

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.

Program/Department Name:

Division Name:

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

Name	Department	Position
Mark Anderson	Music	FT Instructor
Robert Hartwell	Music	FT Instructor
Paul Davies	Music	FT Instructor
Elizabeth Barkley	Music	FT Instructor
Milissa Carey	Music	FT Instructor

Number of Full Time Faculty: **Number of Part Time Faculty:**

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

SECTION 1: PROGRAM REFLECTION

1A. Program Update: Based on the program review [data](#), please tell us how your program did last year. We are particularly interested in your proudest moments or achievements related to student success and outcomes.

The Music Department is particularly pleased that our student success rate improved to 76% in 2015-2016, up from 74% in the previous 2 cycles. Our success rate for targeted groups was 65%, which is the same as the last cycle. Our success rate for non-targeted groups was 84%.

While enrollment was down 13.1%, that figure is attributable to the 14.8% drop in sections offered. For the last several cycles, we, under the direction of the Dean, have been focusing on productivity. The department is pleased to note that our department productivity has remained very strong, rising 4.4% over the past 4 years to 593 during 2015-16, well above the college productivity of 522 in 2015-16. We hope we have helped the division, which has risen 13.3% to 640 during 2015-16.

1B. Program Improvement: What areas or activities are you working on this year to improve your program? Please respond to any feedback from the supervising administrator from last year's program review.

As noted by both the Dean and the VP of Instruction in our last PR, our main priority is to create and offer an ADT in Music. After meeting with Bernie Day, Foothill's Articulation Officer, and contacting several other CC Music Departments, it appears the state's hard-line stance on large ensemble requirements may be softening, as few students in California today fall into the "traditional" music student profile.

We are creating new classes, such as a guitar ensemble, and revamping our Applied Music curriculum to address the needs of students in 2016 and beyond. We have also revised the theory program to include Music 3D (Theory and Musicianship IV) to be more in line with offering a 2-year program in music theory.

We have begun the process of cross-listing many of our classes with classes in THTR that actually teach musical skills (a pet project of our last Dean) such as MUS48B: Singing Technique for Musical Theatre; MUS48C: Musical Theatre Repertoire for Singers; MUS47A-D: Musical Theatre Production to give our music students access to a wider range of possibilities in the performing arts, and in hope the state will see these as endemics (which, in fact, they are).

1C. Measures of Success: What data or information will you use to measure your success (e.g. student success rates, changes in student or program learning outcomes)?

We will be monitoring student success rates, enrollment and student learning outcomes to measure our progress.

1D. EMP Goal: The 2015-2020 Educational Master Plan (EMP) includes the following goal:
“Create a culture of equity that promotes student success, particularly for underserved students.”

Based on the program review [data](#), tell us some of the things your program will be doing this year to support this goal. You will be asked to report on any accomplishments on your next comprehensive program review.

Since 2012-13, the Music Department has seen a 2% rise in course success for Targeted Ethnic Groups. As noted in our last PR, 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 (e.g., meeting individually with students early in the quarter)
- Create a climate of intrinsic motivation, i.e., 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 the audit-oriented mid-term and final model.

SECTION 2: PROGRAM OBJECTIVES & RESOURCE REQUESTS

2A. New Program Objectives: Please list any new objectives (do not list your resource requests).

Program Objective	Implementation Timeline	Progress Measures
<i>Example: Offer 2 New Courses to Meet Demand</i>	<i>Winter 2016 Term</i>	<i>Course Enrollment</i>
Create a 3 quarter Guitar Ensemble to help our efforts in creating an ADT in Music.	Next curriculum cycle (Summer 2018)	Course enrollment
Revamp and update our Applied Music curriculum to help our efforts in creating an ADT in Music.	Next curriculum cycle (Summer 2018)	Course enrollment
Revamp curriculum to increase enrollment	Next curriculum cycle (Summer	Course enrollment

ANNUAL PROGRAM REVIEW TEMPLATE for 2016-2017

for Music 12 A-D (class piano) to help our efforts in creating an ADT in Music by increasing potential Applied Music students.	2018)	
Revise music theory curriculum to include Music 3D (Theory and Musicianship IV) as an aid to creating an ADT in Music.	Next curriculum cycle (Summer 2018)	Course enrollment

2B. 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.

