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| Basic Program Information |
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Department Name:

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| Music:Music Technology |
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Division Name:

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| Fine Arts and Communication |
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Program Mission(s):

The mission of the Music Technology Program is to provide an innovative educational program that 1) prepares students for transfer to 4-year institutions to pursue a baccalaureate degree and 2) prepares students for careers in the commercial music field with vocational training in music business, technology, and contemporary music production. The Music Technology Program offers certificates and an associate of arts degree with cutting edge curriculum and instruction in the areas of media studies, recording arts and audio production based on real world industry standards. It is the workforce element of the Music Department.

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

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

| Name | Department | Position |
|----------------|------------------|---------------------------------------|
| Bruce Tambling | Music Technology | Co-Director, Music Technology Program |
| Eric Kuehn | Music Technology | Co-Director, Music Technology Program |

| | |
|------------------------------------|----|
| Total number of Full Time Faculty: | 2 |
| Total number of Part Time Faculty: | 10 |

Please list all existing Classified positions:

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|-----------------------------|
| Lab Manager – Al Ruffinelli |
| |

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

| Program Name | Certificate of Achievement Program | Associate Degree Program | Pathway Program |
|---|------------------------------------|--------------------------|-----------------|
| Music Technology Associate of Arts Degree | | X | |

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

Section 1: Data and Trend Analysis

a. Program Data:

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

| Transcriptable Programs | 2011-2012 | 2012-2013 | 2013-2014 | % Change |
|--------------------------|-----------|-----------|-----------|----------|
| A.A. in Music Technology | 16 | 12 | 11 | -8% |
| C.A. in Music Technology | 3 | 4 | 5 | 25% |
| C.A. in Pro Tools | 5 | 4 | 1 | -75% |

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

| Non-Transcriptable Program | 2011-2012 | 2012-2013 | 2013-2014 | % Change |
|--|-----------|-----------|-----------|----------|
| Pro Tools Expert Music (proficiency) | N/A | N/A | 2 | ∞ |
| Pro Tools Operator Music (proficiency) | N/A | N/A | 3 | ∞ |
| Pro Tools Operator Post (proficiency) | N/A | N/A | 1 | ∞ |
| Songwriting (proficiency) | N/A | N/A | 1 | ∞ |
| Music Business (skills) | N/A | N/A | 1 | ∞ |
| Music Technology (skills) | N/A | N/A | 5 | ∞ |
| Pro Tools (skills) | N/A | N/A | 4 | ∞ |

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

The Avid ProTools Certification credentials are recognized in the professional audio-video production industry. Students with Avid Pro Tools Certifications on their resume have an advantage when entering the workforce because it helps distinguish them from other job applicants. Also, their names and contact information are listed on the Avid corporate website so potential employers can search and find certified Pro tools operators in different locations. Additionally, Certified Pro Tools Operators have access to Avid company logos and other graphic design assets that can be used on business cards and websites etc.

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

b. Department Level Data:

| | 2011-2012 | 2012-2013 | 2013-2014 | % Change |
|---|-----------|-----------|-----------|----------|
| Enrollment | 5,595 | 5,476 | 5,370 | -1.9% |
| Productivity (College Goal 2013-14: 535) | 649 | 569 | 581 | 2.2% |
| Success | 76% | 75% | 76% | 1.0% |
| Full-time FTEF | 3.7 | 5.6 | 5.4 | -3.0% |
| Part-time FTEF | 8.2 | 6.9 | 7.0 | 2.8% |

c. Associate Degree Transfer (ADT)

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

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

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

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

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

analyze the trends.

Enrollment in Music Technology has seen a modest decrease in 2013 – 2014. This is encouraging as it shows the program is stable even with the challenges of increased tuition and repeatability limits.

Foothill College created one of the first music technology programs in the country, launching classes in 1997. Over recent years many other colleges and universities have launched similar music technology programs. This has created some competition and has influenced lower enrollment numbers at Foothill. Compared to other schools, Foothill College remains one of the best programs offering the most courses with high caliber instructors and professional quality studio facilities.

The Music Technology Program would benefit from more marketing and advertising. Many student prospects in the Bay Area, who are considering other schools, are not yet aware of Foothill College. By expanding our marketing and advertising efforts we can educate Bay Area students so they are well informed regarding the Foothill College Music Technology Program. Additionally, there is great potential to expand our student enrollment with out-of-state students. Even with the out-of-state fees the Foothill College Music Technology Program offers a very competitive cost-efficient option to students considering private schools and local universities. There is no music technology program in the country that offers such a large selection of courses as Foothill College. By expanding our advertising and outreach efforts on the national level we should be able to increase the overall enrollment and productivity of our music tech program.

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

The Music Program has very similar Distribution by Ethnicity statistics as the Foothill College general enrollment trends. For example Asian students comprised 25% of total student body in 2013-2014 and Asian students comprised 26% of the Music Department.

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

Productivity has increased to 581. Many of the music technology classes are limited in size because they require significant equipment configurations for students to succeed with hands-on workforce related learning objectives. For example in the Idea Center computer lab there are only 30 stations and the Foothill recording studio facility can only accommodate 25 face-to-face students. To help balance our productivity goals we continue to develop and teach rich online and hybrid course content including new courses on Ableton Live and Apple Logic. These new courses, combined with recently approved additions to our Game Audio and Electronic Music curriculum, should continue to increase productivity as we expand the program.

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

Broad, entry level classes, for example MUS66A Introduction to Digital Audio, MUS81B Sound Design for Film and Video and MUS60A Producing in the Home Studio are offered every quarter. Some of the more advanced music technology classes are only offered one time per year. And our most advanced class MUS82G Pro Tools Expert Level Certification is only offered once every two years. There are no prerequisites for any of our classes so students have maximum flexibility when enrolling.

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

All music technology curriculum has been reviewed to insure it is current and Title 5 compliant. This includes removing all lecture-lab hours and making sure all representative textbooks are up-to-date.

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

In addition to teaching at Foothill College, all music technology faculty are active professionals in their fields. This includes composing music for feature films, producing music for major record labels, delivering custom sound design for video games, dialogue editing for podcasts on National Public Radio and operating world class multi-room recording studio facilities in the Bay Area. By participating in the professional industry, our instructors maintain a very strong awareness of what is required for student success in the workforce. We are constantly updating and refining our curriculum and improving course materials to be congruent with the most recent developments in the area of music technology and digital media content creation.

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

The Music Technology Program continues to expand its scope to be of greater service to the community and to collaborate with faculty and students in other programs and departments. For example, we have collaborated with faculty and students in songwriting classes and music history classes to help produce finished musical works and educational content. And we helped produce audio/video tutorials for faculty from the Mathematics Department. We continue to be very impressed with the quality of talent and creative intelligence demonstrated by our students and faculty. The Music Technology Program offers an opportunity to help foster collaboration in a synthesis of multiple disciplines.

Section 2: Student Equity and Institutional Standards

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

a. Institutional Standard for Course Completion Rate: 55%

Please comment on your program's course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

Our course completion data indicate over 76% of enrolled students successfully complete the music technology classes. With a very diverse roster of students including all ages and many ethnic backgrounds, we do not see any problems or shortcomings in any specific student demographic.

b. Institutional Standard for Degree Completion Number: 450

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

For the 2013-2014 academic year the number of degrees has decreased slightly while the number of certifications has increased. Although our degree and certification completion rates are good compared to other programs and divisions, the music technology completion rates can be improved. Considering the number of students that go through our program every year, and successfully complete required classes, we should be able to increase the number of degrees awarded. Many students are eligible for degrees and certificates but they do not manage to apply for them. By encouraging and assisting students to apply for these degrees and certifications, and by educating them regarding the value of these credentials, the total number of degree completions will increase.

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

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

Certificates have decreased 25%, AA degrees have decreased 8%. Music Technology teaches courses that lead to professional certifications (meaning professional certifications from industry, not the state, such as those created by technology companies like Avid, Waves, FMOD, and NetMix). These industry certifications have increased over the past 3 years and continue to draw students into our program.

