Assessment Data is from what semester? _______Spring, 2014_________________ 

Faculty Name(s): ________Tim Roberts__________________________________________

1. Course Name and Number:
MUS 166A Applied Music

2. List all Course SLOs from the Course Outline of Record:

1. Demonstrate technical growth on his or her instrument of choice, utilizing proper technique, stage deportment, and appropriate period interpretation, all to be memorized.

2. Demonstrate ability to critique performances.

3. Demonstrate continued growth and awareness of the performance period of the selection by using the correct/accepted ornaments and phrasing of that epoch.

3. Specific Course SLO(s) assessed as part of this project:

1. Demonstrate technical growth on his or her instrument of choice, utilizing proper technique, stage deportment, and appropriate period interpretation, all to be memorized.

4. Is this course on GE Plan A?  ___X__Yes   ____ No (See Catalog pages 49-51 & page 55) If Yes, identify what area. (All GE course assessments count as GE assessments.)

___Area I Natural Sciences
___Area II Social and Behavioral Sciences
___X_Area III Fine Arts/Humanities
___Area IV Language and Rationality
___Area V Physical Education/Wellness
___Area VI Intercultural/International Studies
___Area VII Information Competency

5. How did you assess the SLO(s)? (Attach any related documents at end of form.)

We don’t give quizzes and tests in MUS 166A. Our assessments are based on the improvement we see in each student’s performances over the course of the semester (at least 3 performances) and the depth of understanding indicated by the in-class and Blackboard discussion critiques required of each student.

The culminating activity of the course is the Applied Music Showcase. In this concert, each student not only performs the music, but also interacts appropriately with the audience, exhibits good stage presence, and supports his or her classmates in their performances. The students also help plan the ordering and pacing of the concert program.

6. Results and analysis of the data. (Attach any related documents at end of form.)
At most colleges, Applied Music is the term for private lessons and performance critique labs. It’s an “every semester” requirement for most transfer programs, including our new Music CSU transfer degree. Historically, we’ve offered 166 as a recital preparation/critique class for instrumentalists, and the students were required to find their own lessons. It was very difficult to police the private lesson part of the course. Most importantly, we found that many of our community college music students had never actually had the opportunity of formal lessons in their entire lives!

In fall 2013 – for the first time – we had a budget to actually offer one-on-one lessons to our most qualified students (based on an eligibility rubric developed by the faculty). We also added to the curriculum a required group recital (combining instrumental and vocal students) towards the end of both fall and spring 13/14 semesters. In the wake of the Applied Music Showcase concert at the end of spring semester, it was clear that the addition of weekly lessons and active critique sessions had made a big difference in the commitment, discipline and apparent confidence level of each student’s musical performances. In addition, the students themselves reported an increased feeling of camaraderie and support as they witnessed not only their own artistic growth but also the progress of the others in their cohort. Live performance is SO integral to the growth of young musicians!

These lessons also enabled us to involve some of our adjunct faculty more closely with the musical maturation of individual students, and involved those participating adjuncts more deeply with the activities of the Department as a whole. This resulted in a clear improvement in adjunct morale and dedication to the Department. Since this new program has paid dividends so quickly in its first year, it’s our hope that this course can be expanded to offer lessons in the future to even more than the 30-per-semester level of this past year.

7. What are you going to do based on the results of the data? (Any planned revisions?)

| We’d like to expand the number of lessons we’re able to offer from 30 to 40 in 2014/15.  
We’d like to get more adjuncts involved in the private lessons part of 166A. This is especially important for the instruction of brass, woodwind and percussion students, since we no longer have a full-timer qualified to teach those instruments. |