



*"We Guarantee Quality and Excellence"*

Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.

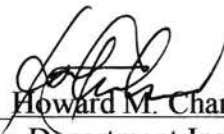
## INSTRUCTIONAL PROGRAM THREE YEAR REVIEW

### Academic Department

**Music & Fine Arts**


### Period of Three Year Review

**Fall 2012 to Summer 2015**

Completed By:  Howard M. Charles Date: Jan. 28, 2016  
 Department Instructor(s)

Department Chair:  Howard M. Charles Date: Jan. 28, 2016

Dean of Academic Affairs:  Robert Kamarui Date: Jan. 28, 2016

| Received by Institutional Research Office on: | Date     | Name and Initial of receiving personnel  |
|---|----------|--|
| (Provide hard and electronic copy)            | 02/01/16 | Ligaya Sam  |

## Department Review Narrative Summary

The narrative summary should include the following:

- **Summary of the department purpose**

The Music & Fine Arts Department at Palau Community College provides required music courses in the areas of performance, music and art appreciation, basic theory, and applied Palauan music for students majoring in the Liberal Arts and Education programs, as well as electives for the fulfillment of humanities and/or social science courses. The department also oversees the PCC Music Club, manages the Palau Wind Orchestra, and facilitates and assists in community events such as the annual Olehotel Belau Fair (OBF), the annual Bethlehem Christmas concert series, the PCC annual Christmas Gala, and the college's commencement exercises.

Its goals are:

- To provide required music courses for the Liberal Arts and Education Programs
- To provide music & art courses as electives for the fulfillment of humanities and social science requirements for other programs
- To provide music performance opportunities for students
- To assist the Music Club in student extracurricular activities
- To assist both the college and the community as a resource center for music and in music capacities where appropriate

The Fine Arts department is intended to present to students with a general overview of the field of music and art. Students will have the opportunity to learn different facets of the field ranging from music fundamentals to music and art appreciation, music education, applied art, and performance. This will enable students to utilize the acquired education and training in finding employment after graduation or pursue higher education in their chosen field.

- **The relationship of program to the college Mission Statement**

**PCC Mission Statement:**

Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.

The Music & Fine Arts department supports the PCC Mission statement as it helps to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence. The Music & Fine Arts department helps meet the **technical and academic** needs of students by providing computer technology, software, and electronic instruments and other related tools to help student gain the experience and skills in the field. Additionally, qualified faculty oversee music and fine arts courses geared specifically for student chosen majors ensuring that students receive the necessary skills and experience to enable them to find employment after graduation or pursue higher education in their chosen field. The Music & Fine Arts department helps meet the **cultural** needs of students in the field by exposing them to the culture of music and art in the region as well as the world. Students are given the opportunity to learn the history of different music and art as well as different theories, fundamentals, methods, and techniques used by professionals in the field. As a result, students learn to appreciate the evolution and culture of music and art as well as have the opportunity to apply what they learn in activities, projects and

performance opportunities assigned during their courses. The department also helps meet the **social** needs of students by giving them the opportunity to work with each other and community members in the scope of projects and performance opportunities. While enrolled in music and fine arts courses, students are required to interview and collaborate with field experts as well as perform in front of live audiences. Such exposure not only helps improve students' social and communication skills but also helps them become more confident in their skills as well as build connections with individuals and organizations that may help them when they begin to seek employment. The Music & Fine Arts department helps meet the **economic** needs of students by providing them the opportunity to learn necessary skills and obtain experiences needed to find employment after graduation or pursue higher education in their chosen field. The department further **promotes learning opportunities for students and communities and developing personal excellence**, by requiring students to collaborate with community experts, perform in class as well as in college and community events. Additionally, by hiring qualified faculty to teach courses and oversee the entire department, this goal is also realized. Such activities promote learning opportunities for students and communities as well as develop personal excellence.

### Summary of Department Data

#### a. Figure 1 – Student Status

|                       | Fa 2012 | Sp 2013 | Su 2013 | Fa 2013 | Sp 2014 | Su 2014 | Fa 2014 | Sp 2015 | Su 2015 | Average |
|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| <b>Enrollment</b>     | 37      | 44      | 18      | 18      | 51      | 0       | 49      | 52      | 0       | 38      |
| <b>Pass/Credit</b>    | 85%     | 66%     | 100%    | 67%     | 47%     | 0%      | 82%     | 69%     | 0%      | 74%     |
| <b>Fail/No Credit</b> | 13%     | 25%     | 0%      | 33%     | 43%     | 0%      | 16%     | 21%     | 0%      | 22%     |
| <b>Audit</b>          | 0%      | 0       | 0%      | 0%      | 0%      | 0%      | 0%      | 0%      | 0%      | 0%      |
| <b>Withdraw</b>       | 2%      | 9%      | 0%      | 0%      | 10%     | 0%      | 2%      | 10%     | 0%      | 4%      |

The table above (tabular view of Figure 1) represents the total and average student enrollments in all Music & Fine Arts courses as well as the number of students who passed, failed, audited, and withdrew from the courses. The difference between the passing and failing rates of students indicate that more students successfully pass department courses. A very few number of students enrolled in the courses as auditing students for the purpose of gaining experience and training in specific areas while a handful withdrew for various reasons, however the common factor was because students failed coming to class and felt overwhelmed with the amount of work needed to complete and so withdrew.

Summer 2014 and 2015 indicates a 0 enrollment because department courses are offered during regular semesters, fall and spring. Department courses may be offered in the summer should there be need for graduation purpose. Summer offerings could also be a result of need for other programs such as the SDSU Bachelor's program. The lack of growth in enrollment in department courses is due to the fact that they are only a choice among other courses in the Social Sciences / Humanity department to satisfy only a 3 credit general education requirement. However, there is an increase growth of enrollment in this cycle review compared to the last cycle review of 2012, showing an average growth of 23 to 38.

Overall, the data indicates that majority of the students enrolled in the Music & Fine Arts courses successfully complete the courses.

**b. Figure 2 – Class Information**

The department offered seven courses during school year 2012-13, five courses during school year 2013-14, and six courses during school year 2014-15. To date, the department is in charge of the delivery of 6 courses. Namely MU100, MU102, MU106, MU149, VA109 and ED151. As mentioned above, the number of courses offered is limited based on the fact that students have a range of choices between the department’s courses and other Social Sciences and Humanities courses and are also limited by the courses which financial aid covers based on their major.

**c. Figure 3 – Course Offering Information**

In the Fall of 2012, 2 department courses were offered, MU102 Music Fundamentals, a 3 credit lecture course, and VA 109 Visual Arts, a 2 credit lecture and 1 credit lab course. In the Spring of 2013, 4 department courses were offered, which were three sections of MU106 Music Appreciation, a 3 credit lecture course, and MU149 Elementary Music which is a 1 credit lecture and 1 credit lab course. In the Summer of 2013, 1 course was offered which was MU149, a 1 credit lecture and 1 credit lab course.. In the Fall of 2013 there were 2 sections of MU102 Music Fundamentals, a 3 credit lecture course offered. In the Spring of 2014, the department offered 3 courses which were 2 sections of MU106 Music Appreciation which is a 3 credit lecture course, and MU149 Elementary Music, a 1 credit lecture and 1 credit lab course. In the Summer of 2014 no department course was offered. In the Fall of 2014, the department offered 3 courses which were 2 sections of MU102 Music Fundamentals, a 3 credit lecture course, and VA 109 Visual Arts, a 2 credit lecture and 1 credit lab course. In the Spring of 2015, 3 department courses were offered which were 2 sections of MU106 Music Appreciation, a 3 credit lecture course and the other being MU149 Elementary Music which is a 1 credit lecture and 1 credit lab course. There were no department courses offered in the Summer of 2015.

**d. Figure 4 – Faculty Information**

|                          | Fa 2012 | Sp 2013 | Su 2013 | Fa 2013 | Sp 2014 | Su 2014 | Fa 2014 | Sp 2015 | Su 2015 |
|--------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| <b>Full Time Faculty</b> | 1       | 1       | 1       | 1       | 1       | 0       | 1       | 1       | 0       |
| <b>Part Time Faculty</b> | 1       | 0       | 0       | 0       | 1       | 0       | 0       | 0       | 0       |
| <b>TOTAL FACULTY</b>     | 2       | 1       | 1       | 1       | 2       | 0       | 1       | 1       | 0       |

The table above (tabular view of Figure 4) represents the number of full time and part time faculty that teaches FA classes. Currently, there is only one full time FA faculty. This faculty heads the Fine Arts Department as well as teaches all MU courses for the department. However, because of only one visual arts course offered at the college, the college hires or assigns part time faculty to help teach those courses.

**e. Table 1 – Faculty to Class Size Ratio Information**

| Ratio                            | Fa 2012 | Sp 2013 | Su 2013 | Fa 2013 | Sp 2014 | Su 2014 | Fa 2014 | Sp 2015 | Su 2015 |
|----------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| <b>Full Time Faculty (F : S)</b> | 1:21    | 1:44    | 1:18    | 1:18    | 1:51    | 0:0     | 1:35    | 1:52    | 0:0     |
| <b>Part Time Faculty (F : S)</b> | 1:16    | 0:0     | 0:0     | 0:0     | 0:0     | 0:0     | 1:14    | 0:0     | 0:0     |

The table above shows the ratio of faculty to class size. Ratio of faculty to class size ranges from as low as 1 faculty to 3 students (1:14) per class to as high as 1 faculty to 52 students (1:52) per class. However, it is important to note that the numbers do not represent the ratio of faculty to students per course but rather faculty to enrollment in department courses per semester. To view the numbers as being the ratio of faculty to student would be misleading as the numbers represent various courses and sections in a given semester. For example, Spring 2015 indicates a ratio of 1:52, yet MU149 was offered with an enrollment of only 3 students, and MU106 was offered with 2 sections, which 24 students were enrolled in one section and 25 students in the other.

- **Summary of Student Learning and Curriculum**

There are a total of 5 FA courses offered here at the College. All 5 courses have CLOs. The course outlines and documentations for all 5 courses were currently updated. Such updates included changes to student learning outcomes, texts and references, and CLOs. The course outlines and all documentations have been approved and are on file with the Committee on Programs and Curriculum as of Fall 2015.

Additionally, all course CLOs have been aligned with PLOs and ILOs in the mapping template. Signature assignments used in course assessments have also been identified. The program mapping and signature assignment documents have been submitted to the ALO and the AALO (see appendices C and D).

- **Summary of Course Assessment Data**

- b. **How has assessment of course-level student learning outcomes led to improvement in course-level student learning?**

In the school year 2012-2013 there were 3 courses assessed, MU102 in the Fall, and MU106 and MU149 in the Spring. In the school year 2013-2014, 3 courses were assessed, MU102 in the Fall, and MU106 and MU149 in the Spring. In the school year 2014-15, 3 courses were assessed, MU102 in the Fall, and 2 sections of MU106 in the Spring.

The courses assessed for this cycle, namely MU102, MU106 and MU149, are aligned to satisfy the General Education/Institutional Learning Outcome (GE/ILO) 1, 2, 5, & 6. These are as follows:

- GE/ILO 1 – *Critical Thinking and Problem Solving*  
Analyze and solve problems by using informed judgment based on evidence, sound reasoning, and/or creativity to differentiate facts from opinions and to specify solutions and their consequences.
- GE/ILO 2 - *Communication*  
Effectively communicate, both orally and in writing, thoughts in a clear, well-organized manner to persuade, inform, and/or convey ideas in academic, work, family, and community settings.
- GE/ILO 5 - *Civic Responsibility*  
Apply the principles of civility and morality to situations in the contexts of a healthy family, work, community, environment, and world.
- GE/ILO 6 - *Aesthetics*  
Apply numerous means of inquiry to experience and appreciate the values of arts and nature.

