



Annual Program Review 2011-2012 - INSTRUCTIONAL

Division - Program

VISUAL & PERFORMING ARTS MUSIC

Authorization

After the document is complete, it must be reviewed and submitted to the Program Review Committee by the Division Chair.

Author: BETH PFLUEGER
 Division Chair: DR. PETER GREEN
 Date Received by Program Review: November 8, 2011

Overview of the Program

All degrees and certificates are considered programs. In addition, divisions may further delineate and define programs based on their assessment needs (developmental sequences, career track, etc.).

Statement of Purpose – briefly describe in 1-3 sentences.

The music department offers instruction to both majors and non-majors. Our courses fall into five categories: Performing Ensembles (Choir, Orchestra, etc.), Applied Skills (Piano, Voice, Guitar, etc.), Literature (Music History, Music Appreciation), and Theory (Music Fundamentals, Harmony, etc.) and Music Technology and Business. (Intro to Recording, Intro to Music Business, etc.)

Please list the **most significant achievement** accomplished since your last program review.

The music department's most significant accomplishment since our last program review has been the addition and implementation of the Music Technology program, which includes four new courses: Intro to Music Technology, Intro to Recording, ProTools 101 and ProTools 110.

List the current major strengths of your program

1. The recent addition of the Music Technology courses, with continued growth expected.
2. The high fill rates in all sections of classes.
3. The continued growth of vocal and instrumental performing ensembles.

List the current weaknesses of your program

1. The lack of dedicated and sufficient classroom space and a performing venue.
2. The lack of adequate acoustics for performing, and for housing music libraries.
3. The lack of funding for a program assistant (funding requested each year).
4. The lack of funding for a fulltime music lab supervisor (currently only a 20 hour position).

1.0. Trend Analysis

For each program within the division, use the data provided to indicate trends (e.g., steady, increasing, decreasing, etc.) for each of the following measures.

Program	Academic Year	FTES Trend	FTEF Trend	WSCH / FTEF Trend	Full-Time % Trend	Fill Rate Trend	Success Rate Trend	Awards Trend
MUSIC	2007-2008	271	16.3	531	61.1%	88.7%	71.5%	1
	2008-2009	285	15.7	579	59.1%	95.9%	71.8%	0
	2009-2010	304	17.0	569	58.0%	97.5%	73.4%	1
	2010-2011	280	16.8	529	56.5%	94.7%	70.1%	1
	% Change	+3.2%	+3.6%	-0.4%	-7.5%	+6.8%	-1.9%	+0.0%
	4-Yr. Trend	stable	stable	stable	stable	stable	stable	Stable
VISUAL & PERFORMING ARTS DIVISION TOTAL	2007-2008	1,281	74.5	547	56.0%	86.5%	69.2%	36
	2008-2009	1,338	72.4	588	53.1%	97.5%	70.5%	40
	2009-2010	1,328	76.4	553	50.0%	96.6%	72.1%	22
	2010-2011	1,228	79.3	493	50.6%	94.4%	70.0%	28
	% Change	-4.1%	+6.3%	-9.8%	-9.7%	+9.2%	+1.3%	-22.2%
	4-Yr. Trend	stable	stable	stable	stable	stable	stable	decreasing

1.1. Describe how these trends have affected student achievement and student learning:

The noted increases in FTES and FTEF – along with the decrease in WSCH/FTEF – cannot be accurately correlated with student achievement and student learning. Those figures basically reflect increases in class size, and do not necessarily improve either student achievement or learning.

The decrease in Full-Time % Trend reflects the greater numbers of students being taught by adjunct faculty, and does not necessarily correlate with changes in student achievement or learning.

The increase in Fill Rate simply confirms the observation in paragraph 1.

The slight decrease in Success Rate may be a reflection of several changes, including adopting stricter grading methods by the faculty, and/or an increase in the number of students who lack basic study skills.

1.2. Is there other relevant quantitative/qualitative information that affects the evaluation of your program?

Success of our program is more accurately measured by our exams and by other evaluations, such as Likert Scale tests for performance based classes, and portfolios for technology classes. Besides an excellent fill rate, our retention is high, we are continuing to offer new and expanded classes and programs, and because of our faculty we attract quality students in spite of our sub-standard facilities.

Our work with SLO's has also shown we are being successful in student learning, as adjustments in the classes as a result of the SLO's have been mostly the addition of new methodologies, rather than having to fix problems.