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

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

Although transfer data is not currently captured by Foothill College data administrative systems, we recognize the importance of overall transfer rates. In an effort to gather this information in the future we plan to deploy surveys directly to our currently enrolled music technology students and alumni. This will give us the opportunity to gather specific transfer data information. In all of our classes, and with all of our students, we continue to emphasize the value of transferring to and completing a four year degree. We help students choose classes and develop strategies so classes at Foothill College will most efficiently transfer to the four-year degree programs they aspire to complete.

Section 3: Core Mission and Support

Please address all prompts that apply to your program.

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

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

The Music Technology course pathways for the degree and certificates outline a suggested sequence of classes designed to progressively build upon one another. But classes can also be taken out of sequence because each class addresses unique and independent topics. For example a student can enroll in MUS81C Mixing and Mastering and in the following quarter enroll in MUS81B Sound Design for Film and Video. The material in these classes complements each other but there are no prerequisites. In this way students can take classes to best fit their schedule and objectives.

Although our program is not categorized as a basic skills program, Music Technology courses support the development of foundation skills in several ways. First, Music Technology courses help students to develop basic skills in reading and writing through research papers, technical documentation, discussion forum posts, and essay questions. Second, Music Technology courses help students to develop math skills through the application of music theory, acoustical analysis, and professional audio engineering signal processing concepts. Finally, Music Technology courses help students learn to achieve success in college-level courses through the rigorous pursuit of both academic and creative excellence.

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

Attrition has been a significant factor. One of the main factors we see limiting student success is they simply stop attending class. Students stop attending and participating in classes for a variety of reasons including personal problems and academic challenges. In order to increase retention and student success, we have increased support help tools. For example we have extended office hours using web video tools like GoToMeeting, Google Hangout and Skype. Some instructors offer telephone support seven days a week and have set up a special online support desk ticket system to insure student requests don't get lost in emails. This has been particularly helpful for our online students who sometimes get lost in the academic bureaucracy and lose connection with their class communities. Students have expressed appreciation for these additional support mechanisms and have commented they have not seen this offered in other programs.

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

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

The Music Technology program maintains a wide array of courses that are eligible for transfer to UCs and CSUs. The Foothill College Music Technology Program has more transferable classes than any other Music Technology program in the California Community College System, including several classes that qualify for general education for both Foothill College and Transfer. This commitment to Transfer courses serves a wide range of students in addition to Music Technology majors.

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

All courses included in the AA in Music Technology articulate to either UC, CSU, or both. Each course is reviewed on a rotating basis for Title V compliance.

The following courses are UC and CSU transferable:

MUS 6 Composing & Producing Electronic Music (4 units)
 MUS 7F Music in Film (4 units)
 MUS 9A Music & Media: Edison to Hendrix (4 units)
 MUS 9B Music & Media: Hendrix to Hip-Hop (4 units)
 MUS 11A Jazz & Swing (4 units)
 MUS 11B Funk, Fusion & Hip-Hop (4 units)
 MUS 11C Salsa & Latin Jazz (4 units)
 MUS 11D History of Electronic Music: 1867-1970 (4 units)
 MUS 11E History of Electronic Music: 1970-Present (4 units)
 MUS 11F Video Games & Popular Culture (4 units)
 MUS 41 Live Music Performance Workshop (2 units)

The following courses are CSU transferable:

MUS 50A Music Business (4 units)
 MUS 50B Entertainment Law & New Media (4 units)
 MUS 50D Introduction to the Video Game Business (3.5 units)
 MUS 51 Basics of Music Publishing (3.5 units)
 MUS 58A Songwriter's Workshop (3.5 units)
 MUS 58B Modern Song Composition (3.5 units)
 MUS 58C Advanced Song Structure (3.5 units)
 MUS 60A Producing in the Home Studio I (4 units)
 MUS 60B Producing in the Home Studio II (4 units)
 MUS 60C Mastering, Marketing & Managing Your Music (4 units)
 MUS 62 Sound Reinforcement & Live Recording (4 units)
 MUS 66A Introduction to Digital Audio: Pro Tools (4 units)
 MUS 66B Reason & Pro Tools (4 units)
 MUS 66C Pro Tools & Virtual Instruments (4 units)
 MUS 66D Making Music with the Apple IOS (4 units)
 MUS 66E Producing Music with Ableton Live (4.5 units)
 MUS 66F Producing Music with Logic Pro (4.5 units)
 MUS 70R Independent Study in Music/Music Technology (1 units)
 MUS 80A Recording Studio Basics (4 units)
 MUS 81A Recording Studio Production Techniques (4 units)
 MUS 81B Sound Design for Film & Video (3.5 units)
 MUS 81C Mixing & Mastering with Pro Tools (4 units)
 MUS 81D Pro Tools & Plug-Ins I (4 units)
 MUS 81E Pro Tools & Plug-Ins II (4 units)
 MUS 81F Music Video Production (4 units)
 MUS 81G Advanced Mixing & Mastering with Pro Tools (4 units)
 MUS 81J Surround Sound Production (4 units)
 MUS 82A Pro Tools 101: Introduction to Pro Tools (4 units)
 MUS 82B Pro Tools 110: Pro Tools Production I (4 units)
 MUS 82C Pro Tools 201: Pro Tools Production II (4 units)
 MUS 82D Pro Tools 210M: Music Production Techniques (4 units)
 MUS 82E Pro Tools 210P: Post Production Techniques (4 units)
 MUS 82G Pro Tools 310M: Advanced Music Production Techniques (4 units)
 MUS 83A Introduction to Music Therapy (4 units)
 MUS 84A Introduction to Game Audio (4 units)
 MUS 84B Advanced Sound Design for Games (4 units)
 MUS84C Music Compositions for Games (4 Units)

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

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

The Music Technology program provides instruction in both traditional studio recording practices, and modern digital audio production techniques. Music Technology alumni have achieved success in the workforce in a variety of vocations including software and hardware development, music production, audio engineering, and sound design for visual media. Recent graduates are currently employed with several industry-leading employers including Antares Audio Technologies and Avid Technology.

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

Most community colleges in the area including West Valley, De Anza, Mission College, and College of San Mateo offer introductory classes in audio production and music technology. However Foothill College Music Technology is the only program in the area that offers advanced classes such as Pro tools Expert Level Certification and Advanced Music Composition for Game Audio. We offer a much larger selection of music technology classes than any other program in the state.

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

A number of industries in Santa Clara and San Mateo Counties employ those trained in music technology and its related occupations. In 2014 there were 440 music technology related jobs in this region (Santa Clara and San Mateo counties). Some sectors with the highest numbers of jobs include the Motion Picture and Video Production, Music Production, Electronic Game Design, and Internet Publishing and Broadcasting and Web Search Portals. Although Foothill College does not directly monitor job placement data for our students after graduation, the Music Tech program recognizes the value of gathering this important information. We plan to design a number of independent surveys in 2015 to help with job placement and salary data.

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

The average salary/wage in the region for music technology related positions is \$22.34/hr which is higher than the national average of \$20.44/hr. Students completing a music technology program share many skills and abilities with other occupations including Computer User Support Specialists who earn \$32.34/hr.

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

Not applicable.

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

The Music Technology department provides a number of service and outreach programs to the community.

We have hosted special guest lecture presentations by industry professionals and award-winning producers including Cookie Marenco, Robert Rich, Tony Sheperd, BZ Lewis, Marc Senesac and Bruce Kaphan.

In Fall of 2014, the department secured the necessary equipment and began the process of developing a lecture video workflow. In Winter of 2015, Music Technology students will be trained to work with faculty from all departments to produce professional-quality lecture videos to enhance online and hybrid courses. This service will be essential to maintaining Foothill's reputation as the best online college moving forward.

In April of 2015, we are producing the first Foothill College Electronic Music Festival. The festival will bring nationally renowned electronic music composers and performers to campus for two nights of concerts and daytime workshops.

