



Instructional Program Review Summary 2003-2004

Instructional Area: **Workforce**

Department: **Commercial Music Management**

Discipline: **Applied Technologies, Multimedia, and Public Services**

February 4, 2004

Instructional Program Review Summary

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NOTE: An external reviewer should not be required to refer to the documentation notebook to understand the Instructional Program Review

Summary. Rather, data should be clearly cited in the summary so that the reviewer can easily find the source documents if needed.

EXECUTIVE SUMMARY

Use the following guidelines to provide a concise overview/summary of the program review contained in this report.

Write a brief description of the goals and objectives of the discipline.

The Commercial Music Management Department is committed to the following goals and objectives:

To provide training in music business, technology, and performance; preparing students for employment in these areas.

To impart the highest standards of musicianship, ethics, and achievement to every one of our students.

To provide opportunities for professional development and mentoring for persons currently working in the industry.

To serve as a community example of the significance and impact of the music industry for Austin, Texas the "Live Music Capital of the World".

Overview of how the program review was conducted. The program review was conducted primarily in the fall semester of 2003 through a combination of informal discussions and meetings of the Full-Time and Adjunct Faculty, formal program review self-study meetings, and a SWOT review overseen by the Office of Institutional Effectiveness.

Summary of findings:

Progress on previous program review recommendations. We have had a mixed rate of progress on our recommendations from the last review of December 1999. The budgetary ups and downs of the college are probably well known to anyone perusing this report and those budget problems impacted the CMM program fairly significantly. Projects were shelved, no new course offerings could be seriously considered, and any expansion of facilities or services was implausible. However with the voter approved tax rate increase and the impending relocation and expansion of CMM and MUS facilities to the Stassney/Manchaca campus for August 2005, the future potential for growth and innovation of our program is quite excellent. This has energized the faculty and students to an unprecedented degree.

Program strengths. Our program strengths have remained fairly consistent - a core of highly skilled and qualified instructors who are accessible and supportive of our students and who in turn receive the support and praise of the students and community in general. Our faculty can provide invaluable "real world" experience as they are predominantly active professionals in the local music and entertainment economy. We have benefitted also from the very uniqueness of our Commercial Music program in this geographic region, providing innovation and specialized training to the community along with the credibility of being a part of ACC.

Areas for improvement. We have labored at times with a frankly pitiful amount of resources and less than stellar facilities. Understaffing has led to further issues with lab and studio availability, security, and proper oversight. We are immensely hopeful that with a commitment to new facilities by the college we will also see a more generous operating budget, one that is at least comparable to other programs of our size and significance.

Key planning issues. We envision in the new campus at Stassney/Manchaca the very real possibility of wiping out in one blow many of our longstanding issues in regard to facilities and resources. In turn we are committed as a department to use this wonderful opportunity to increase our visibility and vitality in the community, to innovate our program with new course offerings and specialized training and certificates, to initiate interdisciplinary projects, and to enhance and cultivate more interaction with local universities and colleges. These are among the key planning issues we face as we look to the next five years.

Conclusions: What are the major conclusions regarding the present state of the program?

The program is vital and continues to provide a unique and valuable resource to the community. The college's relatively low tuition and great accessibility assures that we will continue to thrive and serve future generations of talented musicians, music technicians, and entrepreneurs.

Recommend future directions for the program based on this review:

- Expand services
- Maintain services
- Reduce services
- Close program

Recommendations: Summarize the self-study's recommended actions for improving the quality of the program.

1) CREATE A GREATER AWARENESS OF THE PROGRAM IN THE COLLEGE AND THE COMMUNITY. This can be achieved through a

combination of actions already in place (High school orientations, Grammy in the Schools) and by hosting guest artist series that are open to the public, faculty concerts, meetings with local music-related businesses, active participation in SXSW, scholarship activities, and more.

2) EXPANSION OF COURSE OFFERINGS AND CERTIFICATES. We could expand course offerings of classes which are routinely filled up (Audio, Songwriting, for example) offer new courses (specialized performance ensembles, arranging, special projects), and offer specialized certificates as an alternative to the two-year degree.

3) CLOSER ALIGNMENT AND COORDINATION WITH UT AND TSU. Although we have had a close relationship with both schools in the past (including an articulation agreement with the excellent studio program at TSU) we have a great opportunity to enhance our relationship with UT as it develops its own commercial music program.

4) EXPANSION OF EMPLOYMENT OPPORTUNITIES FOR OUR GRADUATES. This is an ongoing process but with the new facility we have a chance to renew our contacts and increase our visibility with the music business community.

