

# YEARLY PLANNING DISCUSSION TEMPLATE

## General Questions

**Program Name** Fine Arts- Music **Academic Year** 2024-25

1. Has your program mission or primary function changed in the last year?

No. We are still growing the program and seeing the immense benefits of our Applied Music Program and the AA-T, Transfer degree in music. We had students accepted for transfer to UCSB, Cal Poly SLO, Northridge, Monterrey Bay, Cal State LA, Westmont, Fresno, San Jose, San Francisco, Fullerton, and more.

2. Were there any noteworthy changes to the program over the past year? (e.g., new courses, degrees, certificates, articulation agreements)

We saw the benefit this year of separating levels of piano classes, dedicating one class to just level 1 so that those students could have the undivided attention of the instructor. We are hoping that as enrollments increase, we will be able to add more sections to these courses and have them all divided by level, 1, 2, 3, and 4. We would like to be able to do this with the voice and guitar class as well. Next year, we have divided the Theory courses by level which we have been trying to do for many years. This will ensure success in this important course that is required in all our degrees and programs.

3. Is your two-year program map in place and were there any challenges maintaining the planned schedule?

Yes. We moved the voice class to T/Th after choir to help with piano accompanying needs. It is difficult to have a part-time pianist come to campus every day, so we moved the class to the same day as choir to accommodate accompanist schedules. This proved to be difficult for the students who were enrolled in both courses because of vocal fatigue. We moved the course back to M/W for next year and will have to try to find accompanists who can work at those times. The other ongoing challenge is having multiple levels of courses taught at the same time in one course; Music Theory, Voice Class, Guitar, and Piano. This is difficult for the instructors and students. We saw success in student performance in the Piano 1 course when it was offered on its own. We have separated the levels of Theory for 2025-26 and are anticipating better results and higher retention in that course and in our program. Theory is required for all our degrees and programs, so it is crucial that our students thrive in that course. Theory 1 is only offered in the fall, so if they fail it, it sets them back an entire year. I would eventually like to offer all levels of theory classes every semester. We need funding to replace our staff pianist who left the college three years ago. Every semester it is a stressful struggle to get pianists hired.

4. Were there any staffing changes?

We did have some part-time instructor changes. We hired a new part-time instructor to teach flute and saxophone who is also qualified to teach music theory and music fundamentals. Our part-time private and class piano instructor just retired, and we hired her replacement who is qualified to teach piano lessons, class piano, and accompany our students and ensembles with a special assignment. We are constantly making staffing changes for piano accompanists for choir, the applied lessons and recitals and the voice class. Our staff pianist left the college several years ago and that position has still not been replaced. Every semester it is stressful trying to scrape together funds to hire people. We need a funded staff position that pays a fair market rate so that we can attract a good candidate.

5. What were your program successes in your area of focus last year?

We had 10 students receive degrees in music this year, and five received the CTE Sound Tech Certificate. Five of the associate degrees were AA-T transfer degrees. We had more associate degrees earned this year than last year, or any other year. Our program is growing and thriving. Our performance ensembles gave many outstanding performances. The Symphonic and Jazz bands performed two concerts per semester to large audiences. The AHC Choir performed Mozart's Requiem (one of the most difficult works in all choral repertoire) with the Santa Maria Philharmonic. It was the first time many of the students had ever heard a live orchestra. We were able to offer free tickets to students through SEAP funding. The choir received SEAP funding to take a field trip to Santa Barbara to perform the work again the following day.

## Learning Outcomes Assessment

a. Please summarize key results from this year's assessment.

The music program enrollment average enrollment average is higher than the college, in general, and continues to increase. We are still growing the program and seeing immense benefits of our Applied Music Program and the AA-T, Transfer degree in music. We had students accepted for transfer to UCSB, Cal Poly SLO, Northridge, Monterrey Bay, Cal State LA, Westmont, Fresno, San Jose, San Francisco, Fullerton, and more. We had 10 associate degrees awarded, five transfer degrees. Five certificates were awarded in Sound Technology. Courses are fulfilling and achieving all the SLO's as evidenced by student success, retention in our courses, and the success of the public performances by the music majors and large ensembles including Choir, Jazz Band, Symphonic Band, Voice, Guitar, and Piano.

b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.

