

Annual Instructional Program Review Template for 2011-2012

Program Review at Foothill College Music Department: Music History and Literature

Basic Program Information

Department Name: Music: Music History and Literature

Program Mission(s):

The mission of the Music Department is to provide an innovative, top-quality educational program that balances two distinct but complementary foci: 1) a traditional track that adheres to the basic guidelines of the National Association of Schools of Music (NASM) and contains the courses in music history, theory/composition, and performance that prepare students for transfer to 4-year institutions and pursuit of a baccalaureate degree; and 2) a vocational track that adheres to guidelines provided by a board of advisors and contains the courses in music business, technology, and contemporary popular music composition/literature that prepare students for careers in the commercial music field. Both foci offer certificates and an associate of arts degree.

Within the general Music Department, the Music History/Lit Certificate of Achievement is a 20-unit course of study that includes five core courses within the traditional Music Associate of Arts Degree.

- MUS 2A: Great Composers & Music Masterpieces of Western Civilization (4 Units)
- MUS 2B: Great Composers & Music Masterpieces of Western Civilization (4 Units)
- MUS 2C: Great Composers & Music Masterpieces of Western Civilization (4 Units)
- MUS 2D: World Music (4 Units)
- MUS 08: Music of Multicultural America (4 Units)

Through the study of Music History/Literature, students examine music masterpieces from multiple eras and cultures, synthesizing information and making judgments as they evaluate how music reflects individual composers' lives as well as the contemporary social/historical context in which the compositions were created and performed. Students completing this certificate will gain an in-depth knowledge of Western, world, and American-based multicultural music history as they also complete core requirements for the A.A. Degree as well as transfer requirements to 4-year music programs. Students will have also engaged in learning activities that support their achievement of institutional goals, such as critical thinking and global consciousness.

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

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Program review team:

Name	Department	Position
Elizabeth Barkley	Music History and Literature, Entire Sequence of Courses	Faculty
Robert Hartwell	Music History and Literature, Entire Sequence of Courses as well as Fine Arts	Faculty
Milissa Carey	Music History and Literature (Music 8 Only) and Music Performance	Faculty (Shared responsibilities with Theatre)

Programs* covered by this review

Program Name	Program Type (A.S., C.A., Pathway, etc.)	Units**
Music History/Literature Certificate of Achievement	Certificate	20

Section 1. Data and Trend Analysis

1.1. Program Data will be posted on:

<http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. Please attach all applicable data sheets to the final Program Review document submitted to your Dean. You may use the boxes below to manually copy data if desired.

Transcriptable Program	2008-2009	2009-2010	2010-2011	% Change
	0	0	0	0

1.2 Department Data

Department Course Data

The Departments course offerings are too extensive to copy/paste information below, but the information is available in the following document:

<http://foothill.edu/staff/irs/programplans/programreviewdata.php>

Music History and Literature Course Data

	2008-2009			2009-2010			2010-2011		
Course	Enroll.	Prod.	Success	Enroll.	Prod.	Success	Enroll.	Prod.	Success
Music 2A	93	783	81%	89	750	74%	87	696	87%
Music 2B	82	690	95%	81	679	84%	103	824	87%
Music 2C	100	842	87%	78	659	79%	110	880	86%
Music 2D	N/A	N/A	N/A	N/A	N/A	N/A	180	694	87%
Music 8	1,103	781	84%	1,159	849	87%	819	633	87%
Total or Average*	1378	774	86.75%	1407	734.25	81%	1299	745.4	86.8%
Music 8H	83	466	99%	85	464	94%	86	459	95%
Total or Average	1,461	712.4	89.2%	1492	680.2	83.6%	1385	697.66	88.16%

*The totals/averages for non-Honors classes are provided because 1) the Honors Institute pedagogy-based class size restrictions forces productivity reduction and 2) the high-achieving nature of Honors Institute students inflates student success rates.

1.3 Using the data and prompts, provide a short narrative analysis of the following indicators.

1. 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.

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Budget restrictions combined with faculty contract overload restrictions forced a reduction in Music 8 enrollment from 1378 and 1407 in 2008-9 and 2009-10 to 1299 in 2010-11. This was somewhat compensated for by the addition of Music 2D "World Music" in 2010-11, which enrolled 180 students. The overall trend is remarkably consistent and healthy considering the general decline in interest in traditional Music History at institutions around the country. We attribute this to the addition of Music 8 (Music of Multicultural America) and Music 2D (World Music), which were created specifically to broaden the appeal of the history/literature courses as well as take advantage of the 'loyalty' of students who find their experiences in our courses so positive they enroll in additional courses we teach.

2. Completion Rates (Has the number of degrees/certificates held steady, or increased or declined in the last three years? Please comment on the data and analyze the trends.

We have been encouraging students to complete the sequence of Music History/Literature courses and, in our efforts to provide students with institutional and state-based documentation of their efforts and educational achievement; we have created a new Certificate of Achievement in Music History/Literature. This certificate will become 'official' Fall, 2012. We will be tracking completion rates in subsequent program review.

3. Productivity: The college productivity goal is 546. (Please analyze the productivity trends in your program and explain factors that affect your productivity, i.e. GE students, size restrictions)

The productivity of the History/Literature courses is quite phenomenal. Without the Honors Institute Music 8 course, which forces productivity reduction due to pedagogy-based class enrollment restrictions, the 3-year productivity trend is 774/734.25/745.4, an average of 751.22. This is an average productivity of 205.22 points higher than the college productivity goal of 546. Even incorporating the Honors Institute course, the 3-year productivity trend average is 696.75, 150.3 points higher than the college productivity goal.

4. Course Offerings (Comment on the frequency, variety, demand, pre-requisites.) Review the enrollment trends by course. Are there particular courses that are not getting the enrollment or are regularly cancelled due to low enrollment?)

The core Western Civilization sequence (Music 2A, 2B, and 2C) and Music 8 Honors is offered Fall, Winter, and Spring. The regular Music 8 and the World Music course (Music 2D) are offered every quarter as well as summer. This is to support student efforts to complete the sequence in a timely manner as well to fulfill demand for Music 2 (which meets Foothill's GE Area I, Humanities, Arts requirement and the IGETC and CSE GE Arts and Humanities requirement) and Music 8 (which meets Foothill's GE Area VI, United States Cultures and Communities requirement and the IGETC and CSE GE Arts and Humanities requirement) and also enjoys a special articulation agreement with UC Berkeley for meeting their American Cultures graduation requirement.

5. Curriculum and SLOs

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The Music History/Literature course sequence is nationally recognized for its curricular excellence. Dr. Robert Hartwell's commitment to engaging students in the study of music history has garnered him several awards, including being recognized by the National Institute for Staff and Organizational Development (NISOD). As Fine Arts Division Representative to the Curriculum Committee, he has assumed a leadership role in monitoring the music history/literature curriculum to ensure it is reviewed for Title 5 compliance and meets or exceeds the requirements established by Foothill as well as other regulatory agencies.

The curriculum is also known for being innovative. In an attempt to meet the needs of a more culturally diverse student population, Dr. Elizabeth Barkley created Music 8: Music of Multicultural American in conjunction with UC Berkeley's Center for the Study of American Cultures over a decade ago. For her work with this course, Dr. Barkley has received numerous awards, including Carnegie Foundation's California Professor of the Year, the California Community College's Hayward Award for Educational Excellence, the Center for Diversity in Teaching and Learning's Faculty Award, the Community College Leagues' Out-of-the-Box Thinker Award, and the Foothill-De Anza District's Innovator of the Year Award in conjunction with the League for Innovation. Dr. Barkley was also selected as a Carnegie Scholar in the Scholarship of Teaching and Learning. To ensure course offerings retain vitality and currency, Dr. Barkley created Music 2D: World Music, implemented in Spring, 2010.

