**YEAR 2**

**ACADEMIC YEAR 2013-14**

Program Review and Planning Year 2 form is an evaluation of the progress on last year’s goals (Year 1 PRP) and is also planning of goals and activities for the current year (2013-2014).

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| **Discipline: Music** | **Date 11/5/2013** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review.)** | **Add Date (00/00/2014)** |

**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.).

**DEFINITION**

Program Review and Planning is the means by which faculty, staff, and/or administrators complete a self-evaluation of an academic discipline, program, or service.  The self-evaluation includes an analysis of both quantitative and qualitative data on how the academic discipline, program, or service is supporting the mission and strategic planning of Palomar College in meeting the educational and career interests of students.  Through the review of and reflection on key program elements, such as program data and student learning outcomes, Program Review and Planning defines the curriculum changes, staffing levels, activities, and/or strategies necessary to continue to improve the academic discipline, program, or service in support of student success.  The Program Review and Planning process also ensures short-term and long-term planning and identification of the resources necessary to implement identified goals and priorities.

[**Palomar College Mission**](http://www.palomar.edu/about/goals.aspx)

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community 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. We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

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| **Program/Discipline Mission** |
| **List everyone who participated in completing this Year 2 Program Review and Planning Document.**  **Madelyn Byrne, Ellen Weller, Paul Kurokawa, Mollly Faulkner, Justin Smiley, Kimberly Loya, Chad Oldheiser** |
| **State your program’s or discipline’s mission statement. If you don’t have one, create one.**  **­­1. Prepare students for successful transfer to four-year institutions. This preparation includes, but is not limited to, four semesters of music theory, aural skills, participation in a variety of ensembles, and four semesters of instruction on an instrument, voice, or in music composition.**  **2. Provide basic music skills to students wishing to enter the workforce as performers, educators, music therapists, health care workers, and in other similar fields.**  **3. General education -- enrichment of the campus community’s education. Music education has been shown to enhance mental abilities in a variety of disciplines. It also provides personal fulfillment for many people.**  **4. Participate in creating a rich cultural environment for our students, faculty, staff, and community.**  **5. Promote community interaction through direct participation in, or listening to, musical compositions and performances. These compositions and performances provide a unique opportunity to bring people of diverse backgrounds together for a united purpose. For example, students of varying ages, ethnicities, sexual orientations, and religions participate in bringing a concert to an equally diverse audience.** |
| **Explain how your program’s or discipline’s mission is aligned with the Palomar College Mission Statement.**  **This supports the college’s mission in the following ways:**  **1.) Transfer readiness**  **2.) General education**  **3.) Basic skills**  **4.) Aesthetic and cultural enrichment.**  **5.) Commitment and promotion of respect for diversity amongst our students and community.** |

**STEP I. Review and Evaluation of Year 1  
In this section, evaluate the program plans you described in last year’s Program Review and Planning Document.   
Refer to “STEP II: PLANNING” in your 2012-13 YEAR 1 PRP document at:** <http://www.palomar.edu/irp/PRPCollection.htm>.

