

**NORCO COLLEGE  
COMPREHENSIVE INSTRUCTIONAL PROGRAM/UNIT REVIEW**

**Discipline/Unit/Department:**   **MUSIC**  

*Program(s) or Certificate(s) Associated: N/A*

**Contact Person:**   **Kim Kamerin**  

**Due: April 20, 2017**

Please send an electronic copy as a Word document (avoid PDF)  
[programreview@norcollege.edu](mailto:programreview@norcollege.edu)



*Form Last Revised: November 2016*

**Norco College**

Web Resources: <http://www.rccd.edu/administration/educationalservices/ieffectiveness/Pages/ProgramReview.aspx>

# Comprehensive Instructional Program/Unit Review Update Instructions

**\*Please retain this information for your discipline's/department's use (or forward to your chair).**

The Comprehensive Program Review is conducted by each unit at Norco College and consists of an analysis of changes within the unit as well as significant new resource needs for staff, resources, facilities, and equipment for the next four years, while reflecting on the changes within the last four years. This document serves as a long-term strategic planning document. This planning document should reflect the period since the last Comprehensives submitted by your unit and should also cover the planning for the next four years. In the year submitted, an annual program review will not be submitted.

**For Program Review data, please go to the following link:**

<http://www.norcocollege.edu/about/president/strategic-planning/programreview/Pages/Comprehensive-Instructional-Program-Review.aspx>

The questions on the subsequent pages are intended to assist you in planning for your unit.

The forms that follow are separated into pages for ease of distribution to relevant subcommittees. **Please keep the pages separated** if possible (though part of the same electronic file), **with the headers as they appear**, and be sure to include your unit, contact person (this may change from topic to topic) and date on each page submitted. Don't let formatting concerns slow you down. If you have difficulty with formatting, Nicole C. Brown can adjust the document for you. Simply add responses to those questions that apply and forward the document to [nicole.brown@norcocollege.edu](mailto:nicole.brown@norcocollege.edu) with a request to format it appropriately.

If you cannot identify in which category your requests belong or if you have complex-funding requests please schedule an appointment with your college's Vice President for Business Services right away. They will assist you with estimating the cost of your requests. For simple requests such as the cost of a staff member, please e-mail your Vice President. It is vital to include cost estimates in your request forms. Each college uses its own prioritization system. Inquiries regarding that process should be directed to your Vice President.

**Norco:           VP Business Services           951-372-7157**

## **Mission**

Norco College serves our students, our community, and its workforce by providing educational opportunities, celebrating diversity, and promoting collaboration. We encourage an inclusive, innovative approach to learning and the creative application of emerging technologies. We provide foundational skills and pathways to transfer, career and technical education, certificates and degrees.

## **Vision**

Norco – creating opportunities to transform our students and community for the dynamic challenges of tomorrow.

# **Educational Master Plan and Strategic Plan Goals and Objectives 2013-2018**

## **Goal 1: Increase Student Achievement and Success**

Objectives:

1. Improve transfer preparedness (completes 60 transferable units with a 2.0 GPA or higher).
2. Improve transfer rate by 10% over 5 years.
3. Increase the percentage of basic skills students who complete the basic skills pipeline by supporting the development of alternatives to traditional basic skills curriculum.
4. Improve persistence rates by 5% over 5 years (fall-spring; fall-fall).
5. Increase completion rate of degrees and certificates over 6 years.
6. Increase success and retention rates.
7. Increase percentage of students who complete 15 units, 30 units, 60 units.
8. Increase the percentage of students who begin addressing basic skills needs in their first year.
9. Decrease the success gap of students in online courses as compared to face-to-face instruction.
10. Increase course completion, certificate and degree completion, and transfer rates of underrepresented students.

## **Goal 2: Improve the Quality of Student Life**

Objectives:

1. Increase student engagement (faculty and student interaction, active learning, student effort, support for learners).
2. Increase frequency of student participation in co-curricular activities.
3. Increase student satisfaction and importance ratings for student support services.
4. Increase the percentage of students who consider the college environment to be inclusive.
5. Decrease the percentage of students who experience unfair treatment based on diversity-related characteristics.
6. Increase current students' awareness about college resources dedicated to student success.

### **Goal 3: Increase Student Access**

Objectives:

1. Increase percentage of students who declare an educational goal.
2. Increase percentage of new students who develop an educational plan.
3. Increase percentage of continuing students who develop an educational plan.
4. Ensure the distribution of our student population is reflective of the communities we serve.
5. Reduce scheduling conflicts that negatively impact student completion of degrees and programs.

### **Goal 4: Create Effective Community Partnerships**

Objectives:

1. Increase the number of students who participate in summer bridge programs or boot camps.
2. Increase the number of industry partners who participate in industry advisory council activities.
3. Increase the number of dollars available through scholarships for Norco College students.
4. Increase institutional awareness of partnerships, internships, and job opportunities established with business and industry.
5. Continue the success of Kennedy Partnership (percent of students 2.5 GPA+, number of students in co-curricular activities, number of students who are able to access courses; number of college units taken).
6. Increase community partnerships.
7. Increase institutional awareness of community partnerships.
8. Increase external funding sources which support college programs and initiatives.

### **Goal 5: Strengthen Student Learning**

Objectives:

1. 100% of units (disciplines, Student Support Service areas, administrative units) will conduct systematic program reviews.
2. Increase the percentage of student learning and service area outcomes assessments that utilize authentic methods.
3. Increase the percentage of programs that conduct program level outcomes assessment that closes the loop.
4. Increase assessment of student learning in online courses to ensure that it is consistent with student learning in face-to-face courses.
5. Increase the number of faculty development workshops focusing on pedagogy each academic year.

## **Goal 6: Demonstrate Effective Planning Processes**

Objectives:

1. Increase the use of data to enhance effective enrollment management strategies.
2. Systematically assess the effectiveness of strategic planning committees and councils.
3. Ensure that resource allocation is tied to planning.
4. Institutionalize the current Technology Plan.
5. Revise the Facilities Master Plan.

## **Goal 7: Strengthen Our Commitment To Our Employees**

Objectives:

1. Provide professional development activities for all employees.
2. Increase the percentage of employees who consider the college environment to be inclusive.
3. Decrease the percentage of employees who experience unfair treatment based on diversity-related characteristics.
4. Increase participation in events and celebrations related to inclusiveness.
5. Implement programs that support the safety, health, and wellness of our college community.

