



# Program Review - Overall Report

2024 - 2027

MusicIndustry Studies

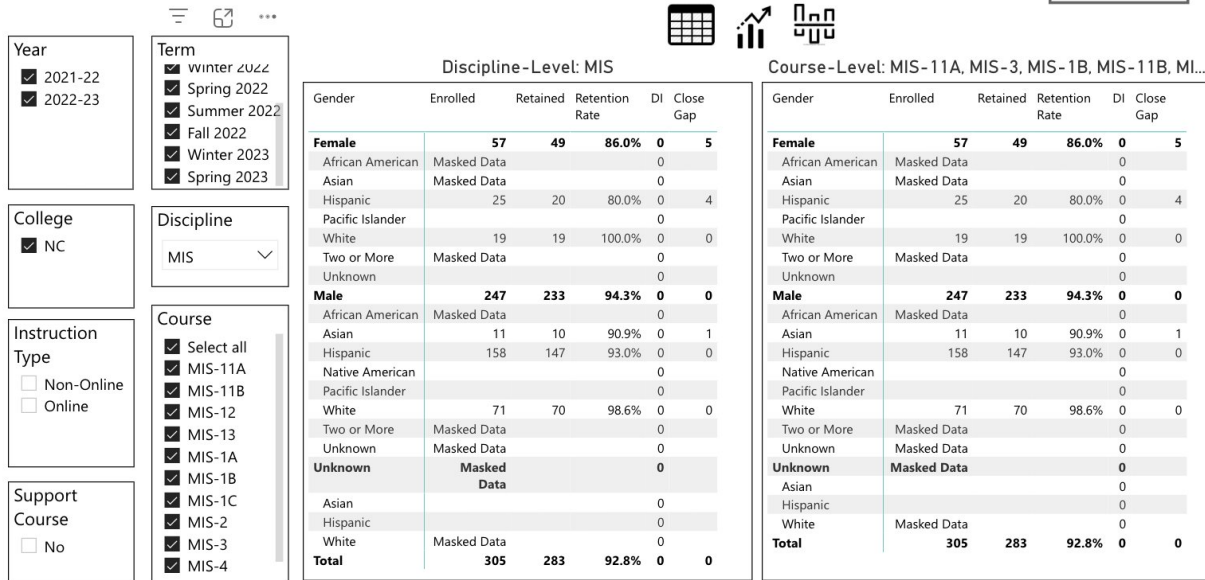
## Overall Trends

Please add any relevant documents here.

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

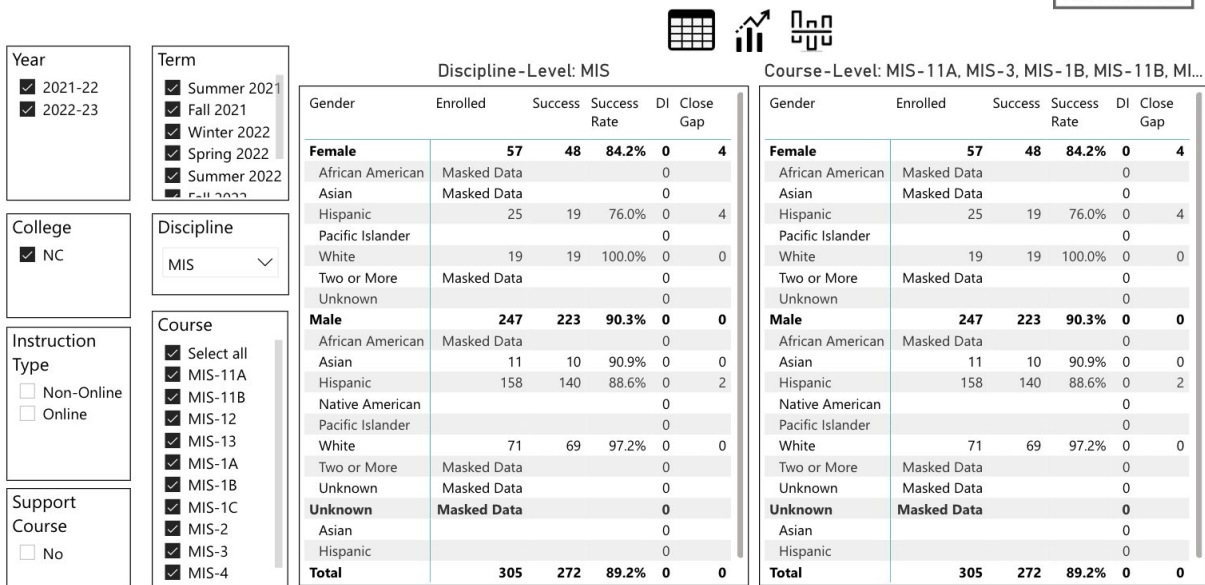


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### Success Rates by Discipline & Course Disaggregated by Race/Ethnicity

