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Program Review
Form for External Review Committee

Instructional

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Form ID
174
Division
Language, Communication, and Fine Arts
Department
Music
Program
-
Review Year
2008-2009
Member Names
Heather Voran Luke Morrison
Division Overview
Program/Department Purpose
State the purpose of the program/department. How is this purpose within the mission of Amarillo College?
The Purpose Statement of the Amarillo

College Department of Music is "to be a center of musical learning and to provide cultural enrichment and service within the community of Amarillo and the Texas Panhandle."

This purpose statement is a direct outgrowth and natural extension of the mission of Amarillo College, which is "dedicated to providing **educational, cultural and community services and resources to enhance the quality of life** for the diverse population in the service area."

Does the answer include a purpose statement for the program/department? Does the answer indicate how this program/department is within the mission of Amarillo College?

Acceptable

When was the last time the program's/department's purpose statement was reviewed/revised by faculty and staff in the program/department?

April 2008

Does the answer indicate the last time

the program's/department's purpose statement was reviewed/revised by faculty and staff in the program/department? Does the answer indicate how this program/department is within the mission of Amarillo College? within the mission of Amarillo College?

Acceptable

If the program/department offers continuing education credits, how are these courses consistent with the mission of Amarillo College?

The Department of Music offers community members the opportunity to perform in our three major ensembles: Amarillo Civic Chorus (recently re-named the "Amarillo Chorale"), Amarillo College Concert Band, and Amarillo College Chamber Orchestra. This again provides :educational, cultural and community services and resources to enhance the quality of life..."

Does the program/department offer continuing education credits? Does the answer indicate how these courses are consistent with the mission of Amarillo

College?

Acceptable

Commendation

These three organizations are well known and respected in the community, and they definitely enhance the quality of life for the performers as well as the community.

Does the program have admissions policies?

no

Where are the policies published?

Are all the locations where the policies are published included in the answer?

Acceptable

Explain how these policies are consistent with the mission of Amarillo College.

Does the explanation of how the policies are consistent with the mission of Amarillo College appear to be accurate?

N/A

Is the program/department accredited?

yes

Which agencies or organizations accredit the department/program?

National Association of Schools of Music

Are the complete names of the agencies or organizations which accredit the department/program cited?

Acceptable

How many years are in the accreditation cycle?

10

How many years are in the accreditation cycle?

Acceptable

When were the accreditations affirmed or granted?

The Department of Music was first accredited by National Association of Schools of Music (NASM) in 1966. The last reaccreditation was granted in 1999; the Department is currently undergoing the process of reaccreditation in 2009, with a Self-Study completed for Fall 2008, and a site visit scheduled for April 19-21, 2009. Notice of reaccreditation approval will be sent in November 2009 after the next

annual meeting.

When were the accreditations affirmed or granted?

Acceptable

What is the current status of the accreditation?

In Process of Renewal

Are the current statuses of the accreditations identified (e.g. accredited, in process of renewal, in process of candidacy, other)?

Acceptable

If not required, is the program eligible for accreditation?

N/A

Has this program/department sought accreditation even though it is not required (e.g. yes; If no, explain)?

N/A

Is this program/discipline required to receive approval from an external agency or organization (other than the Texas Higher Education Coordinating Board) in

order to offer courses?

no

Identify the external approver(s) for the department/program.

IF the program/discipline is required to receive approval from an external agency or organization (other than the Texas Higher Education Coordinating Board) in order to offer courses, was (were) the external approver(s) for the department/program identified?

Acceptable

What approval schedule is required by the external approver(s)?

Was the approval schedule required by the external approver(s) identified?

N/A

When did the program/department last receive approval?

When did the program/department last receive approval?

N/A

Is the reason why the program/department is required to

receive this approval clear?

N/A

Improvements

Identify at least one example of an improvement/revision which resulted from the annual PET forms for the last five years

Guitar Majors were not performing the correct number of minimum pieces and technical requirements during Fall, 2007, which was the first semester for the new guitar instructor; guitar had not been offered for a major for approximately 10 years, since the year that SACS claimed our guitar instructor of 26 years was not qualified to teach at the college level. The new guitar instructor was given set guidelines for jury requirements in Spring, 2008, including a minimum of three pieces to perform, and his students performed to expectations, resulting in higher overall jury scores for guitarists.

