
Music Industry Recording Arts - AS

Enhanced Comprehensive Academic Program Review 2015-16

*Associate in Science Degree:
Music Industry Recording Arts*



Academic Effectiveness and Assessment
St. Petersburg College

April 2016



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Executive Summary

Introduction

The program review process at St. Petersburg College (SPC) is a collaborative effort designed to continuously measure and improve the quality of educational services provided to the community.

Program Description

SPC's program helps students develop "real world" skills that artists need to thrive in a diverse and competitive music industry. The program offers a well-rounded, technology-based educational experience to student musicians, composers, producers, DJs, live-sound reinforcement enthusiasts, broadcast audio engineers, and post-production technologists. The program emphasizes creative processes, technical training, business practices and entrepreneurial skills in a collaborative environment.

Degree Offered

An Associate in Science Degree in Music Industry Recording Arts is offered at SPC.

Program Performance

- *Actual Course Enrollment* increased in 2014 (1,213) from the previous year (1,047).
- *Unduplicated Headcount* increased in 2014 (389) from the previous year (264).
- *SSH Enrollment* increased in 2014 (2,921) from the previous year (2,351).
- Comparisons between the Fall semesters indicated that the *Percent Full Metric* decreased in Fall 2015 (71.9%) from Fall 2014 (79.0%).
- The *course success rate* decreased in 2014 (81.5%) from the previous year (88.1%).
- *Grade Distribution* for MIRA-AS indicated that more than three-quarters of the students (77%) received an 'A', 'B' or 'C' during 2014. *Grade Distribution* for MIRAS-AS indicated that almost three-quarters of the students (73%) received an 'A', 'B' or 'C' during 2014.
- The Music Industry Recording Arts - AS program has identified the following *Industry Certifications*: Certified Radio Operator, ProTools User Certification, and ProTools Operator Certification. Annual attainment goals for this industry certification is provided within the body of this document.
- *Internship Enrollment* for MUM 1942 decreased across Fall 2014 (17), Spring 2015 (9), and Summer 2015 (7), but increased in Fall 2015 (9). *Internship Enrollment* for MUM 2945 increased from Fall 2014 (7) to Spring 2015 (11) and from Summer 2015 (3) to Fall 2015 (7).
- *Program Plans Taken by Plan* revealed that less than one-third of the students who were enrolled in the MIRA-AS program during fall 2013, and had not graduated, remained in the program by fall 2014. By fall 2015, about ten percent of the original (Fall 2013) MIRA-AS students remained in the program. This measure does not display the number of students who graduated during any given term. *Program Plans Taken by Plan* revealed that almost half of the students who were enrolled in the MIRAS-AS program during fall 2013, and had

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not graduated, remained in the program by fall 2014. By fall 2015, almost one-quarter of the original (Fall 2013) MIRAS-AS students remained in the program. This measure does not display the number of students who graduated during any given term.

- The number of *program graduates* in the Music Industry Recording Arts - AS program increased in 2014 (16) from the previous year (1) for MIRAS-AS, but decreased in 2014 (6) from the previous year (22) for MIRA-AS.
- *Fulltime Faculty* taught 43.7% of the ECHs in 2014-15 as compared to 43.6% in 2013-14. Adjunct Faculty taught 56.3% of the ECHs in 2014-15 as compared to 56.4% in 2013-14.
- The highest semester for Adjunct ECHs was Spring 2012-13 in which adjunct faculty taught 63.5% of the program's course load. The three-semester average for adjuncts (56.3%) in 2014-15 is not consistent with the College's general 55/45 Fulltime/Adjunct Faculty Ratio guideline.

Occupation Profile

- Four *occupation descriptions*, Audio and video equipment technicians, Musicians and singers, Producers and directors, and Sound engineering technicians were located in the Florida Department of Economic Opportunity (DEOI) website for the Music Industry Recording Arts - AS program.
- The *2014 mean hourly earnings* for Audio and video equipment technicians was \$17.62 in Florida and \$20.11 in Pinellas County. The *2014 mean hourly earnings* for Musicians and singers was \$28.24 in Florida and \$30.10 in Pinellas County. The *2014 mean hourly earnings* for Producers and directors was \$34.89 in Florida and \$34.95 in Pinellas County. The *2014 mean hourly earnings* for Sound engineering technicians was \$18.50 in Florida and \$22.61 in Pinellas County.
- *Employment trend information* for Audio and video equipment technicians showed an average annual increase (10.1% - 10.6%) for the period between 2014 and 2022 across the state and county. *Employment trend information* for Musicians and singers showed an average annual increase (8.4% - 9.9%) for the period between 2014 and 2022 across the state and county. *Employment trend information* for Producers and directors showed an average annual increase (9.6% - 11.4%) for the period between 2014 and 2022 across the state and county. *Employment trend information* for Sound engineering technicians showed an average annual increase (6.8% - 10.5%) for the period between 2014 and 2022 across the state and county.
- The *major employers* of the Music Industry Recording Arts - AS graduates are PSAV Presentation Services, Bluewater Media, Springs Theater, Palladium Theater, Rock Garden Studios, The Hideaway, City of Gulfport, Pinellas County Schools, and HSN.
- *Total Placement* in the Music Industry Recording Arts - AS program increased in 2012-13 (63%) from the previous year (56%).
- *State Graduates data* indicated that ninety students completed one of the five state Music Industry Recording Arts - AS programs in 2012-13, of those 62 had some matching state data and were employed. Sixty-one percent (61%) of those state graduates were employed at least a full quarter.



Academics

- The *2014-15 Academic Program Assessment Report* indicated that the desired results were met for three of the four Program Learning Outcomes (PLOs) assessed in the Music Industry Recording Arts - AS Program.
- The *2014-15 Academic Program Assessment Follow-Up Report* was completed in April 2016. The action item was successfully completed, and the results published in the 2014-15 follow-up report. The next assessment is scheduled to be completed during the 2017-18 academic year.

Stakeholder Perceptions

- All the individual average content area scores for the *Student Survey of Instruction (SSI)* were above the traditional threshold (an average of 5.0) used by the College for evaluating seven-point satisfaction scales. These results suggest general overall satisfaction with the courses within the Music Industry Recording Arts - AS program; specifically, as they relate to faculty engagement, preparation and organization, and course instruction.
- Twenty-four *Recent Alumni surveys* were provided to the 2013-14 graduates of the Music Industry Recording Arts - AS program. Thirteen percent of the graduates responded to the survey (3 of the 24). Not all respondents answer every survey question; therefore, the percentages listed below represent the responses to each survey question in relation to the total number of responses received for each question.

Notable results include:

- 66.7% of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to “*Change career fields*”; while the remaining 33.3% said “*Obtain employment*”.
 - 66.7% of recent graduate survey respondents indicated that SPC did “*Exceptionally well*” in helping them meet their goal.
 - 100.0% of recent graduate survey respondents would recommend SPC’s Music Industry Recording Arts program to another.
- *Labor Insight/Jobs* reports indicated the majority of workforce openings during the past six months, for the Music Industry were in Tampa, FL. The top skills listed in the openings were Journalism and Adobe Photoshop; and the top industry sector was ‘Information.’

Dean’s Perspective: Issues, Trends, and Recent Successes

Issues

The major issues faced by MIRA are improving placement and employment for graduates, and continuing to simplify our curriculum pathway for maximum student success and completion. We are investigating the proper number of seats to provide while at the same time considering course bottlenecks that would result from lack of seats in later courses. It is an issue of what is the proper program size that can be supported by current or future facilities.

Trends

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Enrollment jumped from 264 in 2013 to 389 in 2014 and then leveled out, mostly due to limits to class sizes in labs and studios. This relates to the issue of program size above. Numbers of graduates have held steady at 22 or 23 per year, while percent full ratios have increased from 49.1 to 62.9 (un-adjusted for combined classes).

Recent Successes

Recent successes include the launching of the Crossover Festival in conjunction with Pinellas County Schools and Florida Music Educators Association, where high school students who are interested and working on music other than traditional band or chorus have a place to pursue new or contemporary music. This festival was hosted and run by SPC St. Petersburg/Gibbs Campus by Dr. Patrick Hernly and faculty of the MIRA program along with Dr. David Williams, Associate Director of the School of Music at USF.

In addition to the Crossover Festival, the partnership with Pinellas County Schools has deepened, as MIRA faculty and staff have collaborated with local music educators and PCS administration to create a K-12 curriculum for music technology education.

New partnerships have been formed between MIRA and local studios and industries during this past year, including “ddrum”(drum manufacturer trademark), the Hard Rock Café, Symphonic Distribution, Clearwater Jazz Holiday, D’Addario (music equipment manufacturer), and Bluewater Media. In addition to these newly established partnerships, the MIRA program is currently engaged in communication with new prospective partners. These include local studios to gain student access to additional professional facilities, nonprofit education advocates to increase the community profile of the MIRA program, and other Florida College System music technology programs to collaborate regarding industry certifications.

Additional successes include MIRA student ensembles and individual performers who have earned distinction for their performances. Examples are “The Real Clash,” and Natalie DePergola, MIRA artists who were named as “Brand Ambassadors” of the Hard Rock Café. Additionally, the Hard Rock Café hosted a “MIRA Night” as part of their summer 2016 Acoustic Music Festival, featuring three MIRA groups/artists. MIRA students also performed with the band Miroux, which won the 97X Backyard Barbecue band competition. This resulted in a featured performance in front of thousands of fans, opening for the international act Young the Giant.

Recommendations/Action Plan

Program Recommendations and action plans are compiled by the Dean and Program Administrators, and are located at the end of the document.



SPC Mission Statement

The mission of St. Petersburg College is to promote student success and enrich our communities through education, career development and self-discovery. St. Petersburg College fulfills its mission led by an outstanding, diverse faculty and staff and enhanced by advanced technologies, distance learning, international education opportunities, innovative teaching techniques, comprehensive library and other information resources, continuous institutional self-evaluation, a climate for student success, and an enduring commitment to excellence.

Introduction

In a holistic approach, the effectiveness of any educational institution is the aggregate value of the education it provides to the community it serves. For over eighty-five years, St. Petersburg College (SPC) has provided a wide range of educational opportunities and services to a demographically diverse student body producing tens of thousands of alumni who have been on the forefront of building this county, state, and beyond. This is due, in large part, to the College's institutional effectiveness.

Institutional Effectiveness

Institutional Effectiveness is the integrated, systematic, explicit, and documented process of measuring performance against the SPC mission for the purposes of continuous improvement of academic programs, administrative services, and educational support services offered by the College.

Operationally, the institutional effectiveness process ensures that the stated purposes of the College are accomplished. In other words did the institution successfully execute its mission, goals, and objectives? At SPC, the Department of Academic Effectiveness works with all departments and units to establish measurable statements of intent that are used to analyze effectiveness and to guide continuous quality improvement efforts. Each of St. Petersburg College's units is required to participate in the institutional effectiveness process.

The bottom-line from SPC's institutional effectiveness process is improvement. Once SPC has identified what it is going to do then it acts through the process of teaching, researching, and managing to accomplish

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its desired outcomes. The level of success of SPC's actions is then evaluated. A straightforward assessment process requires a realistic consideration of the intended outcomes that the institution has set and a frank evaluation of the evidence that the institution is achieving that intent.

There is no single right or best way to measure success, improvement, or quality. Nevertheless, objectives must be established, data related to those objectives must be collected and analyzed, and the results of those findings must be used to improve the institution in the future. The educational assessment is a critical component of St. Petersburg College's institutional effectiveness process.

Educational Assessment

Educational programs use a variety of assessment methods to improve their effectiveness. Assessment and evaluation measures are used at various levels throughout the institution to provide provosts, deans, program managers, and faculty vital information on how successful our efforts have been.

While the focus of a particular educational assessment area may change, the assessment strategies remain consistent and integrated to the fullest extent possible. The focus of Associate in Arts degrees is students continuing on to four-year degree programs. The Associate in Science programs are targeted towards students seeking employable skills, which does not require but may include continuing on to a four-year program. The General Education based assessments focus on the general learning outcomes from all degree programs, while Program Review looks at the viability of the specific programs.

The individual reports unique by their individual nature are nevertheless written to address how the assessments and their associated action plans have improved learning in their program. The College has developed an Educational Assessment Website <http://www.spcollege.edu/edoutcomes/> to serve as repository for all SPC's educational outcomes reports and to systematically manage our assessment efforts.



Program Review Process

The program review process at St. Petersburg College is a collaborative effort to continuously measure and improve the quality of educational services provided to the community. The procedures described below go far beyond the “periodic review of existing programs” required by the Florida College System, and exceed the necessary guidelines within the Southern Association of Community Colleges and Schools Commission on Colleges (SACSCOC) review procedures.

State guidelines require institutions to conduct program reviews every seven years as mandated in chapter 1001.03(13) of the Florida Statutes, the State Board of Education (formerly the Florida Board of Education) must provide for the review of all academic programs.

(13) ...CYCLIC REVIEW OF POSTSECONDARY ACADEMIC PROGRAMS.--The State Board of Education shall provide for the cyclic review of all academic programs in Florida College System institutions at least every 7 years. Program reviews shall document how individual academic programs are achieving stated student learning and program objectives within the context of the institution's mission. The results of the program reviews shall inform strategic planning, program development, and budgeting decisions at the institutional level.

In addition, Rule 6A-14.060 (5) states that each community college shall:

(5) ...Develop a comprehensive, long-range program plan, including program and service priorities. Statements of expected outcomes shall be published, and facilities shall be used efficiently to achieve such outcomes. Periodic evaluations of programs and services shall use placement and follow-up data, shall determine whether expected outcomes are achieved, and shall be the basis for necessary improvements.

The recommended program review timeline at SPC is four years and is aligned with the long-standing three-year academic program assessment cycle, producing a coherent and integrated review process. Figure 1

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represents the relationship between program assessment, program review, and the viability report processes that comprise the academic program assessment cycle.

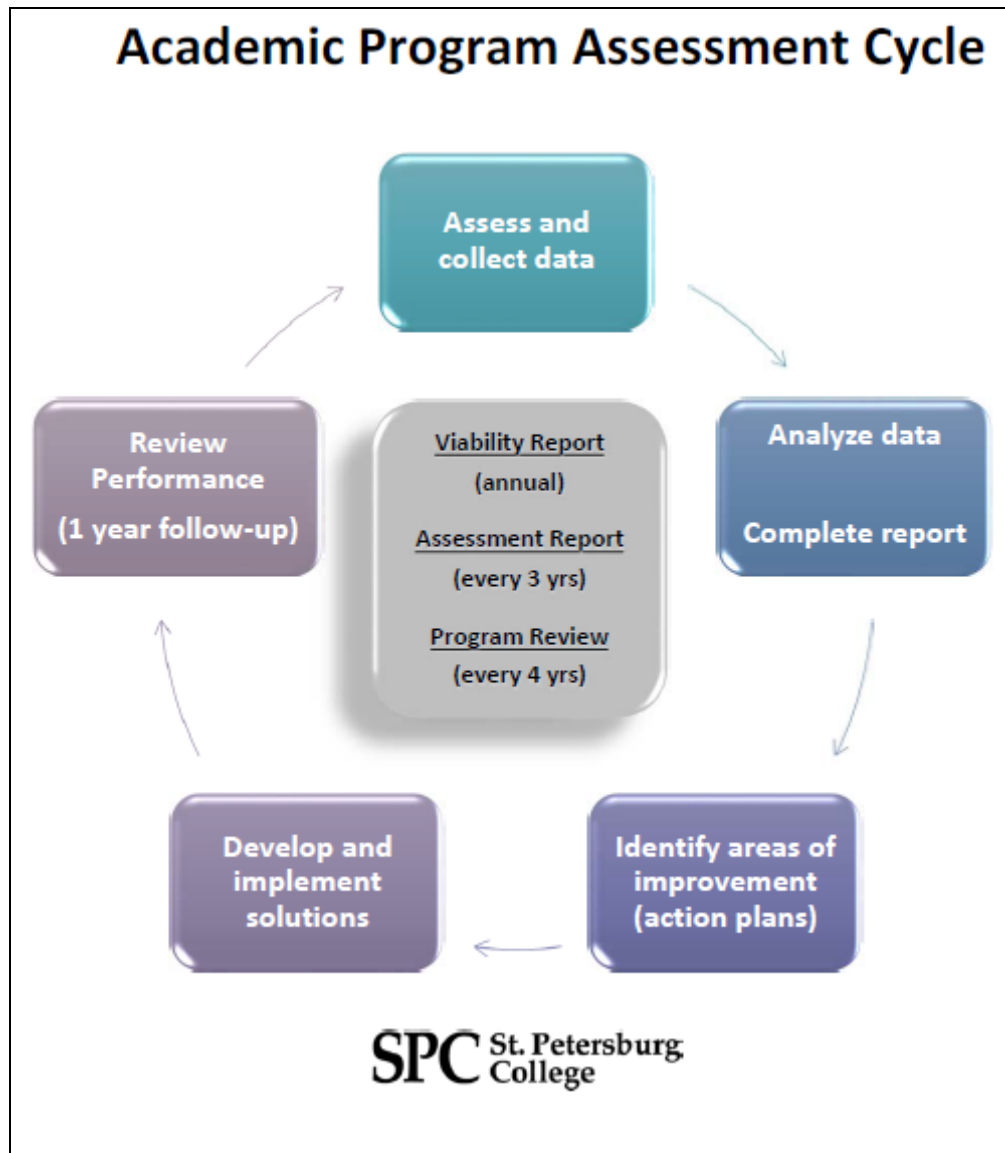


Figure 1: Academic Program Assessment Cycle



Program Description

SPC's program helps students develop "real world" skills that artists need to thrive in a diverse and competitive music industry. The program offers a well-rounded, technology-based educational experience to student musicians, composers, producers, DJs, live-sound reinforcement enthusiasts, broadcast audio engineers, and post-production technologists. The program emphasizes creative processes, technical training, business practices and entrepreneurial skills in a collaborative environment.