# I. Norco College Comprehensive Instructional Program Review Update

Unit: MUSIC  
 Contact Person: KIM K. KAMERIN  
 Date: 4/20/17

## Trends and Relevant Data

### 1. Have there been any changes in the status of your unit in the last four years? What are the anticipated changes for the next four years?

Question:	Prior Four Years	Next Four Years
Has your unit shifted departments?	No	No
Have any new certificates programs been created by your unit? For example, did your unit develop an <a href="#">ADT</a> ? If not, discuss if you are in process or have future plans to do so.	No	Yes. A new degree was written and approved by AHWL. We're waiting for the revision of the Transfer Model Curriculum and then will decide whether to adopt an ADT, the new MUS degree, or both.
Have you made any substantial modifications to certificates/degrees (e.g. unit requirement changes, inclusion of an industry certificate, etc.). If not, discuss if you are in process or have future plans to do so.	No	Yes. The degree mentioned above is higher credit the current TMC in Music.
Have activities in other units impacted your unit? For example, a new Multimedia grant could cause greater demand for Art courses or a new <a href="#">ADT</a> may require resources such as supplemental courses for another unit's <a href="#">ADT</a> .	Yes. MIS purchased a sound system for the theater the MUS also uses.	Yes. Recruitment activities are cooperative between MIS and MUS.

2. List your retention and success rates as well as your efficiency for the previous four years. Please include Distance Education, retention, success and efficiency separately. Discuss any changes or significant trends in the data.

<b>Retention Rate NORCO</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
Overall	82.82%	85.10%	87.87%	87.20%	86.50%
Face-to-Face Lecture	85.00%	85.27%	88.07%	89.21%	88.61%
Hybrid	0.00%	0.00%	0.00%	0.00%	0.00%
Online/Distance Education	75.44%	84.25%	86.62%	77.30%	76.88%

<b>Term</b>	<b>Efficiency</b>
Summer 2011	714.000
Fall 2011	575.923
Winter 2012	557.276
Spring 2012	546.589
Summer 2012	0.000
Fall 2012	595.325
Winter 2013	390.000
Spring 2013	556.351
Summer 2013	823.150
Fall 2013	706.589
Winter 2014	595.200
Spring 2014	516.698
Summer 2014	467.448
Fall 2014	529.444
Winter 2015	542.603
Spring 2015	559.312
Summer 2015	395.837
Fall 2015	466.754
Winter 2016	464.639
Spring 2016	438.066
<b>Total</b>	<b>567.906</b>

Retention rates remain consistent and high. Success rates are relatively stable, but have shown improvement over the 2013-14 and 2014-15 levels. Online courses show more variability as we only offer one or two online courses per semester.

Retention rates appear to show student satisfaction with the MUS courses.

<b>Success Rate NORCO</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
Overall	68.18%	74.25%	72.39%	70.59%	74.14%
Face-to-Face Lecture	70.17%	73.51%	70.87%	70.72%	74.94%
Hybrid	0.00%	0.00%	0.00%	0.00%	0.00%
Online/Distance Education	61.40%	77.95%	81.69%	69.94%	70.52%

**3. Include program-specific data and discuss any changes or significant trends in the data. Include the number of graduates in the discipline/program/certificate, as well as the number of students who have declared the program(s) of study, that your unit supports. Discuss any changes or significant trends in the data.**

No graduates in MUS, as we have not adopted a degree yet.

**4. In the table below, state your goals from your previous comprehensive unit reviews. List the most important first.**

State your goals from your previous comprehensive unit reviews	List activity(s) linked to the goal	Indicate progress made towards the goal	Discuss relationship of goal to College mission and Strategic Planning Goals/Ed Master Plan
<b>2015 - 2016</b>			
Complete Music ADT	Adding MUS-6, MUS-39, MUS-78 and MUS-79 to Norco Catalog; scheduling classes and creating rotation; ADT proposal through committees and to state	MUS 4, 5 and 6 (Music Theory) are now in catalog and in rotation; MUS 6 being offered for the first time at Norco this semester; ADT and MUS AA proposals approved by AHWL, waiting on state TMC to be updated before finishing adoption process and determining the need for the additional MUS AA	<p><b>Goal 1 Objectives 1, 2, 7, 10</b> The coursework with a MUS ADT will improve transfer preparedness. The ADT itself will create a new degree program thereby increasing degree completion. Higher level courses offerings and the degree will promote achievement of unit completion thresholds and should positively impact underrepresented students.</p> <p><b>Goal 3 Objectives 1, 2, 4, 5</b> A clearly defined pathway as a Music Major will increase student access.</p>
Start Student Chapter ACDA – American Choral Directors Association	Recruit students starting with survey of students in Norco Choir Organization for those interested in a Music Education pathway	Student Chapter not started yet, but possible members identified in Choir. Will attempt launch next year.	<p><b>Goal 2 Objectives 1, 2</b> A student Chapter of ACDA will increase engagement and create more co-curricular activities related to Music and Music Education</p> <p><b>Goal 4 Objective 4</b> Increased awareness of jobs in the field of Music Education</p>
Increase number of Music students, Music Majors and Music transfers	Increase program visibility with concerts, flyers, website, social media; add course offerings to appeal to more students	Many more course offerings and Norco Music Street Team launched this semester for recruiting at local high schools.	<p><b>Goal 1 Objectives 1, 2, 7, 10</b> More students declaring Music as a major will improve transfer preparedness and degree completion. More students in the pipeline and more declared majors will promote achievement of unit completion thresholds and should positively impact</p>

			underrepresented students. <b>Goal 2 Objective 2</b> More music students will necessitate more co-curricular activities: specifically performance related <b>Goal 3 Objectives 1, 2, 3</b> More students in the pipeline should result in more students declaring educational goals and developing educational plans
Engage Associate Faculty	Meetings, workshops, try to secure pay for “in house” activities; faculty recital	Plans for specific faculty workshops next year.	<b>Goal 7 Objective 1, 5</b> Professional development; feeling of community
Continue growth and content of social media outlets and new Norco Music website	Work with MIS student leaders and MIS faculty to coordinate content	Social media very successful: over 700 likes on FB and website has a respectable amount of traffic.	<b>Goal 2 Objectives 1, 2</b> Increasing engagement and participation
<b>2014-2015</b>			
Hire more associate faculty	Select and Identify; network to find possible candidates	More faculty hired; new faculty teaching this semester and scheduled for Summer. Two more interviews this semester.	Goal 2
Comprehensive Assessment Plan	Creat rotation of courses and SLO’s for assessment; entry of current data into Tracdat; individual course statistics incorporated into all future assessments.	Data still being entered into Tracdat, but Assessment much more complete. Will review progress at the end of this semester and work on final updates this Summer.	Goal 5
Growth of traditional theory program	Sections of MUS 65 are now offered in Summer, Fall and Winter. MUS 3 is offered in Fall and Spring. MUS 4,5 and 6 need to be offered to support a MUS ADT.	All theory courses now adopted and offered at Norco.	<b>Goal 1</b>
Community Outreach	Summer Coffeehouse Tour	Summer did not happen, but 3 coffeehouse shows were launched this year (2 in Fall and 1 in Spring)	<b>Goal 4</b>
Continue Increasing Campus Visibility and Activity	Meetings, booths, performance. Continue S3 recitals, Faculty Recital, and college hour performances	More performances this year than ever before.	<b>Goal 2</b>
Continued Collaboration Cross Discipline	Continue “Counterpoint”; brainstorm collaboration with	The third “Counterpoint” is scheduled for this Spring.	<b>Goal 2</b>

	other disciplines.	Collaborated with language department to create diction practice recordings for Norco Choir.	
2013-2014			
Educational Plans and increased communication targeted specifically to music students.	Music Information Workshops in partnership with the Counseling Department and Commercial Music	We have not increased workshops but are developing plans for portfolio assessment that should have a strong positive impact.	<b>Goal 1, 2, 3</b>
Sections of Piano, Class Voice, and Guitar offered every semester	Work with Department Chair and Dean	Done.	<b>Goal 1</b>
Create culture of higher standards in Department	Higher standards for dress and juries for MUS 38; section leaders and more student accountability in Choir; fundamentals stressed across Music and Commercial Music Classes	This is not easily quantifiable, but I feel professionalism and student accountability have increased overall.	
Increase involvement of Norco Choir as an Organization in campus activities.	Participate in ASNC sponsored events on campus; active organization choir membership; Norco Choir sponsored campus events.	Norco Choir is still participating at the same levels of involvement. We haven't found ways to participate specifically with ASNC events, but Choir has supported many of the additional music performances on campus.	<b>Goal 2</b>
Increase community activity	Increase membership on CTE Advisory Board; seek out professionals for student seminars, master classes, and talk-backs; community performances	Norco Choir has performed for several Norco City events and the Street Team has been launched this semester for recruitment. Seminars, talk-backs, and master classes have not increased.	<b>Goal 4</b>

5. Please list the resources that you have received in the last four academic years as a result of program review. How did the resources impact student learning? If you requested resources but did not receive them, how did that impact student learning? If no resource requests were made, please indicate by typing N/A

<p align="center"><b>List Equipment or Equipment Repair Needed for Academic Year <u>2016-2017</u></b></p> <p>Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Place items on list in order (rank) or importance. Please state if the request impacts Distance Education.</p>	Total Cost of Request	Impact
<p><b>1. Business Class Color Printer</b> <u>Justification:</u> Needed for programs, flyers, tickets, CD art mock ups, presale fundraising forms, advertising sales forms, and other course and program specific applications.</p>	\$3800	Did not receive funding. Did not impact student learning negatively, but makes the flyer, ticket, program process more time consuming for faculty.
<p><b>2. Finale Software</b> <u>Justification:</u> Needed for Basic Musicianship (MUS 65) and Music Theory courses (MUS 3, MUS 4, MUS 5, MUS 6). Identified need in assessment for MUS 3 and MUS 65. Will also be used for Music Industry Studies Courses (MIS 3, MIS 4, MIS 7) <i>Duplicated in Commercial Music Program Review</i></p>	\$4725	Received funding. Will be installed late Spring 2017 or Summer 2017.
<p><b>3. Practica Musica Software</b> <u>Justification:</u> Needed for Basic Musicianship (MUS 65) and Music Theory courses (MUS 3, MUS 4, MUS 5, MUS 6). Identified need in assessment for MUS 3 and MUS 65.</p>	\$850	Received funding. Will be installed late Spring 2017 or Summer 2017.
<p><b>4. Theater Lighting System (Controller and moveable fixtures)</b> <u>Justification:</u> Needed to enhance recital, showcase and concert presentations in the Little Theater. Non instructional but curricular related.</p>	\$20,000	Received funding. Quotes done, purchase should happen this semester.
<p><b>5. Piano Benches</b> <u>Justification:</u> Higher quality benches for the practice rooms for students and faculty.</p>	\$597	Did not receive funding. Some benches still in disrepair.
<p><b>6. Drum Kit stands, cymbals, heads</b> <u>Justification:</u> Upgrades, replacement of broken stands, replacement of drum heads – needed for drum kit in practice room</p>	\$1975	Did not receive funding. Drum kit in practice room still sub-standard. Drum kit in recording studio could still benefit from upgraded cymbals for MIS1abc and MIS 13 recordings, and MIS 11ab performances.
<p><b>7. Repair C3 Yamaha Grand (in theater)</b> Reason: Piano needs significant maintenance. But, it is a great instrument that still will have a significant amount of life and use here at Norco if we continue to maintain it properly</p>	\$5000	Received funding. This piano is used for nearly every recital in the theater.
<p><b>8. Professional Video Camera</b> Reason: Recording of in-class and public performances is a great tool for student assessment by instructors, and for peer review. This would be specifically useful for MUS 38, MUS 39, MUS 30, MUS 31, MUS 32 (and several MUC classes as well)</p>	\$2500	Received funding. Camera has been purchased, but there are still technical issues in integrating and synchronizing high quality audio: videos are not yet the overall quality we need yet (because of audio issue). Hoping to get resolved by the end of this semester.