The assessment results for this cycle show that students performed at the proficient level or above with the exception of MU106 in the Fall of 2014. This was due to the fact that the signature assignment for the 3 CLO's for this course was changed into 1 exam and therefore students struggled with it and so performed at 56% for CLO 1, and 48% for CLO 3 which is below the stated 70% proficiency level. The stated action was to change the signature assignment and separate it into 2 exams, which was implemented in the next course offering with much better results. Evidence of this is shown on the course assessment in Spring 2015 where students performed at and above the proficient level for all CLO's for the course. (see appendix B) Course assessment has greatly helped improve student learning for it gives us an overview of what works, and how to deliver the course in a way that truly fosters learning for the student such as the above mentioned example of MU106 in the Fall of 2014 and then in Spring of 2015.

- **Summary of Evaluation of Previous Goals/Activities from Previous Cycle**

- 1. **List actions identified in your last department review or in any other related college plan(s).**

- Development of the department into an actual degree program.
  - This plan ensures that department faculty has ongoing dialogue and planning with the Dean of Academic Affairs and CPC to develop and implement new courses with the aim of the department offering a degree program in Music/Fine Arts. There is no resource need for this at this time. **Status: ongoing**
- Purchase of Finale music software
  - This ensures music faculty are equipped with the adequate notation tools for instruction to meet all CLO's in all music courses. . **Status: complete**
- Purchase of PA system
  - This ensures that faculty are equipped with the adequate equipment as stated in course outlines to teach all music courses that deal with performance, ie,. MU100, MU102, MU106, MU149, & ED151. **Status: complete**
- Installation of phone line and instrument
  - This ensures that the department has an indoor phone for student safety and efficacy in planning and teaching music courses. . **Status: ongoing**
- Installation of indoor / adjacent bathroom

- This plan ensures that students, faculty, and especially elderly guest lecturers for courses such as MU106 can have assurance of close proximity to a comfort room. Some department courses require the expert knowledge of elders in the community to assist in class instruction, and this is most done with groups of elderly where students observe and/or learn local knowledge from. In addition, this will allow students to have a changing area for events such as concerts and departmental recitals. **Status: ongoing**
- Purchase of new textbooks
  - This ensures faculty are equipped with up to date course textbooks to teach courses. **Status: complete**
- Professional Development
  - This ensures that the Music & Fine Arts department faculty are up to date with the latest in the field, and in turn, students are exposed to such knowledge and skill. Implementation will require funding and the timeline remains ongoing. **Status: ongoing**

**2. What measurable outcomes were achieved due to the actions completed?**

Only three of the identified action plans in the last department review were completed (Refer to above list items identified by Status: complete):

- Purchase of Finale music software
  - An adequate notation software was provided by Academic Affairs. This has provided efficient and proper notation instruction and given students much practice to develop their notation skills and thus maximizing their learning outcomes. This is evidenced in their assessment reviews.
- Purchase of PA system
  - The purchase of the new PA system for the department has maximized student learning and teaching potential. Students are able to practice with actual functioning equipment that allows them to concentrate on developing their performance skills and are more confident in performance. The level of student performances has greatly improved as witnessed by departmental performances.
- Purchase of new textbooks
  - During the last CPC meeting with the department, it was agreed that because of the structure of our music courses being aligned with Palauan and other island music, instructor-made handouts are appropriate at this time until more suitable material from the region is available.

**3. Evaluate the success of the completed actions. Did the completed actions lead to improvement of student learning?**

- As mentioned above, the completed action plans with the music software, PA system, and textbooks, student learning has improved greatly. In addition, teaching has become much more efficient that we can concentrate on more vital aspects of music developments which contributes to improved student learning.

**4. What modifications do you plan to make to the department in the future to improve student learning?**

The plans that need to take place to ensure continuous support of student learning includes:

- Continue to review and update course outlines, CLOs, and other documentations

- i. This plan ensures that all course outlines are up to date and that they are aligned with the CLOs and ILOs.
- Continue to search for grants to help support the department
  - i. This plan supports the College's effort to provide the necessary equipment and funding to support the Music & Fine Arts Department and in developing new courses to eventually become a degree program. In the field of music there are always new equipment and instruments that are coming out and we need to be able to provide adequate equipment that our students will be familiar with in their field of work once they're out there working.
- Continue to seek professional development
  - Seek opportunities for workshops, trainings, seminars, and other professional conferences that provide growth and refreshment for faculty. This ensures that the Music & Fine Arts department faculty are up to date with the latest in the field, and in turn, students are exposed to such knowledge and skill. In the field of Fine Arts, there are always new developments and artistic creations which we need to pass on that knowledge and skill to our students. Implementation will require funding and the timeline remains ongoing.

**5. Update major changes/accomplishments since the last review**

- Acquiring of new music software for music courses
- Purchasing new PA system for the department
- CPC approving instructor-made handouts as the required texts for music courses
- Updating all Fine Arts course outlines and revising CLOs
- Restructuring signature assignments for MU106 for better student learning outcomes
- Providing student Christmas concert performances as an annual college event
- Providing student performance at the PCC 9-11 Memorial Service as an annual college event
- Providing student performance at the PCC Commencement Exercise as an annual college event

• **Summary of Department Major Strengths**

Although the department is a small one, it has a lot of strengths and contributions that help to support and assist other student programs, including annual college and community events. The Music & Fine Arts Department at Palau Community College provides music instruction in the areas of performance, music appreciation, basic theory, and applied Palauan music for students majoring in the PCC Liberal Arts, Education, and San Diego State University cohort programs, as well as electives for the fulfillment of humanities and/or social science courses. The department also oversees the PCC Music Club, manages the Palau Wind Orchestra, and facilitates and assists all college requests in cultural and civic community events such as the annual *Olechotel* Belau Fair (OBF), annual concert performances such as the Bethlehem Christmas concert series, college sponsored Christmas concerts, the annual 9-11 Memorial Service, the US Embassy functions such as July 4<sup>th</sup> celebrations and the turning over ceremony of the civil action team, Charter Day celebrations, and the college's commencement exercises. The department along with the student music club has also assisted and performed in numerous community events and functions such as national presidential inaugural ceremonies, opening of congress in the OEK-Senate, and the Palau women's



organization *Mechesil* Belau annual conferences to name a few. The department has also during this period assisted the college in contributing its services to an ongoing research project of Palauan-Japanese songs in collaboration with the Okinawa Prefecture University of Arts with a published songbook and CD accompaniment.

In essence the Music Department represents the college as a music resource in any and all college and community capacities in local, national and international levels. Finally, the department chairperson also serves as the Palau liaison officer for the International Council of Traditional Music, a UNESCO program, namely the subcommittee on the Study Group on Music of Oceania, by providing resources and reports on events and developments in Palauan music to the international scholastic community.

- **Recommendations for Improvements**

The department has many needs for improvement. Much of the strengths of the department lie not only in the academic courses it offers the college but in other extracurricular activities it facilitates for the college and community. These require good planning, implementing, training and the appropriate resources to develop and realize.

As an ongoing long term goal, the department is in dialogue and brainstorming to develop a plan with the goal on becoming a degree program. Possibilities include a certificate program in music, and/or an education or liberal arts major with an emphasis in music.

Short term goals are a phone line for safety and work effectiveness, internet/Wi Fi connection to the music building for student collaboration with the internet and their electronic instruments and web resources, an indoor/adjacent restroom for students and elderly expert instructors, improved lighting at the Orchestra building that serves as the music classroom, and finally professional development for faculty to keep abreast with current trends and innovations in the field.

- **Does the student assessment data and/or any other college plan indicate overall department needs that may require support from the institution? Define these observed needs supported by assessment data and/or any other college plan.**

Based on my assessments, at this time, there are no needs. However, because the department caters musical performances to the college and community which are sometimes unplanned, there may be needs that have not been identified.

- **Summary of Action Plans**

The Music & Fine Arts Department's action plans for the next three academic years are a result of dialogue, experience in running the department, and the various modifications of the department through a period of more than 8 years. Following are the plans:

- Development of the department into an actual degree program.
  - This plan ensures that department faculty has ongoing dialogue and planning with the Dean of Academic affairs to develop and implement new courses with the aim of the department offering a degree program in Music/Fine Arts. Implementation will require funding and the plan remains ongoing.
- Purchase of supplemental monitors and cordless microphones for PA system
  - This ensures that faculty are equipped with the adequate equipment as stated in course outlines to teach all music courses that deal with performance, ie., MU100, MU102, MU106, MU149, & ED151. This plan is currently ongoing.
- Installation of phone line and instrument
  - This ensures that the department has an indoor phone for student safety and efficacy in planning and teaching music courses. . This plan is ongoing.
- Installation of indoor / adjacent bathroom

- This plan ensures that students, faculty, and especially elderly guest lecturers for courses such as MU106 can have assurance of close proximity to a comfort room. Some department courses require the expert knowledge of elders in the community to assist in class instruction, and this is most done with groups of elderly where students observe and/or learn local knowledge from. In addition, this will allow students to have a changing area for events such as concerts and departmental recitals.
- Professional Development
  - This ensures that the Music & Fine Arts department faculty and teaching assistant are up to date with the latest in the field, and in turn, students are exposed to such knowledge and skill. Implementation will require funding and the timeline remains ongoing.
- **Summary of Resource Request (if any)**
  - A. All resource requests should be tied to at least one of the following:**
    - **An institutional learning outcome**
    - **A General Education program learning outcome**
    - **A course learning outcome**
    - **Other college plans**
  - Purchase of supplemental equipment for PA system
    - This resource ensures that faculty and students are equipped with the adequate equipment to teach and learn all music courses that deal with performance, ie., MU100, MU102, MU106, MU149, & ED151, Christmas concerts, 9-11 service, Commencement Exercise. This plan is aligned with course CLO's and ILO's. Currently, this plan is ongoing.
  - Installation of phone line and instrument
    - This resource ensures that the department has an indoor phone for student safety and efficacy in planning and teaching music courses. This is aligned with ILO's and the college's mission statement. This plan is ongoing.
  - Installation of indoor / adjacent bathroom
    - This facility resource ensures that students, faculty, and especially elderly guest lecturers for courses such as MU106 can have assurance of close proximity to a comfort room. Some department courses require the expert knowledge of elders in the community to assist in class instruction, and this is most done with groups of elderly where students observe and/or learn local knowledge from. In addition, this will allow students to have a changing area for events such as concerts and departmental recitals. This is aligned with the college mission statement and ILO's.
  - Professional Development
    - This resource ensures that the Music & Fine Arts department faculty and teaching assistant are up to date with the latest in the field, and in turn, students are exposed to such knowledge and skill. Implementation will require funding and the timeline remains ongoing.
- B. What will be the anticipated outcome if resource request is granted?**
  - Supplemental Equipment for PA system
    - Adequate sound system will be available to students and faculty for both in class instruction and college/public performances as required in CLO's and the directives from the college president.
  - Facility improvement (indoor restroom & phone line)
    - Safety, work efficiency, and necessary comfort are available to students, faculty, and guest lecturers.

- Professional development
  - Faculty and students are made aware and exposed to new learning trends and innovations in the field throughout the region and world-wide, and therefore give rise to a renaissance of new methodology and pedagogy in the classroom to maximize students learning outcomes.

