

2025 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: SPRING 2025

CLUSTER: HUMANITIES

LAST YEAR CPPR COMPLETED: SPRING 2022

CURRENT DATE: 3/2/2025

PROGRAM(S): AUDIO TECHNOLOGY

AREA OF STUDY: PERFORMING ARTS

NEXT SCHEDULED CPPR: SPRING 2026

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 the **IPPR Program Review Documents 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):

AUDIO TECHNOLOGY / CERTIFICATE OF ACHIEVEMENT

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 Audio technology program remains as a 16.0-unit chancellor approved certificate of specialization. All classes and production within the audio technology area are up to date and taught face to face. The console and surrounding peripherals remain in place with no changes required..

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.

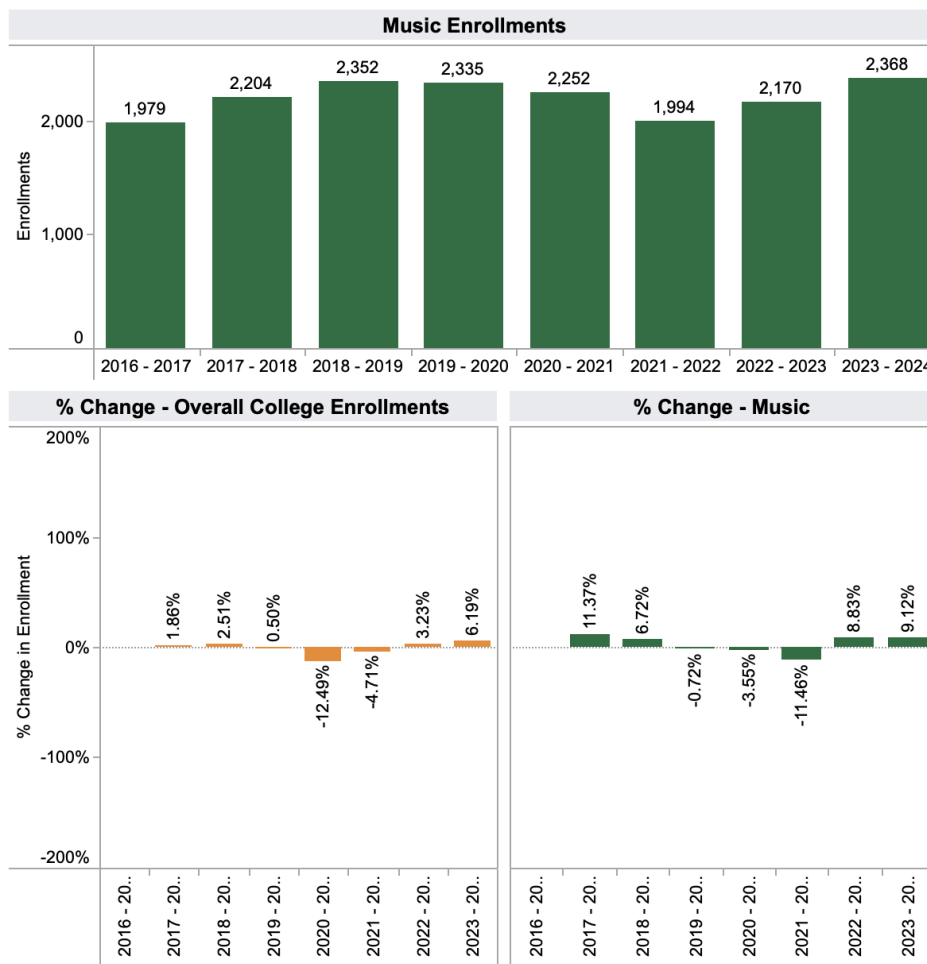
If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

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)

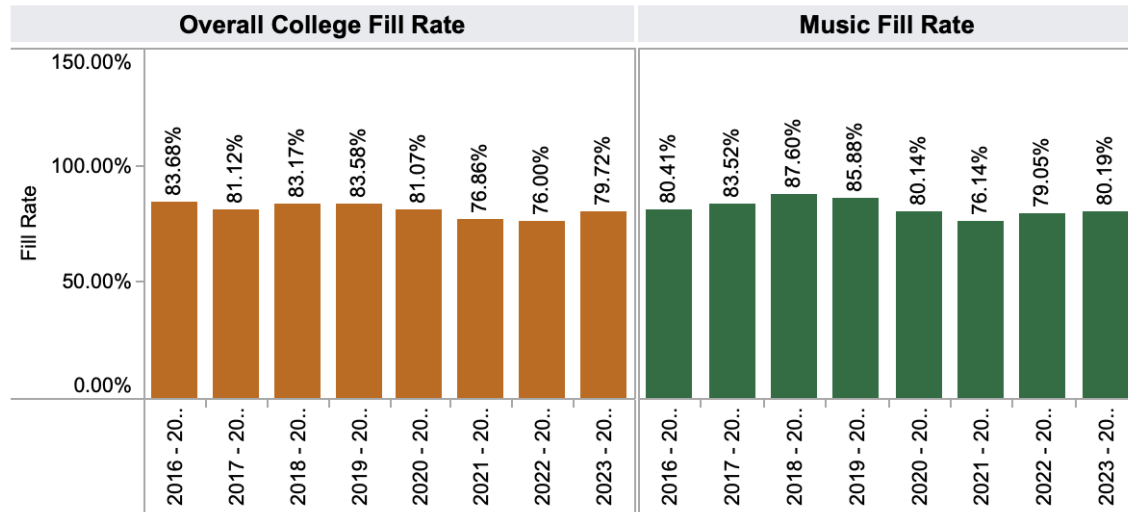
Insert the data chart and explain observed differences between the program and the college.



The overall enrollment in Music has increased considerably from last year and looks to be in a healthy pattern of growth.

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

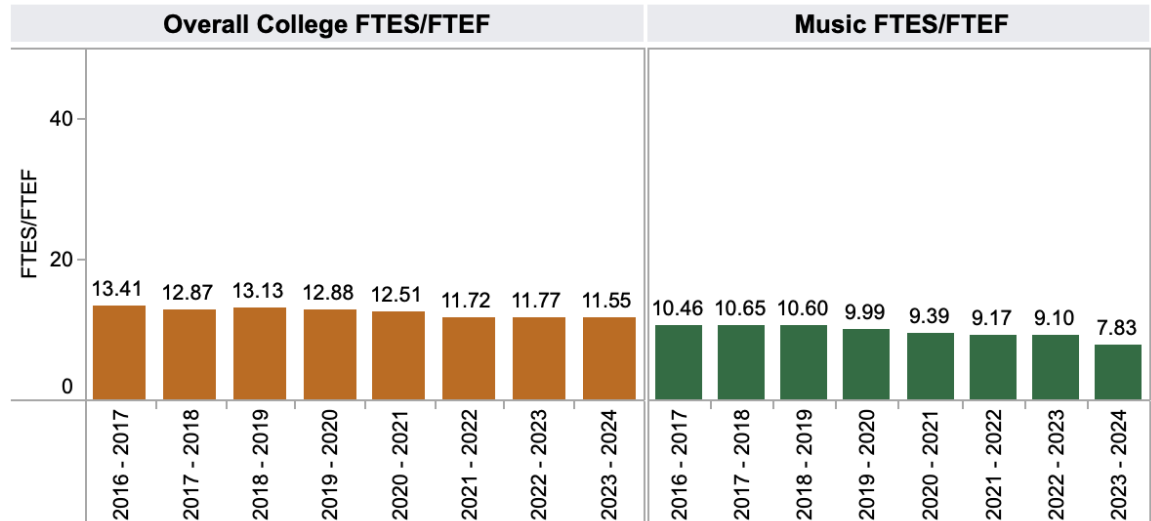
Insert the data chart and explain observed differences between the program and the college.



The overall General Student Demand fill rate shows a slight increase within the Audio Technology area compared to the last report in 2024. However, the fill rate stays at or above the overall college number by about the same margin.

