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OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

BASIC PROGRAM INFORMATION

Academic Year
2021-2022

Are you completing a comprehensive or annual PRP?
Comprehensive

Division Name
Arts, Media and Business Administration

Department Name
Performing Arts

Department Chair Name
Patriceann Mead and Madelyn Byrne

Discipline Name
Music (MUS)

Department Chair email
mbyrne@palomar.edu

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

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

Describe how your mission statement aligns with and contributes to the College's Vision and Mission.
Commitments to diversity and equity, combined with a deep commitment to excellent quality education and preparedness for the workforce.

(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

BASIC PROGRAM NFORMATION: FACULTY AND STAFFING RESOURCES

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the two links below. An arrow will appear in the spreadsheet pointing to the data you will enter.

1) **Permanent Faculty and Staff Count**

 2) **FTEF LINK**

How many permanent or full-time faculty support your discipline (program)?
4

For this past fall semester, what was your Full-time FTEF assigned to teach classes?
3.66 or 69% for Full-time Fall 2019

For this past fall semester, what was your Part-time FTEF assigned to teach classes?
1.9 or 29% for Hourly Fall 2019

List the classified and other permanent staff positions that support this discipline.
Tom Daily, ISA
Paul Helling
Rita Walther
Lorrena Harvey
Anthony Cucuzzella
Heather Murray
Carl Thompson

List additional hourly staff that support this discipline and/or department
Web design and social media co-ordinator, 32 hours .

PROGRAM INFORMATION

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

PROGRAM LEARNING OUTCOMES

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.

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

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.

We are planning to formally assess our learning outcomes in the spring of 2022, and every three years thereafter. This will allow us to assess our program with face-to-face classes. There was a dearth of reliable data during the pandemic.

Summarize the major findings of your program outcomes assessments.

We have not yet completed a program outcomes assessment. We are planning to do so in the spring of 2022.

Depending on the degree or transfer goals of our students, there are three different GE pathways to choose from:

- Associate Degree GE Requirements

- CSU GE Requirements

- IGETC Requirements

Palomar College has identified a set of General Education/Institutional Learning Outcomes (GE/ILOs), 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.

Next, review your course outcomes as they relate to Palomar's GE/ILOs.

How do the courses in your discipline support GE/ILOs? In your response, please specify which GE/ILO(s) your discipline supports. You should refer to the GE/ILOs your program outcomes are mapped to in Nuventive.
All of our GE classes require significant amounts of writing.
1.) Communications: All Music GE courses require student writing about historical, social/cultural, racial, gender and aesthetic issues. In many sections, students prepare oral presentations of music analysis and history, in addition to demonstrating their understand of musical concepts by singing or tapping rhythms.. These frequently include creative visual elements. In the MUS 103 Fundamentals GE course, students additional communicate using the complex language of music notation.

2a.) Every music class covers at least some actual music literacy, which is a complex system utilizing graphic symbols that represent pitch frequencies, durational relationships and other math-based computational processes. Students participate in analyzing the structure of musical sound over time utilizing critical consideration of structure in light of historical trends.
2b.) All GE courses require inquiry into references, materials, and techniques specific to the individual courses as well as an analysis of how they interact with and/or respond to those that exist in the environments that surround them.

3.) Critical thinking -- All of our GE classes require critical thinking in that students are required to complete research, interpret data, and make thoughtful judgments.

Teamwork and problem solving -- Group work is an essential component of our GE classes. This can take the form of performance, scholarly research, class presentations, and shared problem-solving.

3b.) Information literacy is an essential component of our GE offerings in Music. In the Music Appreciation course, MUS 100, students are asked to analyze musical examples in multiple modalities and from many sources including printed musical scores, live performances, recordings, textbooks, and other online material provided by the instructor.

4.). Every GE course on music involves consideration of intercultural knowledge. MUS 171 and MUS 102 in particular are multicultural-designated courses investigating the music of diverse segments of American society and the global community. Civic engagement is at the heart of music-making. Issues of censorship and connections to major socio/political events is a keystone of our GE Music courses.

Summarize the major findings from your course outcomes assessments that are related to the GE/ILOsducation/Institutional Learning Outcomes that your discipline supports. You should refer to the GE/ILOs your course outcomes are mapped to in Nuventive.
In our review, we noticed that our MUS 100 (all but one are asynchronous) had a noticeably lower success rate for one of our SLOs. We attribute this to the fact that there are no face-to-face classes. Students are reticent to seek office hours for classes that are online. Our classes that are skills-based (MUS 103, for example) are taught synchronously and are utilizing tutoring and improving, and some of our faculty have adjusted their syllabi to require a visit to the tutor.
Reliance upon zoom and internet technology brings into relief the vast inequity amongst our students. Technology is not equally dispersed among our learning population.

