

De Anza College

Program Review – Annual Update Form

1. Name of individual(s) completing the form:
Marcel Macedo de Castro Lima
2. Briefly describe how your area has used the feedback from the Comprehensive Program Review and Annual Program Review Update provided by RAPP members over the past two years (if unsure, request the feedback form from your dean/manager).

We have carefully reviewed the RAPP feedback from the previous cycle and utilized it to improve this year's reflection in two specific ways:

1. **Correction of Form Submission:** We have corrected the clerical error where responses for Question 1 and Question 2 were transposed in the previous submission.
 2. **Elaboration on Staffing Impact:** The committee requested more thoroughness regarding *how* the current staffing level impacts the department. We are utilizing this feedback to restructure our "Resource Impact" section. We are moving beyond stating we are understaffed to detailing the specific operational breakdowns caused by having a single full-time faculty member. Specifically, we highlight the impossibility of maintaining **educational quality** (reviewing a severely outdated curriculum) and **administrative integrity** (managing a growing roster of Music 25 specialists) without a second full-time colleague. This feedback has helped us articulate that our request for a **Choral Director** is an urgent intervention to prevent curricular obsolescence and ensure equity standards are met.
3. Describe any changes or updates that have occurred since you last submitted program review (program review [submissions](#)).
- **Curricular Crisis:** A critical update is the realization that our curriculum is significantly outdated and does not reflect current departmental needs or college strategic priorities, particularly regarding equity. This year, the sole Full-Time Faculty member is responsible for reviewing **14 courses** single-handedly. This volume of work forces a "compliance-only" approach, making it impossible to meaningfully update course content to be culturally responsive or relevant to modern industry standards.
 - **Music 25 Expansion & Strain:** We have successfully reinstated **Music 25** and are expanding instrument offerings to recruit advanced students. While this supports enrollment, it requires hiring distinct part-time specialists for each instrument. The administrative burden of recruiting, onboarding, and evaluating these adjuncts now falls entirely on the single full-time faculty member, creating a dangerous bottleneck.

- **Staffing Reality:** We continue to operate with **1.0 Full-Time Faculty**, down from 2.5 FTEF a few years ago and 6.0 FTEF historically. This single position is now bearing the triple burden of department administration, Music 25 oversight, and a massive curriculum overhaul.

4. Provide a summary of the progress you have made on the goals (OKRs) identified in your last program review (as included in the comprehensive program review or annual program review update).

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence have you used to monitor progress?	How have you assessed your goal?	What changes have been made based on the assessment?
Continue to grow enrollment	Continue to grow enrollment across music courses in order to bring back programs such as jazz, electronic music, and specialty groups.	Department Chair, Dean, VP of Outreach	Guided Pathways The Office of Communications La Voz, student newspaper	Monitoring enrollment trends via Precision Campus	Enrollment has recovered from the pandemic low of 649 to 806 in 23-24, with a subsequent drop to 766 in 24-25, but the "restoration of key programs" is stalled. We are currently relying on Part-Time faculty to do recruitment work "above and beyond," which is unsustainable without a second full-	We have shifted strategy to prioritize the expansion of Music 25 (Applied Music) as our primary recruitment tool for advanced students to populate ensembles, rather than relying solely on opening new ensemble sections that we cannot currently staff.

					time faculty member.	
Establish a Transfer Degree (ADT) in Music.	To offer the ADT, we needed to restore Music 25 (private lessons).	Department Chair, Dean, VP of Instruction .	Articulation Officer	Meeting with MUSI 25 instructors and monitoring enrollment . When the ADT becomes active, monitor headcount .	he primary barrier (lack of Music 25) has been removed. However, the administrative burden of hiring and evaluating the growing roster of part-time instrument specialists is currently falling entirely on the single Full-Time Faculty member.	We are actively expanding the instrument offerings for Music 25 (beyond just piano/voice) to attract advanced musicians. Concurrently, we have identified that a Choral Director is urgently needed to take over the management of MUSI 25 instructors to prevent an administrative bottleneck that threatens the ADT's sustainability.
Offer Music Certificates .	Develop and offer certificates in CTE-aligned areas such as Early	Department Chair, Dean, VP of Instruction .	Outreach and other areas to recruit students.	Monthly check-ins on curriculum development status.	Stalled. Progress on writing and approving these new certificates has slowed significantly.	We have deprioritized the creation of new certificates to focus on Curriculum

	Childhood Music and Community Instruction (piano/violin pedagogy).				The sole Full-Time Faculty member is currently responsible for reviewing 14 existing courses this year to address curriculum obsolescence, leaving no capacity to develop new certificate programs.	Modernization and the new ADT degree. We must first update our existing course outlines to meet the Equity Plan standards before we can responsibly launch new certificate programs; this requires additional full-time staffing to accomplish.
--	--	--	--	--	---	---

5. If your goals (OKRs) are changing or you are adding a new goal(s), please include them below. If new goals require resources, please list requested resources that were not included in your last program review.

