2010-2011 Program Review
Final Report & Action Plan

Program	Applied Music (660) Applied Music Preparatory (105)
Ministry of Training, Colleges, Universities (MTCU) Program Descriptions	Applied Music 61907 Applied Music Preparatory 41907
Credential	Ontario College Advanced Diploma Ontario College Certificate
Dean	Tony Thoma
Associate Dean	Ken Wallis
Program Review Membership	Program Faculty: T. Basom, M. Bergmann, P. Collins, D. Hepner Curriculum Design Specialist: Lisa Pegg Institutional Research: Carmelinda DelConte
Program of Studies (POS)	2010/2011 10-A
Final Analysis Session	December, 2011
Date of Interim Status Report	2014/2015 Academic Year
Date of Next Program Review	2016/2017 Academic Year
Date Submitted to VPA Office	<mark>TBD</mark>

This report represents the findings of Program Review for the Applied Music programs in the School of Media and Entertainment. The review was performed during the period May 2010-December 2011.

This report has been prepared, reviewed, and accepted by all parties to the review, including program faculty, Curriculum Design, Institutional Research, Dean/Associate Dean in the School of Business, and the Vice President Academic. The signatures of the representative parties demonstrate their acceptance of the content of this report and a commitment to prepare an interim status report in Fall 2014.

For the Program (Dean or Associate Dean):

_____ _____
Signature   Date

For the Vice President Academic:

_____ _____
Signature   Date

Summary: Highlights

Program Description

Applied Music Preparatory: Prepare to audition for [Mohawk's Applied Music Diploma](#) program.
Learn basic theory and notation, ear training, keyboard skills, jazz improvisation and music skills

Applied Music: The Applied Music Advanced Diploma provides students with a variety of experiential learning opportunities such as:**Private Lessons:** Receive private instruction on your instrument with some of Canada's leading musicians; **Ensembles:** Play in ensembles ranging from chamber music and orchestra, to big band, rock and funk, world music and contemporary jazz, coached by the faculty; **Composition and Arranging:** Compose your own arrangements and works and have them performed by student groups under your direction; **TV and Film Composition:** Collaborate with Mohawk's TV and Animation departments to write musical scores for their various productions; **Music Technology:** Learn to use the latest music technology with our state of the art facility; **Business of Music:** Explore the business side of the music profession. Profit from the advice of industry experts. Learn about trends and opportunities from industry professionals; and, **Visiting Artists:** Clinics and workshops with world renowned musicians

Adapted Fall 2012 from <http://www.mohawkcollege.ca/media-entertainment-programs/applied-music-advanced-diploma/description.html>

Evidence from program review for the Applied Music program cluster indicates that:

Phase 1-Curriculum: Courses in the Program of Studies (POS) contribute to *most* of the program learning outcomes for the Applied Music Preparatory program which has resulted in a partially complete Curriculum Mapping Matrix (MTCU requirement). A Curriculum Mapping Matrix for the Applied Music Program is not available for analysis due to incomplete course outlines in the CORE database. As well, there is evidence to support significant POS revisions to address the financial challenges of the program (see Phase 2- Environmental Scan). *Recommendation: Develop strategies to maintain current course outlines and curriculum mapping matrix through the Annual Review process and a Curriculum Committee.*

Phase 2-Environmental Scan: Program Review for the Music cluster of programs was initiated to address the financial challenges of the program. At the time of review, Gross Financial Contribution (GFC) for the programs was significantly less than the 35% required by the College. The Music cluster of programs is a niche program for Mohawk College with little competition for the programs in the college system. *Recommendation: Appraise POS for the Applied Music Advanced Diploma Program for curriculum overlap with the goal to reduce the number of electives in the program and increase the number of students in each course. Monitor the impact of these changes on financials.*

Phase 3-Program Quality and Strategic Initiatives: This component of program review is being revised and is not applicable for the Music cluster of programs. Some elements such as Re-Thinking Assessment, program level assessment, PLAR is deferred to the 5-Year Action Plan.

