



“We Strive to Guarantee Quality and Excellence”

Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.

**T2 - Instructional Departments
(Academic Departments)
Three Year Program Review**

Music & Fine Arts Department

Fall 2015 – Summer 2018

Program Review Completed By:

Name	Title	Signature	Date
Howard M. Charles	Associate Professor Of Music Music & Fine Arts Department, Chair		January 30, 2019

Program Review Certified By:

Name	Title	Signature	Date
Robert Ramarui	Dean of Academic Affairs		January 30, 2019

Program Review Received By: (Institutional Research & Evaluation Office)

Name	Title	Signature	Date
Ligaya Sara	Institutional Researcher		01-31-2019

Purpose:

Program review at Palau Community College is a process that provides an extensive evaluation of academic and non-academic programs on a three year basis. The results of yearly assessments (using the FAMED process) are compiled into the one three year review cycle.

The purpose of program review is to evaluate program sufficiency to allow definite strategies to be developed for major revisions, to provide information for consideration when decisions are made, and to develop recommendations to improve institutional effectiveness.



Instructions for completing Program Review:

1. Type your text into the boxes. The text boxes will expand to accommodate the amount of text spaces you need.
2. Individual instructions are included before each section. Examples are in **green**, remove when you start writing.
3. Submit completed and signed Program Review in both hard copy and electronic copy format to the Institutional Research & Evaluation Office.
4. Required supporting documents must be included during submission.

Appendix A: CLOs – GE/ILOs Mapping (e-copy only)

Appendix B: Most Updated & Approved Outlines within this cycle (e-copy only)

Appendix C: FAMED grid of all course assessment data within review cycle
(e-copy in pdf only)

5. Be sure to keep both hard and electronic copies for your file.

Note: Other college plans may include the 15-Year Institutional Master Plan, the 5-Year Technology Plan, Institutional Learning Outcomes, Institutional-Set Standards for Student Achievement, or other plans, such as an approved department plan or committee plan.

I. Academic Department Purpose and Relationship to the College Mission

1. State the mission of this academic department below.

The Music & Fine Arts Department at Palau Community College provides required music courses in the areas of performance, music and art appreciation, basic theory, and applied Palauan music for students majoring in the Liberal Arts and Education programs, as well as electives for the fulfillment of humanities and/or social science courses. The department also oversees the PCC Music Club, manages the Palau Wind Orchestra, and facilitates and assists in community events such as the annual Olechotel Belau Fair (OBF), US Embassy July 4th Celebration, US CAT Team change over ceremony, the annual Bethlehem Christmas concert series, the PCC annual Christmas Gala, and the college commencement exercises.

Its goals are:

- To provide required music courses for the Liberal Arts and Education Programs
- To provide music & art courses as electives for the fulfillment of humanities and social science requirements for other programs
- To provide music performance opportunities for students
- To assist the Music Club in student extracurricular activities
- To assist both the college and the community as a resource center for music and in music capacities where appropriate

The Music & Fine Arts department is intended to present to students with a general overview of the field of music and art. Students will have the opportunity to learn different facets of the field ranging from music fundamentals to music and art appreciation, music education, applied art, and performance. This will enable students to utilize the acquired education and training in finding employment after graduation or pursue higher education in their chosen field.

2. How is the academic department supporting the overall mission of the College?

The Music & Fine Arts department supports the PCC Mission statement as it helps to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence. The Music & Fine Arts department helps meet the **technical and academic** needs of students by providing computer technology, software, and electronic instruments and other related tools to help student gain the experience and skills in the field. Additionally, qualified faculty oversee music and fine arts courses geared specifically for student chosen majors ensuring that students receive the necessary skills and experience to enable them to find employment after graduation or pursue higher education in their chosen field. The Music & Fine Arts department helps meet the

cultural needs of students in the field by exposing them to the culture of music and art in the region as well as the world. Students are given the opportunity to learn the history of different music and art as well as different theories, fundamentals, methods, and techniques used by professionals in the field. As a result, students learn to appreciate the evolution and culture of music and art as well as have the opportunity to apply what they learn in activities, projects and performance opportunities assigned in their courses. The department also helps meet the **social** needs of students by giving them the opportunity to work with each other and community members in the scope of projects and performance opportunities. While enrolled in music and fine arts courses, students are required to interview and collaborate with field experts as well as perform in front of live audiences. Such exposure not only helps improve students' social and communication skills but also helps them become more confident in their skills as well as build connections with individuals and organizations that may help them when they begin to seek employment. The Music & Fine Arts department helps meet the **economic** needs of students by providing them the opportunity to learn necessary skills and obtain experiences needed to find employment after graduation or pursue higher education in their chosen field. The department further **promotes learning opportunities for students and communities and developing personal excellence**, by requiring students to collaborate with community experts, perform in class as well as in college and community events. Additionally, by hiring qualified faculty to teach courses and oversee the entire department, this goal is also realized. Such activities promote learning opportunities for students and communities as well as develop personal excellence.