2.0. Student Learning and Curriculum

Provide the following information on each department and program within the division.

List each Department within the Division as well each degree, certificate, or other program* within the Department	Active Courses with Identified SLOs		Active Courses Assessed		Course Sections Assessed		If this area has program outcomes have they been assessed? Yes or No
	n/n	%	n/n	%	n/n	%	
MUSIC	56	100%	8	14.3	20	78%	Ne

2.1. Please comment on the percentages above.

To date, 14.3% of the courses offered in Music have an ongoing SLOAC. By the end of the fall, 2011 semester, 60.7% of additional courses will have ongoing assessments. The remainder of the courses will have ongoing SLOACs by the end of the spring, 2012 term. It should also be noted that 12.5% of the course offerings have multiple sections. 87.5% of the music classes are single section courses. Additionally, many of these courses are not offered every semester.

- 2.2. a) Please provide a **link*** to all program assessment timelines here. This link could be to your division /department website, eLumen, etc.
- a) <http://www.glendale.edu/index.aspx?page=5064>
 - b) Briefly summarize any pedagogical or curricular elements of courses/programs that have been changed or will be changed as a result of developing assessment timelines and course/program alignment matrixes.
 - c) Based on the program assessment timelines you have developed and the evidence you have gathered, please comment briefly on how far along your division/program is in the assessment process.

The SLOAC for Music 135, 136 and 137 identified strengths and weaknesses in the student’s ability to demonstrate performance skills. Recommendations were made to focus on the development of stage department for the intermediate and advanced singer, recognizing that the combined skill levels in these courses are an inhibiting factor for accomplishing this goal, due to time constraints. (documentation on file)

The SLOAC for Music 102 demonstrated an advanced score interpretation ability for the majority of the students. This level actually exceeds the SLO expectations. (documentation on file)
By the end of the fall, 2011 semester, the music department will have completed 75% of the SLOAC cycle.

- 2.3 a) Please provide a **link** to any program and/or relevant course assessment reports. Does the evidence from assessment reports show that students are achieving the desired learning outcomes?
 b) Please briefly summarize any pedagogical or curricular elements of courses and/or programs that have been changed or will be changed as a result of the assessments conducted.

a) <http://research.glendale.edu/slo/sloac.html>

b) Our previous assessment of Music 101 showed some inequality in the student work between adjunct instructors. We met with these instructors, and expect to see improvement in the next assessment.

- 2.4 Please list all courses which have been reviewed in the last academic year.
Note: Curriculum Review is required by the Chancellors Office every 6 years.

MU102, MU120, MU135, MU136, MU137, MU140

Thirty-five courses to be reviewed Fall 2011, fifteen courses to be reviewed Spring 2010.

- 2.5 Please list all degree/certificate programs within the division that were reviewed in the last academic year.

- 2.6 For each program that was reviewed, please list any changes that were made.

3.0. Reflection and Action Plans

- 3.1 What recent activities, dialogues, discussions, etc. have occurred to promote student learning or improved program/division processes?

The Music Department faculty meets weekly to discuss and coordinate needed actions in response to all current issues and anticipated future issues. Improved student learning and program improvement are always a focus of these meetings and some examples of recent changes and improvements born out of these meetings include: improved SLO assessment coordination and processes, online course curriculum improvements and better coordination with face to face classes, realignment of vocal performance opportunities with the addition of Chamber Singers and Vocal Jazz classes, better coordination between beginning and intermediate level jazz instrumental performance groups, continued successful inter-departmental collaboration between theatre, dance and music through the offering of a musical theatre production, acquisition of new equipment and facility improvements through successful grant requests, increased CTE music technology offerings and coordination, diversification and stabilization of guitar courses, and evaluation of degree and certificate offerings. Music faculty also participate in professional organizations and conferences (ACDA, MACCC, NAMM, AES), perform professionally, perform with students on campus and in the community, offer workshops, dialogue with music industry, complete software certifications, and work with feeder schools and professional organizations on music events.