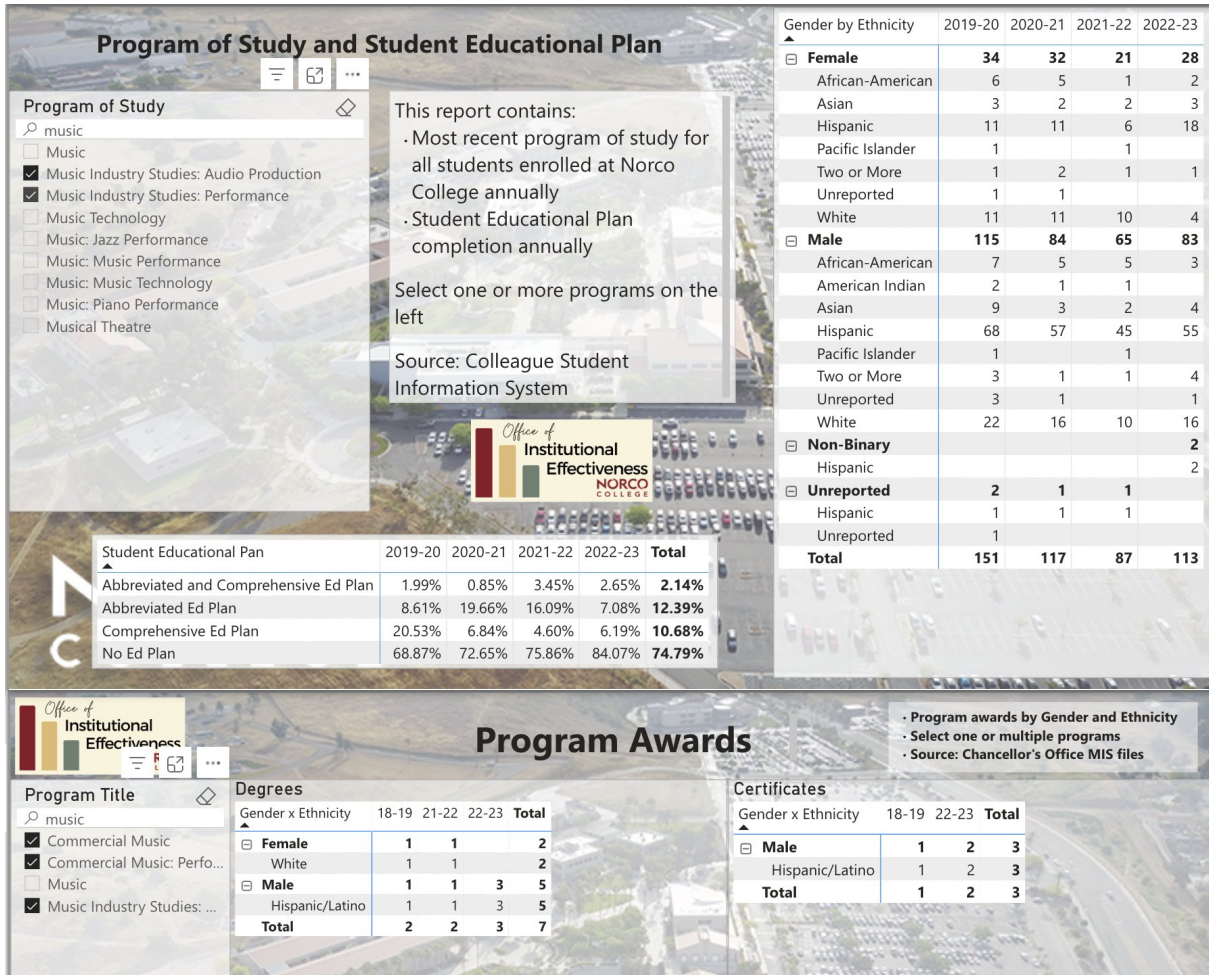
Clear Selections



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## Data Review



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.

## 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

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

**Instruction Type**  
 Non-Online  
 Online

**Support Course**  
 No

Discipline-Level: MIS

Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
<b>Female</b>	<b>57</b>	<b>49</b>	<b>86.0%</b>	<b>0</b>	<b>5</b>
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	
<b>Male</b>	<b>247</b>	<b>233</b>	<b>94.3%</b>	<b>0</b>	<b>0</b>
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	
<b>Unknown</b>	<b>Masked Data</b>			<b>0</b>	
Asian				0	
Hispanic				0	
White	Masked Data			0	
<b>Total</b>	<b>305</b>	<b>283</b>	<b>92.8%</b>	<b>0</b>	<b>0</b>

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

Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
<b>Female</b>	<b>57</b>	<b>49</b>	<b>86.0%</b>	<b>0</b>	<b>5</b>
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	
<b>Male</b>	<b>247</b>	<b>233</b>	<b>94.3%</b>	<b>0</b>	<b>0</b>
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	
<b>Unknown</b>	<b>Masked Data</b>			<b>0</b>	
Asian				0	
Hispanic				0	
White	Masked Data			0	
<b>Total</b>	<b>305</b>	<b>283</b>	<b>92.8%</b>	<b>0</b>	<b>0</b>

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## 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

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

**Instruction Method**  
 Non-Online

**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
<b>Female</b>	<b>Masked Data</b>			<b>0</b>	
African American				0	
White	Masked Data			0	
<b>Male</b>	<b>12</b>	<b>12</b>	<b>100.0%</b>	<b>0</b>	
African American	Masked Data			0	
Asian	Masked Data			0	
Hispanic	Masked Data			0	
White	Masked Data			0	
<b>Unknown</b>	<b>0</b>			<b>0</b>	
White				0	
<b>Total</b>	<b>13</b>	<b>13</b>	<b>100.0%</b>	<b>0</b>	

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

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# 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

**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
<b>Female</b>	<b>57</b>	<b>48</b>	<b>84.2%</b>	<b>0</b>	<b>4</b>
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	
<b>Male</b>	<b>247</b>	<b>223</b>	<b>90.3%</b>	<b>0</b>	<b>0</b>
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	
<b>Unknown</b>	<b>Masked Data</b>			<b>0</b>	<b>0</b>
Asian				0	
Hispanic				0	
<b>Total</b>	<b>305</b>	<b>272</b>	<b>89.2%</b>	<b>0</b>	<b>0</b>

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

Gender	Enrolled	Success	Success Rate	DI	Close Gap
<b>Female</b>	<b>57</b>	<b>48</b>	<b>84.2%</b>	<b>0</b>	<b>4</b>
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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	
<b>Male</b>	<b>247</b>	<b>223</b>	<b>90.3%</b>	<b>0</b>	<b>0</b>
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	
<b>Unknown</b>	<b>Masked Data</b>			<b>0</b>	<b>0</b>
Asian				0	
Hispanic				0	
<b>Total</b>	<b>305</b>	<b>272</b>	<b>89.2%</b>	<b>0</b>	<b>0</b>

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**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.**

## 2026 Update

### Overall Trends

**Please add any relevant documents here.**

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

### Program of Study and Student Educational Plan

**Program of Study**

Search

- Med Assisting: Medical Transcription
- Medical Secretary
- MFG: Computer Numerical Control Program...
- Military Social Work
- Modern Policing
- Motion Graphics and 3D Animation
- Music
- Music Industry Studies: Audio Production
- Music Industry Studies: Performance
- Music Performance
- Music Technology
- Music: Music Performance
- Music: Piano Performance
- Musical Theatre
- Non-Credit Entrepreneurial Essentials
- Non-Credit Entrepreneurial Foundations
- Non-Credit Entrepreneurship and the Team

