

**BASIC PROGRAM INFORMATION**

*Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about resource allocations. With that in mind, please answer the following questions.*

**Department Name:**

**Division Name:**

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

Name	Department	Position
Robert Hartwell	Music History	Tenured faculty
Milissa Carey	Music/Theater	Tenured faculty
Paul Davies	Music History/Theory	Tenured faculty
Elizabeth Barkley	Music History	Tenured faculty

**Number of Full Time Faculty:**

**Number of Part Time Faculty:**

**Please list all existing Classified positions:** Example: Administrative Assistant /

**List all programs covered by this review and indicate the program type:**

General Degree in Music  Certificate  AA / AS  AD-T  Pathway

**SECTION 1: PROGRAM DATA & ENROLLMENT**

**1A. Transcriptable Program Data:** Data will be posted on Institutional Research's [website](#) 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 Program	2012-2013	2013-2014	2014-2015
Music: General	11	4	4

**1B. Non-Transcriptable Program Data:** 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	2012-2013	2013-2014	2014-2015
Certificate in Music History and Literature	3	4	10

Please provide the rationale for offering a non-transcriptable program and share the most recent program completion data available.

The Certificate of Achievement in Music History and Literature is consonant with the College's core values of academic rigor and cultural/global awareness, and aligns with Foothill's mission of career preparation and enhancement.

Each academic year, several students complete the sequence of Music History & Literature courses. Completing these courses will assist students transferring to 4-year music programs by providing them with the foundational knowledge of music history and style identified by the National Association of Schools of Music. This certificate will also help students contemplating music careers by exposing them

to multiple musical styles. Finally, documentation of their knowledge of music history and literature may support their eligibility for professional organizations (e.g., Music Teachers Association).

**1C. Department Level Data:**

	2012-2013	2013-2014	2014-2015
<b>Enrollment</b>	5463	5363	5009
<b>Productivity</b>	568	580	597
<b>Course Success</b>	75%	76%	78%
<b>Full-Time Load (FTEF)</b>	5.6	5.4	5.0
<b>Part-Time Load (FTEF)</b>	6.9	7.0	7.1

**1D. Enrollment Trend:**

Program Enrollment (Over Past 3 Years):  Increase  Steady/No Change  Decrease

**1E. Course Success Trends:** Please describe course success trends for the following student groups and compare the program-level data with the college-level data.

	Program-Level Trend			College-Level Comparison		
	Increase	Steady/No Change	Decrease	Above	At Level	Below
African American	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Asian	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Filipino	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Latino/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Native American	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pacific Islander	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
White	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Decline to State	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**1F. Course Success Demographics:** Please compare the program-level course success rate data for the following student groups with the college-level data.

Male:  Above Level  At Level  Below Level

Female:  Above Level  At Level  Below Level

<25 Years Old:  Above Level  At Level  Below Level

>25 Years Old:  Above Level  At Level  Below Level

**1G. Equity:** One of the goals of the College's Student Equity plan is to close the performance gap for disproportionately impacted students, including African-American, Hispanic/Latino, and Filipinos/Pacific Islanders. If the course success rates for these students (or other groups not listed above, such as foster youth, veterans, and students with disabilities) is below that of the College, what is your program doing to address this?

While 2014-15 saw a 2% increase in success rate among targeted minorities, there is still considerable room for improvement (e.g., success rate among African American students is an unacceptably low 57%). Consonant with the EMP, the Music Department will:

--Continue to develop great multicultural content throughout our curricula.

--Pursue greater avenues of connection between students and faculty.

--Create a climate where students understand that their efforts will yield rewards.

--Build "early warning" and second chance opportunities into our instructional design.

--Wherever possible, encourage at risk students to engage in campus activities.

--Move toward assessment strategies that are educative rather than audit-oriented.

**1H. Course Enrollment:** If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your program is addressing this.

The music department continues to be robust, and remains among the College's most productive. Despite College-wide declining enrollment, the department showed an increase of 2.4% in FTES, 2.4% in WSCH, and 2.9% in productivity. A few classes not regularly offered have been deactivated.

**1I. Productivity:** Although the college productivity goal is **535**, there are many factors that affect productivity (i.e. seat count / facilities / accreditation restrictions).

Program Productivity Trend:  Increase  Steady/No Change  Decrease

Program Productivity (Compared to College):  Above Goal  At Goal  Below Goal

Please discuss what factors may be affecting your program's productivity.

Several factors account for the department's increased productivity. Those factors include:

- Greater multicultural content across the curriculum.
- Up to date course offerings.
- Increased use of digital textbooks.
- Larger class size where appropriate.
- Increased online offerings.

If your program's productivity is below that of the College, please discuss your program objectives aimed at addressing this.

N/A

## SECTION 2: COURSE COMPLETION & PROGRAM IMPROVEMENT

**2A. Institutional Standard:** This represents the lowest course completion (success) rate deemed acceptable by the College's accrediting body (ACCJC). The institutional standard is **55%**.

Program Level Course Completion:  Above Standard  At Standard  Below Standard

Targeted Student Course Completion:  Above Standard  At Standard  Below Standard

Online Student Course Completion:  Above Standard  At Standard  Below Standard

In-Person/Hybrid Course Completion:  Above Standard  At Standard  Below Standard

**2B. Institutional Effectiveness (IEPI) Goal:** This represents an aspirational goal for course completion (success) rates; all programs should strive to reach/surpass this goal. The IEPI goal is **71%**.

Program Level Course Completion:  Above Goal  At Goal  Below Goal

Targeted Student Course Completion:  Above Goal  At Goal  Below Goal

Online Student Course Completion:  Above Goal  At Goal  Below Goal

In-Person/Hybrid Course Completion:  Above Goal  At Goal  Below Goal

Please comment on your program's efforts to continually improve course completion (success) rates, especially for students with basic skills needs.

Our departmental efforts to improve success rates for students needing basic skills include:

- Alerting students to College support services early in the term.

- Infusing course content with materials representing diverse cultural backgrounds.
- Creating a climate where students understand that their efforts will yield rewards.
- Building early warning/second chance opportunities into our instructional design.
- Wherever possible employ collaborative/active learning activities.

If your program's course completion (success) rates are below the institutional standard (see above), please discuss your program objectives aimed at addressing this.

N/A

**2C. Faculty Discussion:** Does meaningful dialogue currently take place in shaping, evaluating, and assessing your program's Student Learning Outcomes (SLOs)?  Yes  No

Does meaningful dialogue currently take place around equity and course success rates?  Yes  No

If yes, in what venues do these discussions take place? (Check all that apply)

Department Meetings  Opening Day  Online Discussions  Other:

If no, please discuss what is missing and/or the obstacles to ensuring meaningful dialogue takes place.

**2D. Course-Level:** How has assessment and reflection of course-level Student Learning Outcomes (CL-SLOs) and course completion data led to course-level changes?

As noted above in 2B, we have increased our efforts to employ collaborative/active learning pedagogies. For example, in the music appreciation and history/literature courses, we are crafting discussion prompts and implementing small group discussion strategies aimed to encourage greater student engagement and participation. It is hoped that these course-level changes will improve course completion data especially for students of Asian background, who often resist speaking in class either because of language difficulties and/or being accustomed to the more passive pedagogies of their own countries' educational system.

If your program's CL-SLOs are not being met, please indicate your program objectives aimed at addressing this.

For many years, the main objective in Music Theory has been to increase enrollment in the first year theory sequence (Music 3A, B, and C) so that the Music Department may once again offer a two-year theory program. To help increase enrollment, we created both online and face to face versions of all three theory classes. We are now working on re-activating the second year theory sequence (Music 4A, B, and C) and hope that by doing so, we will be able to offer a general ADT in music .

**2E. Program-Level:** How has assessment and reflection of program-level Student Learning Outcomes (PL-SLOs) led to certificate/degree program changes and/or improvements?

What is being done at the program-level to assist students in achieving degree/certificate completion and/or transferring to a four-year institution?

As expressed in 2D above, the Music Department is working to offer courses that will satisfy the ADT requirement. Our first strategy is to offer a two-year music theory program. We are also working on

creating the other course requirements, which include an Applied Music course and music performance ensembles.

If your department has a Workforce/CTE program, please complete Section 2F.  
If your department does not have a Workforce/CTE program, please skip to Section 3.

**2F. Workforce/CTE Programs:** Refer to the program review [website](#) for labor market data.

What is the regional three-year projected occupational growth for your program?

What is being done at the program-level to assist students with job placement and workforce preparedness?

If your program has other program-level outcomes assessments (beyond SLOs and labor market data), discuss how that information has been used to make program changes and/or improvements.

The use of Sibelius Notation software has greatly enhanced the offering of Music Theory courses because students are given tools to notate their own music and hear it played back to them.

### SECTION 3: SUMMARY OF PROGRAM OBJECTIVES & RESOURCE REQUESTS

**3A. Past Program Objectives:** Please list program objectives (not resource requests) from past program reviews and provide an update by checking the appropriate status box.

Instruction of Sibelius Notation Software for Music Theory Students.	Year: 2013	<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Instruction of Sibelius Notation Software for Music Theory Students.	Year: 2014	<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Instruction of Sibelius Notation Software for Music Theory Students.	Year: 2015	<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal

Please comment on any challenges or obstacles with ongoing past objectives.

We requested new computers for Room 1402 (the music theory instruction room) in a previous program review, but were given used computers from the IDEA lab instead. These used computers are unable to operate the current version of Sibelius Music Notation Software. Consequently, the music theory instructor has to move with students from Room 1402 to the IDEA lab for instruction on Sibelius, which is cumbersome and inefficient.

Please provide rationale behind any objectives that are no longer a priority for the program.

Program Objective	Implementation Timeline	Progress Measures
Example: Offer 2 New Courses to Meet Demand	Winter 2016 Term	Course Enrollment
Help increase enrollment in piano classes.	Winter/Spring 2016 Terms	Course enrollment

(Many of the electronic pianos in room 1402 are not working properly because of age and wear. Some are not functional at all).		
Increase student participation in class discussion, particularly with international students, in Music 1.	Spring, Fall 2016	Creation of group activities that relate Western music to diverse Asian musical cultures.
Re-activate the Music 4 series with a view to offering a fully integrated 2 year theory program and fulfilling the requirements for an ADT degree.	Our Dean has told us that this is a very lengthy process that could take up to two years.	Re-activating the Music 4 series (in progress with Mary Vanatta, Winter 2016).

**3C. EMP Goals.** Please refer to the Educational Master Planning (EMP) [website](#) for more information.

Indicate which EMP goals are supported by your program objectives (Check all that apply).

Create a culture of equity that promotes student success, particularly for underserved students.

Strengthen a sense of community and commitment to the College's mission; expand participation from all constituencies in shared governance.

Recognize and support a campus culture that values ongoing improvement and stewardship of resources.

**3D. Resource Requests:** Using the table below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee (OPC) [website](#) for current guiding principles, rubrics and resource allocation information. Be sure to mention the resource request in your narrative above when discussing your program so the request can be fully vetted.

Resource Request	\$	Program Objective (Section 3B)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
24 Kawai CN25 Digital Pianos	@ \$1500/each = \$39,150 (incl. tax)	Help increase enrollment for Music 12 A-D (class piano)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**3E. Unbudgeted Reassigned Time:** Please list and provide rationale for requested reassigned time.

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**3F.** Please review the resource requests that were granted over the last three years and provide evidence that the resource allocations supported your objectives and led to student success.

As described in 3A above, we requested new computers for Room 1402 (the music theory instruction room) in a previous program review, but were given used computers from the IDEA lab instead. These used computers are unable to operate the current version of Sibelius Music Notation Software. Consequently, the music theory instructor has to move with students from Room 1402 to the IDEA lab for instruction on Sibelius, which is cumbersome and inefficient.

**SECTION 4: PROGRAM SUMMARY**

**4A. Prior Feedback:** Address the concerns or recommendations made in prior program review cycles, including any feedback from the Dean/VP, Program Review Committee (PRC), etc.

Concern/Recommendation	Comments

**4B. Summary:** What else would you like to highlight about your program (e.g. innovative initiatives, collaborations, community service/outreach projects, etc.)?

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**SECTION 5: LEARNING OUTCOMES ASSESSMENT SUMMARY**

**5A. Attach 2014-2015 Course-Level Outcomes:** Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

**5B. Attach 2014-2015 Program-Level Outcomes:** Four Column Report for PL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

**SECTION 6: FEEDBACK AND FOLLOW-UP**

This section is for the Dean/Supervising Administrator to provide feedback.

**6A. Strengths and successes of the program as evidenced by the data and analysis:**

The music department is very successful by any measure. It is a very unique approach to music education, and I have noted several colleges statewide that have copied one or more aspects of the program. In my opinion, the music departments approach to music history and world music is very notable. Enrollment continues to be robust in all courses, but I also feel that it has “topped out” and we are now in a maintenance phase, rather than one of sustained growth. The curriculum is excellent, very well maintained and balanced. The faculty are very dedicated to outstanding classroom instruction and program innovation, the facilities are excellent, and taken as a whole, the program is very vibrant and is flourishing.

**6B. Areas of concern, if any:**

I am very concerned about the lack of a transfer degree, which threatens our local degree (no transfer degree, no local degree). While the solutions we have explored make perfect sense to me, the states recalcitrance is puzzling. Why, for example, does a music major have to participate in choir, band or orchestra for 6 consecutive quarters? A musicologist, for example, may not play any instrument at all, yet it is one of the most popular B.A., M.A., and Ph.D programs around the music education world.

If we were to lose our local degree, all of the music courses would have to be moved to support courses under Music Technology, which is do-able, but is a poor solution at best. Hopefully we can solve this issue in the coming year.

**6C. Recommendations for improvement:**

As stated above, our main goal should be to address and resolve the transfer degree issue.

**6D. Recommended Next Steps:**

- Proceed as Planned on Program Review Schedule
- Further Review / Out-of-Cycle In-Depth Review

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

**6E. Strengths and successes of the program as evidenced by the data and analysis:**

The Music Program at Foothill College has been a strength for the college for many years and has offered students outstanding opportunities for high-quality transfer and workforce preparation. The program faculty are dedicated, the curriculum is innovative and changes to meet the needs of the students, and enrollment over the last three years has been stable and or growing. The department productivity is also very strong which helps the division support lower-productive areas. The program serves many different student populations and has developed a huge and highly successful music technology program over the years, which is constantly changing to meet the demands of industry. The music program has also continued to serve transfer students in many different capacities and support areas such as theater.

**6F. Areas of concern, if any:**

The lack of an ADT is a concern and the faculty are encouraged to work with the Dean and the Vice President in finding a solution to the curriculum challenges in offering the ADT.

**6G. Recommendations for improvement:**

Work to find a solution to the ADT curriculum issues and continue to innovate and serve students in the many ways this excellent program does.

**6H. Recommended Next Steps:**

X       Proceed as Planned on Program Review Schedule on Program Review Schedule

Further Review / Out-of-Cycle In-Depth Review

*Upon completion of Section 6, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.*

# Unit Course Assessment Report - Four Column

## 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
<p>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))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/22/2014</p> <p><b>End Date:</b> 06/26/2015</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> Specific summary of historical/political circumstance(s) and a specific tie-in to the musical work in question.</p> <p><b>Assessment Method:</b> 60 points</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> Students give at least two examples of how an historical, sociological, religious, or political event had a direct effect on a piece of music from a specific musical period.</p>		
<p>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))</p> <p><b>Start Date:</b> 09/22/2014</p> <p><b>End Date:</b> 06/26/2015</p>	<p><b>Assessment Method:</b> Students respond to an aural presentation of the diverse instruments of the orchestra.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 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</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active	harp. <b>Assessment Method:</b> 50 points <b>Assessment Method Type:</b> Exam - Course Test/Quiz		
Department - Music (MUS) - MUS 1 - INTRODUCTION TO MUSIC - 3. Distinguishing different musico-historical styles - A successful student will be able to hear differences in the different musical styles in Western music. (Created By Department - Music (MUS)) <b>Start Date:</b> 09/22/2014 <b>End Date:</b> 06/26/2015 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> After finishing a study of Baroque music, I will play two different pieces at the piano. One piece will be from the Baroque Period. The second will be from the next period in music history, the Classical Period. Both pieces will not have been heard in class before. This is the third year I have had students do this assignment and have now added another two pieces, one for the Classical Period and another for Romanticism. After the performance of the two compositions students answer questions as to particulars of each style in a short compare/contrast essay. Another purpose for this assignment is to summarize what was learned about the previous musical style and introduce them to the new one. <b>Assessment Method Type:</b> Discussion/Participation		
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)) <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> 4 part rhythm composition <b>Assessment Method Type:</b> Class/Lab Project <b>Target for Success:</b> Class performance of original composition. 100% participation with 75% receiving full credit for the assignment.		
Department - Music (MUS) - MUS 10 - MUSIC FUNDAMENTALS - 2 - Fundamentals - The successful student will	<b>Assessment Method:</b> In-Class and Textbook Assignments that		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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))	<p>support your understanding of music theory</p> <p>A. SCALES (25 points each) (10%)</p> <ol style="list-style-type: none"> <li>1. MAJOR (pg. 83-85) _____</li> <li>2. NATURAL MINOR (pg. 147-149) _____</li> <li>3. HARMONIC MINOR(pg. 152-154) _____</li> <li>4. MELODIC MINOR (pg. 156-159) _____</li> </ol>		
<b>Course-Level SLO Status:</b> Active	<p>B. CLASS ASSIGNMENTS (TEST SUPPORT!)</p> <ol style="list-style-type: none"> <li>1. Ch. 1: Treble &amp; Bass clef: P.M. 1-1 thru 1-3, p.21 _____</li> <li>2. Ch. 2: Simple Meter: P.M. 2-1 thru 2-2 p. 35 _____</li> <li>3. Ch. 3: Compound Meter: P.M. 3-1, 3-2, 3-3 p. 51 _____</li> <li>4. Ch. 4: Locating Pitches: P.M. 4-1, 4-2, 4-3, 4-4, p. 65-66 _____</li> <li>5. Ch. 4: Octave ID: P.M. 4-5, 4-6, 4-7 p. 67</li> <li>6. Major Key Signatures P.M.. 6-1-6-3 p.97, 98 _____</li> <li>7. Circle of 5ths: (handout) Major_____ minor _____</li> <li>8. Perfect Intervals: P.M. 7-6 p. 113-114 #1-5</li> <li>9. Major Intervals P.M.7-10 p. 116 # 1-3</li> <li>10. Minor Key Signatures P.M.. 8-5 p. 132 # 1-13 _____</li> <li>11. Triads: P.M. 11-1 p.183 # 1-3, &amp; 11-5 p.184/185 #1-3 _____</li> </ol> <p><b>Assessment Method Type:</b>            Case Study/Analysis</p> <p><b>Target for Success:</b>            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.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p><b>Assessment Method:</b> Tests, book assignments, and lab work</p> <p><b>Assessment Method Type:</b> Case Study/Analysis</p> <p><b>Target for Success:</b> 100% participation with 75% of the students scoring above 75%.</p>		
<p>Department - Music (MUS) - MUS 11A - JAZZ &amp; SWING - SLO #2 - Identify major recordings and artists of the period by listening. (Created By Department - Music (MUS))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Listening examples are available in each module, the midterm and final both have audio questions containing examples from the modules selected at random.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 75% of enrolled students will be able to identify the performer(s) in the examples.</p>	<p>04/30/2015 - 80% of the class were able to identify jazz artists from each era based on the audio examples in the modules. Students were also able to identify instruments that were featured in examples and match the artist with their respective instruments.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	
<p>Department - Music (MUS) - MUS 11A - JAZZ &amp; SWING - SLO #1 - Describe and 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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Participate in online discussion through the discussion group feature of ETUDES.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> 90% of enrolled students will actively participate in discussion forums regarding selected historical subjects.</p> <p><b>Assessment Method:</b> Weekly online exams &amp; quizzes related to the weekly modules.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 75% of enrolled students will earn a B or better each week.</p>	<p>04/30/2015 - 80% of the students participated in the class forums and discussions on topics pertaining to the history of jazz over the fall and winter quarters.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p>04/30/2015 - 85% of all students earned a B or better during Fall and Winter quarters on weekly quizzes, the midterm exam and the final. Writing skills on the written essays for each test have improved 100%.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	<p>04/30/2015 - Add discussion topics for each week that will earn the student extra credit points when they participate. Additionally, add topics that discuss the current music trends and how they relate to the development of jazz.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Music (MUS) - MUS 11B - FUNK, FUSION &amp; 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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Participate in online discussion through the discussion group feature of ETUDES.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> 90% of enrolled students will actively participate in discussion forums regarding selected historical subjects.</p>		
<p>Department - Music (MUS) - MUS 11B - FUNK, FUSION &amp; HIP-HOP - Aural Indentification - A successful student will be able to identify major recordings and artists of the period. (Created By Department - Music (MUS))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Listening examples are available in each module, the midterm and final both have audio questions containing examples from the modules selected at random.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 75% of enrolled students will be able to identify the performer(s) in the examples.</p>		
<p>Department - Music (MUS) - MUS 11C - SALSA &amp; LATIN JAZZ - SLO #1 - Describe and discuss the history and development of the afro-caribbean styles that became modern day Salsa and Latin Jazz. (Created By Department - Music (MUS))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Participate in online discussion through the discussion group feature of ETUDES.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> 90% of enrolled students will actively participate in discussion forums regarding selected historical subjects.</p>		
<p>Department - Music (MUS) - MUS 11C - SALSA &amp; LATIN JAZZ - SLO #2 - Identify major recordings and artists of the afro-caribbean style. (Created By Department - Music (MUS))</p> <p><b>Course-Level SLO Status:</b></p>	<p><b>Assessment Method:</b> Listening examples are available in each module, the midterm and final both have audio questions containing examples from the modules selected at random.</p> <p><b>Assessment Method Type:</b></p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	<p>Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 75% of enrolled students will be able to identify the performer(s) in the examples.</p> <p><b>Assessment Method:</b> Several musical examples are embedded in each of the the course quizzes and exams, and the student is asked to select the proper recording/artist from a multiple choice list.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 75% of the enrolled students will be able to identify musical examples by listening.</p>		
Department - Music (MUS) - MUS 11D - HISTORY OF ELECTRONIC MUSIC, 1867-1970 - 1 - Technological Developments - A successful student will be able to describe and discuss the development of electronic musical instruments from 1867 through 1970. (Created By Department - Music (MUS))	<p><b>Assessment Cycles:</b> End of Academic Year</p>		
Department - Music (MUS) - MUS 11D - HISTORY OF ELECTRONIC MUSIC, 1867-1970 - 2 - Aural Identification - A successful student will be able to identify historically significant composers and compositions. (Created By Department - Music (MUS))	<p><b>Assessment Cycles:</b> End of Academic Year</p>		
Department - Music (MUS) - MUS 11E - HISTORY OF ELECTRONIC MUSIC, 1970-PRESENT - 1 - Technological Developments - A successful student will be able to describe and discuss the development of			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
electronic musical instruments from 1970 to the present day. (Created By Department - Music (MUS))			
Department - Music (MUS) - MUS 11E - HISTORY OF ELECTRONIC MUSIC, 1970-PRESENT - 2 - Aural Identification - A successful student will be able to identify historically significant composers and compositions in electronic music genres from 1970 to the present day. (Created By Department - Music (MUS))			
Department - Music (MUS) - MUS 11F - VIDEO GAMES & POPULAR CULTURE - 1 - Reflection of Circumstances - A successful student will be able to explain how video games are a reflection of the historical, sociological, and political circumstances that surround it. (Created By Department - Music (MUS))			<p><b>Assessment Cycles:</b> End of Academic Year</p>
Department - Music (MUS) - MUS 11F - VIDEO GAMES & POPULAR CULTURE - 2 - Identification - A successful student will be able to identify historically significant games and game technologies. (Created By Department - Music (MUS))			<p><b>Assessment Cycles:</b> End of Academic Year</p>
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))	<p><b>Assessment Method:</b> Will demonstrate skills by playing easy songs and piano literature for instructor.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 70% of students will be able to demonstrate</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active	these skills by playing with hands together, accurately, and with good tone.		
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))	<b>Assessment Method:</b> Students will demonstrate skill directly for instructor by reading and transposing simple piano music at sight in a variety of keys. <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> 70% of students will be able to demonstrate this skill.		
<b>Course-Level SLO Status:</b> Active			
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))	<b>Assessment Method:</b>	The student will demonstrate this directly to the instructor.	
	<b>Assessment Method Type:</b>		
	<b>Target for Success:</b>		
	The student will be able to play accurately and with correct rhythm music that requires moderate independence between hands.		
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))	<b>Assessment Method:</b> Students will demonstrate this skill via test. <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> 70% success.		
<b>Assessment Cycles:</b>			
End of Academic Year			
<b>Start Date:</b>			
09/24/2012			
<b>End Date:</b>			
09/30/2013			
<b>Course-Level SLO Status:</b>			
Active			
Department - Music (MUS) - MUS 12C - ADVANCED CLASS PIANO - Repertoire -	<b>Assessment Method:</b>		
	Sight read any piece from a level 3 piano		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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))</p> <p><b>Start Date:</b> 09/15/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>text.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Assessment Method:</b> Playing Exam.</p> <p><b>Assessment Method Type:</b> Exam - Standardized</p> <p><b>Target for Success:</b> Successfully sight read from a level 3 piano text.</p>		
	<p><b>Assessment Method:</b> The student will be able to perform for the instructor and the class advanced beginning piano literature.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> The playing will be accurate and with good tone.</p>		
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Class performance.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 90%</p>		
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will demonstrate their ability to sing using breath support, resonance and articulation.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> The successful presentation of assigned song(s) with a fully supported, resonant</p>	<p>07/15/2015 - 100% of the students made progress at a basic level in singing technique.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>GE/IL-SLO Reflection:</b> Explore the possibility of eliminating sound enhancement (microphones) to enhance</p>	<p>08/28/2012 - Increase pace to move students more quickly into repertoire.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	sound in a variety of musical styles.	student's performance. This will build quicker and stronger breath support and understanding of resonance.	
Department - Music (MUS) - MUS 13A - CLASS VOICE I - 2 - Singing Techniques - The successful student will apply proper singing techniques to public performance. (Created By Department - Music (MUS))  <b>Course-Level SLO Status:</b> Active	<p><b>Assessment Method:</b> Successful completion of final performance reflecting skills and repertoire developed during the quarter.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> Students successfully complete repertoire at a sufficiently high level for advancement into INT Singing.</p>	<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>GE/IL-SLO Reflection:</b> Explore the possibility of eliminating sound enhancement (microphones) to enhance student?s performance. This will build quicker and stronger breath support and understanding of resonance.</p>	<p>08/28/2012 - Explore the possibility of eliminating sound enhancement (microphones) to enhance student?s performance. This will build quicker and stronger breath support and understanding of</p> <hr/>
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))  <b>Course-Level SLO Status:</b> Active	<p><b>Assessment Method:</b> Through class warm-ups and demonstrations, student will demonstrate increased vocal production ability from Class Voice I.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> The various components of singing technique, breath support, resonance, vocal range and clarity in articulation, will be increased beyond Class Voice I.</p>	<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>GE/IL-SLO Reflection:</b> Consider adding a personal reflection Journal with progress on breath, use of resonators, expanded range and communication of text.</p>	<p>08/30/2012 - Consider adding a personal reflection Journal with progress on breath, use of resonators, expanded range and communication of text.</p> <hr/>
Department - Music (MUS) - MUS 13B - CLASS VOICE II - 2 - Singing Techniques - The successful student will apply proper singing techniques to public performance. (Created By Department - Music (MUS))  <b>Course-Level SLO Status:</b>	<p><b>Assessment Method:</b> Successful presentation of songs developed during the quarter.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> Songs will demonstrate a more in depth level</p>	<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>GE/IL-SLO Reflection:</b></p>	<p>08/30/2012 - Consider adding an additional Dress rehearsal to strengthen final performance.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	of vocal skill, including vocal range, musical difficulty and variety styles, from classical to contemporary,	Consider adding an additional Dress rehearsal to strengthen final performance.	
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))  <b>Course-Level SLO Status:</b> Active	<p><b>Assessment Method:</b> Students will be expected to expand their existing technical skills in vocal production through exercises and repertoire studies in class.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> A more challenging level of musical, from both the singing technique required to the musical difficulty will be studied in this course.</p>	<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>GE/IL-SLO Reflection:</b> Consider adding a written requirement to engage critical thinking regarding the music, composer and interpretation of text.</p>	08/30/2012 - Consider adding a personal reflection Journal with progress on breath, use of resonators, expanded range and communication of text.
Department - Music (MUS) - MUS 13C - CLASS VOICE III - 2 - Singing Techniques - The successful student will apply proper singing techniques to public performance. (Created By Department - Music (MUS))  <b>Course-Level SLO Status:</b> Active	<p><b>Assessment Method:</b> Successful performance of all vocal material studied in class.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 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.</p>	<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>GE/IL-SLO Reflection:</b> Consider adding an additional Dress rehearsal to strengthen final performance.</p>	
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))  <b>Course-Level SLO Status:</b> Active	<p><b>Assessment Method:</b> 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.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> An 80% passing percentage each time the</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	course is offered.		
<p>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))</p> <p><b>Start Date:</b> 09/26/2011</p> <p><b>End Date:</b> 06/14/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Individual student performances of classical guitar technique and beginning level literature.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 80% performance success</p>		
<p>Department - Music (MUS) - MUS 14B - 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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Individual student performances of classical guitar technique and intermediate level literature will be performed for the instructor.</p> <p><b>Assessment Method Type:</b> Case Study/Analysis</p>		
<p>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))</p> <p><b>Start Date:</b> 09/26/2011</p> <p><b>End Date:</b> 06/14/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 75% of students will perform at the 100% level</p>		
Department - Music (MUS) - MUS 14C -			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Individual student performances of classical guitar technique with advanced level literature.</p> <p><b>Assessment Method Type:</b> Case Study/Analysis</p> <p><b>Target for Success:</b> 75% performance success for 100% of the pieces played</p>		
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> The advanced student gains controls of these techniques through practice and performance for the instructor.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 75% performance success for 100% of the tests.</p>		
<p>Department - Music (MUS) - MUS 150 - MUSIC LABORATORY - 1 - Refine and Improve - A successful student will refine and improve specific skills being taught in each music course in which the student is currently enrolled, e.g., skills in sightsinging, dictation, and aural recognition of music literature. (Created By Department - Music (MUS))</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Music (MUS) - MUS 150 - MUSIC LABORATORY - 2 - Increased Skills - A successful student will demonstrate increased skills in the subject areas addressed via independent study. (Created By Department - Music (MUS))</p> <p><b>Course-Level SLO Status:</b> Active</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Music (MUS) - MUS 150X - MUSIC LABORATORY - 1 - Refine and Improve - A successful student will refine and improve specific skills being taught in each music course in which the student is currently enrolled, e.g., skills in sightsinging, dictation, and aural recognition of music literature. (Created By Department - Music (MUS))</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Music (MUS) - MUS 150X - MUSIC LABORATORY - 2 - Increased Skills - A successful student will demonstrate increased skills in the subject areas addressed via independent study. (Created By Department - Music (MUS))</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Music (MUS) - MUS 150Y - MUSIC LABORATORY - 1 - Refine and Improve - A successful student will refine and improve specific skills being taught in each music course in which the student is currently enrolled, e.g., skills in sightsinging, dictation, and aural recognition of music literature. (Created By Department - Music (MUS))</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Music (MUS) - MUS 150Y - MUSIC LABORATORY - 2 - Increased Skills - A successful student will demonstrate increased skills in the subject areas addressed via independent study. (Created By Department - Music (MUS))</p> <p><b>Course-Level SLO Status:</b></p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active			
<p>Department - Music (MUS) - MUS 150Z - MUSIC LABORATORY - 1 - Refine and Improve - A successful student will refine and improve specific skills being taught in each music course in which the student is currently enrolled, e.g., skills in sightsinging, dictation, and aural recognition of music literature. (Created By Department - Music (MUS))</p>			
<p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Music (MUS) - MUS 150Z - MUSIC LABORATORY - 2 - Increased Skills - A successful student will demonstrate increased skills in the subject areas addressed via independent study. (Created By Department - Music (MUS))</p>			
<p><b>Course-Level SLO Status:</b> Active</p>			
<p>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))</p>	<p><b>Assessment Method:</b> NAME _____ 15A</p> <p>I. PERFORMANCE REPORT #1 DATE _____ (a selection from the following according to level)</p> <p>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 # _____</p>		
<p><b>Course-Level SLO Status:</b> Active</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>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</p> <p><b>Assessment Method Type:</b>      Case Study/Analysis</p> <p><b>Target for Success:</b>      Perform for the instructor specific pieces according to the performance test guidelines.      100% participation with 75% receiving full credit for the assignment.</p> <p><b>Assessment Method:</b>      Each student performs individually for the instructor, selected scales, technique, and pieces from the literature presented in class.</p> <p><b>Assessment Method Type:</b>      Presentation/Performance</p> <p><b>Target for Success:</b>      100% participation with 75% receiving full credit for the assignment.</p>		
<p>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))</p> <p><b>Course-Level SLO Status:</b>      Active</p>	<p><b>Assessment Method:</b>      MUSIC 15A      FOLK SONG COMPARISON PAPER      SIMILARITIES AND DIFFERENCES      ASSIGNMENT (200 points)</p> <p>1. Select 2 songs that you have played in class and make a copy of each.</p> <p><b>TITLES OF THE 2 SONGS:</b>      1. _____</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>2. _____</p> <p>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.</p> <p>Here are some possible ideas:</p> <ul style="list-style-type: none"> <li>a. The song length</li> <li>b. Instrumental or vocal style</li> <li>c. Accompaniment style (alternating bass, bass runs, movable chords strumming, arpeggio, finger-picking)</li> <li>d. Reading method: tablature, standard notation, or chord symbols</li> <li>e. Key</li> <li>f. Subject matter of the lyrics (conversational, political, philosophical?)</li> <li>g. Poetic devices: rhyme, alliteration, simile, repetition, metaphor, assonance personification, symbolism, onomatopoeia.</li> </ul> <p>BE SURE TO ANALYZE AND WRITE ON THE LYRIC SHEET FOR THIS PART</p> <ul style="list-style-type: none"> <li>h. Form (verse, chorus, bridge?)</li> <li>i. Style</li> <li>j. Melody (stepwise or large intervals?)</li> <li>k. Rhythm</li> <li>l. Chord analysis</li> <li>m. Performance challenges on the guitar and how you solved them</li> <li>n. Something you learned about the guitar from playing this song</li> <li>o. Why you selected these 2 songs</li> </ul> <p>4. This project should have at least 4 pages.</p> <p>Page 1 This form</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>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</p> <p><b>Assessment Method Type:</b>  Essay/Journal  <b>Target for Success:</b>  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.</p> <p><b>Assessment Method:</b>  This assignment is a comparison of two songs, or instrumental pieces, that we have worked on in class.</p> <p><b>Assessment Method Type:</b>  Case Study/Analysis  <b>Target for Success:</b>  100% participation with students scoring above 75%.</p>		
<p>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))</p> <p><b>Course-Level SLO Status:</b>  Active</p>	<p><b>Assessment Method:</b>  NAME _____ 15B</p> <p>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</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>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</p> <p><b>Assessment Method Type:</b>  Case Study/Analysis  <b>Target for Success:</b>  Perform for the instructor specific pieces according to the performance test guidelines.  100% participation with 75% receiving full credit for the assignment.</p> <p><b>Assessment Method:</b>  Each student performs individually for the instructor, selected scales, technique, and pieces from the literature presented in class</p> <p><b>Assessment Method Type:</b>  Case Study/Analysis  <b>Target for Success:</b>  100% participation with 75% receiving full credit for the assignment.</p>		
<p>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))</p>	<p><b>Assessment Method:</b>  MUSIC 15B  FOLK SONG COMPARISON PAPER  SIMILARITIES AND DIFFERENCES  ASSIGNMENT (200 points)</p> <p>1. Select 2 songs that you have played in</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active	<p>class and make a copy of each.</p> <p><b>TITLES OF THE 2 SONGS:</b></p> <p>1. _____</p> <p>2. _____</p> <p>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.</p> <p>Here are some possible ideas:</p> <ul style="list-style-type: none"> <li>a. The song length</li> <li>b. Instrumental or vocal style</li> <li>c. Accompaniment style (alternating bass, bass runs, movable chords strumming, arpeggio, finger-picking)</li> <li>d. Reading method: tablature, standard notation, or chord symbols</li> <li>e. Key</li> <li>f. Subject matter of the lyrics (conversational, political, philosophical?)</li> <li>g. Poetic devices: rhyme, alliteration, simile, repetition, metaphor, assonance personification, symbolism, onomatopoeia.</li> </ul> <p><b>BE SURE TO ANALYZE AND WRITE ON THE LYRIC SHEET FOR THIS PART</b></p> <ul style="list-style-type: none"> <li>h. Form (verse, chorus, bridge?)</li> <li>i. Style (</li> <li>j. Melody (stepwise or large intervals?)</li> <li>k. Rhythm</li> <li>l. Chord analysis</li> <li>m. Performance challenges on the guitar and how you solved them</li> <li>n. Something you learned about the guitar from playing this song</li> <li>o. Why you selected these 2 songs</li> </ul>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>4. This project should have at least 4 pages.</p> <p>Page 1 This form</p> <p>Page 2 Lyric sheet of song #1 (or song notation, if instrumental)</p> <p>Page 3 Lyric sheet of song #2 (or song notation, if instrumental)</p> <p>Page 4 Your written comparison and analysis. Feel free to research your song choices to include historical information</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> 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.</p> <p><b>Assessment Method:</b> Comparison essay</p> <p><b>Assessment Method Type:</b> Case Study/Analysis</p> <p><b>Target for Success:</b> 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.</p> <p>Fall 2010 - Music 15B during the day, had 2 students.</p> <p>Winter 2011 - Music 15B during the day had no students.</p> <p>Spring 2011 - Music 15B during the day was not offered.</p>		
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 -	<p><b>Assessment Method:</b> NAME _____ 15C</p> <p>I. PERFORMANCE REPORT #1 DATE _____ (a selection from the following according to</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Music (MUS))</p> <p><b>Course-Level SLO Status:</b> Active</p> <p>level)</p> <p>Left hand exercise:</p> <p>F minor Pentatonic:</p> <p>Ode to Joy (pg.11)</p> <p>RIGHT HAND / LEFT HAND</p> <p>BASS RUN-</p> <p>CHORDS- D/G/A7</p> <p>A'Soalin: 1st line:</p> <p>STRUMMING- BLUES RIFF-</p> <p>II. PERFORMANCE REPORT #2</p> <p>HAL LEONARD: EXERCISE #_____</p> <p>EXERCISE:</p> <p>RIGHT HAND</p> <p>LEFT HAND</p> <p>CHORDS/TRAVIS PICKING/BLUES RIFF</p> <p>A'SOALIN'</p> <p>Hal Leonard PG. 26 BOOGIE BLUES</p> <p>III. FINAL PERFORMANCE REPORT #3</p> <p>HAL LEONARD:</p> <p>RIGHT HAND</p> <p>LEFT HAND</p> <p>CHORDS</p> <p>A'SOALIN'/SPIKE DRIVER'S</p> <p>BLUES/COVENTRY CAROL</p> <p><b>Assessment Method Type:</b> Case Study/Analysis</p> <p><b>Target for Success:</b> Perform for the instructor specific pieces according to the performance test guidelines. 100% participation with 75% receiving full credit for the assignment.</p> <p><b>Assessment Method:</b> Performance for instructor</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 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</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>during the day had no students. Spring 2011  - Music 15B during the day was not offered. Y  <a href="#">edit</a>   <a href="#">copy</a>   <a href="#">delete</a>  <a href="#">[Close]</a></p> <p>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  <a href="#">edit</a>   <a href="#">copy</a>   <a href="#">delete</a>  <a href="#">[Close]</a></p>		
	<p><b>Assessment Method:</b>  Performance for instructor</p> <p><b>Assessment Method Type:</b>  Presentation/Performance</p> <p><b>Target for Success:</b>  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  <a href="#">edit</a>   <a href="#">copy</a>   <a href="#">delete</a>  <a href="#">[Close]</a></p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> MUSIC 15C FOLK SONG COMPARISON PAPER SIMILARITIES AND DIFFERENCES ASSIGNMENT (200 points)</p>	<p>1. Select 2 songs that you have played in class and make a copy of each. TITLES OF THE 2 SONGS: 1. _____ 2. _____</p> <p>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.</p> <p>Here are some possible ideas:</p> <ul style="list-style-type: none"> <li>a. The song length</li> <li>b. Instrumental or vocal style</li> <li>c. Accompaniment style (alternating bass, bass runs, movable chords strumming, arpeggio, finger-picking)</li> <li>d. Reading method: tablature, standard notation, or chord symbols</li> <li>e. Key</li> <li>f. Subject matter of the lyrics (conversational, political, philosophical?)</li> <li>g. Poetic devices: rhyme, alliteration, simile, repetition, metaphor, assonance, personification, symbolism, onomatopoeia.</li> </ul> <p>BE SURE TO ANALYZE AND WRITE ON THE LYRIC SHEET FOR THIS PART</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>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</p> <p>4. This project should have at least 4 pages.</p> <p><b>Assessment Method Type:</b>  Essay/Journal</p> <p><b>Target for Success:</b>  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.</p> <p><b>Assessment Method:</b>  Comparison paper</p> <p><b>Assessment Method Type:</b>  Case Study/Analysis</p> <p><b>Target for Success:</b>  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.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Music (MUS) - MUS 18 - MUSIC PUBLISHING FOR SONGWRITERS</p> <p>- Understanding of Business - A successful student will demonstrate an understanding of the Music Publishing Business. (Created By Department - Music (MUS))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/23/2012</p> <p><b>End Date:</b> 09/23/2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students are required to take 9 quizzes to determine if they can answer questions on basic knowledge of subject.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> A passing score of 70% out of a possible 100% for 70% of the students.</p>		
<p>Department - Music (MUS) - MUS 18 - MUSIC PUBLISHING FOR SONGWRITERS</p> <p>- 2 - Agreements - A successful student will analyze and distinguish the legitimacy of Music Publishers and publishing agreements. (Created By Department - Music (MUS))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students are required to take 9 quizzes to determine if they can answer questions on basic knowledge of subject.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> A passing score of 70% out of a possible 100% for 70% of the students.</p>		
<p>Department - Music (MUS) - MUS 18 - MUSIC PUBLISHING FOR SONGWRITERS</p> <p>- 3 - Options - A successful student will describe aspects and options of various publishing agreements. (Created By Department - Music (MUS))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students are required to actively participate in classroom and online discussions especially demonstrating an understanding of agreements.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> 70% of the students can break down, compare and contrast various publishing agreements in in-class and online discussions.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Music (MUS) - MUS 2A - GREAT COMPOSERS &amp; 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.</p> <p>(Created By Department - Music (MUS))</p>	<p><b>Assessment Method:</b> Pre/Post "Surveys" consisting of two parts: objective and self-assessment.</p> <p><b>Assessment Method Type:</b> Pre/Post Test</p> <p><b>Target for Success:</b> Class as a whole will increase 10 points between pre- and post-test.</p>		
<p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 70% of students will receive a passing score of 70/100.</p> <p><b>Assessment Method:</b> 1000-word essay that is either responding to instructor prompt or that consists of critical review of concert.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> 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.</p> <p><b>Assessment Method:</b> Comprehensive Level - An in-depth research project on a composer representative of the historical periods studied that results in a multi-media online presentation.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 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.</p>		
<p>Department - Music (MUS) - MUS 2A - GREAT COMPOSERS &amp; 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 (e.g., Medieval, Renaissance, Baroque). (Created By Department - Music (MUS))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Pre/Post "Surveys" consisting of two parts: objective and self-assessment.</p> <p><b>Assessment Method Type:</b> Pre/Post Test</p> <p><b>Target for Success:</b> Class as a whole will increase 10 points between pre- and post-test.</p> <p><b>Assessment Method:</b> 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.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 70% of students will receive a passing score of 70/100.</p> <p><b>Assessment Method:</b> 1000-word essay that is either responding to instructor prompt or that consists of critical review of concert.</p> <p><b>Assessment Method Type:</b></p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>Essay/Journal</p> <p><b>Target for Success:</b> 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.</p> <p><b>Assessment Method:</b> Comprehensive Level - An in-depth research project on a composer representative of the historical periods studied that results in a multi-media online presentation.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> A research project on a musician/composer representative of the historical periods studied that results in a paper (online). 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.</p>		
<p>Department - Music (MUS) - MUS 2B - GREAT COMPOSERS &amp; 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))</p> <p><b>Course-Level SLO Status:</b></p>	<p><b>Assessment Method:</b> Pre- and Post Surveys</p> <p><b>Assessment Method Type:</b> Survey</p> <p><b>Target for Success:</b> Increase in 10 points average</p> <p><b>Assessment Method:</b> 11 Module Quizzes based on content</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	<p><b>Target for Success:</b> 70% of the students will achieve a score of 70 points or higher average</p> <p><b>Assessment Method:</b> 60% or higher will participate with thoughtful, substantive posts on module discussion forums graded on quantity/quality of posts</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p>		
<p>Department - Music (MUS) - MUS 2B - GREAT COMPOSERS &amp; 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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Pre/Post "Surveys" consisting of two parts: objective and self-assessment.</p> <p><b>Assessment Method Type:</b> Pre/Post Test</p> <p><b>Target for Success:</b> Average increase of 10 points per student between pre- and post-test.</p> <p><b>Assessment Method:</b> Module level quizzes coordinated with the textbook reading are designed to help students learn and organize the basic information (definitions, facts, principles, and ideas).</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Passing score (70/100)</p>		
<p>Department - Music (MUS) - MUS 2C - GREAT COMPOSERS &amp; 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))</p>	<p><b>Assessment Method:</b> Students will be assessed using a combination of module, part, and comprehensive level quizzes and exams.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 70% or higher will earn a passing grade on the various quizzes and exams.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students will be assessed using a combination of module, part, and comprehensive level quizzes and exams. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 70% or higher will earn a passing grade on the various quizzes and exams.		
Department - Music (MUS) - MUS 2C - 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 (e.g., Romantic, Impressionism, Modern). (Created By Department - Music (MUS))	<b>Assessment Method:</b> Pre/Post "Surveys" consisting of two parts: objective and self-assessment. <b>Assessment Method Type:</b> Pre/Post Test <b>Target for Success:</b> Average increase of 10 points per student between pre- and post-test.		
<b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Module level quizzes coordinated with the textbook reading are designed to help students learn and organize the basic information (definitions, facts, principles, and ideas). <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Passing score (70/100)	<b>Assessment Method:</b> Students will be assessed using a combination of module, part, and comprehensive level quizzes and exams. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 70% or higher will earn a passing grade on the various quizzes and exams.	
Department - Music (MUS) - MUS 2D - WORLD MUSIC: ROOTS TO	<b>Assessment Method:</b> Pre/Post "Surveys" consisting of two parts:		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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.</p> <p>(Created By Department - Music (MUS))</p>	<p>objective and self-assessment.</p> <p><b>Assessment Method Type:</b> Pre/Post Test</p> <p><b>Target for Success:</b> Class as a whole will increase 10 points between pre- and post-test.</p>		
<p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Module level quizzes coordinated with the textbook reading are designed to help students learn and organize the basic information (definitions, facts, principles, and ideas).</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Passing score (70/100)</p> <p><b>Assessment Method:</b> Graded participation based on thoughtful, substantive posting to 11 Module Level Discussion Forums.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> 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</p>		
<p>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</p>	<p><b>Assessment Method:</b> Pre/Post "Surveys" consisting of two parts: objective and self-assessment.</p> <p><b>Assessment Method Type:</b> Pre/Post Test</p> <p><b>Target for Success:</b> Class as a whole will increase 10 points between pre- and post-test.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(MUS))  <b>Course-Level SLO Status:</b> Active	<p><b>Assessment Method:</b> 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).</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 70% of students will receive a passing score of 70/100.</p>		
	<p><b>Assessment Method:</b> 1000-word essay that is either responding to instructor prompt or that consists of critical review of concert.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> 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</p>		
<p>Department - Music (MUS) - MUS 2F - HISTORY OF AMERICAN MUSICAL THEATRE - Student Learning Outcome #1 -</p> <p>Demonstrate an understanding of musical theatre styles beginning in the early twentieth century to present day as a reflection of its societal/historical context.</p> <p>(Created By Department - Music (MUS))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> A 1000 word essay on topics concerning the development of musical theater examined within the context of social/historical context.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> A successful student will demonstrate knowledge of the musicals studied in terms of the social, political and historical framework.</p>	<p>07/15/2015 - Students demonstrated an understanding of the genesis of musical theater styles as a reflection of societal/historical context.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>GE/IL-SLO Reflection:</b> This course was taught as part of Campus Abroad in this academic year with excellent success using London theatre as a basis for comparison of genre in historical context.</p> <p><b>GE/IL-SLO Reflection:</b></p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>This course was taught as part of Campus Abroad in this academic year with excellent success using London theatre as a basis for comparison of genre in historical context.</p> <p><b>GE/IL-SLO Reflection:</b> This course was taught as part of Campus Abroad in this academic year with excellent success using London theatre as a basis for comparison of genre in historical context.</p> <p><b>GE/IL-SLO Reflection:</b> This course was taught as part of Campus Abroad in this academic year with excellent success using London theatre as a basis for comparison of genre in historical context.</p>	
<p>Department - Music (MUS) - MUS 2F - HISTORY OF AMERICAN MUSICAL THEATRE - Student Learning Outcome #2 -</p> <p>- Discriminate--via an understanding of between various musical styles (e.g., early twentieth century and the decade of the 1930s, the Golden Age of musicals in mid-century, influence Sondheim, transition to rock musicals and commercial musicals, multi-media influence of the twenty-first century.)</p> <p>(Created By Department - Music (MUS))</p>	<p><b>Assessment Method:</b> Weekly quizzes covering the content of the course materials studied.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> A successful student will pass these quizzes demonstrating a fundamental knowledge of musical styles from the early twentieth century to the present day</p>	<p>07/15/2015 - Students uniformly demonstrated an understanding of the musical styles embodied in the musical theatre genre from its earliest days through the present day.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>GE/IL-SLO Reflection:</b> With the added F2F section as part of Campus Abroad - London, students were able to demonstrate a clear difference in styles via listening and sung examples.</p>	
<p><b>Course-Level SLO Status:</b> Active</p> <p>Department - Music (MUS) - MUS 2F - HISTORY OF AMERICAN MUSICAL THEATRE - Student Learning Outcome #3 -</p> <p>- Discriminate -via an understanding of theatrical elements involved in the production of musicals (score, lyrics, book, directors, staging, actors, dance, and design)</p> <p>(Created By Department - Music (MUS))</p>	<p><b>Assessment Method:</b> Weekly quizzes covering the course content concerning design in theater.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> A successful student will pass these quizzes demonstrating a fundamental understanding of theatrical design elements.</p>	<p>07/15/2015 - Students uniformly demonstrated an understanding of the theatrical elements involved in the musical theatre genre from its earliest days through the present day.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>GE/IL-SLO Reflection:</b></p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active		<p>Via in person lectures and on site tours, students were exposed to working theatre professionals in various elements of production. A final group project creating an design presentation for a proposed theatrical production demonstrated clear understanding of these elements.</p> <p><b>GE/IL-SLO Reflection:</b></p> <p>Via in person lectures and on site tours, students were exposed to working theatre professionals in various elements of production. A final group project creating an design presentation for a proposed theatrical production demonstrated clear understanding of these elements.</p>	
<p>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))</p> <p><b>Start Date:</b> 10/12/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> The class will assess each project in an open forum setting, offering suggestions for further improvement.</p> <p><b>Assessment Method Type:</b> Observation/Critique</p> <p><b>Target for Success:</b> Each project will have group &amp; instructor approval by the end of the second week of each quarter.</p>		
<p>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))</p> <p><b>Start Date:</b> 10/12/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> The instructor will provide both verbal and written feedback on each project's progress on a bi-weekly basis in the ETUDES worksite.</p> <p><b>Assessment Method Type:</b> Observation/Critique</p> <p><b>Target for Success:</b> 80% of the class will earn a B or better in the class.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Music (MUS) - MUS 3A - BEGINNING MUSIC THEORY, LITERATURE &amp; 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))</p> <p><b>Start Date:</b> 09/26/2011</p> <p><b>End Date:</b> 12/16/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students compose a simple choral composition using basic four part harmony.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> Strict observance of four-part harmony rules: no parallel fifths, no doubling of the leading tone, etc.</p>	<p>12/01/2015 - Students find this assignment very rewarding but tasking. In today's pop culture it's difficult for some students to hear the "mistake" of parallel fifths in four part harmony. But overall, students come away with a sense of accomplishment in putting together a choral composition, however short.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	
<p>Department - Music (MUS) - MUS 3A - BEGINNING MUSIC THEORY, LITERATURE &amp; 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))</p> <p><b>Start Date:</b> 09/26/2011</p> <p><b>End Date:</b> 12/16/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> A number of quizzes are taken related to the different topics.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 80-90% on individual quizzes.</p>		
<p>Department - Music (MUS) - MUS 3A - BEGINNING MUSIC THEORY, LITERATURE &amp; COMPOSITION - 3. Hearing musical intervals - Training in hearing the different musical intervals. (Created By Department - Music (MUS))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/23/2013</p> <p><b>End Date:</b> 06/27/2014</p>	<p><b>Assessment Method:</b> The goal is to have students improve their listening skills regarding intervals as an aid to taking melodic dictation. Students are given two "pop" quizzes per quarter on this.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 80% or better.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active 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))	<b>Assessment Method:</b> Analysis of diverse musical compositions that exhibit binary and ternary form. <b>Assessment Method Type:</b> Case Study/Analysis <b>Target for Success:</b> Being able to accurately designate sections within a given piece of music (piano pieces, chamber music).	03/26/2015 - Most of the class can successfully describe and designate the different sections within these forms. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	
<b>Course-Level SLO Status:</b> Active 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)) <b>Start Date:</b> 01/09/2012 <b>End Date:</b> 03/30/2012	<b>Assessment Method:</b> Guided by basic principles of harmonic modulation, students create a harmonic composition that makes a simple modulation from the tonic to the dominant. <b>Assessment Method Type:</b> Class/Lab Project <b>Target for Success:</b> 90-100%		
<b>Course-Level SLO Status:</b> Active Department - Music (MUS) - MUS 3B - INTERMEDIATE MUSIC THEORY, LITERATURE & COMPOSITION - 3. Hearing musical intervals - Training in hearing the different musical intervals. (Created By Department - Music (MUS)) <b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 01/06/2014 <b>End Date:</b> 03/28/2014	<b>Assessment Method:</b> The goal is to have students improve their listening skills regarding intervals as an aid to taking melodic dictation. Students are given two "pop" quizzes per quarter on this. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 80%		
Department - Music (MUS) - MUS 3C -			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>ADVANCED MUSIC THEORY, LITERATURE &amp; COMPOSITION - 1 - Set Theory - A successful student will summarize and apply set theory to analysis and original composition. (Created By Department - Music (MUS))</p> <p><b>Start Date:</b> 01/09/2012</p> <p><b>End Date:</b> 03/30/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students compose a simple composition using 5-7 notes (non-scalar) using set theory to make inversions and retrogrades in their pieces.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> Understanding of set theory and its principles.</p>	<p>06/26/2014 - The majority of students understood set theory and were able to apply inversions and retrogrades to their compositions. Some students had trouble understanding the rhythmic relationships of sets, but overall this is a successful assignment.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	<p>12/01/2015 - Have students compose a small prelude that exhibits at least one inversion and one retrograde inversion of a specific set of pitches chosen by the student.</p> <hr/>
<p>Department - Music (MUS) - MUS 3C - ADVANCED MUSIC THEORY, LITERATURE &amp; COMPOSITION - 2 - Chromatic Harmony - A successful student will apply essential principles in advanced chromatic harmony. (Created By Department - Music (MUS))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students compose a simple composition that uses neapolitan sixth chords, augmented sixth chords, linear modulation, ninth chords.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> Understanding of the difference between common chord modulations and chromatic modulations.</p>		
<p>Department - Music (MUS) - MUS 3C - ADVANCED MUSIC THEORY, LITERATURE &amp; COMPOSITION - 3. Hearing Musical intervals - Training in hearing different musical intervals. (Created By Department - Music (MUS))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 04/07/2014</p> <p><b>End Date:</b> 06/27/2014</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> The goal is to have students improve their listening skills regarding intervals as an aid to taking melodic dictation. Students are given two "pop" quizzes per quarter on this.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p>		
<p>Department - Music (MUS) - MUS 4 - COMPOSING &amp; ARRANGING WITH</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>SIBELIUS - 1 - Compose - A successful student will write original songs and compositions using manuscript software at a MIDI/audio workstation. (Created By Department - Music (MUS))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Music (MUS) - MUS 4 - COMPOSING &amp; ARRANGING WITH SIBELIUS - 2 - Arrange - A successful student will create original arrangements of contemporary classical and popular music. (Created By Department - Music (MUS))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Music (MUS) - MUS 41 - LIVE MUSIC PERFORMANCE WORKSHOP - 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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Performance of a preselected piece of music in a public venue or live stream over the Internet.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 90% of enrolled students will successfully perform a complete musical selection to a live audience.</p>		
<p>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</p>	<p><b>Assessment Method:</b> Written and oral reviews and critical evaluation of selected musical compositions.</p> <p><b>Assessment Method Type:</b> Observation/Critique</p> <p><b>Target for Success:</b> 90% of enrolled students will successfully provide critical analysis and comprehensive reviews of selected performances</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(MUS))  <b>Course-Level SLO Status:</b> Active	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))  <b>Course-Level SLO Status:</b> Active	<p><b>Assessment Method:</b> 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.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> 90% of enrolled students will successfully complete this assignment with a B or better.</p>		
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))  <b>Course-Level SLO Status:</b> Active	<p><b>Assessment Method:</b> 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.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> The class average will be at 80% or better for these essay questions.</p>		
