

*The Program Review process should serve as a mechanism for the assessment of performance that recognizes and acknowledges good performance and academic excellence, improves the quality of instruction and services, updates programs and services, and fosters self-renewal and self-study. Further, it should provide for the identification of weak performance and assist programs in achieving needed improvement. Finally, program review should be seen as a component of campus planning that will not only lead to better utilization of existing resources, but also lead to increased quality of instruction and service. A major function of program review should be to monitor and pursue the congruence between the goals and priorities of the college and the actual practices in the program or service.*

~Academic Senate for California Community Colleges

**DEPARTMENT OR PROGRAM: Music**

**DIVISION: Creative Arts/Social Sciences**

### I. DESCRIPTION OF PROGRAM

The Music program provides the lower division music classes necessary for transfer to baccalaureate programs, and offers courses required to complete an Associate of Arts degree in Music, an Associate of Arts degree in Electronic Music or a Certificate in Electronic Music. For the 2008-2009 academic year, the Music program consisted of 74 sections with an enrollment of 2,271 students. The Music program offers courses in theory, history, electronic music, individual choral and instrumental performance, and large and small choral and instrumental ensemble performance. The theory/history courses include Fundamentals of Music, Harmony I-IV, Musicianship I-IV, Music Listening and Enjoyment, History of Jazz, and World Music. Electronic Music courses include Electronic Music I-II, Audio for Visual Media, and Sound Creation-Sampling and Synthesis. Individual Choral and Instrumental performance courses include Piano I-IV, Guitar I-IV, and Voice I-IV. The large and small ensemble performance courses include Jazz Workshop, Repertory Jazz Ensemble, Symphonic Band, Masterworks Chorale, Peninsula Symphony, Afro-Latin Percussion Ensemble, and Steel Drum Band.

### II. STUDENT LEARNING OUTCOMES (SLOs)

- a. Briefly describe the department's assessment of SLOs. Which courses or programs were assessed? How were they assessed? What are the findings of the assessments?

The music faculty worked collectively on SLOs for Music 100: Fundamentals of Music. This class was selected for two main reasons: first, the music department offers

many sections of this course taught by a variety of faculty; second, this course is a prerequisite for Music 101: Musicianship I and MUS 131: Harmony I.

**SLO 1:** Read treble and bass clef musical notation (C below to C above the grand staff). Locate treble and bass clef notes on the piano keyboard.

**SLO 2:** Sight-read, analyze and dictate basic rhythms in compound and simple meters.

**SLO 3:** Recognize, notate and use major and natural minor scales and key signatures.

**SLO 4:** Recognize visually and write major, minor and perfect simple intervals.

**Measurement**

An exam was administered to four sections of Music Fundamentals at the end of the Spring 2009 semester. The exam consisted of four sections, one section per SLO. 93 students participated in the exam. A previous version of this diagnostic exam was given in 2006.

<b>SLO 1</b>	Points Possible	Mean Score	% of students scoring > 60%
Note Identification	20	18.2	95
Keyboard Identification	10	7.69	79
<b>SLO 2</b>			
Rhythmic Clapping	8	4.66	70
Rhythmic Dictation	10	3	47
<b>SLO 3</b>			
Major Key Signatures	7	4.45	62
Minor Key Signatures	7	3.13	42
Major Scales	3	1.7	61
Minor Scales	3	1.2	45
<b>SLO 4</b>			
Interval recognition	16	10.9	65

- b. Briefly evaluate the department's assessment of SLOs. If applicable, based on past SLO assessments, 1) what changes will the department consider or implement in future assessment cycles; and 2) what, if any, resources will the department or program require to implement these changes? (Please itemize these resources in section VII of this document.)

The data indicates that although substantial improvement was achieved in the area of rhythmic dictation from the 2006 exam to the 2009 exam, there is still much room for growth. The area of minor scales and key signatures also is in need of attention as indicated by test results.

