**Palomar College – Program Review and Planning**

**Instructional Programs**

**YEAR 1**

**Academic Year** **2012-13**

**Purpose of Program Review and Planning:** The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

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| **Discipline: Music** | **09-12-12** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review)** | **Please Add Date (00/00/2012)** |

**STEP I. ANALYSIS**

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|  |  |  |  |  | **<<Prelim>>** | ◄▬ Preliminary Fall 2011 data are as of 1/31/2012 |  |
|  |  | **Fall 2008** | **Fall 2009** | **Fall 2010** | **Fall 2011** | **Definitions** | |
| **Enrollment at Census** | | 1,452 | 1,569 | 1,726 | 1,374 | *Self Explanatory* | |
| **Census Enrollment Load %** | | 67.36% | 75.93% | 48.93% | 68.12% | Enrollment at Census Divided By Sum of Caps (aka "Seats") | |
| **WSCH** | | 4,242 | 4,585 | 4,512 | 3,568 | Weekly Student Contact Hours | |
| **FTES** | | 141.42 | 152.82 | 150.39 | 118.93 | One Full-Time Equivalent Student = 30 WSCH | |
| **Total FTEF** | | 10.95 | 10.64 | 10.62 | 9.56 | Total Full-Time Equivalent Faculty | |
| **WSCH/FTEF** | | 387 | 431 | 425 | 373 | WSCH Generated per Full-Time Equivalent Faculty Member | |
| **Full-time FTEF** | | 4.40 | 3.00 | 3.00 | 2.00 | FTEF from Contract Faculty | |
| **Hourly FTEF** | | 5.06 | 6.20 | 5.89 | 6.20 | FTEF from Hourly Faculty | |
| **Overload FTEF** | | 0.47 | 0.33 | 0.53 | 0.20 | FTEF from Contract Faculty Overload | |
| **Part-Time FTEF** | | 5.53 | 6.53 | 6.42 | 6.40 | Hourly FTEF + Overload FTEF | |
| **Part-Time/(Total FTEF) %** | | 50.49% | 61.38% | 60.46% | 66.98% | Percent of Total FTEF Taught By Part-Time Faculty | |
| Student Achievement: **Non Distance Education Courses** | | | |  |  | Those NOT taught via Distance Ed (see below) methods of instruction | |
| **● Retention Rate** | | 92.47% | 93.31% | 91.44% | 92.39% | Non-W Eligible Grades (see next line) Divided by All Eligible Grades | |
| **● Success Rate** | | 73.12% | 76.02% | 74.85% | 73.54% | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades | |
| Student Achievement: **Distance Education Courses** | | | |  |  | Those taught via Internet, TV or non line-of-sight interactive methods | |
| **● Retention Rate** | | 90.91% | 94.92% | 91.07% | - | Non-W Eligible Grades (see next line) Divided by All Eligible Grades | |
| **● Success Rate** | | 57.58% | 71.19% | 76.79% | - | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades | |
| **Degrees Awarded** | | - | 1 | 4 | N/A\* | Degree Counts Are for the Full Academic Year (thus, \*N/A for 2011-12) | |
| **Certificates Awarded:** | | - | - | - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) | |
| **- Under 18 Units** | | - | - | - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) | |
| **- 18 or More Units** | | - | - | - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) | |

| **I. A. Reflect upon and provide an analysis of the four years of data above (for a sample analysis see** <http://www.palomar.edu/irp/11PRYear1/sampleforIA.pdf>) |
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| **The most obvious number in the analysis of the data is the Part-Time Percent of Total FTEF. At 66.98%, this is the highest this number has been in four years (from 50.49% in 2008). Even so, our retention rate of 92.39% is extraordinary, due to heroic efforts by all faculty. At the time of the F2011 Census, one of four FT faculty members was on sabbatical and one was Chair/Artist in Residence, which contributed further to the PT percentage. F2012 will be an even higher number. The further attrition of our FT faculty due to retirement has left our Discipline with only 3 Contract Faculty. While the Retention rate is high, the slippage in the Success Rate is clearly tied to the reduction in number of our FT faculty numbers, and the additional administrative burden on the remaining FT faculty. Mandatory course cuts have also left an impact on the Enrollment numbers. We are down to what we consider to be the core courses for the Music Major Program, and were forced to cut some of our higher-enrolled GE courses to save faculty for key Major transfer courses, which tend to be lower enrolled. In order to boost the numbers in our Program courses, we need at least three new faculty members to assist with recruitment activities, and to teach the lower level feeder courses.** |

| **I. B. Please summarize the findings of Course AND Program SLO assessments conducted by your discipline. (For examples, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
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| **I.B.1 Summarize Course SLO assessment results beginning on the next line.**  **MUS 172 - "Students play with accurate rhythm, as directed by ensemble leader."**  **This SLO was met satisfactorily, not only in this ensemble, but in all Music ensembles at a level of eighty-percent or better. In the advanced ensembles (such as MUS 172), it was met with greater success.**  **I.B.2 Summarize Program SLO assessment results beginning on the next line.**  **The Music Area has created two Program SLOs (listed immediately below:). Both of these Program SLOs will be assessed this academic year.**    **1) “Students will be able to identify and evaluate the elements of live musical performance that contribute to their aesthetic and cultural understanding and growth. This supports Palomar College’s mission as a comprehensive college. This Program student learning outcome will be evaluated through participation in performances and/or applying active listening skills to live performances.” This SLO addresses the largest cross-section of students coming through virtually all Music classes and is believed to be met with great success.**  **2) "Students will be prepared to successfully transfer as music majors at the third year level to a university, conservatory, or private college in the areas of performance, theory/composition, music technology, and musical literacy."**  **These are broad-based SLOs - the first focuses on All Students and the second focuses on Music Majors. Both of these Program SLOs will be assessed in the coming academic year.**  **It is also of note that these two SLOs combine to address many of the Palomar College GE/Institutional Student Learning Outcomes. In particular, "Knowledge of Human Cultures through Study in the social sciences, humanities, histories, languages, ad the arts. Focused by engagement with big questions, both contemporary and enduring Intellectual and Practical Skills, including Inquiry and analysis, Critical and creative thinking, Written and oral communication, Artistic perception, Quantitative literacy, Information literacy, Digital literacy, Teamwork and problem solving, Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance. Personal and Social Responsibility, including Civic knowledge and engagement—local and global, Intercultural knowledge and competence, Ethical reasoning and action, Foundations and skills for lifelong learning. Anchored through active involvement with diverse communities and real-world challenges, Integrative Learning, including Synthesis and advanced accomplishment across general and specialized studies, Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems."**  **In addition, the Music Program SLOs and Course SLOs reflect the Palomar College Misson Statement, particularly as it states: "Our mission is to provide an engaging and supportive learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education."** |

| **I. C. Reflect upon the SLO assessment findings in Box B above. Discuss overall observations and any areas of concern or noteworthy trends.**  **(For examples of such analysis, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
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| **I.C.1 Please reflect upon the Course SLO findings in Box B (above) beginning on the next line.**  **The Music Area of the Performing Arts Department is highly successful in implementing course SLOs. In a review of all SLO Assessments, it was found that virtually all of the SLOs were met satisfactorily.**  **We have begun the process of creating a "Pre-Theory" course specifically designed for Music Majors that will further improve the success rate for the Theory course sequence. The creation of this course reflects what is being done at some universities.**  **I.C.2 And, please reflect upon the Program SLO findings in Box B beginning on the next line.**  **2012-2013 will be the first year that these Program SLOs are scheduled to be assessed.** |

| **I. D. For Career Technical disciplines only, please provide a brief summary of the labor market outlook. This data can be found at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/) **Please include job projections and trends that may influence major curriculum revisions.** |
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| **Contemporary musicians and music educators (most people in this field are both) must have computer skills and general knowledge in audio technology. Students are learning about computer music programs at progressively younger ages, as early as middle school sometimes, and it is imperative that we train our students to be proficient in this field. For example, a current student recently obtained a job at a middle school in Temecula teaching Pro Tools.**  **It is also very important that we have up-to-date computers, software, and ancillary equipment. If our students are trained on software that is several years out of date, or on computers that crash frequently, we are doing them a disservice. We are adding technology objectives to courses already in existence in order to both serve our students better and to compete effectively with other colleges as well as trade schools that matriculate students directly into the music recording and technology industry.**  **It is also very important that our faculty remain current, even cutting-edge, in order to deliver excellent quality instruction in a field that is rapidly changing. Support for conference participation should be increased from its current level.** |

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| **STEP II. PLANNING**  **Reflecting on the 4-year trend data, the SLO assessment results, and the college’s** [**Strategic Plan 2013**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**, describe/discuss the discipline planning related to the following: (For sample reflections, see** <http://www.palomar.edu/irp/11PRYear1/samplesforII.pdf>) |

| **II. A. Curriculum, programs, certificates and degrees (consider changes due to Title 5 or other regulations, CSU/UC transfer language updates, articulation updates, student retention or success rates, workforce and labor market projections, certificate or degree completions, etc.)** |
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| **The Music Area has spent a great deal of time discussing the ramifications of recent changes to Title 5 and the Student Transfer Achievement Reform Act. Steps are currently being taken to connect the Transfer Model Curriculum that has been approved for Music to our courses, and establish a AAT (the newly mandated "Associate of Arts Transfer" degree) program in Music. We believe that this work will positively impact our success rates and degree completions, as most music students transfer rather than obtain an AA Degree. Additional major prep curriculum is being initiated to reflect similar new courses at our transfer partners, which will improve success rates for our second year major courses. Our university colleagues agree that the need for these courses is a direct reflection of the past ten years of cuts in music education in K-12.**  **Of major concern in our curriculum planning is figuring out how to deal locally with repeatability limits in our stable performance ensembles. The Mission Statement of the Strategic Plan 2013 specifically states support for “aesthetic and cultural enrichment, and lifelong education,” and as one of its Values, “Physical presence and participation in the community”. Nevertheless, with shifting procedures for both students and faculty, the atmosphere is now tense and uncertain for both communities. Community participants are crucial for the stability of our large music ensembles from a purely pedagogical standpoint. Our conversations with colleagues statewide indicate a large variance in efforts to prevent crucial music courses from crumbling. This issue is ongoing due to vagaries in the language and our District’s interpretation of that language. Goal 2 Objective 2.7 states: “Working through the planning process, support innovative teaching and learning projects that directly impact student learning and success.” Success in Music is directly tied to experience gained through participation in ensembles. Since our students come from “diverse backgrounds” (refer to Palomar College Mission Statement), the actual number of repetitions necessary to achieve transferable skill level varies.**  **Since Music Majors must already be performing at the H.S. level, competition among colleges for those students is intense. Recruitment efforts by our faculty is going to be crucial in maintaining adequate numbers in our ensembles, yet our very small number of FT faculty is already stretched to the limit. Our fine reputation is based upon many factors, one of which is close personal attention in the classroom from excellent full-time instructors. More FT faculty are needed to keep a stream of students.**  **Of particular note is the need for Music to upgrade the Music Computer Lab (rooms D-2 and D-1AA). In this new technological age, the expectations of emerging professional musicians who come to our doors must be met with current technology and a space that is both functional and inspiring! Currently, both the technology and the space are behind the times, leading potential students elsewhere for the fulfillment of their educational and career path vision. Our proposal for the upgrade of the Music computer Lab includes equipment and space for 20 basic and 5 advanced workstations. To accomplish this, we need to reconfigure the D-2 Lab as well as furnishing it with new desks. Appropriate new technology is outlined in sections below. Also envisioned is the destruction of the wall that divides D-1AA and D1-BB (adjacent practice room).**  **This addresses Music Program SLO #2, which is: 2) "Students will be prepared to successfully transfer as music majors at the third year level to a university, conservatory, or private college in the areas of performance, theory/composition, music technology, and musical literacy."** |

