Major Highlights

Program Dashboard

Program Dashboard Percent of Targets Achieved

Credit Hour Trends

Degree Trends

Occupational Projections

Occupational Skills Analysis

Program Assessment Plan

Program Assessment Findings

CRC Recommendations

CRC Follow-Up

Music
Major Highlights
April 2008

Overview

The information presented in this binder represents supporting reports and data associated with the CRC's review of the Music programs. These documents are intended to provide a historical perspective, as well as an idea of current strengths and future challenges facing the program which may impact short and long term curriculum development.

Major Highlights

- Over the last two years the composite dashboard score for Music has wavered slightly, falling to 8.45 in 2006-07. Although the dashboard score has remained quite consistent over the last four years, Music is now ranked 83rd of all 99 curriculum at the college and this should be interpreted as an early warning of potential challenges facing the program.

- One out of the seven program dashboard measures exceeded the established benchmark, which was the percent of minority students in MUS courses. Minority student enrollment has remained consistent over the last four years and at 21% in 2006-07, exceeded the benchmark target score of 18.8%. However, the percent of minority students in Music falls below the college-wide average of 28%.

- On the other hand, two out of the seven program dashboard measures fell below the established benchmarks. These include sections filled to capacity and the percent of withdrawals in MUS courses.

- There has been an inverse relationship between the total capacity in MUS courses and the sections filling to capacity over the last four years. For two consecutive years the total capacity of MUS courses went up significantly and each time resulted in a drop in the percent of sections filled to capacity. For example, in 2006-07 there was a four year low where only 55% of available seats were filled and was well below the college-wide average of 84%.

- The percent of withdrawals has remained relatively steady over the last four years and has ranged between 19% and 21%. At 20% in 2006-07, the percent of withdrawals was above the college-wide average of 18% and also exceeded the benchmark trouble score of 15%.

- Enrollment trends indicate that after a ten-year low of 1,944 credit hours in 1999-00, there has been a continuous upward trend in the number of credit hours in Music. For seven consecutive years, the number of credit hours has increased and was at 4,754 in 2006-07. During 2006-07, MUS courses ranked 26th in credit hour generation among all curriculum at the college.

- Since the introduction of the four Music programs in 2004-05, there have been a total of three Associate Degrees awarded and no Certificates.

Source: OCC, Office of Assessment & Effectiveness

- In terms of employment opportunities, two occupations were identified which pertain to the Music programs. These include Music Directors and Composers and also Musicians and Singers. According to Economic Modeling Specialists Inc. (EMSI), there were approximately 1,400 Music Directors and Composers and 1,700 Musicians and Singers in the four-county region of southeast Michigan in 2007. The growth of these occupations is projected to be quite stagnant over the next five years with a projected number of 78 new jobs between the two career paths and 422 replacement jobs expected.

- Student outcomes assessment plans exist for each of the Music programs. Each plan has three learning outcomes and five to six benchmarks, which is in accordance with the guidelines established by the Student Outcomes Assessment Committee. It is worth noting that each Music assessment plan shares the same first and third Learning Outcomes and Benchmarks, with the second Learning Outcome and Benchmarks varying from plan to plan.

- Between April 2007 and April 2008, there was no indication that assessment of student learning had taken place with regard to the benchmarks outlined in the assessment plans.

Source: OCC, Office of Assessment & Effectiveness

Oakland Community College
Program Dashboard

The purpose of the program dashboard is to provide a data driven tool designed for the objective review of all curriculum offerings. Based on a common set of measures which apply to all curriculum the dashboard facilitates the systematic identification of well performing as well as ailing curriculum in order to support short and long range curriculum development.

In a rapidly changing economic and competitive environment it is necessary if not imperative to continually review curriculum offerings annually. Dashboard reports are a useful tool for monitoring program performance. In addition, they allow for an integrated approach for collecting, presenting, and monitoring data to meet long and short-term curriculum decision-making needs.

The Program Dashboard is based on seven measures which include:

- Sections Filled to Capacity
- Percent of Sections not Canceled
- Credit Hour Trend Ratio
- Percent of Minority Students
- Percent of Withdrawals
- Percent of Incompletes
- Student Course Completion Rate

The following report provides summative information for the most recent academic year as well as detailed trend data on each measure over the past several years.

Program Dashboard
Detail Report

Prefix MUS
Title Music

	Program				College Wide
	2006-07	**2005-06**	**2004-05**	**2003-04**	**2006-07**
Sections Filled to Capacity	55.1%	58.5%	65.4%	61.5%	84.4%
Percent of Sections Not Canceled	79.5%	65.7%	76.6%	89.5%	90.7%
Credit Hour Trend Ratio	1.07	1.09	1.13	1.14	1.01
Percent of Minority Students	21.2%	21.8%	21.7%	19.5%	28.2%
Percent of Withdrawals	20.3%	18.7%	18.8%	20.9%	18.3%
Percent of Incompletes	0.6%	1.3%	0.7%	1.0%	1.5%
Student Course Completion Rate	66.6%	66.9%	68.0%	66.7%	67.7%
Dashboard Score	8.45	8.37	8.72	8.71	

Sections Filled to Capacity

Prefix MUS

Prefix Title Music

	2006-07	2005-06	2004-05	2003-04
Total Students	1,835	1,709	1,371	1,502
Total Capacity	3,329	2,921	2,096	2,444
Sections Filled To Capacity	55.1%	58.5%	65.4%	61.5%

Definition:

The percent of all available seats which are filled on the terms official census date. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

Methodology:

Total number of sections (credit courses only) that are filled to their designated capacity e.g. allocated seats divided by the total number of available seats in all sections throughout the academic year (July 1 through June 30). In other words, how many sections are filled to their capacity on the sections 1/10 day out of all sections? Include sections that are more than filled / overflowing in calculation.

One-Tenth Day data shows the capacity filled numbers at approximately 3 weeks after the Fall and Winter terms begin; and 1 week after the Summer I and II terms begin. This data will not provide additional enrollment data if the sections begin after the one-tenth day.

While a section may only have a few students enrolled in it the college is able to designate some sections as 'full' so that they are not cancelled (per OCCFA Master Agreement). Therefore some disciplines may show low fill capacity rates, and the college never cancelled the sections or condense the students into fewer sections offering the same course.

Percent of Sections Not Canceled

Prefix MUS

Prefix Title Music

	2006-07	2005-06	2004-05	2003-04
Active Sections	128	117	157	111
Cancelled Sections	33	61	47	13
Total Sections	161	178	205	124
Percent of Completed Sections	79.5%	65.7%	76.6%	89.5%

Definition:

Of all offered sections, the percent of sections that are completed (not canceled). Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session, after grades are posted.

Methodology:

Annually, the total number of offered credit sections that are completed. Formula = number of completed credit sections divided by the total number of offered credit sections. In other words, the percent of these sections that are not canceled.

Credit Hour Trend Ratio

Prefix MUS
Prefix Title Music

	2006-07	2005-06	2004-05	2003-04
Credit Hour Year 1	3,921	3,386	2,923	2,696
Credit Hour Year 2	4,207	3,921	3,386	2,923
Credit Hour Year 3	4,438	4,207	3,921	3,386
Credit Hour Year 4	4,782	4,438	4,207	3,921
Credit Hour Period 1	4,189	3,838	3,410	3,002
Credit Hour Period 2	4,476	4,189	3,838	3,410
Credit Hour Ratio	1.07	1.09	1.13	1.14

Definition:

Trend in student credit hours based on a three year rolling average. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

Methodology:

In order to establish a meaningful enrollment statistic which applies to large as well as small disciplines/programs a "ratio" was calculated based on a three year rolling average of student credit hours.

The formula used to calculate this measure involves three simple steps:

a. Year 1 + Year 2 + Year 3 / 3 = Period 1
b. Year 2 + Year 3 + Year 4 / 3 = Period 2
c. Period 2 / Period 1 = Ratio

If the ratio is greater than "1" this means there has been an enrollment increase. On the other hand, if the ratio is less than "1" this translates into an enrollment decline. The larger the number the larger the enrollment increase. Likewise, the lower the number the greater the enrollment decline.

Percent of Minority Students

Prefix MUS

Prefix Title Music

	2006-07	2005-06	2004-05	2003-04
Minority Students	320	290	288	257
Total Students	1,512	1,330	1,329	1,318
Percent of Minority Students	21.2%	21.8%	21.7%	19.5%

Definition:

The percent of students who are minority. Minority status is self-reported by the student and includes: African American, Asian, Hispanic, Native American Indian and Other. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: end of session for each term.

Methodology:

Percentages are based on known data and exclude missing information.

Percent of Withdrawals

Prefix MUS

Prefix Title Music

	2006-07	2005-06	2004-05	2003-04
Total Withdrawals	360	301	247	270
Total Grades	1,772	1,610	1,312	1,290
Percent of Withdrawals	20.3%	18.7%	18.8%	20.9%

Definition:

The percent of students who withdraw from their course after the term begins. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

Methodology:

Percent of withdrawals is derived by dividing the total number of student initiated withdrawals by the total number of grades and marks awarded throughout the academic year. The Withdrawal-Passing (WP), and Withdrawal-Failing (WF) are considered Withdrawals (W). Meanwhile, calculations exclude: Audit (AU), Not Attended (N), and Not Reported (NR).

Percent of Incompletes

Prefix MUS

Prefix Title Music

	2005-06	2005-06	2004-05	2003-04
Total Incompletes	11	21	9	13
Total Grades	1,772	1,610	1,312	1,290
Percent of Incompletes	0.6%	1.3%	0.7%	1.0%

Definition:

The percent of students who receive an incomplete in their course. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

Methodology:

Percent of incompletes is derived by dividing the total number of incompletes by the total number of grades and marks awarded throughout the academic year. The Continuous Progress (CP) grade is considered an Incomplete (I). Meanwhile, calculations exclude: Audit (AU), Not Attended (N), and Not Reported (NR).

Student Course Completion Rate

Prefix MUS

Prefix Title Music

	2006-07	2005-06	2004-05	2003-04
Successful Grades	1,180	1,077	892	861
Total Student Grades	1,772	1,610	1,312	1,290
Student Course Completion Rate	66.6%	66.9%	68.0%	66.7%

Definition:

The percent of students who successfully complete a course with a grade of "C" or higher. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

Methodology:

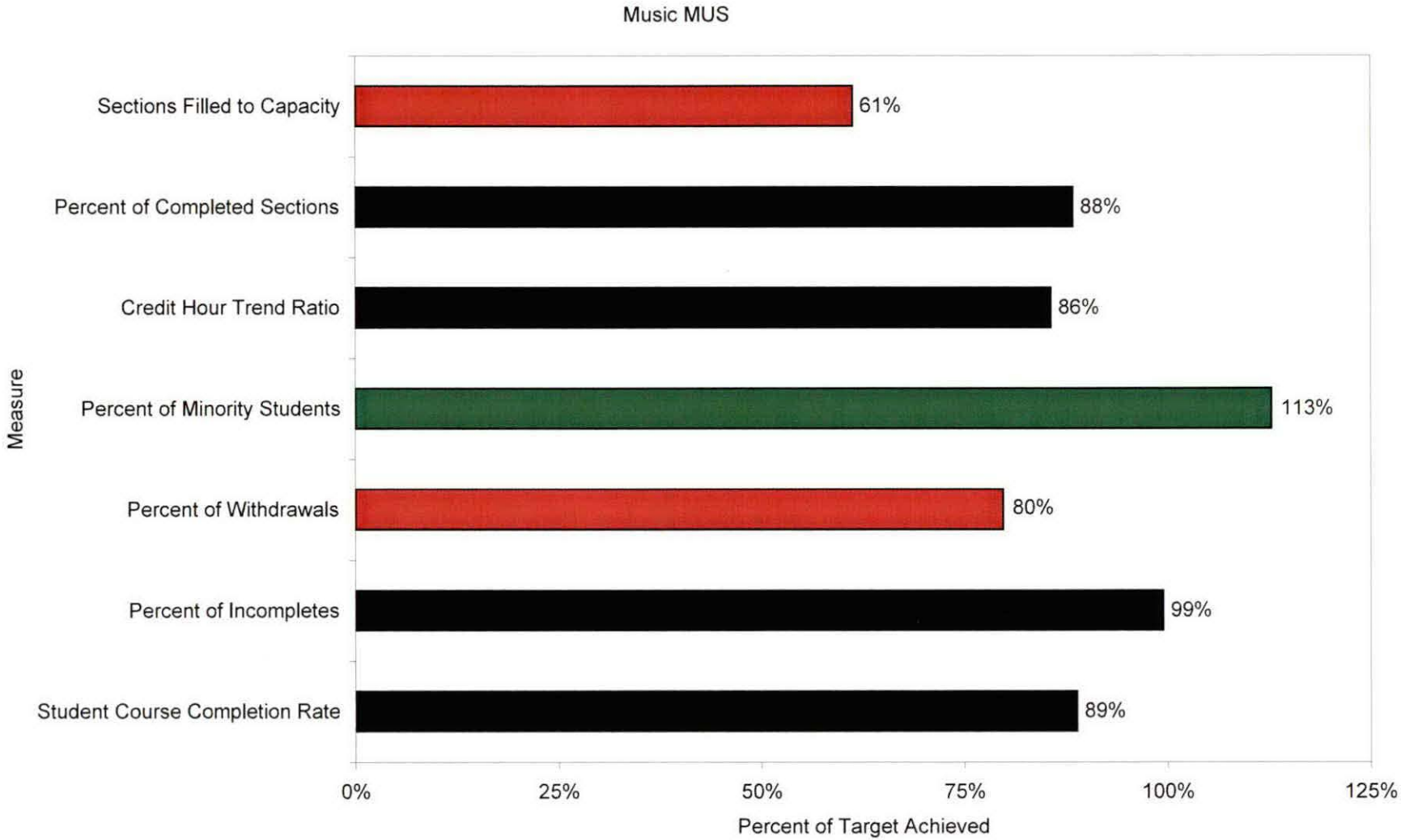
Student success rates are based on end of session data after all grades have been posted. Data includes grades from the entire academic year (Summer II, Fall, Winter, and Summer I). The following grades/marks are excluded from the calculation: Audit (AU), Not Attended (N) and Not Reported (NR).

Oakland Community College
Program Dashboard
Percent of Targets Achieved

The following graph and table depict the extent to which each of the seven dashboard measures met established college-wide benchmarks. Benchmarks (targets and trouble scores) are based on historical data and reflect a range within which each measure is expected to perform.

Measures which exceed the established benchmark are depicted in green, while those that fall short of the benchmark are shown in red. This information is useful in identifying areas of excellence, as well as areas of concern. As a consequence, this report can help to identify specific areas which may require additional attention by program staff.

Oakland Community College
Program Dashboard Report
2006-07



Source: Office of Assessment and Effectiveness
Updated On: 10/25/2007

Oakland Community College
Program Dashboard Report
2006-07

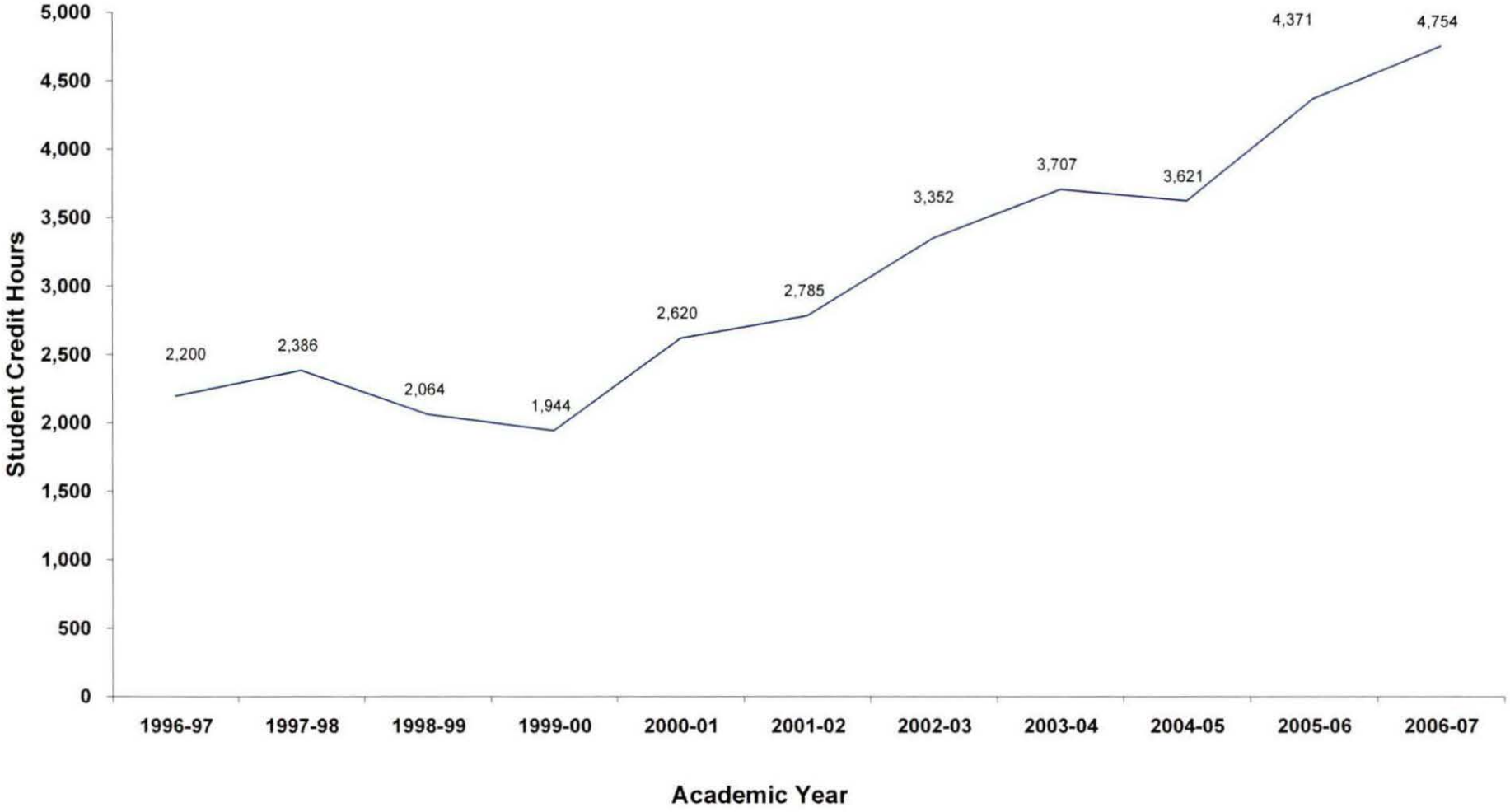
Music MUS
Dashboard Score: 8.45

Measures	Current Score	Benchmarks: Trouble Score	Benchmarks: Target Score	Percent of Target Achieved	Weight	Weighted Score
Sections Filled to Capacity	55.1%	75.0%	90.0%	61.2%	18.0%	1.10
Percent of Completed Sections	79.5%	75.0%	90.0%	88.3%	14.2%	1.25
Credit Hour Trend Ratio	1.07	0.71	1.25	85.6%	15.3%	1.31
Percent of Minority Students	21.2%	16.9%	18.8%	112.8%	6.1%	0.69
Percent of Withdrawals	20.3%	15.0%	0.0%	79.7%	12.0%	0.96
Percent of Incompletes	0.6%	3.0%	0.0%	99.4%	7.9%	0.79
Student Course Completion Rate	66.6%	60.0%	75.0%	88.8%	26.5%	2.35

Source: Office of Assessment and Effectiveness
Updated On: 10/25/2007

Oakland Community College
Ten-Year Trend in Student Credit Hours
Music
1996-97 through 2006-07

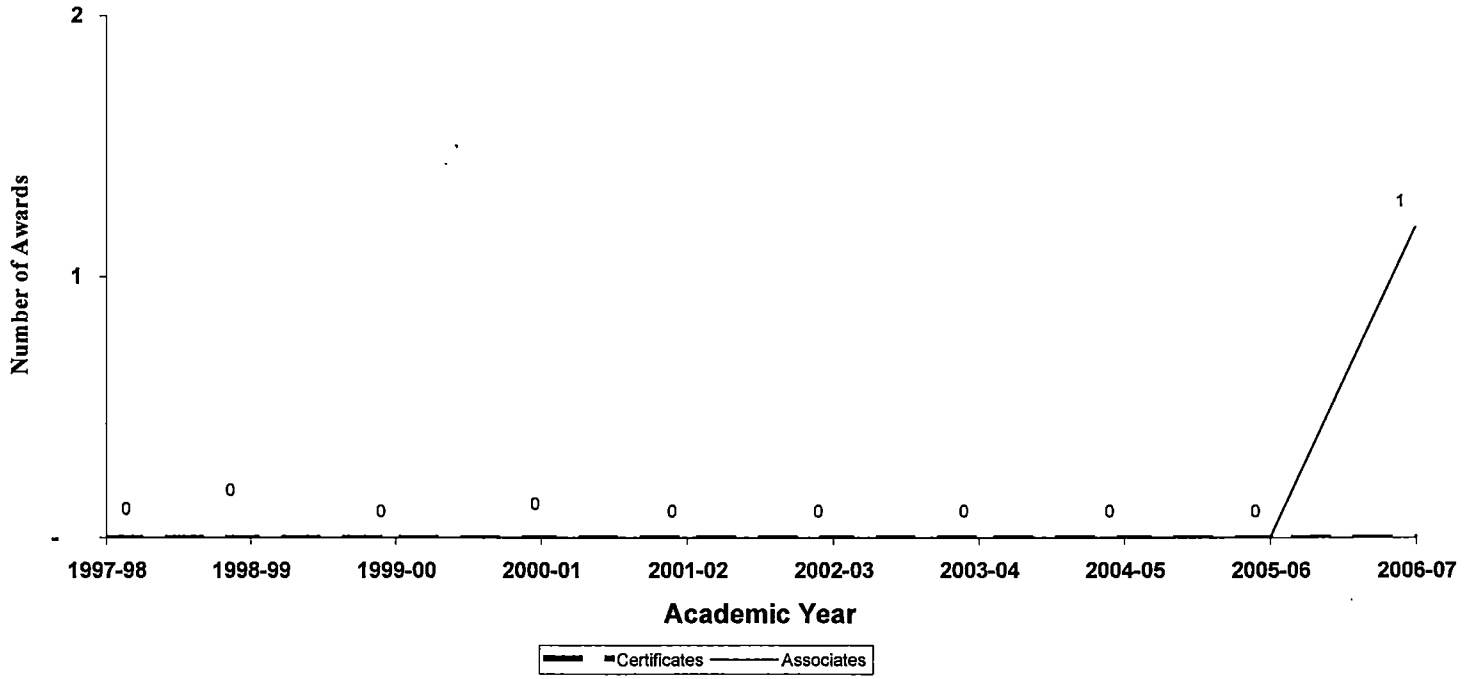
	1996-97 SCH	1997-98 SCH	1998-99 SCH	1999-00 SCH	2000-01 SCH	2001-02 SCH	2002-03 SCH	2003-04 SCH	2004-05 SCH	2005-06 SCH	2006-07 SCH	5-Year % Change	10-Year % Change
Music	2,200	2,386	2,064	1,944	2,620	2,785	3,352	3,707	3,621	4,371	4,754	70.7	116.1
College Wide Totals	443,471	431,521	440,448	438,997	453,054	447,928	478,827	468,777	472,892	487,597	493,655	10.2	11.3



Source: OCC, Office of Institutional Research

4/17/2008

Oakland Community College
Associate Degrees and Certificates Awarded
Composition/Music Theory Option
1997-98 through 2006-07

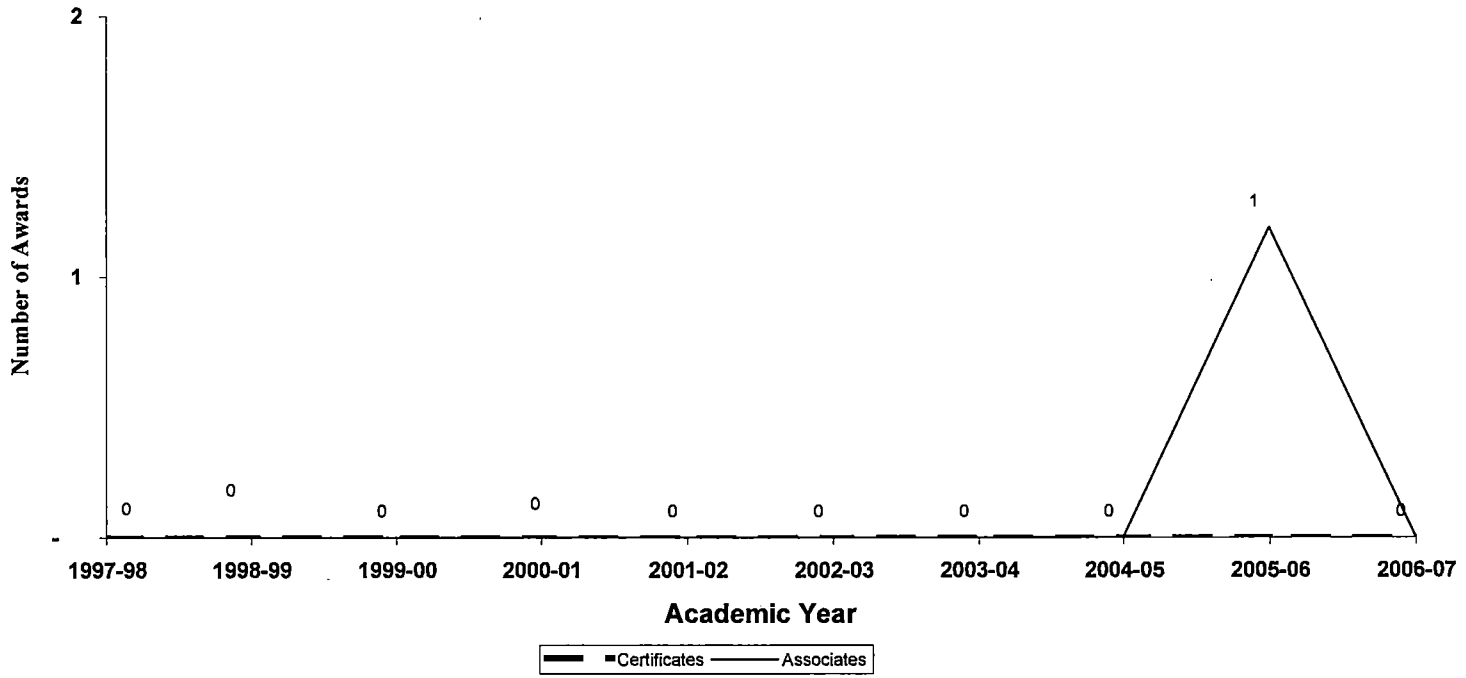


Academic Yr.	Certificates	Associates
1997-98	0	0
1998-99	0	0
1999-00	0	0
2000-01	0	0
2001-02	0	0
2002-03	0	0
2003-04	0	0
2004-05	0	0
2005-06	0	0
2006-07	0	1

Source: OCC, Office of Institutional Research

4/17/2008

Oakland Community College
Associate Degrees and Certificates Awarded
Music Performance/Instrumentatal Option
1997-98 through 2006-07

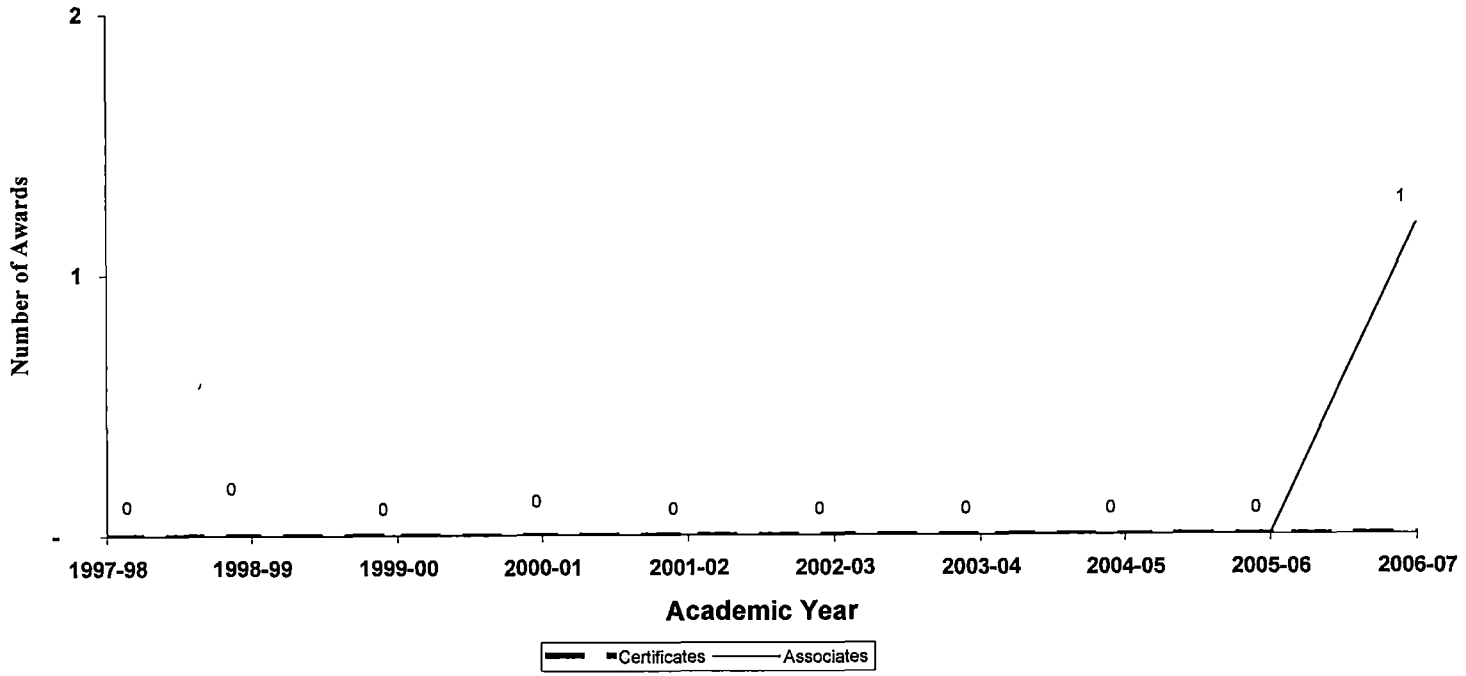


Academic Yr.	Certificates	Associates
1997-98	0	0
1998-99	0	0
1999-00	0	0
2000-01	0	0
2001-02	0	0
2002-03	0	0
2003-04	0	0
2004-05	0	0
2005-06	0	1
2006-07	0	0

Source: OCC, Office of Institutional Research

4/17/2008

Oakland Community College
Associate Degrees and Certificates Awarded
Performance/Vocal Option
1997-98 through 2006-07



Academic Yr.	Certificates	Associates
1997-98	0	0
1998-99	0	0
1999-00	0	0
2000-01	0	0
2001-02	0	0
2002-03	0	0
2003-04	0	0
2004-05	0	0
2005-06	0	0
2006-07	0	1

Source: OCC, Office of Institutional Research

4/17/2008

Occupational Projections
(2007 – 2012)

The following projections are for those occupations most closely associated with this program based on national and regional sources. However, the extent to which specific OCC programs lead to employment within a given Standard Occupational Code (SOC) is dependent upon the way in which the U.S. Department of Labor groups specific occupations.

Occupational projections are presented at the "Detailed Standard Occupational Code" level as defined by the U.S. Department of Labor.

Although based on sound well tested economic modeling procedures, projections are subject to change based on emerging economic, political and social forces.

These projections reflect the four county region of Oakland, Macomb, Livingston and Wayne counties.

Projections are based on data from 24 major data sources, including the U.S. Department of Commerce, Bureau of Labor Statistics (BLS), Internal Revenue Service (IRS), and Census data. To forecast occupational demand at the county level, BLS data are regionalized and adjusted for emerging technological changes, the age of workers by occupation, and other factors affecting occupational demand.

Occupational forecast data was obtained from EMSI (Economic Modeling Specialists Inc.).

Music Occupational Projections 2007-2012

SOC Code	Description	2007 Jobs	2012 Jobs	Change	% Change	New & Rep. Jobs	% New & Rep.	Median Hourly Earnings	Avg Hourly Earnings	Education Level
27-2041	Music directors and composers	1,429	1,456	27	2%	123	9%	$10.90	$14.67	Degree plus work experience
27-2042	Musicians and singers	1,757	1,808	51	3%	377	21%	$15.36	$22.61	Long-term on-the-job training
		3,186	3,264	78	2%	500	16%	$13.36	$19.04	

SOC Detail Definitions

SOC Code 27-2041

Name Music Directors and Composers

Definition

Conduct, direct, plan, and lead instrumental or vocal performances by musical groups, such as orchestras, choirs, and glee clubs. Include arrangers, composers, choral directors, and orchestrators.

Examples

Choirmaster, Orchestra Conductor

SOC Code 27-2042

Name Musicians and Singers

Definition

Play one or more musical instruments or entertain by singing songs in recital, in accompaniment, or as a member of an orchestra, band, or other musical group. Musical performers may entertain on-stage, radio, TV, film, video, or record in studios. Exclude "Dancers" (27-2031).

Examples

Cantor, Church Organist, Instrumentalist

Occupational Skills Analysis

The following report provides detailed information on the knowledge, skills and abilities required for a given occupation. Consideration of these different competencies and levels of attainment while designing and reviewing curriculum will ensure that students enrolled in our programs are adequately prepared for employment.

In particular this report provides:

Importance of the competency to the occupation (in general terms)

- Not important
- Somewhat important
- Important
- Very important
- Extremely important

Importance of the competency to the occupation (in specific terms).

- 0 to 20 = not important
- 21 to 40 = somewhat important
- 41 to 60 = important
- 61 to 80 = very important
- 81 to 100 = extremely important

Level of Attainment in the competency required by the occupation:

- Basic = 0 to 24
- Intermediate = 25 to 49
- Advanced = 50 to 74
- Expert = 75 to 100

Occupational Skills Report
Music Composers and Arrangers (27-2041.04)

Occupational Description
Write and transcribe musical scores.

Occupational Knowledge

Knowledge	Importance	Imp (0-100)	Level	Lvl (0-100)
Fine Arts	Extremely Important	100	Expert	93
English Language	Somewhat Important	29	Intermediate	27
Mathematics	Somewhat Important	27	Basic	23
Clerical	Not Important	23	Basic	21
Communications and Media	Not Important	23	Basic	21
History and Archeology	Not Important	8	Basic	10
Foreign Language	Not Important	4	Basic	10
Computers and Electronics	Not Important	6	Basic	7
Education and Training	Not Important	6	Basic	7
Customer and Personal Service	Not Important	4	Basic	6
Law and Government	Not Important	2	Basic	5
Psychology	Not Important	4	Basic	5
Telecommunications	Not Important	4	Basic	5
Physics	Not Important	6	Basic	4
Engineering and Technology	Not Important	4	Basic	4
Biology	Not Important	2	Basic	2
Design	Not Important	2	Basic	2
Mechanical	Not Important	2	Basic	2
Sales and Marketing	Not Important	0	Basic	2
Philosophy and Theology	Not Important	0	Basic	1
Geography	Not Important	0	Basic	0
Administration and Management	Not Important	0	Basic	0
Transportation	Not Important	0	Basic	0
Food Production	Not Important	0	Basic	0
Medicine and Dentistry	Not Important	0	Basic	0
Therapy and Counseling	Not Important	0	Basic	0
Economics and Accounting	Not Important	0	Basic	0
Chemistry	Not Important	0	Basic	0
Public Safety and Security	Not Important	0	Basic	0
Building and Construction	Not Important	0	Basic	0
Personnel and Human Resources	Not Important	0	Basic	0
Sociology and Anthropology	Not Important	0	Basic	0
Production and Processing	Not Important	0	Basic	0

Source: O*NET Database 11

Occupational Skills

Skill	Importance	Imp (0-100)	Level	Lvl (0-100)
Writing	Important	56	Intermediate	43
Complex Problem Solving	Important	54	Intermediate	41
Reading Comprehension	Somewhat Important	44	Intermediate	37
Coordination	Somewhat Important	46	Intermediate	37
Equipment Selection	Somewhat Important	40	Intermediate	36
Monitoring	Somewhat Important	48	Intermediate	36
Active Learning	Somewhat Important	38	Intermediate	33
Judgment and Decision Making	Somewhat Important	33	Intermediate	32
Active Listening	Somewhat Important	33	Intermediate	30
Learning Strategies	Somewhat Important	29	Intermediate	26
Critical Thinking	Somewhat Important	29	Intermediate	25
Social Perceptiveness	Not Important	23	Intermediate	25
Operations Analysis	Somewhat Important	29	Intermediate	25
Speaking	Somewhat Important	25	Basic	24
Quality Control Analysis	Somewhat Important	28	Basic	23
Time Management	Somewhat Important	27	Basic	21
Systems Analysis	Not Important	24	Basic	21
Mathematics	Somewhat Important	27	Basic	21
Instructing	Not Important	19	Basic	17
Operation and Control	Not Important	15	Basic	17
Systems Evaluation	Not Important	18	Basic	17
Technology Design	Not Important	13	Basic	13
Persuasion	Not Important	8	Basic	12
Management of Personnel Resources	Not Important	13	Basic	12
Troubleshooting	Not Important	13	Basic	11
Management of Financial Resources	Not Important	4	Basic	8
Management of Material Resources	Not Important	6	Basic	8
Service Orientation	Not Important	6	Basic	8
Equipment Maintenance	Not Important	4	Basic	7
Science	Not Important	8	Basic	7
Programming	Not Important	4	Basic	6
Negotiation	Not Important	4	Basic	5
Installation	Not Important	2	Basic	4
Operation Monitoring	Not Important	2	Basic	4
Repairing	Not Important	2	Basic	2

Source: O*NET Database 11

Occupational Abilities

Ability	Importance	Imp (0-100)	Level	Lvl (0-100)
Originality	Very Important	88	Expert	76
Hearing Sensitivity	Very Important	88	Advanced	71
Fluency of Ideas	Important	73	Advanced	64
Written Expression	Important	65	Advanced	53
Auditory Attention	Important	70	Advanced	53
Sound Localization	Important	60	Advanced	51
Written Comprehension	Important	63	Intermediate	47
Oral Comprehension	Important	53	Intermediate	41
Oral Expression	Important	50	Intermediate	39
Information Ordering	Somewhat Important	40	Intermediate	36
Deductive Reasoning	Somewhat Important	43	Intermediate	36
Near Vision	Important	50	Intermediate	34
Speech Recognition	Somewhat Important	33	Intermediate	33
Memorization	Somewhat Important	43	Intermediate	33
Inductive Reasoning	Somewhat Important	38	Intermediate	33
Flexibility of Closure	Somewhat Important	40	Intermediate	31
Category Flexibility	Somewhat Important	28	Intermediate	30
Selective Attention	Somewhat Important	25	Intermediate	30
Speed of Closure	Somewhat Important	30	Intermediate	29
Visualization	Not Important	23	Intermediate	26
Problem Sensitivity	Somewhat Important	25	Basic	24
Speech Clarity	Not Important	20	Basic	24
Wrist-Finger Speed	Somewhat Important	30	Basic	23
Number Facility	Somewhat Important	25	Basic	20
Perceptual Speed	Not Important	18	Basic	17
Finger Dexterity	Not Important	18	Basic	14
Trunk Strength	Not Important	18	Basic	14
Control Precision	Not Important	13	Basic	13
Time Sharing	Not Important	5	Basic	11
Extent Flexibility	Not Important	10	Basic	10
Far Vision	Not Important	8	Basic	9
Mathematical Reasoning	Not Important	5	Basic	9
Gross Body Coordination	Not Important	8	Basic	7
Arm-Hand Steadiness	Not Important	5	Basic	7
Visual Color Discrimination	Not Important	3	Basic	6
Spatial Orientation	Not Important	3	Basic	6
Peripheral Vision	Not Important	5	Basic	6
Response Orientation	Not Important	5	Basic	6
Reaction Time	Not Important	10	Basic	4
Manual Dexterity	Not Important	0	Basic	4
Speed of Limb Movement	Not Important	8	Basic	4
Multilimb Coordination	Not Important	5	Basic	4
Gross Body Equilibrium	Not Important	3	Basic	4
Stamina	Not Important	3	Basic	3
Dynamic Flexibility	Not Important	0	Basic	1
Depth Perception	Not Important	0	Basic	1
Night Vision	Not Important	0	Basic	0
Static Strength	Not Important	0	Basic	0
Explosive Strength	Not Important	0	Basic	0
Dynamic Strength	Not Important	0	Basic	0
Glare Sensitivity	Not Important	0	Basic	0
Rate Control	Not Important	0	Basic	0

Source: O*NET Database 11

Occupational Skills Report
Music Directors (27-2041.01)

Occupational Description

Direct and conduct instrumental or vocal performances by musical groups, such as orchestras or choirs.

Occupational Knowledge

Knowledge	Importance	Imp (0-100)	Level	Lvl (0-100)
Fine Arts	Very Important	83	Advanced	69
Administration and Management	Important	58	Intermediate	48
Personnel and Human Resources	Important	58	Intermediate	48
English Language	Somewhat Important	46	Intermediate	43
Clerical	Somewhat Important	25	Intermediate	26
Communications and Media	Somewhat Important	25	Intermediate	26
Transportation	Somewhat Important	25	Basic	24
Mathematics	Somewhat Important	25	Basic	24
Education and Training	Somewhat Important	25	Basic	24
Psychology	Somewhat Important	25	Basic	24
Foreign Language	Somewhat Important	25	Basic	24
Telecommunications	Not Important	17	Basic	17
Geography	Not Important	8	Basic	14
Therapy and Counseling	Not Important	8	Basic	14
Customer and Personal Service	Not Important	4	Basic	14
Computers and Electronics	Not Important	8	Basic	12
History and Archeology	Not Important	4	Basic	9
Physics	Not Important	13	Basic	9
Mechanical	Not Important	8	Basic	9
Economics and Accounting	Not Important	4	Basic	7
Law and Government	Not Important	4	Basic	7
Design	Not Important	4	Basic	7
Building and Construction	Not Important	4	Basic	7
Sociology and Anthropology	Not Important	4	Basic	7
Engineering and Technology	Not Important	0	Basic	5
Sales and Marketing	Not Important	0	Basic	5
Production and Processing	Not Important	0	Basic	2
Food Production	Not Important	0	Basic	0
Medicine and Dentistry	Not Important	0	Basic	0
Philosophy and Theology	Not Important	0	Basic	0
Chemistry	Not Important	0	Basic	0
Public Safety and Security	Not Important	0	Basic	0
Biology	Not Important	0	Basic	0

Source: O*NET Database 11

Occupational Skills

Skill	Importance	Imp (0-100)	Level	Lvl (0-100)
Coordination	Very Important	88	Advanced	64
Time Management	Important	58	Advanced	59
Management of Personnel Resources	Very Important	75	Advanced	59
Instructing	Very Important	75	Advanced	57
Monitoring	Very Important	79	Advanced	57
Speaking	Important	71	Advanced	55
Learning Strategies	Important	58	Advanced	52
Reading Comprehension	Important	58	Advanced	50
Active Listening	Important	63	Advanced	50
Social Perceptiveness	Important	50	Intermediate	48
Active Learning	Important	54	Intermediate	45
Writing	Somewhat Important	42	Intermediate	45
Complex Problem Solving	Important	51	Intermediate	43
Operations Analysis	Important	54	Intermediate	43
Judgment and Decision Making	Important	54	Intermediate	40
Critical Thinking	Somewhat Important	42	Intermediate	38
Systems Analysis	Somewhat Important	46	Intermediate	37
Mathematics	Somewhat Important	33	Intermediate	36
Systems Evaluation	Somewhat Important	38	Intermediate	36
Negotiation	Not Important	21	Intermediate	33
Quality Control Analysis	Somewhat Important	40	Intermediate	33
Management of Material Resources	Somewhat Important	25	Intermediate	26
Persuasion	Not Important	17	Basic	24
Equipment Selection	Somewhat Important	29	Basic	24
Operation and Control	Not Important	17	Basic	21
Service Orientation	Not Important	8	Basic	19
Technology Design	Not Important	17	Basic	14
Management of Financial Resources	Not Important	13	Basic	12
Installation	Not Important	0	Basic	5
Science	Not Important	4	Basic	5
Troubleshooting	Not Important	0	Basic	2
Programming	Not Important	0	Basic	2
Equipment Maintenance	Not Important	0	Basic	2
Repairing	Not Important	0	Basic	0
Operation Monitoring	Not Important	0	Basic	0

