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Music Program Vitality Review Information and Recommendations

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The GWC Music department has identified the following challenges they face and the goals they plan to achieve as a result of this PVR process. The GWC Music department is proposing an 18-month period to begin in Fall, 2018 to implement as many of these recommendations as is feasible to begin the process of achieving their stated goals. It is understood that if there is not significant movement on these stated goals then this PVR process would be revisited with the Music department in Spring 2020.

In reviewing data provided by ORPIE and recommendations from the Music department faculty, please note the following information and recommendations.

1. The lack of a complete and comprehensive music program has been identified as a barrier to student success and transfer. It has also been identified as an issue of student equity in that, according to Dr. Robert Duke, professor and head of Music and Human Learning at the University of Texas, and also director of the Center for Music Learning and Clinical Professor in the Dell Medical School, music education is an "equal opportunity issue." Underserved students are many times the children of parents who could not provide exposure to the arts and who now depend on schools to make exposure to the arts, in this case music, an argument about Equity. A robust music department at Golden West College can be a solution to Equity issues facing students not exposed to music and arts education before their arrival at Golden West College and who wish to pursue this course of study.

The GWC Music department has identified three areas of study considered best practices for any collegiate music department:

- Traditional Music studies including music theory, large vocal and instrumental ensemble, applied music and classic piano course sequence
- Commercial Music
- Music Technology (Please note that this topic was not a focus of discussion in this PVR)

Currently, the Music Department is operating in only one area of music study – traditional music. Without the other two components of Commercial Music and Music Technology, the GWC Music Department is not able to offer students a comprehensive

music program and therefore operates at a disadvantage as compared to similarly sized community colleges with music programs who offer all three areas of study and certainly as compared to similarly-sized community colleges with only two full-time faculty.

It is the belief of the department that students will finish what they started if classes are restored or allowed to flourish with smaller enrollments.

The Music department is also considering the development of a series of stackable certificates that are earned and awarded at milestones in the Music major programs in order to address student success and completion.

Recommendation: Renewed growth for the GWC Music Department must be attached to:

- a. the possible reinstatement of the two missing areas of music study through faculty hiring and expanded course selections
- b. the commitment to offer and not cancel Music classes necessary for the completion of the Music AA or ADT degree as designed for Music majors so students can complete their degree programs. The department wishes to ensure that sequential courses in music theory (Music G116, G117, G216, G217) and in intermediate piano (Music G241, G242) be made a priority so students will not leave GWC to transfer as they reach the last two levels of music theory and intermediate piano. These transfers are a direct result of hasty course cancellations that negatively affect the Music department.
- c. the development of a series of stackable certificates that are earned and may be awarded at milestones in the Music major program in order to address student success and completion

Evidence: Table 1, Music program and course offerings at Orange Coast College and Fullerton College, research provided by Dr. Collette Hausey

Table 1. Music Courses offered at GWC.

Course ID	Course Name	Notes
MUS 025	Rehearsal & Performance-Band Showmanship	Suspended
MUS 026	Survey of Contemporary Band Literature	
MUS 060	Singing Solo Pop Songs	Retired
MUS 064	Commercial Song Writing I	Suspended
MUS 065	Commercial Song Writing II	Suspended
MUS 066	Commercial Musicianship	Suspended
MUS 068	Commercial Arranging & Orchestration I	Active, Not offered in last 5 years
MUS 072	Improvisation Workshop	Suspended
MUS 095	Managing Your Career in Music	Suspended
MUS 101	History & Appreciation of Music	
MUS 101H	History & Appreciation of Music, Honors	Active, Not offered in last 5 years
MUS 103	World Music	Active, Not offered in last 5 years
MUS 104	History & Appreciation of Opera	Suspended
MUS 105	Beginning Guitar I	
MUS 106	Beginning Guitar II	
MUS 108	History & Appreciation of the Musical Theater	
MUS 109	Symphonic Band	
MUS 110	Golden West Symphonic Band	Active, Not offered in last 5 years
MUS 112	Sight Singing	Active, Not offered in last 5 years
MUS 115	Basic Music	
MUS 116	Theory and Musicianship 1	
MUS 117	Theory and Musicianship 2	
MUS 120	Masters Chorale	
MUS 121	College Choir	
MUS 122	Chamber Choir	
MUS 126	Music In Motion Pictures	Suspended
MUS 127	Wind Band Skills 1	
MUS 128	Wind Band Skills 2	
MUS 134	Recording Jazz Ensemble	Retired
MUS 139	History Of Rock Music	
MUS 141	Piano I	
MUS 142	Piano II	
MUS 143	History of Jazz	
MUS 145	Basic Voice	
MUS 146	Intermediate Voice	
MUS 147	Advanced Voice	
MUS 150	Voice for Musical Theater 1	
MUS 151	Voice for Musical Theater 2	
MUS 152	Voice for Musical Theater 3	
MUS 153	Voice for Musical Theater 4	
MUS 209	Symphonic Band, Advanced Skills	
MUS 210	Musical Theater Workshop	Retired
MUS 216	Theory and Musicianship 3	
MUS 217	Theory and Musicianship 4	
MUS 241	Intermediate Piano I	
MUS 242	Intermediate Piano II	
MUS 260	Symphonic Winds	
MUS 261	Wind Symphony	
MUS 290	Applied Music	