3.2 Using the weaknesses, trends and assessment outcomes listed on the previous pages as a basis for your comments, please briefly describe your plans and/or modifications for program/division improvements

Plans or Modifications	Anticipated Improvements
Add a critically-needed Music Program Assistant.	The addition of a Music Program Assistant would eliminate the department's inequity with all other Southern California Community Colleges, as they all have the necessary program assistants. All secretarial work, publicity, payroll, concert program preparation, concert and festival organization, advertising, press releases, industry outreach, CTE coordination/reporting, music library organization, instrument/equipment management, and feeder/transfer program coordination would be handled by a program assistant. These program necessities are currently handled by the full-time music faculty in addition to their regular required duties (teaching load, campus faculty obligations, and student contact hours) which translates into an inability to accomplish other department work which desperately needs to be done. With the help of a program assistant the music faculty could better concentrate on curriculum development, fundraising, recruitment, and greater visibility in the community for our performing ensembles.
Move the Music Department to a new facility, and upgrade current facility until the move is made.	<p>Moving the department to the Campus Development Committee and State Chancellor's Office approved facilities would give the music program the discipline specific classroom space needed to keep the program stable or growing as well as competitive with other area schools, most of whom who have newer, larger, and more modern facilities than the GCC Music Department. The approved recital hall would give the department and it's students the dedicated performance space that it now lacks.</p> <p>The current Music Program is restricted and negatively impacted by a lack of space as well as the age and condition of the facilities. We continue to do the best we can to update the Auditorium building into a workable space until the move is made. Our two resource requests, for an additional acoustical shell for the stage and for adequate filing systems for the music libraries, are two such upgrades that will be used to make our current facilities work better. The acoustical shell will remain on the Auditorium stage for all future performances, and the music library filing systems will be moved to the new building.</p>
Continue weekly Music Department Faculty Meetings.	Increased faculty cohesion, coordination, and consistency. Improved curriculum development, coordination, evaluation and reporting.

2011 PROGRAM REVIEW

VPA - MUSIC Acoustical Shell	I: VPA.Mu-1
---	--------------------

Section 4 Resource Request

Type of Resource Request:

Facilities/Maint. Classroom Upgrades 3. _ New space Conference/Travel
 1.X Instructional Equip. 2. _ Non-Instructional Equip Training Other
 Computer/Hdware Software/Licenses Supplies

Mandatory: Is this request for one-time funding? OR Does this request require ongoing funding?

If this is a repeat request, please list the Resource ID code or year requested:

Mark if the following apply to this request: Health & Safety Issue Legal Mandate
 Accreditation Requirement Contractual Requirement

4.1. Clearly describe the resource request.

The music department needs one additional acoustical shell for use in performances on the Auditorium stage. This additional shell will give us complete and therefore fully effective acoustical support.

Amount requested \$ 2,500.00.

4.2. Justification and Rationale: What planning goal, core competency or course/program SLO does this request address? Use data from your report to support your request.

This request is a direct application of the EMP, Core Competency, and Mission Goals stated below. Each request directly affects the success of our students in these areas, as they are needed to supply students with the correct physical space to be able to meet the all of the learning goals of all music courses.

EMP Goal 1.2 Increase student access by developing systems to improve articulation, assessment, and basic skills preparedness.

EMP Goal 1.3 Increase student persistence and success in completing educational goals.

EMP Goal 3.5 Promote innovative learning for students and faculty.

Mission Statement "Helping students develop skills critical for success."

Core competencies

1. Communication: c) listening and d) speaking/conversing
3. Information Competency: c) evaluation of information
4. Critical Thinking: a) evaluation, b) analysis/synthesis, c) interpretation/inference, d) problem solving
5. Global Awareness and Appreciation: b) social and cultural diversity, c) artistic expression and variety
7. Application of Knowledge: c) workplace skills, d) lifelong learning

4.3. What measurable outcome will result from filling this resource request?

Having the complete acoustical shell set will enable students to benefit from better acoustics during rehearsals and performances. Adjusting to the venue acoustics is a part of their training in all performance areas. We currently have no dedicated performing venue for music, but the complete shell set will help make the venue we do have (the Auditorium, which we share with Theatre, Dance, and College Activities) more acceptable. The shell will be used now and also when we move to the new building.

APPROVALS

AGENCY	DECISION					
The Program Review Committee has reviewed the data, outcomes and plans in the report and finds this request to be:	Well supported					
	Adequately supported					X
	Not supported					
	Reason:	Sect.1: Data		Sect.2: SLOs	Sect.3: Plans	Other:
Standing Committee Review of Resource Request						Prioritization Score
Committee: Academic Affairs						

2011 PROGRAM REVIEW

VPA - MUSIC <i>2 Library Filing Systems</i>	I:VPA.Mus-2
---	--------------------

Section 4 Resource Request

Type of Resource Request:

Facilities/Maint. Classroom Upgrades 3. _ New space Conference/Travel
 1. _ Instructional Equip. 2. X Non-Instructional Equip Training Other
 Computer/Hardware Software/Licenses Supplies

Mandatory: Is this request for one-time funding? X OR Does this request require ongoing funding?