Resource Request	\$	Program Objective (Section 2A)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
Tenure Track Position in Music to offset 2 retirements in Music (Paul Davies and Mark Anderson). This position should address both Music Theory/Composition and Music History Literature as these courses show the most robust enrollment patterns.			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24 Kawai CN25 Digital Pianos	@ \$1500/each = \$39,150 (incl. tax). Prices include delivery + 5	Increase enrollment for Music 12 A-D (class piano) to help our efforts in creating an ADT in Music by increasing potential	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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	year factory warrant ty.	Applied Music students.				
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2C. Unbudgeted Reassigned Time: Please list and provide rationale for requested reassign time.

N/A

SECTION 3: LEARNING OUTCOMES ASSESSMENT SUMMARY

3A. Attach 2015-2016 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.

3B. Attach 2015-2016 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 4: FEEDBACK AND FOLLOW-UP

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

4A. Strengths and successes of the program as evidenced by the data and analysis:

The Music department continues to be one of the strongest departments on campus, both in terms of enrollment and productivity. The faculty are actively involved in shared governance in the Fine Arts and Communication Division and the college as a whole, serving on the CCC and Division CC. In addition, they have been energetically engaged in the development of new curriculum and, as noted in the Program Review, might finally be able to offer a AA-T degree in music. This would help boost enrollment and degree completion rates. The Music faculty have developed some of the most innovative Music curricula in the country and the MUS 8 class is still a benchmark in excellence for music classes nationwide.

4B. Areas of concern, if any:

The Music department split into two departments in 2016; the Music Technology (MTEC) department now offers the courses associated with the actual, recording, engineering, and producing of music. This split does mean that the MUS department is a little smaller than before and any analysis of their 2015/16 and 2016/7 enrollment should take this into account. Having said this, enrollment for the department is down over the last few years and the dean and faculty have met to address scheduling options to attract more students. The drop in enrollment has not affected productivity, which remains

well above the college goal.

The wide gap between success for underrepresented students and non-targeted students is a cause for concern, but the department is implementing strategies to address this issue. I will return to this topic below.

It is very important that the college approve at least one new full-time faculty hire in 2017/18. One full-time faculty member has already submitted a retirement letter and it is probable that one or two more (of five total) faculty will be retiring in the next two years. We need to bring new faculty on board to ensure that enrollment continues to be robust and to enable new faculty to take advantage of the experience of the senior faculty members before they too retire.

The equipment (electric pianos, in particular) and facilities in building 1400 are in dire need of renewal. Rooms, 1401, 1402, and 1405 have regular HVAC problems and the building might need to be reconfigured to add an extra classroom.

4C. Recommendations for improvement:

As noted above and in the PR, the achievement gap, especially for online students, is considerable. The faculty have proposed realistic strategies to close this gap, including early warning and second-chance opportunities. I recommend that the department also identify successful students who could work in the TLC to tutor Music students. It would also be important to have an online function to this tutoring as well.

4D. Recommended Next Steps:

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

Upon completion of Section 4, 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>Assessment Cycles: End of Academic Year</p> <p>Start Date: 09/22/2014</p> <p>End Date: 06/26/2015</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will give an in-class presentation of a topic where they relate how a particular piece of music was influenced by an historical and/or a political circumstance. For example, the influence of Napoleon on Beethoven's "Eroica" Symphony.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: Specific summary of historical/political circumstance(s) and a specific tie-in to the musical work in question.</p>		
	<p>Assessment Method: 60 points</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 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 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))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Start Date: 09/24/2012</p>	<p>Assessment Method: Students will demonstrate this skill via test.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 70% success.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
End Date: 09/30/2013 Course-Level SLO Status: Active			
Department - Music (MUS) - MUS 18 - MUSIC PUBLISHING FOR SONGWRITERS - Understanding of Business - A successful student will demonstrate an understanding of the Music Publishing Business. (Created By Department - Music (MUS)) Assessment Cycles: End of Academic Year Start Date: 09/23/2012 End Date: 09/23/2013 Course-Level SLO Status: Active	Assessment Method: Students are required to take 9 quizzes to determine if they can answer questions on basic knowledge of subject. Assessment Method Type: Exam - Course Test/Quiz Target for Success: A passing score of 70% out of a possible 100% for 70% of the students.		
Department - Music (MUS) - MUS 3A - BEGINNING MUSIC THEORY, LITERATURE & COMPOSITION - 3. Hearing musical intervals - Training in hearing the different musical intervals. (Created By Department - Music (MUS)) Assessment Cycles: End of Academic Year Start Date: 09/23/2013 End Date: 06/27/2014 Course-Level SLO Status: Active	Assessment Method: 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. Assessment Method Type: Exam - Course Test/Quiz Target for Success: 80% or better.		
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)) Assessment Cycles: End of Academic Year	Assessment Method: 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. Assessment Method Type: Exam - Course Test/Quiz Target for Success:		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Start Date: 01/06/2014 End Date: 03/28/2014 Course-Level SLO Status: Active	80%		
Department - Music (MUS) - MUS 3C - ADVANCED MUSIC THEORY, LITERATURE & COMPOSITION - 3. Hearing Musical intervals - Training in hearing different musical intervals. (Created By Department - Music (MUS)) Assessment Cycles: End of Academic Year Start Date: 04/07/2014 End Date: 06/27/2014 Course-Level SLO Status: Active	Assessment Method: 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. Assessment Method Type: Exam - Course Test/Quiz		
Department - Music (MUS) - MUS 4 - COMPOSING & ARRANGING WITH 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)) Assessment Cycles: End of Academic Year Course-Level SLO Status: Active			
Department - Music (MUS) - MUS 4 - COMPOSING & ARRANGING WITH SIBELIUS - 2 - Arrange - A successful student will create original arrangements of contemporary classical and popular music. (Created By Department - Music (MUS)) Assessment Cycles: End of Academic Year			

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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Assessment Cycles: End of Academic Year Start Date: 09/24/2012 End Date: 09/23/2013 Course-Level SLO Status: Active	Target for Success: 70% of the students can break down, compare and contrast various publishing agreements in in-class and online discussions.		
Department - Music (MUS) - MUS 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)) Assessment Cycles: End of Academic Year Course-Level SLO Status: Active	Assessment Method: 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. Assessment Method Type: Presentation/Performance Target for Success: All analyses will be presented via the ETUDES Discussion function for review and critique by the class by week six.		
Department - Music (MUS) - MUS 60A - PRODUCING IN THE HOME STUDIO I - 2 - System - A successful student be able to explain the artistic perspective the "life cycle of sound" - from the source (real or virtual instruments) through the production studio and back out of the speakers. All phases of the production studio will be discussed in depth, creating a strong foundation in the understanding of the purpose of the production studio. (Created By Department - Music (MUS)) Assessment Cycles: End of Academic Year Course-Level SLO Status: Active	Assessment Method: Each student will present their design, including microphone selection, cables, and all other hardware/software used in their recording environment (including computer OS) in the final exam. Assessment Method Type: Exam - Course Test/Quiz Target for Success: An 85% C or better average for the entire class.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Music (MUS) - MUS 60B - PRODUCING IN THE HOME STUDIO II - 1 - Critical Listening - A successful student will be able to listen to a recording critically, analyze where the audio needs improvements and demonstrate how to create quality audio using good mixing techniques, effects processing, and editing. The use of a practical set of examples of various professional recordings will be examined to gauge what works and what does not work in a recording production. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: This project is due at the conclusion of every quarter during finals week. The student, using their own studio as a model, presents their acoustic design for that space.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: An 80% completion rate for the entire class each quarter.</p>		
<p>Department - Music (MUS) - MUS 60B - PRODUCING IN THE HOME STUDIO II - 2 - System - A successful student will learn how to use FTP client and export completed files from their DAW for audio delivery, demonstrate the knowledge of overdubbing, live recording and specific techniques for recording commonly used instruments including microphone and effects processing set -up. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: A project is due at the conclusion of every quarter during finals week, delivered via FTP. The student, using their own studio as a model, presents their acoustic design for that space.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 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</p>	<p>Assessment Method: Students will be expected submit the costs of duplication or replication for the numbers of CDs they want/need, research the cost, software and templates manufacturers require for artwork reproduction and detail the process and cost of having a CD</p>	<p>04/13/2016 - 80% of all the class were able to name the costs of CD mastering, manufacturing, graphic design and artwork as it would be required to manage a budget and create a business plan that they would use for their music business.</p> <p>Result: Target Met</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>within a budget. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>mastered by a mastering engineer.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 75% of the students will complete the work required for this SLO and receive a 4 on the rubric, indicating a mastering of the SLO.</p>	<p>Year This Assessment Occurred: 2015-2016</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>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: 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>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 75% of the students this quarter complete the work for this SLO and receive a 4 on the rubric, indicating they have mastered the materials.</p>	<p>04/13/2016 - 90% of the class were able to create a press release and name the contents of a press kit (promotional kit) and describe a promotional campaign they would use to sell their product both via internet (social media) and during live performance or meetings.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p>	
<p>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))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: This is the hands on portion of the final exam.</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target for Success: An 80% success rate for the class as a whole each quarter.</p>		
<p>Department - Music (MUS) - MUS 62 - SOUND REINFORCEMENT & LIVE RECORDING - 2 - Specifications - A successful student will read and interpret a</p>	<p>Assessment Method: This is the written portion of the final exam, and the specifications change every quarter.</p> <p>Assessment Method Type:</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
set of specifications for sound reinforcement equipment. (Created By Department - Music (MUS)) Assessment Cycles: End of Academic Year Course-Level SLO Status: Active	Exam - Course Test/Quiz Target for Success: An 80% success rate for the entire class each quarter.		
Department - Music (MUS) - MUS 66A - INTRODUCTION TO DIGITAL AUDIO: PRO TOOLS - 1 - Write Compositions - A successful student will write original compositions using a midi/audio workstation. (Created By Department - Music (MUS)) Assessment Cycles: End of Academic Year Course-Level SLO Status: Active	Assessment Method: Original compositions delivered as MP3 files to the class website online showcase. Assessment Method Type: Class/Lab Project Target for Success: 90% of enrolled students will successfully compose, edit and mix an original composition utilizing contemporary music technology hardware and software digital audio workstations.		