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| 1. **Progress on Current Plans. For each planning area below, summarize your program plans as documented in the Year 1 form (last year’s form) and evaluate your progress on completing them.**   **Curriculum (Step II.A. of Year 1 PRP)**   1. **Summarize the plans you made regarding curriculum? (Consider how SLO assessment results influenced curriculum planning.)**   **a) We spent a great deal of time and effort in development of the AA-T for Music, based on the TMC. Additional plans were to create major prep curriculum to reflect similar courses at our transfer partners and establish a leveled music composition curriculum analagous to the first two years at many State Universities. (In the past few years the requirements for undergraduate music composition majors have become much more demanding and codified. It was clear that our program needed to evolve in order to properly prepare our students for successful transfer.)**  **b) Establishing College policies that address repeatability limits imposed by the State was a major effort that involved multiple meetings with Administration. This was a demoralizing process that let us know just how the State feels about the arts!!!!!!! An important corrollary to this effort was codfying essential community involvement per our Mission Statement of the Strategic Plan.**  **c) Recruitment was identified as a crucial element of curriculum planning. Increased competition for well-qualified music majors and the loss of non-major participation in music courses due to Ed Plan unit restrictions and repeatibility made this a clear and ongoing priority.**  **d) We identified the need to upgrade the Music Computer Lab, moving it toward industry and current educational standards. This was intended to support successful academic transfer for Music and other Performing Arts majors.**     1. **How did you implement and evaluate those curriculum changes?**   **a) The faculty spent many hours researching and creating a high quality AA-T Program. Additionally, we worked closely with our Articulation Officer in addressing the regulations for the launching of the AA-T. In the process, we also created a Basic Music Skills Proficiency Certificate and redesigned the AAS in Music, developing areas of emphasis in Performance, Composition/Theory, and Basic Skills.**  **Unfortunately, at each step in the process of creating the AA-T, there appeared a new obstacle introduced by the State, ultimately resulting in the abandonment of the process, leaving us with no AA-T. We hope that this can be remedied, but curently we are told that no new class in music can be considered as a general education requirement. The result is that any AA-T we create either has too many units or is too watered-down to be worthwhile for any tranferring music major.**  **Though we wrote a four-semester music composition curriculum that parallels those of many State Universities, we were told that it could not be implemented because no other community college has such a program. The result is that our music composition majors are left without appropriate classes for transfer preparation. We could be innovative and serve our students more effectively if we were to be at the forefront in the creation of such a program.**  **b.) Our ensembles have been adveresly effected by imposition of the new repeatability limitations. We are concerned about quality of the educational experience that we offer our students when they are too limited in their ensemble diversity and experience. Also detrimental to a transferring student is being denied the opportunity to particpate in ensembles alongside our community members who provide expertise, maturity, and mentorship. These community members are prequently retired professional performers and educators who raise the quality of our ensembles, enhance the educational environment, and set performance standards for our transferring students.**  **c.) Our over-reliance on part-time faculty has made recruitment extremely difficult. In most music programs throughout the United States, ensembles are very effective vehicles for recruitment. Many of our ensembles are taught by part-time faculty who have neither the time, nor the proper compensaation, to have their ensembles undertake recruitment activities. (For example, bringing a group to a district high school for a performance.)**  **In spite of these limitations, we have made some recruitment efforts. This semester Mission Hillls High School participated in a tandem concert with our Brass Ensemble in the Brubeck Theatre.**  **d.) Our recent infusion of funds (requested in last year's PRP) has made a very positive impact on our curriculum. We now have computers that are able to run current versions of the software programs that are in the computer music curriculum. In years past, our computers would frequently crash and could only run programs that were years behind current versions. By being able to run current versions of programs, we can properly prepare students for transfer and for the workplace. The instructor can also spend her time teaching instead of fixing computers and retrieving lost work, due to computer crashes, during class and office hours.**  **While this update is very beneficial and appreciated, we still need more workstations and proper space. Students must sit two to three people per computer in the basic classes, and there is only one advanced station. Our advanced workstation is housed in a converted practice room. This room is an impediment because it is intended for five or six students at the most, and not a class. Only having one workstation is an impediment because it is the only station on which students who are advanced can complete assignments.**    **Class Scheduling (Step II.B. of Year 1 PRP)**   1. **Summarize the plans you made regarding class scheduling?**   **We planned a theory curriculum that is more concentrated with regard to time. We also worked toward finding times that would create a managable schedule for our music majors and better suit our ensembles. For example, not allowing the Chamber Singers to overlap with any of the music theory classes and finding a time for the Electronic Ensemble that would not interfere with the Concert Band.**   1. **How did you implement and evaluate those class scheduling changes?**   **Enrollment for the Theory classes has been healthy and the Electronic Ensemble continues to grow. Student feedback has been very affirmative stating the schedule allows them to take much needed classes.**  **Faculty Hiring (Step II.C. of Year 1 PRP)**   1. **What faculty needs did you articulate for this discipline?**   **The Music Faculty noted that Palomar College needs to hire at least 3 new full-time faculty members in order to meet the needs of our students, to increase the success rate, and boost recruitment efforts.**   1. **What is the current status of the plan you articulated?**   **As in prior years, we applied for new positions and were made aware that the first music faculty position was placed at number 17 on the priority list for new hirees. Unfortunately, we were not granted any new faculty positions, leaving us critically understaffed. As a result, all of our goals for recruitment, curriculum development, and growth are severely limited.** |
| 1. **Analysis and Impact of Resources Received (Step III – Year 1 – Resource Requests for Discipline)** 2. **What is the dollar amount you received from IPC last year (2012-2013)? You can access the 2012-13 IPC PRP allocations by clicking on this link:** <http://www.palomar.edu/irp/201213resourceallocations.pdf>   **MUSIC 600010 6,980 $ computer lab equipment for D-1 and D-1AA-1) basic audio interfaces; 2) peripheral hard drives; 3) keyboard controllers**  **MUSIC 600010 17,000 $ D-2 and D-1AA - Music Computer Labs**  **MUSIC 500010 1,200$ Optimo software license renewal**  **MUSIC 600010 $4,500 Smart classroom: D-11**  **MUSIC 600010 6,000$ Smart classroom: D-5**  **MUSIC 600010 2,900$ Update technology in D-3 to include a Keyboard Visualizer attached to an electronic keyboard with stand**  **MUSIC 400010 800$ whiteboards - replacements for D-4**   1. **How were those funds spent?**   **We are in process of updating D-2 and D-1AA, Optimo will be renewed this January, the Visualizer is being ordered, and whiteboards are being installed. The monies for making D-11 and D-5 smart proved to be inadequate due to infrastructre issues. Jose Vargas is currently getting quotes for the Music program regarding the actual costs for this. We have since learned that neither room has the wireless infrastructure to support smart technology, which makes this process MUCH more expensive. These funds are adequate however to update several of our already smart classrooms in the D-bldg.**   1. **Identify permanent employees requested and prioritized by IPC, i.e., classified/CAST/administrative. You can access this information by clicking on this link:** <http://www.palomar.edu/irp/staffingplan.pdf>   **III e 1. We requested a music librarian e2. Music lab assistant**  **Another need has arisen as we now must have oversight of our practice rooms as a resut of a criminal incident having occurred this semester. This position is in the process of being filled but was not part of our previus year's PRP.**   1. **Describe the impact of these funds received from IPC on:** 2. **Curriculum (courses, SLOs)**   **As mentioned earlier, the Computer Music classes are now more adequately aligned with our SLO's as we are able to teach current versions of software. Our students must be educated in state-of-the art computer music programs in order to be viable in the current job market and transfer successfully to the growing number of university programs in Music Industry, technology, and composition.**  **This impacts a variety of students as the Music Computer Lab is used by music majors, other Performing Arts majors and non-music majors enrolled in music GE courses. Examples include: music notation software that supports the four-course music theory curriculum directly, providing access to theory and ear-training websites (which need up-to-date computers and software), GE music history and literature courses require specific numbers of hours of listening to music and researching composers and historical trends, watch assigned ballet and opera performances, performance students utilize the keyboards and other resources in the lab.**   1. **Number of students affected**   **At least 300.**   1. **Other**   **Renewing the Optimo software is an important tool for our ensemble directors, who interface with over 250 students enrolled in performance ensembles by enabling them to monitor and update the music library holdings.**   1. **Describe unmet funding requests as they apply to your planning and priorities.**   **Unmet needs are faculty members. Ten years ago we had eight full time faculty members, now we have three. We have an amazing group of part-timers but they can't really help in the outreach, administrative, and program leadership needed. Our piano and choral programs (which are the backbone of our curriculum) are currently being led by part-timers. This is one of the major factors in the decline in our student base.**  **There is also great concern about the adequacy of the wiring, sound-proofing, safety issues (HVAC, mold on walls, messy wiring in D-11, poor lighting) in other D building rooms, which are being addressed by the Dean and facilities. The state of these rooms have hampered not only current curriculum delivery, but recruitment efforts as well(and frankly is embarrassing when bringing guests and prospective students to the campus). We are glad that administration is taking these concerns seriously and there is plan in place to update these facilities.** |

