

De Anza College

Program Review – Annual Update Form: Music

1. *Briefly describe how your area has used the feedback from the Comprehensive Program Review provided by RAPP members (if unsure, request the feedback form from your dean/manager).*

Since the last program review, the resignation of the only full-time faculty member has impacted the department's ability to make substantive changes to their submission. The department now has a temporary full-time faculty member, beginning W25 to the end of S25, enabling the department to hold meetings to review RAPP's feedback on their 23/24 submission. The faculty member is also responsible for chairing the department and organizing quarterly concerts for the community along with various department recitals and outreach events.

2. *Describe any changes or updates that have occurred since you last submitted program review (comprehensive program review [submissions](#))*

Starting with RAPP's feedback on the Music Department's Mission Statement, we see both a commendation and feedback which contradict each other. The most recent feedback suggested shortening the mission statement and providing feedback on how the program can capitalize on enrollment outside of music majors. Below is the original Mission statement followed by the edited version:

Original:

The De Anza College Music Department provides a comprehensive music program to a diverse community of students for transfer universities and conservatories as well as for general education. The department offers courses in ensembles, such as orchestra, band, vintage singers, chorale, jazz, and mariachi. In addition to ensembles, we offer applied music in voice, guitar, and piano. Majors are expected to take comprehensive musicianship while non majors can take a variety of courses, including electronic music and songwriting. The program supports personal and group artistic expression. Student Performance events are central for all students majoring in music as well as those who are undecided, taking music courses as electives or general education requirements, and lifelong learners. The vocal, orchestra, band, and applied music classes hold quarterly performances for families, the De Anza community, and beyond that are well attended and memorable. Students can achieve an AA degree in Music or transfer to a four-year institution.

Revised:

The De Anza College Music Department provides a comprehensive music program to a diverse community of students for transfer to universities and conservatories as well as for general education, offering an AA degree along with popular classes for lifelong learners. Students can immerse themselves in ensembles, such as orchestra, band, vintage singers, chorale, and jazz. All students are enriched with applied music courses in voice, guitar and piano, along with popular general education Music Appreciation courses and specialty classes, such as fully online Electronic Music and Music Business to increase enrollment. Music majors are expected to take comprehensive musicianship to deepen their knowledge and skills. Supporting personal and group artistic expression, the student performance events are central for music, non-music

majors, and lifelong learners. The department serves the college, students' families, and the community through quarterly concerts of vocal, orchestra, band, and applied music classes. These live concerts are well attended and memorable, successfully publicly showcasing student talent, supporting the program, and boosting enrollment.

We also updated and refined our goals which is addressed in the next question.

3. Provide a summary of the progress you have made on the goals identified in your last program review (as included in the comprehensive program review).

The Music department has made some progress on the major goals listed in the AY 23/24 program review. RAPP committee feedback includes suggestions to refine the goals which are included below in the table.

Goal Title	Revised Description	Responsible Parties	Collaboration with	GP engagement	Evidence Used to Monitor Progress	Achievement Assessment
Continue to Grow Enrollment in applied music and ensemble classes.	<p>Combine concert band, Jazz, and vocal performance in the Fall and winter student concerts to increase visibility and to boost enrollment for both majors and non-majors.</p> <p>Advertise quarterly concerts more widely.</p> <p>Participate in campus events, such as "Taste of History" (vocal performance) and Enrollment/Welcome Days.</p> <p>Offer new modalities, such as hybrid to</p>	<p>Interim Dean</p> <p>Part time music faculty</p> <p>Temporary FT faculty/ Department Chair</p>	<p>Guided Pathways</p> <p>The Office of Communications</p> <p><i>La Voz</i>, student newspaper</p> <p>DASG</p> <p>International Student Office</p>	<p>Quarterly concerts are advertised through the Artistic Expression Village using both email and flyers.</p>	<p>Integrating Jazz into the quarterly concert increased community attendance and provided more financial support to the department.</p> <p>The event boosted interest in music classes, especially for majors and lifelong learners.</p> <p>Music faculty create curricula to appeal to all students. For example, in Chorale, the repertoire</p>	<p>Although extremely popular among music students, Jazz enrollment is not quite at the level of sustainability so we have decided to offer this course twice, rather than three times in AY 24/25.</p> <p>On the other hand, the first series of comprehensive musicianship for music majors is full, and we are gaining momentum with music</p>

