Basic Program Information

Department Name:

Music

Division Name:

Fine Arts & Communication

Program Mission(s):

The mission of the Music Department is to provide an innovative, top-quality educational program that balances two distinct but complementary foci:

1) *Traditional/Transfer: A traditional track that adheres to the basic guidelines of the National Association of Schools of Music (NASM) and contains the courses in music history, theory/composition, and performance that prepare students for transfer to 4-year institutions and pursuit of a baccalaureate degree; and*

2) *Vocational: A vocational track that adheres to guidelines provided by a board of advisors and contains the courses in music business, technology, and contemporary popular music composition/literature that prepare students for careers in the commercial music field. Both foci offer certificates and an associate of arts degree.*

The department's mission is primarily in alignment with the college's mission to provide outstanding educational opportunities for all students through high quality transfer programs and career preparation. On a secondary level, the department's mission is in alignment with the college's mission to offer an associate in arts degree as well as opportunities for lifelong learning.

Please list all Program Review team members who participated in this Program Review:

Name	Department	Position
Elizabeth Barkley	Music History and Literature	Faculty
Milissa Carey	Music History and Musical Theatre Performance	Faculty
Paul Davies	Music Literature and Theory	Faculty
Robert Hartwell	Music History and Media Studies	Faculty

Total number of Full Time Faculty:	*6*
Total number of Part Time Faculty:	18

Please list all existing Classified positions:
Example: Administrative Assistant I

List all Programs* covered by this review & check the appropriate column for program type:

Program Name	Certificate of Achievement Program	Associate Degree Program	Pathway Program
General Music		AA	
Music Technology	CA in Music Technology, CA in Pro Tools	AA	

* If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review (i.e. Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

Section 1: Data and Trend Analysis

a. Program Data:

Data will be posted on http://foothill.edu/staff/irs/programplans/programreviewdata.php for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Programs	2011-2012	2012-2013	2013-2014	% Change
Music: General A.A.*	6	11	4	-63%
Music: Performance Emphasis			1	100%
The Music Department continues to offer our A.A. degree in general music. Because we no longer offer two years of music theory, we cannot to meet the parameters of the State mandated AA-T (Associate Degree for Transfer). In order to be in compliance with the dictates of SB1440, the Department is exploring the possibility of including coursework from De Anza (music theory and music performance classes) as part of an otherwise Foothill AA-T. While the State Chancellor's Office has yet to rule on this avenue, the Music Department is presently crafting such a degree under the advisement of the College Curriculum Committee.				

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2011-2012	2012-2013	2013-2014	% Change
Certificate of Achievement in Music History & Literature**	0	0	0	0%
**The Foothill College Curriculum Committee approved the Certificate of Achievement in Music History and Literature in 2013. However, the State has asked for revisions, and these revisions were made in spring of 2014. It is currently in submission to the State pending approval.				

If you have a non-transcriptable certificate that serves a workforce need, and/or has external certification, please provide a brief narrative explaining the industry need for this certificate, and attach any supporting data.

If it does not have external certification, and/or is not a workforce program, please provide a brief narrative justifying the need for a certificate that is not state approved, and attach any supporting data.

b. Department Level Data:

	2011-2012	2012-2013	2013-2014	% Change

Enrollment	5,595	5,476	5,370	-1.9%
Productivity (College Goal 2013-14: 535)	649	569	581	2.2%
Success	76%	75%	76%	
Full-time FTEF	14.7	16.3	16.3	0.1%
Part-time FTEF	8.2	6.9	7.0	2.8%

c. **Associate Degree Transfer (ADT)**

There is a fall 2014 legislated deadline for approval of ADTs (AA-T/AS/T degrees). **If there is a Transfer Model Curriculum (TMC) available in your discipline/program, you are *required* to offer an approved AA-T/AS-T.** Indicate the status of your program's ADT:

Check one	Associate Degree Transfer Status
	State Approved
	Submitted to State Chancellor's Office
	Submitted to Office of Instruction
	In Progress with Articulation
X	**Planning Stage with Department**
	Not Applicable

If you are required to offer an approved ADT and it has not been state-approved, please comment on the program's progress/anticipated approval date.

> See Note Above (1.a)

Using the prompts and the data from the tables above, provide a short, concise narrative analysis for each of the following indicators. If additional data is cited (beyond program review data sheet), please indicate your data source(s).

d. **Enrollment trends**: Over the last three years, is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.

> The data indicates that the department is holding steady, with unduplicated headcount at 3,314/3,417/3,512, reflecting a 2.8% increase. There is a slight reduction in enrollment at 5,595/5,474/5,370, reflecting a -1.9% decrease with an additional decrease in number of sections from 2012-13 to 2013-14 (from 237 to 235).

e. **Student Demographics:** Please comment on the enrollment data, comparing the program-level data with the college-level data. Discuss any noticeable differences in areas such as ethnicity, gender, age and highest degree.

The Music Department has achieved a 76%/75%/76% success rate for all students and a 63%/63%/61% success rate for Targeted Ethnic Groups during the three academic years covered by this Program Review. We continue to make efforts to increase the success rate of all students. Three examples illustrate:

1) Beginning Winter 2013 we instituted an open "Drop In" faculty hour for the Music History and Literature courses (Music 2 and 8) four days a week. We encourage students in both online and onsite classes to take advantage of this opportunity to get assistance on an as-needed basis from one of the Instructional Team members.

2) We have also created a new Learning Journal assignment in which we have students monitor their own learning, an assignment that is tied to a new SLO that directly addresses metacognition. Our hope is that by requiring students to take an active role in monitoring their learning, they will be able to identify the factors required to increase their success.

3) Finally, we have incorporated review modules in the digital textbook that help students self-assess their mastery of vocabulary and concepts.

These efforts to increase success are balanced by raising expectations. For example, because of the new technology provided through the digital textbooks, we are now able to require students to apply their theoretical knowledge to actual examples of music, a task that students find very challenging. To what extent these combined efforts will help increase student success waits to be seen.

In the Music 3 Series, there is the online portion that uses a system called Moodle. A petition has been made to its creators to refine the method by which students submit assignments in four-part harmony, that we hope will increase student success.

f. **Productivity**: Although the college productivity goal is 535, there are many factors that affect productivity, i.e. seat count/facilities/accreditation restrictions. Please evaluate and discuss the productivity trends in *your program*, relative to the college goal and any additional factors that impact productivity. If your productivity is experiencing a declining trend, please address strategies that your program could adopt to increase productivity.

The department's productivity decreased from 649 in 2011 to 569 in 2012 but increased again to 581 in 2013-14, reflecting a 2.2% increase. This is still well over the college productivity goal of 535. Several courses (particularly the Music History and Literature courses – Music 1, 2A-D, and 8) are exceptionally productive, ranging generally in the 700s but going up as high as 921 (Music 8, Winter 2013).

Lower productivity in general is in the Music Theory sequence, accountable partly by the room size, which holds a maximum of 24 students. The decreases in the first section in the series, 3A (496/483/403) are offset by increases in 3B (317/423/561) and 3C (394/349/397). The lower productivity in courses such as Music 7, 7D, 9, 14, 15 can be explained by specialized focus and pedagogical constraints.

g. **Course Offerings:** Review the enrollment trends by course and consider the frequency, variety, demand, pre-requisites, etc. If there are particular courses that are not getting sufficient enrollment or are regularly cancelled due to low enrollment, please discuss how your program is addressing this issue.

We believe that the productivity combined with the rarity of course cancellation indicates that the frequency, variety, demand, pre-requisites and so forth are appropriate given the curriculum requirements of the program. Nevertheless, we continue to try to improve the quality of our offerings. For example Music 7D, which might be considered 'low productivity,' is a course that since it was first offered in 2001 has always had at least 25 students each quarter. For many years now, the class has had an average of 35-40 students each quarter. As such, it has never been in any danger of being cancelled and is certainly not a course that is "not getting sufficient enrollment". However, to further increase the productivity and quality, the instructor is increasing focus on how course content relates to contemporary issues and encouraging more group activities and interaction online.

The Music Theory Series (Music 3A, B, and C) offers Music 3A every quarter (online) and Music 3B and C in the winter and spring quarters respectively, both online and face to face. While on average most students prefer the face-to face portion of the courses, the offering of 3A online each quarter has greatly benefited the enrollment and progression of students from this course to 3B and 3C. In addition, after the termination of the sequence a fair number of students have continued with Independent Study in music theory and/or composition

h. **Curriculum and SLOs:** Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every five years and do all prerequisites and co-requisites undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance (Please use reports from the Curriculum Office to help you complete this prompt)?

Faculty are working hard to ensure that the Course-Level SLOs are identifying appropriate learning outcomes and that these are being assessed accurately and effectively. Our greatest challenge in reporting progress in SLOs is the number of adjunct faculty assigned to several of the courses. This has been an on-going problem, but we continue to take steps to involve adjunct faculty more actively in monitoring their own classes, which is demonstrated by the increase in monitoring reflected in the 4-Column SLO Report.

In the Music History/Literature sequence (Music 2A, B, C, D and 8), we have done significant restructuring of our SLOs so that they are 1) consistent and integrated across the multi-course sequence, 2) reflect an increased focus on connecting theory to practice through the substantial increase in more and better listening examples (in Music 8, for example, increasing from 17 to 400 guided music examples) along with a highly structured, coordinated laboratory, 3) shifting to digital textbooks that provide more up-to-date information, and 4) incorporating metacognition as a stated SLO. Also, in Music 2, we designed a comprehensive set of pre- and post-tests. Over the three years, students have demonstrated respectable gains. In 2013, students achieved a 21.7 point increase in pre- and post-testing, exceeding expectations, and in 2014, the class met the target again and increased an additional 10 points.

i.   **Curriculum and SLOs**: What are you doing to ensure that your curriculum is congruent with the most recent developments in your discipline?

In the Music History/Literature sequence (Music 2A, B, C, D and 8) we have developed a series of digital textbooks through Kendall Hunt Publishing and Great River Technologies that are state-of-the-art in terms of being more efficient, up-to-date, scaffold better connections between theory and practice through more and better listening examples, and activities such as review flash cards on vocabulary and concepts. We have also included a metacognitive component that challenges students to reflect upon and report their own learning progress.

In Music 7D, new articles and essays on the Beatles continue to appear all the time. Students are given assignments where they must read the appropriate article/essay and share their thoughts and findings with other students as they relate not only to the Beatles' music itself but also to contemporary trends in the field.

j. Innovation: Please comment on any innovative initiatives within your program, this could include areas regarding sustainability, stewardship of resources, collaboration, grants and/or curriculum.

As stated above, a major innovation in the Music History/Literature sequence (Music 2A, B, C, D and 8) is our development of a series of digital textbooks that are state-of-the-art through a collaborative contract with Kendall Hunt Publishing and Green River Technology. These new textbooks represent both innovation and improvement in several areas, including greater efficiency, more opportunities for students to apply theory to practice through vastly enhanced listening assignments, more active learning, and an expanded and more highly structured laboratory. The three textbooks (Crossroads; World Music; and Great Composers and Music Masterpieces of Western Civilization) are being showcased for potential adoption around the country.

Also, as described in Section 1, the instructor of Music Theory and Introduction to Music will present an opera based on the historical figure of Empress Carlota of Mexico. This special project, done during the instructor's sabbatical two years ago, provides an outreach to the artistic community as a whole, and to the Latino community in general.

Section 2: Student Equity and Institutional Standards

As part of an accreditation requirement, the college has established institution-set standards across specific indicators that are annual targets to be met and exceeded. Please comment on how these indicators compare at your program level and at the college level. (For a complete description of the institutional standard, please see the instructional cover sheet)

a. Institutional Standard for Course Completion Rate: 55%
Please comment on your program's course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

Music Department faculty work hard to help students succeed, and this is reflected in the Department's high course success rates: 76/75/76% over the three years in this Review. This is 20% higher than the Institutional Standard. See 1e above for further explanation.

b. Institutional Standard for Degree Completion Number: 450

Has the number of students completing degrees in your program held steady or increased/declined in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

As stated earlier, because we no longer offer two years of music theory, we cannot meet the parameters of the State mandated AA-T (Associate Degree for Transfer) but are working to address this issue under the advisement of the College Curriculum Committee.

c. Institutional Standard for Certificate Completion Number (Transcriptable): 325

Has the number of students completing certificates in your program held steady, or increased/declines in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

We currently do not have an approved transcriptable certificate.

d. Institutional Standard for Transfer to four-year colleges/universities: 775

Based on the transfer data provided, what role does your program play in the overall transfer rates? Please comment on any notable trends or data elements related to your program's role in transfer.

We were told this information is in the Data Fac-Mus-1314 but do not see where it is.

Section 3: Core Mission and Support

Please address all prompts that apply to your program.

Basic Skills Programs (English, ESLL and Math): For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: http://foothill.edu/president/basicskills.php

   a. **Please comment on progression in sequenced courses, including ladder programs, alternative pathways and supplemental instruction. How successfully do students progress through the course sequence or pathways?**

b. **Based on your analysis of student success in these pathways, what initiatives or strategies are being considered to increase student success?**

Transfer Programs: For more information about the Core Mission of Transfer, see the Transfer Workgroup website: http://foothill.edu/president/transfer.php

c. **Please analyze and discuss the available Transfer data regarding your programs, and discuss strategies or initiatives to improve transfer rates.**

d. **Please analyze and discuss Articulation data regarding this program.**

Workforce Programs: For more information about the Core Mission of Workforce, see the Workforce Workgroup website: http://www.foothill.edu/president/workforce.php

e. **Discuss how this program continues to meet a documented labor market demand?**

f. Analyze your program in relation to other programs in our region, defined as San Mateo and Santa Clara counties.

g. Discuss any job placement and/or salary data available for your students after graduation.

h. Please analyze and comment on average salary/wage data in the region, defined as San Mateo and Santa Clara counties.

i. Program accreditation: If applicable, please describe your program accreditation: the agency, the frequency of the process and the current status of the program by the accrediting body.

j. Service to the community: Please describe community service, outreach and special projects or initiatives that the program provides.

k. **Outcomes assessments:** If applicable, please describe additional means of outcomes assessment for the program, such as graduate surveys, alumni surveys, employer surveys, national and state licensing board exams, etc.

l. **Please attach minutes from your advisory board meeting(s) and discuss key issues, outcomes and action plans as a result of these meetings.**

Section 4: Learning Outcomes Assessment Summary

a. **Attach 2013-2014 Course-Level** – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.
See attached
b. **Attach 2013-2014 Program Level** – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.
None attached

Section 5: SLO Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts:
a. **What curricular, pedagogical or other changes have you made as a result of your CL-SLO assessments?**

In response to our earlier CL-SLO assessments, we have been participating in an intensive 4-year project that has led to the creation of 3 new digital textbooks:

Music 2A-C: Great Composers and Music Masterpieces of Western Civilization (Barkley/Hartwell)
Music 2D: World Music: Roots to Contemporary Global Fusions (Barkley)
Music 8: Crossroads: The Music of American Cultures (Barkley)

These textbooks correlate to four modified SLOs for each course that are derived from Fink's "Significant Learning Taxonomy" and focus on 1) Foundational Knowledge, 2) Application, 3) Human Dimension, and 4) Metacognition. In conjunction with these SLOs, we are working hard to develop appropriate learning tasks as well as better ways to collect/report data that documents student achievement of learning goals.

In the Music Theory sequence, the online portion of the course has been enhanced to include more activities and training in the application of four-part harmony.

    b.   **How do the objectives and outcomes in your courses relate to the program-level student learning outcomes and to the college mission?**

Do not see program-level student learning outcomes other than this mission statement in, "The Music Department at Foothill College is committed to the highest quality instruction using the latest technology in an innovative fashion. We believe in serving the ever-changing needs of our students while maintaining a solid foundation in the basics of music education."

    c.   **How has assessment of program-level student learning outcomes led to certificate/degree program improvements?   Have you made any changes to your program based on the findings?**

Cannot comment at this time on program SLOS.

    d.   **If your program has other outcomes assessments at the program level, comment on the findings.**

e. What do faculty in your program do to ensure that meaningful dialogue takes place in both shaping and evaluating/assessing your program's student learning outcomes?

Everyone is working very, very hard to offer the best possible education to our students. Due to logistical constraints, we find it difficult to schedule face-to-face meetings, but we participate in meaningful dialogue through frequent e-mail, Private Messages in ETUDES, and telephone conversations. This dialogue results in an on-going evaluation and assessment of our learning outcomes as well as strategizing for improvement that is external to the formal TracDat system.

f. Reviewing your most recent annual program reviews, discuss any emerging trends related to SLO reflections and any action taken.

g. What summative findings can be gathered from the Program Level Assessments?

