technology	Subject Area Content	
MUS Program-level SLOs								
Course-Music 105								
SLO #1A (CM)	x-CA							
SLO #1B (CM)	x-CA							
SLO #2A (CR)			x-CA					
SLO #2B (CR)			x-CA					
SLO #3A (CG)				x-CA				
SLO #4A (DS)							x-CA	
SLO #4B (DS)							x-CA	
Course-Music 106								
SLO #1A	x-CA							
SLO #1B			x-CA					
SLO #1C				x-CA				

Matrix of Mapping Course-level SLOs with Program-level SLOs

	Communication	Computation	Critical Analytical Thinking	Global Consciousness		Technology	Subject Area Content	
MUS Program-level SLOs								
Course-Music 137								
SLO #1A (CM)	x-CA							
SLO #1B (CM)	x-CA							
SLO #2A (CR)			x-CA					
SLO #2B (CR)			x-CA					
SLO #2C (CR)			x-CA					
SLO #2D (CR)			x-CA					
SLO #3A (CM)				x-CA				
SLO #3B (CM)				x-CA				
Course-Music 138								
SLO #1A (CM)	x-CA							
SLO #1B (CM)	x-CA							
SLO #2A (CR)			x-CA					
SLO #2B (CR)			x-CA					
SLO #2C (CR)			x-CA					
SLO #2D (CR)			x-CA					
SLO #2E (CR)			x-CA					
SLO #3A (CM)				x-CA				
SLO #3B (CM)				x-CA				
Course-Music 152								
SLO #1A (CM)	x-CA							
SLO #2A (CG)				x-CA				
SLO #2B (CG)				x-CA				
SLO #3A (DS)							x-CA	
SLO #3B (DS)							x-CA	
SLO #3C (DS)							x-CA	
Course-Music 153	x-F10							

Matrix of Mapping Course-level SLOs with Program-level SLOs

	Communication	Computation	Critical Analytical Thinking	Global Consciousness		Technology	Subject Area Content	
MUS Program-level								
SLOs								
Course-Music206								
SLO #1A	x-CA							
SLO # 2A			x-CA					
SLO #3A				x-CA				

Course-Music 207	x-F10							
Course-Music 208								
SLO #1A (CM)	x-CA							
SLO #2A (CR)			x-CA					
SLO #3A (DS)							x-CA	
SLO #3B (DS)							x-CA	
SLO #3C (DS)							x-CA	
SLO #4A (CG)				x-CA				
SLO #4B (CG)				x-CA				
SLO #4C (CG)				x-CA				
Course-Music 216								
SLO #1A (CM)	x-CA							
SLO #2A (CR)			x-CA					
SLO #2B (CR)			x-CA					
SLO #3A (DS)							x-CA	
SLO #3B (DS)							x-CA	
SLO #4A (CG)				x-CA				
SLO #4B (CG)				x-CA				
SLO #4C (CG)				x-CA				

Matrix of Mapping Course-level SLOs with Program-level SLOs								
	Communication	Computation	Critical Analytical Thinking	Global Consciousness		Technology	Subject Area Content	
MUS Program-level SLOs								
Course-Music 235								
SLO #1A	x-CA							
SLO # 2A			x-CA					
SLO #2B								
SLO #2C								
SLO #3A				x-CA				
Course-Music 236								
SLO #1A	x-CA							
SLO # 2A			x-CA					
SLO #3A				x-CA				
Course-Music 244	x-F10							
Course-Music 252								
SLO #1A (CM)	x-CA							
SLO # 2A (CG)				x-CA				
SLO #2B (CG)				x-CA				
SLO #3A (DS)							x-CA	
SLO #3B (DS)							x-CA	
SLO #3C (DS)							x-CA	
SLO #3D (DS)							x-CA	

9. Program Description / Mission

The Citrus College music department provides a diverse music curriculum to meet the educational needs, the musical interests and the cultural development of the students and communities of the San Gabriel Valley. The department is comprised of five primary programs: vocal music, instrumental music, music history, music theory and musicianship, and commercial music.

The instrumental music program offers multi-level individual and ensemble performance and pedagogy instruction in coordination with the other music department program curricula. Areas of specialization include instrumental performance in bass, brass, guitar, percussion, piano and woodwinds.

