

# NORCO COLLEGE ANNUAL INSTRUCTIONAL PROGRAM REVIEW

**Discipline/Unit:** MUSIC

*(If applicable)* **Program or Certificate** \_\_\_\_\_

*Please give the full title of the discipline or department. You may submit as a discipline or department as is easiest for your unit*

**Contact Person:** Kim K. Kameran

**Due: April 20, 2016**

Please send an electronic copy in a word document to:

[programreview@norcollege.edu](mailto:programreview@norcollege.edu)



*Form Last Revised: March 2016*

**Norco College**

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

# Annual Instructional Program Review Update

## Instructions

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

The Annual Self-Study is conducted by each unit on each college and consists of an analysis of changes within the unit as well as significant new resource needs for staff, resources, facilities, and equipment. It should be **submitted by April 20** or the first working day following the 20<sup>th</sup> in anticipation of budget planning for the fiscal year, which begins July 1 of the *following* calendar year.

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

<http://www.norcocollege.edu/about/president/strategic-planning/programreview/Pages/index.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. Ramirez can adjust the document for you. Simply add responses to those questions that apply and forward the document to [nicole.ramirez@norcocollege.edu](mailto:nicole.ramirez@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.

## **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 Annual Instructional Program Review Update

Unit: MUSIC  
Contact Person: Kim K. Kamerin  
Date: April 20<sup>th</sup>, 2016

## Trends and Relevant Data

### 1. How does your unit support the [mission of the College](#)?

The Music Discipline provides a variety of educational opportunities for students. Additional courses supporting transfer and promoting foundational music skills have been added to the catalog and are rotating into scheduling. These courses are also required for the addition of a Music ADT, which has been through concept approval with AHWL Department, and should be available to students by Spring 2017. The Music Discipline offers students opportunities for private study of piano, guitar, voice, bass, or drums; and offers students a variety of performance opportunities.

### 2. Have there been any changes in the status of your unit? (if not, please indicate with an “N/A”)

- a. Has your unit shifted departments? NO
- b. Have any new certificates or complete programs been created by your unit? NO, but a Music ADT is in the pipeline.
- c. Have activities in other units impacted your unit? For example, a new Multi Media Grant could cause greater demand for Art courses. Commercial Music and Music have been growing together and have students in common. Standards have been raised in both disciplines to the benefit of shared students.

### 3. List and discuss your retention and success rates as well as your efficiency. Please be aware that the data have been disaggregated for your analysis. Please list online, hybrid and face-to-face-data separately.

Success and Retention have remained relatively steady. There are notable improvements among Hispanics and Blacks or African Americans in Face to Face classes, although those reporting two or more races have declined in both Success and Retention. Not knowing the numbers of students represented in each disaggregated data area makes it difficult to determine if the decline of those students reporting 2 or more races is statistically significant. I am confident, however, that the rise in Success and Retention of Hispanic students is statistically significant and reflects strength in the Music Discipline. There are categories in the Online Course data that are of concern, particularly the Success and Retention of Black or African American students, but I'm not sure how online music courses could be disenfranchising Black or African American students relative to other disaggregated groups.

