

Program Learning Outcome Summary Report

Year: 2019 - 2020 Period: Last 3 Years
 Department: Fine Arts Discip: MUSIC

Program Learning Outcomes

#	Program Learning Outcome Statement	# of Students Meeting SLO Rubric				# 3 or higher	% 3 or higher
		1	2	3	4		
1	Demonstrate the ability to read and write standard notation: Given a piece of music in standard notation, demonstrate the ability to read and perform, ability to construct a Baroque style 4 voice harmonic progression.	37	8	74	362	436	90.64%
2	Perform at a College Level: Demonstrate through jury, ensemble performance, or recital the ability to play a piece from the body of Western Classical Literature.	10	0	3	71	74	88.10%
3	Demonstrate the basic ability to analyze music: Given a Bach chorale (or similar), demonstrate the ability to analyze harmonic concepts.	7	0	6	57	63	90.00%
4	Identify historical and cultural events and persons within Western music: Demonstrate (through exam, portfolio or project) a general knowledge of composers, dates, time periods, and instrument histories from the Middle Ages through 21st Century.	34	5	11	210	221	85.00%
5	Sight sing and dictate melodic and harmonic progressions: Demonstrate through proficiency exam the ability to sight sing tonal melodies and intervals to the octave.	1	0	1	64	65	98.48%
6	Perform proficiently on the piano: Demonstrate the ability to play Major and minor scales, chords, arpeggios and Common Practice Era literature on the piano.	59	24	10	325	335	80.14%
7	N/A						

[29 Reflection\(s\)](#)

- I will be working with these students again in the upcoming Spring Semester (2018) so that they will improve upon their progress achieved in this semester. Half of these students are new to the guitar and worked hard to gain facility and strength in their hands in order to play a number of different pieces in the folk, bluegrass, and popular musical repertoires.
(MUSIC-132-41 for 2017FA)
- Timothy Hamby (the only student in this section) is a talented musician who needs to work more diligently on scales and music theory. I will continue to work with him next semester in order to help him polish his playing and better understand relationships

between notes (i.e. scales, chords, etc.).

(MUSIC-133-41 for 2017FA)

- CONTINUE WORKING ON VISUAL, AURAL AND HANDS ON ACTIVITIES FOR THE CLASS.
(MUSIC-100-35 for 2017FA)
- CONTINUE WITH SECTIONAL REHEARSALS AND CD'S
(MUSIC-150X4-55 for 2017FA)
- Continue to develop the four semester track of theory courses. Also, I plan to implement Species Counterpoint into Theory 2 next semester, and into Theory 1 next year.
(MUSIC-101-15 for 2017FA)
- Continue to find ways to subsidize lessons to meet state regs. and laws, as well as to provide quality instruction.
(MUSIC-141X4-95 for 2017FA)
- Continue to develop the four semester track. This was the first time the college offered theory 3...more work to develop the track will occur in the spring semester.
(MUSIC-201-10 for 2017FA)
- Lower the cap on this class to what it used to be (35). Though the class did quite well, the instruction was weaker than when taught with 35.
(MUSIC-103-73 for 2017FA)
- Continue with current materials. The material was presented in smaller segments and this has really raised the student's comprehension level.
(MUSIC-100-30 for 2018SP)
- Continue with current practice. I have incorporated extra time spent on sectional rehearsals which has helped with music learning.
(MUSIC-150X4-55 for 2018SP)
- This class uses a variety of materials to cover a wide range of music history, utilizing both online and printed materials. In addition attendance of one concert is required. Students performed very well this semester. In the coming semesters I would like to integrate more independent listening assignments and perhaps additional concert attendance. The written work, attendance and grades are excellent, I would like to increase class discussion and interaction with fellow students, my hope being that enthusiasm would also be increased.
(MUSIC-120-15 for 2018SP)
- This is a honors section combined with a regular section, as such commentary will be similar. This class uses a variety of materials to cover a wide range of music history, utilizing both online and printed materials. In addition attendance of one concert is required. Students performed very well this semester. In the coming semesters I would like to integrate more independent listening assignments and perhaps additional concert attendance. The written work, attendance and grades are excellent, I would like to increase class discussion and interaction with fellow students, my hope being that enthusiasm would also be increased. I think I can harness the enthusiasm of the honors students to draw in the other students in the class.
(MUSIC-120H-15 for 2018SP)
- This class is combined with three other sections of piano (135, 136, 235 and 236 all meet at the same time) as a result my comments will be the same for each class. There were a total of 31 students (not including students who dropped) in these piano classes. The