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

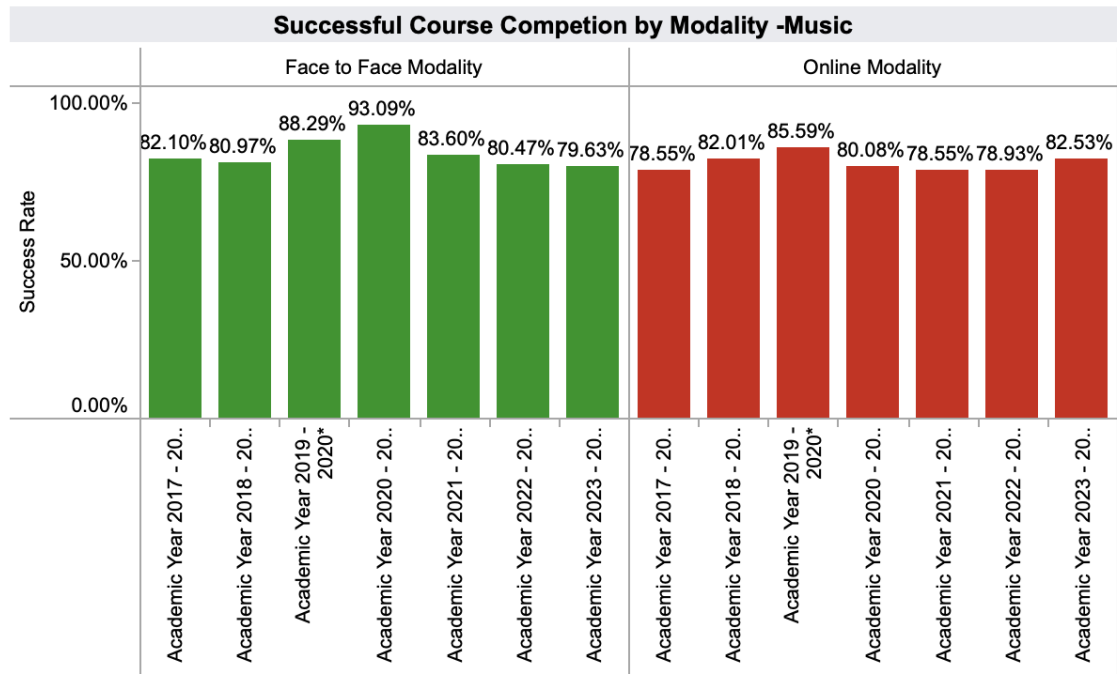
Insert the data chart and explain observed differences between the program and the college.



This 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.

D. **Student Success—Course Completion by Modality (Insert Data Chart)**

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

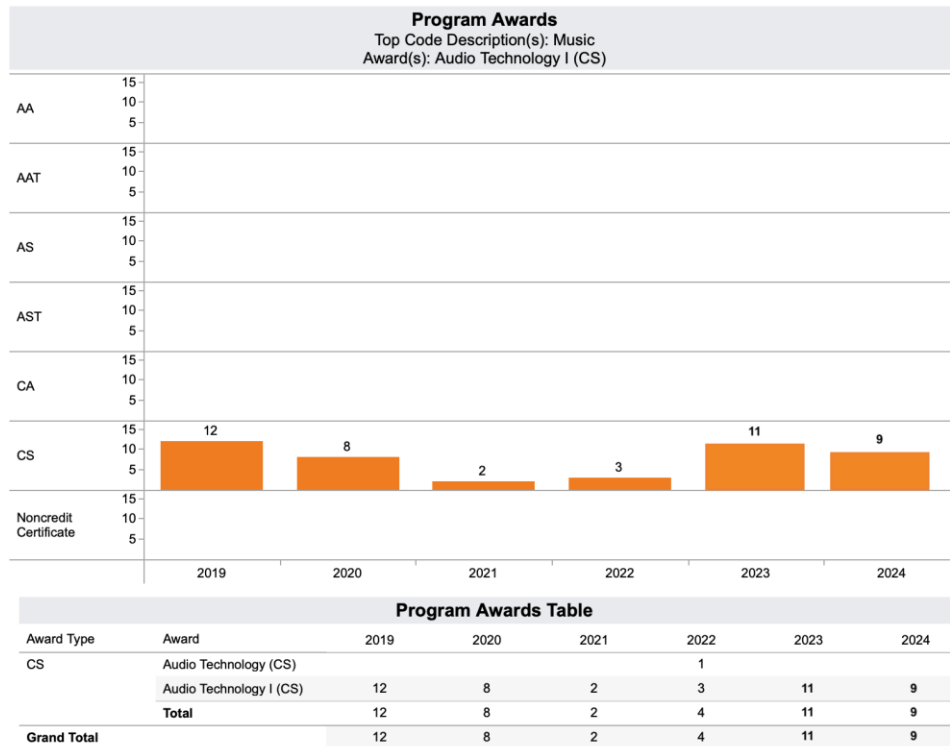


Successful Course Completion by Modality Table - Music								
		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Face to Face Modality	Department S..	82.10%	80.97%	88.29%	93.09%	83.60%	80.47%	79.63%
	Total Depart..	1,497	1,424	1,341	248	495	820	938
Online Modality	Department S..	78.55%	82.01%	85.59%	80.08%	78.55%	78.93%	82.53%
	Total Depart..	690	895	994	1,976	1,428	1,351	1,402

Audio Technology has been most successful because it centers around activity-based, hands-on learning pedagogy since its inception in 2001, and the face-to-face modality is the only successful approach administering these courses. Students are motivated by using the industry standard equipment and by participating in professional application of their acquired skills. The 3.0-unit music theory requirement is often completed by taking the online modality, so the data can reflect a small increase because of this class.

