



# Music - Vocal Program Review 2008-2009

## Spring 2009

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*Prepared by*

**Martin Green**

**Full-Time Faculty**

### Vocal Music Program Review Committee Members

<b>Name</b>	<b>Title</b>
Doug Austin	Faculty
Martin Green	Faculty
Irene Malmgren	Vice President of Instruction
Robert Slack	Chair (Dean)
Gino Munoz	Academic Senate Representative
Doug Austin	Curriculum Committee Representative
Lucinda Over	Dean of Counseling
John Thompson	Librarian
Linda Welz	CISO
Autumn Leal	Support Staff

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## FACULTY

### **Full-Time Faculty**

Doug Austin  
Martin Green

### **Adjunct Faculty**

Catherine Ireland  
Keely Milliken

## LIST OF CERTIFICATES/AWARDS OFFERED

The Vocal Music department offers no awards/certificates.

## LIST OF DEGREES

The Vocal Music courses fall under the Department of Fine and Performing Arts and are applicable toward an Associate of Arts degree in Fine and Performing Arts. A new Associate of Arts degree in music has completed the local and ACCJC approval process and we anticipate approval by Fall of 2009 by the Chancellor's office. Courses that fulfill general education requirements are also offered.

## LIST OF INDUSTRY BASED STANDARD CERTIFICATES

The Vocal Music department offers no industry based certificates.

## ADVISORY COMMITTEE

This program does not have an advisory committee.

Vocal Music Program: Sequence of Courses:

<b>Subject &amp; Course</b>	<b>Title</b>	<b>Units</b>
MUS 115	Beginning Voice	2
MUS 210	Intermediate Voice	2
MUS 230	Advanced Voice (Classical)	2
MUS 231	Advanced Voice (Popular)	2
MUS 118	Concert Choir	3
MUS 119	Concert Choir II	3
MUS 117	Vocal Ensemble	3
MUS 227	Vocal Ensemble II	3
MUS 232	Women's Ensemble	4
MUS 242	Women's Ensemble II	4
MUS 222	Women's Tour Ensemble	4
MUS 116	Chamber Singers (Citrus Singers I)	4
MUS 126	Chamber Singers II (Citrus Singers II)	4
MUS 120	Opera Workshop	2

Classes not offered in the last two years:

<b>Subject &amp; Course</b>	<b>Title</b>	<b>Units</b>
MUS 233	Men's Ensemble	3
MUS 121	Chamber Chorale	3
MUS 289	Summer Vocal Music Academy	3
MUS 288	Summer Vocal Instruction	3

The Vocal Music program has adopted the Institutional General Education Competencies of Citrus College. The General Education Competencies (as set forth in the Academic Senate minutes dated August 25<sup>th</sup> 2004) are as follows:

**Institutional General Education Competencies-  
Part of Institutional Mission**

General education competencies serve as a common set of core curricular components identified and defined by faculty. Student learning outcomes are behaviors based on these competencies.

Any student transferring, completing a degree or certificates from Citrus College, must demonstrate effectively assessed awareness, understanding, knowledge, skills, and abilities in the selected competencies.

1. Communication (personal expression and information acquisition)
 

<u>Examples</u>	
Reading analytically and critically	Speaking articulately
Writing with clarity and fluency	Listening actively
  
2. Computation
 

<u>Examples</u>	
Technology	Computer proficiency
Math proficiency	Decision analysis
Analyzing and using numerical data	(Synthesis and evaluation)
Application of mathematical concepts and reasoning	
  
3. Creative, Critical, and Analytical Thinking
 

<u>Examples</u>	
Curiosity	Research
Analysis	Learning Strategies
Synthesis	Problem Solving
Evaluation	Decision making
Creativity	Aesthetic awareness
  
4. Community/Global Consciousness and Responsibility
 

<u>Examples</u>	
Respect for others beings	Citizenship
Cultural awareness	Interpersonal skills
Ethics	Lifelong learning
Community service	Self esteem
Integrity	Empathy
  
5. Technology/information competency
 

<u>Examples</u>	
Basic computing and word processing	
  
6. Discipline/Subject area specific content material - Project Plan
 

Course outlines of record detail specific outcome objectives for each content area.

## **PROGRAM DESCRIPTION / MISSION**

The Vocal Music Program offers courses in Beginning, Intermediate, and Advanced Vocal training, Choral music in large and small ensembles, and complete preparation in musical stage performance of multiple musical styles and is intended for students of all abilities to prepare for further advanced studies and professional employment.

### **Program Goals and Objectives**

The Vocal Program goals are to educate and prepare students so that they are adequately and competitively prepared in:

- musical knowledge
- appropriate and varied repertoire
- technical vocal skills
- stage performance skills
- professional expectations

This will enable students to be successful in their future whether they choose to transfer into a four-year University program to earn a more advanced degree, or move immediately into employment in the music industry.

