

Program Review (SP11)

1. Enrollment Patterns	2. Achievement Data	3. Staffing	4. SLOs	5. Goals
Data provided by Institutional Effectiveness and Academic Services	Data provided by Institutional Effectiveness and Academic Services	Data Provided by HR	Data provided by Department Faculty	Department Plan
6. College Wide Overall – How does this information fit with the College Wide Goals?				

The purpose of Program Review is to summarize and interpret the data and information collected from the resources listed above, reflecting how your department program(s) have been successful and incorporated the information into improvements, where necessary. As a part of the overall college planning process, a meaningful Program Review will be the primary document CPC and other college committees will rely on for qualitative and quantitative information on a program, informing enrollment management, budgeting (cap outlay, grants), hiring priorities, and finally accreditation. Therefore, it is important that each department create a report that is meaningful for their program(s) while demonstrating the program(s)' value to the college and community.

The questions below are designed to help you create, primarily, a narrative review (roughly 5-10 pages); each curriculum guide (AA or Certificate) represents a “program”, and requires a separate review report (this document). Any data included should be interpreted, not simply “plugged in”; this document should refer to supporting documents for larger amounts of raw data. It is expected to take more than Flex day, and be an on-going conversation among the faculty in the program. Please refer to the timeline to help you map out an internal timetable for your program. To further assist you, we are planning a workshop for the March Flex day (see timeline).

It is important to note that while “Program Plans” are really “Department Plans” (yearly), you need to create a separate “Program Review” (3-year cycle) document for each program (curriculum guide) within your department.

Program Review Questions (Use form boxes, they will automatically expand.)

1. – 3. Summarize and interpret the data for each of the first three above (Enrollment Patterns, Achievement Data, Staffing/ Resources) as they relate to your program.

Commercial Music Composer/Arranger

The Commercial Music Composer/Arranger certificate was created to prepare students to compete in the world of commercial music performance and production in the specific area of composition and arranging.

As a result of budgets cuts and declining student demand for this certificate and the fact that the primary course for this certificate, Commercial Improvisation/Arranging/Scoring, has not been offered for two years. There has been one certificate awarded within the last three years ('08-'09).

The Core classes:

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- Introduction to Technology - a class with a two-fold objective; 1) Give students an overview of and introduction to computer-based music and how it used to create music, and 2) Introduce students to basic music theory concepts and how computer software can be used for study and practice.

This class has consistently maintained good enrollment with two section offerings in the Fall and Spring semesters only. Retention averages 75%, completion 69% and success at 67%. Some thought should be given to reestablishing the computer literacy/GE status of this class.

- The MIDI Music Production 1 (formally "Synthesizer/Drum Machine/Sequencer Programming") - The subject matter in this class is based on the original computer-based music creation process and has remained an essential component of all music production software systems. The training requires students to understand basic MIDI concepts and then synthesize that knowledge into its use in MIDI sequencing software. An aptitude for and knowledge of basic computer skills is also helpful. Therefore, although the enrollment patterns are consistently high (averaging 20-25% over cap), the success, completion, and retention rates fall between 60-70%.

- MIDI Music Production 2 (formally "Record Production using MIDI") - This class is the second class in the MIDI production sequence with MIDI Music Production 1 as a prerequisite. The emphasis on the integration of MIDI into the production process makes this an important step in the process of gaining production expertise.

The new course name and the prerequisite became official in Spring '11. Before this point, the open enrollment status and 'caughty' title, "Record Production" made the class very popular. So popular that we offered two section up until Fall '10. The changes in technology fostered changes in the production process which, in turn, created the need to dismantle part of our lab/instruction areas and seek ways to fund upgrades our technology. The name change and prerequisite placed on this class has had an impact on the enrollment which is common for a status change class.

- Music Business

The Music Business class has been a staple of the Commercial Music curriculum. The class has consistently had high enrollments with success, completion and retention rates in the high 80 and 90-percentage range.

- Record Production (Fundamentals)

This course provides students the knowledge and hands-on techniques required to function as a producer in today's state-of-the-art recording studios. The instructions focus production techniques used in a recording studio setting and "live" recording or recording real-time.

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Enrollment pattern have remained consistent at and just below cap. Success and Completion rate hover around 65% and completion rates at an average of 86%. These percentages seem to indicate that the skills required for success in this class can be challenging for some students.

- Beginning Recording Techniques

This course offers hands-on instruction for beginners in the use of multi-track recording systems, emphasizing critical listening skills, and the development of a recording project. Understanding the basics of multi-track recording are a first and important step in obtaining music production skills.

This class uses basic analog recorder to instruct students in signal flow, overdubbing, track-bouncing, etc. Eliminating to technology (digital) component in this process better helps students grasp basic concepts.

These have always been high impact classes, offerings 3 sections in the Fall/Spring semesters and 1 in Summer session.

The Required Specialty classes:

Performance Showcase/Ensemble Workshop - There are two section of this class but because of the performance nature of it, the counts are lower than normal for each section. Combined they are consistently around 33 but average out to 16.

Commercial Improvisation/Arranging/Scoring - This class has been discontinued. The last offering was Spring '09.

Pro Tools (Digital Audio Recording/Edit) is one the premier, high demand classes in our program with 5 section offerings in Fall and Spring, 1 in Summer. Enrollment rate have been consistent with averages between 28-34. Success, completion, retention rates are consistent, with a slight increasing slope from '08 to '11. Averages respectively, 59%, 63% and 70%.

The remaining classes requirements, Commercial Keyboards, Film/Video Music Scoring, Commercial Songwriting, Small Studio Lab, Commercial Music Theory and Tools of the Trade, all have satisfactory enrollment patterns:

- Small Studio Lab (a lab class) and Commercial Songwriting have the highest, 52 and 55, respectively. Success, completion and retention rates are also good, remaining in the 70-80 percentage range.

The remaining classes are consistent with the exception of Film/Video Music Scoring whose enrollment has struggled but improved to present. (19 lowest to 30 high).

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4. SLOs – a) Summarize the collected program data

No program data has been collected as of this date

b) Based on analysis of course and program SLO assessment:

- How are program-level and course-level SLOs being implemented, assessed, and used for program improvement?
- Summarize how the program has responded to SLO assessment results.
- Discuss how each action/change is based on ASLO results and how it will contribute to the improvement of the program.

5. Goals -

a) Based on the data from questions 1 – 4 and any other relevant internal or external data your department has collected, how have your department and program goals developed and changed over the past three years?

There are classes that need updating along with the updating of technology systems, software and computers

b) Discuss the steps you have taken to address each goal. What have been the results of these efforts?

The Commercial Music faculty is current in the process of re-writing our program certificate guides. Our primary goal is to reduce the number of certificates to three and encompass the major areas of our program, Recording, Vocal/Instrumental and Music Production. All of the current certificates will become components of the new certificate which will give students the flexibility to focus on specific specialties.

c) Based on the new data collected (4), what are your plans for change in the future?

Our faculty is continually staying abreast of changes in the industry with specific attention on technology and how trends and the economy is affecting how technology is manufactured and marketed. We are making plans to convene an Industry Council meeting to help facilitate this process.

6. College Wide –

Discuss how the program SLOs as well as the department goals integrate, articulate, and complement the institutional goals and initiatives. (How does your department fit into the big picture?)

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We are continually seeking way to move students toward their goal to get jobs in te industry, pursue personal entrepreneurial careers, as well as, articulate with ther institutions who have similar programs.