In the Summer of 2013, the department offered a range of instructional workshops for college faculty resulting in Pro Tools, Media Composer, and Sibelius certifications. We plan to offer these workshops to the public beginning in Summer 2015.

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

We plan to design and deploy a number of independent surveys in 2015 to help with job placement, third-party certification statistics and salary data.

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

See attached.

Section 4: Learning Outcomes Assessment Summary

- a. **Attach 2013-2014 Course-Level** – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.
See attached
- b. **Attach 2013-2014 Program Level** – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.
See attached

Section 5: SLO Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts:

- a. **What curricular, pedagogical or other changes have you made as a result of your CL-SLO assessments?**

Based on our comprehensive SLO reflections, major curricular or pedagogical changes are not indicated. As a general trend, we strive to develop a wide range of learning options for our students. We recognize that students prefer a range of mechanisms for learning. Some students are more visually oriented, while some do better with concrete written instructions. Our assessment methods include hands-on creative project-based assignments to best support our work force focused students and written exams for students focusing on the academic transfer path of our program.

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

In alignment with the Foothill College Mission Statement, the Music Technology department provides students with skills needed for transfer, entry into the workplace, and creative expression. In addition, the Music Technology department is committed to developing and maintaining an innovative curriculum, providing access to all students, and serving as a creative incubator for the media arts community.

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

Our program level student learning outcomes are well-defined and adequately support degree and certificate objectives. No major changes or actions have been indicated based on program level SLO reflections.

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

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

Music Technology faculty communicate on a daily basis discussing all aspects of the program. We are constantly engaged exchanging emails, phone calls, face-to-face office meetings and web conferencing when from remote locations. We creatively collaborate together striving to improve our program. This includes addressing technical issues such as updating to the latest software and discussing the details of individual classes and related assignments. Adjunct faculty actively participate in these discussions as well. We recognize one of our greatest assets is the collective talent and experience of our instructors. Leveraging combined suggestions and reflections has been a powerful contributor to the success of the program.

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

In reviewing our Program Reviews and SLO reflections we have observed that our face-to-face students have a distinct advantage over the 100% online students. This is because all of our face-to-face students experience the live lecture demonstrations, have access to facility equipment, and also have complete access to the online material. Online students frequently do not have access to this level of equipment technology or experience the elements of the face-to-face traditional on-campus class meetings. As technology continues to evolve we are researching, testing, and experimenting with different tools and techniques to help improve the online class experience. This includes web videos, live video streaming of classes, and engaging students to contribute multimedia assignments. For example, instead of requiring students to submit a written assignment, we ask students to submit a web video presentation or computer screen capture of their work so we can share with online students. This helps replicate the experience of being in front of a live, face-to-face classroom. By integrating these emerging technologies into our online classes we hope to continue to improve their quality so they are just as rich and engaging as our face-to-face classes.

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

The program level assessments make it clear that one of the main challenges for student success is simply showing up and remaining in class. Records indicate that nearly 100% of students that participate in our music technology classes, making efforts to attend the lectures and complete assignments, are successful. Students that are not often stop attending lectures and simply stop participating. Although our instructors have policies that can help students get caught up in a class, even when significantly behind, we think we should try to reach out and help intercede directly with more students. And we need to consider dropping more students earlier in the quarter if they appear to be in a trajectory of failure.

One of the greatest benefits of working on this Music Technology Program review has been the opportunity to study the program reviews of other departments and divisions. There is clearly a lot Music Technology can learn from the stellar and inspirational success models offered by other programs such as Theater, Photography, Health Sciences, Accounting and Business. We're grateful to be surrounded by such esteemed colleagues and look forward to improving our Music Technology Program based on their examples of excellence. We also realize that the magnitude of work and time demands required to develop and expand the Music Technology Program could benefit with some release time, as practiced by other programs, in order to help the Co-Directors manage the growing list of administrative duties.

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

| Action Step | Related SLO assessment (Note applicable data) | Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources) | How will this action improve student learning/success? |
|--|---|---|---|
| We plan to continue with our current SLO assessment methods. | We utilize a variety of assessment techniques including written essay assignments, exams, practical hands-on tests and creative portfolio development. Our targeted objectives have been successfully achieved and we hope to continue or exceed these percentages in the future. | Our classes include rigorous academic elements and standards that help students develop skills required for success when transferring to 4 year college degree programs. The audio arts and software certification classes offer practical experience and industry recognized credentials that help prepare students to | Written assignments develop communication skills and the ability to deeply analyze and critique the creative and technical merits of music technology works. This will translate into student success as they actively participate in various positions of employment and 4 year degree programs. |

| | | | |
|--|--|--|--|
| | | enter the workforce with competitive skill sets. | |
|--|--|--|--|

Section 6: Program Goals and Rationale

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

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

| Goal/Outcome (This is NOT a resource request) | Completed? (Y/N) | In Progress? (Y/N) | Comment on Status |
|--|------------------|--|-------------------|
| 1 Improve acoustics in studio 1101 | 4 years | New designs and acoustical measurements have been created. | Met |
| 2 Continue developing original course materials applicable to our program needs. | 5 years | 3 new classes completed. | Met/ongoing |
| 3 Continue producing professional quality recordings | 5 years | 50+ recordings have been completed in 2013/2014 | Met/ongoing |
| | | | |

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

| Goal/Outcome (This is NOT a resource request) | Timeline (long/short-term) | How will this goal improve student success or respond to other key college initiatives? | How will progress toward this goal be measured? |
|--|----------------------------|---|--|
| 1. Studio 1101 acoustics improvements – Phase II | 2 years | Improve student success by creating a professional level acoustic recording space. | Research room modifications and acoustical design. Initiate fund raising activities to raise required capital. |
| 2. Continue developing original course materials applicable to our program needs. | Ongoing | New, state of the art cutting edge classes will be created and offered. | Instructors will create new courses and update existing courses with new material. |
| 3. Continue producing professional quality audio recordings. | Ongoing | Offers hands-on experience and real-world training, as well as portfolio | Student-released CD and downloadable album projects. Student online |

| | | | |
|---|---------|--|--|
| | | development. | portfolios and resumes used in job placement efforts. |
| 4. Develop Two Year Schedule for all Music Technology classes. | 1 year | Help students and faculty plan to meet graduation and transfer goals. | Publish Music Technology Two Year Schedule on Foothill Music Technology Webpage. |
| 5. Strengthen communication between Music Technology Faculty and Advisory Board with more group meetings using web conferencing tools. | 1 year | Help leverage the collective resources and suggestions of our faculty to improve classes and overall student success. | Regular meetings can be recorded and archived for review. |
| 6. Update Music Technology web presence. | 1 year | Better inform students regarding upcoming classes and general information so they can choose the best classes to support graduation, transfer and workforce related goals. | Publish updated webpages. |
| 7. Increase Student Enrollment and Program Productivity. | Ongoing | Directly contribute to student and program success. | Annual Program Review Data. |
| 8. Increase outreach activities and on-campus promotional events. | Ongoing | Enhances recognition of program and support students with expanded industry resources and professional networking. | Schedule monthly events and activities. |
| 9. Expand, refine and update course curriculum, SLOs and Program Reviews. | Ongoing | Improve overall quality of program and outcomes. | Trac-Dat, CORs, Curriculum Sheet, Program Review Data. |
| 10. Facilitate more opportunities for lab time and recording studio access, especially on weekends. | 2 year | Offer students hands-on experience logging time in professional production studios and building quality portfolio content. | Calendar with more time available for students to schedule. |
| 11. Repair broken equipment. Update software and firmware. Remove and dispose of all obsolete equipment. | 1 year | Improve overall facility functionality and safety. | Maintain list of equipment status. |