**STEP II. Evaluation of Program & SLOAC Data**

**In this section, review and analyze updated program data, the results of SLOACs, and other factors that could influence your program plans for this upcoming year.**

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| 1. **Program Data. Provide an analysis of the past six years (2007-08 through 2012-13) of your discipline’s data. Consider trends in the data and what may be causing them. (For enrollment, WSCH, & FTEF data, use Fall term data only). The links below will take you to the three sets of data to analyze.**     * Enrollment, Enrollment Load, WSCH, and FTEF (<http://www.palomar.edu/irp/PRP_WSCH_FTEF_Load.xlsx>) **(Use Fall term data only).**    * Course Success and Retention rates (<http://www.palomar.edu/irp/PRP_Success_Retention.xlsx>**). Note, this file is very large and there will be a delay both when you open the file and again when you initiate the first search.**    * Degrees and Certificates (<http://www.palomar.edu/irp/PRP_Degrees_Certs.xlsx>).   **Describe your analysis and observations.**  **Analysis:**  **Music Area enrollments are down by a larger percentage than that of the Campus, and 88% drop in enrollments. There are many possible reasons, most pointing to the smaller number of FT faculty. Music enrollments as a percentage of campus has dropped slightly over the past six years, again, this same period has seen a drop of FT faculty from six to three.**  **A further reason for the apparent decline in “enrollments” is the switch from using the 96, 97 and 197s for community involvement. In trying to be complient with Title V repeatability and changes in articulation agreements we will continue to see these numbers drop.**  **Music Census load percentage has improved changed over last year, and is much higher than six years ago. It is lower than the campus overall mainly due to the Applied music program, which is the central feature of the AA in Music and transfer prep, and also due to increased numbers of Audits for community participants.**  **While it appears that our PT ratio of FTEF has decreased over last year, several key classes that had previously been taught by PT’s were cut**  **The teaching load for music has steadily shifted from FT to PT faculty. It is expected that due to repeatability changes and CRC attempt caps, this number will descend further. Changes in our counseling culture – discouraging students from taking non-GE/non-major courses – has seriously reduced the number of non-music students enrolling in music classes. Additionally, the recent and somewhat arbitrary edict from the Chancellor’s office denying GE status to Music Theory courses will further erode our numbers unless something drastic happens.**  **There are a significant number of students who are counseled to “just get their GE over with” rather than enroll in Music Major courses due to a profound lack of understanding by counselors of how University Music Departments place incoming transfer students via auditions and special knowledge and skills assessments.**  **The Music Area Pass and Retention rates have fallen slightly compared to the Campus as a whole. This is of concern to the FT music faculty, and we attribute this to two factors:**  **1) Since 2008, music education in the public schools has fallen off dramatically, and we are seeing increased numbers of students who are woefully underprepared to enter the Music Program at the College level, and we anticipate that those numbers will increase**  **2) The large numbers of courses taught by PT faculty. While our PT faculty members are superb, they do not have the time in terms of office hours to tutor underprepared students. Our FT faculty each spend approx. 10 hours per week tutoring students one-on-one during office hours.**  **The creation of our new Music 90 course is specifically designed to address this issue in the Theory and Skills sequence, and will also improve our AA and transfer rates.**  **Bottom line: we need:**  **1) more FT faculty to address recruitment of new music majors from high schools, tutoring current students and increased administrative tasks related to repeatability per student, and**  **2) support from counseling in sending music majors to our Department for correct evaluation of skills and advisement, and in filling our ensembles and music skills classes (piano, guitar and voice) with non-majors.**  **Does this data reflect your planning, goals, and activities? If not, why?**  **The answer to the first question is “not completely.” The complex mix of new laws on repeatability, CRCs, unit caps, Ed Plans, and community member involvement further problematizes the value of this numeric data.**  **That said, the Music Faculty recognizes the imperative to focus on identification and recruitment of new Music Major who are already prepared to enter the college-level music curriculum, new Music Major “candidates” who require extra and early support (aka Summer Bridge), and non-Music majors who should be participating in our ensembles and skills classes as an important component of their comprehensive education, critical thinking skills and overall mental health.** |
| 1. **SLOACs. Using the comprehensive SLOAC reports and faculty discussions as a guide, provide a summary and analysis of Student Learning Outcome assessments at the course and program level. Link to SLOAC resources:** <http://www2.palomar.edu/pages/sloresources/programreview/> 2. **Summarize your SLOAC activities during the 2012-2013 academic year.**   **The previous academic year saw the assessment of one SLO per Music Course. Individually, all music instructors did their own assessment and responded accordingly in their own curriculum. The only SLO activity with in the 2012-13 academic year was the finalizing of the Discipline SLOs being entered into Curricunet.**   1. **Course SLOACs: What did you learn from your course SLO assessments? What will you maintain and/or change because of the assessment results?**   **Instructors responded to their SLO assessment from the previous academic year by adjusting their curriculum accordingly.**   1. **Program SLOACs: What did you learn from your program SLO assessments? What will you maintain and/or change because of the assessment results?**   **Instructors have reported that their SLO assessments have both encouraged them in their already successful processes and redirected their efforts toward “teaching to the test”. This is, of course, the intended result, as instructors created the SLOs so that class time could be focused on the exact goals for the students.**  **It is perhaps noteworthy to mention that most of the full-time faculty’s time and energy during the past year was devoted to the pressing issues of repeatability and community enrollment. We look forward to the time when these issues are resolved satisfactorily and outside-of-class energy can be refocused on teaching.** |