| **II. B. Class scheduling (consider enrollment trends, growth, course rotation, sequencing, Center/Site offerings, comprehensiveness, etc.)** |
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| **In response to student requests and needs, Music has successfully moved its core Theory sequence to a block schedule of two days per week which allows for a better flow of instruction and student concentration without interruption. This also allows students to accommodate their work and class schedules in a more convenient way and has already resulted in higher enrollment in all levels of the Theory sequence. As a result, however, there is an ensemble whose enrollment has suffered from this change. We are currently and continually discussing this and other scheduling issues.**  **It is also notable that as courses continue to be cut due to budgetary considerations, the course offerings in the Music Area are at a bare minimum in terms of what the College needs to offer with regard to successfully transferring Music Majors to universities. We are seeing the elimination of some course offerings (Brass Ensemble, Women's Chorus, etc.) that have traditionally made Palomar College a more unique and respected institution. This also reduces the presence of our College in the community.**  **Classroom space is at an all-time premium due to the closure of the Howard Brubeck Theatre for Prop M renovation. We will be preparing the 2013-14 classroom schedule to reflect the easing of demand on the D-building classrooms. Our special audio/lined whiteboard needs make it difficult to move our classes to other spaces on campus. The educational demands of our students have outgrown the size and efficiency of our Music Computer Lab.** |

| **II. C. Faculty (Briefly discuss the faculty hiring needs for this discipline. This discussion does not replace the requirement to submit a Rationale Form for Faculty Hiring to IPC.)** |
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| **Data indicate that we are now at 33% of the courses offered in Music taught by full-time faculty. Within the last two decades the Palomar Music Faculty has gone from a high of eight full-time faculty down to six. But with recent retirements and lack of hiring, we are down to only three full-time Music Faculty members - the fewest in the relevant history of the Music area.**  **With a PT Percent of almost 67%, we are in need of three FT specialists in the areas of Voice, Piano, and Musicology, all of whom will also need strong secondary and tertiary areas of expertise, preferably in Theory, and our multi-cultural courses (World Music and Intro to Jazz). The struggling enrollment in our vocal ensembles is a direct result of lack of FT vocal faculty (there were formerly two FT vocal faculty).**  **The Performing Arts Department will be requesting three full-time positions in Music - with specialties in Choral/Vocal, Piano, and Musicology.** |

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| **STEP III. RESOURCE REQUESTS FOR DISCIPLINE:** |
| **III. A. Describe the resources necessary to successfully implement the planning described above. Provide a detailed rationale for each request by referring to the analyses of data and SLO assessment results in Step I and/or to any other evidence not apparent in the data or SLO Assessment** results.  NOTE: Do **NOT** include Resource Requests that duplicate requests from other disciplines In your department. Place requests common to two or more disciplines on the form: ACADEMIC DEPARTMENT RESOURCE REQUESTS. |

| **a. Equipment (per unit cost is >$500) *Enter requests on lines below.*** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | **Prioritize these requests**  **1,2,3, etc.** | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **a1.** | **Expand Computer Music Lab to increase enrollment to increase access to, and enrollment in, Computer Music Ensemble** | **1** | **Goals 2, 5, 6** | **The current Computer Music Lab has a limited number capacity, due to the size of the room. The D complex should be re-examined to determine how the rooms could be better utilized to provide for expansion of the lab. Knocking the wall out between D1AA and D1BB would be an excellent way to increase the size of the Lab Annex, used by more advanced students for the computer music ensemble.**  **This addresses Music Program SLO #2.** | **$35,000** | **one-time** | **no** |
| **a2.** | **Insulate practice room corridor** | **2** | **Goals 2, 5, 6** | **The practice rooms were never designed to be effective as practice rooms. They are simply brick walls with HVAC conducting sound between the rooms. The quality of students' practice would be greatly improved with the implementation of this structural improvement. This addresses Music Program SLO #2.** | **$12,000** | **one-time** | **no** |
| **a3.** | **Replace outdated piano stock: 5 grand pianos, 8 upright pianos, 6 practice room pianos. [from account 565500]** | **3** | **Goals 2,5, 6** | **The pianos used by our students for practice and used by faculty for teaching are all urgently in need of replacement as they are all over 40 years old.**  **Estimated cost for each 6’ grand piano is $15,000,**  **and for a usable upright $5,000, for completely restrung/refurbished Yamaha instruments.**  **The uprights in the practice rooms are in poor shape, and can be replaced for about $3,000 each for refurbished pianos.**  **This addresses Music Program SLO #2.** | **[$133,000 as itemized immediately below]**  **$75,000**  **$40,000**  **$18,000** | **one-time** | **no** |
| **a4.** | **Insulate Room D-9** | **4** | **Goals 2, 5, 6** | **This room is being used as a waiting room for performers as well as a practice room. However, its uses as a practice room are limited to 'quiet' instruments only, drums and trumpets leak their sound into the adjacent D-11 piano lab, limiting the hours this room is available. This addresses Music Program SLO #2.** | **$4,000** | **one-time** | **no** |
| **a5.** |  |  |  |  |  |  |  |

