



PROGRAM REVIEW – CURRICULUM REVIEW 2015-16

Music

Courses with CID Designation

Course Name	CID #	CID Name	COR Effective Term
MUS G101	MUS 100	Music Appreciation	F2010
MUS G101H	MUS 100	Music Appreciation	F2011
MUS G116	MUS 120	Music Theory I	F2013
MUS G117	MUS 130	Music Theory II	F2013
MUS G122	MUS 180	Large Ensemble	S2008
MUS G216	MUS 140	Music Theory III	F2013
MUS G217	MUS 150	Music Theory IV	F2013
MUS G260	MUS 180	Large Ensemble	F2013
MUS G261	MUS 180	Large Ensemble	F2013
MUS G290	MUS 160	Applied Music	F2013

Dual Listed Courses

Course Name	Dual Listed
MUS G101	HUM G120
MUS G108	HUM G108 THEA G108
MUS G139	HUM G139
MUS G143	HUM G143
MUS G150	THEA G146
MUS G152	THEA G156

List of Active Courses offered or not offered in the last 3 years

Course Name	2012-2013			2013-2014			2014-2015		
	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
MUS G121								X	X
MUS G122		X	X		X	X		X	X
MUS G126									
MUS G139		X	X		X	X		X	X
MUS G141		X	X		X	X		X	X
MUS G142		X	X			X		X	
MUS G143		X	X		X	X		X	
MUS G145		X	X		X	X		X	X
MUS G146		X	X		X	X		X	X
MUS G147		X	X		X	X		X	X
MUS G150		X	X		X	X		X	X
MUS G151									
MUS G152									
MUS G153									
MUS G158									
MUS G165									
MUS G209		X	X						
MUS G216		X	X		X			X	
MUS G217						X			X
MUS G241		X	X		X	X			X
MUS G242		X	X		X	X			X
MUS G260					X	X		X	X
MUS G261					X	X		X	X
MUS G290		X	X		X	X		X	X



PROGRAM REVIEW – SLO ASSESSMENTS 2015-16

Music

*Assessment status reflects assessments between Fall 2013 through Summer 2015

Assessment status for courses with active cSLOs

Course Name	# of cSLOs	# of cSLOs Assessed	Status
MUS G101	3	3	↑
MUS G108	2	1	↔
MUS G109	6	0	↓
MUS G115	3	1	↔
MUS G116	4	1	↔
MUS G117	5	1	↔
MUS G120	5	1	↔
MUS G121	4	1	↔
MUS G122	3	1	↔
MUS G126	4	0	↓
MUS G139	8	5	↔
MUS G141	4	1	↔
MUS G142	5	0	↓
MUS G143	6	0	↓
MUS G145	8	1	↔
MUS G146	9	1	↔
MUS G147	8	1	↔
MUS G150	8	2	↔
MUS G151	8	0	↓
MUS G152	8	0	↓
MUS G153	8	0	↓
MUS G158	5	0	↓
MUS G165	1	0	↓
MUS G216	5	0	↓
MUS G217	6	1	↔
MUS G241	5	1	↔
MUS G242	5	1	↔
MUS G260	4	3	↔
MUS G261	4	3	↔
MUS G290	5	4	↔

- ↑ Fully assessed
- ↔ Partially assessed
- ↓ No assessment

Courses with cSLOs that still need to be assessed

Course Name	cSLO #	cSLO
MUS G108	cSLO 2	Demonstrate an understanding of the nature and significance of the creative elements that are brought together in the development the highest form of artistic synthesis in Musical Comedy, Musical, or Plays with Music
MUS G109	cSLO 1	Demonstrate technical proficiency on a chosen band instrument.
MUS G109	cSLO 2	Demonstrate listening skills within the ensemble.
MUS G109	cSLO 3	Demonstrate an esthetic sense through the exploration and performance of various musical styles.
MUS G109	cSLO 4	Demonstrate an understanding of basic music theory as it relates to ensemble performance.
MUS G109	cSLO 5	Perform in a variety of musical venues for diverse audiences.
MUS G109	cSLO 6	Demonstrate a sense of teamwork through rehearsal and performance.
MUS G115	cSLO 1	Write and recognize in staff notation the elementary components of diatonic tonal music, including pitch and rhythm.

