**IMPERIAL VALLEY COLLEGE**

**Student Learning Outcomes (SLO) Identification Form**

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| Department Name: | Music Department – Humanities Division |  |  |

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| Course Number/Title or Program Title: | MUSIC 175 – Instrumental Ensemble |

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| Contact Person/Others Involved in Process: | Lead: Dr. Van Decker Others: |

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| If course is part of a major(s), and/or certificate program(s), please list all below: | |  |  |  |  | |
| Major(s): | Certificate(s): | | | | |  | |  |  |  |  |
| Music |  | | | | |  | |  |  |  |  |
| Humanities |  | | | | |  | |  |  |  |  |
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| Does course satisfy a community college GE requirement(s)? |  | Yes | x | No |  | N/A |

If yes, check which requirement(s) below:

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|  | | American Institutions |  | Language and Rationality – English Composition | | | |
|  | | Health Education |  | Language and Rationality – Communication and Analytical Thinking | | | |
|  | | Physical Education / Activity |  | Natural Science | | | |
|  | | Math Competency |  | Humanities | | | |
|  | | Reading Competency |  | Social and Behavioral Sciences | | | |
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|  | **Student Learning Outcome** | | | | **Assessment Tool**  (e.g., exam, rubric, portfolio) | **Institutional Outcome\***  (e.g., ISLO1, ISLO2) | | |
|  | The student will attain better aural awareness and ensemble performance skills. | | | | Concert and Classroom Performance | SLO1, SLO2, SLO3 | | |
|  | The student will improve the understanding and reading of syncopated jazz rhythms on his/her instrument. | | | | Concert and Classroom Performance Concert Performance | SLO1, SLO2, SLO3 | | |
|  | The student will able to improvise a 12-bar blues solo on hi/her instrument. | | | | Concert and Classroom Performance | SLO1, SLO2, SLO3 | | |
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**Each SLO should describe the knowledge, skills, and/or abilities students will have after successful**

**completion of course or as a result of participation in activity/program.** A minimum of one SLO is required

per course/program. You may identify more than one SLO, but please note that you will need to collect and

evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister* [*toni.pfister@imperial.edu*](mailto:toni.pfister@imperial.edu) *or X6546*

**\*Institutional Student Learning Outcomes: ISLO1** = communication skills; I**SLO2** = critical thinking skills;

**ISLO3** = personal responsibility; I**SLO4** = information literacy; I**SLO5** = global awareness

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| **1. Course Number & Date of Assessment Cycle Completion** | **Course:** Music 175 **Date: Dec 12th, 2009** |
| **2. People involved in summarizing and evaluating data** | Dr. Hope Davis and Mr. Jimmie Cannon |
| **3. Data Results**  Briefly summarize the results of the data you collected. | **Outcome 1: I compared my four evaluation sessions at different intervals in the semester. Using the assessment rubric, I got these results:**  **Grade Evaluation 1 Eval. 2 Eval. 3 Eval. 4**  **4th Wk 6th Wk 12th Wk 15th Wk**  **A 46% 15% 31% 62%**  **B 23% 46% 38% 15%**  **C 15% 38% 23% 15%**  **D 07% 00% 00% 00%**  **F 07% 00% 07% 07%** |
| **4. Course / Program Improvement**  Please describe what change(s) you plan to implement based on the above results. | Although I am not as critical in the first evaluation, these results do not surprise me. I takes most students a while to develop good aural skills when they are learning to read difficult music both melodically and rhythmically. The drop in “As” are due to the other tasks a music student must first learn. As the student becomes more proficient, so will he or she become more musically aware.  Note: Absent students account for some of the “F” grades.  **Will this include a change to the curriculum (i.e. course outline)? NO** |
| **5. Next Year** Was the process effective? | Yes, but due to the diversity of musical levels and abilities, I am going to try and find a different method of evaluation that is more objective and clearly defined. |
| **6. After-Thoughts** Feel free to celebrate, vent, or otherwise discuss the process. |  |

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**The ASSESSMENT CYCLE: Closing the Assessment Loop**

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Please list the course number. In case page 1 is separated from page 2, this will help with

organization. Please include the date that assessment cycle was fully completed.

1. To encourage collaboration and the sharing of ideas, each form must be completed by at least

two people. If you are the only one teaching the course, you are encourage to share your data

results and improvement methods with at least one other staff or faculty member. Please list

the names of all faculty, staff, and students who were involved in summarizing or evaluating

the data. These names may be the same or different than those on the original SLO ID form.

1. Your original data results, or your raw data, should be kept within your department for three

years. At this time you do not need to submit the raw data, but please keep it for future quality

control measures. Please summarize the data that you collected. You should include how well

students scored on the assessment. You might also include: how many instructors submitted

data(full-time, part-time); the type of data that was submitted (rubric scores, practical test

results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were

assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3,

or 4, for example, on the rubric.

1. This is an opportunity to have a rich discussion with others involved in education. Please

describe any changes that can be made based on the data. Changes might be made to class

activities, assignment instructions, topics taught in class, or the course outline of record, etc.

You might include when the changes will be implemented and, if a comparison is to be made,

when the next round of data will be collected (e.g. Fall 2009).

Then, answer “Yes” or “No” to the curriculum question – no explanations required but please

answer the question.

1. This may provide an opportunity to discuss what went well and what could be improved.

If the SLO needs to be tweaked or more outcomes/assessments need to be included you might

want to do that now while the information is fresh. This may allow faculty to modify SLO(s)

for next year and be prepared to include them on next year’s syllabus.

1. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.