Summary: Overall Findings by Program Review Component

Phase	Component	Met	Partially Met	Not Met	Evidence
Curriculum	Course Outlines	X (105)	X (660)		-Course Outline Review -Course Outline Policy and Program Review Policy
	Curriculum Mapping Matrix		X (105) X (660)		-the preparatory program meets *most* requirements outlined in program review and program quality policy in keeping with MTCU framework for programs of instruction. -the advanced diploma program does not meet the requirements
	MTCU Framework for Programs of Instruction	X (105)	X (660)		-Unable to assess mapping requirement for MTCU for the Applied Music Program
	Program Advisory Committee		X (105 and 660)		Partially meets the requirements of the Program Advisory Committee policy
Environmental Scan	Key Performance Indicators	X (105) X (660)			80% overall student satisfaction rate trended over 3 years for the Preparatory program. Student satisfaction for Q14. and Q26 is above the Mohawk College average.
	Program Performance Indicators (data 09/10)		X (105 and 660)		PPI calculation impacted by graduate satisfaction and gross financial contribution.
	Applicant/ Enrolment	X (105 and 660)			Stable applicant/registrant data trended over 3 years.
	Student Success				-deferred to 5-Year Action Plan
	Student Feedback About Progress (KPI)	NA			
Strategic Priorities					This component of program review is under revision.
Quality Priorities	PLAR				This component of program review is under revision.
	Learning Plans				This component of program review is under revision.
	eLearn				This component of program review is under revision.

Summary: Commendations, Affirmations and Recommendations

Commendations

There are a number of areas that the Music program cluster demonstrates best practices and leadership in regard to program quality. They are:

- Applied Music Forum--meet once per week with guests from various music industries
- Monday Music School
- Performance Classes--opportunity for students to perform 6 times per year in front of peers
- Artist in Residence
- Music Internships
- President's Christmas Card
- Music CD

    The above are examples of the multitude of extra-curricular activities organized by the program team to support a culture of music excellence on-campus and in the community.

Affirmations

Affirmations are declarations, which may/may not have evidence as a result of program review, that the program faculty identify are areas required to support program quality improvements. The areas identified include:

- Digital recording of music to become current and competitive
- Issues with the Air-Handling system in F-wing which impacts instruments and sound
- Functioning in 3 portables is not ideal
- Program requires more full-time faculty to support student success

Recommendations

Analysis of various data sources from program review identified the following areas that will assist in maintaining the quality and student satisfaction of the program. They are:

1) Develop strategies to Curriculum Currency and Renewal
    - Develop a plan to strategically manage development of course outlines and curriculum mapping matrix as per MTCU and College requirements
    - Assign an Academic Lead to assist with program quality initiatives
    - Implement the Annual Program Review process to monitor curriculum currency and quality
    - Adopt a Curriculum Committee approach to maintaining curriculum currency and quality
    - Develop faculty competencies in regard to writing course learning outcomes and mapping through participation in above scheduled workshops

2) Utilize Annual Program Review process to monitor program quality enhancements
    - Monitor POS changes and impact on Gross Financial Contribution

3) Program Quality and Strategic Priorities
    - No recommendations

Resources

Program Review Phases	Source	File Name	Date Completed/ Accessed	Used (Y/N)
Phase 1: Curriculum	Course Outline Review	105-660 Course Outline Review.xls	Winter 2010	Y
	Curriculum Mapping Matrix (CMM)	105 660 Curriculum Mapping Matrix.xls	Not Completed	Y
	Competitive Curriculum Analysis (CCA)	105-660 Competitive Curriculum Analysis.xls	April 2011	Y
	Program of Studies (POS)	105 POS 11 A.pdf 660 POS 11 A.pdf	May 2011	Y
	Program Descriptions/ Program Learning Outcomes	105 Program Descriptions.pdf 660 Program Descriptions.pdf 660 and 105 Program Descriptions.docx	Not Available	Y
	Focus Group Notes	Not used for this review		Deferred to 5-Year Action Plan
	PAC Minutes	105 660 PAC Meeting Minutes.docx		Y
	Credentials Framework (Diploma)	105-660 Credentials Framework	September 2011	Y
	POS Trend Analysis	Not required for this review		N
	Program System Matrix			Deferred to 5-Year action plan
	Pathways Graphic	105-660 Pathways.doc	March 2012	Y
	Other (e.g. accreditation letters etc.)			N
Phase 2: Environmental Scan	Program Performance Indicators	105-660 PPI.pdf	2009-2010 Fiscal Year	Y
	Key Performance Indicators	105-660 KPI.pdf	2010-2011	Y
	Surveys			N
	Competitive Program Profile	105-660 Competitive Program Profile.xls	2010-2011	Y
	Student Success and Retention	Data not available for this review		N
	Labour Market Demand			N
	Program Job Search			N
	Applicant vs. Registrant analysis	105-660 Competitive Program Profile.xls	2010-2011	Y
	Student Entrance survey			N

