2024 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2024   **PROGRAM(S): MUSIC, JAZZ**
CLUSTER: CLUSTER 2   **AREA OF STUDY: CREATIVE ARTS, HUMANITIES, COMMUNICATION**
LAST YEAR CPPR COMPLETED: 2023   **NEXT SCHEDULED CPPR: 2028**   **CURRENT DATE: 2/29/2024**

The Annual Program Planning Worksheet (APPW) is the process for:
- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's **Resource Plan**, which can be downloaded from this **SharePoint folder**. Please review the **Resource Allocation Rubric** when preparing the resource plan.
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

Note: Degrees and/or certificates for the *same* program *may be consolidated* into one APPW.

This APPW encompasses the following programs of study (degrees and/or certificates):

MUSIC AA, MUSIC ADT, JAZZ AA, MUSIC C.A., **Commercial Music, C.A.**

General Program Update

Describe changes and improvements to the program, such as changes to the mission, purpose, or direction. In particular, indicate any changes that have been made to address equity gaps.The Music Programs have received some generous donations and SWP funding to greatly improve our Facilities and our student access. We now can offer free 1-hour private applied lessons to all our students, thanks so Carol Olsen. This addresses a huge equity gap. We have several new scholarships available, thanks to our late president Marie Rosenwasser, and professor emeritus Warren Balfour. We have professional-grade stage lighting in our large rehearsal room, 7160, which allows us to do student recitals and host small-venue concerts.

Program Sustainability Plan Update

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

 Yes ☐ If yes, please complete the Program Sustainability Plan Progress Report below.
 No ☒ If no, you do not need to complete a Progress Report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

Data Analysis and Program-Specific Measurements

Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only reference the most recent year's available data.

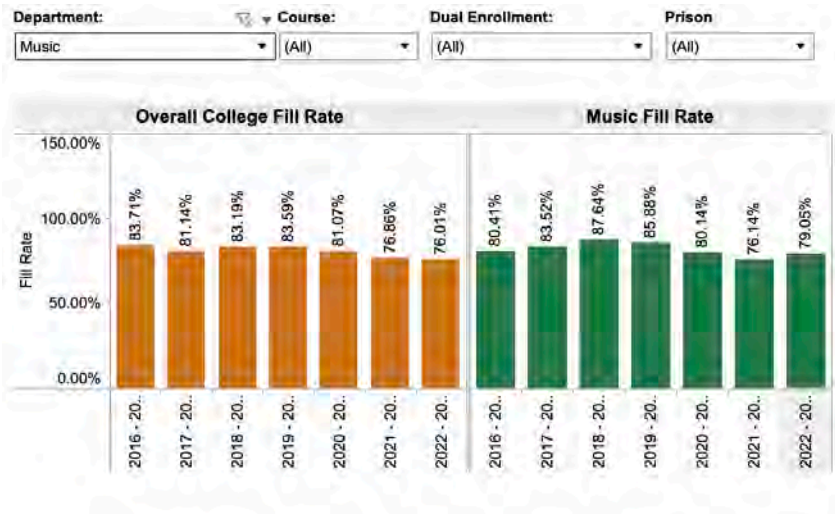A. **General Enrollment (Insert Aggregated Data Chart)**

Insert the data chart and explain observed differences between the program and the college.
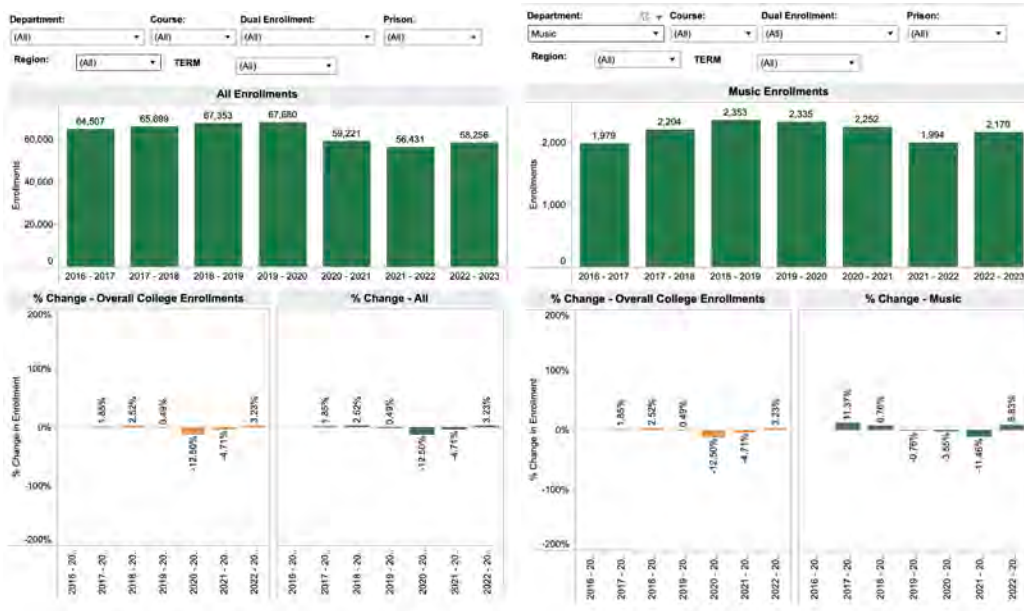
The charts are similar. The college is growing from 2021-2023 about the same pace as the Music Department.