The method of administering the exam, and the resources available to each student varied with each instructor. Some instructors utilized exam as a graded assessment tool for their specific courses, while others administered exam as a non-graded supplement to the course materials. Test results also indicate that students who had access to a classroom keyboard and were allowed

to use keyboards while taking the test scored substantially higher in all areas of SLO assessment than those without keyboard access. Students whose instructors incorporated exam as a final exam for their courses outperformed students whose instructors utilized exam as a diagnostic tool.

**Recommendation**

Based on the data, some music faculty recommended more emphasis on rhythmic studies, specifically rhythmic dictation. Administration of test and test conditions should be uniform for each class, perhaps administered by person other than classroom instructor.

Music Fundamentals is a course more effectively taught in a classroom equipped with piano keyboards. Class sizes for Music 100 are overfilled due to reductions in the number of sections offered, and are too large for our current keyboard classroom to accommodate. Explore options for a larger classroom to house the keyboard lab and increase the number of available keyboard stations. Adjust class schedule to accommodate keyboard usage for all Music Fundamentals courses.

- c. Below please update the program’s SLO Alignment Grid below. The column headings identify the General Education (GE) SLOs. In the row headings (down the left-most column), input the course numbers (e.g. ENGL 100); add or remove rows as necessary. Then mark the corresponding boxes for each GE-SLO with which each course aligns.

If this *Program Review and Planning* report refers to a vocational program or a certificate program that aligns with alternative institutional-level SLOs, please replace the GE-SLOs with the appropriate corresponding SLOs.

GE-SLOs Program Courses ↓	Effective Communication	Quantitative Skills	Critical Thinking	Social Awareness and Diversity
100	x	x	x	
101	x	x	x	
102	x	x	x	
103	x	x	x	
104	x	x	x	
131	x	x	x	
132	x	x	x	
133	x	x	x	
134	x	x	x	
202	x	x	x	x
250	x	x	x	x
275	x	x	x	x
290	x	x	x	
291	x	x	x	
292	x	x	x	

293	x	x	x	x
301	x	x	x	x
302	x	x	x	x
303	x	x	x	x
304	x	x	x	x
371	x	x	x	x
372	x	x	x	x
373	x	x	x	x
374	x	x	x	x
401	x	x	x	
402	x	x	x	
403	x	x	x	
404	x	x	x	
430	x	x	X	
452	x	x	x	
800	x	x	x	

### III. DATA EVALUATION

- a. Referring to the Enrollment and WSCH data, evaluate the current data and projections. If applicable, what programmatic, course offering or scheduling changes do trends in these areas suggest? Will any major changes being implemented in the program (e.g. changes in prerequisites, hours by arrangement, lab components) require significant adjustments to the Enrollment and WSCH projections?

Enrollment within the Music department has increased overall during the past three years from 235 in 2006-2007 to 2301 in 2007-2008, and is projected to be over 2465 during the 2009-2010 academic year. WSCH has increased overall from 8081.63 during 2006-2007 to 9653.51 during 2008-2009, and is projected to surpass 10570.44 during the 2009-2010 academic year. This data suggests that we need another full-time faculty hire in order to meet the increased demand of Music courses.

With the proposed budget reductions, the music department will lose three sections in the area of music performance ensembles effecting approximately 170 students beginning in the fall of 2010. Even with this reduction in enrollment, the numbers of music students will have increased since 2006 by approximately 20%.

- b. Referring to the Classroom Teaching FTEF data, evaluate the current data and projections. If applicable, how does the full-time and part-time FTE affect program action steps and outcomes? What programmatic changes do trends in this area suggest?

The total FTEF has only slightly increased over the past three years, from 14.16 in 2006-2007 to 14.5 in 2007-2008 to 14.57 in 2007-2008. The percentage of full time faculty has increased by

10% over the past three years. Even with the 10% increase, the music department percentage of full time faculty is 38%, far below the college wide average of 51%, and 10% below the average growth in Music enrollments since 2006. The addition of a new full time faculty position is necessary to facilitate the continuing growth of our program.

- c. Referring to the Productivity [LOAD] data, discuss and evaluate the program's productivity relative to its target number. If applicable, what programmatic changes or other measures will the department consider or implement in order to reach its productivity target? If the productivity target needs to be adjusted, please provide a rationale.

