Status: **Reviewed**

Entry #: 286

Date Submitted: 9/14/2020 1:30 PM

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
2020-2021

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?
Yes

Are any of your programs TOP coded as vocational (CTE/CE)?
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, Associate Professor
Ellen Weller, Professor

Use the link to provided to help answer the staffing questions below. This form requires a login and password to access. Please use your Palomar email and password to log in.

Link: Permanent Employees Staff Count

Full-time Faculty (total number of FT faculty in your discipline)
4

Full-time Faculty (FTEF)
4

Part-time faculty (FTEF)
1.90

Classified and other permanent staff positions that support this discipline
Tom Daily, ISA, and Paul Helling/Rita Walther, shared ADAs (ADA supports the entire department); ISA primarily supports music. Technical Theatre Manager (Lorrena Harvey) and Tony Cucuzzella, and Heather Murray, Box Office Manager

Tom Daily, ISA. Lorrena Harvey and Tony Cucuzzella, Technical theatre staff. Heather Murray, Box office Manager.

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

PROGRAM INFORMATION

In this section you are asked to consider your programs, their learning outcomes, the annual number of completions, goals for completions and enrollment and efficiency trends.

PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in Nuventive Improve (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **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?
We have developed six new program SLOs for the AA in music.
1.) Aesthetic and cultural growth: Identify and evaluate the elements of live musical performance that contribute to student's aesthetic and cultural growth.
2.) Ensemble Performance: Perform and/or participate successfully in small and large ensembles, using time management and interpersonal skills to assist in the production of a collaborative musical work.
3.) Technology: Utilize a variety of technological resources and tools to enhance their composing, performance, and music production skills
4.) Music Theory: Recognize, write, and utilize the fundamental aspects and principles of music, including music theory, notation, form, and performance practice.
5.) Musicianship: Acquire proficient musicianship skills including keyboard skills and the ability to perform and transcribe rhythms and diatonic and chromatic melodies in various meters
6.) Solo Performance: Present successful solo performances using appropriate repertoire for their chosen instrument/voice with technical proficiency, musicality, and stylistic awareness.Aesthetic and cultural growth

This covers the broad set of technical, analytical, creative, and critical thinking skills necessary to successfully audition for and transfer to a four-year university or college.

Basic Skills Certificate
We have created a new SLO for Basic Skills.
Basic Skills: Demonstrate an understanding of the fundamental aspects and principles of music, including but not limited to: basic music theory, notation, chord structures, melodic constructs, form, beginning instrumental/vocal technique, performance practices.

AA-T
Due to the restricted number of units, the AA-T is not deemed sufficient for a student to successfully audition and transfer.
AAT: Ensemble Performance: Perform and/or participate successfully in small and large ensembles, using time management and interpersonal skills to assist in the production of a collaborative musical work.
Music Theory: Recognize, write, and utilize the fundamental aspects and principles of music, including music theory, notation, form and performance practice.

How do they align with employer and transfer expectations?
Our students have excellent transfer success. Last year, one of our music composition majors (William Cowie) received a $10,000 scholarship to the Mannes College of Music. The Mannes College of Music is now affiliated with the New School and is among the most competitive music schools in the nation.
This past year Palomar Music students successfully transferred to SDSU, CSU Fullerton, and CSU Long Beach, which now embodies the Bob Cole Conservatory of Music. CSULB is a highly competitive program and has career-boosting links to film and video game scoring production companies based in Los Angeles.
Last year, a Palomar music student successfully graduated with a Masters in Music Therapy from CSU Northridge. Zach Manlapid, a Palomar Music student, recently graduated from UC Berkeley, and is currently applying to several prestigious Masters programs in Choral Conducting.

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.) Aesthetic and cultural growth: In all music classes, connection between the arts and society, in general, is emphasized. The opportunity to experience live music created by Palomar students is extended into the community via performances and audience attendance.
2.) Ensemble Performance: Students participate in rehearsals and prepare their parts under the direction of an experienced music director, perform their prepared pieces, and assess those performances in reflective discussions.
3.) Technology: Students in music classes are given assignments that make use of several current technologies: applications such as ProTools, Native Instruments, GRM-Tools, Scanbot, BandLab, Soundtrap, Sight Reading Factory, Reason, Finale, and negotiating Canvas topology.
4.) Music Theory: Students scan and upload written homework and have regular assessments. They complete analytical and creative projects that incorporate critical thinking and aesthetic cultivation.
5.) Musicianship: Students are recording assignments Sight-reading Factory, Music Literacy.com, Earpeggio, Aural Wiz, and uploading directly to Canvas demonstrating increasing skill level in rhythm, solfeggio, keyboard, and dictation.
6.) Solo Performance: Students are engaged in short one-on-one instructional sessions, submitting recordings for assessment, collaborative, and peer critique of solo performances. Students in preparation for transfer, students are preparing audition videos, learning specific techniques to successfully demonstrate their readiness for upper-division music work.
7.) Students turn in weekly composition assignments that are uploaded and presented in class. These assignments target a different music composition technique each week. The students' assignments are evaluated on their evidenced critical thinking, synthesis of information, and creative implementation of the studied techniques. Students also present their larger composition projects during an end of semester performance.
8.) Some of the composition students also work to prepare for transfer for upper-division work. This takes the form of portfolios demonstrating advanced composition techniques.

