

**MUSIC DISCIPLINE  
COMPREHENSIVE  
PROGRAM REVIEW**

**2011**

**RCCD COMBINED**



**Riverside Community College District**  
Office of Institutional Effectiveness

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## **Music Discipline Comprehensive Program Review 2011**

### **A. Mission and Relationship to the College(s)**

#### Riverside City College Performing Arts Mission Statement

The mission of the Performing Arts Department at Riverside City College is to provide students the means to accomplish their goals in the performing arts with an educational program that prepares them to contribute as artists, educators, audience and supporters of the arts. At the heart of the department are outstanding arts experiences, superior teaching, and access to valuable aesthetic learning in dance, music, and theatre.

### **B. History**

Since our last review, the district has broken up into three colleges. The discipline is striving to keep a unity in common courses but also recognize the importance of each campus/college to develop its own programs.

#### Riverside City College

At Riverside the department has made an agreement to jointly develop a program with the Film and Television department to offer recording classes and certificates that would satisfy the requirements for students to receive ProTools certification. To that end, courses are being developed and the two departments have dramatically updated the audio and computer equipment, electrical panels and networking in the MIDI/Digital Audio lab. Faculty are also earning the needed ProTools certifications to teach the classes. RCC has become a ProTools center.

The Riverside department has also developed a relationship with the Sibelius Corporation. Sibelius has supplied new software and is offering workshops on the weekends in the lab.

The Riverside choral ensembles have moved from MUS 102 to 105. MUS 105, the old band room, is bigger than 102 and is a better acoustical environment for the ensembles. The carpet has been replaced with linoleum and the room sounds much better.

#### Norco College

Music and Commercial Music Faculty are currently working on a curriculum portal team for game design. Faculty attended the Game Design Conference in San Francisco this past March and are in the process of developing curriculum for this program. A track for Game Design in Sound and Audio is being developed. Faculty have established relationships with key industry players and will continue to work into the next academic year.

The Commercial Music – Performance Certificate has been designed and will enter the approval process beginning in Fall 2010. Vocalists and instrumentalists will be able to obtain this certificate and subsequently begin working in the music industry. Additionally, two other certificates are in the initial phase of development in conjunction with a possible cooperative grant with California State University San Bernardino. Those tracks are Recording Arts, and Composition/Song Writing. Norco also offers an AA degree.

### Moreno Valley College

Moreno Valley College has added a second full-time faculty member with the return to the classroom in the Fall of 2010 of the former Riverside School for the Arts Dean. With the additional sections of music transfer courses, MVC is now able to offer a three-semester music theory sequence, class piano, and music history courses in addition to the film music, music appreciation, class guitar, and jazz appreciation courses that continue to be offered since the last review.

The Music Department at Moreno Valley College has recently completed a comprehensive website highlighting the activities of the music program. Among the new activities are a student-led ASMVC-funded Music Club open to all students, music scholarship auditions and awards, a collaborative program with the Early Childhood Education Center called “Keys for Kids,” and the establishment of a “Music Interactive Technologies” Lab on campus.

### **2. Goals and Recommendations**

The primary goals for the unit were to improve the facilities at each campus and grow the programs at Norco and Moreno Valley.

### Riverside City College

As mentioned in the “History” section above, the facilities at Riverside were improved for the choral ensembles and the MIDI/Digital Audio lab.

### Norco College

The program and facilities have grown considerably. There is now a piano lab, ProTools lab and choral rehearsal room. The program now offers Music Fundamentals and class piano on a regular basis.

### Moreno Valley College

The program and facilities have grown with the addition of a second full-time faculty member and two new part-time faculty members. As of the summer of 2010, the “Music Interactive Technology” Lab in PSC-4 is equipped with 18 Roland HP 101 and HP 102 digital keyboards, the Yamaha LC3 Communications system with 32 mic-headphones, 10 Wenger performance chairs and music stands, an acoustic piano, a 2010 iMac computer, high-end speakers, a projector, and a large, flat-screen television with DVD and VCR playback. Students are encouraged to use handheld devices, personal laptops and Netbooks for additional interactive instruction. Most music classes are web-enhanced, including the class piano classes, so that students can take advantage of guided instruction from Internet resources. In PSC-3 the College has established a music appreciation, music theory, and music literature lecture room with both Apple and Gateway computers, a high-end sound system, a projection system, and an acoustic piano. The Student Services Building, room 101 provides a performance venue for all students including a grand piano and access to a drum set, an electronic keyboard, and a Roland amplifier. Choir robes for the Gospel Choir and Singers are also stored in STU 101. Library room 136 was set up during the Summer of 2010 with round tables and has become the acoustically desirable setting for the guitar classes