The LOAD of the music program has shown a steady increase from 571 in the 2006-07 academic year to the 2008-09 total of 663. The projected LOAD for 2009-2010 is 716. These figures range from 15%-20% higher than the LOAD totals for the college. No adjustments are required at this time.

#### IV. STUDENT SUCCESS EVALUATION AND ANALYSIS

- a. Considering the overall "Success" and "Retention" data, briefly discuss how effectively the program addresses students' needs relative to current, past, and projected program and college student success rates. If applicable, identify unmet student needs related to student success and describe programmatic changes or other measures the department will consider or implement in order to improve student success. (Note that item IV b, below, specifically addresses equity, diversity, age, and gender.)

Over the last three years, our retention rate for the fall term has averaged 89%, and for the spring term 91%. The success rate for the same time periods averaged 78% for the fall, and 82% in the spring. These totals were above those of the college for the same three-year period.

- b. Briefly discuss how effectively the program addresses students' needs specifically relative to equity, diversity, age, and gender. If applicable, identify unmet student needs and describe programmatic changes or other measures the department will consider or implement in order to improve student success with specific regard to equity, diversity, age, and gender.

The music program is directly connected with the District and College mission by providing curricular offerings that are student focused and meet the needs of the diverse community. The program offerings provide for students interested in the traditional lower division music major, life-long learning and enjoyment, skill enhancement, and fulfillment of transfer general education requirements.

#### V. REFLECTIVE ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND PROGRAM/STUDENT

- a. Using the matrix provided below and reflecting on the program relative to students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities for and possible threats to the program (SWOT). Consider both external and internal factors. For example, if applicable, consider changes in our community

and beyond (demographic, educational, social, economic, workforce, and, perhaps, global trends); look at the demand for the program; program review links to other campus and District programs and services; look at similar programs at other area colleges; and investigate auxiliary funding.

	INTERNAL FACTORS	EXTERNAL FACTORS
<b>Strengths</b>	<p>The Music program is well established and recognized for producing students who are well prepared for future study and performance.</p> <p>The music faculty host activities such as concerts and recitals, that serve to reach out to our community and showcase the talents of our students.</p> <p>The annual CSM Jazz Festival attracts over 300 high school students to our campus.</p>	<p>The arts are an essential element of the human experience, and a comprehensive education includes the arts as a core subject area.</p>
<b>Weaknesses</b>	<p>Lack of full-time choral faculty to offer a complete comprehensive program.</p>	<p>With increase in the number and quality of choral programs in the secondary schools in San Mateo County, choral students may opt to attend a community college with greater course offerings in choral music.</p>
<b>Opportunities</b>	<p>Continued enrollment increase in classes justifies the addition of a full-time faculty position.</p>	<p>The downturn in the economy and the enrollment caps of the CSU and UC campuses may lead to increased enrollment.</p>
<b>Threats</b>	<p>Reduction of music course offerings due to budgetary crisis.</p>	<p>Threat of future reduction of music programs in elementary and secondary schools due to lack of funding.</p>

- b. If applicable, discuss how new positions, other resources, and equipment granted in previous years have contributed towards reaching program action steps and towards overall programmatic health. If new positions have been requested but not granted, discuss how this has impacted overall programmatic health. (You might reflect on data from Core Program and Student Success Indicators for this section.)

Addition of music theory full-time position has brought an increase in enrollment in harmony and musicianship courses, and has solidified our AA degree and transfer programs. Addition of full time faculty has provided increased performance opportunities for our students, and has helped to create an environment of collegiality and commitment to advancement among our students and faculty. Renovation of

the music facility has facilitated the delivery of instruction and has created more diverse learning opportunities for music students.

## VI. Goals, Action Steps, and Outcomes

a. Identify the program's goals. Goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to CSM's *Institutional Priorities 2008-2011, Educational Master Plan, 2008*, the Division work plan, and GE- or certificate SLOs.

