

**Program and Planning Review
For
Music, Commercial Music Technology,
Instrumental Music/
Vocal Music**

2010-2011

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El Camino College, Compton Center

Music Department Program Review (2010-2011)

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I. Overview:

Mission Statement

It is our mission to work within the guidelines of the College to provide an environment of comprehensive music programs and curriculum, which guarantees intellectual, moral, social, emotional, and physical learning experiences for all students. In addition, the Department of Music prepares the student with the knowledge and skills to pursue careers in Music Performance, Music Composition, Music Education, Commercial Music industries, and/or transfer to the UC and CSU institutions. It is the goal of the Commercial Music Department to enable students to become creative and critical thinkers, decision makers, effective leaders, academic/vocational achievers and responsible citizens in the educationally and culturally diverse society of the Entertainment Industry.

a) Description of degree, certificate, and general education

The Music Department offers a comprehensive Music Program for the A. A. Degree and a California State Certificate in Commercial Music.

The curriculum includes Music Theory, Music History, Instrumental/Vocal Performance, Piano, Voice, Guitar, and Music Technology. Students are trained to become proficient in the Music Business, Music/Audio Technology, Songwriting, Performance, and Composition. Students in the program are measured through a variety of public solo/ensemble performances, demonstration of proficiency in music analysis and interpretation, commercial audio recording projects, program completion, transferability, and employability. It is the goal of the Music Department; to be able include the applied lessons component (**musi-23abcd**) and jury evaluations as a part of our program in the near future. Music Majors are required to have completed 4 semesters of applied lessons on their instruments or voice before entering a four-year university with a junior level status.

The Music Department also offers general education courses that fall under the Humanities section. These classes serve all students on the campus and surrounding communities. Due to the fact that these courses meet the General Education Requirement for the A.A. and A.S. degree, classes of this nature generally generate a higher enrollment for the department. The courses that meet the G.E. criteria are Music Appreciation Survey, (music 111), Survey of Jazz (music 113), and Music Fundamentals (music 101). However, Music (15A) “Music History and Literature”, and Music (15B) “Music History and Literature”, qualify as both a general education for non-music majors and a required class for the A. A. degree in music.

b) Program Strengths and Weaknesses

-Strengths

Music Department faculty members are both seasoned music educators as well as professional practitioners in the music performance, music production and music technology arenas. The Music Faculty members have earned advanced degrees in music and/or music technology from very well respected music schools. In addition, members of the faculty have performed and recorded with Grammy winning artists, composed for major motion pictures, performed with major symphony orchestras, performed under world renowned conductors, and performed extensively around the world as professional musicians. Furthermore, members of our faculty are currently very active in all aspects of the music industry previously mentioned. This allows them to bring an additional set of valuable experiences and innovative methodologies to the classroom environment.

Please see faculty web sites and/or goggle for more information on the Music faculty at El Camino College Compton Center. The Music Department features its performing artist faculty

on campus performances usually at the end of each semester. This event is well attended by students, other campus faculty, and the community at large with standing room only audiences. In addition, to our outstanding faculty we host our “Meet the Artist Series” which is made up of visiting music professionals such as Grammy winning/nominated artist, songwriters, audio engineers and music producers each semester to give lectures and master classes for our students. Students are able to network, present their creative works, and talk one on one with our guest practitioners. Please see Appendix (A) for a list of some of our past participating visiting guest speakers.

The Music Department purchased new Brass, Wood Wind instruments, Percussion, and Guitars during the 2009-2010 year. Therefore, we will need to offer the Symphonic Band class, for the first time in over 20 years. The Guitar, Piano, Vocal Program is thriving and continues to grow with student enrollment. Students in these programs actively perform a recital at the end of each semester in the Band Room Y82.

The Commercial Music program offer student the ability to obtain a California State approved Certificate. By completing the certificate requirements in Commercial Music, students gain Vocational training that includes practical knowledge of Music, Audio Science, Music Technology and Music Business thus preparing them for entry-level positions in the Music and Entertainment Industries. The Associate of Art degree in music provides students with a comprehensive foundation in Music Theory, Music History, and Music Performance. This is achieved through a structured training program, which includes solos, ensembles, musicianship, basic vocal, keyboard, and technological skills. Completing the certificate requirements prepares students for entry level positions in music Merchandising, Audio for Film/Video Production, Game Audio, Computer Music Synthesis Design, Songwriting, Recording Artist development and Recording Engineering. Students will demonstrate proficiency throughout the program by composing, analyzing, songwriting, interpreting, and performing pieces of music, and through demonstrating skills in music technology.

Program assessment is measured by end of semester with juried performances, completion of classes in the 4 semesters plan, proficiency in meeting transferability requirements, internships, and periodic program review.

While enrolled in the program students have numerous opportunities to attend Industry related conferences, workshops and meetings. Our students attend the following workshops and conferences each year: NAMM Convention in Anaheim California (National Association of Merchants), AES Convention (Audio Engineering Society), AIMP (Association of Independent Music Publishers) conferences, and major recording studios such as the Village Recording, Sony, to name a few. In addition, students attend live performances, thus enhancing their study of music through exposure to professional performers musician and the concert experience. Students have the opportunity to participate in multiple performing ensembles. The Music Department also sponsors student concerts featuring student works from various classes such as

Songwriting (Music 285), Studio Recording Music (181AB), Commercial Keyboard (Music 183), Vocal Courses, Guitar Courses and Music Technology (Music 180). Concerts are held on Compton Campus and at off-campus locations such as the Whiskey in Hollywood Ca.

-Weaknesses

“Today’s students have access to the Community College Web Sites, their Music Program Offerings, and through the use of this technology can research the College that will be the most logical choice for their educational advancement to achieving their Music Degree.”

The students in the Music Program on the Compton Center Campus need the Applied Lessons component (Music 190) in Vocals and Instrumental for the Music Major. This will give the students the necessary course requirements needed to transfer to a University to complete a B.M. or a B.A. Degree in Music. Music (190) the applied lesson should be offered on the Compton Center Campus every semester, just as it is offered on the Torrance Campus. In fact, the El Camino College Compton Center is the only California State Community College without the applied lesson component. Not having the Applied Music program makes it very difficult to recruit and retain Music Majors. In addition, we currently cannot service the music students in a way that will lead them to their A.A. Degree in Music. In addition, we need this more now than ever now, especially, since each Middle and High School in Compton has functioning and thriving Instrumental and Vocal Programs. **“The Compton Center loses a great number of Music Majors and new recruits each year due to the lack of Applied Lessons”.** Our Music Faculty is literally forced to recommend these students to other institutions that are out side of their Community”, students must have this course work to get their A.A. and B.A. in Music.

For Commercial Music there is a need for an additional adjunct faculty member for the Audio Recording component of the State Certificate. The Justification for this need is due to the rapid growing technological advancements in the Audio Industry. Therefore, in order to serve the vocational students pursuing this field appropriately, additional faculty will be needed to research and address these technologies. In addition, a single faculty member has had to teach each course in the Commercial Music area (seven different subjects of core courses) for over fifteen years. This Instructor has also been responsible for other administrative Music Department needs such as curriculum development, student recruiting, student career guidance counseling, overseeing and establishing internships with perspective employers, supervising music technology labs, writing grants for the program, creating opportunities for students to display their work through recording and live performances, to name a few.

In addition, there is a need for a dedicated staff person or persons* to handle the ongoing daily needs in the Music Department; as well as the other Fine Arts. These needs include assisting students in the music lab for the theory, history, and music technology classes. Other needs

include maintaining practice room schedule and accessibility. Currently the faculty members are doing a great deal of day-to-day administering to help the student navigate through the semester. **This obviously takes away from instruction and the other professional obligations that are assigned to the instructor.** An example of the this situation would be if the student needs a practice room or anything related to their education an instructor will literally have to stop in the middle of lecturing to deal with the students issue. ***For costs see Recommendation section.**

1. Examples of the roles that a staff persons are as follows; Computer Lab assistant (assist students with music Theory, Music History, Music Technology Lab assignments accessibilities. Music Office Manager (to assist the Department with administrative obligations such as student needs. New music student recruits, Music department Communications and Out Reach, Clerical needs of the Music Department. Practice Room Clerk (oversee students practice rooms needs), Etc. This will enable the Music Department to function as a normal Comprehensive College Music Department.