Annual Action Plan and Summary: Using the information above, list the program's action steps, the related Core Mission objective, SLO assessment data and the expected impact on student success.

Action Step	Related SLO assessment (Note applicable data)	Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources)	How will this action improve student learning/success?
1			
2			
3			

Section 6: Program Goals and Rationale

Program goals address broad issues and concerns that incorporate <u>some sort of measurable action</u> and connect to Foothill's core missions, **Educational & Strategic Master Plan (ESMP)**, the division plan, and SLOs. Goals/Outcomes are not resource requests.

List Previous Program Goals/Outcomes from last academic year: check the appropriate status box & provide explanation in the comment box.

Goal/Outcome (This is NOT a resource request)	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
1.			

New Goals: Goals can be multi-year (in Section 7 you will detail resources needed)

Goal/Outcome (This is NOT a resource request)	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
1.			

Section 7: Program Resources and Support

Using the tables below, summarize your program's <u>unfunded</u> resource requests. Refer to the Operations Planning Committee website: **http://foothill.edu/president/operations.php** for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Has the program received college funding for reassign time in the last three years? (y/n)	If yes, indicate percent of time.
Has the program used division or department B-budget to fund reassign time? (y/n)	

Indicate duties covered by requested reassign time:

Responsibility	Estimated $	Related Goal from Table in section 6 and how this resource request supports this goal.	Est hours per month	% Time

One Time B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

Ongoing B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

Facilities and Equipment

Facilities/Equipment Description	$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

a. Please review the goals and resource requests that were granted over the last three years and provide evidence that the resource allocations supported your goals and led to student success.

Section 8: Program Review Summary

Address the concerns or recommendations that were made in prior <u>program review</u> cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments
1.	

a. After reviewing the data, what would you like to highlight about your program?

Music Theory: The Music Theory program has gradually increased its success in the number of students enrolled and their satisfaction with the learning process. During the past year, these students have been aware that the instructor will premiere an opera next February and are very enthusiastic about attending, helping out in any way they can, and are greatly intrigued with the few preview portions of the opera that have been recorded on the instructor's personal website. The opera is highly beneficial to students in that it brings together cultural studies, history, and the application of the technique of putting words and music together and of setting a whole story to music. We are proud that we have an active, successful composer on our faculty. We are also pleased that students in both theory and music history will benefit from experiencing how words and music are put together in a contemporary idiom and what changes the genre of opera exhibits in today's musical practice.

Music History and Literature: A major innovation in the Music History/Literature sequence (Music 2A, B, C, D and 8) is our development of a series of digital textbooks that are state-of-the-art through a collaborative contract with Kendall Hunt Publishing and Green River Technology. These new textbooks represent both innovation and improvement in several areas, including greater efficiency, more opportunities for students to apply theory to practice through vastly enhanced listening assignments, more active learning, and an expanded and more highly structured laboratory. The three textbooks (Crossroads; World Music; and Great Composers and Music Masterpieces of Western Civilization) are being showcased for potential adoption around the country.

Section 9: Feedback and Follow Up

This section is for the Dean to provide feedback.

a. Strengths and successes of the program as evidenced by the data and analysis:

The music department has excellent enrollment and productivity. The revamping and rethinking of the curriculum that took place in the late 1990's has really come to fruition and the student success rate shows it. The curriculum is regularly updated, and the course materials, particularly MUS 2 and MUS 8 are world class. Although there are no longer music performance courses (such as band and choir), the lack thereof does not seem to have hampered the program at all. The piano and guitar courses have been sufficient to meet student needs.

b. Areas of concern, if any:

I am concerned about the fluctuation in degrees awarded. On the one hand, it could be a statistical anomaly, since it was up 83% one year, then down 63% the next. But in any case, we need to foster a culture of completion, since that is the benchmark the state sees. I am also concerned about the transfer degree, but, as you rightly state, it has been submitted and we are awaiting a decision, so I will put my concern on hold for the time being.

The lack of clearly defined goals (actually, the lack of any stated goals) in this review is perplexing, as in your narrative it seems there are definitely goals in place, but the fact they cannot be stated tells me you need to meet as a department more frequently. This can easily be accomplished with a program such as GoToMeeting (http://www.gotomeeting.com/online/enter) and it's free!

Another concern I have is the lack of an applied music program. Still feel that as an evening or weekend class, it could be very productive and would attract a lot of new students.

c. **Recommendations for improvement:**

As above, use GoToMeeting for regular departmental meetings. Develop clearly defined and easily understandable departmental goals. Where do you see the department in 5 years? How are you going to get there? One area I can see that needs rethinking is our guitar program. I would like to see that return to its former glory as it was very productive, required almost no overhead, etc. I would be happy to meet with you either in person or via electronic means to discuss these issues.

One glaring area that needs to be addressed is the Music Department needs to fully participate in the SLO process.

This section is for the Vice President/President to provide feedback.

The music department is very student centered and innovative, and the digital textbooks and updated curriculum are just two examples. The enrollment, particularly in the GE courses, is very strong and the department does its best to balance productivity between its larger online classes, and its smaller courses.

d. **Strengths and successes of the program as evidenced by the data and analysis:**

e. Areas of concern, if any:

The department is diligently working on developing its ADT in spite of the challenges of the TMC, and college resources.
An additional concern is the lack of program level outcomes assessment and reflection in this program review.

f. Recommendations for improvement:

The department needs to reflect on its program outcomes on a regular basis, and make adjustments as necessary.

g. Recommended Next steps:
_x__ Proceed as planned on program review schedule
___ Further review/Out of cycle in-depth review

Upon completion of section 9, the Program Review should be returned to department faculty and staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.

Foothill College
Department - Music (MUS)

Mission Statement: The Music Department at Foothill College is committed to the highest quality instruction using the latest technology in an innovative fashion. We believe in serving the ever-changing needs of our students while maintaining a solid foundation in the basics of music education.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Music (MUS) - MUS 1 - INTRODUCTION TO MUSIC - 1 - Reflection of Circumstances - A successful student will explain how music is a reflection of the historical, sociological, religious, and political circumstances that surround it. (Created By Department - Music (MUS)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/24/2012 **End Date:** 06/28/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Students will give an in-class presentation of a topic where they relate how a particular piece of music was influenced by an historical and/or a political circumstance. For example, the influence of Napoleon on Beethoven's "Eroica" Symphony. **Assessment Method Type:** Class/Lab Project **Target for Success:** Specific summary of historical/political circumstance(s) and a specific tie-in to the musical work in question.		
Department - Music (MUS) - MUS 1 - INTRODUCTION TO MUSIC - 2 - Musical Instruments - A successful student will demonstrate a basic knowledge of the structural building blocks of music. (Created By Department - Music (MUS)) **Start Date:** 09/26/2011 **End Date:** 06/22/2012 **Course-Level SLO Status:** Active	**Assessment Method:** Students respond to an aural presentation of the diverse instruments of the orchestra. **Assessment Method Type:** Class/Lab Project **Target for Success:** Student will be successful in discerning the difference of color between brass and strings, between woodwinds and brass, the sound of a piano as opposed to that of a harp.		
Department - Music (MUS) - MUS 10 - MUSIC FUNDAMENTALS - 1 - Time Signatures - The successful student will be able to hear the differences between simple and compound time signatures. (Created By Department - Music (MUS))	**Assessment Method:** 4 part rhythm composition **Assessment Method Type:** Class/Lab Project **Target for Success:** Class performance of original composition.	06/12/2014 - This is a popular assignment with the students. There was a 95% participation rate and 80% of the class completed the project and received 100%. **Result:** Target Met	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	100% participation with 75% receiving full credit for the assignment.	**Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** Writing a 4 part rhythm composition combines many of the skills that are learned throughout the quarter. This is a good reflection of their command of the subject matter.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Music (MUS) - MUS 10 - MUSIC FUNDAMENTALS - 2 - Fundamentals - The successful student will apply the fundamentals of music theory (meter, composition, major and minor scales, key signatures, and triads) as they listen to pop or classical music. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** In-Class and Textbook Assignments that support your understanding of music theory A. SCALES (25 points each) (10%)_____ 1. MAJOR (pg. 83-85) _____ 2. NATURAL MINOR (pg. 147-149) _____ 3. HARMONIC MINOR(pg. 152-154) _____ 4. MELODIC MINOR (pg. 156-159) _____ B. CLASS ASSIGNMENTS (TEST SUPPORT!) 1. Ch. 1: Treble & Bass clef: P.M. 1-1 thru 1-3, p.21 _____ 2. Ch. 2: Simple Meter: P.M. 2-1 thru 2-2 p. 35 _____ 3. Ch. 3: Compound Meter: P.M. 3-1, 3-2, 3-3 p. 51 _____ 4. Ch. 4: Locating Pitches: P.M. 4-1, 4-2, 4-3, 4-4, p. 65-66 _____ Ch. 4: Octave ID: P.M. 4-5, 4-6, 4-7 p. 67 5. Major Key Signatures P.M.. 6-1-6-3 p.97, 98 _____ 6. Circle of 5ths: (handout) Major_____ minor _____ 7. Perfect Intervals: P.M. 7-6 p. 113-114 #1-5 _____ 8. Major Intervals P.M.7-10 p. 116 # 1-3 _____ 9. Minor Key Signatures P.M.. 8-5 p. 132 # 1-13 _____ 10. Triads: P.M. 11-1 p.183 # 1-3, & 11-5 p.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	184/185 #1-3 _____ **Assessment Method Type:** Case Study/Analysis **Target for Success:** Performance on both midterms and the final exam of the applications from the class assignments to the written exams, and performance on the keyboard. 100% participation with 75% receiving full credit for the assignment.		
	Assessment Method: Tests, book assignments, and lab work **Assessment Method Type:** Case Study/Analysis **Target for Success:** 100% participation with 75% of the students scoring above 75%.	06/12/2014 - 100% participation on the final exam showed 85% scoring above 92%. The lowest grade was a 78% **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** I believe there is a good balance between the midterms and the final in terms of testing methods. Also, I think the time spent in hearing the student's play the scales individually is a great idea, it just takes a lot of time.	
Department - Music (MUS) - MUS 11A - JAZZ & SWING - SLO #2 - Identify major recordings and artists of the period by listening. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** Listening examples are available in each module, the midterm and final both have audio questions containing examples from the modules selected at random. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 75% of enrolled students will be able to identify the performer(s) in the examples.	04/21/2014 - 80% of students enrolled were able to identify major jazz performers from the examples on the assessments **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Music (MUS) - MUS 11A - JAZZ & SWING - SLO #1 - Describe and			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
discuss the history of jazz and swing music from the development of Ragtime through the release of Miles Davis' Bitches Brew. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** Participate in online discussion through the discussion group feature of ETUDES. **Assessment Method Type:** Discussion/Participation **Target for Success:** 90% of enrolled students will actively participate in discussion forums regarding selected historical subjects.		
	Assessment Method: Weekly online exams & quizzes related to the weekly modules. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 75% of enrolled students will earn a B or better each week.	04/21/2014 - 80% of the students earned a B or better on weekly quizzes and Midterm and Final exams. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014	
Department - Music (MUS) - MUS 11B - FUNK, FUSION & HIP-HOP - Historical Perspective - A successful student will be able to describe and discuss the history of funk and jazz fusion music from the release of Miles Davis' Bitches Brew through the present. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** Participate in online discussion through the discussion group feature of ETUDES. **Assessment Method Type:** Discussion/Participation **Target for Success:** 90% of enrolled students will actively participate in discussion forums regarding selected historical subjects.		
Department - Music (MUS) - MUS 11B - FUNK, FUSION & HIP-HOP - Aural Indentification - A successful student will be able to identify major recordings and artists of the period. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** Listening examples are available in each module, the midterm and final both have audio questions containing examples from the modules selected at random. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 75% of enrolled students will be able to identify the performer(s) in the examples.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Music (MUS) - MUS 11C - SALSA & LATIN JAZZ - SLO #1 - Describe and discuss the history and development of the afro-carribean styles that became modern day Salsa and Latin Jazz. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** Participate in online discussion through the discussion group feature of ETUDES. **Assessment Method Type:** Discussion/Participation **Target for Success:** 90% of enrolled students will actively participate in discussion forums regarding selected historical subjects.		
Department - Music (MUS) - MUS 11C - SALSA & LATIN JAZZ - SLO #2 - Identify major recordings and artists of the afro-caribbean style. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** Listening examples are available in each module, the midterm and final both have audio questions containing examples from the modules selected at random. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 75% of enrolled students will be able to identify the performer(s) in the examples.		
Department - Music (MUS) - MUS 12A - BEGINNING CLASS PIANO - 1 - Repertoire - The student will be able to play easy songs and piano literature from a variety of cultures with hands together, accurately, with good tone. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** Will demonstrate skills by playing easy songs and piano literature for instructor. **Assessment Method Type:** Presentation/Performance **Target for Success:** 70% of students will be able to demonstrate these skills by playing with hands together, accurately, and with good tone.	06/05/2014 - 95% of the students were able to achieve skills at this level **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Music (MUS) - MUS 12A - BEGINNING CLASS PIANO - 2 - Technique - The student will be able to read and transpose simple piano music at sight in a variety of keys. (Created By Department - Music (MUS))	**Assessment Method:** Students will demonstrate skill directly for instructor by reading and transposing simple piano music at sight in a variety of keys. **Assessment Method Type:** Presentation/Performance **Target for Success:**		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	70% of students will be able to demonstrate this skill.		
Department - Music (MUS) - MUS 12B - INTERMEDIATE CLASS PIANO - Repertoire - A successful student will be able to play easy songs and piano literature with moderate independence between hands, accurately, and with correct rhythm. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** The student will demonstrate this directly to the instructor. **Assessment Method Type:** Presentation/Performance **Target for Success:** The student will be able to play accurately and with correct rhythm music that requires moderate independence between hands.	06/05/2014 - 95% of the students in this class were able to demonstrate correct rhythm and play with accuracy. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Music (MUS) - MUS 12B - INTERMEDIATE CLASS PIANO - Technique - 70% of students will be able to perform 2 octave scales up to 3 flats and 3 sharps by the conclusion of the class. (Created By Department - Music (MUS)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/24/2012 **End Date:** 09/30/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Students will demonstrate this skill via test. **Assessment Method Type:** Presentation/Performance **Target for Success:** 70% success.		
Department - Music (MUS) - MUS 12C - ADVANCED CLASS PIANO - Repertoire - Upon completion, a successful student will be able to play advanced beginning piano literature from a variety of cultures with increasing independence between hands, accurately, with good tone. (Created By Department - Music (MUS)) **Start Date:** 09/15/2011 **Course-Level SLO Status:** Active	**Assessment Method:** Sight read any piece from a level 3 piano text. **Assessment Method Type:** Class/Lab Project **Assessment Method:** Playing Exam. **Assessment Method Type:** Exam - Standardized **Target for Success:** Successfully sight read from a level 3 piano text.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Assessment Method: The student will be able to perform for the instructor and the class advanced beginning piano literature. **Assessment Method Type:** Presentation/Performance **Target for Success:** The playing will be accurate and with good tone.	06/05/2014 - 98% of the students were able to perform an advanced beginning piece from the piano literature for the class and instructor **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Music (MUS) - MUS 12C - ADVANCED CLASS PIANO - Technique - Upon completion, a successful student will be able to accompany melodies with primary and secondary chords in several major and minor keys in several different accompaniment styles. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** Class performance. **Assessment Method Type:** Presentation/Performance **Target for Success:** 90%		
Department - Music (MUS) - MUS 13A - CLASS VOICE I - 1 - Basic Methods - A successful student will understand and apply basic methods of vocal production. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will demonstrate their ability to sing using breath support, resonance and articulation. **Assessment Method Type:** Discussion/Participation **Target for Success:** The successful presentation of assigned song(s) with a fully supported, resonant sound in a variety of musical styles.		
Department - Music (MUS) - MUS 13A - CLASS VOICE I - 2 - Singing Tecniques - The successful student will apply proper singing techniques to public performance. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** Successful completion of final performance reflecting skills and repertoire developed during the quarter. **Assessment Method Type:** Presentation/Performance **Target for Success:** Students successfully complete repertoire at		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	a sufficiently high level for advancement into INT Singing.		
Department - Music (MUS) - MUS 13B - CLASS VOICE II - 1 - Basic Methods - A successful student will understand and apply basic and intermediate methods of vocal production. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** Through class warm-ups and demonstrations, student will demonstrate increased vocal production ability from Class Voice I. **Assessment Method Type:** Discussion/Participation **Target for Success:** The various components of singing technique, breath support, resonance, vocal range and clarity in articulation, will be increased beyond Class Voice I.		
Department - Music (MUS) - MUS 13B - CLASS VOICE II - 2 - Singing Tecniques - The successful student will apply proper singing techniques to public performance. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** Successful presentation of songs developed during the quarter. **Assessment Method Type:** Presentation/Performance **Target for Success:** Songs will demonstrate a more in depth level of vocal skill, including vocal range, musical difficulty and variety styles, from classical to contemporary,		
Department - Music (MUS) - MUS 13C - CLASS VOICE III - 1 - Basic Methods - A successful student will understand and apply more advanced methods of vocal production. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will be expected to expand their existing technical skills in vocal production through exercises and repertoire studies in class. **Assessment Method Type:** Discussion/Participation **Target for Success:** A more challenging level of musical, from both the singing technique required to the musical difficulty will be studied in this course.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Music (MUS) - MUS 13C - CLASS VOICE III - 2 - Singing Tecniques - The successful student will apply proper singing techniques to public performance. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** Successful performance of all vocal material studied in class. **Assessment Method Type:** Presentation/Performance **Target for Success:** Students will demonstrate vocal and musical skills at an advanced level, including challenging repertoire in a variety of styles and languages, expansion of vocal range, musicality and communication of text.		
Department - Music (MUS) - MUS 14A - BEGINNING CLASSICAL GUITAR - 1 - Notes - Successful students will be able to identify notes and play in the first position at a beginning level. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** The final exam is a hands-on individual exam where each enrolled student is asked to identify a standardized set of notation, and perform it. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** An 80% passing percentage each time the course is offered.	06/05/2014 - 75% of the students in this class were able to read and play a simple melody. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014	
Department - Music (MUS) - MUS 14A - BEGINNING CLASSICAL GUITAR - 2 - Right/Left Hand - Successful students will be able to use right and left hand techniques to demonstrate their comprehension of rest strokes, free strokes, scales, and single line melodies. (Created By Department - Music (MUS)) **Start Date:** 09/26/2011 **End Date:** 06/14/2012 **Course-Level SLO Status:** Active	**Assessment Method:** Individual student performances of classical guitar technique and beginning level literature. **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% performance success		
Department - Music (MUS) - MUS 14B -			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
INTERMEDIATE CLASSICAL GUITAR - 1 - Notes - Successful students will be able to identify notes and play in the first position at an intermediate level. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** Individual student performances of classical guitar technique and intermediate level literature will be performed for the instructor. **Assessment Method Type:** Case Study/Analysis	06/05/2014 - 75% of students were able to read a simple piece and sight read on the first three strings in first position. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Music (MUS) - MUS 14B - INTERMEDIATE CLASSICAL GUITAR - 2 - Right/Left Hand - Successful students will be able to use right and left hand techniques to demonstrate their comprehension of rest strokes, free strokes, scales, and intermediate melodies. (Created By Department - Music (MUS)) **Start Date:** 09/26/2011 **End Date:** 06/14/2012 **Course-Level SLO Status:** Active	**Assessment Method:** The intermediate student gains controls of these techniques through practice and performance for the instructor. Looking into an online support for the students will be advantageous. **Assessment Method Type:** Presentation/Performance **Target for Success:** 75% of students will perform at the 100% level		
Department - Music (MUS) - MUS 14C - ADVANCED CLASSICAL GUITAR - 1 - Notes - Successful students will be able to identify notes and play in the first position at an advanced level. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** Individual student performances of classical guitar technique with advanced level literature. **Assessment Method Type:** Case Study/Analysis **Target for Success:** 75% performance success for 100% of the pieces played	06/05/2014 - Only one student was able to read and perform perform at an advanced student level. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014	06/05/2014 - I'm hoping we waive the repeatability rule for musical instrumental classes so more students can gain mastery over such a difficult instrument.
Department - Music (MUS) - MUS 14C - ADVANCED CLASSICAL GUITAR - 2 - Right/Left Hand - Successful students will be able to use right and left hand techniques to demonstrate their comprehension of rest strokes, free strokes, scales, and advanced melodies. (Created By Department - Music (MUS))	**Assessment Method:** The advanced student gains controls of these techniques through practice and performance for the instructor. **Assessment Method Type:** Presentation/Performance **Target for Success:** 75% performance success for 100% of the		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	tests.		
Course-Level SLO Status: Active			
Department - Music (MUS) - MUS 15A - BEGINNING FOLK GUITAR - 1 - Fingerpicking and Chords - The successful student will be able to apply music theory as they perform beginning fingerpicking styles and categorize chords into primary and secondary triads. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** NAME _____ 15A I. PERFORMANCE REPORT #1 DATE_____ (a selection from the following according to level) Left hand exercise: F minor Pentatonic: Ode to Joy (pg.11) RIGHT HAND / LEFT HAND BASS RUN- CHORDS- D/G/A7 A'Soalin: 1st line: STRUMMING- BLUES RIFF- II. PERFORMANCE REPORT #2 HAL LEONARD: EXERCISE #_____ EXERCISE: RIGHT HAND LEFT HAND CHORDS/TRAVIS PICKING/BLUES RIFF A'SOALIN' Hal Leonard PG. 26 BOOGIE BLUES III. FINAL PERFORMANCE REPORT #3 HAL LEONARD: RIGHT HAND LEFT HAND CHORDS A'SOALIN'/SPIKE DRIVER'S BLUES/COVENTRY CAROL **Assessment Method Type:** Case Study/Analysis **Target for Success:** Perform for the instructor specific pieces according to the performance test guidelines. 100% participation with 75% receiving full		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	credit for the assignment.		
	Assessment Method: Each student performs individually for the instructor, selected scales, technique, and pieces from the literature presented in class. **Assessment Method Type:** Presentation/Performance **Target for Success:** 100% participation with 75% receiving full credit for the assignment.	06/12/2014 - 86% participation, with 77% of the student's receiving a grade of 80% or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** Emphasis placed on note reading, tablature and chord symbols continues to rewarding, but challenging for some students.	
Department - Music (MUS) - MUS 15A - BEGINNING FOLK GUITAR - 2 - Melodies - Successful students will be able to make a comparison of folk and pop melodies based on an understanding of beginning right and left hand techniques. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** MUSIC 15A FOLK SONG COMPARISON PAPER SIMILARITIES AND DIFFERENCES ASSIGNMENT (200 points) 1. Select 2 songs that you have played in class and make a copy of each. TITLES OF THE 2 SONGS: 1._____ 2._____ 2. Write a short paper and make a comparison noting what is similar and what is different between the 2 songs. Indicate whether they are instrumental or folk songs with words. Some of you have been working on instrumental folk songs, classical pieces, or blues songs so feel free to make a choice between any 2 songs that you enjoy playing. Here are some possible ideas: a. The song length b. Instrumental or vocal style c. Accompaniment style (alternating bass, bass runs, movable chords strumming, arpeggio, finger-picking)		