As early as 2003, when Dr. Elizabeth Barkley was awarded the Outstanding Leadership Award for Learning Outcomes Assessment at the International Conference for Community College Leaders, the Music History/Literature course sequence has been honored as a model in learning outcomes assessment. Student Learning Outcomes (SLOs) have been carefully crafted and mapped to the college's Mission as well as Institutional Core Competencies. In a vigorous cycle of assessment, review and modification, SLOs are tracked both in Foothill's SLO TracDat as well as a website titled "Capturing Change" (<http://web.me.com/elizabethbarkley/BarkleyPortfolioPortal/Welcome.html>) housed by the Carnegie Foundation on its Knowledge Gallery. This general website documenting the scholarship of teaching and learning also contains the internal website "Crossroads: Finding the Intersections Between Learning Goals and Outcomes" which specifically documents SLOs in Music 8.

Section 2. Learning Outcomes Assessment Summary

All courses have SLOs identified and assessed in TracDat, however we do not know at this time how to transfer that data to this document. See Attached. PLOs in progress.

Section 3: Program Goals and Rationale

Program goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to Foothill’s core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs.

3.1 Program relation to college mission/core missions

3.3 New Goals: Goals can be multi-year

Goal	Timeline (long/short-term)	Supporting Action Steps from section 2.4 (if applicable)	How will this goal improve student success or respond to other key college initiatives
1 Continue to vigorously monitor academic integrity in all music history and literature courses.	Longterm	Submit all student essays and discussion postings into the Turnitin data bank for ‘originality’ review.	See statement below.*

***In the Music History and Literature courses, we strive to create a learning environment that is positive, supportive, and based on mutual trust between students and instructors and between students themselves. We assume that all students will pursue their studies with integrity and honesty. We are committed to offering a student-centered course that gives students a variety of ways to succeed, including multiple ways to personalize the course to meet individual ability, scheduling and learning needs. Furthermore, we are very supportive of non-Native speakers and have designed assignments, assessment, and grading to foster the development of college-level English usage skills within an encouraging learning environment.**

This learning environment is seriously undermined by a disproportionate focus on dishonesty. It is particularly unfair to the vast majority of students who manage to do their work with integrity despite constraints on their own time and energy. We thus developed a ‘zero tolerance’ approach to dishonesty with two goals in mind:

- 1. To make the consequences clear and severe enough to (we hope) prevent dishonesty, and**
- 2. To show honest students that we appreciate their effort and are doing everything we can to ensure that they are working from a ‘level playing field.’**

Given the 1,400+/- students that enroll in the music history and literature courses, it would be extremely difficult, if not impossible, to uphold our commitment to academic integrity and to help students develop college-level English usage skills without the support of the college’s contract with Turnitin.

Section 4: Program Resources and Support

4.1 Using the tables below, summarize your program’s resource requests.

B Budget Augmentation

B Budget FOAP	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
Turnitin	\$2,000	1 Continue to vigorously monitor academic integrity in all music history and literature courses.	B budget

Section 5: Program Strengths/Opportunities for Improvement

5.1 Use the matrix provided below to reflect on the program relative to students’ needs, briefly analyze the program’s strengths and weaknesses and identify opportunities and challenges to the program. Consider external and internal factors, such as demographic, economic, educational, and societal trends. Some considerations may include current and future demand for the program, similar programs at other comparable institutions, and potential auxiliary funding.

	INTERNAL FACTORS	EXTERNAL FACTORS
Strengths	<ul style="list-style-type: none"> High student demand resulting from the excellent reputation of the faculty and the courses. Willingness of faculty to add students beyond course limit that results in high productivity. Continual updating of course content and course online sites. Longtime attention to the identification and monitoring of student learning outcomes. Unique ‘blended delivery’ of the Music 2 series that allows students to customize the course to meet their unique learning needs. 	<ul style="list-style-type: none"> The special articulation agreement between UC Berkeley and Foothill that Music 8 meets UCB’s American Cultures requirement. The prestige of this agreement has also set precedent for strong support of the course from similar institutions, such as Stanford.
Weaknesses		Lack of general interest in Western ‘classical’ music. Perception that music is a

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		dispensable, 'soft' discipline.
Opportunities		
Threats		

5.2 Are there any critical issues you expect to face in the coming year? How will you address those challenges?

The biggest challenge is the potential loss of the Turnitin contract for checking plagiarism. With 1400+/- students going through the program each year, there will always be some percentage of a students who try to turn in a previous student's work or who try to simply copy from the internet or sites such as OPP – Other People's Papers. Turnitin, combined with our zero policy for academic dishonesty, helps us maintain the academic integrity of the curriculum.

The second challenge is maintaining our intense monitoring and tracking of SLOs.

5.3 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability?

As far as we know, there have not been any concerns raised regarding the program.

5.4 Address the concerns or recommendations that were made in prior program review cycles.

5.5 After reviewing the data, what strengths or positive trends would you like to highlight about your program?

We would like to highlight our productivity, the excellent reputation of the courses and the faculty, our substantial efforts to monitor SLOs, and our new goal of encouraging students to earn a Certificate of Achievement in Music History and Literature.

Section 6: Feedback and Follow Up
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This section is for the Dean to provide feedback.

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

This is one of the flagship programs in the Fine Arts and Communication Division. The curriculum is superb, and a model for the Division. This program represents an entirely new way to approach Music History and Literature, and has been tremendously successful. The enrollment numbers since this program began have been staggering, and continue to be so. It should be noted that other colleges offering traditional approaches to Music History & Literature are facing very low enrollments and lack of interest from students. This program's approach is certainly noteworthy in this regard.

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6.2 Areas of concern, if any:

I am concerned about funding Turnitin. Obviously, there will be a cut in B budget as the College works its way through this period of financial ambiguity, and Turnitin does not fall into an easily categorized funding model. It's a service, not software, so it cannot be funded via Lottery, the most obvious choice, and this is not a Workforce program, so it cannot be funded via Perkins. I completely support continuing with Turnitin, but they are raising their rates so much that it may soon be out of our reach, financially.

6.3 Recommendations for improvement:

Stay the course, academically. Begin to explore options to Turnitin that may present themselves, and prepare for loss of funding for this service. I suggest developing a plan for increasing donations to the Music Department's Foundation account.