Degree Offered

An Associate in Science Degree in Music Industry Recording Arts is offered at SPC.

For a complete listing of all courses within the Music Industry Recording Arts Program, please see Appendix A.

Accreditation

No accreditation information is on file for the Music Industry Recording Arts program.

Program Learning Outcomes

1. Music Technology: Students will complete collaborative and individual projects that demonstrate proficiency and creativity in the application of practical recording and production techniques, organizational and technical skills, utilizing DAW software, recording studio equipment and infrastructure.
2. Acoustics: Students will analyze, design, and optimize a given space for use as a recording studio, with room acoustics to support professional results.
3. Legal: Students will identify and analyze legal issues, including intellectual property, business entities, contracts and specific provisions in record agreement, performance/touring, royalty payments, licensing, publishing, and negotiation strategies, in real-world music industry situations from multiple perspectives, including musician, studio owner, engineer, record label executive, and producer.

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4. Business: Students will prepare a music business Action Plan that will include promotion, pricing, sales opportunity, marketing, branding, business networking, and the requirements of the consumer.



Measure Descriptions

The CAPR reports include twenty-three measures designed to provide an overview of all the various elements pertaining to the program. The source of the information for nine of the first ten measures is the Program Review CAPR Dashboard in the SPC Pulse/Business Intelligence system. Sources for the remaining measures can be found within their measure description. Measures obtained from SPC Pulse/Business Intelligence were extracted between March 1 and July 1, 2015. Each measure is described in detail below.

Measure #1: Actual Course Enrollment (Enrollment Count)

Actual Course Enrollment is the sum of actual student enrollment for the courses within the specified Academic Organization during the selected academic years. This number is a duplicated headcount of students enrolled in the program's courses, and does not reflect the actual number of students enrolled in the program or its associated certificates (if applicable). The filters for the Actual Course Enrollment measure are as follows:

- Academic Year - Term Desc - Multi: 2011, 2012, 2013, 2014
- Academic Plan - Multi: Undergraduate
- College - Group - Acad Org - Subject: Academic Organization
- All other filters: All

Measure #2: Unduplicated Headcount

Unduplicated Headcount is the total number of unduplicated students enrolled in courses within the specified Academic Organization during the selected academic years. The filters for the Unduplicated Headcount measure are as follows:

- Academic Year - Term Desc - Multi: 2011, 2012, 2013, 2014
- Academic Plan - Multi: Undergraduate
- College - Group - Acad Org - Subject: Academic Organization
- All other filters: All

Measure #3: SSH Enrollment

Student Semester Hours (SSH) Enrollment is defined as the total number of student semester hours in the specified Academic Organization during the selected academic years. The filters for the SSH Enrollment measure are as follows:

- Academic Year - Term Desc - Multi: 2011, 2012, 2013, 2014
- Academic Plan - Multi: Undergraduate
- College - Group - Acad Org - Subject: Academic Organization
- All other filters: All

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Measure #4: *Percent Full*

The Percent Full metric is the actual enrollment count of the specified Academic Organization divided by the Standard Course Load (SCL) for the selected academic terms. The filters for the Percent Full metric are as follows:

- Academic Year - Term Desc - Multi: 2014-15 Fall, Spring, Summer; 2015-16 Fall
- College - Group - Acad Org - Subject: Academic Organization
- Class Status: Active, Full, Stop Further Enrollment
- All other filters: All

Measure #5: *Course Success (Performance)*

The Performance measure is defined as the number of students successfully completing a course with a grade of A, B, or C (success rate), divided by the total number of students enrolled in courses within the Academic Organization during the selected academic years. The filters for the Performance measure are as follows:

- Academic Year - Term Desc - Multi: 2011, 2012, 2013, 2014
- Academic Plan - Multi: Undergraduate
- College - Group - Acad Org - Subject: Academic Organization
- All other filters: All

Measure #6: *Grade Distribution*

The Grade Distribution measure reports the number of students receiving an A, B, C, D, F, N, W, or WF in courses within the academic program plan during the selected academic years. The filters for the Grade Distribution measure are as follows:

- Academic Year - Term Desc - Multi: 2011, 2012, 2013, 2014
- Academic Plan - Multi: Program Plan
- All other filters: All

Measure #7: *Industry Certification Attainment*

The Industry Certification Attainment measure reports the number of students in the program plan that have attained an industry certification or have passed a licensing exam. *Source: SPC Factbook, Table 9; Workforce database of student certifications.*



Measure #8: Internship Enrollment (Course Groups)

The Internship Enrollment measure reports the number of students enrolled in clinical, practicum, or internship courses within the program plan during the selected academic years. The filters for the Internship Enrollment measure are as follows:

- Academic Year - Term Desc - Multi: 2014-15 Fall, Spring, Summer; 2015-16 Fall
- Academic Plan - Multi: Program Plan
- All other filters: All

Measure #9: Program Plans Taken by Plan

The Program Plans Taken by Plan measure reports the number of students in the specified program plan in a selected cohort (by Term) that have continued in the plan, and the number of students that have since transferred to other plans, for the selected academic terms or years. The filters for the Program Plans Taken by Plan measure are as follows:

- Student Cohort Student Term History Academic Year-Term Desc: 2013-14 Fall
- Enroll History Acad Term Desc (must be same as above): 2013-14 Fall
- Student Term History Academic Plan: Applicable Program plan
- Comparison Filters
Academic Year - Term Desc - Multi: 2013-14 Fall, Spring, Summer; 2014-15 Fall, Spring, Summer; 2015-16 Fall
- All other filters: All

Measure #10: Graduates

The Graduates measure depicts the total number of graduates within specified program plan(s) associated with the Academic Organization, for the selected academic years. The filters for the Graduates measure are as follows:

- Academic Year - Term Desc - Multi: 2011, 2012, 2013, 2014
- Graduation Degree Plan Subplan - Multi: All Applicable Program Plans
- All other filters: All



Measure #11: Faculty/Adjunct Ratio

The Faculty/Adjunct Ratio measure reports the number and percentage of program equated credit hours (ECHs) taught by the individual faculty classifications. *Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT).*

Measure #12: Revenue and Expenses (will be available by December 2016)

Measure #13: Capital Expenditures (will be available by December 2016)

Measure #14: National, State, and County Trends and Wage Information

Employment trend information is reported by state and county. Jobs (2014) refers to the average annual job openings due to growth and net replacement; % Change (2014-2022) depicts the percent change in the number of annual job openings during the eight-year period; and Mean Earnings refers to the average earnings for the specified job title. *Source: Florida Department of Economic Opportunity (DEO) <http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>*

Measure #15: Major Employers

Major employers consist of the primary local employers of SPC graduates. These names are obtained from the Recent Alumni Survey Report and Program Administrators.

Measure #16: Total Placement

Total Placement is the percentage of students who have enlisted in the military, are continuing their education, or are employed in their field within the first year of graduation. *Source: FETPIP Florida College System Vocational Reports <http://www.fldoe.org/accountability/fl-edu-training-placement-info-program/fl-college-system-vocational-reports.stml>.*

Measure #17: State Graduates Outcomes

State graduates outcomes provide reference data for the employment trend data. Specifically, data on former students and program participants who have graduated, exited or completed a public or training program within the State of Florida are documented. *Source: FETPIP Florida College System Vocational Reports <http://www.fldoe.org/accountability/fl-edu-training-placement-info-program/fl-college-system-vocational-reports.stml>.*

Measure #18: Educational Outcomes

End-of-program assessment data that are reported in the program's most recent Academic Program Assessment Report (APAR) are summarized and reported with

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the program's learning outcomes, means of assessment, and information about the program's next assessment report.

Measure #19: Three-Year Course Review (will be available by December 2016)

Measure #20: Student Survey of Instruction

The Student Survey of Instruction (SSI) is electronically distributed to all students enrolled in traditional classroom sections, lab courses and self-paced or directed individual study, and online courses at the College. The purpose of the SSI is to acquire information on student perception of the quality of courses, faculty, and instruction, and to provide feedback information for improvement.

Measure #21: Recent Alumni Survey

Recent alumni surveys are administered to measure alumni satisfaction with SPC's education programs. The Recent Alumni Survey collects information related to career preparation, preparation for continuing education, and the current employment information and educational status of former students. Recent Alumni are surveyed six months after they graduate from SPC.

Measure #22: Employer Survey

Employer surveys are used to measure employer satisfaction with SPC graduates. Employers evaluate graduates from Bachelor of Science/Bachelor of Applied Science (BS/BAS), Associate in Science/Associate in Applied Science (AA/AS), and certificate programs. Surveys are sent to employers of recent graduates annually each spring semester.

Measure #23: Labor Insight/Jobs

Labor Insight/Jobs provides a variety of reports which are based on current workforce openings. Reports are available by occupations, top titles, education and experience, top skills, top industry sectors, top employers, salary distributions, and job counts. Filters allow the user to select a timeframe, geographic location, and job title. A license is required to access Burning Glass at <http://laborinsight.burning-glass.com/>



Program Performance

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SharePoint

Newsfeed OneDrive Sites Robert Mohr III ?



One College Support

Academic Departments

College Administration

Committees & Groups

Executive Leadership

SPC Locations

SPC-Business Intelligence

Strategic Initiatives

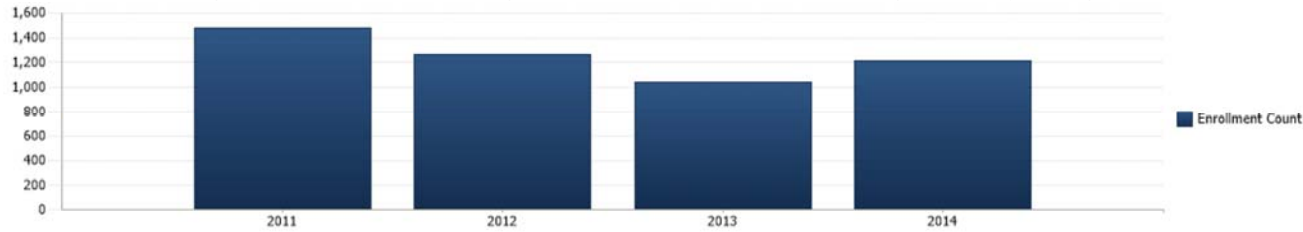
Student Services

CAPR > Enrollment

[Enrollment](#) | [Performance](#) | [Percent Full](#) | [Graduates](#) | [Grade Distribution](#) | [Course Groups](#) | [Program Plans Taken by Plan](#)

Enrollment Count Graph

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **MIRA-LD**, Class Academic Year - Term Desc - Multi



Enrollment Count

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **MIRA-LD**, Class Academic Year - Term Desc - Multi

Term Academic Year - Term Desc	Enrollment Count
▶ 2011	1,478
▶ 2012	1,264
▶ 2013	1,047
▶ 2014	1,213

Student System Cube Refresh

Last Refresh: 6/20/2016 5:31:30 AM

Academic Year - Term Desc - Multi

Campus Description

Academic Plan - Multi

College - Group - Acad Org - Subject

Course Instructional Method

Student Type (FTIC)

Class Academic Group

Age Group

Ethnic Group

Gender

Custom Cohort

Student Group

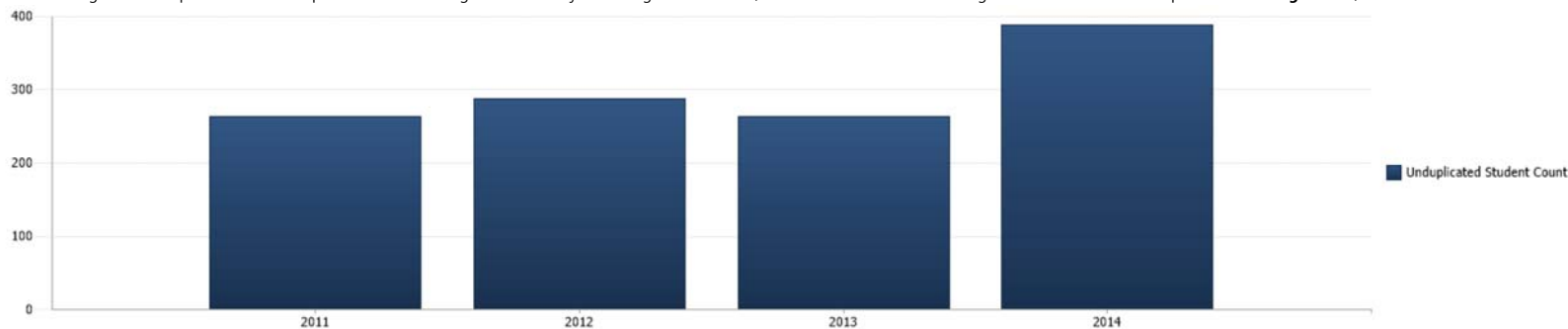
Course Group

Academic Program Viability Report > Enrollment

[Enrollment](#) | [Performance](#) | [Percent Full](#) | [Graduates](#) | [Course Groups](#)

Unduplicated Student Count Graph

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: MIRA-LD, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: Undergraduate, Class Academic Career: UGRD



Unduplicated Student Count

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: MIRA-LD, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: Undergraduate, Class Academic Career: UGRD

Term Academic Year - Term Desc	Unduplicated Student Count
▸ 2011	263
▸ 2012	288
▸ 2013	264
▸ 2014	389

Student Sy

Last Refresh:

Academic Year

Campus Descr

Career - Progr

College - Grou

Course Instruc

Student Type (

Age Group | All

Ethnic Group [

Gender | All

Custom Cohor

Student Group

Course Group

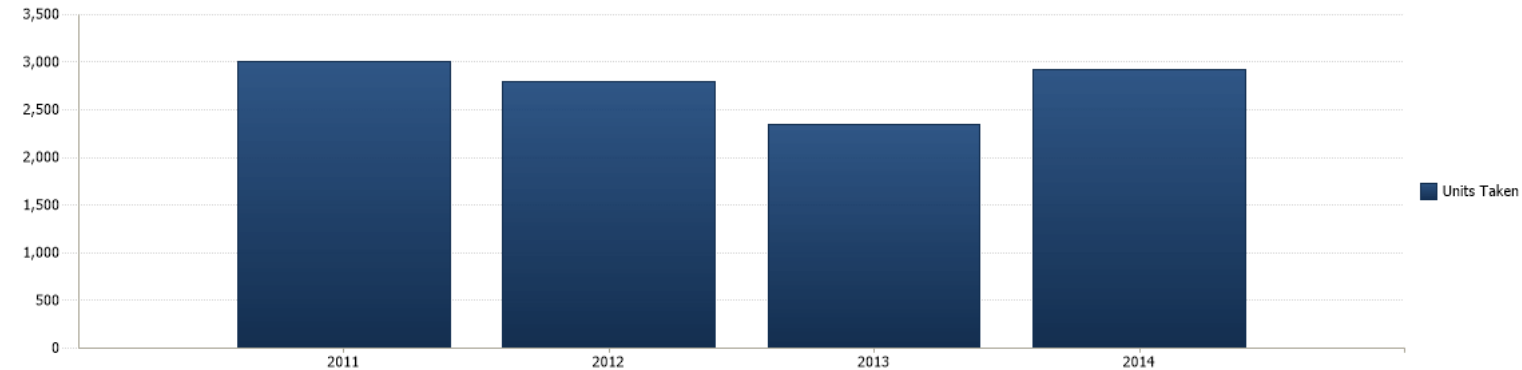


Academic Program Viability Report > Enrollment

[Enrollment](#) | [Performance](#) | [Percent Full](#) | [Graduates](#) | [Course Groups](#)