Source: O*NET Database 11

Occupational Abilities

Ability	Importance	Imp (0-100)	Level	Lvl (0-100)
Hearing Sensitivity	Very Important	80	Advanced	74
Sound Localization	Important	65	Advanced	69
Oral Expression	Very Important	85	Advanced	69
Originality	Important	70	Advanced	63
Oral Comprehension	Very Important	85	Advanced	63
Written Expression	Important	65	Advanced	57
Auditory Attention	Important	70	Advanced	57
Written Comprehension	Very Important	80	Advanced	57
Fluency of Ideas	Important	50	Advanced	51
Flexibility of Closure	Important	60	Intermediate	49
Speech Clarity	Important	55	Intermediate	46
Speech Recognition	Important	55	Intermediate	43
Inductive Reasoning	Somewhat Important	35	Intermediate	43
Memorization	Important	65	Intermediate	40
Deductive Reasoning	Somewhat Important	30	Intermediate	40
Category Flexibility	Somewhat Important	30	Intermediate	37
Visualization	Somewhat Important	30	Intermediate	37
Number Facility	Somewhat Important	40	Intermediate	37
Near Vision	Important	50	Intermediate	37
Speed of Closure	Somewhat Important	45	Intermediate	34
Selective Attention	Somewhat Important	40	Intermediate	31
Wrist-Finger Speed	Somewhat Important	40	Intermediate	29
Extent Flexibility	Somewhat Important	35	Intermediate	29
Problem Sensitivity	Somewhat Important	25	Intermediate	29
Information Ordering	Somewhat Important	25	Intermediate	26
Time Sharing	Somewhat Important	40	Intermediate	26
Trunk Strength	Not Important	20	Intermediate	26
Far Vision	Somewhat Important	35	Basic	23
Perceptual Speed	Somewhat Important	30	Basic	23
Spatial Orientation	Somewhat Important	25	Basic	23
Reaction Time	Somewhat Important	40	Basic	20
Mathematical Reasoning	Not Important	20	Basic	20
Multilimb Coordination	Somewhat Important	35	Basic	20
Depth Perception	Not Important	10	Basic	20
Response Orientation	Somewhat Important	40	Basic	20
Manual Dexterity	Somewhat Important	25	Basic	17
Finger Dexterity	Not Important	20	Basic	17
Dynamic Flexibility	Not Important	20	Basic	17
Peripheral Vision	Not Important	15	Basic	17
Gross Body Coordination	Not Important	20	Basic	17
Arm-Hand Steadiness	Not Important	20	Basic	17
Control Precision	Not Important	5	Basic	14
Static Strength	Not Important	10	Basic	14
Stamina	Not Important	10	Basic	9
Speed of Limb Movement	Not Important	5	Basic	9
Visual Color Discrimination	Not Important	5	Basic	6
Gross Body Equilibrium	Not Important	5	Basic	6
Dynamic Strength	Not Important	5	Basic	6
Glare Sensitivity	Not Important	5	Basic	6
Rate Control	Not Important	5	Basic	6
Night Vision	Not Important	0	Basic	3
Explosive Strength	Not Important	0	Basic	3

Occupational Skills Report
Musicians, Instrumental (27-2042.02)

Occupational Description
Play one or more musical instruments in recital, in accompaniment, or as members of an orchestra, band, or other musical group.

Occupational Knowledge

Knowledge	Importance	Imp (0-100)	Level	Lvl (0-100)
Fine Arts	Very Important	95	Expert	86
Psychology	Somewhat Important	40	Intermediate	49
Education and Training	Somewhat Important	49	Intermediate	46
English Language	Somewhat Important	46	Intermediate	41
Sociology and Anthropology	Somewhat Important	25	Intermediate	33
Personnel and Human Resources	Somewhat Important	27	Intermediate	27
Mathematics	Somewhat Important	30	Intermediate	26
Communications and Media	Not Important	22	Basic	24
Computers and Electronics	Not Important	14	Basic	22
Foreign Language	Not Important	23	Basic	22
History and Archeology	Somewhat Important	26	Basic	22
Transportation	Not Important	24	Basic	22
Customer and Personal Service	Not Important	21	Basic	14
Philosophy and Theology	Not Important	9	Basic	13
Law and Government	Not Important	13	Basic	13
Administration and Management	Not Important	16	Basic	12
Production and Processing	Not Important	14	Basic	12
Engineering and Technology	Not Important	12	Basic	12
Mechanical	Not Important	11	Basic	12
Public Safety and Security	Not Important	11	Basic	10
Therapy and Counseling	Not Important	7	Basic	10
Geography	Not Important	6	Basic	8
Medicine and Dentistry	Not Important	6	Basic	8
Physics	Not Important	7	Basic	7
Design	Not Important	10	Basic	6
Economics and Accounting	Not Important	9	Basic	5
Telecommunications	Not Important	7	Basic	5
Clerical	Not Important	6	Basic	5
Sales and Marketing	Not Important	3	Basic	3
Food Production	Not Important	0	Basic	0
Chemistry	Not Important	0	Basic	0
Biology	Not Important	0	Basic	0
Building and Construction	Not Important	0	Basic	0

Source: O*NET Database 11

Occupational Skills

Skill	Importance	Imp (0-100)	Level	Lvl (0-100)
Coordination	Very Important	79	Expert	80
Active Listening	Very Important	85	Expert	77
Monitoring	Important	69	Advanced	66
Active Learning	Important	65	Advanced	64
Critical Thinking	Important	57	Advanced	56
Equipment Selection	Important	54	Advanced	55
Equipment Maintenance	Important	58	Advanced	52
Time Management	Important	56	Advanced	50
Reading Comprehension	Somewhat Important	42	Intermediate	45
Negotiation	Somewhat Important	41	Intermediate	44
Social Perceptiveness	Somewhat Important	41	Intermediate	43
Learning Strategies	Somewhat Important	39	Intermediate	41
Instructing	Somewhat Important	35	Intermediate	41
Troubleshooting	Somewhat Important	38	Intermediate	38
Speaking	Somewhat Important	33	Intermediate	34
Mathematics	Somewhat Important	38	Intermediate	33
Operation and Control	Somewhat Important	34	Intermediate	31
Judgment and Decision Making	Somewhat Important	32	Intermediate	28
Persuasion	Not Important	19	Intermediate	27
Repairing	Not Important	20	Intermediate	26
Writing	Not Important	21	Intermediate	26
Complex Problem Solving	Not Important	24	Intermediate	25
Management of Personnel Resources	Not Important	22	Basic	24
Quality Control Analysis	Not Important	15	Basic	17
Installation	Not Important	16	Basic	17
Management of Material Resources	Not Important	17	Basic	17
Service Orientation	Not Important	13	Basic	14
Systems Evaluation	Not Important	10	Basic	12
Operation Monitoring	Not Important	9	Basic	12
Systems Analysis	Not Important	11	Basic	12
Operations Analysis	Not Important	7	Basic	11
Technology Design	Not Important	3	Basic	7
Management of Financial Resources	Not Important	5	Basic	5
Science	Not Important	4	Basic	5
Programming	Not Important	2	Basic	4

Source: O*NET Database 11

Occupational Abilities

Ability	Importance	Imp (0-100)	Level	Lvl (0-100)
Hearing Sensitivity	Very Important	78	Advanced	68
Oral Comprehension	Important	63	Advanced	57
Oral Expression	Important	63	Advanced	55
Multilimb Coordination	Important	53	Advanced	54
Auditory Attention	Important	56	Advanced	52
Information Ordering	Important	53	Advanced	50
Manual Dexterity	Important	63	Advanced	50
Originality	Important	60	Advanced	50
Selective Attention	Important	60	Advanced	50
Finger Dexterity	Important	56	Intermediate	48
Near Vision	Important	60	Intermediate	48
Arm-Hand Steadiness	Important	69	Intermediate	48
Written Comprehension	Somewhat Important	47	Intermediate	46
Wrist-Finger Speed	Somewhat Important	41	Intermediate	45
Category Flexibility	Important	50	Intermediate	45
Written Expression	Somewhat Important	44	Intermediate	43
Fluency of Ideas	Somewhat Important	47	Intermediate	43
Speech Recognition	Important	56	Intermediate	43
Problem Sensitivity	Important	60	Intermediate	43
Speech Clarity	Important	56	Intermediate	43
Time Sharing	Important	50	Intermediate	43
Deductive Reasoning	Important	50	Intermediate	41
Flexibility of Closure	Somewhat Important	47	Intermediate	39
Far Vision	Somewhat Important	38	Intermediate	39
Perceptual Speed	Somewhat Important	41	Intermediate	39
Visualization	Somewhat Important	41	Intermediate	39
Inductive Reasoning	Important	50	Intermediate	39
Speed of Closure	Somewhat Important	41	Intermediate	36
Static Strength	Somewhat Important	35	Intermediate	32
Memorization	Somewhat Important	35	Intermediate	32
Trunk Strength	Somewhat Important	28	Intermediate	30
Dynamic Strength	Somewhat Important	25	Intermediate	27
Control Precision	Somewhat Important	28	Basic	21
Extent Flexibility	Not Important	22	Basic	20
Visual Color Discrimination	Not Important	19	Basic	18
Number Facility	Not Important	22	Basic	18
Gross Body Coordination	Not Important	16	Basic	18
Stamina	Not Important	22	Basic	16
Mathematical Reasoning	Not Important	19	Basic	16
Gross Body Equilibrium	Not Important	16	Basic	14
Speed of Limb Movement	Not Important	10	Basic	11
Sound Localization	Not Important	13	Basic	9
Reaction Time	Not Important	10	Basic	7
Depth Perception	Not Important	10	Basic	5
Response Orientation	Not Important	6	Basic	5
Night Vision	Not Important	3	Basic	4
Dynamic Flexibility	Not Important	3	Basic	2
Rate Control	Not Important	3	Basic	2
Spatial Orientation	Not Important	0	Basic	0
Peripheral Vision	Not Important	0	Basic	0
Explosive Strength	Not Important	0	Basic	0
Glare Sensitivity	Not Important	0	Basic	0