<p><b>9. Computer in HUM 101</b> Reason: Computer currently in HUM 101 is incredibly slow and can't be practically used for instruction because of the time needed to load and display content</p>	<p><b>Unknown</b></p>	<p><b>Not funded.</b></p>
<p><b>10. Repair of House lights in Theater</b> Reason: The panels for the house lights are old and not functioning properly. When trying to dim or change the lights, they panels cause the lights to flicker and don't always come all the way up to full intensity. This is problematic for classes in the theater, but more importantly effects the audience experience for performances. Several lights are also burnt out and need to be replaced.</p>	<p><b>Unknown</b></p>	<p><b>Repaired. Dimmers now function properly improving overall affect for performances.</b></p>
<p><b>11. Control Console for Piano Lab (HUM 101)</b> Reason: Control console for connection and monitoring of the pianos in the piano lab was stolen 2 years ago, and hasn't been replaced.</p>	<p><b>\$2500</b></p>	<p><b>Funded, but console is no longer available.</b></p>
<p><b>12. Video Camera for Piano Lab (HUM 101)</b> Reason: Video camera, mounting hardware, and installation for projection of teachers hands on the screen for instructional purposes.</p>	<p><b>\$250</b></p>	<p><b>Not funded, but solved locally through Norco IMC.</b></p>
<p><b>13. New Drapes for Theater</b> Reason: Needed for performances and presentations; theater should look professional as a representation of Norco College: it's bad public relations to have a space that looks in disrepair.</p>	<p><b>Unknown</b></p>	<p><b>Funded. New drapes have made a positive impact on all performances in the theater.</b></p>
<p><b>14. Acoustic treatment for walls of theater</b> Reason: The theater has peculiar reflective characteristics caused by the completely smooth, close to parallel, side walls closest to the stage by the first 10 rows of seats. These surfaces contribute to feedback when using a sound system, and cause uneven frequency characteristics because of the</p>	<p><b>\$5000</b></p>	<p><b>Not funded. Theater is still acoustically very poor. This negatively effects all performances in the theater.</b></p>

**6. In the table below, please list your long term goals for your unit. How do your goals support the College mission and the goals of the Educational Master Plan/Strategic Plan? *\*Your unit may need assistance to reach its goals. Financial resources should be listed on the subsequent forms. In addition, you may need help from other units or Administrators. Please list that on the appropriate form below, or on the form for “other needs.”***

List the long term goals of your unit for the next four years.	List activity(s) linked to the goal	Anticipated timeline for completion	Discuss relationship of goal to College mission and Strategic Planning Goals/ Ed Master Plan
MIS/MUS Street Team	Identify MIS Street Team personnel; contact all local HS; create contact list; visitations and promotional materials	Spring 2017 and ongoing	Goal 4
CoLab – Collaborative Performance Laboratory	Block out time in the theater; promote; finish booth modification in theater (sliding windows); create curriculum and align with current MUS and MIS courses.	Colab was set to start this semester, but the theater has been unavailable.	Goal 1 Goal 5
Choir Exchange (HS) (or informal festival)	Use contacts from Street team to reach out to local choir directors and promote exchange	Launch in Spring 2018 and ongoing if viable	Goal 4
Annual Benefit Concert in Spring	Student leadership in MIS and MUS identify possible charities; secure amphitheater for performance; solve technical logistics (lighting, sound, power, etc.) with the aid of facilities and administration	Spring 2018 and ongoing	Goal 2 Goal 4
Theater booth cleanup and window modification	Coordinated with facilities for modifications; identified funding source	Summer 2017	N/A – not directly applicable but supports program
IT 106 and HUM 101 open for tutoring (Friday’s) (SI – Supplemental Instruction)	(Maybe Fall 2017 implementation with SI based on availability of qualified personnel)	Fall 2017 or Spring 2018	Goal 1 Goal 5
Faculty Mentorship	Adopt MUS degrees; Secure Drop box or other software solution for student work repository for portfolio assessment and MUS educational plans; gather program information from Cal-States and UC’s	Spring 2018 and ongoing	Goal 1 Goal 3
More talkback events and master classes	Secure speakers, clinicians, and funding source(s)	Spring 2018 and ongoing	Goal 1 Goal 4 Goal 5
First students graduate with new MUS degrees	Adopt degrees; identify majors and help them complete.	Spring 2019	Goal 1

<b>Online Student Portfolios</b> Goals, Standards, Degree Progress, recital feedback, recordings, jury sheets	Identify software solution – possibly Dropbox - \$100 per year; design filing and access system; record all concerts; finish updating jury sheets	Fall 2017 – Spring 2018	Goal 1 Goal 5
Handbook (MIS/MUS)	Discuss among faculty; gather student input; graphic design; identify funding source for printing	Fall 2017 or Spring 2018 ongoing	Goal 1
Counselor and student information transfer/degree requirement meeting	Coordinate with counseling staff to set meeting; promote	Spring 2018 and ongoing	Goal 1 Goal 3
Larger You Tube and video presence	Solve technical issues for recording video and high quality audio; start recording concerts; find funding source for video editing software; purchase video editing	Spring 2019 and ongoing	N/A – not directly applicable but supports program Possibly Goal 4 because of higher presence in online community.
More sections of MUS	Recruiting; scheduling; work with Dean	Ongoing	Goal 1
Choral Jazz or Pop vocal group (vocal percussion a la Pentatonix)	Research possible courses for inclusion in catalog or write new MIS course; continue to build choral program so numbers required for course can be supported	Fall 2018 and ongoing	Goal 1
Community Choir	Working with Dean for possible add	Fall 2017, Spring 2018 or Fall 2018 launch	Goal 4
Live Broadcasts of concerts via YouTube, Facebook, or some other provider	Solve technical and synchronization issues; build sufficient student tech support	Spring 2018 and ongoing	N/A – not directly applicable but supports program

## Course Outlines of Record (COR)

An important part of comprehensive program review is a review of the course outlines of record that are associated with a unit. Please list all of the courses in your unit as listed in the [Norco College Catalog](#) and the date that they were last updated. If they have not been updated in the last four years, you must update them before submitting your program review, e.g., making sure the edition of the textbook is current. Please do not submit the actual COR. Add to the table as needed

Course Number	Date Last Updated	Last Editor (name)	If not current, where is the COR in the review process	Was the last update a major or minor modification?
MUS 3	Fall 2012	Schmidt		Minor
MUS 4	Spring 2013	Schmidt		Minor
MUS 5	Spring 2013	Schmidt		Minor
MUS 6	Spring 2013	Schmidt		Minor
MUS 19	Fall 2012	Quin		Minor
MUS 19H	October 2014	Foster		Minor
MUS 23	Fall 2014	Quin		Minor
MUS 25	Fall 2016	Schmidt		Minor
MUS 30	Spring 2016	Quin	Approved, not implemented	Minor
MUS 31	Fall 2014	Quin		Minor
MUS 32a	Spring 2014	Schmidt		Major (leveling abcd)
MUS 32b	Spring 2014	Schmidt		Major (leveling abcd)
MUS 32c	Spring 2014	Schmidt		Major (leveling abcd)
MUS 32d	Spring 2014	Schmidt		Major (leveling abcd)
MUS 37	Spring 2016	Schmidt	Under review at District Levels	Minor
MUS 38	Spring 2014	Schmidt		Minor
MUS 39	Fall 2014	Schmidt		Minor
MUS 41	Fall 2013	Schmidt		Minor
MUS 65	Fall 2014		Draft	Major
MUS 75	Fall 2014		Draft	Major
MUS 78	Fall 2014	Schmidt		Minor
MUS 79	Fall 2014	Schmidt		Minor
MUS 87	Fall 2014	Schmidt		Minor
MUS 89	Fall 2014		Draft	Minor
MUS 89H	Fall 2013	Curtis		Minor

<b>MUS 92</b>	<b>Fall 2014</b>	<b>Quin</b>		<b>Major</b>
<b>MUS 93</b>	<b>Fall 2014</b>	<b>Schmidt</b>		<b>Minor</b>
<b>MUS 200</b>			<b>In our catalog, but process unknown – must research</b>	

# Norco College Comprehensive Instructional Program Review Update

Unit: MUSIC  
 Contact Person: KIM K. KAMERIN  
 Date: 4/20/17

## Current Human Resource Status

7. Complete the Faculty and Staff Employment Grid below. Please list full and part time faculty numbers in separate columns. Please list classified staff who are full and part time separately:

Faculty Employed in the Unit		
Teaching Assignment (e.g. Math, English)	Full-time faculty (give number)	Part-time faculty (give number)
Music	1	8

Classified Staff Employed in the Unit		
Staff Title	Full-time staff (give number)	Part-time staff (give number)
Accompanist		1

## Long Term Resource Planning

This section should be completed with your long term goals in mind. However, as you will not be filing an annual program review this academic year, you may need to include some of your short-term resource requests as well.

### 8. Staff Needs

#### NEW OR REPLACEMENT STAFF (Administrator, Faculty or Classified)<sup>1</sup>

List Staff Positions Needed Please justify and explain each faculty request as they pertain to the goals listed in item #6. Place titles on list in order (rank) or importance. Please state if the request impacts Distance Education.	Indicate (N) = New or (R) = Replacement	Number of years request has been made	Annual TCP*	EMP Goals	Short Term Goal (S) Long Term Goal (L)
<b>1. Lab Attendant</b> <u>Justification:</u> Someone needed to monitor IT 106 so MUS 3/4/5/6 and MIS 1abc, MIS 2, MIS 3, MIS 4 and MIS 7 students can have time in the lab for skill building.	N	1	10135.74	Goal 1	L
<b>2.</b> <u>Justification</u>					
<b>3.</b> <u>Justification</u>					
<b>4.</b> <u>Justification</u>					
<b>5.</b> <u>Justification</u>					

\* TCP = "[Total Cost of Position](#)" for one year is the cost of an average salary plus benefits for an individual. New positions (not replacement positions) also require space and equipment. Please speak with your college Business Officer to obtain accurate cost estimates. Please be sure to add related office space, equipment and other needs for new positions to the appropriate form and mention the link to the position. Please complete this form for "New" Classified Staff only. All replacement staff must be filled per Article I, Section C of the California School Employees Association (CSEA) contract. Requests for staff and administrators will be sent to the [Business and](#)

<sup>1</sup> If your SLO assessment results make clear that particular resources are needed to more effectively serve students, please be sure to note that in the "reason" section of this form.

## 9. Equipment & Technology Not Covered by Current Budget<sup>2</sup>

<b>List Equipment, Technology, Software or Equipment Repair Needed for Academic Year _____</b> <b>Please list/summarize the needs of your unit on your college below.</b> <b>Please be as specific and as brief as possible.</b> Place items on list in order (rank) or importance. Provide the Asset Tag Number(s) for replacement requests. In the Justification, include how the item addresses the department's goals, and if it assists in remaining competitive with comparable institutions (if applicable). Please state if the request impacts Distance Education.	*Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes	How many students/Staff/ departments will directly benefit from this equipment/ technology?	<a href="#">Use this link for Annual TCO*</a>				
			Number of years requested	Cost per item	Number Requested	Total Cost of Request	EMP GOALS
<b>1. Business Class Color Printer</b> <u>Justification:</u> Needed for programs, flyers, tickets, CD art mock ups, presale fundraising forms, advertising sales forms, and other course and program specific applications.	N	Nearly all faculty and all students who perform in the program 150+ per year	1 time	\$3800	1	\$3800	Goal 2
<b>2. Piano Benches</b> <u>Justification:</u> Higher quality benches for the practice rooms for students and faculty.	I	3 faculty; 30-40 students per semester	1 time	\$199	3	\$697 + (including shipping)	Goal 2
<b>3. Drum Kit stands, cymbals, heads</b> <u>Justification:</u> Upgrades, replacement of broken stands, replacement of drum heads – needed for drum kit in practice room; MIS 1abc and MIS 11ab use kit as well	I	3 faculty; 40-50 students per semester	1 time	\$1975		\$1975	Goal 1
<b>4. Acoustic Treatment for Theater</b> <u>Justification:</u> Sound in theater is sub-standard as a performance hall. Frequencies are unbalanced and it makes Live Sound Reinforcement and quality recording difficult. Will improve the sound of all performances and all recordings made in the theater.	I	All faculty and students who perform in the program 150+ per year (plus positive impact on audiences)	1 time	\$7500		\$7500	Goal 1
<b>5.</b> <u>Justification:</u>							

<sup>2</sup> If your SLO assessment results make clear that particular resources are needed to more effectively serve students, please be sure to note that in the “reason” section of this form.

\* Instructional Equipment is defined as equipment purchased for instructional activities involving presentation and/or hands-on experience to enhance student learning and skills development (i.e. desk for student or faculty use). Non-Instructional Equipment is defined as tangible district property of a more or less permanent nature that cannot be easily lost, stolen or destroyed; but which replaces, modernizes, or expands an existing instructional program. Furniture and computer software, which is an integral and necessary component for the use of other specific instructional equipment, may be included (i.e. desk for office staff).