	Face-to-face	2010-11	2010-11	2011-12	2011-12	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15
		Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
	<b>Total</b>	59.1%	76.1%	70.2%	85.0%	73.5%	88.1%	70.9%	88.1%	70.7%	89.2%
<b>ETHNICITY</b>	American Indian or Alaska Native	66.7%	100.0%	66.7%	66.7%	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%
	Asian	66.7%	75.6%	78.0%	85.4%	70.6%	82.4%	81.1%	90.5%	78.4%	90.2%
	Black or African American	55.0%	82.5%	63.3%	83.3%	67.4%	82.6%	62.7%	88.0%	66.7%	93.3%
	Hispanic/Latino	52.9%	72.1%	68.2%	85.2%	67.2%	82.9%	67.1%	86.7%	69.5%	90.3%
	Native Hawaiian or Other Pacific Islander	50.0%	100.0%	0.0%	100.0%	100.0%	100.0%	0.0%	0.0%	0.0%	100.0%
	Two or More Races	65.4%	84.6%	60.0%	80.0%	75.8%	78.8%	81.0%	90.5%	67.7%	80.6%
	White	65.3%	79.7%	72.2%	83.5%	84.0%	90.6%	76.8%	89.5%	72.8%	87.2%
	Non-Respondent	64.9%	78.4%	88.6%	94.3%	83.3%	91.7%	81.3%	93.8%	80.0%	80.0%
<b>AGE</b>	19 or less	58.1%	78.9%	70.8%	89.7%	73.8%	86.9%	70.5%	89.3%	67.5%	90.9%
	20 to 24	59.8%	72.9%	70.6%	81.1%	74.3%	85.7%	69.9%	86.5%	74.3%	89.2%
	25 to 29	66.0%	70.2%	63.0%	78.3%	79.7%	88.1%	78.3%	91.3%	74.5%	91.5%
	30 to 34	75.0%	87.5%	80.0%	80.0%	46.7%	53.3%	80.0%	90.0%	66.7%	83.3%
	35 to 39	57.1%	71.4%	66.7%	66.7%	72.7%	72.7%	84.6%	84.6%	75.0%	75.0%
	40 to 49	44.4%	55.6%	81.8%	90.9%	69.2%	100.0%	35.7%	64.3%	91.7%	91.7%
	50+	50.0%	66.7%	50.0%	66.7%	50.0%	50.0%	88.9%	100.0%	41.7%	41.7%
<b>GENDER</b>	Female	58.9%	74.0%	69.0%	82.9%	77.2%	86.1%	71.8%	85.6%	77.5%	92.7%
	Male	59.3%	77.6%	70.8%	86.5%	71.7%	85.0%	70.0%	89.9%	64.5%	86.1%
	Non-Respondent	50.0%	75.0%	100.0%	100.0%	0.0%	50.0%	80.0%	100.0%	100.0%	100.0%

	ONLINE	2010-11	2010-11	2011-12	2011-12	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15
		Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
	<b>Total</b>	54.5%	75.2%	61.4%	75.4%	78.0%	86.6%	81.7%	86.6%	69.9%	77.3%
<b>ETHNICITY</b>	American Indian or Alaska Native	50.0%	100.0%	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%
	Asian	68.0%	76.0%	53.3%	60.0%	100.0%	100.0%	87.5%	87.5%	88.9%	88.9%
	Black or African American	31.0%	69.0%	53.8%	76.9%	72.7%	72.7%	50.0%	50.0%	33.3%	46.7%
	Hispanic/Latino	51.1%	70.0%	58.3%	75.0%	76.5%	84.3%	84.5%	89.7%	67.5%	75.3%
	Native Hawaiian or Other Pacific Islander	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
	Two or More Races	57.1%	71.4%	66.7%	100.0%	75.0%	100.0%	40.0%	60.0%	50.0%	50.0%
	White	53.6%	76.4%	63.8%	76.8%	75.6%	82.2%	84.0%	90.0%	79.7%	86.4%
	Non-Respondent	80.0%	92.0%	80.0%	80.0%	75.0%	75.0%	83.3%	83.3%	100.0%	100.0%
<b>AGE</b>	19 or less	61.2%	88.3%	70.2%	84.2%	87.5%	87.5%	92.5%	92.5%	70.7%	77.6%
	20 to 24	47.1%	65.7%	62.9%	80.6%	83.1%	89.8%	76.7%	83.3%	64.9%	71.9%
	25 to 29	60.6%	69.7%	54.2%	66.7%	55.0%	65.0%	78.6%	85.7%	81.8%	86.4%
	30 to 34	65.0%	85.0%	36.4%	54.5%	88.9%	88.9%	81.8%	100.0%	88.9%	88.9%
	35 to 39	37.5%	37.5%	40.0%	40.0%	66.7%	83.3%	87.5%	87.5%	50.0%	80.0%
	40 to 49	42.1%	73.7%	55.6%	55.6%	66.7%	77.8%	85.7%	85.7%	80.0%	80.0%
	50+	60.0%	60.0%	66.7%	66.7%	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%
<b>GENDER</b>	Female	51.2%	69.4%	59.0%	75.0%	77.5%	81.3%	83.3%	87.8%	71.3%	75.9%
	Male	59.2%	83.3%	64.8%	76.1%	78.3%	89.1%	78.4%	84.3%	66.7%	79.6%
	Non-Respondent	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%



