Program Review - Overall Report

Music Industry Studies

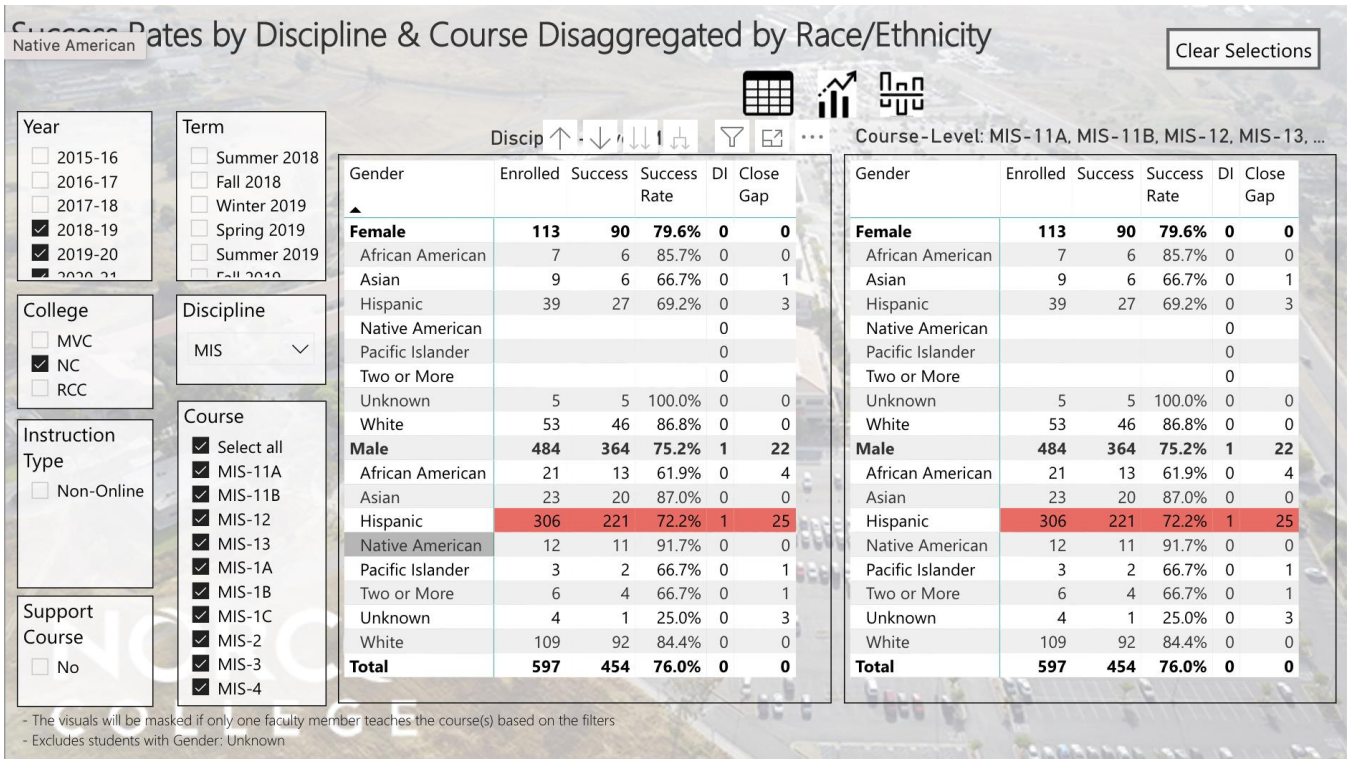
Data Review

2021 - 2024

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?

Over the past 3 years, students in MIS courses have been about the same from 78% to 75.5% in success over the past 3 years, and an increase in female retention (92.1% to 94.1%), and slight decrease in male retention (89.7% to 82.8%). Average success is 76% and average total retention is at 87.6% over the past 3 years.



Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	**113**	**90**	**79.6%**	**0**	**0**
African American	7	6	85.7%	0	0
Asian	9	6	66.7%	0	1
Hispanic	39	27	69.2%	0	3
Native American				0	
Pacific Islander				0	
Two or More				0	
Unknown	5	5	100.0%	0	0
White	53	46	86.8%	0	0
Male	**484**	**364**	**75.2%**	**1**	**22**
African American	21	13	61.9%	0	4
Asian	23	20	87.0%	0	0
Hispanic	306	221	72.2%	1	25
Native American	12	11	91.7%	0	0
Pacific Islander	3	2	66.7%	0	1
Two or More	6	4	66.7%	0	1
Unknown	4	1	25.0%	0	3
White	109	92	84.4%	0	0
Total	**597**	**454**	**76.0%**	**0**	**0**

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	**113**	**90**	**79.6%**	**0**	**0**
African American	7	6	85.7%	0	0
Asian	9	6	66.7%	0	1
Hispanic	39	27	69.2%	0	3
Native American				0	
Pacific Islander				0	
Two or More				0	
Unknown	5	5	100.0%	0	0
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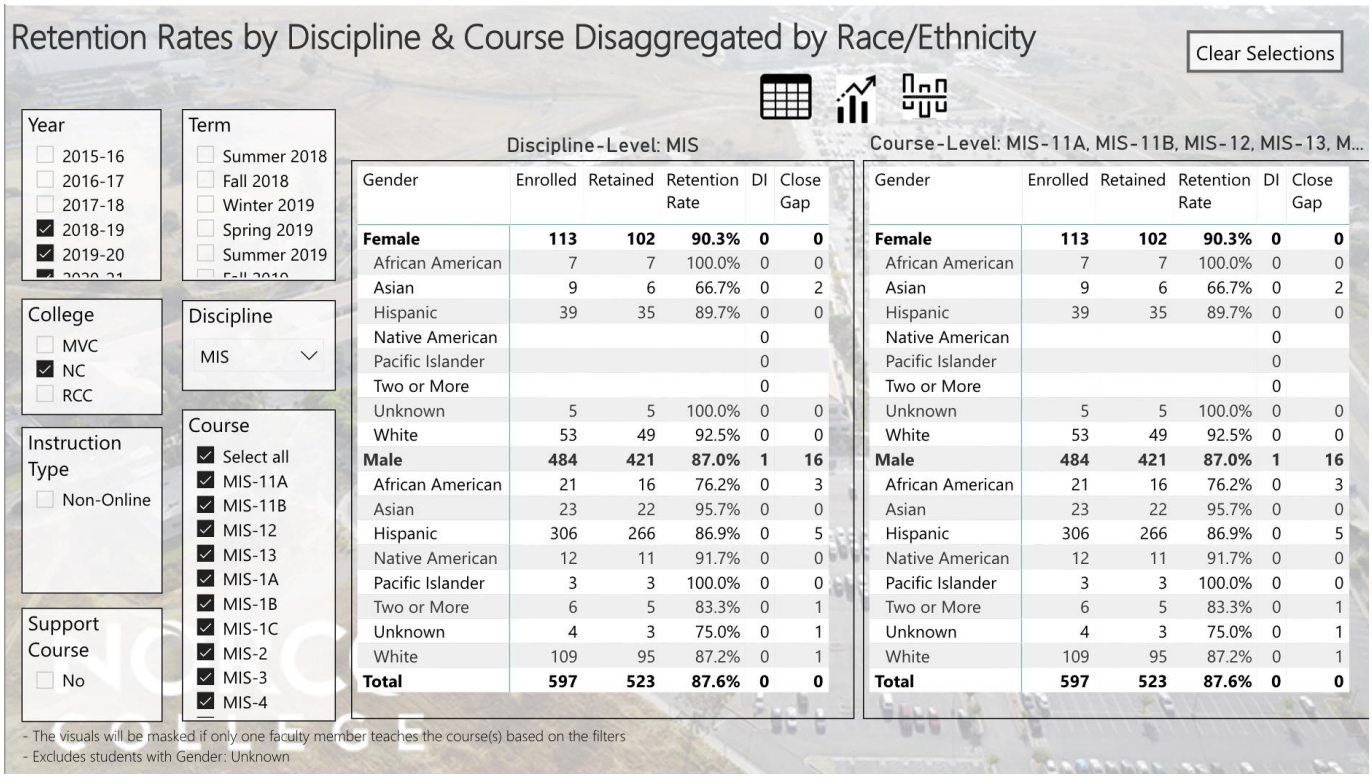
White	109	92	84.4%	0	0
Total	**597**	**454**	**76.0%**	**0**	**0**

Data Review



Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	**113**	**102**	**90.3%**	**0**	**0**
African American	7	7	100.0%	0	0
Asian	9	6	66.7%	0	2
Hispanic	39	35	89.7%	0	0
Native American				0	
Pacific Islander				0	
Two or More				0	
Unknown	5	5	100.0%	0	0
White	53	49	92.5%	0	0
Male	**484**	**421**	**87.0%**	**1**	**16**
African American	21	16	76.2%	0	3
Asian	23	22	95.7%	0	0
Hispanic	306	266	86.9%	0	5
Native American	12	11	91.7%	0	0
Pacific Islander	3	3	100.0%	0	0
Two or More	6	5	83.3%	0	1
Unknown	4	3	75.0%	0	1
White	109	95	87.2%	0	1
Total	**597**	**523**	**87.6%**	**0**	**0**

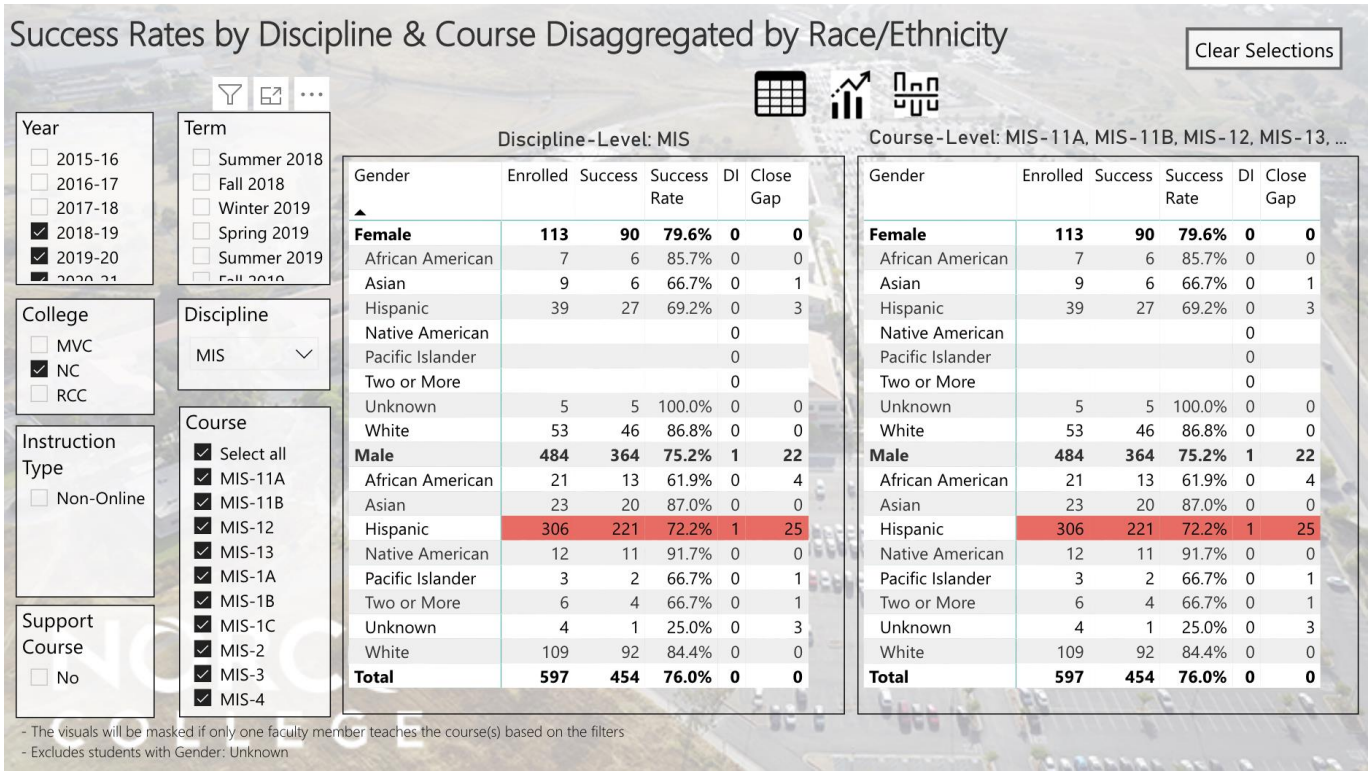
Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	**113**	**102**	**90.3%**	**0**	**0**
African American	7	7	100.0%	0	0
Asian	9	6	66.7%	0	2
Hispanic	39	35	89.7%	0	0
Native American				0	
Pacific Islander				0	
Two or More				0	
Unknown	5	5	100.0%	0	0
White	53	49	92.5%	0	0
Male	**484**	**421**	**87.0%**	**1**	**16**
African American	21	16	76.2%	0	3
Asian	23	22	95.7%	0	0
Hispanic	306	266	86.9%	0	5
Native American	12	11	91.7%	0	0
Pacific Islander	3	3	100.0%	0	0
Two or More	6	5	83.3%	0	1
Unknown	4	3	75.0%	0	1
White	109	95	87.2%	0	1
Total	**597**	**523**	**87.6%**	**0**	**0**