\*\* These requests are sent to the [Business and Facilities Planning Council](#).

Unit Name: MUSIC

### 10. Professional or Organizational Development Needs Not Covered by Current Budget\*<sub>3</sub>

<p align="center"><b>List Professional Development Needs.</b></p> <p>Reasons might include in response to assessment findings or the need to update skills to comply with state, federal, professional organization requirements or the need to update skills/competencies. Please be as specific and as brief as possible. Some items may not have a cost per se, but reflect the need to spend current staff time differently. Place items on list in order (rank) or importance. Examples include local college workshops, state/national conferences. Please state if the request impacts Distance Education.</p>	Annual TCO*			
	Cost per item	Number Requested	Total Cost of Request	EMP Goals
<p><b>1. ACDA State, Regional, and National Conventions</b>  <u>Justification:</u> Professional Development specific to Choral Conducting and Literature</p>	\$500 - \$1800 depending on event (local and regional have less cost)		\$1800	Goal 7
<p><b>2. ASCAP Expo (American Society of Composers and Publishers)</b>  <u>Justification:</u> Hotel accommodations and entry fee for Expo for two faculty. Workshops in music business, production techniques, song writing, publishing, etc.</p>	\$1200-1800	1	\$1800	Goal 7
<p><b>3.</b>  <u>Justification</u></p>				
<p><b>4.</b>  <u>Justification</u></p>				

\*It is recommended that you speak with the Faculty Development Coordinator to see if your request can be met with current budget.

\*\* These requests are sent to the [Professional Development Committee](#) for review.

3 If your SLO assessment results make clear that particular resources are needed to more effectively serve students, please be sure to note that in the “reason” section of this form.

**11. Student Support Services, Library, and Learning Resource Center** (see definition below\*) Services needed by your unit over and above what is currently provided by student services at your college. Requests for Books, Periodicals, DVDs, and Databases must include specific titles/authors/ISBNs when applicable. Do not include textbook requests. These needs will be communicated to Student Services at your college<sup>4</sup>

<p align="center"><b>List Student Support Services Needs</b></p> <p align="center">Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time.</p>	<p align="center"><b>EMP GOALS</b></p>	<p align="center"><b>Distance Education</b></p>
<p><b>1.</b> <u>Justification</u></p>		
<p><b>2.</b> <u>Justification</u></p>		
<p><b>3.</b> <u>Justification</u></p>		
<p><b>4.</b> <u>Justification</u></p>		
<p><b>5.</b> <u>Justification</u></p>		
<p><b>6.</b> <u>Justification</u></p>		

\*Student Support Services include for example: tutoring, counseling, international students, EOPS, job placement, admissions and records, student assessment (placement), health services, student activities, college safety and police, food services, student financial aid, and matriculation.

\*\* These requests are sent to the [Student Services Planning Council](#) and the [Library Advisory Committee](#).

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<sup>4</sup> If your SLO assessment results make clear that particular resources are needed to more effectively serve students, please be sure to note that in the “reason” section of this form.

**12. OTHER NEEDS AND LONG TERM SAFETY CONCERNS not covered by current budgets**

**\*\* For immediate hazards, contact your supervisor \*\***

<p align="center"><b>List Other Needs that do not fit elsewhere.</b></p> <p>Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Place items on list in order (rank) or importance. Please state if the request impacts Distance Education.</p>	Annual TCO*			
	Cost per item	Number Requested	Total Cost of Request	EMP Goals
<p><b>1. ACDA dues</b>  <u>Justification:</u> Must be a member of ACDA to submit choir recordings for consideration at ACDA local, regional and national conventions; and to submit to present interest sessions and workshops professionally; also need to be member to create Student ACDA Chapter.</p>	\$125	1	\$125	Goal 7
<p><b>2. NARAS dues</b>  <u>Justification:</u> Required to submit Norco Music CD's for consideration for Grammy Awards nomination; networking</p>	\$200	1	\$200 (two year membership cost)	Goal 7
<p><b>3.</b>  <u>Justification</u></p>				
<p><b>4.</b>  <u>Justification</u></p>				
<p><b>5.</b>  <u>Justification</u></p>				
<p><b>6.</b>  <u>Justification</u></p>				

These requests are sent to the [Business and Facilities Planning Council](#), but are not ranked. They are further reviewed as funding becomes available.

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5 If your SLO assessment results make clear that particular resources are needed to more effectively serve students, please be sure to note that in the "reason" section of this form.



# Norco College – Program Review Committee

Spring 2015

## Rubric for Comprehensive Instructional Program Review - Part I only

Discipline:

Contact Person:

Reviewer:

Average Score:

Area of Assessment	0 No attempt	1 some attempt	2 good attempt	3 outstanding attempt
<b>1. Trends and status change, prior and next four years identified</b>	Trends and status change section is blank	Only prior <b>or</b> next four years completed, not both	/	Prior and next four years section completed with clear information in both, or identified as N/A
<b>2. Retention, success, and efficiency rates have been identified and reflected upon</b>	No identification or discussion of retention, success, or efficiency data	Limited identification or discussion of retention, success, and efficiency data	Clear identification and discussion of retention, success, and efficiency data	Substantial identification and discussion/interpretation of success, retention and efficiency data
<b>3. (If Applicable) Specific program/certificate data are included and discussed</b>	Not addressed	Missing data but attempt was made	Data were present but not discussed	Data were present and commented upon OR No program or certificate
<b>4. Goals from prior comprehensive identified, activities linked to the goal, progress stated</b>	No goals from prior comprehensive identified	Limited/generic statement made regarding goal(s), lacks clarity or details and/or activities, and/or progress stated	Clear statement made regarding goal(s), activities, and progress	Well-defined statement made regarding goal(s), and activities, includes details & reasoning, progress stated in depth