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

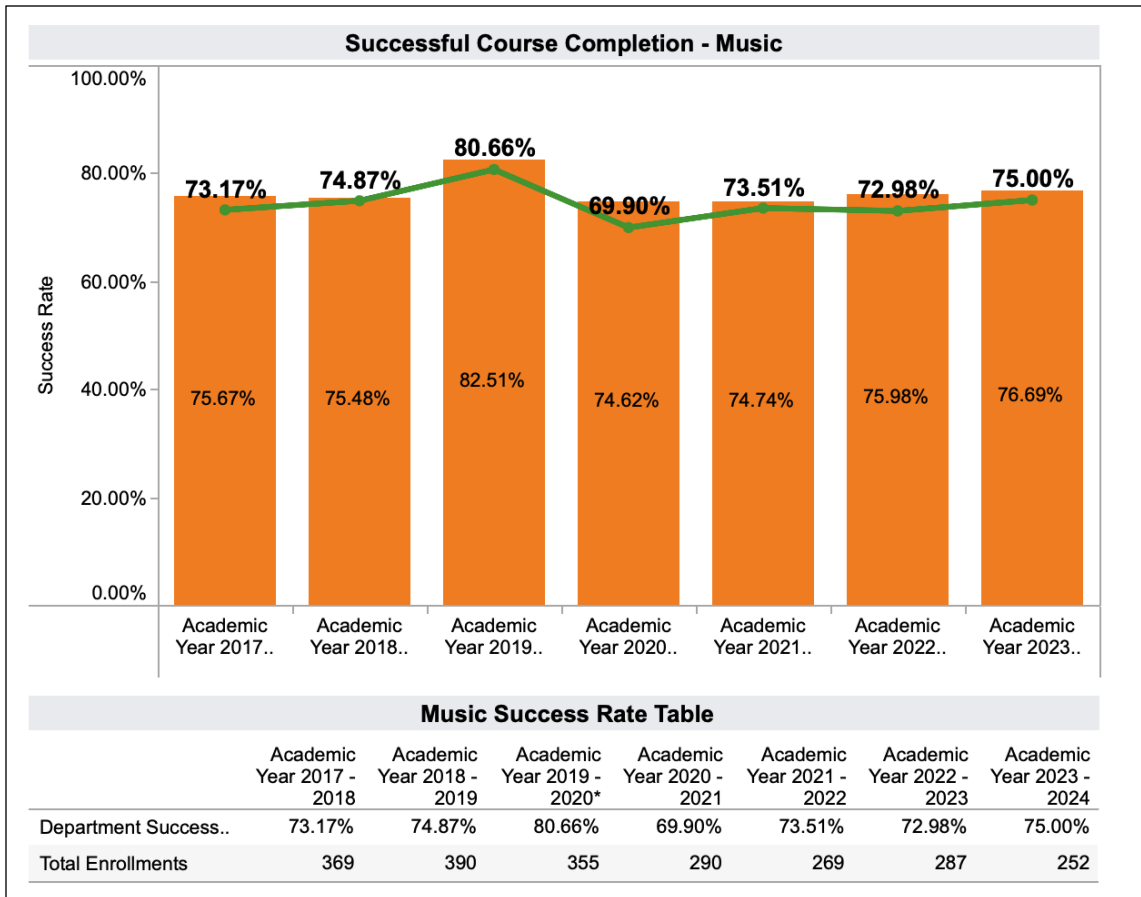
Insert the data chart and explain observed differences between the program and the college.



