22-23 Annual Progress Report
Recommended actions for improvement identified in the 5-Year Self-Study.

The mission of the Music Department is to use a three-lens framework of music history/literature, theory/composition, and performance to increase students' community/global consciousness as they learn to appreciate how music is a potent tool for understanding individual and cultural uniqueness within the larger context of our common humanity.

In terms of equity, our 2020-21 program review demonstrated that minority students performed better than the College average; that said, we remain committed to closing the achievement gap via the following strategies:

- Creation of a comprehensive music department equity plan.
- Establish and support a class climate that fosters belonging for all students.
- Select course content that recognizes diversity and acknowledges barriers to inclusion.
- Design all course elements for accessibility.
- Reflect on one's beliefs about teaching to maximize self-awareness and commitment to inclusion.

Actions taken and progress made in accomplishing the improvement.

We would like to note preliminarily that recent existential challenges have hampered our efforts: the pandemic, declining College enrollment, and 3 faculty retirements. For the second consecutive year, we are operating with 1.67 full time faculty members, a shortage compounded by last spring's failed search for a new faculty member. Nonetheless, we have made significant progress toward the above stated goals.

- Our comprehensive equity plan created a concrete template for action, and was widely praised across campus communities.
- In our curricular designs, we have continued to diversify content. For example, Music 1 (Introduction to Music) has been redesigned with an eye toward greater inclusivity.
- We continue our efforts to reduce barriers to inclusion. For example, the Music 2A-C digital textbook has now been made available at no cost for our students.
- Consonant with campus efforts, we continue to make our classes more accessible to all students. Music 2D for example has undergone the rigorous Peer Online Course Review (POCR) to help ensure high quality learning and student success.

Evidence used to evaluate progress.
(ex: What data are you using to make your progress judgment?)

Our curricular designs and classroom implementations include the following concrete actions:

- We have encouraged instructor/student rapport via individual meetings, welcoming language, and describing our own learning challenges to demystify the learning process.
- We have encouraged students to discuss with each other their individual learning experiences so that all students can see the diversity of responses and perspectives.
- We continually review course content to determine if certain perspectives are underrepresented or absent and then selecting readings, music examples, or other course materials that fill the gap.
- Our lecture content and class discussions use examples that speak across gender, work across cultures, and are relatable to people from various socio-economic statuses, ages, and religions
- We make a conscious effort to address the needs of learners without any background in music, non-native speakers who may find the specialized vocabulary of music unfamiliar, and students with physical or cognitive disabilities.
- Wherever possible we have switched from expensive textbooks to open resource materials (or in the case of Music 2A-C, foregoing authorship royalties to allow student access at no cost).

Sample Data: Success Rates for Latinx Students in Music 1, 2, and 8

Mus 1	Total	Success	Nonsuccess	Withdrawal
Summer 19	14	13	0	1
Fall 19	22	12	6	4
Winter 20	16	13	3	0

	Total	Success	Nonsuccess	Withdrawal
Spring 20	21	16	4	1
Summer 20	12	9	1	2
Fall 20	30	15	8	7
Winter 21	20	17	1	2
Spring 21	19	13	4	2
Summer 21	14	11	2	1
Fall 21	32	16	13	3
Winter 22	13	11	2	0
Spring 22	14	11	3	0

Mus 2A-C	Total	Success	Nonsuccess	Withdrawal
Fall 19	4	3	1	0
Winter 20	2	2	0	0
Spring 20	2	2	0	0
Fall 20	7	5	2	1
Winter 21	2	1	1	0
Spring 21	10	6	4	0
Fall 21	5	3	1	1
Winter 22	9	6	3	0
Spring 22	4	3	1	0

Mus 8/8H	Total	Success	Nonsuccess	Withdrawal
Fall 19	10	8	2	0
Winter 20	16	12	2	2
Spring 20	4	4	0	0

Fall 20	13	9	2	2
Winter 21	15	13	2	0
Spring 21	1	1	0	0
Fall 21	6	4	0	2
Winter 22	12	7	3	2
Spring 22	4	1	2	1

Interpretation of the Data

The above table focuses on success rates for Latinx students between Fall 19 and Spring 22 in three of our flagship classes: Music 1, Music 2A-C, and Music 8

In MUS 1 (Intro to Music), both the total and non-success rate were largest. The data indicates that we need to work harder to improve the success rate of incoming Latinx freshman. However, the success rates for this group have been improving in Winter and Spring quarters, perhaps suggesting a successful implementation of the department's equity plan.

In the MUS 2 sequence (History of Western Composers), including the honors section, we see a slight increase in the number of Latinx students enrolled in the class, with the success rate increasing marginally. We take this as a sign that our efforts toward increasing representation in course content and the employment of open-source material are reaping results.

For MUS 8/8H (Music of American Cultures), reported numbers have been relatively flat.

Given our many challenges (e.g., declining College enrollment, limited faculty resources, etc.) we are pleased with our efforts and the concomitant modest successes. Moreover, we have been on the vanguard

New trends, policies, or state initiatives that have impacted your actions for improvement.

N/A

Actions needed/designed to address the area of work/improvement for new trends, policies, or state initiatives.

None

This form is completed and ready for acceptance.

Administrator's Name:

Date:

Comments: