

2022 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: **SPRING 2022**

PROGRAM: **AUDIO TECHNOLOGY**

CLUSTER: **HUMANTIES**

LAST YEAR CPPR COMPLETED: **SPRING 2022**

NEXT SCHEDULED CPPR: **SPRING 2023**

CURRENT DATE: **3/4/2022**

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](#)
- 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 degrees and/or certificates:

CS Audio Technology

GENERAL PROGRAM UPDATE

Describe significant changes, if any, to program mission, purpose or direction. *If there are not any, indicate: NONE.*

The Audio Technology Program remains as a 16.0-unit Chancellor Approved Certificate of Specialization. However, due to the Covid 19 Pandemic that closed the campus classes in early March 2020, adjustments were made to accommodate the transition from face to face in class teaching to synchronous online teaching utilizing the Zoom Meeting platform. Music 240, 242 and 243 were taught via Confer Zoom through February 14, 2022, while Music 241 was on Zoom for Spring 2020, after which it was always being taught in class face to face, utilizing current state restrictions and appropriate PPE in place to protect both students and the instructor. Today, all Audio Technology courses are taught face to face.

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,

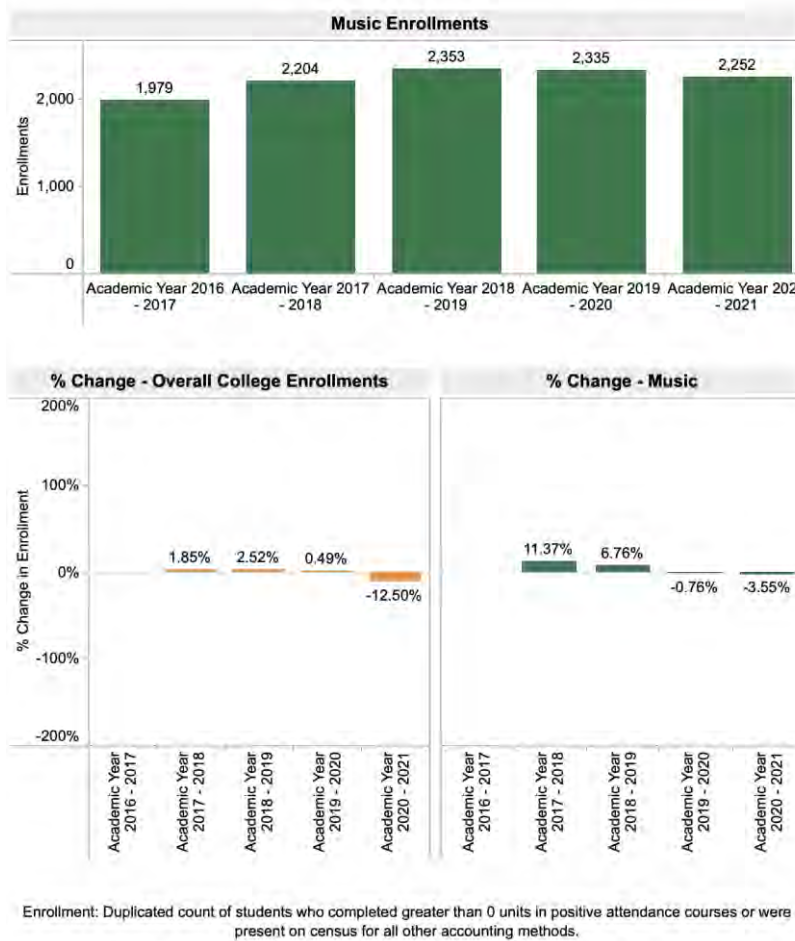
if necessary, your Program Sustainability Plan.

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.

