

2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2018 - 2019

PROGRAM: MUSIC

CLUSTER: HUMANITIES

LAST YEAR CPPR COMPLETED: 2018

NEXT SCHEDULED CPPR: 2023

CURRENT DATE: 3/4/2019

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:

MUSIC Performance AA and Music AA-T

GENERAL PROGRAM UPDATE

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

Applied!!! Local choral programs are crumbling.

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.

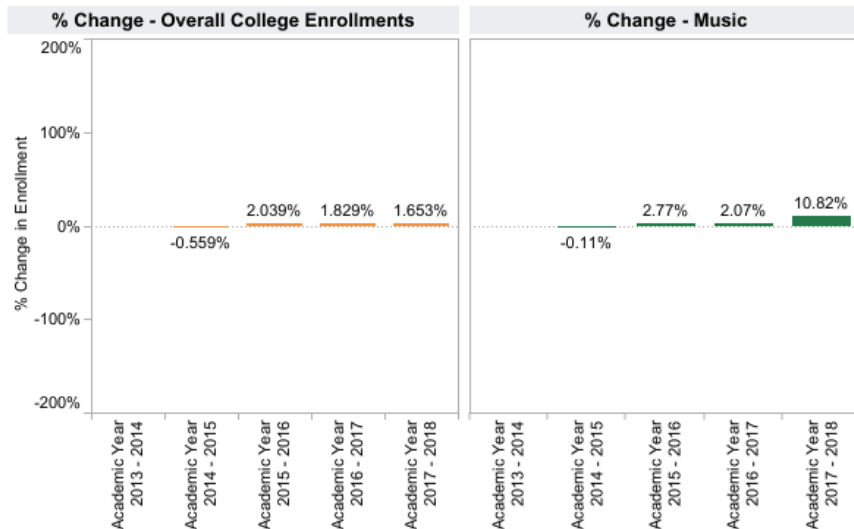
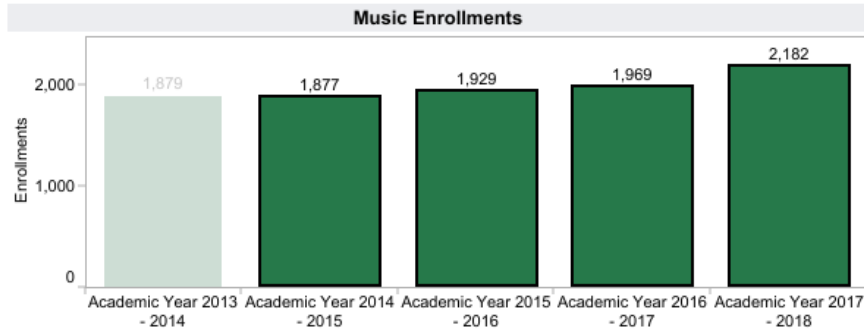
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[General Enrollment \(Insert Aggregated Data Chart\)](#)

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

SLOCCCD Program Review Data - Enrollment

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



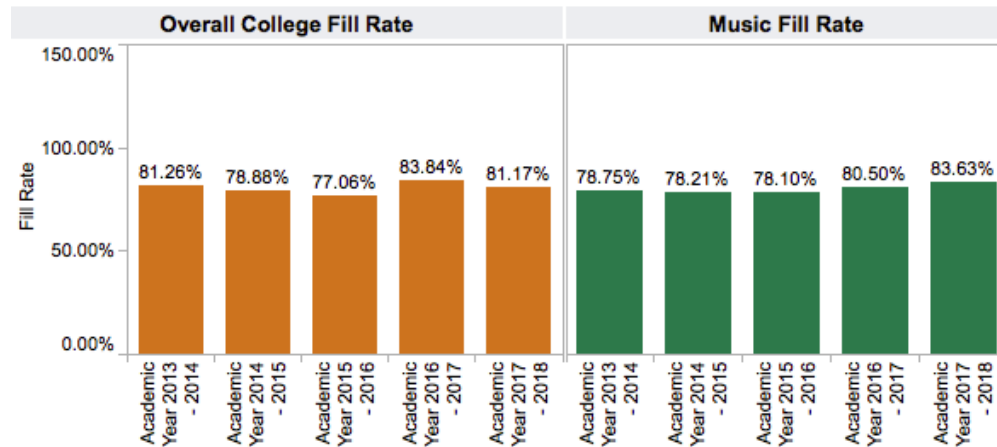
Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

Overall Music enrollment is has consistently increased faster than the college has. The 2018-2018 year showed a notable leap in enrollment growth: nearly 11%. This is likely due to more online offerings. Our music major program (ensembles, theory, and applied music) is not showing the same growth. But the online courses increase our exposure to the general college population, and they help increase our efficiency.