5) INTERDISCIPLINARY PROJECTS WITH OTHER ACC DEPARTMENTS. A student-faculty CD project, music video, or film project could potentially integrate the efforts of the Commercial Music Management, Music, Commercial Art, RTF, Business and Marketing departments.

SELF-STUDY TEAM PARTICIPANTS

List the names of people who participated in the review and their association with your program.

Name **Russell Scanlon** ACC Faculty Industry Representative
 Student

Name **Geoffrey Schulman** ACC Faculty Industry Representative
 Student

Name **Tim Dittmar** ACC Faculty Industry Representative
Student

Name **Scott Cain** ACC Faculty Industry Representative
Student

Name **Shih-Yu Hwang** ACC Faculty Industry Representative
 Student

Name ACC Faculty Industry Representative Student

Name ACC Faculty Industry Representative Student

Name ACC Faculty Industry Representative Student

Name ACC Faculty Industry Representative Student

PROGRAM DESCRIPTION

Provide a brief description of the overall history, major developments and current objectives for your program (limit to 500 words).

STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS (SWOT)

List the names of people who participated in the SWOT and their association with your program.

Name **Russell Scanlon** ACC Faculty Industry Representative
 Student

Name **David Jones** ACC Faculty Industry Representative
 Student

Name **Tim Dittmar** ACC Faculty Industry Representative
 Student

Name **Shih-Yu Hwang** ACC Faculty Industry Representative
 Student

Name ACC Faculty Industry Representative
Student

Name ACC Faculty Industry Representative
Student

Name ACC Faculty Industry Representative
Student

Summarize the findings of the SWOT analysis. Focus on the top 5 or 6 issues and answer the following questions:

Strengths: In what does your program excel?

Our strengths as a program have remained fairly consistent: We have a highly qualified faculty who are active in the local music industry and who are unusually accessible and helpful to the students. Our location in an acknowledged music center of the southwest is certainly helpful to our success and we do have great community support as evidenced by the intensive lobbying on our behalf by the citizens and neighborhood groups of South Austin for the expansion and relocation of the MUS and CMM programs to the Stassney/Manchaca campus. In accordance with the mission of the College as a whole, we provide innovation, variety, and practical training in the field of music.

Weaknesses: What are the aspects of your program, which, if not addressed, will impede the area's future?

Our main problems have been related to budget and facilities. Lack of space for instruction, rehearsal, and performance have plagued us in the recent past. Funds for maintenance and repair have been difficult to obtain as we work with a miniscule operating budget. The recording studio has been inaccessible due to the needs for classroom space, and we have consistently fought for a full-time studio manager to provide real oversight for the audio class needs. We do not wish to lay the blame entirely on budget considerations--with the impending relocation to Stassney/Manchaca campus we are determined to also address some issues such as faculty development activities, the lack of scholarship funds, and efforts to promote our program more aggressively to the entire Austin community.

Opportunities: What factors does your program need to take advantage of in order to enhance the quality of the area?

The relocation to the new south Austin campus provides a once in a lifetime chance to remedy our space problems in one blow. We are resolved to use this opportunity to expand and enhance every aspect of our program. Some possible activities include high profile guest artist series, expansion of course offerings,

more outreach of high school students, a closer relationship with the developing Commercial Music program at the University of Texas, and the pursuit of endowments and donations from the private sector.

Threats: What are the external factors that could negatively impact your program's future?

As with all aspects of ACC, our greatest fear is uncertainty with budget issues and problems related to administrative change. As we look to the future we also must establish ourself as a strong, high quality presence particularly in light of the developments at The University of Texas cited earlier.

Discuss changes from the program's previous SWOT analysis.

The greatest change from our last review is of course the tremendous opportunity our impending expansion and relocation provides to every teacher, staffer, and student in the CMM program. We are committed to innovation, expansion, and energizing every area of our unique program.

ANALYSIS

[a] Relevance of the program to College mission and desired ends

Mission:

Review the program's purpose statement. Verify that the statement is current and accurate and reflects the mission of the college as a whole or update the purpose statement.

The Self-Study team reviewed the program purpose statement and found (select one):

The purpose statement is current, accurate, and reflects the mission of the college.

The purpose statement was revised as shown below:

Refer to page 3 for the revised mission statement under "Goals and Objectives of the Discipline"

Desired Ends (Board Policy A-2. Intended Outcomes)

How well does the program support the intended outcomes of the college by providing "service-area adults with the postsecondary and higher education they need and can use for productive useful lives?"

