

# Instructional Units Program Review Year Five Update - Recording Arts Department Latest Version

This cycle is for Instructional Units to complete the Year Five Update of the Program Review Cycle.

## Instructional Units Program Review Year Five Update

### 1. Program Update : Version by **Nogarr, Aprill** on **12/08/2021 23:34**

**1a. Provide any important changes or updates within your program since your Program Review Year Three Update (2019-20). (New degrees, new curriculum, staffing changes, etc.)**

a. Staffing change: None  
 New degrees: No  
 New Curriculum: Yes  
 content updates to following courses:  
 RA-010  
 RA-012  
 RA-015  
 RA-020  
 RA-020  
 RA-021  
 RA-025  
 RA-030  
 RA-032  
 RA-033  
 RA-035  
 RA-040

Note: All COORS updated in 2020

**1b. Please address the following enrollment data provided for your program.**

**1.b.1. What are the enrollment trends over the past 3 years, beginning with Fall 2018? (Please address census enrollment, census fill rate, and productivity (FTES/FTEF))**

Statistical data available from Office of Instruction

**1b. Please address the following enrollment data provided for your program.**

**1.b.2. What does the data suggest in terms of future needs/directions?**

b2. Data suggests need for more energetic outreach on the part of the college to attract underrepresented populations in particular, but also to heighten the profile of the RA program by broader promotional efforts in advertising to the general community.

**1c. Provide a brief update on the timeline for your program's goals as listed in your Program Review Year Three Update (2019-2020). If your program's goals are in progress or modified, please include action steps and responsible parties in your explanation.**

1.c

Goal 1: Acquire replacement for main mixing console  
 Modified- College not able to supply necessary funding  
 Serious negative impact, increasing over time  
 Ongoing timeline/LMC funding process responsibility

Goal 2: Improve gender balance of student population in program  
 Completed/Ongoing  
 Of total (11) RA classes, female enrollments continue to increase from 2018 levels, on percentage basis

#### **FOR CTE PROGRAMS ONLY**

**1c. Community and Labor Market Needs (Link Ed Code 78016 ([http://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?lawCode=EDC&sectionNum=78016](http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=78016)), Title 5, 51022 ([https://govt.westlaw.com/calregs/Document/I69DDBCC0B6CB11DFB199EEE3FF08959C?viewType=FullText&listSource=Search&originationContext=Search+Result&transitionType=SearchItem&contextData=\(sc.Search\)&navigationPath=Search%2f1%2fresults%2fnavigation%2f0ad7140b0000016c911a16d7fb7f969b%3fNav%3dREGULATION\\_PUBLICVIEW%26fragmentIdentifier%3dI69DDBCC0B6CB11DFB199EEE3FF08959C%26startInde](https://govt.westlaw.com/calregs/Document/I69DDBCC0B6CB11DFB199EEE3FF08959C?viewType=FullText&listSource=Search&originationContext=Search+Result&transitionType=SearchItem&contextData=(sc.Search)&navigationPath=Search%2f1%2fresults%2fnavigation%2f0ad7140b0000016c911a16d7fb7f969b%3fNav%3dREGULATION_PUBLICVIEW%26fragmentIdentifier%3dI69DDBCC0B6CB11DFB199EEE3FF08959C%26startInde)))**

1.c (CTE)

Demand shows significant increase, industry-wide. This may be affected by response to pandemic promoting more widespread use of audio/visual media overall. Some of this increase will be permanent, according to industry experts.

Most jobs continue to be freelance (contract), and careers are essentially entrepreneurial.

#### **FOR CTE PROGRAMS ONLY**

**1d. Advisory Board Update and Analysis (CTE related only) Include dates of Advisory Board meetings in 2020-2021, and those completed or planned in 2021-2022.**

1.d (CTE)

Advisory Board – all meetings held online  
 2/20, 10/20, 2/21, 10/21  
 (planned)

TBD by Dept. Chair for 2022

**Goals and Objectives**

Goal 1. (equity) in progress

Curriculum content has been added across the RA program that stresses the significant achievements of traditionally underrepresented groups, i.e., African American, LGBTQ+, women in music and music technology, Asian/Pacific Islanders, Native Americans, Latinx...etc.

Faculty and Advisory Board have conferred on ways to foster inclusion.

Goal 2. (course/program completions)

Additional tutoring and language services have been requested to assist students who require these.

Instructors continue to mentor students individually.

Goal 3. (Increase preparatory opportunities)

Motivated students are provided opportunity to work alongside instructors as student assistants, supporting instruction and maintenance of essential equipment.

Goal 4. (Community Partnerships)

RA program continues to maintain relationships with professional organizations like the National Academy of Recording Arts and Sciences, the Audio Engineering Society, ASCAP, BMI, NAMM and others who provide programs offering entre to professional contacts and events.

Local and international artists and engineers appear regularly as guest lecturers or provide opportunities for online conversations and seminars.