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 do they align with employer and transfer expectations?
Our students have excellent transfer success.
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.
We have had students successfully entering excellent four-year colleges and universities in Music Therapy, Composition, Music Library Science, Performance, Conducting, Music Education, and Ethnomusicology.
Zach Manlapid, a Palomar Music student, recently graduated from UC Berkeley,
and is now enrolled in a Master's program at the University of British Columbia.
This year we had several students accepted into SDSU, UC Berkley, CSUN, CSULB, and UCSD.

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, you will reflect upon the number of completions students earned for EACH degree/certificate you offer. As required for accreditation, you are also asked to set a standard which represents the lowest acceptable number of completions and a stretch goal for increasing the number of awards.

Link to **Program: Completions**

Copy and paste five years of completion data for each of your discipline's degrees and certificates.
Row Labels 2015-16 2016-17. 2017-18 2018-19 2019-20 2020-21
AA/AS
Associate in Arts Degree 3 5 1 3 4 4
Associate in Arts Degree for Transfer 3 4 4 1
AA/AS Total 3 5 4 7 8 5
Certificate

University Transfer Degree data is not reflected on the provided spreadsheet.

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

What factors have influenced your completion trends?
Our program was on a steady increase until the pandemic hit. Not only did this affect our completion of upper-level work, but it also stifled our outreach work. Many students report challenges in accessing counseling appointments. Students who have availed themselves of music faculty advising are more likely to complete their degrees. It would be advantageous to our students for counseling to work closely with faculty advisers in this discipline. Faculty used to be able to visit counseling meetings with literature and present details on our programs. For some reason, those invitations to counseling meetings have not been forthcoming.
We have many high school students who take music classes with us, transfer to four-year institutions, but do not complete our degree.

Are the courses in your discipline required for the completion of other degrees/certificates?
Yes

Please list them
MUS 180 is required for the Multi-Media Arts Certificate. All music GE classes satisfy humanities, area C and IGETC. MUS 171 and MUS 102 are designated as multicultural courses satisfying Palomar's requirements.

Do you have programs with 7 or fewer completions in the last 5 years?
No

Our accrediting body, ACCJC, and the Federal Department of Education requires that colleges establish standards and goals for student success and completion.

A program-set standard for completion represents the lowest number of program completion you deem acceptable for your program. 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.

What is your program standard for program completion?
8

Why did you choose this standard?
At our highest rate, we had eight completions. This was prior to COVID.

A program stretch goal for completions is the number of completions you aspire to award for each program in your discipline.

To determine your stretch goal, consider the number of annual completions you typically award over time, then consider strategies or efforts you are making to increase completions in your program. Then identify the NUMBER you want to set as your goal.

What is your stretch goal for program completion?
12

How did you decide upon your stretch goal?
We normally have an average of 15 Theory IV completers and believe that the majority of these students can complete their degrees.

ENROLLMENT AND EFFICIENCY TRENDS

Your courses and offerings represent the path students take to complete their goals. Palomar has a very diverse set of programs and offerings and students have many paths they can take to earn a degree, certificate, or transfer.

In addition to student success and completion, enrollment trends, resources (FTEF), and efficiency metrics like FTES/FTEF are factors reviewed by the college when considering needs for staffing and program support. Evaluating these metrics also helps the College when developing class schedules to meet the needs of students.

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

In this section, you will examine your enrollments over time and resources (FTEF) utilized to support or generate those enrollments.

This information can be found by looking at enrollment efficiencies.

Link to Program: Enrollment Trends

Have your enrollment trends increased, decreased, or stayed the same for your discipline over the past five years? (check box)
Increased

Have your efficiency trends increased, decreased, or stayed the same for your discipline over the past five years? (Check box)
Increased

Were these trends expected? Please explain.
We have been holding steady with enrollments and have become more efficient. This increased efficiency is partially attributable to class cancelations. At the same time, these cancelations have compelled students to leave Palomar, and the cancellations impede progress regarding completion. Without these cancelations, we believe that our enrollment would be growing, albeit less efficiently.

Program Information Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, goals for completions, enrollment and efficiency trends and any other internal or external factors that had an impact on your program.