3. Provide a brief history of this academic department below. Include the updates of major changes and accomplishments since the last review.

The music department began in 1999 with the first course offering of what was formerly known as MU101, Introduction to Music, which was later renamed to MU106, Music Appreciation. It was later on renamed to what is now the Music & Fine Arts Department (MU & FA). The MU & FA department has continued to develop and add new courses to its curriculum totaling six (6) music and fine arts courses to date. At present, the department offers its courses to the Liberal Arts, Education, Higher Distance Education programs, and offers elective courses to all majors for the required fulfillment of humanities/social sciences. With the rise of the Education Program, two music courses, MU149 and MU139, were developed as required courses for education majors aspiring to become teachers. The department also has in place three courses, MU100, MU102 and MU106 which are articulated with the University of Hawaii and other institutions of higher education. The department has continuously been involved in contributing its expertise, both of students and faculty, in college and community events such as commencement exercises, college charter day celebrations, Pacific Arts Festival, the annual Olehotel Belau Fair, annual Christmas concerts to mention a few. The department has also been in collaborative work with other professional music institutions and organizations in the past such as the International Council of Traditional Music, and the Society of Ethnomusicologists. Currently the department is collaboratively involved in an ongoing transcription project of Palauan contemporary music with the Okinawa Prefecture University of Arts.

Major updates and accomplishments since the last review include the following.

The purchase of the new PA system, with new monitors and cordless microphones has greatly improved student learning outcomes and achievements. It has also equipped the students not only in

classroom instruction and learning, but also in rehearsals as well as in college and community student performances. This contributes to high results in student assessments in their course learning outcomes, and the aligned GE/ILO's 1, 2, 5 & 6.

Since the last review, the department also had added a new course, MU139 to its MU curriculum. This is a required course for education majors with the emphasis in early childhood. At the same time, the department is currently modifying its MU106 course from a traditional to a hybrid course in compliance with new accreditation requirements.

Course enrollment in MU courses has been increasingly rising. MU102 and MU106 were previously only offered one section of each, but now have increased to two sections of each per semester. At the same time, with the new teachers certification requirements from the Ministry of Education and Palau Community Action Agency, MU courses for education majors has an increased enrollment not just in the fall and spring semesters, but also in the summer session which is not a common practice for the department.

The department is pleased to see an increased number of its former students actively participating and continually making an impact on the Palau music scene. In addition to regularly performing in major events and venues on island, many of our students have recorded popular music productions that are continuously aired on the radio and public television.

The department takes this opportunity to thank our college President, the Deans and staff of Academic Affairs, and all college staff and employees for their continued support and encouragement to our department. The department looks forward to working collaboratively with our students for yet another successful improvement cycle.

Table 1c. Course Completion of Department Courses (Summer)

SU 2016__					SU 2017__					SU 2018__				
Course	Passed	Failed	Withdraw	Enrolled	Course	Passed	Failed	Withdraw	Enrolled	Course	Passed	Failed	Withdraw	Enrolled
										MU139	3			3

Provide Summary of Tables 1a, 1b & 1c including its trends analysis below.

The table above (tabular view of Figure 1a, 1b, 1c) represents the total of student enrollments in all Music & Fine Arts courses as well as the number of students who passed, failed, audited, and withdrew from the courses. The difference between the passing and failing rates of students indicate that more students successfully pass department courses. A very few number of students enrolled in the courses and withdrew for various reasons, however the common factor was because students failed coming to class and felt overwhelmed with the amount of work needed to complete, or for extenuating personal circumstances, and so withdrew.

Summer 2016 and 2017 indicates a 0 enrollment because department courses are offered during regular semesters, fall and spring. Department courses may be offered in the summer should there be need for graduation purpose. Summer offerings could also be a result of need for other programs such as the SDSU Bachelor's program or the certification of education teachers in the K-12 system. The lack of growth in enrollment in department courses is due to the fact that they are only a choice among other courses in the Social Sciences / Humanity department to satisfy only a 3 credit general education requirement. However, there is an increase growth of enrollment in this cycle review compared to the last cycle review of 2012, showing an average growth of 29 to 45.

Overall, the data indicates that majority of the students enrolled in the Music & Fine Arts courses successfully complete the courses.