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))  <b>Course-Level SLO Status:</b> Active	<p><b>Assessment Method:</b> 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.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 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.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Music (MUS) - MUS 50B - ENTERTAINMENT LAW &amp; NEW MEDIA - Business Models - A successful student will analyze business models in online marketing and the new media field. (Created By Department - Music (MUS))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target for Success:</b> 85% of enrolled students will successfully complete and submit this research paper.</p>		
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Exams are given on a weekly basis, including a midterm and final.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> An 80% success rate for the entire class each quarter.</p>		
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> 80% of enrolled students will successfully submit thoughtful and accurate written reflections regarding the current financial status of the entertainment industry.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Music (MUS) - MUS 51 - MUSIC PUBLISHING FOR SONGWRITERS</p> <p>- Understanding of Music Publishing Business - A successful student will demonstrate an understanding of the Music Publishing Business. (Created By Department - Music (MUS))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/24/2012</p> <p><b>End Date:</b> 09/23/2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> A passing score of 70% out of a possible 100% for 70% of the students.</p>		
<p>Department - Music (MUS) - MUS 51 - MUSIC PUBLISHING FOR SONGWRITERS</p> <p>- Agreements - A successful student will describe aspects and options of various publishing agreements.</p> <p>(Created By Department - Music (MUS))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/24/2012</p> <p><b>End Date:</b> 09/23/2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students are required to take 9 quizzes plus Midterm and Final to determine if they can answer questions on basic knowledge of subject.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> A passing score of 70% out of a possible 100% for 70% of the students.</p>		
<p>Department - Music (MUS) - MUS 51 - MUSIC PUBLISHING FOR SONGWRITERS</p> <p>- Understanding of Agreement Options - A successful student will analyze and distinguish the legitimacy of Music Publishers and publishing agreements.</p> <p>(Created By Department - Music (MUS))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p>	<p><b>Assessment Method:</b> Students are required to actively participate in classroom and online discussions especially demonstrating an understanding of agreements.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> 70% of the students can break down,</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Start Date:</b> 09/24/2012 <b>End Date:</b> 09/23/2013 <b>Course-Level SLO Status:</b> Active	compare and contrast various publishing agreements in in-class and online discussions.		
<b>Course-Level SLO Status:</b> Active	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))	<b>Assessment Method:</b> Weekly Quizzes <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> A score of at least 70% will be considered successful.	
<b>Course-Level SLO Status:</b> Active	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))	<b>Assessment Method:</b> 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. <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> 85% of the students can construct a song meeting the requirements of the assignment.	
<b>Course-Level SLO Status:</b> Active	Department - Music (MUS) - MUS 58A - SONGWRITER'S WORKSHOP I - 3 - Song	<b>Assessment Method:</b> 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. <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> 80% of the student will participate in a substantial way.	
	<b>Assessment Method:</b> Students perform or present a song a week		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Construction - A successful student will illustrate an understanding of basic songwriting styles. (Created By Department - Music (MUS))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>and are expected to be able to distinguish, compare/contrast and differentiate the various song components including verses, choruses, bridges, etc.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 90% of the students will successfully be able to produce and explain the various song components.</p>		
<p>Department - Music (MUS) - MUS 58A - SONGWRITER'S WORKSHOP I - 4 - Song Compositions - A successful student will create original song compositions that support the basic premises of modern song styling. (Created By Department - Music (MUS))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students are expected to write a song a week and present it to the class.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 80% of the students will be able to implement the lessons and construct a song that:</p> <ol style="list-style-type: none"> <li>1. Is Coherent</li> <li>2. Demonstrates an understanding of the art form</li> <li>3. Is focused</li> </ol>		
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will present a song a week to the class and will discuss the various song components.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 75% of the students will be able to illustrate and an understanding of the interaction of song components.</p> <p><b>Assessment Method:</b> Weekly Song Presentations and Discussions</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p><b>Target for Success:</b> 75% will demonstrate and understanding of song components</p>		
<p>Department - Music (MUS) - MUS 58B - MODERN SONG COMPOSITION - 2 - Song Creation - A successful student will be able to discuss the way a song is created. (Created By Department - Music (MUS))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> On a weekly basis student discuss the song writing methodology they used in the creation of the song.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> 85% of the students will be able to compare and contrast various songwriting methods.</p>		
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students perform or present a song a week and will be able to identify various lyrical and melodic techniques.</p> <p><b>Target for Success:</b> 85% of the students will successfully be able to categorize and classify various songwriting techniques</p>		
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students are required to write a song a week and present it to the class.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 80% of the students will be able to explain why the songs they've modified are improved.</p>		
<p>Department - Music (MUS) - MUS 58C - ADVANCED SONG STRUCTURE - 1 - Song Experiment - A successful student will utilize various song structures. (Created By Department - Music (MUS))</p>	<p><b>Assessment Method:</b> 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,</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active	write a song using a specific chord pattern, etc. <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> 85% of the students can construct a song meeting the requirements of the assignment.		
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))	<b>Assessment Method:</b> 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. <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> 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.		
Department - Music (MUS) - MUS 58C - ADVANCED SONG STRUCTURE - 3 - Overall Song Structure - A successful student will be able to theorize why particular song structures are better than others. (Created By Department - Music (MUS))	<b>Assessment Method:</b> 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. <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> 90% of the students will successfully be able to produce and explain the various song components.		
Department - Music (MUS) - MUS 58C - ADVANCED SONG STRUCTURE - 4 - Song Analysis - A successful student will be able to analyze and discuss the overall structure of their songs. (Created By Department - Music (MUS))	<b>Assessment Method:</b> Students are required to write a song a week and present it to the class. <b>Assessment Method Type:</b>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active	Presentation/Performance <b>Target for Success:</b> 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.		
Department - Music (MUS) - MUS 6 - COMPOSING & PRODUCING ELECTRONIC MUSIC - 1 - Instruments - A successful student will demonstrate familiarity with a variety of virtual instruments. (Created By Department - Music (MUS))	<b>Assessment Cycles:</b> End of Academic Year		
Department - Music (MUS) - MUS 6 - COMPOSING & PRODUCING ELECTRONIC MUSIC - 2 - Production - A successful student will be able to compose, produce, and perform original electronic music compositions. (Created By Department - Music (MUS))	<b>Assessment Cycles:</b> End of Academic Year		
Department - Music (MUS) - MUS 60A - PRODUCING IN THE HOME STUDIO I - 1 - Design Environment - A successful student 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))	<b>Assessment Method:</b> The student will present an analysis of their home studio environment detailing the surfaces and materials, and proposing changes to alter the acoustic footprint for various audio scenarios. <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> All analyses will be presented via the ETUDES Discussion function for review and critique by the class by week six.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active	<b>Department - Music (MUS) - MUS 60A - PRODUCING IN THE HOME STUDIO I - 2 - System</b> 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.	<b>Assessment Method:</b> 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. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> An 85% C or better average for the entire class.	
(Created By Department - Music (MUS)) <b>Assessment Cycles:</b> End of Academic Year			
<b>Course-Level SLO Status:</b> Active	<b>Department - Music (MUS) - MUS 60B - PRODUCING IN THE HOME STUDIO II - 1 - Critical Listening</b> 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. (Created By Department - Music (MUS))	<b>Assessment Method:</b> 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. <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> An 80% completion rate for the entire class each quarter.	
<b>Assessment Cycles:</b> End of Academic Year <b>Course-Level SLO Status:</b> Active	<b>Department - Music (MUS) - MUS 60B - PRODUCING IN THE HOME STUDIO II - 2 -</b> A project is due at the conclusion of every		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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.</p> <p>(Created By Department - Music (MUS))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>quarter during finals week, delivered via FTP. The student, using their own studio as a model, presents their acoustic design for that space.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 100% of enrolled students will complete this assignment.</p>		
<p>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))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 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.</p>	<p>04/30/2015 - 94% of the students were able to detail the mastering of a CD, dealing with a graphic designer and manufacturer to get their product produced then create a promotional campaign for the release within their defined budget.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	
<p>Department - Music (MUS) - MUS 60C - MASTERING, MARKETING AND MANAGING YOUR MUSIC - Marketing Your Music - Successful students will be able to 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))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p>	<p><b>Assessment Method:</b> Students will be expected to write a press release for a promotional campaign, detail an online promotional campaign, describe 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.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b></p>	<p>04/30/2015 - 96% of the class earned a B and better when asked to create a press release and detail a promotional campaign for their CD release and describe a design for their own website.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active	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.		
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)) <b>Assessment Cycles:</b> End of Academic Year	<b>Assessment Method:</b> This is the hands on portion of the final exam. <b>Assessment Method Type:</b> Exam - Standardized <b>Target for Success:</b> An 80% success rate for the class as a whole each quarter.		
<b>Course-Level SLO Status:</b> Active 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)) <b>Assessment Cycles:</b> End of Academic Year	<b>Assessment Method:</b> This is the written portion of the final exam, and the specifications change every quarter. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> An 80% success rate for the entire class each quarter.		
<b>Course-Level SLO Status:</b> Active			
Department - Music (MUS) - MUS 66A - INTRODUCTION TO DIGITAL AUDIO: PRO TOOLS - 1 - Write Compositions - A successful student will write original compositions using a midi/audio workstation. (Created By Department - Music (MUS)) <b>Assessment Cycles:</b> End of Academic Year <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Original compositions delivered as MP3 files to the class website online showcase. <b>Assessment Method Type:</b> Class/Lab Project <b>Target for Success:</b> 90% of enrolled students will successfully compose, edit and mix an original composition utilizing contemporary music technology hardware and software digital audio workstations.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Finished productions delivered as MP3 files to the class website online showcase with written explanations describing the musical structure and form of the composition.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 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.)</p>		
<p>Department - Music (MUS) - MUS 66B - INTRODUCTION TO DIGITAL AUDIO: REASON &amp; PRO TOOLS - 1 - Compositions - A successful student will write original compositions using a midi/audio workstation with Reason software. (Created By Department - Music (MUS))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Original compositions delivered as MP3 files to the class website online showcase.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 90% of enrolled students will successfully 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</p> <p><b>Assessment Method:</b> A file delivered as MP3 files to the class website online showcase that corrects or otherwise modifies pitch material accompanied with a written description of the changes made to the source material.</p>		
<p>Department - Music (MUS) - MUS 66B - INTRODUCTION TO DIGITAL AUDIO: REASON &amp; PRO TOOLS - 2 - Programming/Sequence - A successful student will create unique</p>	<p><b>Assessment Method:</b> Finished productions delivered as MP3 files to the class website online showcase with written explanations describing the musical structure and form of the composition.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 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.)</p>		
<p>Department - Music (MUS) - MUS 66C - PRO TOOLS &amp; 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))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 90% of enrolled students will successfully create a finished production incorporating the AAX and Audio Suite plug-in effects in a Pro Tools session.</p>		
<p>Department - Music (MUS) - MUS 66C - PRO TOOLS &amp; VIRTUAL INSTRUMENTS - 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 both Reason and Ableton Live as rewire instruments. (Created By Department - Music (MUS))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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 well as how the software Reason and Ableton Live were incorporated into the project.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 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,</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	sampling, transcribing etc.)		
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))	<p><b>Assessment Method:</b> Original mixes delivered as mp3 files to the class Website with written breakdown of organizational process and artistic decisions.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 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.</p>		
Course-Level SLO Status: Active			
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))	<p><b>Assessment Method:</b> Original compositions delivered as mp3 files to the class Website with written breakdown of organizational process and artistic decisions.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 90% of enrolled students will successfully compose, program and mix an original music 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.</p>		
Course-Level SLO Status: Active			
Department - Music (MUS) - MUS 66F - PRODUCING MUSIC WITH LOGIC PRO - 1 - Record and Edit - A successful student will record and edit both MIDI and audio data. (Created By Department - Music (MUS))			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Assessment Cycles:</b> End of Academic Year	<b>Course-Level SLO Status:</b> Active		
Department - Music (MUS) - MUS 66F - PRODUCING MUSIC WITH LOGIC PRO - 2 - Mix - A successful student will effectively mix a music project in Logic Pro. (Created By Department - Music (MUS))	<b>Assessment Cycles:</b> End of Academic Year	<b>Course-Level SLO Status:</b> Active	
Department - Music (MUS) - MUS 67 - COMPOSING & PRODUCING ELECTRONIC MUSIC - 1 - Program - A successful student will program virtual analog and digital synthesizers. (Created By Department - Music (MUS))	<b>Assessment Cycles:</b> End of Academic Year	<b>Course-Level SLO Status:</b> Active	
Department - Music (MUS) - MUS 67 - COMPOSING & PRODUCING ELECTRONIC MUSIC - 2 - Create - A successful student will create an original electronic music production with synthesizers and samplers. (Created By Department - Music (MUS))	<b>Assessment Cycles:</b> End of Academic Year	<b>Course-Level SLO Status:</b> Active	
Department - Music (MUS) - MUS 7 - CONTEMPORARY MUSICAL STYLES: ROCK, POP & JAZZ - 1 - Classify -	<b>Assessment Method:</b> GUIDELINES FOR THE LYRIC SHEET RESEARCH PROJECT		