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

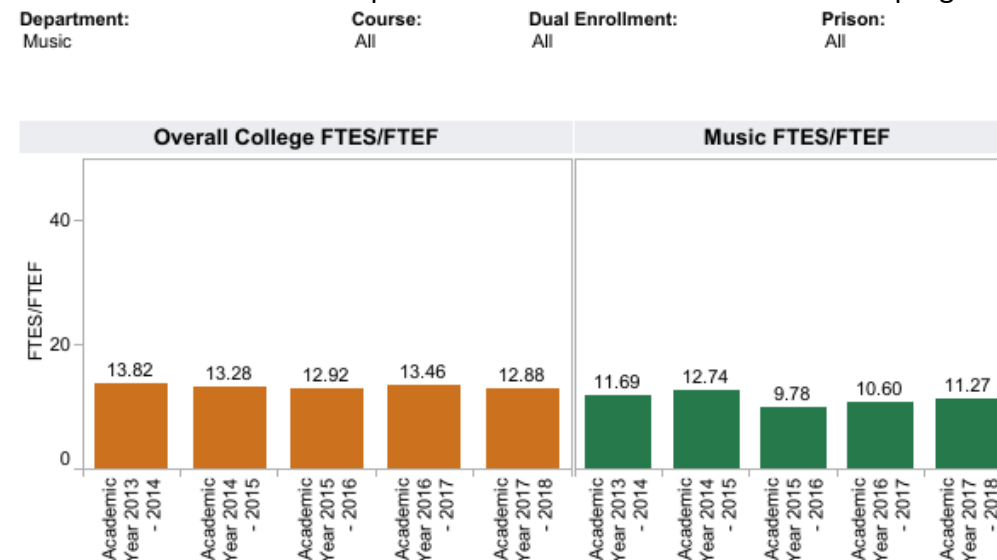
Insert the data chart and explain observed differences between the program and the college.



The college Fill Rate has stayed relatively flat over five years—81% in 2013/14 to 81% in 2017/18. Music has shown growth from 79% to 84% (rounding percent figures to the nearest integer). We are working hard at efficiency, and Fill Rates often mirror efficiency. More online classes, which are very popular and often fill, have helped us in this area.

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

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



Music efficiency doesn't seem to reflect the overall college efficiency. Music efficiency has grown three years in a row, starting in 2015/16. We still have not matched our peak: 12.74 in 2014/15. I am confident that we are on track to hit that efficiency number next year due to a large cut in our Applied Music Program. College efficiency, by contrast, has bounced around—it's hard to see a pattern.

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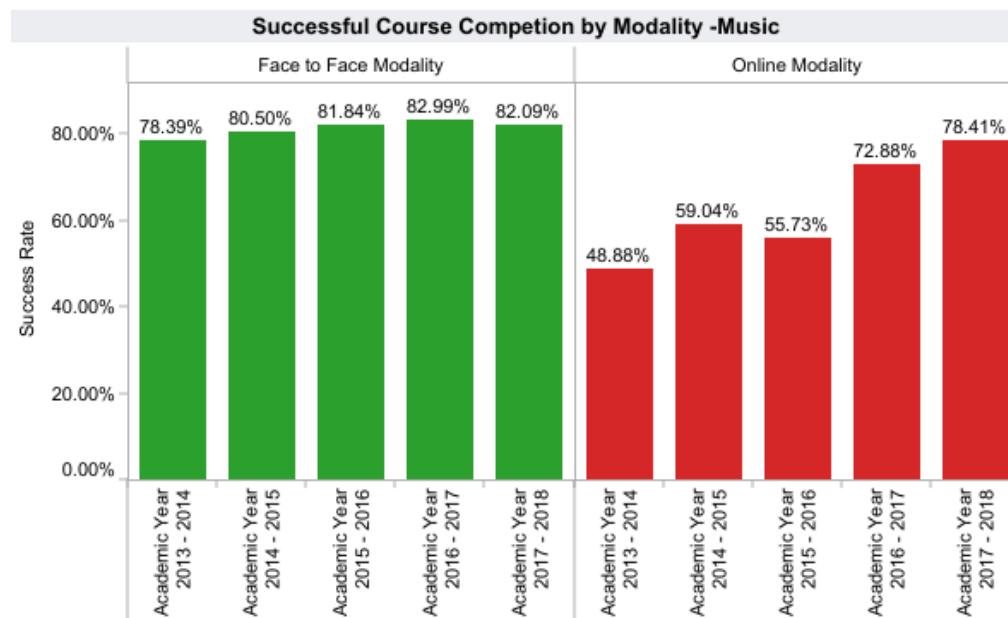
Student Success—Course Modality (Insert Data Chart)