### **Program Student Learning Outcomes**

General education competencies serve as a common set of core curricular components identified and defined by faculty. Student learning outcomes are behaviors based on these competencies.

Any student transferring, completing a degree or certificate from Citrus College, must demonstrate effectively assessed awareness, understanding, knowledge, skills, and abilities in the selected competencies.

Students completing courses in the Vocal Music program will have acquired the following competencies:

#### **1) Communication (personal expression and information acquisition)**

- a) Outcome: Demonstrate an understanding of basic vocal music, vocal vocabulary, and an appropriate variety of vocal styles
- b) Rationale: In order to prepare for advanced study in music, university transfer, and performance (music industry)
- c) Assessment: Through performance of vocal music, and faculty evaluation of performances and performance standards in categories such as intonation, harmonization, vocal blend, and tone color

#### **2) Computation**

- a) n/a

#### **3) Creative, Critical, and Analytical Thinking**

- a) Outcome: Understand and evaluate the musical and cultural significance, and organizational structure of vocal compositions
- b) Rationale: For a greater ability to assimilate all vocal music in future studies (university work skills and/or performances)
- c) Assessment: Through aural testing and evaluation consistent with UC and CSU practices as determined by the Vocal Faculty

**4) Community/Global Consciousness and Responsibility**

- a) Outcome: Generate relationships with the community, develop individual strengths and effective group interdependence
- b) Rationale: To improve citizenship and cultural awareness, develop leadership and respect for others
- c) Assessment: Through public performances, group and solo activities and faculty evaluations of selection of venues, repertoire, and their effectiveness

**5) Technology**

- a) n/a

**6) Discipline / (Subject Area Specific Content Material)**

- a) Outcome: Demonstrate personal vocal growth and musicianship skills
- b) Rationale: To improve necessary skills for university transfer and advancement as a professional in the music industry
- c) Assessment: Through analysis by Voice Faculty of group and solo public performance evaluation.

**7) Information Competency**

- a) n/a

**8) Other**

- a) SLO Timeline: All courses in the Vocal Music Department have developed a complete student learning outcome curriculum and have been submitted and completed to date. Any new classes offered will have student learning outcomes developed when the class is offered. The department will work with the curriculum development committee to ensure the course outline is being developed according to standards developed by the committee.



## Vocal Music Program SLOs

### How our courses meet the Vocal Music Program SLOs

SLO#	MUS 115	116	117	118	119	120	126	210	222	230	231	232	242	277
1	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2					X	X	X		X	X			X	
3		X	X	X	X		X		X			X	X	X
4	X							X		X	X			

#### **Core Competency #1 - Communication (personal expression and information acquisition)**

1. Demonstrate an understanding of basic vocal music, vocal vocabulary, and an appropriate variety of vocal styles in order to prepare for advanced study in music, university transfer, and performance (music industry) through performance of vocal music, and faculty evaluation of performances and performance standards in categories such as intonation, harmonization, vocal blend, and tone color.

#### **Core Competency #3 –Creative, Critical and Analytical Thinking**

2. Understand and evaluate the musical and cultural significance, and organizational structure of vocal compositions for a greater ability to assimilate all vocal music in future studies (university work skills and/or performances) through aural testing and evaluation consistent with UC and CSU practices as determined by the Vocal Faculty.

#### **Core Competency #4 – Community/Global Consciousness and Responsibility**

3. Generate relationships with the community, develop individual strengths and effective group interdependence to improve citizenship and cultural awareness, develop leadership and respect for others through public performances, group and solo activities and faculty evaluations of selection of venues, repertoire, and their effectiveness.

#### **Core Competency #6 – Discipline Specific**

Demonstrate personal vocal growth and musicianship skills to improve necessary skills for university transfer and advancement as a professional in the music industry through analysis by Voice Faculty of group and solo public performance evaluation.

## **COURSE SLO & ASSESSMENT TIMELINE**

The Vocal Music Program is building student learning outcomes (SLOs) for all vocal courses offered at Citrus College according to an on-going review and progress schedule. All new classes offered will have SLOs developed when the class is first offered. The department will work with the SLO and Curriculum committees to ensure course outlines are being created according to the standards established by the committees.