6.4 Recommended Next steps:

Proceed as planned on program review schedule

Further review/Out of cycle in-depth review

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	Reflection/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, and political circumstances that surround it. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</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>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</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 Cycles: 2011-2012</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>11/02/2011 - Students enjoyed the creative synthesis of 4 part writing in quadruple simple meter</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p>	
<p>Course-Level SLO Status: Active</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>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))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Music (MUS) - MUS 11A - JAZZ & SWING - SLO #1 - Describe and discuss the history of jazz and swing music from the development of Ragtime through the release of Miles Davis' Bitches Brew. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2010-2011 2011-2012 2012-2013</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>10/12/2011 - Student participation in this course' discussion forum averaged 92% over Fall, Winter & Spring.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>10/12/2011 - This assessment method is well implemented and successful.</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>Assessment Cycles: 2010-2011 2011-2012</p> <p>Course-Level SLO Status: Active</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>10/12/2011 - During 2010/2011, enrolled students averaged 82% in identifying performers by listening.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>10/12/2011 - This percentage, while successful, could be higher. We are going to change some of the examples to make them more in keeping with the timeline approach of MUS 11B.</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>Assessment Cycles: 2010-2011 2011-2012</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>10/12/2011 - During 2010/2011, enrolled students averaged 82% in identifying performers by listening.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>10/12/2011 - This percentage, while successful, could be higher. We are going to change some of the examples to make them more in keeping with the timeline approach of MUS 11B.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
2012-2013 Course-Level SLO Status: Active	Assessment Method: Participate in online discussion through the discussion group feature of ETUDES. Assessment Method Type: Discussion/Participation Target for Success: 90% of enrolled students will actively participate in discussion forums regarding selected historical subjects.	10/12/2011 - Class participation was at 100% in 2010-2011. Result: Target Met Year This Assessment Occurred: 2010-2011	10/12/2011 - Although class participation was very high in 2010-2011, we must be careful to monitor this participation closely.
2010-2011 2011-2012 2012-2013 Course-Level SLO Status: Active	Assessment Method: Listening examples are available in each module, the midterm and final both have audio questions containing examples from the modules selected at random. Assessment Method Type: Exam - Course Test/Quiz Target for Success: 75% of enrolled students will be able to identify the performer(s) in the examples.	10/12/2011 - Data indicates between 80%-92% of enrolled students were able to identify the performer(s) in the examples on the exams during 2010-2011. Result: Target Met Year This Assessment Occurred: 2010-2011	10/12/2011 - This SLO is extremely effective and has been properly implemented.
Department - Music (MUS) - MUS 11C - SALSA & LATIN JAZZ - SLO #1 - Describe and discuss the history and development of the afro-carribean styles that became modern day Salsa and Latin Jazz. (Created By Department - Music (MUS)) Assessment Cycles: 2010-2011 2011-2012	Assessment Method: Participate in online discussion through the discussion group feature of ETUDES. Assessment Method Type: Discussion/Participation Target for Success: 90% of enrolled students will actively participate in discussion forums regarding selected historical subjects.	10/12/2011 - This class has never been offered, so there is no current finding. Result: Target Met Year This Assessment Occurred: 2010-2011 Resource Request: We need a million dollars, please.	10/12/2011 - As there are no findings, there are no reflections or action plans.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
2012-2013 Course-Level SLO Status: Active			
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)) Assessment Cycles: 2010-2011 2011-2012 2012-2013 Course-Level SLO Status: Active	Assessment Method: Listening examples are available in each module, the midterm and final both have audio questions containing examples from the modules selected at random. Assessment Method Type: Exam - Course Test/Quiz Target for Success: 75% of enrolled students will be able to identify the performer(s) in the examples.		
Department - Music (MUS) - MUS 12A - BEGINNING CLASS PIANO - 1 - Beginning Songs - 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)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active	Assessment Method: Several musical examples are embedded in each of the the course quizzes and exams, and the student is asked to select the proper recording/artist from a multiple choice list. Assessment Method Type: Exam - Course Test/Quiz Target for Success: 75% of the enrolled students will be able to identify musical examples by listening.		
Department - Music (MUS) - MUS 12A - BEGINNING CLASS PIANO - 2 - Piano Music - The student will be able to read and			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>transpose simple piano music at sight in a variety of keys. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Music (MUS) - MUS 12C - ADVANCED CLASS PIANO - SLO #1 - Upon successful completion of MUS 12C, the student will be able to play the piano. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2011-2012</p> <p>Start Date: 09/15/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Sight read any piece from a level 3 piano text.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Assessment Method: Playing Exam.</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target for Success: Successfully sight read from a level 3 piano text.</p>	<p>09/15/2011 - Student cannot play the piano.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2011-2012</p>	
<p>Department - Music (MUS) - MUS 13A - CLASS VOICE I - 1 - Basic Methods - A successful student will understand and apply basic methods of vocal production. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will demonstrate their ability to sing using breath support, resonance and articulation.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: The successful presentation of assigned song(s) with a fully supported, resonant sound in a variety of musical styles.</p>		
<p>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))</p> <p>Assessment Cycles: 2011-2012</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Course-Level SLO Status: Active</p>			
<p>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))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Through class warm-ups and demonstrations, student will demonstrate increased vocal production ability from Class Voice I.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>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.</p>		
<p>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))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Successful presentation of songs developed during the quarter.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>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,</p>		
<p>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))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will be expected to expand their existing technical skills in vocal production through exercises and repertoire studies in class.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>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.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<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>Assessment Cycles: 2011-2012</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>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</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>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Music (MUS) - MUS 14B - INTERMEDIATE CLASSICAL GUITAR - 1 - Notes - Successful students will be able to</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>identify notes and play in the first position at an intermediate level. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</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>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</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>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</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>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Music (MUS) - MUS 150 - MUSIC LABORATORY - 1 - Refine and Improve - A successful student will refine and improve specific skills being taught in each music course in which the student is currently enrolled, e.g., skills in sightsinging, dictation, and aural recognition of music literature. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Music (MUS) - MUS 150 - MUSIC LABORATORY - 2 - Increased Skills - A successful student will demonstrate increased skills in the subject areas addressed via independent study. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Music (MUS) - MUS 150X - MUSIC LABORATORY - 1 - Refine and Improve - A successful student will refine and improve specific skills being taught in each music course in which the student is currently enrolled, e.g., skills in sightsinging, dictation, and aural recognition of music literature. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2011-2012</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Course-Level SLO Status: Active</p>			
<p>Department - Music (MUS) - MUS 150X - MUSIC LABORATORY - 2 - Increased Skills - A successful student will demonstrate increased skills in the subject areas addressed via independent study. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Music (MUS) - MUS 150Y - MUSIC LABORATORY - 1 - Refine and Improve - A successful student will refine and improve specific skills being taught in each music course in which the student is currently enrolled, e.g., skills in sightsinging, dictation, and aural recognition of music literature. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Music (MUS) - MUS 150Y - MUSIC LABORATORY - 2 - Increased Skills - A successful student will demonstrate increased skills in the subject areas addressed via independent study. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Music (MUS) - MUS 150Z - MUSIC LABORATORY - 1 - Refine and</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Improve - A successful student will refine and improve specific skills being taught in each music course in which the student is currently enrolled, e.g., skills in sightsinging, dictation, and aural recognition of music literature. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Music (MUS) - MUS 150Z - MUSIC LABORATORY - 2 - Increased Skills - A successful student will demonstrate increased skills in the subject areas addressed via independent study. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Music (MUS) - MUS 15A - BEGINNING FOLK GUITAR - 1 - Fingerpicking and Chords - The successful student will be able to apply music theory as they perform beginning fingerpicking styles and categorize chords into primary and secondary triads. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</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</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - Music (MUS))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</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>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</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>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</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>Assessment Cycles: 2011-2012</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Course-Level SLO Status: Active</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>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Music (MUS) - MUS 18 - MUSIC PUBLISHING FOR SONGWRITERS - 1 - Understanding - A successful student will demonstrate an understanding of the Music Publishing Business. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students are required to take 9 quizzes to determine if they can answer questions on basic knowledge of subject.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: A passing score of 70% out of a possible 100% for 70% of the students.</p>		