| **b. Technology (computers, data projectors, document readers, etc.) *Enter requests on lines below.*** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | **Prioritize these requests**  **1,2,3, etc.** | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **b1.** | **D-2 and D-1AA - Music Computer Labs:**  **1) Mac Pr 3.2 Ghz Quad core with 16 GB RAM and cinema display.**  **2) Advanced audio interface (HD1)**  **3) 5.1 surround system by Genelec (8020 – Espresso)**  **4) Stereo monitors for teaching station (Genelec)** | **1** | **Goals 2, 5, 6** | **D-2 is the Technology Center for the Music Program. It must be brought up to date in both its resources and its appearance in order to establish and maintain Palomar College's primacy and efficacy in current trends in Music Education.**  **Computers must be replaced every three years**  **Mac Pr 3.2 Ghz Quad core with 16 GB RAM and cinema display.**  **$3,600x12 $43,200**  **The front teaching station in D2 should have an HD1 set-up, it currently has an LE system. $5,500x2=$11,000**  **Replace inferior surround system with state-of-the-art Genelec system**  **Replace inferior teaching station speaker system with state-of-the-art system.**  **This addresses Music Program SLO #2.** | **[$60,300 as itemized below]**  **$43,200**  **$11,000**  **$3,800**  **$2,300** | **one-time** | **no** |
| **b2.** | **Smart classroom: D-11:keyboard**  **classroom:**  **Data projector LC-XB23 2000**  **Lumens XGA Eiki**  **Ceiling Mount, data projector**  **VGA cable w/audio**  **VGA amp**  **SP controls – PIXI**  **Speaker and speaker mount**  **Computer system with Monitor**  **Computer Cabinet** | **2** | **Goals 2, 5, 6** | **D-11 is used to teach all of the keyboard (piano) courses, as well as some of the theory skills courses. Currently, there is no workable AV/computer system in the room. This room needs to be brought up to date. This addresses Music Program SLO #2.** | **$4,500** | **one-time** | **no** |
| **b3.** | **Update technology in Room D-3 to include a Keyboard Visualizer attached to an electrronic keyboard with stand** | **3** | **Goals 2, 5, 6** | **D-3 is the primary Music Theory room. A keyboard Visualizer is necessary for the instructor to demonstrate concepts and methods. This addresses Music Program SLO #2.** | **$2,900** | **one-time** | **no** |
| **b4.** | **Smart classroom: D-5: choral/instrumental**  **classroom:**  **Data projector LC-XB23 2000**  **Lumens XGA Eiki**  **Ceiling Mount, data projector**  **VGA cable w/audio**  **VGA amp**  **SP controls – PIXI**  **Speaker and speaker mount.**  **Computer system with Monitor**  **Computer Cabinet** | **4** | **Goals 2, 5, 6** | **D-5 is used for Choral and Instrumental ensemble instruction as well as general education courses in Music. This addresses Music Program SLO #2.** | **$6,000** | **one-time** | **no** |
| **b5.** | **Purchase a portable Public Address System for off-campus ensemble use.** | **5** | **Goal 2** | **Provide Palomar Ensembles with amplification for performing off-campus. This addresses Music Program SLO #2.** | **$1,800** | **one-time** | **no** |

