**Executive Summary**

The Modesto Junior College Music Department performed strongly in meeting the Institutional Learning Outcomes with a success rate of 80 to 85%. MJC’s Music Program enables our students to excel in the areas of communication, creative and critical thinking, cultural literacy, social responsibility, technological literacy, and personal and professional development. To continue to maintain these high standards, we will streamline more of our course learning outcomes, update our program learning outcomes, and as the state modifies the C-ID descriptors we will continue to align our courses.

**Faculty Included in the Preparation and Sharing of this Report:**

Dr. David Chapman, David Dow, Dr. Cherrie Llewellyn, Erik Maki, Anne Martin and Dr. Alejandro Sabre.

**Please provide a brief and cogent narrative in response to each of the following questions.**

1. Provide a quantitative analysis for each ILO your CLOs inform. Provide the total number of students who passed/total number of students assessed in each ILO column *and* the corresponding ILO passing rate as an aggregated percentage.

**INSTITUTIONAL LEARNING OUTCOMES Students Passed/Assessed TOTAL RATE**

Communication

1. *Articulate ideas through written, spoken, and visual forms appropriately 4171/5163 81%*

*and effectively in relation to a given audience and social context.*

1. *Utilize interpersonal and group communication skills, especially those that 4351/5266 83%*

*promote collaborative problem-solving, mutual understanding, and teamwork.*

1. *Mindfully and respectfully listen to, engage with and formally respond to the 4292/5291 81%*

*ideas of others in meaningful ways.*

1. *Plan, design, and produce creative forms of expression through music, speech, 4838/5827 83%*

*and the visual and performing arts.*

Creative, Critical and Analytical Thinking

1. *Analyze differences and make connections among intellectual ideas, academic 3499/4294 81%*

*bodies of knowledge and disciplinary fields of study.*

1. *Develop and expand upon innovative ideas by analyzing current evidence and 3551/4356 82%*

*praxis, employing historical and cultural knowledge, engaging in theoretical*

*inquiry, and utilizing methods of rational inference.*

1. *Utilize the scientific method and solve problems using qualitative and 205/256 80%*

*quantitative data.*

1. *Demonstrate the ability to make well-considered aesthetic judgments. 4635/5591 83%*

Cultural Literacy and Social Responsibility

1. *Interpret and analyze ideas of value and meaning exhibited in literature, 4468/5393 83%*

*religious practices, philosophical perspectives, art, architecture, music, language,*

*performance and other cultural forms.*

1. *Describe the historical and cultural complexities of the human condition in its 1138/1496 76%*

*global context, including the emergence and perpetuation of inequalities and the*

*interplay of social, political, economic and physical geographies.*

1. *Analyze and evaluate the value of diversity, especially by collaborating with 2519/3114 81%*

*people of different physical abilities and those with distinct linguistic, cultural,*

*religious, lifestyle, national, and political backgrounds.*

1. *Demonstrate a pragmatics of ethical principles, effective citizenship, and social 2717/3376 80% N/A*

*responsibility through cross-cultural interactions, volunteerism, and civic*

*engagement.*

Information and Technology Literacy

*1. Effectively access information and critically evaluate sources of information. 3104/3787 82%*

*2. Analyze, synthesize and apply information practically and ethically within 4049/5017 81%*

*personal, professional and academic contexts.*

*3. Identify, utilize and evaluate the value of a variety of technologies relevant to 2876/3504 82%*

*academic and workplace settings.*

Personal and Professional Development

*1. Identify and assess individual values, knowledge, skills, and abilities in order to set 2606/3129 83%*

*and achieve lifelong personal, educational, and professional goals.*

*2. Practice decision-making that builds self-awareness, fosters self-reliance, and 3598/4404 82%*

*nourishes physical, mental, and social health.*

*3. Apply skills of cooperation, collaboration, negotiation, and group decision-making. 2806/3422 82%*

*4. Exhibit quality judgment, dependability, and accountability while maintaining 1825/2156 85%*

*flexibility in an ever-changing world.*

1. Reflect on, consider and analyze the data you have. ***What does your CLO data tell you about how your students are achieving ILOs?*** *Be detailed, descriptive and analytical* in this qualitative assessment of each ILO in relation to your CLO data. **Are your results satisfactory?**

The music department CLO data strongly supports the ILOs and our results are exemplary. Our data show that our students met the ILOs at an average of 80-85%.