B. **General Student Demand (Fill Rate) (Insert Aggregated Data Chart)**

Insert the data chart and explain observed differences between the program and the college.

The Music Fill rate has generally been at or above the College Fill Rate.

C. **General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)**

3 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
I n s t r u c t i o n a l A n n u a l P r o g r a m P l a n n i n g W o r k s h e e t
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Insert the data chart and explain observed differences between the program and the college.

a
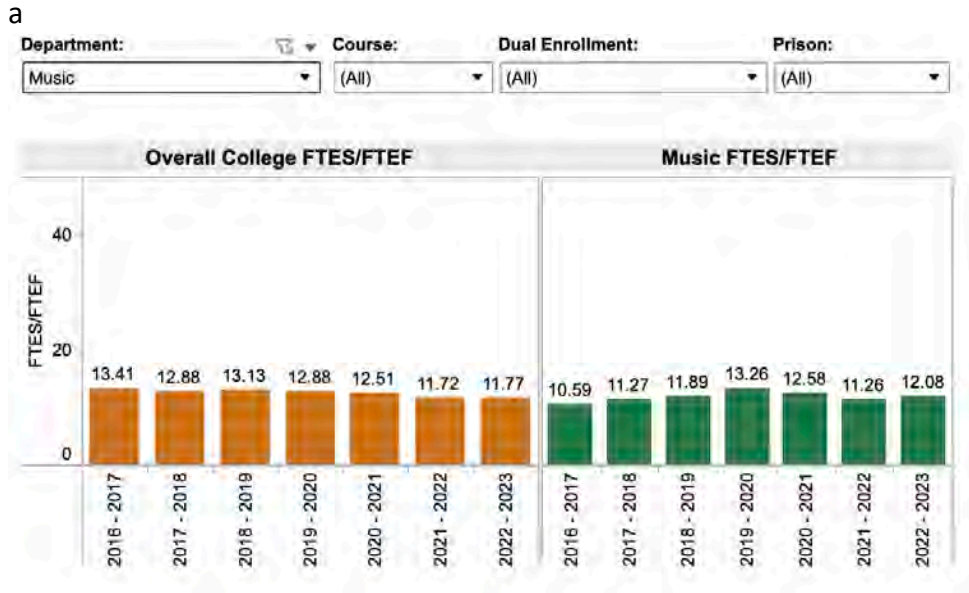
Since 2019, Music efficiency has been higher than overall college efficiency.
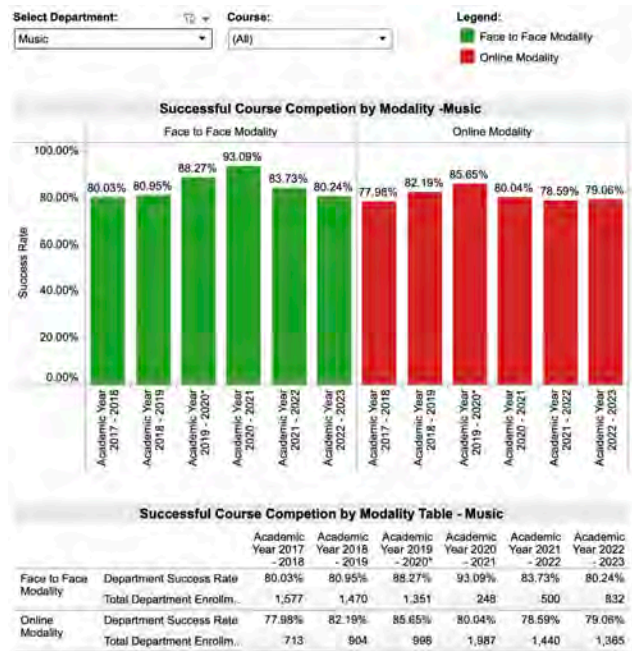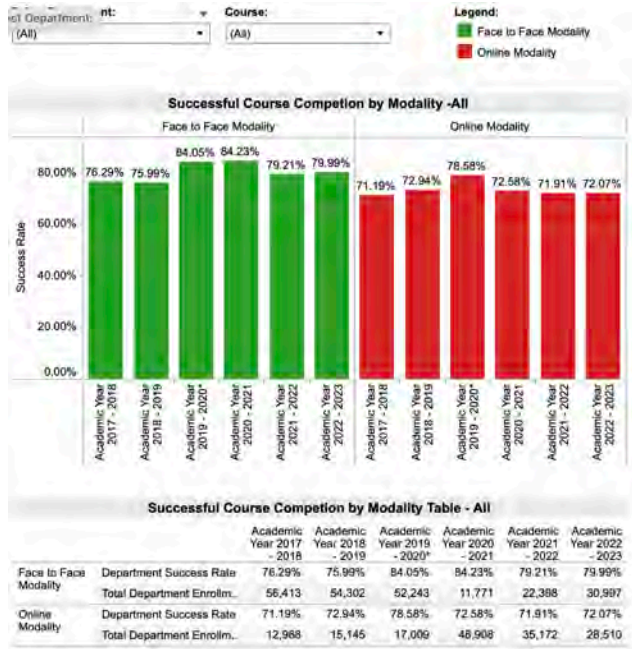
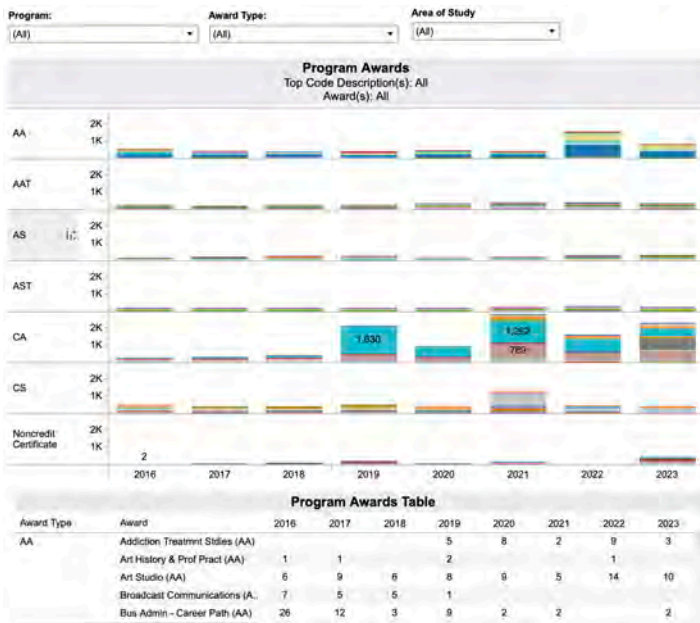D. **Student Success—Course Completion by Modality (Insert Data Chart)**

