

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name Sound Technology Academic Year 2023-2024

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

No, the sound technology program is the same.

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

No, however there will be suggestions in this review and program review.

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

N/A, students can complete our certificate in one year. A two-year AA is being discussed now.

4. Were there any staffing changes?

No, however a hire is recommended after this year's review(s)

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

We have completely moved into our new recording studio, it is now fully functional, and one of the nicest recording spaces in the region. Initial enrollment is extremely promising. All courses are currently waitlisted (theory and technology).

Learning Outcomes Assessment

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

Students who attend class and submit work regularly meet SLOs. It is only the students who do not come to class who fail.

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

Students need to value class time and instruction. Students overestimate their abilities when they think technology is easier to use than it is. Students who fall behind do not have the ability to catch up and stay in class.

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

The digital/online/virtual should be augmented with sensory tools to improve comprehension via better attention focused activities. Classrooms should be a sensory stimulative environment. A teaching/department assistant would make a big difference in student comprehension via access to campus resources, including a knowledgeable human resource.

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

Changes will be made to syllabi, and course organization, but core material will remain the same.

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*)

NEXT YEAR I PLAN TO MAKE CLASSROOM PRESENCE MY PRIORITY. THE CONTINUED EFFORTS TO MAKE MORE TECHNOLOGY AVAILABLE FOR CHECKOUT HAS ONLY RESULTED IN LOWER RATES OF RETENTION AND SUCCESS. THESE COURSES COVER MATERIAL THAT IS BETTER SERVED IN PERSON.

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

- a. Does the program meet documented labor market demand?

Yes: <https://www.bls.gov/ooh/media-and-communication/broadcast-and-sound-engineering-technicians.htm>

- b. How does the program address needs that are not met by similar programs?

Sound technology does not have any other program on campus that teaches similar concepts. This is a program that caters to local students; the PCPA is not public access.

- c. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.

Hancock sound/music students are gaining a good reputation on the central coast. As our little community grows, and more music commerce arrives, several of our students have found employment with hourly wages well above the mandated minimum.

- 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?

Yes.

- e. Have recommendations from the previous report been addressed?

No, we do not have our mastering software or our additional production backpacks. I have been told that the laptops, that are the main part of the backpacks, have been ordered, but I do not know where they are or if they are even on campus.

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	Unlink Music Theory I/II from III/IV
Planning years:	2024-26
Description:	
Students have been adamant about unlinking these courses. They are very clear that it inhibits their learning. We have now had two years where theory has reached a cap as a linked course. The trend has continued where those large numbers slowly dwindle through theory iv. The problem may be self-perpetuating. If the linking is causing students to struggle with learning, and that struggle leads to their dropping out, so we keep the linkage, and the problem continues. Now that the interest has shown to be there, its time to take the chance on music theory.	
What college plans are associated with this Objective? (Please select from the list below):	
<input checked="" type="checkbox"/> Ed Master Plan <input checked="" 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	

New Program Planning Initiative (Objective) – Yearly Planning Only

Title (including number):	Move music theory back or change piano class meeting time
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Planning years:	2024-26
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Description:

If music theory meets one hour later than it currently does, it can be held in the piano lab to immediately implement these tactile changes with the keyboards and computers that are already in that room. This would be the fastest way to extend our technology to more classes. If not, the piano class could change its time and theory could stay the same.

This would require unlinking, as the piano lab has a firm 25 seat cap, and combined theory I and III courses would go well beyond that each fall.

What college plans are associated with this Objective? (Please select from the list below):

Ed Master Plan Student Equity Plan Guided Pathways AB 705/1705

Technology Plan Facilities Plan Strong Workforce Equal Employment Opp.

Title V

New Program Planning Initiative (Objective) – Yearly Planning Only

Title (including number):	Immediately available visual stimuli – posters, diagrams, etc.
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Planning years:	2024-25
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Description:

Students have made me feel as though some colorful posters on the walls that contain important topics, details and information about the topics of the classes that occur within those rooms would help them stay focused on the course material when their eyes wander, or if they forget something.