room where instruction is held has 20 electronic pianos, I was able to utilize two more in the hallway, and four more in practice rooms. That equals 26 pianos available for 31 students. This is not fair to the students. Those that were in attendance did very remarkably well, students in 135 need more attention and feedback than those in the other sections as it is likely the very first time touching the instrument. There needs to be another section added for this class (these classes). Mus 135 had 6 failing students, this is the result of attendance, thus missing performance exams. At the same time if every student attends class, 5 would not have an instrument to practice on.

4 Section(s)

- This class depends on students providing their own laptop and recording software. The class is taught on two different operating systems (OS X, Windows) thus using two different software titles (GarageBand and Audacity). In addition to that a few students have purchased additional software (in the case of this semester Logic, ProTools and FruityLoops). As a result, performing a single technique in such software might require as many as six different executions. Much of the enthusiasm for this class is lost when students do not have a unified platform on which to learn or perform. In addition the student must provide their own laptop. These two factors place a burden on students. The students that stuck with the class did quite well, demonstrated development of skills and techniques and created excellent work. Students need to be able to use a centralized platform that allows for consistent execution of instructions and concepts (such as a recording lab). This would improve student understanding, workflow, development and outcome. A unified platform would also allow less class time wasted on troubleshooting individual hardware or software problems.
(MUSIC-195-10 for 2018SP)
- Rewrite the Theory 3 and 4 course outlines to meet the needs of the students working all through the sequence.
(MUSIC-102-15 for 2018SP)
- Work with administration to institutionalize and pay for private lessons. Right now, I am teaching all of them but the program has grown to the point where it is not sustainable for one person to continue doing all this work.
(MUSIC-141X4-95 for 2018SP)
- Continue to develop the theory sequence and rewrite the 3 and 4 course outlines.
(MUSIC-202-10 for 2018SP)
- Explore the needs for this course. It used to serve a function, but with the Theory sequence and 141 course, I am not sure there is a need for this course any longer.
(MUSIC-247A-95 for 2018SP)
- Continue to use charts and prepared notes. Students seems to comprehend the material quite well.
(MUSIC-100-35 for 2018FA)
- Continue with rehearsal procedures. I want to institute more sectional rehearsals for both men and women. This will continue to help building their tonal production.
(MUSIC-150X4-55 for 2018FA)
- Continue to work with charts and worksheets which reinforce the above concepts.
(MUSIC-100-35 for 2019SP)

- The Choir having the ability to meet twice a week has greatly helped with retention of individual parts learned. I would like to see this practice continued. Continue with sectional rehearsals and work with vocal technique.
(MUSIC-150X4-55 for 2019SP)
- Increase enrollment and increase amount of time spent in lab.
(MUSIC-102-15 for 2019SP)
- Increase enrollment and hire faculty to develop the Applied program.
(MUSIC-141X4-95 for 2019SP)
- Increase enrollment.
(MUSIC-202-16 for 2019SP)
- No proposed actions...this is a special projects course.

2 Section(s)

- The second summer term and long term (ten week) term students performed significantly less than the first five week students. I will work with other faculty to determine if outside factors contribute to this.
(MUSIC-103-70 for 2019SM)
- Work to determine if scheduling affects SLOs.
(MUSIC-103-71 for 2019SM)
- Work to determine if scheduling affects student performance.
(MUSIC-103-72 for 2019SM)

33 Section(s) Reporting

171 Section(s) Not Reporting