	Employment Profile			N
	Employment Outlook			N
	OSAP Default Rates			N
	Assessment for Success			N
	Other			N
Phase 3: Quality Processes	Program Quality	Deferred to 5-Year Action Plan		N
	Re-Thinking Assessment	Deferred to 5-Year Action Plan		N
	Program Level Assessment Mapping	Deferred to 5-Year Action Plan		N
	Other			
Supporting Policies	Course Outline Policy		Accessed Winter 2012 via: http://www.mohawkcollege.ca/about/policies/CorpSect5.html	Y
	Program Review Policy		See Course Outline Policy	Y
	Program Quality Policy		See Course Outline Policy	Y
	Program Advisory Committee		See Course Outline Policy	Y
	Prior Learning and Recognition			N
	General Education			N
	Program of Studies			N
	Academic Scheduling			N
Supporting MTCU Framework documents	Framework for Programs of Instruction		Accessed Winter 2012 via: http://www.accc.ca/ftp/es-ce/MTCUCollegeFramework.pdf	Y
	Essential Employability Skills		See Framework for Programs of Instruction	Y
	General Education		See Framework for Programs of Instruction	Y
	Credentials Framework		See Framework for Programs of Instruction	Y

Curriculum: Summary

Overview

Phase 1 of program review is designed to develop and analyze a Curriculum Mapping Matrix which links course learning outcomes to program learning outcomes, essential employability skills and external standards (where applicable). Curriculum mapping is a ministry requirement and provides evidence of curriculum compliance to the program learning outcomes. Through focus groups, external stakeholders such as employers, graduates of the program and current students are also involved in this phase of program review.

Background

- Under the direction of the Associate Dean, the a review of Gross Financial Contribution (GFC) aligned with the Program of Studies was the focus of program review for the Applied Music programs. At the time of review, the GFC for Applied Music Preparatory was significantly less than the college standard (14.3% vs. 35%) and for Applied Music Advanced Diploma the GFC was 24% compared to the required 35% (source: 2009-2010 Program Performance Indicators). A key factor for improving the GFC for both programs was to revise the Program of Studies (POS) for the advanced diploma program to address the significant number of optional courses (approx. 80 courses) through a comprehensive curriculum review. The goal was to reduce the number of optional courses in the POS to increase course enrollment in core courses, thereby improving the GFC of the programs.
- As a result of the above, development of a comprehensive Curriculum Mapping Matrix for these programs has been deferred to the 5-year Action Plan.

Highlights

- Generally, the Music program cluster, has had difficulty meeting college policy and guidelines in regard to course outlines and mapping. Access to the resources offered by the Program Quality area and the Centre for Teaching and Learning on a regular basis will be included in the 5-Year Action Plan.
- A comprehensive curriculum mapping matrix (CMM) for the Music program cluster was not available at the time of review. Development of a comprehensive Curriculum Mapping Matrix for these programs has been deferred to the 5-year Action Plan.