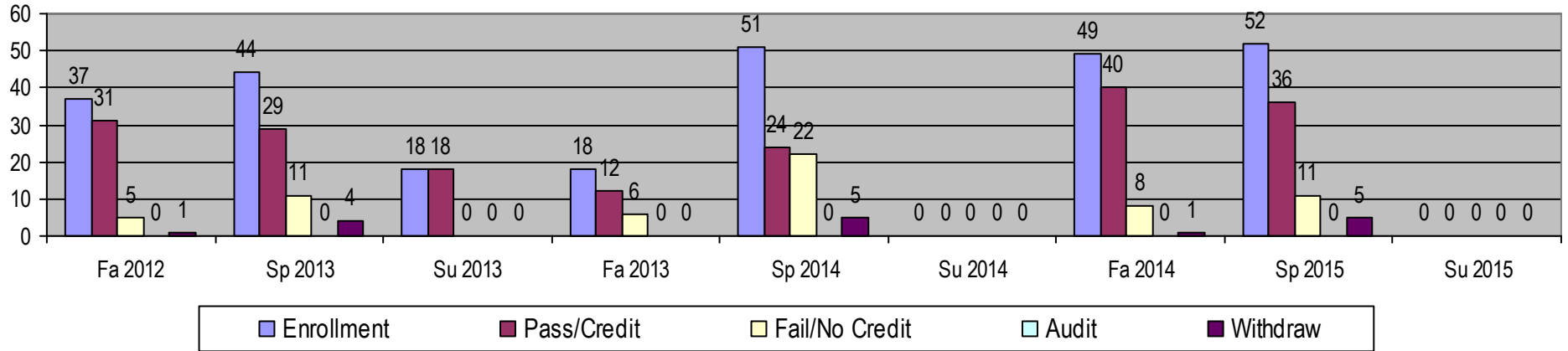
**C. Describe the resource request in detail.**

- Purchase of supplemental monitors and cordless microphones for PA system
  - This resource ensures that faculty are equipped with the adequate equipment to teach all music courses that deal with performance, ie., MU100, MU102, MU106, MU149, & ED151. The college has purchased a new PA system for the department during this cycle and we are putting it to good use. However, we need supplemental monitors for students to be able to hear themselves especially when learning and performing at such events as our Commencement Exercise. Therefore they need to practice with adequate equipment in order to learn and perform adequately well. Discussion on this is ongoing with the dean of academic affairs.
- Installation of phone line and instrument
  - This resource ensures that the department has an indoor phone for student safety and efficacy in planning and teaching music courses. . Currently we borrow phones either from the auto shop or electronic shop across the street. The department plans two student public performances each semester. This requires a lot of planning and student collaboration of both students enrolled in music courses and other student members of the PCC Music Club. The department also collaborates with experts in the field of music and dance in the community who guest lecture in courses that are taught in parallelism with Western Music. In addition, the department provides musical resources to elementary students in the public school system who do not have a music program and to those teachers who have completed music courses at the college. All these reasons and foremost safety for all is believably justifiable enough to request this resource. This plan is still ongoing.
- Installation of indoor / adjacent bathroom
  - This facility resource ensures that music students, faculty, and especially elderly guest lecturers for courses such as MU102, MU106 and MU149 and ED151 can have assurance of close proximity to a comfort room. Some department courses require the expert knowledge of elders in the community to assist in class instruction, and this is mostly done with groups of elderly where students observe and/or learn local knowledge from. Students also have practice times outside of regular class times to practice, especially during long rehearsals before major department productions, and the music classroom needs to be opened and supervised at all times to ensure safety and protection from theft. In addition, students will have a changing area for events such as concerts and departmental recitals. This plan is still ongoing.
- Professional Development
  - This resource ensures that the Music & Fine Arts department faculty are up to date with the latest in the music and fine arts field, and in turn, students are exposed to such knowledge and skill. These include professional workshops, trainings, conferences and seminars.

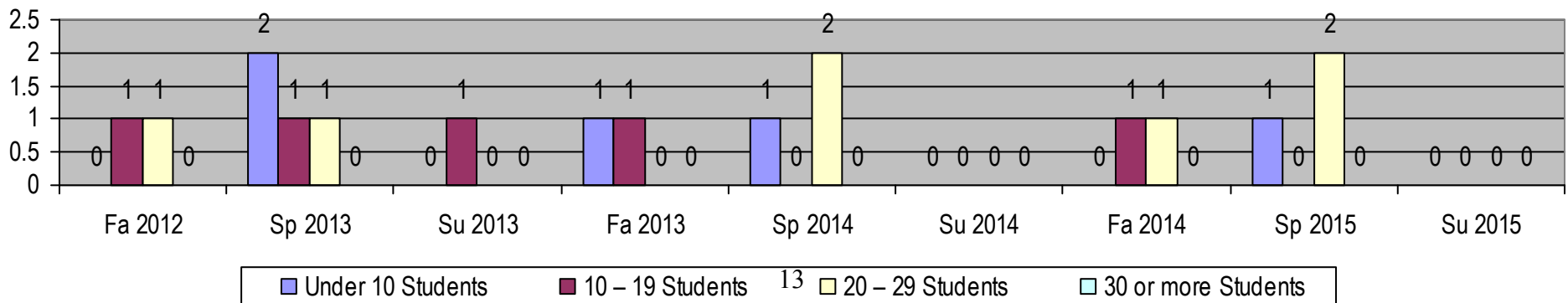
## Appendix A: Department Review Assessment Data

### 1.0 Department Data

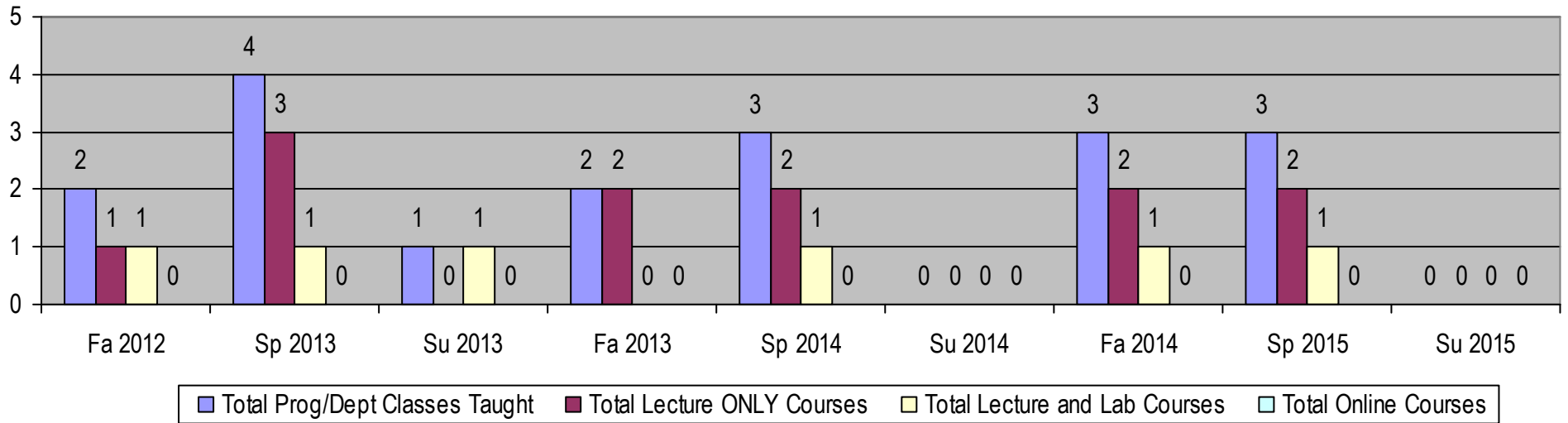
**Figure 1. Number of Students Enrolled, Pass/Credit, Fail/No Credit, Audit and Withdraw**



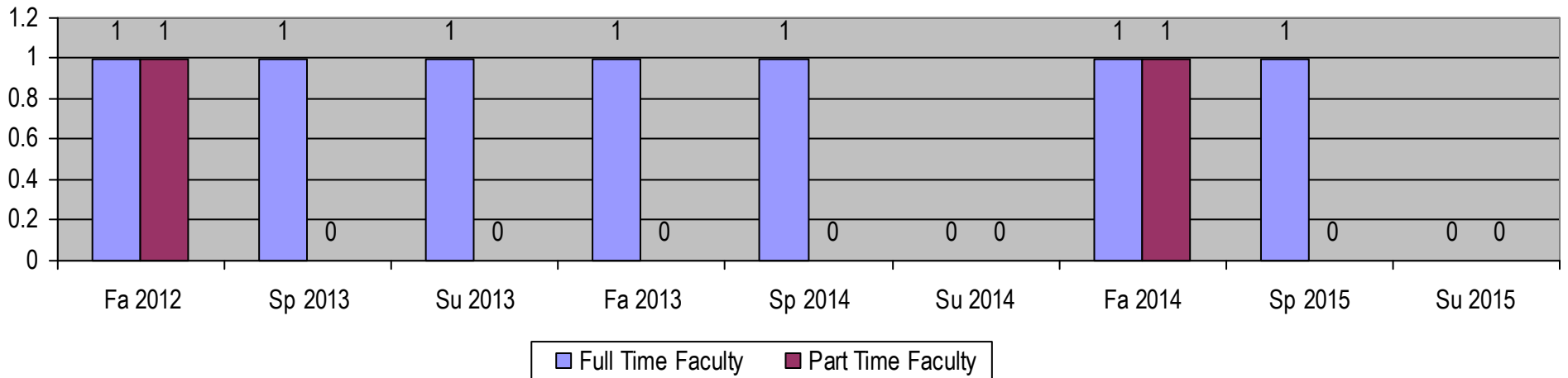
**Figure 2. Number Size of Class and Sections Conducted**



**Figure 3. Course Offering**



**Figure 4. Faculty Head Count**



**Table 1. Faculty to Class Size Ratio (dept. headcount).**

| Ratio                            | Fa 2012 | Sp 2013 | Su 2013 | Fa 2013 | Sp 2014 | Su 2014 | Fa 2014 | Sp 2015 | Su 2015 |
|----------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| <b>Full Time Faculty (F : S)</b> | 1:21    | 1:44    | 1:18    | 1:18    | 1:51    | 0:0     | 1:35    | 1:52    | 0:0     |
| <b>Part Time Faculty (F : S)</b> | 1:16    | 0:0     | 0:0     | 0:0     | 0:0     | 0:0     | 1:14    | 0:0     | 0:0     |

**2.0 Student Learning and Curriculum**

|   |                                  |                              |  |                                |
|---|----------------------------------|------------------------------|--|--------------------------------|
| How many department courses are there? (refer to catalog) | %of courses with Identified CLOs | % of course outlines updated | % of courses whose Textbooks are updated (outline reflects change) | % of CLOs aligned with GE/ILOs |
| 5   | 100%                             | 100%                         | 100%   | 100%                           |

**3.0 Course Assessment Data**

**Year 1: School Year 2012-2013 (FA12-SU13)**

| Semester Assessed | Course Assessed | CLO – GE/ILO Alignment | Results of Assessments  |
|-------------------|-----------------|------------------------|---|
| Fall 2012         | MU102           | GE/ILO 1, 2 & 6        | Students reached above the stated proficiency level. Course was a success. Continue to assess the course and make revisions when need arise. Additional references were acquired for the course.                      |
| Fall 2012         | VA109           | GE/ILO 1 & 6           | Students reached above the stated proficiency level. Course was a success. Continue to assess the course and make revisions when need arise.  |
| Spring 2013       | MU106           | GE/ILO 1, 2 & 6        | Students reached above the stated proficiency level. Course was a success. Continue to assess the course and make revisions when need arise. Textbook materials and research resources for course have been acquired. |
| Spring 2013       | MU149           | GE/ILO 1, 2, 5 & 6     | Students reached above the stated proficiency level. Course was a success. Continue to assess the course and make revisions when need arise. Research resources have been acquired.                                   |