Courses with cSLOs that still need to be assessed

Course Name	cSLO #	cSLO
MUS G115	cSLO 3	Identify simple and compound meters; intervals up to the octave; major and minor key signatures; and commonly used diatonic triads and seventh chords.
MUS G116	cSLO 2	Write, identify, and analyze diatonic chord progressions with deductive logic.
MUS G116	cSLO 3	Demonstrate the ability to hear music with understanding, recognizing patterns and musical function.
MUS G116	cSLO 4	Demonstrate the ability to "audiate" a musical score.
MUS G117	cSLO 1	Create, identify, and analyze music notation with deductive logic.
MUS G117	cSLO 3	Evaluate qualities of compositions of master composers and their own compositions.
MUS G117	cSLO 4	Demonstrate the ability to write music notation by dictation, both two-part melodic and outer-voice harmonic.
MUS G117	cSLO 5	Demonstrate the ability to hear music with understanding, recognizing patterns and musical function.
MUS G120	cSLO 2	Develop performance standards for concert and festival participations.
MUS G120	cSLO 3	Develop appreciation for many styles of fine choral music through rehearsal and performance of traditional, classical, and contemporary works.
MUS G120	cSLO 4	Develop and improve the basic qualities of musicianship in each individual music reading, intonation, and awareness of style.
MUS G120	cSLO 5	Foster personal growth through participation in committee and social activities and government of chorus as an activity outside of class.
MUS G121	cSLO 1	Appreciate good choral music in a variety of styles.
MUS G121	cSLO 2	Improve his/her vocal technique.
MUS G121	cSLO 3	Improve his/her music reading skills.
MUS G122	cSLO 2	Appreciate many styles of fine choral music.
MUS G122	cSLO 3	Perform advanced choral literature with emphasis on tone production, diction, and interpretation.
MUS G126	cSLO 1	Trace the historical trends in movie music from the early twentieth century to the present.
MUS G126	cSLO 2	Distinguish and analyze the styles of prominent film music composers.
MUS G126	cSLO 3	Describe in oral and written formats the dramatic elements of music and evaluate how they are adapted to cinematic situations.
MUS G126	cSLO 4	Define and interpret film music terminology.
MUS G139	cSLO 3	Explain relationships among rock and its root musical forms: blues, rhythm and blues, "hillbilly," pop, swing.
MUS G139	cSLO 7	Recognize the relationship between various rock music styles and youth sub-cultures.
MUS G139	cSLO 8	Recognize the sociological and cultural implications of rock music as mass cultural expression.
MUS G141	cSLO 1	Play comfortably the conventional cadence formula, I IV V7 I, in block chord and broken chord forms in either hand in major keys of C and G.
MUS G141	cSLO 2	Perform a prepared piece in two keys consisting of a diatonic melody with uncomplicated rhythms and minimal hand-position. Shifts and an accompaniment of simple chord patterns with facility.
MUS G141	cSLO 4	Use their playing mechanism--fingers, hands, wrists, and forearms efficiently at the keyboard.
MUS G142	cSLO 1	Perform a prepared piece of moderate difficulty with technical accuracy/musicality.
MUS G142	cSLO 2	Read at sight a folksong-like keyboard piece with simple diatonic harmonies in most major keys, of C, G, and F, maintaining. Accuracy and a steady tempo.
MUS G142	cSLO 3	Play in the keys of C Major, G Major and F Major.
MUS G142	cSLO 4	Play scales with both hands in parallel motion, two octaves, in duple rhythm at a moderate tempo.
MUS G142	cSLO 5	Play the I IV V7 cadence formula in C Major, G Major, and F Major with block chords or broken chord patterns with either hand.
MUS G143	cSLO 1	Distinguish the various styles of jazz.
MUS G143	cSLO 2	Identify both the names and the instruments of the most influential jazz musicians, as well as the famous groups with which they played.
MUS G143	cSLO 3	Cite the chronology of jazz, both through the artists and their respective compositions.
MUS G143	cSLO 4	Explain the foundations of jazz, namely, the blues and ragtime.
MUS G143	cSLO 5	Cite the great contributions of African-Americans to jazz.
MUS G143	cSLO 6	Describe the primary elements of jazz, including improvisation and the concept of swing.
MUS G145	cSLO 2	Define three major song styles: folk, art, and theatrical.
MUS G145	cSLO 3	Sing with accurate intonation, rhythm and expressiveness.
MUS G145	cSLO 4	Evaluate his or her own vocal limits and potential.
MUS G145	cSLO 5	Evaluate and improve his or her own performance anxiety.

