

2023 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2023

PROGRAM: JAZZ STUDIES

CLUSTER: HUMANITIES

LAST YEAR CPPR COMPLETED: 2021

NEXT SCHEDULED CPPR: 2026

CURRENT DATE: 3/2/2023

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 ([download from this 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 degrees and/or certificates:

Jazz Studies AA

GENERAL PROGRAM UPDATE

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

The biggest change in Jazz Studies is that we have effectively transitioned from merely surviving the quarantine and are now primarily operating in a manner as we did before the pandemic. While this is a welcome change, there is still much hard work to be done to build up the program into what it can now be. Live concerts, live cooperative recording projects and rehearsals in the comfort and shelter of well-maintained facilities are all helping to regrow the program, but the limited experience of the students and community are still challenges.

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.

Jazz Studies is a sub-set of Music and the following courses were removed when producing the following data charts because they don't directly relate to the Jazz Studies Program: 225, 228, 229, 234, 235, 240, 241, 242, 243, 247, 270, "201x2", "220,222", "223x2", '257,259', "257, 259", "270,271". In each of the following charts Jazz Studies is labeled as "Music".

(See Chart below)

Jazz Studies had lower enrollment for 2021-22 and decreased more than the college as a whole did, but it is important to see that for the past four years, music had grown more than the college and even with this greater loss of students over the last five years the program has still grown more than the college as a whole.

The bump and subsequent drop are partly due to high school students looking to supplement their education during the quarantine and then returning to their high school programs as those programs returned to normal operation.