| 1. **Other Relevant Data and Information.** 2. **Describe other data and/or information that you have considered as part of the assessment of your program. (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities).**   **1. There have been endless repercussions from the new legislation regarding repeatability, and what appears to be a politically-motivated campaign to marginalize the Performing Arts within the California Community Colleges. These new regulations are having severe and direct effects on the academic success of our students, and the moral of our Part Time faculty is at an all-time low. The recent ruling passed down from the Chancellor’s office regarding Music Theory and GE specifically points to the low academic esteem in which college-level Music is held. Frankly, there is little we can do to combat that trend, and it is only through the fantastic support, patience and flexibility of our administration that has prevented our program from collapsing completely.**  **2. Anecdotal reports from recent transferees from our Program indicate that our transfer preparation in the areas of Performance and Ensemble experience, Keyboard, Theory and Skills classes are very closely aligned with expectations for the end of the Sophomore year. Transferring students who did not complete the second year of Theory and Skills classes (due to counseling at this institution) were placed predictably in Sophomore and Freshman Theory. Our Applied music majors who applied to transfer had a very high rate of acceptance in to B. M. programs in Performance.**  **3. During the past two years, there has been a great deal of research done by our faculty members in the form of one-on-one conversations with our main transfer partner universities, as well as with our California Community College faculty colleagues at other campuses. Topics discussed focused on two areas: 1) how the new repeatability laws are affecting music programs state-wide and 2) what Palomar can do to improve its own enrollment rates.**   1. **Given this information, how are your current and future students impacted by your program and planning activities? Note: Analysis of data is based on both quantitative (e.g., numbers, rates, estimates, results from classroom surveys) and qualitative (e.g., advisory group minutes, observations, changes in legislation, focus groups, expert opinion) information.**   **We are proceeding with our planning activities with the upmost enthusiasm and positivity. Our current and future students will still receive what we believe is the most thorough lower-division training available at a community college, and which is completely on par with that from the universities. The FT faculty continues to move ahead with its new program plans that were waylaid this round by legislation.**  **However, the blizzard of new hoops our students must jump through is bewildering and depressing to them. Many have expressed concern about whether classes and ensembles will be cancelled, and about whether they will be able to fulfill their Ed Plans.** |
| 1. **Labor Market Data. For Career/Technical disciplines only, provide a summary of the current labor market outlook. This data can be found on the CA Employment Development website at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/) **. Go here and search on Labor Market Information for Educators and Trainers (http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=112). Click on summary data profile on right side of page to search by occupation. (Check other reliable industry or government sources on Labor Market Data websites that support findings and are relevant to Region Ten – San Diego/Imperial Counties. Include job projections and trends that may influence major curriculum revisions.)** |
| 1. **Discipline/Program Assessment:** **Based on Steps I and II above, describe your discipline’s or program’s:** 2. **Strengths**   **Our primary strength is the high quality of our teaching, both by our FT and PT faculty. Our teaching rigor is well-known, and the quality of our ensembles is clearly on the rise. The collegiality exhibited by the faculty models collaboration for our students, who form lifelong bonds rivaling those formed at the major conservatories. We have found that unique blend of high standards and nurturing encouragement that is so much part of the best that community colleges can offer. We also acknowledge the presence of our new Howard Brubeck Theater, which is a very fine performance venue. As the dust settles from its recent overhaul, we envision it serving as a culturally enriching gift back to our community that helped us build it byt filling its hall with excellent student and professional performances. It also serves as a vehicle for recruitment as students and community musicians desire to make music in fine performance spaces.**   1. **Weaknesses**   **The most glaring weakness in our program is the lack of FT faculty, specifically a vocal specialist and a piano specialist. While our PT faculty in these areas is top-notch, there is no substitution for a FT member to oversee those aspects of the program.**  **Finding solutions to solving issues presented by the new laws is of the upmost and urgent need. We need to put into place secure and permanent mechanisms by which community members can participate in our ensembles and classes without the onerous paperwork. The inability to spend time at our District’s high schools is hurting our recruitment as well.**   1. **Opportunities**   **The opening of the newly renovated HBT and the PAC is generating some exciting creative and collaborative vision within the Department as a whole. There is an opportunity for the College to become the center of culture in North County, rivaling the Escondido Center. This will, in turn, aid in recruitment.**  **We are excited about the potential infusion of new teaching faculty in the next round.**  **The modifications that are currently underway in the D-building will be of great benefit in recruitment and retention of qualified music majors.**  **The faculty is taking the opportunity to re-envision our program by firming up our ties to our university colleagues and establishing new pathways to transfer with emphases in performance and composition.**   1. **Challenges**   **FT Faculty shortage, and the new drive-through training mindset being imposed from the State level are seriously impacted our enrollments. We are challenged to work with our Counseling Department to better serve our potential and existing Music Majors by enrolling them quickly in the very specifically tracked curriculum as they prepare to transfer. We have recently been discouraged by the current state of affairs regarding community member participation in our performance ensembles. It does seem that community participation is being eliminated from the community college mission, and that is extremely detrimental to both the quality and the success of a community college music program. new repeatability guidelines are also presenting a challenge, and although it has been exceedingly difficult, we are encouraged by the Administration's willingness to work together with us to ensure that our music majors can graduate despite these ever-mounting obstacles.** |

