

Course Assessment Results aligned to Program SLOs

San Mateo CCCD

CAN Program - Fine and Performing Arts

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
Describe the roles of creative expression in human cultures	CAN Dept - Music - CAN MUS. 115 - Music, Art and Ideas - historical context - SLO 2 - Students will be able to compare works of art and music and discuss the relation of the works to ideas from their historical context. (Created By CAN Dept - Music)	<p>Assessment Method: essay question on exam</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: 70% of students score 70% or above</p>	<p>12/16/2013 - 70% C or above; mode = C. Criterion barely met. Several students didn't understand the question, despite being on the syllabus and on several previous exams. Moving to more experiential format for the course.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p>	
			<p>12/08/2012 - dismal results. only 44% got C or better on question 2 of the final essays. The main problem is students failing to mention specific works as required by the question ("Describe the period in which you feel art & music to be most closely related. Contrast that with a period in which you perceive art & music to be less related to each other. Identify and explain with specific examples."). Often they did mention specific works on the other 2 questions on the test; it is a mystery why they did not on this question. Students had questions 2 weeks in advance.</p> <p>Result Type: Criterion not met</p> <p>Reporting Cycle: 2012 - 2013</p>	
			<p>12/12/2011 - 80% success rate. interesting that the integrative question get better results than the the specific identifications. greater opportunity for bs?</p> <p>Result Type: Criterion met</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Reporting Cycle: 2011 - 2012</p> <p>06/22/2011 - 72% success. SLO #2 & 3 blended in this essay question. better data keeping will resolve confounded data.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	
		<p>CAN Dept - Music - CAN MUS. 115 - Assessment Method: Music, Art and Ideas essay question on exam</p> <p>- stylistic evolution - SLO 3 - Students will be able to describe significant changes in art and music from successive stylistic periods. (Created By CAN Dept - Music)</p>	<p>Assessment Method Category: Exam</p> <p>Success Criterion: 70% of students score 70% or above</p> <p>12/16/2013 - 70% C or above; mode = C. (actually used bank of multiple choice questions -- tracked closely w/ essay results). Criterion barely met; will focus on one specific transition in next offering.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p>	
			<p>12/08/2012 - not assessed -- forgot to separate out and collect data on this item. Anecdotally, very poor sense of order of historical periods. include as trivial multiple choice questions early in the term.</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2012 - 2013</p>	
			<p>06/22/2011 - 72%. see comments on #2 from this term</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>CAN Dept - Music - CAN MUS. 202 - Music Appreciation</p> <p>- report subjective reactions - 2. Students will listen to music and report on their subjective reactions (Created By CAN Dept - Music)</p>	<p>Assessment Method: listening reaction essays or listening journals</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: 70% of students achieve 70% or above grade on relevant assignment</p>	<p>05/31/2013 - used reflective final paper to assess this this time.</p> <p>88%/A/A (avg/median/mode)</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <p>03/10/2010 - 92% success rate (Tchaikovsky paper)</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	
	<p>CAN Dept - Music - CAN MUS. 210 Histories of Popular Mus./Rock</p> <p>- social context - SLO 2. Students will analyze the role of popular music in society, especially with regard to expressions of social conflict and identity. (Created By CAN Dept - Music)</p>	<p>Assessment Method: essay with analysis of social meanings and functions of selected example songs</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: 70% of students score 70% or above</p>	<p>05/31/2013 - again this data not strictly separate; about half of the class did this at the A level; most did C or better work. Some students merged this question into their overall final essay while others kept it separate. Do not want to change the assignment just for the sake of SLOs.</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2012 - 2013</p> <p>05/31/2012 - data unintentionally merged with final essay grade. Keep separate in future grading process.</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2011 - 2012</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>06/16/2010 - 90% success rate [Motown paper]</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	
	<p>CAN Dept - Music - CAN MUS. 230</p> <p>Beethoven</p> <p>- context - SLO 3. Students will be able to place Beethoven in a historical and cultural context (Created By CAN Dept - Music)</p>	<p>Assessment Method: essay question</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: 70% of students score 70% or above</p>		
	<p>CAN Dept - Music - CAN MUS. 240</p> <p>Music of the Americas</p> <p>- identify roots - 2. Students will be able to identify the contributions to Latin American music from African, European, and indigenous cultures.</p> <p>(Created By CAN Dept - Music)</p>	<p>Assessment Method: students will select and write about music examples that reflect indigenous, African and European roots</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: 70% of the class scores above 70% on essay test</p>	<p>05/24/2013 - avg = 76; median 75%. assessment overlaps w/ SLO 3. exam scores A, 25%; B, 19%; C, 25%; D, 6%; F, 25%.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <p>05/31/2012 - assignment 1; 66% C or better. General problem of getting weak students to turn in 1st assignment on time. Demonstrated to some extent on final exam (75%). Make this question mandatory on final exam and collect data then.</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2011 - 2012</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>06/22/2011 - 90% success</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	
			<p>06/16/2010 - 81% success [question #1 on final exam]</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	
	<p>CAN Dept - Music - CAN MUS. 240 -</p> <p>Music of the Americas</p> <p>- social context - 3. Students will be able to interpret the relationship of music to the organization of the society that produces it. (Created By CAN Dept - Music)</p>	<p>Assessment Method: essay question for final exam</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: 70% of students score 70% or above</p>	<p>05/31/2012 - final exam; 75% C or better. Aggregates and integrates data from several questions; make this question mandatory on final exam for more specific, targeted data. [This is more of an assessment of SLO technique rather than teaching results.]</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
		<p>Assessment Method: subjective evaluation of student project</p> <p>Assessment Method Category: Capstone Assignment/Project</p> <p>Success Criterion: 70%</p>	<p>06/22/2011 - 80% -- very pleased with the individual projects. perhaps include this SLO in the specific text of the assignment to provide better focus</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>06/16/2010 - unclear -- question on exam not well aligned with SLO</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2009 - 2010</p>	<p>06/16/2010 - revise exam question</p> <hr/>
	<p>CAN Dept - Music - CAN MUS. 250 - World Music</p> <p>- relating music and society - 2. Students will interpret the relationship of the organization of the elements of music (pitch, melody, scales, rhythm, meter, timbre, form etc.) to the social organization (stratified, egalitarian, cooperative, gender-segregated, etc.) of the cultures represented. (Created By CAN Dept - Music)</p>	<p>Assessment Method: essay question</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: 70% of students score 70% or above</p>		
	<p>CAN Dept - Music - CAN MUS. 250 - World Music</p> <p>- evaluating the links - 3. Students will evaluate the strength of the relationship of the organization of the elements of music to the social organization of the cultures represented. (Created By CAN Dept - Music)</p>	<p>Assessment Method: final exam essay</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: 70% of students score 70% or above</p>	<p>12/17/2013 - 83% C or above; mode = B</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p>	<hr/>
			<p>12/08/2012 - Culture question 1 – 12/18 = 66%; 72 if Kat had answered the question. did not answer because she "didn't understand the question."</p> <p>students had the questions for 2 weeks and she asked no questions. basic critical thinking needs to be developed.</p> <p>students unprepared to evaluate relative significance of facts. ONE student truly got it.</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2012 - 2013</p>	<hr/>
			<p>12/16/2010 - 70%</p> <p>Result Type: Criterion met</p>	