SLOCCCD Program Review Data - Enrollment

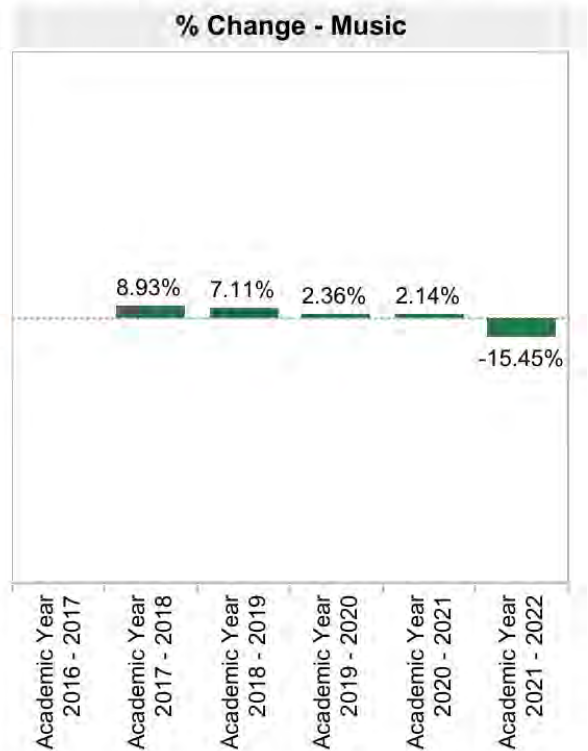
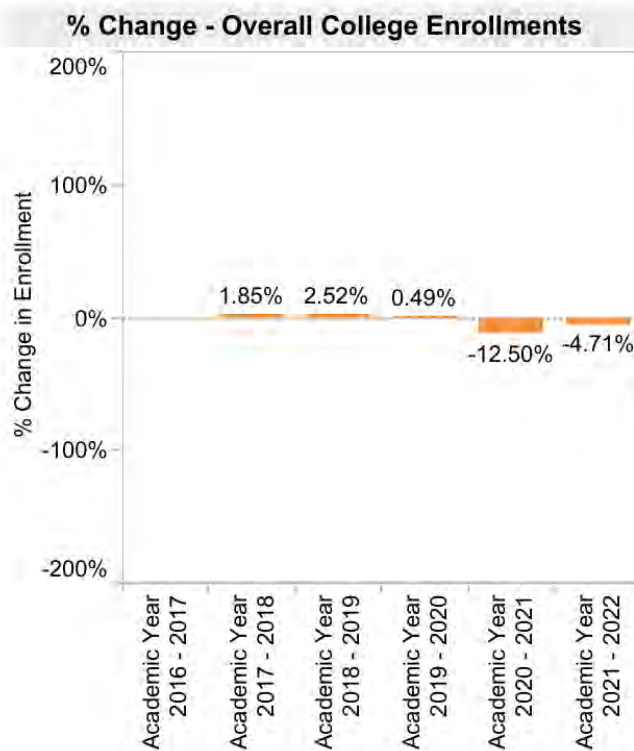
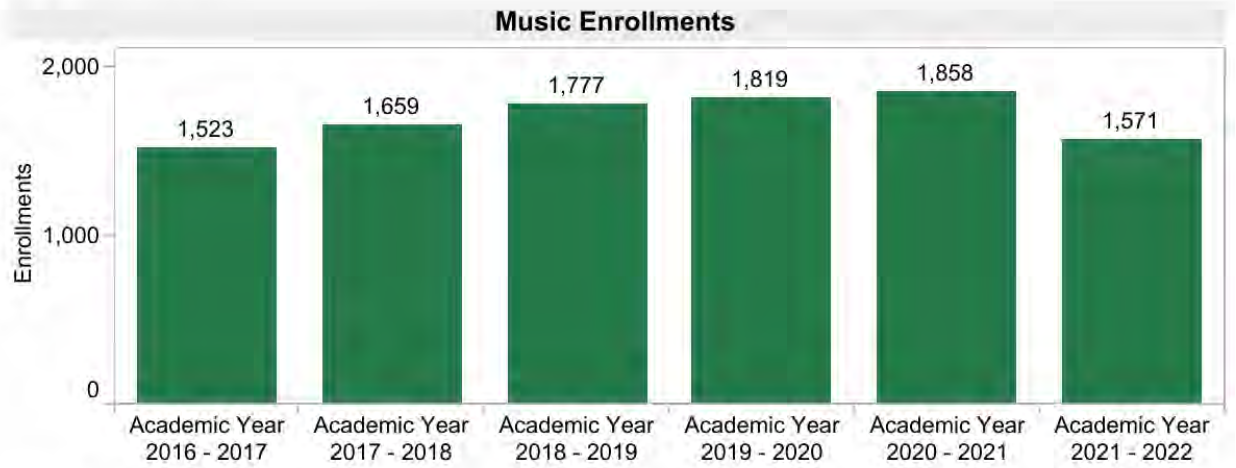
Department:
Music

Course:
Multiple values

Dual Enrollment:
All

Prison:
All

Region: All



Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

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

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

For the last five years, Jazz Studies has successfully had slightly higher Fill Rates than the rest of the college.

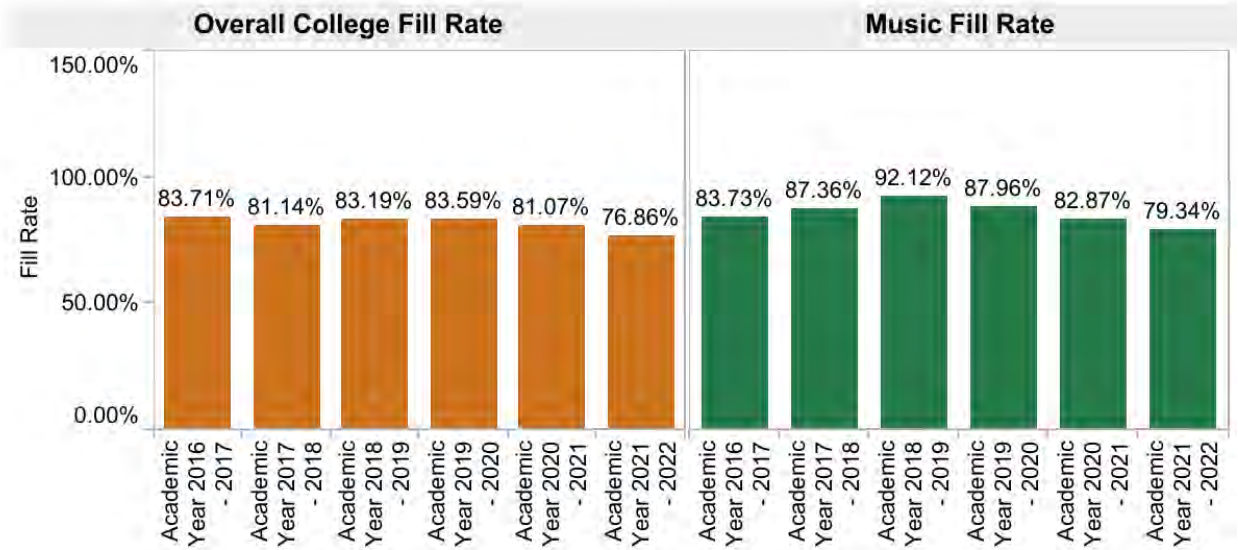
SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:
Music