10. Program Goals and Objectives

Develop a certificate program

The goals and objectives of the Instrumental Music Program are:

- a) To provide a sequential instrumental music curriculum as a component of an associate arts degree.
- b) To prepare students for successful transfer at the junior level into various bachelor of music degree programs at four year institutions.
- c) To offer a diverse music curriculum to meet the educational and vocational needs, musical interests and cultural development of the students and communities of the San Gabriel Valley.
- d) To provide for the development of musical skills necessary for employment within the professional music industry.

11. Curriculum Review and Student Learning Outcomes Assessment

Course Number	Course Name	Last Reviewed by Curriculum Committee	*Date for next revision (six year cycle)	Date Last Offered	SLO's Written	**Most Recent SLO's Assessed
MUS 105	Beginning Piano I	2008	2014	SP10	YES	See Matrix
MUS 106	Beginning Piano II		2010	F08	NO	"
MUS 107	Jazz Ensemble	2008	2014	F09	YES	"
MUS 109	Brass and Percussion Techniques	2009	2015	F08	YES	"
MUS 122	Beginning Guitar I	2008	2014	F09	YES	"
MUS 123	Beginning Guitar II	2008	2014	F09	YES	"
MUS 124	Intermediate Guitar I	2008	2014	F09	YES	"
MUS 125	Intermediate Guitar II	2008	2014	F09	YES	"
MUS 138	World Percussion Techniques	2007	2013	F08	YES	"
MUS 152	Jazz Combos	2010	2016	F09	YES	"
MUS 153	Chamber Jazz		2010	W10	NO	"
MUS 154	Jazz Improvisation	2003	2010	SP09	NO	"
MUS 157	Percussion Ensemble I	2007	2013	F09	YES	"
MUS 158	World Percussion Ensemble	2007	2013	SP09	YES	"
MUS 205	Intermediate Piano I		2010		NO	"
MUS 206	Intermediate Piano II		2010		YES	"
MUS 207	Laboratory Band		2010	F09	NO	"
MUS 208	Studio Orchestra	2010	2016	SP10	YES	"
MUS 217	Chamber Winds I		2010	W10	NO	"
MUS 223	Handbell Ensemble	2009	2015		YES	"
MUS 226	Brass Choir II	2009	2015		YES	"
MUS 227	Chamber Winds II		2010		NO	"
MUS 229	Summer Inst. Music Academy		2010	SU09	NO	"
MUS 234	Wind Symphony I		2010	F09	NO	"
MUS 235	Advanced Piano I		2010		YES	"
MUS 236	Advanced Piano II		2010		YES	"
MUS 244	Wind Symphony II	2008	2014	SP10	NO	"
MUS 252	Fusion Ensemble	2009	2015	SP10	YES	"

*Courses to be reviewed on a six year cycle per Title 5.

**Results of assessment maintained by faculty with impact or needs recorded on annual program review report.

12. Degree/Certificate Review

Citrus College has, for years, been foremost of the community colleges (and Universities) in preparing students for a career in the music industry. The Music department has succeeded brilliantly in fulfilling the first part of the Citrus College Mission Statement: “Citrus College delivers high quality instruction that empowers students to compete globally and to contribute to the economic growth of today's society.” It has also offered the courses to fulfill the second section: “We are dedicated to fostering a diverse educational community and cultural learning environment that supports student success in pursuit of academic excellence, economic opportunity, and personal achievement.” Unfortunately, because of the unique nature of BA and BFA programs in Music (and the Arts in general) and entrance requirements, the current degree structure at Citrus is deficient in preparing students to transfer into those programs.

Citrus currently offers an AA degree in Fine and Performing Arts. A student can qualify for this degree by meeting campus general education requirements as well as completing 18 units of any Fine and Performing Arts courses. Students often take only performing courses, and find themselves starting from square one upon reaching university. The structure of this degree was designed to parallel BA and BFA lower division requirements, and provide students with a solid musical foundation to enable success on the university level.

The AA in Music contains five key elements: Theory, Music History, Piano, Techniques/Application, and Performance. Students completing this degree will acquire basic knowledge/skills in each of these areas, which are essential to transfer success, both in admission to programs, and achievement when there.

The AA degree in Music is designed to provide students a foundational musical background, including music theory, history, rudimentary piano competency, performance and techniques/application. Students receiving this degree will be better prepared to transfer into a BA or BFA music program.