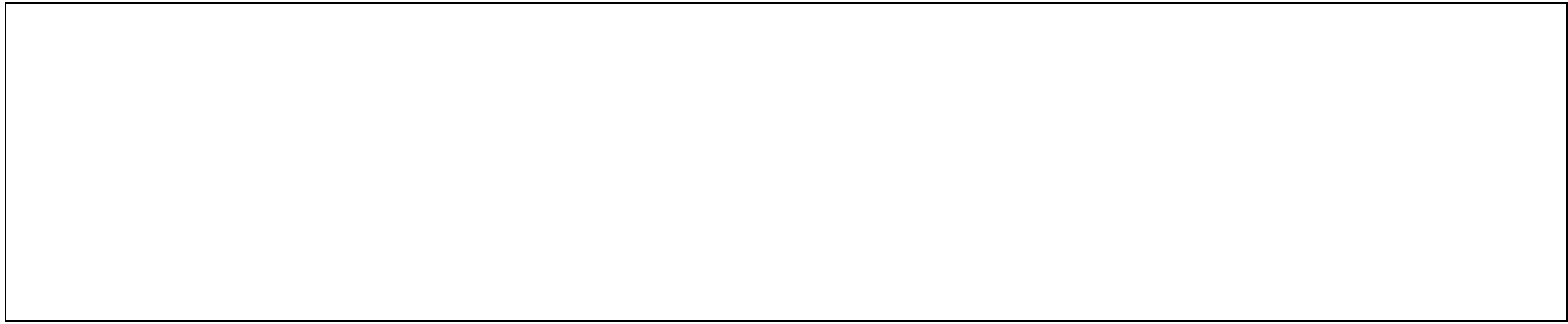
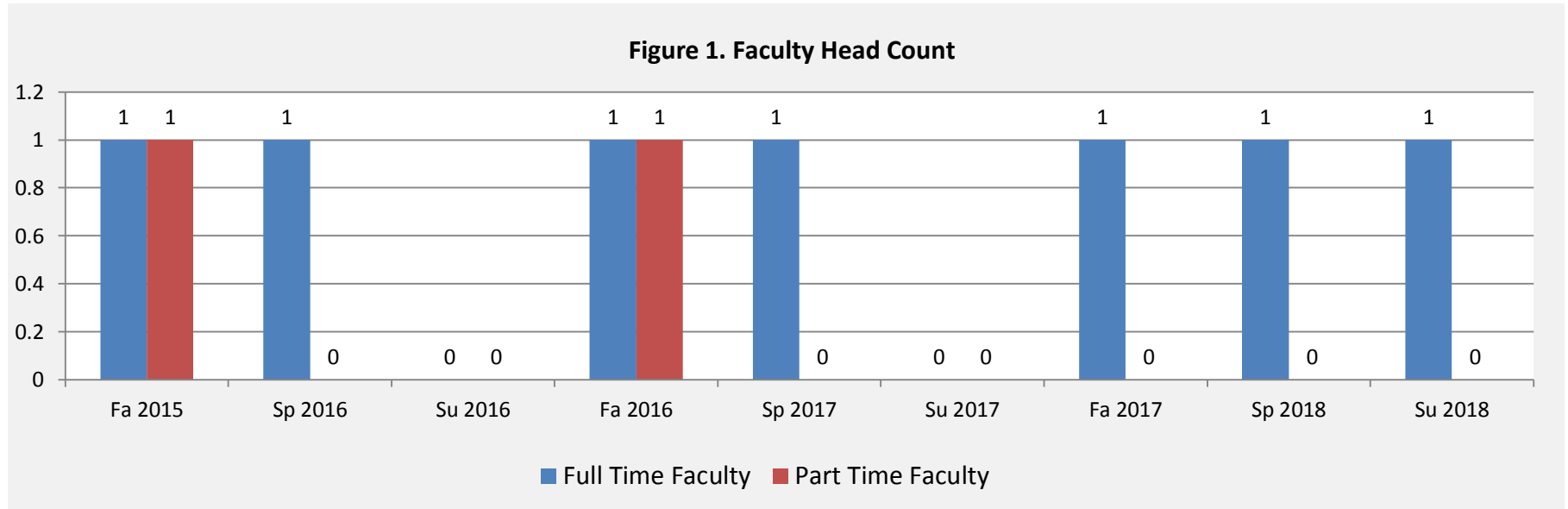


Figure 1 – Faculty Information



Provide summary of Figure 1 including its trends analysis below.

The table above (tabular view of Figure 1) represents the number of full time and part time faculty that teaches Fine Arts classes. Currently, there is only one full time FA faculty. This faculty heads the Fine Arts Department as well as teaches all MU courses for the department. However, because of only one visual arts course offered at the college, the college hires or assigns part time faculty to help teach those courses.

III. Student Learning and Curriculum

School Year	How many department courses are there? (refer to catalog or most recent approval by CPC)	% of courses with Identified CLOs	List all revised department courses outlines or proposed new courses that received CPC approval within this review cycle	% of CLOs aligned with GE/ILOs
2015-16	6	100%	100%	100%
2016-17	6	100%	100%	100%
2017-18	6	100%	100%	100%

Provide Summary of Student Learning and Curriculum in the box below. Summary should include reasons for course revisions and course proposals. If any course went through the validity process during this cycle, include the information here.

There are a total of 6 FA courses offered here at the College. All 6 courses have CLOs. The course outlines and documentations for all 6 courses are currently updated. Such updates include all changes to student learning outcomes, texts and references, and CLOs. The course outlines and all documentations have been approved and are on file with the Committee on Programs and Curriculum as of Fall 2016.