| | | | |
|---|---------|---|---|
| 12. Expand Internship opportunities and increase involvement with Intern Office. | 1 year | Create direct student employment and training opportunities. | Create database of internship positions in the Bay Area and beyond. |
| 13. Create and deploy independent surveys for graduates and alumni. | 1 year | Help guide students towards transfer destinations and employment opportunities. | Database tracking student transfer activities and employment statistics. |
| 14. Create preliminary architectural drawings for building 1100 Digital Media Center plans. | 1 year | Maximize facility efficiency to serve more students and the greater community. | CAD files and PDF prints. |
| 15. Create and deploy consistent advertising campaigns in a variety of media. | 1 year | Expand general awareness and public recognition of program. | YouTube, Podcasts, Craigs List, Google Ads, Local TV and Radio, Search Engine Optimization. |
| 16. Formulate initial fundraising plans with FHDA Foundation. | 2 year | Improve overall facilities and expand capacity to serve the entire college. | Written draft of plans and PowerPoint slide proposal. |
| 17. Increase involvement with Workforce Committee. | 1 year | Keep students informed of workforce related opportunities and optimize Music Tech Program management. | Attend committee meetings and increase communication with Workforce Office. |
| 18. Develop short courses on weekends and expand Summer training schedule. | 2 year | Help students update expired certifications and offer classes to expanded demographic. | Schedule trial classes on weekends. |
| 19. Organize live music performances on campus during College Hour and other special events. | Ongoing | Support student performance skills and deepen community awareness of music and art at FH College. | Schedule and announce events in various calendars, websites and newsletters. |

Section 7: Program Resources and Support

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

Full Time Faculty and/or Staff Positions

| Position | \$ Amount | Related Goal from Table in section 6 and how this resource request supports this goal. | Was position previously approved in last 3 years? (y/n) |
|--|-------------|--|---|
| Music Tech Facilities Manager and Support Tech | \$50,000.00 | 1, 3, 4, 5, 6, 7, 8, 10, 11, 12, 14, 16 | no |
| Lab Assistant | \$6000.00 | 1, 3, 4, 5, 6, 7, 8, 10, 11, 12, 14, 16 | no |
| | | | |

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

| | |
|--|-----------------------------------|
| Has the program received college funding for reassign time in the last three years? (No) | If yes, indicate percent of time. |
| Has the program used division or department B-budget to fund reassign time? (No) | |

Indicate duties covered by requested reassign time:

| Responsibility | Estimated \$ | Related Goal from Table in section 6 and how this resource request supports this goal. | Est hours per month | % Time |
|---|------------------------------------|---|---------------------|--------|
| Music Technology Program Co-Director which includes all aspects of facility, faculty and staff management, technical maintenance, program development, construction upgrades, marketing outreach and student support. | 33% release time at current salary | Our program goals, including 1 - 19 listed above, are very ambitious and show great potential and positive vision. In order to actualize these goals we need to reassign some instructional time into various administrative duties. The only way we can feasibly grow this program is by allocating additional time. | 33% | |

One Time B Budget Augmentation

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

Ongoing B Budget Augmentation

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

| | | | |
|--|-----------|---|-----|
| Licensing fees to industry affiliates for software NFRs | \$4000.00 | 3 | Yes |
| | | | |
| | | | |

Facilities and Equipment

| Facilities/Equipment Description | \$ Amount | Related Goal from Table in section 6 and how this resource request supports this goal. | Previously funded in last 3 years? (y/n) |
|----------------------------------|-----------|---|--|
| Studio C Renovation | \$75,000 | Convert one of the building 1100 office rooms into an Editing, Mixing, and Media Screening room. This will help accommodate the growing number of students that need access to professional equipment and production experience. It will also serve as a destination production facility to help all video projects at Foothill College. Any department or instructor that needs support producing professional quality videos for online class material will benefit from this facility. | |
| Studio A Mixing Console | \$80,000 | The current Avid D-Command mixing console is obsolete. It has been discontinued and will no longer be supported. We should make plans to exchange the current console for a new model. | |

| | | | |
|---|-------------------|--|--|
| Building 1100 Acoustical Upgrade – Phase 2 | \$25,000 | Building 1100 was not designed with professional acoustics required for a recording studio. There is no sound isolation between the walls, and the frequency response (sound quality) of all the rooms needs acoustical treatment. By upgrading the acoustics of building 1100 students would have the opportunity to develop core competencies required for success in the workforce . The Foothill recording studio is an asset that serves the entire campus. | |
| Building 1100 Live Webcast Capability | \$20,000 | By permanently installing video broadcast and video streaming equipment, we can turn building 1100 into a broadcast quality Internet Streaming TV studio. This can be a premier destination for all departments at Foothill and also the general community. Will give students the opportunity to build portfolios and acquire practical experience with professional equipment and workflows. | |
| IDEA Center HVAC | \$25,000 - 75,000 | Upgrade the air conditioner system. Creativity requires fresh air. With all of the computer equipment generating heat, the IDEA Center's ventilation system is extremely inadequate. The IDEA Center HVAC system is also an acoustical problem because the | |

| | | | |
|--|---|--|--|
| | | noise floor generated makes it difficult for students to hear the music or the instructor. | |
| IDEA Center Web Video Broadcast Equipment | \$10,000 | By installing video cameras, wireless microphones and Internet compression hardware, the IDEA Center could produce videos of class lectures and stream the face-to-face classes live to our online students live in real time. | |
| Advertising | \$12,000 | With additional Music Technology Programs opening all around the country, Foothill College has more competition. We need to maintain a presence with consistent online advertising and marketing efforts. Search Engine Optimization, Google Ads, Craig's List Ads, Banner Ads on music tech related forums should all be utilized to help drive students to our websites. | |
| Google Apps for Education | Minimal time from Foothill IT to help set it up | Google Apps for Education is free to colleges and offers the same features as Google Apps for Business which costs \$50/year for each user. By utilizing a subdomain like fa.foothill.edu, we could offer students a Foothill.edu email address , 25GB of storage and all the features included in Google Apps for Business. Google Apps for Education has been very success with major universities around the world. An .edu email | |

| | | | |
|--|--|--|--|
| | | account will also help students qualify for many academic and educational discount prices offered by many vendors. | |
|--|--|--|--|

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

New Apple iMac computers feature 27 inch monitors and 32 bit gigabytes of RAM were installed in the Idea Center (Room 1211). This upgrade has elevated the facility into a state-of-the-art digital media instruction lab with an Internet connection of over 700 Mb per second and complete software packages from Adobe, Apple and Avid Technologies. The Idea Center now offers a very powerful environment that very few students have access to at home or 100% online. We hope to improve the air conditioning system so students can feel more comfortable and actually hear the sound from the audio speaker monitors.

The acoustical treatment upgrades in Room 1102 have been a great success. Previous to this acoustical treatment remodeling, room 1102 was a standard, traditional classroom with bare sheetrock walls. Sound, especially bass frequencies, would bounce around the walls in an uncontrollable fashion making it impossible for students to do any kind of critical listening. The upgraded acoustics now offer students benefits of a professional quality audio control room including the opportunity to develop core competencies required for success in the workforce and the ability to produce portfolios of truly professional quality work.

