

# Comprehensive Program Review

## Contributors

Please list the name of the individual submitting the form and contributors to the submission.

Ilan Glassman and Kristin Skager

## A. Department Information

### Mission

Please enter your department's mission statement here.

The De Anza College Music Department provides a comprehensive music program to a diverse community of students for transfer universities and conservatories as well as for general education. The department offers courses in ensembles, such as orchestra, band, vintage singers, chorale, jazz, and mariachi. In addition to ensembles, we offer applied music in voice, guitar, and piano. Majors are expected to take comprehensive musicianship while non majors can take a variety of course, including electronic music and songwriting. The program supports personal and group artistic expression. Student Performance events are central for all students majoring in music as well as those who are undecided, taking music courses as electives or general education requirements, and lifelong learners. The vocal, orchestra, band and applied music classes hold quarterly performances for families, the De Anza community, and beyond that are well attended and memorable. Students can achieve an AA degree in Music or transfer to a four-year institution.

How does your program mission statement relate to the mission, vision and values of the college? (<https://www.deanza.edu/about-us/mission-and-values.html>)?

- Communication and expression are at the core of our program's mission, and musical communication, whether in the context of beginning-level classroom voice or instrumental instruction, solo and ensemble performance, or comprehensive musicianship remains the foundation of our mission and are reflected in our Learning Outcomes.
- Physical/mental wellness and personal responsibility are well documented aspects of music study, particularly in the performing areas, and our Program Learning Outcomes reflect a commitment to both listening and "hands on" experience at both the AA and Program levels. While the well-being aspect of the college's core competency might be obvious, it's also important to note that any sort of ensemble performance requires a high level of commitment and responsibility to the group in order to succeed.
- Critical thinking is a necessary component of music learning, interpretation, analysis and composition, and is integral to several of our Learning Outcomes. Additionally, our GE Introduction to Music courses require that students synthesize and evaluate information, as well as to think critically about the roles that greater historical, social, and political trends play in the development of musical styles and cultures.

### Program Goals

Enter 1-3 goals for your department to be achieved by spring 2027. Each annual reflection will ask your department to report on progress in meeting your goals. Each goal should be aligned to your department's mission and the college mission. All resource requests and personnel requests should be aligned with your program's mission and goals.

| Goal title                  | Goal description  | Responsible parties                   | Collaboration with  | Guided Pathways engagement  | What evidence will be used to monitor progress?  | How will you assess achievement of the goal?  |
|-----------------------------|---|---------------------------------------|---|---|--|---|
| Continue to grow enrollment | Continue to grow enrollment across music courses in order to bring back key programs such as jazz, electronic music and specialty groups such as women's chorus and early music ensemble. | Department Chair, Dean, VPI, Outreach | Collaborate with Outreach to recruit in the high schools, and community groups such as Rotary. Collaborate with IR, Outreach, and other areas to recruit students into Music classes; | Advertise performances through Guided Pathways, Artistic Expression Village. Work with GP to integrate music into village events. | Continued growth in enrollment; conducting research on Precision Campus (Dean); create certificates; complete the ADT. | Through monitoring enrollment and working with faculty to develop certificates and Articulation for the ADT.  |
| Establish a Transfer Degree | In order to offer a transfer degree we need to restore Music25 (private lessons).   | Department Chair, Dean, VPI           | Music 25 will offer students the time and attention on their instruments; private lessons can supplement individual needs.  | Once the ADT is established, advertise this through the Artistic Expression Village.  | Dean will meet with Department Chair and articulation officer quarterly to determine progress of the ADT.              | Once we have established the ADT, we will update our websites and notify counselors, incoming students at Enrollment and Welcome Day, and widely advertise. |
| Offer music certificates    | Begin to offer music certificates   | Department Chair, Dean, VPI           | curriculum, other department chairs in Creative Arts  | Once we establish the certificates, we will advertise widely through Guided Pathways.   | The Den will monitor progress of the certificates with monthly check-ins.  | Once we have certificates approved, we will update our websites.  |

### Changes Imposed by Internal/External Regulations or Factors

Are there factors unique to your program that may affect your enrollment, success rates or staffing that RAPP should be aware of? (e.g., curriculum changes, program reorganization, noncredit curriculum, loss of personnel, legislative mandates, etc.)