After reviewing at least one example of improvements/revisions that resulted from the annual PET forms for the last five years, determine the extent that this program/department has used the

PET forms to make improvements/revisions. Does this meet the minimum expectations for using PET forms to make improvements/revisions to the program/department?

Acceptable

Identify at least one example of improvements/revisions which resulted from the last Program Review.

- Department was able to replace one of two full-time positions lost in 2003
- The relationships between Amarillo Opera and the college, as well as Amarillo Civic Chorus and the college, have been maintained and strengthened
- Instrumental faculty have been more aggressive in traveling to local high schools, resulting in significantly higher numbers of instrumental music majors in the past five years.

After reviewing at least one example of improvements/revisions that resulted from the last Program Review, determine the extent to which this

program/department values the Program Review process to make improvements/revisions.

Acceptable

Identify all the delivery approaches used for courses within this program/department:
(Select all that apply.)
traditional classroom, web,

After reviewing all delivery approaches for courses within this program/department, is this program positioned for growth? Does the committee have recommendations for delivery options which will provide additional growth?

Traditional classroom, Web

After reviewing at least one example of improvements/revisions that is a response to accomplish a strategy or tactical objective within the Strategic Plan 2010-2015, determine the extent to which this program/department has contributed to the implementation success of the Strategic Plan? Does this department/program understand how it relates to the institution's future based on the Strategic Plan?

Acceptable

Identify at least one example of an improvement/revision that is a response to accomplish a strategy or tactical objective within the Strategic Plan 2010-2015.

Beginning in Summer 2007, the general education course MUSI 1310, American Music, has been offered as an on-line course, responding to the strategy to offer more courses on-line.,

After reviewing at least one example of improvements/revisions that is a response to accomplish a strategy or tactical objective within the Strategic Plan 2010-2015, determine the extent to which this program/department has contributed to the implementation success of the Strategic Plan? Does this department/program understand how it relates to the institution's future based on the Strategic Plan?

Acceptable

Does this Committee have recommendations as to how this program/department may contribute

to the implementation of the Strategic Plan?

Acceptable

N/A

Provide names and titles of those who determined the process used to assess outcomes of the program and/or courses in the department.

Overall program: Dr. Jim Rauscher, Chair, Department of Music

Music Theory/Ear Training: R. Scott Beckett, Instructor, Advanced Music Theory; Dr. James Laughlin, Professor, Elementary Music Theory; Raenell McDonough, full-time staff accompanist and adjunct instructor, Rudiments/Foundations of Music.

Ensembles: Dr. Steven Weber, Director of Choral Activities; R. Scott Beckett, Director of Concert Band; Dr. James Laughlin, Director of Jazz Ensembles.

Music Performance Juries: entire full-time music faculty

General Education classes: Music Appreciation, American Music,

Rudiments/Foundations of Music: Camille Nies, Instructor; R. Scott Beckett, Instructor; Dr. James Laughlin, Professor; Raenell McDonough, adjunct instructor

Has the program/department had a broad base of involvement from a majority of faculty and staff with the program/department regarding implementation of student learning outcomes of the program(s) (or department) and courses? What recommendations does the committee have for increasing involvement?

Acceptable

Explain the primary reasons behind the competencies that were selected.

Presumably, "competencies" refers to the Goal Statements listed on the PET form. The three competencies chosen represent the three major emphases of the Department of Music: 1) transfer curriculum for music majors, 2) general education course offerings for non-music majors and members of the community, and 3) Enrichment for the community through public performances and professional

collaborations.

Do the selected competencies appear to be valid?

Acceptable

Identify the primary reasons for the assessment tool(s) selected.

The assessment tools selected are measurable.

Will the assessment tool(s) selected provide valid and reliable results?

Acceptable

Evaluate the assessment approaches to date.