Section 8: Program Review Summary

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

| Recommendation | Comments |
|---|---|
| Combine Music & Music Technology program reviews. | We agree this is a great suggestion. Similar to Theatre/Theatre Tech, the Music and Music Tech programs are interrelated and supportive of each other. We look forward to combining our reports in the next program review cycle. |
| Proliferation of Music Technology Programs statewide and nationally is unprecedented so we must increase our profile if we are to continue to grow. | Marketing and advertising will help reach out and inform prospective students regarding the many strengths and advantages of the FH Music Tech program. |
| The program can benefit by offering short | This will also help serve students that have not |

| | |
|--|--|
| courses, particularly on weekends. | been able to update their obsolete and expired certifications due to repeatability limitations. We will plan offering some short courses to test this market. |
| Offer more face-to-face sections of recording arts. | We agree. The Foothill Recording studio facility in building 1100 offers a level of training and experience not available at other schools. As MOOCS (Massive Open Online Courses) and 100% online classes continue to proliferate, it's more important than ever to offer hands-on, face-to-face classes and labs. These on campus classes will also serve to attract more students and help grow our hybrid and online class sections. |
| Participate more in college recruiting activities such as Day On The Hill. | Although current Music Tech full-time staff have represented the program at previous Day On The Hill events over the years, we agree our presence at this and similar events needs to be developed and improved. We also plan to continue hosting free Music Tech related events on campus, such as guest presentations from industry professionals, to help outreach and inform prospective students about Foothill College. |
| Develop contemporary marketing materials through the marketing office. | <p>We are certain this is one of the most important and impactful things we can do. As more people learn about our Music Technology program, and compare our program with other alternatives, our enrollment will inevitably increase.</p> <p>All of these suggestions can be best supported by integrating some reassign time to help allocate the time and energy required to manage the growing list of objectives and administrative responsibilities.</p> |

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

| | INTERNAL FACTORS | EXTERNAL FACTORS |
|-------------------|---|---|
| Strengths | <p>The Music Technology Program considers its greatest strengths to be its</p> <ul style="list-style-type: none"> • broad-based, comprehensive curriculum; • award-winning, innovative, creative faculty; and • state-of-the-art equipment and software applications that prepare students to successfully enter the work force. | <p>The Music Technology Program has an excellent reputation in the professional music community and the graduates of the program are placed easily in the music industry.</p> |
| Weaknesses | The lack of an Applied Music | Perception that the music business |

| | | |
|----------------------|---|---|
| | program and the restrictions on our performance program due to repeatability issues. | does not lead to a viable career along with the impact of the repeatability restrictions. |
| Opportunities | To be in the forefront both in terms of curricular offerings and delivery systems. | To continue to work with music business and industry to identify supplementary funding sources. |
| Threats | <ul style="list-style-type: none"> Declining enrollment trends district-wide. Impact of repeatability restrictions. | Proprietary Schools that offer music technology programs. |

Section 9: Feedback and Follow Up

This section is for the Dean to provide feedback.

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

First, this is a very well written and thorough program review, bravo! Based on the data, this program is very successful, and I appreciate the fact that the faculty has offered many thoughtful suggestions on how it can expand. While I do not support all of your resource requests, I agree on the concept that we have a long way to go to recreate the facility. The leadership the faculty has shown in developing new courses is noteworthy, and I agree that you should look for new directions to grow in. As the premiere Pro Tools training center among public institutions in the Bay Area, you have done a great job in attracting excellent students.

b. Areas of concern, if any:

My greatest concern is addressed above – competition from private schools that have massive advertising budgets with whom we cannot compete (in terms of advertising, not instruction). I am also concerned about the drop in degrees and certificates issued, but in this regard you are not alone by any means. I hope we can foster a culture of completion as this is the benchmark the state sees.

c. Recommendations for improvement:

Your suggestion about short courses is great and could really reap tremendous benefit. We have the facility, it's just a matter of "pulling the trigger" so to speak. I also think you should consider offering courses through the Foothill Extension (formerly Community Based Ed.) – there is tremendous potential there, and such courses do not carry the stigma of non-repeatability.

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

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

The Music Technology faculty are innovative and responsive to changing technology and industry trends. They provide excellent education and real life work experience to their students, and their program is a great asset to Foothill College.

e. Areas of concern, if any:

The courses have a blend of online, face to face and hybrid, and it is necessary to carefully balance those offerings to address student need and enrollment and productivity.

f. Recommendations for improvement:

None

g. Recommended Next steps:

☒ Proceed as planned on program review schedule

____ Further review/Out of cycle in-depth review

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

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: 09/24/2012</p> <p>End Date: 06/28/2013</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>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>Start Date: 09/26/2011</p> <p>End Date: 06/22/2012</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Students respond to an aural presentation of the diverse instruments of the orchestra.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: Student will be successful in discerning the difference of color between brass and strings, between woodwinds and brass, the sound of a piano as opposed to that of a harp.</p> | | |
| <p>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))</p> | <p>Assessment Method: 4 part rhythm composition</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: Class performance of original composition.</p> | <p>06/12/2014 - This is a popular assignment with the students. There was a 95% participation rate and 80% of the class completed the project and received 100%.</p> <p>Result: Target Met</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|--|--|--|-------------------------|
| Course-Level SLO Status: Active | 100% participation with 75% receiving full credit for the assignment. | Year This Assessment Occurred: 2013-2014 GE/IL-SLO Reflection: Writing a 4 part rhythm composition combines many of the skills that are learned throughout the quarter. This is a good reflection of their command of the subject matter. | |
| Department - Music (MUS) - MUS 10 - MUSIC FUNDAMENTALS - 2 - Fundamentals - The successful student will apply the fundamentals of music theory (meter, composition, major and minor scales, key signatures, and triads) as they listen to pop or classical music. (Created By Department - Music (MUS)) Course-Level SLO Status: Active | Assessment Method: In-Class and Textbook Assignments that support your understanding of music theory A. SCALES (25 points each) (10%)_____ 1. MAJOR (pg. 83-85) _____ 2. NATURAL MINOR (pg. 147-149) _____ 3. HARMONIC MINOR(pg. 152-154) _____ 4. MELODIC MINOR (pg. 156-159) _____ B. CLASS ASSIGNMENTS (TEST SUPPORT!) 1. Ch. 1: Treble & Bass clef: P.M. 1-1 thru 1-3, p.21 _____ 2. Ch. 2: Simple Meter: P.M. 2-1 thru 2-2 p. 35 _____ 3. Ch. 3: Compound Meter: P.M. 3-1, 3-2, 3-3 p. 51 _____ 4. Ch. 4: Locating Pitches: P.M. 4-1, 4-2, 4-3, 4-4, p. 65-66 _____ Ch. 4: Octave ID: P.M. 4-5, 4-6, 4-7 p. 67 5. Major Key Signatures P.M.. 6-1-6-3 p.97, 98 _____ 6. Circle of 5ths: (handout) Major_____ minor _____ 7. Perfect Intervals: P.M. 7-6 p. 113-114 #1-5 _____ 8. Major Intervals P.M.7-10 p. 116 # 1-3 _____ 9. Minor Key Signatures P.M.. 8-5 p. 132 # 1-13 _____ 10. Triads: P.M. 11-1 p.183 # 1-3, & 11-5 p. | | |

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

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

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

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

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

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

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| <p>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))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Successful performance of all vocal material studied in class.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: Students will demonstrate vocal and musical skills at an advanced level, including challenging repertoire in a variety of styles and languages, expansion of vocal range, musicality and communication of text.</p> | | |
| <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))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: The final exam is a hands-on individual exam where each enrolled student is asked to identify a standardized set of notation, and perform it.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: An 80% passing percentage each time the course is offered.</p> | <p>06/05/2014 - 75% of the students in this class were able to read and play a simple melody.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2013-2014</p> | |
| <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>Start Date: 09/26/2011</p> <p>End Date: 06/14/2012</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Individual student performances of classical guitar technique and beginning level literature.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 80% performance success</p> | | |
| Department - Music (MUS) - MUS 14B - | | | |