During the last department review there were only 5 FA courses, however there was a new additional course, MU139, which was formerly known as ED151. This was an education course but was changed to a music course because the nature of the course was more relevant with musical elements.

Additionally, all course CLOs have been aligned with GE/ ILOs in the mapping template. Signature assignments used in course assessments have also been identified. The program mapping and signature assignment documents are on file with the chair of Curriculum and Programs Committee (CPC), the ALO, and the AALO (see attached appendices).

IV. Course Assessment Data

Year 1: School Year ____2015-16____

Semester Assessed	Course Assessed	CLO-GE/ILO Mapping	Results of Assessments (Do not combine CLO results; report individual CLO result.)
Fall 2015	MU102	CLO 1-3 – GE/ILO 1	CLO 1: 85% of students assessed performed at the proficient level
		CLO 2-3 – GE/ILO 2	CLO 2: 76% of students assessed performed at the proficient level
		CLO 3 – GE/ILO 5	CLO 3: 100% of students assessed performed at the proficient level
		CLO 3 – GE/ILO 6	

	VA109	CLO 1-5 – GE/ILO 1	CLO 1: 87% of the students assessed performed at the proficiency level.
		CLO 4-5 – GE/ILO 6	CLO 2: 80% of the students assessed performed at the proficiency level.
			CLO 3: 80% of the students assessed performed at the proficiency level
			CLO 4: 87% of the students assessed performed at the proficiency level.
			CLO 5: 100% of the students assessed performed at the proficiency level.
Spring 2016	MU106	CLO 1-3 – GE/ILO 1	CLO 1: 80% of students performed at the proficient level.
		CLO 2 – GE/ILO 2	CLO 2: 83% of students performed at the proficient level.
		CLO 3 – GE/ILO 5	CLO 3: 76% of students performed at the proficient level.
		CLO 2-3 – GE/ILO 6	
	MU149	CLO 1-3 – GE/ILO 1	CLO 1: 100% of students assessed performed at the proficient level.
		CLO 1 – GE/ILO 2	CLO 2: 100% of students assessed performed at the proficient level.
		CLO 2 – GE/ILO 5	CLO 3: 100% of students assessed performed at the proficient level.
		CLO 3 – GE/ILO 6	

Year 2: School Year ____2016-17____

Semester Assessed	Course Assessed	CLO-GE/ILO Mapping	Results of Assessments (Do not combine CLO results; report individual CLO result.)
Fall 2016	MU102	CLO 1-3 – GE/ILO 1	CLO 1: 75% of students assessed performed at the proficient level.
		CLO 2-3 – GE/ILO 2	CLO 2: 75% of students assessed performed at the proficient level.
		CLO 3 – GE/ILO 5	CLO 3: 100% of students assessed performed at the proficient level.
		CLO 3 – GE/ILO 6	
	VA109	CLO 1-5 – GE/ILO 1	CLO 1: 100% of the students assessed performed at the proficiency level.
		CLO 4-5 – GE/ILO 6	CLO 2: 100% of the students assessed performed at

			the proficiency level.
			CLO 3: 100% of the students assessed performed at the proficiency level
			CLO 4: 100% of the students assessed performed at the proficiency level.
			CLO 5: 100% of the students assessed performed at the proficiency level.
Spring 2017	MU106	CLO 1-3 – GE/ILO 1	CLO 1: 84% of students performed at the proficient level.
		CLO 2 – GE/ILO 2	CLO 2: 88% of students performed at the proficient level.
		CLO 3 – GE/ILO 5	CLO 3: 83% of students performed at the proficient level.
		CLO 2-3 – GE/ILO 6	
	MU149	CLO 1-3 – GE/ILO 1	CLO 1: 100% of students assessed performed at the proficient level.
		CLO 1 – GE/ILO 2	CLO 2: 100% of students assessed performed at the proficient level.
		CLO 2 – GE/ILO 5	CLO 3: 100% of students assessed performed at the proficient level.
		CLO 3 – GE/ILO 6	

Year 3: School Year ____2017-18____

Semester Assessed	Course Assessed	CLO-GE/ILO Mapping	Results of Assessments (Do not combine CLO results; report individual CLO result.)
Fall 2017	MU102	CLO 1-3 – GE/ILO 1	CLO 1: 92.86% of students assessed performed at the proficient level.
		CLO 2-3 – GE/ILO 2	CLO 2: 100% of students assessed performed at the proficient level.
		CLO 3 – GE/ILO 5	CLO 3: 100% of students assessed performed at the proficient level.
		CLO 3 – GE/ILO 6	
Spring 2018	MU106	CLO 1-3 – GE/ILO 1	CLO 1: 88.57% of students assessed performed at the proficient level.
		CLO 2 – GE/ILO 2	CLO 2: 88.57% of students assessed performed at the proficient level.
		CLO 3 – GE/ILO 5	CLO 3: 82.86% of students assessed performed at the proficient level.
		CLO 2-3 – GE/ILO 6	
	MU149	CLO 1-3 – GE/ILO 1	CLO 1: 100% of students assessed performed at the