<b>Subject &amp; Course</b>	<b>Title</b>	<b>Completion date</b>
MUS 115	Beginning Voice	Approved/Assessment Revised:3/11/08/SP09
MUS 116	Citrus SingersI	Revised:3/2007/SP09
MUS 117	Vocal Ensemble	Revised:3/11/08/FA09
MUS 118	Concert Choir	Revised:4/29/08/SP09
MUS 119	Concert Choir II	Revised:4/29/08/SP09
MUS 120	Opera Workshop	Revised:5/20/08/SP09
MUS 126	Citrus Singers II	Revised:3/2007/SP09
MUS 210	Intermediate Voice	Revised:4/29/08/SP09
MUS 222	Women's Tour Ensemble	Revised:3/2007/SP09
MUS 230	Advanced Voice (Classical)	Revised:12/11/07/F09
MUS 231	Advanced Voice (Popular)	Revised:4/29/08/FA09
MUS 232	Women's Ensemble	Revised:3/2007/FA09
MUS 242	Women's Ensemble II	Revised:3/2007/SP09
MUS 277	Vocal Ensemble II	Revised:12/11/07/F09

## **MISSION**

### **Commendations**

- a) The Vocal Music Program supports the mission of Citrus College in providing transfer and associate degree courses, and providing a diverse music curriculum to meet the educational and vocational needs, musical interests, and cultural development of the students and communities of the San Gabriel Valley.
- b) To best equip students for industry employment, the Vocal Music Program continues to maintain and expand its communication and alliance with music industry professionals. The Faculty has been instrumental in procuring professionals for on campus workshops and has brought representatives of major companies on campus for employment education.
- c) With “A Night of Music from Film”, “Christmas Is...”, the annual Spring Musical, the Citrus Singers’ Pop Show, and the Annual Combined Choirs Concert, the program has advanced integration of different disciplines within the program, as well as with other fine arts programs, including dance, recording arts, instrumental music, and theatre arts.
- d) The program offers a wide variety of instructional and performance experiences that promote the building of self-esteem and improvement in inter-personal communications. Vocal Music classes provide an environment in which students can enhance general life skills.
- e) Groups from the Vocal Music Program present numerous performances including tours throughout the world to expose the students and the community to the scope and quality of the program at Citrus College.

### **Previous Recommendations Completed**

- a) Teaching techniques have been updated to respond to students needs for preparation for future employment as a performer in the Recording Arts market, and for University transfer. Examples of these include: Creating personal MP3 files and CDs for students of individual and group music for extra rehearsal time, providing students with a personalized Demo CD for auditions, future career success, and training students in each performing vocal ensemble in the use of the Recording Studio.
- b) The vocal music program has continued to monitor the curriculum, performances, and successful experiences of transferred students and former Citrus students at four year institutions with quality vocal music departments such as USC, UC Los Angeles, CS Long Beach, CSU Fullerton, and LaVern University, to assure continued student preparation within the discipline.

### **Recommendations**

- a) The Vocal Music Program should continue to monitor and improve relations with successful four-year institutions with quality music programs to assure continued student preparation within the discipline.
- b) The Vocal program should continue to create multifaceted performances in cooperation with other fine arts programs to provide for a broad educational experience and prepare for realistic vocational training.

- c) The Vocal Program should continue to increase its outreach and recruitment efforts involving surrounding secondary education music programs to introduce potential students to the programs offered at Citrus and to encourage enrollment.
- d) The Vocal Music Program continues to monitor trends in the performing and Recording Arts industry to better meet student vocational educational needs.

## **NEED**

### **Commendations**

- a) The Vocal Music Program has improved its Success Rate overall in the past 6 years from 78% to 84%.
- b) The Program has maintained and even increased the excellent Retention Rate from 91% to 96%.
- c) Citrus College students and community members enjoy an increasing number of Citrus College Presentations involving students from the Vocal Music Program.
- d) Vocal Music students are an integral part of the revenue generating productions such as “Christmas Is...” and “A Night of Music from Film.”
- e) Increased off campus performances have improved department and college visibility throughout the world.

### **Previous Recommendations Completed**

- a) The Vocal music class schedule has been completely revised to maximize the student’s availability to participate in general education courses and to have the students work be combined into larger blocks of time to facilitate their overall schedule.
- b) The Vocal Faculty works with the Counseling Department to guide vocal students toward an efficient accumulation of appropriate transfer credits and skills for success in achieving their goals.

### **Recommendations**

- a) Development of a Vocal Performance Certificate to provide students with an alternative vocational track to the traditional University degree in order that students may be able to teach at Music Studios and/or give private instruction with a more direct and more prompt access to the commercial music industry.

## **QUALITY**

### **Commendations**

- a) The Vocal music faculty has established high standards of musical proficiency and knowledge in classes and ensembles. This is verified in the high quality local newspaper reviews of performances and productions by vocal students and ensembles and by students' successful auditions placing them directly into music profession venues such as Disney, studio work, Broadway, Las Vegas, the Royal Conservatory of Brussels, and the Los Angeles Opera Chorus.
- b) While also being technically proficient, all adjunct and full-time faculty members have extensive professional experience and continue to maintain a high profile in

- the professional arena, guaranteeing a balance of academic and practical knowledge for the students.
- c) The program has developed a reputation within the industry as a trusted source of polished talent and technical knowledge. Program graduates are currently working at high levels on Broadway, on the operatic stage, in prestigious Conservatories of Music, in the recording industry, and in talent development at Disney.
  - d) Faculty has continued to emphasize the training of recording studio and stage performance techniques above and beyond traditional student level.
  - e) Music Faculty have not only educated students in their subject, but developed an intricate program of student leadership training in the many areas of responsibility necessary to keep a program running smoothly such as Soprano, Alto, Tenor, and Bass section leaders and student directors with responsibilities such as leading rehearsals and teaching in the classroom under the guidance of the instructor as well as monitoring and directing student groups in off-campus performances. This is an invaluable educational preparation for all students who will continue to become educators themselves and/or find employment in the music industry.
  - f) The Vocal Music Program offers curriculum which is more diverse and extensive than most other community colleges and many universities in Southern California, providing students a complete program in both classical and commercial musical education.