Course:
Multiple values

Dual Enrollment:
All

Prison:
All



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.

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

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

Until Fall of 2019 Jazz Studies was of lower efficiency than the college in general. But since 2020 Jazz Studies has been more efficient. Hard decisions in the Jazz Studies department and rigorous recruiting has allowed us to be more efficient while the college has been shrinking.

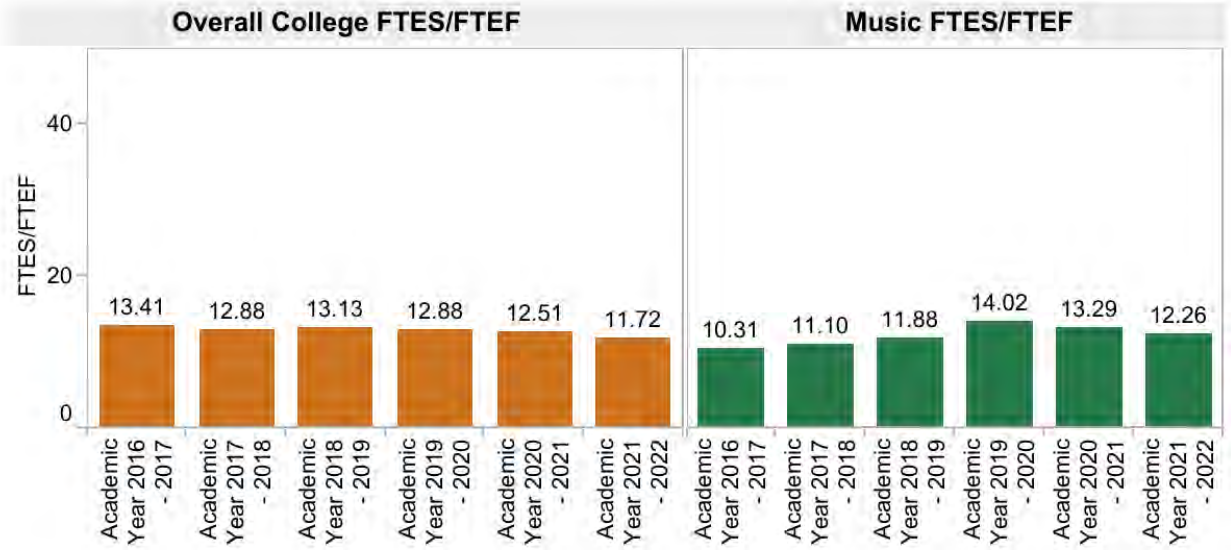
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:
Music