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

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

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|--|--|--|-------------------------|
| | <p>credit for the assignment.</p> <p>Assessment Method: Each student performs individually for the instructor, selected scales, technique, and pieces from the literature presented in class.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 100% participation with 75% receiving full credit for the assignment.</p> | <p>06/12/2014 - 86% participation, with 77% of the student's receiving a grade of 80% or higher.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>GE/IL-SLO Reflection: Emphasis placed on note reading, tablature and chord symbols continues to rewarding, but challenging for some students.</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>Course-Level SLO Status: Active</p> | <p>Assessment Method: 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. 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. Here are some possible ideas: a. The song length b. Instrumental or vocal style c. Accompaniment style (alternating bass, bass runs, movable chords strumming, arpeggio, finger-picking)</p> | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|-------------------|--|---|-------------------------|
| | <p>d. Reading method: tablature, standard notation, or chord symbols</p> <p>e. Key</p> <p>f. Subject matter of the lyrics (conversational, political, philosophical?)</p> <p>g. Poetic devices: rhyme, alliteration, simile, repetition, metaphor, assonance personification, symbolism, onomatopoeia.</p> <p>BE SURE TO ANALYZE AND WRITE ON THE LYRIC SHEET FOR THIS PART</p> <p>h. Form (verse, chorus, bridge?)</p> <p>i. Style (</p> <p>j. Melody (stepwise or large intervals?)</p> <p>k. Rhythm</p> <p>l. Chord analysis</p> <p>m. Performance challenges on the guitar and how you solved them</p> <p>n. Something you learned about the guitar from playing this song</p> <p>o. Why you selected these 2 songs</p> <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>Assessment Method Type: Essay/Journal</p> <p>Target for Success: Completion of the comparative essay with integration of learned guitar skills, with variations on the level of 15 A, B, or C. 100% participation with 75% receiving full credit for the assignment.</p> | | |
| | <p>Assessment Method: This assignment is a comparison of two</p> | <p>06/12/2014 - 70% of the students received a 90% or higher.</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|--|--|--|-------------------------|
| | <p>songs, or instrumental pieces, that we have worked on in class.</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: 100% participation with students scoring above 75%.</p> | <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>GE/IL-SLO Reflection: 77% of the students completed this assignment on a comparison essay.</p> <p>GE/IL-SLO Reflection: 77% of the students completed this assignment on a song comparison essay.</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>Course-Level SLO Status: Active</p> | <p>Assessment Method: 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 A'Soalin: 1st line: STRUMMING- BLUES RIFF-</p> <p>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</p> <p>III. FINAL PERFORMANCE REPORT #3 HAL LEONARD: RIGHT HAND LEFT HAND CHORDS</p> | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|--|---|---|-------------------------|
| | <p>A'SOALIN'/SPIKE DRIVER'S BLUES/COVENTRY CAROL Assessment Method Type: Case Study/Analysis Target for Success: Perform for the instructor specific pieces according to the performance test guidelines. 100% participation with 75% receiving full credit for the assignment.</p> <p>Assessment Method: Each student performs individually for the instructor, selected scales, technique, and pieces from the literature presented in class Assessment Method Type: Case Study/Analysis Target for Success: 100% participation with 75% receiving full credit for the assignment.</p> | <p>06/12/2014 - 100% participation with 100% receiving a 90% or higher Result: Target Met Year This Assessment Occurred: 2013-2014 GE/IL-SLO Reflection: Emphasis placed on note reading, tablature and chord symbols continues to rewarding, but challenging for some students.</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>Course-Level SLO Status: Active</p> | <p>Assessment Method: MUSIC 15B 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</p> | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|-------------------|---|---------------------------------|-------------------------|
| | <p>a choice between any 2 songs that you enjoy playing.</p> <p>Here are some possible ideas:</p> <ul style="list-style-type: none"> a. The song length b. Instrumental or vocal style c. Accompaniment style (alternating bass, bass runs, movable chords strumming, arpeggio, finger-picking) d. Reading method: tablature, standard notation, or chord symbols e. Key f. Subject matter of the lyrics (conversational, political, philosophical?) g. Poetic devices: rhyme, alliteration, simile, repetition, metaphor, assonance personification, symbolism, onomatopoeia. <p>BE SURE TO ANALYZE AND WRITE ON THE LYRIC SHEET FOR THIS PART</p> <ul style="list-style-type: none"> 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>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>Assessment Method Type: Essay/Journal</p> <p>Target for Success:</p> | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|--|--|---|-------------------------|
| | <p>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>Assessment Method: Comparison essay Assessment Method Type: Case Study/Analysis Target for Success: Music 15 ABC is a blended course, with the majority of the students in Music 15A. These results are based on the 2010-2011 school year. Fall 2010 - Music 15B during the day, had 2 students. Winter 2011 - Music 15B during the day had no students. Spring 2011 - Music 15B during the day was not offered.</p> | <p>06/12/2014 - This class had a blended enrollment. 15A had 14 students, 15B had 6 students, and 15C had 1 student. Four of the 6 students in this section received 100%, and 2 received a 90%.</p> <p>Result: Target Met Year This Assessment Occurred: 2013-2014 GE/IL-SLO Reflection: 100% of the students received a 90% or higher.</p> | |
| <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 - Music (MUS))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: NAME _____ 15C</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 A'Soalin: 1st line: STRUMMING- BLUES RIFF- II. PERFORMANCE REPORT #2 HAL LEONARD: EXERCISE # _____ EXERCISE:</p> | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|-------------------|---|--|-------------------------|
| | <p>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>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: Perform for the instructor specific pieces according to the performance test guidelines. 100% participation with 75% receiving full credit for the assignment.</p> | | |
| | <p>Assessment Method: Performance for instructor</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: Music 15 ABC is a blended course, with the majority of the students in Music 15A. These results are based on the 2010-2011 school year. Fall 2010 - Music 15B during the day, had 2 students. Winter 2011 - Music 15B during the day had no students. Spring 2011 - Music 15B during the day was not offered.</p> <p>edit copy delete [Close]</p> | <p>06/12/2014 - This class had a blended enrollment. 15A had 14 students, 15B had 6 students, and 15C had 1 student. The 1 student in the class performed her final exam piece very well.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>GE/IL-SLO Reflection: This section had 1 student this quarter. She was a very accomplished student who met all the goals for the scoring 982 points out of 1000.</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</p> | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|--|---|---------------------------------|-------------------------|
| | <p>- Music 15B during the day was not offered. Y edit copy delete [Close]</p> | | |
| <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>Course-Level SLO Status: Active</p> | <p>Assessment Method: 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. Here are some possible ideas: a. The song length b. Instrumental or vocal style c. Accompaniment style (alternating bass, bass runs, movable chords strumming, arpeggio, finger-picking)</p> | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|-------------------|--|--|-------------------------|
| | <p>d. Reading method: tablature, standard notation, or chord symbols</p> <p>e. Key</p> <p>f. Subject matter of the lyrics (conversational, political, philosophical?)</p> <p>g. Poetic devices: rhyme, alliteration, simile, repetition, metaphor, assonance personification, symbolism, onomatopoeia.</p> <p>BE SURE TO ANALYZE AND WRITE ON THE LYRIC SHEET FOR THIS PART</p> <p>h. Form (verse, chorus, bridge)</p> <p>i. Style</p> <p>j. Melody (stepwise or large intervals)</p> <p>k. Rhythm</p> <p>l. Chord analysis</p> <p>m. Performance challenges on the guitar and how you solved them</p> <p>n. Something you learned about the guitar from playing this song</p> <p>o. Why you selected these 2 songs</p> <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>Assessment Method Type:</p> <p>Essay/Journal</p> <p>Target for Success:</p> <p>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>Assessment Method:</p> <p>Comparison paper</p> <p>Assessment Method Type:</p> | <p>06/12/2014 - The 1 student in this advanced section, for this quarter, wrote an exquisite comparison paper, that was scored at 100%</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|--|-------------------------|
| | <p>Case Study/Analysis</p> <p>Target for Success:</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 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> | <p>Result:</p> <p>Target Met</p> <p>Year This Assessment Occurred:</p> <p>2013-2014</p> <p>GE/IL-SLO Reflection:</p> <p>There is a big challenge to teaching 3 levels at the same time. It would be nice to get each section to have a higher enrollment. However, due to the repeatability issue, many students are hesitant to go an intermediate, or advanced level after 3 months of study.</p> | |
| <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>Assessment Cycles:</p> <p>End of Academic Year</p> <p>Start Date:</p> <p>09/23/2012</p> <p>End Date:</p> <p>09/23/2013</p> <p>Course-Level SLO Status:</p> <p>Active</p> | <p>Assessment Method:</p> <p>Students are required to take 9 quizzes to determine if they can answer questions on basic knowledge of subject.</p> <p>Assessment Method Type:</p> <p>Exam - Course Test/Quiz</p> <p>Target for Success:</p> <p>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>Course-Level SLO Status:</p> <p>Active</p> | <p>Assessment Method:</p> <p>Students are required to take 9 quizzes to determine if they can answer questions on basic knowledge of subject.</p> <p>Assessment Method Type:</p> <p>Exam - Course Test/Quiz</p> <p>Target for Success:</p> <p>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>Assessment Method:</p> <p>Students are required to actively participate</p> | | |