Recommendations

- Schedule regular meetings with the Curriculum Design Specialist to develop course outlines for the new courses in the 2012 POS to ensure compliance to the course outline policy and development of a comprehensive curriculum mapping matrix
- Adopt a Curriculum Committee approach to maintaining curriculum currency and quality and ensure ongoing compliance to the course outline policy and maintenance of a comprehensive curriculum mapping matrix.
- Implement the Annual Program Review process to monitor curriculum currency and quality
- Assign an Academic Team Lead from the program with skills in curriculum design to support the implementation of the recommendations

Curriculum: Mapping Analysis

Overview

A Curriculum Mapping Matrix (CMM) is developed based on links between course learning outcomes and program learning outcomes, essential employability skills and external standards (where applicable). The CMM provides program areas with data in order to make decisions about curriculum, scaffolding/ laddering and breadth, depth and complexity of student experience with the curriculum.

IMPORTANT: Analysis of the CMM for the Music program cluster is deferred to the 5-Year Action Plan as a result of program review and the significant revisions to the POS based on the review with anticipated improvement in GFC for the programs.

Compliance: Framework for Programs of Instruction – Applied Music Advanced Diploma (660)		✓
Scope: Depth, Breadth and Complexity	• Meets all specific Vocational Outcomes as defined by the provincial program standards	☒
	• Analysis, Diagnosis, Design, planning, execution and evaluation across a broad range of functional and management functions which involve significant technical leadership or guidance functions	
	• Most weighting placed on depth versus breadth	
	• Applications involve personal responsibility, autonomy in performance, working in teams	
Essential Employability Skills	• Basic fundamental personal management and teamwork skills	✓
	• Depth of achievement consistent with EEs outcomes (based on CMM 2006)	
General Education	• Exposure to at least ONE discipline outside field of study	✓
	• Access to 3-5 courses designed discretely from vocational standards	
Typical Duration	• Approximately, six semesters or 1800-2100 equivalent instructional hours	✓
	• POS as of Fall 2011 was 1790 which is similar to the hours *recommended* by MTCU.	

| Compliance: Framework for Programs of Instruction – Applied Music Preparatory (105)		✓
Scope: Depth, Breadth and Complexity	• Meets all specific program learning outcomes as defined by the MTCU program description	√
	• Perform in a range of varied activities involving known routines and some accountability for outcomes.	
	• Applications are clearly defined and complexity is limited	
	• Preparation for further post-secondary education	
Essential Employability Skills	• Basic fundamental communication, personal management and teamwork skills	√
General Education	• Locally determined	√
	• Recommendation by MTCU to provide breadth of learning outside of vocationally specific courses	
Typical Duration	• Approximately, two semesters or 600-700 equivalent	√

instructional hours
- 2011-2012 academic POS is 560 hours which is slightly lower than the hours *recommended* by MTCU. Based on the CMM, students are exposed to *most* PLOs with significant variability of scaffolding/laddering upon graduation which could be a result of the lower POS hours.