We are extremely proud of our students and our successful and growing program. Four-year colleges are now contacting us directly to recruit for their programs. We are now known for our high level of instruction and the high quality and professionalism of our programs and students.

- c. Please summarize recommendations and/or accolades that were made within the program/department.

We had 10 students receive degrees in music this year, and five received the CTE Sound Tech Certificates. Four of the associate degrees were AA-T transfer degrees. We had more associate degrees earned this year than last year, or any other year. Our program is growing and thriving. Our performance ensembles gave many outstanding performances. They Symphonic and Jazz bands performed two concerts per semester to large audiences. The AHC Choir performed Mozart's Requiem (one of the most difficult works in all choral repertoire) with the Santa Maria Philharmonic. It was the first time many of the students had ever heard a live orchestra. We were able to offer free tickets to students through SEAP funding. The choir received SEAP funding to take a field trip to Santa Barbara to perform the work again the following day.

- d. Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning.

**Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses*)**

- a. Which courses were reviewed for regular and substantive interactions (RSI)?

We are having our courses reviewed in Fall 2025.

- b. What were some key findings regarding RSI?

- Some strengths:
  
- Some areas of possible improvement:

- c. What is the plan for improvement?

### CTE two-year review of labor market data and pre-requisite review

- a. Does the program meet documented labor market demand?
- b. How does the program address needs that are not met by similar programs?
- c. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.
- d. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5 years for all others?
- e. Have recommendations from the previous report been addressed?

Use the tables below to fill in **NEW** resources and planning initiatives that **do not apply directly to core topics**. *This section is only used if there are new planning initiatives and resources requested.*



[Institutional Effectiveness](#) [Program Review: Awards](#)

# Program Review: Awards

[AWARD CROSSWALK PDF](#)

## Degree Unduplicated -Age Group



### Award Count Type

- ☒ Unduplicated  
☐ Duplicated

### Demographic

- ☐ Gender  
☐ Ethnicity  
☒ Age Group

### Awards

- ☐ ALL  
☒ Degree  
☐ Certificate

### Program

Music

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Award Count	%Total	Award Count	%Total	Award Count	%Total	Award Count	%Total	Award Count	%Total
20-24	2.000	40%	3.000	75%	2.000	67%	2.000	50%	4.000	67%
35-54	2.000	40%	1.000	25%	2.000	67%	2.000	50%	2.000	33%
55+	1.000	20%	0.000	0%	0.000	0%	0.000	0%	0.000	0%
Grand Total	5.000	100%	4.000	100%	3.000	100%	4.000	100%	6.000	100%

Degrees & Certificates



4 Year Transfer Demographics

Time to Degree Median Units

RETURN HOME

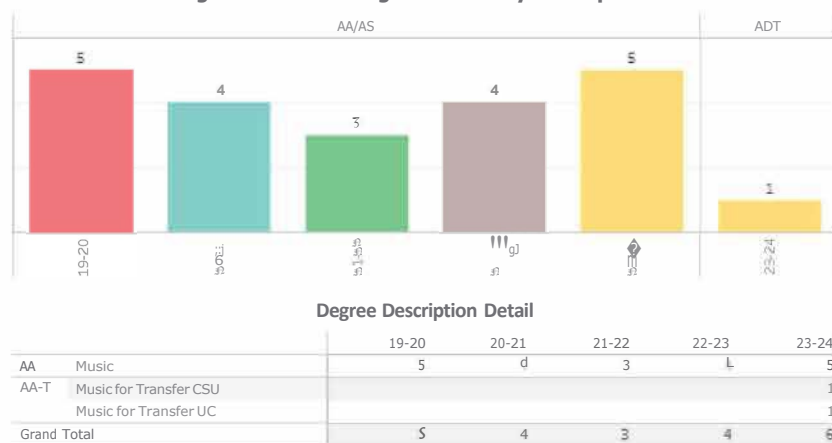


[1 Institutional Effectiveness](#) [Program Review: Awards](#)

## Program Review: Awards

[AWARD CROSSWALK PDF](#)

### Program: Music | Degree Summary- Unduplicated



### Degrees Total



**?**

AA/ADT Degree Type  
☒ @Summary  
☐ Type Detail

Award Count Type  
☒ @Unduplicated  
☐ Duplicated

Program  
 (/Music) **7**

To select multiple degree majors across program titles use 'Degree Major Desc' filter below. Will not change cert data!