**Year 2: School Year 2013-2014 (FA13-SU14)**

| Semester Assessed | Course Assessed | CLO – GE/ILO Alignment | Results of Assessments   |
|-------------------|-----------------|------------------------|--|
| Fall 2013         | MU102           | GE/ ILO 1, 2 & 6       | Students reached above the stated proficiency level. Course was a success. Continue to assess the course and make revisions when need arise. Music software and textbook materials have been acquired.   |
| Spring 2014       | MU149           | GE/ILO 1, 2, 5 & 6     | Students reached above the stated proficiency level. Course was a success. Continue to assess the course and make revisions when need arise. Research resources have been acquired.  |
| Spring 2014       | MU106           | GE/ILO 1, 2 & 6        | Students did not reach the stated proficiency level for CLO 1 & 3. This was because the signature assignments were combined into 1 final exam which proved difficult for the students. The signature assignments have been split into two for better student learning outcomes. Textbook materials have been acquired. |

**Year 3: School Year 2014-2015 (FA14-SU15)**

| Semester Assessed | Course Assessed | CLO – GE/ILO Alignment | Results of Assessments  |
|-------------------|-----------------|------------------------|---|
| Fall 2014         | MU102           | GE/ILO 1, 2& 6         | Students reached above the stated proficiency level. Course was a success. Continue to assess the course and make revisions when need arise. Textbook materials have been acquired.   |
| Fall 2014         | VA109           | GE/ILO 1 & 6           | Students reached above the stated proficiency level. Course was a success. Continue to assess the course and make revisions when need arise. Signature assignments were restructured to have CLO 1-4 as the final exam and CLO 5 as their final art project that improved on the overall student learning outcomes. |
| Spring 2015       | MU106-1         | GE/ILO 1, 2 & 6        | Students reached above the stated proficiency level. Course was a success. Continue to assess the course and make revisions when need arise. The stated action plan on last course offering to split the signature assignments was implemented and thus shows much improved student learning outcomes.              |
| Spring 2015       | MU106-2         | GE/ILO 1, 2 & 6        | Students reached above the stated proficiency level. Course was a success. Continue to assess the course and make revisions when need arise. The stated action plan on last course offering to split the signature assignments was implemented and thus shows much improved student learning outcomes.              |
| Spring 2015       | MU149           | GE/ILO 1, 2, 5 & 6     | Students reached above the stated proficiency level. Course was a success. Continue to assess the course and make revisions when need arise. The stated action plan to provide more practical means for   |

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|  |  | student research resources was implemented which resulted in much improved student learning outcomes. |
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#### 4.0 General Education Program Learning Outcomes (GE/PLOs) Assessment

| PLOs      | Proficiency Levels         | Results of Assessments (average of all courses)                                       |
|-----------|----------------------------|---|
| GE/ILO #1 | MU102, MU106, MU149, VA109 | 88% of the students reached the proficiency level for GE/ILO #1. No action is needed. |
| GE/ILO #2 | MU102, MU106, MU149        | 86% of the students reached the proficiency level for GE/ILO #2. No action is needed. |
| GE/ILO #5 | MU102, MU106, MU149        | 83% of the students reached the proficiency level for GE/ILO #5. No action is needed. |
| GE/ILO #6 | MU102, MU106, MU149, VA109 | 86% of the students reached the proficiency level for GE/ILO #6. No action is needed. |

#### 5.0 Evaluation of Previous Program Review Action Plans

Indicate the status of the previous program review action plans

| Action Plan Activity/Objectives   | Status Complete/Ongoing/Incomplete | Remarks   |
|---|------------------------------------|---|
| Begin dialogue and brainstorming the possibility of a Music Degree Program. | Complete                           | Dialogue with the deans of Academic Affairs and other faculty have taken place. Research is now ongoing with other international scholars to help define the right structure for the program. |
| Purchase Music Software   | Complete                           | Academic Affairs has provided an adequate music software for the music courses.   |
| Purchase PA System  | Complete                           | Academic Affairs has purchased a basic PA system that we can use for student instruction and performance.   |
| Phone Line and instrument   | Incomplete                         | After numerous attempts to get this done, nothing has materialized.   |
| Indoor restroom   | Incomplete                         | After numerous attempts to inquire about this, there seems to be other pressing needs at the moment.  |
| New textbooks, references, films, CDs                                       | Complete                           | CPC has met and have decided to maintain having instructor-made handouts since it best matches the  |



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|                          |         | nature of the courses. New references and resources have been acquired for student learning. |
| Professional development | Ongoing | There seems to be other pressing needs for the college at this time.                         |

## 6.0 Current Review Action Plan

Based on this department review results, describe the department action plan for the next three (3) academic years. Include necessary resources.

| Action Plan Activity/Objectives  | How will this action plan improve student learning outcomes? (CLO, GE/ILO)  | Needed Resources (if any) | Timeline   |
|--|---|---------------------------|--|
| Continue the dialogue and research towards creating a Music & Fine Arts certificate/degree program.                          | A certificate or degree program will help support students who are interested in this specific field and increase enrollment in department courses because financial aid will cover them.         | Department faculty        | A proposal of first new course offering to CPC by Spring 2017. |
| Continue to review and update course outlines, CLOs, and other documentations  | This plan ensures that all course outlines are up to date and that they are aligned with the CLOs and ILOs for the improvement of student learning outcomes,                                      | Department faculty        | Every 5 yr. cycle  |
|  |   |                           |  |
| Phone Line and instrument  | This is to ensure security and safety of students during evening rehearsals and performances.   | \$ 160 / annually         | ASAP   |
| Indoor restroom  | Music students need a restroom to get ready for performances. Also elderly experts who provide much needed instructional support in music and art require the close proximity of a comfort room.  | \$ 600                    | Fall 2016  |
| Continue to search for grants and other support from the local and international communities to help support the department. | This ensures that there are other sources of support that help the college to provide and promote improved student learning outcomes by having the necessary tools and equipment needed to learn. | Department faculty        | Spring 2016  |
| Professional development   | Faculty need to get out there to  | \$ 3,500                  | Fall 2016  |

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|  | participate in professional trainings, workshops and seminars to better acquaint them with latest developments in the field so that they may provide up-to-date and innovative instruction to students. |  |  |
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### 7.0 Resource Requests

| Type of Resource | Description              | Estimated Amount Requested | Justification   |
|------------------|--------------------------|----------------------------|---|
| Personnel        |                          |                            |   |
| Facilities       | Indoor restroom          | \$600                      | Elderly experts who provide much needed instructional support in music and art require the close proximity of a comfort room.   |
| Equipment        | Phone line & instrument  | \$160                      | The phone is to ensure security and safety of students during evening rehearsals and performances.  |
| Training         | Professional development | \$3,500                    | Faculty need training in the areas of:<br>Music Program Planning, Studio Sound Management, Indigenous music preservation and recording tactics.<br>Faculty need to get out there to participate in current trainings and seminars to better acquaint them with latest developments in the field of study. |
|                  |                          |                            |   |
| <b>Total</b>     |                          | <b>\$ 4, 260</b>           |   |

## Appendix B: All Assessment Evidence (for this review)

### PALAU COMMUNITY COLLEGE COURSE ASSESSMENT GRID

Prog./Dept. Name: Music Department

Course#/ Title: MU 102

Sem./ Yr.: Fall 2012

Prep. by: Howard M. Charles

#### Assessment Summary at a Glance

How many students were enrolled in this course? 22  
 How many students were included in this assessment? 15/7  
 How many sections of the course were included? 1  
 What was the number of full-time faculty? 1

What was the number of adjunct faculty? 0  
 How many online sections were included? 0  
 On which campuses were the courses taught? PCC

| EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE   | <b>F</b><br><i>Formulate and establish goals/objectives/learning outcomes (LOs) aligned to PCC mission.</i>  | <b>A</b><br><i>Assess criteria for achievement of goals/objectives/learning outcomes and develop assessment strategy.</i>        | <b>M</b><br><i>Measure service provider and service receiver's performance/satisfaction using qualitative and quantitative methods via assessment instruments</i> | <b>E</b><br><i>Evaluate, analyze review, and interpret results for congruence between expected and actual outcomes. Use result to improve goals/objectives/LOs.</i>                          | <b>D</b><br><i>Develop/improve programs and services based from the results. Strengthen services by continuously evaluating, planning, allocating resources, and implementing new approaches.</i>   |
|---|--|--|---|--|---|
| Mission Statement:<br>Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence. | COURSE INTENDED LEARNING OUTCOMES  | MEANS OF COURSE ASSESSMENT AND CRITERIA FOR SUCCESS  | EXPECTED STUDENT PERFORMANCE  | Summary of data collected  | Use of Results / Additional Comments  |
| <b>Institutional Goal Statement:</b><br><br>Music Department Goals: <ul style="list-style-type: none"> <li>To provide music instruction as required by the Liberal Arts and Education Programs</li> <li>To provide music</li> </ul>   | CLO1:<br>Identify and explain the basic fundamentals of musical reading & writing: pitch, duration, intensity, dynamics, rhythm & form.<br><br>CLO2:<br>Demonstrate basic musical skills of sight reading (diatonic & chromatic scales, major & minor chords, use of accidentals, key signatures, transposition, intervals, rhythm) on the piano or electric keyboard. | Assessment is done by:<br><br>CLO 1-2: Questions asked on Midterm and Final Piano Exam.<br><br>CLO 3: Final In Class Performance | 70% of students will perform at proficiency level.  | Signature assignment 1:<br><br>Midterm & Final Exams:<br>86% performed at proficiency level.<br><br>Signature Assignment 2:<br><br>Final Performance:<br>80% performed at proficiency level. | Course was a success; expected outcome was met; continue the course as is; continue to assess the course and make revisions when need arise.<br><br>Need more references to improve the course<br>-books<br>-films/DVDs<br><br>Need to make course online capable |

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| <p>courses as electives for the fulfillment of humanities and social science requirements for other programs</p> <ul style="list-style-type: none"> <li>• To provide music performance opportunities for students</li> <li>• To assist the Music Club in student extracurricular activities</li> <li>• To assist both the college and the community in music capacities where appropriate</li> </ul> <p><b>Department Description:</b></p> <p>The Music Department at Palau Community College provides music instruction in the areas of performance, music appreciation, basic theory, and applied Palauan music for students majoring in the Liberal Arts and Education programs, as well as electives for the fulfillment of humanities and/or social science courses.</p> <p><b>Course Description:</b></p> | <p><b>CLO3:</b><br/>         Demonstrate the basics of sound and their differences in different styles of music: classical &amp; contemporary pieces; melody, harmony, chord structures, instrumentation, tone quality, form, basic song composition, cadences and phrases in a performance setting.</p> |  |  |  |  |
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| <p>This course is an applied introduction to the fundamental elements of music. Students learn the basics of music reading, dictation, composition and score familiarization in this studio course through project work. Western and Palauan musical literature and its instruments are surveyed.</p> |  |  |  |  |  |
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**PALAU COMMUNITY COLLEGE COURSE ASSESSMENT GRID**