<b>5. Long term goals identified, activities and timeline stated</b>	No attempt made to identify long term goals, activities, and timeline	Limited/generic statement made regarding goal(s), lacks clarity or details and/or activities, and/or timeline	Clear statement made regarding goal(s), activities, and timeline	Well-defined statement and justification made regarding goal(s), and activities, includes details & reasoning, suggested timeline
<b>6. Long term goals aligned to mission and EMP</b>	No link between the long term goals and the Mission or EMP	Limited attempt to link goals to Mission and EMP	Clear attempt to link goals to Mission and EMP	Well defined connection made between goals and Mission and EMP
<b>7. Course Outline of Record section is completed</b>	COR section is blank	COR section is partially completed, missing some courses from catalog	/	COR section is completed in its entirety – all courses in catalog identified
<b>8. Linkages made between reasons for resource request and EMP/Strategic Plan Goals (SPG)</b>	No linkage made between resource requests and EMP/SPG	Limited/generic/basic connection made between resource requests and EMP/SPG	Clear connection made between resource requests and EMP/SPG	Substantial connection made between resource requests and EMP/SPG
<b>Column scores</b>				
(If no programs of study are applicable, do not average in points from item #3)				

Additional comments:

## II. Comprehensive Program Review Assessment Update

**Purpose** –This comprehensive review should provide your unit with an opportunity to reflect and analyze any trends from the assessments you conducted **over the past four years**. Consider it a meta-analysis of your own work. This update is intended to facilitate discussion within your discipline regarding the types of assessments, the range of outcomes you have experienced with regard to increasing student success, and any changes, modifications, or improvements you have made to courses that seem to have supported student learning. It should also provide you with an opportunity to determine a plan of action for assessment for the next four years. Use data stored in TracDat, your Annual Program Reviews, and the Norco Assessment Rotation Plan to help you to complete this review. If you have any questions, please contact either Sarah Burnett at sarah.burnett@norcocollege.edu, or Greg Aycock at greg.aycock@norcocollege.edu or talk to your NAC representative.

Please take some time to review assessment from the past four years and answer the following questions.

### Section 1: Discipline Evaluation of Assessment Process

- a. In the first column please identify each of the courses you assessed **in the past four years**. Then state if the assessments were implemented by an individual faculty (I), or as collaborative group (C). Identify the primary **modes of assessment** (embedded tests, assignments with rubrics, class projects etc.). In the final column, please explain why your discipline uses the modes identified (pedagogical reasoning). Add rows as needed.

Course	Individual (I) Collaborative (C)	Primary Modes of Assessment (Embedded tests, rubrics, projects, etc.)	Pedagogical Reasoning – why does your discipline use these methods for assessment
MUS 3	I	Embedded tests; rubrics	Quantifiable results can be obtained from tests while the performance aspects of the course are best assessed using rubrics.
MUS 4	I	Embedded tests; rubrics	Quantifiable results can be obtained from tests while the performance aspects of the course are best assessed using rubrics.
MUS 5	I	Embedded tests; rubrics	Quantifiable results can be obtained from tests while the performance aspects of the course are best assessed using rubrics.
MUS 19	I	Embedded tests; performance attendance report	Quantifiable results can be obtained from tests; performance attendance reports are directly tied to one of the SLO's

<b>MUS 19H</b>	I	Embedded tests; performance attendance report	Quantifiable results can be obtained from tests; performance attendance reports are directly tied to one of the SLO's
<b>MUS 23</b>	I	Embedded tests	Quantifiable results can be obtained from tests
<b>MUS 30</b>	I	Performance rubrics	Rubrics are the best way to assess performance
<b>MUS 32a</b>	I	Performance rubrics; embedded tests	Rubrics are the best way to assess performance; quantifiable results can be obtained from tests
<b>MUS 32b</b>	I	Performance rubrics; embedded tests	Rubrics are the best way to assess performance; quantifiable results can be obtained from tests
<b>MUS 32c</b>	I	Performance rubrics; embedded tests	Rubrics are the best way to assess performance; quantifiable results can be obtained from tests
<b>MUS 32d</b>	I	Performance rubrics; embedded tests	Rubrics are the best way to assess performance; quantifiable results can be obtained from tests
<b>MUS 37</b>	I	Performance rubrics; embedded tests	Rubrics are the best way to assess performance; quantifiable results can be obtained from tests
<b>MUS 38</b>	C	Rubrics; concert attendance reports	Rubrics are the best way to assess performance; performance attendance reports are directly tied to one of the SLO's
<b>MUS 39</b>	C	Rubrics; concert attendance reports	Rubrics are the best way to assess performance; performance attendance reports are directly tied to one of the SLO's
<b>MUS 65</b>	I	Rubrics; embedded tests	Quantifiable results can be obtained from tests while the performance aspects of the course are best assessed using rubrics.
<b>MUS 78</b>	C	Rubrics; concert attendance reports	Rubrics are the best way to assess performance; performance attendance reports are directly tied to one of the SLO's
<b>MUS 79</b>	C	Rubrics; concert attendance reports	Rubrics are the best way to assess performance; performance attendance reports are directly tied to one of the SLO's

<b>MUS 89</b>	I	Embedded tests; concert reports	Quantifiable results can be obtained from tests; performance attendance reports are directly tied to one of the SLO's
<b>MUS 89H</b>	I	Embedded tests; concert reports	Quantifiable results can be obtained from tests; performance attendance reports are directly tied to one of the SLO's
<b>MUS 92</b>	I	Rubrics	Rubrics are the best way to assess performance
<b>MUS 93</b>	I	Embedded tests	Quantifiable results can be obtained from tests

- b. Please provide an overview of the types of **changes made** (updated test questions, revised PowerPoints, redesigned assignments, new assignments) in a course or a program in response to your assessments. Explain which changes led to either greater student success, or didn't make any impact on student learning (provide reasoned argument as to why you think this occurred). In the final column identify which assessments led to permanent modifications.