SSH Enrollment Graph

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **MIRA-LD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergradua...**



SSH Enrollment

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **MIRA-LD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergradua...**

Term Academic Year - Term Desc	Units Taken
▶ 2011	3,012
▶ 2012	2,802
▶ 2013	2,351
▶ 2014	2,921

Student System Cube Refres

Last Refresh:	9/11/2015 5:01:42 AM
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Academic Year - Term Desc - Multi

Campus Description All

Career - Program - Plan - Subplan - M

College - Group - Acad Org - Subject

Course Instructional Method All

Student Type (FTIC) All

Age Group All

Ethnic Group All

Gender All

Custom Cohort All

Student Group All

Course Group All

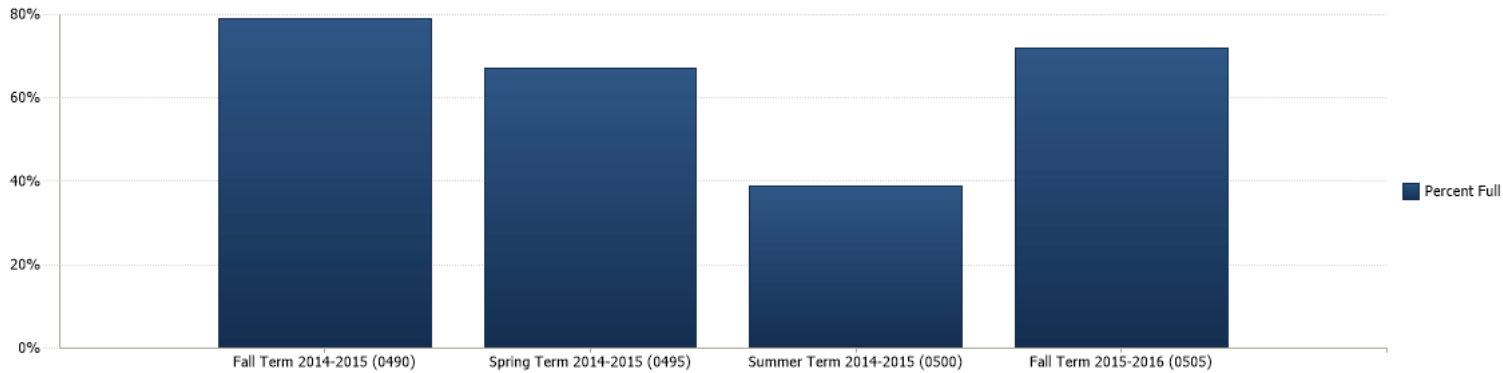


Academic Program Viability Report > Percent Full

Enrollment | Performance | **Percent Full** | Graduates | Course Groups

Percent Full Metric Graph

i Class Status: **Active, Full, Stop Further Enrollment**, Class Academic Group: **LD, UD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **MIRA-LD**



Percent Full Metric by Instructional Method

i Class Status: **Active, Full, Stop Further Enrollment**, Class Academic Group: **LD, UD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **MIRA-LD**

Term Academic Year - Term Desc	Measures	All	Blended	Face-to-Face	Independent Study	Online
Fall Term 2014-2015 (0490)	Enrollment Count	504	43	351	75	35
Fall Term 2014-2015 (0490)	Standard Course Load	638	58	425	95	60
Fall Term 2014-2015 (0490)	Percent Full	79.0%	74.1%	82.6%	78.9%	58.3%
Spring Term 2014-2015 (0495)	Enrollment Count	562	35	414	60	53
Spring Term 2014-2015 (0495)	Standard Course Load	828	36	551	141	100
Spring Term 2014-2015 (0495)	Percent Full	67.3%	97.2%	74.6%	41.1%	53.0%
Summer Term 2014-2015 (0500)	Enrollment Count	152	8	96	27	21
Summer Term 2014-2015 (0500)	Standard Course Load	392	18	224	50	100
Summer Term 2014-2015 (0500)	Percent Full	38.8%	44.4%	42.9%	54.0%	21.0%
Fall Term 2015-2016 (0505)	Enrollment Count	519	79	352	48	40
Fall Term 2015-2016 (0505)	Standard Course Load	722	78	477	67	100
Fall Term 2015-2016 (0505)	Percent Full	71.9%	101.3%	73.8%	71.6%	40.0%

Student System Cube Refresh

Last Refresh:	9/11/2015 5:01:42 AM
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Academic Year - Term Desc - Multi **Fall Term 20**

Campus Description **All**

College - Group - Acad Org - Subject **MIRA-LD**

Course Instructional Method **All**

Class Status **Active, Full, Stop Further Enrollment**

Student Group **All**

Course Group **All**

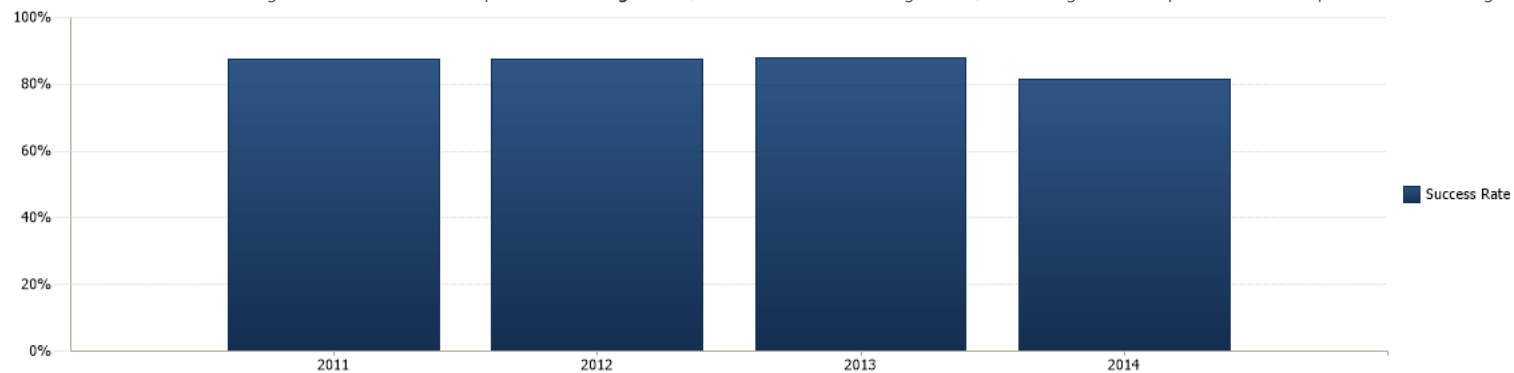


Academic Program Viability Report > Performance

Enrollment | [Performance](#) | Percent Full | Graduates | Course Groups

Success Rate Graph

Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, Grade Success Rate Grading Basis: **Y**, Class College School Dept - Academic Group Desc - Academic Orga...



Performance

Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, Grade Success Rate Grading Basis: **Y**, Class College School Dept - Academic Group Desc - Academic Orga...

Term Academic Year - Term Desc	Enrollment Count	Success Rate	Withdrawal Rate	F Rate	WF Rate
▸ 2011	1,478	87.5%	4.3%	4.1%	2.6%
▸ 2012	1,260	87.5%	3.3%	4.7%	2.5%
▸ 2013	1,042	88.1%	3.2%	5.7%	1.2%
▸ 2014	1,216	81.5%	4.9%	5.8%	3.0%

Student System Cube Refre:

Last Refresh:	9/11/2015 5:01:42 AM
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Academic Year - Term Desc - Multi

Campus Description All

Career - Program - Plan - Subplan - N

College - Group - Acad Org - Subject

Course Instructional Method All

Student Type (FTIC) All

Age Group All

Ethnic Group All

Gender All

Student Group All

Course Group All

SharePoint

Newsfeed OneDrive Sites Robert Mohr III ?



One College Support

Academic Departments

College Administration

Committees & Groups

Executive Leadership

SPC Locations

SPC-Business Intelligence

Strategic Initiatives

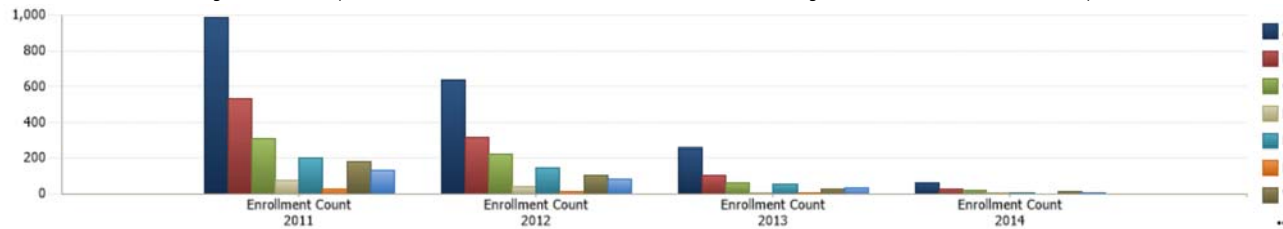
Student

CAPR > Grade Distribution

Enrollment | Performance | Percent Full | Graduates | [Grade Distribution](#) | Course Groups | Program Plans Taken by Plan

Student Grade Distribution Graph

Student Term Career - Program - Plan - Subplan: **UGRD**, Academic Plan: **MIRA-AS**, Grade Success Rate Grading Basis: **Y**, Grade Success Rate Grade Input: **Y**, Class Academic Career%



Student Grade Distribution

Student Term Career - Program - Plan - Subplan: **UGRD**, Academic Plan: **MIRA-AS**, Grade Success Rate Grading Basis: **Y**, Grade Success Rate Grade Input: **Y**, Class Academic Career%

	Enrollment Count								
	All	A	B	C	D	F	N	W	WF
Term Academic Year - Term Desc									
▸ 2011	2,430	984	535	307	71	202	26	176	129
▸ 2012	1,542	638	314	217	37	145	12	100	79
▸ 2013	532	255	100	57	7	52	3	26	32
▸ 2014	128	60	22	16	8	6		10	6

Student System Cube Refresh

Last Refresh: 6/20/2016 5:31:30 AM

Academic Year - Term Desc - Multi

Campus Description

Academic Plan - Multi

Course Instructional Method

Student Type (FTIC)

Class Academic Group

Age Group

Ethnic Group

Gender

Student Group

Course Group

SharePoint

Newsfeed OneDrive Sites Robert Mohr III ?



One College Support

Academic Departments

College Administration

Committees & Groups

Executive Leadership

SPC Locations

SPC-Business Intelligence

Strategic Initiatives

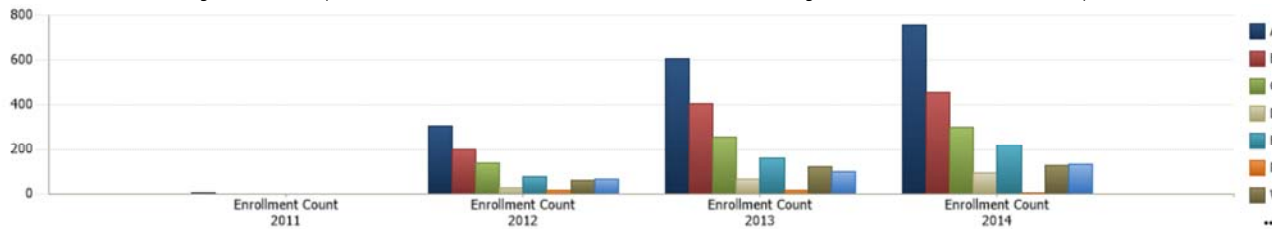
Student

CAPR > Grade Distribution

Enrollment | Performance | Percent Full | Graduates | [Grade Distribution](#) | Course Groups | Program Plans Taken by Plan

Student Grade Distribution Graph

Student Term Career - Program - Plan - Subplan: **UGRD**, Academic Plan: **MIRAS-AS**, Grade Success Rate Grading Basis: **Y**, Grade Success Rate Grade Input: **Y**, Class Academic Care#...



Student Grade Distribution

Student Term Career - Program - Plan - Subplan: **UGRD**, Academic Plan: **MIRAS-AS**, Grade Success Rate Grading Basis: **Y**, Grade Success Rate Grade Input: **Y**, Class Academic Care#...

	Enrollment Count								
	All	A	B	C	D	F	N	W	WF
Term Academic Year - Term Desc									
▸ 2011	4	4							
▸ 2012	877	305	198	135	24	74	16	59	66
▸ 2013	1,723	604	402	255	67	159	17	123	96
▸ 2014	2,079	756	455	298	91	217	5	126	131

Student System Cube Refresh

Last Refresh: 6/20/2016 5:31:30 AM

Academic Year - Term Desc - Multi

Campus Description

Academic Plan - Multi

Course Instructional Method

Student Type (FTIC)

Class Academic Group

Age Group

Ethnic Group

Gender

Student Group

Course Group

Industry Certification Attainment

Discipline/Certification	New in 2015-16?	Program	Earned 2013 - 2014	Earned 2014 - 2015	Annual Goal 14-15	Annual Goal 2015 - 2016
Humanities and Fine Arts			0	32	20	23
Certified Radio Operator		Music Industry Recording Arts AS		4	8	5
ProTools User Certification		Music Industry Recording Arts AS		27	12	15
ProTools Operator Certification		Music Industry Recording Arts AS		1		3

View:	Course Groups							
Date:	9/11/2015							
Dashboard:	Course Groups							
Parameter:	Fall Term 2014-2015 (0490),Spring Term 2014-2015 (0495),Summer Term 2014-2015 (0500),Fall Term 2015-2016 (0505),All,Undergraduate,MIRA-LD,All,All,All,All,All,All							
	Fall Term 2014-2015 (0490)		Spring Term 2014-2015 (0495)		Summer Term 2014-2015 (0500)		Fall Term 2015-2016 (0505)	
Academic Group Desc - Academic Organization - Subject Catalog Nbr	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes
MUM1942	17	1	9	1	7	1	9	1
MUM2945	7	2	11	3	3	1	7	3

View: **Program Plans Taken by Plan**

Date: **6/20/2016**

Dashboard: [Program Plans Taken by Plan](#)

Parameter: **Fall Term 2013-2014 (0475),Fall Term 2013-2014 (0475),MIRA-AS,All,All,All,All,All,All,All,All,All,Fall Term 2013-2014 (0475),Spring Term 2013-2014 (0480),Summer Term 2013-2014 (0485),Fall Term 2014-2015 (0490),Spring Term 2014-2015 (0495),Summer Term 2014-2015 (0500),Fall Term 2015-2016 (0505),All**

Academic Plan	Fall Term 2013-2014 (0475) Unduplicated Student Count	Spring Term 2013-2014 (0480) Unduplicated Student Count	Summer Term 2013-2014 (0485) Unduplicated Student Count	Fall Term 2014-2015 (0490) Unduplicated Student Count	Spring Term 2014-2015 (0495) Unduplicated Student Count	Summer Term 2014-2015 (0500) Unduplicated Student Count	Fall Term 2015-2016 (0505) Unduplicated Student Count
All	82	63	20	46	37	16	20
MIRA-AS	82	59	15	24	15	7	8
AVAMM-AS					1		
BACCAPP-NO						1	1
BUS-AS					1	1	
BUS-TR							1
EDU-TR		1		1	1		2
ENRCH-NO				1	1	1	
GEN-AA		1	2	7	9	1	1
MGTORG-BAS				1			
MIRAS-AS		2	3	12	9	5	7