Department - Music (MUS) - MUS 66A - INTRODUCTION TO DIGITAL AUDIO: PRO TOOLS - 2 - Programming/Sequence - A successful student will create unique programming/sequencing that includes the linking of patterns into a musical composition, and the inclusion of audio files as an integral element. (Created By Department - Music (MUS)) Assessment Cycles: End of Academic Year Course-Level SLO Status: Active	Assessment Method: Finished productions delivered as MP3 files to the class website online showcase with written explanations describing the musical structure and form of the composition. Assessment Method Type: Class/Lab Project Target for Success: 90% of enrolled students will successfully create a finished production incorporating the various programming, sequencing and arranging techniques presented in the class modules. (MIDI, sampling, transcribing etc.)		
Department - Music (MUS) - MUS 66B - INTRODUCTION TO DIGITAL AUDIO: REASON & PRO TOOLS - 1 - Compositions - A successful student will write original compositions using a midi/audio workstation with Reason software. (Created By	Assessment Method: Original compositions delivered as MP3 files to the class website online showcase. Assessment Method Type: Class/Lab Project Target for Success:		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Music (MUS)) Assessment Cycles: End of Academic Year Course-Level SLO Status: Active	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 Assessment Method: 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.		
Department - Music (MUS) - MUS 66B - INTRODUCTION TO DIGITAL AUDIO: REASON & PRO TOOLS - 2 - Programming/Sequence - A successful student will create unique programming/sequencing that includes the linking of patterns into a musical composition, the inclusion of audio files as an integral element, and Reason as a Rewire application. (Created By Department - Music (MUS)) Assessment Cycles: End of Academic Year Course-Level SLO Status: Active	Assessment Method: Finished productions delivered as MP3 files to the class website online showcase with written explanations describing the musical structure and form of the composition. Assessment Method Type: Class/Lab Project Target for Success: 90% of enrolled students will successfully create a finished production with Reason and Pro Tools software incorporating the various programming, sequencing and arranging techniques presented ion the class modules. (MIDI, sampling, transcribing etc.)		
Department - Music (MUS) - MUS 66C - PRO TOOLS & VIRTUAL INSTRUMENTS - 1 - Plug-ins - A successful student will apply AAX and Audio Suite effects plug-ins to a Pro Tools session file. (Created By Department - Music (MUS)) Assessment Cycles: End of Academic Year Course-Level SLO Status: Active	Assessment Method: Finished productions delivered as MP3 files to the class website online showcase with written explanations describing the effects used to modify the Pro Tools session. Assessment Method Type: Class/Lab Project Target for Success: 90% of enrolled students will successfully create a finished production incorporating the AAX and Audio Suite plug-in effects in a		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Pro Tools session.		
<p>Department - Music (MUS) - MUS 66C - PRO TOOLS & 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>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Finished productions delivered as MP3 files to the class website online showcase with written explanations describing the musical structure and form of the composition as well as how the software Reason and Ableton Live were incorporated into the project.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 90% of enrolled students will successfully create a finished production with Pro Tools, Reason and Ableton Live software incorporating the various programming, sequencing and arranging techniques presented ion the class modules. (MIDI, sampling, transcribing etc.)</p>		
<p>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))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>			
<p>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))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status:</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Active</p> <p>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))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>			
<p>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))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</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>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Quizzes with multiple choice, true/false and short essay questions.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of enrolled students will successfully describe the basic physical nature of sound and how these acoustical principles influence audio production in recording studios.</p>		
<p>Department - Music (MUS) - MUS 80A - RECORDING STUDIO BASICS - 2 - Specifications - A successful student will Interpret the specifications of mixing boards,</p>	<p>Assessment Method: Hands on exam where students demonstrate and explain their understanding</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>microphones, and signal processors. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>of recording studio equipment specifications in practical application of audio production workflows.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 80% of enrolled students will successfully operate recording studio equipment and demonstrate a functional understanding of mixing consoles, microphones and signal processors.</p>		
<p>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))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: This is the focus of the class - each student records and edits a multitrack recording of their own design, and presents it for critique at the conclusion of the class.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target for Success: A 80% completion rate for the class.</p>		
