

2022 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2021-22

PROGRAM: JAZZ STUDIES

CLUSTER: HUMANITIES

LAST YEAR CPPR COMPLETED: 2021

NEXT SCHEDULED CPPR: 2026

CURRENT DATE: 3/3/2022

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.*

The 2021-22 academic year marks the careful return to full capacity teaching in our program. At the beginning of the year everything was about mitigating the spread of COVID. Now in March of 2022 the focus is about how to strategically build the program to be the best it can in the future.

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.

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

All the data charts in this document use the following courses to define the Jazz Studies data: MUS 201, 204 A, B, C, 205 A, B, C, 212, 224, 224A, 224B, 231, 232, 232A, 233, 234, 238, 244A, 244B, 245, 257, 258, 259.

SLOCCCD Program Review Data - Enrollment

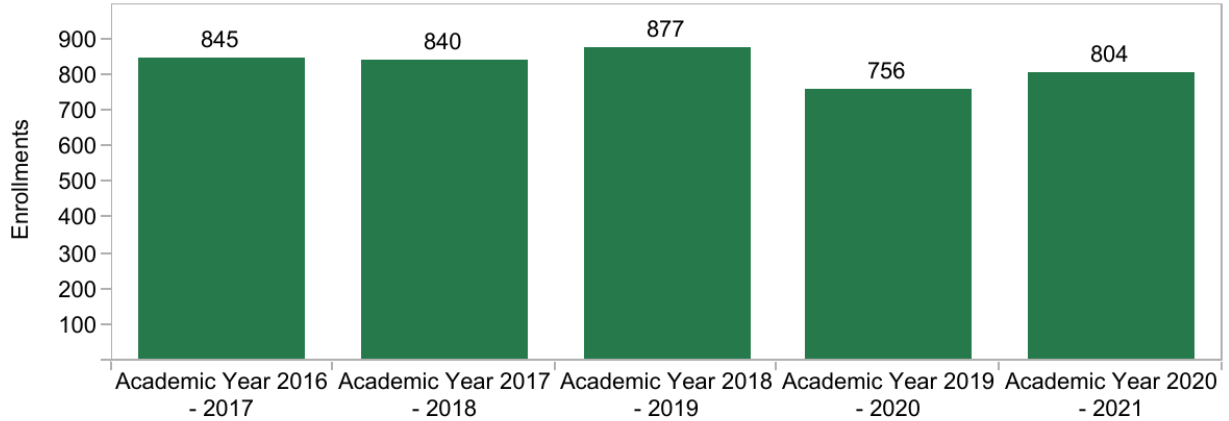
Department:
Music

Course:
Multiple values

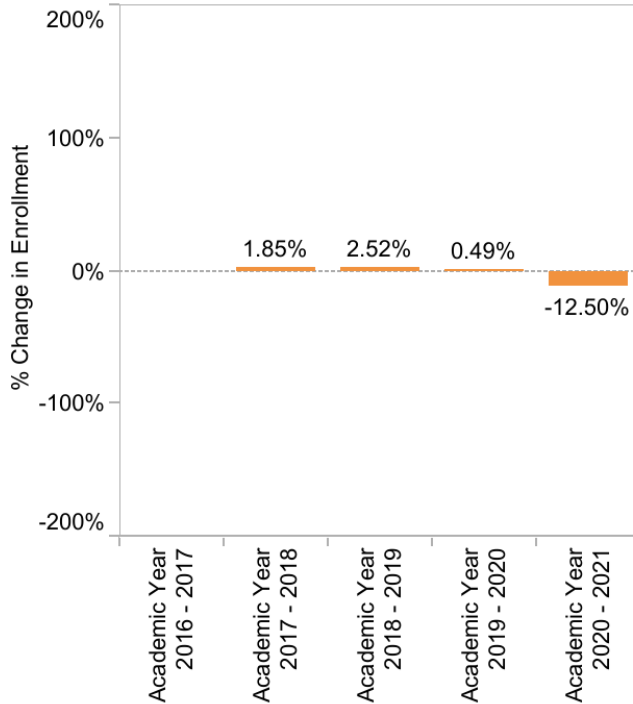
Dual Enrollment:
All

Prison:
All

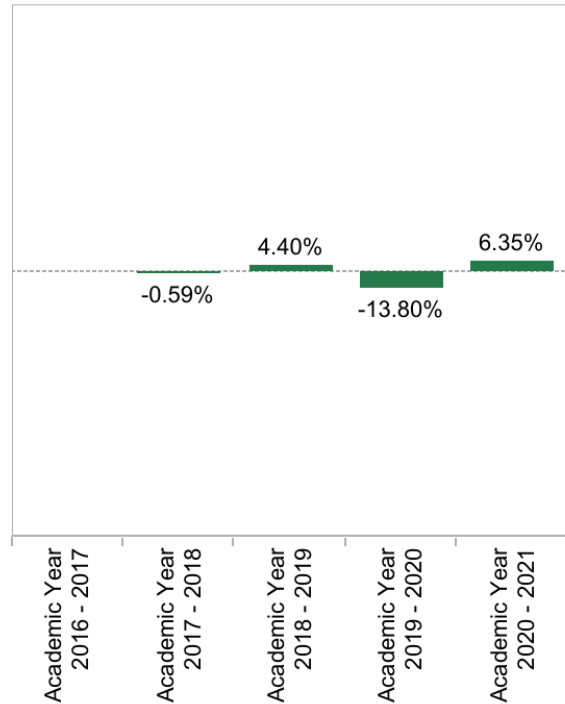
Music Enrollments



% Change - Overall College Enrollments



% Change - Music



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.

There was a big exit out of the Music Department in 2019-20 because of how difficult it was to rehearse and do music in the quarantine, but 2020-21 saw an increase more than making up the loss relative to the overall loss of enrollment to the college. That being said, the enrollment for the Jazz Studies classes are still down about 7% from two years ago.

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

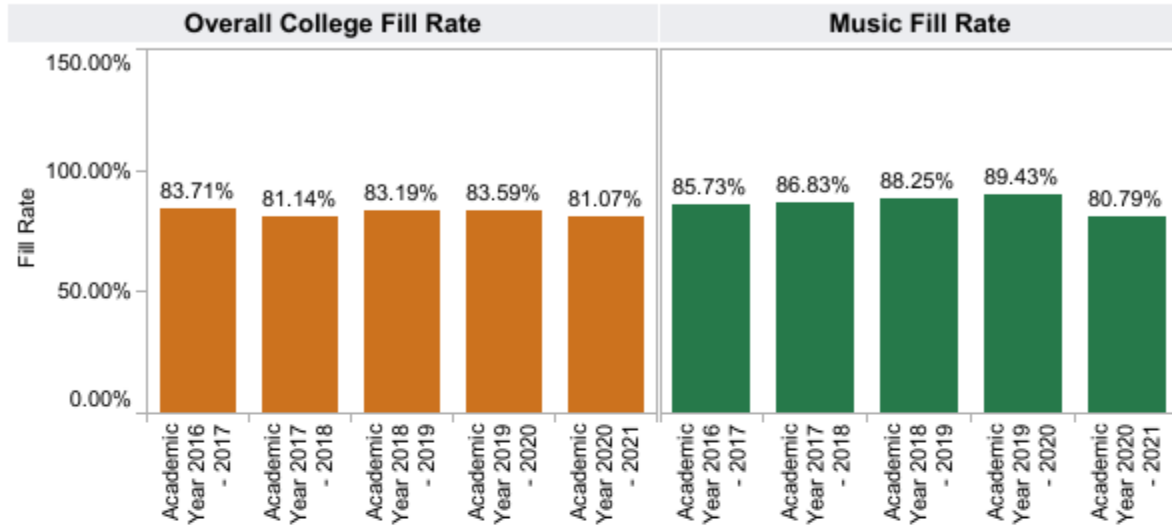
SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:
Music