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

Gender by Ethnicity	2021-22	2022-23	2023-24	2024-25
<b>Female</b>	<b>21</b>	<b>28</b>	<b>30</b>	<b>31</b>
African-American	1	2	5	3
Asian	2	3	2	2
Hispanic	6	18	15	21
Pacific Islander	1			
Two or More	1	1	4	2
Unreported				1
White	10	4	4	2
<b>Male</b>	<b>65</b>	<b>83</b>	<b>77</b>	<b>66</b>
African-American	5	3	7	8
American Indian	1		1	1
Asian	2	4	2	3
Hispanic	45	55	40	33
Pacific Islander	1		2	2
Two or More	1	4	5	3
Unreported		1	2	1
White	10	16	18	15
<b>Non-Binary</b>		<b>2</b>	<b>2</b>	<b>1</b>
Hispanic		2	2	1
<b>Unreported</b>	<b>1</b>		<b>1</b>	
Hispanic	1		1	
<b>Total</b>	<b>87</b>	<b>113</b>	<b>110</b>	<b>98</b>

Student Educational Plan	2021-22	2022-23	2023-24	2024-25	Total
Abbreviated and Comprehensive Ed Plan	3.45%	2.65%	3.64%	4.08%	<b>3.43%</b>
Abbreviated Ed Plan	16.09%	7.08%	2.73%	2.04%	<b>6.62%</b>
Comprehensive Ed Plan	4.60%	6.19%	10.91%	14.29%	<b>9.07%</b>
No Ed Plan	75.86%	84.07%	82.73%	79.59%	<b>80.88%</b>

# Data Review

Program Title

Multiple selections ▼

## Program Awards

**Program awards by Gender and Ethnicity**

- Select one or multiple programs
- Source: Chancellor's Office MIS files

### Degrees

Gender x Ethnicity	22-23	23-24	24-25	Total
<b>Female</b>		2	1	3
Two or More Races		1		1
White		1	1	2
<b>Male</b>	3	7	1	11
Hispanic/Latino	3	2	1	6
White		5		5
<b>Total</b>	3	9	2	14

### Certificates

Gender x Ethnicity	22-23	23-24	24-25	Total
<b>Female</b>			1	1
White			1	1
<b>Male</b>	2	2	3	7
Hispanic/Latino	2	1	2	5
White		1	1	2
<b>Total</b>	2	2	4	8

# NORCO

## COLLEGE

## Retention Rates by Discipline & Course Disaggregated by Race/Ethnicity

Clear Selections

**Year**

2020-21

2021-22

2022-23

2023-24

2024-25

**Term**

Summer 2023

Fall 2023

Winter 2024

Spring 2024

Summer 2024

**College**

NC

**Discipline**

IMAJ

MAN

MAT

MIS

MKT

MUS

PDS

PHI

PHO

**Instruction Type**

Hybrid

Non-Online

Online

**Support Course**

No

**# Weeks**

All ▼

**Discipline-Level: MIS**

Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
<b>Female</b>	81	70	86.4%	0	5
African American	Masked Data			0	
Asian	20	18	90.0%	0	1
Hispanic	33	28	84.8%	0	3
Pacific Islander				0	
White	12	10	83.3%	0	1
Two or More	10	10	100.0%	0	0
Unknown				0	
<b>Male</b>	248	227	91.5%	0	0
African American	25	22	88.0%	0	1
Asian	Masked Data			0	
Hispanic	117	103	88.0%	0	5
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	80	77	96.3%	0	0
Two or More	Masked Data			0	
Unknown	Masked Data			0	
<b>Non-Binary</b>	Masked Data			0	
Hispanic	Masked Data			0	
White	Masked Data			0	
<b>Unknown</b>				0	
Asian				0	
<b>Total</b>	333	301	90.4%	0	0

**Course-Level: MIS-12, MIS-3, MIS-7, MIS-1A, MIS-1...**

Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
<b>Female</b>	81	70	86.4%	0	5
African American	Masked Data			0	
Asian	20	18	90.0%	0	1
Hispanic	33	28	84.8%	0	3
Pacific Islander				0	
White	12	10	83.3%	0	1
Two or More	10	10	100.0%	0	0
Unknown				0	
<b>Male</b>	248	227	91.5%	0	0
African American	25	22	88.0%	0	1
Asian	Masked Data			0	
Hispanic	117	103	88.0%	0	5
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	80	77	96.3%	0	0
Two or More	Masked Data			0	
Unknown	Masked Data			0	
<b>Non-Binary</b>	Masked Data			0	
Hispanic	Masked Data			0	
White	Masked Data			0	
<b>Unknown</b>				0	
Asian				0	
<b>Total</b>	333	301	90.4%	0	0

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For the number of students enrolled, there should be a significant increase in educational planning. Retention is at 90.4% which feels pretty solid.

## 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? There is so much masked data that it's difficult to determine.

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?

We should encourage students to complete their Educational Planning. I have found that many students don't see a counselor until they're wondering where they stand. This is an important step so they can hit the ground running and know where they stand towards completion.

## Data Review

Please add any relevant documents here.

# Program/Unit Goals

## 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): undefined

- **2025 Objective 2.1 - KPI 4 (Academic Affairs):** Increase number of degrees completed by 15% annually (✓)
- **2025 Objective 2.2 - KPI 5 (Academic Affairs):** Increase number of certificates completely by 15% annually (✓)

EMP-Objectives (2025-2030): undefined

- **2030 Objective 1.1 – KPI 1 (Academic Affairs):** Meet or exceed district-set targets for college FTES (✓)
- **2030 Objective 1.2 – KPI 2 (Student Services):** Increase annual headcount by 3% annually (✓)
- **2030 Objective 1.3 – KPI 3 (Student Services):** Increase capture rates from feeder high schools by 4% annually (✓)
- **2030 Objective 2.1 – KPI 4 (Academic Affairs):** Increase course success rate across all course modalities by 5% by 2030 (✓)
- **2030 Objective 2.3 – KPI 6 (Student Services):** Increase First-term to Second-Term Persistence of first-time students by 3% annually (✓)
- **2030 Objective 2.4 – KPI 7 (Student Services):** Increase the percentage of first-time students who complete a degree or certificate in three years by 3% annually (✓)
- **2030 Objective 2.5 – KPI 8 (Student Services):** Increase the percentage of first-time students who transfer to a four-year institution in three years by 3% annually (✓)
- **2030 Objective 3.1 – KPI 9 (Planning & Development):** Eliminate equity gaps for Black/African American students (✓)
- **2030 Objective 3.2 – KPI 10 (Planning & Development):** Eliminate equity gaps for Hispanic/Latinx students (✓)
- **2030 Objective 4.1 (Planning & Development):** Provide opportunities for professional learning that support equitable student outcomes in a variety of modalities (✓)
- **2030 Objective 5.1 – KPI 11 (Academic Affairs):** Ensure alignment of academic programs with living wage careers (✓)
- **2030 Objective 5.2 – KPI 12 (Student Services):** Increase student enrollment in career pathways aligned with living-wage careers (✓)
- **2030 Objective 6.1 (Planning & Development):** Establish meaningful and ambitious goals in support of the college mission to ensure quality, continuous improvement, and innovation through the review and assessment of disaggregated data related to equitable student achievement (✓)
- **2030 Objective 6.2 (Planning & Development):** Engage in clear and effective governance practices that provide opportunities for meaningful participation and inclusion of relevant constituencies to inform institutional decision-making (✓)
- **2030 Objective 8.2 (Planning & Development):** Identify and pursue grants and private donations that support

## Program/Unit Goals

our strategic goals, college mission, and vision statement (✓)

- **Goal 1: Access:** Expand college access by increasing both headcount and FTES (✓)
- **Goal 2: Success :** Implement Guided Pathways framework (✓)
- **Goal 3: Equity :** Close all student equity gaps (✓)
- **Goal 4: Professional Development :** Implement Professional Development around Guided Pathways and equity framework; foster a culture of ongoing improvement (✓)
- **Goal 5: Workforce and Economic Development:** Reduce working poverty and the skills gap (✓)
- **Goal 6: Effectiveness, Planning, and Governance:** Develop institutional effectiveness and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college (✓)
- **Goal 7: Facilities :** Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts (✓)
- **Goal 8: Resources :** Develop innovative and diversified resources to build and sustain a comprehensive college and achieve our visionary goals (✓)

### Progress and Evidence

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#### Evidence Date

03/14/2024

**What progress have you made toward this goal?**

**How do you measure your progress?**

**Discuss your evidence/results.**

**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.**

### Mapping

Educational Master Plan (2020-2025): undefined

## Program/Unit Goals

- **2030 Goal 1: Access:** Expand college access by increasing both headcount and FTES (✓)

### EMP-Objectives (2025-2030): undefined

- **2030 Objective 1.1 – KPI 1 (Academic Affairs):** Meet or exceed district-set targets for college FTES (✓)
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- **2030 Objective 6.1 (Planning & Development):** Establish meaningful and ambitious goals in support of the college mission to ensure quality, continuous improvement, and innovation through the review and assessment of disaggregated data related to equitable student achievement (✓)
- **2030 Objective 6.2 (Planning & Development):** Engage in clear and effective governance practices that provide opportunities for meaningful participation and inclusion of relevant constituencies to inform institutional decision-making (✓)
- **2030 Objective 8.2 (Planning & Development):** Identify and pursue grants and private donations that support our strategic goals, college mission, and vision statement (✓)
- **Goal 1: Access:** Expand college access by increasing both headcount and FTES (✓)
- **Goal 2: Success :** Implement Guided Pathways framework (✓)
- **Goal 3: Equity :** Close all student equity gaps (✓)
- **Goal 4: Professional Development :** Implement Professional Development around Guided Pathways and equity framework; foster a culture of ongoing improvement (✓)
- **Goal 5: Workforce and Economic Development:** Reduce working poverty and the skills gap (✓)
- **Goal 6: Effectiveness, Planning, and Governance:** Develop institutional effectiveness and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college (✓)
- **Goal 7: Facilities :** Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts (✓)
- **Goal 8: Resources :** Develop innovative and diversified resources to build and sustain a comprehensive college and achieve our visionary goals (✓)

# Program/Unit Goals

## Assessment

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### 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.**

## Curriculum

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**Are all your courses current (within four years)?**

Yes

**What percentage of your courses are out of date?**

25% - 11%

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

Yes

**For out of date courses that are not already in progress of updating, what is your plan?**

We will be working after the CTE Industry Advisory Awards Ceremony to update the MIS curriculum so that it is current and industry-standard. These will be major modifications to the MIS curriculum.

**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?**

Yes

**Please add any relevant documents here.**

## Credit for Prior Learning

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**1. Credit for Learning (CPL) is one of the state Chancellor's projects and is part of the CCCCO Vision 2030. How many times has your discipline discussed/reviewed CPL?**

**2. Does your discipline currently offer Credit for Prior Learning (CPL) opportunities?**

Yes

**3. Please specify the approved courses and the types of CPL opportunities offered (e.g., Joint Service Transcript [JST], Standardized Exams, Credit by Exam, Industry Credential/Certification, Portfolio Review).**  
Music Appreciation seems to be the only one that has crossed my path. Perhaps there could be more in Audio Production.

**4. How many times has your discipline awarded CPL awards over the past two years? Please provide data, if available.**

1 to my knowledge.

**4. Please upload any supporting documentation.**

**5. If CPL is not currently offered within your discipline, please explain the reasons. Additionally, include any plans or timelines for when CPL implementation has been or will be discussed within your school or discipline.**

**5. Please upload any supporting documentation.**

**6. Would your discipline benefit from additional resources or information on CPL to support implementation?**

If it is viewed as something that would benefit CPL we are open to the opportunities to support more implementation

## Equity Related Professional Development Questions

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**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.

# Assessment

## SLOs and PLOs

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### 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.

## Assessment

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.**

# Resource Requests

## A/V upgrade in IT 106

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### 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

### For Administrative Use Only

### Funding Status

### Notes

### Council Ranking

3

### 2025-26 Council Ranking

### Mapping

Instructional: MIS - MusicIndustry Studies: *undefined*

- **Increase Completion:** To increase completion of degrees and certificates among students (✓)

## Upgrade Recording Studio to Dolby Atmos conversion

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### Resource Year

2026 Update

### What resources do we already have?

Some equipment, but not the necessary additional items to complete the conversion

### What resources do you need?

## Resource Requests

1 Yamaha HS-8		\$400 (\$350 on AMAZON)
4 Yamaha HS-7		\$1400
4 Yamaha HS-5		\$800
10 XLR Cables		\$200
3 Power strips		\$150
1 Mac Studio (Educational \$)	\$2,700	
1 M5 Thunderbolt cable	\$30	
5 Speaker stands		\$360
4 Speaker Brackets		\$60
2 track lights with Power cord	\$92	
Software:		
1 Neyrink V-Control Pro Plus	\$300	
1 Waves 360 Surround tools	\$250	
1 Dolby Atmos Renderer	\$300	
Total adding tax should be	\$7,711	

### **\$ Amount Requested**

10,000

### **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.**

## Resource Requests

Installing Dolby Atmos in the recording studio directly supports key Educational Master Plan (EMP) goals, equity initiatives, and Music Industry Studies program objectives by aligning curriculum and facilities with current industry standards and future workforce demands.

From an EMP perspective, this request advances:

Student Success and Completion by giving students access to cutting-edge tools used in professional studios, increasing engagement and skill relevance

Career and Workforce Preparation by training students in immersive audio formats that are now standard across music, film, gaming, and streaming platforms

Innovation and Institutional Effectiveness by modernizing instructional spaces to reflect rapidly evolving industry practices

In terms of equity goals, installing Dolby Atmos supports:

Equitable access to advanced technology, ensuring that all students—regardless of personal resources—can learn and create using high-end, industry-standard systems

Closing opportunity gaps, particularly for students who may not otherwise have access to immersive audio environments outside of the college setting

Inclusive career pathways, preparing a diverse student population for emerging roles in spatial audio, post-production, and immersive media

At the program level, this investment directly aligns with goals to:

Expand curriculum in immersive audio production, mixing, and sound design

Strengthen Norco Music's reputation as a forward-thinking, industry-aligned program

Provide hands-on experience that mirrors professional studio environments, including multi-speaker calibration, spatial mixing workflows, and integration with platforms like Apple Music and film/TV deliverables

This request is further supported by outcomes assessment data and industry trends, which indicate:

Increasing demand for Dolby Atmos and spatial audio skills across music production, film, and interactive media

Higher student engagement and learning outcomes when working with real-world tools and workflows

Improved job readiness and transfer success when students gain experience with emerging technologies used by top-tier studios and content platforms

Overall, installing Dolby Atmos is a strategic, future-focused investment that enhances student learning, promotes equity in access to advanced technology, and ensures the program remains competitive, relevant, and aligned with the evolving audio production industry.

**This request for my area is Priority #:**

1

**Is this request**

New

**For Administrative Use Only**

**Funding Status**

**Notes**

**Council Ranking**

4/3/2026

Generated by Nuventive Improvement Platform

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# Resource Requests

## 2025-26 Council Ranking

### Mapping

Instructional: MIS - MusicIndustry Studies: *undefined*

- **Increase Completion:** To increase completion of degrees and certificates among students (✓)
- **Increase Enrollment:** To increase enrollment to pre-Covid numbers. (✓)

**Faculty Professional Development Requests**

## Faculty Hiring Resource Requests

### Program Review Reflections

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#### 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

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

Yes

### Program Review Reflections

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

Program review becomes meaningful and relevant for our unit when it moves beyond compliance and instead serves as a **living reflection of what we do, why we do it, and how we improve it**. For Music Industry Studies/Norco Music, this means grounding the process in the real, day-to-day experiences of our students, faculty, and program outcomes.

