

**DEPARTMENT REPORT
OF
PROGRAM LEARNING OUTCOMES ASSESSMENT**

Department: Music

Program (Degree): Music with Options in Music Education and Music Performance (MUS)

Type of Degree: AAS AA AS ATS AIS

Chairperson: Robert Ruckman Date: 4/25/2001

Person(s) Interviewed: Robert Ruckman

- I. **Program Curriculum:** A description of the basis for the program curriculum (i.e., how it is derived and validated). Include accreditation organizations, advisory committees or external groups that influence curriculum. Describe curriculum review activities including the review of course master syllabi*.

The SCC Music program is now officially accredited by the National Association of Schools of Music (NASM). This accrediting body provides guidelines for the development of curriculum and outcomes. The current accreditation, effective November 1998, will be reviewed again in 2003 (five years). The two-year Associate of Arts Degree is a transfer program; thus the curriculum is compatible with nearby four-year institutions. Since this is a transfer program no advisory committee is used to direct curriculum although the department is in regular contact with area four-year music departments. The Music Department has recently reworked an articulation agreement with Wright State University. An articulation agreement exists with the University of Dayton and an articulation agreement with Central State University is under consideration.

- II. **Program Learning Outcomes:** A description of what you intend for students to know (cognitive), think/feel (affective), or do (psychomotor), when they have completed your degree program. A suggested manageable number of outcomes should be in the range of five to ten. Describe Program Learning Outcomes review activities*.

Program learning outcomes in Music (MUS) have not been revised during the past year.

The Master Syllabi were reviewed in 2000. Some Master Syllabi do not reflect fully the multicultural updates currently being taught in the courses.

- * Note: Every department is required to review Master Syllabi and Program Learning Outcomes a minimum of every two years.

An entry-level graduate with an Associate of Arts Degree in Music from Sinclair Community College will be able to:

Learning Outcomes	Related Courses
1. Identify and describe aural, analytical, and compositional techniques used by composers from 900 AD to present time; demonstrate computer literacy with interactive music theory software.	MUS 111, 112, 113, 141, 142, 143, 211, 212, 213, 241, 242, 243
2. Articulate the historical style characteristics of Western European music as they changed from medieval to modern times.	MUS 131, 132, 133, 148, 149, 150
3. Sight-read (on piano), harmonize, perform in ensembles, improvise, and demonstrate piano technique equivalent to established sophomore levels.	MUS 116, 117, 118, 216, 217, 218
4. Perform standard college level solo and ensemble repertoire.	MUS 106, 107, 108, 154, 155, 161, 166, 168-187, 190, 192 194, 195, 225, 296
5. Demonstrate pedagogical techniques in the teaching of voice, all brass instruments, all percussion instruments, and handbells.	MUS 124, 135, 206, 207, 208, 226, 227

III. **Assessment Method(s):** A measurable indicator of success in attaining the stated learning outcome(s). The methodology should be both reliable and valid. Please describe in detail.

- a. Formative Assessment Method(s) and Description: a measurable indicator of student in-progress success in attaining the stated program learning outcome(s).

Each music major must enroll in six quarters of two- or four-credit hours of Applied Music Study. At the conclusion of each quarter of Applied Music Study, music majors are required to perform a formative recital. These recitals are formal concert presentations by the student of various musical pieces representing different time periods in music history. Students who are majoring in voice must perform in four different languages during the six-quarter sequence. Students are encouraged to work collaboratively with other students in preparing their recitals. The recitals are scheduled for approximately seventy-five minutes during which each student performs one piece of music. The performance evaluation is conducted by the Applied Music Study instructor.

Incoming music students are assessed for theory, ear training (aural skills) and in their applied area to ensure proper placement. Each Applied Music Study class is a means of on-going formative assessment which provides information about each student's progress and performance in an on-going basis. Board exams are conducted at the end of every quarter, which involve analysis of student performances, including written critiques by a jury of 4 – 6 faculty members. Feedback is shared directly with the student through the primary Applied teacher.

A written assessment is administered at the conclusion of each music series (i.e. MUS 131, 132 and 133; MUS 111, 112 and 113). Feedback is given regarding the level quality of student writing. No formal writing checklist are currently used.

- b. Summative Assessment Method(s) and Description: A measurable indicator of end-of-program success in attaining the stated program learning outcome(s).

At the conclusion of six quarters of Applied Music Study, a second year summative assessment sophomore recital is required for each student. Each music major performs for approximately one-half hour. The recital is performed for the full-time music faculty three weeks prior to a public recital. Faculty use comment sheets to provide feedback to the music major about his/her performance. The graduate recital, while not a for-credit class, is a departmental requirement for each student major. Voice students are required to include brief (30 seconds) oral descriptions of their vocal selections.