Insert the data chart and explain observed differences between the program and the college.

Successful Course Competion by Modality -All

Successful Course Competion by Modality Table - All

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Face to Face Modality	Department Success Rate	76.29%	75.99%	84.05%	84.23%	79.21%	79.99%
	Total Department Enrollm...	56,413	54,302	52,243	11,771	22,388	30,997
Online Modality	Department Success Rate	71.19%	72.94%	78.58%	72.58%	71.91%	72.07%
	Total Department Enrollm...	12,968	15,145	17,009	48,908	35,172	28,510

Successful Course Competion by Modality -Music

Successful Course Competion by Modality Table - Music

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Face to Face Modality	Department Success Rate	80.03%	80.95%	88.27%	93.09%	83.73%	80.24%
	Total Department Enrollm...	1,577	1,470	1,351	248	500	832
Online Modality	Department Success Rate	77.98%	82.19%	85.65%	80.04%	78.59%	79.06%
	Total Department Enrollm...	713	904	998	1,987	1,440	1,365

Course completion (student success) peaked just before and during the pandemic. This may well have to do with softer grading and more student resources during the depths of the remote-learning crisis. In Music, our students do slightly worse in online modality than in face-to-face. This mirrors the data for the college as a whole.

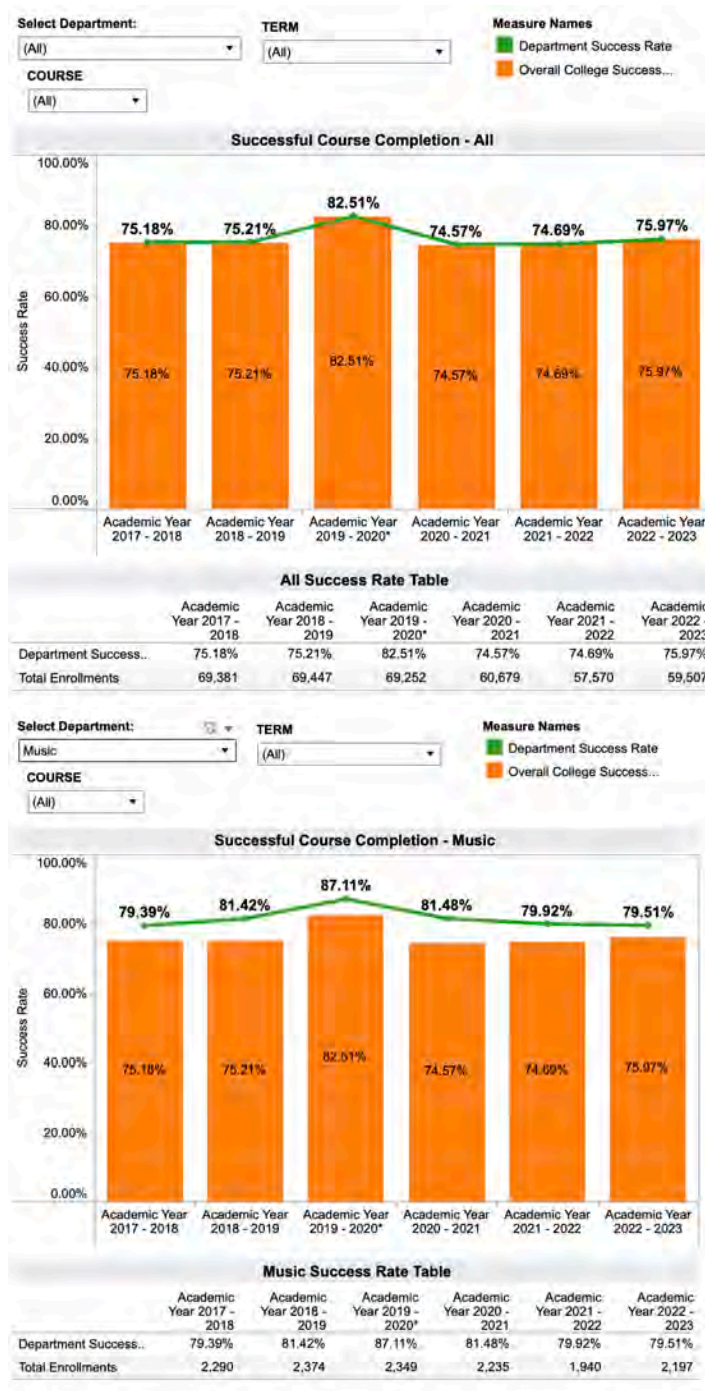E. **Degrees and Certificates Awarded (Insert Data Chart)**

Insert the data chart and explain observed differences between the program and the college.

Click here to enter text.

6 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
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F. **General Student Success – Course Completion (Insert Aggregated Data Chart)**

Insert the data chart and explain observed differences between the program and the college.

Successful Course Completion - All

All Success Rate Table

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Department Success..	75.18%	75.21%	82.51%	74.57%	74.69%	75.97%
Total Enrollments	69,381	69,447	69,252	60,679	57,570	59,507

Successful Course Completion - Music

Music Success Rate Table

|	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Department Success..	79.39%	81.42%	87.11%	81.48%	79.92%	79.51%
Total Enrollments	2,290	2,374	2,349	2,235	1,940	2,197

