Program Review - Overall Report

2024 - 2027

Music Industry Studies

2024 - 2027

Overall Trends

What overall trends do you see in success, retention, program of study, educational planning, and awards over the past 3 or more years?

Retention Rates by Discipline & Course Disaggregated by Race/Ethnicity

Clear Selections

Year
- ☑ 2021-22
- ☑ 2022-23

Term
- ☑ Winter 2022
- ☑ Spring 2022
- ☑ Summer 2022
- ☑ Fall 2022
- ☑ Winter 2023
- ☑ Spring 2023

College
- ☑ NC

Discipline
- MIS ▾

Instruction Type
- ☐ Non-Online
- ☐ Online

Support Course
- ☐ No

Course
- ☑ Select all
- ☑ MIS-11A
- ☑ MIS-11B
- ☑ MIS-12
- ☑ MIS-13
- ☑ MIS-1A
- ☑ MIS-1B
- ☑ MIS-1C
- ☑ MIS-2
- ☑ MIS-3
- ☑ MIS-4

Discipline-Level: MIS

Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	**57**	**49**	**86.0%**	**0**	**5**
African American	Masked Data			0	
Asian	Masked Data			0	
Hispanic	25	20	80.0%	0	4
Pacific Islander				0	
White	19	19	100.0%	0	0
Two or More	Masked Data			0	
Unknown				0	
Male	**247**	**233**	**94.3%**	**0**	**0**
African American	Masked Data			0	
Asian	11	10	90.9%	0	1
Hispanic	158	147	93.0%	0	0
Native American				0	
Pacific Islander				0	
White	71	70	98.6%	0	0
Two or More	Masked Data			0	
Unknown	Masked Data			0	
Unknown	**Masked Data**			**0**	
Asian				0	
Hispanic				0	
White	Masked Data			0	
Total	**305**	**283**	**92.8%**	**0**	**0**

Course-Level: MIS-11A, MIS-3, MIS-1B, MIS-11B, MI...

Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	**57**	**49**	**86.0%**	**0**	**5**
African American	Masked Data			0	
Asian	Masked Data			0	
Hispanic	25	20	80.0%	0	4
Pacific Islander				0	
White	19	19	100.0%	0	0
Two or More	Masked Data			0	
Unknown				0	
Male	**247**	**233**	**94.3%**	**0**	**0**
African American	Masked Data			0	
Asian	11	10	90.9%	0	1
Hispanic	158	147	93.0%	0	0
Native American				0	
Pacific Islander				0	
White	71	70	98.6%	0	0
Two or More	Masked Data			0	
Unknown	Masked Data			0	
Unknown	**Masked Data**			**0**	
Asian				0	
Hispanic				0	
White	Masked Data			0	
Total	**305**	**283**	**92.8%**	**0**	**0**

- The visuals will be masked if only one faculty member teaches the course(s) or there were < 10 enrollments in a student group based on the filters ("Masked Data")
- "Unknown" and Non-Binary" gender groups may not show in screenshots but are included in table if you scroll down
ⓘ

Success Rates by Discipline & Course Disaggregated by Race/Ethnicity
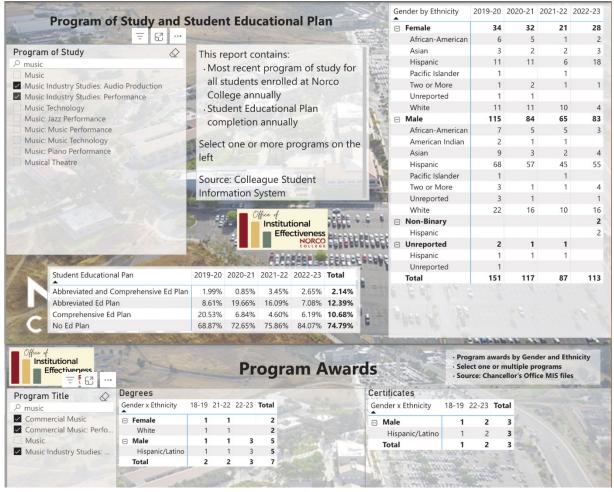
Clear Selections

Year
- ☑ 2021-22
- ☑ 2022-23

Term
- ☑ Summer 2021
- ☑ Fall 2021
- ☑ Winter 2022
- ☑ Spring 2022
- ☑ Summer 2022
- ☑ Fall 2022

College
- ☑ NC

Discipline
- MIS ▾

Instruction Type
- ☐ Non-Online
- ☐ Online

Support Course
- ☐ No

Course
- ☑ Select all
- ☑ MIS-11A
- ☑ MIS-11B
- ☑ MIS-12
- ☑ MIS-13
- ☑ MIS-1A
- ☑ MIS-1B
- ☑ MIS-1C
- ☑ MIS-2
- ☑ MIS-3
- ☑ MIS-4

Discipline-Level: MIS

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	**57**	**48**	**84.2%**	**0**	**4**
African American	Masked Data			0	
Asian	Masked Data			0	
Hispanic	25	19	76.0%	0	4
Pacific Islander				0	
White	19	19	100.0%	0	0
Two or More	Masked Data			0	
Unknown				0	
Male	**247**	**223**	**90.3%**	**0**	**0**
African American	Masked Data			0	
Asian	11	10	90.9%	0	0
Hispanic	158	140	88.6%	0	2
Native American				0	
Pacific Islander				0	
White	71	69	97.2%	0	0
Two or More	Masked Data			0	
Unknown	Masked Data			0	
Unknown	**Masked Data**			**0**	
Asian				0	
Hispanic				0	
Total	**305**	**272**	**89.2%**	**0**	**0**

Course-Level: MIS-11A, MIS-3, MIS-1B, MIS-11B, MI...

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	**57**	**48**	**84.2%**	**0**	**4**
African American	Masked Data			0	
Asian	Masked Data			0	
Hispanic	25	19	76.0%	0	4
Pacific Islander				0	
White	19	19	100.0%	0	0
Two or More	Masked Data			0	
Unknown				0	
Male	**247**	**223**	**90.3%**	**0**	**0**
African American	Masked Data			0	
Asian	11	10	90.9%	0	0
Hispanic	158	140	88.6%	0	2
Native American				0	
Pacific Islander				0	
White	71	69	97.2%	0	0
Two or More	Masked Data			0	
Unknown	Masked Data			0	
Unknown	**Masked Data**			**0**	
Asian				0	
Hispanic				0	
Total	**305**	**272**	**89.2%**	**0**	**0**

- The visuals will be masked if only one faculty member teaches the course(s) or there were < 10 enrollments in a student group based on the filters ("Masked Data")
- "Unknown" and Non-Binary" gender groups may not show in screenshots but are included in table if you scroll down
ⓘ

Data Review

Program of Study and Student Educational Plan

Program of Study
- [ ] Music
- [x] Music Industry Studies: Audio Production
- [x] Music Industry Studies: Performance
- [ ] Music Technology
- [ ] Music: Jazz Performance
- [ ] Music: Music Performance
- [ ] Music: Music Technology
- [ ] Music: Piano Performance
- [ ] Musical Theatre

This report contains:
- Most recent program of study for all students enrolled at Norco College annually
- Student Educational Plan completion annually

Select one or more programs on the left

Source: Colleague Student Information System

Office of Institutional Effectiveness — NORCO COLLEGE

Gender by Ethnicity	2019-20	2020-21	2021-22	2022-23
Female	**34**	**32**	**21**	**28**
African-American	6	5	1	2
Asian	3	2	2	3
Hispanic	11	11	6	18
Pacific Islander	1		1	
Two or More	1	2	1	1
Unreported	1	1		
White	11	11	10	4
Male	**115**	**84**	**65**	**83**
African-American	7	5	5	3
American Indian	2	1	1	
Asian	9	3	2	4
Hispanic	68	57	45	55
Pacific Islander	1		1	
Two or More	3	1	1	4
Unreported	3	1		1
White	22	16	10	16
Non-Binary				**2**
Hispanic				2
Unreported	**2**	**1**	**1**	
Hispanic	1	1	1	
Unreported	1			
Total	**151**	**117**	**87**	**113**

Student Educational Plan	2019-20	2020-21	2021-22	2022-23	Total
Abbreviated and Comprehensive Ed Plan	1.99%	0.85%	3.45%	2.65%	**2.14%**
Abbreviated Ed Plan	8.61%	19.66%	16.09%	7.08%	**12.39%**
Comprehensive Ed Plan	20.53%	6.84%	4.60%	6.19%	**10.68%**
No Ed Plan	68.87%	72.65%	75.86%	84.07%	**74.79%**

Office of Institutional Effectiveness

Program Awards

- Program awards by Gender and Ethnicity
- Select one or multiple programs
- Source: Chancellor's Office MIS files

Program Title
- [x] Commercial Music
- [x] Commercial Music: Perfo...
- [ ] Music
- [x] Music Industry Studies: ...

Degrees

Gender x Ethnicity	18-19	21-22	22-23	Total
Female	1	1		2
White	1	1		2
Male	1	1	3	5
Hispanic/Latino	1	1	3	5
Total	2	2	3	7

Certificates

Gender x Ethnicity	18-19	22-23	Total
Male	1	2	3
Hispanic/Latino	1	2	3
Total	1	2	3

Overall trends include 86% retention among females and 94.3% among males. Success rates among females is 84.2% and 90.3% for males. Success and retention seem to be pretty strong numbers overall.

On the flipside, not enough students are getting their SEP. 75% of students have no ed plan. This should definitely be addressed and encouraged.

The number of students with degrees or certificates seems quite lower than I thought it was. I know there are several students graduating this year, but from these numbers, completion certainly needs to be addressed.

Please add any relevant documents here.

Disaggregated Student Subgroups

Look at the disaggregated student subgroups in success, retention, program of study, educational planning, and awards for your area. Are there any equity gaps that you will address in the next 3 years?

African American, Asian, and Two or More females have masked data so it's difficult to tell if there are equity gaps. African American Two or more males are also masked. Based on the data, MIS serves primarily Hispanic and White females, and Asian, Hispanic, and White males. The total retention rate is 92.8%. The overall success rate is 89.2%. Out of 305 enrolled, 272 students were considered successful.

Data Review

Retention Rates by Discipline & Course Disaggregated by Race/Ethnicity

Clear Selections

Year
- ☑ 2021-22
- ☑ 2022-23

Term
- ☑ Summer 2021
- ☑ Fall 2021
- ☑ Winter 2022
- ☑ Spring 2022
- ☑ Summer 2022
- ☐ Fall 2022

College
- ☑ NC

Discipline
MIS ▼

Instruction Type
- ☐ Non-Online
- ☐ Online

Course
- ☑ Select all
- ☑ MIS-11A
- ☑ MIS-11B
- ☑ MIS-12
- ☑ MIS-13
- ☑ MIS-1A
- ☑ MIS-1B
- ☑ MIS-1C
- ☑ MIS-2
- ☑ MIS-3
- ☑ MIS-4

Support Course
- ☐ No

Discipline-Level: MIS

Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	**57**	**49**	**86.0%**	**0**	**5**
African American	Masked Data			0	
Asian	Masked Data			0	
Hispanic	25	20	80.0%	0	4
Pacific Islander				0	
White	19	19	100.0%	0	0
Two or More	Masked Data			0	
Unknown				0	
Male	**247**	**233**	**94.3%**	**0**	**0**
African American	Masked Data			0	
Asian	11	10	90.9%	0	1
Hispanic	158	147	93.0%	0	0
Native American				0	
Pacific Islander				0	
White	71	70	98.6%	0	0
Two or More	Masked Data			0	
Unknown	Masked Data			0	
Unknown	**Masked Data**			**0**	
Asian				0	
Hispanic				0	
White	Masked Data			0	
Total	**305**	**283**	**92.8%**	**0**	**0**

Course-Level: MIS-11A, MIS-3, MIS-1B, MIS-11B, MI...

Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	**57**	**49**	**86.0%**	**0**	**5**
African American	Masked Data			0	
Asian	Masked Data			0	
Hispanic	25	20	80.0%	0	4
Pacific Islander				0	
White	19	19	100.0%	0	0
Two or More	Masked Data			0	
Unknown				0	
Male	**247**	**233**	**94.3%**	**0**	**0**
African American	Masked Data			0	
Asian	11	10	90.9%	0	1
Hispanic	158	147	93.0%	0	0
Native American				0	
Pacific Islander				0	
White	71	70	98.6%	0	0
Two or More	Masked Data			0	
Unknown	Masked Data			0	
Unknown	**Masked Data**			**0**	
Asian				0	
Hispanic				0	
White	Masked Data			0	
Total	**305**	**283**	**92.8%**	**0**	**0**

- The visuals will be masked if only one faculty member teaches the course(s) or there were < 10 enrollments in a student group based on the filters ("Masked Data")
- "Unknown" and Non-Binary" gender groups may not show in screenshots but are included in table if you scroll down

ⓘ

Disability

Clear Selections

Year
- ☑ 2021-22
- ☑ 2022-23

Term
- ☑ Summer 2021
- ☑ Fall 2021
- ☑ Winter 2022
- ☑ Spring 2022
- ☑ Summer 2022
- ☐ Fall 2022

College
- ☑ NC

Discipline
MIS ▼

Instruction Method
- ☐ Non-Online

Course
- ☑ Select all
- ☑ MIS-11A
- ☑ MIS-1A
- ☑ MIS-1B
- ☑ MIS-1C
- ☑ MIS-3
- ☑ MIS-7

Support Course
- ☐ No

Course-Level: MIS-11A, MIS-3, MIS-1B, MIS-1C, MIS-1A, MIS-7

Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	**Masked Data**			**0**	
African American				0	
White	Masked Data			0	
Male	**12**	**12**	**100.0%**	**0**	
African American	Masked Data			0	
Asian	Masked Data			0	
Hispanic	Masked Data			0	
White	Masked Data			0	
Unknown				**0**	
White				0	
Total	**13**	**13**	**100.0%**	**0**	

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	**Masked Data**			**0**	
African American				0	
White	Masked Data			0	
Male	**12**	**12**	**100.0%**	**0**	
African American	Masked Data			0	
Asian	Masked Data			0	
Hispanic	Masked Data			0	
White	Masked Data			0	
Unknown				**0**	
White				0	
Total	**13**	**13**	**100.0%**	**0**	

- The visuals will be masked if only one faculty member teaches the course(s) or there were < 10 enrollments in a student group based on the filters ("Masked Data")
- "Unknown" and Non-Binary" gender groups may not show in screenshots but are included in table if you scroll down

ⓘ

Data Review

Success Rates by Discipline & Course Disaggregated by Race/Ethnicity

Clear Selections

Year
- ☑ 2021-22
- ☑ 2022-23

Term
- ☑ Summer 2021
- ☑ Fall 2021
- ☑ Winter 2022
- ☑ Spring 2022
- ☑ Summer 2022
- ☑ Fall 2022

College
- ☑ NC

Discipline
- MIS ▾

Instruction Type
- ☐ Non-Online
- ☐ Online

Course
- ☑ Select all
- ☑ MIS-11A
- ☑ MIS-11B
- ☑ MIS-12
- ☑ MIS-13
- ☑ MIS-1A
- ☑ MIS-1B
- ☑ MIS-1C
- ☑ MIS-2
- ☑ MIS-3
- ☑ MIS-4

Support Course
- ☐ No

Discipline-Level: MIS

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	**57**	**48**	**84.2%**	**0**	**4**
African American	Masked Data			0	
Asian	Masked Data			0	
Hispanic	25	19	76.0%	0	4
Pacific Islander				0	
White	19	19	100.0%	0	0
Two or More	Masked Data			0	
Unknown				0	
Male	**247**	**223**	**90.3%**	**0**	**0**
African American	Masked Data			0	
Asian	11	10	90.9%	0	0
Hispanic	158	140	88.6%	0	2
Native American				0	
Pacific Islander				0	
White	71	69	97.2%	0	0
Two or More	Masked Data			0	
Unknown	Masked Data			0	
Unknown	**Masked Data**			**0**	
Asian				0	
Hispanic				0	
Total	**305**	**272**	**89.2%**	**0**	**0**

Course-Level: MIS-11A, MIS-3, MIS-1B, MIS-11B, MI...

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	**57**	**48**	**84.2%**	**0**	**4**
African American	Masked Data			0	
Asian	Masked Data			0	
Hispanic	25	19	76.0%	0	4
Pacific Islander				0	
White	19	19	100.0%	0	0
Two or More	Masked Data			0	
Unknown				0	
Male	**247**	**223**	**90.3%**	**0**	**0**
African American	Masked Data			0	
Asian	11	10	90.9%	0	0
Hispanic	158	140	88.6%	0	2
Native American				0	
Pacific Islander				0	
White	71	69	97.2%	0	0
Two or More	Masked Data			0	
Unknown	Masked Data			0	
Unknown	**Masked Data**			**0**	
Asian				0	
Hispanic				0	
Total	**305**	**272**	**89.2%**	**0**	**0**

- The visuals will be masked if only one faculty member teaches the course(s) or there were < 10 enrollments in a student group based on the filters ("Masked Data")
- "Unknown" and Non-Binary" gender groups may not show in screenshots but are included in table if you scroll down

If there are any concerning trends over the past 3 or more years, or if equity gaps exist, what is your action plan to address them?

With 57 females and 247 males, we might want to try more recruitment efforts directed toward females.

Please add any relevant documents here.

Increase Completion

Program/Unit Goal
To increase completion of degrees and certificates among students

Goal Cycle
2024 - 2027

What are you doing now in support of this goal?
Encouraging students to meet with a counselor to obtain their SEP and declare their program of study.

What are your plans (3-year) regarding this goal?
Implement an action plan for more/all students to recognize the importance of meeting with a counselor to obtain their SEP. This might be done through in-class discussions, office hours, and marketing materials.

Please add any relevant documents here.

Mapping
Educational Master Plan (2020-2025): ( )
- 2025 Objective 2.1 - KPI 4 (Academic Affairs):
- 2025 Objective 2.2 - KPI 5 (Academic Affairs):

Evidence

Evidence Date
03/14/2024

Please provide any assessment data or other evidence that supports this Program/Unit Goal.
Although our success and retention numbers are high, our completion numbers must be higher.

Is there a resource request associated with this Goal?

If yes, please provide a short description.

Please add any relevant documents here.

Increase Enrollment

Program/Unit Goal
To increase enrollment to pre-Covid numbers.

Goal Cycle

What are you doing now in support of this goal?
Working on marketing materials and looking at trends in Power BI to establish correct approaches to increasing enrollment across the discipline.

What are your plans (3-year) regarding this goal?
Disseminate marketing materials and analyze trends in Power BI to establish correct approaches to increasing enrollment across the discipline.

Please add any relevant documents here.

Assessment

Program/Unit Goal
Complete full assessment of MIS courses during this cycle

Goal Cycle

What are you doing now in support of this goal?
Setting up a meeting with Charise Allingham to set up Canvas assessment.

What are your plans (3-year) regarding this goal?
Complete assessment in all MIS courses.

Please add any relevant documents here.

2024 - 2027

1. Which equity-related professional development trainings have members of your area participated in to improve student learning, student support, and/or college support?

FLEX training and special events on campus.

2. What knowledge or skills/techniques have members in your area implemented from these trainings and what changes have you seen?

More sensitivity to students and their needs. In my area, pronouns have shifted for many students, and they are more comfortable with themselves. Everyone in MIS is encouraged to be sensitive to how their peers/professors identify, and it's been amazing to watch everyone be incredibly supportive of one another.

3. What additional equity-related professional development/trainings do you seek to better support your area?

Please add any relevant documents here.

2024 - 2027

Are all your courses current (within four years)?

Yes

What percentage of your courses are out of date?

0%

If you have courses that are not current, are they in the curriculum process?

For out of date courses that are not already in progress of updating, what is your plan?
Do you have proposals in progress for all the DE courses you intend to file?

Do you require help to get your courses up to date?

Please add any relevant documents here.

SLOs and PLOs

Date
03/17/2024

Observation

What did you notice?
A full MIS assessment will take place during this cycle. I will meet with Charise Allingham to set up Canvas assessments.

Course(s)
MIS-1, MIS-2, MIS-3, MIS-4, MIS-7, MIS-11, MIS-13

SLO(s)
All

Discussion/Analysis

Please paste any relevant screenshots here.
Section 1: SLO Assessment Status (Based on Dashboard - Assessment Status)

Which Disciplines are included in this Assessment?

Music Industry Studies

What percent of SLOs in the disciplines you identified above have been assessed?

100%

Which SLOs have not been assessed and why? Identify both the Course and the associated SLO(s).

N/A

Section 2: Mapping Status (Based on Dashboard - Mapping Status)

Are all SLOs mapped to at least one PLO?