**Prog./Dept. Name:** Music Department

**Course#/ Title:** MU106-1

**Sem./ Yr.:** Spring 2013

**Prep. by:** Howard M Charles

**Assessment Summary at a Glance**

How many students were enrolled in this course? 20  
 How many students were included in this assessment? 14/11  
 How many sections of the course were included? 1  
 What was the number of full-time faculty? 1

What was the number of adjunct faculty? 0  
 How many online sections were included? 0  
 On which campuses were the courses taught? PCC

| EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE  | <p style="text-align: center;"><b>F</b></p> <p style="text-align: center;"><i>Formulate and establish goals/objectives/learning outcomes (LOs) aligned to PCC mission.</i></p>   | <p style="text-align: center;"><b>A</b></p> <p style="text-align: center;"><i>Assess criteria for achievement of goals/objectives/learning outcomes and develop assessment strategy.</i></p> | <p style="text-align: center;"><b>M</b></p> <p style="text-align: center;"><i>Measure service provider and service receiver's performance/satisfaction using qualitative and quantitative methods via assessment instruments</i></p>          | <p style="text-align: center;"><b>E</b></p> <p style="text-align: center;"><i>Evaluate, analyze review, and interpret results for congruence between expected and actual outcomes. Use result to improve goals/objectives/LOs.</i></p>                       | <p style="text-align: center;"><b>D</b></p> <p style="text-align: center;"><i>Develop/improve programs and services based from the results. Strengthen services by continuously evaluating, planning, allocating resources, and implementing new approaches.</i></p> |
|--|--|--|---|--|--|
| <b>Mission Statement:</b><br>Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.   | <b>COURSE INTENDED LEARNING OUTCOMES</b>   | <b>MEANS OF COURSE ASSESSMENT AND CRITERIA FOR SUCCESS</b>   | <b>EXPECTED STUDENT PERFORMANCE</b>   | <b>Summary of data collected</b>   | <b>Use of Results / Additional Comments</b>  |
| <b>Institutional Learning Outcomes:</b><br><br><b>ILO 1, 2, 4, 6</b><br><br><b>Department Description:</b><br><br>The Music Department at Palau Community College provides music instruction in the areas of performance, music appreciation, basic theory, and applied Palauan music for students majoring in the Liberal Arts and Education programs, as well as electives for the fulfillment of humanities and/or social science courses. It also provides music performance | <p>CLO1:<br/>Explain and identify the major significance of each period of Western music from Middle Ages to the Twentieth Century: stylistic attributes, major composers, and contributing works.</p> <p>CLO 2:<br/>Explain and identify major evolutionary concepts of early Palauan music to present: Palauan music thru Spanish, German, Japanese &amp; American eras, contextual significance of traditional and contemporary Palauan genres, and major Palauan</p> | <p>CLO1: Midterm Exam</p> <p>CLO 2, 3: Final Research Paper</p>  | <p>70% of the students assessed will reach the proficiency level in all CLOs.</p> <p><i>(This is the statement to use. Do not change it. The 70% does not equate to a C grade. It is the number of students that have been assessed.)</i></p> | <p>Actual results<br/>The stated proficiency percentage was reached.</p> <p>Signature<br/>Assignment 1:<br/>84% of the students performed at the proficient level.</p> <p>Signature<br/>Assignment 2:<br/>73% of students performed at proficient level.</p> | <p>Plan of Action / Additional Comments</p> <p>Need to implement more practical means for student research resources.</p> <p>There must be a required text for this course with accompaniment CD.</p>  |

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| <p>opportunities for students, assists the Music Club in student extracurricular activities, The department also assists the college and the community in music capacities where appropriate.</p> <p><b>Course Description:</b></p> <p>Introduction to different types of music created by great musicians from the Middle Ages to the present. Emphasis will be on Western Music but taught in parallelism with Palauan Music.</p> | <p>composers &amp; contributing works.</p> <p>CLO 3:<br/>Identify and explain the focal comparisons between Western and Palauan music.</p> |  |  |  |  |
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PALAU COMMUNITY COLLEGE COURSE ASSESSMENT GRID

Prog./Dept. Name: Music Department

Course#/ Title: MU149-1

Sem./ Yr.: Spring 2013

Prep. by: Howard M Charles

**Assessment Summary at a Glance**

How many students were enrolled in this course? 8  
 How many students were included in this assessment? 7  
 How many sections of the course were included? 1  
 What was the number of full-time faculty? 1

What was the number of adjunct faculty? 0  
 How many online sections were included? 0  
 On which campuses were the courses taught? PCC

| EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE   | <p style="text-align: center;"><b>F</b></p> <p style="text-align: center;"><i>Formulate and establish goals/objectives/learning outcomes (LOs) aligned to PCC mission.</i></p>   | <p style="text-align: center;"><b>A</b></p> <p style="text-align: center;"><i>Assess criteria for achievement of goals/objectives/learning outcomes and develop assessment strategy.</i></p> | <p style="text-align: center;"><b>M</b></p> <p style="text-align: center;"><i>Measure service provider and service receiver's performance/satisfaction using qualitative and quantitative methods via assessment instruments</i></p>          | <p style="text-align: center;"><b>E</b></p> <p style="text-align: center;"><i>Evaluate, analyze review, and interpret results for congruence between expected and actual outcomes. Use result to improve goals/objectives/LOs.</i></p> | <p style="text-align: center;"><b>D</b></p> <p style="text-align: center;"><i>Develop/improve programs and services based from the results. Strengthen services by continuously evaluating, planning, allocating resources, and implementing new approaches.</i></p> |
|---|--|--|---|--|--|
| <p><b>Mission Statement:</b><br/>Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.</p> <p><b>Institutional Learning Outcomes:</b></p> <p><b>ILO 1, 2, 4, 6</b></p> <p><b>Department Description:</b></p> <p>The Music Department at Palau Community College provides music instruction in the areas of performance, music appreciation, basic theory, and applied Palauan music</p> | <p style="text-align: center;"><b>COURSE INTENDED LEARNING OUTCOMES</b></p>  | <p style="text-align: center;"><b>MEANS OF COURSE ASSESSMENT AND CRITERIA FOR SUCCESS</b></p>  | <p style="text-align: center;"><b>EXPECTED STUDENT PERFORMANCE</b></p>  | <p style="text-align: center;"><b>Summary of data collected</b></p>  | <p style="text-align: center;"><b>Use of Results / Additional Comments</b></p>   |
|   | <p>CLO1:<br/>Explain the basics of music notation:<br/>Proficient in ear and sight reading exercises; able to teach and demonstrate the use and meaning of pitch, intensity, duration, timbre, rhythm, melody, harmony, form, and dynamics with the use of the musical staff and sound production.</p> <p>CLO 2:<br/>Demonstrate and</p> | <p>CLO1 &amp; 2:<br/>Midterm Exam</p> <p>CLO 3: Final Lesson Presentation</p>  | <p>70% of the students assessed will reach the proficiency level in all CLOs.</p> <p><i>(This is the statement to use. Do not change it. The 70% does not equate to a C grade. It is the number of students that have been assessed.)</i></p> | <p>Actual results</p> <p>Signature Assignment 1:<br/>100% of the students performed at the proficient level.</p> <p>Signature Assignment 2:<br/>86% of students performed at proficient level.</p>                                     | <p>Plan of Action / Additional Comments</p> <p>1 of the students assessed did not complete Signature assignment 2 which resulted in the low percentage.</p> <p>Need to implement more practical means for student research resources.</p>                            |



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| <p>for students majoring in the Liberal Arts and Education programs, as well as electives for the fulfillment of humanities and/or social science courses. It also provides music performance opportunities for students, assists the Music Club in student extracurricular activities, The department also assists the college and the community in music capacities where appropriate.</p> <p><b>Course Description:</b></p> <p>An introductory course for students in early childhood, special education or elementary education. It covers musical concepts, skills (performing, analyzing, and creating) and appreciation needed for teaching music in the classroom. Students will become familiar with music of various eras, styles and cultures as well as the importance of music in life.</p> | <p>explain the elements involved in acquiring a musical repertoire suitable for elementary students: Proficient in at least 10 children's songs, Palauan, chants, and their relevant cultural aspects.</p> <p>CLO 3:<br/>Explain and demonstrate the factors and use of music in the educational setting: proficient with the different settings, musical movement, and basic instrument instruction, the elements involved in creative musicianship and lesson planning, and demonstrate the components of the basic elements of music and its relation to music education in the format of classroom activities in practice teaching.</p> |  |  |  |  |
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PALAU COMMUNITY COLLEGE COURSE ASSESSMENT GRID

Prog./Dept. Name: Music Department

Course#/ Title: MU102 Music

Sem./ Yr.: Fall 2013

Prep. by: Howard M Charles

**Assessment Summary at a Glance**

How many students were enrolled in this course? 18  
 How many students were included in this assessment? 15/12  
 How many sections of the course were included? 2  
 What was the number of full-time faculty? 1

What was the number of adjunct faculty? 0  
 How many online sections were included? 0  
 On which campuses were the courses taught? PCC

| EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE  | <p style="text-align: center;"><b>F</b></p> <p style="text-align: center;"><i>Formulate and establish goals/objectives/learning outcomes (LOs) aligned to PCC mission.</i></p>   | <p style="text-align: center;"><b>A</b></p> <p style="text-align: center;"><i>Assess criteria for achievement of goals/objectives/learning outcomes and develop assessment strategy.</i></p> | <p style="text-align: center;"><b>M</b></p> <p style="text-align: center;"><i>Measure service provider and service receiver's performance/satisfaction using qualitative and quantitative methods via assessment instruments</i></p>          | <p style="text-align: center;"><b>E</b></p> <p style="text-align: center;"><i>Evaluate, analyze review, and interpret results for congruence between expected and actual outcomes. Use result to improve goals/objectives/LOs.</i></p>                        | <p style="text-align: center;"><b>D</b></p> <p style="text-align: center;"><i>Develop/improve programs and services based from the results. Strengthen services by continuously evaluating, planning, allocating resources, and implementing new approaches.</i></p> |
|--|--|--|---|---|--|
| <p><b>Mission Statement:</b><br/>Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.</p> <p><b>Institutional Learning Outcomes:</b><br/><br/>ILO 1, 2, 4, 6</p> <p><b>Department Description:</b><br/><br/>The Music Department at Palau Community College provides music instruction in the areas of performance, music appreciation, basic theory, and applied Palauan music</p> | <p style="text-align: center;">COURSE INTENDED LEARNING OUTCOMES</p>   | <p style="text-align: center;">MEANS OF COURSE ASSESSMENT AND CRITERIA FOR SUCCESS</p>   | <p style="text-align: center;">EXPECTED STUDENT PERFORMANCE</p>   | <p style="text-align: center;">Summary of data collected</p>  | <p style="text-align: center;">Use of Results / Additional Comments</p>  |
|  | <p>CLO1: Identify and explain the basic fundamentals of musical reading &amp; writing: pitch, duration, intensity, dynamics, rhythm &amp; form.</p> <p>CLO2: Demonstrate basic musical skills of sight reading (diatonic &amp; chromatic scales, major &amp; minor chords, use of accidentals, key signatures,</p> | <p>CLO1, 2: Midterm Exam</p> <p>CLO 3: Final Performance</p>   | <p>70% of the students assessed will reach the proficiency level in all CLOs.</p> <p><i>(This is the statement to use. Do not change it. The 70% does not equate to a C grade. It is the number of students that have been assessed.)</i></p> | <p>Actual results:<br/>The stated proficiency percentage was reached.</p> <p>Signature<br/>Assignment 1:<br/>81% of the students performed at the proficient level.</p> <p>Signature<br/>Assignment 2:<br/>94% of students performed at proficient level.</p> | <p>Plan of Action / Additional Comments</p> <p>Need to acquire Finale Software to create notation exercises and tests. It has been requested twice and turned down.</p> <p>There must be a required text for this course with accompaniment CD.</p>                  |