The Music student success is slightly higher than the College overall.
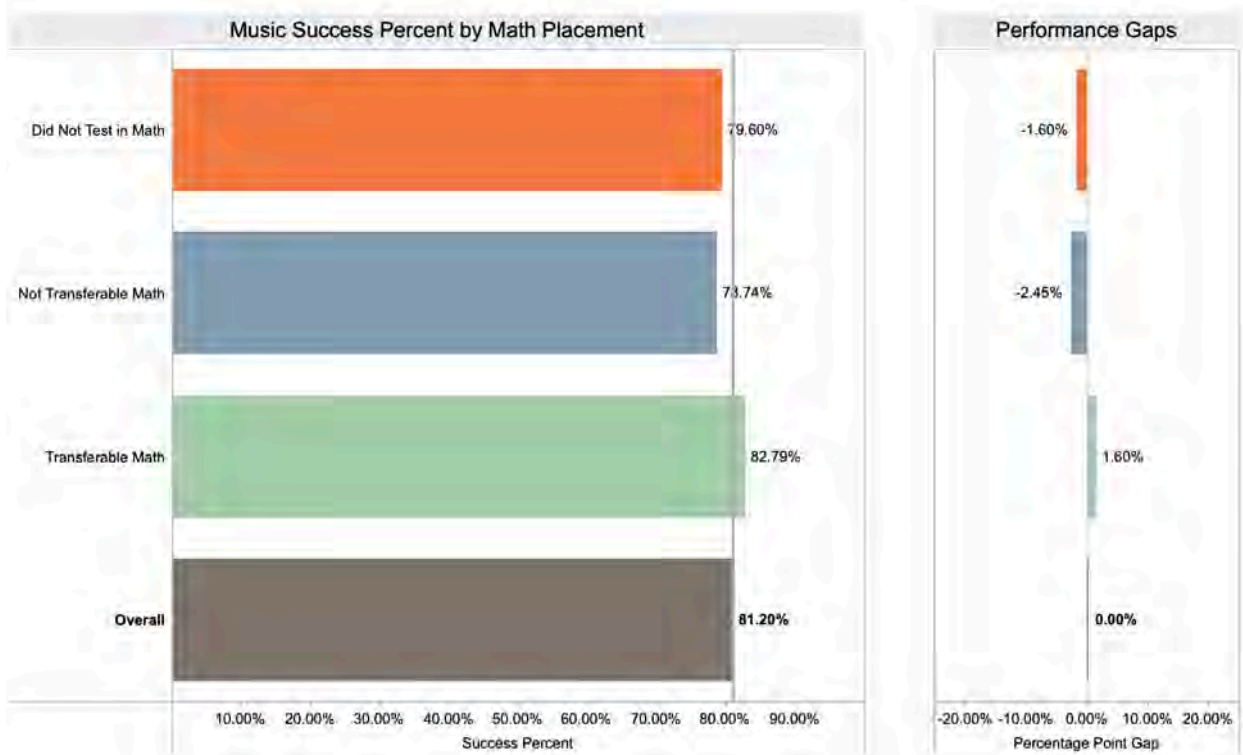
G. Review the **Disaggregated Student Success** charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

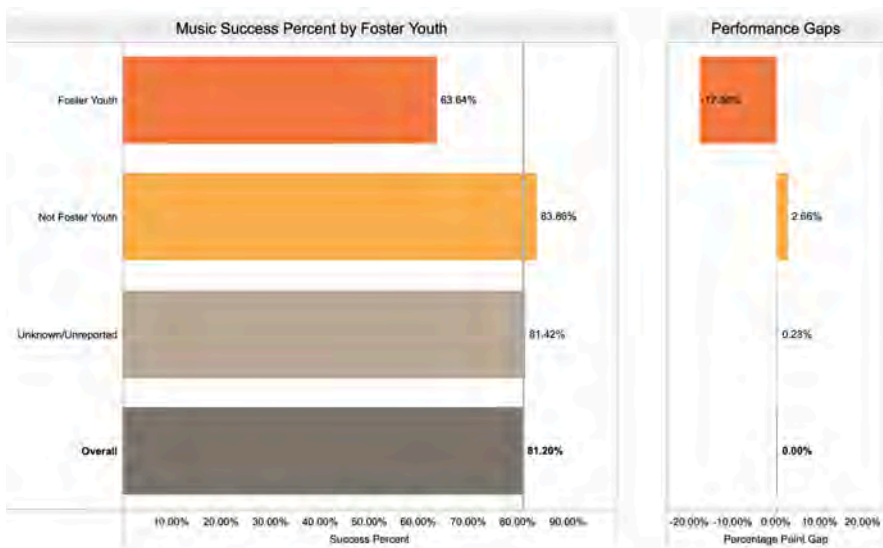The following are some questions you might want to consider:

- What specific groups are experiencing inequities? What patterns do you notice in the data? How have the equity gaps changed since the previous academic year?
- What professional opportunities are your program faculty participating in to address closing equity gaps?
- What strategies, policies and/or practices in your program have you implemented or what could be improved to better support students who experience equity gaps?
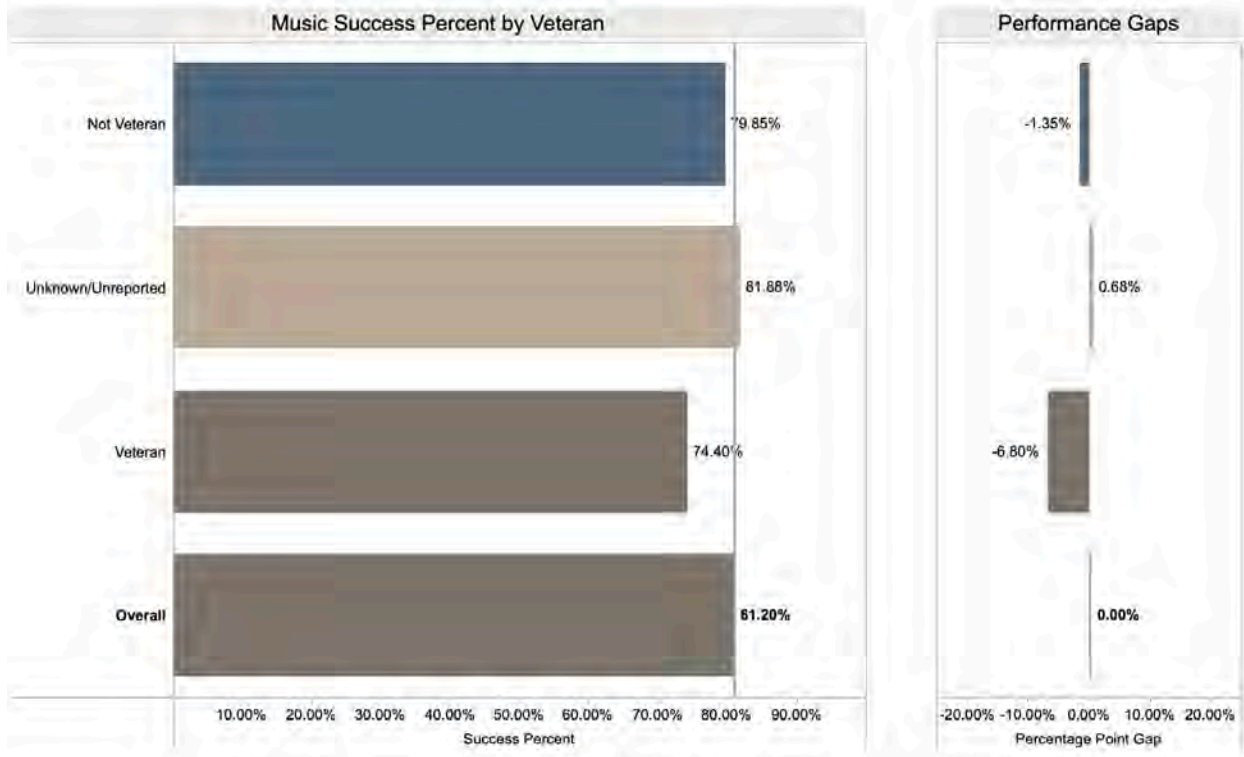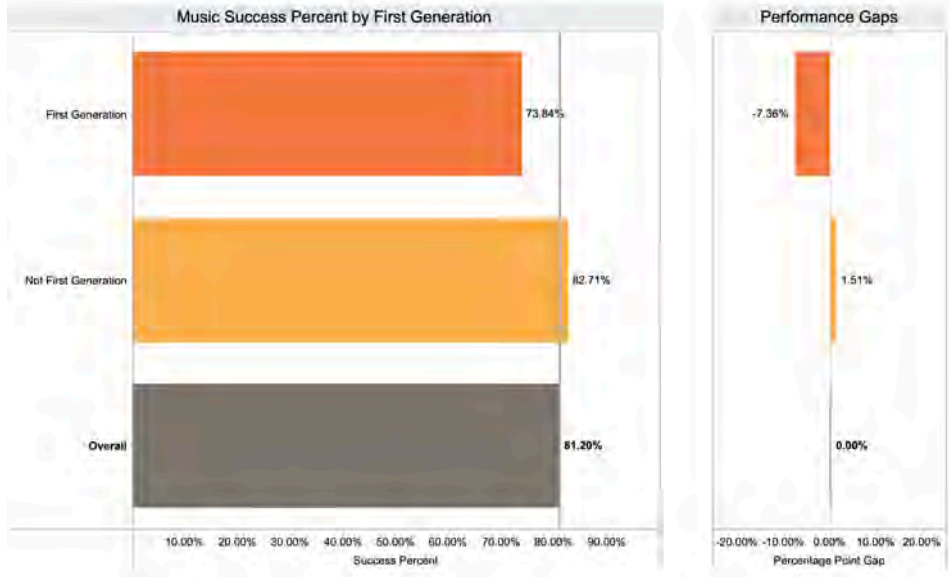