Table 2. Music Enrollment and Course Offerings from 2012-13 to 2016-17

Course Name	Cross-listed and/or Stacked courses (*)	2012-13 Total Sections	2012-13 Enroll. (Census)	2013-14 Total Sections	2013-14 Enroll. (Census)	2014-15 Total Sections	2014-15 Enroll. (Census)	2015-16 Total Sections	2015-16 Enroll. (Census)	2016-17 Total Sections	2016-17 Enroll. (Census)
MUS 026		1.0	29	0.0	0	0.0	0	0.0	0	0.0	0
MUS 101	HUM 120	2.5	776	4.0	699	3.8	624	4.0	634	4.0	610
MUS 105	* MUS 106	0.0	0	0.0	0	0.0	0	1.0	22	3.0	49
MUS 106	* MUS 105	0.0	0	0.0	0	0.0	0	0.0	0	1.0	8
MUS 108	HUM 108, THEA 108	0.3	18	0.7	32	0.7	25	0.7	13	1.0	23
MUS 109		0.5	17	0.0	0	0.0	0	0.5	2	0.4	9
MUS 115		6.0	167	5.0	106	4.0	73	3.0	40	2.0	43
MUS 116		1.0	32	1.0	20	1.0	30	1.0	25	1.0	19
MUS 117		0.0	0	1.0	8	1.0	10	1.0	18	1.0	11
MUS 120		2.0	46	2.0	45	1.0	21	1.0	16	0.0	0
MUS 121	* MUS 122	0.0	0	0.0	0	1.0	15	1.0	23	1.0	23
MUS 122	* MUS 121	2.0	64	2.0	53	2.0	53	2.0	38	1.0	33
MUS 127		0.0	0	0.0	0	0.0	0	0.0	0	0.4	19
MUS 128		0.0	0	0.0	0	0.0	0	0.0	0	0.4	12
MUS 134		1.0	16	0.0	0	0.0	0	0.0	0	0.0	0
MUS 139	HUM 139	2.0	218	2.0	167	2.5	192	2.5	168	2.5	175
MUS 141	MUS 142	4.0	100	4.0	90	4.0	79	6.0	93	3.5	97
MUS 142	MUS 141	3.0	56	1.0	11	1.0	14	1.0	12	3.5	20
MUS 143		1.0	40	1.0	31	0.5	16	0.5	8	0.0	0
MUS 145	MUS 146	1.2	148	1.6	108	2.2	65	2.0	68	2.0	45
MUS 146	MUS 145	1.2	25	1.6	26	2.5	19	2.1	14	2.2	14
MUS 147		1.2	13	1.4	10	0.5	5	0.3	3	0.2	6
MUS 150	**	1.2	12	0.7	19	0.5	7	0.3	5	0.2	12
MUS 151	**	0.0	0	0.0	0	0.0	0	0.3	2	0.2	3
MUS 152	**	0.0	0	0.0	0	0.0	0	0.1	1	0.2	4
MUS 153	**	0.0	0	0.0	0	0.0	0	0.0	0	0.2	1
MUS 209		0.5	15	0.0	0	0.0	0	0.0	0	0.0	0
MUS 210		0.5	2	0.0	0	0.0	0	0.0	0	0.0	0
MUS 216		1.0	6	1.0	5	1.0	4	1.0	8	1.0	12
MUS 217		0.0	0	1.0	6	1.0	4	1.0	5	1.0	11
MUS 241		1.0	23	1.0	8	0.5	10	0.0	0	0.5	3
MUS 242		1.0	15	1.0	9	0.5	1	0.0	0	0.5	2
MUS 260		0.0	0	2.2	42	2.2	38	1.0	26	0.4	15
MUS 261		0.0	0	0.8	14	0.8	21	0.5	32	0.4	5
MUS 290		2.0	38	2.0	49	2.0	50	2.0	45	2.0	47
Total		37.1	1,876	37.9	1,558	36.0	1,376	35.9	1,321	36.7	1,331

