

APR Instructional Music/Commercial Music 2022-23 Latest Version

APR reviewing the 2022-23 Academic Year

APR Instructional

Annual Course Student Learning Outcome Data : Version by Deeds, Brad on 04/12/2024 21:17

CSLOs	Expected/Benchmark Performance	Actual Performance (Aggregate of All Terms)
MUS101 - Music Listening and Appreciation		
1. Identify aurally basic musical elements. (Active from Fall 2015)	70.00%	100.00%
2. Identify compositions within a historical period by characteristics, type, and specific style. (Active from Fall 2015)	70.00%	100.00%
3. Compare and contrast works by different composers within a historical period. (Active from Fall 2015)	70.00%	100.00%
4. Describe a composition in terms of the musical elements that predominate within it. (Active from Fall 2015)	70.00%	100.00%
MUS111 - Basic Music Theory		
1. Write musical notation in both treble and bass clefs. (Active from Fall 2015)	70.00%	0.00%
2. Utilize time signatures in simple meter. (Active from Fall 2015)	70.00%	0.00%
3. Construct basic intervals through the octave. (Active from Fall 2015)	70.00%	0.00%
4. Demonstrate the concept of the major circle of fifths and key signatures. (Active from Fall 2015)	70.00%	0.00%
5. Construct all diatonic major scales. (Active from Fall 2015)	70.00%	0.00%
MUS112 - Basic Music Theory II		
1. Utilize time signatures in compound meter. (Active from Summer 2018)	70.00%	100.00%
2. Construct major, minor, perfect, diminished, and augmented intervals through the octave. (Active from Summer 2018)	70.00%	100.00%
3. Demonstrate the concept of the minor circle of fifths and key signatures. (Active from Summer 2018)	70.00%	100.00%
4. Construct three types of minor scales. (Active from Summer 2018)	70.00%	100.00%
5. Construct major, minor, diminished, and augmented triads. (Active from Summer 2018)	70.00%	100.00%
MUS113 - Basic Music Theory III		
1. Construct major, minor, dominant, fully diminished, and half diminished seventh chords. (Active from Summer 2018)	70.00%	100.00%
2. Analyze a chorale or hymn using Roman numerals. (Active from Summer 2018)	70.00%	100.00%
3. Compose a simple melody using motives. (Active from Summer 2018)	70.00%	100.00%
4. Harmonize a simple melody through pitch analysis. (Active from Summer 2018)	70.00%	100.00%
5. Sight-sing and/or perform on the piano basic melodies in major and minor keys. (Active from Summer 2018)	70.00%	100.00%
MUS104B - History of Rock Music		
1. Explain the musical structure of rock and roll music from the early 1950s. (Active from Fall 2015)	70.00%	100.00%
2. Identify examples of the standard rock music repertoire. (Active from Fall 2015)	70.00%	100.00%
3. Identify selected influential artists, writers, and groups and explain their significance. (Active from Fall 2015)	70.00%	100.00%
MUS104C - Music of the World		

CSLOs	Expected/Benchmark Performance	Actual Performance (Aggregate of All Terms)
1. Identify the fundamental features of music common to all cultures. (Active from Fall 2015)	70.00%	0.00%
2. Identify and explain characteristics of music from selected world cultures. (Active from Fall 2015)	70.00%	0.00%
3. Describe the history and evolution of world music from antiquity to today. (Active from Fall 2015)	70.00%	0.00%
4. Explain how various musical forms and styles reflect the cultural backgrounds of peoples throughout the world. (Active from Fall 2015)	70.00%	0.00%
MUS104E - The Beatles		
1. Describe the formation, history, and careers of The Beatles from 1957 to the present. (Active from Fall 2015)	70.00%	100.00%
2. Evaluate the musical structure of selected Beatles compositions. (Active from Fall 2015)	70.00%	100.00%
3. Compare compositions by The Beatles with those of their contemporaries. (Active from Fall 2015)	70.00%	100.00%
4. Analyze the influences of The Beatles on society, and on music composition and performance. (Active from Fall 2015)	70.00%	98.00%
MUS104F - History of Jazz		
1. Describe the history of jazz from its origins to current artists and styles. (Active from Fall 2015)	70.00%	100.00%
2. Analyze the development of jazz performance, instrumentation, and stylistic changes from its roots in ragtime and growth through Dixieland Jazz, the Big Band era, Bebop, Afro-Cuban Jazz, fusion and smooth jazz. (Active from Fall 2015)	70.00%	100.00%
3. Compare and contrast the styles and genres of various jazz artists. (Active from Fall 2015)	70.00%	88.89%
MUS116A - Drumset		
1. Perform basic rudimental exercises for stick control. (Active from Summer 2019)	70.00%	100.00%
2. Demonstrate rhythms for Rock, Funk, Country, Swing, and Shuffle styles. (Active from Summer 2019)	70.00%	100.00%
MUS116B - Hand Drumming and Percussion		
1. Demonstrate a rhythmic pulse and improvise from that pulse in simple meter. (Active from Summer 2019)	70.00%	100.00%
2. Demonstrate selected drum and/or bell patterns typical of the Yankadi or Macrou rhythm. (Active from Summer 2019)	70.00%	100.00%
MUS116C - Guitar		
1. Demonstrate selected scales, chords, and chord progressions. (Active from Summer 2019)	70.00%	80.00%
2. Perform a solo piece of music on the guitar. (Active from Summer 2019)	70.00%	80.00%
MUS116D - Piano		
1. Demonstrate the five-note major scale patterns and major chord arpeggios in C, F, G, D, and A. (Active from Summer 2019)	70.00%	100.00%
2. Demonstrate I-IV-V7 chord progressions in keys up to three sharps and flats. (Active from Summer 2019)	70.00%	100.00%
3. Perform a selected solo piece. (Active from Summer 2019)	70.00%	100.00%
MUS116E - Voice		
1. Demonstrate correct classical singing technique. (Active from Summer 2019)	70.00%	100.00%
2. Perform a selected solo vocal piece. (Active from Summer 2019)	70.00%	100.00%
MUS116F - Voice: Broadway/Pop Styles		
1. Demonstrate correct singing techniques in Broadway and Pop styles. (Active from Summer 2019)	70.00%	100.00%

CSLOs	Expected/Benchmark Performance	Actual Performance (Aggregate of All Terms)
2. Perform selected solo and ensemble vocal pieces in a public concert. (Active from Summer 2019)	70.00%	100.00%
MUS191J - Special Topics: Hand Drumming for the Older Adult		
1. Demonstrate a rhythmic pulse and improvise from that pulse in simple meter. (Active from Fall 2020)	70.00%	0.00%
2. Demonstrate selected drum and/or bell patterns typical of the Yankadi or Macrou rhythm. (Active from Fall 2020)	70.00%	0.00%
MUS191K - Special Topics: Guitar for the Older Adult		
1. Demonstrate selected scales, chords, and chord progressions. (Active from Fall 2020)	70.00%	0.00%
2. Perform a solo piece of music on the guitar. (Active from Fall 2020)	70.00%	0.00%
MUS191L - Special Topics: Piano for the Older Adult		
1. Demonstrate the five-note major scale patterns and major chord arpeggios in C, F, G, D, and A. (Active from Fall 2020)	70.00%	0.00%
2. Demonstrate I-IV-V7 chord progressions in keys up to three sharps and flats. (Active from Fall 2020)	70.00%	0.00%
3. Perform a selected solo piece. (Active from Fall 2020)	70.00%	0.00%
MUS248A - Beginning Rock Ensemble		
1. Perform as part of an ensemble at a beginning level for a professionally directed show. (Active from Fall 2015)	70.00%	100.00%
2. Demonstrate sight-reading ability, rhythmic accuracy, and general musicianship at a beginning level. (Active from Fall 2015)	70.00%	100.00%
MUS556A - Drumset (NC)		
1. Perform basic rudimental exercises for stick control. (Active from Summer 2021)	70.00%	0.00%
2. Demonstrate rhythms for Rock, Funk, Country, Swing, and Shuffle styles. (Active from Summer 2021)	70.00%	0.00%
MUS556B - Hand Drumming (NC)		
1. Demonstrate a rhythmic pulse and improvise from that pulse in simple meter. (Active from Summer 2021)	70.00%	0.00%
2. Demonstrate selected drum and/or bell patterns typical of the Yankadi or Macrou rhythm. (Active from Summer 2021)	70.00%	0.00%
MUS556C - Guitar (NC)		
1. Demonstrate selected scales, chords, and chord progressions. (Active from Summer 2021)	70.00%	0.00%
2. Perform a solo piece of music on the guitar. (Active from Summer 2021)	70.00%	0.00%
MUS556D - Piano (NC)		
1. Demonstrate the five-note major scale patterns and major chord arpeggios in C, F, G, D, and A. (Active from Summer 2021)	70.00%	0.00%
2. Demonstrate I-IV-V7 chord progressions in keys up to three sharps and flats. (Active from Summer 2021)	70.00%	0.00%
3. Perform a selected solo piece. (Active from Summer 2021)	70.00%	0.00%
MUS556E - Voice (NC)		
1. Demonstrate correct classical singing technique. (Active from Summer 2021)	70.00%	0.00%
2. Perform a selected solo vocal piece. (Active from Summer 2021)	70.00%	0.00%

APR Questions Tableau : Version by Williams, Mark on 03/18/2024 23:06

Using the Data Provided (<https://10az.online.tableau.com/#!/site/ltcc/views/ProgramReview/LTCCProgramReviewSummary?iid=1>) please provide the number of students (headcount) that are served by the discipline.

Using the Data Provided (<https://10az.online.tableau.com/#/site/ltcc/views/ProgramReview/Demographics?:iid=1>), identify the populations served by the discipline. Are there any inconsistencies? Does the Population served reflect the population of the college? If not, why, and how can the discipline serve a population more reflective of our community?