| **c. Budget for 4000s (per unit cost is <$500 supplies) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **c1.** | **D-2 and D-1AA - Music Computer Labs:**  **1) Basic audio interfaces (from Digidesign/Avid)**  **2) Peripheral hard drives by Glyph**  **3) Keyboard controllers** | **1** | | **Goals 2,5, 6** | | **D-2 is the Technology Center for the Music Program. It must be brought up to date in both its resources and its appearance in order to establish and maintain Palomar College's primacy and efficacy in current trends in Music Education.**  **For beginning level workstations:**  **These will need to be replaced every three years. The funding has been intermittent. $300x10=$3,000**  **These will need to be replaced every three years.**  **The funding has been intermittent.**  **$190x2=380**  **These will need to be replaced every three years.**  **The funding has been intermittent. $300x12 -- $3,600**  **This addresses Music Program SLO #2.** | | **[$6,980 as itemized immediately below]**  **$3,000**  **$380**  **$3,600** | | **one-time** | | **no** | |
| **c2.** | **Adjustable piano benches** | **2** | | **Goals 2,5, 6** | | **Sturdy, adjustable benches of the 'chair' variety (with backs, and adjustable seats) are a good alternative to the expensive 'concert' style adjustable upolstered benches that are easily damaged from excessive moving. 5 such adjustable seats are needed. This addresses Music Program SLO #2.** | | **$1,500**  **($300 each)** | | **one-time** | | **no** | |
| **c3.** | **Replace whiteboards in D-4** | **3** | | **Goals 2, 5, 6** | | **These boards were lined with staff lines by the grace of a volunteer student 3-4 years ago. However, the lines have since fallen off, resulting in an impractical situation - you can't write musical notes when the staff lines are pieces of tape that are sagging to the floor! These boards need to be replaced. This addresses Music Program SLO #2.** | | **$800**  **($400 each)** | | **one-time** | | **no** | |
| **c4** |  |  | |  | |  | |  | |  | |  | |
| **c5.** |  |  | |  | |  | |  | |  | |  | |

| **d. Budget for 5000s (printing, maintenance agreements, software license etc.) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** | |
| **d1.** | **Optimo Software license renewal** | **1** | | **Goals 2, 5, 6** | | **This software keeps track of over 3,500 pieces of music (each with multiple parts) in the music library. Ensemble directors can look up the holdings online. Prior to this software, our stacks of music were disorganized, and many parts went missing. In conjunction with temporary/student workers, this has increased the value of our collection, making it more accessible for students to experience the necessary repertoire.** | | **$1,200** | | **on-going** | | **no** | |
| **d2.** | **Essential Software Updates for Student use to include:**  **Pro Tools**  **Reason**  **Native Instruments Komplete**  **Waves**  **GRM-Tools**  **Max/MSP**  **Finale** | **2** | | **Goals 2, 5, 6** | | **Software must be updated annually. Pricing and requirements can change rapidly but here is a listing of what is used by our students.**  **We should have a budget of at $5,000 annually to keep the lab up-to-date.** | | **$5,000** | | **on-going** | | **Department funds have been used for this, but funds are stretched** | |
| **d3.** |  |  | |  | |  | |  | |  | |  | |
| **d4.** |  |  | |  | |  | |  | |  | |  | |
| **d5.** |  |  | |  | |  | |  | |  | |  | |

| **e. Classified staff position (permanent/contract position requests unique to this discipline) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **e1.** | **Unfreeze Instructional Support 40% position currently frozen and increase to 50%** | **1** | | **Goals 2, 5, 6** | | **This position, for a 50% Instructional Support Position, was unfortunately frozen when the staff member hired left for another job. Since that time, we have used student hourly and volunteers to maintain some semblance of order in the Choral and Instrumental score collections. While this may work on a temporary basis, the libraries are frequently a mess, and it is easy to re-order something we already have. We have instituted a computerized cataloging entry system (Optimo) but Instructional Support is needed.** | | **$23,500** | | **on-going** | | **no** | |
| **e2.** | **Music Lab Assistant** | **2** | | **Goals 2, 4, 5, 6** | | **With the implementation of Student TBA contracts that require an additional 60-120 hours per week in the Music Lab, it is essential that we have full coverage with Lab Assistant hours and expand the hours of the Music Lab.** | | **$15,000** | | **on-going** | | **no - The Department has taken much of the funding responsibility for this, but as it is essential to the basic operation of the Program, we are requesting funding from Institutional sources.** | |
| **e3.** | **Instruction Support Assistant - Music Library** | **3** | | **Goals 2, 4, 5, 6** | | **Maintenance of the Music Libraries (Orchestra, Concert Band, Brass Choir, Jazz Ensembles)** | | **$15,000** | | **on-going** | | **no** | |
| **e4.** |  |  | |  | |  | |  | |  | |  | |
| **e5.** |  |  | |  | |  | |  | |  | |  | |