Courses with cSLOs that still need to be assessed

Course Name	cSLO #	cSLO
MUS G145	cSLO 6	Compare and evaluate the performances of other singers.
MUS G145	cSLO 7	Compare defined styles.
MUS G145	cSLO 8	Perform songs and vocal exercises at a skill level equivalent to the first year, first semester of college or university achievement.
MUS G146	cSLO 2	Define three major song styles: folk, art, and theatrical.
MUS G146	cSLO 3	Sing with accurate intonation, rhythm and expressiveness.
MUS G146	cSLO 4	Evaluate his or her own vocal limits and potential.
MUS G146	cSLO 5	Evaluate and improve his or her own performance anxiety.
MUS G146	cSLO 6	Compare and evaluate the performances of other singers.
MUS G146	cSLO 7	Memorize and sing a minimum of one song in each of the styles defined.
MUS G146	cSLO 8	Perform songs and vocal exercises at a skill level equivalent to the first year, second semester of college or university achievement.
MUS G146	cSLO 9	Begin the study of songs in a second language, such as Italian, Spanish or Latin.
MUS G147	cSLO 2	Define three major song styles: folk, art, and theatrical.
MUS G147	cSLO 3	Sing with accurate intonation, rhythm and expressiveness.
MUS G147	cSLO 4	Evaluate his or her own vocal limits and potential.
MUS G147	cSLO 5	Evaluate and improve his or her own performance anxiety.
MUS G147	cSLO 6	Compare and evaluate the performances of other singers.
MUS G147	cSLO 7	Memorize and sing a minimum of one song in each of the styles defined.
MUS G147	cSLO 8	Perform songs and vocal exercises at a skill level equivalent to the second year, first and second semesters of university achievement.
MUS G150	cSLO 2	Sing three songs in varied tempi and styles at a beginning level.
MUS G150	cSLO 4	Evaluate his or her own vocal limits and potential at an introductory level.
MUS G150	cSLO 5	Evaluate and improve his or her own performance anxiety at an introductory level.
MUS G150	cSLO 6	Compare and evaluate the performances of other singers.
MUS G150	cSLO 7	Compare defined styles at an introductory level.
MUS G150	cSLO 8	Perform songs and vocal exercises at a skill level equivalent to the first year of college or university achievement.
MUS G151	cSLO 1	Sing with a healthful vocal technique with accurate intonation, rhythm and expressiveness at a beginning level.
MUS G151	cSLO 2	Sing three songs in varied tempi and styles at a beginning level
MUS G151	cSLO 3	Sing with accurate intonation, rhythm and character at a beginning level.
MUS G151	cSLO 4	Evaluate his or her own vocal limits and potential at a beginning level.
MUS G151	cSLO 5	Evaluate and improve his or her own performance anxiety at a beginning level.
MUS G151	cSLO 6	Compare and evaluate the performances of other singers at a beginning level.
MUS G151	cSLO 7	Compare defined vocal styles at a beginning level.
MUS G151	cSLO 8	Perform song and vocal exercises at a skill level equivalent to the second year of college or university achievement.
MUS G152	cSLO 1	Sing with a healthful vocal technique with accurate intonation, rhythm and expressiveness at an intermediate level.
MUS G152	cSLO 2	Sing three songs in varied tempi and styles at an intermediate level.
MUS G152	cSLO 3	Sing with accurate intonation, rhythm and expressiveness at an intermediate level.
MUS G152	cSLO 4	Evaluate his or her own vocal limits and potential at an intermediate level.
MUS G152	cSLO 5	Evaluate and improve his or her own performance anxiety at an intermediate level.
MUS G152	cSLO 6	Compare and evaluate the performances of other singers at an intermediate level.
MUS G152	cSLO 7	Compare defined vocal styles at an intermediate level.
MUS G152	cSLO 8	Perform songs and vocal exercises at a skill level equivalent to the third year of college or university achievement.
MUS G153	cSLO 1	Sing with a healthful vocal technique with accurate intonation, rhythm and expressiveness at an intermediate level.
MUS G153	cSLO 2	Sing three songs in varied tempi and styles at an advanced level.
MUS G153	cSLO 3	Sing with accurate intonation, rhythm and expressiveness at an advanced level.
MUS G153	cSLO 4	Evaluate his or her own vocal limits and potential at an advanced level.