Upon successful completion of this program, the student should be able to:

- Demonstrate a foundational knowledge in music theory through successful completion of Musicianship and Harmony SLOs, and collaborative research by the faculty into music pedagogy and effectiveness.
- Exhibit perspective on historical and stylistic components of music and musical literature through the successful completion of Music History SLOs.
- Demonstrate a rudimentary piano proficiency through successful completion of piano SLOs, and faculty evaluation of piano standards.
- Demonstrate competency in performance skills and ability through successful completion of Performance SLOs and faculty evaluation of performance courses.
- Display basic proficiency in a specific instrumental, vocal, or creative techniques or styles through successful completion of Techniques and Application SLOs.

The instrumental music program submitted an AA in Music to the Curriculum Committee in 2008/2009. It was not understood that submission through the Chancellor's Office was also required. It is recommended that this submission to the State occur in Spring 2010 in order to implement the AA degree as quickly as possible.

Degree or Certificate Title	Date last reviewed by Curriculum	Average number of awards each year	Date SLOs written	Date SLOs Assessed	Date last reviewed by Advisory Council
A.A.Music	08/09	0	Yes 08/09	projected 2010/2011	Spring 2010

13. Evaluation Criteria – Mission

Commendations

- a) The Citrus College instrumental music program complies with the mission of Citrus College by providing a diverse music curriculum to meet the educational and vocational needs, musical interests and cultural development of the students and the communities of the San Gabriel Valley.
- b) The instrumental music program presents instrumental music students opportunities to prepare for the academic rigor of the pursuit of a bachelor degree in music, including the pursuit of a California Teaching Credential, by offering introductory and intermediate level music curricula in applied brass, guitar, percussion, piano, and woodwind performance. In addition, the program offers instruction in a wide variety of both large and small ensembles.
- c) The instrumental music program offers students and the community opportunities to study and observe an assortment of cultural and historical music ensemble styles, including symphonic, classical chamber, jazz, pop rock, and pop/Latin music.
- d) The instrumental music program offers a wide variety of instructional and performance experiences that promote the building of self-esteem and improvement of inter-personal communications. Instrumental music program classes and activities provide an environment in which students can enhance general life skills.
- e) The various instrumental performing ensembles present numerous performances and host touring events and festivals to expose the community intermediate, high school and adult instrumental musicians to the scope and quality of the instrumental music program at Citrus College.

Previous Recommendations Completed

- a) The Instrumental Music Program will continue to develop and communicate course sequences for instrumental music students that will support their successful transfer into such programs as bachelor degree and California Teaching Credential curriculum requirements continue to evolve at four-year institutions.
- b) The Instrumental Music Program will continue to develop connections and articulation with the music departments of four year institutions as the number of students interested in transferring to bachelor degree in music programs continues to grow.
- c) The Instrumental Music Program will continue to develop curricula to satisfy growing ethnic musical interests.

Recommendations

Recommendation								
With the remodel of the Hayden Library, there should be a focus toward providing students with additional music research materials and music videos for viewing resources. The opportunity for students to independently research will greatly benefit the instrumental music program. Due to the nature of music videos being primarily in musical form without narration, a solution will need to be researched and implemented.								
			Impact					
Action/Activities	Target Date	Person Responsible	FNIC	Facilities	Software	Equipment	Personnel	Other
Work with new librarians on possible solutions	2012	Munoz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

14. Evaluation Criteria – Need

Commendations

- a) The instrumental music program has sustained dramatic growth in FTE: 103.46 in 2004-05 to 161.03 in 2008-2009. Course offering reductions caused by budget cuts in 2009 reduced instrumental program FTE to 112.94.
- b) Although the instrumental music program maintains a comprehensive curriculum, the current course offerings are limited to multiple level jazz ensemble and wind symphony. It is a high priority to restore the multiple levels of piano and guitar classes, percussion ensemble and technique classes, and to develop multiple level jazz improvisation curricula.
- c) Current labor market data reflects a growth of employment of musicians, and related workers during the 2006-2016 decade. The internet and other new forms of media may provide independent musicians alternative employment opportunities to distribute music. The U.S. Department of Labor Bureau of Statistics reports the median hourly earnings of wage and salary musicians were \$19.73 in May of 2006. Median annual earnings of salaried music directors and composers were \$39,750 in May of 2006. The ten year forecast for projected job

growth in the various industry occupations averages 12%. For instrumental musicians on any career path Citrus College provides superior instruction taught by world class faculty.