#### **Previous Recommendations Completed**

- a) There has been continued emphasis on curriculum development pertaining to aural training and sight singing skills both in ensembles and individual classes.
- b) Additional diversity of vocal styles has been integrated into the performing ensembles (in addition to the traditional popular and classical styles) including emphasis in vocal jazz and “gospel” literature.

#### **Recommendations**

- a) The performing ensembles and voice classes should continue to use the excellent resources of the Applied Music Faculty as guest lecture/artists to share their expertise from the professional field.
- b) All advanced vocal students planning to continue in the field should have basic instruction in sight singing and/or basic piano skills.

#### **FEASIBILITY**

##### **Commendations**

- a) The recording arts facility is state-of-the art and allows students to broaden their education in a real world environment.
- b) The Haugh Performing Arts Center allows students the ability to participate in professional caliber shows at a community college.
- c) Space of the existing fine arts facility is used to its maximum rehearsal and performance potential including practice rooms, classrooms, dressing rooms (used as rehearsal space), hallways, lecture halls, offices, and even outdoor patios and stairwells.

- d) Full time vocal music faculty operates at a maximum overload, providing quality education experiences, course guidance as well as interdisciplinary involvement.
- e) Adjunct vocal music faculty contributes their professional skills, work ethic and academic experience which is a great support to the success of the Vocal Music Program.
- f) Both full time and adjunct Voice faculty continue to maintain a high profile in the professional arena, guaranteeing a balance of academic and practical knowledge for the student.

### **Previous Recommendations Completed**

- a) Two classrooms have been restored to availability and will be used by voice classes.
- b) One Vocal/Choral full time instructor has been added.
- c) Adding Sound and video equipment into VT215 and replacing and updating classroom sound and video systems in PA192, PA193, PA133, PA154, and VT117.

### **Recommendations**

- a) Additional practice rooms with pianos to meet the demand of such an extensive program.
- b) Video equipment for performing ensembles and all voice classes, to accurately document and assess students learning outcomes.
- c) Additional laboratory/rehearsal space that also functions as a large classroom.
- d) Equipment to facilitate all performance groups during off-campus performances. Two complete sets of the following are needed (one to replace the old equipment no longer functioning for Citrus Singers, and one set for the Women's Ensemble to allow more than one group to perform simultaneously at different locations): Sound Board, five speakers, appropriate cables, microphones and stands, and travel containers for this equipment.
- e) Mid-sized practice rooms that can accommodate ten to fifteen people. A performance environment for small productions. Currently, performance opportunities are limited by the space available.

## **COMPLIANCE**

### **Commendations**

- a) All courses are in compliance with State, District and agency regulations. Courses that are designed for transference have never been challenged by universities with regard to acceptance. Curriculum is consistent with accepted methods of instruction, yet implements innovation that meets professional standards.
- b) All courses in the Vocal Music Department have developed a complete student learning outcome curriculum and have been submitted and completed to date.
- c) Any new classes offered will have student learning outcomes developed when the class is offered.

- d) Students have been held to high standards, which have been clearly stated in the syllabi.
- e) Course outlines have been kept to an empirical design, and have been reviewed and revised to reflect current industry trends.
- f) With the continued support of the college, the faculty has been able to utilize state-of-the-industry instructional and professional technology.

**Previous Recommendations Completed**

- a) It has kept production technology up-to-date as it has integrated with commercial, instrumental, dance and electronic media performance.
- b) The current faculty possesses extensive professional experience within the entertainment industry and can provide a sense of relevance to the course material.

**Recommendations**

- a) Continually assess course and program SLO's and revise Course Outlines as necessary.
- b) Implement the development of the Associate of Arts Degree in Music after approval from the Chancellor's office (Form CC501) and ACCJC.

