2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2018 - 2019 **PROGRAM: JAZZ STUDIES**
CLUSTER: HUMANITIES **LAST YEAR CPPR COMPLETED: 2016**
NEXT SCHEDULED CPPR: 2020 **CURRENT DATE: 2/27/2019**

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:
Jazz Studies

GENERAL PROGRAM UPDATE

Describe significant changes, if any, to program mission, purpose or direction. *If there are not any, indicate: NONE.*
Now that the Recording Arts Certificate is back and has all four of its main classes being offered, we are starting to see the benefit of the two programs working together happen again. This is a positive change and the program continues to see its improvement in quality and consistency.

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 X 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.

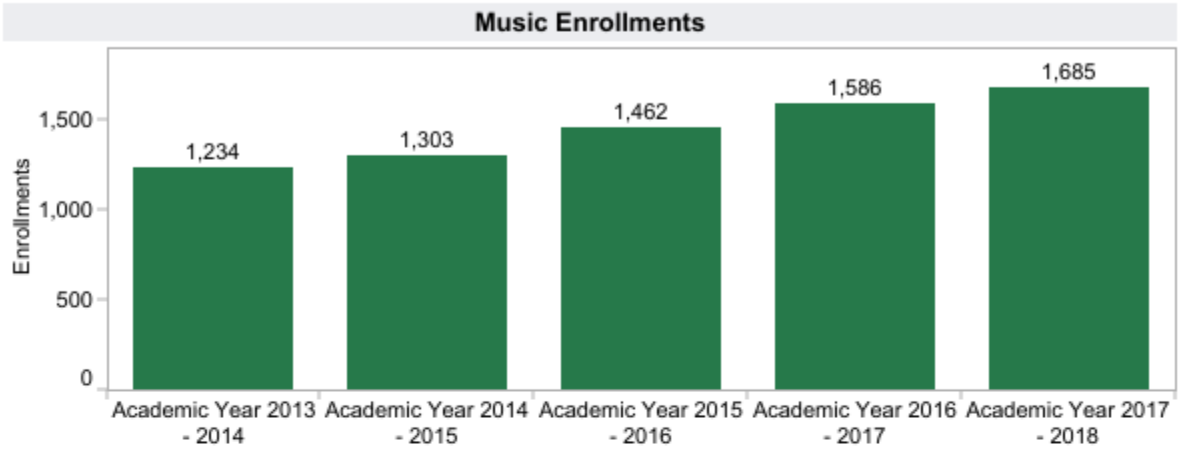
General Enrollment (Insert Aggregated Data Chart)

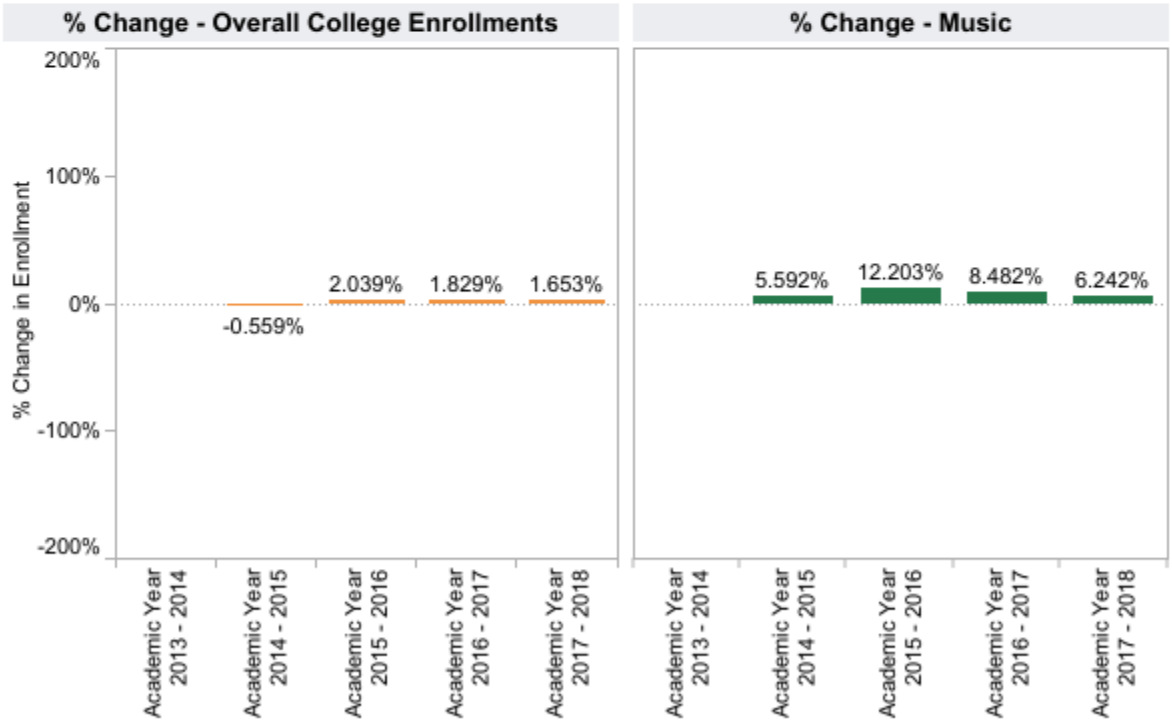
Insert the data chart and explain observed differences between the program and the college.
Jazz Studies is growing faster than the college every semester. The difficult decisions we have made to become more efficient without cutting the program are producing increased enrollment.