In order to offer the ADT in Music we need to be able to offer Music25 with individual music instruction. We are required to pay for individual providers, and have not had a budget to do so, therefore cannot offer the ADT at this time. However, we do have funding in our foundation to help students who need financial assistance with private lessons, and Music 25 will help bridge this gap. We see the ADT degree as an important option for Music students to able to transfer with junior standing. It is also important to be able to attract students to the program which will help grow enrollment.

## B. Enrollment Trends

### Enrollment Variables and Trends

Enrollment Trends For Program Review

| Enrollment Trends        |         |         |         |         |         |           |
|--------------------------|---------|---------|---------|---------|---------|-----------|
| Creative Arts - Music-DA |         |         |         |         |         |           |
|                          | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 5-yr %Inc |
| Unduplicated Headcount   | 1,191   | 1,058   | 877     | 649     | 675     | -43.3%    |
| Enrollment               | 1,704   | 1,534   | 1,222   | 970     | 1,072   | -37.1%    |
| Sections                 | 124     | 111     | 86      | 71      | 74      | -40.3%    |
| WSCH                     | 2,109   | 1,965   | 1,540   | 1,222   | 1,330   | -36.9%    |
| FTEs (end of term)       | 143     | 133     | 104     | 83      | 89      | -37.8%    |
| FTEF (end of term)       | 4.7     | 4.3     | 3.4     | 3.2     | 3.0     | -36.5%    |
| Productivity (WSCH/FTEF) | 451     | 459     | 458     | 378     | 448     | -0.6%     |

In the data table above, what does the Enrollment trend indicate? For definitions of enrollment terms, please see the glossary (<https://www.deanza.edu/ir/documents/Glossary.pdf>).

- the data trend shows an increase in Enrollment
- the data trend shows a decrease in Enrollment
- the data trend shows no change and/or flat in Enrollment

### Reflect on Enrollment Trends

Discuss the factors that would help the college understand your programs' enrollment trends. How may these trends align with your program mission and goals?

While enrollment has declined from 2018-19 to 2022-23, enrollment has grown from 2021-22 to 2022-23. We lost many courses during the pandemic that we could not offer online, and have now begun to offer nearly all sections back. We do have fewer overall sections, but those sections are filling when they are offered and we have been able to add more. We see potential growth in our area as we recover from the pandemic.

### CTE Programs - Statewide and Regional Labor Market Trends

#### CTE Programs Only

- Review and summarize the Lightcast Analyst Occupational Outlook data for your CTE program (<https://foothilldeanza.sharepoint.com/:f:/s/dactedepartments/EiRTueQ8GrNLqtlQw2twpsBMFCs7X5djTveo6jss3W0Jg?e=1ybpmy>).
- Cite current industry trends.
- Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Cite additional data when applicable.

N/A

## D. Course Success

### Course Success | Music-DA

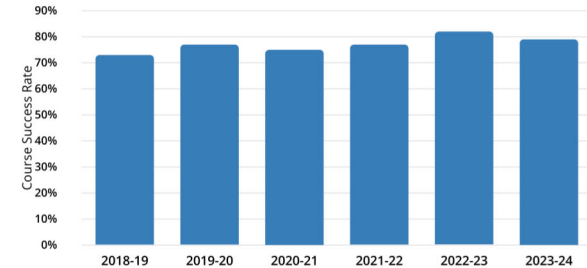
Who uses this report:

All users who want to further explore their enrollment or course success data.

What is this report:

This report is an extension of the Program Review Data Sheet. It has additional student characteristics and users can compare two groups of students at the same time.

Limits:



Limits:

Measures: Enrollments and Course Success Rate and Success Count

|  | 2018-19     |                     |               | 2019-20     |                     |               | 2020-21     |                     |               | 2021-22     |                     |               |     |
|--|-------------|---------------------|---------------|-------------|---------------------|---------------|-------------|---------------------|---------------|-------------|---------------------|---------------|-----|
|  | Enrollments | Course Success Rate | Success Count | Enrollments | Course Success Rate | Success Count | Enrollments | Course Success Rate | Success Count | Enrollments | Course Success Rate | Success Count | Enn |
|  |             |                     |               |             |                     |               |             |                     |               |             |                     |               |     |

|          |       |     |       |       |     |       |       |     |     |     |     |     |
|----------|-------|-----|-------|-------|-----|-------|-------|-----|-----|-----|-----|-----|
| Measures | 1,704 | 73% | 1,242 | 1,534 | 77% | 1,186 | 1,222 | 75% | 917 | 970 | 77% | 750 |
|----------|-------|-----|-------|-------|-----|-------|-------|-----|-----|-----|-----|-----|

In the data table above, what overall trends are you seeing in Course Success?

