

# Mt San Antonio College

Discipline/Department: Music \_\_\_\_\_

Date: April 14, 2006

Recorded by SLOs Team Coordinator: \_\_\_\_\_

Student Learning Outcomes (SLOs) Assessment Model: The purpose of this assessment process is to improve student learning outcomes.

Mission & Goals	Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
<p>To provide quality transfer, career and lifelong programs that prepare students with the knowledge and skills needed for success in an interconnected world.</p>	<p>Music 16 students will be able to</p> <p>1. perform technical exercises with competence</p> <p>1.1 perform the 12 major scales on their instrument</p> <p>Music 16 returning students will be able to</p> <p>1.2 perform the minor scales</p>	<p>1.1 75% of students will perform all of the selected 6 (of the 12) major scales correctly in a maximum of two attempts. 75% of returning students will perform all of the selected major and minor scales in a maximum of two attempts. The scales will be evaluated by at least two full time faculty using a checklist as a pass or fail. The performance will be assessed at the end of the Fall 2006 semesters in the normal performance evaluation process for the classes.</p> <p>1.2 75% of returning students will perform all of the selected minor scales in a maximum of two attempts. The scales will be evaluated by at least two full time faculty using a checklist as a pass or fail. The performance will be assessed at the end of the Fall 2006 semesters in the normal performance evaluation process for the classes.</p>	<p>1.1 We had 27 new students play 6 major scales (Eb, Bb, F, C, G, D) and here are the results:            13 students played all 6 scales correctly, 48%            5 students played 5 scales correctly, 19%            4 students played 4 scales correctly, 15%            4 students played 3 scales correctly, 15%            1 student missed her jury, 3%</p> <p>1.2 Four our new SLO we had 23 returning students play their 6 minor scales (c, g, d, a, e, b) and here are the results:            15 students played 6 scales correctly, 65%            3 students played 5 scales correctly, 13%            1 students played 4 scales correctly, 4%            2 students played 3 scales correctly, 9%            1 students played 2 scales correctly, 4%            1 student played 0 scales correctly, 4%</p> <p>Key Findings:  <b>All students were below the expected level of 75%</b>            Returning students fared better than new members            There are still inconsistencies in getting clear details to students and instructors            This process is helpful in preparing future majors for experiences that they would be having at a four-year institution</p>	<p>( Possible directions for the use of these results:</p> <p>1.It was suggested that we use the <i>harmonic</i> or <i>melodic</i> form instead of the natural minor scale</p> <p>2.The department proposed adding rhythmic exercises to juries, which would also include vocal students</p> <p>3.We also discussed creating a new <i>music major book</i>, containing info on scale requirements, rhythmic exercises, and required courses)</p>