## PROGRAM PERFORMANCE INDICATORS

Key Performance Indicator	FA 02	FA 03	FA 04	FA 05	FA 06	FA 07
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Program Access</b>						
Majors (total)						
New Majors						
Courses Offered (total # of courses)	7	8	8	8	7	6
Classes Offered (total # of sections)	11	10	10	12	11	8
Morning (Prior to 11:59AM)	7	5	5	7	5	4
Afternoon (12:00 to 4:29PM)					2	2
Evening (4:30PM or Later)	4	5	5	5	4	2
Arranged Hour						
Weekend						
Short term						
Distance Education (full term)						
Distance Education (short term)						
Enrollment	341	349	286	273	283	281
Weekly Student Contact Hours (WSCH)	1,551.8	1,728.5	1,411.1	1,346.3	1,382.1	1,077.5
Full-Time Equivalent Students (FTES)	53.2	59.3	48.4	46.2	47.4	31.1
<b>Program Resources</b>						
Full-Time Equivalent Faculty (FTEF)	2.65	2.59	2.59	2.92	2.65	1.89
Credit Reimbursement Rate	<b>\$2,850.73</b>	<b>\$2,790.53</b>	<b>\$2,922.30</b>	<b>\$3,259.71</b>	<b>\$3,476.34</b>	<b>\$4,367.00</b>
<b>Program Operation</b>						
WSCH/FTEF	585.6	667.4	544.8	461.1	521.6	570.1
FTES/FTEF	20.1	22.9	18.7	15.8	17.9	16.5
Fill rate at Census	64.8	80.7	68.3	53.4	73.1	87.9
<b>Program Success</b>						
Success Rate	78%	84%	86%	89%	83%	84%
Retention Rate	91%	93%	92%	98%	93%	96%



Key Performance Indicator	FA 02		FA 03		FA 04		FA 05		FA 06		FA 07	
	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
<i>Student Demographic Data</i>												
	#	%	#	%	#	%	#	%	#	%	#	%
<b>Gender</b>												
Female	190	67%	194	69%	147	65%	124	58%	153	68%	148	65%
Male	95	33%	88	31%	78	35%	89	42%	71	32%	78	34%
Missing											2	1%
Total	285	100%	282	100%	225	100%	213	100%	224	100%	228	100%
<b>Age</b>												
19 or younger	98	34%	124	44%	98	44%	97	46%	116	52%	109	48%
20-24	97	34%	104	37%	78	35%	75	35%	67	30%	84	37%
25-29	17	6%	11	4%	6	3%	14	7%	14	6%	5	2%
30-34	10	4%	9	3%	5	2%	2	1%	4	2%	4	2%
35-39	12	4%	4	1%	6	3%	4	2%	3	1%	4	2%
40-49	25	9%	10	4%	11	5%	8	4%	4	2%	10	4%
50 and above	26	9%	20	7%	21	9%	13	6%	16	7%	12	5%
Total	285	100%	282	100%	225	100%	213	100%	224	100%	228	100%
<b>Ethnicity</b>												
Asian	22	8%	38	13%	40	18%	28	13%	28	13%	29	13%
African American	13	5%	24	9%	15	7%	16	8%	17	8%	21	9%
Hispanic	96	34%	90	32%	61	27%	72	34%	77	34%	66	29%
Native American/Alaskan Native	1	0%	1	0%	1	0%					4	2%
Other	7	2%	5	2%	2	1%	4	2%	9	4%	3	1%
Caucasian	132	46%	108	38%	98	44%	83	39%	83	37%	82	36%
Decline to State	12	4%	15	5%	7	3%	10	5%	10	4%	8	4%
Missing	2	1%	1	0%	1	0%					15	7%
Total	285	100%	282	100%	225	100%	213	100%	224	100%	228	100%
<b>Educational Goal</b>												
Degree/Cert/Transfer	208	73%	233	83%	178	79%	180	85%	189	84%	61	27%
Career/Ed Development	15	5%	7	2%	3	1%	2	1%	5	2%	16	7%
Improve Basic Skills											5	2%
Undecided											10	4%
Unknown	62	22%	42	15%	44	20%	31	15%	30	13%	136	60%
Total	285	100%	282	100%	225	100%	213	100%	224	100%	228	100%

Key Performance Indicator	SP 03	SP 04	SP 05	SP 06	SP 07	SP 08
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Program Access</b>						
Majors (total)						
New Majors						
Courses Offered (total # of courses)	8	8	8	8	7	6
Classes Offered (total # of sections)	12	10	10	12	11	7
Morning (Prior to 11:59AM)	7	5	5	5	5	4
Afternoon (12:00 to 4:29PM)				2	2	2
Evening (4:30PM or Later)	5	5	5	5	4	1
Arranged Hour						
Weekend						
Short term						
Distance Education (full term)						
Distance Education (short term)						
Enrollment	356	311	291	283	279	199
Weekly Student Contact Hours (WSCH)	1,592.9	1,489.9	1,400.6	1,262.5	1,276.3	913.3
Full-Time Equivalent Students (FTES)	57.7	53.9	50.7	45.7	46.2	27.8
<b>Program Resources</b>						
Full-Time Equivalent Faculty (FTEF)	2.92	2.59	2.59	2.92	2.65	2.11
Credit Reimbursement Rate	<b>\$2,850.73</b>	<b>\$2,790.53</b>	<b>\$2,922.30</b>	<b>\$3,259.71</b>	<b>\$3,476.34</b>	<b>\$4,367.00</b>
<b>Program Operation</b>						
WSCH/FTEF	545.5	575.3	540.8	432.4	481.6	432.8
FTES/FTEF	19.7	20.8	19.6	15.6	17.4	13.2
Fill rate at Census	63.8	69.8	69.0	60.0	77.0	68.8
<b>Program Success</b>						
Success Rate	79%	79%	81%	71%	75%	78%
Retention Rate	93%	93%	93%	88%	92%	95%

