

Annual Instructional Program Review Template for 2011-2012
Introduction to The Program Review Process for Instructional Programs

Program Review at Foothill College

Purpose

An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increase student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

Process

Foothill College academic programs that lead to an A.A./A.S. or Certificate(s), or are part of a specialized pathway, such as ESL, Developmental English, Math My Way are reviewed annually using this template, with an in-depth review occurring on a three-year cycle. The specialized pathways may be included as part of the program review for the department, or may be done as a separate document if they are not part of a department that offers a degree or certificate. Faculty and staff in contributing departments will participate in the process. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Annual review will address five core areas, and include a place for comments for the faculty and the dean or director.

1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Administrator's comments/reflection/next steps

Foothill College Program Review Cycle:

2011-2012 All academic programs participate in an annual program review

2012-2013 1/3 of academic programs participate in comprehensive review, remaining 2/3 of programs update their annual program review

Contact: Office of Instruction and Institutional Research, 650-949-7240

Instructions: Complete this template with data on any degree, certificate, or pathway your department offers. Return the completed form to your Dean on the last day of Fall quarter.

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

2011-2012 Submission Deadline:

All program review documents are due to Deans by December 16

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Basic Program Information

Department Name: Music: Music Technology

Program Mission(s):

The Music Technology Program offers cutting edge curriculum and instruction in the areas of media studies, recording arts and audio production based on real world industry standards. It is the workforce element of the Music Department.

Program review team:

Name	Department	Position
Bruce Tambling	Music Technology: All	Director, Music Technology Program

Programs* covered by this review

Program Name	Program Type (A.S., C.A., Pathway, etc.)	Units**
Music Technology Associate of Arts Degree	A.A.	90
Certificate of Achievement in Music Technology	C.A.	31.5
Certificate of Achievement in Pro Tools	C.A.	36

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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
A.A. in Music Technology	6	7	8	+33%
C.A. in Music Technology	3	1	2	-33%
C.A. in Pro Tools	0	0	0	0%

1.2 Department Data

Dimension	2008-2009	2009-2010	2010-2011	% Change
Enrollment	4980	5346	5559	+11.627%
Productivity (Goal: 546)	635	703	678	+6.8%
Success	79%	80%	80%	+1.3%
Full-time FTEF	12	11.3	11.7	-2.5%
Part-time FTEF	NA	NA	NA	NA
Full-time Staff	.5	.5	.5	0%
Part-time Staff	2	2	2	0%

Department Course Data

Course	2008-2009			2009-2010			2010-2011		
	Enroll.	Prod.	Success	Enroll.	Prod.	Success	Enroll.	Prod.	Success
MUS 50A	150	968	70%	82	858	61%	181	889	68%
MUS 50B	48	808	79%	47	794	77%	42	805	79%
MUS 58A	47	437	79%	71	688	73%	73	817	68%
MUS 58B	24	446	79%	41	761	79%	32	650	83%
MUS 58C	34	632	56%	41	761	59%	26	636	73%
MUS 60A	115	799	65%	53	539	87%	88	704	61%
MUS 60B	30	505	77%	42	704	60%	30	503	80%
MUS 64A	67	1037	78%	41	691	71%	47	752	57%
MUS 64B	135	850	75%	155	980	68%	139	768	69%

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MUS 66A	169	528	79%	159	613	79%	111	831	80%
MUS 66B	114	530	79%	111	533	79%	100	739	80%
MUS 80A	50	614	79%	60	558	79%	59	747	80%
MUS 81A	25	396	79%	35	650	79%	31	824	80%
MUS 81B	31	576	79%	77	715	79%	98	916	80%
MUS 81C	94	632	79%	69	641	79%	73	775	80%
MUS 81D	36	669	79%	72	910	79%	38	905	80%
MUS 82A	108	555	79%	113	700	79%	79	778	80%
MUS 82B	41	381	79%	60	557	79%	40	888	80%
MUS 82C	NA	NA	NA	42	780	79%	39	833	80%
MUS 82D	NA	NA	NA	NA	NA	NA	49	1046	80%
MUS 85A	NA	NA	NA	NA	NA	NA	1046	672	80%
MUS 85B	135	886	79%	119	751	79%	200	847	80%

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.