Source: O*NET Database 11

Occupational Skills Report
Singers (27-2042.01)

Occupational Description
Sing songs on stage, radio, television, or motion pictures.

Occupational Knowledge

Knowledge	Importance	Imp (0-100)	Level	Lvl (0-100)
Fine Arts	Very Important	92	Advanced	69
English Language	Somewhat Important	38	Intermediate	31
Communications and Media	Somewhat Important	29	Intermediate	26
Customer and Personal Service	Not Important	13	Basic	14
Biology	Not Important	4	Basic	12
Foreign Language	Not Important	8	Basic	12
Mathematics	Not Important	8	Basic	9
Education and Training	Not Important	8	Basic	9
Telecommunications	Not Important	8	Basic	9
Physics	Not Important	8	Basic	5
Psychology	Not Important	0	Basic	5
Transportation	Not Important	0	Basic	2
Philosophy and Theology	Not Important	4	Basic	2
Therapy and Counseling	Not Important	0	Basic	2
Geography	Not Important	0	Basic	0
Administration and Management	Not Important	0	Basic	0
History and Archeology	Not Important	0	Basic	0
Food Production	Not Important	0	Basic	0
Medicine and Dentistry	Not Important	0	Basic	0
Clerical	Not Important	0	Basic	0
Computers and Electronics	Not Important	0	Basic	0
Economics and Accounting	Not Important	0	Basic	0
Chemistry	Not Important	0	Basic	0
Public Safety and Security	Not Important	0	Basic	0
Engineering and Technology	Not Important	0	Basic	0
Sales and Marketing	Not Important	0	Basic	0
Law and Government	Not Important	0	Basic	0
Design	Not Important	0	Basic	0
Building and Construction	Not Important	0	Basic	0
Personnel and Human Resources	Not Important	0	Basic	0
Sociology and Anthropology	Not Important	0	Basic	0
Mechanical	Not Important	0	Basic	0
Production and Processing	Not Important	0	Basic	0

Source: O*NET Database 11

Occupational Skills

Skill	Importance	Imp (0-100)	Level	Lvl (0-100)
Active Listening	Important	58	Intermediate	43
Coordination	Important	63	Intermediate	40
Speaking	Important	54	Intermediate	38
Reading Comprehension	Important	50	Intermediate	36
Active Learning	Important	58	Intermediate	36
Monitoring	Important	58	Intermediate	33
Social Perceptiveness	Somewhat Important	46	Intermediate	31
Complex Problem Solving	Somewhat Important	25	Basic	24
Learning Strategies	Somewhat Important	29	Basic	24
Judgment and Decision Making	Not Important	17	Basic	21
Systems Analysis	Not Important	20	Basic	20
Time Management	Not Important	13	Basic	19
Critical Thinking	Not Important	21	Basic	19
Quality Control Analysis	Not Important	19	Basic	18
Writing	Not Important	13	Basic	17
Mathematics	Not Important	13	Basic	14
Operations Analysis	Not Important	13	Basic	12
Systems Evaluation	Not Important	10	Basic	12
Equipment Selection	Not Important	17	Basic	9
Instructing	Not Important	8	Basic	9
Service Orientation	Not Important	0	Basic	9
Technology Design	Not Important	13	Basic	7
Persuasion	Not Important	4	Basic	7
Management of Material Resources	Not Important	4	Basic	7
Troubleshooting	Not Important	4	Basic	5
Negotiation	Not Important	4	Basic	5
Management of Personnel Resources	Not Important	4	Basic	5
Operation Monitoring	Not Important	4	Basic	5
Operation and Control	Not Important	4	Basic	5
Management of Financial Resources	Not Important	0	Basic	2
Equipment Maintenance	Not Important	0	Basic	2
Science	Not Important	0	Basic	2
Repairing	Not Important	0	Basic	0
Installation	Not Important	0	Basic	0
Programming	Not Important	0	Basic	0

Source: O*NET Database 11

Occupational Abilities

Ability	Importance	Imp (0-100)	Level	Lvl (0-100)
Hearing Sensitivity	Very Important	85	Advanced	66
Oral Expression	Important	55	Advanced	54
Speech Clarity	Important	55	Advanced	51
Auditory Attention	Important	55	Intermediate	49
Originality	Important	55	Intermediate	49
Oral Comprehension	Important	60	Intermediate	49
Written Comprehension	Important	60	Intermediate	49
Memorization	Important	70	Intermediate	46
Sound Localization	Somewhat Important	40	Intermediate	34
Selective Attention	Important	50	Intermediate	29
Near Vision	Somewhat Important	40	Intermediate	29
Written Expression	Somewhat Important	25	Intermediate	26
Speech Recognition	Somewhat Important	25	Basic	23
Information Ordering	Not Important	20	Basic	17
Time Sharing	Somewhat Important	25	Basic	17
Speed of Closure	Somewhat Important	30	Basic	17
Trunk Strength	Somewhat Important	30	Basic	17
Flexibility of Closure	Not Important	20	Basic	14
Reaction Time	Not Important	15	Basic	14
Fluency of Ideas	Not Important	15	Basic	14
Number Facility	Not Important	10	Basic	14
Gross Body Coordination	Not Important	20	Basic	14
Stamina	Not Important	10	Basic	11
Extent Flexibility	Not Important	15	Basic	11
Deductive Reasoning	Not Important	15	Basic	11
Gross Body Equilibrium	Not Important	15	Basic	11
Glare Sensitivity	Not Important	15	Basic	11
Inductive Reasoning	Not Important	15	Basic	11
Far Vision	Not Important	5	Basic	9
Wrist-Finger Speed	Not Important	5	Basic	9
Category Flexibility	Not Important	5	Basic	9
Night Vision	Not Important	10	Basic	9
Visualization	Not Important	0	Basic	9
Peripheral Vision	Not Important	5	Basic	9
Problem Sensitivity	Not Important	10	Basic	9
Depth Perception	Not Important	5	Basic	9
Manual Dexterity	Not Important	5	Basic	6
Perceptual Speed	Not Important	10	Basic	6
Spatial Orientation	Not Important	0	Basic	6
Mathematical Reasoning	Not Important	5	Basic	6
Control Precision	Not Important	5	Basic	6
Multilimb Coordination	Not Important	5	Basic	6
Response Orientation	Not Important	10	Basic	6
Rate Control	Not Important	15	Basic	6
Visual Color Discrimination	Not Important	5	Basic	3
Dynamic Flexibility	Not Important	0	Basic	3
Arm-Hand Steadiness	Not Important	5	Basic	3
Finger Dexterity	Not Important	0	Basic	0
Speed of Limb Movement	Not Important	0	Basic	0
Static Strength	Not Important	0	Basic	0
Explosive Strength	Not Important	0	Basic	0
Dynamic Strength	Not Important	0	Basic	0

Source: O*NET Database 11

Program Assessment Plan
MUS Composition/Music Theory Option

Statement of Purpose

Associate degree in liberal arts that provides a solid and comprehensive foundation in music, and allows students to continue their studies in music education, theory or composition in a 4 year institution with approximately 2 years of requirements fulfilled.

Catalog Description

This option prepares the student with the basic skills necessary to continue studies in music education, theory or composition. Students completing the program may either continue their education in a four-year institution with approximately two years of requirements fulfilled, or pursue a career as a private music teacher and/or performer.

Program Assessment Plan

MUS Composition/Music Theory Option

Learning Outcomes

The students will demonstrate knowledge of the basic skills necessary to continue studies in music education, theory or composition in a 4 year institution.