What factors have contributed to the success of your program(s)? Describe how they have contributed.
We have been upholding our reputation of rigor, comprehensiveness, and excellence despite low completion rates and the enormous technology issues with which we were faced when converting to the online format in 2020. Our colleagues at our transfer partners give us such feedback. One former student who transferred to CSUN in Fall 2021 wrote to us, "I'd like to say that the music program at Palomar College has more than adequately prepared me for the music therapy program."

During COVID we had spectacular staff support which enabled students, with faculty, to complete their programs and gain valuable experience. Our part-time faculty worked above and beyond their jobs to fulfill roles that enabled student success. Overall, the collaborative nature of the PAD allowed us to solve problems and think creatively.

What factors have presented challenges for your program(s)? Describe the impact of these challenges.
While the COVID pandemic has been horrifically challenging for all of us the past year and a half, it presents some unique challenges and hardships to our discipline.
Performance --
Technology -- The computer music program was deeply impacted by COVID. Many of our students cannot afford the appropriate computers or internet connectivity to keep up with a college-level computer music class. The foundation has done great work with giving out computers to our students, but that does not solve the internet issue. Further, the computers required for college-level computer music programs often require a robust processor and substantial RAM. Our students were faced with needing computers that could run the class required programs and maintain a connection over zoom.
Lessons and other individualized instruction --

COURSE INFORMATION

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements
of underrepresented groups.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked about the assessment of student learning outcomes at the course level, progress you have made in these assessments, and changes you have implemented as a result/

COURSE SUCCESS AND RETENTION

Have your overall course success rates increased, decreased, or stayed the same over the last 5 years?
Increased

Was this expected? Please explain.
We work very hard to help our students achieve success. Given last year's events, exceeding the college's standard is a welcome achievement.

Have your overall course retention rates increased, decreased, or stayed the same over the last 5 years?
Stayed the same

Was this expected? Please explain.
While our program has experienced a slight decrease in retention, some of our classes have significantly increased retention.
MUS 105, for example, has made substantial improvements in retention. For an overall explanation of the slight decrease over our discipline, course cancellations have dissuaded a number of students from continuing at Palomar College as has economic hardship.

Are there differences in success or retention rates in the following groups? (choose all that apply)

Are there differences in success/retention between on-campus and online courses?
Yes

Please share any best practice methods you use for online courses.
Asynchronous classes -- MUS 100 (Music Appreciation) updating the course composers to reflect a more diverse field of composers. Drawing comparisons between historical examples and present day examples. Allowing open discussions of these topics in essays and discussion boards.

ACCJC also requires that colleges establish institutional and program level standards and stretch goals for course success rates.

Program-set standards for course success rates represent the lowest success rate deemed acceptable by your discipline. 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. The College's institution-set standard for course success rates is 70%

Program-set stretch goals for course success rates represent the success rates you aspire your students to achieve.

Link to Course Information

The data includes overall success (% C or better) and retention rates (% No Ws) . The data tables include course 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/)

What is your program's standard for Discipline COURSE Success Rate?
70.0%

Why did you choose this standard?
Because it is in keeping with the college's standard. Our actual success rate last year was 71.7%.

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 STUDENT LEARNING OUTCOMES (SLOs)

Reflecting on the major findings you summarized, what are some questions you still have about student learning in your courses that you have not yet been able to address with your 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.

What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?
The reports that are assigned have shown improvement in the student's ability to synthesize a host of concepts, employ critical thinking, and creatively synthesize concepts from our SLOs.

Summarize the major findings of your course level student learning outcomes assessments.
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.

Excluding courses that haven't been offered in the last three years, confirm that all of your courses have been assessed in the last three years.
Yes

PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.

- Engaging and applied learning experiences.

- Effective instructional practices to support students in achieving success.

What is your departmental strategy on how you schedule your courses, including the time of day you offer courses? Do you use 4-week, 8-week, or block scheduling (putting required classes near each other) to organize required classes to meet the needs of disproportionately impacted students? Please explain.
The music area carefully maps our courses so that music majors may enroll in all of their required classes and complete their degrees in a timely manner. Music majors in colleges throughout the country are required to concurrently enroll in music theory, aural skills, keyboard, music technology, ensemble, and instrumental lessons or composition lessons. We have painstakingly built a schedule that will allow our students to do this. We have also been careful to consider the time needed for their GE courses.

The music area uses a mix of eight-week fast track classes and full semester classes for our program. The skills and information required in most music classes need longer than four weeks for meaningful comprehension and learning.

