



Program Review and Planning

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the 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 our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

[We are using the Strengths, Opportunities, Aspirations, Results \(SOAR\) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.](#)

BASIC PROGRAM INFORMATION

Academic Year
2018-2019

Are you completing a comprehensive or annual PRP?
Annual

Department Name
Performing Arts

Discipline Name
Music (MUS)

Department Chair Name
Patriceann Mead

Division Name
Arts, Media and Business Administration

Website address for your discipline

<https://www2.palomar.edu/pages/performingarts/home/music-degrees-and-programs/music-classes/>

Discipline 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.

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

Does your discipline have at least one degree or certificate associated with it? **Are any of your programs vocational (CTE/CE)?**
Yes No

List all degrees and certificates offered within this discipline.
AA, AA-T

Please list the names and positions of everyone who helped to complete this document.
Madelyn Byrne, Professor
Paul Kurokawa, Professor

Full-time faculty (FTEF) **Part-time faculty (FTEF)**
4

Classified & other staff positions that support this discipline
Tom Daily, ISA, and Kimberly Loya, ADA (ADA supports the entire department; ISA primarily supports music.

Additional hourly staff that support this discipline and/or department
Lab assistants and accompanists.

PROGRAM INFORMATION

PROGRAM OUTCOMES

Begin this section by reviewing the Program Review reports for courses and programs in TracDat. All active course and program outcomes should be systematically assessed over a 3-year cycle.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered and align with employer and transfer expectations?

Our retention rates are strong in most of our classes. This would indicate an effective curriculum. We also have several of students who are transferring into excellent our-year colleges and universities. For example, one of our composition majors applied to three top tier music schools and was accepted into all three with the offer of scholarship money.

Describe your program's plan for assessing program learning outcomes.

We use written and aural testing, performance-based evaluation, projects that utilize creative and critical thinking.

1) Recruitment – planning is underway for our annual Academic Pathways high school outreach event, this year to include the disciplines of Dance and Theatre as well.

- 2) An increase in high school site visits to promote this event will be underway in December and January.
- 3) 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.
- 4) 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.
- 5) 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. With proper staffing support, this would be more effective.
- 6) 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.

Summarize the major findings of your program outcomes assessments.

In all music classes, we require students to evaluate performances - both their own and others' - for technical, aesthetic, and cultural elements. This addresses the Program SLO directly and comprehensively.

Additionally, our student composers and performance groups continue to be active and successful.

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes, which represent the overall set of abilities and qualities a student graduating from Palomar should possess. [Click here for a link to Palomar's GE/ILOs.](#)

PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward)

for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

List the number of completions for each degree/certificate for the previous year.

3 - AAT

1 - AA

Have your program completions Increased, decreased, or stayed the same over the last 5 years?

Stayed the same

What factors have influenced your completion trends?

Fewer class sections are being offered, and this is making it more difficult for students to complete degrees in the same amount of time. Given this scenario, maintaining the same number of completions, on average, might be seen as an achievement.

We have consistently requested the addition of more full-time faculty members in order to offer more instructional support to our students. We believe that this would result in more degree completions.

Students have also been lost from our program due to the decrease in student hourly lab assistants in the Computer Music Lab.

Many students drop Computer Music and Composition classes out of frustration at not being able to access the Lab. It is notable that Computer Music classes are required for all Music degrees.

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate 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.

[Click on this link to review the course success rates \(A, B, C, or Credit\) for your discipline.](#)

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/>)

COURSE INFORMATION

COURSE SUCCESS AND RETENTION

What is your program's standard for Discipline COURSE Success Rate?

70.0%

Why did you choose this standard?

We chose this because it is the same as the College's standard.

We are at 72% success rate.

What is your Stretch goal for COURSE success rates?

80.0%

How did you decide upon the goal?

This is a worthwhile goal and one that would be indicative of our area supporting our students.

COURSE OUTCOMES

How have you improved course-level assessment methods since the last PRP?