Degree Major Desc  
 (@) **7**

### Program: Music | Certificate Description Detail - Unduplicated

### Certificate Total

**Award Demographics**

**4 Year Transfer By System**

**RETURN HOME**



[1](#) Institutional Effectiveness [Program Review: Awards](#)

# Program Review: Awards

[AWARD CROSSWALK PDF](#)

## Degree Unduplicated - Ethnicity



Award Count Type  
☒ Unduplicated  
☐ Duplicated

Demographic

☐ Gender  
☒ Ethnicity  
☐ Age Group

Awards

☐ ALL  
☒ Degree  
☐ Certificate

Program

Music

	2019-20		2020-21		2021-22	2022-23		2023-24	
	Award Count	%Total	Award Count	%Total	%Total	Award Count	%Total	Award Count	%Total
Filipino			1.000	2.5%				1.000	17%
Hispanic	1.000	20%	2.000	50%	3.000	3.000	75%	3.000	50%
Two or More	1.000	20%							
Unknown					1.000				
White	3.000	60%	1.000	25%	1.000	1.000	25%	2.000	33%
<b>Grand Total</b>	<b>5.000</b>	<b>100%</b>	<b>4.000</b>	<b>100%</b>	<b>3.000</b>	<b>4.000</b>	<b>100%</b>	<b>6.000</b>	<b>100%</b>



RETURN HOME



# Program Review: Awards

[AWARD CROSSWALK PDF](#)

## Degree Unduplicated - Gender



	2019-20		2020-21		2021-22		2022-23		2023-24	
	Award Count	%Total	Award Count	%Total	Award Count	%Total	Award Count	%Total	Award Count	%Total
Female	4	80%	1	25%	1	33%	0	0%	3	50%
Male	1	20%	3	75%	2	67%	4	100%	3	50%
Grand Total	5	100%	4	100%	3	100%	4	100%	6	100%

**Award**

Count Type

- ☒ Unduplicated
- ☐ Duplicated

Demographic

- ☒ Gender
- ☐ Ethnicity
- ☐ Age Group

Awards

- ☐ ALL
- ☒ Degree
- ☐ Certificate

Program

Music

[Degrees & Certificates](#)
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[Time to Degree Median Units](#)
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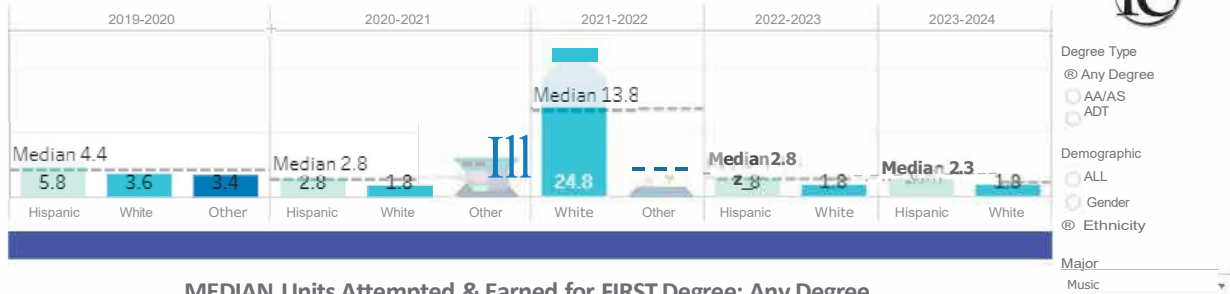


Institutional Effectiveness FRQgram Review: Awards

# Program Review: Awards

[AWARD CROSSWALK PDF](#)

