Hi Steve: Every year we see coming through a request to pay for faculty to attend meetings. The request comes from various places. As brought to your attention before, the college does not pay faculty to attend meetings. The college sometimes pays for faculty getting together to prepare an event, which much of your meetings are about. The college also sometimes pays faculty for staff development activities, which do take place as your faculty interact with one another and discuss pedagogical approaches to take with given courses or with underprepared students. As mentioned to you before, instead of requesting funding to simply pay faculty to attend meetings, you will need to specify purposes of the get-togethers that can be assigned to a category for which funding is available. We just don't pay faculty just to attend meetings. I have offered in the past to help you with the wording. All you need to do is ask.

Celine
Questions Regarding Degree and Certificate Programs

A.1 Core Outcome I - Completion

Observing the number of students who got Awards in your program(s) using the Program Award Tool, compared to the College historical trends what insights can you share?

Notes: Is your program an awards producer or a “feeder” program? If you have multiple degrees and/or certificates, please analyze and compare the trends among them.

Our program is both-- we award AA and AAT degrees every year and provide a feeder program for other majors. The trends indicated that very few students (only two in the last 8 years) are getting the AAT. By contrast, we’ve had 20 receive AA degrees in the last 8 years.

How do you inform potential students about your program? How do students know which courses they should take for your program and in what sequence?
I recruit at the high schools and in the general music classes to inform potential students about my program. I have a course sequence chart which I pass out.

A.2 Core Outcome II - Time and Units to Completion

Observing the Time & Units data, what insights do you get from the data in general?
The music department requires more units to get a degree, but takes less time on average for students to get their degree. The average was 3.7 years and 91 units for the music degree. The average was 4.4 years and 88.5 units for the college as a whole.

Observing the Subject Analysis tool, and focusing on the percentage of capacity of your program, is the college offering enough sections or too
many sections of the courses in your program?

We are at 51.36% capacity for our classes in the ‘17-18 year. This percentage may seem small compared to other programs, but reflects the reality that many of our ensemble and music degree classes need to be small in order for the students to get the help they need to succeed. It is possible that the capacity should be revised to reflect this basic reality. I believe we are offering the right number of courses in our program.

Does the way the courses in your degree and certificate program are scheduled enable students to take courses when they need them, plan their lives around their classes from one term to the next, and complete their program on time? If it does not, are there any obvious fixes?

I believe that the courses do allow students to plan their lives according to our degree program.

How do you work with underprepared students? How do you share the educational resources that are available on campus with all your students? Please give examples of when these resources have worked well and when they have not.

We have many underprepared students. We try to get them supplemental assistance in their classes. This has worked very well when there has been an professional expert inside the class to help out, as was the case with my music theory class. This has not worked as well when we have relied on tutors or students to help underprepared students.

A.3 Core Outcome III - Transfer

Observing the number of transfer students from the transfer volume data, what insights do you get from the data in general?

The number of students transferring to 4 year institutions, while, small, has been increasing.

What interactions do you have with students about transfer options? Please give examples.

I counsel the music students about their transfer options. I see most music students every week and ask them regularly about what their career/transfer plans are.

How are program learning outcomes aligned with the skills and knowledge students will need to succeed in transferring to baccalaureate degree programs?

All program learning outcomes are directly aligned with the skills and knowledge students need to be successful at a 4 year program.

A.4 Core Outcome IV - Employment
Observing the Employment data, what insights do you get from the data in general?
It seems as if a large amount of students have benefited financially in terms of their jobs due to the time that they have spent in these programs at Hartnell.

How and when do you inform students about prospective employment opportunities?
I talk to the music students on a regular basis about different career choices in music.

How are program learning outcomes aligned with the skills and knowledge students will need to succeed in their future employment?
The outcomes have the most important skills and knowledge necessary for them to be successful in a variety of music jobs.

**A.5 - Recommendations**

Reflecting on your observations and analysis from A.1 through A.4, what recommendations do you have for your program?
According to my analysis, the music program needs to do a better job of recruiting new students and supporting the ones that are here. In terms of recruiting, the department has to have a more active presence in local high schools and performing groups, explaining the benefits of the program at Hartnell. In terms of support, the professional expert position needs to be funded on an ongoing basis so that the retention rate in the music theory classes continues to rise.

Reflecting on your observations and analysis from A.1 through A.4, what commendations do you have for your program?
The music department, for its very limited resources, is doing a very good job at getting students through a very difficult major in a short amount of time. Even though we have more units than most other degree programs, we get the students through faster. Considering that there is only one full-time faculty member, this is nothing short of a miracle.
Questions About Previous Activities

B - Questions About Previous Activities

Evaluate the success of each completed activity in Section D.1 (Previously Scheduled Activities) from your Spring 2017 PPA. What measurable outcomes were achieved? Did the activities and subsequent dialog lead to significant change in student learning or program success?

The two requests that were funded by the college was for the payment of faculty for departmental meetings and the increase in the repair budget for instruments.

The funding for the payment of faculty for departmental meetings has led to a noticeable increase in positive communication among faculty. I can say from the number and the nature of e-mails that have been exchanged that the music department staff is doing a better job of regularly communicating. Furthermore, the tone of the conversations is much better now than in previous years.

The funding for the increase in the instrumental repair budget has also made a noticeable difference. Now, the pianos are being tuned twice a year, making them much more usable for students. Students have mentioned this to me and I have seen more students in the practice rooms this year as a result.