If this is a repeat request, please list the Resource ID code or year requested: 2010

Mark if the following apply to this request: Health & Safety Issue Legal Mandate
 Accreditation Requirement Contractual Requirement

4.1. Clearly describe the resource request.

The music department needs two filing systems, one for our choral library and one for our orchestral library. Both libraries are currently in inadequate and broken down files and shelves, which is not preserving them as they need to be for future use.

Amount requested: \$10,000 for No 2, Two library filing systems

4.2. Justification and Rationale: What planning goal, core competency or course/program SLO does this request address? Use data from your report to support your request.

This request is a direct application of the EMP, Core Competency, and Mission Goals stated below. Each request directly affects the success of our students in these areas, as they are needed to supply students with the correct physical space to be able to meet the all of the learning goals of all music courses.

EMP Goal 1.2 Increase student access by developing systems to improve articulation, assessment, and basic skills preparedness.

EMP Goal 1.3 Increase student persistence and success in completing educational goals.

EMP Goal 3.5 Promote innovative learning for students and faculty.

Mission Statement "Helping students develop skills critical for success."

Core competencies

1.Communication: c) listening and d) speaking/conversing

3. Information Competency: c) evaluation of information

4. Critical Thinking: a) evaluation, b) analysis/synthesis, c) interpretation/inference, d) problem solving

5. Global Awareness and Appreciation: b) social and cultural diversity, c) artistic expression and variety

7. Application of Knowledge: c) workplace skills, d) lifelong learning

4.3. What measurable outcome will result from filling this resource request?

No. 2. Having the proper filing systems for our choral and orchestra libraries will provide protection for this huge investment in musical scores. It will also create better access to the music, and provide much needed space in the classrooms where the libraries are currently housed, as proper music library files take up much less space.

APPROVALS

AGENCY	DECISION					
The Program Review Committee has reviewed the data, outcomes and plans in the report and finds this request to be:	Well supported					
	Adequately supported					X
	Not supported					
	Reason:	Sect.1: Data		Sect.2: SLOs		Sect.3: Plans
Standing Committee Review of Resource Request Committee: Academic Affairs						Prioritization Score

2011 PROGRAM REVIEW

VPA: MUSIC
FT Instructor-Music
History/Literature

I: VPA.MU-3

Section 4
IHAC Request

If this is a repeat request, please list the Resource ID code or year requested: _____

- 4.1** The Office of Instruction will provide data on instructional hires during the past five years, including zzzz the full-time percentage of each new hire.

a) Number of full-time faculty currently assigned to the Program	4
b) Number of full-time faculty assigned to the Program in 2005	4
c) Does this position cover classes currently taught by adjuncts? Yes or No	No
c) Does this position cover classes currently taught by adjuncts? Yes or No	No

4.2 CPF Index (Committees Per Full-time Faculty)

1. Total number of full-time faculty members in this department/program.	4
2. Total number of committees in which all FT faculty members in this area participate (Governance and other campus related committees & participation).	12
3. CPF INDEX (Total of # 2 divided by #1)	3

4.3 Status of Released Time Faculty

Faculty Name	Release Time Position	% RT	Term of Assignment
Peter Green	VPAD Division Chair	80%	5
Byron Delto	Perkins Grant	20%	Year by year

4.4 How does this assignment relate to the college's Mission Statement?

We are losing a fulltime faculty member in December due to retirement. This position is the instructor who coordinates the Music History and Literature program, an essential part of the music program and also the area that contains our biggest ICETC offerings. It is essential that we replace this retirement with a person who has a specialty in Music History and Literature, and who also has additional teaching skills in Music Theory, Performance, or Technology, programs which are growing and need the assistance of a fulltime person. This position also supervises the holdings in the Music Lab.

4.5 How does this position relate to the objectives and functions of the college?

- | | |
|--|------------------------------|
| a) Associate Degree | d) Basic Skills development |
| b) Transfer to a four-year institution | e) Noncredit Adult Education |
| c) Career and Technical Education | f) Personal enrichment |

This position includes teaching courses that are requirements for the AA degree, for Transfer to four-year institutions, personal enrichment, and could include career and technical education, depending on the person's secondary field of teaching in music.