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: 193E, 220, 222, 225, 228, 229, 234, 235, 240, 241, 242, 243, 259, 270, '193D,245', '220,222', '229,262', '257,259', '262,265,266', '262,266', '270,271'

SLOCCCD Program Review Data - Enrollment

Department:	Course:	Dual Enrollment:	Prison:
Music	Multiple values	All	All





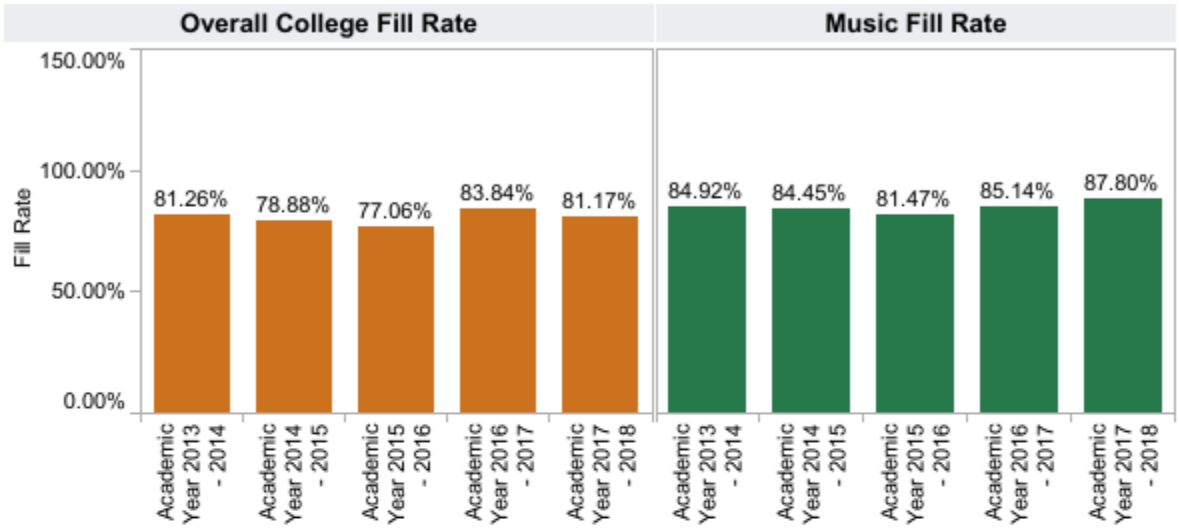
Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

General Student Demand (Fill Rate) (Insert Aggregated Data Chart)

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

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:	Course:	Dual Enrollment:	Prison
Music	Multiple values	All	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.