### **C. Data Analysis and Environmental Scan**

As a result of the California budget crisis, the amount of sections at Riverside has been cut by about 18% in the fall of 2009, and we anticipate continuing to offer reduced sections for some time. Despite the cuts, there are more students in the applied music program than ever. The success rates for all students in ensemble and theory classes is excellent. However, the success rate for students in lecture classes is less so since these classes are for the general student. The lecture classes are typical of the success rates throughout the rest of the college though they aren't as high as those classes that are primarily for music majors.

#### ***Statistics from the fact book for RCCD Music in 2008:***

<i>FT</i>	<i>MOV 1.0</i>	<i>NOR .75</i>	<i>RIV 9.3</i>
<i>PT</i>	<i>MOV 1.0</i>	<i>NOR .75</i>	<i>RIV 10.41</i>
<i>Total FTEF</i>	<i>MOV 2.05</i>	<i>NOR 1.10</i>	<i>RIV 19.71</i>
<i>FTES</i>	<i>MOV 33.79</i>	<i>NOR 27.58</i>	<i>RIV 256.66</i>
<i>WSCH</i>	<i>MOV 1088.43</i>	<i>NOR 888.43</i>	<i>RIV 8264</i>
<i>Efficiency</i>	<i>MOV 530.45*</i>	<i>NOR 806.27*</i>	<i>RIV 419.39*</i>
<i>2008 Fall Retention</i>	<i>MOV 89.67%</i>	<i>NOR 85.00%</i>	<i>RIV 81.82%</i>
<i>2009 Fall Retention</i>	<i>MOV 88.89%</i>	<i>NOR 70.49%</i>	<i>RIV 79.59%</i>
<i>2008 Fall Success</i>	<i>MOV 71.47%</i>	<i>NOR 58.85%;</i>	<i>RIV 68.03%</i>
<i>2009 Fall Success</i>	<i>MOV 74.30%</i>	<i>NOR 62.15%;</i>	<i>RIV 68.57%</i>
<i>2008 Fall Sections</i>	<i>MOV 11*</i>	<i>NOR 6*</i>	<i>RIV 98*</i>
<i>2009 Fall Sections</i>	<i>MOV 4*</i>	<i>NOR 8*</i>	<i>RIV 77*</i>

Considering these trends how well is the unit doing in meeting the needs of the various learner populations in the District? And, what might the unit need to do to address these trends?

The unit appears to be doing admirably in meeting the needs of the district learners, but seems to be limited by its biggest obstacle, facilities. The retention and success rates seem to be steady between 2008 and 2009.

In addition to the enrollment trends, which you have described above, what is the unit's overall assessment of its performance? Clearly state the performance/quality indicators unit uses to judges this (you may wish to reference the strategic plan). In framing your answer reflect on the strengths, weaknesses, improvements, and accomplishments of the unit.

There are several ways to assess the performance of this unit. The retention and success rates seem very good, especially when one considers that the disciplines offer academically rigorous classes (like Music Appreciation) and ensembles that are musically rigorous. Another performance indicator would be to look at the assessment plans in

motion for all of the courses offered in the district. The plans were agreed upon by the discipline in the 2008-09 year and are being implemented now.

Another way to assess the success of the unit is to look at the success of the performing ensembles. The Marching Band often appears on national television, the Chamber Singers won the mixed chorus division in the “Choirs of the World” competition in the summer of 2009 in Wales. The Jazz Ensemble finished in first place at the University of Reno Jazz festival last spring, the Wind Ensemble performed in Disney Hall and the Norco Choir performed on a tour to Africa. All of the ensembles bring a myriad of distinguished guest artists, educators, students and the community on campus for all of their successful events. RCCD likely has the finest community college music department in the United States.