Course:
Multiple values

Dual Enrollment:
All

Prison:
All



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

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

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

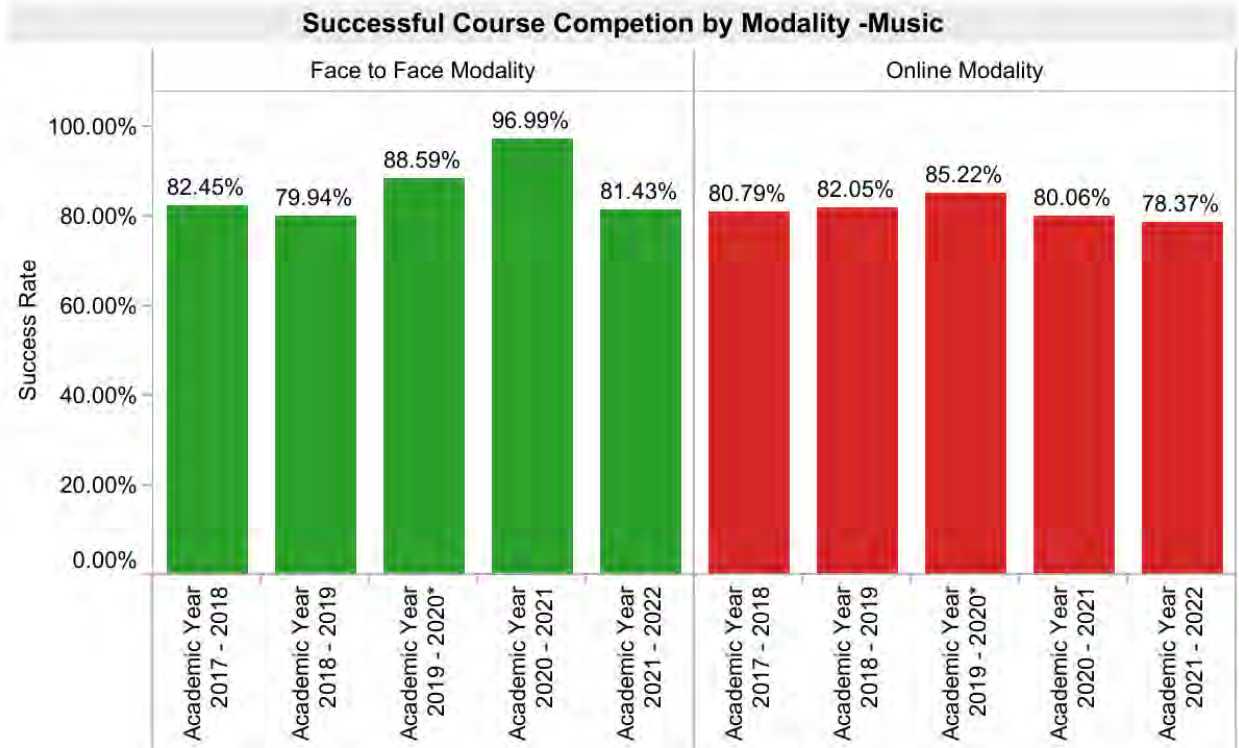
In general, Jazz Studies is slightly below the college in Successful Course Completion. Most likely this is because of the fact that many students are taking these courses while not planning on a career in music or unsure if that is possible for them. When students like this run into difficulty in their schooling or life, dropping out of courses that seem expendable is common.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Music

Course:
Multiple values

Legend:
■ Face to Face Modality
■ Online Modality



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
Face to Face Modality	Department Success Rate	82.10%	80.97%	88.29%	93.09%	83.60%
	Total Department Enrollments	1,497	1,424	1,341	248	495
Online Modality	Department Success Rate	78.55%	82.01%	85.59%	80.08%	78.48%
	Total Department Enrollments	690	895	994	1,976	1,428

E. [Degrees and Certificates Awarded \(Insert Data Chart\)](#)

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

While Jazz Studies was typically seeing 2-6 students earn Jazz Studies AAs a year, since 2020 we have awarded no degrees. Students are being steered exclusively toward the inferior AAT degree as is mandated by the Chancellor. The problem with pointing students to only earn the Music AAT is that it is inadequate preparation for students to successfully transfer and do well at four-year schools.