As effective as any imposed standard of assessment can be.

Will the assessment approaches(s) selected provide valid and reliable results?

Acceptable

For student or program/course outcome assessments, review the program's/department's five-year graph(s) of quantitative results or provide a brief

narrative summary of qualitative results.

I have no idea what
"program's/departments"
means.

Review the program's/departments' five-year graph(s) of quantitative results for student or program/course outcome assessments, or provide a brief narrative summary of qualitative results.

Unacceptable

Concern

Some confusion here. Nothing available to evaluate.

What changes have been made in the curricula of the program/departments because of the analysis of these results?

None

Have any changes been made in the curricula because of the analysis of these results?

Unacceptable

Concern

See previous question. There may not need to be changes, but the previous question leads me to believe they were not analyzed.

Review the five-year graph(s) of course completions for the program/department. Explain any increase or decrease that is more than a one-year anomaly.

<http://sites.actx.edu/~iresearch/progrex04-05/coursecompletionlcf1graph.htm>

No anomaly is shown.

Does the review of the five-year graph(s) of course completions demonstrate the use of analysis to implement a plan of action for retention? Is the analysis of any increase or decrease that is more than a one-year anomaly accurate?

Acceptable

Provide the program's/department's plan of action for improving any identified problem or results from the implementation of the plan of action.

Unsure what "program's/department's plan of action" is.

Will the plan of action likely improve the number of course completers?

Unacceptable

Concern

More confusion.

Does the program/department provide for alternative methods of awarding credit?

Has the program/department provided for alternative methods of awarding credit? If not, which alternative methods would be recommended?

What approaches are used to assure outcomes are comparable to those expected of students who enrolled and completed the course?

N/A

For general education and/or core curriculum required by this program/department, identify the relevant competencies approved by the Academic Affairs Committee (see Catalog section entitled Degrees and Certificates: General Education Competencies).

Aesthetic Awareness: all MUSI courses

Application of Skills (Analytical Thinking, Critical Thinking, Problem Solving): Music Theory and Ear Training, Introduction to

Music Literature, Music Appreciation, American Music, all ensembles, all private lessons.

Communication Skills (Reading, writing, Speaking, Non-Verbal): Introduction to Music Literature, Music Appreciation, American Music, all private lessons.

Have all relevant competencies for general education and/or core curriculum been identified for this program/department? If not, which are obviously a part of this program/department's general education competencies?

Acceptable

Explain how outcomes for the competencies have been assessed and achieved and provide links to the documentation.

Music jury scores are tallied at the end of the day. A master list of scores is kept on file from semester to semester, and used to compare results. Documentation is shown on the PET forms for each year.

Is the explanation of assessment approach(es) for general education competencies (outcomes) thorough? Is

**the analysis of the results accurate?
Have links to documentation which
verify the assessment results been
included?**

Acceptable

Outline a plan for correcting any weaknesses.

Any weaknesses discovered are discussed in the next faculty meeting. Faculty meetings take place at the beginning and ending of each semester, in the middle of the fall semesters, and during scholarship auditions in early March and early April of each year.

If assessment results and analysis are included, is there a plan for correcting any weaknesses included?

Acceptable

Do students/graduates in this program/department have to be certified or licensed?

no

Review the results for certification/licensure results of the program/department and/or job placement for the past five years.

Explain any increase or decrease that is more than one-year anomaly.
Provide a plan of action for the identified problem.

IF students/graduates in this program/department have to be certified or licensed, do the results over the past five-years indicate that certification/licensure have been equal to or greater than the average of the past five-years AND/OR equal to the statewide or national benchmark for this certification/licensure? IF NOT, does the analysis and plan of action appear that the program/department has thoroughly reviewed the problem?

Acceptable

N/A

Is the program's/department's plan of action for improving any identified problem or results likely to improve the certification/licensure results? Did program/department explain any increase or decrease that is more than a one-year anomaly? Does the plan correct any weaknesses included? If not, what is missing?