The emphasis in our program has always been preparation for the professional experience. We are also an invaluable resource for non-traditional musicians who hope to ultimately transfer to a four-year school.

In what ways does the program demonstrate an open, responsible exchange of ideas?

Use of faculty who are actively working in the music industry.
Open discussions in advisory committee meetings, faculty meetings.
Guest artists master classes and seminars.

In what ways does the program provide an open door to educational potential?

We are open to degree-oriented, transfer-oriented and to training "non-traditional" students who may be working professionals.

In what ways does the program take targeted action to address internal needs within available resources?

In what ways does the program demonstrate a commitment to integrity and exemplary standards?

In what ways does the program demonstrate personal and professional ownership that generates accountability?

Our faculty are all in the local music business and we live and work in the community. It is in all of our interests to have a highly trained and experienced workforce.

[b] Responsiveness to community needs and satisfaction of community demand

In what ways does the program address a verifiable need for the student, community, and society?

We are in "The Live Music Capital of the World" we are an integral part of a vibrant music scene.

Describe the results of the program's most recent assessment of community need.

We have received great support from community and neighborhood organizations, particularly in regard to the impending relocation to the Stassney/Manchaca campus.

How do the program's five-year enrollment trends compare with those of the College overall?

A steady increase in enrollment and contact hours in spite of limitations of space and budget. In fall of 1999 we had 20,928 total contact hours and in fall 2003 it rose to a total of 26,112.

[c] Accessibility to students and identification of unnecessary barriers

Analyze when and where courses are offered (by campus, time of day, mode of delivery).

NOTE: ALL THE FIGURES IN SECTION C ARE COUNTED FROM FALL OF 99 TO SPRING OF 2003

Our program is centered at the Northridge campus where all but one section is taught.

List the number of sections taught (by location).

228 at Northridge

8 at Rio Grande

List the number of sections closed or canceled per course.

125 closed

4 cancelled

How does each of the five-year demographic trends (gender, ethnicity, age group) for this program compare to the overall college trend? (List the source of your information.)

White 73%

Black 9%

Hispanic 13%

Male 70%

Female 30%

Our typical student is a White male in his early to mid twenties, an typical profile of persons in the local music business.

Identify any unnecessary barriers to students, especially those who are educationally disadvantaged and not well served by other colleges.

We are limited by our single geographic location and our limited facilities.

However, because of the relatively intimate size of the program, the small class sizes, and the close relationship between teacher and student in music instruction, our teachers are extremely accessible, open and available for student needs.

[d] Student outcomes including participation and successful-completion rates

How do course completion rates (A-B-C-D rates) for courses within this program compare to College norms?

For the Spring 2003 semester our completion rate was 79%.

What are the program completion or graduation rates (compared to intent as well as overall) for this program?

Our graduation rates are low in a College norm comparison. However many of our students leave school to work before graduation, and others transfer to other schools.

How do withdrawal rates for courses compare to College norms?

For Spring 2003 the withdrawal rate in CMM was 11% compared to a 22.5% College norm.

What do the results of the program's student learning outcomes assessments (departmental final exams, exit tests, standardized tests, etc.) indicate about the program?

They indicate that we maintain a high level of quality service.

[e] Measures of program quality and educational value added

- **Academic Standards**

What are the processes and procedures that the department uses to maintain academic standards and achieve consistency within the department?

- **Curriculum**

What procedures are used to assure that the curriculum is current and adequately meets the needs of students?

We schedule regular departmental meetings and also hold advisory committee meetings twice a year.

Are learning outcomes defined for courses and the program? Yes No

Are course texts up-to-date?. Yes No

Are course and program listings in the ACC Catalog up-to-date? Yes No

Do all courses have up-to-date syllabi on file? Yes No

Evaluate the use of instructional resources (including those in the library).

We have a MIDI library which is under constant use for student research, practice, and projects. We have 4 practice rooms with pianos, one practice room designated for drums, one classroom for piano instruction, one classroom for theory instruction, a lecture-performance space that is shared with other departments, a studio-classroom with a control room, and a MIDI studio. In every case the spaces and resources have been taxed to the limit with most serious problems being overuse of the studio for classroom space, making full-time utilization of the studio next to impossible. The other most glaring problem is the shortage of practice rooms for the students.

Evaluate the extent to which technology impacts the mode of instruction, including the number of courses and sections taught via distance learning.