| | d. Reading method: tablature, standard notation, or chord symbols
e. Key
f. Subject matter of the lyrics (conversational, political, philosophical?)
g. Poetic devices: rhyme, alliteration, simile, repetition, metaphor, assonance personification, symbolism, onomatopoeia. BE SURE TO ANALYZE AND WRITE ON THE LYRIC SHEET FOR THIS PART
h. Form (verse, chorus, bridge?)
i. Style (
j. Melody (stepwise or large intervals?)
k. Rhythm
l. Chord analysis
m. Performance challenges on the guitar and how you solved them
n. Something you learned about the guitar from playing this song
o. Why you selected these 2 songs

4. This project should have at least 4 pages.
 Page 1 This form
 Page 2 Lyric sheet of song #1 (or song notation, if instrumental)
 Page 3 Lyric sheet of song #2 (or song notation, if instrumental)
 Page 4 Your written comparison and analysis. Feel free to research your song choices to include historical information

Assessment Method Type:
Essay/Journal
Target for Success:
Completion of the comparative essay with integration of learned guitar skills, with variations on the level of 15 A, B, or C. 100% participation with 75% receiving full credit for the assignment. | | |
| | **Assessment Method:**
This assignment is a comparison of two | 06/12/2014 - 70% of the students received a 90% or higher. | |

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	songs, or instrumental pieces, that we have worked on in class. **Assessment Method Type:** Case Study/Analysis **Target for Success:** 100% participation with students scoring above 75%.	**Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** 77% of the students completed this assignment on a comparison essay. **GE/IL-SLO Reflection:** 77% of the students completed this assignment on a song comparison essay.	
Department - Music (MUS) - MUS 15B - INTERMEDIATE FOLK GUITAR - 1 - Fingerpicking and Chords - The successful student will be able to apply music theory as they perform intermediate fingerpicking styles and categorize chords into primary and secondary triads. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** NAME _____ 15B I. PERFORMANCE REPORT #1 DATE_____ (a selection from the following according to level) Left hand exercise: F minor Pentatonic: Ode to Joy (pg.11) RIGHT HAND / LEFT HAND BASS RUN- CHORDS- D/G/A7 A'Soalin: 1st line: STRUMMING- BLUES RIFF- II. PERFORMANCE REPORT #2 HAL LEONARD: EXERCISE #_____ EXERCISE: RIGHT HAND LEFT HAND CHORDS/TRAVIS PICKING/BLUES RIFF A'SOALIN' Hal Leonard PG. 26 BOOGIE BLUES III. FINAL PERFORMANCE REPORT #3 HAL LEONARD: RIGHT HAND LEFT HAND CHORDS		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	A'SOALIN'/SPIKE DRIVER'S BLUES/COVENTRY CAROL **Assessment Method Type:** Case Study/Analysis **Target for Success:** Perform for the instructor specific pieces according to the performance test guidelines. 100% participation with 75% receiving full credit for the assignment.		
	Assessment Method: Each student performs individually for the instructor, selected scales, technique, and pieces from the literature presented in class **Assessment Method Type:** Case Study/Analysis **Target for Success:** 100% participation with 75% receiving full credit for the assignment.	06/12/2014 - 100% participation with 100% receiving a 90% or higher **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** Emphasis placed on note reading, tablature and chord symbols continues to rewarding, but challenging for some students.	
Department - Music (MUS) - MUS 15B - INTERMEDIATE FOLK GUITAR - 2 - Melodies - Successful students will be able to make a comparison of folk and pop melodies based on an understanding of intermediate right and left hand techniques. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** MUSIC 15B FOLK SONG COMPARISON PAPER SIMILARITIES AND DIFFERENCES ASSIGNMENT (200 points) 1. Select 2 songs that you have played in class and make a copy of each. TITLES OF THE 2 SONGS: 1._____ 2._____ 2. Write a short paper and make a comparison noting what is similar and what is different between the 2 songs. Indicate whether they are instrumental or folk songs with words. Some of you have been working on instrumental folk songs, classical pieces, or blues songs so feel free to make		

| | a choice between any 2 songs that you enjoy playing.
Here are some possible ideas:
a. The song length
b. Instrumental or vocal style
c. Accompaniment style (alternating bass, bass runs, movable chords strumming, arpeggio, finger-picking)
d. Reading method: tablature, standard notation, or chord symbols
e. Key
f. Subject matter of the lyrics (conversational, political, philosophical?)
g. Poetic devices: rhyme, alliteration, simile, repetition, metaphor, assonance personification, symbolism, onomatopoeia. BE SURE TO ANALYZE AND WRITE ON THE LYRIC SHEET FOR THIS PART
h. Form (verse, chorus, bridge?)
i. Style (
j. Melody (stepwise or large intervals?)
k. Rhythm
l. Chord analysis
m. Performance challenges on the guitar and how you solved them
n. Something you learned about the guitar from playing this song
o. Why you selected these 2 songs

4. This project should have at least 4 pages.
Page 1 This form
Page 2 Lyric sheet of song #1 (or song notation, if instrumental)
Page 3 Lyric sheet of song #2 (or song notation, if instrumental)
Page 4 Your written comparison and analysis. Feel free to research your song choices to include historical information
Assessment Method Type:
Essay/Journal
Target for Success: | | |

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Completion of the comparative essay with integration of learned guitar skills, with variations on the level of 15 A, B, or C. 100% participation with 75% receiving full credit for the assignment.		
	Assessment Method: Comparison essay **Assessment Method Type:** Case Study/Analysis **Target for Success:** Music 15 ABC is a blended course, with the majority of the students in Music 15A. These results are based on the 2010-2011 school year. Fall 2010 - Music 15B during the day, had 2 students. Winter 2011 - Music 15B during the day had no students. Spring 2011 - Music 15B during the day was not offered.	06/12/2014 - This class had a blended enrollment. 15A had 14 students, 15B had 6 students, and 15C had 1 student. Four of the 6 students in this section received 100%, and 2 received a 90%. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** 100% of the students received a 90% or higher.	
Department - Music (MUS) - MUS 15C - ADVANCED FOLK GUITAR - 1 - Fingerpicking and Chords - The successful student will be able to apply music theory as they perform advanced fingerpicking styles and categorize chords into primary and secondary triads. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** NAME _____ 15C I. PERFORMANCE REPORT #1 DATE_____ (a selection from the following according to level) Left hand exercise: F minor Pentatonic: Ode to Joy (pg.11) RIGHT HAND / LEFT HAND BASS RUN- CHORDS- D/G/A7 A'Soalin: 1st line: STRUMMING- BLUES RIFF- II. PERFORMANCE REPORT #2 HAL LEONARD: EXERCISE #_____ EXERCISE:		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	RIGHT HAND LEFT HAND CHORDS/TRAVIS PICKING/BLUES RIFF A'SOALIN' Hal Leonard PG. 26 BOOGIE BLUES III. FINAL PERFORMANCE REPORT #3 HAL LEONARD: RIGHT HAND LEFT HAND CHORDS A'SOALIN'/SPIKE DRIVER'S BLUES/COVENTRY CAROL **Assessment Method Type:** Case Study/Analysis **Target for Success:** Perform for the instructor specific pieces according to the performance test guidelines. 100% participation with 75% receiving full credit for the assignment.		
	Assessment Method: Performance for instructor **Assessment Method Type:** Presentation/Performance **Target for Success:** Music 15 ABC is a blended course, with the majority of the students in Music 15A. These results are based on the 2010-2011 school year. Fall 2010 - Music 15B during the day, had 2 students. Winter 2011 - Music 15B during the day had no students. Spring 2011 - Music 15B during the day was not offered. Y edit	copy	delete [Close]	06/12/2014 - This class had a blended enrollment. 15A had 14 students, 15B had 6 students, and 15C had 1 student. The 1 student in the class performed her final exam piece very well. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** This section had 1 student this quarter. She was a very accomplished student who met all the goals for the scoring 982 points out of 1000.	
	Music 15 ABC is a blended course, with the majority of the students in Music 15A. These results are based on the 2010-2011 school year. Fall 2010 - Music 15B during the day, had 2 students. Winter 2011 - Music 15B during the day had no students. Spring 2011		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	- Music 15B during the day was not offered. Y edit	copy	delete [Close]		
Department - Music (MUS) - MUS 15C - ADVANCED FOLK GUITAR - 2 - Melodies - Successful students will be able to make a comparison of folk and pop melodies based on an understanding of advanced right and left hand techniques. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** MUSIC 15C FOLK SONG COMPARISON PAPER SIMILARITIES AND DIFFERENCES ASSIGNMENT (200 points) 1. Select 2 songs that you have played in class and make a copy of each. TITLES OF THE 2 SONGS: 1._____ 2._____ 2. Write a short paper and make a comparison noting what is similar and what is different between the 2 songs. Indicate whether they are instrumental or folk songs with words. Some of you have been working on instrumental folk songs, classical pieces, or blues songs so feel free to make a choice between any 2 songs that you enjoy playing. Here are some possible ideas: a. The song length b. Instrumental or vocal style c. Accompaniment style (alternating bass, bass runs, movable chords strumming, arpeggio, finger-picking)		

| | d. Reading method: tablature, standard notation, or chord symbols
e. Key
f. Subject matter of the lyrics (conversational, political, philosophical?)
g. Poetic devices: rhyme, alliteration, simile, repetition, metaphor, assonance personification, symbolism, onomatopoeia. BE SURE TO ANALYZE AND WRITE ON THE LYRIC SHEET FOR THIS PART
h. Form (verse, chorus, bridge)
i. Style
j. Melody (stepwise or large intervals)
k. Rhythm
l. Chord analysis
m. Performance challenges on the guitar and how you solved them
n. Something you learned about the guitar from playing this song
o. Why you selected these 2 songs

4. This project should have at least 4 pages.
Page 1 This form
Page 2 Lyric sheet of song #1 (or song notation, if instrumental)
Page 3 Lyric sheet of song #2 (or song notation, if instrumental)
Page 4 Your written comparison and analysis. Feel free to research your song choices to include historical information
Assessment Method Type:
Essay/Journal
Target for Success:
Completion of the comparative essay with integration of learned guitar skills, with variations on the level of 15 A, B, or C. 100% participation with 75% receiving full credit for the assignment. | | |
| | **Assessment Method:**
Comparison paper
Assessment Method Type: | 06/12/2014 - The 1 student in this advanced section, for this quarter, wrote an exquisite comparison paper, that was scored at 100% | |