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

Select Department:
Music

Course:
All

Legend:
■ Face to Face Modality
■ Online Modality



Successful Course Completion 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

Student completion rates have grown over the past five years, from 78% to 82%. That is marked improvement that is hard to explain, except that we have focused on tutoring for our theory classes, and we have focused on retention in our ensembles due to our efficiency goals. Most striking is the completion rates for Online Modality, which is likely easier to explain. They have grown from 49% five years ago, to 78% last year. This is remarkable improvement. Training is better, peer evaluations are more effective, and I have focused on only assigning online sections to highly qualified instructors. The college rates have also improved in both modalities, but more modestly.

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

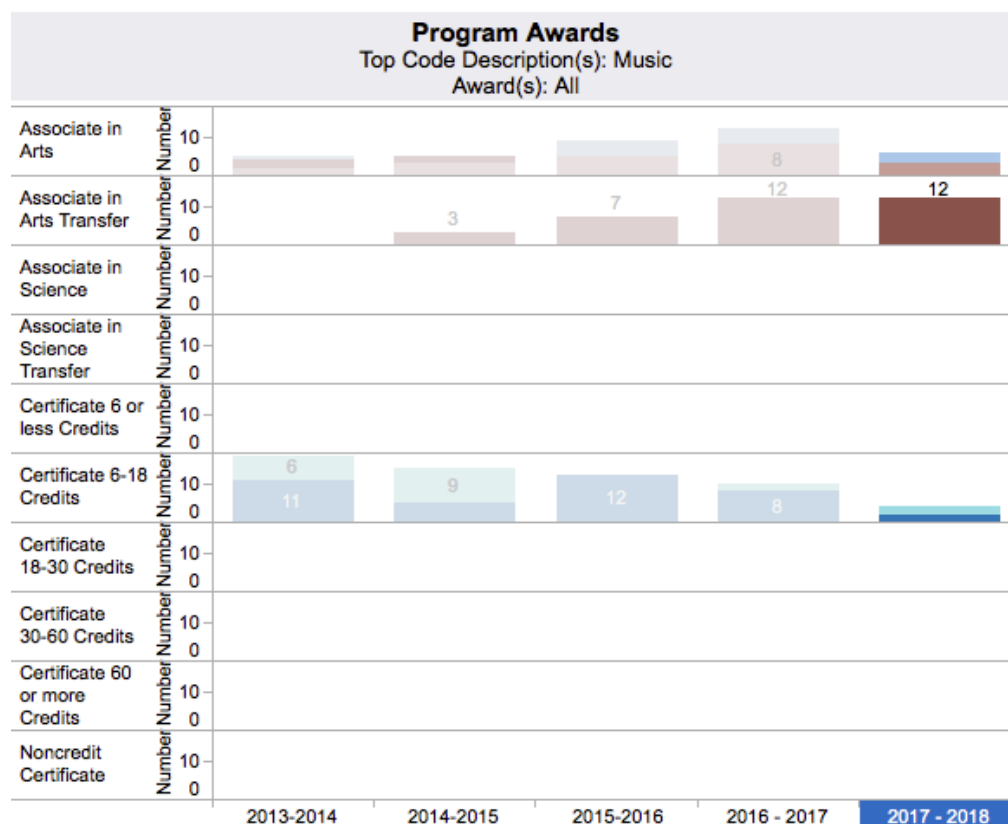
Insert the data chart and explain observed differences between the program and the college.