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

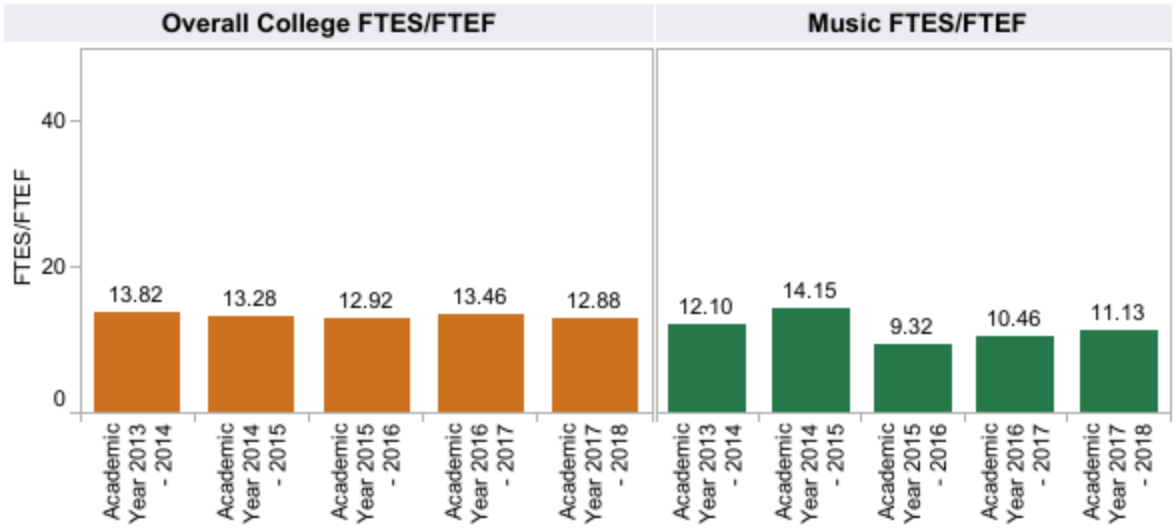
Insert the data chart and explain observed differences between the program and the college.

Jazz Studies as a program has been becoming more efficient for the last three years. This is in part

due to difficult decisions that we have made in the music department, but also due to intense recruiting efforts. The college is setting a little below 13 and Jazz Studies is a little above 11.

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:	Course:	Dual Enrollment:	Prison:
Music	Multiple values	All	All



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

Student Success—Course Modality (Insert Data Chart)

Insert the data chart and explain observed differences between the program and the college. Student success for Online courses is up consistently for the last three years up to almost 80%.

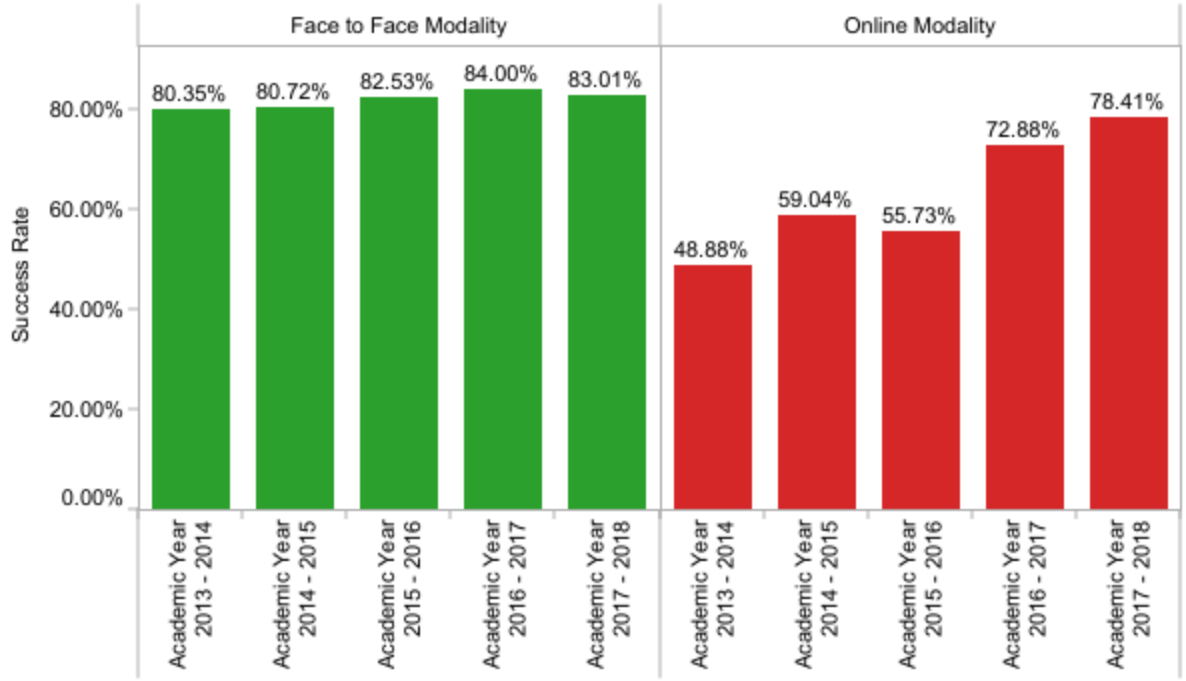
SLOCCCD Program Review Data: Successful Course Completion