Acceptable

N/A

IF the department or program offers one or more technical programs (Associate in Applied Science or Certificates), has the program/department included an explanation of the job placement success during the past five years AND are these results at least equal to the statewide annual benchmark (90%)?

Is the analysis of any increase or decrease that is more than a one-year anomaly accurate?

Is the program's/department's plan of action for improving any identified problem or results likely to improve the job placement rate for graduates of the technical program(s)? If not, what is missing?

IF the department or program offers one or more technical programs (Associate in Applied Science or Certificates), has the program/department included an explanation of the job placement success during the past five years? Is the analysis of any increase or decrease that is more than a one-year anomaly accurate?

Acceptable

N/A

Is the program's/department's plan of action for improving any identified problem or results likely to improve the job placement rate for graduates of the technical program(s)?

N/A

Curricula

Does the program/department have affiliation(s)/agreement(s)/contract(s) with any other entity for the purpose of delivering instructional content?

Review the

affiliation(s)/agreement(s)/contract(s), consider Amarillo College's mission, and then make a recommendation to:

Provide an analysis of the review.

If the program/department has affiliation(s)/agreement(s) with any other entity for the purpose of delivering instructional content, do these affiliations/agreements make it clear that Amarillo College maintains the responsibility for controlling all aspects of the educational program? Has the College ensured the quality of

the program with these affiliations/agreements? If so, how? What is the schedule for reviewing the quality of these programs? Has the College ensured that programs remain with Amarillo College's mission?

Acceptable

N/A

While there are no answers here, I recall seeing this answered as "no" in the printed copy.

How many curricula changes were approved by the Academic Affairs Committee during the past five years?

1

Which steps in the curricula change process had faculty involvement prior to submitting the curricula proposal(s) to the Academic Affairs Committee?

None. This was a reinstatement of a course, guitar class, which had been inactive for a number of years and removed from the catalog.

Was the departmental faculty involvement documented and broad in representation? If not, what steps within curricula change process should

have had more proof of greater departmental faculty involvement? Is the primary responsibility for curricula changes under the control of faculty? Does the program have a qualified faculty member in charge of the program's coordination and curriculum development?

Acceptable

Is any program within the department a technical program (e.g. AAS or certificate)?
no

When was the last Advisory Committee meeting?

Provide a link to the minutes of the last Advisory Committee(s) minutes in the Electronic Archives.

Provide a link to the appropriate committee membership of the Advisory Committee(s) in the Electronic Archives.

If the department offers an AAS and/or certificate, do the minutes of the Advisory Committee prove that the curricula for each program is appropriate to the degree and/or certificate? Has the Advisory Committee been consulted in designing

each degree and certificate? Has the Advisory Committee met at least once a year and been provided ample opportunity to guide the faculty in curricula changes?

Acceptable

Is the membership of the Advisory Committee broad enough to provide the scope of advice necessary for input on curricula? If not, what changes are recommended to the program/department?

Acceptable

N/A

Enrollment Data

After receiving the data indicating the number of students enrolled in the program/department, by total students, number of full-time equivalents, and number of completers, determine if there is more than a one-year anomaly.

If so, provide the faculty and staff analysis of their assessment of the problem.

There was not an anomaly of more than one-year. There was a small drop in 2007, which raised back again in 2008. Overall

student count has been extremely consistent from 2004 through 2008.

Does the analysis by the faculty and staff of this data address any obvious problems/declining statistics?

Unacceptable

Concern

The data link is for the Division of Language, Communication, and Fine Arts as a whole. Do you not have access to enrollment data specific to your department?

Create an action plan for needed improvement and commendation for any dramatic improvement.

None needed.

Does the action plan or commendation address the problem addressed within the analysis? Does it appear that implementation of the action plan will resolve the problem and correct the decline?

Unacceptable

Concern

Your assessment may be correct but review committee needs access to enrollment data specific to Music Department to validate

said assessment.

Does the External Review Committee have any other analysis or recommendations for increasing enrollments based on the program/department's data?

Unacceptable

Concern

Cannot assess without enrollment data specific to Music Department.