- the data trend shows an increase in Course Success
- the data trend shows a decrease in Course Success
- the data trend shows no change in Course Success

### Exploring Course Success Rate Trends

1. What could be factors that influence success rates in your department?
2. What strategies does your department have in place to increase or maintain current success rates?
3. Are there other trends that you see when exploring different courses in the same department (How to access success rates by course: [https://www.deanza.edu/ir/documents/How\\_to\\_Access\\_Your\\_Program\\_Review\\_Data.pdf](https://www.deanza.edu/ir/documents/How_to_Access_Your_Program_Review_Data.pdf))
4. How do course success rate trends align with your program goals?

As can be seen above, there is large improvement in course success over the past year. We have been focusing on offering more tutoring and one-on-one support through office hours and individual outreach and follow up with students. We are also setting up study groups and working with individual groups with student leaders assigned to the group. The student leaders serve as mentors and gain leadership skills. We feel these wrap around services are really working to support our students, as exemplified in our success rates. It also assists us as instructors in supporting students when we have fewer overall instructors due to retirements.

### Course Success with Disproportionate Impact (credit and non-credit)

Who uses this report:

All users who want to explore student equity and disproportionate impact in course success.

What is this report:

This report highlights student groups with a negative percentage point gap and student groups experiencing disproportionate impact. Data reflects credit sections. Student groups with "N/A" enrollment denotes suppressed data.

How to interpret the data:

A negative percentage point gap means a student group has a lower success rate than the comparison group consisting of all students not in the student group being examined. When a student group is experiencing disproportionate impact, this means that (1) there is a negative percentage point gap and (2) this gap is unlikely to be due to chance. Programs are encouraged to prioritize discussions and address the student groups experiencing disproportionate impact.

New features:

To display only student groups with disproportionate impact, click on the link "Click here to show only groups with disproportionate impact." To add a comparison unit that is one level higher (e.g., course level compared to department level), be sure to select a college, division, department or course, then click on the link "Click here to show and compare disproportionate impact with [X]".

Success rate

The number of students receiving an A, B, C or P grade divided by the total number of students receiving a grade. Rate is rounded.

Comparison success rate

The success of all students except for the group being examined (e.g., the comparison success rate for Latinx students is the success rate of all students who are not Latinx). Rate is rounded.

Additional successes needed to erase percentage point

This value provides a way for practitioners to think of gaps in terms of student successes, and illustrates the number of additional successes needed to avoid a percentage point gap.

Legend:

Yellow:

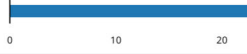

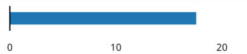
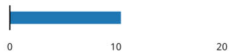
Student groups experiencing a negative percentage point gap that is not statistically significant

Orange:

Student groups experiencing disproportionate impact according to the Percentage Point Gap Minus One (PPG-1) method<sup>1</sup>