Goals and Objectives	Modified	In Progress	Abandoned	Completed
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)				
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)				
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)				
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)				
Goal 5. Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)				

**2. Vision for Success Goals Update** : Version by **Nogarr, April** on **12/08/2021 23:34**

2a. The following table lists the *Vision for Success* indicators that we must align to as a College and as a District. Please look at your program data (Tableau) for each of the following *Vision for Success* indicators. Please address all indicators that are relevant to your program and provide a status update on your program goals from your Program Review Year Three Update. Please include action steps if your goal(s) has been modified and an explanation if your goal(s) has been abandoned. \*

*\*NOTE - Please copy and paste the table below in your response and complete accordingly.*

Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
Course Success					
Degrees ( AA, AS, ADT)					
Certificates of Achievement					
Unit Reduction					
CTE Jobs					

Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
Course Success	77%	Modified(pandemic effect)	Timeline: Ongoing – SP22	Dept. Chair	Requested additional tutoring support/unavailable past 2 semesters
Degrees ( AA, AS, ADT)	Data available from Office of Instruction (10 in 2020)	Continue to monitor RA student grading per semester		RA staff	
Certificates of Achievement	Data available from Office of Instruction (10 in 2020)	Continue to monitor RA student grading per semester		RA staff	
Unit Reduction	n/a				

CTE Jobs	n/a (Incomplete data available from college)				
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2b. The *Vision for Success Goal 5 - Equity* is designed to reduce the equity achievement gap on course success for disproportionately impacted (DI) student populations. The College has identified the following three disproportionately impacted (DI) populations: African-American, economically disadvantaged students (low income), and foster youth students.  
 Please review your program data (Tableau) for each of the aforementioned DI populations, and provide a status update on your program goal(s) for your previously selected DI population(s) in your Program Review Year Three Update. If your goal(s) has been modified please include action steps and if your goal(s) has been abandoned please provide an explanation.\*

*\*NOTE - Please copy and paste the table below in your response and complete accordingly.*

Course Success by DI Population	Program Set Goals (PR Year 3 Update)	Status (Indicate Modified, Completed or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
African American					
Low Income					
Foster Youth					

Course Success by DI Population	Program Set Goals (PR Year 3 Update)	Status (Indicate Modified, Completed or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
African American	65%	Ongoing - recruitment/outreach to African American campus clubs, sports team members, other relevant groups...etc.		RA Staff	Ongoing, as above, plus increasing curricular content reflecting significant achievement of all underrepresented groups.
Low Income	75%				
Foster Youth	70%	Ongoing -Provide more flexible Lab times, assignment scheduling		Deans and RA staff	Note: Since info on students in the latter 2 categories is unknowable to this department due to confidentiality, "action steps" must be of a general nature.

3. Assessment Status Update and CSLO Assessment Effectiveness : Version by **Nogarr, Aprill** on **12/08/2021 23:34**

a. Please review the data provided on the assessment status of courses in your discipline for Cycle Two (2017/18-2020/21). For any courses that were not assessed in Cycle Two please list them in the table below in your response including why they were not assessed, when you are going to assess them, and who is going to assess them.\*

*\*NOTE - Please copy and paste the table below in your response and complete accordingly (add extra rows if needed).*

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
Sound Reinforcement RA-012	Assessments paused during pandemic and transition to online instruction	By conclusion of Fall 21 semester	Prof. Richard Shiner
Recording Arts III RA-030	Assessments paused during pandemic and transition to online instruction	By conclusion of Fall 21 semester	Prof. Richard Shiner
Recording Arts IV RA-040	Assessments paused during pandemic and transition to online instruction	By conclusion of Fall 21 semester	Prof. Richard Shiner

b. Discuss the results of any CSLO assessments performed this year. What changes, if any, are planned to improve student success (ex. pedagogy, assessment instruments are not appropriate to measure, CSLO rewritten etc.)?

RA-010 SP'21

Purpose: to assess impact of moving class from in person to online  
 Method: track the rate of successful completions  
 Result: 11 of the 15 students on final roster achieved a grade of C or better.  
 Conclusion: Transition to online slightly increased the success rate percentage compared to the previous average semester.  
 Though this is encouraging, it must be balanced with the negative impact of eliminating any "hands on" instruction.  
 This suggests the course may be successfully taught as a Hybrid.

RA-015 SP'21

Purpose: to assess impact of moving class from in person to online  
 Method: track the rate of successful completions  
 Result: 3 of the 5 students on the final roster achieved a grade of A  
 Conclusion: Though the sample is small, it indicates that some students do better in this course when it is taught online, compared to the percentage achieving A's in the average semester.  
 This suggests that RA-015 is a good candidate for being taught online.

RA-021 SP'21

Purpose: To assess the impact of moving class from in person to online  
 Method: Track the rate of successful completions  
 Result: 12 of the 15 students on the final roster successfully completed the class with a grade of C or better, of which 8 achieved a grade of A.  
 Conclusion: Overall success rate was higher than average for this class compared to semesters when it is taught in person, and the percentage of A's was noticeably boosted.  
 This suggests RA-015 is a good candidate for online instruction.

Other Data: A study was done comparing end of semester enrollment figures from Fall '20 to Spring '21 in these same 3 classes, RA-010, 015 and 021.

Aggregate Fall '20 end of semester enrollment = 52  
Aggregate Spring '21 end of semester enrollment = 34

This represented an overall 35% decrease, approximating the average for the college in general during that sample period. The obvious conclusion is that the main factors were the onset of the pandemic and the resultant transition to online instruction.

**4. Course Outline of Record Updates** : Version by **Nogarr, April** on **12/08/2021 23:33**

Please review the data provided in eLumen for the status of the Course Outline of Records (COORs) in your discipline. Please indicate in the table below any COOR(s) for your discipline that has not been updated and identify the faculty member responsible for submitting the updated COORs to the Curriculum Committee by November 1, 2021.\*

*\*NOTE - Copy and paste the table below in your response and complete accordingly (add extra rows if necessary).*

Course (Enter Course Name ex. ENGL-100)	Faculty Responsible for COOR Update

All Recording Arts class COORS are current, having been updated together in 2020

**Impact of Resource Allocation**