The purpose of this report is to present the number and percent of assessment scores at each mastery level for each program or institution learning outcome for a given term(s) or assessment cycle(s) for a given department, program, or course group. You can also choose to show this information by course.

**Department: MUS**

**Courses:** All Courses

**Terms:** Fall 2017, Spring 2017, Fall 2016, Spring 2016, Fall 2015, Spring 2015, Fall 2014

**Date:** 02/24/2018

### PLO: 1. Build performance skills in instrumental music, voice, piano, and/or guitar.

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Below Expectations</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>66 50.77%</td>
<td>54 41.54%</td>
<td>10 7.69%</td>
<td>0 0.00%</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>290 61.05%</td>
<td>153 32.21%</td>
<td>32 6.74%</td>
<td>0 0.00%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>65 46.76%</td>
<td>56 40.29%</td>
<td>18 12.95%</td>
<td>0 0.00%</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>113 34.35%</td>
<td>183 55.62%</td>
<td>33 10.03%</td>
<td>0 0.00%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>93 52.84%</td>
<td>67 38.07%</td>
<td>16 9.09%</td>
<td>0 0.00%</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>192 49.36%</td>
<td>150 38.56%</td>
<td>47 12.08%</td>
<td>0 0.00%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>42 33.33%</td>
<td>76 60.32%</td>
<td>8 6.35%</td>
<td>0 0.00%</td>
</tr>
<tr>
<td>Overall</td>
<td>861 48.81%</td>
<td>739 41.89%</td>
<td>164 9.30%</td>
<td>0 0.00%</td>
</tr>
</tbody>
</table>

### PLO: 2. Discover how musical works are composed through the study of foundational elements: melody, harmony, rhythm, form, instrumentation, and texture.

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</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>17 51.52%</td>
<td>14 42.42%</td>
<td>2 6.06%</td>
<td>0 0.00%</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>546 44.10%</td>
<td>424 34.25%</td>
<td>268 21.65%</td>
<td>0 0.00%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>125 21.82%</td>
<td>323 56.37%</td>
<td>125 21.82%</td>
<td>0 0.00%</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>37 30.58%</td>
<td>48 39.67%</td>
<td>36 29.75%</td>
<td>0 0.00%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>144 26.87%</td>
<td>283 52.80%</td>
<td>109 20.34%</td>
<td>0 0.00%</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>334 43.43%</td>
<td>279 36.28%</td>
<td>156 20.29%</td>
<td>0 0.00%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>4 22.22%</td>
<td>14 77.78%</td>
<td>0 0.00%</td>
<td>0 0.00%</td>
</tr>
<tr>
<td>Overall</td>
<td>1207 36.71%</td>
<td>1385 42.12%</td>
<td>696 21.17%</td>
<td>0 0.00%</td>
</tr>
</tbody>
</table>

### PLO: 3. Develop an awareness of the aesthetic values in music and the roles music plays in the aesthetics of various time periods, styles, and world regions.

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>0 0.00%</td>
<td>0 0.00%</td>
<td>0 0.00%</td>
<td>0 0.00%</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>173 27.99%</td>
<td>273 44.17%</td>
<td>172 27.83%</td>
<td>0 0.00%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>128 36.26%</td>
<td>161 45.61%</td>
<td>64 18.13%</td>
<td>0 0.00%</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>0 0.00%</td>
<td>0 0.00%</td>
<td>0 0.00%</td>
<td>0 0.00%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>142 49.82%</td>
<td>115 40.35%</td>
<td>28 9.82%</td>
<td>0 0.00%</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>233 43.31%</td>
<td>206 38.29%</td>
<td>99 18.40%</td>
<td>0 0.00%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>0 0.00%</td>
<td>0 0.00%</td>
<td>0 0.00%</td>
<td>0 0.00%</td>
</tr>
<tr>
<td>Overall</td>
<td>676 37.68%</td>
<td>755 42.08%</td>
<td>363 20.23%</td>
<td>0 0.00%</td>
</tr>
</tbody>
</table>
**PLO: 4. Explore how music has evolved throughout history, and in specific styles and world regions.**

<table>
<thead>
<tr>
<th>Term</th>
<th>Exceeds Expectations</th>
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<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>388 (33.28%)</td>
<td>429 (36.79%)</td>
<td>349 (29.93%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>66 (19.24%)</td>
<td>192 (55.98%)</td>
<td>85 (24.78%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>23 (31.94%)</td>
<td>31 (43.06%)</td>
<td>18 (25.00%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>218 (32.34%)</td>
<td>336 (49.85%)</td>
<td>120 (17.80%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>178 (43.00%)</td>
<td>131 (31.64%)</td>
<td>105 (25.36%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Overall</td>
<td>873 (32.71%)</td>
<td>1119 (41.93%)</td>
<td>677 (25.37%)</td>
<td>0 (0.00%)</td>
</tr>
</tbody>
</table>