HYBRID		2010-11	2010-11	2011-12	2011-12	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15
		Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
<b>Total</b>		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>ETHNICITY</b>	American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Black or African American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Hispanic/Latino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Native Hawaiian or Other Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	White	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Non-Respondent	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>AGE</b>	19 or less	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	20 to 24	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	25 to 29	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	30 to 34	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	35 to 39	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	40 to 49	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	50+	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>GENDER</b>	Female	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Male	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Non-Respondent	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

OVERALL		2010-11	2010-11	2011-12	2011-12	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15
		Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
<b>Total</b>		57.8%	75.8%	68.2%	82.8%	74.2%	85.1%	72.4%	87.9%	70.6%	87.2%
<b>ETHNICITY</b>	American Indian or Alaska Native	60.0%	100.0%	75.0%	75.0%	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%
	Asian	67.0%	75.7%	71.4%	78.6%	75.8%	85.5%	82.2%	90.0%	80.0%	90.0%
	Black or African American	44.9%	76.8%	60.5%	81.4%	68.4%	80.7%	61.7%	85.2%	60.0%	84.0%
	Hispanic/Latino	52.6%	71.6%	66.6%	83.6%	68.6%	83.1%	68.9%	87.1%	69.2%	88.0%
	Native Hawaiian or Other Pacific Islander	75.0%	100.0%	0.0%	100.0%	100.0%	100.0%	100.0%	100.0%	0.0%	100.0%
	Two or More Races	63.6%	81.8%	60.7%	82.1%	75.7%	81.1%	76.6%	87.2%	66.7%	78.8%
	White	61.2%	78.5%	69.3%	81.2%	82.3%	88.9%	78.4%	89.6%	74.1%	87.1%
	Non-Respondent	71.0%	83.9%	86.7%	91.1%	82.1%	89.3%	81.8%	90.9%	83.3%	83.3%
<b>AGE</b>	19 or less	58.7%	80.8%	70.7%	88.8%	75.0%	87.0%	72.4%	89.6%	67.9%	89.1%
	20 to 24	55.9%	70.7%	69.0%	81.0%	75.8%	86.4%	71.0%	86.0%	72.9%	86.7%
	25 to 29	63.8%	70.0%	60.0%	74.3%	73.4%	82.3%	78.3%	90.4%	76.8%	89.9%
	30 to 34	67.9%	85.7%	50.0%	62.5%	62.5%	66.7%	81.0%	95.2%	74.1%	85.2%
	35 to 39	46.7%	53.3%	50.0%	50.0%	70.6%	76.5%	85.7%	85.7%	61.1%	77.8%
	40 to 49	42.9%	67.9%	70.0%	75.0%	68.2%	90.9%	52.4%	71.4%	88.2%	88.2%
	50+	54.5%	63.6%	55.6%	66.7%	50.0%	50.0%	72.7%	81.8%	42.9%	42.9%
<b>GENDER</b>	Female	56.1%	72.4%	66.2%	80.7%	77.3%	84.9%	74.0%	86.0%	76.1%	88.8%
	Male	59.3%	78.9%	69.7%	84.6%	72.4%	85.4%	70.8%	89.3%	64.8%	85.4%
	Non-Respondent	50.0%	75.0%	100.0%	100.0%	33.3%	66.7%	83.3%	100.0%	100.0%	100.0%

**What are the changes or significant trends in the data, including differences among gender, age and ethnicity? To what do you attribute these changes?** Data is fairly consistent across gender, age and ethnicity. There were large differences in the 50+, 40-49, and 30-34 groups, but year over year those groups Success and Retention have varied more widely. It appears that this year's changes are just part of a natural oscillation pattern in those groups.