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			<p>Reporting Cycle: 2010 - 2011</p>	
	<p>CAN Dept - Music - CAN MUS. 260 - Music in Film, Television, and Multimedia - film music history - Students will identify historical landmarks in the use of music in film. (Created By CAN Dept - Music)</p>	<p>Assessment Method: multiple choice test Assessment Method Category: Exam</p>	<p>01/08/2013 - only 68% score a C or better on a multiple choice test; data is about the same for an essay question on the final. 30% of survey respondents reported that they did not buy the book; about 30% failed the multiple choice test. The students did not appear to be under financial restraints; this is just bad attitude.</p> <p>Result Type: Criterion not met</p> <p>Reporting Cycle: 2012 - 2013</p>	

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Engage with the arts; integration of the arts into life.	<p>CAN Dept - Music - CAN MUS. 100 - Fundamentals of Music - melody with chords - SLO 3 - Students will be able to write a melody with accompanying chords. (Created By CAN Dept - Music)</p>	<p>Assessment Method: assignment to write (compose) a melody with accompanying chords.</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70%</p>	<p>05/31/2013 - 100% of completed assignments in both sections were a C or better.</p> <p>section AA: 91%/A/A (avg/median mode); 13 A's out of 18</p> <p>section AB: 89.7%/A/A (avg/median mode); 13 A's out of 23</p> <p>interesting to note that the weaker section on SLO 1 & 2 was stronger on #3.</p>	<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>

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			<p>drops to 70% if persistent non-completers are counted. perhaps not a relevant SLO type thing, although essential to the course.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	
			<p>05/31/2012 - Two sections with two success rates: 90/94% success (completion of the composition assignment with a C or better). In this view, the weaker section did better, but looking at the grades, we see consistent results: the ?A? rate split 48/16%.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
			<p>06/22/2011 - 100/90% completed the assignment successfully</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	
			<p>12/01/2010 - 79/71 success rate in the 2 sections</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	
			<p>06/16/2010 - 71% success rate</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	

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	<p>CAN Dept - Music - CAN MUS. 115 - Music, Art and Ideas</p> <p>- identification - SLO 1 - Students will be able to identify selected key works of art and music by artist, composer, period or other relevant information. (Created By CAN Dept - Music)</p>	<p>Assessment Method: multiple choice identification of music and art examples (selected questions on regular test)</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: 70%</p>	<p>12/16/2013 - focusing on music, since art i.d. usually does better; 80% C or above; mode = A. New method has improved results.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p>	
			<p>12/08/2012 - music only listening test – dismal. 38% got C or better. (Mode was D.) Plan: make tests near weekly. Urge students to make 3x5 study cards for each piece. Test is too easy if multiple choice. Students need to internalize identifying info and recognition features.</p> <p>Result Type: Criterion not met</p> <p>Reporting Cycle: 2012 - 2013</p>	
			<p>12/12/2011 - splitting assessment and using new teaching methods; 60% music, 65% art. improvement from last assessment; will use "triangulation" framing technique next offering.</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2011 - 2012</p>	
			<p>06/22/2011 - 50% on selected listening exam; tested new method, continuing to revise. Perhaps revise SLO to split music from art ID.</p> <p>Result Type: Criterion not met</p> <p>Reporting Cycle: 2010 - 2011</p>	

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	<p>CAN Dept - Music - CAN MUS. 115 Music, Art and Ideas</p> <p>- historical context - SLO 2 - Students will be able to compare works of art and music and discuss the relation of the works to ideas from their historical context. (Created By CAN Dept - Music)</p>	<p>- Assessment Method: essay question on exam</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: 70% of students score 70% or above</p>	<p>12/16/2013 - 70% C or above; mode = C. Criterion barely met. Several students didn't understand the question, despite being on the syllabus and on several previous exams. Moving to more experiential format for the course.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p>	
			<p>12/08/2012 - dismal results. only 44% got C or better on question 2 of the final essays. The main problem is students failing to mention specific works as required by the question ("Describe the period in which you feel art & music to be most closely related. Contrast that with a period in which you perceive art & music to be less related to each other. Identify and explain with specific examples."). Often they did mention specific works on the other 2 questions on the test; it is a mystery why they did not on this question. Students had questions 2 weeks in advance.</p> <p>Result Type: Criterion not met</p> <p>Reporting Cycle: 2012 - 2013</p>	
			<p>12/12/2011 - 80% success rate. interesting that the integrative question get better results than the the specific identifications. greater opportunity for bs?</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle:</p>	