Program:

Music

Award Type:

(All)



Program Awards Table						
Award T..	Award	2013-2014	2014-2015	2015-2016	2016 - 2017	2017 - 2018
IN ARTS	Music (AAT)	2	2			
	Music Performance (AA)	2	3	5	8	3
	Total	5	5	9	12	6
Associate in Arts Tr..	Music (AAT)		3	7	12	12
	Total		3	7	12	12

College awards increased for four years in a row and then dipped last year. Music awards show a similar pattern. The major difference is that our awards have increased dramatically since 2013/14. We awarded 5 degrees then, and last year we awarded 18. The year before that we awarded 24. We hope to continue this success. We have had a special group of students the past few years—very motivated and focused.

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

Review the Disaggregated Student Success charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have of programmatic discussion regarding the data presented.

Academically Disadvantaged:

Low-income students suffer a 20% disadvantage over their non-low income peers. This is not surprising, given the obstacles that poverty puts in one's way. Our most successful students are ones who have benefited from private lessons and extra-curricular music groups in their youth, all of which is a benefit which the poor would find very difficult to attain. We have not done enough to address this issue. We hope that the California Promise and it's flexibility to help with books, rent, gas money, etc might help. But the low-income students come into Cuesta with a life-long disadvantage that will unfortunately probably always be there.

Age Group:

There is a marked dip between ages 25-39. This is the bracket where students are less likely to have parental help, and often might have children of their own. Our Cuesta daycare program is a big help for some in this age bracket. And the increased financial flexibility of the California Promise can hopefully help. We hope the changes in Financial Aid at Cuesta turn out to be beneficial.

Ethnicity:

There is a slight dip for Latino, and a marked dip for African-American students (9.5%). I would like to see the data on how many African-American students we have. I think the N is too low to be statistically useful. If the N is useful then we need to find improvement here. College-wide, the African American completion rate is only 1% below the college average.

English and Math Placement:

Students who test into transfer-level Math and English do succeed at an almost 10% rate. I think this simply suggests that students who are college-ready in certain subjects are also college-ready in other subjects. Music Appreciation requires excellent reading skills, and Music Theory, Applied Music, and Ensembles uses the same part of the brain that Math uses—the language center.

DPSS

We were surprised to see that DSPS didn't show up as difference in student success. There is really no performance gap at all here. And this is close to true for the college as a whole. Bravo to our DSPS program!