[General Enrollment \(Insert Aggregated Data Chart\)](#)

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

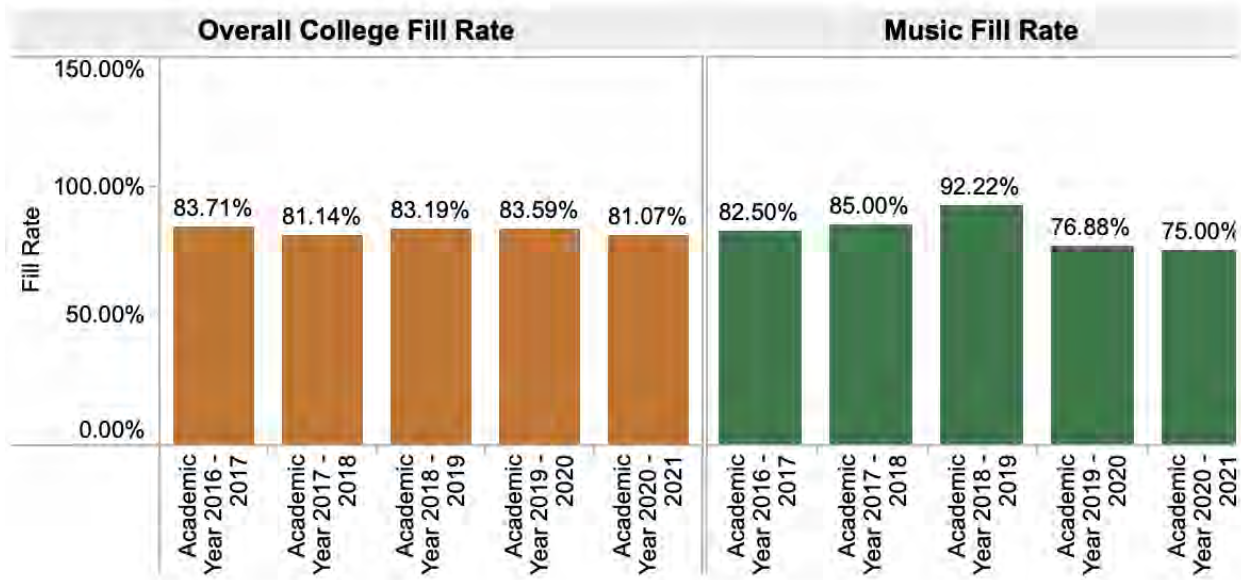


While the general enrollment of the specific courses within the Audio Technology Program were showing a significant increase in enrollment over the past few years, the pandemic of 2020 through 2022 created a decrease. The enrollment is now down from 388 to 355 for the

2020/2021 academic year. The entire Music Department has seen a decrease of 14.8% overall. Without doubt, this decrease was created by the Covid 19 Pandemic of 2020/2021.

[General Student Demand \(Fill Rate\) \(Insert Aggregated Data Chart\)](#)

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

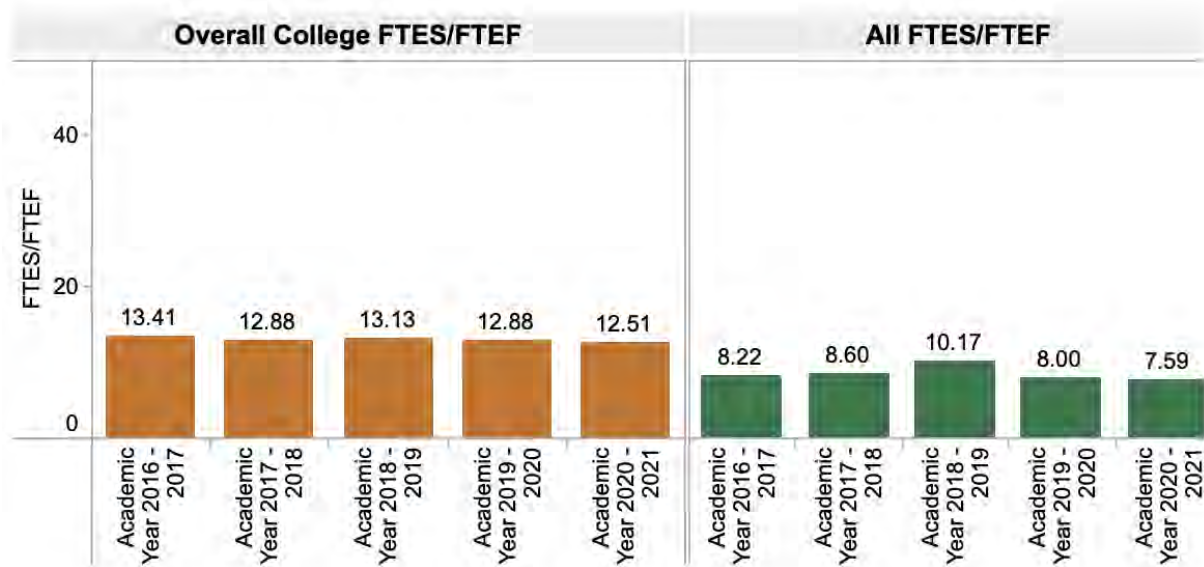


Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

The overall General Student Demand fill rate shows a slight decrease of 1.88% within the Audio Technology area compared to the last report in 2019/2020. While the Audio Technology Program did bolster its individual fill rate during the 2018-2019 academic year, the current fill rate shows a significant decrease of 17.2% from the Fall 2019 semester forward. Again, the decrease was created by the pandemic.