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

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

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

Jazz Studies has about 5% higher course completion than the college on average.

SLOCCCD Program Review Data: Successful Course Completion

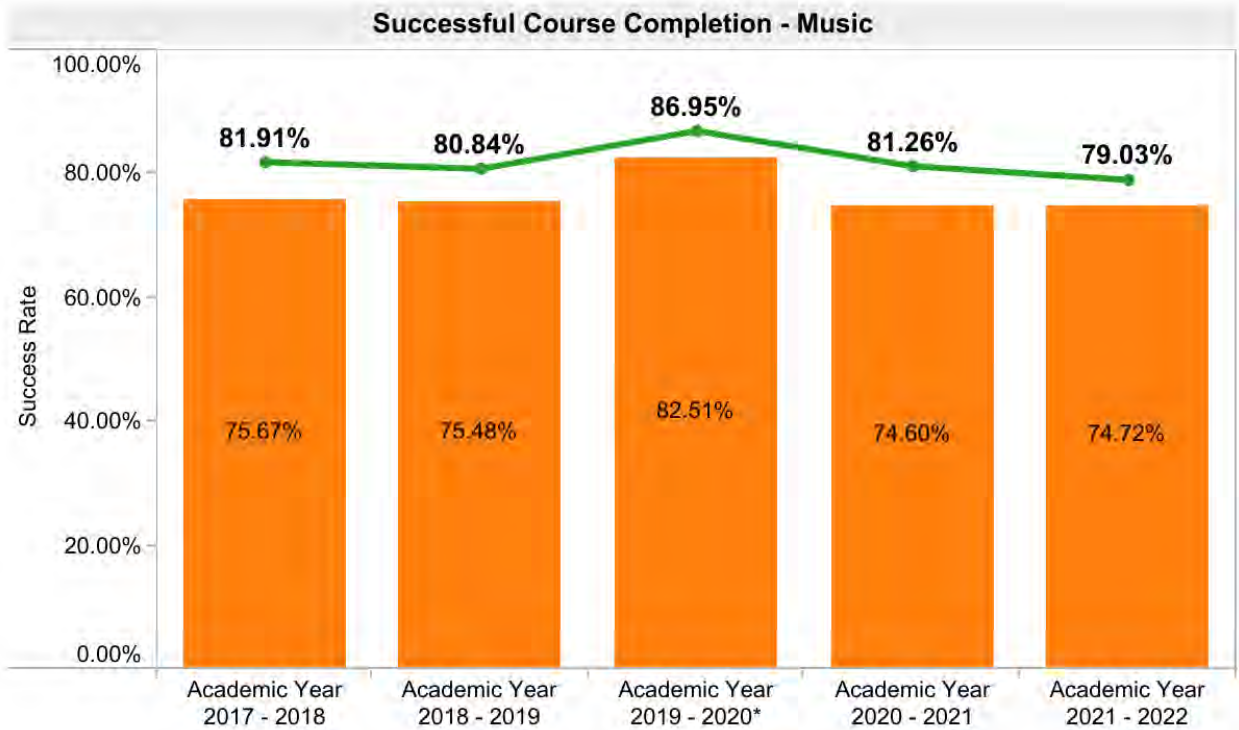
Select Department:
Music

TERM
All

Measure Names

- Department Success Rate
- Overall College Success Rate

COURSE
Multiple values



Music Success Rate Table

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Department Success..	81.91%	80.84%	86.95%	81.26%	79.03%
Total Enrollments	1,714	1,842	1,880	1,881	1,618