There is the need to secure funds to purchase additional instruments, pianos, strings Instruments, electronic equipment, music software programs (for ear training and musicianship elements of Music Theory), and to secure the funds that are needed to repair equipment*

Another limitation in the Music Department's ability to offer a well-rounded music program is the lack of a functional performance venue. It has been 15 years since the Little Theatre that once was used for musical, dance and theatrical performances, was used. This is due to ongoing negotiations on the renovation of this very important venue. All student performances have been given in the Y82 Band room. However, the current Band Room is deplorable, the tiles are missing from the walls and ceilings, no air circulation (due to the lack of an air conditioning unit), and it leaks when it rains, even after thousands of dollars have been spent by the College to repair the roofs. In fact, Y82 is also being used for various music and theatre classes. In music classes such as our voice and choir faculty and students are constantly struggling for air as they try to sing and maintain class sessions. This situation has not been resolved in over 15 years. Some Fine Arts faculty members are serving on the campus Facility Committee to address these extremely important issues. Progress has only been made through discussions and meetings by planning and budget groups to renovate the Little Theatre. However, the venue itself is still on hold to be re-built or renovated. The rest of the music Y area has also been without air conditioning and/or air circulation for the last 15 years. This makes it very stressful on the faculty and students to conduct classes and learn efficiently. Last but not least, the Music department would able to serve the students and prospective students better by offering a well-rounded evening course schedule. Prior to 2006 the Commercial Music Department offered evening courses in Music Business and Music Production these courses were very popular with the working student who were only available for evening courses.

**Summary of Faculty Recommendations concerning the Music Department are as follows:*

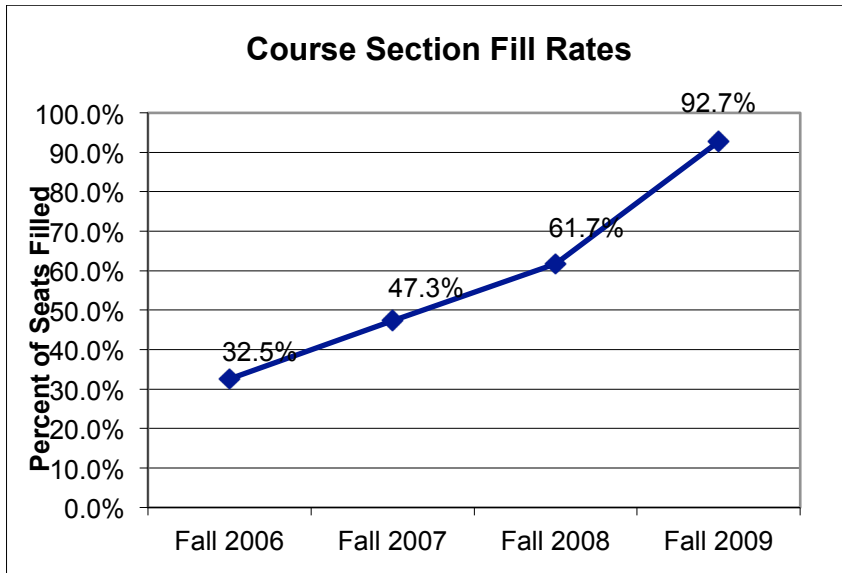
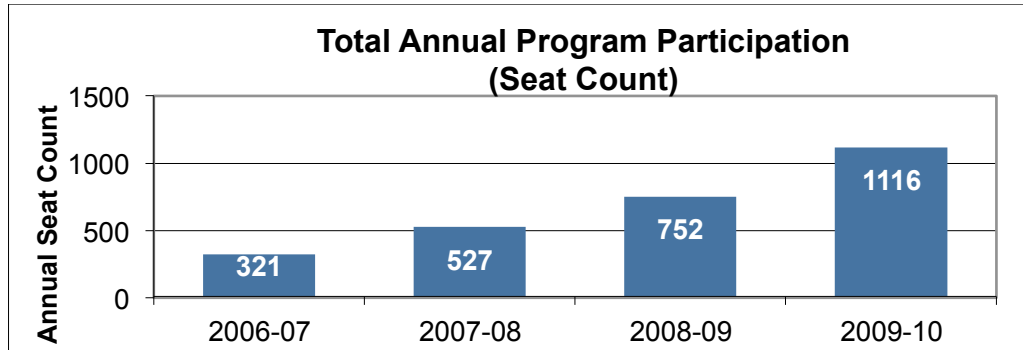
1. *The College should start offering an Applied Music, Music Theory, Music History Curriculum for the Music Majors and the necessary courses in order to have Applied Lessons on the Compton Educational Center's Campus.*
2. *Facilities should be upgraded, repaired, and installed with appropriate air conditioning units immediately.*
3. *Hiring of additional staff to appropriately run the Music Department.*
4. *Hiring additional Faculty for Commercial Music Courses.*
5. *Offer Commercial and Fundamental Music Courses in the evening to accommodate the professional and working Music Students.*
6. *Negotiate via our Collective Bargaining Federation for fair and competitive salaries in order to attract a highly experienced and qualified adjunct pool of instructors.*
7. *Reinstatement of the Guitar Ensemble Classes.*

c) Status of Recommendation from previous Program Review

This is the first Program Review for the El Camino College Compton Center music department.

II. Statistics and Analysis

a) Enrollment



As shown in the above tables, from the Fall of 2006 - Fall of 2009, enrollment significantly increased. The Fall of 2006 was the restructuring of the new Partnership between Compton Community College and El Camino College. There was an overall institution wide drop in enrollment during 2006, due to the fact that Compton Community College had lost its accreditation and many of the students left the institution or did not enroll not knowing if the institution was accredited or not. This occurrence greatly affected our Commercial Music and Music Department's enrollment. However, due to the fact that a high percentage of commercial music students were in the process of earning their CA state certificate in Commercial Music that had been established under Compton Community College umbrella, a large percentage of students decided to stay to study Commercial Music and complete their

required courses for their Commercial Music Certificate. In addition, Guitar students also remained at the college to study guitar and to play with the guitar ensembles. During 2007-2008, students had started to reenroll to the college with the understanding that the college was accredited under El Camino College. As the graph shows, this trend in increase continued to grow by 60% by 2009. The Commercial Music Department, the Guitar Department, Music Fundamentals, Music Appreciation, and The History of Jazz were the most popular courses in terms of departmental increases in FTES, during this time. The Music Appreciation and the History of Jazz courses drew a substantial amount of non-Music Majors enrollment due to the fact that these courses are general education courses and students who enroll in these courses are fulfilling their Fine Arts/Humanities requirement for their AA Degree and/or transfer. Please note, that during 2006-2009-10, (97%) of the music courses were taught by basically the two full-time professors in the Music Department. In addition, the Music Department did not have any clerical assistance, a copy machine in the department, nor an accompanist. This was a very challenging time for the full-time faculty, working tirelessly to retain students and to attract new students to the Music Department. In addition to teaching and counseling students daily, Music faculty would participate in recruiting events at local high schools and other off-campus locations, giving presentations and demonstrations of the college Music Department Programs. Although the faculty was not compensated for these extra efforts, this was essential in recruitment and retention of students throughout this period. This is directly related to the preceding and following tables.

b) Success and Retention Rates

**Course Grade Distribution and Success/Retention Rates
Fall 2006 to Fall 2009
Music- Compton**

Fall 2006

Course	A	B	C	CR	D	F	I	NC	DR	W	Total Grades	Success Rate	Retention Rate
MUSI-1	2	1	0	0	0	0	0	0	0	5	8		
	25.0%	12.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	62.5%		37.5%	37.5%
MUSI-11	5	5	2	0	2	0	0	0	0	9	23		
	21.7%	21.7%	8.7%	0.0%	8.7%	0.0%	0.0%	0.0%	0.0%	39.1%		52.2%	60.9%
MUSI-18AB	1	3	0	0	0	0	0	0	0	5	9		
	11.1%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	55.6%		44.4%	44.4%
MUSI-19ABCD	0	1	0	0	0	0	0	0	0	0	1		
	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		100.0%	100.0%
MUSI-47AB	1	1	0	0	3	0	0	0	0	3	8		
	12.5%	12.5%	0.0%	0.0%	37.5%	0.0%	0.0%	0.0%	0.0%	37.5%		25.0%	62.5%
MUSI-68ABCD	9	3	0	0	0	0	0	0	0	1	13		
	69.2%	23.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	7.7%		92.3%	92.3%
MUSI-80ABC	5	2	4	0	0	0	0	0	0	13	24		
	20.8%	8.3%	16.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	54.2%		45.8%	45.8%
MUSI-81A	0	0	0	0	0	0	0	0	0	1	1		
	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%		0.0%	0.0%
MUSI-81B	0	0	0	0	0	0	0	0	0	2	2		
	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%		0.0%	0.0%
MUSI-99ABC	8	9	15	0	2	2	0	0	0	2	38		
	21.1%	23.7%	39.5%	0.0%	5.3%	5.3%	0.0%	0.0%	0.0%	5.3%		84.2%	94.7%
Course Totals	31	25	21	0	7	2	0	0	0	41	127		
	24.4%	19.7%	16.5%	0.0%	5.5%	1.6%	0.0%	0.0%	0.0%	32.3%		60.6%	67.7%
Division Total/Avg	169	133	106	0	26	16	10	0	0	221	681		
	24.8%	19.5%	15.6%	0.0%	3.8%	2.3%	1.5%	0.0%	0.0%	32.5%		59.9%	67.5%
College Total/Avg	1,531	1,333	1,093	364	393	323	100	141	0	2,281	7,559		
	20.3%	17.6%	14.5%	4.8%	5.2%	4.3%	1.3%	1.9%	0.0%	30.2%		57.2%	69.8%

Please note that in 2006 the Compton Faculty was in the process of creating the Commercial Music Program for El Camino College. During this year, Compton's Commercial Music courses were being offered by El Camino College Curriculum office as independent study courses. These courses were renamed as **Music 99ABC**. The reason for this was because the courses had not yet been added to El Camino College's Curriculum. Therefore, by offering the courses as an independent study, students would still be able to complete the Commercial Music courses during the transition. Furthermore, the Compton Music Faculty was successful in the authoring of the Commercial Music Certificate and the

Curriculum including all courses required for the Commercial Music Vocational Program at El Camino College. This was completed and integrated into El Camino's course catalog by the end of 2006.