[General Efficiency \(FTES/FTEF\) \(Insert Aggregated Data Chart\)](#)

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



FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty (SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

There is an ongoing issue due to one full time staff member teaching most of the load of the program. Due to the special needs of the class participants and the environment in which these classes are taught, it is not practical to offer classes with more than 20 students at one time. Instructors have occasionally provided this flexibility where needed to not exclude those on track to complete the CS. But the data will always show a lower percentage than the overall campus data shows. It is something that has few options at best by possibly offering more asynchronous classes on the Zoom platform that could create more FTES overall.

[Student Success—Course Completion by Modality \(Insert Data Chart\)](#)

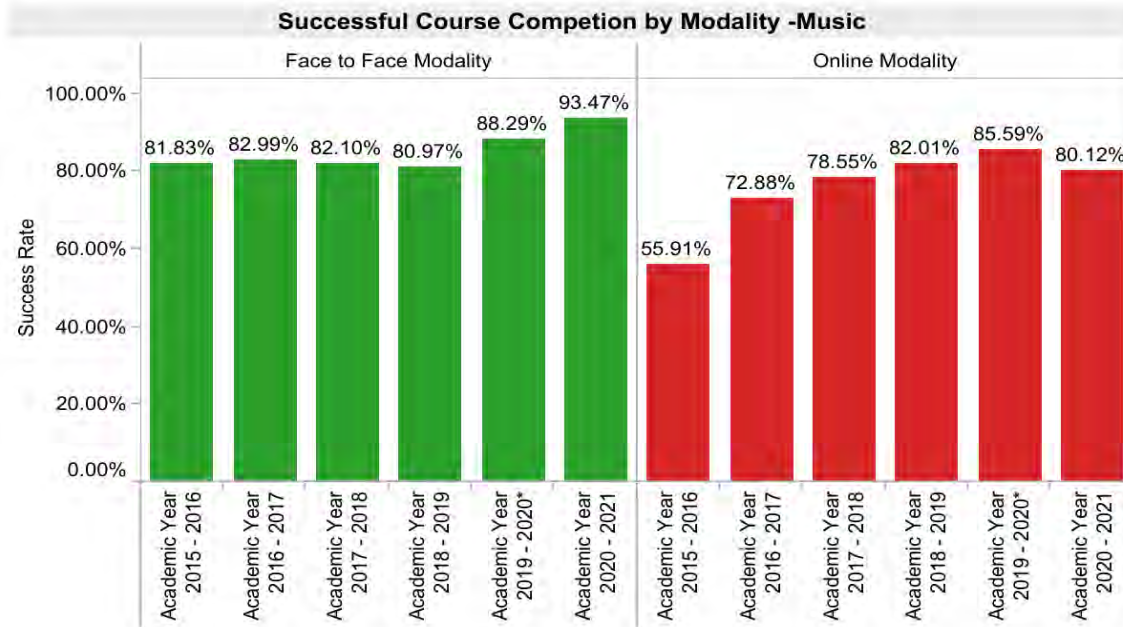
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Music