Key Performance Indicator	Sp 03		Sp 04		Sp 05		Sp 06		Sp 07		Sp 08	
	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
<i>Student Demographic Data</i>												
	#	%	#	%	#	%	#	%	#	%	#	%
<b>Gender</b>												
Female	187	62%	165	63%	167	68%	163	64%	162	67%	109	63%
Male	113	38%	97	37%	79	32%	90	36%	80	33%	63	36%
Missing											1	1%
Total	300	100%	262	100%	246	100%	253	100%	242	100%	173	100%
<b>Age</b>												
19 or younger	112	37%	106	40%	109	44%	102	40%	102	42%	77	45%
20-24	106	35%	100	38%	99	40%	103	41%	96	40%	68	39%
25-29	14	5%	19	7%	8	3%	14	6%	10	4%	8	5%
30-34	10	3%	4	2%	4	2%	5	2%	3	1%	5	3%
35-39	9	3%	3	1%	4	2%	4	2%	7	3%	1	1%
40-49	21	7%	10	4%	12	5%	10	4%	7	3%	6	3%
50 and above	28	9%	20	8%	10	4%	15	6%	17	7%	8	5%
Total	300	100%	262	100%	246	100%	253	100%	242	100%	173	100%
<b>Ethnicity</b>												
Asian	41	14%	31	12%	36	15%	41	16%	37	15%	19	11%
African American	19	6%	24	9%	16	7%	24	9%	22	9%	19	11%
Hispanic	93	31%	76	29%	79	32%	92	36%	73	30%	55	32%
Native American/Alaskan Native	4	1%	1	0%	2	1%	2	1%	1	0%	3	2%
Other	6	2%	3	1%	4	2%	3	1%	7	3%	4	2%
Caucasian	126	42%	111	42%	96	39%	83	33%	92	38%	58	34%
Decline to State	11	4%	15	6%	11	4%	8	3%	9	4%	6	3%
Missing			1	0%	2	1%			1	0%	9	5%
Total	300	100%	262	100%	246	100%	253	100%	242	100%	173	100%
<b>Educational Goal</b>												
Degree/Cert/Transfer	225	75%	212	81%	208	85%	211	83%	194	80%	52	30%
Career/Ed Development	10	3%	6	2%	1	0%	6	2%	8	3%	15	9%
Improve Basic Skills											2	1%
Undecided											9	5%
Unknown	65	22%	44	17%	37	15%	36	14%	40	17%	95	55%
Total	300	100%	262	100%	246	100%	253	100%	242	100%	173	100%

Key Performance Indicator	SU 02	SU 03	SU 04	SU 05	SU 06	SU 07
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Program Access</b>						
Majors (total)						
New Majors						
Courses Offered (total # of courses)	2	1	1	1	1	1
Classes Offered (total # of sections)	2	1	1	1	1	1
Morning (Prior to 11:59AM)	1	1	1	1	1	1
Afternoon (12:00 to 4:29PM)						
Evening (4:30PM or Later)						
Arranged Hour	1					
Weekend						
Short term	2	1	1	1	1	1
Distance Education (full term)						
Distance Education (short term)						
Enrollment	0	21	26	2	18	0
Weekly Student Contact Hours (WSCH)	970.9	819.0	1,217.0	77.9	701.8	830.6
Full-Time Equivalent Students (FTES)	10.7	9.4	11.6	0.9	8.0	9.5
<b>Program Resources</b>						
Full-Time Equivalent Faculty (FTEF)	0.97	0.7	0.7	0.7	0.7	0.52
Credit Reimbursement Rate	<b>\$2,850.73</b>	<b>\$2,790.53</b>	<b>\$2,922.30</b>	<b>\$3,259.71</b>	<b>\$3,476.34</b>	<b>\$4,367.00</b>
<b>Program Operation</b>						
WSCH/FTEF	1,000.9	1,170.0	1,738.5	111.3	1,002.5	1,597.2
FTES/FTEF	11.0	13.4	16.6	1.3	11.5	18.3
Fill rate at Census	74.9	46.7	57.8	4.4	40.0	46.7
<b>Program Success</b>						
Success Rate	88%	100%	100%	100%	100%	100%
Retention Rate	89%	100%	100%	100%	100%	100%