### Music Program Goals

1. To schedule and maintain an offering of a wide breadth of music courses that meets the needs of divergent cultural backgrounds and expectations/goals: music major students, general education students, general enrichment students and community musicians seeking further musical training.
2. To provide the resources necessary to allow each student to develop his own skills to the greatest extent possible, including instructional equipment, current technology, and musical instruments.
3. To continue to develop and maintain a strong music transfer program (AA)
4. To continue to develop a strong electronic music transfer and certificate program (AA)
5. To provide opportunities for the public performance of works created by students of the music program.
6. To present quality live music concerts on campus for students, faculty, staff and the community at large.
7. To continue working with the public relations staff and web-master to promote the music department.
8. To gain approval to hire full-time faculty for the Music program.

b. Identify the action steps your program will undertake to meet the goals you have identified.

1. Work with the dean, administration and appropriate governing bodies to advocate for a strong, relevant and diverse music program.

2. Faculty to maintain knowledge on current trends in instructional technologies and to submit timely equipment requests.
3. Work toward securing articulation agreements with the CA State University System. Revise our music major courses to align with LDTP course descriptors. In conjunction with the administration, track the progress of transfer students after leaving CSM. Coordinate schedule offerings strategically to maximize student success in the major. Expand outreach efforts to high schools increase awareness of the music major program at CSM. Increasing reliance on technology to deliver instructional services to students (webaccess course sites, news forums for dissemination of information, dialog, etc)
4. Faculty to maintain knowledge and current trends in electronic music techniques, software and hardware. Make recommendations for updating lab equipment and modify course content to reflect these developments. In conjunction with the administration, track the progress of certificate and transfer students after leaving CSM.
5. Expand our recently instituted student recital program, including the addition of performance classes and applied lessons.
6. Work with the community and campus organizations to provide greater opportunities for students as well as outside groups to perform on campus.
7. Continue to develop our dialogue with feeder schools; enhance our music website and community outreach .

c. Briefly explain, specifically, how the program's goals and their actions steps relate to the *Educational Master Plan*.

Diversity of the music program offerings reflects trends in the diverse ethnicities and education levels of the residents of San County as outlined in the EMP. Our community outreach and dialogue with our feeder schools by faculty members is evident with the CSM Jazz Festival, guest lectures at local high schools, and our public performances which attract a wide demographic from San Mateo County. Our AA degree and transfer statistics of the music program rank in the top third of all College of San Mateo divisions. The increased offerings in the area of technology as proposed in the EMP are evident in our electronic music offerings and upgrading of our Music 800 lab. Music course offerings allow students to apply CSM units towards a Baccalaureate degree.

Goal/Action Plan 1

1. Meets Strategic Plan "Goal #1" Objective 1.1 "Develop and offer innovative programs and services that address emerging community needs..."



2. Meets S.P. Goal #3 “Diversity” Objective 3.2 “address the diverse learning needs of our students and implement innovative programs that address the needs of underrepresented and non-traditional students”.
3. Addresses EMP’s Planning Assumption “Meeting Community Needs”
Goal/Action Plan 2
1. Addresses EMP’s Planning Assumption “Changing Technology” 2. Addresses S.P. Goal #8 “Facilities” Objective 3.2 “Develop...assessments for facilities and equipment and recommendations for ... preventive maintenance...rehabilitation, and timely replacement of equipment”
Goal/Action Plan 3
1. Meets S.P. Goal #2 Objective 2.2 “Develop, implement ...strategies to recruit prospective...students through enhanced relationships with K-12 schools...” 2. Meets S.P. Goal #2 Objective 2.3 “Strengthen relationships...with local...high school districts to identify prospective students...”
3. Meets S.P. Goal #1 Objective 1.4 “Participate in cooperative activities with...other educational institutions to assess and ...development and training needs”
4. Addresses EMP Planning Assumptions “Changing technology” and addresses the recommendations under “Transfer” for developing strategies to increase transfer rate.
Goal/Action Plan 5
1. Meets S.P. Goal #3 “Diversity” Objective 3.1 “Provide student services and...activities that prepare students to be citizens in a global community”
Goal/Action Plan 6
1. Addresses S.P. Goal #3 “Diversity” Objective 3.3 “Promote a campus climate of dialogue and inquiry...”
Goal/Action Plan 7
1. S.P. Goal #2 “Enrollment management” Objective 2.1 “Develop and implement a comprehensive strategic marketing plan...”
Goal/Action Plan 8
1. Addresses EMP’s Planning Assumption “Attracting and Retaining Faculty and Staff”

d. Identify and explain the program’s outcomes, the measurable “mileposts” which will allow you to determine when the goals are reached.

