2025 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2025   **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: 2/28/2025

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):

Music AA, Music ADT, Jazz AA Music Cert, 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. Regarding Equity, we are very fortunate to now have an endowment that pays for the weekly 30 minute applied lesson add-on. Students used to pay $450 per semester for this, and not all students could afford it, of course. Now up to 35 students per semester can qualify for this important time with their primary applied instructor. Our Faculty Concerts are now consistently raising ~$6,000 per semester to provide scholarships to music students.

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)**
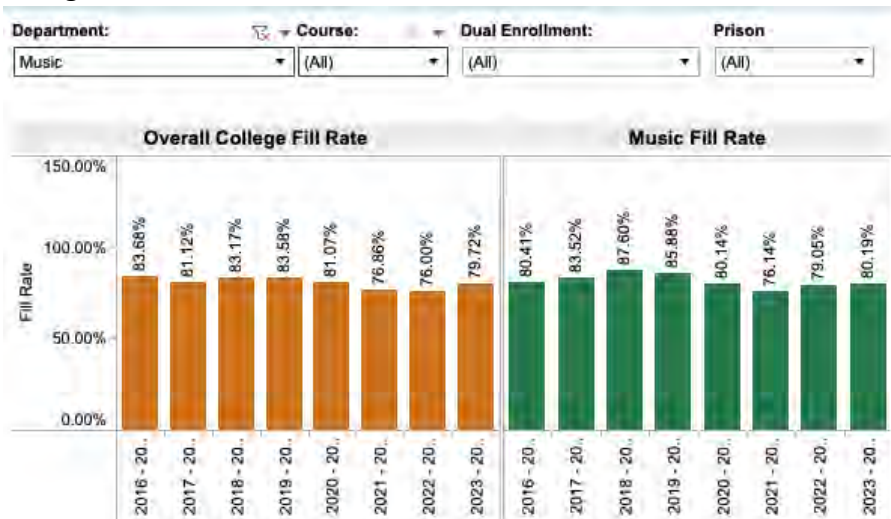   Insert the data chart and explain observed differences between the program and the college.
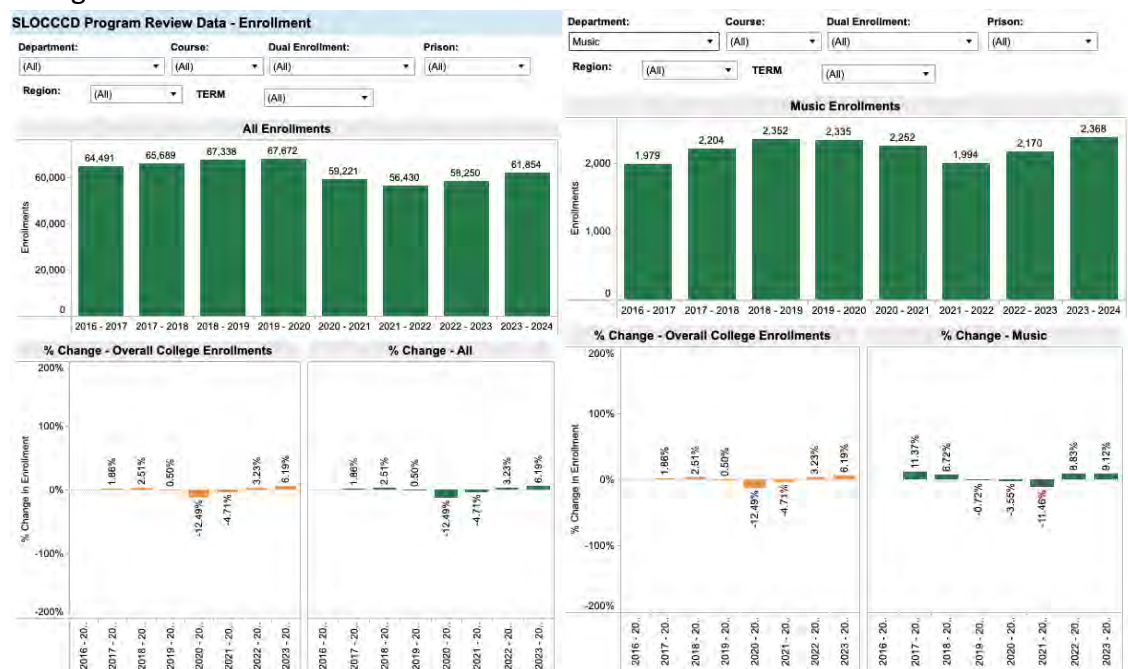
Overall enrollment in the music program are at their highest level since before 2016. They are back above their pre-pandemic level. College enrollment has not yet achieved that metric.