Fall 2007

Course	A	B	C	CR	D	F	I	NC	DR	W	Total Grades	Success Rate	Retention Rate
MUSI-1	0	1	11	0	0	1	0	0	1	6	20		
	0.0%	5.0%	55.0%	0.0%	0.0%	5.0%	0.0%	0.0%	5.0%	30.0%		60.0%	65.0%
MUSI-11	7	7	21	0	2	2	0	0	3	21	63		
	11.1%	11.1%	33.3%	0.0%	3.2%	3.2%	0.0%	0.0%	4.8%	33.3%		55.6%	61.9%
MUSI-31A	0	1	0	0	3	0	0	0	2	16	22		
	0.0%	4.5%	0.0%	0.0%	13.6%	0.0%	0.0%	0.0%	9.1%	72.7%		4.5%	18.2%
MUSI-47AB	3	5	5	0	0	0	0	0	2	6	21		
	14.3%	23.8%	23.8%	0.0%	0.0%	0.0%	0.0%	0.0%	9.5%	28.6%		61.9%	61.9%
MUSI-48ABCD	0	0	0	0	0	0	0	0	0	1	1		
	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%		0.0%	0.0%
MUSI-68ABCD	10	0	0	0	0	0	0	0	0	0	10		
	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		100.0%	100.0%
MUSI-80ABC	4	5	9	0	0	1	0	0	0	2	21		
	19.0%	23.8%	42.9%	0.0%	0.0%	4.8%	0.0%	0.0%	0.0%	9.5%		85.7%	90.5%
MUSI-81A	6	2	8	0	1	1	0	0	0	2	20		
	30.0%	10.0%	40.0%	0.0%	5.0%	5.0%	0.0%	0.0%	0.0%	10.0%		80.0%	90.0%
MUSI-81B	0	0	0	0	0	0	0	0	0	2	2		
	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%		0.0%	0.0%
MUSI-84	3	6	6	0	0	1	0	0	0	3	19		
	15.8%	31.6%	31.6%	0.0%	0.0%	5.3%	0.0%	0.0%	0.0%	15.8%		78.9%	84.2%
MUSI-85AB	5	2	5	0	0	1	0	0	0	0	13		
	38.5%	15.4%	38.5%	0.0%	0.0%	7.7%	0.0%	0.0%	0.0%	0.0%		92.3%	100.0%
Course Totals	38	29	65	0	6	7	0	0	8	59	212		
	17.9%	13.7%	30.7%	0.0%	2.8%	3.3%	0.0%	0.0%	3.8%	27.8%		62.3%	68.4%
Division Total/Avg	194	215	218	0	26	56	0	0	36	180	925		
	21.0%	23.2%	23.6%	0.0%	2.8%	6.1%	0.0%	0.0%	3.9%	19.5%		67.8%	76.6%
College Total/Avg	1,761	1,840	1,586	484	402	400	43	213	645	2,288	9,662		
	18.2%	19.0%	16.4%	5.0%	4.2%	4.1%	0.4%	2.2%	6.7%	23.7%		58.7%	69.6%

This year, 2007, was a very trying year for the Music department as explained in the above narrative the Commercial Music courses had higher success and retention rates than other Music courses. As explained previously, this was during a time of uncertainty for students regarding accreditation. However, Commercial Music students were in the process of earning a Vocational Certificate in Commercial Music Technology. In addition, the overall college retention and success rates were 58.7% and 69.6%.

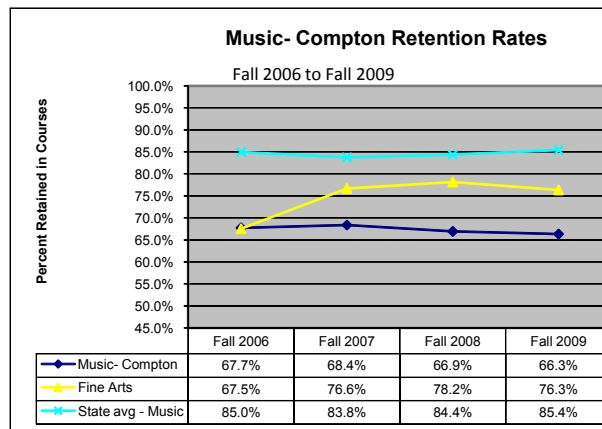
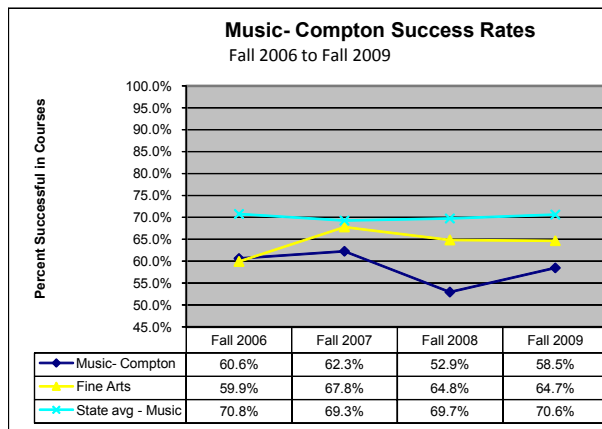
Fall 2008

Course	A	B	C	P	D	F	I	NP	DR	W	Total Grades	Success Rate	Retention Rate
MUSI-1	5	3	6	0	3	2	0	0	0	9	28	50.0%	67.9%
	17.9%	10.7%	21.4%	0.0%	10.7%	7.1%	0.0%	0.0%	0.0%	32.1%			
MUSI-11	8	22	21	0	3	7	1	0	9	11	82	62.2%	75.6%
	9.8%	26.8%	25.6%	0.0%	3.7%	8.5%	1.2%	0.0%	11.0%	13.4%			
MUSI-13	14	5	3	0	2	1	0	0	0	6	31	71.0%	80.6%
	45.2%	16.1%	9.7%	0.0%	6.5%	3.2%	0.0%	0.0%	0.0%	19.4%			
MUSI-31A	0	7	3	0	4	4	0	0	1	7	26	38.5%	69.2%
	0.0%	26.9%	11.5%	0.0%	15.4%	15.4%	0.0%	0.0%	3.8%	26.9%			
MUSI-31B	0	1	2	0	0	0	0	0	0	0	3	100.0%	100.0%
	0.0%	33.3%	66.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%			
MUSI-47AB	3	2	1	0	0	1	0	0	2	3	12	50.0%	58.3%
	25.0%	16.7%	8.3%	0.0%	0.0%	8.3%	0.0%	0.0%	16.7%	25.0%			
MUSI-48ABCD	0	0	0	0	0	1	0	0	1	0	2	0.0%	50.0%
	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	50.0%	0.0%			
MUSI-80ABC	5	0	2	0	1	2	0	0	0	6	16	43.8%	62.5%
	31.3%	0.0%	12.5%	0.0%	6.3%	12.5%	0.0%	0.0%	0.0%	37.5%			
MUSI-81A	9	1	2	0	0	1	0	0	1	14	28	42.9%	46.4%
	32.1%	3.6%	7.1%	0.0%	0.0%	3.6%	0.0%	0.0%	3.6%	50.0%			
MUSI-81B	0	1	2	0	0	0	0	0	0	1	4	75.0%	75.0%
	0.0%	25.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	25.0%			
MUSI-84	4	2	0	0	1	0	0	0	0	8	15	40.0%	46.7%
	26.7%	13.3%	0.0%	0.0%	6.7%	0.0%	0.0%	0.0%	0.0%	53.3%			
MUSI-85AB	5	4	1	0	3	1	0	0	0	11	25	40.0%	56.0%
	20.0%	16.0%	4.0%	0.0%	12.0%	4.0%	0.0%	0.0%	0.0%	44.0%			
Course Totals	53	48	43	0	17	20	1	0	14	76	272	52.9%	66.9%
	19.5%	17.6%	15.8%	0.0%	6.3%	7.4%	0.4%	0.0%	5.1%	27.9%			
Division Total/Avg	275	255	185	0	49	97	1	0	43	198	1,103	64.8%	78.2%
	24.9%	23.1%	16.8%	0.0%	4.4%	8.8%	0.1%	0.0%	3.9%	18.0%			
College Total/Avg	2,303	2,209	1,686	842	652	843	34	348	875	2,766	12,558	56.1%	71.0%
	18.3%	17.6%	13.4%	6.7%	5.2%	6.7%	0.3%	2.8%	7.0%	22.0%			

In 2008 and 2009, please note that the overall success rate and retention was further reduced college wide. It significantly affected the entire Music Department. This was also one of the worst years for the American economy in history and we were at the peak of a recession, which also affected our abilities to have successful enrollment and retention.