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|--|--|--|--|--|--|
| <p>for students majoring in the Liberal Arts and Education programs, as well as electives for the fulfillment of humanities and/or social science courses. It also provides music performance opportunities for students, assists the Music Club in student extracurricular activities, The department also assists the college and the community in music capacities where appropriate.</p> <p><b>Course Description:</b></p> <p>This course is an applied introduction to the fundamental elements of music. Students learn the basics of music reading, dictation, composition and score familiarization in this studio course through project work. Western and Palauan musical literature and its instruments are surveyed.</p> | <p>transposition, intervals, rhythm) on the piano or electric keyboard.</p> <p>CLO3:<br/>Demonstrate the basics of sound and their differences in different styles of music: classical &amp; contemporary pieces; melody, harmony, chord structures, instrumentation, tone quality, form, basic song composition, cadences and phrases in a performance setting.</p> |  |  |  |  |
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PALAU COMMUNITY COLLEGE COURSE ASSESSMENT GRID

Prog./Dept. Name: Music Department

Course#/ Title: MU149-1

Sem./ Yr.: Spring 2014

Prep. by: Howard M Charles

**Assessment Summary at a Glance**

How many students were enrolled in this course? 4  
 How many students were included in this assessment? 2  
 How many sections of the course were included? 1  
 What was the number of full-time faculty? 1

What was the number of adjunct faculty? 0  
 How many online sections were included? 0  
 On which campuses were the courses taught? PCC

| EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE  | <p style="text-align: center;"><b>F</b></p> <p style="text-align: center;"><i>Formulate and establish goals/objectives/learning outcomes (LOs) aligned to PCC mission.</i></p>   | <p style="text-align: center;"><b>A</b></p> <p style="text-align: center;"><i>Assess criteria for achievement of goals/objectives/learning outcomes and develop assessment strategy.</i></p> | <p style="text-align: center;"><b>M</b></p> <p style="text-align: center;"><i>Measure service provider and service receiver's performance/satisfaction using qualitative and quantitative methods via assessment instruments</i></p>          | <p style="text-align: center;"><b>E</b></p> <p style="text-align: center;"><i>Evaluate, analyze review, and interpret results for congruence between expected and actual outcomes. Use result to improve goals/objectives/LOs.</i></p> | <p style="text-align: center;"><b>D</b></p> <p style="text-align: center;"><i>Develop/improve programs and services based from the results. Strengthen services by continuously evaluating, planning, allocating resources, and implementing new approaches.</i></p> |
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| <p><b>Mission Statement:</b><br/>Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.</p> <p><b>Institutional Learning Outcomes:</b></p> <p><b>ILO 1, 2, 4, 6</b></p> <p><b>Department Description:</b><br/>The Music Department at Palau Community College provides music instruction in the areas of performance, music appreciation, basic theory, and applied Palauan music</p> | <p style="text-align: center;">COURSE INTENDED LEARNING OUTCOMES</p>   | <p style="text-align: center;">MEANS OF COURSE ASSESSMENT AND CRITERIA FOR SUCCESS</p>   | <p style="text-align: center;">EXPECTED STUDENT PERFORMANCE</p>   | <p style="text-align: center;">Summary of data collected</p>   | <p style="text-align: center;">Use of Results / Additional Comments</p>  |
|  | <p>CLO1:<br/>Explain the basics of music notation:<br/>Proficient in ear and sight reading exercises; able to teach and demonstrate the use and meaning of pitch, intensity, duration, timbre, rhythm, melody, harmony, form, and dynamics with the use of the musical staff and sound production.</p> <p>CLO 2:<br/>Demonstrate and</p> | <p>CLO1: Signature Assignment 1: Notation Exam</p> <p>CLO 2 &amp;3: Signature Assignment 2: Final Lesson Presentation</p>  | <p>70% of the students assessed will reach the proficiency level in all CLOs.</p> <p><i>(This is the statement to use. Do not change it. The 70% does not equate to a C grade. It is the number of students that have been assessed.)</i></p> | <p>Actual results</p> <p>Signature Assignment 1: 100% of the students performed at the proficient level.</p> <p>Signature Assignment 2: 100% of students performed at proficient level.</p>  | <p>Plan of Action / Additional Comments</p> <p>Need to implement more practical means for student research resources.</p>  |

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| <p>for students majoring in the Liberal Arts and Education programs, as well as electives for the fulfillment of humanities and/or social science courses. It also provides music performance opportunities for students, assists the Music Club in student extracurricular activities, The department also assists the college and the community in music capacities where appropriate.</p> <p><b>Course Description:</b></p> <p>An introductory course for students in early childhood, special education or elementary education. It covers musical concepts, skills (performing, analyzing, and creating) and appreciation needed for teaching music in the classroom. Students will become familiar with music of various eras, styles and cultures as well as the importance of music in life.</p> | <p>explain the elements involved in acquiring a musical repertoire suitable for elementary students: Proficient in at least 10 children's songs, Palauan, chants, and their relevant cultural aspects.</p> <p>CLO 3:<br/>Explain and demonstrate the factors and use of music in the educational setting: proficient with the different settings, musical movement, and basic instrument instruction, the elements involved in creative musicianship and lesson planning, and demonstrate the components of the basic elements of music and its relation to music education in the format of classroom activities in practice teaching.</p> |  |  |  |  |
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PALAU COMMUNITY COLLEGE COURSE ASSESSMENT GRID

Prog./Dept. Name: Music Department

Course#/ Title: MU106-1

Sem./ Yr.: Spring 2014

Prep. by: Howard M. Charles

**Assessment Summary at a Glance**

How many students were enrolled in this course? 47  
 How many students were included in this assessment? 23  
 How many sections of the course were included? 2  
 What was the number of full-time faculty? 1

What was the number of adjunct faculty? 0  
 How many online sections were included? 0  
 On which campuses were the courses taught? PCC

| EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE   | <p style="text-align: center;"><b>F</b></p> <p style="text-align: center;"><i>Formulate and establish goals/objectives/learning outcomes (LOs) aligned to PCC mission.</i></p>   | <p style="text-align: center;"><b>A</b></p> <p style="text-align: center;"><i>Assess criteria for achievement of goals/objectives/learning outcomes and develop assessment strategy.</i></p> | <p style="text-align: center;"><b>M</b></p> <p style="text-align: center;"><i>Measure service provider and service receiver's performance/satisfaction using qualitative and quantitative methods via assessment instruments</i></p>          | <p style="text-align: center;"><b>E</b></p> <p style="text-align: center;"><i>Evaluate, analyze review, and interpret results for congruence between expected and actual outcomes. Use result to improve goals/objectives/LOs.</i></p>  | <p style="text-align: center;"><b>D</b></p> <p style="text-align: center;"><i>Develop/improve programs and services based from the results. Strengthen services by continuously evaluating, planning, allocating resources, and implementing new approaches.</i></p>  |
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| <p><b>Mission Statement:</b><br/>Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.</p> <p><b>Institutional Learning Outcomes:</b></p> <p><b>ILO 1, 2, 4, 6</b></p> <p><b>Department Description:</b></p> <p>The Music Department at Palau Community College provides music instruction in the areas of performance, music appreciation, basic theory, and applied Palauan music for students majoring in the Liberal Arts and Education programs, as well</p> | <p style="text-align: center;"><b>COURSE INTENDED LEARNING OUTCOMES</b></p>  | <p style="text-align: center;"><b>MEANS OF COURSE ASSESSMENT AND CRITERIA FOR SUCCESS</b></p>  | <p style="text-align: center;"><b>EXPECTED STUDENT PERFORMANCE</b></p>  | <p style="text-align: center;"><b>Summary of data collected</b></p>   | <p style="text-align: center;"><b>Use of Results / Additional Comments</b></p>  |
|   | <p>CLO1:<br/>Explain and identify the major significance of each period of Western music from Middle Ages to the Twentieth Century: stylistic attributes, major composers, and contributing works.</p> <p>CLO 2:<br/>Explain and identify major evolutionary concepts of early Palauan music to present: Palauan music thru Spanish, German, Japanese &amp; American eras, contextual significance of traditional and contemporary Palauan genres, and major Palauan composers &amp;</p> | <p>CLO 1, 2, 3: Final Exam</p>   | <p>70% of the students assessed will reach the proficiency level in all CLOs.</p> <p><i>(This is the statement to use. Do not change it. The 70% does not equate to a C grade. It is the number of students that have been assessed.)</i></p> | <p>Actual results<br/>The stated proficiency percentage was reached only for CLO 2. Students performed below the stated proficiency for CLO 1 &amp; 3.</p> <p>CLO 1:<br/>56% of the students performed at the proficient level.</p> <p>CLO 2:<br/>78% of students performed at proficient level.</p> <p>CLO 3:<br/>48% of students performed at the proficient level.</p> | <p>Plan of Action / Additional Comments</p> <p>Changed signature assignment this semester to include all CLOs in one exam. Will separate signature assignments next course offering for better student preparation and results.</p> <p>There must be a required text for this course with accompaniment CD.</p> |

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| <p>as electives for the fulfillment of humanities and/or social science courses. It also provides music performance opportunities for students, assists the Music Club in student extracurricular activities, The department also assists the college and the community in music capacities where appropriate.</p> <p><b>Course Description:</b></p> <p>Introduction to different types of music created by great musicians from the Middle Ages to the present. Emphasis will be on Western Music but taught in parallelism with Palauan Music.</p> | <p>contributing works.</p> <p>CLO 3:<br/>Identify and explain the focal comparisons between Western and Palauan music.</p> |  |  |  |  |
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PALAU COMMUNITY COLLEGE COURSE ASSESSMENT GRID

Prog./Dept. Name: Music Department

Course#/ Title: MU102 Music Sem./ Yr.: Fall 2014

Prep. by: Howard M Charles

**Assessment Summary at a Glance**

How many students were enrolled in this course? 35  
How many students were included in this assessment? 7 / 5  
How many sections of the course were included? 2  
What was the number of full-time faculty? 1