**STEP III. Updated Goals & Plans**

**Taking the analyses you completed in Steps I and II, describe your program’s goals and plans.**

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| 1. **Goals and Plans: What are your goals for 2013-14? When establishing goals, consider changes you are making to curriculum, schedule, and staffing as a result of the assessments you completed in STEPS I and II above. Goals should reflect your program/discipline’s top priorities for the coming academic year.**   **For EACH goal provide the following:** | |
| **GOAL #1** | |
| **Program or discipline goal** | **Recruitment - New Majors & Broader Non-Major Participation** |
| **Plans/Strategies for implementation** | **1) The creation of MUS 090 is designed to prepare incoming music majors for the Music Theory sequence. Formerly, underprepared music majors would be directed toward MUS 103 (Music Fundamentals), a GE course. Students enrolled in MUS 090 (Fundamental Preparation for Music Majors) will be prepared for the Music Theory sequence, whereas those enrolled in MUS 103 are not. 2) Outreach to private instructors in the area 3) High School visits by faculty & student groups 4) Produce a recruitment Video to be posted on our website 5) Produce attractive, quality printed materials. 6) Interface regularly with Counseling Office.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Our goal is a 20 to 50% increase in enrollment of second year music major classes.** |
| **GOAL #2** | |
| **Program or discipline goal** | **Updated Facilities** |
| **Plans/Strategies for implementation** | **1) New pianos for practice rooms and classrooms 2) Smart classrooms conversion for all D-building rooms 3) New carpeting in all D-building classrooms and Offices 4) New flooring in room D-6 5) Acoustic treatment in all D-building classrooms 6) Updated Sound Cabinets & Stereo Equipment in all D-building classrooms** |
| **Outcome(s) expected (qualitative/quantitative)** | **The outcome of these improvements and updates will be an improved learning environment for students and a more attractive facility for prospective students. it will also let prospective students and potential new faculty members that Palomar College is a quality institution of higher learning.** |
| **GOAL #3** | |
| **Program or discipline goal** | **Expand Instrument Inventory** |
| **Plans/Strategies for implementation** | **Purchase 1) Baritone Saxophone 2) Bass Clarinet 3) Glockenspiel, and 4) Drum Set** |
| **Outcome(s) expected (qualitative/quantitative)** | **Providing large and/or rare instruments for use in our ensembles is an expected feature of a college music discipline. Students will have access to large instruments provided by the college. These instruments are those not often owned by individual participants in music programs but are necessary o the functioning of several of our ensembles.** |
| **ADDITIONAL GOAL (*if needed*)** | |
| **Program or discipline goal** | **Large Instrument Storage for Students (Daytime)** |
| **Plans/Strategies for implementation** | **Some students who do bring their own medium-to-large-sized instruments to school (trombone, cello, saxophone, etc.) need a place to store them while they attend other classes across campus.** |
| **Outcome(s) expected (qualitative/quantitative)** | **This convenience for music students will enhance the participation of musicians from all disciplines in music ensembles.** |