Enrollment in Music Technology has been steadily increasing over the past 3 years despite the loss of the second full time faculty member in this program (who has become the Division Dean). With the approval of a full time position to replace him, and introduction of several new classes, we anticipate a big jump in enrollments in 2010-2013. Also, several factors have no data available: in 2009 we began offering fully online non-loaded sections of courses to increase productivity and improve student access for the newer online students. For example, it would appear that enrollment in MUS 66A, one of our most popular courses is declining, but factoring in the non-loaded additional sections offered each quarter, enrollment has actually doubled (not reflected in the data above)

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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.
 - a. AA, AS, transcriptable certificates
 - b. Local, non-State approved certificates
 - c. Certificates less than 27 units: All certificates less than 27 units should be reviewed carefully to determine if the certificate provides a tangible occupational benefit to the student, such as a job or promotion or higher salary, and documentation should be attached.

Certificates have declined 33%, AA degrees have increased 33%. Music Technology teaches courses that lead to professional certifications (meaning professional certifications from industry, not the state) and those certifications have increased dramatically over the past 2 years.

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)

Productivity has increased 6.8% over the past 3 years, and is in the high 600's/low 700's consistently.

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?)

There are no pre-requisites in Music Technology, only advisories. There has not been a class cancellation due to low enrollment over the past 3 years. We try to offer as many MT classes as we can every quarter based on instructor availability.

5. Curriculum and SLOs
 - a. Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every three years and do all prerequisites, co-requisites and advisories undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance?

All MT courses are reviewed yearly as the content of the discipline changes so rapidly.

- b. Comment on program mapping and how it ties to the college Mission(s).
- c. Identify any other programs with which your program has overlap, and comment on the purpose of the overlap.
- d. Comment on any recent developments in your discipline which might require modification of existing curriculum and/or the development of new curriculum?
- e. Do all of the courses in your program have SLOs identified? Do all programs have program-level student learning outcomes? If not, what is your plan for completing these?

Yes. All Music Technology courses have program level SLO's.

6. Basic Skills Programs (Please describe your Program's connection to this core mission, if applicable):
7. Transfer Programs: Articulation (Please describe your Program's connection to this core mission, if applicable)
8. CTE Programs: Labor/Industry Alignment (Please describe your Program's connection to this core mission, if applicable)

Music Technology is the Workforce component of the Music Department.

Section 2. Learning Outcomes Assessment Summary

2.1. Attach 2010-2011 Program Level – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

2.2 Attach 2010-2011 Course-Level – Four Column Report for CL-SLO Assessment from TracDat

Section 2 Continued: SLO Assessment and Reflection

2.3 Please provide observations and reflection below.

2.3.a Course-Level SLO

What findings can be gathered from the Course Level Assessments?

Course level assessment findings have not yet been entered due to a lack of faculty with enough free time to enter them (there is only one full time faculty for an extremely

What curricular changes or review do the data suggest in order for students to be more successful in completing the program?

See above.

How well do the CL-SLOs reflect the knowledge, skills, and abilities students need in order to succeed in this program?

See above.

How has assessment of course-level student learning outcomes led to improvement in student learning in the program?

See above.

2.3.b Program-Level SLO

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

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See above.

How has assessment of program-level student learning outcomes led to certificate/degree program improvements?

See above.

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

Action Step	Related SLO assessment (Note applicable data)	Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources)	How will this action improve student learning/success?
1 Complete hiring of new full time faculty		workforce	Assessments, reflections, etc. can be entered.

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

Music Technology is the workforce element of the Music Department.

3.2 Previous Program Goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
1 Maintain expert certification	1 year		met
2 Continue developing original course materials applicable to our program needs.	1 year	3 classes completed	Met/ongoing
3 Continue producing professional quality recordings	1 year	20+ recordings have been completed in 2010/2011	Met/ongoing
4 Improve acoustics in studio 1101	1 year	Acoustic baffles installed	ongoing
5 new computer lab	1 year	Computers installed in KCI, software installed	met

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 Improve acoustics in studio 1101	4 years		Improve student success by creating a professional level acoustic recording space.
2 Continue developing original course materials applicable to our program needs.	5 years		New, state of the art cutting edge classes will be created and offered.
3 Continue producing professional quality recordings	5 years		We are implementing a new production business model in this area.