For programs/departments with majors, review the graphs of program majors and the number of new majors by year.

Provide an analysis of the program's/department's faculty and staff assessment of the problem and an action plan for needed improvement and commendation for any dramatic improvement.

The numbers shown in the graph: 2004: 175; 2005: 153; 2006: 111; 2007: 92, and 2008: 99 would appear to show that there has been a decline in program majors with a small upswing in 2008. However, these numbers cannot be correct. The Music Department has never been remotely close to having 175 declared majors. Instead, our

numbers have ranged from the low 70s to the high 40s. The department chair has never seen this particular data before. All reports obtained from the registrar's office regarding number of program majors, and used for official accreditation documents, show totally different numbers. My only conclusion is that this data is flawed.

Does the analysis by the faculty and staff of this data address any obvious problems/declining statistics regarding students enrolled as majors within the program/department? Does the action plan or commendation address the problem addressed within the analysis? Does it appear that implementation of the action plan will resolve the problem and correct the decline? Does the External Review Committee have any other analysis or recommendations for increasing the number of students majoring in this program/department based on this program's/department's data?

Unacceptable

Concern

Obviously we have some data issues here that need to be addressed.

Resources

Review the five-year graph(s) of the student-to-faculty ratio in the program/department.

Explain any increase or decrease that is more than a one-year anomaly.

There is no anomaly shown. The faculty/student ratio is extremely low in the music department due to the degree requirement for four semesters of private, one-on-one instruction in the major area (voice or instrument).

I have written this answer three separate times, and each time it has been erased when I try to answer Question 2.

Does the analysis by the faculty and staff of this data address any obvious problems/declining statistics regarding student-to-faculty ratio within this program/department?

Unacceptable

Concern

Again, the self assesment may be correct but review committee is being presented with data at the division level, not specific to the Music Department itself.

Provide an action plan for improvement of

any identified problem.

none

Does the action plan or commendation address the problem addressed within the analysis? Does it appear that implementation of the action plan will resolve the problem and correct the decline? Does the External Review Committee have any other analysis or recommendations regarding student-to-faculty ratio within this program/department?

Unacceptable

Concern

See above comments regarding relevant data necessary for review committee assessment.

In the database for [Roster of Instructional Staff](#) (also known as Roster of Faculty), review the credentials of each full-time and part-time faculty member within the program/department. If any faculty member does not meet the SACS and THECB requirements, evaluate whether additional documentation is significant to grant an exemption.

The "Roster of Instructional Staff" will not

open, and returning to this page, all of my answers have been deleted several times.

All full-time and part-time faculty members meets SACS requirements, or have sufficient approved documentation already on file.

Identify any faculty teaching a transfer course which, according to the information within the database for [Roster of Instructional Staff](#) (also known as Roster of Faculty) do not meet the requirements of faculty teaching a transfer course and explain the credential problem. Identify any faculty teaching a technical course which, according to the information within the database for [Roster of Instructional Staff](#) (also known as Roster of Faculty) do not meet the requirements of faculty teaching a technical course and explain the credential problem based on SACS requirements and/or THECB requirements. Identify any faculty teaching a developmental course which, according to the information within the database for [Roster of Instructional Staff](#) (also known as

Roster of Faculty) do not meet the requirements of faculty teaching a developmental course and explain the credential problem.

Unacceptable
Concern

The review committee has experienced some technical issues with this process as well. Is there any way to resolve these technical issues to allow for an appropriate review?

List the names and the last date for all full-time faculty evaluations based on the schedule indicated in the Faculty Performance Review (FPRP).

2008-2009 Faculty Performance Review:

R. Scott Beckett: February 27, 2009

Mary Jane Johnson, March 12, 2009

James Laughlin, February 26, 2009

Camille Nies, February 26, 2009

Steven Weber, February 26, 2009

If any full-time faculty member (or Board-appointed faculty member) has not been completed the Faculty

Performance Review (FPRP) within the past two years and is listed in the aforementioned [Roster of Instructional Staff](#) (also known as Roster of Faculty), identify the faculty member's name and the date of the last FPRP.