The music area also offers several GE classes online that will be accessible to our disproportionately impacted students; students may do this work on their own schedule and from anywhere that there is internet access.

We are impacted by the fact that there are classes that need special classrooms, for example, there is only one keyboard class while there are multiple levels of keyboard and theory levels all needing access to the same small room.

Our strategy is that we have devised a spreadsheet that displays room use and faculty assignments, and length of class to avoid overlaps and use of resources. Every time we schedule, we discuss how successful classes have been in a given slot and schedule accordingly. Our students have been asking for evening GE classes, for example. Evening piano classes have also been frequently requested.

How do you work with other departments that require your course(s) for program completion?
We work with Multicultural Studies and Digital Broadcasting Arts to make sure that our course offerings will be conducive to students in these programs achieving successful completion.

Does your discipline offer cross-listed courses?
Yes

How do you work with the other department(s) to ensure consistent curriculum per the COR and minimum qualifications? How do you coordinate course scheduling and SLO assessment?
MUS 180 is required for the Multi-Media Arts Certificate. The instructor for this course has met with instructors from this department to ensure that COR and SLO requirements are met. For example, these students have the option of including video components in their assignments. MUS 180 is also offered in two sections each fall semester and once each spring semester at times that will allow Multi-Media Arts to schedule this class.
MUS 171 and MUS 102 are designated as multicultural courses satisfying Palomar's requirements. MUS 171 and MUS 102 have been offered online to allow for scheduling flexibility. The instructors for these courses have also integrated the COR and SLO elements into the curricula for these classes.

Are there curriculum concerns that need to be resolved in your department? What are they?
The music area faculty are mindful of the need for diversity, equity, and inclusion in our curriculum. We are continuously working to improve in these areas.
In MUS 100 (Music Appreciation), instructors have been including more women and people of color in the curriculum. The ensembles have been programming more female composers and people of color. MUS 102 (Jazz History) has included more female musicians (which have been absent from most textbooks).

Are there courses that should be added or removed from your program - please explain?
There are courses listed in the catalog that have been not offered due to low enrollment. This decision was made by the administration.

How is the potential need for program/course deactivation addressed by the department?
The music faculty are mindful of keeping the catalog accurate and current. When opportunities arise to make the appropriate revisions, this is carried out in a timely manner. Several courses were assumed to have been deactivated due to shifting student interest.

Are there areas you would like to expand?
Music technology. The Computer Music Lab is housed in classroom D2. While the music faculty are grateful for a necessarily dedicated space for music technology, the physical limitations of that room have been an impediment to the growth of the program, as it seats fifteen students. (The recent pandemic has exacerbated this issue). A larger and dedicated space would be a boon to the music program and to the college.
This program also needs ancillary support for the lab in the form of lab assistants. While we are happy to employ work-study students (two of our full-time faculty put themselves through college on work-study), there are not always enough available students to fill our needed hours. The computer music instructor has trained and is eager to continue training, work-study students who may be inexperienced in this area, but we are bereft of applicants.

Applied music should be expanded to two sections of instrumental and vocal music. This was the case several years ago and it was successful and well-suited for our students. We understand that this is dependent on enrollment.

Describe any data and/or information that you have considered as part of the evaluation of your program.
We carefully assess our completion and success rates each semester. We consistently evaluate our SLOs and SLO assessments. These data are considered with external accreditation requirements, state and federal legislation, and four-year institution guidance.

The music faculty communicate consistently with faculty from our four-year transfer partners. We maintain curricula that will enable our students to successfully transfer and complete their BA and BM degrees.

To answer the next two questions, you will need to review your program maps and program information in the 2021-2022 Catalog.

Is the content in the program mapper accurate?
No

What needs to be corrected in the mapper?
The music faculty prefers that the AAT not be the first degree to come up. This is because it gives students a false idea that this degree will adequately prepare them for transfer. This is not the case, especially if the students are under-prepared as is the case with many of our students.

The Music AA degree is an excellent degree that will well prepare students for transfer.

We would also like to expand the mapper to encompass our three emphases, which impacts course enrollment.

Is the content in the catalog accurate?
No

What needs to be corrected in the catalog?
The following classes have been deactivated and should be removed -- MUS 149 and MUS 223. Errors with MUS 137 and 138 listings -- same as DNCE 137 and DNCE 138.