View: **Program Plans Taken by Plan**

Date: **6/20/2016**

Dashboard: [Program Plans Taken by Plan](#)

Parameter: **Fall Term 2013-2014 (0475),Fall Term 2013-2014 (0475),MIRAS-AS,All,All,All,All,All,All,All,All,All,Fall Term 2013-2014 (0475),Spring Term 2013-2014 (0480),Summer Term 2013-2014 (0485),Fall Term 2014-2015 (0490),Spring Term 2014-2015 (0495),Summer Term 2014-2015 (0500),Fall Term 2015-2016 (0505),All**

Academic Plan	Fall Term 2013-2014 (0475) Unduplicated Student Count	Spring Term 2013-2014 (0480) Unduplicated Student Count	Summer Term 2013-2014 (0485) Unduplicated Student Count	Fall Term 2014-2015 (0490) Unduplicated Student Count	Spring Term 2014-2015 (0495) Unduplicated Student Count	Summer Term 2014-2015 (0500) Unduplicated Student Count	Fall Term 2015-2016 (0505) Unduplicated Student Count
All	194	156	67	119	99	44	78
MIRAS-AS	194	145	55	94	79	31	48
-				1	1		1
AVAMM-AS		1					1
BUS-AS		1				1	2
BUS-BS						1	1
BUS-TR				1	1		2
COMM-TR		1	1	1	1	1	1
DIG-AS				1	1		3
EDU-TR		1	1		1		1
ENG-AS			1	1			
ENRCH-NO					1	2	
GEN-AA		4	6	14	9	6	12
HSA-AS			1	1	1		
HSDIS-AS							1
ITSC-CT				1			
JOB-NO				1	1	1	1
MGTORG-BAS			1	1	1		2
MIRA-AS		3	1	1	1		1
TECMGT-AS				1			
TMGT-BAS					1	1	1

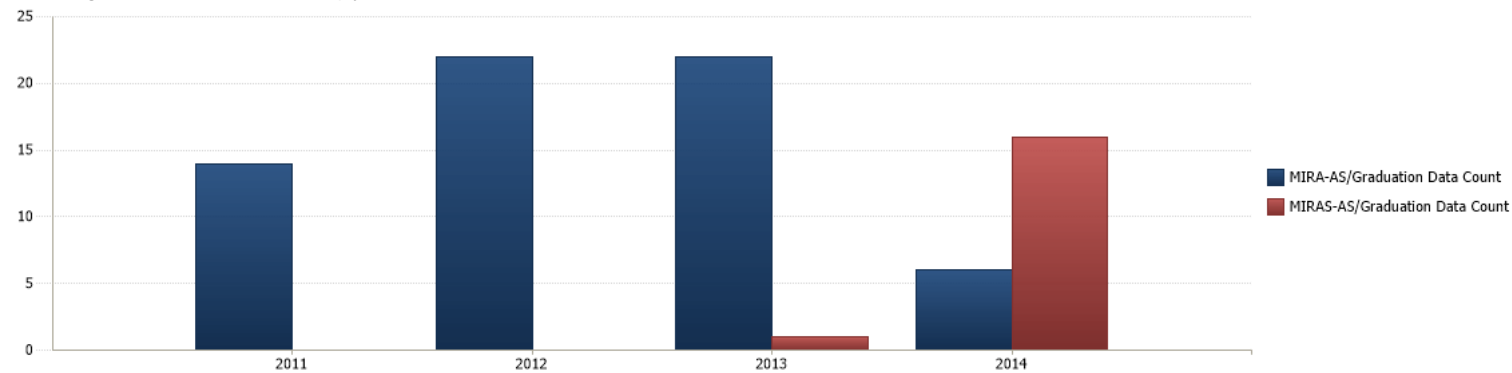


Academic Program Viability Report > Graduates

Enrollment | Performance | Percent Full | [Graduates](#) | Course Groups

Overall Graduates Trend

i No background selections exist, Filter empty series and bottom axis items



Overall Graduates Count

i No background selections exist, Filter empty rows and columns

Graduation Degree - Plan - Sub Plan	Measures	▸ 2011	▸ 2012	▸ 2013	▸ 2014
MIRA-AS	Graduation Data Count	14	22	22	6
MIRAS-AS	Graduation Data Count			1	16

Student System Cube Refresh

Last Refresh:	9/11/2015 5:01:42 AM
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Academic Year - Term Desc - Multi

Graduation Degree Plan Subplan - Multi

Age Group

Gender

Ethnic Group

Custom Cohort

Student Group



Faculty/Adjunct Ratio

Equated Credit Hours by Faculty Classification

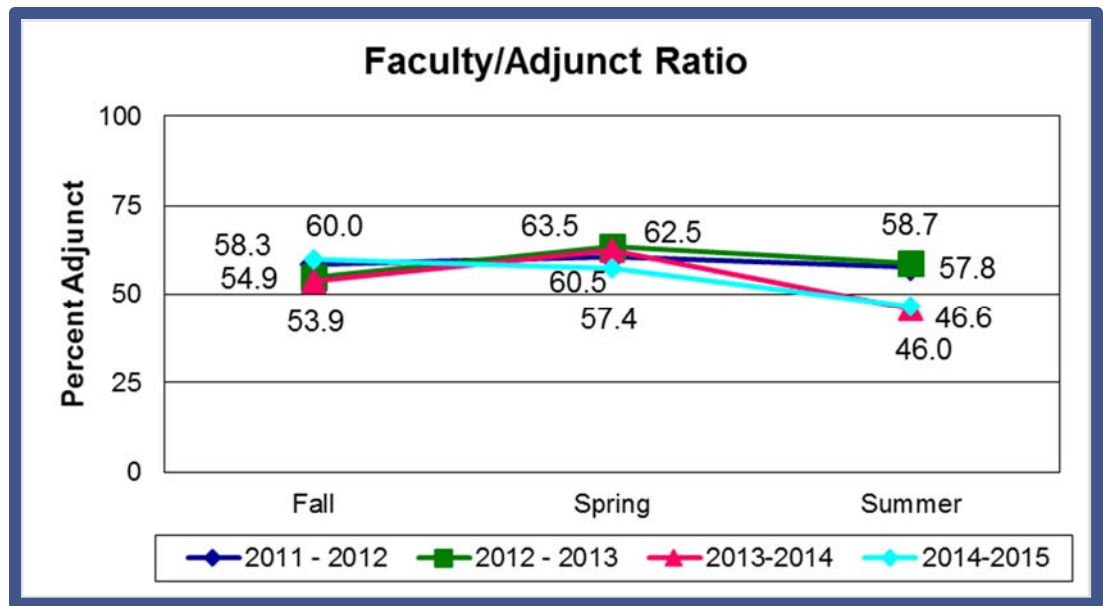
	Fulltime Faculty		Percent of Load Faculty		Adjunct Faculty	
	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught
Fall 2011-2012	44.4	31.3%	14.6	10.3%	82.6	58.3%
Spring 2011-2012	46.3	30.0%	14.6	9.5%	93.4	60.5%
Summer 2011-2012	20.3	25.9%	12.7	16.3%	45.2	57.8%
2011-2012 Total	111.0	29.7%	42.0	11.2%	221.1	59.1%
Fall 2012-2013	62.0	45.1%	0.0	0.0%	75.5	54.9%
Spring 2012-2013	55.9	36.5%	0.0	0.0%	97.1	63.5%
Summer 2012-2013	23.7	41.3%	0.0	0.0%	33.7	58.7%
2012-2013 Total	141.6	40.7%	0.0	0.0%	206.4	59.3%
Fall 2013-2014	49.1	46.1%	0.0	0.0%	57.5	53.9%
Spring 2013-2014	45.3	37.5%	0.0	0.0%	75.6	62.5%
Summer 2013-2014	25.2	54.0%	0.0	0.0%	21.4	46.0%
2013-2014 Total	119.5	43.6%	0.0	0.0%	154.5	56.4%
Fall 2014-2015	51.2	40.0%	0.0	0.0%	76.8	60.0%
Spring 2014-2015	56.3	42.6%	0.0	0.0%	76.0	57.4%
Summer 2014-2015	34.2	53.4%	0.0	0.0%	29.8	46.6%
2014-2015 Total	141.7	43.7%	0.0	0.0%	182.6	56.3%

Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT).



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Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT).



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Occupation Profile

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Occupation Descriptions

The occupation description for Audio and video equipment technicians (274011) used by DEO is shown below:

Set up or set up and operate audio and video equipment including microphones, sound speakers, video screens, projectors, video monitors, recording equipment, connecting wires and cables, sound and mixing boards, and related electronic equipment for concerts, sports events, meeting and conventions, presentations, and news conferences. May also set up and operate associated spotlights and other custom lighting systems.

The occupation description for Musicians and singers (272042) used by DEO is shown below:

Play one or more musical instruments or entertain by singing songs in recital, in accompaniment, or as a member of an orchestra, band, or other musical group. Musical performers may entertain on-stage, radio, TV, film, video, or record in studios.

The occupation description for Producers and directors (272012) used by DEO is shown below:

Produce or direct stage, television, radio, video, or motion picture productions for entertainment, information, or instruction. Responsible for creative decisions, such as interpretation of script, choice of guests, set design, sound, special effects, and choreography.

The occupation description for Sound engineering technicians (274014) used by DEO is shown below:

Operate machines and equipment to record, synchronize, mix, or reproduce music, voices or sound effects in sporting arenas, theater productions, recording studios, or movie and video productions.

National, State, and County Wage Information and Employment Trends

The distribution of 2014 wage information for Audio and video equipment technicians is located in the table below. The mean hourly earnings for Audio and video equipment technicians was \$17.62 in Florida and \$20.11

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in Pinellas County. The distribution of 2014 wage information for Musicians and singers is located in the table below. The mean hourly earnings for Musicians and singers was \$28.24 in Florida and \$30.10 in Pinellas County. The distribution of 2014 wage information for Producers and directors is located in the table below. The mean hourly earnings for Producers and directors was \$34.89 in Florida and \$34.95 in Pinellas County. The distribution of 2014 wage information for Sound engineering technicians is located in the table below. The mean hourly earnings for Sound engineering technicians was \$18.50 in Florida and \$22.61 in Pinellas County.

Employment trend information is also provided for Audio and video equipment technicians in the table. An average annual increase in employment for the profession (10.1% - 10.6%) is shown for the period between 2014 and 2022, across the state. Employment trend information is also provided for Musicians and singers in the table. An average annual increase in employment for the profession (8.4% - 9.9%) is shown for the period between 2014 and 2022, across the state. Employment trend information is also provided for Producers and directors in the table. An average annual increase in employment for the profession (9.6% - 11.4%) is shown for the period between 2014 and 2022, across the state. Employment trend information is also provided for Sound engineering technicians in the table. An average annual increase in employment for the profession (6.8% - 10.5%) is shown for the period between 2014 and 2022, across the state.



Employment Data

Growth for Audio and video equipment technicians

	Jobs (2014)	% Change (2014-2022)	Mean Earnings
Florida	3,089	10.1%	\$17.62/hr
Pinellas County	113	10.6%	\$20.11/hr

Source: Florida Department of Economic Opportunity (DEO)
<http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>

Growth for Musicians and singers

	Jobs (2014)	% Change (2014-2022)	Mean Earnings
Florida	11,193	9.9%	\$28.24/hr
Pinellas County	599	8.4%	\$30.10/hr

Source: Florida Department of Economic Opportunity (DEO)
<http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>

Growth for Producers and directors

	Jobs (2014)	% Change (2014-2022)	Mean Earnings
Florida	5,896	9.6%	\$34.89/hr
Pinellas County	282	11.4%	\$34.95/hr

Source: Florida Department of Economic Opportunity (DEO)
<http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>

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Growth for Sound engineering technicians

	Jobs (2014)	% Change (2014-2022)	Mean Earnings
Florida	769	6.8%	\$18.50/hr
Pinellas County	38	10.5%	\$22.61/hr

Source: Florida Department of Economic Opportunity (DEO)
<http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>



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Major Employers

Graduates of SPC's Music Industry Recording Arts - AS program are employed in various areas related to their field. The primary local employers of these graduates are PSAV Presentation Services, Bluewater Media, Springs Theater, Palladium Theater, Rock Garden Studios, The Hideaway, City of Gulfport, Pinellas County Schools, and HSN, as depicted in the table below.

Major Employers

Employers of Music Industry Recording Arts - AS Graduates
PSAV Presentation Services
Bluewater Media
Springs Theater
Palladium Theater
Rock Garden Studios
The Hideaway
City of Gulfport
Pinellas County Schools
HSN

Source: Recent Alumni Survey reports and program administrator records

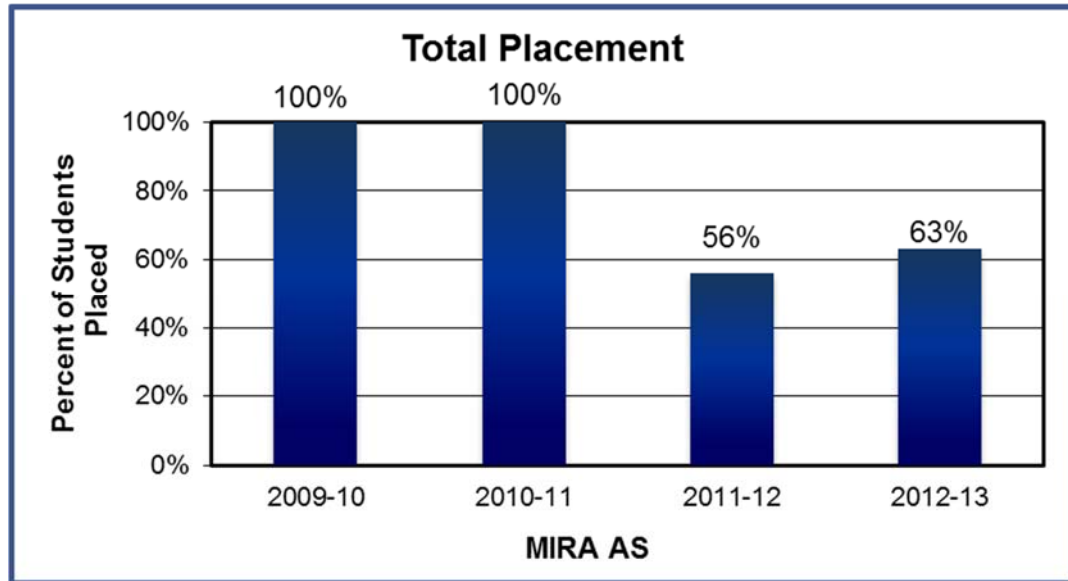


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2014-15 Placement Data



MIRA AS		
	Pool Count	Percent Placed
2009-10	1	100%
2010-11	1	100%
2011-12	9	56%
2012-13	16	63%

Source: FETPIP Follow-up Outcomes <http://www.fldoe.org/fetpip/ccs.asp>



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State Graduates Outcomes

Music Production Technology Program Graduates 2012-13 Outcomes by Florida Community College

Florida Community College	Total Completers	# Found Employed	# Employed for a Full Qtr	% Employed For a Full Qtr	FETPIP Pool	# Training Related (Employed, Education, or Military)	Placement Rate
Daytona State College	13	10	3	23%	11	5	45%
Miami Dade College	24	14	9	38%	19	16	84%
Valencia College	34	22	16	47%	27	11	41%
Gulf Coast State College	****	2	0	0%	2	2	100%
St. Petersburg College	19	14	10	53%	16	10	63%
Total	90	62	38	61%	75	44	59%

****Total Completers was not available at the time of this report.

Source: FETPIP Florida College System Vocational Reports <http://www.fldoe.org/accountability/fl-edu-training-placement-info-program/fl-college-system-vocational-reports.html>



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Academics

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Educational Outcomes

As part of SPC quality improvement efforts, academic assessments are conducted on each AAS/AS/BS/BAS program every three years to evaluate the quality of the program's educational outcomes. The Music Industry Recording Arts- AS program was evaluated through an Academic Program Assessment Report (APAR).