Veterans suffer a -6.8% performance gap. I can only speculate that perhaps veterans haven't been in music ensembles for been practicing an instrument during their years of service.
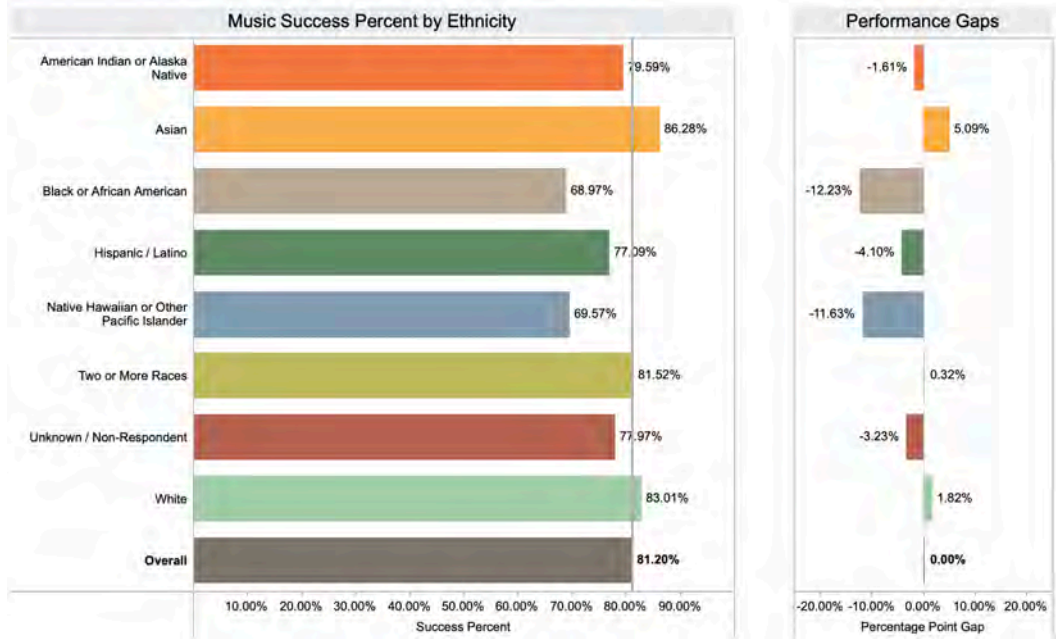
Music Success Percent by Math Placement

Math Placement	Success Percent
Did Not Test in Math	79.60%
Not Transferable Math	78.74%
Transferable Math	82.79%
Overall	81.20%

Performance Gaps

	Percentage Point Gap
Did Not Test in Math	-1.60%
Not Transferable Math	-2.45%
Transferable Math	1.60%
Overall	0.00%

Math is a language, very similar to music in this way. There is a slight equity gap in Music students who don't have transferable math skills.

Music Success Percent by Foster Youth

Foster Youth	Success Percent
Foster Youth	63.64%
Not Foster Youth	83.86%
Unknown/Unreported	81.42%
Overall	81.20%

Performance Gaps

	Percentage Point Gap
Foster Youth	-17.56%
Not Foster Youth	2.66%
Unknown/Unreported	0.23%
Overall	0.00%

Foster youth suffer a tragic performance gap. They are typically under-served as youth regarding enrichment opportunities. And the would tend to be on the lower end of the socio-economic ladder, with not a lot of scaffolding and support in their college/secondary school academic journey. We can only meet them where they are at and continue to support them through DSPS, and our many support programs.
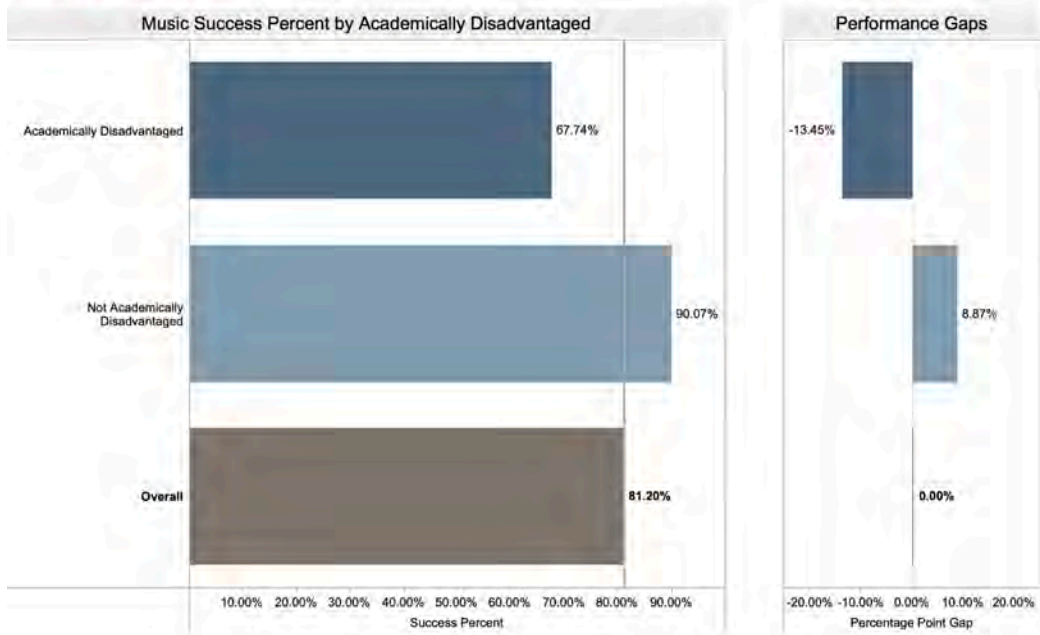
Music Success Percent by First Generation

Performance Gaps

First Generation: 73.84% | -7.36%
Not First Generation: 82.71% | 1.51%
Overall: 81.20% | 0.00%

First generataion students can fall into a similar category as foster youth regarding scaffolding and academic support at home. The performance gap is smaller.