Courses with cSLOs that still need to be assessed

Course Name	cSLO #	cSLO
MUS G153	cSLO 5	Evaluate and improve his or her own performance anxiety at an advanced level.
MUS G153	cSLO 6	Compare and evaluate the performances of other singers at an advanced level.
MUS G153	cSLO 7	Compare defined vocal styles at an advanced level.
MUS G153	cSLO 8	Perform songs and vocal exercises at a skill level equivalent to the fourth year of college or university achievement.
MUS G158	cSLO 1	Demonstrate a mastery of recording techniques for vocalists in a studio setting.
MUS G158	cSLO 2	Demonstrate the ability to transfer these recording techniques for a successful live performance.
MUS G158	cSLO 3	Exhibit an understanding of individual and group vocalism through the preparation and performance of both solo and ensemble repertory.
MUS G158	cSLO 4	Measurably improve his/her ability to sing music at sight through regular in-class reading of new repertory.
MUS G158	cSLO 5	demonstrate an ability to achieve a well-balanced vocal group sound as well as a well-developed solo vocal instrument by recording and performing in groups and as a soloist
MUS G165	cSLO 1	Critique live performances using basic information earned to analyze what he or she hears, and define stylistic characteristics within music.
MUS G216	cSLO 1	Define and recognize the basic written modulation procedures and specific harmonic functions of compositions utilizing chromatic harmony.
MUS G216	cSLO 2	Utilize historically correct compositional forms to write chromatic music using correct style, choices made consistent with prescribed rules of chromatic harmony.
MUS G216	cSLO 3	Create, identify, and analyze stylistically contextually correct musical examples with deductive logic.
MUS G216	cSLO 4	Demonstrate the ability to write music notation by dictation: rhythmic, metric, chromatic alterations, and modulation to closely-related keys.
MUS G216	cSLO 5	Demonstrate the ability to aurally identify and transcribe 4-part harmonic progressions utilizing secondary/applied chords and modulation to closely-related keys
MUS G217	cSLO 1	Recognize and define post-Romantic compositional techniques seen in various musical examples.
MUS G217	cSLO 2	Demonstrate knowledge of post-Romantic compositional techniques by creating short written compositions in correct contextual style.
MUS G217	cSLO 3	Recognize and define 20th Century compositional techniques seen in various musical examples.
MUS G217	cSLO 5	Demonstrate the ability to write music notation by dictation: Advanced harmonic dictation including secondary/applied chords, extended and altered chords, and modulations to distantly-related keys.
MUS G217	cSLO 6	Demonstrate the ability to aurally identify and transcribe: diatonic modes (Ionian, Dorian, Phrygian, Lydian, Mixolydian, Aeolian, and Locrian), non-diatonic and synthetic scales (whole-tone, pentatonic, octatonic, etc.), and pitch sets, tone rows, and post-tonal melodies.
MUS G241	cSLO 1	Perform with technical accuracy and expressive understanding prepared pieces of the degree of difficulty outlined in the above course description.
MUS G241	cSLO 2	Perform at sight piano pieces approximately one grade less difficult than the above.
MUS G241	cSLO 3	Improvise keyboard arrangements of single-line melodies using swing bass and other accompaniment patterns and adding supplementary notes in the right hand.
MUS G241	cSLO 5	Play Cadential formulas using I, IV, and V7 chords in all major keys and some minor keys.
MUS G242	cSLO 1	Play intermediate level music from notation.
MUS G242	cSLO 2	Play some pop tunes and folk song arrangements by ear.
MUS G242	cSLO 3	Play all major and minor scales at a moderate tempo in parallel motion, duple rhythm.
MUS G242	cSLO 5	Harmonize and transpose.
MUS G260	cSLO 4	Gain deeper understanding of standard wind symphony literature, composers, and performance practices.
MUS G261	cSLO 4	Gain leadership and management skills in the context of an advanced musical ensemble.
MUS G290	cSLO 3	Develop, demonstrate, and utilize the necessary insight to adequately critique themselves and their peers in an insightful and constructive manner.