- Note names, circle of fifths, chord charts, synth parameters, audio terminology, etc.

Cost Estimate - \$1,000 for F-119/F-250

What college plans are associated with this Objective? (Please select from the list below):

Ed Master Plan Student Equity Plan Guided Pathways AB 705/1705

Technology Plan Facilities Plan Strong Workforce Equal Employment Opp.

Title V

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	Various cables – Piano lab and Recording Studio
Planning years:	2024-25
Description:	
<p><i>We need 30 six-foot (6') RCA cables for the piano lab, and multiple eight (8) channel snakes for the recording studio and the mini studio I am building in F-119.</i></p> <p><i>ESTIMATE - \$3,000</i></p>	
What college plans are associated with this Objective? (Please select from the list below):	
<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	

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	Dry Erase Board on wheels in the recording studio (May already have on campus)
Planning years:	2024-25
Description:	
<p><i>Right now we only have computer screens in that room. I need something I can write on when I need to explain topics beyond the demonstrations that I can do with the computer and hardware.</i></p> <p>https://www.uline.com/Product/Detail/H-7804/Boards-Easels/Magnetic-Steel-Mobile-Dry-Erase-Board-8-x-4</p> <p><i>1 @ \$1,325</i></p>	
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<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	

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	Utility Cart – (May already have on campus)
Planning years:	2024-25
Description:	
<p><i>These are all over campus. In order to keep our 25 key keyboards mobile between theory and audio, the largest utility cart we have, with the deepest shelves will be required.</i></p> <p>https://www.uline.com/Product/Detail/H-6173BL/Utility-Carts/Uline-3-Shelf-Utility-Cart-with-Lipped-Shelves-28-x-19-x-39-Black</p> <p>1 @ \$145</p>	
What college plans are associated with this Objective? (Please select from the list below):	
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<input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp.	
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New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	Piano Lab Station/Podium Interactive Capability
Planning years:	2024-25
Description:	
<p><i>I do not know if this can be done with what we already have, or if new equipment would need to be installed, but the music lab (F-119) would be much more conducive to group learning if students could share their screen and sound as the primary projection and sound output for the room. This is something AV may be able to make possible if they have all of the right hardware on campus.</i></p>	
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<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	

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	Wired mouse and keyboard with mousepad at each station
Planning years:	2024-25
Description:	
<p><i>The wireless keyboards and mice are not reliable. They get lost, they lose sync, and they are not consistently recharged. Wired versions would be better, and students have mentioned they also could use mousepads. These are no longer available from Apple, but we should have them on campus or be able to procure recycled versions.</i></p>	
What college plans are associated with this Objective? (Please select from the list below):	
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<input checked="" type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp.	
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Area of Focus Discussion Template

ENROLLMENT TRENDS AND EFFICIENCY

Enrollment Trends and Efficiency – look for areas of growth or decline, relationship to the college and similar programs, and head count (enrollment and full-time equivalents for students and full-time equivalents faculty)

Important Topics:

- Students continue to enroll at very high rates, but they are not staying in class or completing enough work to pass
- These problems have multiple causes, but classroom engagement may help improve attention and retention
- The classrooms will be the focal point of instruction, technology will be used in all classes as a means of supporting learning
- New technology will be needed to alter curriculums for this approach, an approach that focuses on tactile, visual and aural stimuli association will be used
- Hire a department assistant to assist with implementing these changes and contribute to student success

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

Data was collected from student surveys provided in the classes to be reviewed in this document. Across various classes, there was a strong pattern of students requesting more sensory stimulation included in lessons, specifically, tactile learning tools, but also more visual and aural. In addition to this, all music theory and technology students described the desire for someone like a teaching assistant to not only help with learning their material, but to allow more accessibility to rooms and technology that are not available without a qualified instructor in the room. I then cross referenced this data with peer reviewed research on their responses.***

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 biggest challenges we face are those that we are not capable of addressing as faculty making classroom decisions and purchase requests. These include things like linked courses, resource/campus accessibility, transportation and familial responsibilities. These are directly related to attendance, and the lack of attendance is the root of these problems.