Each of the Program Learning Outcomes (PLOs) was evaluated during the 2014-15 assessment. Each of the four PLOs is listed below:

1. Music Technology: Students will complete collaborative and individual projects that demonstrate proficiency and creativity in the application of practical recording and production techniques, organizational and technical skills, utilizing DAW software, recording studio equipment and infrastructure.
2. Acoustics: Students will analyze, design, and optimize a given space for use as a recording studio, with room acoustics to support professional results.
3. Legal: Students will identify and analyze legal issues, including intellectual property, business entities, contracts and specific provisions in record agreement, performance/touring, royalty payments, licensing, publishing, and negotiation strategies, in real-world music industry situations from multiple perspectives, including musician, studio owner, engineer, record label executive, and producer.
4. Business: Students will prepare a music business Action Plan that will include promotion, pricing, sales opportunity, marketing, branding, business networking, and the requirements of the consumer.

Means of Assessment

The purpose of the End of Program assessment is to make summative interpretations for program improvement.

The Music Industry Recording Arts (AS) program used the results of music production demo projects (PLO 1), final projects (PLOs 2 and 3), a midterm project (PLO 3), a performance and touring presentation (PLO3), and a business Action Plan (PLO 4). The criteria for success stated that students should attain a minimum score of 70%.

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Data were collected during Spring 2015. The students whom were assessed achieved a minimum score of 70% on three of the four PLOs and met the criteria for success.

The 2014-15 follow-up report was completed in April 2016. The action item was successfully completed, and the results published in the 2014-15 follow-up report. The next assessment report is scheduled to be completed during the 2017-18 academic year.

For the complete 2014-15 Music Industry Recording Arts Program Assessment Report, please see Appendix B.



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Stakeholder Perceptions

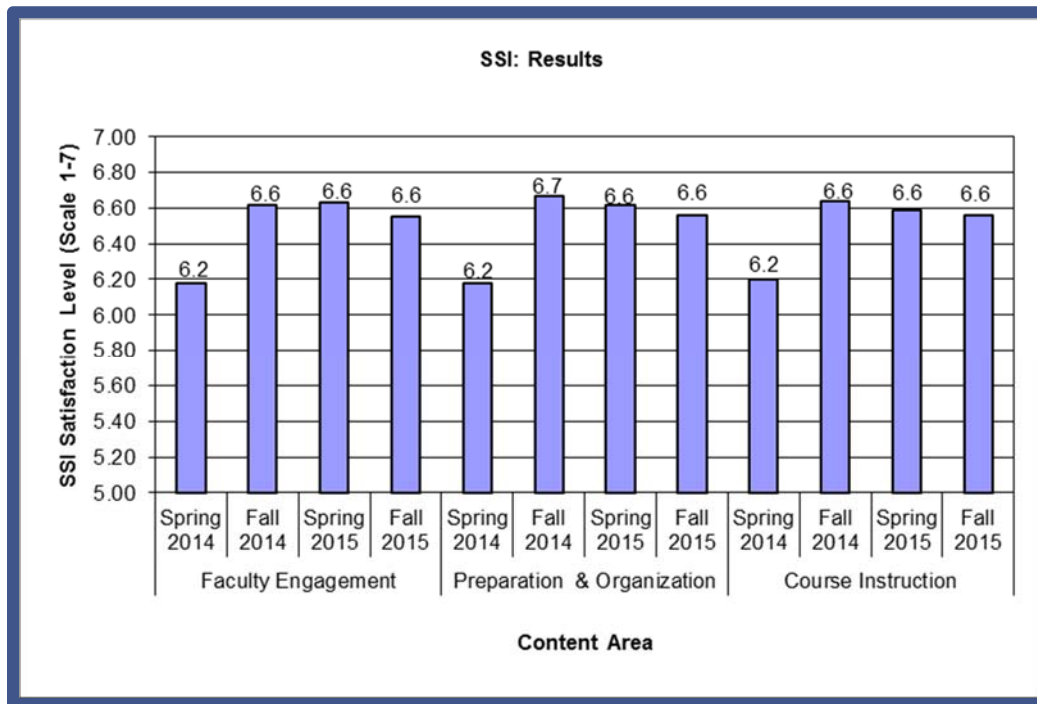
Music Industry Recording Arts - AS
2015-16 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

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Student Survey of Instruction (SSI)



Source: St. Petersburg College Student Survey of Instruction database



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Music Industry Recording Arts

2014-15 Alumni Survey Report

Survey of 2013-14 Graduates

➤ A.S. Degree: Music Industry Recording Arts

Alumni Survey Information

Graduates are sent one survey to complete, even in cases where they may have earned multiple degrees within the same year. In these cases, the reported number of surveys sent and responses received are counted once per degree or certificate awarded to the student.

Twenty-four Alumni Surveys were provided to the 2013-14 graduates of the Music Industry Recording Arts program. Responses were received from 3 A.S. graduates.

Thirteen percent (3/24) of the graduates surveyed responded to the survey. After receiving permission from the respondents to contact their employers, one employer survey was sent out. Not all respondents answer every survey question; therefore, the percentages listed below represent the responses to each survey question in relation to the total number of responses received for each question.

Notable results include:

- 100.0% (1/1) of recent graduate survey respondents, who were employed, were employed full-time.
- 100.0% (1/1) of recent graduate survey respondents had a current position related to their studies.
- 66.7% (2/3) of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to *"Change career fields"*; and 33.3% (1/3) *"Obtain employment"*.
- 66.7% (2/3) of recent graduate survey respondents indicated that their SPC degree allowed them to *"Change career fields"*; 66.7% (2/3) *"Meet certification/training needs"*; 66.7% (2/3) *"Obtain employment"*; 33.3% (1/3) *"Earn more money"*; 33.3% (1/3) *"Get a promotion"*; and 33.3% (1/3) *"Continue my education"*. [Note: The total may exceed 100% as this question allows multiple responses]
- 66.7% (2/3) of recent graduate survey respondents indicated that SPC did *"Exceptionally well"* in helping them meet their goal; and 33.3% (1/3) *"Poorly"*.
- 100.0% (1/1) of recent graduate survey respondents indicated that they earned \$10.00-\$14.99 per hour (\$21,000-\$30,999 annually).
- 33.3% (1/3) of recent graduate survey respondents indicated they are continuing their education.
- 100.0% (3/3) of recent graduate survey respondents would recommend SPC's Music Industry Recording Arts program to another.

- An evaluation of Music Industry Recording Arts graduates' general education outcomes is displayed in Table 1. Graduates indicated satisfaction with their college preparation in the area of general education outcomes. Four outcomes received a mean score of 4.7, sixteen received mean scores between 4.0 and 4.3, two received a mean score of 3.7, two received a mean score of 3.0, and one received a mean score of 2.7.

Table 1
College Preparation Ratings for Recent Music Industry Recording Arts Program Graduates

<i>General Education Outcomes</i> <i>(Five point rating scale with five being the highest)</i>	<i>Item Ratings</i>		
	<i>N</i>	<i>Mean</i>	<i>SD</i>
<i>Communicating clearly and effectively with others through:</i>			
Speaking	3	4.0	1.0
Listening	3	4.0	1.0
Reading	3	3.7	0.6
Writing	3	3.7	0.6
<i>Your use of mathematical and computational skills:</i>			
Comfortable with mathematical calculations	3	3.0	1.0
Using computational skills appropriately	3	4.0	0.0
Accurately interpreting mathematical data	3	2.7	0.6
<i>Using the following forms of technology:</i>			
Email	3	4.7	0.6
Word Processing	3	4.7	0.6
Spreadsheets	3	4.0	0.0
Databases	3	3.0	1.0
Internet Research	3	4.3	1.2
<i>Thinking logically and critically to solve problems:</i>			
Gathering and assessing relevant information	3	4.3	0.6
Inquiring about and interpreting information	3	4.3	0.6
Organizing and evaluating information	3	4.3	0.6
Analyzing and explaining information to others	3	4.3	0.6
Using information to solve problems	3	4.3	0.6
<i>Working effectively with others in a variety of settings:</i>			
Participating as a team player (e.g., group projects)	3	4.3	0.6
Working well with individuals from diverse backgrounds	3	4.0	1.0

<i>General Education Outcomes</i> (Five point rating scale with five being the highest)	<i>Item Ratings</i>		
	<i>N</i>	<i>Mean</i>	<i>SD</i>
Using ethical courses of action	3	4.0	1.0
Demonstrating leadership skills	3	4.0	1.0
<i>Appreciating the importance of lifelong learning:</i>			
Showing an interest in career development	3	4.3	0.6
Being open to new ideas and challenges	3	4.7	0.6
Willingness to take on new responsibilities	3	4.3	0.6
Pursuing additional educational opportunities	3	4.7	0.6

St. Petersburg College



Music Industry Recording Arts

2014-15 Employer Survey Report

Employer Survey of 2013-14 Graduates

Employer Survey Information

Although employers are surveyed one time per graduate, some graduates may have earned multiple awards. Therefore, the number of surveys administered and responses received are reported for each degree or certificate the student was awarded.

One employer survey was sent out to an employer based on the permission provided by recent graduates in the 2013-14 recent graduate survey. One survey respondent provided an evaluation of the graduates' college preparation. Since a single response cannot accurately represent the entire program, employer survey results about college preparation will not be reported.

O*NET Occupations

Last 60 days AND (MSA : Tampa-St. Petersburg-Clearwater, FL (Metropolitan Statistical Area))AND (SOC : Producers and Directors (27-2012)OR SOC : Composers (27-2041)OR SOC : Musicians and Singers (27-2042)OR SOC : Audio and Video Equipment Technicians (27-4011))

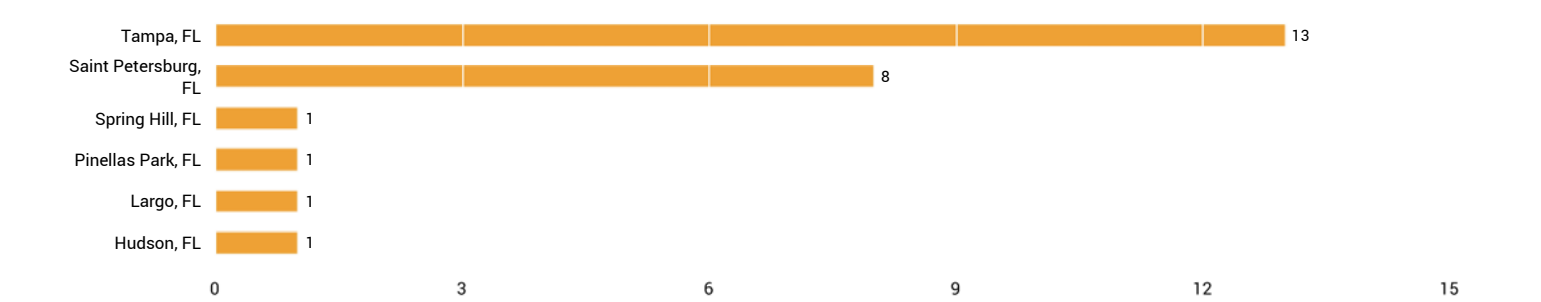
Top Cities

Mar. 13, 2016 - May 11, 2016 (Data not available after May 09, 2016)

There are 25 postings available with the current filters applied.

There are 0 unspecified or unclassified postings.

CityNumbers



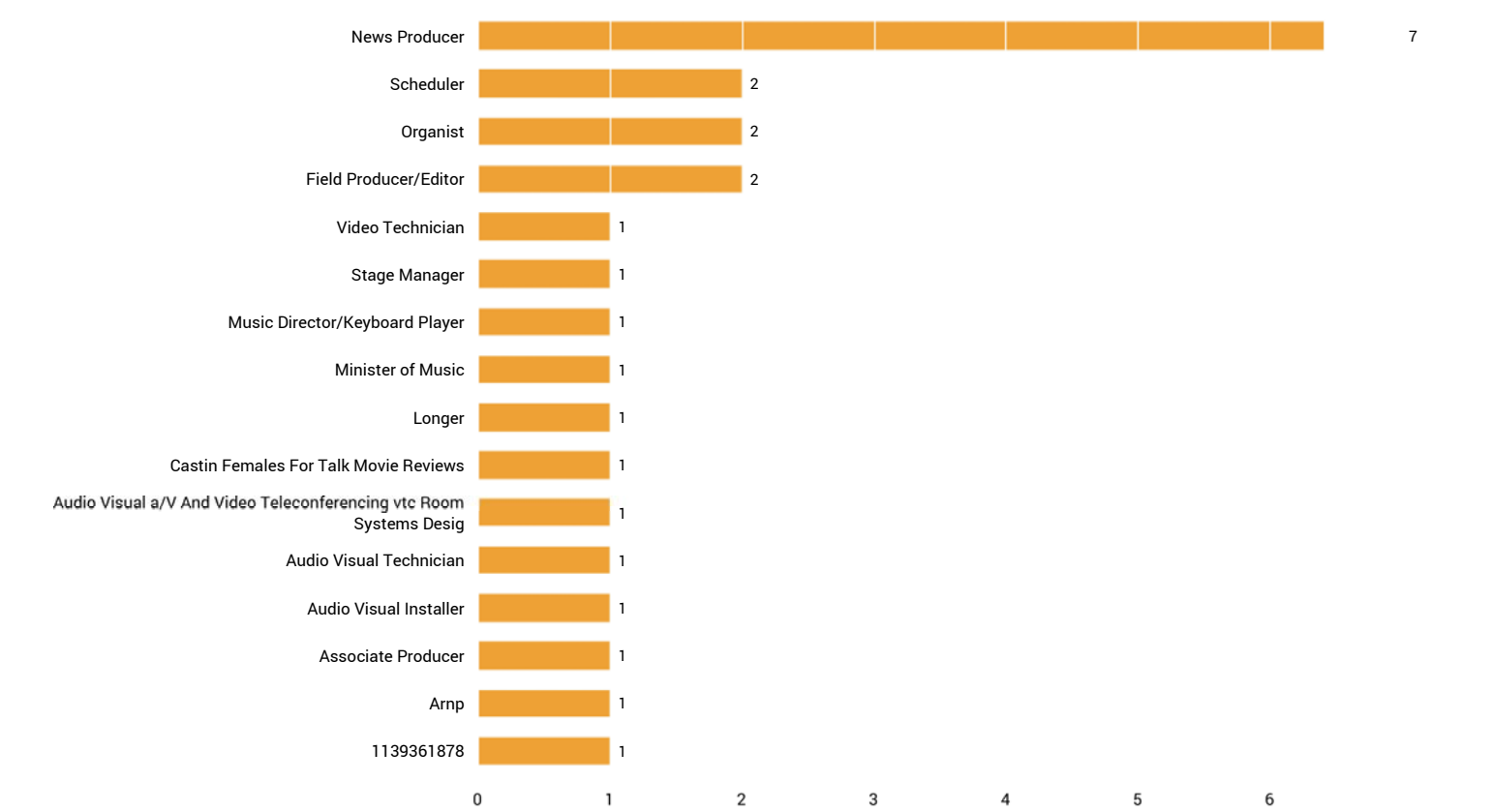
Top Titles

Mar. 13, 2016 - May 11, 2016 (Data not available after May 09, 2016)

There are 25 postings available with the current filters applied.

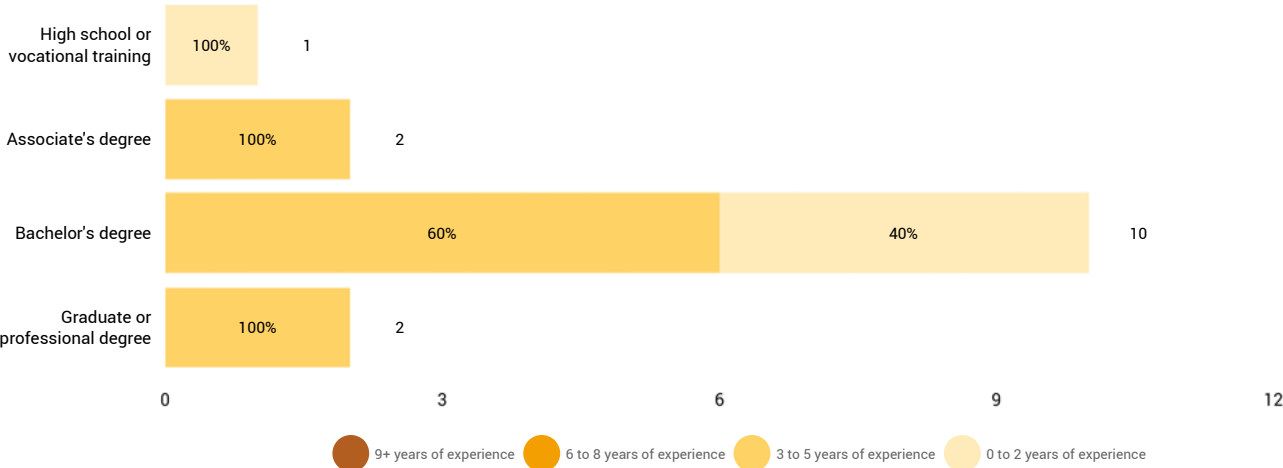
There are 0 unspecified or unclassified postings.