## **D. Programs and Curriculum**

### **1.**

#### Norco College

The Commercial Music – Performance certificate has been designed and will enter the approval process beginning in Fall 2010. Vocalists and instrumentalists will be able to obtain this certificate and subsequently begin working in the music industry. Additionally, two other certificates are in the initial phase of development in conjunction with a possible cooperative grant with California State University San Bernardino. Those tracks are Recording Arts, and Composition/Song Writing.

#### Moreno Valley College

The Music Discipline offers academically-based music courses in music theory, music appreciation, film music, jazz appreciation, music history, and teaching music to young children. Performance-based courses are offered in class settings in piano and guitar. An 18-unit degree in music is in the initial course proposal phase. It will focus on lower division preparation for placement exams in music theory, music literature, and keyboard skills with anticipated areas of emphasis in general music, music therapy, and music history.

Moreno Valley continues to develop its online course offerings in music, adding MUS 20 and MUS 21 to its online offerings in 2010-2011. Film music appreciation, jazz appreciation, Gospel Singers/Choir and music appreciation have been offered in evenings classes since the last comprehensive review. Music Appreciation is also offered during the daytime. The Music program, as part of the Humanities and Social Sciences Department at MVC, offers an outreach program in cooperation with the Early Childhood Education Center called “Keys for Kids.” Students who are five years old and who have parental permission are studying piano one-on-one with a college student volunteer teacher. A full-time member of the music faculty makes the lesson plans, coaches and observes the college teachers, and assists them with making improvements in their teaching. Each week, they discuss “studio tips” after the lessons as they learn how to operate a private studio. The Director of the Early Childhood Education Center also

participates in the lessons and assists the college teachers.

### Riverside City College

The discipline offers a comprehensive program for students intending to be music majors and transfer to a 4-year college as a Music Major. This includes:

- Theory, through the sophomore level
- Ensembles, including choral and instrumental
- Piano
- Voice
- Applied Music
- Music Literature/History/Appreciation courses

The department offers courses for continuing education students, with community outreach ensembles like Master Chorale, Symphony Orchestra, Community Jazz Ensemble, Class Piano, and Class Voice.

The department also offers courses for non-music majors degree programs to satisfy their humanities requirement. These courses include Music Appreciation, Film Music Appreciation, and Jazz Appreciation.

Courses that address the technological side of composing and recording in music are offered. The courses include MIDI (Musical Instrument Digital Interface).

## **2. Review and summarize recent additions, deletions, or revisions (please use an annotated list)**

### DELETIONS TO CURRICULUM

MUS 11: (Sound Recording and Reinforcement) was deleted after Music and Film/Television came to an agreement that Music will teach content and FTV will teach the applied technology end.

MUS 6: The Riverside discipline is discussing deleting this course since the enrollments are inconsistent and the students can successfully take the class after transferring to a 4-year institution.

### ADDITIONS TO THE MORENO VALLEY CURRICULUM:

MUS 20: Great Composers and Masterpieces of Music to 1820—added as an online class for general education because of the addition of a new, full-time faculty member. Includes the teaching of the research paper in music, use of the electronic database, Grove Music Online, Western Classical Composers and Music from the Medieval, Renaissance, Baroque, and Early and Middle Classical Periods. The SLO's for this course and other

course components are in the process of being revised in Spring 2011.

MUS 21: Great Composers and Masterpieces of Music After 1820—added as an online class for general education because of the addition of a new, full-time faculty member. Includes the teaching of the research paper in music, use of the electronic database, Grove Music online, and Western Classical Composers and Music from the Late Classical, Romantic, Twentieth Century Periods and beyond. The SLO's for this course and other course components are in the process of being revised in Spring 2011.

MUS 32: Class Piano—added as a lecture/lab class for all students to develop keyboard skills at any level. Enrollment was 66 students in the Fall semester in two sections and 94 in three sections in spring 2011. Held in the newly equipped “Music Interactive Technology” Lab, students use Roland keyboards in “split mode” (two to a piano, 44 keys each) and they develop team-building skills, and mentoring skills with their “piano partners” as they learn to read music and to perform.