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| 1. **Alignment with College Mission and Strategic Plan Goals.** 2. **How do your goals align with the Palomar College Mission?**   **Our goals reside in Two Major Areas 1) Recruiting and Retaining Students and 2) Providing Suitable Facilities for the proper care and training of the nation's next generations of Musical Artists. These align with Goal 1 and Goal 4 of Palomar's Strategic Plan. Addressing Goal 4, the Music Facilities here are currently in a severely dilapidated condition. This, in itself, we believe has contributed to a decline in the steady flow of young students coming to Palomar College. Our sister college is percieved to have the more updated facilities - both in actual buildings (appearance and upkeep) and in technology.**   1. **How do your goals align with the College’s Strategic Plan Goals? See the College’s Strategic Plan 2016 Goals at:** <http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf>   **DISCIPLINE GOAL #1 addresses Objective 1.1: Implement a coordinated outreach plan that employs internal and external outreach strategies**  **DISCIPLINE GOAL #2 addresses Objective 1.1: Implement a coordinated outreach plan that employs internal and external outreach strategies; Objective 3.2: Assess the effectiveness of the faculty and staff hiring processes, and identify recommendations to strengthen the college’s ability to attract and recruit diverse candidates for employment; Objective 3.3: Increase professional development opportunities to strengthen the technological knowledge and skills of faculty and staff; Goal 4: Facilities and Infrastructure: Ensure that existing and future facilities and infrastructure support student learning, programs, and services.**  **DISCIPLINE GOAL #2 also directly addresses STRATEGIC PLAN GOAL #4 - Facilities and Infrastructure.**  **DISCIPLINE GOAL #3 addresses Objective 1.1: Implement a coordinated outreach plan that employs internal and external outreach strategies; Objective 3.2: Assess the effectiveness of the faculty and staff hiring processes, and identify recommendations to strengthen the college’s ability to attract and recruit diverse candidates for employment; Objective 3.3: Increase professional development opportunities to strengthen the technological knowledge and skills of faculty and staff; Goal 4: Facilities and Infrastructure: Ensure that existing and future facilities and infrastructure support student learning, programs, and services.**  **DISCIPLINE GOAL #3 also directly addresses STRATEGIC PLAN GOAL #4 - Facilities and Infrastructure.**  **DISCIPLINE GOAL #4 addresses Objective 1.1: Implement a coordinated outreach plan that employs internal and external outreach strategies; Objective 3.2: Assess the effectiveness of the faculty and staff hiring processes, and identify recommendations to strengthen the college’s ability to attract and recruit diverse candidates for employment; Objective 3.3: Increase professional development opportunities to strengthen the technological knowledge and skills of faculty and staff; Goal 4: Facilities and Infrastructure: Ensure that existing and future facilities and infrastructure support student learning, programs, and services**  **Each and Every Goal included in this plan includes as its driving force the serving of our students and adheres to the basic principles of our Vision, Mission, and Values Statements as cited in our Strategic Plan 2016:**  **Vision**  **Learning for Success**  **Mission**  **Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community 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. We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.**  **Values**  **Palomar College is dedicated to empowering students to succeed and cultivating an appreciation of learning. Through ongoing planning and self-evaluation we strive for continual improvement in our endeavors. In creating the learning and cultural experiences that fulfill our mission and ensure the public’s trust, we are guided by our core values of**  **• Excellence in teaching, learning, and service**  **• Integrity as the foundation for all we do**  **• Access to our programs and services**  **• Equity and the fair treatment of all in our policies and procedures**  **• Diversity in learning environments, philosophies, cultures, beliefs, and people**  **• Inclusiveness of individual and collective viewpoints in collegial decision-making processes**  **• Mutual respect and trust through transparency, civility, and open communications**  **• Creativity and innovation in engaging students, faculty, staff, and administrators**  **• Physical presence and participation in the community**   1. **Based on your program review and planning, describe any issues/concerns that have emerged that require interdisciplinary or College-wide dialogue and/or planning.**   **Continued dialogue with the Counseling Department is clearly a high priority. There is still a significant disconnect about what is perceived to be the correct information about transfer-readiness. The website assist.org does not sufficiently explain the process, nor is it current (many of our university colleagues tell us they haven’t “gotten around” to working on our articulations), yet assist.org continues to be the only source of information.**  **Continued work with our Workforce Development and administration to devise a community-access program to performing arts ensembles.** |

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| **STEP IV. Resources Requested for Academic Year 2013-2014:** |
| **Now that you have completed Steps I – III, Step IV requires you to identify all additional resources you will need to achieve your Goals and Plans/ Strategies (Step III).  First, identify all resource needs in each budget category.  You may have up to five (5) requests per budget category.  Provide a meaningful rationale for each request and how it links to your Goals, Plans, and Strategies.   \*Second, ALL your resource requests must be prioritized as one group; not prioritized within each budget category.  This means, you could have your #1 priority in Technology, your #2 priority in Short-term Hourly, and your #3 priority in Equipment, etc.  If you actually have five (5) requests in each of the five (5) budget categories, you would end up with 25 prioritized requests. IPC will not consider any requests that are not prioritized. Resource requests to simply replace budget cuts from previous years will not be considered.   PLEASE NOTE THAT ALL FUNDING ALLOCATED BY IPC IS ONE-TIME AND MUST BE SPENT WITHIN THE DEFINED TIMELINE. RESOURCE REQUESTS THAT SUPPORT MORE THAN ONE DISCIPLINE SHOULD BE INCLUDED ON THE ‘ACADEMIC DEPARTMENT RESOURCE REQUESTS” PRP FORM ONLY.** |