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Section 4: Program Resources and Support

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

Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
Studio Manager	\$7700.00	1/3	Perkins
Licensing fees to industry affiliates for software NFR's valued at \$65,000 per year.	\$4000.00	3	Perkins
Lab Assistant	\$500.00	3	Federal Wokstudy

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.)
114000 143052 100500	\$10,500	1/3	

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
Universal Audio Twin Vintage Limiting Amplifier	\$2370.73	1/3	Meas. C
Empirical Labs Distressor	\$1410.50	1/3	Meas. C

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Section 5: Program Strengths/Opportunities for Improvement

5.1 Use the matrix provided below and, 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	The Music Technology Program is well supported by the District, College and Division.	Program has an excellent reputation in the surrounding audio community. Graduates find employment easily. Strategic partnerships are in place with professional training schools in the Bay Area
Weaknesses	In the past, the Program was left on its own without enough administrative support and/or guidance. This has left the Program with a lot of catching up and repair work to accomplish. The Program, due to lack of adequate faculty, has been playing catchup for the past three years, but is quickly learning the many processes and protocols the College is responsible for.	Parking availability/load in protocols are a problem. Other programs in the area are more in tune with these needs.
Opportunities	The addition of the KCI to Fine Arts offers us the opportunity to partner with them for short courses in audio and video.	We now have a much better organized Foundation account and donation protocol.
Threats	The state of the budget, VTEA funds are threatened, and Dental Assisting has little to no supplies budget.	Pro Schools that offer Music Technology Professional Certification

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

The area of greatest concern is changes to repeatability. Many students who complete the program want to work on large scale projects under the guidance of an instructor. Changes to repeatability could threaten that. We have already discussed the options, including CBE offerings, renting the studio on weekends, renting the IDEA Lab, etc. The lack of adequate faculty, again, is a major concern and a roadblock.

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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?

There is a severe lack of available personnel factoring in the explosive growth of this program.

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

See 5.3

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

Section 6: Feedback and Follow Up

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 Fine Arts. It was one of the first professional audio programs in the State, and continues to be one of, if not the, best programs in California. The program has garnered 3 League for Innovation awards and one California Music Award.***
- ***Adjunct faculty have been integrated into the curriculum process and are beginning to write new courses.***
- ***A new lab in the KCI has just been installed to alleviate the overcrowding in the IDEA Lab, which will present further opportunities for growth in yet unexplored areas of music technology.***

6.2 Areas of concern, if any:

I am very concerned about the stability of this very large program, considering the appalling lack of full time faculty. While hiring a replacement for the former Director is step in the right direction, it only brings this program back to where it was THREE YEARS AGO. The program could grow 10% per year (a very conservative estimate) if properly staffed.

6.3 Recommendations for improvement:

- ***Continue writing new curriculum to keep up with changes in technology.***
- ***Continue integrating part time faculty into the curriculum process.***
- ***An increased presence on campus and in the Foothill Community will be, hopefully, one of the results of hiring a new full time faculty member to replace the position lost 3 years ago.***
- ***Focus on the original goal of the program – looking at workforce music education in a completely new way.***
- ***Continue developing distance ed. offering to take advantage of the program's leadership position statewide in this area.***

6.4 Recommended Next steps:

Proceed as planned on program review schedule

Further review/Out of cycle in-depth review

Unit Assessment Report - Four Column

Foothill College

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

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

Primary Core Mission: Workforce

Secondary Core Mission: Transfer

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>Program (FA-MUSI) - Music Technology AA/CA - 1 - Students who complete the traditional transfer course sequence will be able to demonstrate knowledge, skills, and understanding in the three emphases identified by the National Association of Schools of Music (NASM): music history/literature, composition/theory, and performance.</p> <p>Year PL-SLO implemented: 2010-2011 2011-2012 2012-2013 2013-2014</p> <p>PL-SLO Status: Active</p>	<p>Assessment Method: Students who successfully complete the program must pass a standardized exam in each of the three identified areas before being issued the AA Degree or Certificate of Achievement.</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target: An 80% passing rate for all students taking the standardized exams.</p>		
<p>Program (FA-MUSI) - Music Technology AA/CA - 2 - Students who complete the vocational program will also be able to demonstrate knowledge, skills and understanding in the areas of music business, technology, and contemporary popular music literature and composition/engineering identified by the program's board of advisors.</p> <p>Year PL-SLO implemented: 2010-2011 2011-2012 2012-2013 2013-2014</p> <p>PL-SLO Status: Active</p>	<p>Assessment Method: All students who successfully complete the program must submit an exit portfolio for critique of their recorded and mixed work. This is the final course required for the AA Degree and/or Certificate of Achievement in Music Technology.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target: A 100% portfolio completion and successful critique rate for all students seeking the AA and/or Certificate of Achievement in Music Technology.</p>		