Curriculum: Focus Group

Focus Group Observations & Recommendations	
Deferred to 5-Year Action Plan	

Curriculum: Pathways and Partnerships

Pathways: Fall 2012
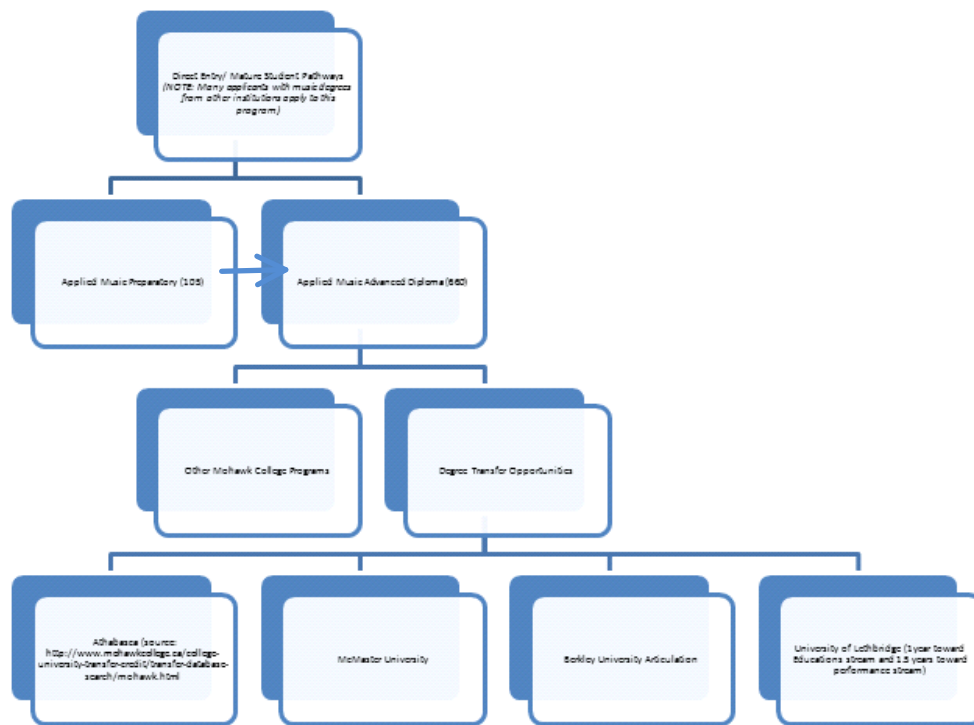
Partnerships

There are no formal partnerships in the Music program cluster.

Environmental Scan: Summary

Overview

Phase 2 of program review analyzes several data sources such as Key Performance Indicators, Program Performance Indicator, Competitive Curriculum Analysis, and data direct from the Ontario College Application System to complete an "environmental scan" of the program in comparison to other colleges with the same program, Mohawk College overall and other programs under the Associate Dean.

Following is an overview of the CAAT system in regard to MTCU 41907 and 61907 (source APS-MTCU March 2012). There are currently 2 active Applied Music Preparatory programs and 4 Applied Music Advanced Diploma programs at 3 colleges in the CAAT system.

Highlights

The Music program cluster is a niche program at Mohawk College with opportunities to develop articulations with degree pathways. There are opportunities to develop the technological/digital side of music through a program similar to the one offered at Fanshawe College--Music Industry Arts.

Some gaps in the review include a comprehensive analysis of graduate employment opportunities. This program cluster aligns well with the focus on entrepreneurship, however, there may be a discrepancy with this model of employment and the graduate employment survey.

College	APS	APS Title	MTCU	MTCU Title	WT	FU
HUMB	1268	Introduction To Commercial/jazz Music	41907	Pre-music	1.50	0.70
MOHA	1117	Applied Music Preparatory	41907	Pre-music	1.50	0.70

College	APS	APS Title	MTCU	MTCU Title	WT	FU
CAMB	1049	Music - Performance	61907	Music	2.30	2.80
CAMB	1092	Music - Production	61907	Music	2.30	2.80
FANS	1069	Music Industry Arts - Music Language	61907	Music	2.30	2.80
HUMB	1071	Music	61907	Music	2.30	2.80
MOHA	1001	Applied Music	61907	Music	2.30	2.80

Environmental Scan: Applicant, Enrollment, Catchment, Conversion

Overview

OCAS data, market demand data and labour market trends are used to analyze and compare the Music program cluster to comparator programs in the college system.

Market Demand Profile

3 colleges offer Music programs (MTCU Code 61907 and 41907)
- o Humber College: certificate and advanced diploma programs
- o Mohawk College: certificate and advanced diploma programs
- o Cambrian College: 2 advanced diploma programs (streamed)

Humber College is a priority competitor to Mohawk's music programs. Mohawk's program is classified as a highly competitive program which allows for differentiated admissions via auditions.

Applicants (OCAS as of July 2011):

Applications are down significantly due to the fact that Humber College moved to a degree program. Humber offered the certificate, advanced diploma and degree programs concurrently. However, it appears as though more students applied to the degree program which may be the reason why the diploma programs were suspended.

Humber College's certificate program had a name change for Fall 2010.

Applications to Humber College's degree program have increased slightly since the diploma program was suspended.

Applications to Humber College's certificate program have increased significantly since the diploma program was suspended.

Humber's approach to program identification and delivery make analysis of demographic data very difficult. As a result, the Demographic profile for Music programs was not completed in July 2011 due to complexity of data (Humber).