Previous Recommendations Completed

- a) The instrumental music program should develop a system of liason counsleing to guide instrumetnal music students in an efficient accumulation of credits and skills for success in achieving their goals: NOT COMPLETED: However, requests have been submitted to counseling.
- b) The instrumental music program should investigate alternative schedule configurations of some instrumental music classes and ensemble to increase enrollment, and maximize accessibility. COMPLETED

Recommendations

Recommendation								
Restore the multiple levels of piano and guitar classes, percussion ensemble and technique classes, and to develop multiple level jazz improvisation curricula.								
Action/Activities	Target Date	Person Responsible	Impact					
			FNIC	Facilities	Software	Equipment	Personnel	Other
percussion ensemble and technique classes	2011-2012	Hoehne/Munoz	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
multiple level piano classes	2011-2012	Hoehne/Munoz	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
multiple level guitar classes	2011-2012	Hoehne/Munoz	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
develop a comprehensive sequential jazz improvisation curriculum	2011-2012	Hoehne/Munoz	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
develop a comprehensive sequential percussion curriculum	2011-2012	Hoehne/Munoz	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
create a larger piano lab	2011-2012	Hoehne/Munoz	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Recommendation								
Hire new full time faculty or support staff.								
Action/Activities	Target Date	Person Responsible	Impact					
			FNIC	Facilities	Software	Equipment	Personnel	Other
New full-time instrumental music (percussion) position should be instituted within the next three to four years dependent on budget and FNIC availability.	2011-2012	Slack, Munoz	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Requests for Student workers are ongoing and respectfully request no budget reductions in this area.	2010	Slack	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

15. Evaluation Criteria – Quality

Commendations

- a) The mission of the instrumental music program has been fully embraced by the instrumental music faculty. The range and quality of individual and ensemble instruction and performance has produced outstanding results: Gwen Stefani, recordings, concert and television appearance; Wind Symphony recognition at the 29th Annual Lawrence Sutherland Wind Symphony Festival at California State Fresno; Citrus College is a destination for United States Armed Forces performing groups.; Citrus College Jazz ensemble is called upon to perform regularly with current artists such as Debbie Boone, Dale Kristien, Lorna Luft, Jimmy Borges, and for national music associations such as ASCAP (American Society of Composers and Publishers)
- b) The faculty is developing sequential curricula to support successful student transfer to the junior level at four year institutions.
- c) The jazz combos have been developed to not only serve the school and community but perform frequently for meeting and conferences such as CCLC (Community College League of California).

Previous Recommendations Completed

- a) Administrative review and support of improved teacher-to-student ratio as it pertains to all levels of instrumental music classes. NOT COMPLETED due to higher enrollment due to lack of classes being offered.

16. Evaluation Criteria – Feasibility

Commendations

- a) In spite of the budget caused reduction of course and section offerings the instrumental music faculty has worked to continue to serve the interests of instrumental music students by tolerating over-cap class enrollment.
- b) The instrumental music faculty is admirably cooperative, communicative and flexible in efforts to coordinate facility use.
- c) Both full and part-time instrumental music faculty continue to maintain a high profile in the professional arena, guaranteeing a balance of academic and practical educational experience for instrumental music students.

Previous Recommendations Completed

- a) Adequate individual practice room availability. **INCOMPLETE:** The instrumental music program has continued to grow, but facilities and funding are not available to address this problem.
- b) Adequate individually-owned instrument storage lockers. **INCOMPLETE:** Funding is not available to address this problem.
- c) Adequate school-owned instrument and equipment storage space and cabinetry. **INCOMPLETE:** Because of the continued growth of the program, most of the space originally intended for instrument and equipment storage is currently being used for instruction. The instrument and equipment storage potential of the perimeter of PA 154 (the band room) is restricted due to its current instrumental music library storage use. However, the unfinished video control room (VT 116) is being used as a storage facility.
- d) An instrumental music library room. **INCOMPLETE:** Currently PA 154's use as an instrumental music rehearsal space (with instrument storage) is negatively impacted because of its use for music library storage.
- e) Adequate sound equipment for ensemble tours and secondary education outreach programs. **PARTIALLY COMPLETE:** New sound system equipment has been purchased; however, it requires constant upkeep and replacement.
- f) A complete and suitable symphonic wind instrument inventory. **INCOMPLETE:** Budget constraints limit the acquisition of a suitable symphonic wind instrument inventory.
- g) A fully equipped small ensemble room. **PARTIALLY COMPLETE:** PA 151 has been made available for use as a small ensemble room, however it is insufficiently equipped.