Key Performance Indicator	Su 03		Su 04		Su 05		Su 06		Su 07		Su 08	
	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
<i>Student Demographic Data</i>												
	#	%	#	%	#	%	#	%	#	%	#	%
<b>Gender</b>												
Female	51	91%	21	100%	26	100%	2	100%	18	100%	21	100%
Male	5	9%										
Total	56	100%	21	100%	26	100%	2	100%	18	100%	21	100%
<b>Age</b>												
19 or younger	16	29%	10	48%	12	46%	1	50%	4	22%	10	48%
20-24	20	36%	11	52%	14	54%	1	50%	11	61%	11	52%
25-29	4	7%							3	17%		
30-34	3	5%										
35-39	1	2%										
40-49	6	11%										
50 and above	5	9%										
Missing	1	2%										
Total	56	100%	21	100%	26	100%	2	100%	18	100%	21	100%
<b>Ethnicity</b>												
Asian	4	7%			1	4%	1	50%	2	11%	1	5%
African American	1	2%			2	8%			3	17%	4	19%
Hispanic	17	30%	4	19%	5	19%			4	22%	6	29%
Other	1	2%							1	6%		
Caucasian	31	55%	16	76%	17	65%			8	44%	9	43%
Decline to State	2	4%	1	5%	1	4%	1	50%			1	5%
Total	56	100%	21	100%	26	100%	2	100%	18	100%	21	100%
<b>Educational Goal</b>												
Degree/Cert/Transfer	41	73%	20	95%	25	96%	1	50%	6	33%	1	5%
Career/Ed Development	2	4%									1	5%
Unknown	13	23%	1	5%	1	4%	1	50%	12	67%	19	90%
Total	56	100%	21	100%	26	100%	2	100%	18	100%	21	100%

Key Performance Indicator						WN 08
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Program Access</b>						
Majors (total)						
New Majors						
Courses Offered (total # of courses)						1
Classes Offered (total # of sections)						1
Morning (Prior to 11:59AM)						
Afternoon (12:00 to 4:29PM)						1
Evening (4:30PM or Later)						
Arranged Hour						
Weekend						
Short term						1
Distance Education (full term)						
Distance Education (short term)						
Enrollment						0
Weekly Student Contact Hours (WSCH)						275.7
Full-Time Equivalent Students (FTES)						2.6
<b>Program Resources</b>						
Full-Time Equivalent Faculty (FTEF)						0.14
Credit Reimbursement Rate						<b>\$4,367.00</b>
<b>Program Operation</b>						
WSCH/FTEF						1,969.1
FTES/FTEF						18.8
Fill rate at Census						100.0
<b>Program Success</b>						
<a href="#">Success Rate</a>						95%
Retention Rate						100%

Key Performance Indicator	Year 1		Year 2		Year 3		Year 4		Year 5		Wi 08 Year 6		
	#	%	#	%	#	%	#	%	#	%	#	%	
<b>Student Demographic Data</b>													
<b>Gender</b>													
Female												15	75%
Male												5	25%
Total												20	100%
<b>Age</b>													
19 or younger												7	35%
20-24												2	10%
25-29												1	5%
40-49												2	10%
50 and above												8	40%
Total												20	100%
<b>Ethnicity</b>													
Asian												9	45%
Hispanic												3	15%
Other												1	5%
Caucasian												6	30%
Missing												1	5%
Total												20	100%
<b>Educational Goal</b>													
Degree/Cert/Transfer												3	15%
Career/Ed Development												2	10%
Improve Basic Skills												3	15%
Undecided												1	5%
Unknown												11	55%
Total												20	100%

Key Performance Indicator	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Program Resources</b>						
Revenue: FTES* Reimbursement Rate	346,421	341,952	323,382	302,306	353,196	310,319
Total District Adopted Program Budget	n/a	no data	no data	no data	no data	no data
Support Personnel (wage without benefit, 2200 and 2400 in budget)	n/a	no data	no data	no data	no data	no data
Supplies (4300 in budget)	n/a	no data	no data	no data	no data	no data
Cost (district funds only)	n/a	no data	no data	no data	no data	no data
Total FTES for the year	122	123	111	93	102	71
Cost per FTES (district funds only)	n/a	no data	no data	no data	no data	no data
<b>Program Success</b>						
Degrees Awarded						
Certificates Awarded						
Skill Awards						
Licenses						
<b>Career Technical Education Programs</b>						
VTEA Grant						
Industry Contributions to Program Resources						
Available Jobs						
Attach one copy of the three most recent College Core Indicator Information forms for each of the appropriate TOP codes						
Please include "Student Satisfaction" and "Employer Satisfaction" in the program review write-up.						