Course:
Multiple values

Dual Enrollment:
All

Prison:
All



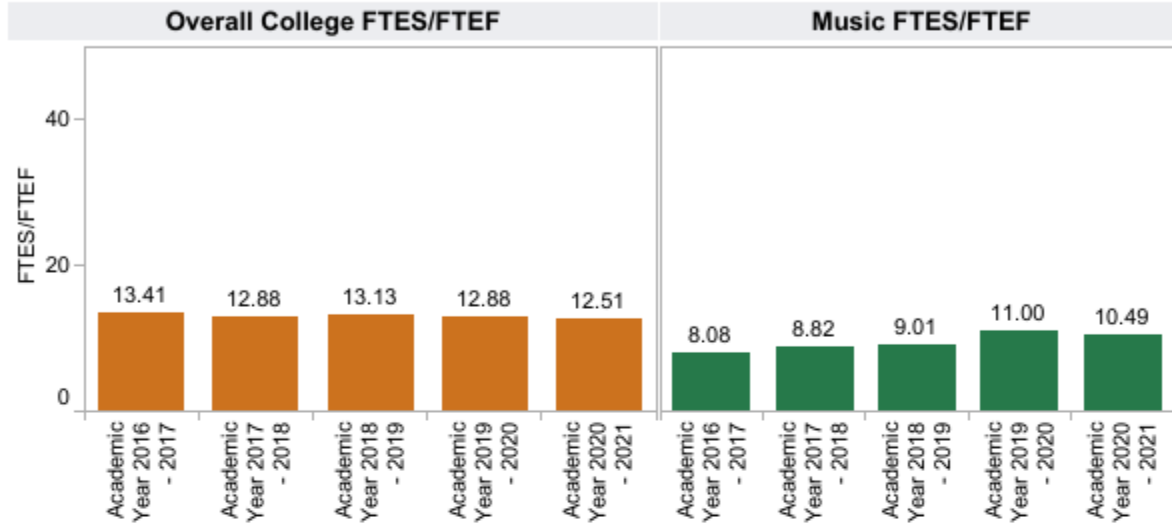
Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

The 2020-21 fill rates are almost exactly what the overall college rate is.

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

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)

For the 2020-21 year the efficiency rate was 10.49, which is noticeably below the college. Uncertainty and declining enrollment make it very difficult for smaller departments to be efficient. Our strategy at this point is to ‘keep the doors open’ and hope that we are successful in recruiting students back into the department. If after a long time it becomes clear that we cannot maintain efficiency it is understood that changes may have to be made.

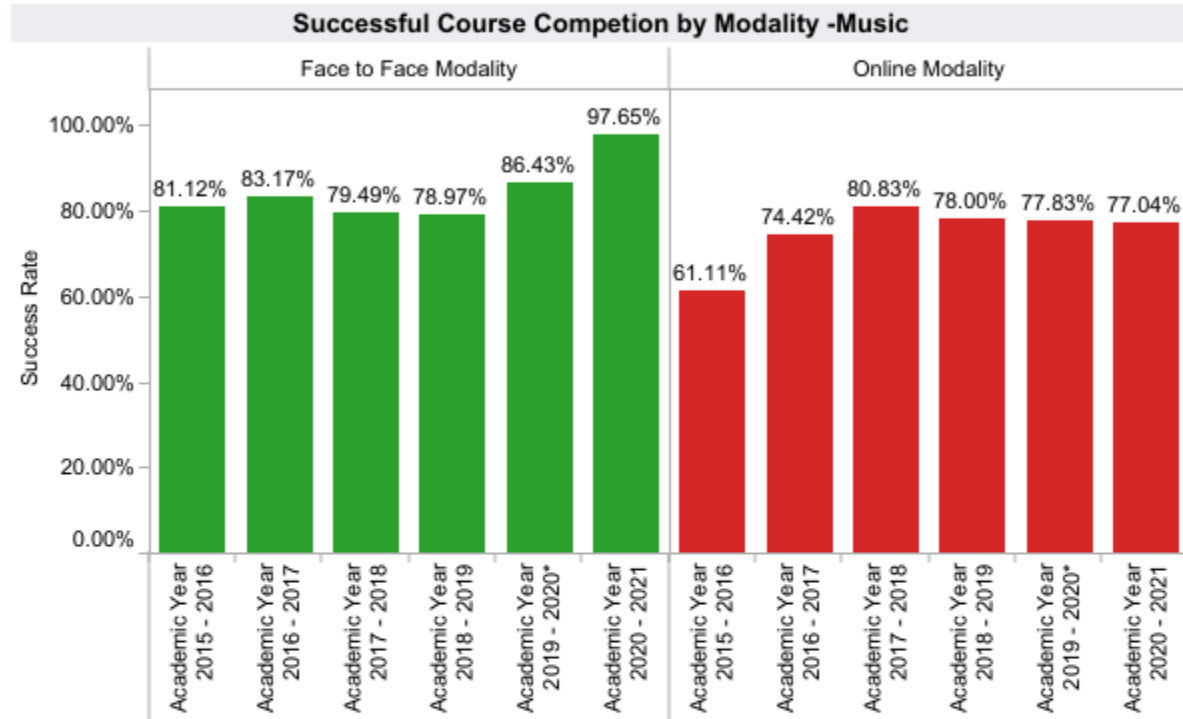
[Student Success—Course Completion by Modality \(Insert Data Chart\)](#)