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 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/>
<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>Course-Level SLO Status: Active</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>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.</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>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</p>	<p>10/13/2011 - This SLO was properly implemented, no further action is necessary.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>(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 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>2010-2011.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</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>Course-Level SLO Status: Active</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>
<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 Cycles: 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Exams 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% success rate for the entire class each quarter.</p>		
<p>Department - Music (MUS) - MUS 50C - CAREERS IN MUSIC - 2 -</p>	<p>Assessment Method: There is a discussion forum in the online</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>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 Cycles: 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>course shell, each student is required to participate as part of their overall grade for the quarter.</p> <p>Assessment Method Type: Discussion/Participation</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 Cycles: 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</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.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: Each student will complete at least one original song/composition per quarter.</p>		
<p>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))</p> <p>Assessment Cycles: 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>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.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: Each student will complete one original arrangement every quarter.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<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 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Each student will present their design, including microphone selection, cables, and all other hardware/software used in their recording environment (including computer OS) in the final exam.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: An 85% C or better average for the entire class.</p>		
<p>Department - Music (MUS) - MUS 60B - PRODUCING IN THE HOME STUDIO II - 1 - 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: This project is due at the conclusion of every quarter during finals week. The student, using their own studio as a model, presents their acoustic design for that space.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: An 80% completion rate for the entire class each quarter.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Active</p> <p>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))</p> <p>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: This assignment/presentation is due during the second week of the quarter, detailing the student's individual recording/production system.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 100% of enrolled students will complete this assignment.</p>		
<p>Department - Music (MUS) - MUS 62 - SOUND REINFORCEMENT & LIVE RECORDING - 1 - Setup and Operate - A successful student will setup and operate a sound reinforcement system. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: This is the hands on portion of the final exam.</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target for Success: An 80% success rate for the class as a whole each quarter.</p>		
<p>Department - Music (MUS) - MUS 62 - SOUND REINFORCEMENT & LIVE RECORDING - 2 - Specifications - A successful student will read and interpret a set of specifications for sound reinforcement equipment. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2009-2010</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>		