Goal/Action Plan 1
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<ol style="list-style-type: none"> <li>1. Increase in student offerings</li> <li>2. Increase and retain enrollments</li> </ol>
<b>Goal/Action Plan 2</b>
<ol style="list-style-type: none"> <li>1. New software license for computer labs</li> <li>2. Renovation of Steinway grand in 2-110</li> <li>3. Securing USB Camera to upgrade instructional delivery in classroom</li> </ol>
<b>Goal/Action Plan 3</b>
<ol style="list-style-type: none"> <li>1. Percentage increase in number of course offerings with specific course-to-course or sequence articulation agreements with transfer institutions.</li> </ol>
<ol style="list-style-type: none"> <li>2. Increase in number of music majors completing the program</li> </ol>
<ol style="list-style-type: none"> <li>3. Increase in the number of personal contacts at external institutions (high school and college level)</li> </ol>
<b>Goal/Action Plan 5</b>
<ol style="list-style-type: none"> <li>1. Increase in number of student-centered concerts and related activities</li> <li>2. Increase in percentage of student participation</li> </ol>
<b>Goal/Action Plan 6</b>
<ol style="list-style-type: none"> <li>1. Increase in number of on campus concerts</li> </ol>
<b>Goal/Action Plan 7</b>
<ol style="list-style-type: none"> <li>1. Increase in numbers of contacts at the high school level</li> <li>2. Increase in number and type of printed media and/or mailings (postcards, email outreaches, flyers, posters)</li> </ol>

**VII. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS**

- a. In the matrices below, itemize the resources needed to reach program action steps and describe the expected outcomes for program improvement.\* Specifically, describe the potential outcomes of receiving these resources and the programmatic impact if the requested resources cannot be granted.

\* *Note:* Whenever possible, requests should stem from assessment of SLOs and the resulting program changes or plans. Ideally, SLOs are assessed, the assessments lead to planning, and the resources requested link directly to those plans.

Full-Time Faculty Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based
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		<b>on SLO assessment.</b>
One new full time choral position	<p>If granted: We will be able to offer a complete music curriculum and create an opportunity of increased enrollment in music courses. Degree and transfer program will be a direct benefactor of a comprehensive music offering.</p> <p>If not granted: The number of music courses could be reduced, and the lack of a comprehensive choral experience for our students could dissuade prospective students from choosing CSM</p>	Dept Goal to schedule and maintain an offering of a wide breadth of music courses that meets the needs of he diverse student population: music major students, general education students, general enrichment students and community members seeking further musical training.

<b>Classified Positions Requested</b>	<b>Expected Outcomes if Granted and Expected Impact if Not Granted</b>	<b>If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.</b>
None requested	Input text here.	Input text here.

- b. For instructional resources including equipment and materials, please list the exact items you want to acquire and the total costs, including tax, shipping, and handling. Include items used for instruction (such as computers, furniture for labs and centers) and all materials designed for use by students and instructors as a learning resource (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-printed materials). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your division dean. Please list by priority.

<b>Resources Requested</b>	<b>Expected Outcomes if Granted and Expected Impact if Not Granted</b>	<b>If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.</b>
Point 2 View USB Camera \$69 Vendor: IPEVO  Chord Symbol 2 (Font) \$55 per copy. 5 copies requested: \$275 Vendor: Virtual Conservatory	<p>If granted, harmony classes would be enhanced, and delivery of subject matter facilitated.</p> <p>If granted, electronic music technology would be upgraded to introduce students to current trends and requirements.</p>	Department SLO #6 Students will generate a basic understanding of how technology serves the field of music. Students will acquire a practical knowledge of the technological developments and advancements applicable to their area of specialization.