Numbers



Education and Experience

Note: 44% of records have been excluded because they do not include both a degree level and experience requirements. As a result, the chart below may not be representative of the full sample.
Mar. 13, 2016 - May 11, 2016 (Data not available after May 09, 2016)
There are 25 postings available with the current filters applied.
There are 11 unspecified or unclassified postings.



Top Skills

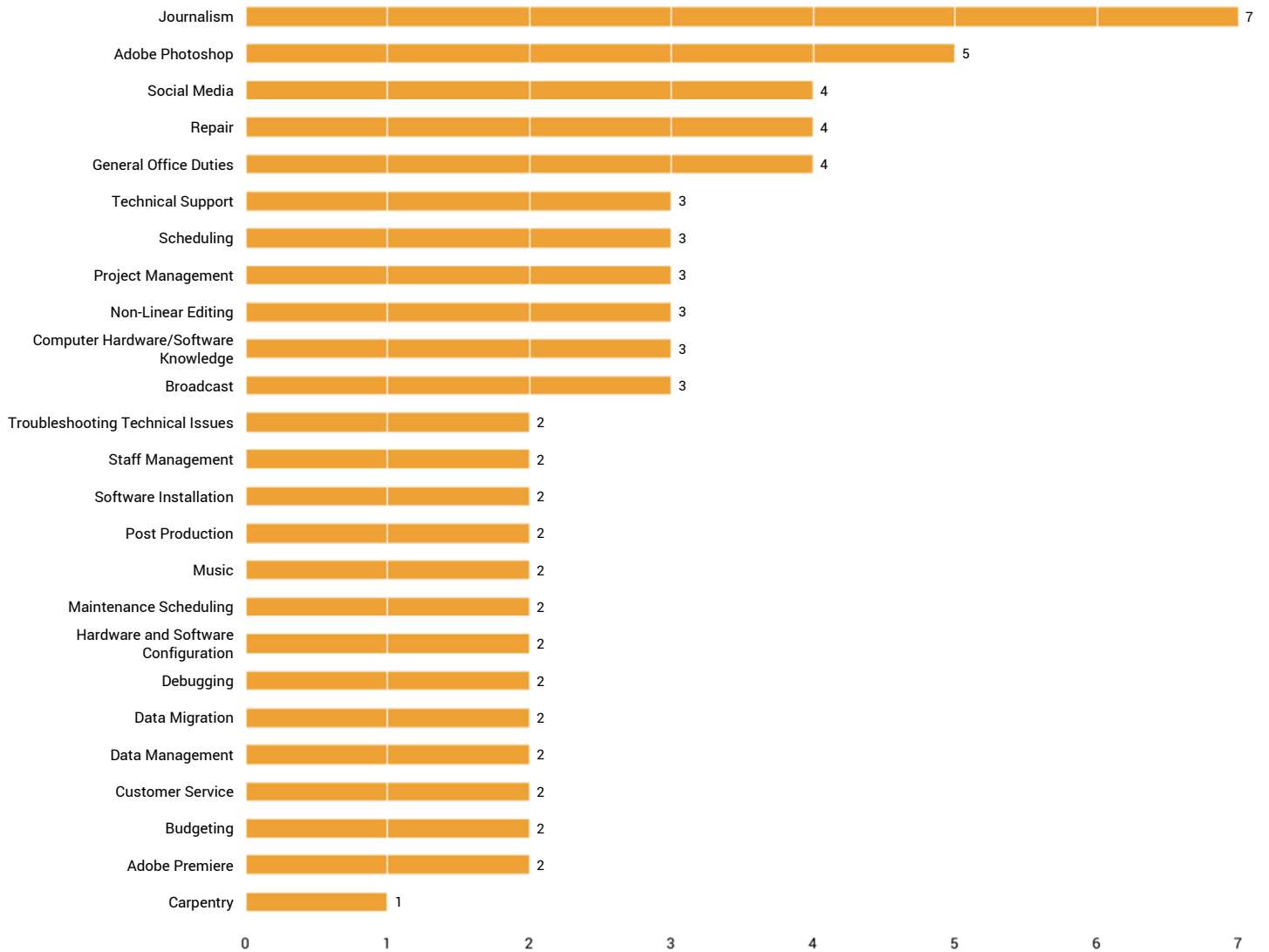
Mar. 13, 2016 - May 11, 2016 (Data not available after May 09, 2016)

There are 25 postings available with the current filters applied.

There are 5 unspecified or unclassified postings.

Specialized Skills ▼

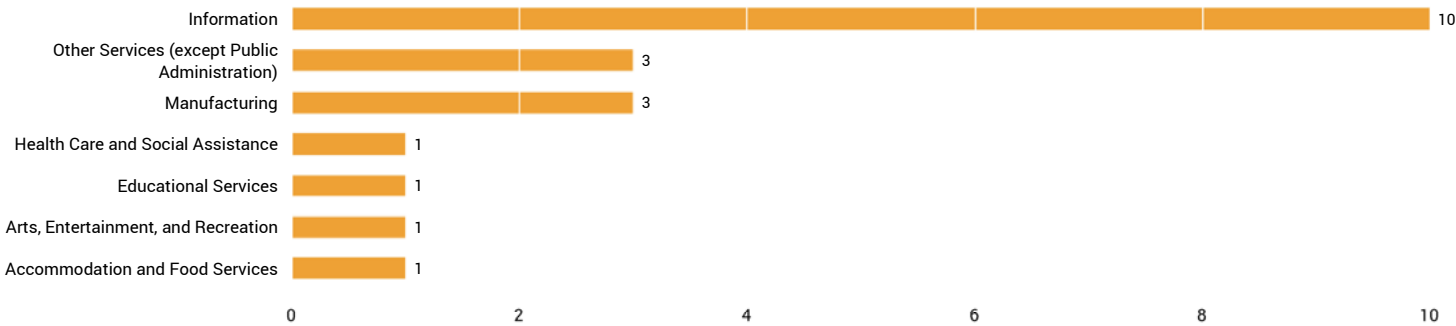
Numbers ▼



Top Industry Sectors

Mar. 13, 2016 - May 11, 2016 (Data not available after May 09, 2016)
There are 25 postings available with the current filters applied.
There are 5 unspecified or unclassified postings.

Numbers ▼



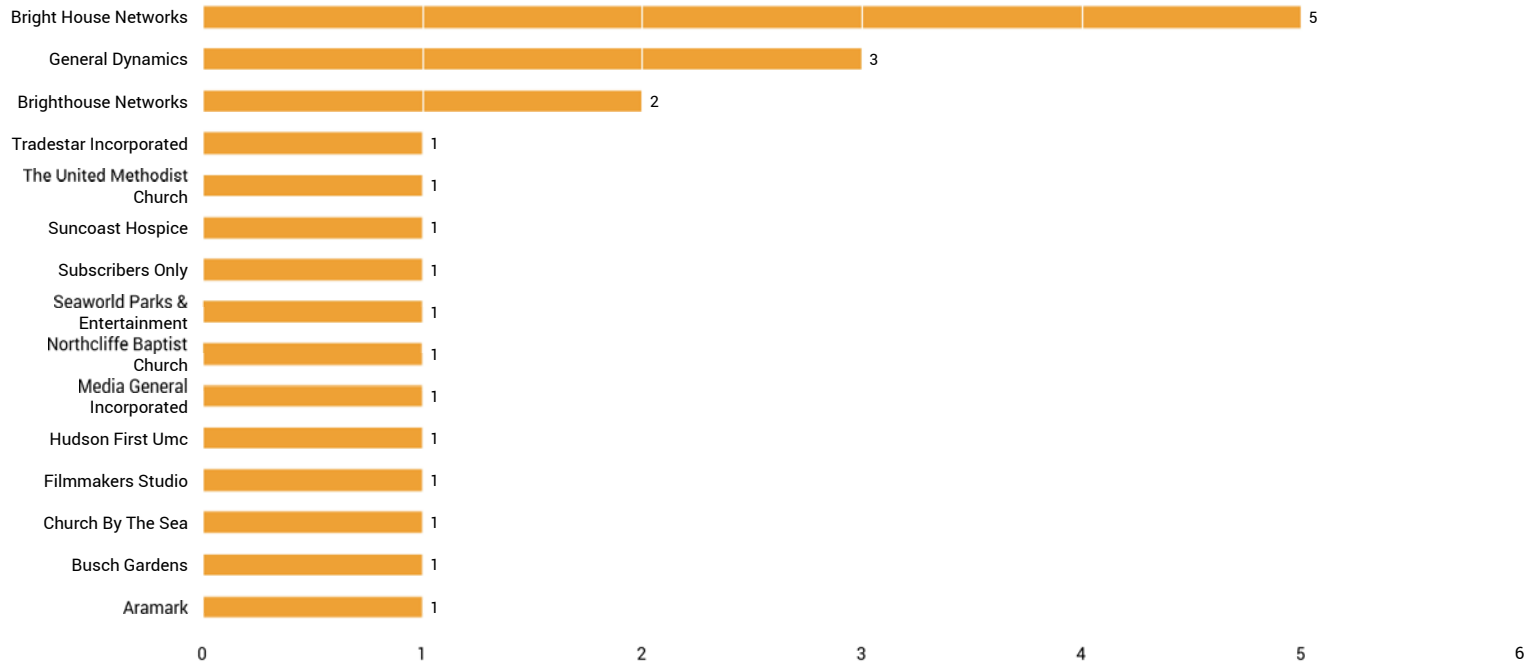
Top Employers

Mar. 13, 2016 - May 11, 2016 (Data not available after May 09, 2016)

There are 25 postings available with the current filters applied.

There are 3 unspecified or unclassified postings.

Numbers ▼



Salary Distribution

Note: 76% of records have been excluded because they do not include salary information. As a result, the chart below may not be representative of the full sample.

Mean real-time salary = N/A

Mar. 13, 2016 - May 11, 2016 (Data not available after May 09, 2016)

There are 25 postings available with the current filters applied.

There are 19 unspecified or unclassified postings.

Numbers ▼



*This report uses data from real-time job postings. Salary figures are prorated to reflect full-time, annual wage status. For additional salary data by occupation from the Bureau of Labor Statistics, please refer to the summary tables options under the occupation category on the "Create reports" tab.

Job Counts By Year

This report shows data for the following time periods: 2007, 2010, 2011, 2012, 2013, 2014 and 2015. Any active time period filters have not been applied. Percentages shown are out of the total number of postings for your selected location.

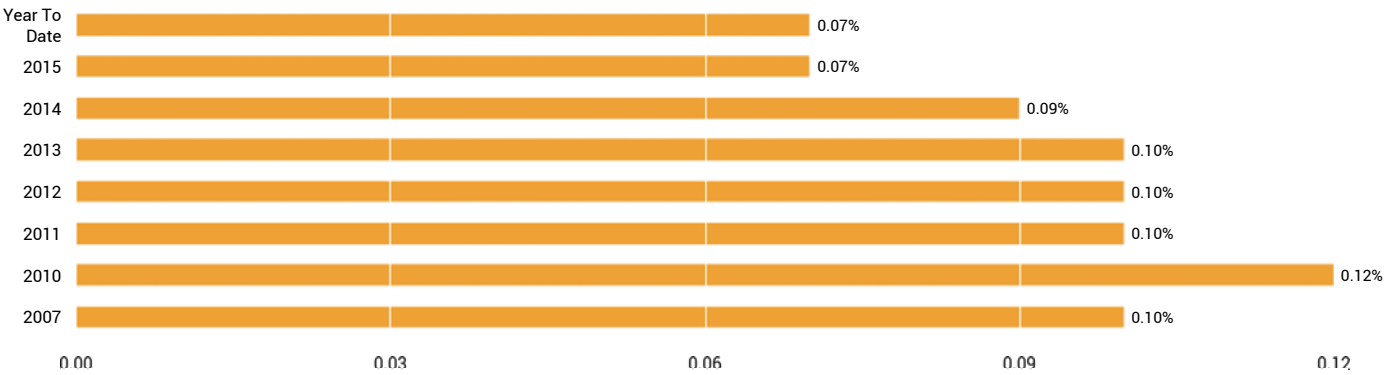
Please also note that these results reflect point-in-time data and are subject to change as improvements are made to our aggregation and reporting methodologies. Burning Glass does not recommend use of this data for time series reporting.

Mar. 13, 2016 - May 11, 2016 (Data not available after May 09, 2016)

There are 25 postings available with the current filters applied.

There are 0 unspecified or unclassified postings.

Percentages ▼





Program Action Plan

Program: Music Industry Recording Arts, AS

Date Completed: June 2016

Prepared By: Jonathan Steele

I. Action Plan Items:

	Action Item	Measure Addressed	Completion Date	Responsible Party
1	Improve Placement Rates via workforce placement, tracking of alumni self-employment/contract work, and increasing opportunities for continuing education.	Placement rate	June 2017	Hernly
2	Improve Course Fill rates by identifying and addressing redundancies in course MLOs, removing courses from the curriculum in which these redundancies occur and which suffer from chronic low enrollment; increasing course overlap slightly between subplans; and engaging in targeted recruitment to focus on the subplans with weaker enrollment.	Percent Full	June 2017	Hernly
3	Improve Alumni Survey response rates by planning and executing an alumni event and to further	Survey Response rate	June 2017	Hernly

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	encourage alumni to participate in our alumni survey.			
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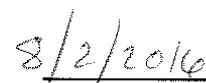
II. Special Resources Needed:

None

III. Area(s) of Concern/Improvement:

- 1.) Improve Placement Rates: Over the next year, we intend to improve placement rates for the MIRA AS program via workforce placement, tracking of alumni self-employment/contract work, and increasing opportunities for continuing education (articulation/pathways toward Bachelor's degrees).
- 2.) Improve Course Fill Rates: Over the next year, we intend to improve course fill rates by identifying and addressing redundancies in course MLOs, removing courses from the curriculum in which these redundancies occur and which suffer from chronic low enrollment; increasing course overlap slightly between subplans; and engaging in targeted recruitment to focus on the subplans with weaker enrollment. This should increase fill rates in courses that currently serve only students in lower-enrollment subplans.
- 3.) Improve Alumni Survey Response Rates: Over the next year, we intend to plan and execute an alumni event and to further encourage alumni to participate in our alumni survey. Additionally, we will create a strategic plan to improve alumni participation in this survey.


Jonathan Steele, Dean


Date



References

Rule 6A-14.060(5). *Florida Administrative Code, Accountability Standards*.
Retrieved October 2002, from the Division of Community Colleges
Web site: <http://www.firn.edu/doe/rules/6A-14.htm>

Contact Information

Please address any questions or comments regarding this evaluation to:

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Executive Director, Institutional Research and Effectiveness
St. Petersburg College, P.O. Box 13489, St. Petersburg, FL 33733
(727) 341-3118
crawford.sabrina@spcollege.edu

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Appendices

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PROGRAM OF STUDY
Fine Arts/Humanities Department
Music Industry/Recording Arts Associate in Science
MIRAS-AS

Effective Beginning Catalog Term: Fall 2015 (0505)

The requirements below may not reflect degree requirements for continuing students. Continuing students should visit **My SPC** and view **My Learning Plan** to see specific degree requirements for their effective Catalog term.