Course:
All

Legend:
■ Face to Face Modality
■ Online Modality



Successful Course Completion by Modality Table - Music

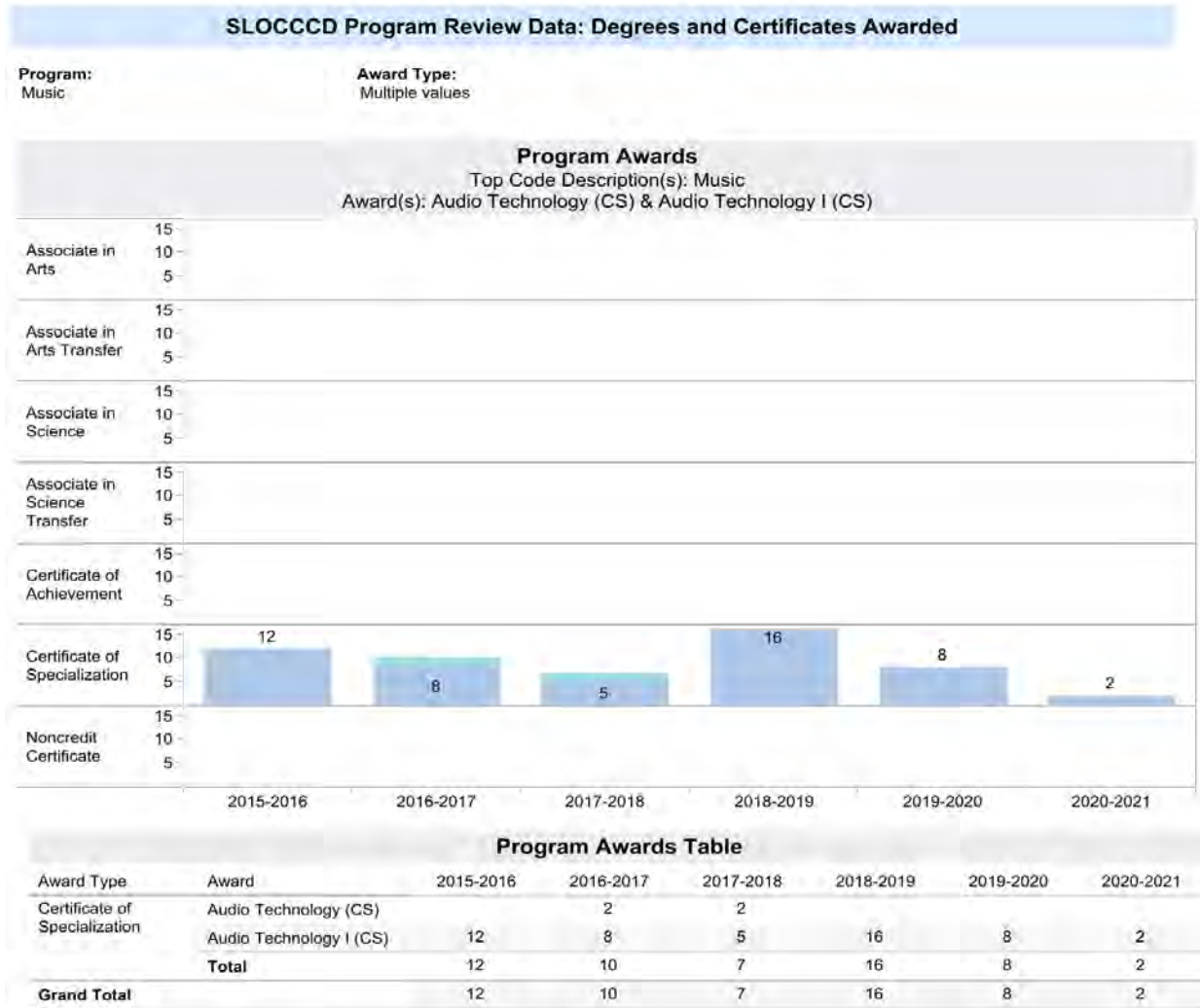
		Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Face to Face Modality	Department Success Rate	81.83%	82.99%	82.10%	80.97%	88.29%	93.47%
	Total Department Enrollment	1,618	1,487	1,497	1,424	1,341	248
Online Modality	Department Success Rate	55.91%	72.88%	78.55%	82.01%	85.59%	80.12%
	Total Department Enrollment	313	483	690	895	994	1,976

Audio Technology has been most successful because it centers around activity-based, hands-on learning pedagogy since its inception in 2001. The pandemic did indicate that the Classroom Modality of can successfully exist in an Online Modality. However, the adjustments created a to support this pedagogy of learning did not come without its pratfalls and sacrifices – and only now (as we are back in class) has it become measurable and observable, as students did not

experience live feedback and hands-on learning. This dearth of application has created trepidation and concern for those in the current capstone class.