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.

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
4 - AA

This is an increase. Many additional students transferred successfully without completing the AA requirements.
It should be noted that we have more than doubled since five years ago.

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 faculty has gone above and beyond in terms of obtaining additional training, attending seminars, and working on campus committees to improve our completions. We have instituted new advising guidelines that foreground completion as well as transfer prep. Our ISA, Tom Daily, tirelessly works to facilitate registration and increase student access to equipment.

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 Arts Media Lab has not provided a full solution, though it was a good attempt at solving this difficult problem. In a survey of MUS 181 and MUS 184/187 students, 73% of 181 students said that the Computer Music Lab was their preferred workspace for assignments. Of the 184/187 students, 82% said they also preferred the Computer Music Lab. In both 181 and 184/187, 0% said that their preference was for the Arts Media Lab. The students mentioned that the lack of knowledgable staff in the Arts Media Lab was problematic.

Program Information Summary

Consider your program outcome assessments, completions, and enrollment/efficiency trends, as well as other internal and external factors.

How have these factors contributed to the success of your program(s)?
We have an amazing faculty/staff team. Most of us are working well beyond the required hours and duties to ensure student success. We believe that if we could offer more sections of key classes, we would increase our success, retention and transfer rates significantly.

How have these factors presented challenges for your program(s)?
Scheduling cutbacks, and the need to conform to the scheduling grid have severely impacted the amount of time students must spend completing their major courses. Most of these are now offered as single sections, and therefore, students are unable to take the classes in the recommended sequence. This causes them to spend at least an additional year or more, or to take classes at MiraCosta.

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.

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 LEARNING 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.

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.
The computer music instructor earned an Avid Certified Instructor certification over the summer. This will enable our program to award Avid user certificates to students who complete Computer Music I and II.

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.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-word experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

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?   **Goal Status**
Existing   Ongoing

How will you complete this goal?
We have a two-pronged approach: 1) increase awareness of our status as a cultural hub offering live performances. Our new publicity coordinator has been very helpful, and our staff assists in producing virtual performances. Music courses are making extensive use of current recording/computer technology to produce concerts, that can then be shared in the community. 2) increase awareness among high school students considering transfer in music. Our productions serve as attractants to entice students. Having current technology and software is especially desirable, in addition to robust performance ensembles.

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?   **Goal Status**
Existing   Ongoing

How will you complete this goal?
Given the realities of Covid-19, we are reaching out via Zoom for an alternate event now in the planning stages.

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?	**Goal Status**
Existing	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. Dr. Madelyn Byrne, who teaches our music technology courses, has obtained an AVID-certified Instructor Certificate, which allows her to grant AVID-certified User certificates to Palomar students who successfully complete both Computer Music I and II.

We will 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.

As an additional benefit to Dr. Byrne's AVID certification, the school can receive a significant discount on this software.

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?	**Goal Status**
Existing	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.

By maintaining currency of our facilities, equipment and music technology programs, we will be attracting majors who are interested in pursuing music technology careers.

Outcome(s) expected (qualitative/quantitative)
Additional 5% enrollment increase over F2020

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?   **Goal Status**

Existing   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

We are working closely with our transfer partners to more closely align our curriculum to their lower division requirements.

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?   **Goal Status**

Existing   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.

We hope that our very carefully crafted Partial f2f plan can be enacted in the coming year. Students are delaying starting their college experience if everything is online.

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

Goal 7

Brief Description
Maintain excellence and engagement with our students and community during this crisis (COVID-19).

Is this a new or existing goal?
New

How will you complete this goal?
1.) Our faculty have worked intensely over the summer to learn as much as possible about any technology that will help our students to be successful.
2.) We all have had to modify our courses and modes of delivery. While this is true for so many disciplines across our campus, this has been particularly challenging with music. Music is a complexly temporal art form, it is dependent on sound quality, and on focused work with the student and teacher.
3.) Faculty have spent their own money purchasing scanners, software, microphones, and other equipment. Faculty have spent significant time over the summer installing this software and hardware.
4.) We are supplementing our classroom rime and office hours with students in the form of extra zoom meetings and phone calls.