Registrants (OCAS as of July 2011):

Registrants to MTCU 61907 and 41907 have been capped since 2008
- o Humber increased registrants for the degree program but maintained the cap for the certificate program
- o Cambrian's program is capped at 40
- o Mohawk College's programs have generally been capped since 2008
- o 33/59 students who graduated from Applied Music Prep applied and enrolled in Applied Music Advanced Diploma (2008/2009 Student Migration Tracking). Most other graduates registered in other programs at Mohawk.
- o Recommendation: complete migration analysis for the pre-music program. Where are PRE students going if they don't get into advanced diploma program?
- o *Recommendation: Cap enrolment for the Preparatory program at 40. Monitor impact on financials and graduation rate.*

Catchment (OCAS as of July 2011):

Overall, students in Mohawk's music programs are from the local catchment. Students from Mohawk's catchment are not attending competitor's programs. Not a lot of choice for music programs.

Conversion Rate (OCAS as of July 2011):

The conversion rate is 18% which is below Mohawk College's average (22%) due to the fact that the programs are capped and the program is audition based. This program is an over-subscribed program.

Environmental Scan: Employment

Data not available at time of review.

Deferred to 5-Year Action Plan

Environmental Scan: Program Performance and Key Performance Indicators

Overview

Program Performance Indicators (PPI)s are used to analyze the program based on 5 key metrics (meeting enrollment, KPI graduation rate, program quality, gross financial contribution). A program score is calculated based on the 5 key metrics and compares the program to other programs in the college.

Key Performance Indicators (KPI) are an MTCU directive. The data is used to analyze the program based on student satisfaction, teaching and learning, facilities etc. KPIs also provide comparator data for other programs in the college, programs under the Associate Dean, all programs at Mohawk, and similar programs in the college system

2009/10 Program Performance Indicators

PPI for the Applied Music programs indicates that the program is meeting enrollment targets, program quality and graduate satisfaction. Gross financial contribution and graduation rate are the key focus of the review (as identified by the Associate Dean). For the PRE program, the KPI graduation rate score is approximately 40% of the maximum of 20 which indicates that the program should focus some action items on improving this score or determine the destination of the students who do not complete the program. Gross financial contributions is impacted because of the low funding formula for the PRE program. Gross financial contribution in the advanced diploma program is impacted by the course options in the POS.

Program 105					
Meeting Enrolment Targets (Max 15)	**KPI Graduation Rate (Max 20)**	**Program Quality (Max 25)**	**Gross Financial Contribution (Max 25)**	**Graduate Satisfaction (Max 15)**	**2009/10 Final Score (Max 100)**
15	7.5	20	10.2	11.1	63.8

Program 660					
Meeting Enrolment Targets (Max 15)	**KPI Graduation Rate (Max 20)**	**Program Quality (Max 25)**	**Gross Financial Contribution (Max 25)**	**Graduate Satisfaction (Max 15)**	**2009/10 Final Score (Max 100)**
15	12.4	21.6	17.1	15	63.8

Mohawk Key Performance Indicators (KPIs) -Program 105

	Student Satisfaction (Satisfied/Very Satisfied)	
	2009	**2010**
Overall	**73.3%**	**87.1%**
14. OVERALL, your program is giving you knowledge and skills that will be useful in your future career.	89.7%	96.6%
26. The OVERALL quality of the learning experiences in this program.	86.2%	89.7%

Mohawk Key Performance Indicators (KPIs) -Program 660

	Student Satisfaction (Satisfied/Very Satisfied)	
	2009	**2010**
Overall	**65.9%**	**73.7%**
14. OVERALL, your program is giving you knowledge and skills that will be useful in your future career.	93.8%	96.9%
26. The OVERALL quality of the learning experiences in this program.	86.5%	88.5%

Recommendations

- Issues with grad rates in pre program: Recommendation: Curriculum scaffolding and laddering to ensure a student can get certificate while in AD program. Student Migration Tracking required to determine where students are going if they are not graduating from the program.
- Curriculum renewal re: all of the options and impact of GFC. Revise POS and remap etc

Environmental Scan: Competitive Curriculum Analysis

Overview

Competitive Curriculum data is used to analyze the program based on several variables such as admissions, model of delivery, tuition, program of studies, intake schedule, and experiential learning opportunities in comparison to other colleges with the same program. This data is used to determine if other colleges are adopting innovative practices within the program.

