



Program Review and Planning 2019-2020

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
2019-2020

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 with emphases in Performance, Theory and Composition, and General Music, AA-T, and a Basic Music Skills Certificate of Proficiency

Please list the names and positions of everyone who helped to complete this document.

Madelyn Byrne, Professor
Paul Kurokawa, Professor
John Russell, Assistant Professor
Ellen Weller, Professor

Full-time faculty (FTEF)
0.60

Part-time faculty (FTEF)
0.30

Classified & other staff positions that support this discipline

Tom Daily, ISA, and Kimberly Loya, ADA (ADA supports the entire department; ISA primarily supports music. Technical Theatre Manager (Lorrena Harvey) and Tony Cucuzzella, and Heather Murray, Box Office Manager

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.

- Our current Program SLO does not really address this question, it references "aesthetic and cultural growth. I propose that we connect the SLO to what they are asking – we could say that we are in the process of developing additional SLOs. I would like to include more data here about recent graduates

and a listing of their current occupations:

Kasey Presley – Credentialed music teacher in Oklahoma

Daniel Leodones – obtained Masters degree, is managing a successful retail music business

Tyler Estabrook _ (help me here)

Danielle Perrault – finished Masters, is a member of the chorus with SD Opera

Emily Harrington – Enrolled in USC Masters program after graduating from CSULB in 2 years

Brandon Eggleston – CSUF composition

David Melendez – CSUF, voice

Beatrice Avila-Casillas – CSUF, music ed private music teacher

Alex Didier - SDSU then masters now

CSULB – Clara Kelly, Nick Altman voice

Chapman – Cara Benner, Music Library focus

SDSU – Mitchell Ridgaway

Nathan Burns- CUNY, now local performance professional with private teaching studio

Will Cowie – Mannes

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, 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. The combination of Fundamentals and Beginning Keyboard in the summer PRIOR to the first fall semester has proven successful; many were able to enroll right into the AA-level program requirements in Theory. We plan to make sure more of our District HSs know about this opportunity – however, Band Camp frequently overrides.

169 History of Rock Music, in both face-to-face and DE modalities, which should increase our overall FTES, which is what happened.

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. We had a significant bump in both total enrolled students and fill rate.

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 requested to speak at Counselors' meetings and training session, but this is currently NOT happening. This is an area that needs to be improved with the support of the Dean. Faculty have met with individuals for Music Major course planning, over 30 were completed between June and August 2019, which greatly contributed to the very high enrollments in Fall 2019.

7) We will host our first ever invitational north county high school choral festival this spring featuring guest clinician James Bass from UCLA and Palomar Performing Arts faculty, John Russell. This outreach event will bring more than 200 high school music students to the Palomar campus.

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.

We have had over 20 successful performances – for most music majors. Our vocal groups and Concert

Band have performed off campus. We have an informal partnership with Fortissimo youth orchestra (middle school age and elementary school). We would like to solidify that with a formal Memo of Understanding, as those students will be heading our way in 5 years or less. We would like to partner with Guy Gonzalez to support a HS Jazz school, which prepares students to do ANYTHING in the music world, but have so far received little support or encouragement from Administration.

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.

4 - AAT

3 - AA

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

Increased

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, the significant increase is a testament to the outreach of the music faculty, We have attempted to move courses into more popular times. We are down to a single section of most of our higher level classes, which is a barrier to completing the program. Many students complete the music classes then simply transfer rather than completing the GEs.

Our program would greatly benefit from having embedded tutoring in our Theory classes. 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 all of our classes, and in the reports that the music majors must write for a variety of performances, including their own. Music by its nature incorporates mathematical reasoning. Their understanding of complex symbolic notation of measuring temporal duration involves understanding fractions and recognizing numeric patterns.

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.

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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. The hiring of the new publicity coordinator will help. We are making use of social media extensively. Performances in the community, and a new partnership with a major non-profit arts organization, Mainly Mozart, will be beneficial

Outcome(s) expected (qualitative/quantitative)

Increased community member participation, and increased interest by high schoolers interested in majoring or participating in music.

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?

Majors – HS outreach, cooperation with Counseling, increased referrals from Counseling to faculty advising, extensive visibility on campus at events like Commencement, Monster Dash, Arboretum opening, Veterans Day, EOPS events. Visibility of faculty out in community, as we all do non-Palomar related performances in the community. We are frequently asked to do guest HS and MS conducting and clinics. Dr. Byrne is closely involved with SD New Music, and Professor Kurokawa has frequent performances throughout Southern California.

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.

We get excellent support from our Music ISA, Tom Daily. The presence of another crew member to help with concerts and technical needs would also be appreciated. Our faculty maintains very high level of professionalism.

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?

No

Are you requesting additional Staff, CAST or AA?

No

RESOURCE REQUESTS AND BUDGET ALLOCATION REVIEW

Budget Analysis: This section should be completed by department chairs by the end of September.

Are there areas in your budget where there has been a historical surplus (See three year trend)?
No

Are there processes that need to be examined to ensure we are being the most efficient with funding?
No

Are there ongoing needs in your department budget that you currently do not have the resources for?
No

Do you have non-general fund sources of funding?
No

One Time Needs

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY PERKINS AND STRONG WORKFORCE GUIDELINES](#) (on the left menu of the web page.)

Please check with your department chair on the availability for this cycle.

Do you have one-time funding requests?
No

Review

Chair Review

Chair Comments

This report is well written and very thorough. Issues and solutions are clear.

Chair Name
Patriceann Mead

Chair Sign Date
10/30/2019

Dean Review

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

Areas of Concern, if any:

Recommendations for improvement:

Dean Name

Dean Sign Date

IPC Review

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

Areas of Concern, if any:

Recommendations for improvement:

IPC Reviewer(s)

IPC Review Date

Vice President Review

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

Great mission statement. Good goals as well. Very thoughtful. Thank you for this.

Areas of Concern, if any:

Recommendations for improvement:

The answer to the question about program learning outcomes is interesting but doesn't seem to answer the question.

Vice President Name

Jack S. Kahn, Ph.D.

Vice President Sign Date

1/3/2020