Program Leadership Information

Patrick Hernly, Academic Department Chair, SPG
hernly.patrick@spcollege.edu
(727) 341-4364

Dr. Jonathan Steele, Dean, CL
steele.jonathan@spcollege.edu
(727) 791 - 5987

Program Summary

Our program helps students develop “real world” skills that artists need to thrive in a diverse and competitive music industry. The program offers a well-rounded, technology-based educational experience to student musicians, composers, producers, DJs, live-sound reinforcement enthusiasts, broadcast audio engineers, and post-production technologists. The program emphasizes creative processes, technical training, business practices and entrepreneurial skills in a collaborative environment.

The **Academic Pathway** is a tool for students that lists the following items:

- the recommended order in which to take the program courses
- suggested course when more than one option exists
- which semester each course is typically offered
- if the course has a prerequisite
- courses that may lead to a certificate (if offered in the program)

If you are starting the program this term, click here to access the [recommended Academic Pathway](#).

If you have already started the program, click here for the [archived Academic Pathways](#).

Please verify the Academic Pathway lists your correct starting semester.

Job-Related Opportunities

Information is not Currently Available

Admission Rules

Before entering the first term of the MIRA core courses students must complete all developmental coursework as identified by the college placement test. Developmental courses include REA 0007, REA 0017, REA 0990, ENC 0015, ENC 0025, ENC 0990, MAT 0012L, 0018, 0028, 0990 and SLS 1101. Students who have placed in college level coursework may enter the MIRA program anytime during the first semester.

AS GENERAL EDUCATION REQUIREMENTS
Communications - Composition I

Credits

Complete 3 credits from the approved General Education Composition I coursework. Minimum grade of "C" required. This requirement must be completed within the first 24 credits of coursework toward the AS degree.	3
Total Credits	3
AS GENERAL EDUCATION REQUIREMENTS	Credits
Communications - Speech	
Complete 3 credits from the approved General Education Speech coursework . Minimum grade of "C" required.	3
Total Credits	3
AS GENERAL EDUCATION REQUIREMENTS	Credits
Social and Behavioral Sciences	
Complete 3 credits from the approved General Education Social and Behavioral Sciences coursework. Minimum grade of "C" required.	3
Total Credits	3
AS GENERAL EDUCATION REQUIREMENTS	Credits
Humanities and Fine Arts	
Complete 3 credits from the approved General Education Humanities and Fine Arts coursework. Minimum grade of "C" required.	3
Total Credits	3
AS GENERAL EDUCATION REQUIREMENTS	Credits
Mathematics	
Complete 3 credits from the approved General Education Mathematics coursework. Minimum grade of "C" required.	3
Total Credits	3
AS GENERAL EDUCATION REQUIREMENTS	Credits
Ethics	
Complete 3 credits from the approved General Education Ethics coursework. Minimum grade of "C" required.	3
Total Credits	3
AS GENERAL EDUCATION REQUIREMENTS	Credits
Computer/Information Literacy Competency	

Competency may be demonstrated by completing the Computer Information and Literacy Exam (CGS 1070T) OR by successful completion of one of the approved Computer/Information Literacy Competency courses. No minimum credits required.

Total Credits	0
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AS GENERAL EDUCATION REQUIREMENTS

Enhanced World View

Credits

Complete at least one 3-credit course intended to enhance the student's world view in light of an increasingly globalized economy. Minimum grade of "C" required. In some cases, this course may also be used to satisfy another General Education Requirement.

Total Credits	0
----------------------	----------

MAJOR CORE COURSES

Complete 23 credits

Credits

MUM 2707	📖	Practical Music Business	3
MUM 2313	📖	Legal Issues in Music	3
MUM 2600	📖	Music Technology and Recording Techniques I	3
MUM 2601	📖	Music Technology and Recording Techniques II	3
MUM 2601L	📖	Music Technology and Recording Techniques II-Lab	1
MUM 2602	📖	Music Technology and Recording Techniques III	3
MUM 2602L	📖	Music Technology and Recording Techniques III - Lab	1
MUM 2603	📖	Music Technology and Recording Techniques IV	3
MUS 1621	📖	Acoustics and Psychoacoustics	3
Total Credits			23

SUBPLANS

Select one Specialist Subplan from below (Complete 23 credits)

Credits

Total Credits	23
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SUBPLAN CORE COURSES

Subplan: Production (Complete 19 credits)

Credits

MUM 1629	📖	Audio Mixing Techniques I	3
MUM 1629L	📖	Audio Mixing Techniques I Lab	1
MUM 1662	📖	Live Sound Reinforcement Techniques	3
MUM 1942	📖	Internship: Sound Engineering I	1
MUM 2609	📖	Critical Listening: Analysis of Contemporary Production Techniques	3
MUM 2612	📖	Critical Listening II: Analysis of Contemporary Production Techniques	3
MUM 2678	📖	Audio Mixing Techniques II	3
MUM 2678L	📖	Audio Mixing Techniques II Lab	1
MUM 2945	📖	Internship: Sound Engineering II	1 - 4











SUBPLAN ELECTIVE COURSES**Subplan: Production (Select 3 credits)**

	Credits
MUT 1001  Fundamentals Of Music	3
MUT 2341  Contemporary Music Theory I	3


SUBPLAN ELECTIVE COURSES**Subplan: Production (Select 1 credit)**

	Credits
Select 1 credit from the Suggested Ensembles Elective Courses or Suggested Applied Lesson Elective Courses.	1






SUBPLAN CORE COURSES**Subplan: Artist with Composition Focus (Complete 22 credits)**

	Credits
MUC 1621  Composition in Modern Media	2
MUC 2000  Songwriting	2
MUC 2001  Songwriting II	2
MUC 2622  Composition in Modern Media 2	2
MUC 2631  Avid Pro Tools for the Composer	3
MUT 2341  Contemporary Music Theory I	3
MUT 2341L  Contemporary Ear Training I	1
MUT 2342  Contemporary Music Theory II	3
MUT 2342L  Contemporary Ear Training II	1
MUM 2609  Critical Listening: Analysis of Contemporary Production Techniques	3

SUBPLAN ELECTIVE COURSES**Subplan: Artist with Composition Focus (Select 1 credit)**

	Credits
MVK 1111  Class Piano	1
Any one credit applied keyboard course with an MVK or MVJ prefix	1

SUBPLAN CORE COURSES**Subplan: Artist with Performance Focus (Complete 7 credits)**

	Credits
DAA 1810  Stage Movement Technique	1
MUM 1030  Performance Techniques	1
MUN 1700  Improvisation Ensemble	1
MUT 2341  Contemporary Music Theory I	3
MUT 2341L  Contemporary Ear Training I	1












SUBPLAN ELECTIVE COURSES**Subplan: Artist with Performance Focus (Select 2 credits)****Credits**

Complete 2 levels of secondary instrumental study from courses with MVB, MVJ, MVK, MVP, MVS, or MVV prefixes. (ex: MVK 1111--Classical Piano I and MVK 2121--Classical Piano II)	2
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SUBPLANS






Subplan: Artist with Performance Focus (Select 14 credits)	Credits
Select 6 credits from the Suggested Ensembles Elective Courses.	6
Select 8 credits from the Suggested Applied Lesson Elective Courses.	8

SUBPLAN ELECTIVE COURSES

Suggested Ensemble Elective Courses	Credits
MUN 1031  Rock Ensemble I	1
MUN 1032  Rock Ensemble II	1
MUN 1710  Jazz Band	1
MUN 1711  Jazz Combo	1
MUN 1712  Jazz Combo II	1
MUN 1718  Rhythm & Blues Ensemble	1
MUN 1810  Steel Drum Ensemble	1
MUN 2004  Recording Studio Ensemble	1
MUN 2022  Laptop and Electronic Arts Ensemble	1
MUN 2709  Rhythm Section Boot Camp	1
MUN 2719  Rhythm & Blues Ensemble II	1

SUBPLAN ELECTIVE COURSES

Suggested Applied Lesson Elective Courses	Credits
MUM 1034  Vocal Coaching For The Recording Studio	2
MUM 2035  Vocal Coaching for the Recording Studio II	2
MVB 1317  Contemporary Brass Techniques I	2
MVB 2327  Contemporary Brass Techniques II	2
MVJ 1010  Applied Music Enrichment - Jazz Piano	1 - 2
MVJ 2020  Applied Music Enrichment - Jazz Piano	1 - 2
MVK 1115  Popular Piano Techniques	1 - 2
MVK 1215  Contemporary Keyboard Techniques I	2
MVK 2125  Popular Piano Techniques II	1 - 2
MVK 2225  Contemporary Keyboard Techniques II	2
MVP 1317  Contemporary Drumkit Technique I	2
MVP 2327  Contemporary Drumkit Technique II	2
MVS 1317  Electric Bass for Rock, jaxx, Blues & Funk I	2
MVS 1318  Contemporary Guitar Techniques I	2
MVS 2327  Electric Bass for Rock, Jaxx, Blues & Funk II	2
MVS 2328  Cont. Guitar Techniques II	2
MVV 1317  Contemporary Vocal Style I	1 - 2
MVV 2327  Contemporary Vocal Style II	1 - 2

MVW 1317 	Contemporary Woodwind Techniques I	2
MVW 2327 	Contemporary Woodwind Techniques II	2
MUM 2670 	Avid Pro Tools 101/110	3
MUM 2671 	Avid Pro Tools 201/210	3
MUM 2679 	Avid Pro Tools 310M (Expert Certification)	3
Total Credits		64

PID 432



Program Assessment Report

Program: Music Industry Recording Arts

Report Year: 2014-15

Drafted by Patrick Hemly on Sep 23, 2015

Overall Introduction

In support of the mission of St. Petersburg College, faculty committees established thirteen value statements. Three of these value statements are:

- Student Focus: We believe students are the heart of SPC! All SPC resources, decisions, and efforts are aligned to transform students' lives to empower them to finish what they start!
- Academic Excellence: We promote academic excellence through interactive, innovative, and inquiry-centered teaching and learning.
- Culture of Inquiry: We encourage a data-driven environment that allows for open, honest dialogue about who we are, what we do, and how we continue to improve student success.

It is the intent of St. Petersburg College to incorporate continuous improvement practices in all areas. Assessment reports provide comparisons of present and past results which are used to identify topics where improvement is possible. SPC has traditionally used past results as a vital tool in achieving its commitment to continuous improvement.

Program Learning Outcomes

#1: Music Technology: Students will complete collaborative and individual projects that demonstrate proficiency and creativity in the application of practical recording and production techniques, organizational and technical skills, utilizing current DAW software, recording studio equipment and infrastructure.

I. Use of Past Results

PLOs were not formally identified for the program in previous years. While the attached document is evidence that the program discussed how to proceed with administering an end-of-program assessment, no proposed methods for data collection were put forth, nor did any formal data collection take place.

During 2015, a final project assignment was implemented within MUM 2603: Music Technology and Recording Techniques IV to assess the music technology skills noted in PLO 1. The program also aligned the core courses: MUS 1360, MUM 2600, MUM 2601, MUM 2601L, MUM 2602, MUM 2602L.

II. Methodology

Means of Assessment: The students were assessed via music production demo projects in MUM 2603. Each student in the course was required to submit a final recording demo project at the end of the semester. Students were required to book time in the MIRa recording studio, book a band, track the recording session, mix and edit the recording in Pro Tools, and submit their files according to instructions from the professor.

Date(s) of Administration: spring semester 2015 (0495)

Assessment Instrument: A scoring rubric was used, reflecting data collected from student music production projects in MUM 2603. The rubric addressed:

- Application of practical recording and production techniques and technologies
- Application of organizational, collaborative and project management skills
- Drums and "real" instruments used in final project
- Completion of proposed project (as proposed, or with 'detours')

Population: Students in MUM 2603, which is part of the core curriculum in MIRA

III. Criteria for Success

Students will achieve a minimum score of 70%.

IV. Summary of Assessment Findings

Program Learning Outcome 1 Results				
Course	Number of students	Criteria for success	Mean	Met Criteria
Class #1717	18	70%	91.5%	Yes
Class #1997	11	70%	85.1%	Yes

V. Discussion and Analysis of Assessment Findings

The data suggest that students in the core music technology curriculum are successfully mastering the music technology Program Learning Outcome. Students in both MUM 2603 courses surpassed the criteria for success.

In future assessment reports, it will be helpful to display aggregated class data within the PLO Rubric.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- [Revise assessment instrument in order to assess the specific skill outlined in the PLO \(assessment instruments\).](#)
- / Dec 2015
- [Develop standardized rubric to align with PLOs - We will devote time in bi-monthly meetings toward developing and revising assessment instruments. We will focus on strategies for implementing these instruments into core courses so that data collection will be just one more facet of doing business.](#)
- Patrick Hernly / Dec 2015

#2: Acoustics: Students will analyze, design, and optimize a given space for use as a recording studio, with room acoustics to support professional results.

I. Use of Past Results

PLOs were not formally identified for the program in previous years. While the attached document is evidence that the program discussed how to proceed with administering an end-of-program assessment, no proposed methods for data collection were put forth, nor did any formal data collection take place.

MIRA faculty met throughout 2015 to select primary assessment courses/assignments. During 2015, a final project was implemented within MUS1621: Acoustics and psychoacoustics to assess the acoustics skills noted in PLO 2.

II. Methodology

Means of Assessment: Students complete a final project that encompasses acoustics skills to support professional results. The final project includes a paper, top view drawing, & a side view drawing files that demonstrate proficiency.

Date(s) of Administration: Spring semester 2015 (0495)

Assessment Instrument: Students must complete the final project which is then assessed by the instructor using a standard rubric.

The rubric addressed:

Written Paper

- Discussion of Room Modes
- Discussion of Reverb Time
- Anomalies and Acoustic Treatment to resolve them
- Discussion of the purpose of the room

Top view drawing

- Listening position
- Monitor Placement
- Placement of Acoustic Treatment

Side view drawing

- Listening position
- Monitor Placement
- Placement of Acoustic Treatment

Population: All students enrolled in MUS 1621, which is part of the core curriculum in MIRA.

III. Criteria for Success

Students will achieve a minimum score of 70%.

IV. Summary of Assessment Findings

Program Outcome 2 Results				
Course	Number of students	Criteria for success	Mean	Met Criteria
Class #1533	3	70%	92.0%	Yes
Class #1534	16	70%	69.8%	No

V. Discussion and Analysis of Assessment Findings

Students successfully satisfied the PLO criteria for success. One section performed better than the other, but there were imbalances in the class sizes.

While class# 1533 had a significantly higher average score, there were only 3 students in the class. Class #1534, with 16 students, landed almost squarely on the 70% mark. Class #1534 did not meet criteria for success however, missing the target by 10%.

In future semesters, data will be displayed in aggregated rubric display format.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- [Revise assessment instrument in order to assess the specific skill outlined in the PLO \(assessment instruments\).](#)
- / Dec 2015
- [Develop standardized rubric to align with PLOs - We will devote time in bi-monthly meetings toward developing and revising assessment instruments. We will focus on strategies for implementing these instruments into core courses so that data collection will be just one more facet of doing business.](#)
- Patrick Hernly / Dec 2015

-
- #3:** Legal: Students will identify and analyze legal issues, including intellectual property, business entities, contracts and specific provisions in record agreements, performance/touring, royalty payments, licensing, publishing, and negotiation strategies, in real-world music industry situations from multiple perspectives, including musician, studio owner, engineer, record label executive, and producer.
-

I. Use of Past Results

PLOs were not officially declared for the program in previous years. While the attached document is evidence that the program discussed how to proceed with administering an end-of-program assessment, no proposed methods for data collection were put forth, nor did any formal data collection take place.

MIRA faculty met throughout 2015 to select primary assessment courses/assignments. During 2015, three assignment (mid term project, final project, performance/presentation) were implemented within MUS02313: Legal Issues in Music to assess the legal skills noted in PLO 3

II. Methodology

Means of Assessment: Students were assessed via three class assignments in MUM2313

- Final Project - Comprehensive project addressing all areas of legal issues pertaining to the music industry.
- Midterm Project -ID & explanation of common legal problems associated with a particular position within the music industry, discussion of ways to prevent and/or resolve those problems, providing real-world situations & examples.
- Performance and Touring Presentation - Students were required to present important and accurate information about the legal and business side of Performing and Touring, providing real-world examples, in a creative, entertaining, and professional manner.