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			2011 - 2012	
			06/22/2011 - 72% success. SLO #2 & 3 blended in this essay question. better data keeping will resolve confounded data.	
			Result Type: Criterion met	
			Reporting Cycle: 2010 - 2011	
	CAN Dept - Music - CAN MUS. 115 Music, Art and Ideas - stylistic evolution - SLO 3 - Students will be able to describe significant changes in art and music from successive stylistic periods. (Created By CAN Dept - Music)	<p>Assessment Method: essay question on exam</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: 70% of students score 70% or above</p>	12/16/2013 - 70% C or above; mode = C. (actually used bank of multiple choice questions -- tracked closely w/ essay results). Criterion barely met; will focus on one specific transition in next offering.	<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p>
			12/08/2012 - not assessed -- forgot to separate out and collect data on this item. Anecdotally, very poor sense of order of historical periods. include as trivial multiple choice questions early in the term.	<p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2012 - 2013</p>
			06/22/2011 - 72%. see comments on #2 from this term	<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>

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	CAN Dept - Music - CAN MUS. 120 - SONGWRITING WORKSHOP I - analysis - students will analyze and constructively criticize songs (Created By CAN Dept - Music)	<p>Assessment Method: observation in class; informal or formal presentations</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 80% of the class offers pertinent, constructive criticism</p>	06/22/2011 - about 90% of the class actively participated; some of the high school age students failed to participate much	<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>
			06/15/2010 - 90% of the class actively participated in analysis	<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>
	CAN Dept - Music - CAN MUS. 120 - SONGWRITING WORKSHOP I - composition - students will compose the music and lyrics for a song (Created By CAN Dept - Music)	<p>Assessment Method: final project; notated, recorded or performed song</p> <p>Assessment Method Category: Capstone Assignment/Project</p> <p>Success Criterion: 80% of students create original songs having at least two musical sections such as a verse, chorus or bridge</p>	06/22/2011 - about 80% of students did complete a satisfactory capstone project, but several did not submit final versions. Give model for completed project.	<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>
			06/15/2010 - 90% of class completed a song	<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>

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	CAN Dept - Music - CAN MUS. 202 Music Appreciation - concept of musical form - 1. Students will demonstrate conceptual analytic thought about musical form (Created By CAN Dept - Music)	<p>- Assessment Method: 1. evaluation of answer to an essay question: what is sonata form?</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: 70% of students achieve 70% or above grade on relevant assignment</p>	<p>05/31/2013 - 89%/A/A (avg/median/mode) on Sonata Form paper</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	
			12/12/2011 - 85% got B or higher	<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>
			11/01/2010 - 88%	<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>
			06/15/2010 - 90% met the standard writing about sonata form	<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>
	CAN Dept - Music - CAN MUS. 202 Music Appreciation - report subjective reactions - 2. Students will listen to music and report on their subjective reactions (Created By CAN Dept - Music)	<p>- Assessment Method: listening reaction essays or listening journals</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: 70% of students achieve 70% or above grade on relevant assignment</p>	<p>05/31/2013 - used reflective final paper to assess this this time. 88%/A/A (avg/median/mode)</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	
			03/10/2010 - 92% success rate (Tchaikovsky paper)	<p>Result Type: Criterion met</p>

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			Reporting Cycle: 2009 - 2010	
	CAN Dept - Music - CAN MUS. 202 Music Appreciation - analyze expressive content - 3. Students will analyze the expressive content and means of a music example (Created By CAN Dept - Music)	- Assessment Method: student analysis project (paper and/or presentation) on a song or other music example Assessment Method Category: Essay Success Criterion: 70% of students achieve 70% or above grade on relevant assignment	05/31/2013 - 90%/A/A (avg/median mode) Rite of Spring always gets a response! Result Type: Criterion met Reporting Cycle: 2012 - 2013	
			06/16/2010 - 72% success rate [Mozart paper] Result Type: Criterion met Reporting Cycle: 2009 - 2010	
	CAN Dept - Music - CAN MUS. 210 Histories of Popular Mus./Rock - musical traits - SLO 1. Students will identify in musical terms key stylistic traits of various genres of popular music. (Created By CAN Dept - Music)	- Assessment Method: essay with analysis of musical style traits in selected example songs Assessment Method Category: Essay Success Criterion: 70% of students score 70% or above	05/31/2013 - 95% met criterion; about 57% did a good job (A). 90%/A/A (avg/median mode) Result Type: Criterion met Reporting Cycle: 2012 - 2013	
			05/31/2012 - 92% completed and got a C or better. [44% A; 36% B]. distributed detailed assignment (1960s); quite successful. Result Type: Criterion met Reporting Cycle: 2011 - 2012	

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			<p>12/01/2010 - 92%</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	
			<p>06/16/2010 - total failure</p> <p>Result Type: Criterion not met</p> <p>Reporting Cycle: 2009 - 2010</p>	<p>06/16/2010 - don't teach at EPAPA! will introduce worksheet-based model assignment in future</p>
	<p>CAN Dept - Music - CAN MUS. 210</p> <p>Histories of Popular Mus./Rock</p> <p>- social context - SLO 2. Students will analyze the role of popular music in society, especially with regard to expressions of social conflict and identity. (Created By CAN Dept - Music)</p>	<p>- Assessment Method: essay with analysis of social meanings and functions of selected example songs</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: 70% of students score 70% or above</p>	<p>05/31/2013 - again this data not strictly separate; about half of the class did this at the A level; most did C or better work. Some students merged this question into their overall final essay while others kept it separate. Do not want to change the assignment just for the sake of SLOs.</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2012 - 2013</p>	
			<p>05/31/2012 - data unintentionally merged with final essay grade. Keep separate in future grading process.</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2011 - 2012</p>	
			<p>06/16/2010 - 90% success rate [Motown paper]</p> <p>Result Type: Criterion met</p>	