# CITRUS COLLEGE LIBRARY FALL 2008 PROGRAM REVIEW: MUSIC - VOCAL

## LIBRARY ACTIVITY:

Library Research Orientations 0

Circulation of materials : > 1.5% of total library circulation

## LIBRARY RESOURCES:

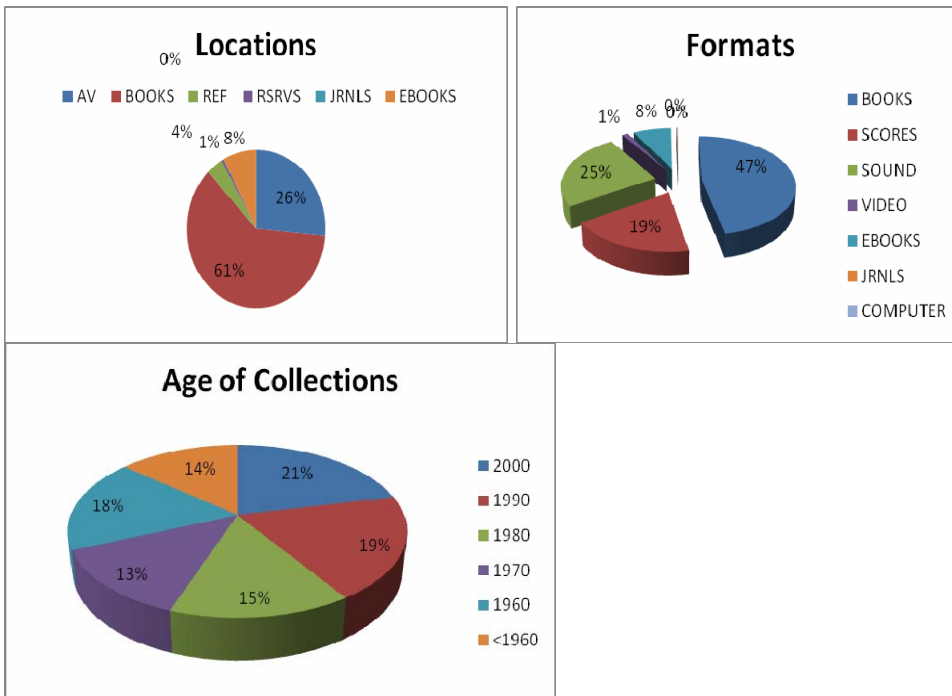
Dewey Call No. Range: 780-789 (specifically 782-783)

Collection size:

BOOKS	1833
EBOOKS	231
JOURNALS	1 PRINT (see eJournals below)
AV	789

## EJOURNALS:

- Music
  - [Ethnomusicology \(3\)](#)
  - [Music History & Criticism, General \(4\)](#)
  - [Music History & Criticism, Instrumental \(5\)](#)
  - [Music History & Criticism, Popular - Jazz, Rock, etc. \(4\)](#)
  - [Music History & Criticism, Vocal \(1\)](#)
  - [Music Instruction & Study \(9\)](#)
  - [Music Literature \(54\)](#)
  - [Music Philosophy \(11\)](#)



**ONLINE DATABASES AVAILABLE AT CITRUS LIBRARY:**

Electronic books: netLibrary access to more than 18,000 electronic books is available  
 Journal Articles and reference databases:

<b>ALL ONLINE DATABASES</b>	
<p><b>Academic Search Premier (1975-)</b>                      Alldata Online                      Alt HealthWatch(1990-)                      Annals of American History Online                      Auto Repair Reference Center                      Biography Resource Center                      Biology Journals                      Book Index with Reviews                      Books in Print with Reviews                      Business Source Premier(1965-; some 1922-)                      Communication &amp; Mass Media                      CountryWatch                      CQ Researcher 1991-                      EBSCO Animals                      Encyclopaedia Britannica Online                      ERIC(1983-)                      Funk &amp; Wagnalls New World Encyclopedia                      Gale Virtual Reference Library / History                      Green File                      Grove Art Online                      Health Source                      Health Source: Nursing</p>	<p>Historical Los Angeles Times 1881-1966                      History Reference Center                      Issues &amp; Controversies: American History                      Learning Express Test Prep  <b>LEXIS-NEXIS Academic</b>                      Literature Resource Center                      Literary Reference Center                      MagillOnLiterature Plus                      Magill on History                      Magill's Medical Guide  <b>MasterFILE Premier(1975- )</b>                      MEDLINE                      Military &amp; Government(current)                      MLA International Bibliography  <b>Newspaper Source (1997-)</b>                      Oxford English Dictionary                      Primary Search                      Professional Development(1965-)                      Psychology &amp; Behavioral Science(1965-)                      Regional Business News(1995- )                      Religion &amp; Philosophy (1975-)                      SIRS Researcher Full text articles (1989-)                      Tuition Funding Sources                      Vocational &amp; Career(1985-)                      Webster's 3rd New International Dictionary, Unabr.</p>