

# INSTRUCTIONAL Program Review Annual Update

Department:	Humanities – Music Department		
Academic Year:	2016-2017	Annual Update # 1	<input checked="" type="checkbox"/> Annual Update #2 <input type="checkbox"/>

## 1. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs) (from #3B of full PR)

### A) List your Program Level Outcomes:

#### Humanities A.A Program Outcomes

- 1. Communication:** Demonstrate communication skills in written, musical, verbal and visual forms
- 2. Critical Thinking:** Analyze the cultural and historical foundation of contemporary human experiences; recognize the interconnectedness of all things; historical context, writing, composing poetry, creating art, singing, acting, and have developed a healthy curiosity about the world and its peoples.
- 3. Global Awareness:** Analyze different historical/artistic/literary movements throughout history and how those movements developed; demonstrate skills to become more historically and culturally literate; and demonstrate a deeper appreciation of people's use of history, language and cultural mediums.
- 4. Personal & Professional Growth:** Demonstrate the willingness to explore and discover through writing, performing or creating works of art; demonstrate respect and appreciation for humans' place in the world and the diversity of the human experience; and demonstrate an appreciation for history, art, music, literature, culture and philosophy.

### B) Summarize the progress you have made on Program Level Outcomes (PLOs):

- 1. Communication:** Demonstration of communication skills in musical form have been shown through live performances.
  - December 2, 2015 – Concert Band Fall Concert
  - December 4, 2015 – Holiday Choral Concert (*College Choir & Chamber Singers*)
  - December 7, 2015 – Jazz Ambassadors Fall Concert
  - April 28, 2016 – Atomic Jazz Concert
  - May 4, 2016 – Concert Band Spring Concert
  - May 13, 2016 – Spring Vocal Concert (*College Choir & Broadway Voice Class*)
- 2. Critical Thinking:** Concert selections for voice, band, and choir have explored different musical styles, eras, and cultural origins. Students have had written assignments and discussion to analyze those forms. Music Appreciation classes have students writing and discussing the cultural and historical foundation of contemporary human experiences.
  - Music studied included (but is not limited to):
    - Spanish language origin
    - Celtic origin
    - Korean language and origin
    - French language and origin
    - Kwongoli language and origin
    - Sotho language and origin
    - Funk
    - Jazz
    - Punk Rock

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3. Global Awareness: Music chosen for choir, band, and voice classes were diverse in style, cultural and ethnic origin, and allowed students to perform in different languages. Music Appreciation classes had written assignments and discussion dedicated to a deeper understanding of how music has developed through global cultures, ethnicities, history, and human experience.
4. Personal & Professional Growth: Through performing diverse music, through writing about diverse music, and through discussing diverse music, students have demonstrated respect and appreciation.

### C) Summarize the progress you have made on course level outcomes and assessments (SLOs):

#### Fall 2015

##### Part-Time Instructors:

- Fraze - 100% of SLOs completed
- Moreno – 100% of SLOs completed
- MUSI 2 instructor – Not found

##### Full-Time Instructors:

- Ross – 100% of SLOs completed

#### Spring 2016

##### Part-Time Instructors:

- Fraze - 100% of SLOs completed
- Moreno – 100% of SLOs completed
- MUSI 2 instructor – Not found

##### Full-Time Instructors:

- Ross – 100% of SLOs completed

Mr. Moreno was a brand new instructor and is still learning how to complete the SLO forms efficiently and with proper math and data.

### D) Describe any program, course, and/or instructional changes made by your program as a result of the outcomes assessment process.

- Assignments have been modified to allow for greater understanding. Instructions have been worded differently or have added language to make the assignment more clear, including rubrics and examples.
- Sequence courses were created for the Jazz Band class with the expectation that it would help with enrollment numbers.
- In the choir classes, section leaders were created. Section leaders were required to have 2 sectionals (rehearsals with their peers) a month. This was successful. Students responded well and expressed how much it helped them learn the music or work on parts they needed extra help with.
- SLO assessments were modified to see if improvement was made by students from one sequence to the next in activity courses.

### E) Reflecting on the responses for B) and C) above, what will you implement for the next assessment cycle?

- Sequencing needs to be completed for Theatre Orchestra (MUSI 9). Although the class has not yet been taught, when it is, it will benefit the students as well as enrollment.
- The Broadway Voice (TART 4) should be moved to the music department since it's primarily a voice class.