Fall 2009

Course	A	B	C	P	D	F	I	NP	DR	W	Total Grades	Success Rate	Retention Rate
MUSI-1	7	5	14	0	0	0	0	0	3	15	44	59.1%	59.1%
	15.9%	11.4%	31.8%	0.0%	0.0%	0.0%	0.0%	0.0%	6.8%	34.1%			
MUSI-11	6	39	36	0	13	14	0	0	42	24	174	46.6%	62.1%
	3.4%	22.4%	20.7%	0.0%	7.5%	8.0%	0.0%	0.0%	24.1%	13.8%			
MUSI-13	13	7	1	0	0	0	0	0	1	3	25	84.0%	84.0%
	52.0%	28.0%	4.0%	0.0%	0.0%	0.0%	0.0%	0.0%	4.0%	12.0%			
MUSI-31A	4	0	8	0	2	3	0	0	4	8	29	41.4%	58.6%
	13.8%	0.0%	27.6%	0.0%	6.9%	10.3%	0.0%	0.0%	13.8%	27.6%			
MUSI-31B	0	2	0	0	0	0	0	0	0	1	3	66.7%	66.7%
	0.0%	66.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	33.3%			
MUSI-47AB	7	1	4	0	4	0	0	0	4	4	24	50.0%	66.7%
	29.2%	4.2%	16.7%	0.0%	16.7%	0.0%	0.0%	0.0%	16.7%	16.7%			
MUSI-48ABCD	1	0	0	0	0	0	0	0	0	0	1	100.0%	100.0%
	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%			
MUSI-67ABCD	12	0	1	0	0	0	0	0	0	0	13	100.0%	100.0%
	92.3%	0.0%	7.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%			
MUSI-80ABC	19	1	4	0	0	0	0	0	1	4	29	82.8%	82.8%
	65.5%	3.4%	13.8%	0.0%	0.0%	0.0%	0.0%	0.0%	3.4%	13.8%			
MUSI-81A	18	3	2	0	0	0	0	0	0	13	36	63.9%	63.9%
	50.0%	8.3%	5.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	36.1%			
MUSI-81B	1	2	1	0	0	0	0	0	0	1	5	80.0%	80.0%
	20.0%	40.0%	20.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	20.0%			
MUSI-84	23	1	7	0	0	0	0	0	0	11	42	73.8%	73.8%
	54.8%	2.4%	16.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	26.2%			
MUSI-85AB	14	3	2	0	0	0	0	0	1	15	35	54.3%	54.3%
	40.0%	8.6%	5.7%	0.0%	0.0%	0.0%	0.0%	0.0%	2.9%	42.9%			
Course Totals	125	64	80	0	19	17	0	0	56	99	460	58.5%	66.3%
	27.2%	13.9%	17.4%	0.0%	4.1%	3.7%	0.0%	0.0%	12.2%	21.5%			
Division Total/Avg	397	275	259	0	59	107	2	0	124	217	1,440	64.7%	76.3%
	27.6%	19.1%	18.0%	0.0%	4.1%	7.4%	0.1%	0.0%	8.6%	15.1%			
College Total/Avg	3,139	2,852	2,447	1,141	786	1,092	51	356	1,270	3,252	16,386	58.5%	72.4%
	19.2%	17.4%	14.9%	7.0%	4.8%	6.7%	0.3%	2.2%	7.8%	19.8%			



As you can see in the above graphs, and as explained earlier, the dip in success and retention rates in 2008 and 2009 was synonymous with campus enrollment reductions. In addition, it was during one of the worst recessions in the history of the United States of America, which may have affected the college's success and retention rates.

C) Demographic and Enrollment statistics

Demographic and Enrollment Characteristics

Music- Compton

Fall 2006 to Fall 2009

Characteristic	Category	Fall 2009								2000 Census			
		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Compton		Compton District	
		n	%	n	%	n	%	n	%	n	%	n	%
All Enrolled	Total	121	100.0%	167	100.0%	218	100.0%	358	100.0%	6,780	100.0%	521,014	100.0%
Gender	Female	55	45.5%	81	48.5%	106	48.6%	166	46.4%	4,365	64.4%	265,196	50.9%
	Male	66	54.5%	86	51.5%	112	51.4%	192	53.6%	2,413	35.6%	255,818	49.1%
	Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.0%	0	0.0%
Ethnicity	African-American	77	63.6%	120	71.9%	155	71.1%	222	62.0%	3,247	47.9%	88,701	17.0%
	Amer. Ind. or Alaskan	0	0.0%	0	0.0%	3	1.4%	1	0.3%	13	0.2%	1,219	0.2%
	Asian	2	1.7%	0	0.0%	2	0.9%	5	1.4%	477	7.0%	58,779	11.3%
	Latino	33	27.3%	32	19.2%	48	22.0%	95	26.5%	2,303	34.0%	157,138	30.2%
	Pacific Islander	3	2.5%	1	0.6%	1	0.5%	8	2.2%	66	1.0%	2,061	0.4%
	White	2	1.7%	7	4.2%	2	0.9%	5	1.4%	229	3.4%	197,570	38.0%
	Unknown or Decline	4	3.3%	7	4.2%	7	3.2%	14	3.9%	445	6.6%	14,908	2.9%

As the above shows there have been a gradual but steady increase in the participation of women over all in the Music Department since 2006. *Women in Audio Production are seriously under served worldwide. Therefore, women students in our Commercial Music Program are encouraged to get involved in the membership of "Women in Audio Mission" who provides mentorship and opportunities for women students that pursue careers in Audio Production. In addition, membership in the "Audio Engineering Society" is another organization that has provided opportunities for our students both male and females in our program. Students have attended Audio Engineering Conferences as far as New York City. These and other events of this nature have help to encourage and inspire our students to complete the program. Furthermore, some of our former women in the program have completed their Bachelors and Masters Degrees in the field of Audio and Digital Media. Please see the links listed below for more information and statistics on these organizations that help to inspire and retain our students.

<http://www.womensaudiomission.org/content/artist-development-classes> and <http://www.aes.org/>

Class Load	Full-time	51	42.1%	60	35.9%	79	36.2%	141	39.4%	1,469	21.7%		
	Part-time	69	57.0%	100	59.9%	122	56.0%	192	53.6%	4,668	68.8%		
	Not enrolled or N/A	1	0.8%	7	4.2%	17	7.8%	25	7.0%	643	9.5%		
Time of Classes*	Daytime	103	85.1%	124	74.3%	187	85.8%	301	84.1%	4,642	68.5%		
	Evening	18	14.9%	43	25.7%	31	14.2%	57	15.9%	1,660	24.5%		
	Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	478	7.1%		

- There are obviously more classes during the daytime than evening. Students that serve this College traditionally have balanced a schedule of being a working adult/part time or full time student. In addition, a high percentage of our students receive financial aid to help supplement the cost of their education. Unfortunately, we are not currently offering classes for students that need to work during the day. In the future we may consider offering a few more evening classes. This may lead to an increase in enrollment by attracting working adults, 11th/ 12th grade students from the local high schools, and working musicians to the Music Department to further their musical training. Local High School Teachers along with University Music faculty have expressed interest in partnering with the college to develop a cohort between local High School music students, CEC students and the Music Department at CSU Dominguez Hills.

III. Curriculum

The followings are the “Four Semester Plan for the A. A. Degree in music and the Certificate of Commercial Music. Students will receive their degree or certificate the complete the Four Semester plan. For the degree plan, semester 1&3 start in the Fall and semester 2&4 start in the Spring. This is so because some classes are not being offered every semester (e.g. 3A, 3B, 15A, 15B). 15B and 23abcd have not been offered. Music 64 and 3B were canceled after an inaugural offering.