## Time to Degree (TTD) in Years for FIRST Degree: Any Degree



## MEDIAN Units Attempted & Earned for FIRST Degree: Any Degree



Degrees & Certificates

Award Demographics

4 Year Transfer By System

4 Year Transfer Demographics

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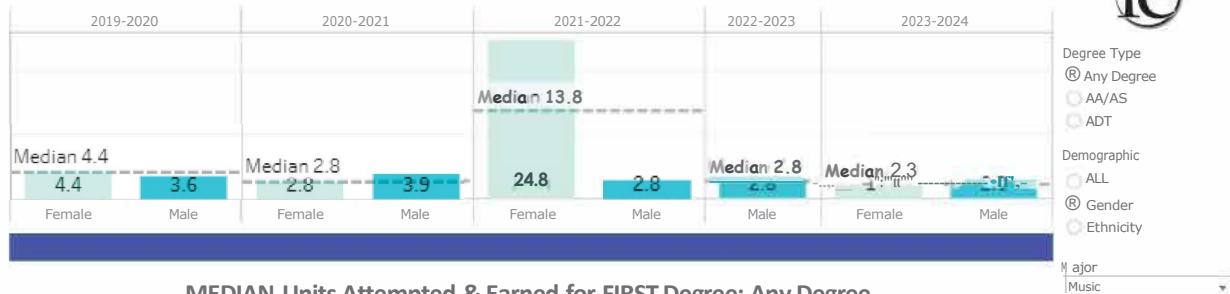


[1 Institutional Effectiveness](#) [Program Review: Awards](#)

# Program Review: Awards

[AWARD CROSSWALK PDF](#)

## Time to Degree {TTD} in Years for FIRST Degree: Any Degree



## MEDIAN Units Attempted & Earned for FIRST Degree: Any Degree



Degrees & Certificates

Award Demographics

4 Year Transfer By System

4 Year Transfer Demographics

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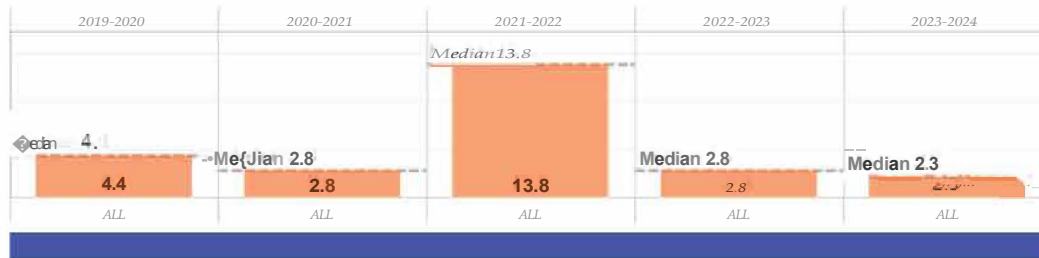


[1 Institutional Effectiveness](#) [Program Review: Awards](#)

# Program Review: Awards

[AWARD CROSSWALK PDF](#)

## Time to Degree (TTD) in Years for FIRST Degree: Any Degree

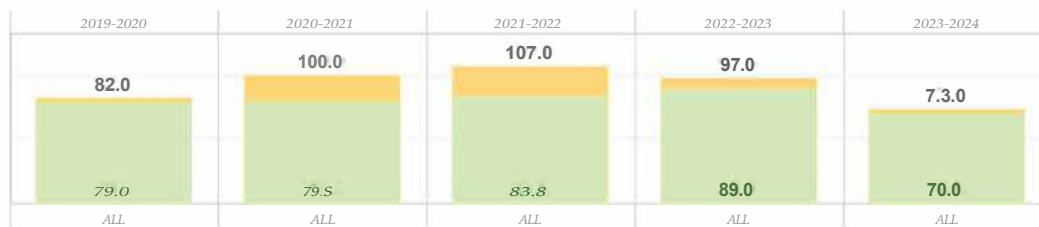


Degree Type  
☒ Any Degree  
☐ AA/AS  
☐ ADT

Demographic  
☒ ALL  
☐ Gender  
☐ Ethnicity

Major  
 Music

## MEDIAN Units Attempted & Earned for FIRST Degree: Any Degree



	2019-2020				2020-2021				2021-2022				2022-2023				2023-2024			
	HC	TTD	Att	Earn	HC	TTD	Att	Earn	HC	TTD	Att	Earn	HC	TTD	Att	Earn	HC	TTD	Att	Earn
ALL	7	4.4	82.0	79.0	5	2.8	100.0	79.5	2	13.8	107.0	83.8	4	2.8	97.0	89.0	4	2.3	73.0	70.0
Grand Total	7	4.4	82.0	79.0	5	2.8	100.0	79.5	2	13.8	107.0	83.8	4	2.8	97.0	89.0	4	2.3	73.0	70.0