Has your department or discipline started having discussions about embedding diversity related issues or content in your curriculum?
Yes

If yes, describe your efforts. If no, what type of training or help do you need to do this work?
We have addressed diversity in the following ways; We have discussed the absence of BIPOC, queer, and female composers in much of the classical canon. This is a discussion that is happening throughout the world of classical music. The music faculty are dedicated to equity. The performance ensembles, for example, have programmed work by female and BIPOC composers. The subject matter of some of these programmed works confronts the subject of racism candidly and eloquently. We are continuing the conversations and expanding the content and questions in our GE courses as well.

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? If so, how would the new or emerging careers impact your future planning?
Onetonline.org lists 61 possible careers for music majors. Among the careers are some newer options including the following --
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 music area's computer music instructor earned an Avid Certified Instructor certification during the 2020 summer. This will enable our program to award Avid user certificates to students who complete Computer Music I and II.

Music Therapy is a growing field with an increasing number of four-year colleges and universities offering Bachelor degrees in this discipline. Onetonline.org indicates that this field has a bright outlook.

The employment opportunities in religious institutions continue to grow. Many students report transfer and employment in music ministry. Schools that we transfer to PLNU, Biola, Azusa Pacific, and Cal Lutheran.

Other avenues include entrepreneurship.

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, MuseScore, 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.

Additional Qualities and skill sets needed for music therapy and music performers include --
Ability to work collaboratively, compassion, empathy, and communication skills. These skills are learned within the many ensembles that are offered in our program.

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. Each student is given a job that they are responsible for during our production. These include stage manager, technical crew, assisting with board operations, and stage crew.

How does your work-based learning help your students learn how to do some of the tasks associated with the potential occupations?
Rehearsals, performances, composing, arranging, mixing, and mastering mirror professional concerts, recordings, and preparation for those events.

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.
Each instructor in the music area is professionally engaged in their discipline outside of the college. This professional experience is conveyed to our students.
For example, our composition instructor recently participated in making a music video of an original work. This was carried out remotely as it was with the New York Composers Circle while the instructor was in California. The experience of rehearsing over zoom, and sending audio and video files back and forth for editing can now be taught to the composition 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.

If you require any additional resources beyond your exiting budget, please be sure to request those resources in the next section titled "Resources".

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?
This goal was formulated pre-covid, and we have been set back as a result of the pandemic. Nonetheless, we are committed to achieving this goal.

We have a three-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. 3.) We are working to increase alliances with local organizations and other music departments in the community.

Outcome(s) expected (qualitative/quantitative)
Increased community member participation, and increased interest by high schoolers interested in majoring or participating in music. Among our goals is to make our program an essential part of the community from elementary school to our neighboring colleges. This increases opportunities for our students, including employment opportunities.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
Increasing enrollment
Increasing visibility
Improving the reputation of our music program among high school students and community members.
Continue to nourish our reputation with our transfer partners.
Increasing employment opportunities for students.

Expected Goal Completion Date
5/1/2024

Goal 2

Brief Description
Sponsor high school festivals (recruiting)and increase in-reach.

Is this a new or existing goal?	**Goal Status**
Existing	Ongoing

How will you complete this goal?
Now that we are coming back, we are renewing our practice of having face-to-face festivals.
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.
There is a plan to focus specifically on North County high schools for a choral festival, highlighting Palomar's music program. Multiple high schools will be invited, for a guest of stature, and work with our choral/vocal professor. These students will also experience our facilities and faculty, including our performance spaces. They will also meet current Palomar music students.

Pending conditions, we are exploring this and other goals including our postponed collaborative Beethoven Ninth Symphony at CCAE. We also wrote a NCHEA grant to include area high schools, CSUSM, and Mira Costa. We are collaborating with the current chair of CSUSM's music department, including a planned solo performance with our PSO in May 2022.

We are also interested in "in-reach" to our students so that they know that they can continue their musical interests while studying a variety of majors. We would like to include a variety of media in these efforts, such as the Palomar radio station's broadcasts and placing an ad in the Telescope. We also plan to connect with our colleagues including other teaching faculty and counseling.

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
1/1/2023

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.

Set up a dual enrollment string that would be a feeder into our orchestra. Colllaborate with Fortissimo strings.

Open discussions with San Marcos Unified about expanding middle school vocal groups.

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
5/1/2025

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, Foundation events, Veterans Day, EOPS events.
Visibility of faculty out in the 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 the currency of our facilities, equipment, and music technology programs, we will be attracting majors who
are interested in pursuing music technology careers.
Dr. Ellen Weller is currently adjudicating an MTA event for music students in Irvine.

Outcome(s) expected (qualitative/quantitative)
5% enrollment increase.