Date(s) of Administration: Spring semester 2015 (0495)

Assessment Instrument: Each of the assignments were assessed using a detailed rubric that addressed.

Final Assignment Grading Rubric

- Business Legal Structure of the Studio
- Contracts
- Controlled Composition Clause

Midterm Project Rubric

- ID & explanation of common legal problems
- Prevent and/or resolve legal problems
- Real world situations & examples connected to legal issue(s)

Performance and Touring Presentation Grading Rubric

- Legal and business side of Performing and Touring
- Real-world examples

Population: All students in MUM 2313, which is part of the core curriculum in MIRA.

III. Criteria for Success

Students will achieve a minimum score of 70%.

IV. Summary of Assessment Findings

Program Outcome 3 Results – Midterm Assignment				
Course	Number of	Criteria for	Mean	Met Criteria

	Students	Success		
Class #2961	15	70%	91.5%	Yes
Class #2962	13	70%	84.84%	Yes

Program Outcome 3 Results – Performance and Touring Presentation				
Course	Number of Students	Criteria for Success	Mean	Met Criteria
Class #2961	15	70%	86.92%	Yes
Class #2962	13	70%	97.27%	Yes

Program Outcome 3 Results – Final Assignment				
Course	Number of Students	Criteria for Success	Mean	Met Criteria
Class #2961	15	70%	79%	Yes
Class #2962	13	70%	90.72%	Yes

V. Discussion and Analysis of Assessment Findings

The data suggest that students are successfully mastering the Legal Issues Program Learning Outcome. For each of the three assignments students surpassed the criteria for success.

A standard rubric displaying the discreet skills included within this PLO is still in development; however, the overall project grade still reflects overall student success in the PLO.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- [Revise assessment instrument in order to assess the specific skill outlined in the PLO \(assessment instruments\).](#)
- / Dec 2015
- [Develop standardized rubric to align with PLOs - We will devote time in bi-monthly meetings toward developing and revising assessment instruments. We will focus on strategies for implementing these instruments into core courses so that data collection will be just one more facet of doing business.](#)
- Patrick Hernly / Dec 2015

-
- #4:** Business: Students will prepare a music business Action Plan that will include promotion, pricing, sales opportunity, marketing, branding, business networking, and the requirements of the consumer.
-

I. Use of Past Results

PLOs were not officially declared for the program in previous years. While the attached document is evidence that the program discussed how to proceed with administering an end-of-program assessment, no proposed methods for data collection were put forth, nor did any formal data collection take place.

MIRA faculty met throughout 2015 to select primary assessment courses/assignments. During 2015, an action plan assignment was implemented within MUS2707: Practice Music Business to assess the business skills noted in PLO 4

II. Methodology

Means of Assessment: Students were assessed via a business “Action Plan” final project appropriate for their field of interest and specialization in the MIRA program. This action plan addressed those skill sets the student needed to master in order to successfully develop their music business interest and potential. The final document included personalized instructions and procedures for the student to follow as a roadmap to achieve the business goals they have identified in their course of study. The components of this action plan included, but were not limited to promotion, pricing, sales opportunity, marketing, branding, business networking, and the requirements of the consumer.

Date(s) of Administration: Spring semester 2015 (0495)

Assessment Instrument: A rubric displaying the discreet skills included within this PLO is still in development; however, the overall project grade still reflects overall student success in the PLO.

Population: All students in MUM 2707, which is part of the core curriculum in MIRA

III. Criteria for Success

Students will achieve a minimum score of 70%.

IV. Summary of Assessment Findings

Program Outcome 4 Results				
Course	Number of students	Criteria for success	Mean	Met Criteria
3274	15	70%	91%	Yes

V. Discussion and Analysis of Assessment Findings

Based on student scores for the final project in course 3274, the mean score on the assessment instrument was 91%. Students in MUM 2707 surpassed the criteria for success.

In the future, it will be helpful to display aggregated class data within a standard PLO Rubric.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- [Revise assessment instrument in order to assess the specific skill outlined in the PLO \(assessment instruments\).](#)

- / Dec 2015
- Develop standardized rubric to align with PLOs - We will devote time in bi-monthly meetings toward developing and revising assessment instruments. We will focus on strategies for implementing these instruments into core courses so that data collection will be just one more facet of doing business.
- Patrick Hernly / Dec 2015

Action Plan

Category	Action Plan Detail / Implications	For PLO	Responsible Party / Due Date
D. Improve Assessment Methodology			
D4. Improve method of data collection & analysis			
	Revise assessment instrument in order to assess the specific skill outlined in the PLO (assessment instruments).	#1, #2, #3, #4	Dec 2015
D5. Revise assessment instruments			
	Develop standardized rubric to align with PLOs - We will devote time in bi-monthly meetings toward developing and revising assessment instruments. We will focus on strategies for implementing these instruments into core courses so that data collection will be just one more facet of doing business.	#1, #2, #3, #4	Patrick Hernly Dec 2015

Approvals

Program Administrator:

Patrick Hernly - Academic Chair, MIRA

Approved by Patrick Hernly - Academic Chair, MIRA on Sep 23, 2015

Educational Outcomes Coordinators:

Joe Boyd - Assessment Coordinator

Magaly Tymms - Assessment Director

Approved by Magaly Tymms - Assessment Director on Oct 22, 2015

Dean:

Jonathan Steele - Dean of Humanities and Fine Arts

Approved by Jonathan Steele - Dean of Humanities and Fine Arts on Nov 18, 2015

Senior Vice President:

Anne Cooper - Senior VP Instruction and Academic Programs

Approved by Anne Cooper - Senior VP Instruction and Academic Programs on Nov 18, 2015



Program Assessment Followup Report

Program: Music Industry Recording Arts

Report Year: 2014-15

Drafted by Patrick Hernly on Apr 29, 2016

Program Learning Outcomes

- #1:** Music Technology: Students will complete collaborative and individual projects that demonstrate proficiency and creativity in the application of practical recording and production techniques, organizational and technical skills, utilizing current DAW software, recording studio equipment and infrastructure.
- #2:** Acoustics: Students will analyze, design, and optimize a given space for use as a recording studio, with room acoustics to support professional results.
- #3:** Legal: Students will identify and analyze legal issues, including intellectual property, business entities, contracts and specific provisions in record agreements, performance/touring, royalty payments, licensing, publishing, and negotiation strategies, in real-world music industry situations from multiple perspectives, including musician, studio owner, engineer, record label executive, and producer.
- #4:** Business: Students will prepare a music business Action Plan that will include promotion, pricing, sales opportunity, marketing, branding, business networking, and the requirements of the consumer.

Action Plan

Completed Action Items

Category	Action Plan Detail / Completion Explanation	For PLO	Responsible Party / Due Date
D. Improve Assessment Methodology			
D4. Improve method of data collection & analysis			
	Revise assessment instrument in order to assess the specific skill outlined in the PLO (assessment instruments). Explanation: All assessment instruments are stipulated, and data are easily collected and stored via the MyCourses LMS.	#1, #2, #3, #4	Dec 2015
D5. Revise assessment instruments			
	Develop standardized rubric to align with PLOs - We will devote time in bi-monthly meetings toward developing and revising assessment instruments. We will focus on strategies for implementing these instruments into core courses so that data collection will be just one more facet of doing business. Explanation: We developed rubrics for assessing data collected using all instruments.	#1, #2, #3, #4	Patrick Hernly Dec 2015

Incomplete Action Items

Category	Action Plan Detail / Explanation / Completion Plan	For PLO	Responsible Party / Due Date
There are no items to display			

Evaluation of the Impact of Action Plan Items on Program Quality

The rubric and improved assessment methods have improved data collection and analysis, allowed the program to see where students excel and need work, and identified skills on which to focus.

Approvals

Program Administrator:

Patrick Hernly - Academic Chair, MIRA

Approved by Patrick Hernly - Academic Chair, MIRA on Apr 29, 2016

Educational Outcomes Coordinators:

Joe Boyd - Assessment Coordinator

Magaly Tymms - Assessment Director

Approved by Magaly Tymms - Assessment Director on Apr 29, 2016

Dean:

Jonathan Steele - Dean of Humanities and Fine Arts

Approved by Jonathan Steele - Dean of Humanities and Fine Arts on Apr 29, 2016

Senior Vice President:

Anne Cooper - Senior VP Instruction and Academic Programs

Approved by Anne Cooper - Senior VP Instruction and Academic Programs on Apr 29, 2016



Appendix C: 2015 Advisory Committee Minutes and Recommendations

Advisory Board Meeting Minutes for September 2014 and 2015 are provided within this Appendix.

For additional Advisory Board Committee Minutes and Recommendations, please refer to the following link:

http://www.spcollege.edu/epicenter/advisory/advisory_committees.htm



Music Industry Recording Arts - AS
2015-16 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

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ADVISORY COMMITTEE LUNCHEON

Time of meeting: 10:30AM

Location: EpiCenter, Room 1-328

Meeting called to order by: Dr. Jonathan Steele

Members in attendance: Dr. Patrick Hernly, Dr. Jonathan Steele, Nancy Smith, Damon Dougherty, Dave Greenberg, Tom Block, Steve Kornell, Jeanne Reynolds, Rosaria Pipitone, Chris Powers, Sheila Cowley, Susan Biszewski-Eber, Phil Benito, Katie Hicks

Time of adjournment: 12:00PM

Recorder: Katie Hicks

MEETING AGENDA

- BAS moratorium
- MIRA outreach updates: Gasparilla Music Festival, WMNF New Sounds of the Left Coast
- The Royal Theater
- MIRA instrument writing contest
- Learning partnerships
- Open discussion

ITEM	DISCUSSION/ RECOMMENDATIONS	ACTION
Dr. Steele called meeting to order	I. Announcement of Robin Sibuciao's resignation from the MIRA Advisory Committee due to his own business commitments.	Understood
	II. Dr. Patrick Hernly is now the MIRA Chair.	
BAS Moratorium	III. Pat began with an update of the BAS degree <ul style="list-style-type: none"> A. Internally, the 4- year degree has been approved. B. The state is investigating all 4-year degree proposals, so we are on a pause. C. Dr. Steele and Pat will have a meeting this Friday with Jesse Coraggio and will have more updates then. D. There is talk of having the BAS program ready in the fall 2015. 	Understood
	IV. Pat- big agenda item of Dr. Law: certificates <ul style="list-style-type: none"> A. Certificates would be 15 credits 	

	<p>B. Would not be an industry certification. It would be considered the bare minimum requirement to become employed.</p> <p>C. Provides more entry and exit points for students.</p> <ol style="list-style-type: none"> 1. Students can leave with these credits and if they return, credits earned will apply to the AS degree. <p>D. Steve mentioned certificates would be more powerful if industry certification was included.</p> <ol style="list-style-type: none"> 1. Much discussion regarding the pros and cons of the certificates <p>E. Dr. Steele explained the idea from the state regarding certificates is it's better they have something to be employed with than nothing at all.</p> <p>F. Pat suggested the action plan should be to produce the BAS, AS, & certificates with industry certification and then track how everything does.</p> <p>G. Damon and Phil explained the presentation of these degrees to students is important.</p> <ol style="list-style-type: none"> 1. Sheila mentioned that working adults could benefit. 2. Schedule of classes would be very important-evening and weekends. <p>H. Tom asked if we have industry certification now.</p> <ol style="list-style-type: none"> 1. Pat- we do not. It is high on our list, just hard to find an instructor credentialed to teach at college and is an expert. 	<p>Advisors: we would like to know what certificates are out there employers would want employees to have.</p>
MIRA Outreach Updates	<p>V. Rosaria reviewed the MIRA street team mission statement</p> <p>VI. Palladium tickets will be given away (if won on a roulette wheel) in exchange for email addresses.</p> <p>VII. Street Team will be involved with the Saturday Morning Market, the Venture Compound, First Friday, Florida Craftsmen Festival, Singer/Songwriter nights at the Ale & the Witch.</p>	
MIRA Street Team		
Writing Contest	<p>VIII. MIRA is hosting a student writing contest and winner will receive a \$500 check. This money was raised at the Gasparilla Music Festival. Winner will be announced at the October 9th, speed networking event.</p> <p>IX. Students are to write about how they will use their talent for the good of the community.</p>	<p>If anyone would like the street team at an event, please contact Rosaria or Katie.</p>

WMNF New Sounds Committee	<ul style="list-style-type: none"> A. Sheila gave the idea of students performing at All Children's Hospital. B. Dave would like to get the MIRA Guild involved with this. 	
The Royal Theater & other youth outreach initiatives	<ul style="list-style-type: none"> X. After a region wide search, Acoustic Valley (MIRA students), won the contest and will perform at the Coliseum this Friday for WMNF's 35th Birthday Bash. XI. Dr. Manson continued outreach efforts with the Royal Theater (part of the Boys & Girls club) over the summer. Reaching out to younger students could lead to a deeper talent pool and is socially good. XII. Pat is collaborating with high schools and middle schools in the area. 	
Learning Partnerships	<ul style="list-style-type: none"> XIII. MIRA is still positively continuing all partnerships. <ul style="list-style-type: none"> A. MIRA student, Jeff Fox, is interning at Dean Guitar in the marketing dept. B. Fender Music Foundation- We have placed our order for donated (through grant) instruments. C. Dave described the tour he had with HSN. New partnership with HSN will be very beneficial to students as they are a great learning environment. <ul style="list-style-type: none"> 1. Susan mentioned HSN would like to see our students in a classroom setting. D. Damon explained of the good success with Ruth Eckerd Hall. Students will be working with touring professionals of big artists. XIV. Pat explained there is a big push for internships. <ul style="list-style-type: none"> A. Damon would be the contact for live sound internships. B. Dave announced there are two MIRA graduates who are now providing internships for our current MIRA students. C. Steve has a possible neighborhood event (skyway area) internship opportunity in the works. 	<p>Request to Committee Members: Think of ways you or anyone you know, can utilize an intern. Students can intern in many different fields like legal, business, music education, etc.</p>

Open Discussion	XV. Jeanne described the new national standards in music. A. What would a really talented high school student look like?	Jeanne will send Pat more information.
Nomination for Advisory Committee Chair	XVI. Steve Kornell was nominated	Nomination motioned.

Approval of Minutes:

NOTES:

Spring 2015 MIRA Advisory Committee Meeting Minutes

Discuss Fall event – September 24th; clarify a dinner time meeting.

Discuss Arts and Entertainment events:

Speed Networking

- Alumni, Students, and local jobs

Internship possibilities at Clearwater Jazz Festival

WMNF New Sound Committee

- MIRA band/promotion opportunity

Employment data

- Incubator program

Media/Press to show successful students

- MIRA Guild?

Interview successful MIRA alumni

- Event to bring back MIRA alumni Example: Jesse Vance

SXSW event

- MIRA showcase (5 bands?)
- Tents for MIRA/SPC

AES or NAMM

- Representing/Promotion
- SGA/MIRA Guild participation
- Student-aimed events at AES, NAMM
- Cost, table space, travel \$

St. Pete Artist Grants

- For college and high school
- Small grants for young artists

David Williams (USF)

- Start a music technology committee
- Pat H. Melissa Chambers
- Panel at FMEA
- Conference for “Women in Music Production,”

Recording Academy

- New event

- On hold until new head is found

Sub-committees in the MIRA Guild for Women to reach out to younger girls interested in production

“The Wrecking Crew” Friday, 6pm Muvico downtown St. Pete

- Director Q&A w/Denny Tedesco
- The Palladium
- Need more similar events at least once or twice per semester

Monday, MIRA Showcase, the Palladium

- 6 performing acts/ensembles

ESI might need new hires – students

New studio in SPG Music Center

- approved budget for \$60k
- Stage w/ control room
- Acoustic/Remote recording

4yr program

- 1252 Senate bill
- Sunsets May 31st
- Might be capped (not able to offer 4-yr)
- Required by 3rd party review for need for 4yr program.

Partnership with PCS

East Lake HS

- Music and computers
- Centered around Logic
- Might be able to satisfy MUS 1360 Music and Computers credit for MIRA
- Articulation between HS and SPC curriculum frameworks

Live sound reinforcement students

- Teaching HS students
- “Contract service employee”
- no degree needed
- Potential adjunct instructors



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