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- Investigate why MUSI 4/B/C/D, MUSI 5/B/C, and MUSI 8A/B/C/D are not listed in area C1 for the CSU General Breadth Requirements.

### 2. GOALS AND OBJECTIVES (Taken From #9--Action Plan--of FULL Program Review)

GOAL	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT																																				
<b>#1</b> Improve the community and campus involvement in the performing arts program.	<b>#1</b> Improved marketing.	<ul style="list-style-type: none"> <li>▪ Work with PIO</li> <li>▪ Outreach to community and high schools</li> <li>▪ Enhance online marketing presence</li> <li>▪ Enhance marketing within the Performing Arts Center.</li> </ul>	<p><b>Outcome:</b></p> <ul style="list-style-type: none"> <li>▪ Measure performance attendance</li> <li>▪ Measure class numbers</li> </ul> <p><b>Measurement:</b></p> <ul style="list-style-type: none"> <li>▪ Ticket sales</li> <li>▪ Course enrollment numbers</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>▪ A box office report was created for Theatre Arts productions but not for Music concerts. This needs to be done and with cooperation between both band and choir.</li> <li>▪ Enrollment</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th>CLASS</th> <th>F14</th> <th>S15</th> <th>F15</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>54</td> <td>52</td> <td></td> </tr> <tr> <td>3</td> <td>49</td> <td>51</td> <td></td> </tr> <tr> <td>4/B/C/D</td> <td>17</td> <td>26</td> <td></td> </tr> <tr> <td>5A/B/C</td> <td>n/a</td> <td>n/a</td> <td></td> </tr> <tr> <td>6A/B/C</td> <td>11</td> <td>6</td> <td></td> </tr> <tr> <td>7</td> <td>15</td> <td>5</td> <td></td> </tr> <tr> <td>8A</td> <td>n/a</td> <td>n/a</td> <td></td> </tr> <tr> <td>12A/B/C</td> <td>3</td> <td>12</td> <td></td> </tr> </tbody> </table>	CLASS	F14	S15	F15	2	54	52		3	49	51		4/B/C/D	17	26		5A/B/C	n/a	n/a		6A/B/C	11	6		7	15	5		8A	n/a	n/a		12A/B/C	3	12	
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<b>#2</b> Offer more diverse curricular opportunities in performing arts.	<ul style="list-style-type: none"> <li>▪ Realign existing courses and create new vocal courses</li> </ul>	<p><b>Outcome:</b></p> <ul style="list-style-type: none"> <li>▪ Class is offered with strong enrollment.</li> </ul> <p><b>Measurement:</b></p> <ul style="list-style-type: none"> <li>▪ Course enrollment numbers</li> </ul> <p><b>Assessment:</b> Chamber Singers was offered for the first time in the Fall of 2015 and has 9 enrolled with 1 auditing.</p>																																					

#### Goal #1 Annual Update: (Assess progress made toward goal attainment)

##### Objective #1:

###### Actions

- Full time instructor sent publicity forms to PIO for concerts.
- Instructor performed for events within the community in Barstow and other areas of the High Desert, providing networking opportunities.
- Facebook was used heavily to market choir concerts as well as promoting music classes.
- Nothing has changed within the Performing Arts Center to allow for marketing.

###### Outcomes

- Ticket Sales/Performance Attendance
  - Fall 2015 Holiday Choral Concert – 54 in attendance

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- Spring 2016 Vocal Concert – 57 in attendance

- Class Enrollment Numbers (*at census*)

<i>CLASS</i>	<i>F15</i>	<i>S16</i>
2	47	38
3	42	39
4/B/C/D	23	16
6A/B/C	0	0
7	0	4
8A	9	n/a
12A/B/C	11	14

- Start enrollment data not available. Only census numbers.
- While online classes are at a healthy number, activity classes need more publicity.

### Objective #2:

#### Actions

- Realign existing courses and create new vocal courses.
  - The Broadway Voice Class (TART 4) needs to be moved to MUSI. That has not been accomplished yet.

#### Outcomes

- Course Enrollment Numbers
  - n/a