

# Program Review & Planning (PRP)

## PART 1: BASIC PROGRAM INFORMATION

Program Review is a self-study of your discipline. It is about documenting the plans you have for improving student success in your program and sharing that information with the college community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With that in mind, please answer the following questions:

<b>Discipline Name:</b>	Music
<b>Department Name:</b>	Performing Arts
<b>Division Name:</b>	AMBA

Please list all participants in this Program Review:

Name	Position
Dr. Ellen Weller	Full-time Faculty
Dr. John Russell	Full-time Faculty
Dr. Madelyn Byrne	Full-time Faculty

<b>Number of Full Time faculty</b>	3	<b>Number of Part Time Faculty</b>	(left blank?)
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Please list the Classified positions (and their FTE) that support this discipline:

Tom Daily, ISA, and Kimberly Loya, ADA (ADA supports the entire department; ISA primarily supports music.

What additional hourly staff support this discipline and/or department:

Lab assistants and accompanists.

Discipline mission statement ([click here for information on how to create a mission statement](#)):

Our mission is:

1. To prepare students for successful transfer to four-year institutions. This preparation includes, but is not limited to, four semesters of music theory, aural skills, music technology, participation in a variety of ensembles, and four semesters of instruction on an instrument, voice, or in music composition
2. To provide basic music skills to students wishing to enter the workforce as performers, composers, educators, music therapists, music technologists, 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.

List any new degrees and certificates offered within this discipline since your last comprehensive review:

(Dean's comment: This was left blank. Have there been any?)

Discipline Level Data: <https://sharepoint2.palomar.edu/sites/IRPA/SitePages/PRP%20Summary%20Source.aspx>

## PART 2: PROGRAM REFLECTION

### 1. Program Analysis:

Reflect upon and provide an analysis of your summary data.

Fall 2016 saw a solid fill rate of 86%. Although the fill rate appears lower than 2015, the total number of seats and students is higher. Per enrollment reports, F2017 showed a further reduction in seats and an increase in students. Our FTES improved over 2015, to 83, and our total FTEF was steady, resulting in an improved WSCH/FTEF – at 415, the highest in the past 6 six years. (Dean's comment: Discipline uses data that is department-tallied. The data provided by IR&P includes MUS 220 and 222, which negatively skews their numbers.)

### 2. Standards:

ACCJC requires that colleges establish institutional and program level standards in the area of course success rates. These standards represent the lowest success rate (% A, B, C, or Credit) deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

Discipline Level Course Success Rate:

- A. The College's institutional standard for course success rate is 70%.
- B. Review your discipline's course success rates over the past five years.
- C. Identify the minimum acceptable course success rate for your discipline. When setting this rate, consider the level of curriculum (e.g., basic skills, AA, Transfer) and other factors that influence success

Standard for Discipline Course Success Rate:

Our standard for success is the same as the college's, 70%. Our success rate from the database prior to correction

was 72.5%.

**Why?****Matching the standard for the college.****3. Program Update:****Describe your proudest moments or achievements related to student success and outcomes.**

- 1) Music students are successfully graduating and transferring to partner CSU's and UCs including UC Irvine, CSU Fullerton, Northridge, San Marcos, SDSU and Long Beach. Successful Palomar graduate Tyler Estabrook recently gave a lecture about his academic and career pathways.
- 2) Our vocal/choral program has been rejuvenated with the addition of Dr. John Russell, who, in his first semester, brought Palomar vocal students to sing with the San Diego Symphony.
- 3) Our Fall 2017 enrollment is up for Fall 2017 (898 versus 826). The fill rate for F2017 was 100.3%. We attribute that bump to our outreach and the addition of non-credit.
- 4) Our faculty continues to be very active in the professional world. Dr. Russell is the regional representative for San Diego on the California Choral Director's Association, and is in his fourth year as Director of the San Diego Master Chorale. Dr. Madelyn Byrne is working on a composition commission from international artist, Shiau-uen Ding, and is on the board of San Diego New Music. Dr. Ellen Weller is currently finishing a new composition for orchestra, *Intervals of Peace*, to be premiered in December.
- 5) new community partnership with Escondido History Center produced the first Summer Symphony in the Park event, which drew approx. 300 community members.

**4. Program Improvement:****What areas or activities are you working on this year to improve your program? Please respond to new data as well as feedback from last year's program review.**

- 1) Recruitment – planning is underway for our 4<sup>th</sup> Academic Pathways high school outreach event, this year to include the disciplines of Dance and Theatre as well. An increase in high school site visits to promote this event will be underway in December and January.
- 2) Curriculum update – Continuing to offer music major prep classes (keyboard and fundamentals), especially in summer to prepare high school students for college-level work in Music Theory. We will be offering a new multi-cultural GE course, MUS 169 History of Rock Music, in both face-to-face and DE modalities, which should increase our overall FTES.
- 3) Enrollment Management – continued dialogue with local high school music teachers and the chair of Music at CSUSM to strengthen our K-Bachelor's pathways. We are continuing to move high-school-compatible classes to the afternoon to boost concurrent enrollment.
- 4) Technological updating – We recently updated the Computer Music lab with new software, which keeps us current with area universities and the workforce. This makes our program more competitive and inviting, and ties us closely to local high school Digital Music Pathways.
- 5) Faculty Advising – We are working more closely with Counseling to correctly advise Music Majors, especially in regards to developing audition skills and following the sequential academic music theory curriculum. Faculty have spoken to Counselors' meetings and training sessions, and will be continuing this collaboration.