What was the number of adjunct faculty? 0  
How many online sections were included? 0  
On which campuses were the courses taught? PCC



| <p><b>EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE</b></p>  | <p><b>F</b><br/><i>Formulate and establish goals/objectives/learning outcomes (LOs) aligned to PCC mission.</i></p>   | <p><b>A</b><br/><i>Assess criteria for achievement of goals/objectives/learning outcomes and develop assessment strategy.</i></p> | <p><b>M</b><br/><i>Measure service provider and service receiver's performance/satisfaction using qualitative and quantitative methods via assessment instruments</i></p>  | <p><b>E</b><br/><i>Evaluate, analyze review, and interpret results for congruence between expected and actual outcomes. Use result to improve goals/objectives/LOs.</i></p>   | <p><b>D</b><br/><i>Develop/improve programs and services based from the results. Strengthen services by continuously evaluating, planning, allocating resources, and implementing new approaches.</i></p>   |
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| <p><b>Mission Statement:</b><br/>Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.</p> <p><b>Institutional Learning Outcomes:</b></p> <p><b>ILO 1, 2, 4, 6</b></p> <p><b>Department Description:</b><br/>The Music Department at Palau Community College provides music instruction in the areas of performance, music appreciation, basic theory, and applied Palauan music for students majoring in the Liberal Arts and Education programs, as well as electives for the fulfillment of humanities and/or social science courses. It also provides music performance opportunities for students, assists the Music Club in student extracurricular activities, The department</p> | <p><b>COURSE INTENDED LEARNING OUTCOMES</b></p> <p>CLO1:<br/>Identify and explain the basic fundamentals of musical reading &amp; writing: pitch, duration, intensity, dynamics, rhythm &amp; form.</p> <p>CLO2:<br/>Demonstrate basic musical skills of sight reading (diatonic &amp; chromatic scales, major &amp; minor chords, use of accidentals, key signatures, transposition, intervals, rhythm) on the piano or electric keyboard.</p> <p>CLO3:<br/>Demonstrate the basics of sound and their differences in different styles of music: classical &amp; contemporary pieces; melody, harmony, chord structures, instrumentation, tone quality, form, basic</p> | <p><b>MEANS OF COURSE ASSESSMENT AND CRITERIA FOR SUCCESS</b></p> <p>CLO1, 2: Midterm Exam</p> <p>CLO 3: Final Performance</p>    | <p><b>EXPECTED STUDENT PERFORMANCE</b></p> <p>70% of the students assessed will reach the proficiency level in all CLOs.</p> <p><i>(This is the statement to use. Do not change it. The 70% does not equate to a C grade. It is the number of students that have been assessed.)</i></p> | <p><b>Summary of data collected</b></p> <p>Actual results:<br/>The stated proficiency percentage was reached.</p> <p>Signature<br/>Assignment 1:<br/>74% of the students performed at the proficient level.</p> <p>Signature<br/>Assignment 2:<br/>97% of students performed at proficient level.</p> | <p><b>Use of Results / Additional Comments</b></p> <p>Plan of Action / Additional Comments</p> <p>The Final Performance for this course should accommodate the appropriate time for the students and not for college purposes. It should take place during final exam period.</p> <p>There must be a required text for this course with accompaniment CD.</p> |

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| <p>also assists the college and the community in music capacities where appropriate.</p> <p><b>Course Description:</b></p> <p>This course is an applied introduction to the fundamental elements of music. Students learn the basics of music reading, dictation, composition and score familiarization in this studio course through project work. Western and Palauan musical literature and its instruments are surveyed.</p> | <p>song composition, cadences and phrases in a performance setting.</p> |  |  |  |  |
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**PALAU COMMUNITY COLLEGE COURSE ASSESSMENT GRID**

**Course Name:** Music Appreciation      **Course#/Section:** MU106-1      **Sem./Yr.:** Spring 2015      **Prep. by:** Howard Charles

Mission: Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social and economic needs of students and communities by promoting learning opportunities and developing personal excellence.

How many students were enrolled in this course? 24  
How many students were included in this assessment? 14

| <p><b>ILOs:</b></p> <p>[ ] ILO 1 – Critical Thinking and Problem Solving</p> <p>[ ] ILO 2 – Communication</p> <p>[ ] ILO 3 – Quantitative and Technological Competence</p> <p>[ ] ILO 4 – Diversity</p> <p>[ ] ILO 5 – Civic Responsibility</p> <p>[ ] ILO 6 – Aesthetics</p> | <p><b>F</b></p> <p><i><b>Formulate</b> – Create or revise standards/learning outcomes/goals/objectives aligned to the PCC mission.</i></p>  | <p><b>A</b></p> <p><i><b>Assess</b> - Create or revise assessment tools and implement to gather data for standards/learning outcomes/goals/objectives.</i></p> | <p><b>M</b></p> <p><i><b>Measure</b> – Collect measurement data for standards/learning outcomes/goals/objectives using qualitative and quantitative methods.</i></p>  | <p><b>E</b></p> <p><i><b>Evaluate</b> – Analyze and interpret standards/learning outcomes/ goals/objectives collected data for congruence between expected and actual outcomes.</i></p>            | <p><b>D</b></p> <p><b>Develop</b> – Document results and make decisions to develop, revise or continue services/ programs. Continue implementation, evaluation, planning and allocation of resources to strengthen services/ programs for overall institutional effectiveness.</p> |
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|   | <p><b>COURSE LEARNING OUTCOMES</b></p>  | <p><b>MEANS OF COURSE ASSESSMENT</b></p>   | <p><b>EXPECTED STUDENT PERFORMANCE</b></p>  | <p><b>Summary of data collected</b></p>  | <p><b>Analyzed Results / Action Plans based on Results</b></p>   |
| <p>Program Learning Outcomes:</p> <p>“See above ILO’s”</p>  | <p>CLO numbers and exact descriptions taken from CPC approved outline.</p> <p>CLO1:<br/>Explain and identify the major significance of each period of Western music from Middle Ages to the Twentieth Century: stylistic attributes, major composers, and contributing works.</p> <p>CLO 2:<br/>Explain and identify major evolutionary concepts of early Palauan music to present: Palauan music thru Spanish, German, Japanese &amp; American eras, contextual significance of traditional and contemporary Palauan genres, and major Palauan</p> | <p>CLO 1, 2 : Midterm Exam</p> <p>CLO 3: Final Exam</p>  | <p>70% of the students assessed will perform at the proficiency level.</p> <p><i>(The 70% is the approved expected student performance by Academic Affairs; this statement is not to be changed or removed. The 70% does not equate to a C grade. It is the 70% of students who will do the actual assessment and will be performing at the proficiency level.)</i></p> | <p>CLO 1: 78% of students performed at the proficient level.</p> <p>CLO 2: 78% of students performed at the proficient level.</p> <p>CLO 3: 71% of students performed at the proficient level.</p> | <p>The stated action plan on the last course offering to separate the CLO’s in two separate signature assignments was implemented and there is much improvement on student outcomes.</p> <p>No significant changes needed at this time.</p>  |

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|  | <p>composers &amp; contributing works.</p> <p>CLO 3:<br/>Identify and explain the focal comparisons between Western and Palauan music.</p> |  |  |  |  |
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**PALAU COMMUNITY COLLEGE COURSE ASSESSMENT GRID**

**Course Name:** Music Appreciation      **Course#/Section:** MU106-2      **Sem./ Yr.:** Spring 2015      **Prep. by:** Howard Charles

Mission: Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social and economic needs of students and communities by promoting learning opportunities and developing personal excellence.

How many students were enrolled in this course? 25  
How many students were included in this assessment? 17

| <p><b>ILOs:</b></p> <p>[ ] ILO 1 – Critical Thinking and Problem Solving</p> <p>[ ] ILO 2 – Communication</p> <p>[ ] ILO 3 – Quantitative and Technological Competence</p> <p>[ ] ILO 4 – Diversity</p> <p>[ ] ILO 5 – Civic Responsibility</p> <p>[ ] ILO 6 – Aesthetics</p> <hr/> <p>Program Learning Outcomes:</p> <p>“See above ILO’s”</p> | <p><b>F</b></p> <p><b>Formulate</b> – Create or revise standards/learning outcomes/goals/objectives aligned to the PCC mission.</p>  | <p><b>A</b></p> <p><b>Assess</b> - Create or revise assessment tools and implement to gather data for standards/learning outcomes/goals/objectives.</p> | <p><b>M</b></p> <p><b>Measure</b> – Collect measurement data for standards/learning outcomes/goals/objectives using qualitative and quantitative methods.</p>   | <p><b>E</b></p> <p><b>Evaluate</b> – Analyze and interpret standards/learning outcomes/ goals/objectives collected data for congruence between expected and actual outcomes.</p>                   | <p><b>D</b></p> <p><b>Develop</b> – Document results and make decisions to develop, revise or continue services/ programs. Continue implementation, evaluation, planning and allocation of resources to strengthen services/ programs for overall institutional effectiveness.</p> |
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|  | <p><b>COURSE LEARNING OUTCOMES</b></p>   | <p><b>MEANS OF COURSE ASSESSMENT</b></p>  | <p><b>EXPECTED STUDENT PERFORMANCE</b></p>  | <p><b>Summary of data collected</b></p>  | <p><b>Analyzed Results / Action Plans based on Results</b></p>   |
|  | <p>CLO numbers and exact descriptions taken from CPC approved outline.</p> <p>CLO1:<br/>Explain and identify the major significance of each period of Western music from Middle Ages to the Twentieth Century: stylistic attributes, major composers, and contributing works.</p> <p>CLO 2:<br/>Explain and identify major evolutionary concepts of early Palauan music to present: Palauan music thru Spanish, German, Japanese</p> | <p>CLO 1, 2 : Midterm Exam</p> <p>CLO 3: Final Exam</p>   | <p>70% of the students assessed will perform at the proficiency level.</p> <p><i>(The 70% is the approved expected student performance by Academic Affairs; this statement is not to be changed or removed. The 70% does not equate to a C grade. It is the 70% of students who will do the actual assessment and will be performing at the proficiency level.)</i></p> | <p>CLO 1: 88% of students performed at the proficient level.</p> <p>CLO 2: 82% of students performed at the proficient level.</p> <p>CLO 3: 70% of students performed at the proficient level.</p> | <p>The stated action plan on the last course offering to separate the CLO’s in two separate signature assignments was implemented and there is much improvement on student outcomes.</p> <p>No significant changes needed at this time.</p>  |

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|  | <p>&amp; American eras, contextual significance of traditional and contemporary Palauan genres, and major Palauan composers &amp; contributing works.</p> <p>CLO 3:<br/>Identify and explain the focal comparisons between Western and Palauan music.</p> |  |  |  |  |
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**PALAU COMMUNITY COLLEGE COURSE ASSESSMENT GRID**

**Course Name:** Elementary Music      **Course#/Section:** MU149-1      **Sem./ Yr.:** Spring 2015      **Prep. by:** Howard Charles

Mission: Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social and economic needs of students and communities by promoting learning opportunities and developing personal excellence.