<p>10/24/2011 - Average score for students was above 70%. Result: Target Met Year This Assessment Occurred: 2010-2011</p>			
<p>Department - Music (MUS) - MUS 18 - MUSIC PUBLISHING FOR SONGWRITERS - 2 - Agreements - A successful student will analyze and distinguish the legitimacy of Music Publishers and publishing agreements. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2011-2012</p>	<p>Assessment Method: Students are required to take 9 quizzes to determine if they can answer questions on basic knowledge of subject.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: A passing score of 70% out of a possible 100% for 70% of the students.</p>	<p>10/24/2011 - Average score for students was above 70%. Result: Target Met Year This Assessment Occurred: 2010-2011</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Course-Level SLO Status: Active</p>			
<p>Department - Music (MUS) - MUS 18 - MUSIC PUBLISHING FOR SONGWRITERS - 3 - Options - A successful student will describe aspects and options of various publishing agreements. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2011-2012</p>	<p>Assessment Method: Students are required to actively participate 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>10/24/2011 - Majority of students demonstrated in In-class discussions an understanding of publishing agreements.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	
<p>Course-Level SLO Status: Active</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>Assessment Cycles: 2011-2012</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>Course-Level SLO Status: Active</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: 1000-word essay that is either responding to instructor prompt or that consists of critical review of concert.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
	<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 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: research project on a musician representative of a specific American genre that results in either a paper (online) or group presentation (face-to-face). 70% of students will achieve a minimum total score of 210 on a detailed, project-specific rubric that includes elements such as critical commentary, annotated discography, listening example analysis, and recommendations for further information.</p>		
<p>Department - Music (MUS) - MUS 2A - GREAT COMPOSERS & MUSIC MASTERPIECES OF WESTERN CIVILIZATION - 2 - Musical Styles - A successful student will discriminate - via an understanding of such musical elements as melody, harmony, rhythm, and form - between various musical styles (e.g., Medieval, Renaissance, Baroque). (Created</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>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>By Department - Music (MUS))</p> <p>Assessment Cycles: 2010-2011</p> <p>Course-Level SLO Status: Active</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> <p>Target for Success: 70% of students will receive a passing score of 70/100.</p>		
	<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>		
	<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: research project on a musician representative of a specific American genre that results in either a paper (online) or group presentation (face-to-face). 70% of</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
	<p>students will achieve a minimum total score of 210 on a detailed, project-specific rubric that includes elements such as critical commentary, annotated discography, listening example analysis, and recommendations for further information.</p>		
<p>Department - Music (MUS) - MUS 2B - GREAT COMPOSERS & 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>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>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))</p> <p>Assessment Cycles: 2011-2012</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: Average increase of 10 points per student between pre- and post-test.</p>		
<p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>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).</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: Passing score (70/100)</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>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))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Music (MUS) - MUS 2C - GREAT COMPOSERS & MUSIC MASTERPIECES OF WESTERN CIVILIZATION - 2 - Musical Styles - A successful student will discriminate - via an understanding of such musical elements as melody, harmony, rhythm, and form - between various musical styles (e.g., Romantic, Impressionism, Modern). (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2011-2012</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: Average increase of 10 points per student between pre- and post-test.</p>		
<p>Department - Music (MUS) - MUS 2C - GREAT COMPOSERS & MUSIC MASTERPIECES OF WESTERN CIVILIZATION - 2 - Musical Styles - A successful student will discriminate - via an understanding of such musical elements as melody, harmony, rhythm, and form - between various musical styles (e.g., Romantic, Impressionism, Modern). (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>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).</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: Passing score (70/100)</p>		
<p>Department - Music (MUS) - MUS 2D - WORLD MUSIC: ROOTS TO CONTEMPORARY GLOBAL FUSION - 1 - Societal/Cultural - A successful student will demonstrate an understanding of non-</p>	<p>Assessment Method: Pre/Post "Surveys" consisting of two parts: objective and self-assessment.</p> <p>Assessment Method Type: Pre/Post Test</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Western (world) music as a reflection of its societal, cultural and historical context. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Target for Success: Class as a whole will increase 10 points between pre- and post-test.</p> <p>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).</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: Passing score (70/100)</p>		
<p>Department - Music (MUS) - MUS 2D - WORLD MUSIC: ROOTS TO CONTEMPORARY GLOBAL FUSION - 2 - Musical Styles - A successful student will discriminate - via an understanding of such musical elements as melody, harmony, rhythm, form, and texture - between various styles from different non-Western cultural contexts. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2011-2012</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>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).</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: 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:</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
	<p>70% of students will achieve a minimum of Level 3 on rubrics designed to measure the following elements: 1) deep, accurate, and thorough understanding of the topic; 2) multiple points, original observations, experiences, or interpretations; 3) zero or minimal grammar and spelling errors; and 4) appropriate standard citation</p>		
<p>Department - Music (MUS) - MUS 35A - SPECIAL PROJECTS IN MUSIC - Project Proposal - Advanced student projects will be proposed through the class shell In Etudes with a standardized template and approved by the instructor. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2010-2011 2011-2012 2012-2013</p> <p>Start Date: 10/12/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The class will assess each project in an open forum setting, offering suggestions for further improvement.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target for Success: Each project will have group & instructor approval by the end of the second week of each quarter.</p>	<p>10/12/2011 - All projects were approved by both the class and instructor by the end of week 2 all quarters the class was offered.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>10/15/2011 - Students are engaged and enthusiastic at the start of each quarter. They have always submitted Project Proposals by the end of week 2.</p> <hr/> <p>10/12/2011 - This SLO is properly implemented.</p> <hr/>
<p>Department - Music (MUS) - MUS 35A - SPECIAL PROJECTS IN MUSIC - Project Progress - The student project will include a progress schedule, which will be assessed on a bi-weekly basis by the instructor. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2010-2011 2011-2012 2012-2013</p> <p>Start Date: 10/12/2011</p> <p>Course-Level SLO Status: Active</p>	<p>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.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target for Success: 80% of the class will earn a B or better in the class.</p>	<p>10/12/2011 - 90% of the class earned a B or better each time the course was offered in 2010-2011.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>10/12/2011 - This SLO is properly implemented.</p> <hr/>
<p>Department - Music (MUS) - MUS 35B -</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>SPECIAL PROJECTS IN MUSIC TECHNOLOGY - Project Proposal - Advanced student recording projects will be proposed through the Music Technology Forum In Etudes in a standardized template and approved by the instructor, and scheduled for the studio through the scheduling office. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2010-2011 2011-2012 2012-2013</p> <p>Start Date: 10/12/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The class will assess each project in an open forum setting, offering suggestions for further improvement.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target for Success: Each project will have group & instructor approval by the end of the second week of each quarter.</p>		
<p>Department - Music (MUS) - MUS 35B - SPECIAL PROJECTS IN MUSIC TECHNOLOGY - Project Progress - The student project will include a progress schedule, which will be assessed on a bi-weekly basis by the instructor. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2010-2011 2011-2012 2012-2013</p> <p>Start Date: 10/12/2011</p> <p>Course-Level SLO Status: Active</p>	<p>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.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target for Success: 80% of the class will earn a B or better in the class.</p>		