Degrees & Certificates

Award Demographics

4 Year Transfer By System

4 Year Transfer Demographics

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[Institutional Effectiveness](#) [Program Review: Enrollment & Headcount](#)

## Program Review: Enrollment & Headcount

Headcount Demographics



**ie**

Years or Terms  
Academic Year

Ethnicity | Gender | Age  
?

credit CR/NC

Subject  
MUS

Course  
(All)

Demographic

- 55+
- 35-54
- 25-34
- 20-24
- Under20

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Headcount	%Total	Headcount	%Total	Headcount	%Total	Headcount	%Total	Headcount	%Total
Under20	249.0	46%	185.0	41%	169.0	39%	209.0	42%	256.0	42%
20-24	197.0	37%	177.0	39%	181.0	42%	197.0	39%	226.0	37%
25-34	56.0	10%	68.0	15%	52.0	12%	53.0	11%	74.0	12%
35-54	30.0	6%	21.0	5%	35.0	8%	33.0	7%	43.0	7%
55+	22.0	4%	13.0	3%	9.0	2%	24.0	5%	23.0	4%
Grand Total	537.0	100%	455.0	100%	435.0	100%	503.0	100%	603.0	100%

**Mia**

Fill Rate & Efficiency

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[Institutional Effectiveness](#) [Program Review: Enrollment & Headcount](#)

## Program Review: Enrollment & Headcount

Headcount Demographics



**ie**

Years or Terms  
Academic Year

Ethnicity | Gender | Age  
[mi]maty

CR/NC  
credit

Subject  
IMUS

Course  
(All)

Demographic  
☐ Other  
☐ White  
☐ Hispanic

	2019 - 20		2020 - 21		2021 - 22		2022 - 23		2023 - 24	
	Headcount	%Total	Headcount	%Total	Headcount	%Total	Headcount	%Total	Headcount	%Total
Asian	10.0	2%	10.0	2%	3.0	1%	10.0	2%	9.0	1%
Black	12.0	2%	12.0	3%	9.0	2%	7.0	1%	17.0	3%
Filipino	16.0	3%	18.0	4%	18.0	4%	22.0	4%	16.0	3%
Hispanic	316.0	59%	261.0	57%	274.0	63%	291.0	58%	383.0	64%
Native Am			1.0	0%	2.0	0%	5.0	1%	2.0	0%
Pac Isl			1.0	0%	1.0	0%	6.0	1%		
Two or More	24.0	4%	24.0	5%	21.0	5%	17.0	3%	22.0	4%
Unknown	6.0	1%	4.0	1%	7.0	2%	10.0	2%	11.0	2%
White	153.0	28%	124.0	27%	100.0	23%	135.0	27%	143.0	24%
Grand Total	537.0	100%	455.0	100%	435.0	100%	503.0	100%	603.0	100%

**Mia**

Fill Rate & Efficiency

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[Institutional Effectiveness](#) [Program Review: Enrollment & Headcount](#)

## Program Review: Enrollment & Headcount




[Institutional Effectiveness](#) / [Program Review: success. Retention. Persistence](#)