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 66A - INTRODUCTION TO DIGITAL AUDIO: PRO TOOLS - 1 - Write Compositions - A successful student will write original compositions using a midi/audio workstation. (Created By Department - Music (MUS)) Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013	Assessment Method: Original compositions delivered as MP3 files to the class website online showcase. Assessment Method Type: Class/Lab Project Target for Success: 90% of enrolled students will successfully compose, edit and mix an original composition utilizing contemporary music technology hardware and software digital audio workstations.	10/15/2011 - Over 90% of enrolled students successfully delivered MP3 files of original compositions. Result: Target Met Year This Assessment Occurred: 2011-2012	10/15/2011 - This assessment method is well implemented and successful.
Course-Level SLO Status: Active			
Department - Music (MUS) - MUS 66A - INTRODUCTION TO DIGITAL AUDIO: PRO TOOLS - 2 - Programming/Sequence - A successful student will create unique programming/sequencing that includes the linking of patterns into a musical composition, and the inclusion of audio files as an integral element. (Created By Department - Music (MUS)) Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013	Assessment Method: Finished productions delivered as MP3 files to the class website online showcase with written explanations describing the musical structure and form of the composition. Assessment Method Type: Class/Lab Project Target for Success: 90% of enrolled students will successfully create a finished production incorporating the various programming, sequencing and arranging techniques presented ion the class modules. (MIDI, sampling, transcribing etc.)	10/15/2011 - 90% of enrolled students successfully sequenced, arranged and delivered finished musical productions. Result: Target Met Year This Assessment Occurred: 2010-2011	10/15/2011 - This SLO is properly executed.
Course-Level SLO Status: Active			
Department - Music (MUS) - MUS 66B - INTRODUCTION TO DIGITAL AUDIO: REASON & PRO TOOLS - 1 - Compositions	Assessment Method: Original compositions delivered as MP3 files to the class website online showcase.	10/16/2011 - Over 90% of enrolled students successfully delivered MP3 files of original compositions.	10/16/2011 - This assessment method is well implemented and successful.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>- 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 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>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 - 2 - Programming/Sequence - A successful student will create unique programming/sequencing that includes the linking of patterns into a musical composition, the inclusion of audio files as an integral element, and Reason as a Rewire application. (Created By Department - Music (MUS))</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 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 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>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>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 66C - PRO TOOLS & VIRTUAL INSTRUMENTS - 1 - Plug-ins - A successful student will apply RTAS and Audio Suite effects plug-ins to a</p>	<p>Assessment Method: Finished productions delivered as MP3 files to the class website online showcase with written explanations describing the effects</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>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>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 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 musical structure and form of the composition as well as how the software Reason and Ableton Live were incorporated into the project.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 90% of enrolled students will successfully create a finished production with Pro Tools, Reason and Ableton Live software incorporating the various programming, sequencing and arranging techniques presented ion the class modules. (MIDI, sampling, transcribing etc.)</p>		
<p>Department - Music (MUS) - MUS 7 - CONTEMPORARY MUSICAL STYLES: ROCK, POP & JAZZ - 1 - Classify - Successful students will be able to classify rock and roll by identifying song structures and literary devices as they analyze lyric sheets and listen to music from the early 1900's to present day. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2010-2011</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Course-Level SLO Status: Active			
Department - Music (MUS) - MUS 80A - RECORDING STUDIO BASICS - 1 - Acoustics - A successful student will describe and discuss the basic principles of acoustics and the physics of sound. (Created By Department - Music (MUS)) Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013	Assessment Method: Quizzes with multiple choice, true/false and short essay questions. Assessment Method Type: Exam - Course Test/Quiz 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.	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. Result: Target Met Year This Assessment Occurred: 2010-2011	10/16/2011 - This assessment method is well implemented and successful. <hr/>
Course-Level SLO Status: Active			
Department - Music (MUS) - MUS 80A - RECORDING STUDIO BASICS - 2 - Specifications - A successful student will interpret the specifications of mixing boards, microphones, and signal processors. (Created By Department - Music (MUS)) Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013	Assessment Method: Hands on exam where students demonstrate and explain their understanding of recording studio equipment specifications in practical application of audio production workflows. Assessment Method Type: Class/Lab Project Target for Success: 90% of enrolled students will successfully operate recording studio equipment and demonstrate a functional understanding of mixing consoles, microphones and signal processors.	10/16/2011 - Over 90% of enrolled students successfully operated the recording studio equipment under the direction and supervision of the instructor. Result: Target Met Year This Assessment Occurred: 2010-2011	10/16/2011 - This SLO is properly executed. <hr/>
Course-Level SLO Status: Active			
Department - Music (MUS) - MUS 81A - AUDIO RECORDING & PRODUCTION - 1 - Multitrack Recording - A successful student will create and edit a multitrack recording. (Created By Department - Music (MUS)) Assessment Cycles: 2009-2010	Assessment Method: This is the focus of the class - each student records and edits a multitrack recording of their own design, and presents it for critique at the conclusion of the class. Assessment Method Type: Observation/Critique Target for Success:		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
2010-2011 2011-2012 2012-2013	A 100% completion rate for the class.		
Course-Level SLO Status: Active			
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))	Assessment Method: This basic stereo mix is part of the final critique, along with the multitrack master. Assessment Method Type: Presentation/Performance Target for Success: A 100% completion rate for the class.		
Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013 Course-Level SLO Status: Active			
Department - Music (MUS) - MUS 81B - SOUND DESIGN FOR FILM & VIDEO - 1 - Soundtrack - A successful student will design and assemble a soundtrack from different sources, both pre-recorded and recorded. (Created By Department - Music (MUS))	Assessment Method: This project is critiqued by the class in week 3 of every quarter. Assessment Method Type: Observation/Critique Target for Success: A 90% completion rate for the class.		