Music Success Percent by Ethnicity

Performance Gaps

American Indian or Alaska Native: 79.59% | -1.61%
Asian: 86.28% | 5.09%
Black or African American: 68.97% | -12.23%
Hispanic / Latino: 77.09% | -4.10%
Native Hawaiian or Other Pacific Islander: 69.57% | -11.63%
Two or More Races: 81.52% | 0.32%
Unknown / Non-Respondent: 77.97% | -3.23%
White: 83.01% | 1.82%
Overall: 81.20% | 0.00%

We have a very small number of Black and Native American students, sometimes verging on zero. Our performance gap is larges with these two groups, and we need to do all we can to support them. Nearly all of our full-time faculty have completed JEDI training, and hopefully that could start to show some improvement in closing the equity gaps.

Successful Course Completion by Student Subpopulation

Music Success Percent by Academically Disadvantaged

Academically Disadvantaged	67.74%
Not Academically Disadvantaged	90.07%
Overall	81.20%

Performance Gaps

	-13.45%
	8.87%
	0.00%

This performance gap has been a continual problem for our Division and the College. Students who enter who are academically disadvantaged have a relatively large performance gap. Our DSPS students, on the other hand, do not have a large gap, due to our excellent DSPS programs and staff. I'm not sure where the disconnect is between being academically disadvantaged and being a DSPS student. I think we need to do a better job making sure students enter into our DSPS program.

11 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
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Programs and Curriculum Review PROGRESS

For the following questions, please refer to the 5-year update calendar in the **Curriculum Review Worksheet** (or classic template if your last CPPR was conducted before 2023) from your most recent CPPR.

1. List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the 2023/24 year in the 5-year calendar of the Curriculum Review Worksheet.

2. From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the 2023/24 year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)

3. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the 2023/24 year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Briefly state why modification was not completed on schedule	Re-scheduled date for modification (must be within 1 year)
MUS 201	5/28/23	Triage decisions made that pushed this lower in our Division priorities.	May 2024
MUS 204C	7/19/23	Same as above	May 2024
MUS 271	6/16/23	Same as above	May 2024
MUS 240	3/1/23	Same as above	May 2024

N/A in 2024. CPPR completed Spring 2023.

For the following questions, please refer to Part A, #3 of the previous year's APPW (please also refer to any APPW completed since your most recent CPPR which have incomplete curriculum updates that aren't already referenced in the previous year's APPW).

List those programs of study and courses that are listed in previous APPW that were listed under #3. Complete the table below for those items only. If there were no courses included under #3 of previous APPW, please type "N/A" in the first row of the table.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Re-scheduled date for modification	Completed (yes or no)

From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the ___ year. Complete the table below for those items only. You may leave this table blank if you wrote "N/A" for the previous table.

Program of Study OR Prefix and Course #	Past Re-scheduled Due Date for Modification	Briefly state why modification was not completed as rescheduled	Second re-scheduled date for modification (must be within 6 months)

Other Relevant Program Data (optional)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

Program Outcomes Assessment Checklist and Narrative
Checklist

☒ SLO assessment cycle calendar is up to date.
☒ All courses scheduled for assessment have been assessed in eLumen.
☐ Program Sustainability Plan progress report completed (if applicable).

Narrative

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

NONE.

Program Planning / Forecasting for the Next Academic Year

Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

A. New or modified plans for achieving program-learning outcomes and addressing equity gaps
    o We will be assessing the new applied music scholarship program, where every student receives hour-long free applied lessons. This ws just implemented last semester, and next year will be our first SLOs assessment of the Applied Music course, MUS 212

B. Anticipated changes in curriculum, scheduling or delivery modality   *NONE*
C. Levels, delivery or types of services   *NONE*
D. Facilities changes   *NONE*
E. Staffing projections
    o We will be hiring for our Part-time Music Appreciation Pool. There is likely to be a demand for more of these courses, especially late-start DE course.

F. Other

Program Sustainability Plan Progress Report

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Student Demand (Fill Rate)		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Efficiency (FTES/FTEF)		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Student Success – Course Completion		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Student Success — Course Modality		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Degrees and Certificates Awarded		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.