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence will you use to monitor progress?	How will you assess achievement of the goal?
Expand Music 25 Offerings	We will expand the range of instruments offered for private lessons beyond the current basics to include	Department Chair, Dean.	Part-Time Instrument Specialists, Articulation Officer.	We will monitor enrollment headcount in Music 25 sections and track the diversity of instruments	Success will be assessed by the successful hiring of part-time specialists for key instrument families and a subsequent increase in

	<p>conservatory-level instruction in diverse instruments (Strings, Winds, Brass, Percussion). This serves as our primary recruitment tool for advanced students who populate our top ensembles and is critical for ADT completion.</p>			<p>being taught each quarter.</p>	<p>students filing for the Associate Degree for Transfer (ADT).</p>
<p>Modernize Curriculum for Equity and Relevance</p>	<p>We will systematically review and update course outlines (starting with the 14 courses currently due) to reflect modern industry standards and the college's Equity Plan. This involves "decolonizing" repertoire and updating pedagogical approaches to address the success gaps for Black and</p>	<p>Department Chair, Curriculum Committee.</p>	<p>Office of Equity.</p>	<p>We will track the status of Course Outlines of Record (CORs) in the curriculum management system and monitor course success rates disaggregated by ethnicity.</p>	<p>Achievement will be assessed by the successful approval of updated curriculum by the Curriculum Committee and, long-term, by a reduction in the disproportionate impact gaps identified in our program data.</p>

	Latinx students.				
Create a Commercial Music Degree / CTE Certificate.	Develop a new degree pathway focused on Commercial Music (Production, Songwriting, Music Business) to capture a growing segment of the student market. This directly addresses the EMP goal of increasing enrollment by offering "low-overhead CTE areas" and attracting non-traditional learners.	Department Chair, Dean.	CTE Dean, Local Industry Partners, Advisory Board.	We will use Labor Market Information (LMI) data to validate demand and track the completion of curriculum writing milestones.	Achievement will be assessed by the submission of the new degree narrative to the State Chancellor's Office and the subsequent launch of pilot courses in the Commercial Music sequence.

6. Describe the impact to date of previously requested resources (personnel and instructional equipment, facilities/upgrades) including both requests that were approved and were not approved. What impact have these resources had on your program/department/office and measures of student success or client satisfaction? What have you been able to and unable to accomplish due to resource requests that were approved or not approved?

Reinstatement of Music 25 (Applied Music)

The 2016 MOU that allowed the reinstatement and funding of Music 25 (Individual Instruction) has had the single most significant impact on our program to date. It has effectively unlocked the Associate Degree for Transfer (ADT) pathway. Previously, we "could not offer the ADT" because we lacked this course. With its return, we are now on track to grant transfer degrees, directly supporting **EMP Goal 5 (Transfer)**.

This resource provides state-funded private lessons to students who otherwise could not afford them, removing a massive financial barrier for our low-income students (35% of our population). It is a well-known fact that some students would complement their studies at De Anza with private instrument classes on the outside. However, this will continue to be a source of inequality until we're able to offer lessons in more instruments.

Instructional Equipment (Instruments)

Previous approvals for musical instrument inventory continue to drive equity. By providing expensive instruments to students, we ensure that economic status does not determine participation in our ensembles. This explicitly supports our success strategy of making music accessible to students by offering instrument loans.

Not Approved / Unfilled Resources: Full-Time Faculty

- **Negative Impact:** The lack of approval for a second full-time faculty member has severely limited what we can accomplish with the approved resources above.
 - **Unable to Recruit and Increase Enrollment:** We have been unable to reestablish key programs such as jazz, orchestra, band, and large choral ensembles, and specialty vocal groups. These are high-enrollment courses that historically anchored our department. Without full-time directors to recruit and lead them, our enrollment recovery is capped.
 - **Unable to Advance Curriculum Modernization and Equity Initiatives:** We are currently unable to modernize our curriculum effectively. The sole full-time faculty member is responsible for reviewing **14 courses** this year alone. Without a second colleague to share this load, our curriculum remains outdated, hampering our ability to address the culturally-relevant themes needed to close our success gaps for Black and Latinx students. I have also made a significant effort to find more affordable or zero-cost textbook alternatives to the Musicianship Courses, but have been limited in my capacity to expand this search to other courses because of the mentioned constraints.
 - **Risk to Student Success and Number of ADT Awards:** While Music 25 is approved, the *management and expansion* of it are unsustainable. Offering lessons in multiple instruments, a key initiative in attracting students, raising enrollment, populating the ensembles, and driving the ADT, implies hiring a range of instrument specialists as part-time instructors. Full-time instructors are needed to oversee the hiring process and evaluations.