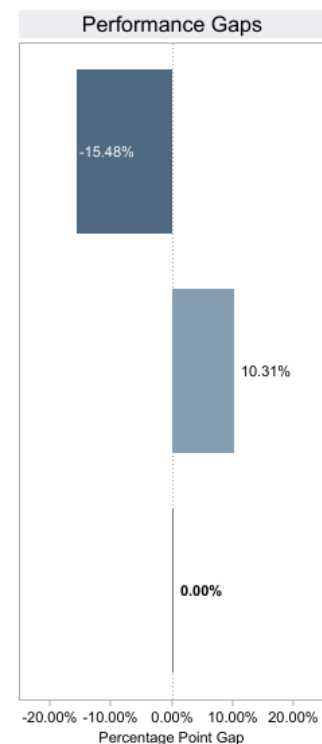
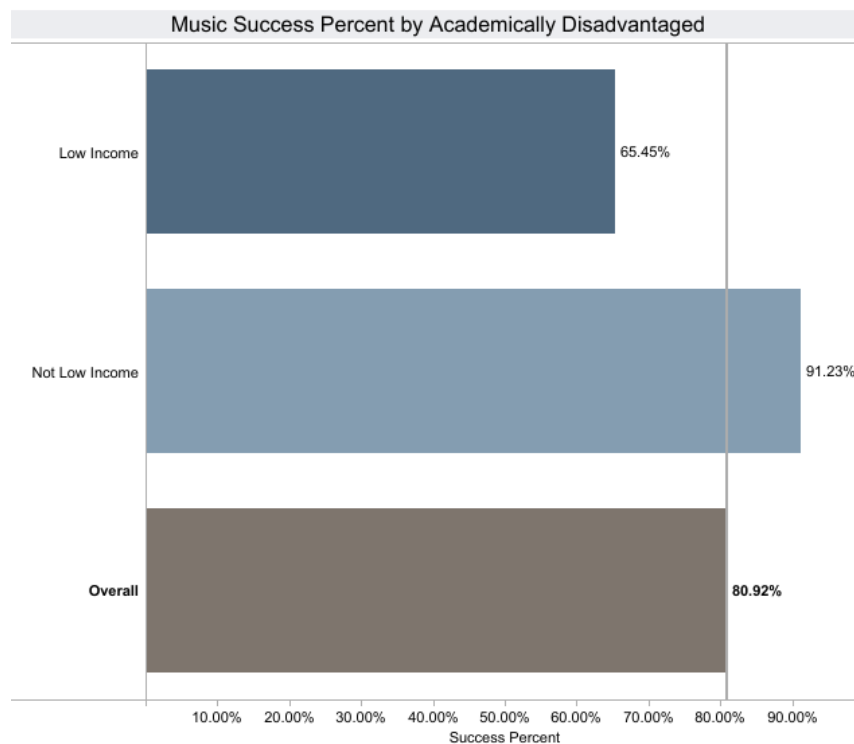
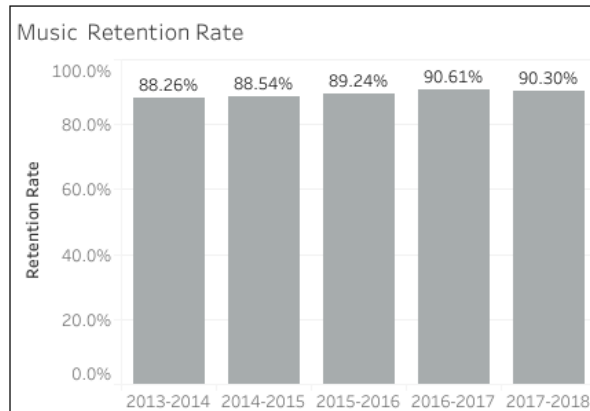
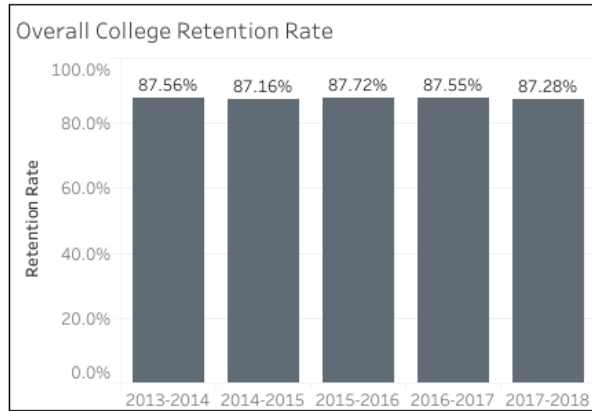
Relevant charts on the following pages:

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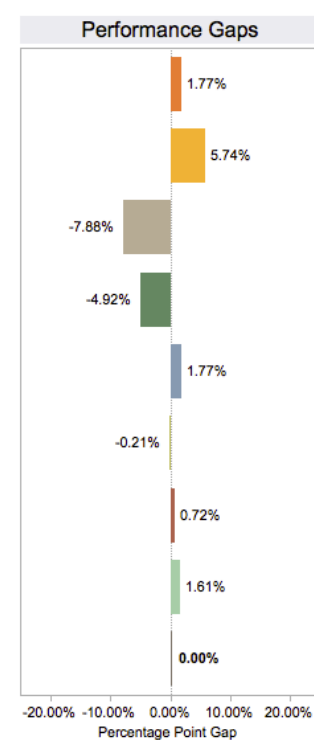
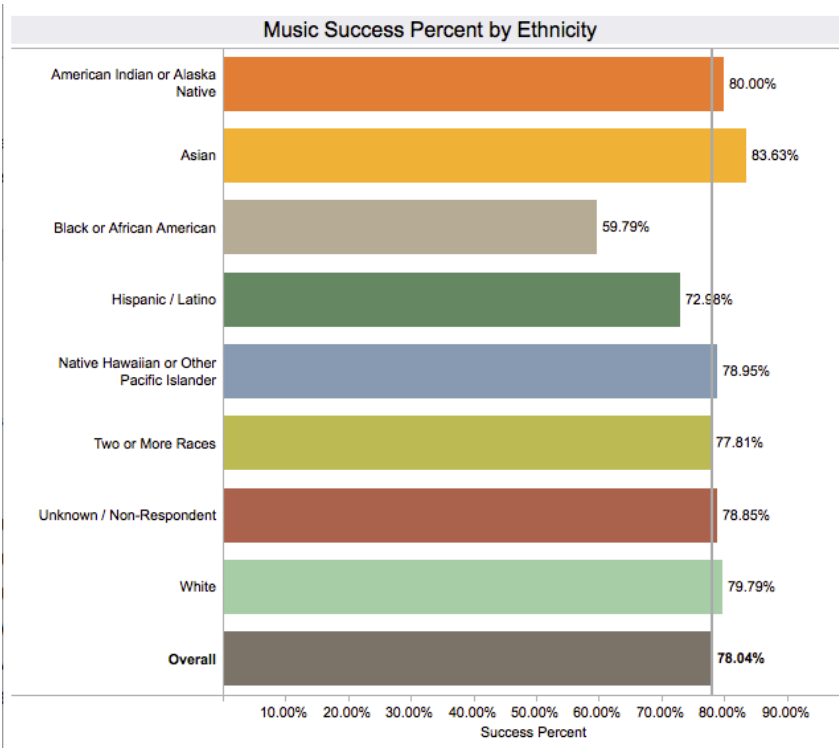
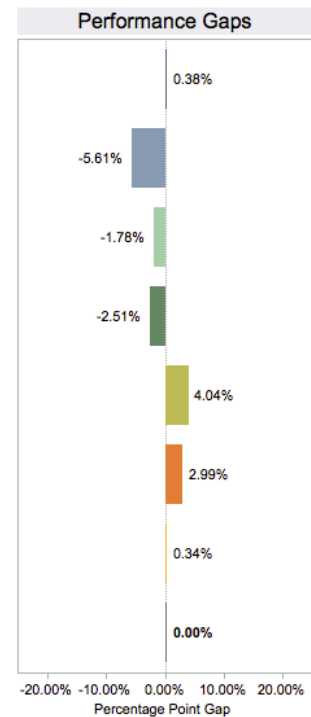
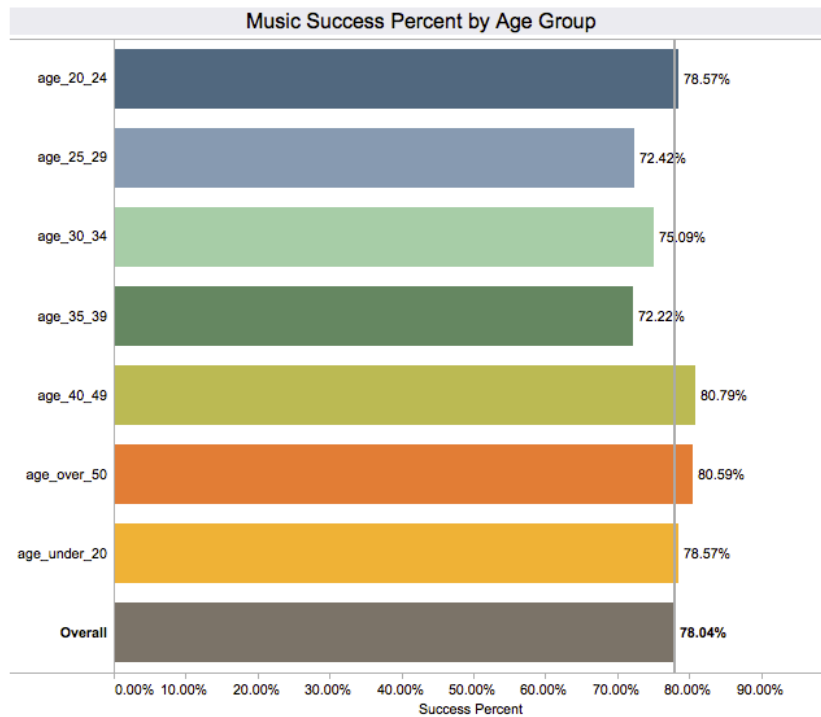
SLOCCCD Program Review Data: Intra-term Course Retention

