

The Master Syllabi were reviewed in 2004. 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, , 166, 167-192 194, 195, 225, 296
5. Demonstrate pedagogical techniques in the teaching of voice, all brass instruments, all percussion instruments, and handbells.	MUS 124, 135, 206, 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 four to six faculty members. Feedback is shared directly with the student through the primary Applied teacher.

A written assessment is administered at the conclusion of each academic music series of courses (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 is 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. 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.

Piano Proficiency: A piano proficiency summative assessment is required of all music majors and is taken at the conclusion of the sixth quarter of piano study. After MUS 218 (Piano for Music Majors VI) is completed successfully, MUS students must demonstrate a minimum level of skill in playing the piano. Seven skills are tested. Graduation is not dependent on this exam, nor is it regarded as a pass/fail scenario. .

When a student completes the graduation recital and the piano proficiency, a special box is checked on the student's graduation check. A student cannot graduate without completing 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 10-15% 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 each quarter 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 provide information to the faculty about changes in topics and course content.

Student success rates are 100% by the time students 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 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 was dropped from the curriculum as well the fifth Learning Outcome. However, after additional thought and discussion, all were re-established.

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 continually emphasized. Self-discipline is a major behavior reinforced throughout the MUS curriculum. Workshops are held to help students with performance behaviors. Students are required to include oral presentations within the context of student recitals and the graduation recital which is a presentation that 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 through a synthesis of musical knowledge in musical interpretation as well as in research papers.

- 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.

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.