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Case Study/Analysis **Target for Success:** Music 15 ABC is a blended course, with the majority of the students in Music 15A. These results are based on the 2010-2011 school year. Fall 2010 - Music 15C during the day, had 1 student. Winter 2011 - Music 15C during the day had no students. Spring 2011 Music 15C was not offered.	**Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** There is a big challenge to teaching 3 levels at the same time. It would be nice to get each section to have a higher enrollment. However, due to the repeatability issue, many students are hesitant to go an intermediate, or advanced level after 3 months of study.	
Department - Music (MUS) - MUS 18 - MUSIC PUBLISHING FOR SONGWRITERS - Understanding of Business - A successful student will demonstrate an understanding of the Music Publishing Business. (Created By Department - Music (MUS)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/23/2012 **End Date:** 09/23/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Students are required to take 9 quizzes to determine if they can answer questions on basic knowledge of subject. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** A passing score of 70% out of a possible 100% for 70% of the students.		
Department - Music (MUS) - MUS 18 - MUSIC PUBLISHING FOR SONGWRITERS - 2 - Agreements - A successful student will analyze and distinguish the legitimacy of Music Publishers and publishing agreements. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** Students are required to take 9 quizzes to determine if they can answer questions on basic knowledge of subject. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** A passing score of 70% out of a possible 100% for 70% of the students.		
Department - Music (MUS) - MUS 18 - MUSIC PUBLISHING FOR SONGWRITERS	**Assessment Method:** Students are required to actively participate		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
- 3 - Options - A successful student will describe aspects and options of various publishing agreements. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	in classroom and online discussions especially demonstrating an understanding of agreements. **Assessment Method Type:** Discussion/Participation **Target for Success:** 70% of the students can break down, compare and contrast various publishing agreements in in-class and online discussions.		
Department - Music (MUS) - MUS 2A - GREAT COMPOSERS & MUSIC MASTERPIECES OF WESTERN CIVILIZATION - 1 - Societal/Historical - A successful student will demonstrate an understanding of Western music between the years 1400 BCE to 1750 CE as a reflection of its societal/historical context. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** Pre/Post "Surveys" consisting of two parts: objective and self-assessment. **Assessment Method Type:** Pre/Post Test **Target for Success:** Class as a whole will increase 10 points between pre- and post-test.	06/16/2014 - Class met the target and increased 10 points. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** The Learning Outcomes Survey that was administered at the end of the course provided us with considerable qualitative data on achievement of this outcome that has resulted in a re-organization of the course using a digital textbook with lab for 2014-15. In terms of quantitative data, students rated their achievement of this outcome as follows: Excellent: 42% Good: 51% Poor: 3% Unacceptable: 0%	
	Assessment Method: Module Level - 11 quizzes designed to assess how well students can identify correctly answers to questions on foundational knowledge (definitions, facts, principles, and ideas) and apply knowledge to listening examples. **Assessment Method Type:** Exam - Course Test/Quiz		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Target for Success: 70% of students will receive a passing score of 70/100.		
	Assessment Method: 1000-word essay that is either responding to instructor prompt or that consists of critical review of concert. **Assessment Method Type:** Essay/Journal **Target for Success:** 70% of students will achieve a minimum of Level 3 on rubrics designed to measure the following elements: 1) deep, accurate, and thorough understanding of the topic; 2) multiple points, original observations, experiences, or interpretations; 3) zero or minimal grammar and spelling errors; and 4) appropriate standard citation.		
	Assessment Method: Comprehensive Level - An in-depth research project on a composer representative of the historical periods studied that results in a multi-media online presentation. **Assessment Method Type:** Class/Lab Project **Target for Success:** A research project on a musician representative of the historical periods studied that results in either a paper. Of the students who choose to do this activity, 70% of students will achieve a minimum total score of 210 on a detailed, project-specific rubric that includes elements such as critical commentary, annotated discography, listening example analysis, and recommendations for further information.		

Department - Music (MUS) - MUS 2A -
GREAT COMPOSERS & MUSIC

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
MASTERPIECES OF WESTERN CIVILIZATION - 2 - Musical Styles - A successful student will discriminate - via an understanding of such musical elements as melody, harmony, rhythm, and form - between various musical styles (e.g., Medieval, Renaissance, Baroque). (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** Pre/Post "Surveys" consisting of two parts: objective and self-assessment. **Assessment Method Type:** Pre/Post Test **Target for Success:** Class as a whole will increase 10 points between pre- and post-test.	06/16/2014 - Class as a whole increased 10 points. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** The Learning Outcomes Survey that was administered at the end of the course provided us with considerable qualitative data on achievement of this outcome that has resulted in a re-organization of the course using a digital textbook with lab for 2014-15. In terms of quantitative data, students rated their achievement of this outcome as follows: Excellent: 37% Good: 54% Poor: 4% Unacceptable: 0%	
Department - Music (MUS) - MUS 2B - GREAT COMPOSERS & MUSIC MASTERPIECES OF WESTERN CIVILIZATION - 1 - Societal/Historical - A successful student will demonstrate an understanding of Western music between the years 1750 CE to 1825 CE as a reflection of its societal/historical context. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** Pre- and Post Surveys **Assessment Method Type:** Survey **Target for Success:** Increase in 10 points average	06/16/2014 - The class increased 10 points average. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** The Learning Outcomes Survey that was administered at the end of the course provided us with considerable qualitative data on achievement of this outcome that has resulted in a re-organization of the course using a digital textbook with lab for 2014-15. In terms of quantitative data, students rated their achievement of this outcome as follows: 5 (Highest) 25%	

		4 33% 3 26% 2 5% 1 0	
	Assessment Method: 11 Module Quizzes based on content **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 70% of the students will achieve a score of 70 points or higher average		
	Assessment Method: 60% or higher will participate with thoughtful, substantive posts on module discussion forums graded on quantity/quality of posts **Assessment Method Type:** Discussion/Participation		
Department - Music (MUS) - MUS 2B - GREAT COMPOSERS & MUSIC MASTERPIECES OF WESTERN CIVILIZATION - 2 - Musical Styles - A successful student will discriminate - via an understanding of such musical elements as melody, harmony, rhythm, and form - between various musical styles (Classical, Romantic). (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** Pre/Post "Surveys" consisting of two parts: objective and self-assessment. **Assessment Method Type:** Pre/Post Test **Target for Success:** Average increase of 10 points per student between pre- and post-test.	06/16/2014 - Class met this target and increased on average by 10 points. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** Outcome 2 The Learning Outcomes Survey that was administered at the end of the course provided us with considerable qualitative data on achievement of this outcome that has resulted in a re-organization of the course using a digital textbook with lab for 2014-15. In terms of quantitative data, students rated their achievement of this outcome as follows: 5 (Highest) 14% 4 26%	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		3 37% 2 8% 1 3	
	Assessment Method: Module level quizzes coordinated with the textbook reading are designed to help students learn and organize the basic information (definitions, facts, principles, and ideas). **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** Passing score (70/100)		
Department - Music (MUS) - MUS 2C - GREAT COMPOSERS & MUSIC MASTERPIECES OF WESTERN CIVILIZATION - 1 - Societal/Historical - A successful student will Demonstrate an understanding of Western music written between the years 1825 CE to the present as a reflection of its societal/historical context. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will be assessed using a combination of module, part, and comprehensive level quizzes and exams. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 70% or higher will earn a passing grade on the various quizzes and exams.		
Department - Music (MUS) - MUS 2D - WORLD MUSIC: ROOTS TO CONTEMPORARY GLOBAL FUSION - 1 - Societal/Cultural - A successful student will demonstrate an understanding of non-Western (world) music as a reflection of its societal, cultural and historical context. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** Pre/Post "Surveys" consisting of two parts: objective and self-assessment. **Assessment Method Type:** Pre/Post Test **Target for Success:** Class as a whole will increase 10 points between pre- and post-test.	06/16/2014 - The Learning Outcomes Survey that was administered at the end of the course provided us with considerable qualitative data on achievement of this outcome. In terms of quantitative data, students rated their achievement of this outcome as follows: Excellent: 69% Good: 25% Poor: 0% Unacceptable: 0%	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Result: Target Met **Year This Assessment Occurred:** 2013-2014	
	Assessment Method: Module level quizzes coordinated with the textbook reading are designed to help students learn and organize the basic information (definitions, facts, principles, and ideas). **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** Passing score (70/100)		
	Assessment Method: Graded participation based on thoughtful, substantive posting to 11 Module Level Discussion Forums. **Assessment Method Type:** Discussion/Participation **Target for Success:** Participation of 60% or more of students at a threshold that meets minimum standards on the following criteria: Quantity: a thoughtful, 150-200 word response Quality: Appropriateness; Thoughtfulness and Accuracy; Overall Organization; Correct English Useage		
Department - Music (MUS) - MUS 2D - WORLD MUSIC: ROOTS TO CONTEMPORARY GLOBAL FUSION - 2 - Musical Styles - A successful student will discriminate - via an understanding of such musical elements as melody, harmony, rhythm, form, and texture - between various styles from different non-Western cultural contexts. (Created By Department - Music	**Assessment Method:** Pre/Post "Surveys" consisting of two parts: objective and self-assessment. **Assessment Method Type:** Pre/Post Test **Target for Success:** Class as a whole will increase 10 points between pre- and post-test.	06/16/2014 - The Learning Outcomes Survey that was administered at the end of the course provided us with considerable qualitative data on achievement of this outcome. In terms of quantitative data, students rated their achievement of this outcome as follows: Excellent: 61%	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(MUS)) **Course-Level SLO Status:** Active		Good: 33% Poor: 0% Unacceptable: 0% **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
	Assessment Method: 11 module level quizzes are designed to assess how well students can identify correctly answers to questions on foundational knowledge (definitions, facts, principles, and ideas). **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 70% of students will receive a passing score of 70/100.		
Department - Music (MUS) - MUS 2F - HISTORY OF AMERICAN MUSICAL THEATRE - Student Learning Outcome #1 - - Demonstrate an understanding of musical theatre styles beginning in the early twentieth century to present day as a reflection of its societal/historical context. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** A 1000 word essay on topics concerning the development of musical theater examined within the context of social/historical context. **Assessment Method Type:** Essay/Journal **Target for Success:** A successful student will demonstrate knowledge of the musicals studied in terms of the social, political and historical framework.	06/02/2014 - Students demonstrated an understanding of the genesis of musical theater styles as a reflection of societal/historical context. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Music (MUS) - MUS 2F - HISTORY OF AMERICAN MUSICAL THEATRE - Student Learning Outcome #2 - - Discriminate--via an understanding of between various musical styles (e.g., early twentieth century and the decade of he 1930s, the Golden Age of musicals in mid-	**Assessment Method:** Weekly quizzes covering the content of the course materials studied. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** A successful student will pass these quizzes demonstrating a fundamental knowledge of	06/02/2014 - Students uniformly demonstrated an understanding of the musical styles embodied in the musical theatre genre from its earliest days through the present day. **Result:** Target Met **Year This Assessment Occurred:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
century, influence Sondheim, transition to rock musicals and commercial musicals, multi-media influence of the twenty-first century.) (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	musicals styles from the early twentieth century to the present day	2013-2014	
Department - Music (MUS) - MUS 2F - HISTORY OF AMERICAN MUSICAL THEATRE - Student Learning Outcome #3 - - Discriminate -via an understanding of theatrical elements involved in the production of musicals (score, lyrics, book, directors, staging, actors, dance, and design) (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** Weekly quizzes covering the course content concerning design in theater. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** A successful student will pass these quizzes demonstrating a fundamental understanding of theatrical design elements.	06/02/2014 - Students uniformly demonstrated an understanding of the theatrical elements involved in the musical theatre genre from its earliest days through the present day. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Music (MUS) - MUS 35A - SPECIAL PROJECTS IN MUSIC - Project Proposal - Advanced student projects will be proposed through the class shell In Etudes with a standardized template and approved by the instructor. (Created By Department - Music (MUS)) **Start Date:** 10/12/2011 **Course-Level SLO Status:** Active	**Assessment Method:** The class will assess each project in an open forum setting, offering suggestions for further improvement. **Assessment Method Type:** Observation/Critique **Target for Success:** Each project will have group & instructor approval by the end of the second week of each quarter.		
Department - Music (MUS) - MUS 35A - SPECIAL PROJECTS IN MUSIC - Project Progress - The student project will include a progress schedule, which will be assessed on a bi-weekly basis by the instructor. (Created By Department - Music (MUS)) **Start Date:** 10/12/2011 **Course-Level SLO Status:** Active	**Assessment Method:** The instructor will provide both verbal and written feedback on each project's progress on a bi-weekly basis in the ETUDES worksite. **Assessment Method Type:** Observation/Critique **Target for Success:** 80% of the class will earn a B or better in the class.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Music (MUS) - MUS 3A - BEGINNING MUSIC THEORY, LITERATURE & COMPOSITION - 1 - Composition - A successful student will produce a simple musical composition applying the principles of basic four-part harmony. (Created By Department - Music (MUS)) **Start Date:** 09/26/2011 **End Date:** 12/16/2011 **Course-Level SLO Status:** Active	**Assessment Method:** Students compose a simple choral composition using basic four part harmony. **Assessment Method Type:** Presentation/Performance **Target for Success:** Strict observance of four-part harmony rules: no parallel fifths, no doubling of the leading tone, etc.		
Department - Music (MUS) - MUS 3A - BEGINNING MUSIC THEORY, LITERATURE & COMPOSITION - 2 - Analyze Compositions - Analyze simple compositions identifying triads in root position and inversions using Roman numerals, figured bass, and popular chord symbols. (Created By Department - Music (MUS)) **Start Date:** 09/26/2011 **End Date:** 12/16/2011 **Course-Level SLO Status:** Active	**Assessment Method:** A number of quizzes are taken related to the different topics. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80-90% on individual quizzes.		
Department - Music (MUS) - MUS 3B - INTERMEDIATE MUSIC THEORY, LITERATURE & COMPOSITION - 1 - Binary/Ternary - A successful student will identify binary and ternary forms in late 18th and early 19th century music. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** Analysis of diverse musical compositions that exhibit binary and ternary form. **Assessment Method Type:** Case Study/Analysis **Target for Success:** Being able to accurately designate sections within a given piece of music (piano pieces, chamber music).		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Music (MUS) - MUS 3B - INTERMEDIATE MUSIC THEORY, LITERATURE & COMPOSITION - 2 - Modulations - A successful student will create modulations in diatonic harmony. (Created By Department - Music (MUS)) **Start Date:** 01/09/2012 **End Date:** 03/30/2012 **Course-Level SLO Status:** Active	**Assessment Method:** Guided by basic principles of harmonic modulation, students create a harmonic composition that makes a simple modulation from the tonic to the dominant. **Assessment Method Type:** Class/Lab Project **Target for Success:** 90-100%		
Department - Music (MUS) - MUS 3C - ADVANCED MUSIC THEORY, LITERATURE & COMPOSITION - 1 - Set Theory - A successful student will summarize and apply set theory to analysis and original composition. (Created By Department - Music (MUS)) **Start Date:** 01/09/2012 **End Date:** 03/30/2012 **Course-Level SLO Status:** Active	**Assessment Method:** Students compose a simple composition using 5-7 notes (non-scalar) using set theory to make inversions and retrogrades in their pieces. **Assessment Method Type:** Class/Lab Project **Target for Success:** Understanding of set theory and its principles.		
Department - Music (MUS) - MUS 3C - ADVANCED MUSIC THEORY, LITERATURE & COMPOSITION - 2 - Chromatic Harmony - A successful student will apply essential principles in advanced chromatic harmony. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** Students compose a simple composition that uses neapolitan sixth chords, augmented sixth chords, linear modulation, ninth chords. **Assessment Method Type:** Class/Lab Project **Target for Success:** Understanding of the difference between common chord modulations and chromatic modulations.		
Department - Music (MUS) - MUS 41 - LIVE MUSIC PERFORMANCE WORKSHOP -	**Assessment Method:** Performance of a preselected piece of music		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
performance - On successful completion of this course, a student will be able to perform a preselected piece of music, original or otherwise, in front of a live audience to a performance standard commensurate with their experience level. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	in a public venue or live stream over the Internet. **Assessment Method Type:** Presentation/Performance **Target for Success:** 90% of enrolled students will successfully perform a complete musical selection to a live audience.		
Department - Music (MUS) - MUS 41 - LIVE MUSIC PERFORMANCE WORKSHOP - Critique - On successful completion of this course, a student will be able to critique a musical performance, either their own or another students, in a thorough and professional manner, discussing tempo, intonation and other applicable performance parameters. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** Written and oral reviews and critical evaluation of selected musical compositions. **Assessment Method Type:** Observation/Critique **Target for Success:** 90% of enrolled students will successfully provide critical analysis and comprehensive reviews of selected performances demonstrating understanding of applicable music parameters.		
Department - Music (MUS) - MUS 50A - MUSIC BUSINESS - Publishing Rights - A successful student will apply their knowledge of publishing rights to examine the validity and/or possibility of breaching through non-compliance standard music industry contracts. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** There will be an assignment every quarter to examine a standard music industry contract, then write an essay regarding the enforceability of the contract in question. **Assessment Method Type:** Essay/Journal **Target for Success:** 90% of enrolled students will successfully complete this assignment with a B or better.		
Department - Music (MUS) - MUS 50A - MUSIC BUSINESS - Music Distribution - A successful student will describe the development of music distribution from the earliest sound recordings to digital downloads. (Created By Department - Music (MUS))	**Assessment Method:** There is an essay question on both the midterm and final asking the student to define/describe the development of music distribution from the earliest sound recordings to the present. **Assessment Method Type:**		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	Exam - Course Test/Quiz **Target for Success:** The class average will be at 80% or better for these essay questions.		
Department - Music (MUS) - MUS 50B - ENTERTAINMENT LAW & NEW MEDIA - Copyright Law - A successful student will describe and discuss the principles of copyright law as it applies to the Internet. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** Essay questions on both the midterm and final exam relating to current copyright law and how it applies to internet marketing and sales of media. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 85% of enrolled students will earn a C or better on the midterm and final exams. 85% of enrolled students will earn full credit on these essay questions.		
Department - Music (MUS) - MUS 50B - ENTERTAINMENT LAW & NEW MEDIA - Business Models - A successful student will analyze business models in online marketing and the new media field. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** Each enrolled student is required to write a research paper on new business models such as iTunes, Netflix, Rhapsody, etc. detailing the planning that went into each and the economic outcome/influence they have on emerging business models for media. **Assessment Method Type:** Research Paper **Target for Success:** 85% of enrolled students will successfully complete and submit this research paper.		
Department - Music (MUS) - MUS 50C - CAREERS IN MUSIC - 1 - Marketing/Employment - A successful student will synthesize marketing and employment strategies from a set of hypothetical industry scenarios in at least three different areas of the music business. (Created By Department - Music (MUS))	**Assessment Method:** Exams are given on a weekly basis, including a midterm and final. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** An 80% success rate for the entire class	11/30/2014 - The average score for all quizzes and exams was 83%. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	11/30/2014 - This assessment method is well implemented and successful. In addition to having students complete quiz and exam assessments, students created their own original test questions. This encouraged students to reflect on