<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>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</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>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</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>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<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>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status:</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Active</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>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</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>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</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>Assessment Cycles: 2010-2011 2011-2012 2012-2013</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>10/12/2011 - 92% of enrolled students completed this assignment, earning a B or better.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>10/12/2011 - This SLO is properly implemented, and contributed to student success.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<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 Cycles: 2010-2011 2011-2012 2012-2013</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: Exam - Course Test/Quiz</p> <p>Target for Success: The class average will be at 80% or better for these essay questions.</p>	<p>10/12/2011 - The class average was 86% or better during each quarter the course was offered in 2010-2011.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>10/12/2011 - This SLO is properly implemented and contributed to student success.</p> <hr/>
<p>Course-Level SLO Status: Active</p>			
<p>Department - Music (MUS) - MUS 50B - ENTERTAINMENT LAW & NEW MEDIA - Copyright Law - A successful student will describe and discuss the principles of copyright law as it applies to the Internet. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2010-2011 2011-2012 2012-2013</p>	<p>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.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>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.</p>	<p>10/13/2011 - 85% of enrolled students earned a B or better on the midterm and final exams. 90% of enrolled students earned full credit on these essay questions each time the course was offered in 2010-2011.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>10/13/2011 - This SLO was properly implemented, no further action is necessary.</p> <hr/>
<p>Course-Level SLO Status: Active</p>			
<p>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))</p> <p>Assessment Cycles: 2010-2011 2011-2012 2012-2013</p>	<p>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.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: 85% of enrolled students will successfully complete and submit this research paper.</p>	<p>10/13/2011 - More than 85% of enrolled students submitted this paper, and 81% earned a B or better.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>10/13/2011 - This SLO was properly implemented.</p> <hr/>
<p>Course-Level SLO Status: Active</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - Music (MUS) - MUS 50C - CAREERS IN MUSIC - 1 - Marketing/Employment - A successful student will synthesize marketing and employment strategies from a set of hypothetical industry scenarios in at least three different areas of the music business. (Created By Department - Music (MUS))</p>	<p>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 each quarter.</p>		
<p>Assessment Cycles: 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Music (MUS) - MUS 50C - CAREERS IN MUSIC - 2 - Parameters/Impact - A successful student will discuss the diverse parameters of the music industry and their approximate financial impact on the entertainment industry both nationally and internationally. (Created By Department - Music (MUS))</p>	<p>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</p>		
<p>Assessment Cycles: 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Music (MUS) - MUS 56 - COMPOSING & ARRANGING WITH SIBELIUS - 1 - Writing Songs - A successful student will write original songs and compositions using manuscript software at a MIDI/audio workstation. (Created By Department - Music (MUS))</p>	<p>Assessment Method: A portion of each class is devoted to individual students working at their workstation on songs/compositions with the instructor available for individual consultation. Assessment Method Type: Class/Lab Project Target for Success:</p>		
<p>Assessment Cycles: 2010-2011</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
2011-2012 2012-2013	Each student will complete at least one original song/composition per quarter.		
Course-Level SLO Status: Active			
Department - Music (MUS) - MUS 56 - COMPOSING & ARRANGING WITH SIBELIUS - 2 - Arrangements - A successful student will create original arrangements of contemporary classical and popular music. (Created By Department - Music (MUS)) Assessment Cycles: 2010-2011 2011-2012 2012-2013	Assessment Method: A portion of each class is devoted to individual students working at their workstation on original arrangements with the instructor available for individual consultation. Assessment Method Type: Class/Lab Project Target for Success: Each student will complete one original arrangement every quarter.		
Course-Level SLO Status: Active			
Department - Music (MUS) - MUS 58A - SONGWRITER'S WORKSHOP I - 1 - Songwriting Styles - A successful student will compare and contrast songwriting styles. (Created By Department - Music (MUS)) Assessment Cycles: 2011-2012	Assessment Method: Weekly Quizzes Assessment Method Type: Exam - Course Test/Quiz Target for Success: A score of at least 70% will be considered successful.		
Course-Level SLO Status: Active			
	Assessment Method: Students will present a song a week to the class with certain requirements defined by the instructor, e.g., write a song about a place, write a song using only three chords, write a song using a specific chord pattern, etc. Assessment Method Type: Discussion/Participation Target for Success: 85% of the students can construct a song meeting the requirements of the assignment.		
Department - Music (MUS) - MUS 58A - SONGWRITER'S WORKSHOP I - 2 -	Assessment Method: On a weekly basis students are expected to		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Evaluate Songs - A successful student will evaluate songs in a collaborative learning environment. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>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 student will participate in a substantial way.</p>		
<p>Department - Music (MUS) - MUS 58A - SONGWRITER'S WORKSHOP I - 3 - Song Construction - A successful student will illustrate an understanding of song construction by being able to discuss the various components that make up a song. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2011-2012</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: Presentation/Performance</p> <p>Target for Success: 90% of the students will successfully be able to produce and explain the various song components.</p>		
<p>Department - Music (MUS) - MUS 58A - SONGWRITER'S WORKSHOP I - 4 - Song Compositions - A successful student will create original song compositions that support the basic premises of modern song styling. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students are expected to write a song a week and present it to the class.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 80% of the students will be able to implement the lessons and construct a song that:</p> <ol style="list-style-type: none"> 1. Is Coherent 2. Demonstrates an understanding of the art form 3. Is focused 		
<p>Department - Music (MUS) - MUS 58B - SONGWRITER'S WORKSHOP II - 1 - Songwriting Styles - A successful student will compare and contrast modern songwriting</p>	<p>Assessment Method: Students will present a song a week to the class with certain requirements defined by</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>styles. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>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>Department - Music (MUS) - MUS 58B - SONGWRITER'S WORKSHOP II - 2 - Evaluate Songs - A successful student will evaluate songs in a collaborative learning environment. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2011-2012</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>Department - Music (MUS) - MUS 58B - SONGWRITER'S WORKSHOP II - 3 - Song Construction - A successful student will illustrate an understanding of song construction by being able to discuss the various components that make up a song. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2011-2012</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>Target for Success: 90% of the students will successfully be able to produce and explain the various song components.</p>		
<p>Department - Music (MUS) - MUS 58B - SONGWRITER'S WORKSHOP II - 4 - Song Compositions - A successful student will create original song compositions that support the basic premises of modern song</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>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>styling. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</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>Department - Music (MUS) - MUS 58C - SONGWRITER'S WORKSHOP III - 1 - Songwriting Styles - A successful student will compare and contrast songwriting styles. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2011-2012</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>Department - Music (MUS) - MUS 58C - SONGWRITER'S WORKSHOP III - 2 - Evaluate Songs - A successful student will evaluate songs in a collaborative writing atmosphere. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2011-2012</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>Department - Music (MUS) - MUS 58C - SONGWRITER'S WORKSHOP III - 3 - Song Construction - A successful student will illustrate an understanding of song construction by being able to discuss the various components that make up a song. (Created By Department - Music (MUS))</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:</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>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>Department - Music (MUS) - MUS 58C - SONGWRITER'S WORKSHOP III - 4 - Song Compositions - A successful student will create original song compositions that support the basic premises of modern song styling. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2011-2012</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>Department - Music (MUS) - MUS 60A - PRODUCING IN THE HOME STUDIO I - 1 - Design Environment - A successful student will design an acoustic environment in an alternative space. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The student will present an analysis of their home studio environment detailing the surfaces and materials, and proposing changes to alter the acoustic footprint for various audio scenarios.</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 will create a recording/production system using computer based software and hardware. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2009-2010</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>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
2010-2011 2011-2012 2012-2013 Course-Level SLO Status: Active	Target for Success: An 85% C or better average for the entire class.		