Highlights

- The Applied Music program cluster is a niche program for Mohawk College and has little competition in the college system.

- Admissions to most Applied Music Advanced Diploma programs is an OSSD or equivalent and an audition.

- Admissions to Applied Music Preparatory programs is an OSSD or equivalent.

- Tuition for the Mohawk Applied Music Advanced Diploma program appears to be significantly less than competitor colleges for a high demand tuition program. NOTE: It appears as though Mohawk College did not apply for the tuition fee adjustment offered by MTCU in 2008. This has had an impact on GFC for any program at Mohawk that meets the high demand tuition criteria.

- It appears as though the POS hours for Mohawk College's Applied Music Preparatory (105) is significantly less than comparator colleges. However, it should be noted that this program provides a variety of experiential learning opportunities that may not be outlined in the formal POS. A comparison of the advanced diploma POS hours is not available due to inconsistency in reporting by comparator colleges.

NOTE: for complete competitive data, refer to 105-660 Competitive Curriculum Analysis.xls

Environmental Scan: Student Success and Retention

The data for this section of the report is not available due to an illness with a Mohawk Staff member in the registrar's office.

Deferred to 5-Year Action Plan

Quality Processes: Summary

Overview

Phase 3 of program review is designed to ensure that programs are recognizing and incorporating best practices in teaching and learning such as learning plans, PLAR, eLearn into the program. These aspects of teaching and learning are reviewed during regular provincial audits through the Program Quality Assurance Process Audit (PQAPA) process.

Highlights

Deferred to 5-Year Action Plan

Recommendations

- None

5-Year Action Plan

Objectives	Strategy	Timelines
Objectives flow from program quality enhancement goals to define what we want to accomplish and help us focus on specific aims over a period of time. A simple acronym used to set objectives is called SMART: 1. Specific 2. Measurable 3. Achievable 4. Realistic 5. Time	Strategy exists only in relation to some goal, end or objective. Strategies describe how the objectives will be accomplished and outline a general plan of attack, an approach to a problem, the first step in linking the means or resources at our disposal with the ends or results we hold in view. Strategy does not detail, step-by-step, how the objectives will be accomplished.	Be specific and reasonable about estimating timelines for completing strategies
Short-Term (within 18 months)		

Develop a plan to strategically manage development of course outlines and curriculum mapping matrix as per MTCU and College requirements	• Set up a regular schedule to meet with CDS for support in writing course learning outcomes and mapping courses to program learning outcomes based on the following proposed schedule:
	  • Winter 2013 for Fall 2013 (SEM 1 only)
	  • Spring 2013 for Winter 2014 (SEM 2 only)
	  • Fall 2013 for Fall 2014 (SEM 3 only)
	  • Winter 2014 for Winter 2015 (SEM 4 only)
	  • Spring 2014 for Fall 2015 (SEM 5 only)
	  • Fall 2015 for Winter 2016 (SEM 6 only)	

	• Develop faculty competencies in regard to writing course learning outcomes and mapping through participation in above scheduled workshops	
Implement the Annual Program Review process to monitor curriculum currency and quality	• Full details still to be determined by Program Quality area in consultation with program area.	
	• Adopt a Curriculum Committee approach to maintaining curriculum currency and quality to ensure compliance to College policies and MTCU requirements	
	• Monitor impact of POS changes on GFC	
Assign an Academic Team Lead	• Assign an Academic Team Lead from the program to support the implementations of the recommendations in regard to course outlines and curriculum mapping	
	• Consider capping the Applied Music Preparatory Program at 40 students to improve graduation rate and student success.	
Medium-Term (18 months to 36 months)		
Maintain the Annual Program Review Process	Full details to be determined by Program Quality area in consultation with program area.	
Long-Term (more than 36 months)		
Monitor program quality enhancements and adjust as required	Utilize Annual Program Review process to monitor program quality enhancements	Fall 2014
	Submit interim program quality report to Program quality area	Fall 2014
	Plan and prepare for Comprehensive Program Review	Spring 2016