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			<p>Reporting Cycle: 2009 - 2010</p>	
	<p>CAN Dept - Music - CAN MUS. 210 - Histories of Popular Mus./Rock - canonical examples - SLO 3. Students will construct a personal canon of songs, critically evaluating expressive content, expressive means, and connection to the history of the relevant genres (Created By CAN Dept - Music)</p>	<p>Assessment Method: extended essay demonstrating critical thinking</p> <p>Assessment Method Category: Capstone Assignment/Project</p> <p>Success Criterion: 70% of students score 70% or above</p>	<p>05/31/2013 - 95% got C or better on final essay (and the person who failed to do so was certainly capable of doing so except for poor time management.)</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	<p>05/31/2012 - 75% C or better on final exam. Actual performance might be significantly higher; data confounded with question 2/SLO 2. (All papers did indeed construct a canon, although not necessarily defended or explained.) Future action: keep data separate. Could revise the final essay structure to make data collection easier, but that seems more driven by SLO convenience rather than pedagogical necessity.</p>
			<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>12/16/2010 - 80% completed final project with C or better</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>

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			06/16/2010 - failure Result Type: Criterion not met Reporting Cycle: 2009 - 2010	06/16/2010 - don't teach at the High School level -- critical thinking not present yet. Action: teach it at CC as scheduled . . .
	CAN Dept - Music - CAN MUS. 230 Beethoven - style traits - SLO 1. Students will be able to describe in musical terms key stylistic traits of Beethoven's music. (Created By CAN Dept - Music)	- Assessment Method: essay question Assessment Method Category: Essay Success Criterion: 70% of students score 70% or above		
	CAN Dept - Music - CAN MUS. 230 Beethoven - periods - SLO 2. Students will be able to analyze how specific music examples represent Beethoven's stylistic periods and the genres in which he worked. (Created By CAN Dept - Music)	- Assessment Method: essay question Assessment Method Category: Essay Success Criterion: 70% of students score 70% or above		
	CAN Dept - Music - CAN MUS. 240 Music of the Americas - identification - 1. Students will be able to identify the primary musical styles from the cultures represented. (Created By CAN Dept - Music)	- Assessment Method: music listening identification; multiple choice or unprompted short answer Assessment Method Category: Exam Success Criterion: 70% of the class scores above 70%	05/24/2013 - the numbers look the same but the results under the hood are much better. Final (#7) listening quiz 83% average; median is 95 on a much more difficult test. (unprompted short answer). 7 tests during the term allowed for plenty of practice. The average of the individual student averages for the whole term tells much the same story -- avg = 88, median = 92. Result Type: Criterion met Reporting Cycle: 2012 - 2013	

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			<p>05/31/2012 - 78% (7 of 9) got an A or better (2 failed). Did increase difficulty of test. 8 possible examples reviewed in previous class (4 examples on test). Increasing this number will make the test even harder. Few mid-range (B or C) grades so far.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
			<p>06/22/2011 - 100% success; revised testing method; need to move to the next level of difficulty [unprompted ID across all cultures]</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	
			<p>06/16/2010 - 83% success -- test was too easy!</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	
	<p>CAN Dept - Music - CAN MUS. 240 - Music of the Americas</p> <p>- social context - 3. Students will be able to interpret the relationship of music to the organization of the society that produces it. (Created By CAN Dept - Music)</p>	<p>Assessment Method: essay question for final exam</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: 70% of students score 70% or above</p>	<p>05/31/2012 - final exam; 75% C or better. Aggregates and integrates data from several questions; make this question mandatory on final exam for more specific, targeted data. [This is more of an assessment of SLO technique rather than teaching results.]</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		<p>Assessment Method: subjective evaluation of student project</p> <p>Assessment Method Category: Capstone Assignment/Project</p> <p>Success Criterion: 70%</p>	<p>06/22/2011 - 80% -- very pleased with the individual projects. perhaps include this SLO in the specific text of the assignment to provide better focus</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	
			<p>06/16/2010 - unclear -- question on exam not well aligned with SLO</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2009 - 2010</p>	06/16/2010 - revise exam question
	CAN Dept - Music - CAN MUS. 250 - World Music	<p>- identification - 1. Students will identify the primary musical styles from the cultures represented. (Created By CAN Dept - Music)</p>	<p>Assessment Method: multiple choice and/or short answer question explaining reasoning behind identification</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: 70% of students score 70% or above</p>	<p>12/17/2013 - 92% C or above; mode = A; final exam. improved from previous, same format (open-ended) final exam listening.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p>
				12/08/2012 - listening. test 4; 81% C or better; mode = A. final listening more difficult; 66%; mode = A, but more Bs and Ds. Dropped multiple choice aspect to make it harder. Still good results.
			<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	12/12/2011 - 83% success rate on