Department - Music (MUS) - MUS 60B - PRODUCING IN THE HOME STUDIO II - 1 - Design Environment - A successful student will design an acoustic environment in an alternative space. (Created By Department - Music (MUS)) Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013 Course-Level SLO Status: Active	Assessment Method: This project is due at the conclusion of every quarter during finals week. The student, using their own studio as a model, presents their acoustic design for that space. Assessment Method Type: Presentation/Performance Target for Success: An 80% completion rate for the entire class each quarter.		
Department - Music (MUS) - MUS 60B - PRODUCING IN THE HOME STUDIO II - 2 - System - A successful student will create a recording/production system using computer based software and hardware. (Created By Department - Music (MUS)) Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013 Course-Level SLO Status: Active	Assessment Method: This assignment/presentation is due during the second week of the quarter, detailing the student's individual recording/production system. Assessment Method Type: Presentation/Performance Target for Success: 100% of enrolled students will complete this assignment.		
Department - Music (MUS) - MUS 62 - SOUND REINFORCEMENT & LIVE RECORDING - 1 - Setup and Operate - A successful student will setup and operate a sound reinforcement system. (Created By Department - Music (MUS))	Assessment Method: This is the hands on portion of the final exam. Assessment Method Type: Exam - Standardized Target for Success:		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>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: 2009-2010 2010-2011 2011-2012 2012-2013</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 compositions using a midi/audio workstation. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</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 compose, edit and mix an original composition utilizing contemporary music technology hardware and software digital audio workstations.</p>	<p>10/15/2011 - Over 90% of enrolled students successfully delivered MP3 files of original compositions.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p>	<p>10/15/2011 - This assessment method is well implemented and successful.</p>
<p>Department - Music (MUS) - MUS 66A - INTRODUCTION TO DIGITAL AUDIO: PRO TOOLS - 2 - Programming/Sequence - A</p>	<p>Assessment Method: Finished productions delivered as MP3 files to the class website online showcase with</p>	<p>10/15/2011 - 90% of enrolled students successfully sequenced, arranged and delivered finished musical productions.</p>	<p>10/15/2011 - This SLO is properly executed.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>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: 2009-2010 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>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 ion the class modules. (MIDI, sampling, transcribing etc.)</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</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 Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</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 compose, edit and mix an original composition utilizing Reason software as the primary sound source integrated with Pro Tools as the primary MIDI sequencer and audio mixing system</p> <p>Assessment Method: A file delivered as MP3 files to the class website online showcase that corrects or otherwise modifies pitch material accompanied with a written description of the changes made to the source material.</p>	<p>10/16/2011 - Over 90% of enrolled students successfully delivered MP3 files of original compositions.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>10/16/2011 - This assessment method is well implemented and successful.</p>
<p>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</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>10/16/2011 - 90% of enrolled students successfully sequenced, arranged and delivered finished musical productions utilizing Reason and Pro Tools software integrated with Rewire plug-ins.</p> <p>Result: Target Met</p>	<p>10/16/2011 - This assessment method is well implemented and successful.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>composition, the inclusion of audio files as an integral element, and Reason as a Rewire application. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>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.)</p>	<p>Year This Assessment Occurred: 2010-2011</p>	
<p>Department - Music (MUS) - MUS 66C - PRO TOOLS & VIRTUAL INSTRUMENTS - 1 - Plug-ins - A successful student will apply RTAS and Audio Suite effects plug-ins to a Pro Tools session file. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</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 effects used to modify the Pro Tools session.</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 RTAS and Audio Suite plug-in effects in a Pro Tools session.</p>		
<p>Department - Music (MUS) - MUS 66C - PRO TOOLS & VIRTUAL INSTRUMENTS - 2 - Programming/Sequence - A successful student will create unique programming/sequencing that includes the linking of patterns into a musical composition, and the inclusion of both Reason and Ableton Live as rewire instruments. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2009-2010 2010-2011 2011-2012</p>	<p>Assessment Method: Finished productions delivered as MP3 files to the class website online showcase with written explanations describing the musical structure and form of the composition as well as how the software Reason and Ableton Live were incorporated into the project.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 90% of enrolled students will successfully create a finished production with Pro Tools, Reason and Ableton Live software incorporating the various programming,</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
2012-2013 Course-Level SLO Status: Active	sequencing and arranging techniques presented ion the class modules. (MIDI, sampling, transcribing etc.)		
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)) Assessment Cycles: 2010-2011 Course-Level SLO Status: Active			
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)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active			
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			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>(MUS)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active</p>			
<p>Department - Music (MUS) - MUS 7D - CONTEMPORARY MUSICAL STYLES: THE BEATLES IN THE CULTURE OF POPULAR MUSIC - 2 - Examples - A successful student will discriminately select examples of their songs which relate to the classical musical tradition as well as to other styles. (Created By Department - Music (MUS)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active</p>			
<p>Department - Music (MUS) - MUS 7E - HISTORY OF THE BLUES - 1 - Classify - Successful students will be classifying the blues to identify song structures, literary devices, and regional influences, as they analyze lyrics and listen to music from the female classic blues singers to contemporary blues musicians. (Created By Department - Music (MUS)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active</p>			
<p>Department - Music (MUS) - MUS 7E - HISTORY OF THE BLUES - 2 - Research/Reflection - Through research, review, and reflection, successful students will be able to specify how the blues have influenced musical styles, and new artists, from the roots of African American music to jazz and urban hip-hop. (Created By Department - Music (MUS))</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</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>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>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</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>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
	<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 recommendations for further information.</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: 80% of enrolled students will successfully compose, edit and mix an original composition utilizing contemporary music technology hardware and software digital audio workstations.</p>		
<p>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))</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>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Assessment Cycles: 2011-2012</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: Average increase of 10 points per student between pre- and post-test.</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 rubric that includes elements such as critical commentary, annotated discography, listening example analysis, and recommendations for further information.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>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>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.</p>		
<p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</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. Assessment Method Type: Exam - Course Test/Quiz 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. Assessment Method Type: Essay/Journal Target for Success: 70% of students will achieve a minimum of Level 3 on rubrics designed to measure the following elements: 1) deep, accurate, and thorough understanding of the topic; 2) multiple points, original observations, experiences, or interpretations; 3) zero or minimal grammar and spelling errors; and 4) appropriate standard citation.</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>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
	<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 recommendations for further information.</p>		
<p>Department - Music (MUS) - MUS 80A - RECORDING STUDIO BASICS - 1 - Acoustics - A successful student will describe and discuss the basic principles of acoustics and the physics of sound. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p>	<p>Assessment Method: Quizzes with multiple choice, true/false and short essay questions.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 90% of enrolled students will successfully describe the basic physical nature of sound and how these acoustical principles influence audio production in recording studios.</p>	<p>10/16/2011 - Over 90% of enrolled students successfully passed exams and quizzes aimed at assessing core competency understanding of acoustics and the physics of sound.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>10/16/2011 - This assessment method is well implemented and successful.</p> <hr/>
<p>Course-Level SLO Status: Active</p>			
<p>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))</p> <p>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p>	<p>Assessment Method: Hands on exam where students demonstrate and explain their understanding of recording studio equipment specifications in practical application of audio production workflows.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 90% of enrolled students will successfully operate recording studio equipment and demonstrate a functional understanding of mixing consoles, microphones and signal processors.</p>	<p>10/16/2011 - Over 90% of enrolled students successfully operated the recording studio equipment under the direction and supervision of the instructor.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>10/16/2011 - This SLO is properly executed.</p> <hr/>
<p>Course-Level SLO Status: Active</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - Music (MUS) - MUS 81A - AUDIO RECORDING & PRODUCTION - 1 - Multitrack Recording - A successful student will create and edit a multitrack recording. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: This is the focus of the class - each student records and edits a multitrack recording of their own design, and presents it for critique at the conclusion of the class.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target for Success: A 100% completion rate for the class.</p>		