Select Department: Music

Course: Multiple values

Legend: Face to Face Modality, Online Modality

Successful Course Competion by Modality -Music



Successful Course Competion by Modality Table - Music

		Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
Face to Face Modality	Department Success Rate	78.39%	80.50%	81.84%	82.99%	82.09%
	Total Department Enrollments	1,616	1,605	1,619	1,487	1,498
Online Modality	Department Success Rate	48.88%	59.04%	55.73%	72.88%	78.41%
	Total Department Enrollments	268	271	314	483	690

Degrees and Certificates Awarded (Insert Data Chart)

Insert the data chart and explain observed differences between the program and the college. There were three AAs in Jazz Studies last year and 4 the two prior years. Soon the Jazz Studies CA will be available which should add several certificates to this list.

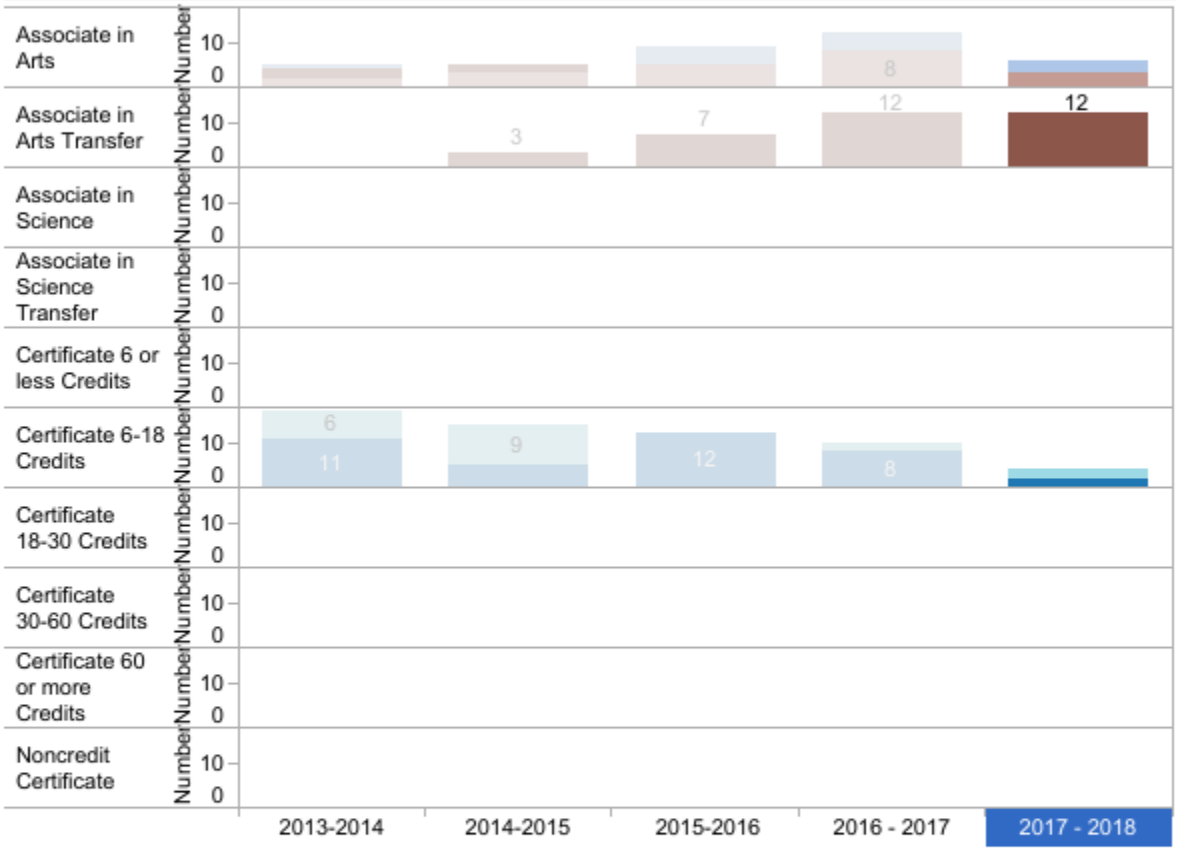
SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program: Music

Award Type: All

Program Awards

Top Code Description(s): Music
Award(s): All



Program Awards Table

Award T..	Award	2013-2014	2014-2015	2015-2016	2016 - 2017	2017 - 2018
Associate in Arts	Jazz Studies (AA)	1		4	4	3
	Music (AAT)	2	2			
	Music Performance (AA)	2	3	5	8	3
	Total	5	5	9	12	6
Associate	Music (AAT)		3	7	12	12

