Glendale Community College Instructional Division
Program Learning Outcomes Assessment Timeline

Please complete a separate timeline form for *each* program within your division

Division name: Visual and Performing Arts

Program name (degree, certificate, sequence of courses or series of learning activities leading to intellectual mastery): Music Certificate

Program Relationship to Glendale Community College's Core Competencies/Institutional Student Learning Outcomes (ISLOs)

How does this program relate to GCC's College's Core Competencies/Institutional Student Learning Outcomes (ISLOs)?:	An ideal relationship:
Core Competencies/ISLOs are commonly defined as the knowledge, skills, abilities, and attitudes that students are expected to develop as a result of their overall experiences with any aspect of the college, including courses, programs, and student services. Each program offered at GCC should link to at least some of these Core Competencies/ISLOs. A list of the Core Competencies/ISLOs can be found here: http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=4362 Include a brief statement outlining how this program aligns with GCC's Core Competencies/ISLOs	• Is clear and brief • Is connected to GCC's Core Competencies/ISLOs • If applicable, aligns with professional organization(s) learning outcomes

Program Level Outcomes (PLOs) Assessment Timeline

What are the Program Learning Outcomes of this program?:	Ideal examples of Program Learning Outcomes:
Program Learning Outcomes (PLOs) are commonly defined as the knowledge, skills, and abilities that students have attained as a result of their involvement in a particular set of educational experiences such as within a specific program, degree, certificate or series of learning activities leading to intellectual mastery List your PLOs below and explain the timeline by which the PLOs will be assessed **What is the PLO Assessment Planning Timeline for this Program?:** To develop an ongoing and systematic planning timeline, it is recommended that you assess PLOs within a 3 year cycle (e.g. assess 1/3 of PLOs in year 1, 1/3 in year 2, and 1/3 in year 3)	• Are observable and measurable • Are program specific • Connect to GCC's Core Competencies/ISLOs • Use action verbs • Generally a program will have between three and six PLOs • If applicable, aligns with professional organization(s) learning outcomes **Ideal examples of Program Assessment Timelines:** • Are practical, sustainable, and geared to Core Competencies/ISLOs, and college mission • Ensure that each PLO is assessed regularly within a 3 year cycle • Include teams for assessment data collection and analysis and assessment report writing that include faculty members who are instructors of the courses/programs assessed
List PLOs below. Generally, a program will have between three and six PLOs. Continue to add PLOs until you have developed an assessment timeline for each PLO associated with this program.	**In what semester and year will you assess this PLO?** **What data will you use to assess it (i.e. SLO data from courses within the program, exam or essay data, portfolios of student work, licensing/exit exams, etc) ?**	**Who will collect and analyze the PLO assessment data and write a report of the findings? (Include report writer's name and, if possible, other participants)**
PLO 1 **Demonstrate intermediate technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration.**	**At the end of the semester of study in Music 140. SLO assessment from Music 140.**	**Beth Pflueger**

PLO 2 Demonstrate fundamental theoretical and historical analytical music score skills.	At the conclusion of the Music Theory/Music History course of study. SLO assessment from highest level class completed from course of study.	Beth Pflueger
PLO 3 Demonstrate basic keyboard competency in introductory piano performance literature.	At the conclusion of the Class Piano course of study. SLO assessment from highest level class completed from course of study.	Dr. Peter Green

Course/Program Alignment Matrix

How are courses in the program aligned with the program's learning outcomes?: This section should include a matrix of the PLOs for your program and	Ideal alignment: • Course/Program matrix indicates that PLOs are

a list of each course which is a part of the program • For each course indicate if PLO is addressed within it the level at which it is addressed by either leaving it blank (if not addressed in program) or noting **I, D, or M** • **Introduce = I** PLO is introduced at a basic level • **D = Develop** Students are given opportunities to practice, learn more about, and receive feedback to develop more sophistication • **M = Mastery** Students demonstrate mastery at a level appropriate for graduation	embedded in program's coursework • PLOs are introduced, developed, and mastered within the range of courses • Each course addresses one or more of the PLOs; however, rarely does a course address all PLOs

Course name and number e.g. Magic 101: Elementary Magic	PLO 1 Demonstrate intermediate technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration.	PLO 2 Demonstrate fundamental theoretical and historical analytical music score skills.	PLO 3 Demonstrate basic keyboard competency in introductory piano performance literature.
MU050 Internship	**M**		
MU101 Music Fundamentals		**I**	
MU102 Fundamentals for Music Majors		**D**	

Course			
MU 103 Keyboard Harmony I		I	I
MU104 Musicianship I		D	
MU 105 Musicianship II		M	
MU 107 Harmony I		D	
MU 108 Harmony II		M	
MU113 Keyboard Harmony II		D	D
MU120 Music Appreciation		I	
MU121 History of Rock		I	
MU122 History of Jazz		I	
MU125 History and Literature		D	
MU126 History and Literature II		M	
MU127 World Music		I	
MU135 Voice Training I	I		
MU136 Voice Training II	D		
MU137 Voice Training III	D		
MU140	M		

Applied Music			
MU143 Jazz Band	**D**		
MU144 Woodwind Ensemble	**D**		
MU145 Brass Ensemble	**D**		
MU146 Community Orchestra: Literature:1725-1850	**D**		
MU147 Community Orchestra: Literature: 1825-1950	**D**		
MU148 Chamber Music	**D**		
MU150 Beginning Guitar	**I**		
MU152 String Ensemble	**D**		
MU153 Contemporary Guitar I	**D**		
MU154 Contemporary Guitar II	**D**		
MU155 Contemporary Guitar III	**D**		
MU156 Classical Guitar I	**D**		

MU157 Classical Guitar II	D		
MU158 Classical Guitar III	D		
MU160 Piano I			I
MU161 Piano II			D
MU162 Piano III			M
MU163 Piano Workshop			M
Mu170 Musical Theatre Workshop	D		
Mu171 Intro to Music Business		I	
MU176 Introduction to Songwriting		I	
MU177 Introduction to Music Technology and Sequencing		I	
MU178 Intro to Recording and Digital Audio Production		I	
MU185 ProTools 101		D	
MU186		D	

Pro Tools 110			
MU230 Chorus	**I**		
MU231 College Choir (.5)	**I**		
MU 231 College Choir (1.0 unit)	**I**		
MU232 Chamber Chorale: Winter Productions	**D**		
MU233 Chamber Chorale: Festival	**D**		
MU235 Concert Singers: Masterworks	**D**		
MU236 Vocal Ensemble: Holiday Review (.5)	**D**		
MU236 Vocal Ensemble: Holiday Review (1.0)	**D**		
MU237 Vocal Ensemble: Jazz/Show Classics (.5) (1.0)	**D**		
MU241 Concert Singers: Traditional (.5)	**D**		

MU241 **Concert Singers:** **Traditional (1.0)**	**D**		
MU242 **Concert Singers:** **Traditional (.5)**	**D**		
MU242 **Concert Singers:** **Traditional (1.0)**	**D**		

As you fill out this alignment matrix, gaps may occur or become visible. Use the gaps to help your determine which course or program SLOs may need to be revised so that all courses and programs are aligned. Question 2.2 in your program's Program Review report provides a means to explain if you noted any gaps in alignment and, if yes, how your division might revise course or program SLOs to ensure that all course and program learning outcomes are aligned.