NEW SOFTWARE(in order of priority)

Logic Audio	4	500	<b>\$2,000.00</b>
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SOFTWARE UPGRADES

Peak Pro (any) to 6	3	\$179.00	\$537.00
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Max/MSP (any) to 5	3	\$199.00	\$597.00
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Reason 3 to 4	4	\$129.00	\$516.00
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Ableton Live 6 to Live 8	2	\$289.00	\$578.00
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Software Total			<b>\$4,228.00</b>
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HARDWARE (in order of priority)

Mackie 1604 VLZ3 mixer (replacement )	2	\$900	\$1,800
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Patchbays (Replacement)	3	\$150	\$450
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Alesis Compressor (for Lab B, C) (new)	2	\$150	\$300
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Apple MacPro Computer with 2 24" Monitor (Replacement)	3	\$4,200	\$12,600
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Dynaudio BM 6A mkII Powered Monitors (Replacement)	3	\$1,500	\$4,500
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Roland Phantom Synthesizer New	3	\$1,500	\$4,500
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EMU Proteus sound module (for Lab C) (New)	1	\$200	\$200
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DX7ii synth (for Lab C) (New)	1	\$300	\$300
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**\$24,650**

**TOTAL \$30,878**

Vendors:

All Hardware Electronic Music Equipment from Sweetwater Sound.

Logic Studio and Computer Equipment from Apple.

Software Upgrades direct from Software Companies.

*\*Status = New, Upgrade, Replacement, Maintenance or Repair.*

The upgrades, replacement purchases and new equipment requested by the Electronic Music program addresses the Music Dept's goal 4: "To continue to develop a strong electronic music transfer and certificate program (AA)" and Action Step 4: "Faculty to maintain knowledge and current trends in electronic music techniques, software and hardware. Make recommendations

for updating lab equipment and modify course content to reflect these developments.”

### VIII. Course Outlines

- a. By course number (e.g. CHEM 210), please list all department or program courses included in the most recent college catalog, the date of the current Course Outline for each course, and the due date of each course’s next update.

Course Number	Last Update Date	Six-year Update Due Date
100	2/25/2004	
101	2/15/2009	
102	2/15/2009	
103	In process	
104	In process	
131	10/18/2009	
132	10/25/2008	
133	10/25/2008	
134	10/25/2008	
202	In process	
250	8/24/2005	
275	In process	
290	In process	
291	In process	
292	In process	
293	In process	
301	In process	
302	In process	
303	10/25/2008	
304	10/25/2008	
371	In process	
372	In process	
373	In process	
374	In process	
401	In process	
402	In process	
403	In process	
404	In process	
430	8/17/2005	
452	In process	
665	1/24/2005	
800	In process	

### IX. Advisory and Consultation Team (ACT)

- a. Please list non-program faculty who have participated on the program’s Advisory and Consultation Team. Their charge is to review the *Program Review and Planning* report before its submission and to provide a brief written report with comments, commendations, and suggestions to the Program Review team. Provided that they come from outside the program’s department, ACT members may be solicited from faculty at CSM, our two sister colleges, other community colleges, colleges or

universities, and professionals in relevant fields. The ACT report should be attached to this document upon submission.

Professor Lyle Gomes, Photography

The report shows that music faculty looked at their program with a critical eye. They have identified an area that needs attention, Music Fundamentals, and are working to make the necessary adjustment to the class to meet their SLO's.

A critical measurement of any program is WSCH and Music is on the rise. They have determined that the percentage of full-time faculty is below the college average and could have a detrimental effect in the future. Their LOAD is above the college average.

Retention rates are excellent and the success rate is high. Again, the Music program seems to be strong.

The Music program has lost sections during this budgetary restraints and it is obvious that they are extremely concerned how this will affect their growth. They have also noted that reductions in primary and secondary funding for music will be a threat in the future.

I do know that student performances help attract students to the program and I was surprised not to see it listed as opportunity. This may not have included since they already take advantage of this opportunity. But I do see that they have included such concerts as part of their goals and action plan.

As with other large programs with few full-time faculty, the Music program has numerous courses that require the updating of course outlines. I would assume that there will be some progress in 2010.