<p>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))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: This finished stereo master mix is part of the final project and will be critiqued in class presentations.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: A 80% completion rate for the class.</p>		
<p>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</p>	<p>Assessment Method: This project is critiqued by the class in week 3 of every quarter.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target for Success:</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(MUS)) Assessment Cycles: End of Academic Year Course-Level SLO Status: Active	A 90% completion rate for the class.		
Department - Music (MUS) - MUS 81B - SOUND DESIGN FOR FILM & VIDEO - 2 - Qualities of Sound - A successful student will describe and discuss the aesthetic qualities of sound and music as it relates to the content of video. (Created By Department - Music (MUS)) Assessment Cycles: End of Academic Year Course-Level SLO Status: Active	Assessment Method: Each week, a different film soundtrack is presented, and each student is required to contribute to the discussion in the online classroom. Assessment Method Type: Discussion/Participation Target for Success: a 90% participation rate for the class.		
Department - Music (MUS) - MUS 81E - PRO TOOLS & PLUG INS II - 1 - Plug-Ins - A successful student will modify plug-ins configurations utilizing internal bus paths and aux tracks in a multitrack recording. (Created By Department - Music (MUS)) Assessment Cycles: End of Academic Year Course-Level SLO Status: Active	Assessment Method: Finished productions delivered as MP3 files to the class website online showcase with written explanations describing the internal bus paths, aux tracks and submixes in a multitrack recording. Assessment Method Type: Class/Lab Project Target for Success: 90% of enrolled students will successfully create a finished production containing several different internal bus pathes (e.g. a drum submix, effects processing and aux track routing).		
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 -	Assessment Method: Students will write a video treatment and learn script and storyboard preparation skills. Assessment Method Type: Class/Lab Project Target for Success: 75% of students will receive a grade of B or		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Music (MUS)) Assessment Cycles: End of Academic Year Course-Level SLO Status: Active	better. Assessment Method: Students will be tested on video production industry standard terminology. Assessment Method Type: Exam - Course Test/Quiz Target for Success: 70% will receive a grade of 70/100 or better.		
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)) Assessment Cycles: End of Academic Year Course-Level SLO Status: Active	Assessment Method: Students will work collaboratively to shoot a music video project. Assessment Method Type: Class/Lab Project Target for Success: 90% will deliver a completed broadcast quality music video production. Assessment Method: Students will learn videography concepts including framing, composition, and moving camera and specialized lighting. Assessment Method Type: Presentation/Performance Target for Success: 90% of students will be able to describe the lighting and camera techniques they incorporated into their video project presentation.		
Department - Music (MUS) - MUS 82A - PRO TOOLS 101: INTRODUCTION TO PRO TOOLS - 1 - Spectrum - A successful student will analyze the dynamic spectrum of a multi-track recording. (Created By Department - Music (MUS)) Assessment Cycles: End of Academic Year Course-Level SLO Status: Active	Assessment Method: Students will listen to and visually inspect audio program material demonstrating wide spectrum stereophonic frequency response curves delivered as ZIP file downloads in the class website. Assessment Method Type: Class/Lab Project Target for Success: Target for Success - 90% of enrolled students will successfully analyze and		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	describe the unique sonic characteristics of various audio examples.		
Department - Music (MUS) - MUS 82B - PRO TOOLS 110: PRO TOOLS PRODUCTION I - 1 - Operate - A successful student will operate Pro Tools hardware and software in an audio production environment according to Avid Certification Training standards. (Created By Department - Music (MUS)) Assessment Cycles: End of Academic Year	Assessment Method: Comprehensive series of quizzes and final exams designed to cover all lesson modules and textbook chapters. Assessment Method Type: Exam - Course Test/Quiz Target for Success: 90% of enrolled students will successfully pass the quizzes and exams with a score of at least 80%.		
Course-Level SLO Status: Active			
Department - Music (MUS) - MUS 82B - PRO TOOLS 110: PRO TOOLS PRODUCTION I - 2 - File System - A successful student will explain the Pro Tools file system. (Created By Department - Music (MUS)) Assessment Cycles: End of Academic Year	Assessment Method: Exercise drills and practical projects requiring a satisfactory understanding of Pro Tools file management and naming schemes. Assessment Method Type: Class/Lab Project Target for Success: 90% of enrolled students will successfully complete and deliver properly formatted Pro Tools session directories.		
Course-Level SLO Status: Active			
Department - Music (MUS) - MUS 82E - PRO TOOLS 210P: POST PRODUCTION TECHNIQUES - 1 - Edit ADR - A successful student will be able record and edit Automatic Dialog Replacement (ADR) using Pro Tools in a professional studio setting. (Created By Department - Music (MUS)) Assessment Cycles: End of Academic Year	Assessment Method: Digital video files delivered to the class website, or posted on YouTube, demonstrating replaced dialog properly synchronized to the motion picture images. Assessment Method Type: Class/Lab Project Target for Success: 80% of enrolled students will successfully deploy ADR techniques and workflows.		
Course-Level SLO Status:			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active			