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

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

Fill rates in Music have risen slowly and gradually since 2020-2021. They are still not at neared their pre-pandemic best of 87%. Last year the fil rate as 80%, versus the college fill rate of 79.7%. The college fill-rate growth mirrors the music department's—slowly rising since the pandemic but not yet at pre-pandemic levels.

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

Insert the data chart and explain observed differences between the program and the college.
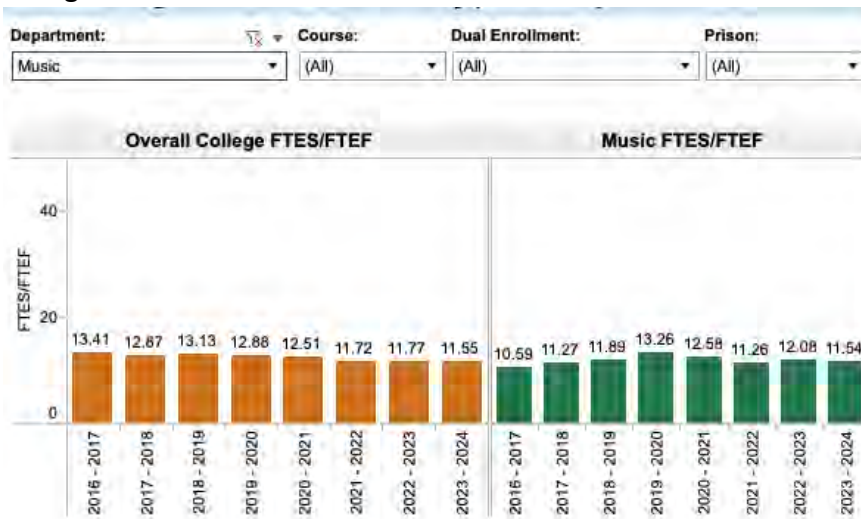
Music program efficiency hovers between 11 and 12 since the pandemic. The college policy has been growth since then, not efficiency. The music program intentionally offers a large number of sections and a wide variety of classes. From 2016 – 2020 the policy was to increase efficiency, and the music program was highly successful in that. In the above period, it rose from 10.6 to 13.3. It is currently as 11.5, higher than it was in the 2016-2018 academic years.

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

Insert the data chart and explain observed differences between the program and the college.
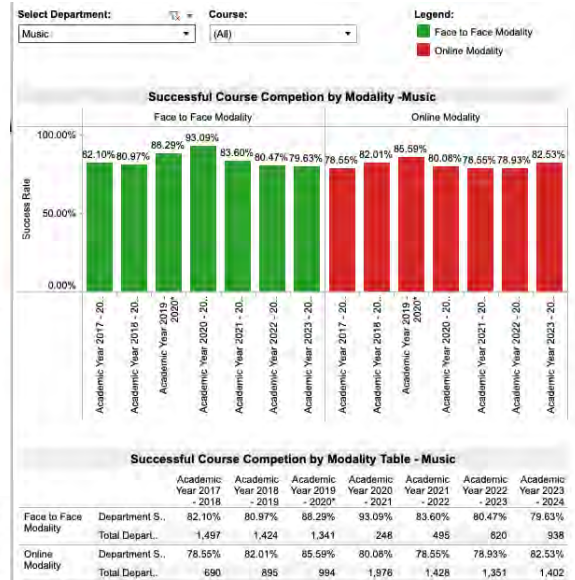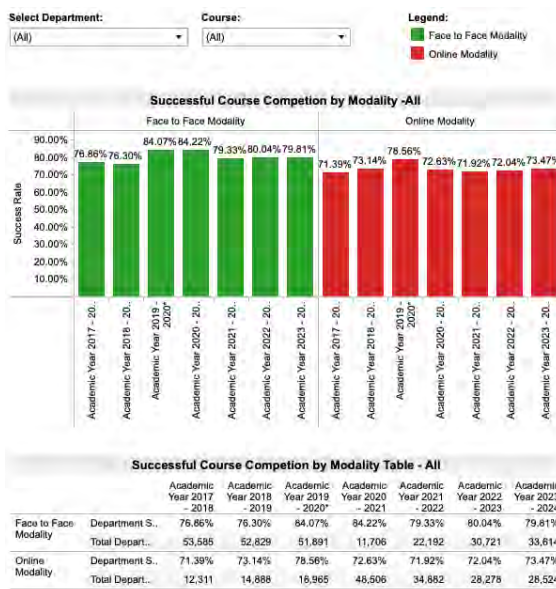
Completaion rates in the music program are almost always higher than they are for the college. The exception is the last academic year: 2023-2024. The college was a 79.8% while the music program was at 79.6%. Overall though, success rates are very good for the music program, ranging from 78-83%. We are not counting the pandemic years 2019-2022, when rates were skewed due to the messy shift to online learning.