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?

The majority of our students are male, specifically male Hispanics. Success rates for females over the past three years is 79.2% and males are 76.8%. With 270 male Hispanics (disproportionately impacted) enrolled there is 199 who were successful. The success rate is still 73.7%. The lowest success rates are Hispanic females (60.7%) and African American males (65%). These gaps in success will need to be addressed over the next 3 years. Retention with African American males has been great in the past year (100%), with an overall retention rate of 90% in 2018-19 and a slight decline in 2019-20 at 86.1%.

Data Review



Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	**113**	**90**	**79.6%**	**0**	**0**
African American	7	6	85.7%	0	0
Asian	9	6	66.7%	0	1
Hispanic	39	27	69.2%	0	3
Native American				0	
Pacific Islander				0	
Two or More				0	
Unknown	5	5	100.0%	0	0
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Male	**484**	**364**	**75.2%**	**1**	**22**
African American	21	13	61.9%	0	4
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Unknown	4	1	25.0%	0	3
White	109	92	84.4%	0	0
Total	**597**	**454**	**76.0%**	**0**	**0**

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	**113**	**90**	**79.6%**	**0**	**0**
African American	7	6	85.7%	0	0
Asian	9	6	66.7%	0	1
Hispanic	39	27	69.2%	0	3
Native American				0	
Pacific Islander				0	
Two or More				0	
Unknown	5	5	100.0%	0	0
White	53	46	86.8%	0	0
Male	**484**	**364**	**75.2%**	**1**	**22**
African American	21	13	61.9%	0	4
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Pacific Islander	3	2	66.7%	0	1
Two or More	6	4	66.7%	0	1
Unknown	4	1	25.0%	0	3
White	109	92	84.4%	0	0
Total	**597**	**454**	**76.0%**	**0**	**0**

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?

2020-21 raises concerns with 68% success rate. There was a loss of Hispanic males at only 61.1% success rate. Retention however, is at 83.3%. Over the past 3 years overall success has decreased from 78% to 68%. *Due to the high number of EW's granted to students, these results may be skewed high.

Data Review

Academic Year	2020-21				
Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	**17**	**14**	**82.4%**	**0**	**0**
African American				0	0
Asian				0	0
Hispanic	11	10	90.9%	0	0
Native American				0	0
Pacific Islander				0	0
Two or More				0	0
Unknown	2	2	100.0%	0	0
White	4	2	50.0%	0	0
Male	**58**	**37**	**63.8%**	**1**	**11**
African American	1	0	0.0%	0	11
Asian	5	3	60.0%	0	11
Hispanic	36	22	61.1%	1	11
Native American				0	11
Pacific Islander				0	11
Two or More	1	1	100.0%	0	11
Unknown	1	0	0.0%	0	11
White	14	11	78.6%	0	11
Total	**75**	**51**	**68.0%**	**0**	**0**

Is there a resource request associated with this Data Review? (If yes, please complete a Resource Request, which you can access from the main menu to the left)
Yes

Assessment Review

2021 - 2024

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 to 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.

Assessment Review

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.

EMP GOAL 10. Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

We continue to offer industry-standard courses in performance techniques for studio recording, songwriting, Pro Tools (101, 110, 201, and 210M) which offer students certifications with AVID as Pro Tools Users (110) and Pro Tools Operators (210M0, music technology, Studio Arts Ensemble, live sound reinforcement, and recording studio workshop. We keep our curriculum up to date at all times.

We released our 10th studio album, *Standing on the Shoulders of Giants*, and plan to release our 11th this year (2021). We also released our first two remix albums.

We offered two livestream concerts during the pandemic: *Quarantined: The Bedroom Sessions* and *Six Feet Apart*.

We continue to maintain high standards with our software and equipment so that students are receiving training that will allow them to obtain high-wage, in-demand jobs in the music industry.

What are your plans/goals (3-year) regarding this goal?

We hope to expand our course offerings, increase AA recipients, transfers and certificates. With 150+ claimed Audio Production majors, our plan is to make sure that students are a part of the Guided Pathways process, and understand their suggested semester sequence for earning their degrees/certificates.

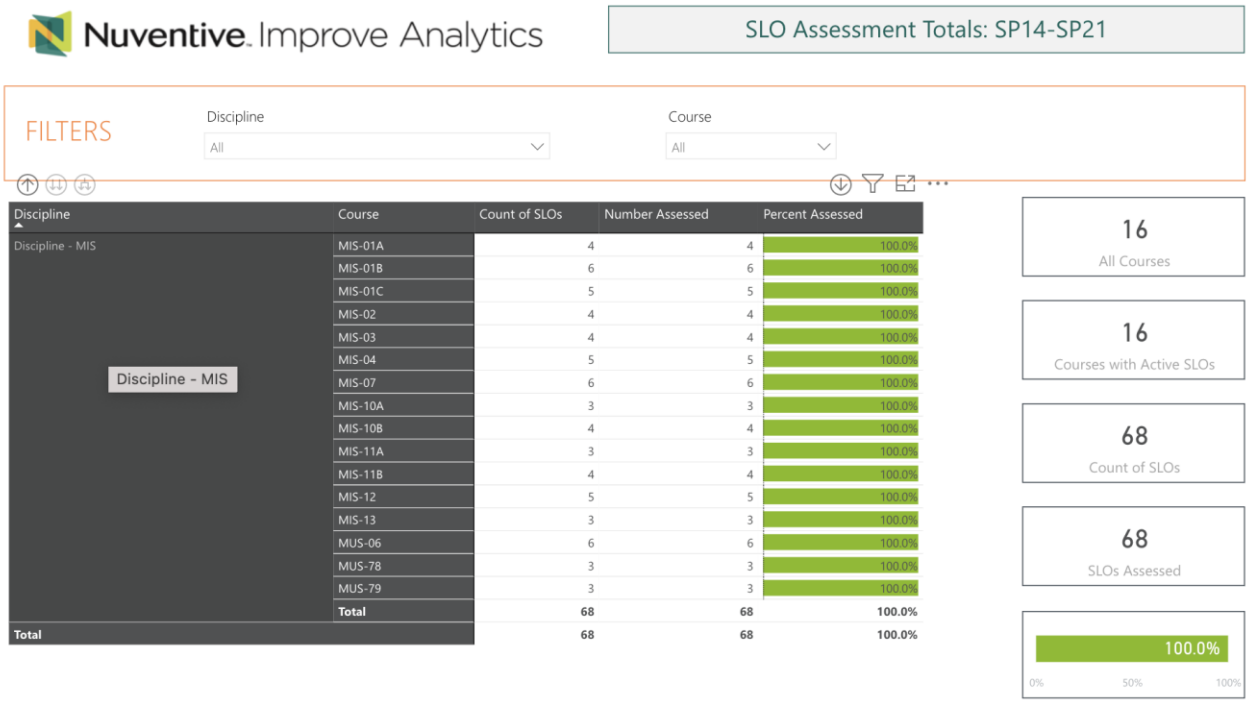
We would also like to expand our facilities on campus; enabling us to offer more equitable accomodations for students.