Yes

If all SLOs are not mapped to at least one PLOs, please explain why.

MIS-10A no longer exists

Are the appropriate SLOs mapped to GELOs? (If you have a course that is listed in any general education area, it should have at least one SLO mapped to at least one GELO)

Yes

If the appropriate SLOs are not mapped to GELOs, please explain why.

MIS-11A/B should be mapped to the Self Development & Global Awareness GELO

Section 3: PLO Analysis (Based on Dashboard - Analysis: PLO Direct Assessment)

Which Programs are included in this Assessment?

MIS: Audio Production and MIS: Performance

Please identify the PLO(s) - and name the associated Program(s) - that achieved benchmarks.

Audio Production: PLOs 1-5 are all above the 70% benchmark. Performance: PLOs 2-5 are above the 70% benchmark. PLO 1 (Demonstrate an understanding of musicianship and music theory) needs to be addressed.

To what do you attribute this success?

Students aren't required to take music theory courses before joining MIS-01.

Please identify the PLO(s) - and name the associated Program(s) - that did not achieve benchmarks.

PLO 1 in MIS: Performance did not reach the benchmark.

If there are PLOs that did not achieve benchmarks, what do you plan on doing to improve benchmark attainment?

Plan to give students assignment(s) that will allow them to demonstrate a basic understanding of musicianship and music theory.

Section 4: Alignment to Career and Transfer

Describe the process used in this area to ensure programs (PLOs) align with career and transfer needs.

Students are able to receive certificates in both programs, as well as an AA. Students are also able to receive certifications in Pro Tools 101, 110, 201, and 210M.

Describe the activities, projects, and opportunities this program offers to support experiential learning and alignment of programs to career and transfer (e.g. capstone projects, portfolios, service-learning opportunities).

We release a student album every year written, performed and recorded by MIS students. MIS-13 provides capstone projects that allow students to record in the studio and mix real world projects, which can be added to their portfolios, EPKs etc.

Without looking at your current PLOs, describe some program outcomes which would best help your students continue on the path towards their workforce and transfer goals (e.g. subject matter expertise, hands on experience, partnerships, etc.).

Successful completion of audio production courses and certification exam success; hands-on recording experience in the recording studio; work experience in the recording studio and/or audio production lab.

Review current PLOs. Do the outcomes listed above align with the current program outcomes?

Yes.

Please add any relevant documents here.

A/V upgrade in IT 106

Resource Year
2024 - 2027

What resources do we already have?
Projector, screen, ceiling speakers

What resources do you need?
An upgrade to the A/V components per Dan Lambros

$ Amount Requested
25,000

Resource Type
ITEM: Technology

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.
The projector and screen in IT 106 are outdated and obstruct essential instruction. Staying current with industry-standard equipment is imperative for equitable instruction.

This request for my area is Priority #:
1

Is this request
New

Mapping
Instructional: MIS - MusicIndustry Studies: (.)
- Increase Completion: .

Rehearsal space(s) for Studio Arts Ensemble, Choir, Guitar, and Band Ensembles

Resource Year
2024 - 2027

What resources do we already have?
Theater space is currently being used for ensembles other than band, which limits the use of the theater for performance preparation (lights, sound, and sets for THE).

What resources do you need?
A building, portables, or renovation of a large classroom on campus for MIS use.

$ Amount Requested
300,000

Resource Type
BUDGET: Facilities Building, Remodel

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.
Goal 1.1 and 1.2: helps increase FTES by allowing for more ensembles. Goal 6.8: Stimulate regional arts development.

This request for my area is Priority #:
2

Is this request
New

Faculty Professional Development Requests

Faculty Hiring Resource Requests

2024 - 2027

Program Review Reflections

What would make program review meaningful and relevant for your unit?

Seeing the data is meaningful and relevant.

What questions do we need to ask to understand your program plans, goals, needs?

How to stay cutting-edge and industry-standard. Students should feel like Norco College is a force to be reckoned with, not just a "cheaper" option for pursuing their careers and passions.

What types of data do you need to support your program plans, goals, needs?

A breakdown of genders, ethnicities, and special populations.

If there are any supporting documents you would like to attach, please attach them here.

Submission

All parts of my Program Review have been completed and it is ready for review.

Yes