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	each quarter.		the material and collaborate in the assessment process. ────────────────
Department - Music (MUS) - MUS 50C - CAREERS IN MUSIC - 2 - Parameters/Impact - A successful student will discuss the diverse parameters of the music industry and their approximate financial impact on the entertainment industry both nationally and internationally. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** There is a discussion forum in the online course shell, each student is required to participate as part of their overall grade for the quarter. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of enrolled students will successfully submit thoughtful and accurate written reflections regarding the current financial status of the entertainment industry.	11/30/2014 - 90% of enrolled students successfully submitted comprehensive written summaries and analysis of the financial condition of the music industry. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	11/30/2014 - This assessment method is well implemented and successful. To improve this assessment method, we will encourage students to deliver their presentations in multimedia formats including slide shows and web video. This will be more engaging than purely written submissions. ────────────────
Department - Music (MUS) - MUS 51 - MUSIC PUBLISHING FOR SONGWRITERS - Understanding of Music Publishing Business - A successful student will demonstrate an understanding of the Music Publishing Business. (Created By Department - Music (MUS))	**Assessment Method:** Students are required to take 9 quizzes plus a Midterm and a Final to determine if they can answer questions on basic knowledge of subject. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** A passing score of 70% out of a possible 100% for 70% of the students.	04/25/2014 - Winter Quarter 2014: Passing scores averaged over 78% for over 70% of the total students. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Assessment Cycles: End of Academic Year **Start Date:** 09/24/2012 **End Date:** 09/23/2013 **Course-Level SLO Status:** Active		04/25/2014 - Fall Quarter 2013: Average scores were above 75% for more than 70% of the total students. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Music (MUS) - MUS 51 - MUSIC PUBLISHING FOR SONGWRITERS - Agreements - A successful student will describe aspects and options of various publishing agreements.	**Assessment Method:** Students are required to take 9 quizzes plus Midterm and Final to determine if they can answer questions on basic knowledge of subject.	04/25/2014 - Winter Quarter 2014 - A score of over 76% was achieved by over 70% of the total students enrolled. **Result:** Target Met	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(Created By Department - Music (MUS)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/24/2012 **End Date:** 09/23/2013 **Course-Level SLO Status:** Active	**Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** A passing score of 70% out of a possible 100% for 70% of the students.	**Year This Assessment Occurred:** 2013-2014 04/25/2014 - Fall Quarter 2013 - Well over 76% over over 70% of the total student scored on average over 78% on the Midterm, Final and Quizzes. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Music (MUS) - MUS 51 - MUSIC PUBLISHING FOR SONGWRITERS - Understanding of Agreement Options - A successful student will analyze and distinguish the legitimacy of Music Publishers and publishing agreements. (Created By Department - Music (MUS)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/24/2012 **End Date:** 09/23/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Students are required to actively participate in classroom and online discussions especially demonstrating an understanding of agreements. **Assessment Method Type:** Discussion/Participation **Target for Success:** 70% of the students can break down, compare and contrast various publishing agreements in in-class and online discussions.	04/25/2014 - Winter Quarter 2014 - Over 78% of the students were able to break down and compare and contrast various publishing agreement. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 04/25/2014 - Fall Quarter 2013 - Over 75% of the students were found to have the ability to break down and compare and contrast various publishing agreements. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Music (MUS) - MUS 58A - SONGWRITER'S WORKSHOP I - 1 - Songwriting Styles - A successful student will compare and contrast songwriting styles. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** Weekly Quizzes **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** A score of at least 70% will be considered successful.	04/25/2014 - Winter Quarter 2014 - Over 80% of the total students scored over 75% on the weekly quizzes. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 04/25/2014 - Fall 2013 - Over 78% of the total students scored over 75% on the weekly quizzes. **Result:** Target Met	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Year This Assessment Occurred: 2013-2014	
Department - Music (MUS) - MUS 58A - SONGWRITER'S WORKSHOP I - 2 - Evaluate Songs - A successful student will evaluate songs in a collaborative learning environment. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** On a weekly basis students are expected to comment on their peers songs and should demonstrate their ability to compare/contrast the efforts of the colleagues. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of the student will participate in a substantial way.	04/25/2014 - Winter Quarter 2014 - Over 83% of the students demonstrated the ability to compare and contrast the songwriting efforts of their colleagues in a substantial way. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		04/25/2014 - Fall Quarter 2013 - Over 84% participated in a substantial way commenting and demonstrating their ability to compare and contrast the efforts of their colleagues. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Music (MUS) - MUS 58A - SONGWRITER'S WORKSHOP I - 3 - Song Construction - A successful student will illustrate an understanding of basic songwriting styles. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** Students perform or present a song a week and are expected to be able to distinguish, compare/contrast and differentiate the various song components including verses, choruses, bridges, etc. **Assessment Method Type:** Presentation/Performance **Target for Success:** 90% of the students will successfully be able to produce and explain the various song components.	04/25/2014 - Winter Quarter 2014 - Over 93% of the students demonstrated the ability to produce and explain the various song components. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		04/25/2014 - Fall Quarter 2013 - Over 92% of the students were able to produce and explain the various song components. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Music (MUS) - MUS 58A - SONGWRITER'S WORKSHOP I - 4 - Song Compositions - A successful student will	**Assessment Method:** Students are expected to write a song a week and present it to the class.	04/25/2014 - Winter Quarter 2014 - Over 84% of the students were able to implement the lessons and construct a song that:	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
create original song compositions that support the basic premises of modern song styling. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method Type:** Presentation/Performance **Target for Success:** 80% of the students will be able to implement the lessons and construct a song that: 1. Is Coherent 2. Demonstrates an understanding of the art form 3. Is focused	1. Is Coherent 2. Demonstrates an understanding of the art form 3. Is focused **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		04/25/2014 - Fall Quarter 2013 - Over 83% of the students were able to implement the lessons and construct a song that: 1. Is Coherent 2. Demonstrates an understanding of the art form 3. Is focused **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Music (MUS) - MUS 58B - MODERN SONG COMPOSITION - 1 - Song Components - A successful student will demonstrate an understanding of basic song components (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will present a song a week to the class and will discuss the various song components. **Assessment Method Type:** Presentation/Performance **Target for Success:** 75% of the students will be able to illustrate and an understanding of the interaction of song components.	04/25/2014 - Winter Quarter 2014 - Over 79% of the students were be able to illustrate and an understanding of the interaction of song components. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		04/25/2014 - Fall Quarter 2013 - Over 77% of the students were be able to illustrate and an understanding of the interaction of song components. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Music (MUS) - MUS 58B - MODERN SONG COMPOSITION - 2 - Song Creation - A successful student will be able discuss the way a song is created. (Created By Department - Music (MUS))	**Assessment Method:** On a weekly basis student discuss the song writing methodology they used in the creation of the song. **Assessment Method Type:**	04/25/2014 - Winter Quarter 2013 - Over 87% of the students were be able to compare and contrast various songwriting methods. **Result:** Target Met	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	Discussion/Participation **Target for Success:** 85% of the students will be able to compare and contrast various songwriting methods.	**Year This Assessment Occurred:** 2013-2014 04/25/2014 - Fall Quarter 2013 - Over 88% of the students were be able to compare and contrast various songwriting methods. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Music (MUS) - MUS 58B - MODERN SONG COMPOSITION - 3 - Songwriting Techniques - A successful student will illustrate an understanding of lyrical and melodic techniques. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** Students perform or present a song a week and will be able to identify various lyrical and melodic techniquess. **Target for Success:** 85% of the students will successfully be able to categorize and classify various songwriting techniques	04/25/2014 - Winter Quarter - Over 86% of the students were able to successfully categorize and classify various songwriting techniques. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 04/25/2014 - Fall Quarter - Over 87% of the students were able to successfully categorize and classify various songwriting techniques. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Music (MUS) - MUS 58B - MODERN SONG COMPOSITION - 4 - Song Rewrites - A successful student will modify previously written songs and be able to explain why they're improved. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** Students are required to write a song a week and present it to the class. **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% of the students will be able to explain why the songs they've modified are improved.	04/25/2014 - Winter Quarter - Over 86% of the students were able to explain why the songs they've modified are improved. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 04/25/2014 - Fall Quarter - Over 84% of the students were able to explain why the songs they've modified are improved. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Music (MUS) - MUS 58C - ADVANCED SONG STRUCTURE - 1 - Song Experiment - A successful student will utilize various song structures. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will present a song a week to the class with certain requirements defined by the instructor, e.g., write a song about a place, write a song using only three chords, write a song using a specific chord pattern, etc. **Assessment Method Type:** Presentation/Performance **Target for Success:** 85% of the students can construct a song meeting the requirements of the assignment.	04/25/2014 - Winter Quarter 2014 - Over 87% of the students were able to construct a song meeting the requirements of the assignment. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		04/25/2014 - Fall Quarter 2013 - Over 88% of the students were able to construct a song meeting the requirements of the assignment. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Music (MUS) - MUS 58C - ADVANCED SONG STRUCTURE - 2 - Song Engagement - A successful student will be able to discuss and defend his or her choice of song construction and to conclude why it would engage the listener. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** On a weekly basis students are expected to comment on their peers songs and should demonstrate their ability to compare/contrast the efforts of the colleagues. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of the students will be able to break down the songs of their peers and to give reasons for their opinions, suggestions and recommendations.	04/25/2014 - Winter Quarter 2014 - Over 86% of the students were able to break down the songs of their peers and to give reasons for their opinions, suggestions and recommendations. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		04/25/2014 - Fall Quarter 2013 - Over 84% of the students were able to break down the songs of their peers and to give reasons for their opinions, suggestions and recommendations. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Music (MUS) - MUS 58C - ADVANCED SONG STRUCTURE - 3 -			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Overall Song Structure - A successful student will be able to theorize why particular song structures are better than others. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** Students perform or present a song a week and are expected to be able to distinguish, compare/contrast and differentiate the various song components including verses, choruses, bridges, etc. **Assessment Method Type:** Discussion/Participation **Target for Success:** 90% of the students will successfully be able to produce and explain the various song components.	04/25/2014 - Winter Quarter 2013 - Over 94% of the students were successful in being able to produce and explain the various song components. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		04/25/2014 - Fall Quarter 2013 - Over 92% of the students were successful in being able to produce and explain the various song components. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Music (MUS) - MUS 58C - ADVANCED SONG STRUCTURE - 4 - Song Analyis - A successful student will be able to analyze and discuss the overall structure of their songs. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** Students are required to write a song a week and present it to the class. **Assessment Method Type:** Presentation/Performance **Target for Success:** 85% of the students will be able to implement the lessons and construct a song that gives evidence of a thorough understanding of the course material.	04/25/2014 - Winter Quarter - Over 86% of the students were be able to implement the lessons and construct a song that gave evidence of a thorough understanding of the course material. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		04/25/2014 - Fall 2013 - Over 88% of the students were be able to implement the lessons and construct a song that gave evidence of a thorough understanding of the course material. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Music (MUS) - MUS 60A - PRODUCING IN THE HOME STUDIO I - 1 - Design Environment - A successful student	**Assessment Method:** The student will present an analysis of their home studio environment detailing the		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
will be able to demonstrate a deep understanding of the studio and production system from the functional standpoint including the small technical details and the impact on the sound of the recorded product. (Created By Department - Music (MUS)) **Assessment Cycles:** End of Academic Year	surfaces and materials, and proposing changes to alter the acoustic footprint for various audio scenarios. **Assessment Method Type:** Presentation/Performance **Target for Success:** All analyses will be presented via the ETUDES Discussion function for review and critique by the class by week six.		
Course-Level SLO Status: Active			
Department - Music (MUS) - MUS 60A - PRODUCING IN THE HOME STUDIO I - 2 - System - A successful student be able to explain the artistic perspective the "life cycle of sound" - from the source (real or virtual instruments) through the production studio and back out of the speakers. All phases of the production studio will be discussed in depth, creating a strong foundation in the understanding of the purpose of the production studio. (Created By Department - Music (MUS)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** Each student will present their design, including microphone selection, cables, and all other hardware/software used in their recording environment (including computer OS) in the final exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** An 85% C or better average for the entire class.		
Department - Music (MUS) - MUS 60B - PRODUCING IN THE HOME STUDIO II - 1 - Critical Listening - A successful student will be able to listen to a recording critically, analyze where the audio needs improvements and demonstrate how to create quality audio using good mixing techniques, effects processing, and editing. The use of a practical set of examples of various professional recordings will be examined to gauge what works and what does not work in a recording production.	**Assessment Method:** This project is due at the conclusion of every quarter during finals week. The student, using their own studio as a model, presents their acoustic design for that space. **Assessment Method Type:** Presentation/Performance **Target for Success:** An 80% completion rate for the entire class each quarter.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(Created By Department - Music (MUS)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active			
Department - Music (MUS) - MUS 60B - PRODUCING IN THE HOME STUDIO II - 2 - System - A successful student will learn how to use FTP client and export completed files from their DAW for audio delivery, demonstrate the knowledge of overdubbing, live recording and specific techniques for recording commonly used instruments including microphone and effects processing set -up. (Created By Department - Music (MUS)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** A project is due at the conclusion of every quarter during finals week, delivered via FTP. The student, using their own studio as a model, presents their acoustic design for that space. **Assessment Method Type:** Presentation/Performance **Target for Success:** 100% of enrolled students will complete this assignment.		
Department - Music (MUS) - MUS 60C - MASTERING, MARKETING AND MANAGING YOUR MUSIC - Creating your CD Product - Students will be able to identify the process of getting a CD mastered professionally, submit art work and audio to a manufacturer for the production and create cover art and promotional materials, all within a budget. (Created By Department - Music (MUS)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** Students will be expected submit the costs of duplication or replication for the numbers of CDs they want/need, research the cost, software and templates manufacturers require for artwork reproduction and detail the process and cost of having a CD mastered by a mastering engineer. **Assessment Method Type:** Class/Lab Project **Target for Success:** 75% of the students will complete the work required for this SLO and receive a 4 on the rubric, indicating a mastering of the SLO.	06/29/2014 - 95% of the class received a grade of B or better when asked to demonstrate their knowledge of the process of preparing a CD for manufacturing. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	06/29/2014 - Many of the aspects in this class will need to be up dated yearly as the way music is marketed, sold and event created, changes. _____
Department - Music (MUS) - MUS 60C - MASTERING, MARKETING AND MANAGING YOUR MUSIC - Marketing Your Music - Successful students will be able to	**Assessment Method:** Students will be expected to write a press release for a promotional campaign, detail an online promotional campaign, describe	06/29/2014 - 95% of the students in this class received an A when asked to write a press release, create a press kit and detail a promotional campaign via website or social media for a CD	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
identify their target music market, create a promotional campaign and create an online presence via websites, press releases and social media sites to promote the sales of their music to that market. (Created By Department - Music (MUS)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	what goes into a press kit and how to use it for promotions and how to manage an internet presence on their own website and via social media. **Assessment Method Type:** Class/Lab Project **Target for Success:** 75% of the students this quarter complete the work for this SLO and receive a 4 on the rubric, indicating they have mastered the materials.	release. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Music (MUS) - MUS 62 - SOUND REINFORCEMENT & LIVE RECORDING - 1 - Setup and Operate - A successful student will setup and operate a sound reinforcement system. (Created By Department - Music (MUS)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** This is the hands on portion of the final exam. **Assessment Method Type:** Exam - Standardized **Target for Success:** An 80% success rate for the class as a whole each quarter.		
Department - Music (MUS) - MUS 62 - SOUND REINFORCEMENT & LIVE RECORDING - 2 - Specifications - A successful student will read and interpret a set of specifications for sound reinforcement equipment. (Created By Department - Music (MUS)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** This is the written portion of the final exam, and the specifications change every quarter. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** An 80% success rate for the entire class each quarter.		
Department - Music (MUS) - MUS 66A - INTRODUCTION TO DIGITAL AUDIO: PRO TOOLS - 1 - Write Compositions - A successful student will write original	**Assessment Method:** Original compositions delivered as MP3 files to the class website online showcase. **Assessment Method Type:**	11/30/2014 - All students that attempted to create and deliver MP3 files of original compositions were successful. 20% of the enrolled students failed to submit anything.	11/30/2014 - This assessment method is well implemented and successful for students that actually participate in class. We need to