Courses Assessed and their Action Plans

Course Name	cSLO #	Semester Assessed	Action Plans
MUS G101	cSLO 1	2013 - 2014 (Spring 2014)	This SLO needs to be updated and clarified so the intent of the SLO can be clearly assessed. It is currently not clear if the requirement is aural or written skill that is being assessed.
MUS G101	cSLO 2	2014 - 2015 (Fall 2014)	No major changes. Continuation of skill development through performance of strong musical literature. SLO #3 will be assessed in Spring of 2015.
MUS G101	cSLO 2	2013 - 2014 (Spring 2014)	Teaching in the Forum has not allowed me the intimate face to face with each student, and that is a cause for concern. I have used "Voluntary Mandatory Conferences where I personally meet 3 to 4 students at a time. It helps me and the student. The fall 2014 I have made it less expensive for students to have a music access card in place of CD's used in the past.
MUS G101	cSLO 3	2014 - 2015 (Spring 2015)	No major changes. Continuation of skill development through study of strong musical literature and development of listening techniques. SLO #1 will be assessed in Fall of 2015.
MUS G101	cSLO 3	2013 - 2014 (Fall 2013)	This SLO needs to be re-worded and updated so the intent of the SLO and the language of the SLO match. This may help with some of the issues, but a clearer definition of the SLO will help with even higher student success in the future.
MUS G108	cSLO 1	2014 - 2015 (Fall 2014)	As suggested by student comments on the assessment survey, instructor is considering adjusting the organization of the course information on Blackboard to make it easier for students to find information and submit their work. Additionally, instructor is considering adding pop-up reminders to assist students in meeting due dates for assignments. These changes should assist more students to reach the expected student learning outcome for this course. However, overall data demonstrates that the students who completed the survey successfully understood the historical, social, cultural, and aesthetic constructs that led to the development of Musical Theater as a significant art form at an acceptable level.
MUS G108	cSLO 1	2013 - 2014 (Spring 2014)	As suggested by student comments on the assessment survey, instructor is considering the following changes: 1. Adjusting grading so homework and discussion is on a scale of 1-10. This change would provide instructor with more flexibility and psychologically makes the assignment seem more important to students. 2. Communicate more with students who are falling behind. 3. Keep students more in the loop of what shows are being performed in the area. 4. Restructure the class so announcements pop up with what is due each week. 5. Clarify the language in assignments so there is no question as to what is being required for successful completion of the assignments. Examples: Use 3 examples or stipulate how long the completed assignment should be.) These changes will allow students to reach the expected student learning outcome for this course.
MUS G115	cSLO 2	2013 - 2014 (Spring 2014)	I will continue with showing how music and the facts they are learning in the class will play a role in the students' lives, family and the community.
MUS G116	cSLO 1	2013 - 2014 (Fall 2013)	I can improve this skill by providing extra assignments for students who do not have a strong musical background. Also, in-class group work assignments.
MUS G117	cSLO 2	2014 - 2015 (Spring 2015)	No major changes. Continuation of skill development through advancement of reading, listening, and analysis skills. SLO #3 will be assessed in Fall of 2015.
MUS G120	cSLO 1	2013 - 2014 (Spring 2014)	No major changes. Continuation of skill development through performance of strong musical literature.
MUS G121	cSLO 4	2014 - 2015 (Spring 2015)	Because the students were so successful with this assessment, I am planning to assess skill no. 3 next semester. I received considerable feedback from both my students and regular members of our audience that this might have been one of our best concerts ever. I have used this input to tailor this year's repertoire to maximize effectiveness.
MUS G122	cSLO 1	2013 - 2014 (Spring 2014)	No major changes. Continuation of skill development through performance of strong musical literature.
MUS G139	cSLO 1	2013 - 2014 (Fall 2013)	I can improve this skill by incorporating more listening examples to demonstrate this material. I will also add some in-class assignments to assess the student understanding of the material before I give the multiple choice test.