Limits: 2022-23

Disproportionate impact table

| Group Name     | Student group                        | Enrollment at census | Student group success rate | Comparison success rate | Percentage point gap | Chart  | Additional successes needed to erase percentage point gap |
|----------------|--------------------------------------|----------------------|----------------------------|-------------------------|----------------------|--|---|
|                | All Students (Music-DA, 74 sections) | 1,072                | 82%                        | 82%                     | 0                    |  |   |
| Gender         | Female                               | 480                  | 81%                        | 83%                     | -2                   |  | 9   |
|                | Male                                 | 558                  | 82%                        | 82%                     | 0                    |  | 1   |
|                | Non-Binary                           | 0                    |                            | 82%                     |                      |  |   |
|                | Unknown gender                       | 34                   | 97%                        | 82%                     | +15                  |  |   |
| Race/Ethnicity | Asian                                | 465                  | 87%                        | 79%                     | +8                   |  |   |
|                | Black                                | 38                   | 61%                        | 83%                     | -23                  |    | 9   |
|                | Filipinx                             | 63                   | 86%                        | 82%                     | +3                   |  |   |
|                | Latinx                               | 225                  | 70%                        | 86%                     | -15                  |    | 35  |
|                | Native American                      | 2                    | 100%                       | 82%                     | +18                  |  |   |
|                | Pacific Islander                     | 5                    | 60%                        | 83%                     | -23                  |  | 2   |
|                | Unknown ethnicity                    | 60                   | 90%                        | 82%                     | +8                   |  |   |
|                | White                                | 214                  | 87%                        | 81%                     | +6                   |  |   |
| Veteran        | Not Veteran                          | 1,069                | 83%                        | 67%                     | +16                  |  |   |
|                | Veteran                              | 3                    | 67%                        | 83%                     | -16                  |  | 1   |
| Foster Youth   | Foster                               | 2                    | 100%                       | 82%                     | +18                  |  |   |
|                | Not Foster Youth                     | 1,070                | 82%                        | 100%                    | -18                  |   | 188   |
| Income         | Low Income                           | 398                  | 76%                        | 86%                     | -10                  |  | 42  |
|                | Not Low Income                       | 674                  | 86%                        | 76%                     | +10                  |  |   |

<sup>1</sup>The PPG-1 method follows the CCCCO method for calculating disproportionate impact. Disproportionate impact is when (1) a student group's PPG value is less than -2 (e.g., -3, -4, -5, etc.) and (2) the absolute PPG value is greater than the calculated margin of error. PPG is calculated by comparing a student group's success rate against the success rates of all students except for the group being examined (e.g., Latinx PPG is Latinx success minus the success of all students except for Latinx students).

In the data table above, what does the data indicate about the Success rate of various ethnic groups within your department compared to the comparison group for the most recent academic year? (i.e., as displayed in the Percentage point gap column)

The Percentage point gap between Asian students and all other students shows:

- there is no gap (e.g., 0)
- there is a negative gap of 5-percentage points or less (e.g., -5)
- there is a negative gap greater than 6 percentage points (e.g., -6)
- there is a positive percentage point gap (e.g., +2)

The Percentage point gap between Black students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between Filipinx students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between Latinx students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between White students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less

- there is a negative gap greater than 6 percentage points
  - there is a positive percentage point gap
- The Percentage point gap of one additional group of your choice:
- there is no gap
  - there is a negative gap of 5-percentage points or less
  - there is a negative gap greater than 6 percentage points
  - there is a positive percentage point gap
  - not applicable

### Exploring Gaps in Successful Course Completion by Ethnicity

1. What differences do you see in successful course completion rates by ethnicity?
2. What are your thoughts on these differences?
3. Are there other trends that you see when drilling into the data that may be important for your department to explore (e.g., foster youth, individuals with disabilities, low income, veterans)?
4. Which additional student group did you choose to explore and why?
5. How do these trends align with your program's mission and goals?

1. Whites, Asians and Philipinx perform above the average. Latinx and Blacks perform under the average.

2. This is a common societal trend based on social and economic disadvantages and advantages in various communities. However, the department is

3. Yes, low-income students have a success rate of 76% which is 10 points lower than the average. Music as a discipline is accessible to students because we offer instruments, collaborative learning, and as much one-on-one instruction as possible in workshop formats. Like all college courses, music requires time for practice and attention to course work which can be difficult when struggling financially. Our instructors will provide regular check-ins to students who might be havin

4. Those who did not identify with gender or with race also tended to perform at a higher level than the average student. There are a lot of them in the music department and we are an accepting and nurturing environment.

### Teaching and Learning Strategies

1. What teaching and learning strategies might be helpful in narrowing any gaps in successful course completion?
2. How do the listed teaching and learning strategies align with your program's mission and goals?

We will continue to develop student leadership, which simultaneously helps those who need extra help. One student gets experience teaching and the other gets the needed tutoring. We always provide individual attention to students; we will continue to do this. Our Music 1A courses include four different culturally-relevant themes; we will continue to emphasize under represented groups in our curriculum; we will ensure our materials include support services, particularly for low-income students; in fact, since 37% of our students are low-income, we need to make sure instructors check in regularly and to provide opportunities for them to be successful. Music can inspire motivation and community, both of which keep students in college. Equity and inclusion is emphasized by the instructors and the curricula, and special attention to first-generation students will be at the forefront of the department. We will study the connection between our modalities and student success, and make sure our asynchronous classes are engaging, culturally responsive, and that RSI is central to course design.