			proficient level.
		CLO 1 – GE/ILO 2	CLO 2: 100% of students assessed performed at the proficient level.
		CLO 2 – GE/ILO 5	CLO 3: 100% of students assessed performed at the proficient level.
		CLO 3 – GE/ILO 6	
Summer 2018	MU139	CLO 1 – GE/ILO 1	*Note: MU139 of Summer of 2018 was not assessed and therefore there are no results to show. I was told by the Dean of Academic Affairs that summer classes are not assessed.
		CLO 2 – GE/ILO 5	
		CLO 3 – GE/ILO 6	

Provide Summary of Course Assessment Data with analysis results in the box below. Summary should include how assessment results have led to improvement of course and department learning outcomes, and student learning and achievement.

In the school year 2015-2016 there were 5 courses assessed, MU102 and VA109 in the Fall, and 2 sections of MU106 and MU149 in the Spring. In the school year 2016-2017, 5 courses were assessed, MU102 and VA109 in the Fall, and 2 sections of MU106 and MU149 in the Spring. In the school year 2017-18, 6 courses were assessed, 2 sections of MU102 in the Fall, 2 sections of MU106 and MU149 in the Spring, and MU139 in the summer.

All the courses assessed for this cycle, namely MU102, MU106, MU139, MU149 and VA109 are aligned to satisfy the General Education/Institutional Learning Outcome (GE/ILO) 1, 2, 5, & 6. These are as follows:

- GE/ILO 1 – *Critical Thinking and Problem Solving*
Analyze and solve problems by using informed judgment based on evidence, sound reasoning, and/or creativity to differentiate facts from opinions and to specify solutions and their consequences.
- GE/ILO 2 - *Communication*
Effectively communicate, both orally and in writing, thoughts in a clear, well-organized manner to persuade, inform, and/or convey ideas in academic, work, family, and community settings.
- GE/ILO 5 - *Civic Responsibility*
Apply the principles of civility and morality to situations in the contexts of a healthy family, work, community, environment, and world.
- GE/ILO 6 - *Aesthetics*
Apply numerous means of inquiry to experience and appreciate the values of

arts and nature.

The assessment results for this cycle show that students assessed in all music and fine arts courses, performed above the stated proficiency level. The department is very pleased of this success due to the fact that previous improvement review cycles and action plans from assessments have been implemented to deliver such results. The success of student learning outcomes in this cycle review a testament to that process that it works. Concrete evidence of this is depicted in the FAMED grids for each course of each school included in the appendices.

V. General Education / Institutional Learning Outcomes (GE/ILO) Assessment

Year Assessed	List GE/ILOs	Proficiency Level	Result of Assessments (Do not combine GE/ILO results; report individual GE/ILO result.)
2015-16	GE/ILO 1	89%	During school year 2015-16 (fall & spring), the department continued to implement the proposed action plans of incorporating more learning resources, visual aids, video clips and such to assist students in their analytical and creative skills in problem solving . Students have benefitted greatly from this effort and thus it shows in their learning outcomes. In fall 2015, 87% of students assessed met the proficiency level and in spring 2016, 90% of students assessed met the proficiency level which ended the school year with 89% at proficiency level.
	GE/ILO 2	90%	During school year 2015-16 (fall & spring), students were performing well with communicating both orally and in writing in their course work, and in community events. The department continues to implement a variety of learning resources and activities to assist students in this learning outcome. In fall 2015, 88% of students assessed met the proficiency level and in spring 2016, 92% of students assessed met the proficiency level which ended the school year with 90% at proficiency level.
	GE/ILO 5	94%	During school year 2015-16 (fall & spring), students performed well in principles of morality and civility in their course work, college and community events, such as our annual Christmas and commencement exercise performances. The department continues to implement a disciplined rehearsal schedule along with a variety of learning resources, examples and activities to assist students in this learning outcome. In fall 2015, 100% of students assessed met the proficiency level and in spring 2016, 88% of students assessed met the proficiency level which ended the school year with 94% at proficiency level.
	GE/ILO 6	91%	During school year 2015-16 (fall & spring), students performed well in principles aesthetics by learning various inquiries through their experience and appreciation of the arts in their course work, college and community events, such as the mentioned public performances. The department continues to implement a disciplined rehearsal schedule along with a variety of learning resources, examples and activities to assist students in this learning outcome. In fall 2015, 96% of students assessed met the proficiency level and in spring 2016, 86% of students