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Music

Course:
Multiple values

Legend:
■ Face to Face Modality
■ Online Modality



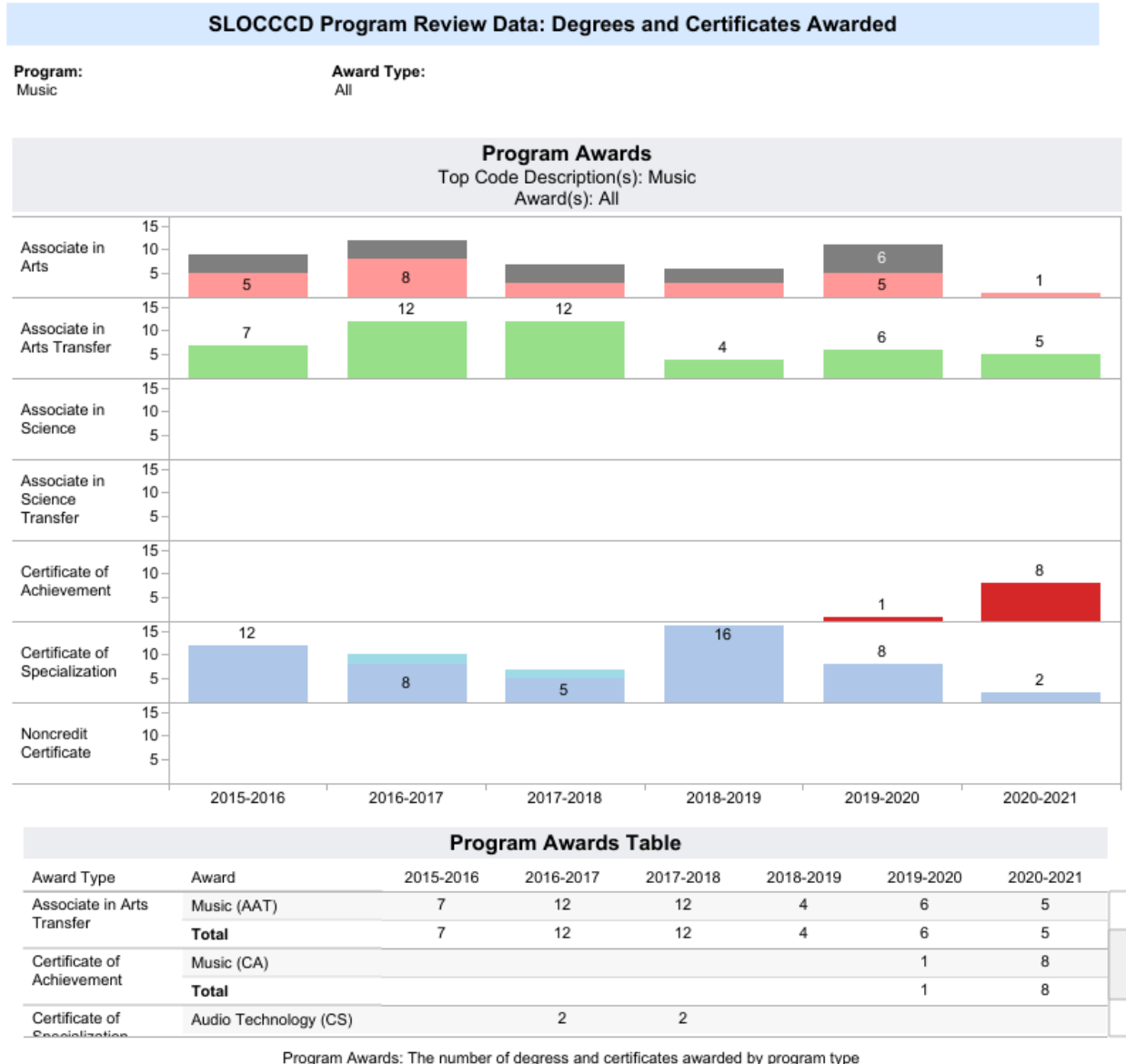
Successful Course Completion by Modality Table - Music

		Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Face to Face Modality	Department Success Rate	81.83%	82.99%	82.10%	80.97%	88.29%	93.47%
	Total Department Enrollm..	1,618	1,487	1,497	1,424	1,341	248
Online Modality	Department Success Rate	55.91%	72.88%	78.55%	82.01%	85.59%	80.12%
	Total Department Enrollm..	313	483	690	895	994	1,976

This last year we enjoyed a very high course completion rate for face to face courses which is

especially interesting given the turbulent environment of the academic year. The 77% completion rate for on-line courses is in keeping with recent years.

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



The area where the effect of the pandemic can be most easily seen is in the Jazz Studies AA where no one earned a degree. The addition of the Music CA really helped with eight students earning that certificate.

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

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Music

TERM
All

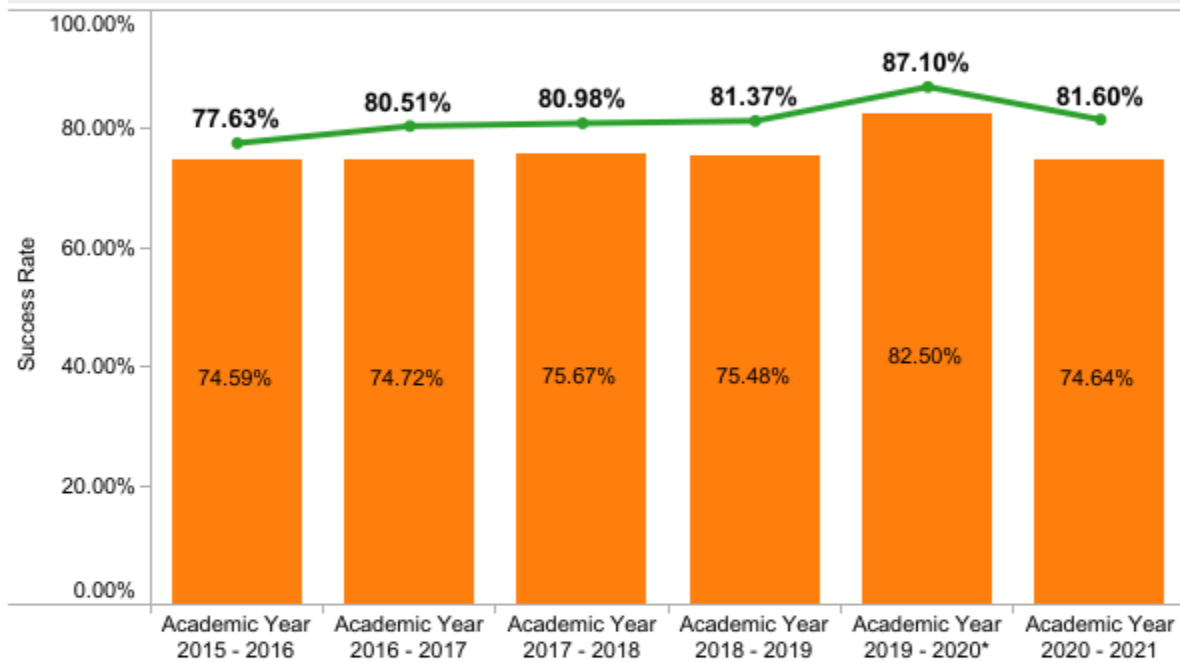
Measure Names

■ Department Success Rate

■ Overall College Success Rate

COURSE
All

Successful Course Completion - Music



Music Success Rate Table

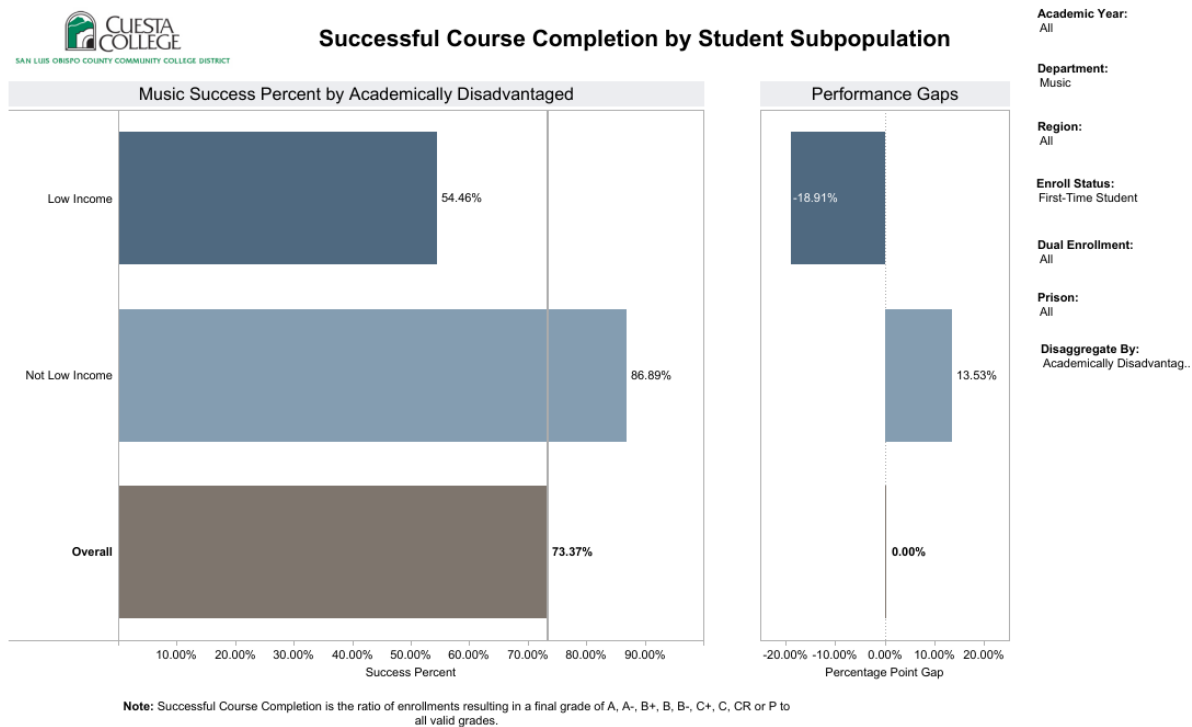
	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Department Success..	77.63%	80.51%	80.98%	81.37%	87.10%	81.60%
Total Enrollments	1,931	1,970	2,187	2,319	2,335	2,224

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

Overall, Jazz Studies has higher course completion than the college.

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.