MUS 22: This class will be taught for the first time at Moreno Valley College in 2011-2012. Working cooperatively with Riverside, two full-time faculty members revised this class in Spring 2011 to match SLO's with Methods of Instruction and Methods of Evaluation and to update textbook information. In addition, entry skills were aligned with the course prerequisite: MUS 3. One of the purposes of the revision was to align the course between the two colleges so that students would exit with similar writing skills and music analysis experiences. The purpose of this course is to prepare music transfer students with the skills necessary to recognize the major style periods in Western Music and to be able to analyze scores from all major periods.

#### REVISIONS:

MUS 19: As the result of a preliminary assessment, the SLOs for MUS 19, a District wide course, will be condensed and combined to eliminate duplication in Spring 2011.

MUS 57 AND MUS 58: The course for Gospel Singer and Gospel Choir will be revised during 2011-2012 to align with current program directions with an emphasis on service to the college community.

NO COURSES HAVE BEEN DELETED

- 3. Check on the adequacy of offerings related to transfer articulation, vocational certificates and the relationship of your offerings to our college's mission statement (comment on this only if you make changes).**

Moreno Valley College

With the granting of college status to Moreno Valley College, the list of music courses in



the current catalog reflect articulation consistent with past practices. The music program is aligned with the College's mission statement and is in the process of developing a program that would include lower division preparation for a career in music therapy to further align with the allied health professions focus of the college's mission.

**4. A critical element of this review is the content review required for each prerequisite, corequisite, advisory and limitation on enrollment (LOE). The content review's purpose is to ascertain that the prerequisite, corequisite, advisory and LOE are still supported by your discipline and department and that they are in compliance with Title 5 Section 55201.**

*Contact your curriculum committee representative for assistance if needed.*

- a. Perform entry skill validation if applicable (Note that you have done this and comment further only if you make changes) Done
- b. Perform validity of entrance skills testing, if applicable (Note that you have done this and comment further only if you make changes) Done

Moreno Valley College

Done. Current curriculum changes are submitted or in the process of being finalized in CurricUNET at the time of this review

**E. Student Learning Outcomes Assessment**

The discipline has met within their respective colleges and district wide. It has become increasingly clear that assessment has become a college activity and not a district one. As we've moved to it becoming a college activity it has become much easier. SLOs in all music courses at Moreno Valley College will be assessed by Fall 2012.

COURSE-LEVEL ASSESSMENT AT MORENO VALLEY COLLEGE

\*Assessment of MUS 32, Level One Skills, is ongoing at Riverside and Moreno Valley. During Winter 2011, full-time faculty at Riverside and Moreno Valley worked closely to develop "Level One Exit Skills" for MUS 32: Class Piano. These skills are being assessed at both colleges during Spring 2011 and the results will be analyzed during Summer 2011. Moreno Valley College has been testing a draft of "Level Two Skills" during Spring 2011 and will work with another full-time faculty member at Riverside to assess their appropriateness for both colleges. The idea behind developing common skills across all three colleges is to align the curriculum in this repeatable, District-wide class so that students will exit with similar competencies after one, two, three or four semesters of class piano study.

Timeline for Assessing Programs (2008 – 2012)

<u>Name of Program</u>	<u>Program SLOs</u>	<u>Date Course Level SLOs mapped to Program SLOs</u>	<u>Expected Assessment Methods to Be Employed</u>	<u>Expected Date Assessment Data Generated</u>	<u>Expected Date Data will be Analyzed</u>
<b>Music Performance Certificate</b>	1. Prepare and coordinate a recital with piano accompaniment, and/or chamber ensemble. This will include, but is not limited to, literature selection and preparation, collaboration with other musicians and written program development.	4/29/2010	Pretest and Posttest	12/12/2011	6/12/2012
	2. Demonstrate practice and preparation skills required for music transfer students and or the professional musician. Skills will include, but are not limited to, successfully performing scales, arpeggios, exercises and etudes.		Pretest and Posttest	12/12/2011	6/12/2012
	3. Communicate effectively and work cooperatively within an ensemble setting.		Pretest and Posttest	12/12/2011	6/12/2012
<b>Jazz Performance Certificate</b>	1. Analyze, practice and interpret jazz and popular music chord symbols.	4/29/2010	Pretest and Posttest	12/12/2011	6/12/2012
	2. Demonstrate the ability to analyze, learn, and perform standard jazz literature.		Pretest and Posttest	12/12/2011	6/12/2012
	3. Prepare a program, program notes or other materials related to the recital		Pretest and Posttest	12/12/2011	6/12/2012