How many students were enrolled in this course? 3  
How many students were included in this assessment? 2

| <p><b>ILOs:</b></p> <p>[ ] ILO 1 – Critical Thinking and Problem Solving</p> <p>[ ] ILO 2 – Communication</p> <p>[ ] ILO 3 – Quantitative and Technological Competence</p> <p>[ ] ILO 4 – Diversity</p> <p>[ ] ILO 5 – Civic Responsibility</p> <p>[ ] ILO 6 – Aesthetics</p> | <p><b>F</b></p> <p><b>Formulate</b> – Create or revise standards/learning outcomes/goals/objectives aligned to the PCC mission.</p>   | <p><b>A</b></p> <p><b>Assess</b> - Create or revise assessment tools and implement to gather data for standards/learning outcomes/goals/objectives.</p> | <p><b>M</b></p> <p><b>Measure</b> – Collect measurement data for standards/learning outcomes/goals/objectives using qualitative and quantitative methods.</p>   | <p><b>E</b></p> <p><b>Evaluate</b> – Analyze and interpret standards/learning outcomes/ goals/objectives collected data for congruence between expected and actual outcomes.</p>                      | <p><b>D</b></p> <p><b>Develop</b> – Document results and make decisions to develop, revise or continue services/ programs. Continue implementation, evaluation, planning and allocation of resources to strengthen services/ programs for overall institutional effectiveness.</p> |
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|   | <p><b>COURSE LEARNING OUTCOMES</b></p>  | <p><b>MEANS OF COURSE ASSESSMENT</b></p>  | <p><b>EXPECTED STUDENT PERFORMANCE</b></p>  | <p><b>Summary of data collected</b></p>   | <p><b>Analyzed Results / Action Plans based on Results</b></p>   |
| <p>Program Learning Outcomes:</p> <p>“See above ILO’s”</p>  | <p>CLO1:<br/>Explain and identify basic notation skills in musical reading and writing in relation to the elements of music (pitch, rhythm, beat, meter, form and dynamics).</p> <p>CLO 2:<br/>Demonstrate and explain the elements involved in acquiring musical activities and repertoire suitable for elementary students (children’s songs, Palauan chants and relevant cultural aspects, musical movement, and/or basic instrument</p> | <p>CLO1: Signature Assignment 1: Notation Exam</p> <p>CLO 2 &amp;3: Signature Assignment 2: Final Lesson Presentation</p>                               | <p>70% of the students assessed will perform at the proficiency level.</p> <p><i>(The 70% is the approved expected student performance by Academic Affairs; this statement is not to be changed or removed. The 70% does not equate to a C grade. It is the 70% of students who will do the actual assessment and will be performing at the proficiency level.)</i></p> | <p>CLO 1: 100% of students performed at the proficient level.</p> <p>CLO 2: 100% of students performed at the proficient level.</p> <p>CLO 3: 100% of students performed at the proficient level.</p> | <p>The stated action plan to provide more practical means for student research resources was implemented which resulted in much better student learning outcomes.</p> <p>No significant changes needed at this time.</p>   |

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|  | <p>instruction) in context of students respective educational settings.</p> <p>CLO 3:<br/>Explain and demonstrate the basic elements of music in creative musicianship and lesson planning and its relation to music education in the format of classroom activities.</p> |  |  |  |  |
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PALAU COMMUNITY COLLEGE COURSE ASSESSMENT GRID

Prog./Dept. Name: Humanities

Course# Title: VA109 Visual Arts Sem./ Yr.: Fall 2012

Prep. by: Samuel Adelbai

**Assessment Summary at a Glance**

How many students were enrolled in this course? 16  
How many students were included in this assessment? 15  
How many sections of the course were included? 1  
What was the number of full-time faculty? 0

What was the number of adjunct faculty? 1  
How many online sections were included? 0  
On which campuses were the courses taught? PCC

| <p><b>EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE</b></p>   | <p><b>F</b><br/><i>Formulate and establish goals/objectives/learning outcomes (LOs) aligned to PCC mission.</i></p>  | <p><b>A</b><br/><i>Assess criteria for achievement of goals/objectives/learning outcomes and develop assessment strategy.</i></p>  | <p><b>M</b><br/><i>Measure service provider and service receiver's performance/satisfaction using qualitative and quantitative methods via assessment instruments</i></p> | <p><b>E</b><br/><i>Evaluate, analyze review, and interpret results for congruence between expected and actual outcomes. Use result to improve goals/objectives/LOs.</i></p>   | <p><b>D</b><br/><i>Develop/improve programs and services based from the results. Strengthen services by continuously evaluating, planning, allocating resources, and implementing new approaches.</i></p> |
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| <p><b>Mission Statement:</b><br/>Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.</p> <p><b>GE/Institutional Learning Outcomes:</b></p> <p>GE/ILO #1 – Critical thinking and Problem solving</p> <p>GE/ILO #6 - Aesthetics</p> <p><b>Course Description:</b></p> <p>This course includes the study of the world's visual arts and their influences on the quality of life.</p> | <p><b>COURSE INTENDED LEARNING OUTCOMES</b></p>  | <p><b>MEANS OF COURSE ASSESSMENT AND CRITERIA FOR SUCCESS</b></p>  | <p><b>EXPECTED STUDENT PERFORMANCE</b></p>  | <p><b>Summary of data collected</b></p>   | <p><b>Use of Results / Additional Comments</b></p>  |
|   | <p>CLOs</p> <ol style="list-style-type: none"> <li>1. Explain the purpose and importance of the different types of arts.</li> <li>2. Identify and analyze and the elements of art and design.</li> <li>3. Analyze primary and secondary colors</li> <li>4. Analyze and critique artwork by different artists.</li> <li>5. Draw different designs.</li> </ol> | <p>Signature Assignments used</p> <ol style="list-style-type: none"> <li>1. Midterm (CLO1-3)</li> <li>2. Final exam (CLO 1-4)</li> <li>3. Final project (CLO 5)</li> </ol> | <p>Course Learning Objective (expected percentage)</p> <p>70% of the students will reach the proficiency level on the signature assignments.</p>                          | <p>Actual results</p> <p>Midterm – 100% of the students reached the proficiency level. (15 students)</p> <p>Final exam - 100% of the students reached the proficiency level. (15 students)</p> <p>Final project – 100% of the students reached the proficiency level. (15 students)</p> | <p>Plan of Action / Additional Comments</p> <p>No action needed at this time.</p>   |

PALAU COMMUNITY COLLEGE COURSE ASSESSMENT GRID

Prog./Dept. Name: Music & Fine Arts Course#/ Title: VA109 Introduction to Visual Sem./ Yr.: Fall 2014 Prep. by: S. Adelbai

**Assessment Summary at a Glance**

How many students were enrolled in this course? Enter  
How many students were included in this assessment? 14  
How many sections of the course were included? 1  
What was the number of full-time faculty? 0

What was the number of adjunct faculty? 1  
How many online sections were included? 0  
On which campuses were the courses taught? Main

| <p><b>EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE</b></p>   | <p style="text-align: center;"><b>F</b></p> <p style="text-align: center;"><i>Formulate and establish goals/objectives/learning outcomes (LOs) aligned to PCC mission.</i></p>  | <p style="text-align: center;"><b>A</b></p> <p style="text-align: center;"><i>Assess criteria for achievement of goals/objectives/learning outcomes and develop assessment strategy.</i></p> | <p style="text-align: center;"><b>M</b></p> <p style="text-align: center;"><i>Measure service provider and service receiver's performance/satisfaction using qualitative and quantitative methods via assessment instruments</i></p> | <p style="text-align: center;"><b>E</b></p> <p style="text-align: center;"><i>Evaluate, analyze review, and interpret results for congruence between expected and actual outcomes. Use result to improve goals/objectives/LOs.</i></p>  | <p style="text-align: center;"><b>D</b></p> <p style="text-align: center;"><i>Develop/improve programs and services based from the results. Strengthen services by continuously evaluating, planning, allocating resources, and implementing new approaches.</i></p> |
|---|---|--|--|---|--|
| <p><b>Mission Statement:</b><br/>Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.</p> <p><b>Institutional Learning Outcomes:</b></p> <p>ILO 1: Critical thinking and Problem Solving</p> <p>ILO 6: Aesthetics</p> <p><b>Course Description:</b><br/>This course includes the study of the world's visual arts and their influences on the quality of life.</p> | <p><b>COURSE INTENDED LEARNING OUTCOMES</b></p>   | <p><b>MEANS OF COURSE ASSESSMENT AND CRITERIA FOR SUCCESS</b></p>  | <p><b>EXPECTED STUDENT PERFORMANCE</b></p>   | <p><b>Summary of data collected</b></p>   | <p><b>Use of Results / Additional Comments</b></p>   |
|   | <p>CLO 1: Explain the purpose and importance of different types of art.</p> <p>CLO 2: Identify and analyze the elements of art and design.</p> <p>CLO 3: Analyze primary and secondary colors</p> <p>CLO 4: Analyze and critique artwork by different artists.</p> <p>CLO 5: Sketch/draw/create different designs</p> | <p>CLO 1-4 Final exam</p> <p>CLO 5: Art project</p>  | <p>70% of the students assessed will reach the proficiency level in all CLOs.</p>  | <p>CLO 1: 100% of the students assessed performed at the proficiency level.</p> <p>CLO 2: 85% of the students assessed performed at the proficiency level.</p> <p>CLO 3: 92% of the students assessed performed at the proficiency level.</p> <p>CLO 4: 100% of the students assessed performed at the proficiency level.</p> <p>CLO 5: 100% of the students assessed performed at the proficiency level.</p> | <p><i>The course will continue to be run as a 2 credit lecture and 1 credit lab course with no changes needed at this time.</i></p>  |

## **Appendix C: Provide Department Learning Outcomes**

### a. Goals

- To provide music instruction as required by the Liberal Arts and Education Programs
- To provide music courses as electives for the fulfillment of humanities and social science requirements for other programs
- To provide music performance opportunities for students
- To assist the Music Club in student extracurricular activities
- To assist both the college and the community in music capacities where appropriate
- To develop fine arts courses with the aim to create a fine arts certificate/degree program



**Appendix D: Provide department mapping that shows alignment of CLOs – GE/ ILOs**

General Education Program – Music & Fine Arts Department Mapping

| <b>Course</b> | <b>GE/ILO 1<br/><i>Critical Thinking and Problem Solving</i></b><br>– Analyze and solve problems by using informed judgment based on evidence, sound reasoning, and/or creativity to differentiate facts from opinions and to specify solutions and their consequences. | <b>GE/ILO 2<br/><i>Communication</i></b><br>– Effectively communicate, both orally and in writing, thoughts in a clear, well-organized manner to persuade, inform, and /or convey ideas in academic, work, family, and community settings | <b>GE/ILO 3<br/><i>Quantitative and Technological Competence</i></b> – Use mathematical skills appropriate to our technological society by analyzing and solving problems that are quantitative in nature and use technology for informational, academic, personal and professional needs. | <b>GE/ILO 4<br/><i>Diversity</i></b> – Understand and appreciate differences in cultures and behaviors between the self and others by demonstrating respect, honesty, fairness, and ethical principles in both personal and professional life. | <b>GE/ILO 5<br/><i>Civic Responsibility</i></b> – Apply the principles of civility and morality to situations in the contexts of a healthy family, work, community, environment, and world. | <b>GE/ILO 6<br/><i>Aesthetics</i></b> – Apply numerous means of inquiry to experience and appreciate the values of arts and nature. |
|---------------|---|---|--|--|---|---|
| MU100         | CLO 1-3   | CLO 1-3   |  |  | CLO 1-3   | CLO 3   |
| MU102         | CLO 1-3   | CLO 2, 3  |  |  | CLO 3   | CLO 3   |
| MU106         | CLO 1-3   | CLO 2   |  |  | CLO 3   | CLO 2, 3  |
| MU149         | CLO 1-3   | CLO 1   |  |  | CLO 2   | CLO 3   |
| VA 109        | CLO 1-5   |   |  |  |   | CLO 4,5   |

**Appendix E:**

**Music & Fine Arts Department**

| Course Number: | Course Title:        | Semester Credit: | Signature Assignments:                                   |
|----------------|----------------------|------------------|--|
| <b>MU100</b>   | Concert Choir        | 1                | 1-Midterm Exam (CLO1, 2)<br>1-Final Performance (CLO3)   |
| <b>MU102</b>   | Music Fundamentals   | 3                | 1-Midterm Exam (CLO 1, 2)<br>1-Final Performance (CLO 3) |
| <b>MU106</b>   | Music Appreciation   | 3                | 1-Midterm Exam (CLO 1, 2)<br>1-Final Exam (CLO 3)        |
| <b>MU149</b>   | Elementary Music     | 2                | 1-Midterm Exam (CLO 1, 2)<br>1-Final Project (CLO 3)     |
| <b>VA109</b>   | Intro to Visual Arts | 3                | Final Exam (CLO 1, 2, 3, 4)<br>Art Project (CLO 5)       |

***Note: Submit a hard and electronic copy of the Narrative Report with appendix A – E to the Institutional Research Office. Provide a copy to the CPC Chair and keep a copy for your department.***