Department:
Music

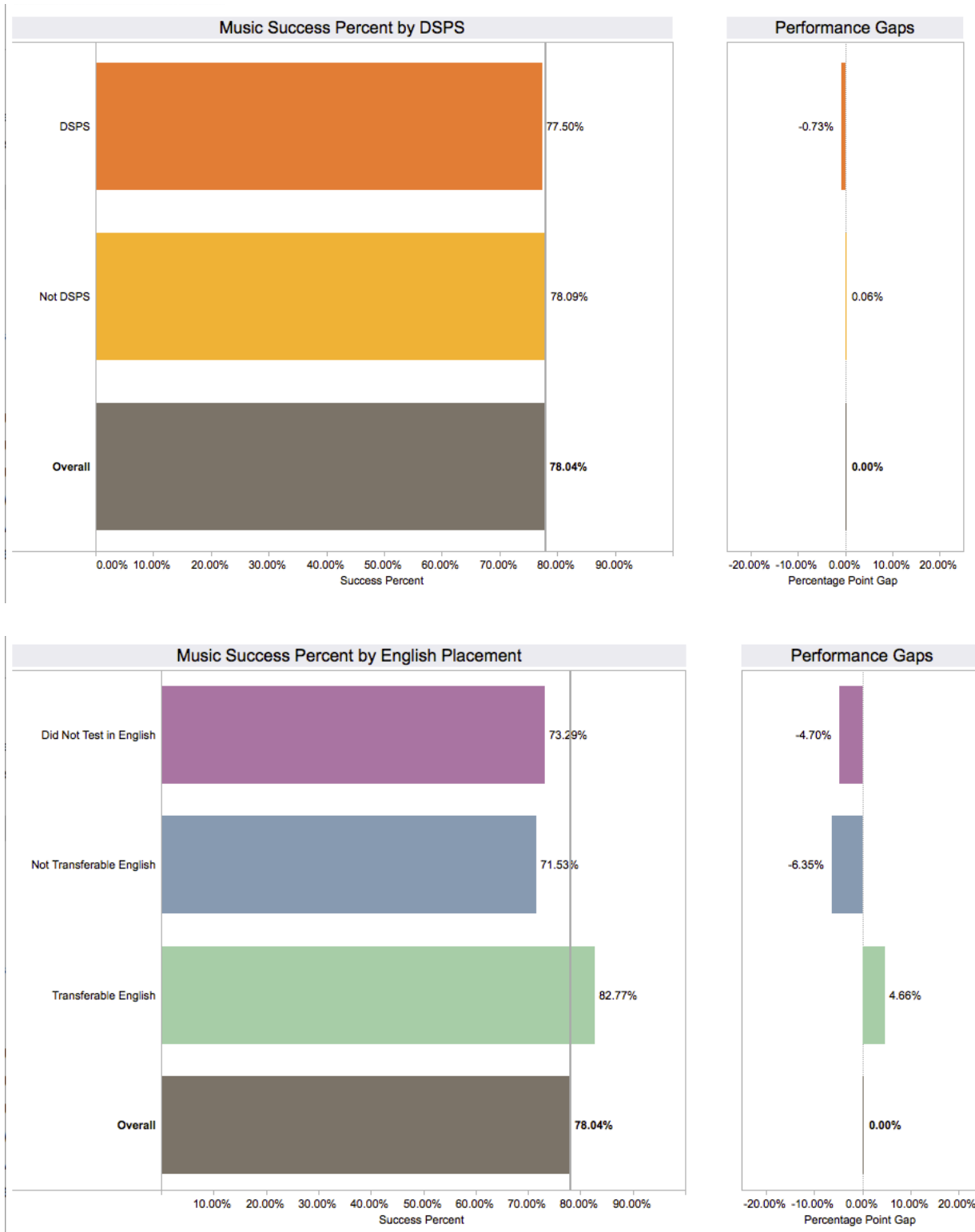
Course:
All



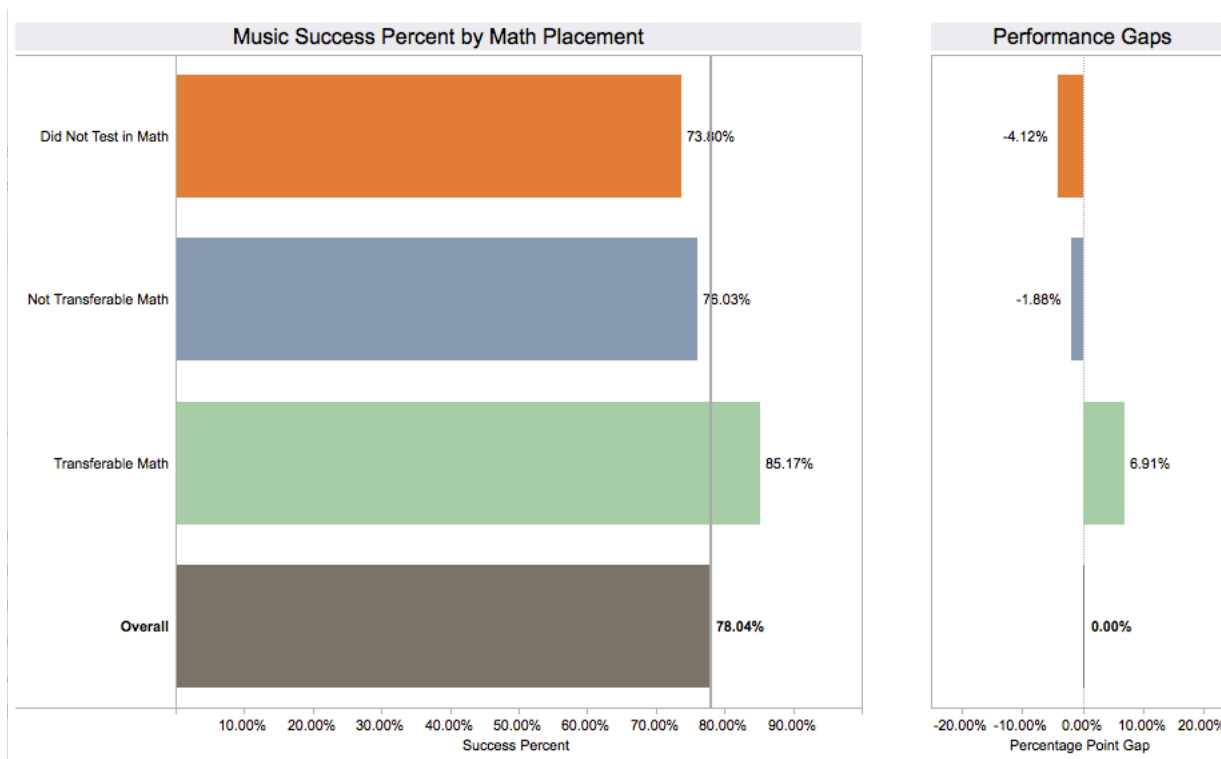
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OTHER RELEVANT PROGRAM DATA (OPTIONAL)

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.*

We have increased tutor service to our Music Theory and Music Fundamental courses. We pay for the tutors from a Foundation account.

We are now offering more performance opportunities for our Applied Music students and our ensembles. Public performance is the best teacher.

We have purchased more iPads for the group practice rooms, and for individuals to check out.

We have more microphones and portable light monitor speakers for ensemble performances and outreach/recruiting.

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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.
 - 1) Increased tutoring budget
 - 2) Improved instructional supplied budget for sheet music (thanks to Lottery fund)
 - 3) New speakers for Voce, and instrument repairs.
- B. Anticipated changes in curriculum, scheduling or delivery modality
 - 1) Decrease in the Applied Music program offerings. We will cap the course at 40, and offer only
 - 2) 30-minute lessons (formerly 1-hour lesson). We are hoping that students will access the Community Programs course to augment their lessons by an additional 30 minutes.
 - 3) We will offer more Distance Ed classes, and also more 9-week and 6-week sections.
- C. Levels, delivery or types of services
NONE
- D. Facilities changes
 - 1) Improvements to the CPAC: Lighting, BARCO projector
- E. Staffing projections
 - 1) More DE training for our current faculty. A new part-time instructor who will only teach DE.
 - 2) We will hopefully be moving our long-time hourly temporary piano accompanist to a permanent position.
- F. Other

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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		<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.