Data Analysis

1. **Demographics** – Enrollments by gender, ethnicity, and age group for department, division, and college. 5-year trend data (fall semesters).
   a. **Strengths**
      The department, by percentage, shows higher enrollments among African-American students than the division and college. The department also, by percentage, has higher enrollments among older students (the last two age groupings past 18-25).
   
   b. **Areas needing improvement**
      The department, by percentage, shows lower enrollments among Hispanics and Asians, that the division and college. The department, in terms of gender, is the mirror image of the college—55% of enrolled students are male and 45% are female.
   
   c. **Follow-up items for the department’s Units Plans (if applicable)**
      The department faculty will discuss the potential reasons for lower enrollments among Hispanics and Asians. The department has identified the reasons for lower enrollments among women: the audio engineering classes tend to be dominated by men. The department will make a greater effort to encourage women to consider degrees and careers in audio engineering. Faculty will be encouraged to address women specifically in classes which feed into the audio engineering program, such as MIDI, and the Music Business courses. With the impending retirement of John Altmann, it would be beneficial to search for and encourage qualified women to apply for the replacement full time position when/if one should be approved.

2. **Student Success** – Successful course completion rates (number of A, B, C, and Credit grades divided by all grades) for department, division, and college. 5-year trend data (fall semesters).
   a. **Strengths**
      The department, overall, shows a higher course completion rate that the college.
   
   b. **Areas needing improvement**
      None noted.
   
   c. **Follow-up items for the department’s Units Plans (if applicable)**
      College Goal #9 involves delivering programs and services that demonstrate a commitment to learner-centered education and training and institutional effectiveness through continuous process improvement. While the department is pleased that its students find success in Music courses, there is room for improvement. The department maintains excellent productivity by
scheduling large lecture sections of MUFHL classes. However, the subject matter of these courses and the large enrollments present challenges, particularly in terms of keeping students engaged.

d. Anticipated Implications and Resources (budget, staffing, sabbatical, facilities and reassigned time requests; curriculum proposals) (if applicable)

A sabbatical for one of the full time faculty, whose primary assignment includes the MUFHL courses, would facilitate the acquisition of current pedagogical techniques and updated course content. This would enable the MUFHL faculty to incorporate course materials and teaching techniques to provide state of the art content and techniques which effectively employ the latest teaching technologies.

3. Productivity – Weekly Student Contact Hours (WSCH) divided by FTE for department, division, and college. 5-year trend data (fall semesters).
   a. Strengths
      The MUFHL classes typically exceed the division and college productivity levels.
   
   b. Areas needing improvement
      In the past five years, productivity peaked in Fall, 2003, far exceeding both the division and college levels, but dropped dramatically in Fall, 2004. The levels have gradually moved back up to match the division and college. The performance classes (MUP) and audio engineering classes (MUSM) are the areas which seem to typically exhibit the greatest fluctuations in enrollments and productivity.
   
   c. Follow-up items for the department’s Units Plans (if applicable)
   
   d. Anticipated Implications and Resources (budget, staffing, sabbatical, facilities and reassigned time requests; curriculum proposals) (if applicable)

      Additional FTE to add sections of MUFHL courses, particularly online, would allow the department to improve productivity without sacrificing less productive content areas, such as MUP and MUSM, which nonetheless fulfill critical student academic goals.

4. Enrollment – Weekly Student Contact Hours (WSCH) for department, division, and college. 5-year trend data (fall semesters).
   a. Strengths
      Although WSCH dropped in Fall, 2004, this figure rose in Fall, 2005-2007, with 2007 at a significantly higher level than the benchmark Fall, 2003 semester.
   
   b. Areas needing improvement
      No new areas identified other than those described above in terms of Productivity and Demographics.
c. Follow-up items for the department’s Units Plans *(if applicable)*

d. Anticipated Implications and Resources (budget, staffing, sabbatical, facilities and reassigned time requests; curriculum proposals) *(if applicable)*

No new areas identified other than those described above in terms of Productivity and Demographics

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**Student Placement**
*(Vocational Only)*

**Student Placement**

A. Student Follow-Up Survey

B. Indicators of student success:

C. Core Indicators:

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**Other Factors**

Discuss any other factors that are important to the success of your program.

___________________________________  __________________
Department Chair                         Date

___________________________________  __________________
Division Dean                           Date