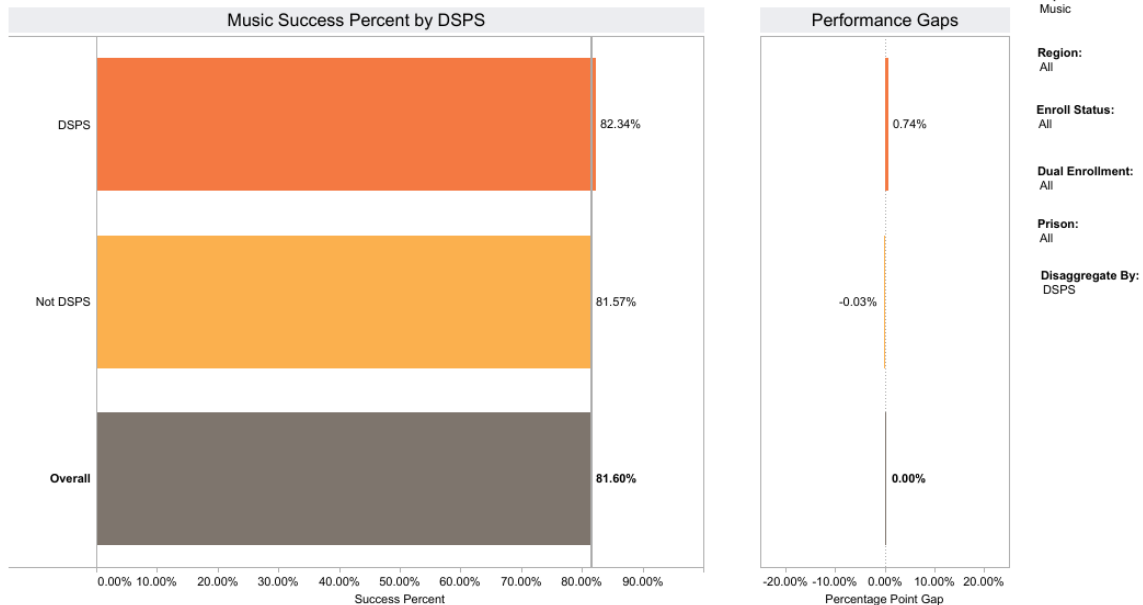
- What strategies have you implemented to address equity gaps in the classroom?
- What type of professional development opportunities are your program faculty participating in to address equity in the classroom?
- What resources might you need to minimize equity performance gaps?



This chart shows how course completion for new academically disadvantaged students is closely tied to income. When academically challenged students come to our program from low incomes they only complete their classes about half of the time in their first semester.

Another metric that is interesting is the non-completion of Foster Youth. It is similar to the above chart and to the college as a whole. These are two areas that are difficult, but also offer the biggest room for improvement as well as the biggest opportunity for changing a students life.

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-, C+, C, CR or P to all valid grades.

In this chart we see that DSPS students actually complete classes better than non-DSPS students in our program. That says a lot about DSPS and maybe something about students who care and are willing to get help.

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.

Our students continue to be accepted to schools with strong jazz programs such as North Texas State, CSU Northridge and USC.

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 course or program changes, if any, that have been implemented in the previous year as a direct result of assessment of Student Learning Outcomes. *If no changes have been made as a direct result of Student Learning Outcomes Assessment, but discussions of the results have occurred, please summarize those discussions below.*

The Music Department is adding two new classes and a new certificate, Music Tech, Song Writing and Commercial Music CA. The new classes will support the Jazz Studies program, especially Music Tech.

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

Our biggest challenge at this point is fill the gap in learning that was created by the pandemic while attention to rebuild the department. As can be seen in the Disaggregated Student Success section we can do better for students who are in their first semester, academically disavantaged and from low incomes.

In the 2022-23 academic year we will be offering Music Technology for the first time as well as Song Writing. Hopefully those courses and the new Commerical Music CA will create a synergy with the Jazz Studies AA and Music CA to be a well rounded department.

It is possible that 2022-23 could mark the return to the full use of our facilities for the first time since the quarantine. We are still not using certain rooms due to the lingering risk of infection and poor ventalation.

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.