Recommendations

Recommendation				Impact					
Action/Activities	Target Date	Person Responsible	FNIC	Facilities	Software	Equipment	Personnel	Other	
Establish a liaison from Counseling to Fine Arts students, including instrumental music.									
This request will be submitted to Academic Senate in Spring of 2010	Spring 2010	Vaughan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Recommendation Establish a stable funding source and an inventory development plan for instruments and equipment, instrument, and equipment storage, library storage and technology.								
				Impact				
Action/Activities	Target Date	Person Responsible	FNIC	Facilities	Software	Equipment	Personnel	Other
		Hoehne, Munoz	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Recommendation Remodel and acoustically treat rehearsal spaces to meet OIC standards and requirements								
				Impact				
Action/Activities	Target Date	Person Responsible	FNIC	Facilities	Software	Equipment	Personnel	Other
	2012		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Recommendation Identify space for small ensemble rehearsals and individual practice space.								
				Impact				
Action/Activities	Target Date	Person Responsible	FNIC	Facilities	Software	Equipment	Personnel	Other
	2012	Munoz, Hoehne	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

17. Evaluation Criteria – Compliance

Commendations

- a) All courses are in compliance with State, District and agency regulations. Courses that are designed for transference have never been challenged by universities with regard to acceptance. Our curriculum is consistent with accepted methods of instruction while implementing the highest innovative professional standards.

Previous Recommendations Completed

- a) No previous recommendations.

Recommendations

None

18. Evaluation Criteria – Other

Commendations

Foundation scholarships available to instrumental students:

- Howard Braun Memorial Music Scholarship Fund \$500
- Otto & Gladys Baumann Memorial Scholarship \$300
- Paul Martin Nissen Scholarship \$250

19. Attachment A: Performance Indicators

	Key Performance Indicators	Fall04	Fall05	Fall06	Fall07	Fall08	Fall09
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Access							
1	Majors (total)						
2	New Majors						
3	Courses Offered	13	14	12	12	10	12
4	Sections Offered	25	26	25	26	21	23
5	Morning Sections	12	13	11	13	10	15
6	Afternoon Sections	7	7	8	7	5	4
7	Evening Sections	4	3	3	3	3	1
8	Arranged Sections	2	3	3	3	3	3
9	Weekend Sections	0	0	0	0	0	0
10	Short Term Sections	0	0	1	3	3	3
11	DistanceEd Full-Term Sections						
12	DistanceEd Short-Term Sections						
13	Enrollment	1183	1158	1116	1139	1099	1213
14	Weekly Student Contact hours (WSCH)	3525.3	3427.1	3241.4	3162.7	3767.1	4028.3
15	Full-Time Equivalent Students (FTES)	120.9	117.5	111.1	97.6	116.2	124.3
Program Resources							
16	Full-Time Equivalent Faculty (FTEF)	4.1	4.2	4.1	4.0	3.9	4.2
17	Credit Reimbursement Rate	\$2,922.3 0	\$3,259.7 1	\$3,476.3 4	\$3,668.2 8	\$3,834.4 6	\$3,834.4 6
Program Operation							
18	WSCH/FTEF	870.4	814.0	798.4	788.7	956.1	970.7
19	FTES/FTEF	29.8	27.9	27.4	24.3	29.5	30.0
20	Fill Rate at Census	84.8	79.2	79.1	72.9	83.5	94.1
Program Success							
21	Course Retention	95.5	94.1	94.9	96.1	97.0	96.5
22	Course Success	62.8	59.8	67.7	61.6	67.4	71.6