Course retention rates and attrition are reviewed by faculty. The success rates of music students transferring to four-year institutions are used to determine the success of students.

MUS 218, Piano for Music Majors, is required of all music majors and is taken at the conclusion of the sixth quarter. After MUS 218 is completed successfully MUS students must demonstrate a minimum level of skill in playing the piano. Every piano skill must be “passed” and if they do not pass the students must remediate until they “pass”. This assessment of piano skills is conducted outside the class of MUS 218. When a student completes the recitals and piano proficiency successfully a special box is checked on the student’s graduation check. A student cannot graduate without passing the piano proficiency and recital requirements.

IV. Results: A description of the actual results of overall student performance gathered from the summative assessment(s). (see III.b.)

Attrition rates indicate that approximately 10% of students who major in music actually graduate. Some music majors do not complete the two-year degree, especially gifted students who do not necessarily need the extra practice and coursework. Many music majors do not bring the necessary prerequisite music skills needed to succeed as a major; thus they either drop music or select another major.

A retention strategy currently being used involves having student majors meeting with a full-time faculty member to discuss progress in major instrument, preparation for recitals, and piano proficiency. Additionally, long and short term career plans are discussed.

An analysis of all written tests is completed for each MUS class to determine the progress of and performance level of MUS majors. The results of this analysis provides information to the faculty about changes in topics and course content.

Student success rates are 100% by the time they reach the summative recital. Informal feedback indicates that MUS majors who transfer do well at four-year institutions including Wright State University, University of Dayton, Bowling Green State University, Ohio University and Capital University, among others.

V. Analysis/Actions: From analysis of your summative assessment results, do you plan to or have you made any adjustments to your program learning outcomes, methodologies, curriculum, etc.? If yes, describe. If no, explain.

The curriculum has remained very stable over many years. The current curriculum adheres to NASM requirements. Future changes

will need to adhere to NASM requirements. NASM has recommended that “methods” courses not be taught at the freshman / sophomore level. As a result, MUS 135, 226 and 227 will be dropped from the curriculum.

The written evaluation of student knowledge in each MUS course was developed during the past several years. Faculty determined that because MUS majors are primarily music educators there is a need to make sure students develop a solid knowledge base during their first two years. Overall student knowledge of music theory, pedagogy, and application in all aspects is quite satisfactory.

VI. General Education: A description of where and how within the major the three primary general education outcomes* (communication, thinking, values/citizenship/community) are assessed.

- a. Where within the major do you assess written communication? Describe the assessment method(s) used. Describe the assessment results if available.

Written skills are reinforced in the major through research papers required in the Music Styles class. No common assessment tool is currently used. Student writing skills are generally proficient.

- b. Where within the major do you assess oral communication? Describe the assessment method(s) used. Describe the assessment results if available.

Oral communication skills are not currently assessed by the program although “Performance behaviors” such as stage presence, stage etiquette, etc. are emphasized. Self-discipline is a major behavior reinforced throughout the MUS curriculum. Workshops are held to help students with performance behaviors. Vocal students are required to include oral presentations in the student recitals. That presentation is assessed by the full-time faculty.

Currently the department uses a qualitative feedback form and departmental checklist for assessment purposes.

- c. Where within the major do you assess thinking? Thinking might include inventing new problems, seeing relationships and/or implications, respecting other approaches, demonstrating clarity and/or integrity, or recognizing assumptions. Describe the assessment method(s) used. Describe assessment results if available.

Thinking skills are reinforced throughout the curriculum by the development of student understanding and demonstration of the theory of music concepts. Music majors demonstrate satisfactory thinking skills with respect to breadth and depth of thinking.

Thinking skills are an integral part of the program and are demonstrated when students interpret a musical selection or synthesize knowledge in a research paper.

- d. Where within the major do you assess values/citizenship/community? These activities might include behaviors, perspective, awareness, responsibility, teamwork, ethical/professional standards, service learning or community participation. Describe the assessment method(s) used. Describe assessment results if available.

MUS students' behavioral skills are evaluated through the recitals. Values and self-expression are inseparable from this performance art. Recitals are public presentations and reinforce the relationship between performance, citizenship and community. Workshops are offered to help students meet expectations of professional performance behaviors.

- * Note: The oral communication checklist and the written communication checklist developed by the General Education Committee were adopted for college-wide use during the 1997-98 academic year by Academic Council. Thinking Guidelines developed by the General Education Committee are being piloted by faculty during the 1998-99 academic year.

VII. Recommendations/Comments:

Resources may be needed from Institutional Planning and Research to assist in collecting data related to graduation rates and tracking students as they transition at the end of the freshmen year to the sophomore year.