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>Bibliography included. 100% participation with 75% receiving full credit for the assignment.</p>		
<p>Department - Music (MUS) - MUS 7 - CONTEMPORARY MUSICAL STYLES: ROCK, POP &amp; 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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> ASSIGNMENT: CHILDREN'S BOOK ON A BLUES, JAZZ, OR ROCK MUSICIAN, OR GROUP, BASED ON YOUR ORAL PRESENTATION</p> <p>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 About 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.</p> <p>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 knows, maybe you'll want to send your work into a publisher?</p> <p>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.</p> <p>Please consider the following thoughts, and</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>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!</p> <p><b>GUIDELINES:</b>  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:</p> <ol style="list-style-type: none"> <li>1. Training and background: Streets, jukeboxes, cabarets, clubs, circus life, dance, poetry, drama, art, music, college, private lessons, film, Broadway, recording, producing</li> <li>2. Influences: Family life, political views, religious upbringing, morals, idols, other musicians. Did they ever pursue another career? Any film or TV connections?</li> <li>3. Style of music and explanation. For example: What is a folk song? Rap song? Rock song? Improvisation?</li> <li>4. A section on "What's New?" during this artist's time in the spotlight. Examples: radio, cassettes, MTV, amplifiers, synthesizers, i-pods,</li> <li>5. Theatrics and Fashion: Style of dress, hair, that is/was popular</li> <li>6. Include photographs, programs, ticket stubs, personal drawings, or artwork as necessary.</li> <li>7. Lifestyle challenges or controversies? Humanitarian contributions?</li> <li>8. Theme or symbolism within their musical performances?</li> <li>9. Innovator or stereotype? If any, in what</li> </ol>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>way did they "push the envelope?"</p> <p>10. Select a song (by your artist), to be played quietly in the background as you read your children's book to the class.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target for Success:</b> 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.</p>		
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> 80-90% of students give oral summaries on the most significant effects and demonstrate this through song examples.</p>		
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> 80-90%</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Music (MUS) - MUS 7D - CONTEMPORARY MUSICAL STYLES: THE BEATLES IN THE CULTURE OF POPULAR MUSIC - 3. "Progressive Rock" and the Beatles - To have students understand what is meant by the term "Progressive Rock", when it originated, and what specific Beatles songs are said to be part of it. (Created By Department - Music (MUS))</p> <p><b>Start Date:</b> 09/23/2013</p> <p><b>End Date:</b> 06/27/2014</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Provide students with a series of online discussions in Etudes asking students to discuss key differences of songs that belong to a "progressive" category as a contrast with those that don't.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> 80% or better</p>		
<p>Department - Music (MUS) - MUS 7E - HISTORY OF THE BLUES - 1 - Classify - Successful students will be classifying the blues to identify song structures, literary devices, and regional influences, as they analyze lyrics and listen to music from the female classic blues singers to contemporary blues musicians. (Created By Department - Music (MUS))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> GUIDELINES FOR THE LYRIC SHEET RESEARCH PROJECT</p> <p>This project consists of the following 2 parts, and the last 3rd will be part of your final exam. Examples will be shown in class, and will be available for you to see in my office.</p> <p>1. DIRECTED LISTENING WITH LYRIC SHEET ANALYSIS</p> <p>a.) Identification of at least 5 poetic devices found on the lyric sheet (30) _____</p> <p>b.) Form identification (verse, bridge, chorus) (10) _____</p> <p>c.) Include a picture &amp; 2 quotes from or about this person (30) _____</p> <p style="text-align: center;">TOTAL 70 points _____</p> <p>2. BIBLIOGRAPHY TOTAL 30 points _____ (include at least 5 sources --not all internet sites!)</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>a.) Personal interview _____</p> <p>b.) Internet/website _____</p> <p>c.) Youtube, TV Film _____</p> <p>d.) DVD/CD liner notes _____</p> <p>e.) magazines/newspaper articles _____</p> <p>f.) Books, periodicals _____</p> <p><b>3. CHILDREN'S BOOK FOR FINAL PROJECT:</b></p> <p>*A separate handout will be given that explains all of the details for the continuation of this project</p> <p><b>Assessment Method Type:</b> Case Study/Analysis</p> <p><b>Target for Success:</b> Presentation for the class using powerpoint. Performance of the song and Identification of literary devices. Bibliography included. 100% participation with 75% receiving full credit for the assignment.</p>		
<p>Department - Music (MUS) - MUS 7E - HISTORY OF THE BLUES - 2 -</p> <p>Research/Reflection - Through research, review, and reflection, successful students will be able to specify how the blues have influenced musical styles, and new artists, from the roots of African American music to jazz and urban hip-hop. (Created By Department - Music (MUS))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> ASSIGNMENT: CHILDREN'S BOOK ON A BLUES MUSICIAN, BASED ON YOUR ORAL PRESENTATION</p> <p>Throughout this class we have looked at music in terms of form, melody, rhythm, lyrics, and chords.</p> <p>Since the Blues have 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.</p> <p>Think about your first experiences with blues. 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 knows, maybe you'll want to send your work into a publisher?</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>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.</p> <p>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!</p> <p><b>GUIDELINES:</b>  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:</p> <ol style="list-style-type: none"> <li>1. Training and background: Streets, juke, cabarets, clubs, circus life, dance, poetry, drama, art, music, college, private lessons, film, Broadway, recording, producing</li> <li>2. Influences: Family life, political views, religious upbringing, morals, idols, other musicians. Did they ever pursue another career? Any film or TV connections?</li> <li>3. Style of music and explanation. For example: What is a folk song? Rap song? Rock song? Improvisation?</li> <li>4. A section on "What's New?" during this artist's time in the spotlight. Examples: radio, cassettes, MTV, amplifiers, synthesizers, i-pods,</li> <li>5. Theatrics and Fashion: Style of dress, hair, that is/was popular</li> <li>6. Include photographs, programs, ticket</li> </ol>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>stubs, personal drawings, or artwork as necessary.</p> <p>7. Lifestyle challenges or controversies? Humanitarian contributions?</p> <p>8. Theme or symbolism within their musical performances?</p> <p>9. Innovator or stereotype? If any, in what way did they "push the envelope?"</p> <p>10. Select a song (by your artist), to be played quietly in the background as you read your children's book to the class.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target for Success:</b> 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.</p>		
<p>Department - Music (MUS) - MUS 7F - MUSIC IN FILM - Analyze - Students will be able to analyze how music and images combine to enhance the film experience.</p> <p>(Created By Department - Music (MUS))</p>			
<p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Music (MUS) - MUS 7F - MUSIC IN FILM - Differentiate - The students will be able to differentiate between parallel, contrapuntal, and associative types of music in film.</p> <p>(Created By Department - Music (MUS))</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Music (MUS) - MUS 8 - MUSIC</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Pre/Post "Surveys" consisting of two parts: objective and self-assessment.</p> <p><b>Assessment Method Type:</b> Pre/Post Test</p> <p><b>Target for Success:</b> Class as a whole will average increase of 10 points per student between pre- and post-test.</p>		
	<p><b>Assessment Method:</b> 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.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 70% of students will receive a passing score of 70/100.</p> <p><b>Assessment Method:</b> Part Level - Substantive, critical essay that is either responding to instructor prompt or that consists of a critical review of a concert.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> 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.</p> <p><b>Assessment Method:</b> Comprehensive Level - An in-depth research project on a musician representative of a specific American genre that results in either a paper (online) or</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>group presentation (face-to-face).</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 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.</p>		
<p>Department - Music (MUS) - MUS 8 - MUSIC OF MULTICULTURAL AMERICA - 2 - Identifying American Music Genres as Reflection of Historical Context - A</p> <p>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))</p>	<p><b>Assessment Method:</b> 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.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 70% of students will receive a passing score of 70/100.</p> <p><b>Assessment Method:</b> Pre/Post "Surveys" consisting of two parts: objective and self-assessment.</p> <p><b>Assessment Method Type:</b> Pre/Post Test</p> <p><b>Target for Success:</b> Average increase of 10 points per student between pre- and post-test.</p> <p><b>Assessment Method:</b> Part Level - Substantive, critical essay that is either responding to instructor prompt or that consists of a critical review of a concert.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> 70% of students will achieve a minimum of Level 3 on rubrics designed to measure the</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>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.</p> <p><b>Assessment Method:</b> 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).</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 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.</p>		
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Pre/Post "Surveys" consisting of two parts: objective and self-assessment.</p> <p><b>Assessment Method Type:</b> Pre/Post Test</p> <p><b>Target for Success:</b> Class as a whole will increase 10 points between pre- and post-test.</p> <p><b>Assessment Method:</b> 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.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b></p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>70% of students will receive a passing score of 70/100.</p> <p><b>Assessment Method:</b> Part Level: 1000-word essay that is either responding to an instructor prompt or that consists of a critical review of a live concert.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> 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.</p>		
	<p><b>Assessment Method:</b> 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).</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 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.</p>		
<p>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))</p>	<p><b>Assessment Method:</b> Quizzes with multiple choice, true/false and short essay questions.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 80% of enrolled students will successfully</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Assessment Cycles:</b> End of Academic Year  <b>Course-Level SLO Status:</b> Active	describe the basic physical nature of sound and how these acoustical principles influence audio production in recording studios.		
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))	<b>Assessment Method:</b> Hands on exam where students demonstrate and explain their understanding of recording studio equipment specifications in practical application of audio production workflows. <b>Assessment Method Type:</b> Class/Lab Project <b>Target for Success:</b> 80% of enrolled students will successfully operate recording studio equipment and demonstrate a functional understanding of mixing consoles, microphones and signal processors.		
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))	<b>Assessment Method:</b> 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. <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> A 80% completion rate for the class.		
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))	<b>Assessment Method:</b> This finished stereo master mix is part of the final project and will be critiqued in class presentations. <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> A 80% completion rate for the class.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> This project is critiqued by the class in week 3 of every quarter. <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> A 90% completion rate for the class.		
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))	<b>Assessment Cycles:</b> End of Academic Year		
<b>Course-Level SLO Status:</b> Active	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))	<b>Assessment Method:</b> Each week, a different film soundtrack is presented, and each student is required to contribute to the discussion in the online classroom. <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> a 90% participation rate for the class.	
<b>Assessment Cycles:</b> End of Academic Year			
<b>Course-Level SLO Status:</b> Active	Department - Music (MUS) - MUS 81C - MIXING & MASTERING WITH PRO TOOLS - 1 - Mixing Styles - A successful student will explain the mixing styles of the recording industry in the 20th century. (Created By Department - Music (MUS))	<b>Assessment Method:</b> Students will review and analyze collections of professional multitrack audio recordings and provide written and verbal analysis.	
<b>Course-Level SLO Status:</b> Active	Department - Music (MUS) - MUS 81C - MIXING & MASTERING WITH PRO TOOLS - 2 - Stereo Mix - A successful student will	<b>Assessment Method:</b> Case Study/Analysis <b>Target for Success:</b> Successful students will be able to identify and clearly explain specific parameters in a completed musical production.	
	<b>Assessment Method:</b> Hands on demonstration.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
create a stereo mix from a multitrack master. (Created By Department - Music (MUS))  <b>Course-Level SLO Status:</b> Active	<p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 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.</p>		
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))  <b>Course-Level SLO Status:</b> Active	<p><b>Assessment Method:</b> 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.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 80% of enrolled students will successfully create a finished production that applies AAX plug-ins into at least one track on a multitrack recording.</p>		
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))  <b>Course-Level SLO Status:</b> Active	<p><b>Assessment Method:</b> A quiz containing the basic terminology and techniques involved in equalization and compression.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 80% of students will receive a passing grade on the quiz.</p>		
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	<p><b>Assessment Method:</b> 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</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>By Department - Music (MUS))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>multitrack recording.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 90% of enrolled students will successfully create a finished production containing several different internal bus paths (e.g. a drum submix, effects processing and aux track routing).</p>		
<p>Department - Music (MUS) - MUS 81E - PRO TOOLS &amp; PLUG INS II - 2 - Pitch Intonation - A successful student will correct pitch intonation discrepancies on mono and polyphonic material. (Created By Department - Music (MUS))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Finished productions delivered as MP3 files to the class website online showcase with written explanations describing the pitch changes made to the source material.</p> <p><b>Target for Success:</b> 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.</p>		
<p>Department - Music (MUS) - MUS 81F - MUSIC VIDEO PRODUCTION - 1 - Understanding and Utilizing Video Production Concepts - A successful student will be able to understand and utilize basic concepts of pre-production including treatment, script and storyboard as it applies to music videos. (Created By Department - Music (MUS))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will write a video treatment and learn script and storyboard preparation skills.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 75% of students will receive a grade of B or better.</p> <p><b>Assessment Method:</b> Students will be tested on video production industry standard terminology.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 70% will receive a grade of 70/100 or better.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Music (MUS) - MUS 81F - MUSIC VIDEO PRODUCTION - 2 - Camera Techniques and Lighting - A successful student will understand and utilize basic camera techniques and lighting for video production. (Created By Department - Music (MUS))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will work collaboratively to shoot a music video project.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 90% will deliver a completed broadcast quality music video production.</p> <p><b>Assessment Method:</b> Students will learn videography concepts including framing, composition, and moving camera and specialized lighting.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 90% of students will be able to describe the lighting and camera techniques they incorporated into their video project presentation.</p>		
<p>Department - Music (MUS) - MUS 81J - SURROUND SOUND PRODUCTION - 1 - Production - A successful student will be able to complete surround sound productions. (Created By Department - Music (MUS))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p>			
<p>Department - Music (MUS) - MUS 81J - SURROUND SOUND PRODUCTION - 2 - History - A successful student will be able to discuss historical advancements in surround sound technology. (Created By Department - Music (MUS))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> Target for Success - 90% of enrolled students will successfully analyze and describe the unique sonic characteristics of various audio examples.</p>		