**Budget category a. Equipment (600010) (per unit cost is >$500). *Enter requests on lines below. Click here for examples of equipment:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **a1.** | **6 Kawaii K5 Institutional upright pianos (45")**  **Satin Ebony Finish**  **or**  **6 Essex 123 E (48.5")**  **pianos**  **Polished Ebony Finish**  **or**  **6 Kawai K3 pianos (48")**  **Polished Ebony Finish** | **1, 2** | **Goal 1**  **Goal 4** | **5** | **The current pianos in the outside practice rooms D1B, D1C, D1D, D1E, D1F, and D1G are 50 year old Yamahas and Kimballs that are in poor condition, and despite recent tunings cannot hold a tune. The majority of students taking music classes are required to have 5 hours of week of practice time. The pianos in this room are old, dirty, run-down, and out of tine instruments with broken pins and hammers.The students are not getting the quality of practice needed to "learn for success" on these instruments.**  **These six practice rooms are open to all music students and all Palomar students. The NU1 is a sturdy hybrid electric piano that requires no tuning, and is perfect for the high traffic these outside practice rooms receive.**  **This request aligns with Palomar College values of:**  **• Excellence in teaching and learning**  **• Integrity as the foundation for all we do**  **• Diversity in learning environments, philosophies**  **• Creativity and innovation**  **• Physical presence and participation**  **And aligns with Goal #1 Assessment, Analysis, and Planning Objective 1.8 Place SlOACS and SAOACS at the center of program review, strategic planning, and resource allocation – our program and course SLOs are all focused on both the execution and analysis live performance. Live music is an integral part of that experience.** | **$39, 630**  **[6X6000 (max cost of each piano)+ 6X125 (delivery) +**  **6X480 (tax)** |
| **a2.** | **10 Kawai K3 pianos (48")**  **Polished Ebony Finish** | **1, 2** | **Goal 1 Goal 4** | **1** | **The current pianos in the inside practice rooms D1BB, D1CC, D1DD, D1KK, D1LL, D1NN, D1PP, D1QQ, D1RR are 50 year old Yamahas and Kimballs that are in poor condition, and despite recent tunings cannot hold a tune. The majority of students taking music classes are required to have 5 hours of week of practice time. The pianos in this room are old, dirty, run-down, and out of tune instruments with broken hammers and badly-aged strings. The students are not getting the quality of practice needed to "learn for success" on these instruments.**  **These 10 practice rooms are for Palomar Music Majors and Applied Music students. They need to work on an acoustic upright to get the physical training necessary with the action of the keys and pedals.**  **This request aligns with Palomar College values of:**  **• Excellence in teaching and learning**  **• Integrity as the foundation for all we do**  **• Diversity in learning environments, philosophies**  **• Creativity and innovation**  **• Physical presence and participation**  **And aligns with Goal #1 Assessment, Analysis, and Planning Objective 1.8 Place SlOACS and SAOACS at the center of program review, strategic planning, and resource allocation – our program and course SLOs are all focused on both the execution and analysis live performance. Live music is an integral part of that experience.** | **$66,050.00**  **10X6000 (cost of piano) +**  **10X $125 (delivery) +**  **10X$374 (tax)** |
| **a3.** | **Piano refurbishment** | **1, 2** | **Goal 1**  **Goal 4** | **4** | **Yamaha C7 Grand is a great instrument which retails for approximately $70,000**  **This is a huge issue for recruitment and retention as it is the piano that resides in room D-6 used for most of our instrumental ensemble rehearsals.**  **This request aligns with Palomar College values of:**  **• Excellence in teaching and learning**  **• Integrity as the foundation for all we do**  **• Diversity in learning environments, philosophies**  **• Creativity and innovation**  **• Physical presence and participation**  **And aligns with Goal #1 Assessment, Analysis, and Planning Objective 1.8 Place SlOACS and SAOACS at the center of program review, strategic planning, and resource allocation – our program and course SLOs are all focused on both the execution and analysis live performance. Live music is an integral part of that experience.** | **$10,000** |
| **a4.** | **Purchase of Instruments:**  **Baritone Saxophone**  **Bass Clarinet**  **Glockenspiel (replace stolen)**  **Drum Set** | **1, 2, 3** | **Goal 1**  **Goal 4** | **9** | **Costs:**  **Baritone Saxophone - $6,000**  **Bass Clarinet - $5,000**  **Glockenspiel - $600**  **Drum set - $2,200**  **These are average prices that can include shipping and tax.**  **This request aligns with Palomar College values of:**  **• Excellence in teaching and learning**  **• Integrity as the foundation for all we do**  **• Diversity in learning environments, philosophies**  **• Creativity and innovation**  **• Physical presence and participation**  **And aligns with Goal #1 Assessment, Analysis, and Planning Objective 1.8 Place SlOACS and SAOACS at the center of program review, strategic planning, and resource allocation – our program and course SLOs are all focused on both the execution and analysis live performance. Live music is an integral part of that experience.** | **$13,800** |
| **a5.** | **Storage and Sound Cabinets** | **1,2** | **Goal 1** | **3** | **2 storage cabinets for D1AA and D2**  **There is no storage in either space and items are just stacked on the floor. Part of the mission of Palomar is to provide an engaging teaching and learning environment. When there is technology and detritis stacked on the floor with no storage, it's not very engaging.**    **Sound Cabinets for D-3, D-4, D-11, D-5, D-6, D-10 - includes installation**  **The current sound cabinets for these spaces are huge wooden boxes set on the ground that require squatting or sitting on the groud to unlock and use. We would like them to be smaller and mounted at shoulder level.**  **This request aligns with Palomar College values of:**  **• Excellence in teaching and learning**  **• Integrity as the foundation for all we do**  **• Diversity in learning environments, philosophies**  **• Creativity and innovation**  **• Physical presence and participation**  **And aligns with Goal #1 Assessment, Analysis, and Planning Objective 1.8 Place SlOACS and SAOACS at the center of program review, strategic planning, and resource allocation – our program and course SLOs are all focused on both the execution and analysis live performance. Live music is an integral part of that experience.** | **$13,000**  **Storage**  **$3000**  **2 @ $1500**  **Sound**  **$10,000**  **6 @ $1000**  **+ $4000 installation** |

| **Budget category b. Technology (600010) (computers, data projectors, document readers, etc.). Enter requests on lines below. *Click here for examples of technology:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **b1.** | **Udated sound equipment for d-3, d-4, d-11, d-6, d-5, and d-10 - includes installation** | **1, 2** | **Goal 1**  **Goal 4** | **2** | **The current sound equipment works intermittently, it is hard to provide consistent instruction when you never know if the equipment is going to work.**  **Technology is a huge part of student success.** | **$25,000** |
| **b2.** |  |  |  |  |  |  |
| **b3.** |  |  |  |  |  |  |
| **b4.** |  |  |  |  |  |  |
| **b5.** |  |  |  |  |  |  |