**Stacked/cross-listed courses: MUS 150, MUS 151, MUS 152, MUS 153, THEA G146, THEA G148, THEA G156, THEA G158

- The Music department currently has two full time tenured faculty members: Dr. Bruce Bales and Dr. Collette Hausey. The department averages 8 – 10 part-time instructors each semester.

Since the 1990's, the Music Department has slowly progressed from ten (10) full time tenured faculty members to the current two (2) full time tenured faculty members. Data

including FTES/FTEF suggests that there is growth for one new full time tenured faculty member.

In addition to hours typically required for full-time faculty members, it should be noted that Music department faculty put in 6 – 10 hours weekly above their required hours in coaching, tutoring, research and counseling of Music department students.

Recommendation: The Music Department requests the hiring of one (1) full time tenure-track faculty members as a music generalist with possible emphasis on Commercial Music and/or Music Technology. This hiring would allow the Music department to offer a complete and comprehensive program that will attract music students and insure student success, completion and transfer.

Evidence: Tables 3 and Table 4

Table 3. FTES and FTEF 15 for Music courses at GWC from 2012-13 to 2016-17.

Course Name	Cross-listed/stacked course(s)	2012-13 FTES Total	2012-13 FTEF 15_Est	2013-14 FTES Total	2013-14 FTEF 15_Est	2014-15 FTES Total	2014-15 FTEF 15_Est	2015-16 FTES Total	2015-16 FTEF 15_Est	2016-17 FTES Total	2016-17 FTEF 15_Est
MUS 026		2.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
MUS 101	HUM 120	72.5	0.3	66.4	0.6	58.8	1.8	59.8	2.0	57.8	2.0
MUS 105	* MUS 106	0.0	0.0	0.0	0.0	0.0	0.0	0.9	0.1	1.6	0.2
MUS 106	* MUS 105	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.0
MUS 108	HUM 108, THEA 108	1.6	0.0	2.9	0.0	2.3	0.1	1.2	0.0	2.1	0.0
MUS 109		1.8	0.1	0.0	0.0	0.0	0.0	0.2	0.0	0.9	0.0
MUS 115		17.3	1.2	11.0	1.0	7.6	0.8	4.1	0.6	4.5	0.4
MUS 116		5.5	0.0	2.1	0.2	3.1	0.2	2.6	0.2	2.0	0.2
MUS 117		0.0	0.0	0.8	0.2	1.0	0.2	1.9	0.2	1.1	0.4
MUS 120		4.8	0.3	4.7	0.3	2.2	0.2	1.7	0.1	0.0	0.0
MUS 121	* MUS 122	0.0	0.0	0.0	0.0	1.6	0.1	2.4	0.0	2.4	0.0
MUS 122	* MUS 121	6.6	0.3	5.5	0.3	5.5	0.3	3.9	0.3	3.4	0.2
MUS 127		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.5	0.0
MUS 128		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.0
MUS 134		2.2	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
MUS 139	HUM 139	22.6	0.6	17.3	0.5	19.9	0.7	17.4	0.7	18.1	0.8
MUS 141	MUS 142	3.3	0.3	3.4	0.3	2.9	0.3	3.4	0.4	3.3	0.4
MUS 142	MUS 141	2.1	0.2	0.4	0.1	0.5	0.1	0.4	0.1	0.7	0.0
MUS 143		4.1	0.2	3.2	0.2	1.7	0.1	0.8	0.1	0.0	0.0
MUS 145	MUS 146	10.4	0.6	7.5	0.5	4.5	0.5	4.8	0.4	3.2	0.4
MUS 146	MUS 145	1.8	0.1	1.8	0.1	1.3	0.1	1.0	0.0	1.0	0.0
MUS 147		0.9	0.1	0.7	0.1	0.4	0.0	0.2	0.0	0.4	0.0
MUS 150	**	0.8	0.0	1.3	0.1	0.5	0.0	0.4	0.0	0.8	0.0
MUS 151	**	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.2	0.0
MUS 152	**	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.3	0.0
MUS 153	**	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0
MUS 209		3.7	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
MUS 210		0.7	0.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
MUS 216		1.0	0.1	0.5	0.2	0.4	0.2	0.8	0.2	1.2	0.2
MUS 217		0.0	0.0	0.6	0.2	0.4	0.2	0.5	0.2	1.1	0.2
MUS 241		1.6	0.2	0.6	0.1	0.7	0.1	0.0	0.0	0.2	0.1
MUS 242		1.1	0.1	0.6	0.1	0.1	0.0	0.0	0.0	0.1	0.1
MUS 260		0.0	0.0	3.9	0.3	4.1	0.3	2.6	0.0	1.6	0.0
MUS 261		0.0	0.0	1.9	0.2	3.0	0.1	4.4	0.3	0.7	0.0
MUS 290		3.3	0.7	2.9	0.9	5.0	0.4	4.3	1.2	5.3	1.5
Total		172.6	6.3	140.1	6.5	127.3	6.7	119.9	7.0	116.9	7.2