<b>Program and/or Course Name</b>	<b>Changes made</b> (Updated test questions, new rubrics, revised assignments, etc.)	<b>Identify if any changes had an impact (positive, negative, or neutral) on student success</b> (provide reasoning)	<b>Permanent modifications made to course in response to assessment</b>  <b>Yes or No</b>
MUS 38	Rubrics modified	It's difficult to determine if the changes are leading to more student success, but students are more aware of performance expectations.	Yes
MUS 39	Rubrics modified	It's difficult to determine if the changes are leading to more student success, but students are more aware of performance expectations.	Yes
MUS 78	Rubrics modified	It's difficult to determine if the changes are leading to more student success, but students are more aware of performance expectations.	Yes

MUS 79	Rubrics modified	It's difficult to determine if the changes are leading to more student success, but students are more aware of performance expectations.	Yes
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- c. Please discuss any external variables that you think might have provided support or deterred from your ability to increase student success in your discipline. Indicate N/A if you determine that no external variables impacted student success. (add rows as needed)

**External Variables**

Course/Program	External Variables that supported or deterred from increasing student success
MUS	Poor facilities for rehearsal and performance negatively impact student performances.
MUS	New Coil building at RCC could be impacting enrollment

- d. Please identify any **teaching approaches** (pedagogy) that you perceive to have had a positive impact on your student's ability to engage in the learning process. This might not specifically include elements that have been formally assessed, but rather may reflect on good teaching practices that you deem effective. It might relate to elements such as the way you might have restructured the class (e.g., small group vs. direct lecture), the way in which you disseminate information (e.g., lecture vs. flipped classroom or action based learning). It might include the manner in which you gain feedback from students (journals, or clickers).
- e. On reflection, can you identify any specific **resources**, support, or training that your discipline, department, or the institution might need to provide on-going support for student learning? If so, please explain. Please also identify any trainings or support from NAC that has been helpful or useful in planning or conducting assessment in your unit.
- f. Support for ACDA dues and travel to conventions could be beneficial in increasing student interest in majoring in Music Education.

## Section 2: Overview of Completed Assessment from the past four years

Using TracDat, or your Annual Program Reviews from the past four years please fill in the following data **for each courses and program your discipline lists in the Norco College catalog**. Please identify any courses that are in the process of being removed from the catalog. Please list programs first then courses.

<b>Program Name/ Course Number (as ordered in Tracdat)</b>	<b>Total number of initial assessments conducted</b>	<b>Total Number of changes made to courses as a result of assessment</b>	<b>Total number of loop- closing assessments conducted</b>	<b>Total of all assessment activity for each course/program (all columns combined)</b>
MUS 19	2	1		3
MUS 23	2(previous) 1 (current)		1	3
MUS 3	2			2
MUS 30	2			2
MUS 32a	(Assessment methods entered)			(1)
MUS 32b	(Assessment methods entered)			(1)
MUS 32c				0
MUS 32d				0
MUS 37	1			1
MUS 38	3	2	1	6
MUS 39	3	2	2	7
MUS 4	1	2	1	4
MUS 5	1	1	1	3
MUS 65	2			2
MUS 89	1			1
MUS 92	4			4
MUS 93	1			1

### Section 3: Plan for Assessment

Please provide a comprehensive plan for assessment in your unit for the upcoming four years. Please identify any loop closing assessments that are carrying over from the prior four years of assessment (e.g., type *loop-closing* after them) – you should not plan to include a loop closing before you conduct an initial assessment.

Include plans for:

- **all programs** in your sole control (certificates or ADTs)
- **all courses** in your discipline
- **all SLOs** in each course

Suggestions for possible formats:

- If you have an existing rotation plan for course offerings it might be simple to identify which SLOs and PLOs will be assessed in each of the semesters on the rotation plan. Please imbed that plan directly into this document below.
- You could use a curriculum mapping tool to track completed SLO assessment, and subsequently evidence for completed PLO assessment.

In either cases, it is critical to know when each program assessment is due so that you can plan when to do the SLO assessment. It might be helpful to create separate plans for each Program, especially in CTE. The Norco Assessment Rotation Schedule is posted on the Assessment website for you to use in planning for Program Level assessment.

We're currently behind in the assessment plan previously entered into Tracdat. 1<sup>st</sup> priority is to help the piano instructor finish assessing SLO's and getting them entered into Tracdat (32abcd). Once that is completed, all courses currently in Tracdat will have assessment data. Some loop closing has already begun as initial benchmarks were met.

The next priority will be to complete rubrics for the Applied Music courses (MUS 38/39/78/79) so that future assessments will be more meaningful, and then complete SLO assessment for those 4 courses. A plan for the remaining SLO's will be developed over Summer and associate faculty will be notified either at a department meeting or via email the plan for assessing their remain SLO's.

It's possible MUS 37 may be removed from the catalog next year and replaced with a different guitar class (MUS 96). If so, assessment of 37 may be suspended and the focus moved to assessing the new course.

MUS 6, MUS 78, and MUS 79 need to be added to Tracdat, and there are several courses that may be added to the MUS rotation in Fall of 2017 and Spring of 2018. As new courses are added, it will be a priority to complete assessment of at least one SLO in the first semester of offering. Assessments for MUS 78 and 79 are completed and can be immediately entered into Tracdat once there. MUS 6 is being offered for the first time this semester: assessment data will be available after the final exam is completed.

## Scoring Rubric for Comprehensive Program Review of Assessment – Part II only

Assessment Unit Name: \_\_\_\_\_

Average score \_\_\_\_\_

	0	1	2	3	Comments
<b>Section 1</b> <ul style="list-style-type: none"> <li>• Modes of assessment &amp; reasoning _____</li> <li>• Changes Made to courses _____</li> <li>• Success indicators _____</li> <li>• Teaching approaches _____</li> <li>• Resources _____</li> </ul>	No attempt made to provide responses to any of the questions (1-4)	Answers are extremely limited, e.g., yes, no, none; inconsistent depth in some responses; barely any reflection or insight provided, limited attempt to use assessment to increase <i>understanding</i> of student success and learning in the classroom	Clear and consistent responses to each question, some indication the discipline has attempted to use discipline based assessment results to increase <i>understanding</i> of student success and learning in the classroom	Clear and in depth responses to each question, strong indication the discipline has utilized assessment as a tool to increase <i>understanding</i> of student success and learning in the classroom, and teacher development	
<b>Section 2</b> <ul style="list-style-type: none"> <li>• # of initial, changes made, loop-closing activities for course and program</li> </ul>	Chart is blank	Does not include all courses or programs	/	All courses and programs in the discipline are listed on the chart, each box has a number (or a zero to indicate “nothing” or no assessment conducted)	
<b>Section 3</b> <b>Plan for assessment in the coming 4 years</b> <ul style="list-style-type: none"> <li>• Programs</li> <li>• Courses</li> <li>• SLOs</li> </ul>	No Plan provided	Does not include all Programs _____ Courses _____ SLOs _____	/	All programs, courses and SLOs are included in assessment plan for the next four years – rotation cycle considered in plan	
<b>Column Totals</b>				3	