### Trends in Awards

#### Degrees and Certificates by Ethnicity | Music-DA

Who uses this report:

All users who need degree and certificate data.

What is this report:

This report provides the degree and certificate counts by college, division and department. Additionally, all users could explore degree and certificate awarded by ethnicity and gender.

Measures: Awards

| Award Group       | Ethnicity | 2018-19  | 2019-20  | 2020-21  | 2021-22  | 2022-23  |
|-------------------|-----------|----------|----------|----------|----------|----------|
| Associate in Arts | Asian     | 2        | 1        | 1        | 1        | 3        |
|                   | Black     | 1        |          |          |          |          |
|                   | Filipinx  | 2        |          |          |          |          |
|                   | Latinx    | 2        |          | 1        |          |          |
|                   | White     | 2        | 1        |          |          |          |
| <b>Total</b>      |           | <b>9</b> | <b>2</b> | <b>2</b> | <b>1</b> | <b>3</b> |
| <b>Total</b>      |           | <b>9</b> | <b>2</b> | <b>2</b> | <b>1</b> | <b>3</b> |

In the data table above, what are the trends in regard to the number of awards within your program?

Trends in Associate Degrees awarded show:

- an increase in the number of Associate Degrees awarded
- a decrease in the number of Associate Degrees awarded

no change in the number of Associate Degrees awarded

Not applicable

Trends in Associate Degrees for Transfer awarded show:

an increase in the number of Associate Degrees for Transfer awarded

a decrease in the number of Associate Degrees for Transfer awarded

no change in the number of Associate Degrees for Transfer awarded

Not applicable

Trends in Credit Certificates awarded show:

an increase in the number of Credit Certificates awarded

a decrease in the number of Credit Certificates awarded

no change in the number of Credit Certificates awarded

Not applicable

Trends in Non Credit Certificates awarded show:

an increase in the number of Noncredit Certificates awarded

a decrease in the number of Noncredit Certificates awarded

no change in the number of Noncredit Certificates awarded

Not applicable

## Reflecting on Trends in Awards

1. What trends do you see across awards in your department?

2. How do the trends in awards align with your program's mission and goals?

Despite the drop in full-time faculty, the department enrollment is increasing significantly, both for major and non-majors. Comprehensive Musicianship, the two-year course sequence for music majors, needs to remain strong. Christina agreed that averaging numbers is acceptable. Also, pipeline and capstone classes need to be offered at any enrollment number. With instructor guidance, students can complete these (and the other required) courses and receive their AA as well as transfer to conservatory or university. We believe that creating an ADT will increase awards since many students transfer to four-year universities as music majors, but they do not receive the AA.

The department needs a second full-time position to help mentor students who are considering majoring in music. The decline in degrees is the result of losing dedicated full-time faculty who had the time to work closely with students.

In addition, we need to restore the private lessons offered as Music 25. These lessons are necessary for students to receive a transfer degree and/or be qualified to transfer to a four-year institution as a junior working on the bachelor of music degree.

We would like to add some certificates to the offerings and provide CTE training. Some ideas are: early childhood music, certificates of community instruction (for piano, violin etc). This will also help continue to grow enrollment.

## Reflecting on Award Offerings

1. For each program leading to an award, identify any courses that have not been offered in the last two years. Briefly explain why the courses have not been offered. For courses that will not be offered, how does your program plan to update the program so that students can complete the requirements?

2. Based on a review of course offerings and the number of awards offered and conferred, is your department planning on removing any degrees or certificates from the college catalog? If so, please list those being removed and a short explanation as to why.

3. Does your department have any plans to offer new degrees or certificates? If so, please list and provide a short explanation as to why.