	repertoire in cooperation with the instructor or recital coordinator.				
<b>MUSICAL INSTRUMENT DIGITAL INTERFACE CERTIFICATE PROGRAM</b>	1. Assemble, mix and master complete MIDI/Digital Audio compositions and film scores.	4/29/2010	Pretest and Posttest	12/12/2011	6/12/2012
	2. Utilize MIDI/Digital audio software and hardware including computers, controllers, synthesizers, sequencers, samplers, effects processors, microphones and mixers.		Pretest and Posttest	12/12/2011	6/12/2012
	3. Communicate effectively and work cooperatively with film directors and music producers.		Pretest and Posttest	12/12/2011	6/12/2012

There are not program assessments in place at Moreno Valley College at this time because there are not yet approved programs in music.

#### **F. Collaboration with Other Units including Instructional, Student Services or Administrative Units (Internal)**

The Film and Television Unit and Riverside Music Unit are coordinating efforts to offer instruction and certificates in recording technology. The Film and Television Unit has developed a new program with a certificate for students to ultimately receive certification to record audio with “ProTools” software. This program has been requested by students for years and will be very popular. The classes will be taught with facilities and resources from the Film and Television Unit and Music Unit.

The Moreno Valley Music Faculty is collaborating with the Basic Skills Initiative at the College. The Basic Skills Initiative has funded a Supplemental Instruction Leader for one section of MUS 19: Music Appreciation for Spring 2011. Students are showing improved progress and engagement to date over students in the Fall 2010 section that met at the same time and on the same day of the week.

The Basic Skills initiative funded the Oxford Music Online Electronic Database so that students in MUS 19, MUS 20, MUS 21, and MUS 25 would have access to the basic

library reference materials needed for lower division, scholarly study in music. The Oxford Music Online database includes Grove Music Online, the basic reference work in Western Music.

In collaboration with Student Services, the Music Department sponsors the Music Club, a student-led ASMVC Club that is open to all. A full-time faculty member in music serves as advisor to the club.

For outreach activities in collaboration with the Early Childhood Education Center, the class piano program presented two holiday performances in December 2010 to children ages 3-5 who participate in the ECEC's programs. Students from the piano classes also accompanied the children as they sang for their own holiday program. In Spring 2011, five-year old students are participating in one-on-one piano lessons with volunteer college students from the piano classes in a program called "Keys for Kids." College students have been asked to accompany the children on piano at their graduation ceremonies in May 2011. In 2011-2012 the College hopes to continue these outreach activities and expand them to reach more children.

### **G. Outreach Activities (External)**

RCC sponsors honor bands available to the community. Each year the department sponsors four honor ensembles that are available to high school and middle school musicians in the immediate Southern California area. These opportunities bring students from many communities on the campus to play together, receive instruction and perform with guest artists.

### **H. Long Term Major Resource Planning**

#### **Riverside City College**

Particularly in light of the department becoming the core of the Coil School of the Arts, there is an urgent need for a budget that will include resources for guest artists (for master classes, residencies and performances), travel (to competitions, concerts, etc) and replacement and/or upkeep of musical instruments.

There is an urgent need for a Marching Band facility. The facilities for the Marching Band continue to be a disaster. The MB currently has no indoor facility for decent storage or any kind of rehearsal. MB storage is currently in the men's locker room. All rehearsals are currently outdoors. The community is beginning to complain with vigor about the volume of the music in the evenings because of the outdoor rehearsals.

There is a need for a comprehensive renovation of all facilities at Riverside. This includes: replacing or renovating Landis with a 500 seat, acoustically appropriate theater, replacing the music buildings with a structure that includes 3 large rehearsal rooms, 30 small

practice rooms, 10 large practice rooms, 2 labs, 2 classrooms, 10 offices, and significant storage for music instruments.