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

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

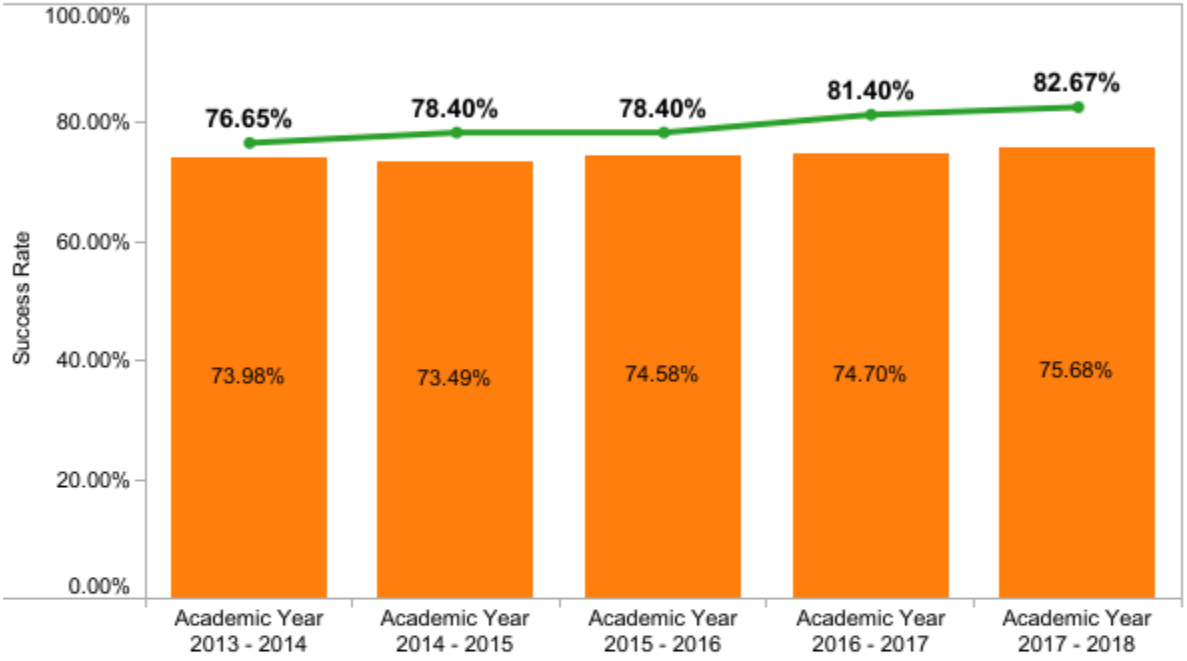
SLOCCCD Program Review Data: Successful Course Completion

Select Department: Music

COURSE Multiple values

Measure Names
- Department Success Rate
- Overall College Success Rate

Successful Course Completion - Music



Music Success Rate Table

	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
Department Success..	76.65%	78.40%	78.40%	81.40%	82.67%
Total Enrollments	1,286	1,361	1,454	1,581	1,697

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

Course completion has always been above the campus average currently at 82% verses that campus average at 75%.

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.

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.

For the second time Cuesta College was chosen as having the best small jazz group at any community college in America by The 41st Annual Downbeat Magazine Student Awards. The last time this happened was in 2015. This is a great honor for the department and the college.

Next year data may have some different results due to lead professor Ron McCarley taking his sabbatical for the fall semester.

PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

CHECKLIST:

X SLO assessment cycle calendar is up to date.
X All courses scheduled for assessment have been assessed in eLumen.
X 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.*

We have made a change to our applied music program to run it with more efficiency.

We are adding a Jazz Studies CA to show how many students take all of the jazz classes, but are not completing a GE pattern. It is projected that there will be more students getting the certificate than the AA.

We continue to be concerned about enrollment and are working on new ways to bring more students into the program to maintain 'critical mass' in the ensembles and some smaller classes and to achieve higher levels of efficiency.

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

A. In the performing ensembles we are trying new methods of team building and recruiting using video of student performances. It will be a few years until solid data can be collected to see if it is more effective.

B. We are adding a few new courses aimed at diversifying our offerings, building efficiency and retaining student engagement.

E. The issue of staffing the program during Professor McCarley's sabbatical has brought up the idea of varying the staffing of the combo program or the big band. There may need to be more flexibility there in the future.

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.