In short, while the implementation of Music 25 was a triumph, the **personnel** support required to manage it was not. We have been able to open the door to the ADT, but we are unable to walk students through it effectively without enough full-time instructors' oversight.

7. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients? If you have not requested or received resources, still describe how your area has been able to serve disproportionately impacted students/clients.

Positive Impact of Music 25 - Applied Music: The reinstatement of Music 25 has been a critical equity intervention for our low-income students, who make up a large percentage (35%) of our department.

- **Removing Financial Barriers:** Private music instruction is prohibitively expensive in the Bay Area, often excluding low-income Black and Latinx students from advanced training. By securing funding for Music 25, we now provide these lessons at no additional cost to the student. This effectively bridges the gap for our most vulnerable populations, ensuring that economic status does not prevent access to instrument lessons.
- **Instrument Access:** Previous approvals for instrument inventory allow us to loan expensive instruments to students. This ensures that music as a discipline is accessible, directly supporting students who cannot afford to rent or buy their own.

Negative Impact of Lack of Resources (Personnel/Choral Director) However, the lack of a second full-time faculty member (Choral Director) severely hinders our ability to close the significant success gaps for Black and Latinx students.

- **Mentorship Deficit:** Research shows that DI students succeed when they feel "Nurtured" and "Connected" (EMP Success Factors). Currently, with a **1:100+ faculty-to-major ratio**, we cannot provide the individual attention and regular check-ins required to support at-risk students. The loss of dedicated faculty has directly contributed to a decline in degrees because we lack the staff who had the time to work closely with students.
- **Curriculum & Belonging:** We are currently unable to effectively modernize or decolonize our curriculum because the sole full-time faculty member is overwhelmed reviewing 14 courses alone. This means our course content fails to reflect the diverse cultural backgrounds of our students, potentially reducing engagement and belonging among DI populations.
- **Vocal Program Gap:** Vocal and choral programs traditionally attract a diverse student body. By lacking a full-time Choral Director to build this community, we are failing to provide a supportive "home base" for a significant demographic of our student population.

8. Refer back to your Comprehensive Program Review and Annual Program Review Update under the section titled Assessment Cycle as well as the SLO website (<https://www.deanza.edu/slo/>) for instructional programs. In the table below, provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.

Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)

Learning Outcome (SLO, AUO, SSLO)	Apply the stylistic principles of and normative adherence to the rules of strict four-part writing using tertian triads in root, 6, and 6/4 positions, including secondary authentic and modulating functions.
Method of Assessment of Learning Outcome (please elaborate)	Weekly low-stakes Part-Writing assignments, exercises done in class under supervision, a midterm exam, and a final exam.
Summary of Assessment Results	Students, in general, demonstrated competency in executing part-writing according to expectations and provided positive feedback on the methods of instruction.
Reflection on Results	The musicianship sequence at De Anza is offering students the tools they need to develop skills expected in a professional career in music and four-year university programs.
Strategies Implemented or Plan to be Implemented (aka: enhancements)	We used a music theory software that allows students to have immediate feedback on part-writing and increases the number of exercises they can complete weekly by about 500%. These are very time-consuming to grade manually, and having a tool that grades them automatically has excellent potential. The department made this software available for students free of cost.

Please email this form to your dean/manager.

9. Dean Manager Comments:

In just eleven weeks, the new full-time member of Music is significantly improving the Music department through working on one of the three revised goals: expanding Music 25, the key barrier to students obtaining the ADT; I am appreciative about Marcel's goal to modernize the course outlines, which is of utmost importance and currently being emphasized at the state level, and our curriculum and equity offices. Marcel has already met with the CTE department about creating CTE program in commercial music, another goal which will take time and several steps. Leading the music department in his first year of tenure is truly commendable, but as Marcel points out, this is not sustainable. A vocal director, which is essential to the department since the full-time instructor resigned, was not even contemplated by the members of RAPP even though other equivalently sized departments have been considered for replacement positions. Since the resignation of the full-time vocal director, the dean and a temporary full-time instructor assumed the work for the department in AY 24-25 with the dean helping to write program review, complete resource request forms, and even update curriculum to save courses

from deletion. This is also not recommended. Now that Marcel is full-time, he needs a choir director to fulfill his updated goals which are directly in line with our mission and strategic plan efforts.

10. Vice President/Associate Vice President Comments:

The Music Department continues to demonstrate strong commitment to student access, transfer preparation, and equity despite operating with critically limited full-time faculty capacity. The reinstatement and expansion of Music 25 has removed a major financial barrier for low-income students and restored a clear pathway to the Associate Degree for Transfer. At the same time, the department faces an urgent curriculum modernization challenge, with fourteen courses requiring revision to meet equity and industry standards. Expansion of applied music instruction has increased enrollment potential but has created significant administrative and instructional strain. Approval of a full-time Choral Director is essential to sustain program quality, support student success, and restore high-enrollment ensemble pathways.