| **f. Classified staff position (temporary and student workers position requests unique to this discipline) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **f1.** | **Music Lab Assistant** | **1** | | **Goals 2, 4, 5, 6** | | **With the implementation of Student TBA contracts that require an additional 60-120 hours per week in the Music Lab, it is essential that we have full coverage with Lab Assistant hours and expand the hours of the Music Lab. This funding would provide 20 hours of coverage.** | | **$15,000** | | **on-going** | | **no** | |
| **f2.** | **Student worker position to maintain the music library** | **2** | | **Goals 2, 4, 5, 6** | | **Now that the Optimo software is in, students can be trained to file music, input new purchases, process loans, assess the condition and notify directors which pieces are missing parts. The presence of this position assures that enrolled students in ensembles will be experiencing the widest possible repertoire, preparing them for transfer to a four-year university with the requisite experience and exposure to the canon.** | | **$15,000** | | **on-going** | | **no - The Department has taken much of the funding responsibility for this, but as it is essential to the basic operation of the Program, we are requesting funding from Institutional sources.** | |
| **f3.** | **Choral Librarian** | **3** | | **Goals 2, 4, 5, 6** | | **Choral librarian: It is typical for ensembles to have a paid “librarian” position, a student who assists the director/instructor in making sure that students have the correct music, that it comes back, notes missing parts, files music in the library and makes copies if needed. This is especially true in the case of the vocal ensembles, which currently have a part time faculty member as director. The amount of time spent in these activities is pressing for all ensembles, but part time faculty is not paid enough for the many hours each week these tasks take up.** | | **$15,000** | | **on-going** | | **no** | |
| **f4.** |  |  | |  | |  | |  | |  | |  | |
| **f5.** |  |  | |  | |  | |  | |  | |  | |

| **III. B. Are there other resources (including data) that you need to complete your discipline review and planning?** |
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| **STEP IV. SHARE YOUR ACCOMPLISHMENTS (AKA Brag, Toot your horn) Please include at least one discipline accomplishment that you’d like to share with the college community.** |
| **Palomar College Students successfully transfer (audition, comp portfolios, ear-training, theory placement exams) and test into Music Major Programs at the Junior (third year) Level at internationally respected public and private universities, music colleges, and conservatories including Wheaton, CSUN, CSULB, SDSU, UCSD, Point Loma Nazarene, USC, Chapman, California Institute for the Arts, Berklee College of Music, UC Berkeley, CSUSB, Redlands, Stony Brook University (NY), CSUSM, and many others.** |

| **STEP V. ACCREDITATION For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.** |
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| **STEP VI. COMMENTS Other comments, recommendations: (Please use this space for additional comments or recommendations that don’t fit in any category above.)** |
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| **The Performing Arts Department needs the continued institutional support, both philosophical and financial, to maintain this excellent program that benefits its Music Majors. There are , and will always be, fewer Music Majors than exist in many other areas of the College, but as part of this comprehensive college we are proud to be known as the college of choice in North San Diego County for musicians seeking a highly-valued traditional music education and transferring well-prepared to nationally and internationally respected universities. Our reputation for excellence is hard-earned and well-deserved.** |

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| **Please identify faculty and staff who participated in the development of the plan for this department:** | | |
| **Dr. Madelyn Byrne *Name*** | **Dr. Ellen Weller *Name*** | **Mr. Paul Kurokawa *Name*** |

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| --- | --- | --- |
| ***Name*** | ***Name*** | ***Name*** |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**

* **Provide a hard copy to the Division Dean no later than September 14, 2012**
* **Provide a hard copy with the Dean’s sign-off to Instructional Services by September 28, 2012**
* **Email an electronic copy to** [**jdecker@palomar.edu**](mailto:jdecker@palomar.edu) **by September 28, 2012**