El Camino Compton Educational Center

Music Four Semester Plan

Semester One & Three

Course	Major Requirements	
Music 1 – Music Fundamentals	General Studies	<i>also</i> Music prerequisite
Music 11 – Music Appreciation Survey Music 13 – Survey of Jazz	General Studies	
	Music Major Requirements	Units Req'd for Music Degree
Music 3A – Theory & Musicianship I	Music Theory	8
Music 15A – Music History & Literature to- 1750	Music History	6
Music 31A – Beginning Piano I Music 31B – Beginning Piano II	Keyboard	4
Music 18 – Voice Class I	Voice	2
Music 23abcd – Applied Music/Private Lessons	Applied	4
Music 52 – Concert Choir Music 64 – Symphonic Band Music 68 – Jazz Band	Performance	minimum of 6

Semester Two & Four

Course	Major Requirements	Req'd # Units
Music 1 – Music Fundamentals	General Studies	<i>also</i> Music prerequisite
Music 11 – Music Appreciation Survey Music 13 – Survey of Jazz	General Studies	
	Music Major Requirements	Units Req'd for Music Degree
Music 3B – Theory & Musicianship II	Music Theory	8
Music 15B – Music History & Literature - 1750 to present	Music History	6
Music 31A – Beginning Piano I Music 31B – Beginning Piano II	Keyboard	4
Music 18 – Voice Class I	Voice	2
Music 23abcd – Applied Music/Private Lessons	Applied	4
Music 52 – Concert Choir Music 64 – Symphonic Band Music 67 – Big Band Jazz	Performance	minimum of 6

Commercial Music Certificate Four Semester Plan:

Semester One;

Music (84) Music Business Studies (3) Units

Music (80abc) Fundamentals of Electronic Music (2) Units

Music (81a) Electronic Music Studio (2) Units

Music (31a) Beginning Piano and/or Music Guitar 47, 48 (2) Units*

Music (1) Music Fundamentals (3) Units

Semester Two;

Music (80abc) Fundamentals of Electronic Music (2) Units

Music (81b) Electronic Music Studio (2) Units

Music (85ab) Commercial Songwriting (3) Units

Music (13) Survey of Jazz (3) Units

Music (31b) Beginning Piano and/or Music Guitar 47, 48 (2) Units*

Semester Three;

Music (80abc) Fundamentals of Electronic Music (2) Units

Music (85ab) Commercial Songwriting (3) Units

Music (83ab) Digital Audio Recording for Commercial music (3) Units

Music (82ab) Commercial Keyboard (2) Units

Music (31c) Intermediate Piano and/or Music Guitar 47, 48 (2) Units*

Semester Four;

Music (80abc) Fundamentals of Electronic Music (2) Units

Music (85ab) Commercial Songwriting (3) Units

Music (83ab) Digital Audio Recording for Commercial music (3) Units

Music (82ab) Commercial Keyboard (2) Units

Music (31d) Intermediate Piano and/or Music Guitar 47, 48 (2) Units*

Completion of English (1A) is a core requirement for the Certificate in Commercial Music. *Music 31, 47, and 48 are not required for the Certificate but is recommended.

c) General Education Courses

To reiterate, the Music Department also offers courses that will satisfy the Humanities section of the General Education requirement. These courses are open to all non-music majors within the campus and the community. The following are courses for the general student body as well as the Music Major. According to campus research these courses tend have very high enrollment. It should be noted that Music 11 is also offered online.

Music 1: <i>Music Fundamental</i>	Music 11: <i>Music Appreciation</i>	Music 13: <i>Survey of Jazz</i>
------------------------------------------	--------------------------------------------	----------------------------------------

We also offer instrumental/voice classes that everyone (music majors and non majors) can take. These include piano, guitar, and voice classes. These classes strengthen the student's performance skills by giving them fundamental class group training on their individual instruments. Faculty monitor students progress through a series of student performances at the end of each semester.

d) Courses Review Timeline (based on the Torrance campus data).

e) The following courses are/will be taught at the Compton Center with timeline.

Courses	Last Course Review	Next Review
Musi-1	2009-2010	Spring 2016
Musi-11	2009-2010	Spring 2016
Musi-13	2009-2010	Spring 2016
Musi-15A, Musi-15B	2009-2010	Spring 2016
Musi-3A	2008-2009	Spring 2015
Musi-3B	2008-2009	Spring 2015
Musi-23abcd	2008-2009	Spring 2015
Musi-31A	2009-2010	Spring 2016
Musi-31B	2008-2009	Spring 2015
Musi-31C	2008-2009	Spring 2015
Musi-31D	2008-2009	Spring 2015
Musi-18ab	2008-2009	Spring 2015
Musi-47ab	2009-2010	Spring 2016
Musi-48abcd	2009-2010	Spring 2016
Musi-68abcd	2008-2009	Spring 2015
Musi-52abcd	2008-2009	Spring 2015
Musi-64abcd	2008-2009	Spring 2015
Musi-67abcd	2008-2009	Spring 2015
Musi-80abc	2005-2006	Spring 2012
Musi-81A	2005-2006	Spring 2012
Musi-81B	2009-2010	Spring 2016
Musi-82abc	2006-2007	Spring 2013
Musi-83abcd	2006-2007	Spring 2013

Musi-84	2006-2007	Spring 2013
Musi-85ab	2006-2007	Spring 2013

Students have completed the Certificate in Commercial in most cases 2 years. However, due to the lack of the Applied Lessons component in the curriculum at CEC (which music students are required to complete by Universities prior to entering their junior year, **students are not able to complete an A.A. in Music at CEC at this time.**

IV. SLOs

A) Program SLO Statements

1. After completing coursework to fulfill an A. A. degree, or to transfer, student should be able to critique a piece of music based on elements of music, including form, style, rhythm, harmony, melody, timbre, texture, and dynamics.
2. By the end of the semester, students will be able to construct or analyze a close position triad or dominant seventh chord and its inversion within a major or minor key context.
- 3.

B) Course SLO Statements

1. Musi-1

- a) By the end of the semester, students will be able to construct or analyze a close position triad or its inversions within a major or minor key context.
- b) By the end of the semester, students will be able to construct or analyze a close position triad or dominant seventh chord and its inversions within a major or minor context.

2. Musi-11

Student will be able to recognize musical style periods after listening to pre-recorded musical examples.

3. Musi-13

Student will be able to recognize musical style periods after listening to pre-recorded musical examples.

4. Musi-31A

By the conclusion of the course, students will (have):

- a) Be able to play an elementary level piano piece with accurate notes, rhythms, and fingerings. In addition, they will be able to play one octave harmonic minor scales on a, d, and e, hands together.
- b) Ability to play with a consistent rhythm, major and minor musical scales with detection of key signatures using correct fingering and finger positions.

5. Musi-31B

By the end of the semester, students will be able to play an early intermediate level piano piece with accurate notes, rhythms and fingerings. In addition, they will be able to play two octave arpeggios D and A, hands alone.

6. Musi-47ab

By the conclusion of the course, students will have the ability to play with a consistent rhythm, major and minor musical scales with detection of key signatures using correct fingering and finger positions.

7. Musi-48abcd

By the conclusion of the course, students will have the ability to play with a consistent rhythm, major and minor musical scales with detection of key signatures using correct fingering and finger positions.

8. Musi-18abcd

At the midpoint and end of this course, students will be able to critique their individual in-class performances by watching DVDs of those performances. They will evaluate their vocal sound (in written form) and focus their comments in three areas: Use of the Voice (e.g. posture, breath control, tone quality, coordination of breath with tone); Musical Accuracy (e.g. notes, rhythm, intonation, diction); and Musical Expression (e.g. characterization, style, poise, audience connection).

9. Musi-7

By the end of the semester, students will be able to distinguish between unipartite, binary, and ternary forms in music.

10. Musi-64abcd

After a performance, members of the instrumental ensemble will be able to critique their performance by listening to a CD or watching a DVD of their performance.

11. Musi-67abcd

After a performance, members of the instrumental ensemble will be able to critique their performance by listening to a CD or watching a DVD of their performance.

12. Musi-68abcd

After a performance, members of the instrumental ensemble will be able to critique their performance by listening to a CD or watching a DVD of their performance.

13. Musi-80abc

- Students should be able to compose a song using Cubase sequencing software employing a musical form, a chord progression, and settings specified by the instructor.
- Students will create a Cubase project that uses four MIDI tracks and four VST instruments. They will compose a piece of music using the following parameters:
 - 1) 32 bars in length
 - 2) Use only the chord progression I-IV-V-I
 - 3) Use any meter besides 4/4
 - 4) Use ABA song form
 - 5) Write a melody
 - 6) Don't use the QS-6 instruments
 - 7) Make use of at least one audio plug-in
- Students will be assessed in class with a brief skills quiz during the first half of the semester and during the final week of class.