First, program review is most impactful when it is **directly tied to student experience and success**. This includes documenting how students engage in hands-on learning—recording sessions, live events, album production, and leadership roles—and showing how those experiences translate into skill development, completion, transfer, and career readiness. When review captures these tangible outcomes, it becomes a tool for advocacy rather than just reporting.

Second, it must be **aligned with industry relevance**. Because our field evolves rapidly, meaningful program review should highlight how we are staying current—through updated technology (e.g., immersive audio like Dolby Atmos), curriculum changes, and professional practices. This ensures that what we teach remains aligned with workforce demands and justifies investments in equipment, facilities, and training.

Third, program review should clearly demonstrate a commitment to **equity and access**. This includes showing how resources, opportunities, and leadership roles are distributed across our diverse student population, and how we are actively removing barriers to participation. When we can point to inclusive practices and equitable outcomes, program review becomes a reflection of our values in action.

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

Student Experience and Success

- How are students engaging in hands-on, industry-relevant experiences?
- How do these experiences impact retention, completion, and confidence?
- Where are students struggling, and what support do they need?

Equity and Access

- Who is participating in high-impact opportunities and who is not?
- What barriers prevent students from fully participating?
- How are we improving equitable access to resources and opportunities?

## Reflections and Submission

### Industry Alignment and Workforce Preparation

- How are we staying current with industry trends?
- What skills are students leaving with, and do they match workforce needs?
- What partnerships help keep the program relevant?

### Curriculum and Outcomes Assessment

- What does assessment data tell us about student learning?
- How has curriculum changed based on that data?
- Where are the gaps between what we teach and what students need?

### Resources and Infrastructure

- What equipment, technology, or facility upgrades are needed?
- Do we have enough staffing to support the program?
- Are we using current resources effectively?

### Program Growth and Sustainability

- What are the program's short-term and long-term goals?
- How can we grow while maintaining quality?
- What funding or support is needed to sustain the program?

### Community and Program Identity

- How does the program serve the campus and local community?
- What makes the program unique?
- How are we sharing student and program success?

### Future Vision

- Where should the program be in the next 3 to 5 years?
- What new opportunities or innovations should we explore?
- What does success look like if everything is fully supported?

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

To support our program plans, goals, and needs, we rely on a combination of **quantitative and qualitative data** that reflects student success, engagement, equity, and industry alignment.

### Student Success and Achievement Data

- Enrollment, retention, and completion rates
- Course success rates (grades, pass rates)
- Certificate and degree attainment
- Transfer and job placement data

### Equity Data

- Disaggregated data by race/ethnicity, gender, age, and first-generation status
- Participation in high-impact practices (ensembles, events, leadership roles)
- Achievement gaps across different student groups

### Engagement and Participation Data

- Student involvement in performances, recording projects, and events

## Reflections and Submission

- Attendance and participation in labs, rehearsals, and productions
- Student leadership roles and contributions

### Outcomes Assessment Data

- Student learning outcomes (technical skills, creativity, collaboration)
- Project-based assessments (recordings, live sound, productions)
- Feedback from juries, showcases, and public performances

### Industry and Workforce Data

- Job market trends in audio production, live sound, and media
- Employer feedback on student skill readiness
- Internship and apprenticeship placement data

### Resource and Facilities Data

- Equipment usage and capacity (studio time, lab access)
- Technology needs and upgrade cycles
- Staffing levels and workload data

### Student Feedback

- Surveys on student experience, confidence, and career goals
- Course evaluations and informal feedback
- Alumni feedback on program effectiveness

### Program Impact Data

- Number of events, productions, and releases (albums, concerts, festivals)
- Audience attendance and community engagement
- Partnerships with industry and community organizations

### Financial Data

- Budget allocations and expenditures
- Cost per student or per program activity
- Funding sources (grants, donations, institutional support)

Together, these data types help us make informed decisions, identify gaps, support equity efforts, justify resource requests, and ensure the program stays aligned with both student needs and industry expectations.

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

## Submission

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

Yes