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>comprehensive listening exam.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
			<p>12/01/2010 - 91% success on China/Japan listening exam</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	
		<p>CAN Dept - Music - CAN MUS. 250 - World Music</p> <p>- relating music and society - 2. Students will interpret the relationship of the organization of the elements of music (pitch, melody, scales, rhythm, meter, timbre, form etc.) to the social organization (stratified, egalitarian, co-operative, gender-segregated, etc.) of the cultures represented. (Created By CAN Dept - Music)</p>	<p>Assessment Method: essay question</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: 70% of students score 70% or above</p>	
		<p>CAN Dept - Music - CAN MUS. 250 - World Music</p> <p>- evaluating the links - 3. Students will evaluate the strength of the relationship of the organization of the elements of music to the social organization of the cultures represented. (Created By CAN Dept - Music)</p>	<p>Assessment Method: final exam essay</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: 70% of students score 70% or above</p>	<p>12/17/2013 - 83% C or above; mode = B</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p>
				<p>12/08/2012 - Culture question 1 – 12/18 = 66%; 72 if Kat had answered the question. did not answer because she "didn't understand the question." students had the questions for 2 weeks and she asked no questions. basic critical thinking needs to be developed. students unprepared to evaluate relative significance of facts. ONE student truly got it.</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2012 - 2013</p>	
			<p>12/16/2010 - 70%</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	
	<p>CAN Dept - Music - CAN MUS. 260 - Music in Film, Television, and Multimedia - film music history - Students will identify historical landmarks in the use of music in film. (Created By CAN Dept - Music)</p>	<p>Assessment Method: multiple choice test</p> <p>Assessment Method Category: Exam</p>	<p>01/08/2013 - only 68% score a C or better on a multiple choice test; data is about the same for an essay question on the final. 30% of survey respondents reported that they did not buy the book; about 30% failed the multiple choice test. The students did not appear to be under financial restraints; this is just bad attitude.</p> <p>Result Type: Criterion not met</p> <p>Reporting Cycle: 2012 - 2013</p>	
	<p>CAN Dept - Music - CAN MUS. 260 - Music in Film, Television, and Multimedia - film music analysis - Students will analyze and comment on the use of music in a specific film or TV show with regard to historical issues, technique, and its contribution to the overall work's aesthetic effects. (Created By CAN Dept - Music)</p>	<p>Assessment Method: presentation and paper about a segment of film music of their choice</p> <p>Assessment Method Category: Capstone Assignment/Project</p> <p>Success Criterion: 70/70</p>	<p>01/08/2013 - 100% did the project; about 2/3 got the historical dimension of the assignment; techniques and effects generally well-assessed. split SLO?</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2012 - 2013</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	CAN Dept - Music - CAN MUS. 301 Piano I - technique - SLO 1 - Students will demonstrate proper technique in the performance of piano exercises at the appropriate level of difficulty (Beginning). (Created By CAN Dept - Music)	<p>- Assessment Method: in-class performance evaluation</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 70% of students score 70% or above on rubric</p>	<p>12/08/2012 - 85% success. Evaluated through observation of playing technique for weekly assigned pieces</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	
			<p>11/16/2010 - 90% passed</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	
	CAN Dept - Music - CAN MUS. 301 Piano I - interpreting notation - SLO 2 - Students will interpret assigned music notation in performance in terms of accurate rhythm and correct notes. (Created By CAN Dept - Music)	<p>- Assessment Method: in-class performance evaluation</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 70% of students score 70% or above on rubric</p>	<p>01/08/2013 - 80% success. Evaluated through weekly quizzes, midterm and final exam as well as weekly pieces</p> <p>NOTE: I think I will separate this into two separate SLOs for this semester</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	
	CAN Dept - Music - CAN MUS. 301 Piano I - expressive performance - SLO 3 - Students will perform an assigned piece of music expressively. (Created By CAN Dept - Music)	<p>- Assessment Method: in-class performance evaluation</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 70% of students score 70% or above on rubric</p>		
	CAN Dept - Music - CAN MUS. 302 Piano II			

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<ul style="list-style-type: none"> - technique - SLO 1 - Students will demonstrate proper technique in the performance of piano exercises at the appropriate level of difficulty (Beginning/Intermediate). (Created By CAN Dept - Music) 	<p>Assessment Method: in-class performance evaluation</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 70% of students score 70% or above according to rubric</p>	<p>01/08/2013 - 90% success Evaluated through observation of playing technique for weekly assigned pieces</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	
	<p>CAN Dept - Music - CAN MUS. 302 -</p> <p>Piano II</p> <ul style="list-style-type: none"> - interpreting notation - SLO 2 - Students will interpret assigned music notation in performance in terms of accurate rhythm and correct notes. (Created By CAN Dept - Music) 	<p>Assessment Method: in-class performance evaluation</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 70% of students score 70% or above according to rubric</p>	<p>01/08/2013 - 80% success . Evaluated through weekly assigned pieces. Note - 302-304 results consolidated.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	
	<p>CAN Dept - Music - CAN MUS. 302 -</p> <p>Piano II</p> <ul style="list-style-type: none"> - expressive performance - SLO 3 - Students will perform an assigned piece of music expressively. (Created By CAN Dept - Music) 	<p>Assessment Method: in-class performance evaluation</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 70% of students score 70% or above according to rubric</p>		
	<p>CAN Dept - Music - CAN MUS. 303 -</p> <p>Piano III</p> <ul style="list-style-type: none"> - expressive performance - SLO 3 - Students will perform an assigned piece of music expressively. (Created By CAN Dept - Music) 	<p>Assessment Method: in-class performance evaluation</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 70% of students score 70% or above according to rubric</p>		

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	CAN Dept - Music - CAN MUS. 303 Piano III - interpreting notation - SLO 2 - Students will interpret assigned music notation in performance in terms of accurate rhythm and correct notes. (Created By CAN Dept - Music)	- Assessment Method: in-class performance evaluation Assessment Method Category: Presentation/Performance Success Criterion: 70% of students score 70% or above according to rubric		
	CAN Dept - Music - CAN MUS. 303 Piano III - technique - SLO 1 - Students will demonstrate proper technique in the performance of piano exercises at the appropriate level of difficulty (Intermediate). (Created By CAN Dept - Music)	- Assessment Method: in-class performance evaluation Assessment Method Category: Presentation/Performance Success Criterion: 70% of students score 70% or above according to rubric	01/08/2013 - 90% success Evaluated through observation of playing technique for weekly assigned pieces	Result Type: Criterion met Reporting Cycle: 2012 - 2013
	CAN Dept - Music - CAN MUS. 304 Piano IV - expressive performance - SLO 3 - Students will perform an assigned piece of music expressively. (Created By CAN Dept - Music)	- Assessment Method: in-class performance evaluation Assessment Method Category: Presentation/Performance Success Criterion: 70% of students score 70% or above according to rubric		
	CAN Dept - Music - CAN MUS. 304 Piano IV - interpreting notation - SLO 2 - Students will interpret assigned music	- Assessment Method: in-class performance evaluation Assessment Method Category: Presentation/Performance		