Degrees and Certificates Awarded (Insert Data Chart)

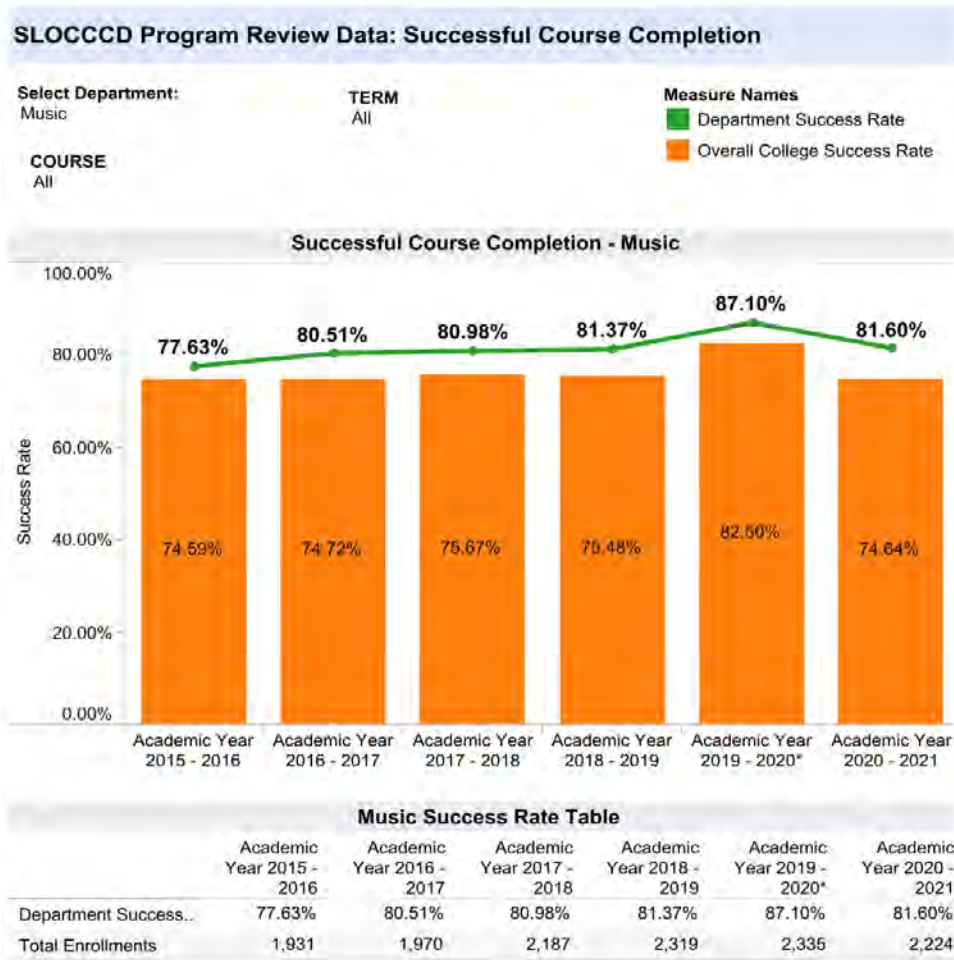
Insert the data chart and explain observed differences between the program and the college.



Program Awards: The number of degrees and certificates awarded by program type

Interestingly, the number of completions remained unaffected, in that those who passed the class were “successful completers.” Unfortunately, because of the Zoom platform, there was no way to reach out to students in any passionate way for them to apply for their CS, and as such this past 2021 capstone course shows an extremely low amount of Certificates. So currently the numbers are way below because they did not apply for the CS, even though they completed the requirements.

General Student Success – Course Completion (Insert Aggregated Data Chart)

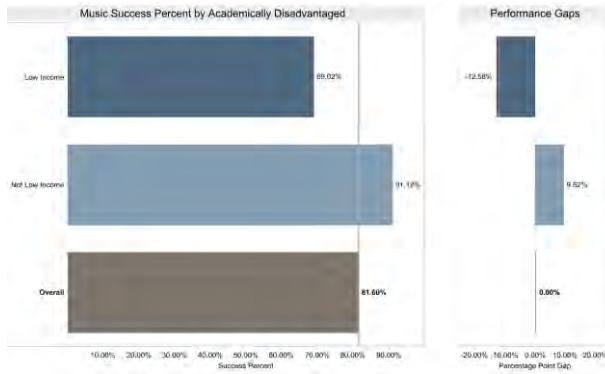


Success: The Percentage of student enrollments resulting in a final grade of "C" or better.