The direct challenges we have with incoming students as professors, are related to waning attention spans, instant access to information, and teaching the importance of knowledge that is not immediately functional in a context they intrinsically value. Learning styles have dramatically changed. I hope to address those below.

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

I am currently in the process of restructuring all of my syllabi, so that each lesson has an associated tactile, aural, and visual exercise. I am going to repurpose laptops and keyboards that we currently checkout for audio courses, for theory classroom use, and the audio courses are going to be restructured so that time in the studio and lab is necessary to complete all assignments. I hope this addresses attendance issues in both courses by focusing on improving the classroom more than the ability to do work done on their own time. They need leadership and guidance, not autonomy.

If they do not already have one, all music theory students will check out a keyboard or digital piano on the first day of class. Multiple competent tutors have already been asked to register.

I am going to buy more technology and classroom tools that will make classrooms more sensory stimulative – tactile, visual and aural. These include individual items for the studio, and groups of items (30) for our workstations. Analog paper assignments will be standard where possible, digital submissions will be limited to audio and video assignments. The written word will be revalued; I am practicing my calligraphic skills to prepare my notes on the board to be legible, artistic and interesting.

I will ask for a digital security system that will allow music students to access music department resources as often as possible and prioritize them over non-music students who use the piano rooms meant for serious practice. When this happens, I will purchase more technology that will make our piano practice rooms functional as practice rooms for sound technology students and students who play electronic instruments.

I will ask for a teaching assistant to be hired for the purposes of assisting students during theory class when linked courses overlap and the instructor must split up his time between two different courses. This person will also be able to act as an “assistant engineer” in recording studio classes that are very active and require a lot of work for one person moving around from room to room. In addition to this, they will be able to provide access to the music lab in the evenings, as well as allow all audio students to have individual time in the recording studio, thus allowing for socially distant students to have an environment where they are comfortable.

Finally, I will ask for a group study room for music students. Group assignments will be a common part of the new syllabi I write, and students have consistently asked for something like this. Basic music technology can be installed for maximum effectiveness.

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

We will continue to watch our retention and success numbers. As always, our enrollment is amazing, as all of my classes are usually immediately waitlisted as soon as enrollment is open. This year is no different. My classes are full so they will be perfect for observation.

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	Group Study Room for Music Department Students
Planning years:	2024 - 2025
Description:	
<p>Music students need a room where they can have group study time together, with access to basic music technology, like keyboards or digital pianos. This room has already been discussed. Darlene’s original office is supposedly purposed exactly for this. It is also right next door to the classroom where music theory is taught. This can easily be done this semester, by moving a couple of instruments from the band storage room to there.</p>	
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New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	Music Department/Sound Technology Teaching Assistant – New Hire
Planning years:	2024-26
Description:	
<p><i>Our new building is amazing, but students need someone who can allow them to make the most use of the resources we now have. The ideal person for this job would be able to assist with music theory linked courses, recording studio sessions, and material taught in the music lab. In addition to this, they would allow for evening access to the lab, and for audio students to have private time in the studio. Ultimately, they would give students the most hands-on experience possible.</i></p> <p><i>I DON'T KNOW HOW MUCH THIS WOULD COST, BUT I IMAGINE THIS IS A CLASSIFIED POSITION</i></p>	
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New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	Large Interactive Screens in F-119 and F-250
Planning years:	2024-27
Description:	
<p>Screens on all four walls in music classrooms will create an immersive environment where visual stimuli projected at the front of the class is seen from all angles of the room. The inclusion of touch capability would create the multi-sensory learning environment discussed above. We would need seven (7) total, with three (3) for F-119, three (3) for F-250, and one (1) on wheels in the studio.</p> <p>https://www.lg.com/us/business/collaboration-displays/lq-86tr3dk-b-createboard</p> <p>7 x \$4,500 = \$31,500</p>	
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New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	Proper and matching monitors (speakers) in all music classrooms (Band, Choir, F-119, F-250, Studio)
Planning years:	2024 (ASAP)
Description:	
<p>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.</p> <p>https://www.sweetwater.com/store/detail/LP6v2Pair--kali-audio-lp-6-v2-6.5-inch-powered-studio-monitor-pair-black</p> <p>5 x \$400 = \$2,000</p>	
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<input type="checkbox"/> Title V	


New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	Digital Security Access System – Something that uses digital keycards/FOBs, and will allow the right students to have access to rooms meant for them.
Planning years:	2024-27
Description:	
<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>	
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New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	MIDI controllers for piano lab (30)
Planning years:	2024-25
Description:	
<p><i>This is something that will be extremely important for the tactile element of sensory based instruction. The digital pianos that we currently have are great for note input, but electronic music, MIDI and audio students need more. These will allow for multiple ways of interactive input:</i> https://www.amazon.com/Controller-Personalized-Production-Donner-DMK25/dp/B0B6TT92CN?th=1 30 x \$90 = \$2,700</p>	
What college plans are associated with this Objective? (Please select from the list below):	
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New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	New Synth Rack with multiple modular analog synthesizers. Behringer clones will be used to keep costs low and allow for the most purchases.
Planning years:	2024-25
Description:	
<p>Students currently learn about synthesis in a completely digital environment on the computer using DAW software. This not only allows for students to learn on physical hardware they can compare to the software, but it is another step towards adding more tactile sensations to learning. The appearance of the knobs (visual) and the sound of the synth (aural), create the trifecta of senses.</p> <p>https://www.sweetwater.com/store/detail/NeutronMod--behringer-neutron-semi-modular-analog-synth</p> <p>https://www.sweetwater.com/store/detail/BehringerD--behringer-model-d-analog-synthesizer</p> <p>https://www.sweetwater.com/store/detail/BehrKobol--behringer-kobol-expander-semi-modular-analog-synthesizer</p> <p>https://www.sweetwater.com/store/detail/K2Mod--behringer-k-2-semi-modular-synthesizer</p> <p>https://www.sweetwater.com/store/detail/BehrPro800--behringer-pro-800-8-voice-polyphonic-analog-synthesizer</p> <p>https://www.sweetwater.com/store/detail/BehrModel15--behringer-model-15-semi-modular-analog-synthesizer</p> <p>https://www.sweetwater.com/store/detail/Behr2600--behringer-2600-analog-semi-modular-synthesizer</p> <p>https://www.sweetwater.com/store/detail/SRK--middle-atlantic-products-srk</p> <p>https://www.sweetwater.com/store/detail/RD9--behringer-rd-9-analog-drum-machine</p> <p>https://www.sweetwater.com/store/detail/RD8Mk2--behringer-rhythm-designer-rd-8-mk2-analog-drum-machine</p> <p>\$4,000</p>	
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New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	New Mastering Rack with multiple pieces of analog hardware used to make masters of final recordings.
Planning years:	2024-25
Description:	
<p>We currently do not have any kind of mastering tools outside of those included with Logic Pro. We have asked for mastering software for our department computers, but we still do not have it. A mastering rack would allow us to take the mastering process out of the box, and when we do get our software, allow for comparisons between hardware and software emulations of such hardware.</p> <p>https://www.sweetwater.com/store/detail/Portico2MBPBk--rupert-neve-designs-portico-ii-master-buss-processor-black</p> <p>https://www.sweetwater.com/store/detail/FusionSSL--solid-state-logic-fusion</p> <p>https://www.sweetwater.com/store/detail/VariMuMaster--manley-variable-mu-mastering-version</p> <p>https://www.sweetwater.com/store/detail/MPMaster--manley-massive-passive-mastering-version</p> <p>https://www.sweetwater.com/store/detail/CurveBender--chandler-limited-tq12345-curve-bender</p> <p>https://www.sweetwater.com/store/detail/nqBusComp--wesaudio-nqbuscomp-analog-bus-compressor-with-digital-recall</p> <p>https://www.sweetwater.com/store/detail/SRK--middle-atlantic-products-srk</p> <p>https://www.sweetwater.com/store/detail/SPatchPlus--samson-s-patch-plus-48-point-balanced-patchbay - \$32,500</p>	
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Program Review Signature Page:


Christopher Diaz (Aug 22, 2024 08:44 PDT)
 Program Review Lead

Aug 22, 2024
 Date


 Program Dean

Aug 22, 2024
 Date


 Vice President, Academic Affairs

Aug 22, 2024
 Date

This year, I decided to collect data from students directly, and get their feedback regarding how we can improve retention in our music theory and music/sound technology courses. If we look at the enrollment data over the past few years, every music technology consistently fills immediately and usually has a long waitlist. Since we moved to the new building, the same thing has started to happen with the first section of music theory. Unfortunately, these impressive enrollment statistics are not leading to the kind of retention, completion and success rates we would like to see. Students tend to slowly drop out of classes and even those that stay tend to struggle with the concepts we cover.

I have always been willing to update curriculum for different types of students, but I believe this year has exposed a new generation of students who will require a different environment to better suit their learning styles in a post lockdown world. After realizing that my frustrations with my students were like those I have with my own daughter, it was easy to see how I would need to update my classrooms. This is a generation that is currently rejecting the digital world we were all fascinated with upon its arrival. This is the generation who were obsessed with making slime, fidget spinners, polaroid cameras, and even physical media like CDs and cassettes. The physical/tangible/analog is completely new to them, and it fascinates their curiosities.

Students in both theory and music technology courses were asked for feedback specific to what would help them succeed and/or keep them coming to school. Along with introducing more tactile changes to lessons, students were vocal about visual and auditory stimuli that could also help. Below are the ideas that were given for music theory:

1. Tactile/Hands-on – wandering hands need to be occupied
 - a. Keyboards that can be checked out for home use
 - b. Keyboards and laptops used in the classroom
 - c. Possibly use iPad and apps for touch-based notation software
2. Visual – wandering eyes need to stay on task
 - a. Screens on all walls around the room (interactive touch would be ideal)
 - b. Better (brighter and sharper) projectors for the main screens
 - c. Colorful posters on the wall with music theory concepts on them
3. Aural – wandering attention needs to stay focused
 - a. Proper L/R studio monitors in every music room (6"-8" woofer)
 - b. Surround sound (5.1/7.1) in music classrooms

Along with these ideas, students consistently inquired about resources that would go beyond those of making orders on behalf of the music department. While the tools listed above would be great for making classroom interventions for modern learning styles, they shared what would also help them with homework. These are listed below:

4. Study Room(s)
 - a. Students have asked for a space where they can meet in groups and study in an isolated area. The office that Darlene used was intended for this exact situation. It is right next to the room where theory is taught, so it would be a great place for them to use. This room could be as simple as a few desks and a couple of digital pianos.

- b. The practice room situation has really frustrated music students. The current system is working okay, but students have shared that it is not perfect. We need to find a better way to prioritize them. There may be an overlapping solution with the Sound Technology information to follow.
 - c. They also asked for more technology in the practice rooms, which led me to believe that we may need to use some sort of security system where music majors are given a key or a digital card/fob. These would be great for allowing specific students to access instruments and rooms and could keep a record of who is using what, and when.
5. Teaching Assistant
- a. Students asked about ways to transcend the limitations of having overlapped linked courses that require the professor to move between two groups learning two different subjects.
 - b. They described someone like a teaching assistant, as they also asked about something akin to a full-time tutor.
 - c. They also wanted to know if it was possible to use the lab and the studio at night, which would require someone to manage and assist with a basic knowledge of music software/technology.