			assessed met the proficiency level which ended the school year with 91% at proficiency level.
2016-17	GE/ILO 1	94%	During school year 2016-17 (fall & spring), the department has continued to implement the proposed action plans of incorporating more learning resources, visual aids, video clips and examples to assist students in their analytical and creative skills in problem solving . Students have benefitted greatly from this effort and thus it shows in their learning outcomes. In fall 2016, 94% of students assessed met the proficiency level and in spring 2017, 93% of students assessed met the proficiency level which ended the school year with 94% at proficiency level.
	GE/ILO 2	91%	During school year 2016-17 (fall & spring), students were having some difficulty with communicating both orally and in writing in their course work, and in community events. The department put in extra effort to offer more varieties of learning resources and activities to assist students in this learning outcome that really benefitted students. In fall 2016, 88% of students assessed met the proficiency level and in spring 2017, 94% of students assessed met the proficiency level which ended the school year with 91% at proficiency level.
	GE/ILO 5	96%	During school year 2016-17 (fall & spring), students performed well in principles of morality and civility in their course work, college and community events, such as our annual Christmas and commencement exercise performances. The department continues to implement a disciplined rehearsal schedule along with a variety of learning resources, examples and activities to assist students in this learning outcome. In fall 2016, 100% of students assessed met the proficiency level and in spring 2017, 92% of students assessed met the proficiency level which ended the school year with 96% at proficiency level.
	GE/ILO 6	95%	During school year 2016-17 (fall & spring), students performed well in principles of aesthetics by learning various inquiries through their experience and appreciation of the arts in their course work, college and community events, such as the mentioned public performances. The department continues to implement a disciplined rehearsal schedule along with a variety of learning resources, field trips and activities to assist students in this learning outcome. In fall 2016, 100% of students assessed met the proficiency level and in spring 2017, 90% of students assessed met the proficiency level which ended the

			school year with 95% at proficiency level.
2017-18	GE/ILO 1	94%	During school year 2017-18 (fall & spring), the department has continued to implement the proposed action plans of incorporating more learning resources, visual aids, video clips and examples to assist students in their analytical and creative skills in problem solving . Students have benefitted greatly from this effort and thus it shows in their learning outcomes. In fall 2017, 95% of students assessed met the proficiency level and in spring 2018, 93% of students assessed met the proficiency level which ended the school year with 94% at proficiency level.
	GE/ILO 2	97%	During school year 2017-18 (fall & spring), students were having some difficulty with communicating both orally and in writing in their course work, and in community events. The department put in extra effort to offer more varieties of learning resources and activities to assist students in this learning outcome that really benefitted students. In fall 2017, 100% of students assessed met the proficiency level and in spring 2018, 94% of students assessed met the proficiency level which ended the school year with 97% at proficiency level.
	GE/ILO 5	96%	During school year 2017-18 (fall & spring), students performed well in principles of morality and civility in their course work, college and community events, such as our annual Christmas and commencement exercise performances. The department continues to implement a disciplined rehearsal schedule along with a variety of learning resources, examples and activities to assist students in this learning outcome. In fall 2017, 100% of students assessed met the proficiency level and in spring 2018, 91% of students assessed met the proficiency level which ended the school year with 96% at proficiency level.
	GE/ILO 6	95%	During school year 2017-18 (fall & spring), students performed well in principles of aesthetics by learning various inquiries through their experience and appreciation of the arts in their course work, college and community events, such as the mentioned public performances. The department continues to implement a disciplined rehearsal schedule along with a variety of learning resources, field trips and activities to assist students in this learning outcome. In fall 2017, 100% of students assessed met the proficiency level and in spring 2018, 90% of students assessed met the proficiency level which ended the school year with 95% at proficiency level.

Provide Summary of GE/ILOs Assessments and analysis results in the box below. Summary should include analysis of this cycle with previous cycles; how assessment results have led to major decisions made to support the improvement of department's student learning and student achievement.

The results of GE/ILO assessments in this cycle show a great and increasing improvement in students learning outcomes and achievements. In school year 2015-16, students assessed achieved an average of 89% for GE/ILO 1, 90% for GE/ILO 2, 94% for GE/ILO 5, and 91% for GE/ILO 6. In school year 2016-17, students assessed achieved an average of 94% for GE/ILO1, 91% for GE/ILO 2, 96% for GE/ILO 5, and 95% for GE/ILO 6. In school year 2017-18, students assessed an average of 94% for GE/ILO 1, 97% for GE/ILO 2, 96% for GE/ILO 5, and 95% for GE/ILO 6.

Compared to the previous review cycle (fall 2012- spring 2015), there were assessments, namely fall of 2014, where students assessed performed below the stated 70% proficiency level. In that previous review, major decisions and actions were taken and implemented in this current cycle (fall 2015-summer 2018), to separate signature assignments to each CLO thus giving students a better chance to concentrate on each one. At the same time, increased efforts in adapting new ways of teaching such as incorporating more learning resources, visual aids, video clips, tutoring, increased rehearsal times, field trips, college and public performances, and collaborative activities were implemented that have supported the improvement of the department's student learning and student achievements within this cycle. Therefore, in all three years within this cycle, assessment results show that students achieved above and beyond the stated 70% proficiency level.