Courses Assessed and their Action Plans

Course Name	cSLO #	Semester Assessed	Action Plans
MUS G139	cSLO 1	2013 - 2014 (Spring 2014)	Continued use of this SLO, as it contributes to strong results for other SLO's in the curriculum. Another SLO will be assessed for the next cycle to look for areas of improvement in the curriculum.
MUS G139	cSLO 2	2014 - 2015 (Spring 2015)	No major changes. Continuation of skill development through performance of strong musical literature. SLO #3 will be assessed in Fall of 2015.
MUS G139	cSLO 4	2013 - 2014 (Fall 2013)	Continued use of this area of the curriculum, as it contributes to strong results for other SLO's in the curriculum. Another SLO will be assessed for the next cycle to look for areas of improvement in the curriculum.
MUS G139	cSLO 4	2013 - 2014 (Fall 2013)	Continued use of this area of the curriculum, as it contributes to strong results for other SLO's in the curriculum. Another SLO will be assessed for the next cycle to look for areas of improvement in the curriculum.
MUS G139	cSLO 4	2013 - 2014 (Spring 2014)	With large class discussions it is difficult to evaluate the individuals. I could accompany this activity with an individual assessment such as a quiz.
MUS G139	cSLO 5	2014 - 2015 (Fall 2014)	No major changes. Continuation of skill development through performance of strong musical literature. SLO #2 will be assessed in Spring of 2015.
MUS G139	cSLO 6	2014 - 2015 (Fall 2014)	I play several listening examples in class when discussing different sub-genres of rock music. I always inform the students of the identifying characteristics. I believe it will be beneficial to let the students come up with their own identifying characteristics rather than telling them what to listen for. I will incorporate more listening and allow the students to determine for themselves the musical elements that will help them identify sub-genres and then guide them after they have come up with their own conclusions.
MUS G139	cSLO 6	2014 - 2015 (Spring 2015)	I was very happy with the outcome of this assignment. After completing the assignment I had a class discussion and we went over the identifying characteristics of each song. This lead to a wonderful group discussion. They students were very comfortable with identifying the various styles I played them. Throughout the semester they did several assignments similar to this one so I believe they were well prepared and have a good understanding of this material.
MUS G141	cSLO 3	2013 - 2014 (Fall 2013)	Students have demonstrated the necessary skills at an acceptable rate by the end of the semester. May move on to the next SLO.
MUS G145	cSLO 1	2013 - 2014 (Spring 2014)	I am currently reconstructing my website (which is used in lieu of a textbook for this class) and I am adding new musical selections for the students to perform. This will give the students who are opting to repeat this class new repertoire and help to keep my instruction fresh.
MUS G146	cSLO 1	2013 - 2014 (Spring 2014)	I am currently reconstructing my website (which is used in lieu of a textbook for this class) and I am adding new musical selections for the students to perform. This will give the students who are opting to repeat this class new repertoire and help to keep my instruction fresh.
MUS G147	cSLO 1	2013 - 2014 (Spring 2014)	I am currently reconstructing my website (which is used in lieu of a textbook for this class) and I am adding new musical selections for the students to perform. This will give the students who are opting to repeat this class new repertoire and help to keep my instruction fresh.
MUS G150	cSLO 1	2014 - 2015 (Spring 2015)	In the past, the students were not required to turn in their video reviews until after the second performance. I experimented this semester with asking them to let me read their first performance analyses immediately prior to their second performance. I would then give them back the form for completion after the second performance. This was very successful and I have now adopted it as a class requirement.
MUS G150	cSLO 3	2013 - 2014 (Spring 2014)	I am currently reconstructing my website (which is used in lieu of a textbook for this class) and I am adding new musical selections for the students to perform. This will give the students who are opting to repeat this class new repertoire and help to keep my instruction fresh.
MUS G217	cSLO 4	2013 - 2014 (Spring 2014)	As previously stated, future students would benefit greatly from having the theory and musicianship portion separated. This semester the students focused much more on basic