14. Musi-81A

- 1) Students should be able to compose a song in Cubase and demonstrate their knowledge of the sequencing software by using settings and effects as specified by the instructor.
- 2) Students will create a Cubase sequencer file with four MIDI tracks and prepare the Yamaha Alesis synthesizer for MIDI interactivity. Students should review the line mixer set-up and adjust the volume of the keyboard. They will manipulate the "Click" track function on the Cubase transport bar to their liking. Then, they will press the transport bar's re record button and mix the click track and synthesizer levels. Using distinct timbres, students will prepare Cubase tracks by selection Alesis programs of their choice in the inspector window's instrument field. They will quantize tracks that need rhythmic exactitude. Each student should compose a song that is at least two minutes in length. Tracks should be mixed within the stereo spectrum by manipulating volume and panning adjustments in each track's inspector window. The mix will be evaluated and discussed with the instructor.

15. Musi-81B

Students should be able to compose a song using audio and BST functions with Cubase and Sony's Soundforge audio processing. They will demonstrate their knowledge of audio and VST functions and the software by creating sounds and by using settings, effects, and techniques as specified by the instructor.

16. Musi-82abc

- 1) Record a variety of songs and audio from start to finish in various media genres using traditional, and new computer Hardware/Software related technologies.
- 2) Demonstrate an understanding of Sound Wave Characteristics, Analog to Digital/Digital to Analog Conversion, and Sound Design.

17. Musi-83abcd

- 1) Compose, play and arrange a variety of songs from start to finish in various genres using traditional, modern styles, and new computer software/synthesis related technologies.
- 2) Demonstrate an understanding of chords, harmony, and melody as they apply to Commercial Piano Application.

18. Musi-84

Students should be able to analyze the Music Business historic trends and its new developments.

19. Musi-85ab

- 1) Compose a variety of songs from start to finish in various genres using traditional and new computer software related technologies.
- 2) Demonstrate an understanding of chords, harmony, and melody as they apply to Commercial Songwriting.

20. Musi-15A

Student will be able to recognize musical style periods after listening to pre-recorded musical examples.

21. Musi-15B

Student will be able to recognize musical style periods after listening to pre-recorded musical examples.

C) SLO Assessment Timeline

Courses	Assessment Timeline	Assessment Report Status	Next Assessment Timeline
Musi-1	Summer 2011	Completed	Summer 2015
Musi-3A	Spring 2011	Completed	Spring 2016
Musi-11	Spring 2011	Completed	Spring 2015
Musi-13	Fall 2010	Completed	Fall 2014
Musi-47ab	Fall 2010	Completed	Fall 2014
Musi-48abcd	Fall 2011	Completed	Fall 2015
Musi-31A	Spring 2011	Completed	Spring 2015
Musi-31B	Fall 2011	Completed	Spring 2015
Musi-7	Spring 2012	In progress	Spring 2016
Musi-80abc	Fall 2010	Completed	Fall 2014
Musi-81A	Fall 2010	Completed	Fall 2014
Musi-81B	Spring 2011	Completed	Spring 2015
Musi-82abc	Fall 2012	In progress	Spring 2015
Musi-83abcd	Fall 2012	In progress	Spring 2015
Musi-84	Spring 2011	Completed	Spring 2015
Musi-85ab	Spring 2011	Completed	Spring 2015
Musi-67abcd	Spring 2011	Completed	Spring 2015
Musi-64abcd	Spring 2012	Not offered Spring 2012	Spring 2017
Musi-18abcd	Fall 2012	In progress	Fall 2015

Musi-52abcd	Spring 2012	In progress	Spring 2017
Musi-15A	Spring 2012	Completed	Spring 2016
Musi-15B	Fall 2012	Not offered in Fall 2012	Fall 2016

D) Report of completed course SLO Assessment Data

The Music Department is scheduled to assess statement #2 of the Program SLO in Spring 2012. The followings are data from the completed course SLOs. The rubric, results, important findings, and recommendations/concerns were copied and pasted from the actual completed report.

Music 47ab

By the conclusion of the course, students will have the ability to play with a consistent rhythm, major and minor musical scales with detection of key signatures using correct fingering and finger positions.

-Rubric

Students will be taught the required scales by week 9. They must perform the scales twice in eighth notes to a metronome marking of quarter notes=80 beats per minute. The outcome will be judged on consistent rhythm and clarity of notes (this will required correct fingerings and correct notes in the key signatures). The grading scale is based on point system of 0-4. 0=Fail (no performance), 1=D (less than 80bpm, not consistent rhythm, many wrong notes, wrong fingerings), 2=C (less than 80bpm, stop more than once, more than one wrong notes and fingerings), 3=B (stop only once, one wrong note, one wrong fingering), 4=A (Excellent, consistent rhythm, correct notes and fingerings).

-Results

The assessment was done on the last day of class. The rubric and grading scale from section 1I was used on 17 students were still enrolled in the class. The following is the report of data: 0=F (5 students); 1=D (one student); 2=C (2 students); 3=B (4 students); 4=A (5 students)

-Important Findings

1. Students that failed the assessment were the ones that did not performed the assessment. One reason for this is that they probably did not practice and felt that they would have failed anyway.
2. Most of the students that performed the assessment passed with a "C" or better.

-Recommendations and concern from the completed report

There is a dire need for more practicing rooms. As of writing this report, only two are in proper conditions for practicing.

Music 31A

By the conclusion of the course, students will (have):

- a) Be able to play an elementary level piano piece with accurate notes, rhythms, and fingerings. In addition, they will be able to play one octave harmonic minor scales on a, d, and e, hands together.
- b) Ability to play with a consistent rhythm, major and minor musical scales with detection of key signatures using correct fingering and finger positions.

-Rubric

For SLO statement #1, students were given the required piece when they reach chapter 6 of the class textbook. This happened in week 8, 9 and 10; some students reached chapter 6 earlier than others. They must perform the required piece to a metronome marking of quarter notes=100 beats per minute. The outcome was judged on consistent rhythm, accuracy of notes, and correct fingerings. The grading scale is based on point system of 0-4. 0=Fail (no performance), 1=D (less than 100bpm, stop/re-start more than 2 times, not consistent rhythm, many wrong notes, wrong fingerings), 2=C (less than 100bpm, stop/re-start 1 to 2 times, more than one wrong notes and fingerings), 3=B (pauses once or twice, one wrong note, one wrong fingering), 4=A (Excellent, consistent rhythm, correct notes and fingerings).

For SLO statement #2, students were taught the required scales by week 9. They must perform the scales in quarter notes to a metronome marking of quarter notes=100 beats per minute. The outcomes were judged on consistent rhythm, accuracy of notes, and correct fingering. The grading scale is based on point system of 0-4. 0=Fail (no performance), 1=D (less than 100bpm, stop/re-start more than 2 times, not consistent rhythm, many wrong notes, wrong fingerings), 2=C (less than 100bpm, stop/re-start 1 to 2 times, more than one wrong notes and fingerings), 3=B (pauses once or twice, one wrong note, one wrong fingering), 4=A (Excellent, consistent rhythm, correct notes and fingerings).

-Results

The assessment was done on the last day of class. The rubric and grading scale from section II was used on 18 students from the two classes.

The following is the report for SLO statement #1: 0=F (3 students); 1=D (4 students); 2=C (2 students); 3=B (5 students); 4=A (4 students).

The following is the report for SLO statement #2: 0=F (3 students); 1=D (6 students); 2=C (2 students); 3=B (3 students); 4=A (4 students).

-Important Findings

1. Students success rate for SLO statement #1 is 11% higher than statement #2.
2. SLO statement #1 is 61% passing to 39% failing. SLO #2 is 50% to 50%.

Other Recommendations and concerns from the completed report

There is a dire need for more practicing rooms with adequate pianos. As of writing this report, only two are in proper conditions for practicing. In addition, the piano classroom needs more pianos. For the past six years, there are only 16 (one piano is not working properly) pianos for students and 1 for the instructor. It is not conducive for a highly successful SLO when the 27 or more students that start the class have to share pianos and switched back and forth to use the pianos. The result is that most students dropped the class. By the time when students can use a piano for the entire class time, the semester is almost over.

Musi-11

Student will be able to recognize musical style periods after listening to pre-recorded musical examples.

-Rubric

The students were to identify the different periods in terms of the following musical elements: harmony, texture, melody, rhythm, timbre, and dynamic. The pre-recorded selections lasted between 90-120 seconds.