**(Dean's comment: Was there feedback received from last year's PRP? Any comments?)****5. Unanticipated Factors:****Have there been any unanticipated factors that have affected the progress of your previous plan?**

The loss of the Publicity Coordinator (retirement) and Production Coordinator (temporary reassignment) have proved devastating. We are seeing a drastic reduction in audiences and additional stress and workload on the existing staff and faculty as we struggle to absorb these duties. The reduction in publicity and subsequent audience size is of particular concern because it is a large component of our outreach, and indeed, that of the College as a whole.

## 6. SLOACs:

Describe your course and program SLO activities this past year. How have you used the results of your assessments to improve your courses and programs? Refer to the SLO/PRP report – <https://outcomes.palomar.edu:8443/tracdat/>

The assessments that were completed confirmed that our SLOs are effective. Part time input is a struggle, as the system is somewhat cumbersome, especially for certain arts courses. (Dean's comment: What activities occurred this past year? Can you be more specific? How have you used the results of your assessments to improve your courses and programs?)

## PART 3: PROGRAM GOALS

**1. Progress on Previous Year's Goals: Please list discipline goals from the previous year's reviews and provide an update by placing an "X" the appropriate status box .**

Goal	Completed	Ongoing	No longer a goal
Increase visibility in the community		X	
Sponsor high school choral and orchestra festivals		X	
Complete Articulation of Pathway with San Marcos Unified		X	

**2. New Discipline Goals: Please list all discipline goals for this three-year planning cycle (including those continued from previous planning cycle):**

Goal #1	
Program or discipline goal	Increase enrollment of Music Majors and non-majors
Strategies for implementation	Academic Pathways outreach program, site visits, more vibrant vocal program and concerts in the community, continually updating technology curriculum, addition use of social media to publicize events, classes and programs.
Timeline for implementation	ongoing
Outcome(s) expected (qualitative/quantitative)	Additional 5% enrollment increase over F2017
Goal #2	
Program or discipline goal	Increase transfer success
Strategies for implementation	Transfer success 1) improve readiness in the theory sequence by offering MUS 103 and keyboard classes in the summer, 2) Enhanced area advising and counseling collaboration, 3) Continued work with articulation officer, 4) continued focus on adequately preparing students in the Composition Emphasis for transfer
Timeline for implementation	2 years

## ANNUAL PROGRAM REVIEW AND PLANNING

<b>Outcome(s) expected (qualitative/quantitative)</b>	5% increase in acceptance to 4-year programs including conservatories, private and public universities
<b>Goal #3</b>	
<b>Program or discipline goal</b>	Maintain current high level of music ensemble experience
<b>Strategies for implementation</b>	Continued expectation of professionalism in Applied Music and composition classes and Performance Studies, maintaining of access to performance experiences at intermediate levels – vocal, piano and guitar classes, and two levels of jazz ensembles
<b>Timeline for implementation</b>	Ongoing
<b>Outcome(s) expected (qualitative/quantitative)</b>	Maintenance of high reputation of rigor and professionalism

#### PART 4: FEEDBACK AND FOLLOW-UP

This section is for confirming completion and providing feedback.

#### Confirmation of Completion by Department Chair

<b>Department Chair</b>	Patriceann Mead
<b>Date</b>	11/06/2017

**\*Please email your Dean to inform them that the PRP has been completed and is ready for their review**

#### Reviewed by Dean

<b>Reviewer(s)</b>	Norma Miyamoto
<b>Date</b>	Nov. 22, 2017

#### 1. Strengths and successes of the discipline as evidenced by the data and analysis:

Enrollments are increasing, as are fill rates. Congratulations on your timeliness in adding noncredit “sister” courses to the credit ensemble courses. The benefit of increasing the overall enrollment numbers is secondary to your having create an enriched learning environment for both sets of students.

#### 2. Areas of Concern, if any:

Due to the fiscal constraints of the District, the current limitations on your staffing levels may well continue. It might be reasonable to look at your programming and constrict slightly. Please don’t set the bar so high that you burn out. Doing a little less VERY WELL may be your new reality. Please guard against personal and professional burn-out.

#### 3. Recommendations for improvement:

Your own stated goals are excellent. Please include the previous year’s ongoing goals with these new goals as you move forward. You might consider adding a timeline with specific dates associated with the tasks and a primary person assigned.

**\*Please email your VP to inform them that the PRP has been completed and is ready for their review**

#### Reviewed by Vice President

## ANNUAL PROGRAM REVIEW AND PLANNING

<b>Reviewer(s)</b>	Jack S. Kahn, Ph.D..
<b>Date</b>	1/11/2018
<b>1. Strengths and successes of the discipline as evidenced by the data and analysis:</b>	
<ol style="list-style-type: none"><li>1. I appreciate how the mission is broken up and really captures a broad intention for education for students- really holistic and well done.</li><li>2. Thank you for including raw data!</li><li>3. A lot to be proud of here- thank you for taking the time to list it all.</li><li>4. Improvement stuff also sounds really great – please let the dean and I know how e can assist- we are making more connections than ever before and want to connect our programs with everyone we are meeting!</li><li>5. Goals make good sense.</li><li>6. See deans wise comments.</li><li>7. Overall really well done, I enjoyed learning more about your discipline and program.</li></ol>	
<b>2. Areas of Concern, if any:</b>	
<ol style="list-style-type: none"><li>a. Add p/t faculty</li><li>b. SLO section should include some more detail even though this is just an annual review. Name some and give some data on how things are going.</li></ol>	
<b>3. Recommendations for improvement:</b>	