Courses Assessed and their Action Plans

Course Name	cSLO #	Semester Assessed	Action Plans
			pith and honing their musicianship and sight singing skills, but the result is not what it should be as they are in the last semester of theory and musicianship.
MUS G241	cSLO 4	2013 - 2014 (Fall 2013)	Students have demonstrated the necessary skills at an acceptable rate by the end of the semester. May move on to the next SLO.
MUS G242	cSLO 4	2014 - 2015 (Spring 2015)	Student has demonstrated the necessary skills at an acceptable rate by the end of the semester. May move on to the next SLO.
MUS G242	cSLO 4	2013 - 2014 (Fall 2013)	Student has demonstrated the necessary skills at an acceptable rate by the end of the semester. May move on to the next SLO.
MUS G260	cSLO 1	2013 - 2014 (Spring 2014)	No major changes. Continuation of skill development through performance of strong musical literature. SLO #3 will be assessed in the Fall Of 2014.
MUS G260	cSLO 2	2014 - 2015 (Spring 2015)	No major changes. Continuation of skill development through performance of strong musical literature. SLO #1 will be assessed in Fall of 2015.
MUS G260	cSLO 2	2013 - 2014 (Fall 2013)	No major changes. Continuation of skill development through performance of strong musical literature. SLO #1 will be assessed in the Spring.
MUS G260	cSLO 3	2014 - 2015 (Fall 2014)	No major changes. Continuation of skill development through performance of strong musical literature. SLO #2 will be assessed in Spring of 2015.
MUS G261	cSLO 1	2013 - 2014 (Spring 2014)	No major changes. Continuation of skill development through performance of strong musical literature. SLO #3 will be assessed in the Fall of 2014.
MUS G261	cSLO 2	2014 - 2015 (Spring 2015)	No major changes. Continuation of skill development through performance of strong musical literature. SLO #4 will be assessed in Fall of 2015.
MUS G261	cSLO 2	2013 - 2014 (Fall 2013)	No major changes. Continuation of skill development through performance of strong musical literature. SLO #1 will be assessed in the Spring.
MUS G261	cSLO 3	2014 - 2015 (Fall 2014)	No major changes. Continuation of skill development through performance of strong musical literature. SLO #2 will be assessed in Spring of 2015.
MUS G290	cSLO 1	2014 - 2015 (Fall 2014)	No changes, just continued strong planning and organization so as many Music faculty can be present for the scheduled times. Continue to provide strong instruction within the framework of the course, and encourage continued skill development for all areas of the Applied Program.
MUS G290	cSLO 2	2014 - 2015 (Spring 2015)	No changes, just continued strong planning and organization so as many Music faculty can be present for the scheduled times. Continue to provide strong instruction within the framework of the course, and encourage continued skill development for all areas of the Applied Program. SLO #3 will be assessed in Fall of 2015.
MUS G290	cSLO 4	2013 - 2014 (Fall 2013)	No major changes. Continuation of skill development through performance of strong musical literature. Another SLO will be assessed in a future cycle.
MUS G290	cSLO 5	2013 - 2014 (Spring 2014)	No major changes. Continuation of skill development through performance of strong musical literature. SLO #1 will be assessed in Fall of 2014.