There are three listening tests that include the following:

Test 1) Identify musical examples from the Middle Ages, Renaissance, and Baroque periods.

Test 2) Identify musical examples from the Middle Ages, Renaissance, Baroque, Classical, and Romantic periods.

Test 3) Identify musical examples from the Middle Ages, Renaissance, Baroque, Classical, Romantic, and Modern (20th century) periods.

-Results

Scores for section 9126: Test 1) class average=74%,

Test 2) class average=60% Test 3) class average=53%

Scores for section 9127: Test 1) class average=82%,

Test 2) class average=59% Test 3) class average=54%

Scores for section 9128: Test 1) class average=69%,

Test 2) class average=55% Test 3) class average=54%

-Important Findings

It's clear that the first test has the highest scores and tests #2 and #3 are lower. One reason is that the first test has three periods to identify. Test 2 and 3 have more choices.

-Recommendations and concerns from the completed report

There is a dire need for music listening stations to accommodate the huge number of students in Music 11. As of this assessment, no listening stations are available for students.

SLO Assessment instrument for Commercial Music Students

A. Title of Student Learning Outcome (SLO)	Music 81A: Audio Recording Assessment using Audio Hardware/Software Technology.		
B. SLO Type (put an "x" next to the SLO type that applies)	x	Course-Level	Program-Level
C. Program-Level SLOs:	<p>(List the program-level SLOs with which this course-level SLO aligns)</p> <p>After completing course-work to fulfill the Certificate, A.A. degree, or to transfer, the student should be able to critique a piece of music, based on elements of including form, style, rhythm, harmony, melody, timbre, texture, and dynamics. In addition, students studying Commercial Music, should be able to produce music on the computer, in the recording studio, demonstrate the techniques used in commercial songwriting, and demonstrate a thorough knowledge of the Music/Entertainment business.</p>		
D. Core-Competencies	<p>(List the core competencies with which this course- or program-level SLO aligns)</p> <p>I. Content Knowledge II. Critical Thinking and Analytical Thinking III. Communication and Comprehension</p>		

2A. Semester of Assessment	Fall 2010
2B. Data (in numerical or narrative form)	<p>Out of the 15% students that were assessed the results were:</p> <p>14% successful</p> <p>1% unsuccessful</p>

<i>2C. Additional Notes/Comments</i>	
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Please see the full SLO Reports for a complete list of course objectives and student learning outcomes for the Commercial Music Programs curriculum.

V. Facilities, Equipment, and Technology

As the tables in **section II** showed, the music department has increase in enrollment. The department needs adequate facility and proper classroom equipment to accommodate the enrollment increases. For example: The piano classes have steadily increased in enrollment; but we only have 20 pianos (plus one instructor station) to accommodate the 27-student capacity.

There is a need of audio/visual equipment and classroom projection systems for all music courses. This will allow the instructor to utilize technology and other modern methodologies to help educate the students. In addition, the Music Department needs an annual budget line to facilitate the long-term maintenance of pianos repair and tuning, purchasing of Band/String Instruments, and guitar accessories such as strings. It is important for Students and faculty to have the correct tuning on the piano in order to learn and or teach the art of Ear Training, conduct Music Performances, and hold comprehensive Music courses, etc.

The Commercial Music area needs additional memory for the computer lab. The current Operating System for these computers requires at least 2 Gigs of RAM. However, the computers in the lab have only 1 Gig of RAM installed on each computer. There are approximately 18 computers that need this additional memory. Due to constant upgrades in Computers and Music Software systems, being current in Technology plays an important role for the Commercial Music Program. Over 90% of these course materials require the use computers and technology. Therefore, the long term planning and updating of computers, memories, software, and hardware is essential.

There will continue to be a need for a properly equipped practicing room to accommodate music students enrolled in courses such as piano, guitar, voice, Band and other instrumental ensembles. At the moment, there are seven practicing rooms. Only two are available for practicing, while the others are locked up as storage spaces. The solution would be to clear the storage spaces. There were numerous discussions of resolutions, but no actions have been taken.

Properly functioning classrooms have been a long running issue for the Y building. After six years, the roof leaks have been addressed during the Fall 2011 semester. However, rooms Y99, Y82, and Y80 need a functional AC/Heating system. The rooms are either too cold during the Fall/Winter sessions, or too hot during the Spring/Summer sessions. It should be noted that new floors were installed in room Y80 (piano room) and Y92 (offices) during the 2012 Summer session.

The Music Department is located in the “Y” building, which is composed of classrooms, Theatre, Band room, faculty offices, storage/Boiler room and a male and female restroom-

This area has been poorly maintained over the years resulting in a deplorable looking and horrible smelling facility not at all conducive for institution of learning. A functional and appropriate facility will have a direct effect on the Music Departments student enrollment/retention rates. In addition, it would detour the student from having to select another College over CEC in order to further their education based on facilities. In order for this campus to attract quality students we must first be able to provide them with the quality facilities and equipment that would retain them. The facility issues must be viewed as a high priority if we plan to offer a quality education to the students, and to operate as a quality institution of higher learning.

Lastly, the Fine Arts desperately need a functioning performing venue. Currently, all performances are held in the noisy and interrupting Student Lounge and gymnasium, or the small class/rehearsal room (Y82). This is an unacceptable situation in any higher learning institution. It is through spirited efforts and enthusiasm from both students and faculties to still succeed in their performances despite this unfair situation that has existed for more than a decade. As stated earlier, progress has been made to renovate the Little Theatre through discussions, meetings, and planning and budget, but the venue has not been renovated.

VI. Staffing

The Music Department currently has five faculty members. There are two full-time tenured faculty members and three part-time faculty members. Consequently, this makes the Music Department one of the largest departments in terms of faculty in the Fine Arts Department. Moreover, Art has two adjunct faculty members, Dance has only one full time and one adjunct, Film has only two adjuncts, and Theatre has only one adjunct faculty member. It is recommended that due to the growth shown in the above previous graphs and the anticipated new enrollment of students, the Music Department and or the Fine Arts department would greatly benefit from have a designated office clerk to answer phones, assist faculty and students with day to day necessities. Most College Music Departments if not all are setup with a functional administrative assistant to help the department to function properly. In addition, the Music Department needs an accompanist for such classes as Voice/ Choir, Student Recitals, Band Recitals, Performances, etc. This will allow the instructor to conduct the various ensembles and teach the intricacies of the music fundamental to the student without the interruptions related to not having an accompanist. In addition, there is also a great need for a part-time employee to monitor the Music Computer labs while students are working on their various music course assignments such as tutorial, Music Technology and ear training.

Full-time faculty members:

Harvey Estrada, Full Time Professor of Music, Director Commercial Music, Classes taught are: Music Business, Songwriting, Audio Recording, Audio Production, Music Fundamentals, Music Theory and Musicianship, Jazz Studies/Jazz Ensemble, Commercial Keyboard, Survey of Jazz, and has also taught Class Piano and Voice.

Mandeda Uch, Full time Associate Professor of Music, Courses taught are:

Music Appreciation Survey, Guitar and Piano classes, and Music History.

Part-time faculty members:

Mark Cargill, Adjunct Instructor, Courses taught: Survey of Jazz, Musi-7, and has taught a Class Piano course.

Kevin Toney, Adjunct Instructor, Courses taught: Commercial Keyboarding.

Timothy Davis, Adjunct Instructor, Courses taught: Voice Class and Concert Choir.

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- **Additional Faculty** is needed to teach the Symphonic Band. Justification for this new position is due to the demand to serve the incoming freshman from the feeder High Schools. Recently, Compton Schools have had an increase of enrollment in their instrumental music programs. In addition, each Middle and High School currently has strong band and or orchestral music programs and highly qualified faculty. Compton School District is also supporting their district schools with monies to support this demand in the music disciplines. Furthermore, the Compton Educational Center's faculty has established a partnership with the Compton Unified Music faculty, which will help to articulate the High School Music student with the Compton Center's Music Department resulting in a smooth transition into for the student ultimately leading their A.A. Degree in Music.

VII.Direction and Vision

With the four semester plans for the degree and the state approved Certificate of Commercial Music, the department will be able to serve and assist the Vocational Track Music student as well as the Traditional Track Music student in reaching their goals. In addition, the CEC Music Faculty are collaboratively working with the local schools, community organizations, and businesses within the community, as an effort to recruit future students for the department; in conjunction with serving the current ones. Examples of these activities includes the CEC Music Faculty judging band competition at the local high schools, providing private lessons to students, teaching guitar for the afterschool program at Compton High School, and performing for various music/community organizations.