**Communication, Creative, Critical Thinking and Cultural Literacy:** Music classes naturally foster communication, creative and critical thinking, and cultural literacy. Music is a language and is communicative by nature. Although the scientific method is the smallest sample rate of all our ILOs, there is ample opportunity in piano classes to use qualitative and quantitative data to solve problems. 205 out of 256 students successfully achieved this outcome for an aggregate percentage of 80%. Students in these classes are challenged to work through technically demanding sections through hypothesis, inquiry, and drawing inferences from the results. Students then can continue to work toward mastery or devise different individual methods to best play a passage or piece with mastery. Our results are satisfactory.

**Technology and Information:** Our students have learned how to use technology to further their musical education. They do this in several ways. Performance majors employ departmental audio/video equipment in order to self-assess their weekly performances.  Students are encouraged to constructively critique each other's work in online forums. They use simple technology for online research and music listening. They are able to explore a wide variety of performers and performances allowing them to understand performance practices and styles. They use the metronome and recording apps for practicing. Some students use more sophisticated technology such as aural skill music software to increase their skills in music theory and music sight reading software to increase their performance on their instruments. We have recently incorporated the following software to our music program: Practica Musica (musicianship skills), Music Literacy (music theory skills), Piano Marvel (for sight reading on the keyboard). In the Commercial Music area, students learn to utilize music recording software and tools to create their own recordings. They explore music synthesis software and hardware to create unique sounds they can use in their music compositions. Electronic music compositions are then presented in public concerts where they also learn about performance and concert organization. Video and music are brought together in software to create soundtracks for short films and television productions.

**Personal and Professional Development:** Music classes directly relate to our students’ personal and professional lives. Students participating in performance ensembles learn and practice dependability and accountability. There is positive peer pressure to show up prepared and on time. Students in ensembles learn how to collaborate and cooperate with others. They work together in a group to reach a mutual goal, a high quality performance. This group interaction nourishes mental and social health. Everyone feels a part of something important and they are not anonymous.

1. Your department and the college should be making improvements based on student learning outcomes assessment, and we need to continue to document and share the improvements and progress you have already made. Did you make any changes in your CLO statements or analysis during the last 4-year cycle? Did you receive funding for resources requests that were aimed to improve assessment results? Did you make any improvements in the areas of teaching and instruction processes, your courses, or your program? *Please explain your accomplishments and provide details about your efforts.*

**Changes to CLO:** Many of the music faculty updated their CLOs and it is our goal to update all course CLOs by the next evaluation period. We have already streamlined many of our CLOs to improve assessments and make the CLOs more relevant and current to the students. Based on the assessment outcomes we improved the organization of our course materials to enhance instruction. We did not update our PLOs this cycle, however, we are currently re-writing them and will submit them by Fall 2015.

**Funding for resources:** The music department received funding for smart classrooms in music rooms 111 and 112 allowing us to teach more effectively. Several new instruments were purchased for student use. Now more students can participate in our ensembles. In Spring of 2015 we were given new choral risers. The old ones were so fragile that they could not be transported into the choir rehearsal room. Now, we are able to rehearse with our risers allowing the students to hear each other better. The quality and effectiveness of the rehearsal has dramatically improved, leading to a better outcome for the students.

**Improvements in teaching/instruction process courses or program:** We are in the process of modifying our curriculum to align our transfer degree with state C-ID descriptors. We have incorporated technology to enhance and update our teaching style. For example, a significant portion of music appreciation, music theory, applied lessons, commercial music, and aural skills teaching materials are now available through Blackboard. Music faculty have upgraded lecture materials to better interact with our students.

**Action Plan.** Based on the assessments and analysis you have provided, please consider what changes or improvements you would like to make, which might include updating your CLO statements, modifying course outlines, rethinking instruction efforts, using different assessment instruments, asking for additional resources to improve assessment results, etc. ***Based on the analysis, provide an action plan for improvement that draws on your assessment results and efforts.***

**Action Plan:** We have already streamlined many of our CLOs to improve assessments and make the CLOs more relevant and current to the students. We plan to update all of our CLOS. We did not update our PLOs this cycle, however, we are currently re-writing them and will submit them by Fall 2015. We continue to update and align our courses with the C-ID descriptors.