Student success will be increased by having a faculty member with a specialty of Music History and Literature, both to teach these courses, and to coordinate the adjunct instructors in this area. The biggest impact will be on the transfer program for non-majors as well as majors, and in the daily functioning of the music department.

The music department needs the fifth full time position in order to lead the Music History and Literature program, to assist in a secondary field of teaching in music, to teach a full load of classes in order to keep our fulltime/adjunct ratio from declining, to be on campus committees, and to assist in the functioning of the department, including producing publicity, concert production, care and maintenance of music instructional equipment, counseling of students, and supervising the holdings of the Music Lab.

- 4.6 Describe how this position enhances student success. Ex: enhances instructional skills, meets community or industry needs. Contributes to state of the art technical education, etc. What measureable outcome will result from filling this request?

Within music there are multiple distinct areas of expertise, and we need a fulltime person with this expertise in order to have a balanced program. Not having a person in this position would lower the quality and number and diversity of courses that we could offer in music literature.

- 4.7 Are there anticipated negative impacts for not hiring this position? If so describe. NA

- 4.8 Are there any other special concerns not previously identified? If so, please explain.

Besides the need or a music history specialist, for the reasons stated above, the music department is has an enormous amount of duties outside of the classroom, and we need our fifth fulltime position to help get all those jobs done, both within the department and campus wide.

2011 PROGRAM REVIEW

VPA - MUSIC
New Recital Hall

I:VPA.Mus-4

Section 4 Resource Request

Type of Resource Request:

Facilities/Maint. Classroom Upgrades 3. New space Conference/Travel
 1. Instructional Equip. 2. Non-Instructional Equip Training Other
 Computer/Hardware Software/Licenses Supplies

Mandatory: Is this request for one-time funding? OR Does this request require ongoing funding?

If this is a repeat request, please list the Resource ID code or year requested: 2010 _____

Mark if the following apply to this request: Health & Safety Issue Legal Mandate
 Accreditation Requirement Contractual Requirement

4.1. Clearly describe the resource request.

The music department's most dire need is for a dedicated performing space (Recital Hall) and dedicated music classrooms. The design for this, submitted by Jim Spencer and accepted and approved by the State, is in line for completion as funding becomes available. The pace of this completion needs to be accelerated as much as possible.

Note: The Music Department's other two requests are needed now but will also be used in the new space.

Amount requested: Unknown until construction date set, but most of our costs will be furnishings.
Breakdown of cost (if applicable):

4.2. Justification and Rationale: What planning goal, core competency or course/program SLO does this request address? Use data from your report to support your request.

This request is a direct application of the EMP, Core Competency, and Mission Goals stated below. Each request directly affects the success of our students in these areas, as they are needed to supply students with the correct physical space to be able to meet the all of the learning goals of all music courses.

EMP Goal 1.2 Increase student access by developing systems to improve articulation, assessment, and basic skills preparedness.

EMP Goal 1.3 Increase student persistence and success in completing educational goals.

EMP Goal 3.5 Promote innovative learning for students and faculty.

Mission Statement "Helping students develop skills critical for success."

Core competencies

1. Communication: c) listening and d) speaking/conversing
3. Information Competency: c) evaluation of information
4. Critical Thinking: a) evaluation, b) analysis/synthesis, c) interpretation/inference, d) problem solving
5. Global Awareness and Appreciation: b) social and cultural diversity, c) artistic expression and variety
7. Application of Knowledge: c) workplace skills, d) lifelong learning

4.3. What measurable outcome will result from filling this resource request?

All other area community college music departments have one or more dedicated performing spaces, and three (PCC, LACC, and ELAC) have brand new, state-of-the-art dedicated facilities for performances and for music classes. We lose many students to other schools simply because of our lack of proper facilities. We have a tremendously gifted music faculty here, and our successes are due to their hard work, in spite of the poor facilities. We are out of classroom space, have no classrooms designed for sound and sound control, and are not able to offer as many concerts, recitals and other performing and listening opportunities as we need to in order to compete and to give the educational experiences they need. Having this new space will enable us to offer additional technology classes, additional performance classes, additional ensembles and performances, and allow us to better prepare our students, to meet their music goals, especially our transfer and vocational students.

Validation not Applicable – This project will be funded by the state.