We need more FTEF and more courses. Courses which used to be offered regularly are now offered every two years. These include ensembles such as jazz band and mariachi. Other courses offered every two years are electronic music, jazz piano, music business, composition, conducting, songwriting, and others. In addition, some courses are only offered once a year and we have gone down to one or two sections in our applied music offerings (piano, voice and guitar). Continued spiraling FTEF reductions and department reduction from 6 full timers to 1 full timer over an eight year period have significantly reduced the number of courses we have been offering. We know courses will make. We just need to be able to offer them. In response to this program review, FT faculty have decreased from 2.5 to 1.0 over the last 5 years. Total FTEF has decreased from 4.7 to 3.0. This shows we need an additional FT position since we have the FTEF.

We plan to add various certificates. Some ideas are: early childhood music, certificates of community instruction (for piano, violin etc).

## Staffing Trends

### Faculty Workload

Faculty Workload For Program Review

|                | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 5-yr %Inc |
|----------------|---------|---------|---------|---------|---------|-----------|
| Full Time Load | 2.5     | 2.1     | 1.3     | 1.9     | 1.0     | -61%      |
| Full Time %    | 52.6%   | 49.3%   | 39.9%   | 59.0%   | 32.6%   | -38%      |
| Overload       | 0.1     | 0.1     | 0.1     | 0.0     | 0.0     | -100%     |
| Overload %     | 1.2%    | 1.3%    | 1.6%    | 0.0%    | 0.0%    | -100%     |
| Part Time Load | 2.2     | 2.1     | 2.0     | 1.3     | 2.0     | -7%       |
| Part Time %    | 46.2%   | 49.4%   | 58.5%   | 41.0%   | 67.4%   | 46%       |
| Total FTEF     | 4.7     | 4.3     | 3.4     | 3.2     | 3.0     | -37%      |

What trends do you see in the last five years in regard to the Full Time %? (i.e., percentage of classes being taught by full time faculty, not including overload or summer)

- the data trend shows an increase in Full Time %
- the data trend shows a decrease in Full Time %
- the data trend shows no change in Full Time %

### Staffing Needs

Provide a brief overview of your department's staffing needs. Personnel requests are to be submitted on a separate form.

1. What are full time faculty needs to ensure the program's health, growth or vitality?
2. What are classified staffing needs to ensure the program's health, growth or vitality?
3. What strategies does your program have in place to ensure students are being successful when faced with the current staffing ratios?
4. What strategies does your program have in place to retain new faculty, if applicable?

In five years, the FT faculty have decreased substantially by 61%. I am now the only FT faculty member. I understand the reality of the day and if we could even get just ONE new FT member it would be very helpful and we could provide students with nearly everything they would need going through our program.

We desperately need a librarian to help us deal with five libraries of music. We have been having volunteers help with the choral library. However, the various instrumental libraries are in need of organization. A full-time staff accompanist would allow us not only to guarantee their services for the choral groups, but also work with solo singers for recital and for the ADT. These positions have not been requested through RAPP due to the higher need for FT faculty in Creative Arts and across campus.

Our part-time faculty are doing above and beyond their fair share in work related to recruitment and retention, as well as tutoring and extra equity related work. I am charged with revising 17 classes this year, for example, most of which are not my music area of specialty. We do lots of other work such as performances for the community, festivals, music for enrollment day, and recording.

### Assessment Cycle

#### Student Learning Outcomes Assessment Cycle

Navigate to <https://www.deanza.edu/slo/#post> which will take you to an accordion listing of SLO assessments under "Student Learning Outcomes and Assessments Summaries by Division"

1. Summarize the dialogue that has resulted from SLO and/ or PLO assessments.
2. What specific strategies has your department implemented, or plan to implement, based on the results of the SLO/PLO assessments conducted?
3. How do these strategies align with the program's mission and goals.

I am the only full time member of the department and am overwhelmed. There has been no conversation about SLO and PLO assessments. It is difficult to get part timers together when it is not their job and when they have other jobs. It would be nice to have another FT colleague in music to help with these vast and important responsibilities. After a discussion with the Dean, I will ask part-time faculty to commit to one SLO assessment as well a discussion over email.

#### Dean/Manager Comments

Together, Ilan and I worked to revise and improve this program review. Not only will I hold a division meeting to discuss SLO assessment needs across the division, but Ilan has agreed to work with PT faculty each completing one SLO and an assessment with discussion.

**STOP. Do not submit form. Please inform your dean/manager when the form is complete. They will submit the form when they have added their comments above.**

This form is completed and ready for acceptance.