| **Budget Category c. Funds for Supplies (400010) (per unit cost is <$500 supplies) *Enter requests on lines below. Click here for examples of Supplies:***  [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](%20http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **c1.** | **Production of quality Brochure for Recruitment** | **1** | **Goal 1** | **11** | **Seeking funding for better, more attractive Brochures that feature the Palomar College Music Programs in the proper way: full-color, engaging and dynamic printed materials.** | **$499** |
| **c2.** |  |  |  |  |  |  |
| **c3.** |  |  |  |  |  |  |
| **c4.** |  |  |  |  |  |  |
| **c5.** |  |  |  |  |  |  |

| **Budget Category d. Funds for Operating Expenses (500010) (printing, travel, maintenance agreements, software license, etc.). *Enter requests on lines below. Click here for examples of Operating Expenses:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **d1.** | **Travel for Conferences** | **1** | **Goal 1, Objective 1, 1.3, 1.6, Goal 2**  **Objective 2.1**  **Goal 3**  **Objective 3.1, 3.3, 3.4** | **10** | **This aligns with the Palomar Vision, Mission, Values, AND Strategic Plan 2016.**  **Conferences are the single most effective way to keep current in the field. Now more than ever in this climate of Title V changes, reduced class access for students and community members, and sweeping curricular changes, faculty need to share ideas and strategies to work within these ever restrictive guidelines, and in all honesty, maintain a love of teaching music in what feels more and more like a hostile environment for the arts.**  **Goal 1: Student Connections, Pathways, Learning and Success**  **• Objective 1 Implement a coordinated outreach plan that employs internal and external outreach**  **• Objective 1.3: Increase student awareness and use of appropriate support services by expanding the First Year Experience**  **• Objective 2.1: Establish a faculty council(s) with a high school partner to improve alignment of curriculum and student transition**  **The dance program’s goal #2 of better tracking our majors supports Palomar’s Strategic Plan:**  **• Objective 1.3: Increase student awareness and use of appropriate support services by expanding the First Year Experience**  **• Objective 1.6: Define career pathways for all disciplines and programs.**  **The dance program’s goal #3 or working with state-wide community college dance faculty supports Palomar’s Strategic Plan:**  **• Goal #2 Partnerships: Strengthen educational, business, and community partnerships to increase college connections and student learning experiences** | **$2,000** |
| **d2.** | **Piano Tuning Maintenance Agreement** | **1, 2** | **Goal 1**  **Goal 4** | **8** | **The proper functioning of the pianos in our Performing Arts Department is essential to our success in delivering quality musical education to our students. It is difficult to recruit quality music students when the practive pianos are out of tune and in disrepair.** | **$7200** |
| **d3.** | **Software Licences, Optimo . . .and any music lab related.** | **1, 2** | **Goal 1** | **7** | **These software licences allows us to keep current in the field providing the students with the most relevant training.** | **$1500** |
| **d4.** | **Lamvin Acoustic treatment, D1A, D1B, D1C, D1D, D1E, D1F, D1G, D1AA, D1BB, D1CC D1DD, D1KK, D1LL, D1NN, D1PP, D1QQ, D1RR, D2, D3, D4, D5, D6, D7, D10, D11** | **1, 2** | **Goal 1**  **Goal 4** | **6** | **There is an inordinate amount of sound bleed and crappy accoustics in these spaces it gets so bad that in D1AA there is egg crate foam glued to the wall which is a HUGE fire hazard.**  **Room Square footage Price per space total**  **D1A,b,c,d,e,f,g,h, LL, NN, PP, QQ, RR 40-50 square feet $500 per space $6,500 (13@500)**  **D1AA, BB, CC, DD, KK, D-7 120-170 Square feet $1500 per space $9,000(6@1500)**  **D2 694 $7000 $7000**  **D3, D11 931-960 $10,000 $20,000 (2@10,000)**  **D4 850 $9,000 $9,000**  **D5 1449 $15,000 $15,000**  **D6, d-10, 2283, 2562 $20,000 $40,000 (2@20,000)**      **$106,500** | **$106,500**  **See breakdown in rationale section** |
| **d5.** |  |  |  |  |  |  |

| **Budget Category e. Funds for temporary or student workers (230010/240010) Enter requests on lines below** | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include benefits)** |
| **e1.** |  |  |  |  |  |  |
| **e2.** |  |  |  |  |  |  |
| **e3.** |  |  |  |  |  |  |
| **e4.** |  |  |  |  |  |  |
| **e5.** |  |  |  |  |  |  |

**STEP V. Classified and administrative (contract) positions requests for academic year 2014-2015**

**Classified, CAST, or Administrator positions:  Enter each position request on the lines below.  You may request up to five (5) positions and they must be prioritized to be considered by IPC.  Contract position requests may include vacancies due to retirements, resignations, lateral transfers, etc., as well as any new positions to be considered.  Please note that only these position requests will be prioritized by IPC when developing the annual Staffing Plan for Instruction.**

| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **Priority Number for Position Requests in Step V Only** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include benefits)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.** |  |  |  |  |  |  |
| **2.** |  |  |  |  |  |  |
| **3.** |  |  |  |  |  |  |
| **4.** |  |  |  |  |  |  |
| **5.** |  |  |  |  |  |  |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**