**PLO: 5. Explore various career paths in music and the expectations of each field.**

<table>
<thead>
<tr>
<th>Term</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>47 (42.34%)</td>
<td>55 (49.55%)</td>
<td>9 (8.11%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>254 (59.07%)</td>
<td>144 (33.49%)</td>
<td>32 (7.44%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>59 (36.20%)</td>
<td>66 (40.49%)</td>
<td>38 (23.31%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>95 (34.30%)</td>
<td>139 (50.18%)</td>
<td>43 (15.52%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>69 (53.08%)</td>
<td>43 (33.08%)</td>
<td>18 (13.85%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>126 (45.32%)</td>
<td>108 (38.85%)</td>
<td>44 (15.83%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>8 (29.63%)</td>
<td>19 (70.37%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Overall</td>
<td>658 (46.47%)</td>
<td>574 (40.54%)</td>
<td>184 (12.99%)</td>
<td>0 (0.00%)</td>
</tr>
</tbody>
</table>

**PLO: 6. Enrich the Arts through interaction with the community.**

<table>
<thead>
<tr>
<th>Term</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>19 (59.38%)</td>
<td>10 (31.25%)</td>
<td>3 (9.38%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>10 (41.67%)</td>
<td>14 (58.33%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>9 (75.00%)</td>
<td>3 (25.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>3 (8.11%)</td>
<td>32 (86.49%)</td>
<td>2 (5.41%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>52 (40.00%)</td>
<td>53 (40.77%)</td>
<td>25 (19.23%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>8 (29.63%)</td>
<td>19 (70.37%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Overall</td>
<td>101 (38.55%)</td>
<td>131 (50.00%)</td>
<td>30 (11.45%)</td>
<td>0 (0.00%)</td>
</tr>
</tbody>
</table>

**Overall by Term for Department: MUS**

<table>
<thead>
<tr>
<th>Term</th>
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<td>133 (43.46%)</td>
<td>24 (7.84%)</td>
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</tr>
<tr>
<td>Spring 2015</td>
<td>1661 (42.04%)</td>
<td>1437 (36.37%)</td>
<td>853 (21.59%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>452 (28.55%)</td>
<td>801 (50.60%)</td>
<td>330 (20.85%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>271 (32.42%)</td>
<td>433 (51.79%)</td>
<td>132 (15.79%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>666 (36.96%)</td>
<td>844 (46.86%)</td>
<td>291 (16.16%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>1115 (44.28%)</td>
<td>927 (36.81%)</td>
<td>476 (18.90%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>62 (31.31%)</td>
<td>128 (64.65%)</td>
<td>8 (4.04%)</td>
<td>0 (0.00%)</td>
</tr>
</tbody>
</table>

**Overall by PLO for Department: MUS**

<table>
<thead>
<tr>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Below Expectations</th>
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<tr>
<td>Fall 2014: 149 (46.69%)</td>
<td>133 (43.46%)</td>
<td>24 (7.84%)</td>
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<tr>
<td>Spring 2015: 1661 (42.04%)</td>
<td>1437 (36.37%)</td>
<td>853 (21.59%)</td>
<td>0 (0.00%)</td>
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<tr>
<td>Fall 2015: 452 (28.55%)</td>
<td>801 (50.60%)</td>
<td>330 (20.85%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Spring 2016: 271 (32.42%)</td>
<td>433 (51.79%)</td>
<td>132 (15.79%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Fall 2016: 666 (36.96%)</td>
<td>844 (46.86%)</td>
<td>291 (16.16%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Spring 2017: 1115 (44.28%)</td>
<td>927 (36.81%)</td>
<td>476 (18.90%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Fall 2017: 62 (31.31%)</td>
<td>128 (64.65%)</td>
<td>8 (4.04%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td></td>
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<td>Meets Expectations</td>
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</tr>
<tr>
<td>---</td>
<td>----------------------</td>
<td>--------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>1. Build performance skills in instrumental music, voice, piano, and/or guitar.</td>
<td>861</td>
<td>739</td>
<td>164</td>
</tr>
<tr>
<td>2. Discover how musical works are composed through the study of foundational elements: melody, harmony, rhythm, form, instrumentation, and texture.</td>
<td>1207</td>
<td>1385</td>
<td>696</td>
</tr>
<tr>
<td>3. Develop an awareness of the aesthetic values in music and the roles music plays in the aesthetics of various time periods, styles, and world regions.</td>
<td>676</td>
<td>755</td>
<td>363</td>
</tr>
<tr>
<td>4. Explore how music has evolved throughout history, and in specific styles and world regions.</td>
<td>873</td>
<td>1119</td>
<td>677</td>
</tr>
<tr>
<td>5. Explore various career paths in music and the expectations of each field.</td>
<td>658</td>
<td>574</td>
<td>184</td>
</tr>
<tr>
<td>6. Enrich the Arts through interaction with the community.</td>
<td>101</td>
<td>131</td>
<td>30</td>
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</tbody>
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