**Stacked/cross-listed courses: MUS 150, MUS 151, MUS 152, MUS 153, THEA G146, THEA G148, THEA G156, THEA G158

Table 4. FTES and FTEF 30 for Music courses at GWC from 2012-13 to 2016-17.

Course Name	Cross-listed/stacked course(s)	2012-13		2013-14		2014-15		2015-16		2016-17	
		FTES Total	FTEF 30_Est	FTES Total	FTEF 30_Est	FTES Total	FTEF 30_Est	FTES Total	FTEF 30_Est	FTES Total	FTEF 30_Est
MUS 026		2.9	0	0	0	0	0	0	0	0	0
MUS 101	HUM 120	72.5	0.1	66.4	0.3	58.8	0.9	59.8	1	57.8	1
MUS 105	* MUS 106	0	0	0	0	0	0	0.9	0	1.6	0.1
MUS 106	* MUS 105	0	0	0	0	0	0	0	0	0.3	0
MUS 108	HUM 108, THEA 108	1.6	0	2.9	0	2.3	0.1	1.2	0	2.1	0
MUS 109		1.8	0	0	0	0	0	0.2	0	0.9	0
MUS 115		17.3	0.6	11	0.5	7.6	0.4	4.1	0.3	4.5	0.2
MUS 116		5.5	0	2.1	0.1	3.1	0.1	2.6	0.1	2	0.1
MUS 117		0	0	0.8	0.1	1	0.1	1.9	0.1	1.1	0.2
MUS 120		4.8	0.2	4.7	0.2	2.2	0.1	1.7	0.1	0	0
MUS 121	* MUS 122	0	0	0	0	1.6	0	2.4	0	2.4	0
MUS 122	* MUS 121	6.6	0.2	5.5	0.2	5.5	0.2	3.9	0.2	3.4	0.1
MUS 127		0	0	0	0	0	0	0	0	1.5	0
MUS 128		0	0	0	0	0	0	0	0	1	0
MUS 134		2.2	0.1	0	0	0	0	0	0	0	0
MUS 139	HUM 139	22.6	0.3	17.3	0.2	19.9	0.4	17.4	0.4	18.1	0.4
MUS 141	MUS 142	3.3	0.1	3.4	0.1	2.9	0.1	3.4	0.2	3.3	0.2
MUS 142	MUS 141	2.1	0.1	0.4	0	0.5	0	0.4	0	0.7	0
MUS 143		4.1	0.1	3.2	0.1	1.7	0.1	0.8	0.1	0	0
MUS 145	MUS 146	10.4	0.3	7.5	0.2	4.5	0.2	4.8	0.2	3.2	0.2
MUS 146	MUS 145	1.8	0	1.8	0.1	1.3	0	1	0	1	0
MUS 147		0.9	0	0.7	0	0.4	0	0.2	0	0.4	0
MUS 150	**	0.8	0	1.3	0.1	0.5	0	0.4	0	0.8	0
MUS 151	**	0	0	0	0	0	0	0.1	0	0.2	0
MUS 152	**	0	0	0	0	0	0	0.1	0	0.3	0
MUS 153	**	0	0	0	0	0	0	0	0	0.1	0
MUS 209		3.7	0.1	0	0	0	0	0	0	0	0
MUS 210		0.7	0.3	0	0	0	0	0	0	0	0
MUS 216		1	0.1	0.5	0.1	0.4	0.1	0.8	0.1	1.2	0.1
MUS 217		0	0	0.6	0.1	0.4	0.1	0.5	0.1	1.1	0.1
MUS 241		1.6	0.1	0.6	0.1	0.7	0.1	0	0	0.2	0
MUS 242		1.1	0.1	0.6	0.1	0.1	0	0	0	0.1	0
MUS 260		0	0	3.9	0.2	4.1	0.2	2.6	0	1.6	0
MUS 261		0	0	1.9	0.1	3	0	4.4	0.1	0.7	0
MUS 290		3.3	0.4	2.9	0.4	5	0.2	4.3	0.6	5.3	0.8
Total		172.6	3.2	140.1	3.2	127.3	3.4	119.9	3.5	116.9	3.6
FTEF/FTEF(30)			53.9		43.8		37.4		34.3		32.5