	Benchmark	Assessment Method	Timeline
1.	75% of the students will score ≥ C in MUS 1540.	Students will be assessed with listening and written tests in MUS 1540 on the lives, styles and works of the major composers from Antiquity to Beethoven. An overall grade will be computed for the course.	04/2008
2.	75% of the students will score ≥ C in MUS 1550.	Students will be assessed with listening and written tests in MUS 1550 on the lives, styles and works of the major composers from Beethoven to present. An overall grade will be computed for the course.	04/2008
3.			
4.			
5.			

Program Assessment Plan

MUS Composition/Music Theory Option

Learning Outcomes

The students will demonstrate the educational knowledge needed to pursue a career as a private music teacher and/or composer.

	Benchmark	Assessment Method	Timeline
1.	75% of the students whose concentration is music composition will demonstrate proficiency at ≥ C in writing an original composition.	Students in MUS 2011/2021 will be assessed using a rubric on their original written composition.	04/2008
2.	75% of the students whose concentration is music theory will demonstrate proficiency at ≥ C in analyzing a composition.	Students in MUS 2011/2021 will be assessed using a rubric on their analysis of a composition work.	04/2008
3.	75% of the students in MUS 2601 will earn a C or better in the course.	Students in MUS 2601 will be assessed by the faculty over-seer, using a rubric, on the performance and planning of a student recital or special project event.	04/2008
4.			
5.			

Program Assessment Plan

MUS Composition/Music Theory Option

Learning Outcomes

The students will exhibit proficiency with the following: use and analysis of altered chords and non-harmonic tones; enharmonic, phrase, common-chord and chromatic modulations; and chords with added tones.

	Benchmark	Assessment Method	Timeline
1.	75% of the students will earn a grade of ≥ C in MUS 1650.	Students in MUS 1650 will be graded on assisgnments using a rubric on the use and recognition of altered chords and non-harmonic tones; enharmonic, phrase, common-chord and chromatic modulations; and chords with added tones. An overall grade for the course will be computed.	04/2008
2.			
3.			
4.			
5.			

Program Assessment Plan
MUS Performance/Instrumental Option

Statement of Purpose

Associate degree in liberal arts that provides a solid and comprehensive foundation in music, and allows students to continue their studies in music education, theory or composition in a 4 year institution with approximately 2 years of requirements fulfilled.

Catalog Description

This option prepares the student with the basic skills necessary to continue studies in instrumental performance. Students completing the program may either continue their education in a four-year institution with approximately two years of requirements fulfilled, or pursue a career as a private music teacher and/or performer.

Program Assessment Plan

MUS Performance/Instrumental Option

Learning Outcomes

The students will demonstrate knowledge of the basic skills necessary to continue studies in music education, theory or composition in a 4 year institution.

	Benchmark	Assessment Method	Timeline
1.	75% of the students will score ≥ C in MUS 1540.	Students will be assessed with listening and written tests in MUS 1540 on the lives, styles and works of the major composers from Antiquity to Beethoven. An overall grade will be computed for the course.	04/2008
2.	75% of the students will score ≥ C in MUS 1550.	Students will be assessed with listening and written tests in MUS 1550 on the lives, styles and works of the major composers from Beethoven to present. An overall grade will be computed for the course.	04/2008
3.			
4.			
5.			

Program Assessment Plan
MUS Performance/Instrumental Option

Learning Outcomes

The students will demonstrate the educational knowledge needed to pursue a career as a private music teacher and/or performer.

	Benchmark	Assessment Method	Timeline
1.	75% of the students will demonstrate proficiency at ≥C in performing their instrument of choice.	The student's performance will be assessed by a three-member jury using a rubric (jury form) in the areas of stage presentation, musicality, technical dexterity, choice of program and styles performed (where applicable).	04/2008
2.	75% of the students in MUS 2601 will earn a C or better in the course.	Students in MUS 2601 will be assessed by the faculty over-seer, using a rubric, on the selection of an appropriate program, performance, technical dexterity and variety of styles performed (where applicable), during the student recital or special project event.	04/2008
3.			
4.			
5.			

Program Assessment Plan
MUS Performance/Instrumental Option

Learning Outcomes

The students will exhibit proficiency with the following: use and analysis of altered chords and non-harmonic tones; enharmonic, phrase, common-chord and chromatic modulations; and chords with added tones.

	Benchmark	Assessment Method	Timeline
1.	75% of the students will earn a grade of ≥ C in MUS 1650.	Students in MUS 1650 will be graded on assisgments using a rubric on the use and recognition of altered chords and non-harmonic tones; enharmonic, phrase, common-chord and chromatic modulations; and chords with added tones. An overall grade for the course will be computed.	04/2008
2.			
3.			
4.			
5.			

Program Assessment Plan
MUS Performance/Vocal Option

Statement of Purpose

Associate degree in liberal arts that provides a solid and comprehensive foundation in music, and allows students to continue their studies in music education, theory or composition in a 4 year institution with approximately 2 years of requirements fulfilled.

Catalog Description

This option prepares the student with the basic skills necessary to continue studies in vocal performance. Students completing the program may either continue their education in a four-year institution with approximately two years of requirements fulfilled, or pursue a career as a private music teacher and/or performer.

Program Assessment Plan
MUS Performance/Vocal Option

Learning Outcomes

The students will demonstrate knowledge of the basic skills necessary to continue studies in music education, theory or composition in a 4 year institution.

	Benchmark	Assessment Method	Timeline
1.	75% of the students will score ≥ C in MUS 1540.	Students will be assessed with listening and written tests in MUS 1540 on the lives, styles and works of the major composers from Antiquity to Beethoven. An overall grade will be computed for the course.	04/2008
2.	75% of the students will score ≥ C in MUS 1550.	Students will be assessed with listening and written tests in MUS 1550 on the lives, styles and works of the major composers from Beethoven to present. An overall grade will be computed for the course.	04/2008
3.			
4.			
5.			

Program Assessment Plan
MUS Performance/Vocal Option

Learning Outcomes

The students will demonstrate the educational knowledge needed to pursue a career as a private music teacher and/or performer.

	Benchmark	Assessment Method	Timeline
1.	75% of the students will demonstrate proficiency at ≥ C in performing as a vocalist.	The students performance will be assessed by a three-member jury using a rubric (jury form) in the areas of stage presentation, musicality, technical dexterity, choice of program and styles performed (where applicable).	04/2008
2.	75% of the students in MUS 2601 will earn a C or better in the course.	Students in MUS 2601 will be assessed by the faculty over-seer, using a rubric, on the selection of an appropriate program, performance, technical dexterity and variety of styles performed (where applicable), during the student recital or special project event.	04/2008
3.			
4.			
5.			

Program Assessment Plan
MUS Performance/Vocal Option

Learning Outcomes

The students will exhibit proficiency with the following: use and analysis of altered chords and non-harmonic tones; enharmonic, phrase, common-chord and chromatic modulations; and chords with added tones.

	Benchmark	Assessment Method	Timeline
1.	75% of the students will earn a grade of ≥ C in MUS 1650.	Students in MUS 1650 will be graded on assignments using a rubric on the use and recognition of altered chords and non-harmonic tones; enharmonic, phrase, common-chord and chromatic modulations; and chords with added tones. An overall grade for the course will be computed.	04/2008
2.			
3.			
4.			
5.			

Program Findings Report

MUS Composition/Music Theory Option

4-1-07 to 3-31-08

Program Findings Report

MUS Performance/Instrumental Option

4-1-07 to 3-31-08

Program Findings Report

MUS Performance/Vocal Option

4-1-07 to 3-31-08

Curriculum Review Committee Recommendations

Music Review
May 16, 2008
Faculty Coordinator: Jim Halleman

Curriculum

- The discipline needs clarification from the Registrar's office regarding duplication of MUS 1585 and MUS 1600 and make necessary changes to the General Education Distribution List.
- Recommend the MUS discipline work with the registrar to acquire appropriate numerical sequencing.
- Consider developing articulation agreements with colleges and universities
- Work with Music dean on increasing enrollment of specialty classes that meet requirements for the MUS program

Review Concerns

- CRC recommends names, comments and any anecdotal statements are removed from CRC Self-Study report.
- CRC recommends the faculty coordinator to use appropriate CRC template for programs and revised report.
- CRC needs clarification on Dashboard data as the faculty coordinator believes they are inaccurate.
- Review considered incomplete until faculty coordinator presents the revised Self-Study report

Completed Music Review
February 6, 2009

Curriculum

- MUS 1600 (Music/Jazz) is an inactive course. The discipline can work with the Registrar to insure this course is not reactivated due to complication with MUS 1685 (Music History: Jazz)
- The discipline might consider forwarding to the Curriculum Committee and/or CASSC the issue of how course numbers are sequenced. Is this a discipline decision, Registrar's decision or lodged somewhere else in the college? How are numbers distributed? Appropriate sequencing in Music would aid students in determining appropriate plan of study.
- MUS 1560 requires a field trip/outing. It is recommended adding a statement in the course description that this course may require a concert field trip
- Clarification on the Dashboard data was completed and deemed correct

Needs and Resources

- Sharing of ideas amongst adjunct faculty would support consistency of course work offered.