**4. List the resources that you received in the last year as a result of program review. How did the resources impact student learning? If you requested resources and did not receive them, how did it impact your unit?**

Grand Piano – students have access to a high grade instrument for recitals, showcases, and concerts.

Curtains for theater – performances and presentations look more professional and the bar is being raised for student performance etiquette.

Video Camera – just receive and will be used for Music Department Showcase.

**5. What annual goals does your unit have for 2016-2017 (please list the most important first)? Please indicate if a goal is directly linked to goals in your comprehensive. How do your goals support the college mission and the goals of the [Strategic Plan/Educational Master Plan](#)?**

List the goals of your unit for 2016-2017	Define activity(s) linked to the goal	Briefly explain the relationship of goal to mission and Strategic Plan/Educational Master Plan (see above)	Indicate if goal is limited to Distance Education
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	<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. <b>Goal 3 Objectives 1, 2, 4, 5</b> A clearly defined pathway as a Music Major will increase student access.	N/A
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	<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 <b>Goal 4 Objective 4</b> Increased awareness of jobs in the field of Music Education	N/A

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	<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 underrepresented students.</p> <p><b>Goal 2 Objective 2</b> More music students will necessitate more co-curricular activities: specifically performance related</p> <p><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</p>	N/A
Engage Associate Faculty	Meetings, workshops, try to secure pay for “in house” activities; faculty recital	<p><b>Goal 7 Objective 1, 5</b> Professional development; feeling of community</p>	N/A
Continue growth and content of social media outlets and new Norco Music website	Work with MIS student leaders and MIS faculty to coordinate content	<p><b>Goal 2 Objectives 1, 2</b> Increasing engagement and participation</p>	N/A

*\*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.”*

# Norco College Annual Instructional Program Review Update

Unit: MUSIC  
 Contact Person: Kim K. Kamerin  
 Date: April 20<sup>th</sup>, 2016

## Current Human Resource Status

6. Complete the Faculty and Staff Employment Grid below. Please list full and part time faculty numbers in separate rows. 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 or staff (give number)	Part-time faculty or staff (give number)
Music	1 (half MUS half MUC)	8

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

**7. Staff Needs**

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

<p><b>List Staff Positions Needed for Academic Year <u>2016-2017</u></b>  <b>Please justify and explain each faculty request as they pertain to the goals listed in item #3. Place titles on list in order (rank) or importance. Please state if the request impacts Distance Education.</b></p>	<p><b>Indicate (N) = New or (R) = Replacement</b></p>	<p><b>Number of years requested</b></p>	<p><b>Annual TCP*</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>			

\* 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 Facilities Planning Council](#). Requests for faculty will be sent to the Academic Planning Council

<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.

**8. Equipment (including technology) Not Covered by Current Budget<sup>2</sup>**

<b>List Equipment or Equipment Repair Needed for Academic Year <u>2016-2017</u></b> <b>Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible.</b> Place items on list in order (rank) or importance. Please state if the request impacts Distance Education.	*Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes	Number of years requested	<b>Annual TCO*</b>			<b>EMP GOALS</b>
			Cost per item	Number Requested	Total Cost of Request	
<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.	I		\$3800	1	\$3800	Goal 2
<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>	I		\$135 (30+ stations site license)	35	\$4725	Goal 3
<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.	I	3 years	\$850 for 3 years site license (30 seats)	1 (site license of 30)	\$850	Goal 1
<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.	N		\$20,000	1	\$20,000	Goal 2
<b>5. Piano Benches</b> <u>Justification:</u> Higher quality benches for the practice rooms for students and faculty.	I		\$199	3	\$597	Goal 2
<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	I		\$1975		\$1975	Goal 1

\* Instructional Equipment is defined as equipment purchased for instructional activities involving presentation and/or hands-on experience to enhance

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

<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.

Unit Name: MUSIC

**9. Professional or Organizational Development Needs Not Covered by Current Budget\*<sup>3</sup>**

<b>List Professional Development Needs for Academic Year</b> <b>2016-2017</b> . 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.	Annual TCO*			
	Cost per item	Number Requested	Total Cost of Request	EMP Goals
<b>1. ACDA State, Regional, and National Conventions</b> <b>Justification:</b> Professional Development specific to Choral Conducting and Literature	\$500 - \$1800	1	\$1800 Regional or National \$500 state	Goal 7
<b>2.</b> <b>Justification:</b>				
<b>3.</b> <b>Justification:</b>				
<b>4.</b> <b>Justification:</b>				
<b>5.</b> <b>Justification:</b>				
<b>6.</b> <b>Justification:</b>				

\*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.

<sup>3</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.



Unit Name:   MUSIC  

**10. 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 for Academic Year <u>  2016-2017  </u></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. Please state if the request impacts Distance Education.</p>	<p align="center"><b>EMP GOALS</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.

<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.

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

Unit Name:           MUSIC          

**11. OTHER NEEDS AND LONG TERM SAFETY CONCERNS not covered by current budget<sup>5</sup>**

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

<p style="text-align: center;"><b>List Other Needs that do not fit elsewhere.</b> 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.</p>	<b>Annual TCO*</b>			
	<b>Cost per item</b>	<b>Number Requested</b>	<b>Total Cost of Request</b>	<b>EMP Goals</b>
1. <u>Justification:</u>				
2. <u>Justification:</u>				
3. <u>Justification:</u>				
4. <u>Justification:</u>				
5. <u>Justification:</u>				
6. <u>Justification:</u>				

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

<sup>5</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.

## Rubric for Annual 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. Retention, success, and efficiency rates have been identified and reflected upon.</b>	No attempt to list retention, success, or efficiency data	Limited attempt to identify or discuss identified data	Clear attempt to identify and discuss identified data	Substantial attempt to identify and discuss/interpret identified data
<b>2. Previous recourse requests stated and impact discussed.</b>	No resource requests discussed	Limited discussion of resource requests or limited attempt to link to student learning.	Resources discussed and clear attempt to identify student impact	Resources discussed and substantial attempt to identify student impact OR No resources were requested.
<b>3. There are annual goals for refining and improving program practices.</b>	No annual goals stated	Limited/generic statement made regarding goal(s), lacks clarity or details	Clear statement made regarding goal(s), includes details	Well-defined statement made regarding goal(s), includes details, reasoning
<b>4. Activities identified that support annual goals; connections made between goals/activities and Retention, Success, Enrollment, and Efficiency data.</b>	No attempt made to identify activities	Limited/generic statement about activities; very limited attempt to connect to data from question 2 (where logical)	Clearly stated activities that support the goal(s); clear connection made to data from question 2 (where logical)	Well-defined activities that logically support the goal(s); definitive connections made to data from question 2 (where logical)
<b>5. The annual goals are linked to the Mission and Educational Master Plan (EMP) of NC.</b>	No link between the annual 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>6. Resource requests have reasons identified and completed data fields, including estimated dollar amount.</b>	No reasons identified and incomplete data fields; or reasons identified, but incomplete or empty data field	Limited/generic/basic reasons provided, data fields completed	Clear requests for resources, all data fields fully completed	Well defined reasons for resources, all data fields fully completed
<b>7. Linkages made between EMP/Strategic Plan Goals (SPG) with reasons for resource requests.</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	Strong connection made between resource requests and EMP/SPG
<b>Column scores</b>				

Additional comments:

## II. Norco College - Annual Assessment Update

### USE ASSESSMENT DATA FROM fall 2014-spr 15

**Purpose** –An annual review provides an opportunity for reflection on all that has been accomplished and learned from your efforts in assessment. The annual review is a time to take stock of which courses and programs have undergone some scrutiny, and subsequently should help with planning for the upcoming years. Things we might learn in one cycle of assessment might actually help us to plan assessments in the next cycle, or might facilitate changes in other courses that weren't even included in the initial assessment. To this end, please complete the following with as much detail as possible. If you have any questions, please contact either Sarah Burnett at sarah.burnett@norcollege.edu, or Greg Aycock at greg.aycock@norcollege.edu, or talk to your NAC representative.

1. Identify where you are in the cycle of SLO assessment for each course you assessed in fall 2014 - spring 2015. Each response will be individualized; this means each completed column might look a little different. You may have a course in which you are implementing improvements to close the loop on an initial assessment that was completed in a different year. You might also have a course that only has an initial assessment and you haven't yet completed any follow-up or improvement activities. (Add rows to the chart as needed.)

Course number	SLO Initial Assessments  Indicate which specific SLOs were assessed in the identified course	Semester assessed	Entered into TracDat fields  Yes or No	SLOs with Changes Made to course  Identify which SLOs for had Changes Made identified, & simple reasoning	Plan for completing identified Changes  Identify semester & basic plan of action	SLOs not needing Changes (assumed loop-closed)  Provide clear reasoning as to why loop closed	SLOs involved in Loop-Closing assessment  Indicate semester initial assessment was started and semester when loop was closed. Provide rationale for why you consider the assessment loop is closed
MUS-3	SLO's 2; 4	Spring 2015	Yes	SLO 4 – only 50% of students successful; needs improvement	Fall 2016 - Increase lab time devoted to sight-singing and interval training and re-assess; perhaps software or online resources for drill work	19 of 20 students assessed successfully completed SLO 4. Current coursework and methodology is adequate for demonstrable student success.	
MUS-4		Spring 2016					
MUS-19	SLO 4; 6	Spring 2015	Yes	SLO 4 – Only 37% of students passed the listening exam with a score of 70% or above	Focus listening repertoire; slightly reduce number of listening examples. Reassess Fall 2016		

Course number	SLO Initial Assessments	Semester assessed	Entered into TracDat fields	SLOs with <b>Changes Made</b> to course	Plan for completing identified <b>Changes</b>	SLOs not needing Changes (assumed loop-closed)	SLOs involved in <b>Loop-Closing</b> assessment
	Indicate which specific SLOs were assessed in the identified course		Yes or No	Identify which SLOs for had Changes Made identified, & simple reasoning	Identify semester & basic plan of action	Provide clear reasoning as to why loop closed	Indicate semester initial assessment was started and semester when loop was closed. Provide rationale for why you consider the assessment loop is closed
MUS-23	Previous SLO's 2; 3	Spring 2014	Yes	Course has new SLO's	Course to be reassessed Fall 2016		
MUS-30	SLO 1; 2	Fall 2015	Yes	Rubric created to assess SLO's 1 and 2	SLO's 1 and 2 to be re-assessed in Fall 2016 to confirm validity of rubric and/or make adjustments as necessary		
MUS-32a	New course added last year	Currently being assessed					
MUS-32b	New course added last year	Currently being assessed					
MUS-32c	New course added last year	To be assessed Fall 2016					
MUS-32d	To be taught Fall 2016 or Spring 2017	To be assessed Fall 2016 or Spring 2017					
MUS-37	SLO 1	Fall 2013	Yes	Old assessment paradigm; needs to be assessed to current standards by current instructor	Assessment in Spring 2016 or Fall 2016		
MUS-38	SLO 1; 3	Spring 2015	Yes	SLO 3 – only 32% of all students completed three concert reports.	Provide students with more information about free or low cost concert opportunities. Perhaps help organize car-pooling activities using online resources such as Blackboard or BaseCamp. Reassess in Fall 2016 or Spring 2017	SLO 1; 45 of 46 students successfully completed a recital with a grade of 70% or higher. A performance scoring rubric is being developed to better assess this SLO, but current instruction methodology is demonstrably successful.	
MUS-39		Spring 2016					