Key Performance Indicators					Winter08	Winter09	Winter10
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Access							
1	Majors (total)						
2	New Majors						
3	Courses Offered				3	2	2
4	Sections Offered				3	2	2
5	Morning Sections				2	1	0
6	Afternoon Sections				1	0	1
7	Evening Sections				0	1	1
8	Arranged Sections				0	0	0
9	Weekend Sections				0	0	0
10	Short Term Sections				3	2	2
11	DistanceEd Full-Term Sections						
12	DistanceEd Short-Term Sections						
13	Enrollment				79	70	50
14	Weekly Student Contact hours (WSCH)				371.0	375.6	469.4
15	Full-Time Equivalent Students (FTES)				11.5	11.6	14.5
Program Resources							
16	Full-Time Equivalent Faculty (FTEF)				0.5	0.3	1.1
17	Credit Reimbursement Rate				\$3,668.28	\$3,834.46	\$3,834.46
Program Operation							
18	WSCH/FTEF				700.0	1104.6	447.0
19	FTES/FTEF				21.6	34.1	13.8
20	Fill Rate at Census				76.3	81.3	71.0
Program Success							
21	Course Retention				94.9	92.9	100.0
22	Course Success				82.3	85.7	100.0

	Key Performance Indicators	Spring05	Spring06	Spring07	Spring08	Spring09	Spring10
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Access							
1	Majors (total)						
2	New Majors						
3	Courses Offered	15	16	16	12	13	6
4	Sections Offered	21	22	23	18	16	6
5	Morning Sections	9	12	10	9	9	4
6	Afternoon Sections	7	5	7	4	3	1
7	Evening Sections	5	5	6	5	4	1
8	Arranged Sections	0	0	0	0	0	0
9	Weekend Sections	0	0	0	0	0	0
10	Short Term Sections	0	0	0	0	0	0
11	DistanceEd Full-Term Sections						
12	DistanceEd Short-Term Sections						
13	Enrollment	412	410	411	402	401	200
14	Weekly Student Contact hours (WSCH)	1456.4	1407.8	1589.6	1150.2	1921.1	1392.5
15	Full-Time Equivalent Students (FTES)	49.9	48.3	54.5	35.5	59.3	43.0
Program Resources							
16	Full-Time Equivalent Faculty (FTEF)	4.0	4.1	4.3	2.8	3.8	2.1
17	Credit Reimbursement Rate	\$2,922.30	\$3,259.71	\$3,476.34	\$3,668.28	\$3,834.46	\$3,834.46
Program Operation							
18	WSCH/FTEF	364.1	343.4	368.0	409.3	506.9	650.7
19	FTES/FTEF	12.5	11.8	12.6	12.6	15.6	20.1
20	Fill Rate at Census	81.6	77.5	76.6	88.6	97.8	120.8
Program Success							
21	Course Retention	93.7	90.7	93.7	93.8	95.3	94.5
22	Course Success	79.4	72.2	76.9	71.9	74.8	83.0

	Key Performance Indicators	Summer04	Summer05	Summer06	Summer07	Summer08	Summer09
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Access							
1	Majors (total)						
2	New Majors						
3	Courses Offered			1	1	3	1
4	Sections Offered			1	1	3	1
5	Morning Sections			1	1	2	1
6	Afternoon Sections			0	0	0	0
7	Evening Sections			0	0	1	0
8	Arranged Sections			0	0	0	0
9	Weekend Sections			0	0	0	0
10	Short Term Sections			1	1	3	1
11	DistanceEd Full-Term Sections						
12	DistanceEd Short-Term Sections						
13	Enrollment			24	20	68	24
14	Weekly Student Contact hours (WSCH)			163.3	107.6	405.3	172.3
15	Full-Time Equivalent Students (FTES)			5.6	3.7	12.5	5.3
Program Resources							
16	Full-Time Equivalent Faculty (FTEF)			0.4	0.3	1.1	0.2
17	Credit Reimbursement Rate	\$2,922.30	\$3,259.71	\$3,476.34	\$3,668.28	\$3,834.46	\$3,834.46
Program Operation							
18	WSCH/FTEF			429.8	358.5	378.8	1013.5
19	FTES/FTEF			14.7	12.3	11.7	31.3
20	Fill Rate at Census			16.0	25.0	70.8	40.0
Program Success							
21	Course Retention			100.0	100.0	100.0	100.0
22	Course Success			95.8	95.0	94.1	95.8