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
compositions using a midi/audio workstation. (Created By Department - Music (MUS)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	Class/Lab Project **Target for Success:** 90% of enrolled students will successfully compose, edit and mix an original composition utilizing contemporary music technology hardware and software digital audio workstations.	**Result:** Target Met **Year This Assessment Occurred:** 2013-2014	address the attrition factor as many students, especially the online students, stop participating. Methods to do this might include contacting the missing students directly via email and telephone and organizing special on campus events to encourage them to participate. As a last resort we can consider informing students they will be dropped from class if they fail to participate.
Department - Music (MUS) - MUS 66A - INTRODUCTION TO DIGITAL AUDIO: PRO TOOLS - 2 - Programming/Sequence - A successful student will create unique programming/sequencing that includes the linking of patterns into a musical composition, and the inclusion of audio files as an integral element. (Created By Department - Music (MUS)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** Finished productions delivered as MP3 files to the class website online showcase with written explanations describing the musical structure and form of the composition. **Assessment Method Type:** Class/Lab Project **Target for Success:** 90% of enrolled students will successfully create a finished production incorporating the various programming, sequencing and arranging techniques presented in the class modules. (MIDI, sampling, transcribing etc.)	11/30/2014 - 100% of all students that attempted to create original music compositions utilizing the techniques presented in this class successfully delivered finished musical productions. 18% of the enrolled students failed to attempt these assignments. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	11/30/2014 - This assessment method is well implemented and successful for students that actually participate in class. We need to address the attrition factor as many students, especially the online students, stop participating. Methods to do this might include contacting the missing students directly via email and telephone and offering more one-on-one support to help them understand and successfully complete their assignments.
Department - Music (MUS) - MUS 66B - INTRODUCTION TO DIGITAL AUDIO: REASON & PRO TOOLS - 1 - Compositions - A successful student will write original compositions using a midi/audio workstation with Reason software. (Created By Department - Music (MUS))	**Assessment Method:** Original compositions delivered as MP3 files to the class website online showcase. **Assessment Method Type:** Class/Lab Project **Target for Success:** 90% of enrolled students will successfully		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Assessment Cycles: End of Academic Year **Course-Level SLO Status:** Active	compose, edit and mix an original composition utilizing Reason software as the primary sound source integrated with Pro Tools as the primary MIDI sequencer and audio mixing system		
Department - Music (MUS) - MUS 66B - INTRODUCTION TO DIGITAL AUDIO: REASON & PRO TOOLS - 2 - Programming/Sequence - A successful student will create unique programming/sequencing that includes the linking of patterns into a musical composition, the inclusion of audio files as an integral element, and Reason as a Rewire application. (Created By Department - Music (MUS)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** Finished productions delivered as MP3 files to the class website online showcase with written explanations describing the musical structure and form of the composition. **Assessment Method Type:** Class/Lab Project **Target for Success:** 90% of enrolled students will successfully create a finished production with Reason and Pro Tools software incorporating the various programming, sequencing and arranging techniques presented ion the class modules. (MIDI, sampling, transcribing etc.)		
Department - Music (MUS) - MUS 66C - PRO TOOLS & VIRTUAL INSTRUMENTS - 1 - Plug-ins - A successful student will apply AAX and Audio Suite effects plug-ins to a Pro Tools session file. (Created By Department - Music (MUS)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** Finished productions delivered as MP3 files to the class website online showcase with written explanations describing the effects used to modify the Pro Tools session. **Assessment Method Type:** Class/Lab Project **Target for Success:** 90% of enrolled students will successfully create a finished production incorporating the AAX and Audio Suite plug-in effects in a Pro Tools session.	11/30/2014 - 93% of enrolled students delivered finished work according to the required instructions demonstrating technical understanding and creative application of the course materials. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	11/30/2014 - To improve this assessment method, we will encourage students to deliver multimedia presentations, including web video, which will allow us to actually see how they are creating the finished work - instead of only listening to an audio file.
Department - Music (MUS) - MUS 66C - PRO TOOLS & VIRTUAL INSTRUMENTS - 2 - Programming/Sequence - A successful student will create unique programming/sequencing that includes the	**Assessment Method:** Finished productions delivered as MP3 files to the class website online showcase with written explanations describing the musical structure and form of the composition as	11/30/2014 - 100% of active students completed and delivered MP3 files demonstrating sequencing and arranging techniques taught in this class. **Result:** Target Met	11/30/2014 - This assessment method is well implemented and successful for students that actually participated in class. Since this was a 100% online class, some students

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
linking of patterns into a musical composition, and the inclusion of both Reason and Ableton Live as rewire instruments. (Created By Department - Music (MUS)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	well as how the software Reason and Ableton Live were incorporated into the project. **Assessment Method Type:** Class/Lab Project **Target for Success:** 90% of enrolled students will successfully create a finished production with Pro Tools, Reason and Ableton Live software incorporating the various programming, sequencing and arranging techniques presented ion the class modules. (MIDI, sampling, transcribing etc.)	**Year This Assessment Occurred:** 2013-2014	stopped participating. Methods to help minimize this attrition might include contacting the missing students directly via email and telephone and organizing special online webinars to encourage them to participate. As a last resort we can consider informing students they will be dropped from class if they fail to participate.
Department - Music (MUS) - MUS 66D - MAKING MUSIC WITH THE APPLE IOS - 1. Loop-based Mix - A successful student will create an original mix via manipulation of pre-defined audio elements using software on an iOS-based mobile device. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** Original mixes delivered as mp3 files to the class Website with written breakdown of organizational process and artistic decisions. **Assessment Method Type:** Class/Lab Project **Target for Success:** 90% of enrolled students will successfully create and mix an original loop-based composition utilizing contemporary music production software on an iOS-based mobile device.		
Department - Music (MUS) - MUS 66D - MAKING MUSIC WITH THE APPLE IOS - 2. Composition - A successful student will create a unique musical work incorporating synthesized sound and audio recordings using software on an iOS-based mobile device. (Created By Department - Music (MUS)) **Course-Level SLO Status:**	**Assessment Method:** Original compositions delivered as mp3 files to the class Website with written breakdown of organizational process and artistic decisions. **Assessment Method Type:** Class/Lab Project **Target for Success:** 90% of enrolled students will successfully compose, program and mix an original music		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	composition incorporating techniques presented in the class modules, (including sound synthesis, audio recording and mixing) utilizing contemporary music production software on an iOS-based mobile device.		
Department - Music (MUS) - MUS 7 - CONTEMPORARY MUSICAL STYLES: ROCK, POP & JAZZ - 1 - Classify - Successful students will be able to classify rock and roll by identifying song structures and literary devices as they analyze lyric sheets and listen to music from the early 1900's to present day. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** GUIDELINES FOR THE LYRIC SHEET RESEARCH PROJECT This project consists of the following 2 parts, and the last 3rd will be part of the final exam. Examples will be shown in class, and will be available for you to see in my office. 1. DIRECTED LISTENING WITH LYRIC SHEET ANALYSIS a.) Identification of at least 5 poetic devices found on the lyric sheet (30) _____ b.) Form identification (verse, bridge, chorus) (10) _____ c.) Include a picture & 2 quotes from or about this person (30) _____ TOTAL 70 points _____ 2. BIBLIOGRAPHY TOTAL 30 points _____ (include at least 5 sources --not all internet sites!) a.) Personal interview _____ b.) Internet/website _____ c.) Youtube, TV Film _____ d.) DVD/CD liner notes _____ e.) magazines/newspaper articles _____ f.) Books, periodicals _____ 3. CHILDREN'S BOOK FOR FINAL PROJECT:	06/13/2014 - 100% participation with 84% achieving a 90% or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** This assignment continues to be a popular one that student's really care about and they go beyond the scope of the project once they get started!	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	*A separate handout will be given that explains all of the details for the continuation of this project **Assessment Method Type:** Case Study/Analysis **Target for Success:** Presentation for the class, with optional powerpoint support. Performance of the song and Identification of literary devices. Bibliography included. 100% participation with 75% receiving full credit for the assignment.		
Department - Music (MUS) - MUS 7 - CONTEMPORARY MUSICAL STYLES: ROCK, POP & JAZZ - 2 - Research/Reflection - Through research, review, and reflection, successful students will be able to specify how rock, pop, and jazz have influenced new artists, and other styles of music, from early rural blues to urban hip-hop. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** ASSIGNMENT: CHILDREN'S BOOK ON A BLUES, JAZZ, OR ROCK MUSICIAN, OR GROUP, BASED ON YOUR ORAL PRESENTATION Throughout this class we have looked at music in terms of form, melody, rhythm, lyrics, and chords. Sometimes the word "controversial" has been used, as in the Colin Raye song, "I Think Åbout You." We have discussed parental reactions to Elvis, the dilemma between music of the sacred and the secular, the "Yesterday and Today" album cover of the Beatles, and theatrical performances. Since Rock and Roll has been controversial from the beginning, and because it is now part of our American heritage, I want you to rethink your lyric presentation artist through the eyes of a child aged 8-12 years old. Think about your first experiences with blues/rock/jazz music. What group, or artist, made a lasting impression on you? Now, write a children's book that you would have liked to have read when you were 10. Who	06/13/2014 - 93% participation rate. 77% scored 100%! 14% scored between 85%-90% **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** This project includes research from the previous SLO. Once they have completed the lyric sheet project, the continuation of writing the children's book is a major focus of their outside preparation and is very rewarding for the students.	

knows, maybe you'll want to send your work into a publisher?

I will read 2 children's books in class for examples. Completed student-books from past quarters will be shown in class, and they are available for you to look through during my office hours.

Please consider the following thoughts, and questions, as you continue your research on your specific musician. What will you add? What will you delete? Think about the 12 essays that we read in class, and what was interesting about them, and then capture the magic of music, and the reality of fame, in your book!

GUIDELINES:
Create a cover with the title, artwork or photograph, and author on the front. Your story should be 10-20 pages long, with 2-5 lines per page. Include a bibliography. New considerations that may require additional research:

1. Training and background: Streets, jukes, cabarets, clubs, circus life, dance, poetry, drama, art, music, college, private lessons, film, Broadway, recording, producing
2. Influences: Family life, political views, religious upbringing, morals, idols, other musicians. Did they ever pursue another career? Any film or TV connections?
3. Style of music and explanation. For example: What is a folk song? Rap song? Rock song? Improvisation?
4. A section on "What?s New?" during this artist's time in the spotlight. Examples: radio, cassettes, MTV, amplifiers, synthesizers, i-pods,

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	5. Theatrics and Fashion: Style of dress, hair, that is/was popular 6. Include photographs, programs, ticket stubs, personal drawings, or artwork as necessary. 7. Lifestyle challenges or controversies? Humanitarian contributions? 8. Theme or symbolism within their musical performances? 9. Innovator or stereotype? If any, in what way did they "push the envelope?" 10. Select a song (by your artist), to be played quietly in the background as you read your children's book to the class. **Assessment Method Type:** Research Paper **Target for Success:** The student will present their original book to the class with a musical selection playing in the background. The student should display a commanding knowledge of the artist of their choice. A rubric is provided to guide them in this process. 100% participation with 75% receiving full credit for the assignment.		
Department - Music (MUS) - MUS 7D - CONTEMPORARY MUSICAL STYLES: THE BEATLES IN THE CULTURE OF POPULAR MUSIC - 1 - Influences - A successful student will recognize the significant effects that politics, social and cultural diversity, and the creative arts had on the music of the Beatles. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** Through a series of discussion forums that involve all the students, the class will one by one debate and reflect on the influence of the different issues on the band's music. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80-90% of students give oral summaries on the most significant effects and demonstrate this through song examples.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Music (MUS) - MUS 7D - CONTEMPORARY MUSICAL STYLES: THE BEATLES IN THE CULTURE OF POPULAR MUSIC - 2 - Examples - A successful student will discriminately select examples of their songs which relate to the classical musical tradition as well as to other styles. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** Through a series of short written essays, students will give examples of Beatles songs that specifically have ties to the Western European Classical music tradition. **Assessment Method Type:** Essay/Journal **Target for Success:** 80-90%		
Department - Music (MUS) - MUS 8 - MUSIC OF MULTICULTURAL AMERICA - 1 - Understanding Historical Experience of Five Constituent Groups - A successful student will identify the key elements that shaped the historical context and assimilation experience of five broad constituent groups: Native Americans, European Americans, African Americans, Chicano/Latino Americans, and Asian Americans. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** Pre/Post "Surveys" consisting of two parts: objective and self-assessment. **Assessment Method Type:** Pre/Post Test **Target for Success:** Class as a whole will average increase of 10 points per student between pre- and post-test.	06/16/2014 - Students provided considerable qualitative feedback on a variety of questions related to the outcomes, as well as the following specific self-assessment. We will be modifying the TracDat information to reflect these new outcomes and assessment method for 2014-15: How would you rate your achievement of Student Learning Outcome 1: Foundational Knowledge? By the end of this course, a successful learner will have acquired detailed knowledge regarding the structural characteristics, stylistic categories, key musicians, and historical context of a variety of American music genres. Excellent 48% (69) Good 44% (64) Poor 1% (2) Unacceptable 0% (0) No answer given: 5% (8) How would you rate your achievement of Student Learning Outcome 2: Application? By the end of this course, a successful learner will be able to distinguish between American music genres by applying knowledge of structural characteristics, stylistic traits, and performance	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		attributes.	
		Excellent 54% (78)	
		Good 39% (56)	
		Poor 0% (0)	
		Unacceptable 0% (1) No answer given: 5% (8)	
		How would you rate your achievement of Student Learning Outcome 3: Human Dimension? By the end of this course, a successful learner will be able to discuss, with insight and understanding, the multicultural context and the social and personal implications of American music genres.	
		Excellent 55% (80)	
		Good 35% (51)	
		Poor 2% (3)	
		Unacceptable 0% (1) No answer given: 5% (8)	
		How would you rate your achievement of Student Learning Outcome 4: Metacognition? By the end of this course, a successful learner will have demonstrated self-managed learning in a Travel Journal in which they reflect upon, evaluate, and describe their own learning process.	
		Excellent 55% (79)	
		Good 36% (52)	
		Poor 2% (3)	
		Unacceptable 0% (1)	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		No answer given: 5% (8) **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
	Assessment Method: Module Level - 17 quizzes designed to assess how well students can identify correctly answers to questions on foundational knowledge (definitions, facts, principles, and ideas) and apply knowledge to listening examples. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 70% of students will receive a passing score of 70/100.		
	Assessment Method: Part Level - Substantive, critical essay that is either responding to instructor prompt or that consists of a critical review of a concert. **Assessment Method Type:** Essay/Journal **Target for Success:** 70% of students will achieve a minimum of Level 3 on rubrics designed to measure the following elements: 1) deep, accurate, and thorough understanding of the topic; 2) multiple points, original observations, experiences, or interpretations; 3) zero or minimal grammar and spelling errors; and 4) appropriate standard citation.		
	Assessment Method: Comprehensive Level - An in-depth research project on a musician representative of a specific American genre that results in either a paper (online) or group presentation (face-to-face). **Assessment Method Type:** Class/Lab Project		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Target for Success: 70% of students will achieve a minimum total score of 210 on a detailed, project-specific rubric that includes elements such as critical commentary, annotated discography, listening example analysis, and recommendations for further information.		
Department - Music (MUS) - MUS 8 - MUSIC OF MULTICULTURAL AMERICA - 2 - Identifying American Music Genres as Reflection of Historical Context - A successful student will identify how various American music genres (e.g., spirituals, Urban Folk Revival, gospel, blues, jazz, Cajun, zydeco, Tejano, Salsa, hip-hop, rap, rock n' roll, and so forth) reflect the root music traditions of the constituent group and the historical context in which the genre developed. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** Module Level - 17 quizzes designed to assess how well students can identify correctly answers to questions on foundational knowledge (definitions, facts, principles, and ideas) and apply knowledge to listening examples. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 70% of students will receive a passing score of 70/100.		
	Assessment Method: Pre/Post "Surveys" consisting of two parts: objective and self-assessment. **Assessment Method Type:** Pre/Post Test **Target for Success:** Average increase of 10 points per student between pre- and post-test.	06/16/2014 - Students provided considerable qualitative feedback on a variety of questions related to the outcomes, as well as the following specific self-assessment. We will be modifying the TracDat information to reflect these new outcomes and assessment method for 2014-15: How would you rate your achievement of Student Learning Outcome 1: Foundational Knowledge? By the end of this course, a successful learner will have acquired detailed knowledge regarding the structural characteristics, stylistic categories, key musicians, and historical context of a variety of American music genres. Excellent 48% (69) Good 44% (64) Poor 1% (2)	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Unacceptable 0% (0) No answer given: 5% (8) How would you rate your achievement of Student Learning Outcome 2: Application? By the end of this course, a successful learner will be able to distinguish between American music genres by applying knowledge of structural characteristics, stylistic traits, and performance attributes. Excellent 54% (78) Good 39% (56) Poor 0% (0) Unacceptable 0% (1) No answer given: 5% (8) How would you rate your achievement of Student Learning Outcome 3: Human Dimension? By the end of this course, a successful learner will be able to discuss, with insight and understanding, the multicultural context and the social and personal implications of American music genres. Excellent 55% (80) Good 35% (51) Poor 2% (3) Unacceptable 0% (1) No answer given: 5% (8) How would you rate your achievement of Student Learning Outcome 4: Metacognition? By the end of this course, a successful learner will have demonstrated self-managed learning in a Travel Journal in which they reflect upon,	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		evaluate, and describe their own learning process.