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

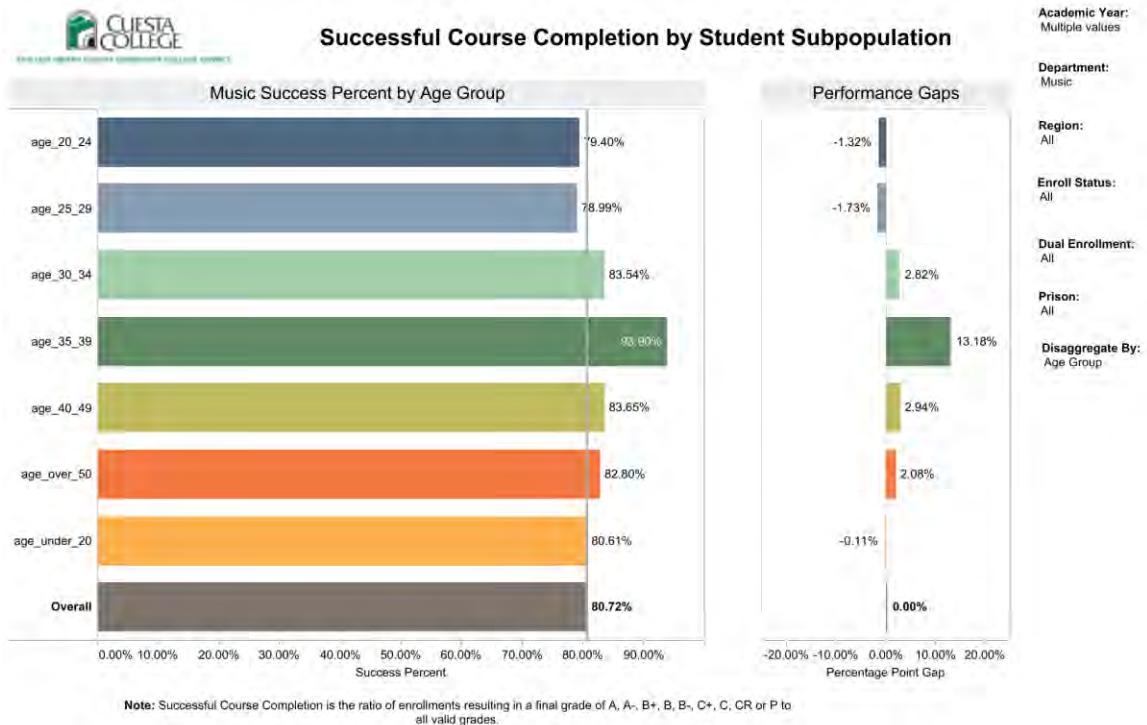
G. Review the [Disaggregated Student Success](#) charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

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?

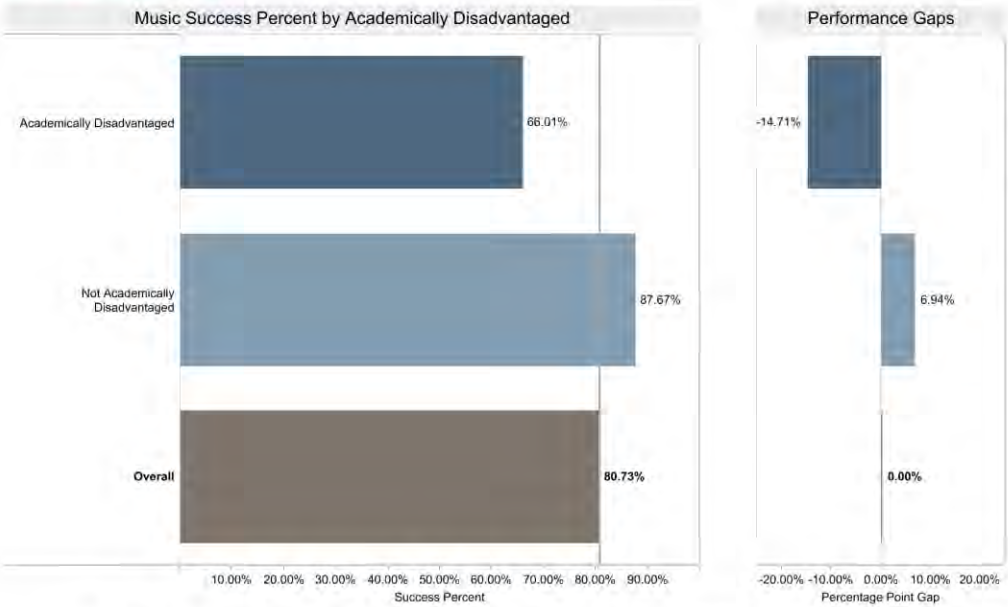
It was not possible to disaggregate data from the Music Department in general verses Jazz Studies, but there are a few trends that are interesting.