	<p>accommodate students' schedules.</p> <p>Outreach to local high school music directors or teachers.</p> <p>Outreach to International Student Office.</p>				<p>appealed to the community which increased enrollment.</p> <p>We will host chamber music and piano recitals drawing from multiple classes which builds community and engagement.</p>	<p>majors for transfer.</p> <p>After reviewing enrollment, we will move Music 3A back to Fall so that students can complete the series in two years.</p>
<p>Establish a Transfer Degree</p>	<p>We are in the process of investigating the possibility of offering Music 25 (private lessons) to music majors.</p> <p>Music 25 is required for the ADT in Music. Presently, students can still transfer to four-year institutions and conservatories. Fewer students elect to earn the AA degree in Music which is a common trend at community colleges because music requires more depth than the ADT.</p> <p>Music 25 offers music majors the time and attention on their instruments.</p>	<p>Temporary FT faculty member / Department Chair</p> <p>Part Time faculty consultation</p> <p>Interim Dean</p>	<p>De Anza Music Majors</p> <p>Articulation Officer</p> <p>Counselors</p> <p>Local community colleges who offer equivalent course and ADTs.</p>	<p>Advertisement if the ADT is achieved.</p> <p>Village performances</p> <p>Work with counselor dedicated to Artistic Expression</p>	<p>Establish meetings with the Department Chair and the part time faculty to study feasibility.</p>	<p>To Be Determined assuming we have at least two full -time faculty members.</p> <p>Timeline:</p> <p>24/25: Research ADTs and meet with Articulation</p> <p>25/26: Continue research and develop program/plan for Music 25, possibly offering this course before we have the ADT.</p> <p>2026/27:</p>

						Work with Curriculum Office on completing paperwork on eLuman.
Create and offer Music Certificates	Create one certificate for students: Possible certificates: Piano Accompanist Beginning Piano Pedagogy	Department Chair Interim Dean Part-time Faculty	Curriculum Office and Curriculum Committee	Advertisement	Establish meetings with the Music department to garner feedback and establish goals for implementation.	To be determined assuming we have a full time faculty member.

4. If your goals are changing, use this space to provide rationale, or background information, for any new goals and resource requests that you'll be submitting that were not included in your last program review.

The department's goals remain the same, although RAPP feedback helped to refine and simplify the goals for success. Due to the shift in faculty and the delay in the ability to assign a full-time temporary faculty member, the department's focus in W25 and S25 will be a series of meetings to reflect and take action on 1) the quarterly concert performances and the impact on enrollment; 2) the viability of establishing an ADT of 60 units, and 3) the opportunity to create the first certificate to provide students with applicable transfer and job skills. To accomplish our goals, we absolutely need full-time instructors.

5. Describe the impact to date of previously requested resources (personnel and instructional equipment) including both requests that were approved and were not approved. What impact have these resources had on your program/department/office and measures of student success or client satisfaction? What have you been able to and unable to accomplish due to resource requests that were approved or not approved?

The ability to order replacement headphones for the piano classroom has made a positive impact on instruction since the existing headphones were worn out and broken. The resources help the Music department sustain and professionalize the instrumental music program. Recent acquisitions, including the Concert Bell and the Bass Flute, support music majors and improve concert performances. The Division also helped support the purchase of a new projector in the VPAC which will make it possible to videotape music and other performances for enrichment and marketing purposes. Despite the lack of full-time

instruction, the faculty have managed to open the piano and double bass practice rooms for additional hours to support our music students in our music courses. The department values equity and loans out instruments to students who cannot afford their own.

6. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients?

Instruments are expensive and some are cumbersome and difficult to transport. The ability to have resources, such as pianos and instruments for concert band, jazz and orchestra, for students is commendable and equitable. Even with a small number of faculty, the department offers practice rooms for students who borrow instruments and need time and space to improve and rehearse. The department will continue to repair instruments and order all approved resources, especially instrument replacements and new ones to expand the repertoire and instrumentation. The department always tries to be financial sustainable for some of these endeavors through the musical performances.

Notably, the ration between full-time instructor and music majors is disproportionate. Drawing from a group of approximately 100 music majors with one temporary full-time instructor is not sustainable or equitable.

7. Refer back to your Comprehensive Program Review under the section titled Assessment Cycle as well as the SLO website (<https://www.deanza.edu/slo/>) for instructional programs. In the table below provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.

Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)

Learning Outcome (SLO, AUO, SSLO)	Due to the lack of a full-time faculty member, the department has not completed SLOs this year. However, the department has a plan to complete one assessment in 24/25. TBA
Method of Assessment of Learning Outcome (please elaborate)	
Summary of Assessment Results	

Reflection on Results	
Strategies Implemented or Plan to be Implemented (aka: enhancements)	

Done? Please email this form to your dean/manager.

- Dean Manager Comments: I very much appreciate collaborating with Grace Lai (temporary Full-time music instructor) on this reflection. Through Grace and this reflection, I've learned more about the music department and how to support and sustain the program. I commend Grace for her dedication to the department and her commitment to excellent and well-organized student music performances. Grace has solid leadership skills and a lot of experience, so even in a short amount of time, she's helping to create stability in the music department. I appreciate the college commitment to instructional equipment resources and for helping to temporarily assign a part-time faculty to a temporary full-time role.