Excellent 55% (79)

Good 36% (52)

Poor 2% (3)

Unacceptable 0% (1)
No answer given: 5%   (8)

Result:
Target Met
Year This Assessment Occurred:
2013-2014 | |
| | **Assessment Method:**
Part Level - Substantive, critical essay that is either responding to instructor prompt or that consists of a critical review of a concert.
Assessment Method Type:
Essay/Journal
Target for Success:
70% of students will achieve a minimum of Level 3 on rubrics designed to measure the following elements: 1) deep, accurate, and thorough understanding of the topic; 2) multiple points, original observations, experiences, or interpretations; 3) zero or minimal grammar and spelling errors; and 4) appropriate standard citation. | | |
| | **Assessment Method:**
Comprehensive Level - An in-depth research project on a musician representative of a specific American genre that results in either a paper (online) or group presentation (face-to-face).
Assessment Method Type:
Class/Lab Project
Target for Success:
70% of students will achieve a minimum total score of 210 on a detailed, project-specific | | |

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	rubric that includes elements such as critical commentary, annotated discography, listening example analysis, and recommendations for further information.		
Department - Music (MUS) - MUS 8 - MUSIC OF MULTICULTURAL AMERICA - 3 - Defining Music Genres in Terms of Structural Characteristics - A successful student will define the following music genres (blues, jazz, gospel, Cajun, zydeco, Country music, Urban Folk Revival, Rock and Roll, Soul, Motown, Funk, Salsa, Reggae, Tejano, Banda, Hip-Hop and Rap) in terms of structural characteristics (rhythm, melody, harmony, texture, instrumentation and form). (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** Pre/Post "Surveys" consisting of two parts: objective and self-assessment. **Assessment Method Type:** Pre/Post Test **Target for Success:** Class as a whole will increase 10 points between pre- and post-test.	06/16/2014 - Students provided considerable qualitative feedback on a variety of questions related to the outcomes, as well as the following specific self-assessment. We will be modifying the TracDat information to reflect these new outcomes and assessment method for 2014-15: How would you rate your achievement of Student Learning Outcome 1: Foundational Knowledge? By the end of this course, a successful learner will have acquired detailed knowledge regarding the structural characteristics, stylistic categories, key musicians, and historical context of a variety of American music genres. Excellent 48% (69) Good 44% (64) Poor 1% (2) Unacceptable 0% (0) No answer given: 5% (8) How would you rate your achievement of Student Learning Outcome 2: Application? By the end of this course, a successful learner will be able to distinguish between American music genres by applying knowledge of structural characteristics, stylistic traits, and performance attributes. Excellent 54% (78) Good 39% (56) Poor 0% (0)	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Unacceptable 0% (1) No answer given: 5% (8) How would you rate your achievement of Student Learning Outcome 3: Human Dimension? By the end of this course, a successful learner will be able to discuss, with insight and understanding, the multicultural context and the social and personal implications of American music genres. Excellent 55% (80) Good 35% (51) Poor 2% (3) Unacceptable 0% (1) No answer given: 5% (8) How would you rate your achievement of Student Learning Outcome 4: Metacognition? By the end of this course, a successful learner will have demonstrated self-managed learning in a Travel Journal in which they reflect upon, evaluate, and describe their own learning process. Excellent 55% (79) Good 36% (52) Poor 2% (3) Unacceptable 0% (1) No answer given: 5% (8) **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Assessment Method: Module Level - 17 quizzes designed to assess how well students can identify correctly answers to questions on foundational knowledge (definitions, facts, principles, and ideas) and apply knowledge to listening examples. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 70% of students will receive a passing score of 70/100.		
	Assessment Method: Part Level: 1000-word essay that is either responding to an instructor prompt or that consists of a critical review of a live concert. **Assessment Method Type:** Essay/Journal **Target for Success:** 70% of students will achieve a minimum of Level 3 on rubrics designed to measure the following elements: 1) deep, accurate, and thorough understanding of the topic; 2) multiple points, original observations, experiences, or interpretations; 3) zero or minimal grammar and spelling errors; and 4) appropriate standard citation.		
	Assessment Method: Comprehensive Level - An in-depth research project on a musician representative of a specific American genre that results in either a paper (online) or group presentation (face-to-face). **Assessment Method Type:** Class/Lab Project **Target for Success:** 70% of students will achieve a minimum total score of 210 on a detailed, project-specific rubric that includes elements such as critical commentary, annotated discography, listening example analysis, and		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	recommendations for further information.		
Department - Music (MUS) - MUS 80A - RECORDING STUDIO BASICS - 1 - Acoustics - A successful student will describe and discuss the basic principles of acoustics and the physics of sound. (Created By Department - Music (MUS)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** Quizzes with multiple choice, true/false and short essay questions. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of enrolled students will successfully describe the basic physical nature of sound and how these acoustical principles influence audio production in recording studios.	11/30/2014 - 88% of enrolled students were able to successfully describe basic acoustical principles and how this influences audio production in recording professional studios by submitting written assignments and giving class presentations. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	11/30/2014 - This assessment method is well implemented and successful.
Department - Music (MUS) - MUS 80A - RECORDING STUDIO BASICS - 2 - Specifications - A successful student will Interpret the specifications of mixing boards, microphones, and signal processors. (Created By Department - Music (MUS)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** Hands on exam where students demonstrate and explain their understanding of recording studio equipment specifications in practical application of audio production workflows. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of enrolled students will successfully operate recording studio equipment and demonstrate a functional understanding of mixing consoles, microphones and signal processors.	11/30/2014 - The average score for the final hands-on exam was 93%. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014	11/30/2014 - Only 68% of enrolled students participated in the final hands-on exam. There are no online sections for MUS80A. This class is taught on campus. Many students are so used to taking 100% online classes they seem to stop attending face-to-face meetings. We need to remind students they are required to attend and physically participate in this tradition on campus class.
Department - Music (MUS) - MUS 81A - AUDIO RECORDING & PRODUCTION - 1 - Multitrack Recording - A successful student will create and edit a multitrack recording. (Created By Department - Music (MUS)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** This is the focus of the class - each student records and edits a multitrack recording of their own design, and presents it for critique at the conclusion of the class. **Assessment Method Type:** Observation/Critique **Target for Success:** A 80% completion rate for the class.	11/30/2014 - 82% of enrolled students delivered finished works demonstrating technical understanding and creative applications of multitrack recording. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	11/30/2014 - This assessment method could be improved by allocating more time to review and critique student's work in class, instead of primarily publishing in their online portfolios.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Music (MUS) - MUS 81A - AUDIO RECORDING & PRODUCTION - 2 - Comparative Levels - A successful student will assess the comparative levels of tracks as they relate to the multitrack recording as a whole, and deliver a finished stereo master mix. (Created By Department - Music (MUS)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** This finished stereo master mix is part of the final project and will be critiqued in class presentations. **Assessment Method Type:** Presentation/Performance **Target for Success:** A 80% completion rate for the class.	11/30/2014 - 82% of enrolled students successfully submitted a basic stereo mix demonstrating a working understanding of multitrack audio production. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	11/30/2014 - This assessment can be improved by requiring students to deliver higher resolution audio file formats including 24 bit 96k sample rates which are becoming the new industry standard instead of lower resolution MP3 files.
Department - Music (MUS) - MUS 81B - SOUND DESIGN FOR FILM & VIDEO - 1 - Soundtrack - A successful student will design and assemble a soundtrack from different sources, both pre-recorded and recorded. (Created By Department - Music (MUS)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** This project is critiqued by the class in week 3 of every quarter. **Assessment Method Type:** Observation/Critique **Target for Success:** A 90% completion rate for the class.		
Department - Music (MUS) - MUS 81B - SOUND DESIGN FOR FILM & VIDEO - 2 - Qualities of Sound - A successful student will describe and discuss the aesthetic qualities of sound and music as it relates to the content of video. (Created By Department - Music (MUS)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** Each week, a different film soundtrack is presented, and each student is required to contribute to the discussion in the online classroom. **Assessment Method Type:** Discussion/Participation **Target for Success:** a 90% participation rate for the class.		
Department - Music (MUS) - MUS 81C - MIXING & MASTERING WITH PRO TOOLS - 1 - Mixing Styles - A successful student will explain the mixing styles of the recording	**Assessment Method:** Students will review and analyze collections of professional multitrack audio recordings and provide written and verbal analysis.	11/30/2014 - 86% of enrolled students successfully identified and explained complex music production techniques in professional multitrack audio recordings.	11/30/2014 - This assessment could be improved by allocating more class time for student presentations

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
industry in the 20th century. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method Type:** Case Study/Analysis **Target for Success:** Successful students will be able to identify and clearly explain specific parameters in a completed musical production.	**Result:** Target Met **Year This Assessment Occurred:** 2013-2014	and group discussions. The very nature of complex music production techniques in professional multitrack audio recordings requires significant time to adequately analyze and critique.
Department - Music (MUS) - MUS 81C - MIXING & MASTERING WITH PRO TOOLS - 2 - Stereo Mix - A successful student will create a stereo mix from a multitrack master. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** Hands on demonstration. **Assessment Method Type:** Class/Lab Project **Target for Success:** Successful students will be able create a stereo mix from a collection of audio file provided by the instructor. This will require technical analysis and creative problem solving by the student to deliver a completed production.	11/30/2014 - 86% of enrolled students delivered a a finished mix based on the audio we provided demonstrating an understanding of audio analysis techniques and professional recording studio operations. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	11/30/2014 - This assessment could be improved by encouraging students to work together in groups so they can observe each other's creative process and collaborate in technical problem solving.
Department - Music (MUS) - MUS 81D - PRO TOOLS & PLUG-INS I - 1 - Plug-Ins - A successful student will apply AAX plug ins directly to a track in a multitrack recording. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** Finished productions delivered as MP3 files to the class website online showcase with written explanations describing instruments or effects applied to the track through the AAX plug-ins. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of enrolled students will successfully create a finished production that applies AAX plug-ins into at least one track on a multitrack recording.	11/30/2014 - 78% of enrolled students successfully delivered MP3 files demonstrating a practical understanding of AAX audio signal processing plug-ins. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014	11/30/2014 - This assessment method is well implemented and successful for students that actually participate in class. We need to address the attrition factor as many students, especially the online students, stop participating. Methods to do this might include contacting the missing students directly via email and telephone and offering more one-on-one support to help them understand and successfully complete their assignments.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Music (MUS) - MUS 81D - PRO TOOLS & PLUG-INS I - 2 - Equalization and Compression - A successful student will explain equalization and compression techniques as standardized in the modern recording industry. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** A quiz containing the basic terminology and techniques involved in equalization and compression. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of students will receive a passing grade on the quiz.	11/30/2014 - 88% were able to successfully identify and evaluate equalization and compression techniques on individual audio file waveforms and composite summations of analog and digital program material. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	11/30/2014 - This assessment can be improved by expanding and enhancing the quizzes to include a wider variety of audio files for students to evaluate.
Department - Music (MUS) - MUS 81E - PRO TOOLS & PLUG INS II - 1 - Plug-Ins - A successful student will modify plug-ins configurations utilizing internal bus paths and aux tracks in a multitrack recording. (Created By Department - Music (MUS)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** Finished productions delivered as MP3 files to the class website online showcase with written explanations describing the internal bus paths, aux tracks and submixes in a multitrack recording. **Assessment Method Type:** Class/Lab Project **Target for Success:** 90% of enrolled students will successfully create a finished production containing several different internal bus pathes (e.g. a drum submix, effects processing and aux track routing).	11/30/2014 - This course was not offered during the reporting period. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Music (MUS) - MUS 81E - PRO TOOLS & PLUG INS II - 2 - Pitch Intonation - A successful student will correct pitch intonation discrepancies on mono and polyphonic material. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** Finished productions delivered as MP3 files to the class website online showcase with written explanations describing the pitch changes made to the source material. **Target for Success:** 90% of enrolled students will successfully create a finished production which modifies an existing source (either original or otherwise) and fixes or changes to the pitch or intonation of the source.	11/30/2014 - This course was not offered during the reporting period. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Music (MUS) - MUS 82A - PRO TOOLS 101: INTRODUCTION TO PRO TOOLS - 1 - Spectrum - A successful student will analyze the dynamic spectrum of a multi-track recording. (Created By Department - Music (MUS)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** Students will listen to and visually inspect audio program material demonstrating wide spectrum stereophonic frequency response curves delivered as ZIP file downloads in the class website. **Assessment Method Type:** Class/Lab Project **Target for Success:** Target for Success - 90% of enrolled students will successfully analyze and describe the unique sonic characteristics of various audio examples.		
Department - Music (MUS) - MUS 82A - PRO TOOLS 101: INTRODUCTION TO PRO TOOLS - 2 - Midi Keyboard - A successful student will operate a midi keyboard within the Pro Tools environment. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** Finished productions delivered as MP3 files to the class website online showcase with written explanations describing the technical configurations used. **Assessment Method Type:** Class/Lab Project **Target for Success:** Target for Success - 90% of enrolled students will successfully delivered functional MP3 files demonstrating comprehensive understanding and technical proficiency of MIDI operations as applied to Avid Pro Tools digital audio workstations.		
Department - Music (MUS) - MUS 82B - PRO TOOLS 110: PRO TOOLS PRODUCTION I - 1 - Operate - A successful student will operate Pro Tools hardware and software in an audio production environment according to Avid Certification Training standards. (Created By Department - Music (MUS))	**Assessment Method:** Comprehensive series of quizzes and final exams designed to cover all lesson modules and textbook chapters. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 90% of enrolled students will successfully		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Assessment Cycles: End of Academic Year **Course-Level SLO Status:** Active	pass the quizzes and exams with a score of at least 80%.		
Department - Music (MUS) - MUS 82B - PRO TOOLS 110: PRO TOOLS PRODUCTION I - 2 - File System - A successful student will explain the Pro Tools file system. (Created By Department - Music (MUS)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** Exercise drills and practical projects requiring a satisfactory understanding of Pro Tools file management and naming schemes. **Assessment Method Type:** Class/Lab Project **Target for Success:** 90% of enrolled students will successfully complete and deliver properly formatted Pro Tools session directories.		
Department - Music (MUS) - MUS 82C - PRO TOOLS 201: PRO TOOLS PRODUCTION II - 1 - Workstations - A successful student will configure Pro Tools HD workstations, customizing session requirements. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** Practical exercises and assignments requiring the configuration of Pro Tools HD workstations. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will submit a completed Pro Tools session, correctly formatted with specific sample rate and bit resolutions.	11/30/2014 - 82% of enrolled students were able to successfully configure complex Pro Tools session hardware and software parameters. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	11/30/2014 - This assessment could be improved by creating more testing material that challenges students to work under circumstances found in the professional workforce including task completion times required for success in the media content creation industry.
Department - Music (MUS) - MUS 82C - PRO TOOLS 201: PRO TOOLS PRODUCTION II - 2 - Automation - A successful student will write automation in any mode, automate plug-ins and suspend automation. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will submit a completed Pro Tools session with automation that has either been added or changed from the original session as well as a written description of the types of changes and automation that they used. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will be able to demonstrate	11/30/2014 - 84% of enrolled students were able to successfully write automation data and manipulate automation parameters. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	11/30/2014 - This assessment could be improved by requiring students to use physical control surfaces in addition to the software interfaces that only require a mouse or trackpad. By adding a simple realtime hands-on quiz, we can ensure students are grasping the full range of automation techniques