Department - Music (MUS) - MUS 82E - PRO TOOLS 210P: POST PRODUCTION TECHNIQUES - 2 - Mix Audio - A successful student will be able mix a variety of audio elements including music, dialog, sound effects and ambient atmospheric environments while synchronized to digital video. (Created By Department - Music (MUS)) Assessment Cycles: End of Academic Year Course-Level SLO Status: Active	Assessment Method: Digital video files delivered to the class website, or posted on YouTube, demonstrating proper balance, amplitude and equalization specifications according to industry broadcast standards. Assessment Method Type: Class/Lab Project Target for Success: 80% of enrolled students will successfully complete a final audio production mix for a feature film excerpt.		
Department - Music (MUS) - MUS 82G - PRO TOOLS 310M: ADVANCED MUSIC PRODUCTION TECHNIQUES - Configure and Troubleshoot - A successful student will be able to configure and troubleshoot Pro Tools systems. (Created By Department - Music (MUS)) Assessment Cycles: End of Academic Year Course-Level SLO Status: Active	Assessment Method: Hands-on practical exam where students are presented with various technical problems often encountered in audio production facilities. Assessment Method Type: Pre/Post Test Target for Success: 90% of enrolled students will successfully isolate all technical problems and present effective solutions to restore Pro Tools systems to optimum functionality.		
Department - Music (MUS) - MUS 82G - PRO TOOLS 310M: ADVANCED MUSIC PRODUCTION TECHNIQUES - Record and import audio - A successful student will be able record and import audio utilizing a variety of workflows and techniques. (Created By Department - Music (MUS)) Assessment Cycles: End of Academic Year	Assessment Method: Students will deliver functional Pro Tools session file databases including all imported media linked to the session data. Assessment Method Type: Class/Lab Project Target for Success: 90% of enrolled students will successfully import any file type specification into a Pro Tools session file database.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active			
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)) Assessment Cycles: End of Academic Year Course-Level SLO Status: Active	Assessment Method: 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. Target for Success - Assessment Method Type: Exam - Course Test/Quiz Target for Success: 90% of all of enrolled students will achieve 80% or more total points for all exams.		
Department - Music (MUS) - MUS 83A - INTRO TO MUSIC THERAPY - Elements of Music - A successful student will be able to understand the elements of music and as applied to music therapy. (Created By Department - Music (MUS)) Assessment Cycles: End of Academic Year Course-Level SLO Status: Active	Assessment Method: Original music composition, performance or analysis demonstrating an understanding of the relationship of musical parameters as they are applied in music therapy treatment protocols. Assessment Method Type: Class/Lab Project Target for Success: 80% of all of enrolled students will successfully deliver a final project or presentation demonstrating comprehensive understanding key music therapy principles.		
Department - Music (MUS) - MUS 85A - MUSIC & MEDIA: EDISON TO HENDRIX - 1 - History - A successful student will describe and discuss the history of Popular Music since the introduction of recording to 1964. (Created By Department - Music (MUS)) Assessment Cycles: End of Academic Year	Assessment Method: Exams with written essay questions are given on a weekly basis, including a midterm and final. Assessment Method Type: Exam - Course Test/Quiz		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: 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)) Assessment Cycles: End of Academic Year Course-Level SLO Status: Active	Assessment Method: Exams with audio listening examples are given on a weekly basis, including a midterm and final. Assessment Method Type: Exam - Course Test/Quiz		
Department - Music (MUS) - MUS 86 - INTRODUCTION TO DIGITAL SOUND, VIDEO & ANIMATION - 1 - Software - A successful student will demonstrate a working knowledge of digital media computer software. (Created By Department - Music (MUS)) Assessment Cycles: End of Academic Year Course-Level SLO Status: Active	Assessment Method: Weekly assignments using various software applications are required for this course. Assessment Method Type: Class/Lab Project		
Department - Music (MUS) - MUS 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)) Assessment Cycles: End of Academic Year Course-Level SLO Status: Active	Assessment Method: Projects are critiqued at the midterm and final in lieu of a written exam. Assessment Method Type: Observation/Critique		
Department - Music (MUS) - MUS 9A - MUSIC & MEDIA: EDISON TO HENDRIX - Written analysis by era. - 70% of students	Assessment Method: Short essay. Assessment Method Type:	04/13/2016 - 85% of all students were able to correctly name the musical eras and important musicians and how the related to media by the	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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>Assessment Cycles: End of Academic Year</p> <p>Start Date: 09/24/2012</p> <p>End Date: 09/30/2013</p> <p>Course-Level SLO Status: Active</p>	<p>Exam - Standardized</p> <p>Target for Success: 70%</p>	<p>end of class in the final exam.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p>	
<p>Department - Music (MUS) - MUS 9A - MUSIC & MEDIA: EDISON TO HENDRIX - Aural Identification - 70% of students will be able to correctly identify aural examples contained in the class modules at the final exam. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Start Date: 09/24/2012</p> <p>End Date: 09/23/2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Multiple choice exam questions containing aural examples.</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target for Success: 70%</p>	<p>04/13/2016 - 85% of all students were able to correctly name specific music, musicians and media events by the final exam.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p>	
<p>Department - Music (MUS) - MUS 9B - MUSIC & 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>Assessment Cycles: End of Academic Year</p> <p>Start Date: 09/24/2012</p> <p>End Date: 09/23/2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Multiple choice aural examples at the final exam.</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target for Success: 70%</p>		