We have crafted our assessment methods carefully to include critical thinking and synthesis of concepts. This can be seen in our concert report assignments in our GE courses, and in the reports that the music majors must write for a variety of performances, including their own.

Summarize the major findings of your course outcomes assessments.

The study of music has always offered the opportunity to include a wide-ranging approach to individual education in that it is both an individual and collective activity involving communication among several populations - performer(s), audience, composer, and even history and current events. It is up to the instructor to encourage and/or require thoughtfulness in student assignments. We always do this.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how all of our programs connect to future careers.

Go to this website <https://www.onetonline.org/> and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?

Career possibilities include film and/or video game composer, sound engineer, Pro Tools operator, composer/arranger, conductor for a variety of vocal and instrumental ensembles, free-lance musician, music teacher, music journalist, work in advertising and web design, and a music degree can enhance a student's chance of getting a general teaching position, and music therapist.

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)

For example, for a Composer and Arranger --

Knowledge

- Fine Arts — Knowledge of the theory and techniques required to compose, produce, and perform works of music, dance, visual arts, drama, and sculpture.
- Computers and Electronics — Knowledge of circuit boards, processors, chips, electronic

equipment, and computer hardware and software, including applications and programming.

- Customer and Personal Service — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.
- English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
- Communications and Media — Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.

Music or sound editing software — Audacity; Avid Technology Sibelius; XT Software energyXT; Pro Tools, Reason, Finale, Native Instruments software, ZynAddSubFX (see all 74 examples)

Skills

- Reading Comprehension — Understanding written sentences and paragraphs in work related documents.
- Writing — Communicating effectively in writing as appropriate for the needs of the audience.
- Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- Coordination — Adjusting actions in relation to others' actions.

Abilities

- Hearing Sensitivity — The ability to detect or tell the differences between sounds that vary in pitch and loudness.
- Originality — The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.
- Near Vision — The ability to see details at close range (within a few feet of the observer).
- Fluency of Ideas — The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).
- Speech Recognition — The ability to identify and understand the speech of another person.

How does your program help students build these KSA's?

Our Music Theory and Skills classes are essential to every music degree worldwide. Our technology program is essential for a career in music in the twenty-first century. Our ensemble classes provide much needed practical application of musical concepts, collaboration, communication, and stylistic interpretation. All other music classes promote critical thinking, originality, communication, coordination, reading and writing skills, and active listening skills.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?

Yes

What have you done to integrate work-based learning?

Our student ensembles perform professional level work both in the community and for the college. This gives them "gig economy" experience.

During our composers concerts, the students fulfill the technical and crew roles that are needed for the concert, in addition to composing and performing music for the concert.

How does your work-based learning help your students learn how to do some of the tasks associated with the potential occupations?

Both rehearsals and performances mirror professional concerts and concert preparation.

How do you engage with the community to keep them apprised of opportunities in your program?

All of our ensembles regularly perform in the community. This provides practical experience for our music students.

Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year [SMART goals](#) for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or [the College's strategic plan](#).

Please list all discipline goals for this three-year planning cycle. [Click here for previous PRPs and goal information](#).

Goals

Goal 1

Brief Description

Increase visibility in the community

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

We are planning a Celebration of the 250th Birthday of Beethoven event that will include participation from neighboring schools as well as community members.

Outcome(s) expected (qualitative/quantitative)

Increased community member participation.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

Increasing enrollment

Increasing visibility

Improving reputation

Expected Goal Completion Date

5/27/2022

Goal 2

Brief Description

Sponsor high school choral and orchestra festivals (recruiting)

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

We are planning a Celebration of the 250th Birthday of Beethoven event that will include participation

from neighboring schools as well as community members.

Our ensemble programming will reflect this goal.

We have held two choral festivals which attracted high school choirs from our district. This will certainly result in more students attending Palomar upon graduation from their high schools.