**Stacked/cross-listed courses: MUS 150, MUS 151, MUS 152, MUS 153, THEA G146, THEA G148, THEA G156, THEA G158

3. The Music department needs to refresh and revitalize their Music course offerings to modernize their curriculum and to attractive Music students.

It should be noted that the UC system, the CSU system, private colleges, and music and performing arts conservatories require that transfer students must have begun their course of study in music at a freshman level and arrive as junior level transfers having completed two years of music study. Therefore, the department wishes to ensure that sequential courses in music theory (Music G116, G117, G216, G217) and in intermediate piano (Music G241, G242) be made a priority so students will not leave GWC to transfer as they reach the last two levels of music theory and intermediate piano. These transfers away from the GWC Music department are a direct result of hasty course cancellations that negatively affect the Music department.

The addition of select courses such as *Film Music History*, *Jazz Ensemble*, *Jazz Improvisation*, and *Songwriting* should provide renewed interest in the Music program, assist with student success and issues of Equity and insure the reinstatement of all three areas of music study as previously noted:

Recommendation:

- The commitment to offer and not cancel Music classes necessary for the completion of the Music AA or ADT degree as designed for Music majors so students can complete their degree programs. The department wishes to ensure that sequential courses in music theory (Music G116, G117, G216, G217) and in intermediate piano (Music G241, G242) be made a priority so students will not leave GWC to transfer as they reach the last two levels of music theory and intermediate piano. These transfers are a direct result of hasty course cancellations that negatively affect the Music department.
- The Music Department recommends the addition of select courses which they believe will lead to more robust student enrollment and more widespread student success and transfer. Suggested courses under this recommendation would be *Film Music History*, *Jazz Ensemble*, *Jazz Improvisation*, and *Songwriting*

Evidence: Table 2

4. Over several decades, the Music Department has purchased instruments and other music equipment including sound equipment on a regular basis through a variety of funding sources. However, much of the inventory of instruments and equipment acquired prior to 2006 is missing due to lack of supervision, widespread theft, aging, wear-and-tear or realization that the instruments were never purchased. In fact, only two instruments from the 2006 inventory could be accounted for in subsequent review. The Music department has systematically worked on replacing that inventory and would like a more consistent level of funding to know what can be acquired. Purchase and/or replacement of musical instruments and necessary equipment is an essential step to offering a comprehensive music program and is considered best practices for any collegiate music department. The circumstances that enabled instruments and equipment to be lost or stolen has changed so

there is assurance that newly purchased items will be safe and protected through the upgrade of existing inventory controls.

The lack of free musical instruments is a barrier to student success and transfer. It has also been identified as an issue of student equity in that, according to Dr. Robert Duke, professor and head of Music and Human Learning at the University of Texas, and also director of the Center for Music Learning and Clinical Professor in the Dell Medical School, music education is an "equal opportunity issue." Underserved students are many times the children of parents who could not provide musical instruments for interested students due to the expense involved. These students now depend on schools to make availability of musical instruments an argument about Equity. A robust music department with all types of musical instruments made available to students can be a solution to Equity issues facing students not exposed to music and arts education before their arrival at Golden West College and who wish to pursue this course of study.