Audio Technology/MIDI students were also given student surveys, and their feedback was very similar to that of the music theory students. In some cases, some of the music technology we currently have could be appropriated for use by music theory, and we could replace those pieces based on this feedback. Like the theory students, they were very clear about Tactile, Visual and Aural stimuli. There is considerable overlap between these two, so those bullets will be noted with an asterisk (*).

- 1. Tactile/Hands-On
 - a. DAW controllers at every lab station (pads, knobs, sliders)
 - b. Analog synthesizers to program outside of the computer
 - c. Wired keyboard/mouse and mousepad at every lab station
- 2. Visual
 - a. Screens on all walls*
 - b. Brighter/Hi-Def projectors*
 - c. White/Dry-Erase board in the recording studio
- 3. Aural
 - a. Proper L/R monitors*
 - b. 5.1/7.1 surround sound*
 - c. More Plug-in Software

4. Study Rooms

- a. Students asked if the practice rooms could be outfitted with basic functionality for DAW work. This would definitely require a security system to protect school property that is easy to steal – Monitors/Speakers, Screens, Cables, etc.*
- b. Access to the lab at times when it is not being used for class.
- c. Individual access to the recording studio
 - i. When I went to audio school at a JC, we each had one week during the last semester that was ours in the evenings. This would definitely require an assistant. *
 - ii. Students should be allowed to purchase studio time at a discounted rate, but they will still need to pay for an engineer. This could be a way to generate income for this hiring request, to help directly pay for their work

5. Teaching Assistant

- a. Ideally, we would have someone who is trained in both music theory and technology – a former AHC student who completed a bachelors/master's would know the program well.
- b. Even though we have counselors, someone who knows the program could be a helpful resource for students to ask about their classes and completion of our certificates and degrees
- c. Accessibility is the priority. We want to buy all of the best technology to help them during class and at home, but they really need someone to manage the lab and studio so that they can work on campus, together, on projects that are important to them

The bottom line is that we need our current technology fixed, we need newer technology to meet the demands of a new generation of students coming in to college, and we need to hire someone who allows for the most accessibility to these tools. Ideally, this person would have some knowledge of music theory and technology and would be able to work a later schedule when faculty is not around. In addition to this, a digital key/fob system is necessary to allow student to access these spaces during the daytime, while keeping them accountable for school property since their actions are recorded.

Both changes would drastically improve student engagement, especially outside of class, but if we had to make a choice between the two, I would prefer the assistant. Students have so much technology already, they need an “analog” person much more than additional screens and digital resources. While this person would not be a counselor in any professional manner, by creating an environment where students from different classes work in the same space at the same time, students will become aware of other related coursework they will need. This could also expose students to material of which they are unaware, sparking interests in courses they didn't even know existed. Like our theater manager, this would be a difficult position to fill,

with the specific skill set we would need, but when we find them, they could be a huge reason why students break this trend of enrollment without completion.

We are living in a time where students have exponentially more access to information by exponentially more easy means. The library and the wait time for questions being answered has gone to almost instant, yet students are not using YouTube and similar tools in ways that I know would help them. I have concluded that they don't want to watch screens anymore. They want to exist in the real world, and their fascination with the physical and "real" needs to be exploited to match their educational needs. This approach is twofold: While they need to touch and physically engage with the best and most modern technology, they need someone to help them with everything from accessibility to comprehension, to application.

The trends are consistent with my all my classes over many years. The initial excitement that causes students to enroll is immediately replaced with a fear of failure created by their insecurity with the material. A liaison to act between students and the faculty would help create an environment of safety and a willingness to admit ignorance to assistants with whom they feel comfortable. These tools in these spaces should keep the learning process interesting, and would help with keeping students engaged while being in these classrooms.

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