APPROVALS

AGENCY	DECISION					
The Program Review Committee has reviewed the data, outcomes and plans in the report and finds this request to be:	Well supported					
	Adequately supported					
	Not supported					
	Reason:	Sect.1: Data		Sect.2: SLOs		Sect.3: Plans
Standing Committee Review of Resource Request Committee: Academic Affairs						Prioritization Score

2011 PROGRAM REVIEW

VPA - MUSIC <i>Program Assistant</i> (50%)	I:VPA.Mus-5
--	--------------------

Section 4: CHAC REQUEST

If this is a repeat request, please list the year(s) requested: 2010, 2006

4.1. Describe the position including the complete description used to advertise for the position. Also include the division/department/program or service and full-time percentage for the position.

The music department is requesting a 20 hour position (50%) for an administrative assistant. This assistant would perform duties including the following: publicity, payrolls, concert program preparation, music library organization, Choral Festival organization, advertising, press releases, concert production organization, web site management, instrument/equipment management, industry outreach, CTE coordinator.reporting, feeder and transfer program organization, and normal office and secretarial duties such as handling phone calls and general questions.

4.2 Criteria:

- a) Are there state or federal mandates particular to this program/service?
If so, please describe.

No.

- b) How does this position support the objectives and functions of the college in regards to the Mission Statement, EMP goals, annual college goals and/or student need?

The addition of this position will release faculty members from performing so many administrative assistant duties, and enable them to better address the goals of the department.

The addition of an administrative assistant will also allow faculty the time to better implement the following EMP goals:

1.1 – “Improve awareness of GCCD resources”. An administrative assistant will be able to help us get the word out to the community of what an outstanding program we have here at GCC.

1.3 – “Increase student persistence and success in the completion of their education goals”. Instructors in the Music Department will have more time to spend with individual students to help plan their educational goals.

2.3- “Explore other potential collaborations”. In the future we hope to have more collaborations with neighboring Colleges. One way in which we hope to do this is through our Choral Festival, which we desperately need an Administrative Assistant to help with.

3.5 – “Promote innovative learning for 21st century student and faculty.” With an Administrative Assistant, faculty will have more time to develop new courses (including CTE) to keep us on the cutting edge of Music Technology.

c) Please provide quantitative data to support your request (such as program review, research office reports, surveys, etc.)

I have personally contacted several music departments in the area to see what clerical help they receive. LA City College has 2 full-time assistants. Pasadena City College has 2 full-time assistants. Valley College has 1 full-time assistant. East LA College has 1 full-time assistant.

d) Is this request related to compliance with a collective bargaining agreement? If so, please explain.

No.

e) Are there industry standards that directly relate to this position? If so, please explain.

All local Colleges besides GCC have administrative assistants. It is very necessary for the proper functioning of a music department, which is why all music departments have at least one.

4.3 Additional Information

a) What implications does the addition of this position have on: budget, staffing, facilities

This would be a 20 hour / week position at the rate of \$16.17 per hour. There would be no implication on facilities since this person would work from AU 217.

b) Discuss any benefits your program may have lost from not receiving this requested position.

Currently the music faculty are performing all program assistant duties listed on 4.1. This severely takes away the ability to accomplish the important work in the department that needs to be done by faculty – creating new courses and programs, fund raising, recruiting, outreach, and creating better and more performing experiences for our students. We are the only community college in the Southern California area that has no program assistant. LACC and PCC both have two full-time assistants. The addition of a program assistant was a primary goal in our last two program Review documents.

c) Are there any special concerns that are not addressed in this request? If so, please explain.

d) Describe how this position enhances student success and/or program outcomes.

The addition of this position will make it possible for our music faculty to spend more time with outreach, creating better connections to the local High Schools, creating better connections to the transfer schools, fundraising, creating better performing experiences for our students, and creating new courses to keep us in the forefront of College Music Departments in Southern California.

4.4 Please attach data from Human Resources on new classified hires in your program during the past five years, including the full-time percentage of each new hire.

We have had no new classified hires in Music during the past five years.

APPROVALS

AGENCY	DECISION						
The Program Review Committee has reviewed the data, outcomes and plans in the report and finds this request to be: <p style="text-align: center;">NA</p>	Well supported						
	Adequately supported						
	Not supported						
	Reason:	Sect.1: Data		Sect.2: SLOs		Sect.3: Plans	Other:
Standing Committee Review of Resource Request Committee: CHAC					Prioritization Score		