Technology in the Commercial Music curriculum (MIDI, studio software, instruction software for example) is absolutely essential component and must be upgraded constantly, a major factor in our program's budget. We have no distance learning currently in place.

Evaluate the extent to which instruction is focused on problem solving, active learning, and work-based elements.

From student recording projects in the Audio Production classes, to composition projects, to rehearsal and performance of the CMM ensembles, the application of musical skill is a constant lesson in problem solving and active learning. We are also dedicated to the training of practical and workplace related skills as opposed to a theoretical approach.

List below the current discipline-specific courses within the program and the date of the latest review.

Course	Date of Last Review
Course	Date of Last Review
Course	Date of Last Review
Course	Date of Last Review
Course	Date of Last Review
Course	Date of Last Review

- **Faculty**

Do all faculty teaching in the program meet SACS requirements?

Yes No (if no, please explain)

What is the ethnic diversity of the faculty?

Out of 15 faculty currently in CMM 13 are white males 2 are white females.

What evidence is there that faculty are staying current in their respective disciplines and instructional methodologies?

Our faculty has demonstrated its relevance by appearances in seminars, as performers and producers of CDs and soundtracks, attendance at seminars, and by working locally in the Austin music business.

What recognition has been given to faculty within the last year?

Describe professional development activities in which program faculty participate.

Robert Skiles:

consultant to music for "The Alamo"

arranged for Austin Symphony

various film scores

Mark Wilson:

presented seminar on "MIDI for Kids" and music technology

live sound and audio production

Tim Dittmar:

surround sound seminar

college awareness program/job fair (Austin Convention Center)

production and performance for many acts at home studio

Russell Scanlon:

panel for "Grammy in the Schools"

performed on CDs by Rick Lawn, Los Jazz Vatos, Terry Bowness, Lavelle White
Clinician at Riverbend church musician seminar

Joe McDermott

composed music for several educational software games

local performer

Frances Preve:

many articles for Keyboard magazine

production and mixing of local projects

member of SXSW steering committee

What percent (and the total number) of faculty participate in formal professional development activities on a regular basis?

100%

Describe the types of discipline-related professional development activities offered.

In addition to professional development opportunities from OIE we have had an active roster of faculty and student recitals, seminars on ASCAP and SurroundSound technology, and numerous guest lecture and master classes.

What percent of sections do full-time faculty teach?

For fiscal year 2002 about 44% of the total sections offered were taught by full time instructors.

What percent of contact hours do full-time faculty teach?

For fiscal year 2002 the percentage is 49%.

Are student evaluations of instruction within acceptable range? Yes No

To what extent are alternative modes of instruction incorporated into classes?

Many areas of instruction are project related (recording projects, performance and composition recitals) and the internship program offers a guided hands-on experience. The use of multimedia and computer based instruction in our MIDI and computer labs is also an important element of our multifaceted teaching approach.

- **Student Satisfaction**

Do student course evaluations demonstrate satisfaction with courses?

Yes No

[f] Adequacy of program resources and efficiency of resource use

Describe the overall adequacy of resources (human, technological and capital, facilities, and fiscal) available to the program for providing effective program delivery and outcomes.

As has been noted earlier we believe that we have operated within extremely limited budget constraints. This particularly impacts us in the audio production area in the following areas:

- 1) Limited time available for recording instruction and sessions because of overuse of the studio room for lecture instruction.
- 2) Lack of funds to provide constant necessary upgrades for audio equipment and software.
- 3) Lack of funding for a fulltime studio manager to insure secure and proper use of the studio.

Another particular area of concern is a lack of a designated performance space for the CMM and MUS programs, and a lack of practice rooms and pianos.

However (as also has been noted earlier) we anticipate our relocation to the new campus as an opportunity to remedy most of these problems.

What is the ratio of full-time to adjunct faculty (by course and for the program overall)?

The ratio is about 45% fulltime to 55% adjunct.

How up-to-date is the equipment used by the program? Studio equipment in particular requires almost constant upgrades. The musical instruments, amplifiers, drumset, etc. get the expected heavy wear from ensemble rehearsals and recitals. In general our equipment is old, overused, and in need of replacement or repair.

Identify possibilities for improving the efficiency of the program's use of resources.

We have exhausted every possible efficient model of operation for the use of our limited resources. Secured locked cages were installed in our equipment room. We had three meetings of a special equipment task force with a page of

recomendations forwarded to Geoffrey Schulman (CMM) and David Jones (MUS).

[g] Comparison of program performance, price, and enrollment with that of alternate local suppliers

How is the program competitive with similar programs offered by other institutions or schools in the service area in terms of performance, cost to students, and enrollments?