Key Performance Indicators		2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
		Year1	Year2	Year3	Year4	Year5	Year6
Program Resources							
23	Revenue: FTES*Reimbursement Rate	\$302,134.24	\$328,904.74	\$413,788.75	\$317,599.68	\$617,463.09	\$433,063.91
24	Total District Adopted Program Budget	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
25	Support Personnel (wage without benefit, 2200 and 2400 in budget)	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
26	Supplies (4300 in budget)	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
27	Cost	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
28	Total FTES for the year	103.46	100.9	119.03	86.58	161.03	112.94
29	Cost per FTES						
Degrees and Certificates							
30	Degree						
31	Certificates						
32	Skill Awards						
33	Licenses (reported by department)						
Career Technical Education Programs							
34	VTEA Grant						
35	Industry Contributions to Program Resources						
36	Available Jobs						
37	Attach one copy of the three most recent College Core Indicator Information forms for each of the appropriate TOP codes						
38	Please include "Student Satisfaction" and "Employer Satisfaction" in the program review write-up.						
39	Labor market data						

	Demographics	04-05	05-06	06-07	07-08	08-09	09-10						
		Year1	Year2	Year3	Year4	Year5	Year6						
Gender													
	Female	166	31.4%	167	29.3%	168	30.1%	203	33.4%	215	32.4%	101	30.0%
	Male	363	68.6%	402	70.7%	390	69.9%	398	65.5%	428	64.6%	227	67.4%
	Missing							7	1.2%	20	3.0%	9	2.7%
	Total	529	100.0%	569	100.0%	558	100.0%	608	100.0%	663	100.0%	337	100.0%
Age													
	19 or younger	194	36.7%	195	34.3%	201	36.0%	259	42.6%	275	41.5%	132	39.2%
	20-24	245	46.3%	260	45.7%	261	46.8%	257	42.3%	287	43.3%	145	43.0%
	25-29	40	7.6%	43	7.6%	38	6.8%	34	5.6%	54	8.1%	43	12.8%
	30-34	13	2.5%	22	3.9%	16	2.9%	13	2.1%	12	1.8%	5	1.5%
	35-39	4	0.8%	12	2.1%	8	1.4%	8	1.3%	13	2.0%	6	1.8%
	40-49	20	3.8%	19	3.3%	15	2.7%	11	1.8%	6	0.9%	4	1.2%
	50 and above	13	2.5%	18	3.2%	19	3.4%	24	3.9%	15	2.3%	1	0.3%
	Missing							2	0.3%	1	0.2%	1	0.3%
	Total	529	100.0%	569	100.0%	558	100.0%	608	100.0%	663	100.0%	337	100.0%
Ethnicity													
	Asian	103	19.5%	102	17.9%	99	17.7%	92	15.1%	58	8.7%	18	5.3%
	Black or African American	20	3.8%	22	3.9%	29	5.2%	33	5.4%	40	6.0%	16	4.7%
	Hispanic/Latino	198	37.4%	228	40.1%	210	37.6%	260	42.8%	272	41.0%	99	29.4%
	American Indian or Alaska Native	5	0.9%	3	0.5%	6	1.1%	6	1.0%	8	1.2%	5	1.5%
	Native Hawaiian or Other Pacific Islander							3	0.5%	5	0.8%	1	0.3%
	White	170	32.1%	181	31.8%	165	29.6%	150	24.7%	148	22.3%	63	18.7%
	Two or More Races											1	0.3%
	Unknown/Non-Respondent	33	6.2%	33	5.8%	49	8.8%	64	10.5%	132	19.9%	134	39.8%
	Total	529	100.0%	569	100.0%	558	100.0%	608	100.0%	663	100.0%	337	100.0%
Educational Goal													
	Degree & Transfer	232	43.9%	238	41.8%	244	43.7%	81	13.3%	135	20.4%	125	37.1%
	Transfer	138	26.1%	139	24.4%	120	21.5%	23	3.8%	41	6.2%	25	7.4%
	AA/AS	25	4.7%	26	4.6%	25	4.5%	61	10.0%	111	16.7%	45	13.4%
	License	17	3.2%	26	4.6%	24	4.3%	6	1.0%	6	0.9%		
	Certificate	42	7.9%	52	9.1%	37	6.6%	5	0.8%	6	0.9%	2	0.6%
	Job Skills	12	2.3%	9	1.6%	15	2.7%	37	6.1%	55	8.3%	23	6.8%
	Basic Skills							37	6.1%	52	7.8%	12	3.6%
	Personal											9	2.7%
	Undecided							42	6.9%	72	10.9%	40	11.9%
	Not Reported	63	11.9%	79	13.9%	93	16.7%	316	52.0%	185	27.9%	56	16.6%
	Total	529	100.0%	569	100.0%	558	100.0%	608	100.0%	663	100.0%	337	100.0%