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

All courses and their SLOs have been assessed. Students are achieving the 70% benchmark in their assessments.

Program Review: Part 1



Discipline	Course	Count of SLOs	Number Assessed	Percent Assessed
Discipline - MIS	MIS-01A	4	4	100.0%
	MIS-01B	6	6	100.0%
	MIS-01C	5	5	100.0%
	MIS-02	4	4	100.0%
	MIS-03	4	4	100.0%
	MIS-04	5	5	100.0%
	MIS-07	6	6	100.0%
	MIS-10A	3	3	100.0%
	MIS-10B	4	4	100.0%
	MIS-11A	3	3	100.0%
	MIS-11B	4	4	100.0%
	MIS-12	5	5	100.0%
	MIS-13	3	3	100.0%
	MUS-06	6	6	100.0%
	MUS-78	3	3	100.0%
	MUS-79	3	3	100.0%
	Total	**68**	**68**	**100.0%**
Total		**68**	**68**	**100.0%**

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)
Yes

Program Review Part 2

2021 - 2024

Curriculum

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?
N/A

For out of date courses that are not already in progress of updating, what is your plan?
Courses haven't been updated since 2017, so a thorough look through our CORs to make sure they are current is a good idea. We are consisitently keeping our software up to date, which is a key factor to maintaining industry standards.

Do you have proposals in progress for all the DE courses you intend to file?
Yes

Do you require help to get your courses up to date?
No

Program Review Reflections

What would make program review meaningful and relevant for your unit?
Being able to use the data to find the students that weren't successful, and attempt to retain and remediate.

What questions do we need to ask to understand your program plans, goals, needs?
You should be asking why the MIS program is not a larger priority at the school, considering how successful and front-facing to the public it is.

What types of data do you need to support your program plans, goals, needs?
The data provided was extremely helpful. However, I need individual data on students for outreach, both for current and incoming NC students. With 150+ claimed Audio Production majors, I need contact info for those students so that I can reach out to them and get them on the right path for their educational and career goals.

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

2021 - 2024

What resources do we already have?
Some lighting in the Little Theater over the stage, behind the curtain.

What resources do you need?
Moving-head LED lights for the anti-proscenium Little Theater (for front of stage).

Request related to EMP goal or Assessment?
EMP Goal 10

$ Amount Requested
15,000

Resource Type
ITEM: Equipment, Technology, Services, Software, Furniture

Potential Funding Source(s)
GRANT: Here to Career Title V,CTE: Perkins (VTEA),General Fund

The evidence to support this request can be found in:
Assessment Review

This request for my area is Priority #:
1

2021 - 2024

What resources do we already have?
Speaker in the Little Theater

What resources do you need?
We need the speakers to be hung above the stage

Request related to EMP goal or Assessment?
EMP Goal 10

$ Amount Requested
25,000

Resource Type
ITEM: Equipment, Technology, Services, Software, Furniture

Potential Funding Source(s)
Instructional Equipment Allocation,CTE: Perkins (VTEA),GRANT: Here to Career Title V,General Fund

The evidence to support this request can be found in:
Assessment Review

This request for my area is Priority #:
2

Resource Requests

2021 - 2024

What resources do we already have?
N/A

What resources do you need?
Wenger Platforms for live performance staging

Request related to EMP goal or Assessment?
EMP Goal 10

$ Amount Requested
9,000

Resource Type
ITEM: Equipment, Technology, Services, Software, Furniture

Potential Funding Source(s)
CTE: Perkins (VTEA),GRANT: Here to Career Title V,General Fund

The evidence to support this request can be found in:
Assessment Review

This request for my area is Priority #:
3

Submission

2021 - 2024

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

Area being evaluated	4
Required responses	EMP Goals responded to
Goals	Current status and future goals are clearly stated with appropriate ties to EMP
Evidence	Evidence of support of EMP is clear with either assessment data or other appropriate data support
Resource Request	Existing resources identified and needs responded to with dollar amounts filled in and funding source addressed (can be none or no request)
Curriculum Review	All Curriculum is up to date (within the last five years)