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

Insert the data chart and explain observed differences between the program and the college.
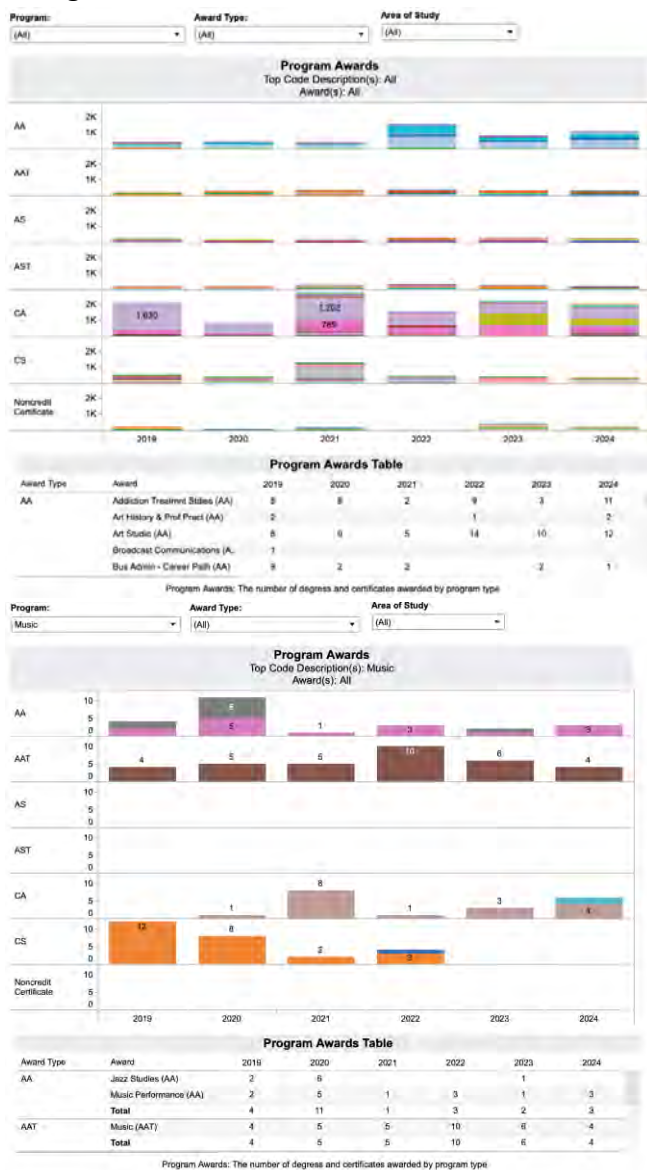
Music program awards peaked in 2020 at 16 total awards. In 2024 there were 8 awards.