Outcome(s) expected (qualitative/quantitative)

Increased student participation and recognition.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

Increasing enrollment
Increasing visibility
Improving reputation

Expected Goal Completion Date

5/22/2020

Goal 3

Brief Description

Complete Articulation of Pathway with San Marcos Unified

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

We are in consultation with Matt Armstrong, Music Director at San Marcos High School, for the purpose of coordinating our Music Technology programs. So far, we have aligned SMHS' first year with our first-semester Computer Music curriculum.

We continue to meet with Mr. Armstrong to coordinate other aspects of our Music curriculum as well.

Outcome(s) expected (qualitative/quantitative)

San Marcos High School students will see Palomar College as an attractive option for continuing their music education upon graduation from SMHS.

This goal is already bearing fruit in transfer students from SMHS.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

Increasing enrollment
Increasing visibility
Improving reputation

Expected Goal Completion Date

5/27/2022

Goal 4

Brief Description

Increase enrollment of Music Majors and non-majors

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

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.

Outcome(s) expected (qualitative/quantitative)

Additional 5% enrollment increase over F2019

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

Increasing enrollment
Increasing visibility
Improving reputation

Expected Goal Completion Date**Goal 5****Brief Description**

Increase transfer success

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

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

Outcome(s) expected (qualitative/quantitative)

5% increase in acceptance to 4-year programs including conservatories, private and public universities

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

Increasing enrollment
Increasing visibility
Improving reputation

Expected Goal Completion Date

5/29/2020

Goal 6**Brief Description**

Maintain current high level of music ensemble experience

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

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.

This goal would be more effectively met with consistent financial support, ie. instruments need to be repaired and/or replaced; new hardware is required every few years for percussion instruments; new music must consistently be ordered for currency and variety of performances, etc.

Outcome(s) expected (qualitative/quantitative)

Maintenance and promotion of high reputation of rigor and professionalism

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

Increasing enrollment

Increasing visibility

Improving reputation

Expected Goal Completion Date

5/27/2022

STAFFING AND RESOURCE NEEDS

Instructions

1. Refer to [Strategic Plan](#).
2. See [Data](#).
3. See career info (In PRP)

Are you requesting additional full-time faculty?

Yes

Are you requesting additional Staff, CAST or AA?

No

In the last ten years, what is the net change in number of FT Faculty in the department? (FT faculty loss vs. gain)

Lost 3, Gained 1

% of FTEF for on-going reassigned time (department chair, program director, coordinator, etc.)

2016-2017 % FTEF (on-going reassigned time)

0

2017-2018 % FTEF (on-going reassigned time)

0

2018-2019 % FTEF (on-going reassigned time)

0

% of FTEF for temporary reassigned time (grant activity, sabbaticals, leaves, other reasons)

2016-2017 % FTEF (temporary
reassigned time)
0

2017-2018 % FTEF (temporary
reassigned time)
0

2018-2019 % FTEF (temporary
reassigned time)
Ellen Weller, sabbatical, S2019

NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting

Assistant Professor, Music - Piano Specialty

How will this faculty position help meet district (Guided Pathways, Strategic Enrollment Management etc.), department and/or discipline goals?

A piano specialist is an important position in any music area/department. Many students grow up playing piano therefore, it is a very common specialty for students in the music major. An excellent and well-known pianist on our faculty would help to raise the visibility of our program and of the college. For many years, Dr. Peter Gach was an important draw for the music area and his absence has been sorely felt. We also need such a position as an anchor for the keyboard classes.

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)

There are a few well-qualified part-time piano instructors with whom we work very successfully. These teachers, however, are spread across many different schools and do not have the needed time to spend on developing a robust student body of piano majors. For example, they do not have time to visit high schools, nor do they have time for the kind of office hours that a full-time faculty member could devote to our program.

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.

No, we are requesting this position in order to maintain our area's integrity.

Please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.

AB 1725 states that more than half of the faculty should be full-time and we are not in compliance with goal.