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Finished productions delivered as MP3 files to the class website online showcase with written explanations describing the technical configurations used.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 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.</p>		
<p>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))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p>	<p><b>Assessment Method:</b> Comprehensive series of quizzes and final exams designed to cover all lesson modules and textbook chapters.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 90% of enrolled students will successfully pass the quizzes and exams with a score of at least 80%.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Exercise drills and practical projects requiring a satisfactory understanding of Pro Tools file management and naming schemes. <b>Assessment Method Type:</b> Class/Lab Project <b>Target for Success:</b> 90% of enrolled students will successfully complete and deliver properly formatted Pro Tools session directories.		
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)) <b>Assessment Cycles:</b> End of Academic Year <b>Course-Level SLO Status:</b> Active			
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)) <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Practical exercises and assignments requiring the configuration of Pro Tools HD workstations. <b>Assessment Method Type:</b> Class/Lab Project <b>Target for Success:</b> 80% of students will submit a completed Pro Tools session, correctly formatted with specific sample rate and bit resolutions.		
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)) <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> 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. <b>Assessment Method Type:</b> Class/Lab Project <b>Target for Success:</b> 80% of students will be able to demonstrate the ability to create and manipulate the basic automation modes used in Pro Tools digital audio workstations.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Practical exercises and assignments requiring the application of digital audio editing techniques.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 80% of students will be able to successfully edit audio program material under fixed time constraints.</p>		
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Practical exercises and assignments requiring the application of digital audio synchronization techniques.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 80% will successfully synchronize two or more external media transports and achieve phase-locked digital accuracy.</p>		
<p>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))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Digital video files delivered to the class website, or posted on YouTube, demonstrating replaced dialog properly synchronized to the motion picture images.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 80% of enrolled students will successfully deploy ADR techniques and workflows.</p>		
<p>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</p>	<p><b>Assessment Method:</b> Digital video files delivered to the class website, or posted on YouTube, demonstrating proper balance, amplitude</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>elements including music, dialog, sound effects and ambient atmospheric environments while synchronized to digital video.            (Created By Department - Music (MUS))</p> <p><b>Assessment Cycles:</b>            End of Academic Year</p> <p><b>Course-Level SLO Status:</b>            Active</p>	<p>and equalization specifications according to industry broadcast standards.</p> <p><b>Assessment Method Type:</b>            Class/Lab Project</p> <p><b>Target for Success:</b>            80% of enrolled students will successfully complete a final audio production mix for a feature film excerpt.</p>		
<p>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))</p> <p><b>Assessment Cycles:</b>            End of Academic Year</p>	<p><b>Assessment Method:</b>            Finished productions delivered as MP3 files to the class website online showcase with written explanations describing the techniques utilized in each step.</p> <p><b>Assessment Method Type:</b>            Class/Lab Project</p> <p><b>Target for Success:</b>            90% of enrolled will successfully design and implement all the required components to complete a video game audio soundtrack.</p>		
<p>Department - Music (MUS) - MUS 82F - PRO TOOLS AND GAME AUDIO - 2 - Production - A successful student will be able to record, edit, mix and master sound elements for video games. (Created By Department - Music (MUS))</p> <p><b>Assessment Cycles:</b>            End of Academic Year</p>	<p><b>Assessment Method:</b>            MP3 audio files delivered to the class website online showcase demonstrating proper amplitude levels and tonal qualities for spoken work production.</p> <p><b>Assessment Method Type:</b>            Class/Lab Project</p> <p><b>Target for Success:</b>            90% of enrolled will successfully record, edit, mix and master voice over talent performances adequate for current video game audio industry standards.</p>		
<p>Department - Music (MUS) - MUS 82G - PRO TOOLS 310M: ADVANCED MUSIC PRODUCTION TECHNIQUES - Configure and Troubleshoot - A successful student will</p>	<p><b>Assessment Method:</b>            Hands-on practical exam where students are presented with various technical</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>be able to configure and troubleshoot Pro Tools systems. (Created By Department - Music (MUS))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>problems often encountered in audio production facilities.</p> <p><b>Assessment Method Type:</b> Pre/Post Test</p> <p><b>Target for Success:</b> 90% of enrolled students will successfully isolate all technical problems and present effective solutions to restore Pro Tools systems to optimum functionality.</p>		
<p>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))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will deliver functional Pro Tools session file databases including all imported media linked to the session data.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 90% of enrolled students will successfully import any file type specification into a Pro Tools session file database.</p>		
<p>Department - Music (MUS) - MUS 82H - ADVANCED SOUND DESIGN FOR GAMES - 1 - Workflow - A successful student will demonstrate an understanding of game sound design workflow. (Created By Department - Music (MUS))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p>			
<p>Department - Music (MUS) - MUS 82H - ADVANCED SOUND DESIGN FOR GAMES - 2 - Production - A successful students will be able to produce and implement sophisticated sound effects for games. (Created By Department - Music (MUS))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Music (MUS) - MUS 82I - MUSIC COMPOSITION FOR GAMES - 1 - Workflow - A successful student will demonstrate an understanding of music composition workflow. (Created By Department - Music (MUS))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p>			
<p>Department - Music (MUS) - MUS 82I - MUSIC COMPOSITION FOR GAMES - 2 - Production - A successful students will be able to produce and implement complex music compositions for games. (Created By Department - Music (MUS))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p>			
<p>Department - Music (MUS) - MUS 83A - INTRO TO MUSIC THERAPY - Historical Origins - A successful student will be able to demonstrate an understanding of the historical origins and core tenets of the music therapy profession. (Created By Department - Music (MUS))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Module level quizzes designed to assess how well students understand key historical contributions that have influenced the development and evolution of music therapy treatment modalities.</p> <p>Target for Success -</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 90% of all of enrolled students will achieve 80% or more total points for all exams.</p>		
<p>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))</p>	<p><b>Assessment Method:</b> Original music composition, performance or analysis demonstrating an understanding of the relationship of musical parameters as they are applied in music therapy treatment protocols.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Assessment Cycles:</b> End of Academic Year  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method Type:</b> Class/Lab Project <b>Target for Success:</b> 80% of all of enrolled students will successfully deliver a final project or presentation demonstrating comprehensive understanding key music therapy principles.		
Department - Music (MUS) - MUS 84A - INTRODUCTION TO GAME AUDIO - 1 - Workflow - A successful student will demonstrate understanding of game audio workflows. (Created By Department - Music (MUS))	<b>Assessment Cycles:</b> End of Academic Year		
Department - Music (MUS) - MUS 84A - INTRODUCTION TO GAME AUDIO - 2 - Production - A successful student will be able to record, edit, mix and master sound elements for video games. (Created By Department - Music (MUS))	<b>Assessment Cycles:</b> End of Academic Year		
Department - Music (MUS) - MUS 84B - ADVANCED SOUND DESIGN FOR GAMES - 1 - Workflow - A successful student will demonstrate an understanding of game sound design workflow. (Created By Department - Music (MUS))	<b>Assessment Cycles:</b> End of Academic Year		
Department - Music (MUS) - MUS 84B - ADVANCED SOUND DESIGN FOR GAMES - 2 - Production - A successful students will be able to produce and implement sophisticated sound effects for games.			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(Created By Department - Music (MUS))  <b>Assessment Cycles:</b> End of Academic Year			
Department - Music (MUS) - MUS 84C - MUSIC COMPOSITION FOR GAMES - 1 - Workflow - A successful student will demonstrate an understanding of music composition workflow. (Created By Department - Music (MUS))  <b>Assessment Cycles:</b> End of Academic Year			
Department - Music (MUS) - MUS 84C - MUSIC COMPOSITION FOR GAMES - 2 - Production - A successful students will be able to produce and implement complex music compositions for games. (Created By Department - Music (MUS))  <b>Assessment Cycles:</b> End of Academic Year			
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))  <b>Assessment Cycles:</b> End of Academic Year	<p><b>Assessment Method:</b> Exams with written essay questions are given on a weekly basis, including a midterm and final.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p>		
  <b>Course-Level SLO Status:</b> Active			
Department - Music (MUS) - MUS 85A - MUSIC & MEDIA: EDISON TO HENDRIX - 2 - Musical Styles - A successful student will identify popular musical styles from the 1920's through the 1960's. (Created By Department - Music (MUS))	<p><b>Assessment Method:</b> Exams with audio listening examples are given on a weekly basis, including a midterm and final.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Assessment Cycles:</b> End of Academic Year			
<b>Course-Level SLO Status:</b> Active			
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))	<b>Assessment Method:</b> Weekly assignments using various software applications are required for this course. <b>Assessment Method Type:</b> Class/Lab Project		
<b>Assessment Cycles:</b> End of Academic Year			
<b>Course-Level SLO Status:</b> Active			
Department - Music (MUS) - MUS 86 - INTRODUCTION TO DIGITAL SOUND, VIDEO & ANIMATION - 2 - Critique - A successful student will create digital sound, digital video, and animation files for class critique and portfolio presentation. (Created By Department - Music (MUS))	<b>Assessment Method:</b> Projects are critiqued at the midterm and final in lieu of a written exam. <b>Assessment Method Type:</b> Observation/Critique		
<b>Assessment Cycles:</b> End of Academic Year			
<b>Course-Level SLO Status:</b> Active			
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))	<b>Assessment Method:</b> Pre/Post "Surveys" consisting of two parts: objective and self-assessment. <b>Assessment Method Type:</b> Pre/Post Test <b>Target for Success:</b> Average increase of 10 points per student between pre- and post-test. <b>Assessment Method:</b> Module Level - 17 quizzes designed to assess how well students can identify correctly answers to questions on		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active	<p>foundational knowledge (definitions, facts, principles, and ideas) and apply knowledge to listening examples.</p> <p><b>Assessment Method Type:</b>            Exam - Course Test/Quiz</p> <p><b>Target for Success:</b>            70% of students will achieve a passing score (70/100)</p>		
	<p><b>Assessment Method:</b>            Part Level - Substantive, critical essay that is either responding to instructor prompt or that consists of a critical review of a concert.</p> <p><b>Target for Success:</b>            70% of students will achieve a minimum of Level 3 on a rubric 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.</p> <p><b>Assessment Method:</b>            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).</p> <p><b>Assessment Method Type:</b>            Class/Lab Project</p> <p><b>Target for Success:</b>            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.</p>		
Department - Music (MUS) - MUS 8H - HONORS MUSIC OF MULTICULTURAL AMERICA - 2 - Identifying American Music	<p><b>Assessment Method:</b>            Pre/Post "Surveys" consisting of two parts: objective and self-assessment.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method Type:</b> Pre/Post Test</p> <p><b>Target for Success:</b> Average increase of 10 points per student between pre- and post-test.</p> <p><b>Assessment Method:</b> 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.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 70% of students will achieve passing score (70/100)</p> <p><b>Assessment Method:</b> Part Level - Substantive, critical essay that is either responding to instructor prompt or that consists of a critical review of a concert.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> Achieving 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.</p> <p><b>Assessment Method:</b> 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).</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b></p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>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.</p>		
<p>Department - Music (MUS) - MUS 8H - HONORS MUSIC OF MULTICULTURAL AMERICA - 3 - Defining Music Genres in Terms of Structural Characteristics - Define the following music genres (blues, jazz, gospel, Cajun, zydeco, Country music, Urban Folk Revival, Rock ?n? 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</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Pre/Post "Surveys" consisting of two parts: objective and self-assessment.</p> <p><b>Assessment Method Type:</b> Pre/Post Test</p> <p><b>Target for Success:</b> Average increase of 10 points per student between pre- and post-test.</p> <p><b>Assessment Method:</b> 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.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 70% of students will achieve passing score (70/100)</p> <p><b>Assessment Method:</b> Part Level - Substantive, critical essay that is either responding to instructor prompt or that consists of a critical review of a concert.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> Achieving minimum of ?Good to Very Good? 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</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>and spelling errors; and 4) appropriate standard citation.</p> <p><b>Assessment Method:</b> 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).</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 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.</p>		
<p>Department - Music (MUS) - MUS 8H - HONORS MUSIC OF MULTICULTURAL AMERICA - 1 - Understanding Historical Experience of Five Constituent Groups_1 - 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))</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Music (MUS) - MUS 8H - HONORS MUSIC OF MULTICULTURAL AMERICA - 2 - Identifying American Music Genres as Reflection of Historical Context_1 - A successful student will identify how various American music genres (e.g., spirituals, Urban Folk Revival, gospel, blues,</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Music (MUS) - MUS 8H - HONORS MUSIC OF MULTICULTURAL AMERICA - 3 - Defining Music Genres in Terms of Structural Characteristics_1 - 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))</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Music (MUS) - MUS 9A - MUSIC &amp; MEDIA: EDISON TO HENDRIX - Written analysis by era. - 70% of students will be able to correctly name the eras of pre-1970 jazz by date at the final exam. (Created By Department - Music (MUS))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/24/2012</p> <p><b>End Date:</b> 09/30/2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Short essay.</p> <p><b>Assessment Method Type:</b> Exam - Standardized</p> <p><b>Target for Success:</b> 70%</p>	<p>04/30/2015 - 90% of the students earned a grade B or better on all written essays when asked to name pre-1970 jazz eras by date on the midterm and final exams.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	
<p>Department - Music (MUS) - MUS 9A - MUSIC &amp; MEDIA: EDISON TO HENDRIX - Aural Identification - 70% of students will be</p>	<p><b>Assessment Method:</b> Multiple choice exam questions containing</p>	<p>04/30/2015 - 90% of all the students in class earned a B or better when asked to identify artists</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>able to correctly identify aural examples contained in the class modules at the final exam. (Created By Department - Music (MUS))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/24/2012</p> <p><b>End Date:</b> 09/23/2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>aural examples.</p> <p><b>Assessment Method Type:</b> Exam - Standardized</p> <p><b>Target for Success:</b> 70%</p>	<p>by aural example on the midterm and final exams after listening to examples in the class modules.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	
<p>Department - Music (MUS) - MUS 9B - MUSIC &amp; MEDIA: HENDRIX TO HIP-HOP - Aural Identification - 70% of students will be able to correctly identify aural examples from the class modules at the final exam. (Created By Department - Music (MUS))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/24/2012</p> <p><b>End Date:</b> 09/23/2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Multiple choice aural examples at the final exam.</p> <p><b>Assessment Method Type:</b> Exam - Standardized</p> <p><b>Target for Success:</b> 70%</p>		
<p>Department - Music (MUS) - MUS 9B - MUSIC &amp; 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))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/24/2012</p> <p><b>End Date:</b> 09/30/2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Multiple choice aural examples at the final exam.</p> <p><b>Assessment Method Type:</b> Exam - Standardized</p> <p><b>Target for Success:</b> 70%</p>		