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
1/1/2024

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. 5) Participation in the applied program prepares students to be successful when they audition for four-year music programs.

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
5/1/2024

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?
We have been able to maintain our ensembles and concert schedules even during the pandemic. We are justifiably proud of the great effort and accomplishment that this encompasses.

The continued expectation of professionalism in Applied Music and composition classes and Performance Studies, maintaining 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 a very high level of professionalism.

We completed and implemented our thoughtful safety plans in order to have face-to-face ensembles and some classes this year. The response from students has been positive and we continue to find ways to overcome obstacles that seem to crop up continuously.

Given the lack of a dedicated ADA, our ISA has had to work doubly hard. Rita Walther and Paul Helling have been extremely helpful, but she is already over-burdened. Our ISA is the only dedicated person for our students to go to for enrollment and other music-related questions.

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
5/1/2022

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?	**Goal Status**
Existing	Completed

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 time and office hours with students in the form of extra zoom meetings and phone calls.

Outcome(s) expected (qualitative/quantitative)
Students were able to continue to progress on their chosen pathways in spite of the alternate teaching modalities. When we return in the spring of 2022 fully 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
10/19/2021

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?
Yes

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

Title of position
Performing Arts Dept. ADA

Is this request for a full-time or part-time position?
Full Time

How does the position fill a critical need for current, future, or critical operations? e.g. accreditation, health and safety, regulatory, legal mandates, institutional priorities, program trend analyses of growth/stability
The Performing Arts Department requires a dedicated ADA rather than relying on staff who are already overworked. While we are appreciative of the work of our current staff, PAD's lack of a dedicated ADA adversely affects our program.
Impacted areas include; institutional priorities, health and safety regulatory compliance, and growth/stability.

It is not safe for our students to not have this position filled. While we appreciate our ISA and help from other ADA's but we have no central point of contact for our students at present. Many students give up on enrollment (it is too complex), and a dedicated ADA can help to explain our programs to students.

A dedicated ADA is also useful for managing issues such as inadequate lighting, classroom maintenance, among other health and safety issues.

Does the position assist in establishing more efficient District operations through either of the following: reorganization/restructuring OR use of technology?
No, this will simply replace what was lost due to a retirement.

Is there funding that can help support the position outside of general funds?
No

Describe how this position helps implement or support your three-year PRP plan.
This will assist in disseminating information to the public and potential students, assisting current students in implementing their current pathway. This will allow the ISA to carry out his proscribed duties without being overburdened.

Strategic Plan 2022 Objective

1:1	2:1	5:1

If the position is not approved, what is your plan?
To continue to work with overburdened classified staff members.

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for fiscal year 2019, 2020, 2021. 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?
Yes

What budget considerations would you like your dean/supervisor to be aware of or to consider? Please be as specific as possible. For example, if you need an increase in the 40000 account and a decrease in the 23000 account, describe what increase your department needs, how much, and a description of why the department needs the adjustment.

Short-term hourly in the computer music lab. We have been relying on Federal Work Study students too much. This is an excellent program, but there are not enough students to fill all of the positions that we need.

NOTE: PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

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?
The computer music lab, music library, and the music faculty regularly require updated technology.

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.
The computer music lab houses our area's technology program. This is an important discipline for our music students. It leads to better transfer opportunities, good paying jobs in the music industry, and is essential to any college-level music program.

The faculty must have access to at least basic music software, hardware, and other technology based tools. This is simply to keep current in our field. This aligns with our goal of delivering excellent quality education.

Estimated Amount of Request.
$10,000.00

If any, list ongoing costs for the technology (licences, support, maintenance, etc.)
$5,000.00

Do you already have a budget for this request, or will you need additional funds?
Yes

What PRP plan goal/objective does this request align with?
This request aligns with all goals that relate to quality and currency in education.

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

1:1	2:1	2:2	4:1
5:1			

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

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 11/19/2021.*
  - *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.*

Part 4: Facilities Requests

Do you have resource needs that require physical space or modification to physical space?
Yes

Facilities Requests

Facility Request 1

What are you requesting?
Safer lighting

What discipline PRP plan goal/objective does this request align with?
Student safety

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

1:1   5:1

Provide a detailed description of the facilities item or space 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.
We request better and safer lighting in our hallways that are outside.

Is there an associated cost with this request?
No

What impacts will this request have on the facilities/institution (e.g.,water/electrical/ADA compliance)?
This will comply with ADA standards

PART 5: 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 all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.
Yes

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