The Music program compares in many ways to the Art Department. They both have an excellent reputation and strong enrollment but find it difficult to keep their heads above water due to the lack of full-time faculty. A lot of work is being carried by a few dedicated faculty.

b. Briefly describe the program's response to and intended incorporation of the ACT report recommendations.

The ACT report brought to light some valid points. The addition of a full-time faculty member will greatly serve the curricular needs of our department, and provide assistance in completing the non-teaching responsibilities, such as the generation of reports, course descriptions, organization of events, etc. Our courses that do not have updated outlines are currently being updated and should be completed by the end of the 2010-2011 school year.

## X. PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of Program Review evaluation:

Please list the department's *Program Review and Planning* report team:

Primary program contact person: Michael Galisatus  
Phone and email address: 574-6163 galisatusm@smccd.edu  
Full-time faculty: Krys Bobrowski, Jane Jackson  
Part-time faculty:  
Administrators Kevin Henson  
Classified staff:  
Students:

_____ <i>Primary Program Contact Person's Signature</i>	_____ <i>Date</i>
_____ <i>Full-time Faculty's Signature</i>	_____ <i>Date</i>
_____ <i>Part-time Faculty's Signature</i>	_____ <i>Date</i>
_____ <i>Administrator's Signature</i>	_____ <i>Date</i>
_____ <i>Classified Staff Person's Signature</i>	_____ <i>Date</i>
_____ <i>Student's Signature</i>	_____ <i>Date</i>
_____ <i>Dean's Signature</i>	_____ <i>Date</i>

**Comprehensive Program Review  
RESOURCES FOR SUPPORTING DOCUMENTATION**

**Section 1**

This section contains a listing of sources for data and key documents referred to in Section 2 along with other resources. Contact information for relevant people is also included.

**Academic Senate**

<http://www.collegeofsanmateo.edu/academicsenate/>

Contact: [csmacademicsenate@smccd.edu](mailto:csmacademicsenate@smccd.edu)

Diana Bennett, President, [bennettd@smccd.edu](mailto:bennettd@smccd.edu), (650) 358-6769

**College Catalogs and College Class Schedules are archived online:**

<http://collegeofsanmateo.edu/schedule/archive.asp>

**Course Outlines are found at:**

<http://collegeofsanmateo.edu/articulation/outlines.asp>

**Committee on Instruction**

<http://www.smccd.net/accounts/csmcoi>

Contact: Laura Demsetz, Chair, [demsetz@smccd.edu](mailto:demsetz@smccd.edu), (650) 574-6617.

**Program Review Resources** (includes forms, data, and completed program reviews for both instructional and student services program review)

*Core Program and Student Success Indicators* (see links for "Quantitative Data for Instructional Programs")

*Distance Education Program Review Data*

*Glossary of Terms for Program Review*

*Listing of Programs Receiving Program Review Data from PRIE*

*Rotation Schedule for Instructional Program Review, 2008-2014*

[http://collegeofsanmateo.edu/prie/program\\_review/program\\_review.php](http://collegeofsanmateo.edu/prie/program_review/program_review.php)

**Office of Planning, Research, and Institutional Effectiveness (PRIE)**

<http://collegeofsanmateo.edu/prie/>

Contact: John Sewart, Dean, [sewart@smccd.edu](mailto:sewart@smccd.edu), (650) 574-6196

Contact: Milla McConnell-Tuite, Coordinator, [mcconnell@smccd.edu](mailto:mcconnell@smccd.edu), (650)574-6699

**At PRIE Website:**

*College Index, 2009-2010*, [http://collegeofsanmateo.edu/prie/institutional\\_documents.php](http://collegeofsanmateo.edu/prie/institutional_documents.php)

*Comprehensive Listing of Indicators and Measures, 2009-2010*

[http://collegeofsanmateo.edu/prie/institutional\\_documents.php](http://collegeofsanmateo.edu/prie/institutional_documents.php)

*Division/Department Workplans, Spring 2009 (only)*

[http://collegeofsanmateo.edu/prie/institutional\\_documents.php](http://collegeofsanmateo.edu/prie/institutional_documents.php)