Asian - 20/6%
Black - 5/2%
Latina/o/x - 98/31%
Multirace - 19/6%
Native Amer - 2/1%
Pacific Island - 3/1%
Unknown - 13/4%
White - 157/50%

The data are within 1-2 percentage points from 2021-2022 and within 3 percentage points of the demographics of LTCC. There appear to be no inconsistencies and the population served reflects that of the college.

Using student success data (<https://10az.online.tableau.com/#/site/ltcc/views/ProgramReview/SuccessRatesOverall?:iid=1>), identify any trends in successful completion of courses.

Are there particular courses (<https://10az.online.tableau.com/#/site/ltcc/views/ProgramReview/SuccessRatesbyCourse?:iid=1>) students are struggling in?

Are there any demographics that are less likely to complete certain courses in the discipline?

What steps need to be taken to support students and the department in meeting its equity obligations?

The overall student success rate is 76% up three percentage points from 2021-2022 and five percentage points higher than the college rate for 2022-2023.

The only course that is lower than the college average of 71% is MUS104F: History of Jazz with an enrollment of 15 in 2022-2023 and a success rate of 60%. That is two percentage points higher than the last time it was offered in 2020-2021.

For 2022-2023 Asian students were below the line in MUS101: Music Appreciation and 104E: The Beatles. Latina/o/x students were below the line in MUS101: Music Appreciation and 104B: History of Rock. White students were below the line in MUS104B: History of Rock, 116D: Piano, 116E: Voice, and 116F: Broadway/Pop Voice. All other demographics were above the line for all of our courses.

The Music faculty are always open to ideas for student support. At this time we are not aware of the exact equity obligations of the department or whether those have been defined specifically somewhere, though we are open to ideas to be able to meet any possible obligations.

Are there any courses lacking Title V Updates?

If so, how many and why?

(Please check your courses in eLumen for the most recent list of courses that require updates.)

There appear to be six courses, MUS116A-F, that are overdue for Title V updates. Due to personal reasons they were overlooked during Fall 2023.

Describe the approach to scheduling in terms of offering a balance of Face to Face (F2F) and Online opportunities for students.

The department offers its performance-based classes (the 116s) face-to-face. Typically those are offered once a year. The general education courses (101 and 104s) are offered more often online. One of the adjuncts that teaches those classes does not live in the area. The full-time faculty member alternates teaching 104B: History of Rock and 104E: The Beatles face-to-face at least once a year. Typically the face-to-face classes have lower enrollments than the online versions.

Are there any insights specific to this discipline regarding scheduling modality in terms of success rates, student retention, or course cancellations?

The current scheduling model seems to be working well for students. I have no other specific insights.

Are the full-time faculty teaching the courses with the most face to face students? Why/why not?

Yes. During Winter 2024 the face-to-face version of 104B has 37 students enrolled. However, depending on the course there may be adjuncts that are teaching performance-based courses that have slightly higher enrollments. For example, this quarter Liz Broscoe's face-to-face Hand Drumming class has more students than my Piano class which is capped at 11 due to the number of instruments.

Are staffing levels adequate to fulfill the purpose of the program?

Currently we have one full-time member and three adjuncts. This appears to be adequate for current enrollments. The full-time member is approaching retirement and so discussions should probably begin regarding the vision for the future of the department.

What professional development opportunities have faculty in this discipline taken advantage of? Are there any unmet professional development needs?

The full-time faculty member has taken advantage of Professional Development Leaves when they have been available. Most recently Liz Broscoe applied for professional development funds to take some online courses in piano and drums. At this time there are not any apparent unmet professional development needs.

Where applicable, outline and explain any budget shortfalls for this discipline.

None at this time.

If additional financial resources are needed, please describe how they will increase student success, retention, or completion.

None are being requested at this time.

Using the SLO Data above, are there any SLOs for any particular courses that students are not successfully understanding? How do you plan to address this?

The SLO data do not appear to be displaying. In general, the music faculty are constantly working to improve their courses and the student learning outcomes for those courses.

What are the major strengths of your department?

Currently the strengths are in enrollments of online and face to face music courses that satisfy LTCC and transfer general education requirements.

In what ways could your department improve to better meet the needs of the College and support student success?

The department has not been made aware of any specific current needs of the College, though we are always working to improve student success, and are willing to participate in dialogue with the College to continue discovering ways for helping students.

What are the biggest challenges your department may face in making these improvements?

Currently our biggest struggle has been in enrollment of face to face performance classes which apparently is also a college-wide challenge. Our perception has been that marketing efforts have not been targeted toward specific departments, but primarily toward the College in general. Perhaps it may be time to reconsider that strategy.

Identify any other questions, comments, suggestions, or concerns you may have.

Currently there are no other questions, comments, suggestions, or concerns.

Dean Review : Version by **Deeds, Brad** on **04/12/2024 21:21**

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