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	notation in performance in terms of accurate rhythm and correct notes. (Created By CAN Dept - Music)	<p>Success Criterion: 70% of students score 70% or above according to rubric</p>		
	<p>CAN Dept - Music - CAN MUS. 304 Piano IV</p> <p>- technique - SLO 1 - Students will demonstrate proper technique in the performance of piano exercises at the appropriate level of difficulty (Intermediate/Advanced). (Created By CAN Dept - Music)</p>	<p>- Assessment Method: in-class performance evaluation</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 70% of students score 70% or above according to rubric</p>	<p>01/08/2013 - 90% success Evaluated through observation of playing technique for weekly assigned pieces</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
<p>Demonstrate creative process; apply critical thinking in the creative process.</p> <p>Use the language of the discipline; demonstrate command of critical vocabulary</p>	<p>CAN Dept - Music - CAN MUS. 100 Fundamentals of Music</p> <p>- intervals - SLO 1 - Students will be able to identify and write musical intervals such as major and minor thirds. (Created By CAN Dept - Music)</p>	<p>- Assessment Method: set of questions on regularly scheduled exam</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: 70% success rate</p>	<p>12/16/2013 - intervals average score, both sections = 83% (5/6) AA section, average, median, mode: 5.3, 6, 6 (88% of class achieved a perfect score) AB section, average, median, mode: 4.8, 6, 6 (52% of class achieved a perfect score)</p>	<p>There is a significant difference in the performance of the two sections. Since the instructor and the instructional methods remained constant, this is another bit of evidence about the irrelevance or at least marginal utility of SLOs. The one variable, start time, may be of use in accounting for the divergence. Assuming that the determining factor is not astrological, it is to be noted that overall test scores of</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>the 8:10 section initially lag those of the 9:45 section and then gradually converge or surpass the 9:45 section. A hypothesis is that marginal students are less likely to keep attending the earlier class. When they stop coming, the average rises. This is a testable hypothesis but I am not sure what actionable action would be advised if proven.</p> <p>triads average score, both sections = 70% (4.2/6) AA section, average, median, mode: 5.2, 6, 6 (89% of class achieved a perfect score) AB section, average, median, mode: 3.7, 5, 6 (43% of class achieved a perfect score)</p> <p>The average of the two sections masks the poor performance of the AB section (62%) compared to the 87% of the AA section.</p> <p>progressions average score, both sections = 72% (8.6/12) AA section, average, median, mode: 8.9, 12, 12 (33% of class achieved a perfect score) AB section, average, median, mode: 8.3, 12, 12 (52% of class achieved a perfect score)</p>	
		<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>05/31/2013 - divergent success rates again, but this time the later class was</p>		