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	the ability to create and manipulate the basic automation modes used in Pro Tools digital audio workstations.		currently used in the professional workforce.
Department - Music (MUS) - MUS 82D - PRO TOOLS 210M: MUSIC PRODUCTION TECHNIQUES - 1 - Editing - A successful student will demonstrate professional digital audio editing techniques. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** Practical exercises and assignments requiring the application of digital audio editing techniques. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will be able to successfully edit audio program material under fixed time constraints.	11/30/2014 - 84% of enrolled students were able to successfully complete advanced digital audio editing exercises and practical hands-on exams. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	11/30/2014 - This assessment could be improved by creating more challenging exam projects that simulate the advanced demands encountered in professional media creation production facilities, thus helping to better prepare our students to successfully enter the workforce.
Department - Music (MUS) - MUS 82D - PRO TOOLS 210M: MUSIC PRODUCTION TECHNIQUES - 2 - Synchronization - A successful student will apply synchronization concepts to external analog and digital equipment. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** Practical exercises and assignments requiring the application of digital audio synchronization techniques. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% will successfully synchronize two or more external media transports and achieve phase-locked digital accuracy.	11/30/2014 - 82% of enrolled students were able to successfully synchronize digital audio to some type of external media transport device. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	11/30/2014 - This assessment could be improved by presenting students with a greater variety of hardware devices to practice synchronization techniques. This would require updating our studio and lab equipment to offer additional configurations for students to explore.
Department - Music (MUS) - MUS 82E - PRO TOOLS 210P: POST PRODUCTION TECHNIQUES - 1 - Edit ADR - A successful student will be able record and edit Automatic Dialog Replacement (ADR) using Pro Tools in a professional studio setting. (Created By Department - Music (MUS))	**Assessment Method:** Digital video files delivered to the class website, or posted on YouTube, demonstrating replaced dialog properly synchronized to the motion picture images. **Assessment Method Type:** Class/Lab Project **Target for Success:**	11/30/2014 - 78% of enrolled students were able to successfully demonstrate various Automatic Dialog Replacement with Pro Tools locked to digital video. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014	11/30/2014 - This assessment method is well implemented and successful for students that actually participate in class. We need to address the attrition factor as many students, especially the online students, stop participating. Methods to do this might include

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Assessment Cycles: End of Academic Year **Course-Level SLO Status:** Active	80% of enrolled students will successfully deploy ADR techniques and workflows.		contacting the missing students directly via email and telephone and offering more one-on-one support to help them understand and successfully complete their assignments.
Department - Music (MUS) - MUS 82E - PRO TOOLS 210P: POST PRODUCTION TECHNIQUES - 2 - Mix Audio - A successful student will be able mix a variety of audio elements including music, dialog, sound effects and ambient atmospheric environments while synchronized to digital video. (Created By Department - Music (MUS)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** Digital video files delivered to the class website, or posted on YouTube, demonstrating proper balance, amplitude and equalization specifications according to industry broadcast standards. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of enrolled students will successfully complete a final audio production mix for a feature film excerpt.	11/30/2014 - 80% of students that completed this course successfully delivered fully mastered, professional quality audio video productions suitable for web video delivery. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	11/30/2014 - This assessment could be improved by increasing the number of finished files students are required to deliver. Instead of a single capstone final project, students would benefit by submitting a collection of smaller projects to help reinforce the techniques and workflows presented in the class material.
Department - Music (MUS) - MUS 82F - PRO TOOLS AND GAME AUDIO - 1 - Workflow - A successful student will demonstrate understanding of game audio workflows. (Created By Department - Music (MUS)) **Assessment Cycles:** End of Academic Year	**Assessment Method:** Finished productions delivered as MP3 files to the class website online showcase with written explanations describing the techniques utilized in each step. **Assessment Method Type:** Class/Lab Project **Target for Success:** 90% of enrolled will successfully design and implement all the required components to complete a video game audio soundtrack.		
Department - Music (MUS) - MUS 82F - PRO TOOLS AND GAME AUDIO - 2 -	**Assessment Method:** MP3 audio files delivered to the class		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Production - A successful student will be able to record, edit, mix and master sound elements for video games. (Created By Department - Music (MUS)) **Assessment Cycles:** End of Academic Year	website online showcase demonstrating proper amplitude levels and tonal qualities for spoken work production. **Assessment Method Type:** Class/Lab Project **Target for Success:** 90% of enrolled will successfully record, edit, mix and master voice over talent performances adequate for current video game audio industry standards.		
Department - Music (MUS) - MUS 82G - PRO TOOLS 310M: ADVANCED MUSIC PRODUCTION TECHNIQUES - Configure and Troubleshoot - A successful student will be able to configure and troubleshoot Pro Tools systems. (Created By Department - Music (MUS)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** Hands-on practical exam where students are presented with various technical problems often encountered in audio production facilities. **Assessment Method Type:** Pre/Post Test **Target for Success:** 90% of enrolled students will successfully isolate all technical problems and present effective solutions to restore Pro Tools systems to optimum functionality.	11/30/2014 - This course was not offered during the reporting period. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Music (MUS) - MUS 82G - PRO TOOLS 310M: ADVANCED MUSIC PRODUCTION TECHNIQUES - Record and import audio - A successful student will be able record and import audio utilizing a variety of workflows and techniques. (Created By Department - Music (MUS)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** Students will deliver functional Pro Tools session file databases including all imported media linked to the session data. **Assessment Method Type:** Class/Lab Project **Target for Success:** 90% of enrolled students will successfully import any file type specification into a Pro Tools session file database.	11/30/2014 - This course was not offered during the reporting period. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Music (MUS) - MUS 83A - INTRO TO MUSIC THERAPY - Historical Origins - A successful student will be able to	**Assessment Method:** Module level quizzes designed to assess how well students understand key historical	11/30/2014 - The class average for all quizzes, exams and written assignments was 81%. **Result:**	11/30/2014 - This assessment could be improved by incorporating more group presentations, discussions

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demonstrate an understanding of the historical origins and core tenets of the music therapy profession. (Created By Department - Music (MUS)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	contributions that have influenced the development and evolution of music therapy treatment modalities. Target for Success - **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 90% of all of enrolled students will achieve 80% or more total points for all exams.	Target Met **Year This Assessment Occurred:** 2013-2014	and realtime interaction with students.
Department - Music (MUS) - MUS 83A - INTRO TO MUSIC THERAPY - Elements of Music - A successful student will be able to understand the elements of music and as applied to music therapy. (Created By Department - Music (MUS)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** Original music composition, performance or analysis demonstrating an understanding of the relationship of musical parameters as they are applied in music therapy treatment protocols. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of all of enrolled students will successfully deliver a final project or presentation demonstrating comprehensive understanding key music therapy principles.	11/30/2014 - 84% of all of enrolled students successfully completed and presented a final project demonstrating a comprehensive understanding of key principles covered in this class. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	11/30/2014 - This assessment method is well implemented and successful. To improve this assessment method, we will encourage students to deliver their presentations in multimedia formats including slide shows and web video. This will be more engaging than purely written submissions.
Department - Music (MUS) - MUS 85A - MUSIC & MEDIA: EDISON TO HENDRIX - 1 - History - A successful student will describe and discuss the history of Popular Music since the introduction of recording to 1964. (Created By Department - Music (MUS)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** Exams with written essay questions are given on a weekly basis, including a midterm and final. **Assessment Method Type:** Exam - Course Test/Quiz		
Department - Music (MUS) - MUS 85A - MUSIC & MEDIA: EDISON TO HENDRIX - 2 - Musical Styles - A successful student will identify popular musical styles from the	**Assessment Method:** Exams with audio listening examples are given on a weekly basis, including a midterm and final.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
1920's through the 1960's. (Created By Department - Music (MUS)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method Type:** Exam - Course Test/Quiz		
Department - Music (MUS) - MUS 86 - INTRODUCTION TO DIGITAL SOUND, VIDEO & ANIMATION - 1 - Software - A successful student will demonstrate a working knowledge of digital media computer software. (Created By Department - Music (MUS)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** Weekly assignments using various software applications are required for this course. **Assessment Method Type:** Class/Lab Project		
Department - Music (MUS) - MUS 8H - HONORS MUSIC OF MULTICULTURAL AMERICA - 1 - Understanding Historical Experience of Five Constituent Groups - A successful student will identify the key elements that shaped the historical context and assimilation experience of five broad constituent groups: Native Americans, European Americans, African Americans, Chicano/Latino Americans, and Asian Americans. (Created By Department - Music (MUS)) **Course-Level SLO Status:** Active	**Assessment Method:** Pre/Post "Surveys" consisting of two parts: objective and self-assessment. **Assessment Method Type:** Pre/Post Test **Target for Success:** Average increase of 10 points per student between pre- and post-test.	06/16/2014 - Students provided considerable qualitative feedback on a variety of questions related to the outcomes, as well as the following specific self-assessment. We will be modifying the TracDat information to reflect these new outcomes and assessment method for 2014-15: How would you rate your achievement of Student Learning Outcome 1: Foundational Knowledge? By the end of this course, a successful learner will have acquired detailed knowledge regarding the structural characteristics, stylistic categories, key musicians, and historical context of a variety of American music genres. Excellent 31% (14) Good 55% (25) Poor 2% (1) Unacceptable 0% (0)	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		No answer given: 11% (5) Question 5 of 10 45 answers How would you rate your achievement of Student Learning Outcome 2: Application? By the end of this course, a successful learner will be able to distinguish between American music genres by applying knowledge of structural characteristics, stylistic traits, and performance attributes. Excellent 51% (23) Good 37% (17) Poor 0% (0) Unacceptable 0% (0) No answer given: 11% (5) Question 6 of 10 45 answers How would you rate your achievement of Student Learning Outcome 3: Human Dimension? By the end of this course, a successful learner will be able to discuss, with insight and understanding, the multicultural context and the social and personal implications of American music genres. Excellent 51% (23) Good 37% (17) Poor 0% (0) Unacceptable 0% (0) No answer given: 11% (5) Question 7 of 10 45 answers How would you rate your achievement of Student Learning Outcome 4: Metacognition? By the end of this course, a successful learner will have demonstrated self-managed learning in a Travel Journal in which they reflect upon, evaluate, and describe their own learning process.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Excellent 40% (18)	
		Good 46% (21)	
		Poor 2% (1)	
		Unacceptable 0% (0) No answer given: 11% (5)	
		Result: Target Met **Year This Assessment Occurred:** 2013-2014	
	Assessment Method: Module Level - 17 quizzes designed to assess how well students can identify correctly answers to questions on foundational knowledge (definitions, facts, principles, and ideas) and apply knowledge to listening examples. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 70% of students will achieve a passing score (70/100)		
Department - Music (MUS) - MUS 8H - HONORS MUSIC OF MULTICULTURAL AMERICA - 2 - Identifying American Music Genres as Reflection of Historical Context - Identify how various American music genres (e.g., spirituals, Urban Folk Revival, gospel, blues, jazz, Cajun, zydeco, Tejano, Salsa, hip-hop, rap, rock n' roll, and so forth) reflect the ?root? music traditions of the constituent group and the historical context in which the genre developed. (Created By Department - Music (MUS)) **Course-Level SLO Status:**	**Assessment Method:** Pre/Post "Surveys" consisting of two parts: objective and self-assessment. **Assessment Method Type:** Pre/Post Test **Target for Success:** Average increase of 10 points per student between pre- and post-test.	06/16/2014 - Students provided considerable qualitative feedback on a variety of questions related to the outcomes, as well as the following specific self-assessment. We will be modifying the TracDat information to reflect these new outcomes and assessment method for 2014-15: How would you rate your achievement of Student Learning Outcome 1: Foundational Knowledge? By the end of this course, a successful learner will have acquired detailed knowledge regarding the structural characteristics, stylistic categories, key musicians, and historical context of a variety of American music genres.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active		Excellent 31% (14) Good 55% (25) Poor 2% (1) Unacceptable 0% (0) No answer given: 11% (5) Question 5 of 10 45 answers How would you rate your achievement of Student Learning Outcome 2: Application? By the end of this course, a successful learner will be able to distinguish between American music genres by applying knowledge of structural characteristics, stylistic traits, and performance attributes. Excellent 51% (23) Good 37% (17) Poor 0% (0) Unacceptable 0% (0) No answer given: 11% (5) Question 6 of 10 45 answers How would you rate your achievement of Student Learning Outcome 3: Human Dimension? By the end of this course, a successful learner will be able to discuss, with insight and understanding, the multicultural context and the social and personal implications of American music genres. Excellent 51% (23) Good 37% (17) Poor 0% (0) Unacceptable 0% (0) No answer given: 11% (5)	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Question 7 of 10 45 answers How would you rate your achievement of Student Learning Outcome 4: Metacognition? By the end of this course, a successful learner will have demonstrated self-managed learning in a Travel Journal in which they reflect upon, evaluate, and describe their own learning process. Excellent 40% (18) Good 46% (21) Poor 2% (1) Unacceptable 0% (0) No answer given: 11% (5) **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Music (MUS) - MUS 9A - MUSIC & MEDIA: EDISON TO HENDRIX - Aural Identification - 70% of students will be able to correctly identify aural examples contained in the class modules at the final exam. (Created By Department - Music (MUS))	**Assessment Method:** Multiple choice exam questions containing aural examples. **Assessment Method Type:** Exam - Standardized **Target for Success:** 70%	04/21/2014 - 75% of the students were able to identify aural examples from the class modules on the midterm and final exams. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Assessment Cycles: End of Academic Year **Start Date:** 09/24/2012 **End Date:** 09/23/2013 **Course-Level SLO Status:** Active			
Department - Music (MUS) - MUS 9A - MUSIC & MEDIA: EDISON TO HENDRIX - Written analysis by era. - 70% of students	**Assessment Method:** Short essay. **Assessment Method Type:**	04/21/2014 - 75% of the students were able to correctly name the eras of pre-1970 jazz on the final exam.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
will be able to correctly name the eras of pre-1970 jazz by date at the final exam. (Created By Department - Music (MUS)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/24/2012 **End Date:** 09/30/2013 **Course-Level SLO Status:** Active	Exam - Standardized **Target for Success:** 70%	**Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Music (MUS) - MUS 9B - MUSIC & MEDIA: HENDRIX TO HIP-HOP - Aural Indentification - 70% of students will be able to correctly identify aural examples from the class modules at the final exam. (Created By Department - Music (MUS)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/24/2012 **End Date:** 09/23/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Multiple choice aural examples at the final exam. **Assessment Method Type:** Exam - Standardized **Target for Success:** 70%		
Department - Music (MUS) - MUS 9B - MUSIC & MEDIA: HENDRIX TO HIP-HOP - Genre identification - 70% of students will be able to correctly identify genres from the era studied at the final exam. (Created By Department - Music (MUS)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/24/2012 **End Date:** 09/30/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Multiple choice aural examples at the final exam. **Assessment Method Type:** Exam - Standardized **Target for Success:** 70%		