Outcome(s) expected (qualitative/quantitative)
Students will be able to continue to progress on their chosen pathways in spite of the alternate teaching modalities. When we return to f2f classes, they will be able to smoothly transition into the next level in the major at the same rate that they would have had we not changed the course delivery modality.

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
6/30/2021

RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC SubCommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?
No

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.

Are you requesting new Classified, CAST or AA positions?
No

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2018, 2019, 2020. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

How to Request the Available Budget Report

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?
No

NOTE: PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

   For more information about funding sources available, see IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES.

   Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY AND FACILITIES NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?
Yes

Technology Request

Technology Request 1

What are you requesting?
Our program requires up-to-date computers and software.

Provide a detailed description of the item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.
This aligns with goal one of increased visibility in the community. This is especially relevant to recording technology.
Goal five to increase transfer success. Goal four increase enrollment of music majors and non-music majors.
All requests refer to current versions of the requested software and hardware.

1.) All full-time music area faculty will need the latest version of Finale on their computers. Finale is a music notation software that is needed for writing music theory, skills, and composition assignments. It is also used by ensembles for arrangements and parts.
2.) All full-time music area faculty will need the latest version of Final Cut Pro.
Final Cut Pro is used for creating videos of music performances and classes. This is an assessment tool for evaluating student performances.
3.) The computer music lab uses Pro Tools, Reason, Native Instruments Komplete, GRM-Tools, and Finale. The addition of Ableton Live would increase our program's competitiveness.
3a.) Pro Tools is the industry-standard digital audio workstation (DAW). Students require this for both transfer readiness and employment opportunities.
3b.) Reason is an introductory level software used to teach sound design, sampling, and basic sequencing.
3c.) Native Instruments Komplete offers intermediate to advanced level sound design and sample libraries.
3d.) GRM-Tools is an effects bundle that is necessary for teaching intermediate to advanced level sound processing and design.
3e.) Finale -- See above
3f.) Ableton Live is designed to work in live performance with a computer. This program is taught at several universities and colleges.

4.) Optimo -- the department has a subscription that the department pays for. It is a music library database. This is essential for our ensembles.

5.) Our ISA, Tom Daily, requires software and these include OC Client, DL Windows, and Vectorworks.
5a.)OC Client is used for monitoring our area's hallways. This is needed for the safety of our students and for equipment security.
5b.) DL Windows for locks. This is needed for student safety and equipment security.
5c.) Vectorworks for the stage layouts. This is needed for proper equipment usage and for student safety.

6.) Our Computer Music Lab requires computers that are capable of running the above-listed software. This is necessary for maintaining our currency and our high level of educational excellence.

Estimated Amount of Request.

Will you fund the request through your budget or other sources?
Existing Budget, One Time Request

What PRP plan goal/objective does this request align with?
This request aligns with the goals of maintianing and improving upon our excellent level of education. It also aligns with our mission of providing a safe space for all of our students.

What Strategic Plan 2022 Goal:Objective does this request align with?

1:1	1:3	2:1	2:2
2:4	3:4		

If you have multiple requests for technology and had to prioritize, what number would give this? (1 = Highest)
1

Do you think that your request for technology will require changes to a facility?
No

Note about technology requests:

All technology requests will now go through a review process before prioritization.

- *Your dean/director will send you a Technology Request Checklist (aka Technology Proposal Analysis Checklist).*
  - *You must complete this checklist and return it to your dean no later than 10/30/2020.*
  - *Once the dean approves the form and the request, the dean will send the document to the Technology Review Committee to determine IS resources needed, any integration issues, and/or potential overlap with existing technology.*
  - *The results of the review will be sent to the dean and chair with feedback.*
  - *The dean will determine whether or not the request moves forward for prioritization and/or implementation.*
    - *Requests for one-time funding will move forward for prioritization.*
    - *Requests that use funding from your department budget may move forward for purchase.*

Do you have resource needs that require physical space or modification to physical space?
No

PART 4: OTHER ONE-TIME NEEDS

For more information about funding sources available, see IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES. Please check with your department chair on the availability for this cycle.

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?
No

I confirm that the Program Review is complete and ready to be submitted.
Yes

Enter your email address to receive a copy of the PRP to keep for your records.
eweller@palomar.edu

Review

Chair Review

Chair Comments

Chair Name   **Chair Sign Date**

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:

Areas of Concern, if any:

Recommendations for improvement:

Vice President Name   **Vice President Sign Date**