Since returning to an in-class, face to face modality, the number of awards has increased since the Covid 19 Pandemic years. There are currently 7 students on track to receive the CS in Audio Technology at the completion of Spring 2025

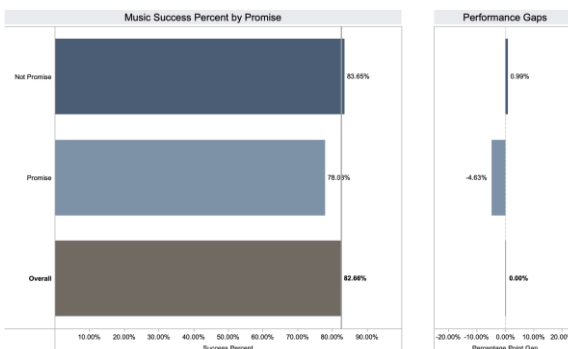
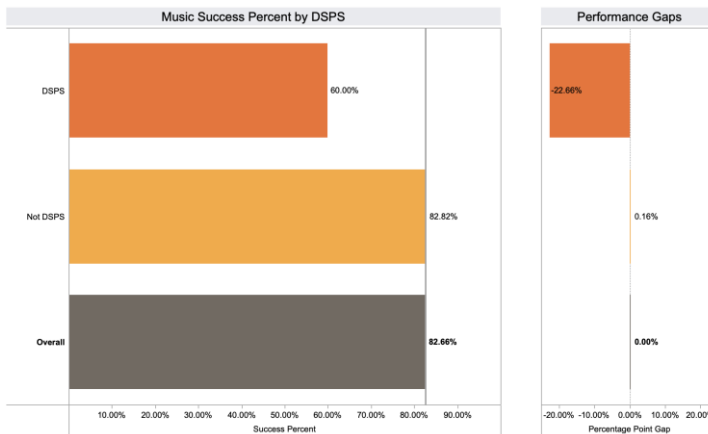
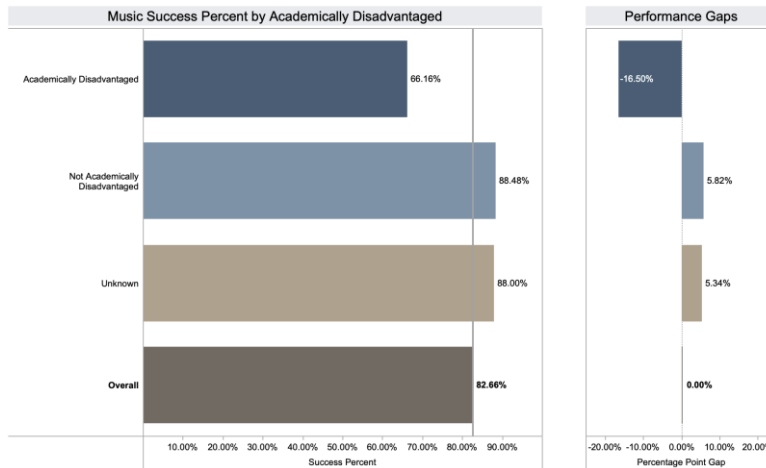
F. **General Student Success – Course Completion (Insert Aggregated Data Chart)**

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



The music department success rate has stayed very consistent. The Audio Technology Program managed to grow slightly in Fall 2024, offering two abundant sections of 240, but then lost that forward movement in Spring 2025. It has always been a moving target that is difficult to predict from fall to spring.

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?

Specialized needs students make up a recognized percentage of the overall campus enrollment. Their educational success remains paramount for the college, music department and the Audio Tech program. Specialized students require differentiated instruction, assistive technology and other learning accommodations, and 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

PROGRAMS AND CURRICULUM REVIEW PROGRESS

SECTION 1: PROGRESS CHECK ON SCHEDULED CURRICULUM UPDATES FROM CPPR

Directions:

For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of last year's APPW.

1. List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the 2024 academic year in the 5-year calendar of the Curriculum Review Worksheet.

NONE

2. From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the 2024 academic 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 2024 academic 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)

SECTION 2: PROGRESS CHECK ON PREVIOUSLY OUT-OF-DATE CURRICULUM UPDATES FROM CPPR

Directions: For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of APPW from years before the previous academic year where incomplete curriculum updates were re-scheduled to be addressed in 2024.

1. List those programs of study and courses that are listed in the older APPW that were listed in #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 box of 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)
MUSIC 201	5/28/2024	5/28/2025	NO

2. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were re-scheduled to during the 2024 academic 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)
MUSIC 201	5/28/2024	Lowered priority	8/25/2025

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.

There are several former students who have continued their skills within both live and recorded sound, actively working as interns for local venues, FOH positions, tech work, live touring and starting their own recording studio business. The Audio Tech program stays in touch with these students and as such can comply data on their status and well-being.

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

NONE

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

Fulltime replacement position remains a priority requirement due to the impending retirement of the Fulltime Director of the Program in 2026

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.