# Program Review: Success, Retention, Persistence

## First time AHC students Persistence% fall to spring

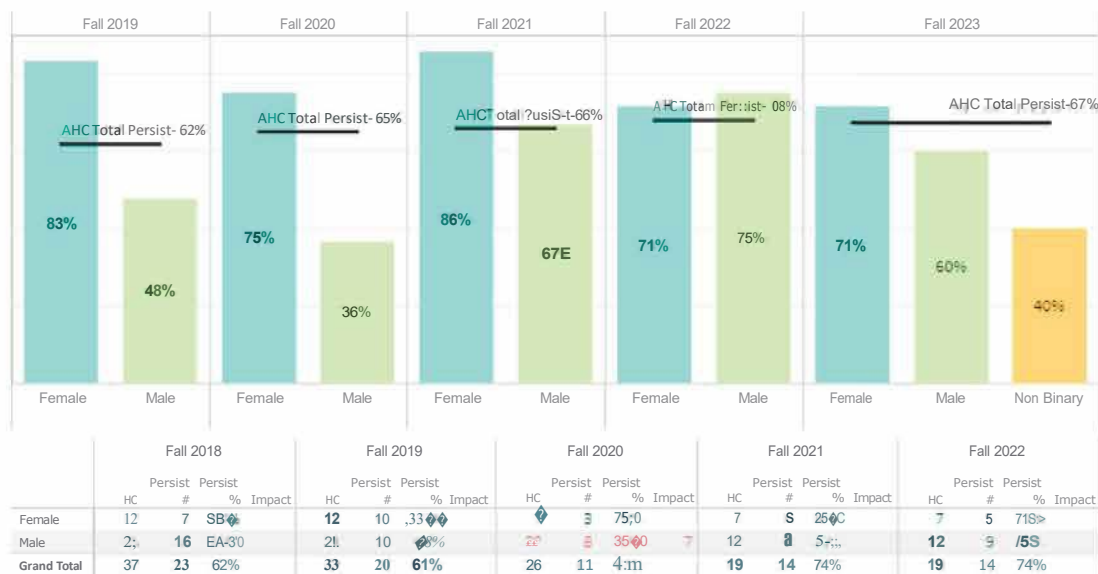


Major



Student Group

Student Group



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 Red text for  
 Persistence

 Success &  
 Retention

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Español

# AHC Data Quick Facts

CREDIT



## How many students?

### Fall Headcount



### Headcount Vs. Enrollment

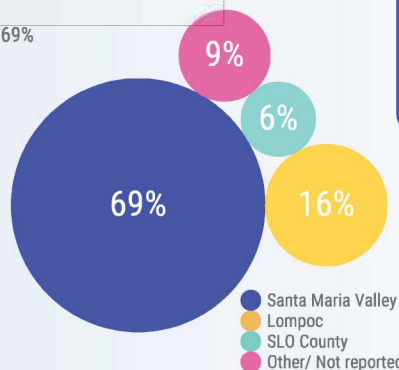
Headcount and enrollment are two different ways of counting students. Headcount is how many students are there? Enrollment is how many registrations are there?!

## Who are our students?

### Ethnicity Fall 2023

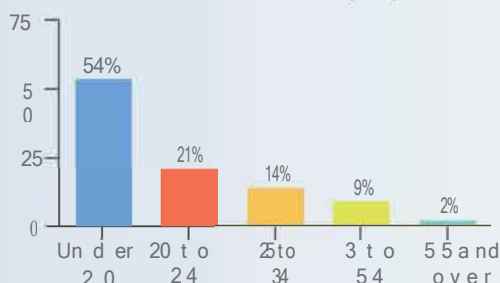


### Location

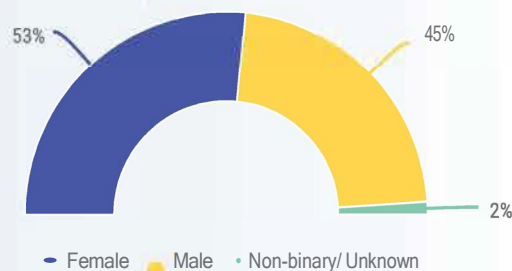


- These percentages are based on headcount for the fall 2023 term
- DSPS stands for Disabled Student Programs and Services
- Santa Maria Valley includes surrounding areas like Orcutt and Guadalupe

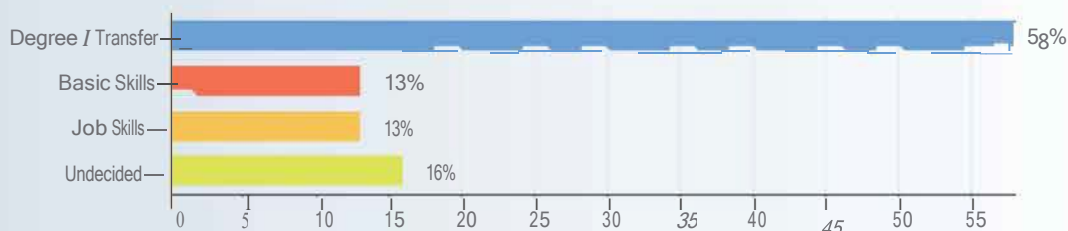
### Age Fall 2023



### Gender Fall 2023



### Education Goal Fall 2023



**41%**  
of students are first-generation

**7%**  
of students are ever DSPS students

**50%**  
of students received some financial aid

**1%**  
of students are Verified Veteran



## Area of Focus Discussion Template

### INNOVATIVE SCHEDULING

**Innovative Scheduling** embraces mapping, scheduling, and student outcomes. This focus includes a review of modalities, times, days, and sequence of courses. It supports areas of interest. It is based on student success, retention, and completion/graduation data. Sample activities include the following:

**Possible topics:**

- Review scheduling matrices – program map alignment, successes, and challenges.
- Collaborate with guided pathways success teams to assess scheduling conflicts and bottlenecks within and across disciplines that impact student completion.
- Assess mix of teaching modalities – mornings-afternoons-evenings; weekends; face-to-face, hybrid, and distance learning. NOTE: Hybrid is the combined use of various teaching modalities.
- Address scheduling conflicts or dependencies across disciplines or general education areas.
- Student access – cultivate majors, support cohorts and interdisciplinary connections.
- Review units and time to course and program completion.

1. What data were analyzed and what were the main conclusions?

In collaboration with our Dean, Department Chair, Guided Pathways Success Team, and faculty who typically teach the courses, we discussed ways to help enrollments in Guitar, Piano, and Voice courses, as well as Fine Arts- Music courses in general. We decided to try offering the courses on days and times that did not compete with other courses and that accommodate busy student course and work schedules. We offered Guitar on Saturdays and Piano both in the evening and during the day. We were able to make these second sections work but are still looking for ways to improve enrollment numbers. I am currently working on mirroring these three courses to add a Community Education component. This has proved extremely successful in the past for the Choir (which is now over-enrolled) and our Band courses.

2. Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?

The largest issue for students is balancing work and class schedules. By trying to offer more courses in the evening and on the weekend, we are hoping to reach more students who have difficulty enrolling in courses held during the workday. By offering both day and evening/weekend courses we can reach students who work in the day as well as those who work night and weekends.

3. What are your plans for change or *innovation*?

I am hoping to offer added sections at alternative times. This helps us to reach more students, but also to separate levels of instruction so that students are not trying to learn in a class in which the professor is trying to teach two different levels at the same time. This was a huge problem with our Music Theory courses as well, and finally, after 6 years of campaigning, we can offer separate levels of Music Theory sections. The professor can teach one level at a time, and I am confident this will lead to student retention and success. I am currently working on mirroring Guitar, Piano, and Guitar courses so that we can have a Community Education Component. These students add much to our programs (including becoming scholarship donors!) and add to the diversity in our classrooms while increasing enrollment.

4. How will you *measure* the results of your plans to determine if they are successful?

We will look at enrollment and student success. Are they completing the courses? Are they successful in the courses and in their performances? We will look at enrollment data, grades, retention data, and observe student performances.

**Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.**

1. Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners)
2. Are there specific recommendations regarding the core topic responses from the validation team?

I would be working with our department chair, dean, Faculty, and students (student feedback). I have served on the Guided Pathways Success Teams for two years, and if it continues, I can bring this back around to our team for ideas and analysis.