Recommendation: The Music Department wishes to develop and fund a long-term plan for instrument acquisition and replacement

Evidence: Inventory of missing instruments

5. The Music department needs to refresh and revitalize their promotions, marketing and outreach programs.

Recommendation: The department has committed to:

- a. Working with College promotions to created promotional materials, flyers, postcards, and other signage for the betterment of the department and its musical productions.
- b. Working with College promotions to strengthen the Music department website
- c. Developing a better relationship with GWC counselors so counselors are always aware of existing and new course offerings and other opportunities for students
- d. Work with GWC outreach personnel to enhance the Music department's presentation to potential students

6. Course Demand and Enrollment Trends

Enrollment in Music general education courses (MUS G101, MUS G139 and MUS G143) has declined slightly from academic year 2012-2013 through academic year 2016-2017. This decline in student demand for these courses mirrors the College's overall enrollment decline (Figures 1-3). However, demand for Music general education courses remains strong (Table 2).

Figure 1. GWC Campus Enrollment Trends 2012-2013 through 2016-2017

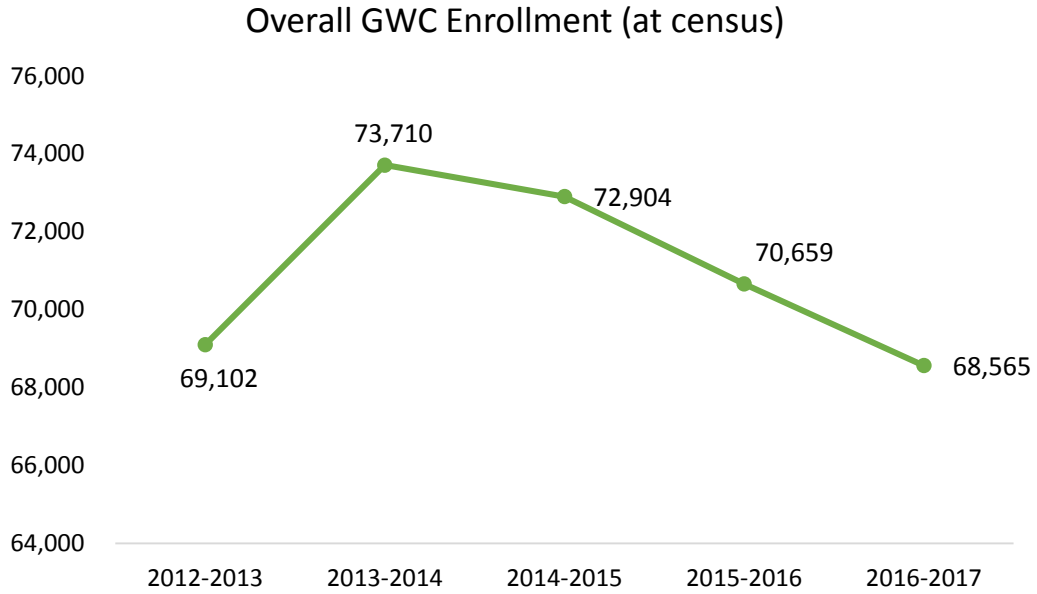
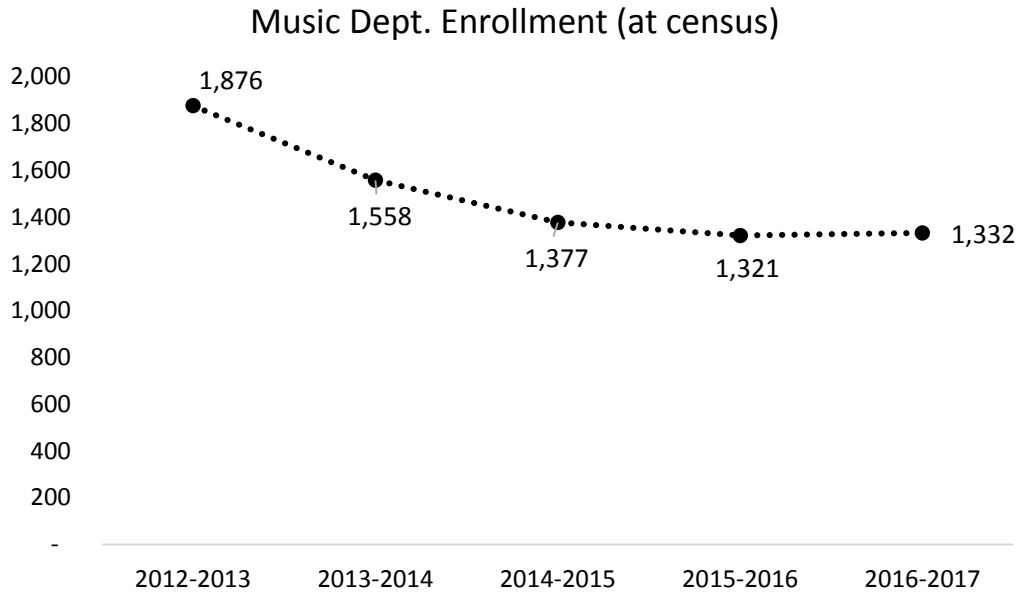
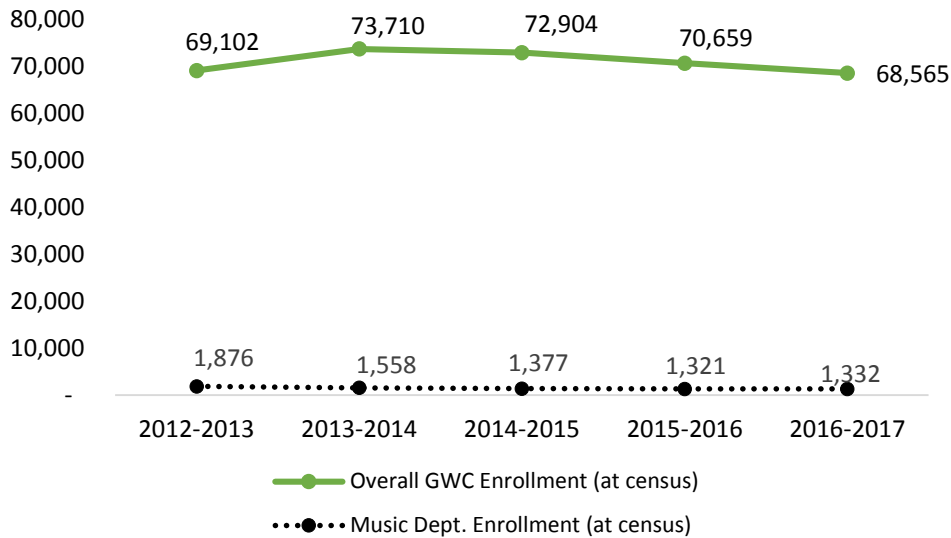