<p>Department - Music (MUS) - MUS 81A - AUDIO RECORDING & PRODUCTION - 2 - Comparative Levels - A successful student will assess the comparative levels of tracks as they relate to the multitrack recording as a whole, and create a basic mix to a stereo master. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: This basic stereo mix is part of the final critique, along with the multitrack master.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: A 100% completion rate for the class.</p>		
<p>Department - Music (MUS) - MUS 81B - SOUND DESIGN FOR FILM & VIDEO - 1 - Soundtrack - A successful student will design and assemble a soundtrack from different sources, both pre-recorded and recorded. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2009-2010</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>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
2010-2011 2011-2012 2012-2013 Course-Level SLO Status: Active			
Department - Music (MUS) - MUS 81B - SOUND DESIGN FOR FILM & VIDEO - 2 - Qualities of Sound - A successful student will describe and discuss the aesthetic qualities of sound and music as it relates to the content of video. (Created By Department - Music (MUS)) Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013 Course-Level SLO Status: Active	Assessment Method: Each week, a different film soundtrack is presented, and each student is required to contribute to the discussion in the online classroom. Assessment Method Type: Discussion/Participation Target for Success: a 90% participation rate for the class.		
Department - Music (MUS) - MUS 81C - MIXING & MASTERING WITH PRO TOOLS - 1 - Mixing Styles - A successful student will explain the mixing styles of the recording industry in the 20th century. (Created By Department - Music (MUS)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active	Assessment Method: Students will review and analyze collections of professional multitrack audio recordings and provide written and verbal analysis. 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.	10/14/2011 - All students were able to identify specific elements in professional multitrack mixes. This class is just an introduction to the vast subject of mixing styles of the recording industry in the 20th century. One way to improve students comprehension will be to include more examples and analysis of recordings from the 1950 - 2000 to study in contrast to the music they are listening to today. Result: Target Met Year This Assessment Occurred: 2011-2012	10/14/2011 - This class is just an introduction to the vast subject of mixing styles of the recording industry in the 20th century. One way to improve students comprehension will be to include more examples and analysis of recordings from the 1950 - 2000 to study in contrast to the music they are listening to today.
		10/14/2011 - All students were able to identify specific elements in professional multi-track mixes. This class is just an introduction to the vast subject of mixing styles of the recording industry in the 20th century. One way to improve students	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
		<p>comprehension will be to include more examples and analysis of recordings from the 1950 - 2000 to study in contrast to the music they are listening to today.</p> <p>Result: Target Met Year This Assessment Occurred: 2011-2012</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>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Hands on demonstration.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>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>Department - Music (MUS) - MUS 81D - PRO TOOLS & PLUG-INS I - 1 - Plug-Ins - A successful student will apply TDM and RTAS plug ins directly to a track in a multitrack recording. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2011-2012</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 TDM and RTAS plug-ins.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 90% of enrolled students will successfully create a finished production that applies TDM and RTAS plug-ins into at least one track on a multitrack recording.</p>		
<p>Department - Music (MUS) - MUS 81D - PRO TOOLS & PLUG-INS I - 2 - Equalization and Compression - A</p>	<p>Assessment Method: A quiz containing the basic terminology and techniques involved in equalization and</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>successful student will explain equalization and compression techniques as standardized in the modern recording industry. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>compression.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 90% of students will receive a passing grade on the quiz.</p>		
<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: 2009-2010 2010-2011 2011-2012 2012-2013</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>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>Assessment Cycles: 2011-2012</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>Department - Music (MUS) - MUS 81F - MUSIC VIDEO PRODUCTION - 1 - Understanding and Utilizing Video</p>	<p>Assessment Method: Students will write a video treatment and learn script and storyboard preparation</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Production Concepts - A successful student will be able to understand and utilize basic concepts of pre-production including treatment, script and storyboard as it applies to music videos. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>skills.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 75% of students will receive a grade of B or better.</p> <hr/> <p>Assessment Method: Students will be tested on video production industry standard terminology.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 70% will receive a grade of 70/100 or better.</p>		
<p>Department - Music (MUS) - MUS 81F - MUSIC VIDEO PRODUCTION - 2 - Camera Techniques and Lighting - A successful student will understand and utilize basic camera techniques and lighting for video production. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will work collaboratively to shoot a music video project.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 90% will deliver a completed broadcast quality music video production.</p> <hr/> <p>Assessment Method: Students will learn videography concepts including framing, composition, and moving camera and specialized lighting.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 90% of students will be able to describe the lighting and camera techniques they incorporated into their video project presentation.</p>		
<p>Department - Music (MUS) - MUS 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 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>10/15/2011 - All students who passed this class were able to successfully analyze the dynamic spectrum of a multi-track recording.</p> <p>Result: Target Met</p>	<p>10/15/2011 - I plan to increase the number of multi-track recordings we make available to students to offer them greater diversity in musical styles and more choices of material</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</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>Year This Assessment Occurred: 2010-2011</p>	<p>in general.</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>Assessment Cycles: 2011-2012</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>10/16/2011 - Over 90% of enrolled students successfully navigated and operated the Pro Tools MIDI sequencer.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>10/16/2011 - We plan to offer more examples of professionally sequenced MIDI compositions for students to study, learn and be inspired from.</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</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>10/15/2011 - 100% of students with a passing grade delivered MP3 audio files demonstrating their ability to operate a midi keyboard within the Pro Tools environment.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>10/15/2011 - We are working to create and add more example files of midi keyboard productions for students to study and receive creative and technical inspiration that they can apply in their own musical productions. We also recognize the importance to provide students comprehensive feedback for their work, so we allocating more time as instructors to review their work.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>(MUS))</p> <p>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Target for Success: 90% of enrolled students will successfully pass the quizzes and exams with a score of at least 80%.</p>		
<p>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))</p> <p>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Exercise drills and practical projects requiring a satisfactory understanding of Pro Tools file management and naming schemes.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 90% of enrolled students will successfully complete and deliver properly formatted Pro Tools session directories.</p>		
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Practical exercises and assignments requiring the configuration of Pro Tools HD workstations.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 90% of students will submit a completed Pro Tools session, correctly formatted with specific sample rate and bit resolutions.</p>		
<p>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</p>	<p>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.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>(MUS))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 90% of students will be able to demonstrate the ability to create and manipulate the basic automation modes used in Pro Tools digital audio workstations.</p>		
<p>Department - Music (MUS) - MUS 82D - PRO TOOLS 210M: MUSIC PRODUCTION TECHNIQUES - 1 - Editing - A successful student will demonstrate professional digital audio editing techniques. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Practical exercises and assignments requiring the application of digital audio editing techniques.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 90% of students will be able to successfully edit audio program material under fixed time constraints.</p>	<p>10/15/2011 - The majority of students could successfully demonstrate basic editing techniques. However, most of them did not completely understand or master all of the techniques presented in the adopted text book.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>10/15/2011 - This is one of the most technically advanced classes in our music technology program. It also leads to the industry recognized Avid Pro Tools Music Operator Certification, which most of the students achieved by passing the Avid certification exams. One way we can make this class even better is to deploy more hands-on practical exams where students are asked to perform digital audio editing techniques in real time as instructors observe.</p>