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Approved by Academic Senate November 18, 2022 Document to be Used for Submission Spring, March 3, 2025
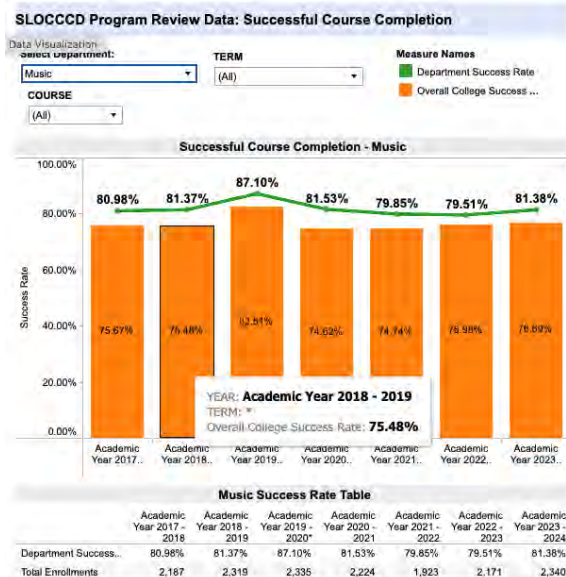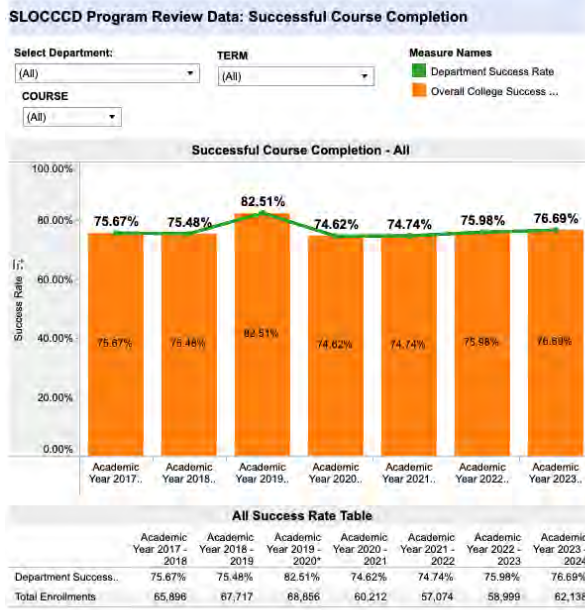
F. **General Student Success – Course Completion (Insert Aggregated Data Chart)**
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

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	Academic Year 2023 - 2024
Department Success..	75.67%	75.48%	82.51%	74.62%	74.74%	75.98%	76.69%
Total Enrollments	65,896	67,717	68,856	60,212	57,074	58,999	62,138

SLOCCCD Program Review Data: Successful Course Completion

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	Academic Year 2023 - 2024
Department Success..	80.98%	81.37%	87.10%	81.53%	79.85%	79.51%	81.38%
Total Enrollments	2,187	2,319	2,335	2,224	1,923	2,171	2,340