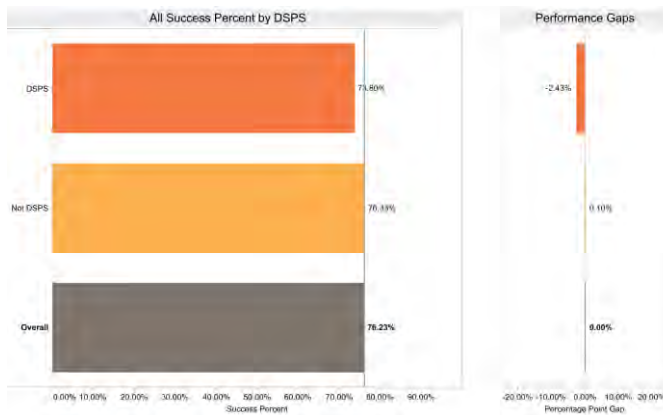
The music department success rate has stayed very consistent with a notable increase during the 2019/2020 academic year. As expected, there was a decrease of efficiency of 9% because of the pandemic. The Audio Technology Program did keep its numbers mostly healthy during this difficult and uncertain time, while the aggregate data shows an approximate 7% increase in comparison to campus totals. This past year has been the most volatile with regard to forecast and predictability. This instability was to be expected.

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.

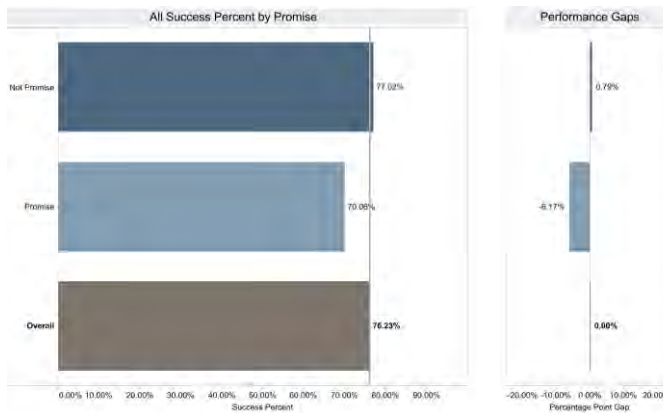
Academically Disadvantaged



DSPS



Promise



The attempt at addressing the specialized needs of those students who are challenged in economic areas remains paramount for the college, music department and the Audio Tech program. Every attempt has been made to create an environment that is a current, relevant, and rewarding experience for all levels of learning.

We were able to implement greater detail in our presentation for those assessed with patterned disabilities. We have worked with DSPS services to provide alterations and/or adjustments of class materials to promote better academic performance.

The positive news is that the performance gaps have leveled out in the areas of Academically Disadvantaged, DSPS and Promise, thereby demonstrating positive results from these actions.

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.

It is important to note that a few students from last year who did not apply for the CS are employed in the County. These students have moved forward to earn successful jobs in the entertainment industry, in Los Angeles and SLO County. As our live performance arenas begin to support shows, presentation and live music, the jobs that were lost to the pandemic appear to be returning, and with excitement (mostly just relief!) While it will take another few years to fully manifest in a positive way what was lost, it is encouraging for our students while they navigate the most difficult time of their lives.

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.*

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

NONE

- B. Anticipated changes in curriculum, scheduling or delivery modality

Return to campus classes for the proper experience and enjoyment of learning for our students.

- C. Levels, delivery or types of services

NONE

- D. Facilities changes

Significant changes were made to the studio control room in both infrastructure and equipment. An SSL Origin 32 input Analog Console was installed to replace the failing AVID S6M40. The studio walls were rebuilt with better absorption coefficients, and a replacement set of Taytrix Stack It Gobos were purchased. A new Mac Pro rack mounted CPU replaced the aging CPU. Cabling has been improved as well as access to patch points and overall connectivity of equipment.

- E. Staffing projections

Fulltime position remains a requirement due to the impending retirement of the Fulltime Director of the Program.

- F. Other

NONE

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		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Demand (Fill Rate)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Efficiency (FTES/FTEF)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Completion		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Modality		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Degrees and Certificates Awarded		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> 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.