<p>Department - Music (MUS) - MUS 82D - PRO TOOLS 210M: MUSIC PRODUCTION TECHNIQUES - 2 - Synchronization - A successful student will apply synchronization concepts to external analog and digital equipment. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Practical exercises and assignments requiring the application of digital audio synchronization techniques.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 90% will successfully synchronize two or more external media transports and achieve phase-locked digital accuracy.</p>	<p>10/15/2011 - Although all students were able to demonstrate successful understanding of basic synchronization principles, many lacked insight into it's importance. Because of this, many students quickly forgot how to apply synchronization techniques in music and ado for video.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>10/15/2011 - We plan to reinforce students understanding and mastery of synchronization techniques by creating more practical exercises featuring real world examples and having more quizzes to help them remember what they have learned.</p>
<p>Department - Music (MUS) - MUS 82E - PRO TOOLS 210P: POST PRODUCTION</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>TECHNIQUES - 1 - Edit ADR - A successful student will be able record and edit Automatic Dialog Replacement (ADR) using Pro Tools in a professional studio setting. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p>	<p>Assessment Method: Digital video files delivered to the class website, or posted on YouTube, demonstrating replaced dialog properly synchronized to the motion picture images.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 90% of enrolled students will successfully deploy ADR techniques and workflows.</p>		
<p>Course-Level SLO Status: Active</p>			
<p>Department - Music (MUS) - MUS 82E - PRO TOOLS 210P: POST PRODUCTION TECHNIQUES - 2 - Mix Audio - A successful student will be able mix a variety of audio elements including music, dialog, sound effects and ambient atmospheric environments while synchronized to digital video. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p>	<p>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.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 90% of enrolled students will successfully complete a final audio production mix for a feature film excerpt.</p>		
<p>Course-Level SLO Status: Active</p>			
<p>Department - Music (MUS) - MUS 82F - PRO TOOLS AND GAME AUDIO - Understand game audio workflows. - A successful student will demonstrate understanding of game audio workflows. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2009-2010 2010-2011 2011-2012</p>	<p>Assessment Method: Finished productions delivered as MP3 files to the class website online showcase with written explanations describing the techniques utilized in each step.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 90% of enrolled will successfully design and implement all the required components to complete a video game audio soundtrack.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
2012-2013 Course-Level SLO Status: Active			
Department - Music (MUS) - MUS 82F - PRO TOOLS AND GAME AUDIO - Dialog Production - A successful student will record and edit dialog performances from voice over talent. (Created By Department - Music (MUS)) Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013 Course-Level SLO Status: Active	Assessment Method: MP3 audio files delivered to the class 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: 2009-2010 2010-2011 2011-2012 2012-2013 Course-Level SLO Status: Active	Assessment Method: Hands-on practical exam where students are presented with various technical problems often encountered in audio production facilities. Assessment Method Type: Pre/Post Test Target for Success: 90% of enrolled students will successfully isolate all technical problems and present effective solutions to restore Pro Tools systems to optimum functionality.		
Department - Music (MUS) - MUS 82G - PRO TOOLS 310M: ADVANCED MUSIC PRODUCTION TECHNIQUES - Record and import audio - A successful student will be able record and import audio utilizing a variety of workflows and techniques. (Created By Department - Music (MUS))	Assessment 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:		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>90% of enrolled students will successfully import any file type specification into a Pro Tools session file database.</p>		
<p>Department - Music (MUS) - MUS 83A - INTRO TO MUSIC THERAPY - Historical Origins - A successful student will be able to demonstrate an understanding of the historical origins and core tenets of the music therapy profession. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Module level quizzes designed to assess how well students understand key historical contributions that have influenced the development and evolution of music therapy treatment modalities. Target for Success -</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 90% of all of enrolled students will achieve 80% or more total points for all exams.</p>		
<p>Department - Music (MUS) - MUS 83A - INTRO TO MUSIC THERAPY - Elements of Music - A successful student will be able to understand the elements of music and as applied to music therapy. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>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.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 90% of all of enrolled students will successfully deliver a final project or presentation demonstrating comprehensive understanding key music therapy principles.</p>		
<p>Department - Music (MUS) - MUS 85A - MUSIC & MEDIA: EDISON TO HENDRIX - 1</p>	<p>Assessment Method: Exams with written essay questions are</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>- 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))</p> <p>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>given on a weekly basis, including a midterm and final.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p>		
<p>Department - Music (MUS) - MUS 85A - MUSIC & MEDIA: EDISON TO HENDRIX - 2</p> <p>- Musical Styles - A successful student will identify popular musical styles from the 1920's through the 1960's. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Exams with audio listening examples are given on a weekly basis, including a midterm and final.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p>		
<p>Department - Music (MUS) - MUS 85B - MUSIC & MEDIA: HENDRIX TO HIP-HOP - 1</p> <p>- History - A successful student will describe and discuss the history of popular music since the introduction of multitrack recording through the present. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Exams with written essay questions are given on a weekly basis, including a midterm and final.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: An 80% passing rate for all students each quarter.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - Music (MUS) - MUS 85B - MUSIC & MEDIA: HENDRIX TO HIP-HOP - 2 - Musical Styles - A successful student will identify popular musical styles from 1964 through the present. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Exams with audio listening examples are given on a weekly basis, including a midterm and final.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p>		
<p>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))</p> <p>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Weekly assignments using various software applications are required for this course.</p> <p>Assessment Method Type: Class/Lab Project</p>		
<p>Department - Music (MUS) - MUS 86 - INTRODUCTION TO DIGITAL SOUND, VIDEO & ANIMATION - 2 - Critique - A successful student will create digital sound, digital video, and animation files for class critique and portfolio presentation. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2009-2010 2010-2011 2011-2012</p>	<p>Assessment Method: Projects are critiqued at the midterm and final in lieu of a written exam.</p> <p>Assessment Method Type: Observation/Critique</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
2012-2013 Course-Level SLO Status: Active			
Department - Music (MUS) - MUS 8H - HONORS MUSIC OF MULTICULTURAL AMERICA - 1 - Understanding Historical Experience of Five Constituent Groups - A successful student will identify the key elements that shaped the historical context and assimilation experience of five broad constituent groups: Native Americans, European Americans, African Americans, Chicano/Latino Americans, and Asian Americans. (Created By Department - Music (MUS))	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.		
Assessment Cycles: 2011-2012 Course-Level SLO Status: Active	Assessment Method: Module Level - 17 quizzes designed to assess how well students can identify correctly answers to questions on foundational knowledge (definitions, facts, principles, and ideas) and apply knowledge to listening examples. Assessment Method Type: Exam - Course Test/Quiz Target for Success: 70% of students will achieve a passing score (70/100)		
	Assessment Method: Part Level - Substantive, critical essay that is either responding to instructor prompt or that consists of a critical review of a concert. Target for Success: 70% of students will achieve a minimum of Level 3 on a rubric designed to measure the following elements: 1) deep, accurate, and thorough understanding of the topic; 2) multiple points, original observations, experiences, or interpretations; 3) zero or minimal grammar and spelling errors; and 4) appropriate standard citation.		
	Assessment Method: Comprehensive Level - An in-depth research project on a musician		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
	<p>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 recommendations for further information.</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>Assessment Cycles: 2011-2012</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: Average increase of 10 points per student between pre- and post-test.</p> <hr/> <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 passing score (70/100)</p> <hr/> <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:</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
	<p>Achieving minimum of Level 3 on rubrics designed to measure the following elements: 1) deep, accurate, and thorough understanding of the topic; 2) multiple points, original observations, experiences, or interpretations; 3) zero or minimal grammar and spelling errors; and 4) appropriate standard citation.</p> <p>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 recommendations for further information.</p>		
<p>Department - Music (MUS) - MUS 8H - HONORS MUSIC OF MULTICULTURAL AMERICA - 3 - Defining Music Genres in Terms of Structural Characteristics - Define the following music genres (blues, jazz, gospel, Cajun, zydeco, Country music, Urban Folk Revival, Rock ?n? Roll, Soul, Motown, Funk, Salsa, Reggae, Tejano, Banda, Hip-Hop and Rap) in terms of structural characteristics (rhythm, melody, harmony, texture, instrumentation and form). (Created By Department - Music</p> <p>Assessment Cycles: 2011-2012</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: Average increase of 10 points per student between pre- and post-test.</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:</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
	<p>Exam - Course Test/Quiz Target for Success: 70% of students will achieve passing score (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. Assessment Method Type: Essay/Journal Target for Success: Achieving minimum of ?Good to Very Good? on rubrics designed to measure the following elements: 1) deep, accurate, and thorough understanding of the topic; 2) multiple points, original observations, experiences, or interpretations; 3) zero or minimal grammar 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). Assessment Method Type: Class/Lab Project Target for Success: 70% of students will achieve a minimum total score of 210 on a detailed, project-specific rubric that includes elements such as critical commentary, annotated discography, listening example analysis, and recommendations for further information.</p>		