New Program Planning Initiative (Objective) – Core Topic Only	
<b>Title (including number):</b>	Proper and matching monitors (speakers) in all music classrooms (Band, Choir, F-119, F-250, Studio)
<b>Planning years:</b>	2024 (ASAP)
<p align="center"><b>Description:</b></p> <p><i>The speakers installed with the building are not useful for our needs. First, they are wired in mono, so stereo sound is not possible. Second, they do not have the kind of bass response required for a full spectrum experience. And finally, the problems we are having with our podium docks are keeping us from easily patching our sound sources in. 5.1/7.1 surround sound should be considered for the future.</i></p> <p><a href="https://www.sweetwater.com/store/detail/LP6v2Pair--kali-audio-lp-6-v2-6.5-inch-powered-studio-monitor-pair-black">https://www.sweetwater.com/store/detail/LP6v2Pair--kali-audio-lp-6-v2-6.5-inch-powered-studio-monitor-pair-black</a></p> <p>5 x \$400 = \$2,000</p>	
<p><b>What college plans are associated with this Objective? (Please select from the list below):</b></p> <p> <input type="checkbox"/> Ed Master Plan    <input type="checkbox"/> Student Equity Plan    <input type="checkbox"/> Guided Pathways    <input type="checkbox"/> AB 705/1705  <input checked="" type="checkbox"/> Technology Plan    <input type="checkbox"/> Facilities Plan    <input type="checkbox"/> Strong Workforce    <input type="checkbox"/> Equal Employment Opp.  <input type="checkbox"/> Title V </p>	
New Program Planning Initiative (Objective) – Core Topic Only	
<b>Title (including number):</b>	Digital Security Access System – Something that uses digital keycards/FOBs, and will allow the right students to have access to rooms meant for them.
<b>Planning years:</b>	2024-27
<p align="center"><b>Description:</b></p> <p><i>We continue to have problems with music students not being able to use the practice rooms because non-music, and even non-student people are using them. In addition to this, students do not have the ability to access instruments, technology and rooms without the assistance of an instructor. This system will allow accessibility, while also keeping records for security/protection of school property. NOT SURE HOW TO EVEN PRICE THIS, SOMETHING WELL OUTSIDE OF MY EXPERTISE.</i></p>	
<p><b>What college plans are associated with this Objective? (Please select from the list below):</b></p> <p> <input type="checkbox"/> Ed Master Plan    <input type="checkbox"/> Student Equity Plan    <input type="checkbox"/> Guided Pathways    <input type="checkbox"/> AB 705/1705  <input type="checkbox"/> Technology Plan    <input checked="" type="checkbox"/> Facilities Plan    <input type="checkbox"/> Strong Workforce    <input type="checkbox"/> Equal Employment Opp.  <input type="checkbox"/> Title V </p>	

New Program Planning Initiative (Objective) – Yearly Planning Only	
<b>Title (including number):</b>	Piano Accompanist for Choir, Voice and Applied Music classes, rehearsals, recitals, and concerts.
<b>Planning years:</b>	<i>(The academic years this will take to complete)</i> 2025-2026
<p align="center"><b>Description:</b></p> <p><i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i></p> <p>A permanent piano accompanist is needed to support instruction and lessons for the Choir, Voice, and Applied Music courses. Since the retirement of David Alm, the program has been without a dedicated accompanist. Accompanists have been hired temporarily but often either don't have the necessary skill set or the time to meet the needs of students.</p>	
<p><b>What college plans are associated with this Objective? (Please select from the list below):</b></p> <p> <input checked="" type="checkbox"/> Ed Master Plan              <input type="checkbox"/> Student Equity Plan              <input type="checkbox"/> Guided Pathways              <input type="checkbox"/> AB 705/1705  <input type="checkbox"/> Technology Plan    <input type="checkbox"/> Facilities Plan    <input type="checkbox"/> Strong Workforce    <input type="checkbox"/> Equal Employment Opp.  <input type="checkbox"/> Title V         </p>	

New Program Planning Initiative (Objective) – Yearly Planning Only	
<b>Title (including number):</b>	Group study room for music
<b>Planning years:</b>	<i>(The academic years this will take to complete)</i> 2025-2026
<p align="center"><b>Description:</b></p> <p><i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i></p> <p>Students need a dedicated space that they can collaborate and rehearse for course assignments and concerts.</p>	
<p><b>What college plans are associated with this Objective? (Please select from the list below):</b></p> <p> <input type="checkbox"/> Ed Master Plan              <input type="checkbox"/> Student Equity Plan              <input type="checkbox"/> Guided Pathways              <input type="checkbox"/> AB 705/1705  <input type="checkbox"/> Technology Plan    <input checked="" type="checkbox"/> Facilities Plan    <input type="checkbox"/> Strong Workforce    <input type="checkbox"/> Equal Employment Opp.  <input type="checkbox"/> Title V         </p>	

Program Review Signature Page:

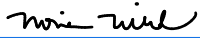


Nichole Dechaine (Sep 3, 2025 11:27:37 PDT)

Program Review Lead

Sep 3, 2025

Date



Monica Millard (Sep 3, 2025 11:59:43 PDT)

Program Dean

Sep 3, 2025

Date



Vice President, Academic Affairs

Sep 4, 2025

Date












# MUSIC - Innovative Scheduling\_8.8.25

Final Audit Report

2025-09-04

Created:	2025-09-03
By:	Maryfrances Marecic (mmarecic@hancockcollege.edu)
Status:	Signed
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