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>the better one. Intervals, section AA: 71%/100%/100% (mean/median/mode) Intervals, section AB: 75%/100%/100% (mean/median/mode) Triads, section AA: 65%/83%/100% (mean/median/mode) Triads, section AB: 76%/100%/100% (mean/median/mode)</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <hr/> <p>12/03/2012 - Success rates about the same for the two sections: 70 & 68, but the AA section had a lower median and mode; section AB had a greater divergence. Overall, compared to last year, less divergence; better class got weaker, weaker class got better. 4 persistent failing students in the AB section blow the average. Melding the individual results loses important details; perhaps intervals do not aid in the other tasks. non-SLO data. Section AA final test 6 of 20 (30%) A; final grade; 48% = A!!! (31% of initial registrants) 26% of final takers FG = F. Section AB final test 5 of 22 (23%) A; final grade; 33% = A (24% of initial registrants) 16% of final takers FG = F.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <hr/> <p>07/12/2012 - 86% average. Median and mode is 6 out of 6</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>05/31/2012 - Two sections with two success rates: 79/68% (averages). In both sections, the median was 100 -- more perfect scores than any other kind, but in section 2, the low scores were much lower. (The mode is perfection!) How are SLOs to deal with such variability in an intellectually rigorous manner? Our sample sizes are simply too low. Pre-test measurement does not help in this case ? both sections had about the same number of people with & without music reading background. Am I an 11% better teacher at 8:10 than I am at 9:45? What actually do SLOs show, other than their own uselessness?</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2011 - 2012</p>
				<p>06/22/2011 - 85/74% in two sections. cannot account for 11% difference in the two sections</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>
				<p>12/01/2010 - 85/78 success rate in the 2 sections</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>06/16/2010 - 73% success rate</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	
	<p>CAN Dept - Music - CAN MUS. 100 - Fundamentals of Music</p> <p>- chord progressions - SLO 2 - Students will be able to write a simple chord progression. (Created By CAN Dept - Music)</p>	<p>Assessment Method: regularly scheduled exam</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: 70%</p>	<p>12/16/2013 - intervals average score, both sections = 83% (5/6) AA section, average, median, mode: 5.3, 6, 6 (88% of class achieved a perfect score) AB section, average, median, mode: 4.8, 6, 6 (52% of class achieved a perfect score)</p> <p>There is a significant difference in the performance of the two sections. Since the instructor and the instructional methods remained constant, this is another bit of evidence about the irrelevance or at least marginal utility of SLOs. The one variable, start time, may be of use in accounting for the divergence. Assuming that the determining factor is not astrological, it is to be noted that overall test scores of the 8:10 section initially lag those of the 9:45 section and then gradually converge or surpass the 9:45 section. A hypothesis is that marginal students are less likely to keep attending the earlier class. When they stop coming, the average rises. This is a testable hypothesis but I am not sure what actionable action would be advised if proven.</p>	<p>triads average score, both sections = 70% (4.2/6) AA section, average, median, mode: 5.2, 6, 6 (89% of class achieved a perfect</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		<p>score)</p> <p>AB section, average, median, mode: 3.7, 5, 6 (43% of class achieved a perfect score)</p> <p>The average of the two sections masks the poor performance of the AB section (62%) compared to the 87% of the AA section.</p> <p>progressions</p> <p>average score, both sections = 72% (8.6/12)</p> <p>AA section, average, median, mode: 8.9, 12, 12 (33% of class achieved a perfect score)</p> <p>AB section, average, median, mode: 8.3, 12, 12 (52% of class achieved a perfect score)</p>	<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>05/31/2013 - section AA: 57%/67%/25% (mean/median/mode) section AB: 60%/75%/100% (mean/median/mode) Reflection: mystery! what worked before did not work this time. No action plan; uncertain what to do differently. This is 2/3rds of teh way through the term; judging by SLO 3's good results, the lesson must get learned after this.</p>	
			<p>Result Type: Criterion not met</p> <p>Reporting Cycle: 2012 - 2013</p> <hr/> <p>11/08/2012 - Success rates about the</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>same for the two sections: 72 & 68, but the AA section had a lower median and mode; section AB had a greater divergence. Poorer results on SLOs but better final grades? SLOs assessed early in term; perhaps students learn from mistakes on Test #4?</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	
			<p>07/12/2012 - 85% average. writing triads by themselves only a 77% success rate, although if we throw out the two lowest (zero right) scores, 90% average on the 6 triads, consistent w/ progression results. 61% of the class got 92% or better correct. median = 92, 11 out of 12 correct. summer session!</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
			<p>05/31/2012 - Two sections with two success rates: 74/54% (averages); 92/58 (medians); the mode in both cases was 100%. See SLO 1 for further discussion of the divergence. Section 1 did tend to use key signatures more, leading to a better success rate. Will emphasize key signature use more.</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2011 - 2012</p>	
			<p>06/22/2011 - 67/60% in the two sections; criterion not met, but contradicted by SLO #3 results, so</p> <p>Result Type: Inconclusive</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Reporting Cycle: 2010 - 2011</p> <p>12/01/2010 - 77/76 success rate in the 2 sections</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	
			<p>06/16/2010 - 64% success rate</p> <p>Result Type: Criterion not met</p> <p>Reporting Cycle: 2009 - 2010</p>	06/16/2010 - increase number of work sheets
	<p>CAN Dept - Music - CAN MUS. 100 - Fundamentals of Music</p> <p>- melody with chords - SLO 3 - Students will be able to write a melody with accompanying chords. (Created By CAN Dept - Music)</p>	<p>Assessment Method: assignment to write (compose) a melody with accompanying chords.</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70%</p>	<p>05/31/2013 - 100% of completed assignments in both sections were a C or better.</p> <p>section AA: 91%/A/A (avg/median mode); 13 A's out of 18</p> <p>section AB: 89.7%/A/A (avg/median mode); 13 A's out of 23</p> <p>interesting to note that the weaker section on SLO 1 & 2 was stronger on #3.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	
			<p>12/08/2012 - 93% success rate of those who completed the assignment. rate drops to 70% if persistent non-completers are counted. perhaps not a relevant SLO type thing, although essential to the course.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle:</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			2012 - 2013	
			05/31/2012 - Two sections with two success rates: 90/94% success (completion of the composition assignment with a C or better). In this view, the weaker section did better, but looking at the grades, we see consistent results: the ?A? rate split 48/16%.	
			Result Type: Criterion met	
			Reporting Cycle: 2011 - 2012	
			06/22/2011 - 100/90% completed the assignment successfully	
			Result Type: Criterion met	
			Reporting Cycle: 2010 - 2011	
			12/01/2010 - 79/71 success rate in the 2 sections	
			Result Type: Criterion met	
			Reporting Cycle: 2010 - 2011	
			06/16/2010 - 71% success rate	
			Result Type: Criterion met	
			Reporting Cycle: 2009 - 2010	
	CAN Dept - Music - CAN MUS. 115 - Music, Art and Ideas - identification - SLO 1 - Students will be able to identify selected key works of art and music by artist, composer, period or other relevant information. (Created By CAN Dept - Music)	Assessment Method: multiple choice identification of music and art examples (selected questions on regular test)	12/16/2013 - focusing on music, since art i.d. usually does better; 80% C or above; mode = A. New method has improved results.	
		Assessment Method Category: Exam	Result Type: Criterion met	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		<p>Success Criterion: 70%</p>	<p>Reporting Cycle: 2013 - 2014</p> <p>12/08/2012 - music only listening test – dismal. 38% got C or better. (Mode was D.) Plan: make tests near weekly. Urge students to make 3x5 study cards for each piece. Test is too easy if multiple choice. Students need to internalize identifying info and recognition features.</p>	
			<p>Result Type: Criterion not met</p> <p>Reporting Cycle: 2012 - 2013</p>	
			<p>12/12/2011 - splitting assessment and using new teaching methods; 60% music, 65% art. improvement from last assessment; will use "triangulation" framing technique next offering.</p>	
			<p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2011 - 2012</p>	
			<p>06/22/2011 - 50% on selected listening exam; tested new method, continuing to revise. Perhaps revise SLO to split music from art ID.</p>	
			<p>Result Type: Criterion not met</p> <p>Reporting Cycle: 2010 - 2011</p>	

CAN Dept - Music - CAN MUS. 115 -
Music, Art and Ideas
- historical context - SLO 2 - Students
will be able to compare works of art and
music and discuss the relation of the
works to ideas from their historical

Assessment Method:
essay question on exam
Assessment Method Category:
Exam
Success Criterion:
70% of students score 70% or above

12/16/2013 - 70% C or above; mode = C. Criterion barely met. Several students didn't understand the question, despite being on the syllabus and on several previous exams. Moving to more experiential format for the course.