The department is very pleased with the results of student learning and achievements in this cycle and will continue to manage and improve such efforts for continued success of student learning outcomes and achievements.

VI. Evaluation of Previous Department Review Action Plan (s)

Indicate the status of the previous department review action plans below. (Include all previous action plans.) Indicate the cycle and years of the previous department review.

Cycle: 2015 Department Review (3 year cycle)	Years: Fall 2012 – Summer 2015
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Action Plan Activity/Objectives	Status Complete/Ongoing/Incomplete	Updates of Action Plan(s) (Report action plans individually.)
➤ Development of the department into an actual degree program.	Ongoing	MU139, which was formerly an education course has been modified and has added to the department during this cycle. Based on enrollment, funding, and new policies, this is a long-term objective. An example of new policies is the conversion of 1 department course, namely MU06 into a hybrid course, and is in development now.
➤ Purchase of supplemental monitors and cordless microphones for PA system	Complete	During this period, the college has purchased a PA system, with monitors. At the same time, the department has acquired cordless microphones through donations.
➤ Installation of phone line and instrument	Incomplete	The department was told by the review committee that this request is not a pressing need at this time, and will be provided when resources are available.
➤ Installation of indoor / adjacent bathroom	Incomplete	The department was told by the review committee that this request is not a pressing need at this time, and to utilize existing facilities.
➤ Professional Development	Incomplete	Although there have been other trainings for faculty, these have only centered on new policy requirements and accreditation issues. The department is still in need and requesting professional development in its field of study, namely the arts.

Provide Summary of the Evaluation of Previous Department Review Action Plans below. Summary should include what measurable outcomes were achieved due to the actions completed; were the completed actions plans led to improvement of student learning and student achievement; and provide detailed explanation of action plans that are ongoing and plans that are incomplete.

The action plans from the previous department review range from a status of ongoing, complete and incomplete. There are as follows.

The development of the department into an actual degree program is an ongoing process. During this cycle, MU139 has been an additional course to the department, and was first offered in the summer of 2018. Another course, MU106 is currently being modified from a traditional course into a hybrid course and is projected to be offered in the spring of 2020. This is a new policy for all departments and programs to comply with accreditation regulations. Based on enrollment, funding, and new policies, this action plan is a long-term objective.

The purchase of the PA system, monitors, and cordless microphones is complete. This has greatly enhanced and improved our student learning outcomes and achievement in all music courses and is evident in the assessment results of this cycle. An example of this is the use of the equipment in lesson planning and delivery for MU139, MU149, and for the preparation of student performances at our annual Christmas concerts and commencement exercises where all music students participate.

The installation of indoor bathroom and phone line is incomplete. The department was told by the review committee that this request is not a pressing need at this time, and will be provided when resources are available, and to utilize existing facilities.

The professional development plan is also somewhat incomplete. Although there have been other trainings for faculty, these have only centered on new policy requirements and accreditation issues. The department is still in need and requesting professional development in its field of study, namely in music and the arts.

VII. Action Plans

Based on current department review results, describe the department action plan(s) for the next three (3) academic years. Include necessary resources.

Action Plan Activity/Objective	How will this action plan improve student learning outcomes? (CLO, GE, ILO)	Needed Resources (if any)	Timeline
<ul style="list-style-type: none"> Purchase of new electronic keyboard 	<p>This equipment is a requirement for CLO's in MU100, MU102, MU106, MU139, & MU149. Although there is a keyboard on hand, it is old and some of its keys and functions do not work properly, and is not suitable anymore for instruction and student performances. This equipment satisfies GE/ILO 1, 2, 5 & 6 in all our MU courses.</p>	<p>Yamaha PSR 975 electronic keyboard</p>	<p>Spring 2019 (The request, justifications and invoice has been submitted, approved by the Dean of Academic Affairs, and is in queue at the business office.</p>
<ul style="list-style-type: none"> Improve lighting in the music classroom, PWO 	<p>This is a facility improvement request. The bulbs used in the classroom are not ideal for the design of the building, and so the lighting is quite dim, and it makes it difficult for students to work on notation exercises and reading, especially students with difficulty in sight. This has been requested many times but has not been done. This is also an issue with US federal regulations for students with impaired vision or eye problems.</p>	<p>Suitable light bulbs or Additional lighting</p>	<p>Spring-Summer 2019</p>

Provide Summary of Action Plans in the box below. Summary should include department major strengths; department needs and any recommendations for improvements based on assessment results, data and/or other college major plans. The summary needs to indicate overall department needs that may require financial support from the institution.

The music and fine arts department is a small department in the college. Although it only offers six courses, it caters its course offerings required for the Liberal Arts, Education, Higher Distance Education programs, as well as humanities/course electives for all majors. At the same time the music department also offers student performances for the college and public such as in our annual Christmas concerts and commencement exercises contributing to the image of the college and community as a whole. Below are the major strengths and needs/recommendations of action plans for the department.