Assessment Cycles: 2009-2010 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	Assessment Method: Each week, a different film soundtrack is presented, and each student is required to		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>describe and discuss the aesthetic qualities of sound and music as it relates to the content of video. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>contribute to the discussion in the online classroom.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: a 90% participation rate for the class.</p>		
<p>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 81F - MUSIC VIDEO PRODUCTION - 1 - Understanding and Utilizing Video Production Concepts - A successful student will be able to understand and utilize basic concepts of pre-production including treatment, script and storyboard as it applies to music videos. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2009-2010 2010-2011</p>	<p>Assessment Method: Students will write a video treatment and learn script and storyboard preparation 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> <p>Assessment Method: Students will be tested on video production industry standard terminology.</p> <p>Assessment Method Type:</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
2011-2012 2012-2013 Course-Level SLO Status: Active	Exam - Course Test/Quiz Target for Success: 70% will receive a grade of 70/100 or better.		
Department - Music (MUS) - MUS 81F - MUSIC VIDEO PRODUCTION - 2 - Camera Techniques and Lighting - A successful student will understand and utilize basic camera techniques and lighting for video production. (Created By Department - Music (MUS)) Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013 Course-Level SLO Status: Active	Assessment Method: Students will work collaboratively to shoot a music video project. Assessment Method Type: Class/Lab Project Target for Success: 90% will deliver a completed broadcast quality music video production. Assessment Method: Students will learn videography concepts including framing, composition, and moving camera and specialized lighting. Assessment Method Type: Presentation/Performance Target for Success: 90% of students will be able to describe the lighting and camera techniques they incorporated into their video project presentation.		
Department - Music (MUS) - MUS 82A - PRO TOOLS 101: INTRODUCTION TO PRO TOOLS - 1 - Spectrum - A successful student will analyze the dynamic spectrum of a multi-track recording. (Created By Department - Music (MUS)) Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013 Course-Level SLO Status: Active	Assessment Method: Students will listen to and visually inspect audio program material demonstrating wide spectrum stereophonic frequency response curves delivered as ZIP file downloads in the class website. Assessment Method Type: Class/Lab Project Target for Success: Target for Success - 90% of enrolled students will successfully analyze and describe the unique sonic characteristics of various audio examples.	10/15/2011 - All students who passed this class were able to successfully analyze the dynamic spectrum of a multi-track recording. Result: Target Met Year This Assessment Occurred: 2010-2011	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 in general.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - Music (MUS) - MUS 82B - PRO TOOLS 110: PRO TOOLS PRODUCTION I - 1 - Operate - A successful student will operate Pro Tools hardware and software in an audio production environment according to Avid Certification Training standards. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Comprehensive series of quizzes and final exams designed to cover all lesson modules and textbook chapters.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 90% of enrolled students will successfully 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 82E - PRO TOOLS 210P: POST PRODUCTION TECHNIQUES - 1 - Edit ADR - A successful student will be able record and edit Automatic Dialog Replacement (ADR) using Pro Tools in a professional studio setting. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2009-2010</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</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	deploy ADR techniques and workflows.		
Department - Music (MUS) - MUS 82E - PRO TOOLS 210P: POST PRODUCTION TECHNIQUES - 2 - Mix Audio - A successful student will be able mix a variety of audio elements including music, dialog, sound effects and ambient atmospheric environments while synchronized to digital video. (Created By Department - Music (MUS)) Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013 Course-Level SLO Status: Active	Assessment Method: Digital video files delivered to the class website, or posted on YouTube, demonstrating proper balance, amplitude and equalization specifications according to industry broadcast standards. Assessment Method Type: Class/Lab Project Target for Success: 90% of enrolled students will successfully complete a final audio production mix for a feature film excerpt.		
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)) Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013 Course-Level SLO Status: Active	Assessment Method: Finished productions delivered as MP3 files to the class website online showcase with written explanations describing the techniques utilized in each step. Assessment Method Type: Class/Lab Project Target for Success: 90% of enrolled will successfully design and implement all the required components to complete a video game audio soundtrack.		
Department - Music (MUS) - MUS 82F - PRO TOOLS AND GAME AUDIO - Dialog Production - A successful student will record	Assessment Method: MP3 audio files delivered to the class website online showcase demonstrating		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>and edit dialog performances from voice over talent. (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>proper amplitude levels and tonal qualities for spoken work production.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>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.</p>		
<p>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))</p> <p>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Hands-on practical exam where students are presented with various technical problems often encountered in audio production facilities.</p> <p>Assessment Method Type: Pre/Post Test</p> <p>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.</p>		
<p>Department - Music (MUS) - MUS 82G - PRO TOOLS 310M: ADVANCED MUSIC PRODUCTION TECHNIQUES - Record and import audio - A successful student will be able record and import audio utilizing a variety of workflows and techniques. (Created By Department - Music (MUS))</p> <p>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will deliver functional Pro Tools session file databases including all imported media linked to the session data.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 90% of enrolled students will successfully import any file type specification into a Pro Tools session file database.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<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 - 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</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>		

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

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>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 2012-2013</p> <p>Course-Level SLO Status: Active</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>		