Acceptable

List the names of each part-time faculty and the last date of evaluation by students and supervisor for each course taught.

Raenell McDonough: Student Evaluations Fall 2008; Supervisor Evaluation March 12, 2009

Homero Campos: Student evaluations Fall 2008, Supervisor Evaluation March 12, 2009

The following part-time faculty teach applied (private) lessons. No student evaluation is done because the low number of total students (one to four) precludes anonymity. Supervisor Evaluations were completed on March 12, 2009:

Janice Easterday

Mila Gibson

Robert Gillespie

Eric Rath

Russell Steadman

Kelly Teal

If any part-time faculty member has not been evaluated by both students and supervisor for each course taught within the past year and is listed in the aforementioned [Roster of Instructional Staff](#) (also known as Roster of Faculty), identify the faculty member's name and state the specific problem.

Acceptable

Amarillo College's Board Policy Manual defines each faculty member's academic freedom as "full freedom in the classroom in discussing the subject being taught and to pursue research and publications. However, a faculty member must not attempt to force on students a personal viewpoint and must at all times allow for diversity of opinion." Has anyone in the program/department filed a grievance for

violation of the aforementioned academic freedom?

no

If anyone within the department has filed a grievance for violation of academic freedom based on the definition stated in Amarillo College's Board Policy Manual, briefly describe the violation (excluding personal identifiers) and the total number of violations.

Acceptable

Which of the following library collections/resources/services have been used by faculty, staff and/or students within the past five years? (Select all that apply.)

Reserve collection Circulating collection
Reference collection Interlibrary loan
Classroom instruction Personalized
instruction Proprietary databases
Circulating collection Electronic books Chat
services Meeting services

Does it appear that the library collections/resources/services used by the faculty, staff, and/or students within the past five years are accurate and thorough?

Acceptable

Which two or three collection/resources/services should be improved to support Amarillo College's mission regarding teaching and service?

1) Current technology and the maintenance of that technology: this IS being addressed this year, finally.

2) Two e-mail systems to maintain is very confusing for students and teachers alike.

3) More training at times that faculty aren't teaching

Has the program/department identified which two or three collections/resources/services should be improved to support Amarillo College's mission regarding teaching and service?

Acceptable

Does your program/department have discipline accreditation?

yes

How has the library participated in this discipline's accreditation?

Procured music databases, and trials for various databases

Met with department chair to discuss future strategies

Provided a tour of the library facilities to the site-visit team while on campus

Does the program/department have a discipline accreditation? IF SO, has the library participated in completing the approver's evaluation?

Acceptable

After assessing the strengths and weaknesses of the program's/department's access to technology, what improvements would ensure that students have access and training in the use of technology?

Foremost: continually updated equipment that works when needed.

Does the program's/department's assessment of strengths and weaknesses include ways to improve both students' access to & training in the use of technology?

Acceptable

What improvements would ensure that students use technology?

Again, making sure that the equipment is up to date and runs properly.

Does the program's /department's answer include improvements that would ensure that students use technology? Are the recommendation(s) of this program/department feasible?

Acceptable

Review program/department operations. Does any operation present the possibility for violations of security, confidentiality, or integrity of student records?

no

What changes need to be made to prevent violations of this nature?

After a review of this program's /department's operations based on this Self-Study and any other information available to this Committee, does any operation present the possibility for violations of security, confidentiality, or integrity of

student records? If so, describe those operations and identify the violation possibility in detail.

Acceptable

What changes need to be made to prevent violations of this nature?

N/A

Which support services need to be strengthened to better serve students in this program/department?

not sure

Explain what aspects of the services need to be strengthened.

Do the Self-Study recommendations of this program/department for support services that need to be improved appear to be valid?

Acceptable

Describe any indicators or problems that prevent a healthy, safe and secure environment for the students, faculty and staff of this program/department.

1. Stairwells throughout the building, and

ramp in Band Hall (Room 104) need some type of shield to prevent a small child from falling through (in the Band Hall, the space is wide enough for an adult to fall through).