*Educational Master Plan, 2008*, <http://collegeofsanmateo.edu/prie/emp.php>

*Institutional Priorities, 2008-2011*

[http://collegeofsanmateo.edu/prie/institutional\\_documents.php](http://collegeofsanmateo.edu/prie/institutional_documents.php)

**Student Learning Outcomes (SLOs) website:**

<http://www.collegeofsanmateo.edu/sloac/>

Contact: Frederick Gaines, Interim SLO Coordinator, [gainesf@smccd.edu](mailto:gainesf@smccd.edu), (650)574-6183



## **Section 2**

This section contains the references that serve as data sources for the individual sections of the Comprehensive Program Review Form. Explanatory notes are included.

### **DEPARTMENT OR PROGRAM:**

To identify programs on the comprehensive program review cycle, see *Rotation Schedule for Instructional Program Review, 2008-2014* at PRIE website at page for Instructional Program Review.

Also see *Listing of Programs Receiving Program Review Data from PRIE*.

### **I. DESCRIPTION OF PROGRAM**

- "Number of Sections" data from *Core Program and Student Success Indicators* (published by PRIE for each program)
- CSM Course Catalog
- Department records

### **II. STUDENT LEARNING OUTCOMES**

- SLO records maintained by the department
- CSM SLO Coordinator
- SLO Website
- The definitions for the General Education (GE) SLOs can be found on the CSM SLOAC website.

### **III. DATA EVALUATION**

- Enrollment, WSCH, FTEF, and productivity data for each program can be found in *Core Program and Student Success Indicators*. (Published by PRIE.)
- Productivity is also commonly known as "LOAD." See *Glossary of Terms for Program Review* for definitions of key terms.
- Faculty Load: the ratio of the weekly contact hours (WSCH) of enrolled students and a faculty's hours of instruction per week. In other words, WSCH divided by FTE. ?
- The College's general target productivity will be recommended by the Budget Planning Committee.

### **IV. STUDENT SUCCESS EVALUATION AND ANALYSIS**

- *Educational Master Plan, 2008*
- *College Index, 2009-2010*
- *Institutional Priorities, 2008-2011*
- *Student Success (course completion and retention) data from the "Core Program and Student Success Indicators";*
- *Other reports published by PRIE regarding student success*
- *Previous Program Review and Planning reports*
- *other department records*

### **V. REFLECTIVE ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND PROGRAM/STUDENT SUCCESS**

- *Educational Master Plan, 2008*
- *Institutional Priorities, 2008-2011*

- College Index, 2009-2010
- Student Success (course completion and retention) data from the "Core Program and Student Success Indicators";
- Other reports published by PRIE regarding student success
- Previous Program Review and Planning reports
- Other department records

a. About SWOT Analysis:

SWOT Analysis is a strategic planning tool used to evaluate the **S**trengths, **W**eaknesses, **O**pportunities, and **T**hreats involved in a project or initiative. It involves specifying the objective of the venture or project and identifying the internal and external factors that are favorable and unfavorable to achieving that objective. SWOT analysis considers both internal and external conditions.

Strengths: attributes of the organization that are helpful to achieving the objective.

Weaknesses: attributes of the organization or that are harmful to achieving the objective.

Opportunities: external conditions that are helpful to achieving the objective.

Threats: external conditions that are harmful to achieving the objective

b. Reflect on data from "Core Program and Student Success Indicators"

**VI. Action Steps and Outcomes**

- Educational Master Plan, 2008
- Institutional Priorities, 2008-2011
- GE- or Certificate SLOs
- College Index, 2009-2010
- Course SLOs
- Department records
- Core Program and Student Success Indicators
- Previous Program Review and Planning reports
- Division work plan

**VII. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS**

- Educational Master Plan, 2008
- Institutional Priorities, 2008-2011
- College Index, 2009-2010
- GE- or Certificate SLOs
- Course SLOs
- Department records
- Core Program and Student Success Indicators
- previous Program Review and Planning reports

**VIII. Course Outlines**

- Department records
- College Catalog
- Committee On Instruction
- Course Outlines (online)
- Office of the Vice President of Instruction
- Division Dean