- **Major Strengths**

The department has added MU139 to its list of courses which is a requirement for education majors specializing in early childhood. This course was first offered in the summer of 2018. The department is also in the process of modifying an existing course, MU106, from a traditional to a hybrid course to comply with accreditation requirements. This course is proposed to be offered in Spring of 2020.

The purchase of the new PA system, monitors and cordless microphones from the previous cycle has greatly improved student learning outcomes and assessments for this review cycles. The equipment is not only used in class for instruction and student rehearsals, but is also utilized in student performances for their annual Christmas concerts and commencement exercises for the college and community.

- **Needs/Recommendations**

Purchase of a new electronic keyboard for student instruction and student performances has been requested, justified, approved by the dean of academic affairs, and is pending processing at the business office. This satisfies the requirement for CLO's in all MU courses, and aligns with GE/ILO 1, 2, 5 & 6. This keyboard is also used for student instruction, rehearsals, and performances for the college and community as mentioned above.

Improvement of lighting in the music classroom has been mentioned in the above section and the department believes that this is a pressing need. It is essential to equip students, especially those with poor eyesight disabilities, with a well-lit classroom to be able to perform well and achieve favorable assessment results. At the same time, it is a federal requirement for our institution to comply with as recipient of Title IV US federal funds.

It is imperative for faculty to attend professional development trainings or seminars every 5 years or so. In order to be effective and well versed in current trends and innovative pedagogies in music and the arts, a professional at this level needs to participate in such training from time to time. This will greatly ensure the department to improve in its student instruction and our student learning outcomes and performances in college and community functions. The department requests that this request be met during this upcoming cycle.

IX. Resource Request

Itemize resource request below to include resource requests that will support action plans and are data-driven (e.g. course enrollment, course needs, student needs). This section should provide a clear representation of the department's annual budget request.

Type of Resource	Detailed Description	Estimated Amount Requested	Justification
Personnel			
Facility	Classroom light improvement	\$500	Improvement of lighting in the music classroom has been mentioned in the above section and the department believes that this is a pressing need. It is essential to equip students, especially those with poor eyesight disabilities, with a well-lit classroom to be able to perform well and achieve favorable assessment results. At the same time, it is a federal requirement for our institution to comply with as recipient of Title IV US federal funds.
Equipment	Yamaha PSR 975 Electronic Keyboard	\$2, 895.00	Purchase of a new electronic keyboard for student instruction and student performances has been requested, justified, approved by the dean of academic affairs, and is pending processing at the business office. This satisfies the requirement for CLO's in all MU courses, and aligns

			with GE/ILO 1, 2, 5 & 6. This keyboard is also used for student instruction, rehearsals, and performances for the college and community as mentioned above. At the same time, this type of keyboard has the capability to be used technologically in the instruction of upcoming hybrid and online music courses.
Supplies			
Software			
Training	Professional Development Abroad	\$4,000	It is imperative for faculty to attend professional development trainings or seminars every 5 years or so. In order to be effective and well versed in current trends and innovative pedagogies in music and the arts, a professional at this level needs to participate in such training from time to time. This will greatly ensure the department to improve in its student instruction and our student learning outcomes and performances in college and community functions. The department requests that this request be met

			during this upcoming cycle.
Other			
Total		\$7,395.00	

Provide Summary of Resource Request in the box below. Summary should connect the resources requested to course, department and institutional learning outcomes assessment results and/or any other college major plans.

In this current review cycle, there are only three resource requests for the department, and they are as follows:

Improvement of lighting in the music classroom has been mentioned in the above section and the department believes that this is a pressing need. It is essential to equip students, especially those with poor eyesight disabilities, with a well-lit classroom to be able to perform well and achieve favorable assessment results. At the same time, it is a federal requirement for our institution to comply with as recipient of Title IV US federal funds.

Purchase of a new electronic keyboard for student instruction and student performances has been requested, justified, approved by the dean of academic affairs, and is pending processing at the business office. This satisfies the requirement for CLO's in all MU courses, and aligns with GE/ILO 1, 2, 5 & 6. This keyboard is also used for student instruction, rehearsals, and performances for the college and community as mentioned above. At the same time, this type of keyboard has the capability to be used technologically in the instruction of upcoming hybrid and online music courses.

Finally, it is imperative for faculty to attend professional development trainings or seminars every 5 years or so. In order to be effective and well versed in current trends and innovative pedagogies in music and the arts, a professional at this level needs to participate in such training from time to time. This will greatly ensure the department to improve in its student instruction and our student learning outcomes and performances in college and community functions. This recommendation supports and satisfies student instruction aligned with GE/ILO 1, 2, 5 & 6. The department further requests that this request be met during this upcoming cycle.

Do not forget to include all your required appendices. Required appendices are listed on page 2 of this template.