Future plans must include offering the courses for the Applied Music. This is a required State Funded Program that is provided to the Community Colleges and Universities for their Music Majors. Currently, the Compton Center is the only College Campus of its kind that doesn't offer the applied lessons for Music Majors. Students at CEC are being under educated in this area of their study and as a result, students are having to spend an extra 2 years at another college in order to meet the entry level requirements to the University. El Camino have applied lessons for their music majors, however, the Compton campus is not currently offering this component. The Applied Program is a private lesson curriculum that is required by the Community College, CSU, UC and private Universities world wide, for students to study in their specific music concentration such as instrumental, vocal, and music composition. In other words Applied Music is the students key Performance Instrument of instruction. This can easily be accomplished with the appropriate administrative support.

Future plans must also include offering classes in other instruments. These include Strings, Winds, Brasses, and Percussions. These classes are already available in the El Camino College catalog. Their offering depends on availability of funds. The instrumental classes that we are offering now are the piano, guitar, and voice classes.

The main issue is the facility. This is the "welcoming" factor. Once students start our program and they see the inadequate classrooms, not enough practicing rooms, and no availability of a performing venue, they will likely go somewhere else. This has been seen time and time again. Students have expressed this verbally and through written petitions to the administration.

The community that is served by this institution (El Camino College Compton Center) is very unique in that there is a rich history of over 75 years of producing artists, songwriters, music and film producers, vocalists, and instrumentalists. Such as great artist like Charlie Mingus, Dr. Dre, and many other professional vocalists, musicians, songwriters, audio engineers and Music Business professionals are from the community that CEC serve.

We are very confident and excited about the recent enrollment increases in the music department. We visualize endless opportunities for us as faculty to guide our students' careers on the right path to success whether it be in university transfers, performers, or professional careers in the music industry. Please tables for supportive data relating to enrollment trends and increases.

Our challenge is to secure funds necessary to effectively operate as a complete college level music department that provides the quality education that our students need.

Addendum and Summary of Equipment/ Facility Needs

VIII. Final Recommendations –

1. Offering of classes already in the catalog and which is also part of the Four Semester Plan for the A. A. degree. These include Music 3B, Music 15B, Music 64abcd, and Music 23abcd.

2. Upgrading classrooms and renovating practice rooms.

Required for How Long: until completed and maintained.

Estimated Amount (roughly): \$ 250000

Description: Facility Improvement

Needs repair in Y82 (floors, ceilings, lights, cabinets, white board installation, doors and locks). In Y80 there's a need for air/heat system. In Y99 there's a need for air/heat and audio/visual equipments. Practice rooms need renovations. This includes clearing the spaces and equipping each with an electronic piano. There are five rooms that need renovation.

3. Renovation of the Little Theatre

As stated earlier, progress has been made. There is a budget set aside for this project. At the moment the rough estimate is \$1,200,000 has been approved.

4. Instrument Maintenance Agreement

Required for How Long: Ongoing

Requested Amount: \$ 5000 yearly

Description: Departmental Expenses Increase

This is the amount of funds for general maintenance of department pianos, guitars, and band instruments. Sheet music is also needed for vocal/instrumental performance classes.

4. Staffing

Estimated Cost: \$ 25.00 Per Hour

Position Description: Hire a part-time employee to supervise the music labs; Hire an accompanist for vocal/choir class; hire a part-time faculty for band, commercial music classes

Music Technology Needs

Increase the funding for New Technology related Equipment, Software, and to host guest presenters from the industry, for the Commercial Music Technology. Courses such Audio Production, Music Theory, Music Fundamental, Songwriting, Musicianship, Music History and much more will be greatly enhanced for Student learning with this equipment/music software.

Required for How Long: Ongoing

Position Description:

Technical and clerical worker

Estimated Cost: \$?

Supporting Rationale:

To help support the day to day needs of the Commercial Music program.

Evaluation of Goal

1. The success will be evaluated by assessing the student's knowledge of the various software and Hardware tools used in the multi-media Entertainment Workforce.
2. Students will be able to train using the Technologies that is required for employment in the Commercial Music Industry.
4. Student's evidence of acquiring jobs as a result of their training will be one of the core indications of achieving this goal.

Objective

1. Acquire funding from the 2012-13 CTEA grant for Commercial Music.
2. Use these funds appropriately to develop the program's effectiveness in getting students into the job market.

Estimated Amount (Rough): \$ 4,000.00

Description:

1. Computer /Deskstables Stations for the Commercial Music Labs.
2. Software applications related to the multi-media entertainment industry.

Reason:

Provide technical training for students in order to help prepare them for job placement within the Multi-Media Entertainment Industry.

Location: Y81a, Y95

New or Replacement: New Installation **Services Required:** Electricity, Internet Access throughout the Music facilities.

Estimated Amount (Rough): \$ 2000.00

Description:

Audio, Game Audio, Music Technology related Hardware.

Reason:

Provide technical training for students in order to help prepare them for job placement within the Multi-Media Entertainment Industry.

Location: Y95, Y81a

New or Replacement: New Installation

Services Required: Electricity, Internet Access

Estimated Amount (Rough): \$ 1500.00

Description:

1. Software applications related to the multi-media entertainment industry.

Reason:

Provide technical training for students in order to help prepare them for job placement within the Multi-Media Entertainment Industry.

Location: Y95, Y81a

New or Replacement: New Installation

Services Required: Electricity, Internet Access

Purchasing of additional musical instruments

- 1) Purchase 5 electronics pianos for practice/classroom (\$15,000.00)
- 2) Purchase 5 guitars for guitar classes and ensemble (\$2500.00)
- 3) Purchase Orchestral String Instruments for future string program (\$50,000.00)



EL CAMINO COLLEGE
FINE ARTS DIVISION

*Art • Communication Studies • Dance
Film/Video • Music • Photography • Theatre
Art Gallery • Center for the Arts*

MUSIC

Associate of Arts (A. A.)

REQUIREMENTS	UNITS
ECC General Education	30
Major Requirements	30
TOTAL	60

ECC PATHWAY -- Sample 2 Year Plan*

Semester 1		Semester 2	
COURSE	UNITS	COURSE	UNITS
MUSIC 131A Beginning Piano I	2.0	MUSIC 131B Beginning Piano II	2.0
MUSIC 120 Voice Class I	2.0	MUSIC 103A Theory & Musicianship I	4.0
MUSIC 190 Applied Music	1.0	MUSIC 190 Applied Music	1.0
Performance Ensemble <i>Choose a minimum of 1.5 units from:</i>		Performance Ensemble <i>Choose a minimum of 1.5 units from:</i>	
MUSIC 152abcd Concert Choir		MUSIC 152abcd Concert Choir	
MUSIC 253abcd Chorale		MUSIC 253abcd Chorale	
MUSIC 257abcd Women's Chorus	1.5	MUSIC 257abcd Women's Chorus	1.5
MUSIC 265abcd Symphonic Band		MUSIC 265abcd Symphonic Band	
MUSIC 266abcd Big Band Jazz		MUSIC 266abcd Big Band Jazz	
MUSIC 267abcd Jazz Band		MUSIC 267abcd Jazz Band	
MUSIC 268abcd Symphony Orchestra		MUSIC 268abcd Symphony Orchestra	
<i>General Education</i>	9.0	<i>General Education</i>	6.0
Semester Total	15.5	Semester Total	14.5
Semester 3		Semester 4	
COURSE	UNITS	COURSE	UNITS
MUSIC 103B Theory & Musicianship II	4.0	MUSIC 215B Music History/Literature II	3.0
MUSIC 215A Music History/Literature I	3.0	MUSIC 190 Applied Music	1.0
MUSIC 190 Applied Music	1.0	Performance Ensemble <i>Choose a minimum of 1.5 units from:</i>	
Performance Ensemble <i>Choose a minimum of 1.5 units from:</i>		MUSIC 152abcd Concert Choir	
MUSIC 152abcd Concert Choir		MUSIC 253abcd Chorale	
MUSIC 253abcd Chorale		MUSIC 257abcd Women's Chorus	1.5
MUSIC 257abcd Women's Chorus	1.5	MUSIC 265abcd Symphonic Band	
MUSIC 265abcd Symphonic Band		MUSIC 266abcd Big Band Jazz	
MUSIC 266abcd Big Band Jazz		MUSIC 267abcd Jazz Band	
MUSIC 267abcd Jazz Band		MUSIC 268abcd Symphony Orchestra	
MUSIC 268abcd Symphony Orchestra		<i>General Education</i>	9.0
<i>General Education</i>	6.0	Semester Total	14.5
Semester Total	15.5		

*The following Music courses are recommended as additional musical preparation: MUSIC 102A, 102B, 105, 130, 180, 181A, 181B 208A, 208B 216abcd, 259abcd, 260abcd, 262abcd 263abcd, 290

Note: Students intending to transfer should consult transfer destination for specific course and/or other requirements, such as, portfolio and audition.