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

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

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

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

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

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

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

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

| 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 & 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>Start Date: 09/26/2011</p> <p>End Date: 12/16/2011</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Students compose a simple choral composition using basic four part harmony.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: Strict observance of four-part harmony rules: no parallel fifths, no doubling of the leading tone, etc.</p> | | |
| <p>Department - Music (MUS) - MUS 3A - BEGINNING MUSIC THEORY, LITERATURE & COMPOSITION - 2 - Analyze Compositions - Analyze simple compositions identifying triads in root position and inversions using Roman numerals, figured bass, and popular chord symbols. (Created By Department - Music (MUS))</p> <p>Start Date: 09/26/2011</p> <p>End Date: 12/16/2011</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: A number of quizzes are taken related to the different topics.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80-90% on individual quizzes.</p> | | |
| <p>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))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Analysis of diverse musical compositions that exhibit binary and ternary form.</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: Being able to accurately designate sections within a given piece of music (piano pieces, chamber music).</p> | | |

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

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|--|---------------------------------|-------------------------|
| <p>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>Course-Level SLO Status: Active</p> | <p>in a public venue or live stream over the Internet.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 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 (MUS))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Written and oral reviews and critical evaluation of selected musical compositions.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target for Success: 90% of enrolled students will successfully provide critical analysis and comprehensive reviews of selected performances demonstrating understanding of applicable music parameters.</p> | | |
| <p>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))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: There will be an assignment every quarter to examine a standard music industry contract, then write an essay regarding the enforceability of the contract in question.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 90% of enrolled students will successfully complete this assignment with a B or better.</p> | | |
| <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))</p> | <p>Assessment Method: There is an essay question on both the midterm and final asking the student to define/describe the development of music distribution from the earliest sound recordings to the present.</p> <p>Assessment Method Type:</p> | | |

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

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

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

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

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

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

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

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

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| <p>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.</p> <p>(Created By Department - Music (MUS))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p> | <p>surfaces and materials, and proposing changes to alter the acoustic footprint for various audio scenarios.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: All analyses will be presented via the ETUDES Discussion function for review and critique by the class by week six.</p> | | |
| <p>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.</p> <p>(Created By Department - Music (MUS))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p> | <p>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.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: An 85% C or better average for the entire class.</p> | | |
| <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.</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> | | |

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

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| <p>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>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>release. Result: Target Met Year This Assessment Occurred: 2013-2014</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 set of specifications for sound reinforcement equipment. (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 written portion of the final exam, and the specifications change every quarter.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: An 80% success rate for the entire class each quarter.</p> | | |
| <p>Department - Music (MUS) - MUS 66A - INTRODUCTION TO DIGITAL AUDIO: PRO TOOLS - 1 - Write Compositions - A successful student will write original</p> | <p>Assessment Method: Original compositions delivered as MP3 files to the class website online showcase.</p> <p>Assessment Method Type:</p> | <p>11/30/2014 - All students that attempted to create and deliver MP3 files of original compositions were successful. 20% of the enrolled students failed to submit anything.</p> | <p>11/30/2014 - This assessment method is well implemented and successful for students that actually participate in class. We need to</p> |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| <p>compositions using a midi/audio workstation. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p> | <p>Class/Lab Project</p> <p>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.</p> | <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> | <p>address the attrition factor as many students, especially the online students, stop participating. Methods to do this might include contacting the missing students directly via email and telephone and organizing special on campus events to encourage them to participate. As a last resort we can consider informing students they will be dropped from class if they fail to participate.</p> |
| <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>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.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>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.)</p> | <p>11/30/2014 - 100% of all students that attempted to create original music compositions utilizing the techniques presented in this class successfully delivered finished musical productions. 18% of the enrolled students failed to attempt these assignments.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> | <p>11/30/2014 - This assessment method is well implemented and successful for students that actually participate in class. We need to address the attrition factor as many students, especially the online students, stop participating. Methods to do this might include contacting the missing students directly via email and telephone and offering more one-on-one support to help them understand and successfully complete their assignments.</p> |
| <p>Department - Music (MUS) - MUS 66B - INTRODUCTION TO DIGITAL AUDIO: REASON & PRO TOOLS - 1 - Compositions - A successful student will write original compositions using a midi/audio workstation with Reason software. (Created By Department - Music (MUS))</p> | <p>Assessment Method: Original compositions delivered as MP3 files to the class website online showcase.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 90% of enrolled students will successfully</p> | | |

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

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| <p>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>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>Year This Assessment Occurred: 2013-2014</p> | <p>stopped participating. Methods to help minimize this attrition might include contacting the missing students directly via email and telephone and organizing special online webinars to encourage them to participate. As a last resort we can consider informing students they will be dropped from class if they fail to participate.</p> |
| <p>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> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Original mixes delivered as mp3 files to the class Website with written breakdown of organizational process and artistic decisions.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 90% of enrolled students will successfully create and mix an original loop-based composition utilizing contemporary music production software on an iOS-based mobile device.</p> | | |
| <p>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> <p>Course-Level SLO Status:</p> | <p>Assessment Method: Original compositions delivered as mp3 files to the class Website with written breakdown of organizational process and artistic decisions.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 90% of enrolled students will successfully compose, program and mix an original music</p> | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| Active | composition incorporating techniques presented in the class modules, (including sound synthesis, audio recording and mixing) utilizing contemporary music production software on an iOS-based mobile device. | | |
| <p>Department - Music (MUS) - MUS 7 - CONTEMPORARY MUSICAL STYLES: ROCK, POP & JAZZ - 1 - Classify - Successful students will be able to classify rock and roll by identifying song structures and literary devices as they analyze lyric sheets and listen to music from the early 1900's to present day. (Created By Department - Music (MUS))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: 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 the 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 & 2 quotes from or about this person (30) _____</p> <p>TOTAL 70 points _____</p> <p>2. BIBLIOGRAPHY TOTAL 30 points _____ (include at least 5 sources --not all internet sites!)</p> <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>3. CHILDREN'S BOOK FOR FINAL PROJECT:</p> | <p>06/13/2014 - 100% participation with 84% achieving a 90% or higher.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>GE/IL-SLO Reflection: This assignment continues to be a popular one that student's really care about and they go beyond the scope of the project once they get started!</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | <p>*A separate handout will be given that explains all of the details for the continuation of this project</p> <p>Assessment Method Type: Case Study/Analysis Target for Success: Presentation for the class, with optional powerpoint support. Performance of the song and Identification of literary devices. Bibliography included. 100% participation with 75% receiving full credit for the assignment.</p> | | |
| <p>Department - Music (MUS) - MUS 7 - CONTEMPORARY MUSICAL STYLES: ROCK, POP & JAZZ - 2 - Research/Reflection - Through research, review, and reflection, successful students will be able to specify how rock, pop, and jazz have influenced new artists, and other styles of music, from early rural blues to urban hip-hop. (Created By Department - Music (MUS))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: 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</p> | <p>06/13/2014 - 93% participation rate. 77% scored 100%! 14% scored between 85%-90%</p> <p>Result: Target Met Year This Assessment Occurred: 2013-2014 GE/IL-SLO Reflection: This project includes research from the previous SLO. Once they have completed the lyric sheet project, the continuation of writing the children's book is a major focus of their outside preparation and is very rewarding for the students.</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | <p>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 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>GUIDELINES: Create a cover with the title, artwork or photograph, and author on the front. Your story should be 10-20 pages long, with 2-5 lines per page. Include a bibliography. New considerations that may require additional research:</p> <ol style="list-style-type: none"> 1. Training and background: Streets, jukes, cabarets, clubs, circus life, dance, poetry, drama, art, music, college, private lessons, film, Broadway, recording, producing 2. Influences: Family life, political views, religious upbringing, morals, idols, other musicians. Did they ever pursue another career? Any film or TV connections? 3. Style of music and explanation. For example: What is a folk song? Rap song? Rock song? Improvisation? 4. A section on "What's New?" during this artist's time in the spotlight. Examples: radio, cassettes, MTV, amplifiers, synthesizers, i-pods, | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | <p>5. Theatrics and Fashion: Style of dress, hair, that is/was popular</p> <p>6. Include photographs, programs, ticket 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>Assessment Method Type: Research Paper</p> <p>Target for Success: The student will present their original book to the class with a musical selection playing in the background. The student should display a commanding knowledge of the artist of their choice. A rubric is provided to guide them in this process. 100% participation with 75% receiving full credit for the assignment.</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>Course-Level SLO Status: Active</p> | <p>Assessment Method: Through a series of discussion forums that involve all the students, the class will one by one debate and reflect on the influence of the different issues on the band's music.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 80-90% of students give oral summaries on the most significant effects and demonstrate this through song examples.</p> | | |