1. We have more DSPS students than average.
2. We have more older students than average.
3. Many of our students are not academically disadvantaged and seem to come from demographics that allow them to consider economically unstable pursuits like music.





Successful Course Completion by Student Subpopulation

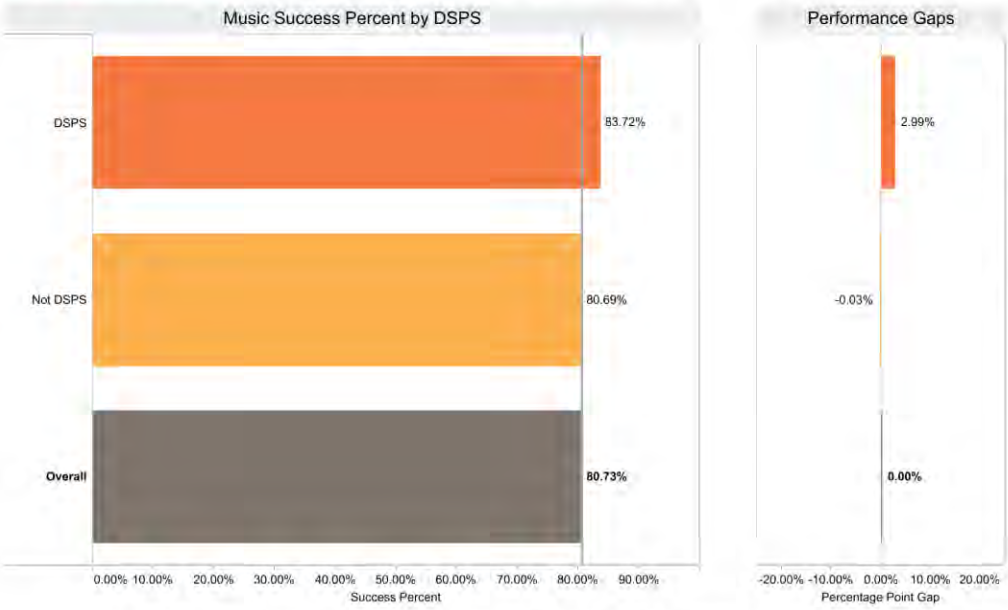


Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Academic Year: Multiple values
 Department: Music
 Region: All
 Enrollment Status: All
 Dual Enrollment: All
 Prison: All
 Disaggregate By: Academically Disadvantag...



Successful Course Completion by Student Subpopulation



Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Academic Year: Multiple values
 Department: Music
 Region: All
 Enrollment Status: All
 Dual Enrollment: All
 Prison: All
 Disaggregate By: DSPS

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.*

The Music department has added some courses (Music Tech and Song Writing) and a new certificate. The hope is to serve the community better and perhaps bring in more students to consider our other degrees and certificates.

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
- B. Anticipated changes in curriculum, scheduling or delivery modality
- C. Levels, delivery or types of services
- D. Facilities changes
- E. Staffing projections
- F. Other

Everything in Jazz Studies is effected by the vision of rebuilding the program due to the effects of the quarantine. This was the first year since the pandemic where the relationship between Recording Arts and Jazz Studies was able to bare fruit again with recording projects as we had done in the past.

- A. Many small changes in teaching have occurred because of changes in the student population and different skill sets in the faculty after the quarantine.

- B. We may add a Music Business class as it is a hole in our current offerings. Some classes are moving to new times to accommodate a broader student base.
- C. None
- D. Upgrades to 7139 in order to teach Music Tech.
- E. None at this time.

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.