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

Unit Assessment Report - Four Column

Foothill College

Program (FA-MUSI) - Music: General AA

Primary Core Mission: Transfer
Secondary Core Mission: Workforce

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Program (FA-MUSI) - Music: General AA - 2 - Students who complete the vocational program will also be able to demonstrate knowledge, skills and understanding in the areas of music business, technology, and contemporary popular music literature and composition/engineering identified by the programs board of advisors. SLO Status: Active	Assessment Method: All students who complete the vocational program (music technology) must successfully complete a final exam that demonstrates knowledge, skills and understanding in the areas defined in this PL-SLO. Assessment Method Type: Exam - Course Test/Quiz Target: A 70% or higher grade in final/exit exams for all students completing the vocational program.		
Program (FA-MUSI) - Music: General AA - 1 - Students who complete the traditional transfer course sequence will be able to demonstrate knowledge, skills, and understanding in the three emphases identified by the National Association of Schools of Music (NASM): music history/literature, composition/theory, and performance. SLO Status: Active	Assessment Method: All students must complete a final, comprehensive exam in all music courses to demonstrate their knowledge and skills in all 3 areas identified above. Assessment Method Type: Exam - Course Test/Quiz Target: An 70% or higher score on final exams in history/literature, composition/theory and performance courses for all students completing the transfer course sequence.		