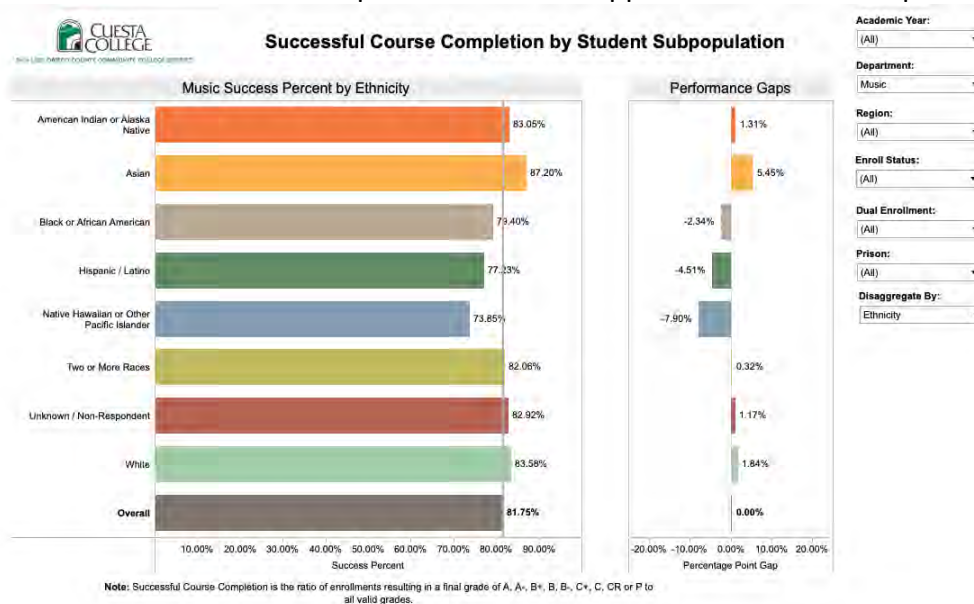Course completion for the college and music mirror one another. They peaked in Spring 2020 when the pandemic disrupted classes and we needed to grade gently. They dropped the next Fall when we moved to nearly 100% online learning which does not work will with many of our students. Completion rates have risen gradually since then. Completion rates in the music program are consistently a few points higher than for the college overall.
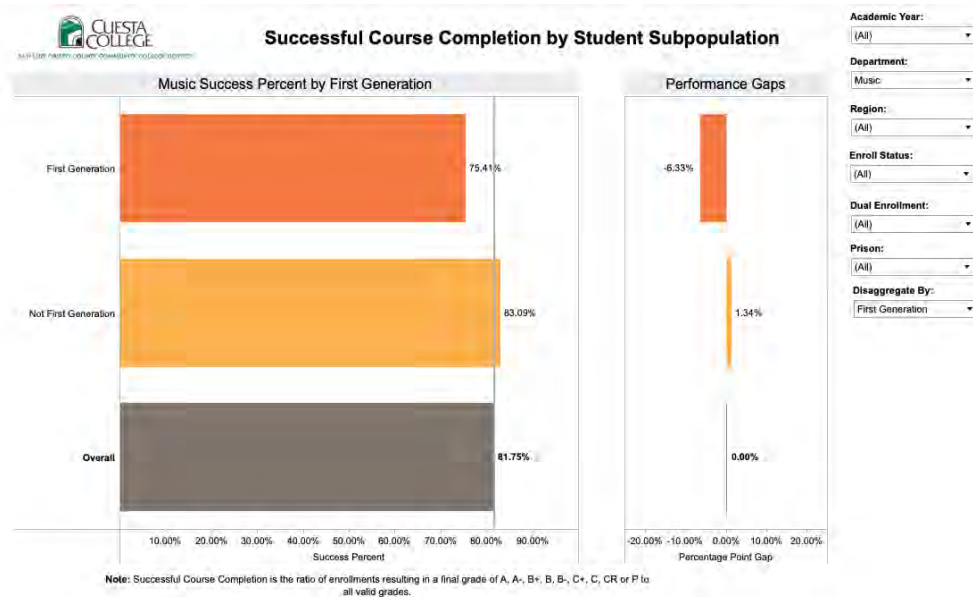
G. Review the **Disaggregated Student Success** charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

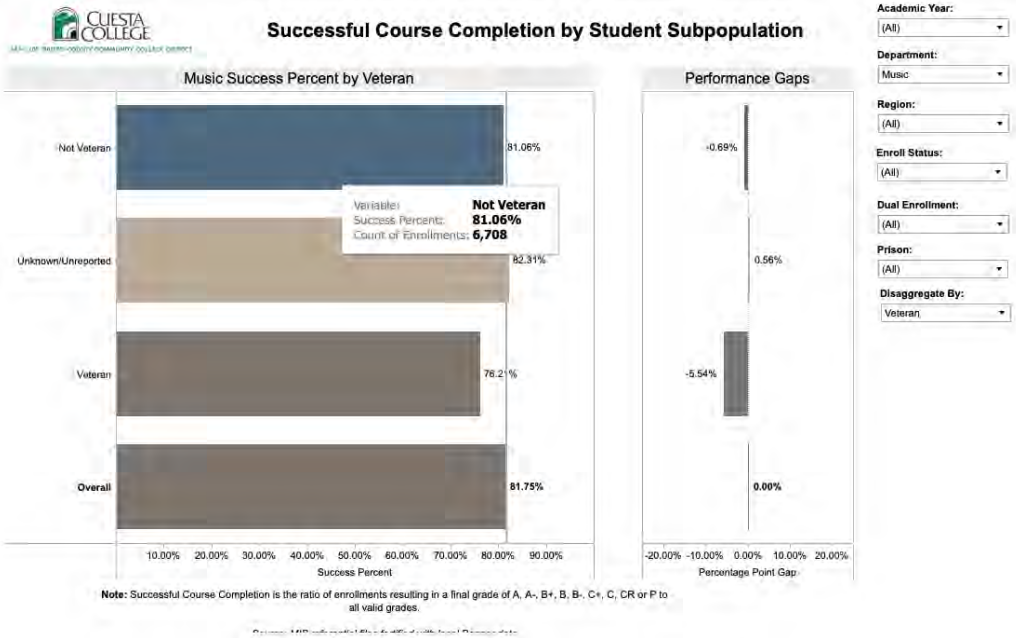The following are some questions you might want to consider:

- 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?

Successful Course Completion by Student Subpopulation

Music Success Percent by Ethnicity		Performance Gaps	
American Indian or Alaska Native	83.05%		1.31%
Asian	87.20%		5.45%
Black or African American	79.40%	-2.34%	
Hispanic / Latino	77.23%	-4.51%	
Native Hawaiian or Other Pacific Islander	73.85%	-7.90%	
Two or More Races	82.06%		0.32%
Unknown / Non-Respondent	82.92%		1.17%
White	83.58%		1.84%
Overall	81.75%		0.00%

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: (All)
Department: Music
Region: (All)
Enroll Status: (All)
Dual Enrollment: (All)
Prison: (All)
Disaggregate By: Ethnicity

We see an equity gap with our Black and Latino students. We have compared previous years and the numbers jump around with wide swings. The N for our Black students is very small. We are hoping our increasing number of scholarships and student financial awards will be helping close the gap with these student populations. We have free applied lessons now, and this Fall we will have our Cuesta Conservatory Award. Close to 100% of our faculty, FT and PT, have completed the JEDI training. There is a large inherent advantage in music for students who are at a higher socio-economic level—they can afford private lessons and quality instruments at an early age. Cuesta could connect with local elementary schools to encourage instrument loans and more music classes.

Successful Course Completion by Student Subpopulation

Music Success Percent by First Generation

First Generation	75.41%
Not First Generation	83.09%
Overall	81.75%

Performance Gaps

First Generation	-6.33%
Not First Generation	1.34%
Overall	0.00%

Academic Year: (All)
Department: Music
Region: (All)
Enroll Status: (All)
Dual Enrollment: (All)
Prison: (All)
Disaggregate By: First Generation

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.

The performance gap for first generation students is similar to the gap for Black and Latino/Hispanic students. This category generally aligns with a lower socio-economic level, and we believe this creates an unfair lack of access to music education earlier in life. Music is a language, and our brains are wired to learn languages at an early age, and less open to learning as we get mature.

Successful Course Completion by Student Subpopulation

Music Success Percent by Veteran

Not Veteran	81.06%
Unknown/Unreported	82.31%
Veteran	76.2_%
Overall	81.75%

Variable: **Not Veteran**
Success Percent: **81.06%**
Count of Enrollments: **6,708**

Performance Gaps

-0.69%	
0.56%	
-5.54%	
0.00%	

Academic Year: (All)
Department: Music
Region: (All)
Enroll Status: (All)
Dual Enrollment: (All)
Prison: (All)
Disaggregate By: Veteran

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.

We are seeing improvements with our veteran population. The N is small, but we are seeing progress.

10 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
Approved by Academic Senate November 18, 2022 Document to be Used for Submission Spring, March 3, 2025

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.

MUS 201, MUS 204C, MUS 271, MUS 240

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)
MUS 240	Minor	Fall 24

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)
MUS 204C	Yes	It got lost in the shuffle of other revisions	Spring 25
MUS 271	Yes	Need not communicated	Spring 25

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)
N/A			

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)

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 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   NONE
F. Other   NONE

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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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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.