Landis Auditorium is the primary performance venue at RCC and it is a poor facility. Landis has over 1300 seats, which is far too large for most school functions. Landis is also an acoustic nightmare. The facility is literally setup backwards with a reverse megaphone. Performers on stage can hear the audience speaking at the back of the hall, but the audience cannot hear the performers on stage past the first 10 rows. There continues to be a need to either add a 500 seat concert hall or RCC must renovate and drastically remodel Landis.

The bulk of music instruction occurs in the Music Building and Stover Hall. The Music Building was formerly the Poly HS bookstore, and despite great efforts from facilities to improve the electrical systems and air conditioning, is still an ancient building with too few practice rooms and poor acoustics. Stover Hall is a much nicer facility, but it is only a 20-year building and we have reached its half-life. There is also an immediate need for more practice rooms. In Fall 2010 there were more than 400 students enrolled in applied music with less than 20 practice rooms throughout the facility. The master plan includes planning to raze the current music buildings, including Landis, and replace them with a Performing Arts facility.

The pianos in the piano lab are constantly breaking down and are a generation or two back in technology. The approximate cost of replacing 26 digital pianos is \$76,000.00 for Yamaha keyboards.

## **Norco College**

### Music Storage Facility

Reason: Currently, the Music Department rents a storage unit which sits directly behind the Applied Technology building. While this is a covered and secured unit, it sits outside and shows signs of the effects of the weather. Right now, there is over \$20,000 of new choral equipment in the unit. A storage space on campus, near the theater is essential. In addition to the choral equipment, new percussion equipment and recording equipment will need to be stored. Additionally, the new space will be used to house the music library.

### Music/Commercial Music Practice Rooms

Reason: Dedicated space for students to practice music does not exist on the Norco campus. Students need rooms on campus, with a piano to practice music. Practice rooms can be small, but must have a piano or electric piano. In order for the music program to go to the next level, students must have a space to practice. This is imperative for further success.

### Full-Time Music/Commercial Music Faculty

Reason: Total enrollments for music and commercial music have more than doubled in the last three years. Additionally, new courses have been written and a certificate program has been designed. Four new courses in Commercial Music will be implemented in fall

2010. Also, music and commercial music faculty are participating on a curriculum portal team for Game Design and are designing Audio and Sound Track courses. One full-time music faculty is just not sufficient to run a full Commercial Music and Music program.

### **Moreno Valley College**

1. An immediate need at the MVC is for a 7-foot or 9-foot concert grand piano to form the nucleus of a recital performance series. Guest pianists and performers from the community are available to perform at little or no cost if we had an instrument.

Approximate cost: \$75,000

2. A critical need that is beyond the expectations of an annual program review is for individual practice rooms for students. Located among the Parkside Complex (PSC) facilities, practice rooms would give students the scheduling flexibility to develop skills at a higher level faster. Currently, a full-time faculty member volunteers to open the “Music Interactive Technologies” Lab for eight hours a week, but the times are limited to the availability of the faculty member.

Recommendation: Four Wenger-designed, individual, free-standing practice rooms—two for voice/piano and two for instrumental music.

Approximate cost: Estimate/Bid can be obtained quickly when funds are available.

## **I. Summary**

1. Goals and Objectives

Grow budget support and replace facilities for all three colleges.

**Riverside:** will pursue development of an AA in Music degree; continue excellence in its programs; and pursue curricular and other work needed to implement the Coil School for the Arts.

**Norco:** will pursue International travel with the Norco Choir and Norco Students; record and release a CD from Commercial Music students of all original songs; recruit new students to the music program at Norco College; recruit new students to the music program at Norco College; and certify at least 60 students for Pro Tools 101.

**Moreno Valley College:** With the approval of the A.A. degree in music, Moreno Valley College will align its program with transfer programs that match the skills of its

graduates. Foremost among these is a planned program of preparation for music therapy. Reassigned time for faculty for recruiting students based on a strategic enrollment management philosophy, and time for working within the early college high school programs and local public schools to build awareness of the music program and to improve the preparation for college music study in the secondary and elementary schools.

2. Support from the College or District that is Needed

Resources to grow budgets and replace facilities.

**J. Recommendations to the Program Review Committee:**

There should no longer be a district program review.