We are without a doubt the lowest cost provider of commercial music instruction in the Austin metropolitan region and surrounding area. The other main providers of our service are TSU (with a Sound Recording Technology degree offered within the Music department) and Austin Sound Lab a private school.

[h] Direct and indirect program-related revenues and costs to the College

Identify the major sources of revenue for the program, including grants, partnerships, etc.

For fiscal year 2002, state funding was \$273,370 and funding from tuition was 132,045.

Compare program costs to those of other ACC programs.

Our program costs are comparable or lower when compared to programs of our size in the college, particularly in the area of operating budgets.

Compare the program's actual expenditures to the approved program budget for the previous two years.

We have remained within our budget.

TRANSFER or WORKFORCE AREA-SPECIFIC INFORMATION

Only Workforce Programs complete the items below.

Report/status from latest external accrediting agency visit

We received a positive report.

When was the most recent program revision?

Fall of 1999

Number of declared majors intending to complete a program who complete degree/certificate requirements within 6 years

37% of our students who are declared majors graduate with the 6 year period. However the unique, self-employed dynamic of the music business means that many of our students choose to leave school for employment opportunities.

Average number of semesters it takes for students to gain degree/credential.

Data not available

Number of graduates within the last three years

24

Demographics of graduates

56% male

44% female

78% white

11% hispanic

11% unknown

Percent of graduates who are employed within one year of graduation.

Data not available

What evidence exists that program completers (or near completers) are successful on the job? What, if available, are their beginning salaries?

██████████

Percent of employers indicating satisfaction with graduates.

██████████

Discuss the most recent results of Focus Group or internal survey of employers.

██████████

Number of employers indicating need for more graduates

██████████

Provide evidence of SCANS competency integration into course syllabi and programs.

██████████

How often does the program's advisory committee meet to discuss curriculum issues?

Once a year

When and where are advisory committee minutes maintained and posted?

On the CMM website

Evidence of recent review of curriculum by external advisory committee.

Look at the minutes on the CMM website

Advisory committee validation of entry level skills

██████████

Only Transfer Programs complete the items below.

Number and percent of graduates who transfer within one year of graduation.

██████████

Number of articulation agreements with universities and colleges

██████████

Number of courses that transfer

██████████

Number of student complaints about problems with course transfer

██████████

Discuss the results of the most recent Survey/focus group of transfer institutions.

██████████

Discuss data from transfer institutions if available.

██████████

Number of students transferring successfully.

██████████

CONCLUSIONS

Based on the information collected and analyzed during the program review process, what are the major conclusions of this review of the program? Summarize them here and complete the *Program Status* form.

Our commitment to the local music community remains strong and we remain the main provider locally for commercial music instruction.

PROGRAM VISION STATEMENT

State the program's vision or preferred future for the next five years. The vision statement should provide direction to the program as it makes improvements to enhance its effectiveness and efficiency.

Our program's vision is to continue as the number one provider in Audio, Music Business, and Non-Traditional music instruction for the greater Austin area. We seek to expand our services and reach out to all potential students of all ages, gender, and ethnic background. As the metropolitan area of Central Texas grows we expect to grow with it and be an integral part of the vital music and arts scene in this region.

RECOMMENDATIONS

What does the self-study team recommend for improving or maintaining the quality of the program? Summarize them here and complete the *Quality Improvement Plan* form.

ADDITIONAL COMMENTS

APPENDIX

List all documents that you used in your report:

Austin Community College Fact Book 2002-2003

Preliminary Enrollment Reports (OIE)

THECB Profiles, Follow-Up reports.

ACC Grade distribution report

Unit Outcome Reports

Minutes from Advisory Committee meetings

Analysis of Non-Transfer, Withdrawal and Non-Mastery Rate with Appendices (OIE)

Budget Planning Book

Various CMM documents, minutes, and information from CMM website

When you have completed this report, send it via e-mail to the Coordinator for Institutional Assessment (rwall@austincc.edu) as an attachment.

Quality Improvement Plan Form for CMM Program

To be useful, a plan must be based on distinct, measurable tasks or actions that strengthen the program. An action plan is not philosophical or abstract. It can and should include some “what ifs.” “If this equipment is purchased,” “If space is added,” or “If schedules are changed,” are examples.

The template below is intended to assist you in thinking and planning long-term. The College knows that factors can and do change so that some of these projected tasks may not occur—especially those projected for the third year. Furthermore, we know that this plan will need to be revised. Therefore, in one year, OIE will be asking you to update both your progress towards these tasks and to review/revise your tasks for the second and third year of the plan.