Course number	SLO Initial Assessments	Semester assessed	Entered into TracDat fields Yes or No	SLOs with <b>Changes Made</b> to course	Plan for completing identified <b>Changes</b>	SLOs not needing Changes (assumed loop-closed)	SLOs involved in <b>Loop-Closing</b> assessment
MUS-65	SLO's 1; 3	Fall 2014	Yes	SLO's 1 and 3 – Although both SLO's met standards, improvement might be possible. Over 25% of students did not complete assignment related to SLO 3 assessment.	Spend more class time specifically on sight singing and interval training and reassess; perhaps software or online resources for drill work (SLO 1). Add more structure and steps to in class assignments and reassess (SLO 3). Spring 2016 or Fall 2016.		Indicate semester initial assessment was started and semester when loop was closed. Provide rationale for why you consider the assessment loop is closed
MUS-78	Newly added Spring 2016	Spring 2016 or Fall 2016					
MUS-89 OL	SLO 1	Spring 2015	Yes			SLO 1 – 92% success rate.	
MUS-92	SLO's 1; 3; 4; 5	Winter 2015	Yes			18 of 19 students successfully completed SLO's 1; 3; 4. 17 of 19 students successfully completed SLO 5.	
MUS-93	SLO 1	Spring 2013	Yes	SLO 1 – Narrative of old paradigm assessment is not clear as to whether students completed the SLO successfully or not – needs to be reassessed. Spring 2016.			

2. a) How many Program Level Outcome **initial** assessments were you involved in **fall 2014 - spring 2015**? Indicate a total number per column. Name the AOE, ADT, GE and/or Certificate program. **NONE. Program level assessment is being planned, but cannot be meaningfully addressed until current course assessments are completed.**

To provide you with supportive information for this section, the following GE and AOE assessments were conducted in 2014-15:  
 Initial assessment for GE PLO Information Competency and Technology Literacy  
 Closing Loop for GE PLO Self Development and Global Awareness  
 A Closing the Loop Assessment for AOE in Humanity, Philosophy and The Arts  
 A Closing the Loop Assessment for AOE in Social and Behavioral Sciences

AOE (Area of Emphasis)	ADT (Associate for Transfer)	GE (General Education)	Certificate

- b) How many Program Level Outcome **loop-closing** assessments were you involved in **fall 2014 - spring 2015**? Indicate a total number per column. Name the AOE, ADT, GE and/or Certificate program.

AOE (Area of Emphasis)	ADT (Associate for Transfer)	GE (General Education)	Certificate

3. Please describe any **Changes** you made in a course or a program in response to an assessment. Reflect on the impact you determine the changes may have had on student learning, student engagement, and/or your teaching. (Add rows as needed)

Course	Changes Made Please click on "Choose an item & select from the drop down menu – content can be modified to suit your needs. Type in "other" approach taken	Impact of changes on student learning, engagement, and/or teaching
MUS 3	More time being allotted to sight singing in MUS 3 and MUS 4 courses	MUS 4 students are showing improved sight singing skills; possible software solutions being researched.
MUS 19	Slightly narrower focus in listening literature	Successive MUS 19 courses have shown student improvement on Unit and Final Listening Exams
MUS 65	More time allotted to sight singing	Impact is still being evaluated; possibility of changing textbook is being explored; possible software solutions being researched.