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

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

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

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

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

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | <p>evaluate, and describe their own learning process.</p> <p>Excellent 55% (79)</p> <p>Good 36% (52)</p> <p>Poor 2% (3)</p> <p>Unacceptable 0% (1)</p> <p>No answer given: 5% (8)</p> <p>Result: Target Met Year This Assessment Occurred: 2013-2014</p> | |
| | <p>Assessment Method: Part Level - Substantive, critical essay that is either responding to instructor prompt or that consists of a critical review of a concert.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 70% of students will achieve a minimum of Level 3 on rubrics designed to measure the following elements: 1) deep, accurate, and thorough understanding of the topic; 2) multiple points, original observations, experiences, or interpretations; 3) zero or minimal grammar and spelling errors; and 4) appropriate standard citation.</p> | | |
| | <p>Assessment Method: Comprehensive Level - An in-depth research project on a musician representative of a specific American genre that results in either a paper (online) or group presentation (face-to-face).</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 70% of students will achieve a minimum total score of 210 on a detailed, project-specific</p> | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | <p>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>Course-Level SLO Status: Active</p> | <p>Assessment Method: Pre/Post "Surveys" consisting of two parts: objective and self-assessment.</p> <p>Assessment Method Type: Pre/Post Test</p> <p>Target for Success: Class as a whole will increase 10 points between pre- and post-test.</p> | <p>06/16/2014 - Students provided considerable qualitative feedback on a variety of questions related to the outcomes, as well as the following specific self-assessment. We will be modifying the TracDat information to reflect these new outcomes and assessment method for 2014-15:</p> <p>How would you rate your achievement of Student Learning Outcome 1: Foundational Knowledge? By the end of this course, a successful learner will have acquired detailed knowledge regarding the structural characteristics, stylistic categories, key musicians, and historical context of a variety of American music genres.</p> <p>Excellent 48% (69)</p> <p>Good 44% (64)</p> <p>Poor 1% (2)</p> <p>Unacceptable 0% (0) No answer given: 5% (8)</p> <p>How would you rate your achievement of Student Learning Outcome 2: Application? By the end of this course, a successful learner will be able to distinguish between American music genres by applying knowledge of structural characteristics, stylistic traits, and performance attributes.</p> <p>Excellent 54% (78)</p> <p>Good 39% (56)</p> <p>Poor 0% (0)</p> | |

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

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

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

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| <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>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>11/30/2014 - 82% of enrolled students successfully submitted a basic stereo mix demonstrating a working understanding of multitrack audio production.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> | <p>11/30/2014 - This assessment can be improved by requiring students to deliver higher resolution audio file formats including 24 bit 96k sample rates which are becoming the new industry standard instead of lower resolution MP3 files.</p> |
| <p>Course-Level SLO Status: Active</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 (MUS))</p> <p>Assessment Cycles: End of Academic Year</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: A 90% completion rate for the class.</p> | | |
| <p>Course-Level SLO Status: Active</p> | | | |
| <p>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))</p> <p>Assessment Cycles: End of Academic Year</p> | <p>Assessment Method: Each week, a different film soundtrack is presented, and each student is required to contribute to the discussion in the online classroom.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: a 90% participation rate for the class.</p> | | |
| <p>Course-Level SLO Status: Active</p> | | | |
| <p>Department - Music (MUS) - MUS 81C - MIXING & MASTERING WITH PRO TOOLS - 1 - Mixing Styles - A successful student will explain the mixing styles of the recording</p> | <p>Assessment Method: Students will review and analyze collections of professional multitrack audio recordings and provide written and verbal analysis.</p> | <p>11/30/2014 - 86% of enrolled students successfully identified and explained complex music production techniques in professional multitrack audio recordings.</p> | <p>11/30/2014 - This assessment could be improved by allocating more class time for student presentations</p> |

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

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| <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))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: A quiz containing the basic terminology and techniques involved in equalization and compression.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of students will receive a passing grade on the quiz.</p> | <p>11/30/2014 - 88% were able to successfully identity and evaluate equalization and compression techniques on individual audio file waveforms and composite summations of analog and digital program material.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> | <p>11/30/2014 - This assessment can be improved by expanding and enhancing the quizzes to include a wider variety of audio files for students to evaluate.</p> <hr/> |
| <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 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 internal bus paths, aux tracks and submixes in a multitrack recording.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>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).</p> | <p>11/30/2014 - This course was not offered during the reporting period.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> | |
| <p>Department - Music (MUS) - MUS 81E - PRO TOOLS & PLUG INS II - 2 - Pitch Intonation - A successful student will correct pitch intonation discrepancies on mono and polyphonic material. (Created By Department - Music (MUS))</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 pitch changes made to the source material.</p> <p>Target for Success: 90% of enrolled students will successfully create a finished production which modifies an existing source (either original or otherwise) and fixes or changes to the pitch or intonation of the source.</p> | <p>11/30/2014 - This course was not offered during the reporting period.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| <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>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p> | <p>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.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 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>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 technical configurations used.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: Target for Success - 90% of enrolled students will successfully delivered functional MP3 files demonstrating comprehensive understanding and technical proficiency of MIDI operations as applied to Avid Pro Tools digital audio workstations.</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>Assessment Method: Comprehensive series of quizzes and final exams designed to cover all lesson modules and textbook chapters.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 90% of enrolled students will successfully</p> | | |

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

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

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

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

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

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

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

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

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

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

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

Unit Assessment Report - Four Column

Foothill College

Program (FA-MUSI) - Music Technology AA/CA

Mission Statement: The Music Technology Program offers cutting edge curriculum and instruction in the areas of media studies, recording arts and audio production based on real world industry standards.

Primary Core Mission: Workforce

Secondary Core Mission: Transfer

| PL-SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|--|--|---|-------------------------|
| <p>Program (FA-MUSI) - Music Technology AA/CA - 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.</p> <p>Year PL-SLO implemented: End of Quarter</p> <p>SLO Status: Active</p> | <p>Assessment Method: Students who successfully complete the program must pass a standardized exam in each of the three identified areas before being issued the AA Degree or Certificate of Achievement.</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target: An 80% passing rate for all students taking the standardized exams.</p> | | |
| <p>Program (FA-MUSI) - Music Technology AA/CA - 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 program's board of advisors.</p> <p>Year PL-SLO implemented: End of Quarter</p> <p>SLO Status: Active</p> | <p>Assessment Method: All students who successfully complete the program must submit an exit portfolio for critique of their recorded and mixed work. This is the final course required for the AA Degree and/or Certificate of Achievement in Music Technology.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target: A 100% portfolio completion and successful critique rate for all students seeking the AA and/or Certificate of Achievement in Music Technology.</p> | <p>12/03/2014 - The program achieved a 100% portfolio completion and successful critique rate for all students awarded either the AA or CA in Music Technology.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> | |