Note on Requests for Funds : Consider changes that require **one-time** costs (equipment, renovation, etc.) and changes that require **recurring** costs (typically new positions). *All requests for funding should indicate how they will improve learning and meet targeted objectives.*

2004-05				
Goal: Outfit recording studios and labs - SAC				
Estimated completion date: Fall 05				
Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible
Purchase and install equipment for curriculum	Facilities will meet industry/ educational standards	390,700	Facilities will not meet industry/ educational standards	ACC

Goal: Maintain Equipment in CMM studios and labs				
Estimated completion date: Fall 05				
Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible
Increase CMM Operating budget	Facilities will maintain industry/ educational standards	3500	Facilities will not meet industry/ educational standards	ACC

Goal:Staff for new facilities				
Estimated completion date:Fall 05				
Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible
Hire F-T Studio Manager	Facilities will maintain industry/ educational standard	?	Facilities will not meet industry/ educational standards	ACC and Dept. Chair

Goal:Staff for new facilities				
Estimated completion date:Fall 05				
Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible
Hire P-T Studio Manager	Facilities will maintain industry/ educational standard	?	Facilities will not meet industry/ educational standards	ACC and Dept. Chair

Goal:Staff for new facilities				
Estimated completion date:Fall 05				
Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible
Hire additional Lab Monitors	Labs will be staffed	12000 - 14000	Labs will not be fully staffed, hours will be curtailed	ACC and Dept. Chair

Goal:Additional F-T Faculty for new facilities				
Estimated completion date:Fall 05				
Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible
Hire one new F-T Faculty	Continuity will be maintained in Audio Engineering classes.	?	Lack of continuity in Audio Engineering classes and/or cancelled sections	ACC and Dept. Chair

Goal: Additional P-T Faculty for new facilities				
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Estimated completion date:Fall 05				
Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible
Hire new P-T Faculty	New and added sections will have instructors	?	Cancelled sections	ACC and Dept. Chair

Goal: Add CMM sections				
Estimated completion date:Fall 05				
Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible
Add new sections	New courses, additional sections of high demand classes	?	No new sections, student needs not met	ACC and Dept. Chair

Goal:Staff for new facilities				
Estimated completion date:Fall 05				
Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible
Hire P-T CMM Admin. Asst.	CMM Staffing needs will be met	?	Administrative Chaos	ACC and Dept. Chair

Goal: Increase enrollment				
Estimated completion date:Fall 05				
Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible
Increase community awareness of CMM program	More qualified students	?	Underutilized facilities, not serving community	ACC/ CMM Dept.

2005-06				
Goal: Maintain relevance of studios/ labs				

Estimated completion date: Fall 06				
Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible
Purchase new equipment and software	Facilities will meet industry/ educational standards	5000	Facilities will not meet industry/ educational standards	ACC/ CMM Dept.

Goal: Maintain Equipment in CMM studios and labs				
Estimated completion date: Fall 06				
Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible
Insure budget meets dept needs	Facilities will maintain industry/ educational standards	2500	Facilities will not meet industry/ educational standards	ACC and Dept. Chair

Goal: Add CMM sections				
Estimated completion date: Fall 06				
Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible
Add new sections	New courses, additional sections of high demand classes	?	No new sections, student needs not met	ACC and Dept. Chair

Goal: Additional P-T Faculty for new facilities				
Estimated completion date: Fall 06				
Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible
Hire new P-T Faculty	New and added sections will have instructors	?	Cancelled sections	ACC and Dept. Chair

Goal: Additional Expand CMM Seminars				
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Estimated completion date: Fall 06				
Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible
Facilitate more seminars	Meet student/ community needs	1500	No additional seminar opportunities	ACC and Dept. Chair

2006-07				
Goal: Maintain relevance of studios/ labs				
Estimated completion date: Fall 07				
Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible
Purchase new equipment and software	Facilities will meet industry/ educational standards	5000	Facilities will not meet industry/ educational standards	ACC/ CMM Dept.

Goal: Maintain Equipment in CMM studios and labs				
Estimated completion date: Fall 07				
Task or Action	Expected Outcome/ Measure of Success	Estimated Cost(s) with Justification	Consequence if Not Funded	Who is Responsible
Insure budget meets dept needs	Facilities will maintain industry/ educational standards	2500	Facilities will not meet industry/ educational standards	ACC and Dept. Chair