Figure 2. GWC Music Program Enrollment Trends 2012-2013 through 2016-2017



Combined GWC & Music Program Figure 1. GWC Campus Enrollment Trends 2012-2013 through 2016-2017



Enrollment figures 2012-2017 indicate that students retain an interest in studying Music. Beginning Music courses such as: MUS G141 Piano 1 and MUS G145 Basic Voice show strong student demand. Demand for MUS G115 Beginning Music has declined precipitously from 2012 through 2017. The reasons for this decline are unknown but need to be investigated.

A decline in majors Music courses (MUS G2XX) is an area of departmental concern. Explanations for this decline may be 1) the inherent difficulty of the Music major and 2) an increased ability for students to transfer earlier to Baccalaureate or Masters Programs due to increased opportunities following the end of the California fiscal crisis.

There is room for improvement. Overall department enrollment efficiency of 32 Fulltime Equivalent Students/Fulltime Equivalent Faculty (30 LHE) (FTES/FTEF (30)) are not out of line with other campus programs and better than the campus average of 29.9 FTES/FTEF (30) (Table 4). The current Music department efficiency is close to the state efficiency guideline of 36 FTES/FTEF (30).

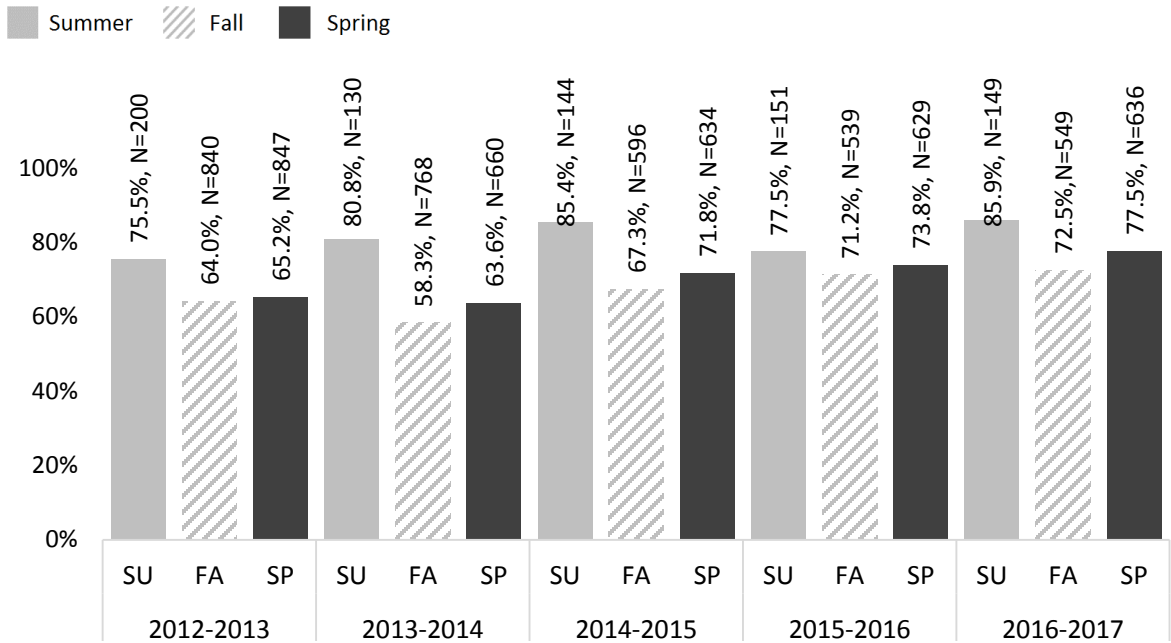
Recommendation: The Music department will work to increase enrollment efficiency by 3.5 FTES/FTEF(30).

7. Course Success, Transfer and Program Completion.

Music program course success rates for all completers (A, B, C, P, IA, IB, IC or IPP) have increased steadily since academic year 2013-2014 (62.5%) to academic year 2016-2017 (76.4%). This increasing trend in success rates shows the great concern program faculty has for the success of their students. Student success rates, when broken down by academic term (Figure 2), show that Music students tend to have higher success rates in Summer sessions than either of the two primary academic terms (Fall and Spring).

This is primarily due to summer session Music course offerings being comprised of general education and beginning level Music courses.

Figure 2. Music Course Success Rates by Semester



The Music program has strong transfer rates for a program of its size (Table 5). Transfer data was analyzed for students who took a minimum of one music course at GWC, for the first time since 2012-2013 academic year to 2016-2017 academic year. These students were grouped as those who earned less than 6 units in music or those who earned 6 or more units in music. Six units was determined as the cutoff point as it is likely a good indicator of serious music students versus students who may be taking music courses to fulfill general education requirements. Most advance music courses at GWC are less than 2 units each, therefore, a strong commitment to the program is necessary to reach 6 units.

National Student Clearinghouse data was used to track student transfer to 4-year institutions. National Student Clearinghouse data includes transfer to public and private U.S. institutions and covers over 3,600 institutions, roughly 98% of all higher education enrollments.

Of the 304 students who earned 6 or more units in music, 85 (27.9%) transferred to a 4-year college.

Table 5. Transfer to 4-year College by music students at GWC

Music units earned at GWC	# Transferred to a 4 -year college	% Transferred to a 4 -year college	# Did not transfer to a 4 -year college	% Did not transfer to a 4 -year college	Total
Earned less than 6 units	1,161	31.5%	2,525	68.5%	3,686
Earned 6 or more units	85	27.9%	219	72.0%	304

Music Program completion rates (Certificates and Degrees awarded) is dismal (Table 6). However, when the low rates of certificates and degrees awarded are compared with the higher number of students transferring from the program it is clear that students are leaving the program when their goals of transferring have been reached and prior to completing the requirements for a Music degree. This pattern is evident in other College programs such as CTE where students leave the program upon gaining employment. Additionally, music department chair Dr. Collette Hausey has noted that, in her experience, the trend of transfer prior to finishing a degree is not only common with other campus programs, it is also common for (specifically) Music programs and Music majors at community colleges in California.

Table 6. Music Certificates and Degrees Awarded by Academic Year

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Music	0	0	1	1	1

Recommendation: The program will develop a series of stackable certificates that are earned and may be awarded at milestones in the Music major program.