4. Identify any assessments that indicate a modification should be made to the Course Outlines of Record (COR), the Student Learning Outcomes (SLO), or Program Level Outcomes. State the modification. NONE
5. Have you shared your assessments, outcomes, improvements etc. with your discipline? How? If not, how do you plan to do so in the future? (For a more complete answer, please include any meeting dates, agenda, and/or minutes, emails between faculty members, conversations captured in college, department, or discipline meetings – include these data as an Appendix at the end of this document)

Assessment was discussed at the last two Music Discipline Meetings. I've coordinated with associate faculty to create performance rubrics for MUS-30, MUS 32abcd, MUS-38, MUS-39 and MUS-78. Some have been uploaded to Tracdat and some are still in development. Standards are being set so that all Music Discipline assessment will have similar measurement methods and thresholds. Associate Faculty know that the Discipline Plan is to methodically continue assessment of all Music SLO's and are expecting further guidance in future semesters.

6. Did any of your assessments indicate that your discipline or program would benefit from specific resources in order to support student learning, and/or faculty development? If so, please explain.

<b>Resources</b> State the resources identified to support student learning and/or faculty development	<b>Assessment</b> Name the assessment(s) that indicated resources are needed Identify course, SLO & semester	<b>Reasoning</b> Briefly explain what you learned in the assessment that indicates the resource might be beneficial
Practica Musica Software	MUS 3/SLO 4/ Spring 2015 MUS 65/SLO 1/Fall 2014	Students appear need more guided practice in interval training and sight singing to increase success.
Finale Software	MUS 65/SLO 3/Fall 2014	Students may require more practice or a different approach to increase success. Notation software can offer a more structured approach by improving legibility and reducing common time signature and note value errors.

7. What additional support, training, etc. do you need in the coming year regarding assessment? I would like to learn more about customizing reports.



2016

## Scoring Rubric for Annual Program Review of Assessment (Part II only)

Assessment Unit Name: \_\_\_\_\_ Average score \_\_\_\_\_

	0	1	2	3	Comments
<b>Initial SLO assessments</b>	No evidence provided  0	Limited evidence of on-going SLO assessment (1 incomplete assessment – Plan but no results)  1	Clear evidence of on-going SLO assessment (1 complete assessment)  2	Clear and robust evidence of on-going SLO assessment (2 or more complete assessments)  3	
<b>Loop Closing Assessments</b>	No evidence provided  0	Limited evidence of Loop-closing assessment (Course identified as “loop-closed”, but no Change Plan identified, or reasoning provided)  1	Clear evidence of loop-closing (At least 1 Change Made plan in place, or clear reasoning of “loop closed” for at least 1 initial assessment)  2	Clear and robust evidence of loop-closing (Multiple Change Made Plans in place, or very clear justification for “loop closed” for multiple initial assessments)  3	
<b>Assessment input into TracDAT</b>	No assessments in TracDat format or Repository  0	Assessment completed are in word/pdf in Document Repository  1	Assessments identified have Assessment Plan, but not all have Results  2	All identified assessments have a complete report (Plan and Results) in TracDat data field)  3	
<b>Attempts to improve student learning</b>	No indication of any changes made to any courses, and no clarification provided  0	No attempts to change any courses, teaching approaches, and <b>no</b> clarification or reasoning as to why not  1	Evidence of an attempt to implement a change in a course or teaching approach provided, <b>or</b> simple clarifying statement regarding why no specific improvement is needed  2	Multiple attempts made to implement changes to courses or teaching approaches, <b>or</b> clear and supported clarification why no improvement is needed  3	
<b>Dialogue across the discipline</b>	No dialogue or attempt to communicate results  0	Limited demonstration of dialogue or communication within the discipline, department, college  1	Clear demonstration of dialogue and sharing of assessment within discipline, department, or college  2	Robust and systematic dialogue and communication demonstrated within discipline, department, or college  3	
<b>Participation in PLO assessment (bonus points averaged into total score)</b>		Engagement in at least 1 initial PLO assessment <b>and/or</b> Engagement in at least 1 PLO closing-the-loop assessment fall ‘14-spr ‘15  1			
<b>Total for Each Column</b>					