2. The handicap area in the Choir Room (Room 102) is hazardous in that someone could easily trip on it and fall onto the lower risers.

These areas have been addressed in other documents throughout the past years.

Are recommendations to assure a healthy, safe and secure environment for staff and students of this program/department valid? Are any of these recommendation(s) more significant and/or urgent?

Unacceptable

Recommendation

Concerns noted about stairwells and handicap area need to be addressed.

Describe any indicators or problems that hamper adequate physical facilities, both on and off campus, to meet the needs of the program/department.

1. Concert Hall needs to be remodelled due to acoustical problems, noises caused by

the lighting system and the heating/air conditioning system, poor overhead stage lighting. These have been addressed in the requests made prior to the recent bond drive.

Do any of the problems or concerns regarding adequate physical facilities appear to be significant and/or urgent? Are there any other needs which this Self-Study didn't cite but are critical based on other information? Which of these needs are most significant and/or urgent?

Unacceptable
Concern

Proper facilities are needed for a positive and effective learning experience.

Budget

Which program/department outcomes have resulted in budget requests to date?

unsure how to answer this question

Have any of this program's/department's outcomes resulted in budget requests to date? If not, why not?

N/A

Project the program's/department's strategic initiatives for the next five years based on the program's/department's outcomes.

1. Procure Rosetta Stone language software in German and French, to assist voice majors in learning correct diction. This year, Rosetta Stone for Italian was purchased and placed in the Music Lab for students to use in learning Italian diction.

2. The remodelling of the Concert Hall, with resultant improvements in acoustics and aesthetics.

3. New computers for the faculty, staff, and lab in the music building

4. Study the possibility of adding a certificate or degree program in music production.

Has this program/department been able to project strategic initiatives for the next five years based on the program's/department's outcomes? If not, what appears to be blocking this program/department from accomplishing this?

Acceptable

Publications

If the program/department publishes any advertising or recruitment documents (electronic or paper), do the documents accurately represent Amarillo College and the program/department?

yes

If no, explain what is inaccurate.

IF the program/department has published any advertising or recruitment documents (electronic or paper), check at least one copy of each document and determine whether it accurately represents Amarillo College and the office/department?

Acceptable

IF anything appears to be inaccurate, identify the apparent violation.

N/A

Does the program/department publish any documents (electronic or paper) with references to SACS accreditation?

no

Are the references in compliance with SACS

approved statement?

Which reference is not in compliance?

Describe how you will assure compliance for all references in the future.

IF the program/department has published any document(s) with a reference to SACS accreditation, are all references consistent with the approved statement? (Approved reference: Amarillo College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate degrees. Contact the Commission on Colleges at 1866 Southern Lane Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Amarillo College.) IF any references are inconsistent, identify all documents with the inconsistent reference(s).

Acceptable

IF the Self-Study did identify the inconsistencies, does the plan for assuring future compliance appear to correct the problem? IF the Self-Study did NOT identify all inconsistencies,

what plan does this Committee recommend?

N/A

Other

State any additional comments/concerns which may impact this program/department during the next five years.

- Selection of a new executive director for Amarillo Opera, upon Mila Gibson's retirement in May 2009
- Renovation of Concert Hall and Music Building as part of the 2007 bond initiative
- possible loss or reduction of scholarship monies due to current nationwide financial crisis
- possible budget cutbacks due to state budget shortfall
- the shift to a 4-day class schedule several years ago has been disastrous for the music department, particularly in regard to enrollment in ensembles by non-music majors. There is now one less period during the morning hours than before the change, and it is very difficult to fit all of our required courses

in the schedule.

- A full-time string faculty member would be extremely beneficial to the program, but is unlikely in the current economic climate
- current methods of recording performances are inconsistent, and place great strain on individual faculty members.

IF additional comments/concerns were included in the Self-Study regarding items which may impact this program/department during the next five years, what recommendations and/or concerns are warranted? IF NO such items were included in the Self-Study but this Committee feels such comments or concerns are valid, cite them and include any relevant recommendations.

Acceptable

N/A