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		context. (Created By CAN Dept - Music)	<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p>	
			<p>12/08/2012 - dismal results. only 44% got C or better on question 2 of the final essays. The main problem is students failing to mention specific works as required by the question ("Describe the period in which you feel art & music to be most closely related. Contrast that with a period in which you perceive art & music to be less related to each other. Identify and explain with specific examples."). Often they did mention specific works on the other 2 questions on the test; it is a mystery why they did not on this question. Students had questions 2 weeks in advance.</p> <p>Result Type: Criterion not met</p> <p>Reporting Cycle: 2012 - 2013</p>	
			<p>12/12/2011 - 80% success rate. interesting that the integrative question get better results than the the specific identifications. greater opportunity for bs?</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
			<p>06/22/2011 - 72% success. SLO #2 & 3 blended in this essay question. better data keeping will resolve confounded data.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>CAN Dept - Music - CAN MUS. 115 Music, Art and Ideas - stylistic evolution - SLO 3 - Students will be able to describe significant changes in art and music from successive stylistic periods. (Created By CAN Dept - Music)</p>	<p>Assessment Method: essay question on exam Assessment Method Category: Exam Success Criterion: 70% of students score 70% or above</p>	<p>12/16/2013 - 70% C or above; mode = C. (actually used bank of multiple choice questions -- tracked closely w/ essay results). Criterion barely met; will focus on one specific transition in next offering.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p>	
			<p>12/08/2012 - not assessed -- forgot to separate out and collect data on this item. Anecdotally, very poor sense of order of historical periods. include as trivial multiple choice questions early in the term.</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2012 - 2013</p>	
			<p>06/22/2011 - 72%. see comments on #2 from this term</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	
	<p>CAN Dept - Music - CAN MUS. 120 - SONGWRITING WORKSHOP I - notation - students will demonstrate the use of music notation including key signatures and chord symbols (Created By CAN Dept - Music)</p>	<p>Assessment Method: final project or written assignments Assessment Method Category: Other Success Criterion: 70% of students demonstrate correct</p>	<p>06/22/2011 - very low success rate; move to inactive status, as it does not seem to be relevant to the ultimate goal of the course, creativity & songwriting. Revise SLO</p> <p>Result Type:</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		chord labels, key signatures, rhythmic values, etc.	Inconclusive Reporting Cycle: 2010 - 2011	
			06/15/2010 - less than 70% used notation as a manifestation of their final project Result Type: Criterion not met Reporting Cycle: 2009 - 2010	06/15/2010 - revise lesson plan to include notation exercises
	CAN Dept - Music - CAN MUS. 120 - SONGWRITING WORKSHOP I - analysis - students will analyze and constructively criticize songs (Created By CAN Dept - Music)	Assessment Method: observation in class; informal or formal presentations Assessment Method Category: Presentation/Performance Success Criterion: 80% of the class offers pertinent, constructive criticism	06/22/2011 - about 90% of the class actively participated; some of the high school age students failed to participate much Result Type: Criterion met Reporting Cycle: 2010 - 2011	
			06/15/2010 - 90% of the class actively participated in analysis Result Type: Criterion met Reporting Cycle: 2009 - 2010	
	CAN Dept - Music - CAN MUS. 120 - SONGWRITING WORKSHOP I - composition - students will compose the music and lyrics for a song (Created By CAN Dept - Music)	Assessment Method: final project; notated, recorded or performed song Assessment Method Category: Capstone Assignment/Project Success Criterion: 80% of students create original songs having at least two musical sections such	06/22/2011 - about 80% of students did complete a satisfactory capstone project, but several did not submit final versions. Give model for completed project. Result Type: Criterion met Reporting Cycle: 2010 - 2011	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		as a verse, chorus or bridge		
			06/15/2010 - 90% of class completed a song	<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>
	CAN Dept - Music - CAN MUS. 202 Music Appreciation - concept of musical form - 1. Students will demonstrate conceptual analytic thought about musical form (Created By CAN Dept - Music)	<p>- Assessment Method: 1. evaluation of answer to an essay question: what is sonata form?</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: 70% of students achieve 70% or above grade on relevant assignment</p>	05/31/2013 - 89%/A/A (avg/median/mode) on Sonata Form paper	<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>
			12/12/2011 - 85% got B or higher	<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>
			11/01/2010 - 88%	<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>
			06/15/2010 - 90% met the standard writing about sonata form	<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	CAN Dept - Music - CAN MUS. 202 Music Appreciation - analyze expressive content - 3. Students will analyze the expressive content and means of a music example (Created By CAN Dept - Music)	<p>- Assessment Method: student analysis project (paper and/or presentation) on a song or other music example</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: 70% of students achieve 70% or above grade on relevant assignment</p>	<p>05/31/2013 - 90%/A/A (avg/median/mode) Rite of Spring always gets a response!</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	
			<p>06/16/2010 - 72% success rate [Mozart paper]</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	
	CAN Dept - Music - CAN MUS. 210 Histories of Popular Mus./Rock - musical traits - SLO 1. Students will identify in musical terms key stylistic traits of various genres of popular music. (Created By CAN Dept - Music)	<p>- Assessment Method: essay with analysis of musical style traits in selected example songs</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: 70% of students score 70% or above</p>	<p>05/31/2013 - 95% met criterion; about 57% did a good job (A). 90%/A/A (avg/median/mode)</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	
			<p>05/31/2012 - 92% completed and got a C or better. [44% A; 36% B]. distributed detailed assignment (1960s); quite successful.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
			<p>12/01/2010 - 92%</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			06/16/2010 - total failure Result Type: Criterion not met Reporting Cycle: 2009 - 2010	06/16/2010 - don't teach at EPAPA! will introduce worksheet-based model assignment in future
	CAN Dept - Music - CAN MUS. 210 - Histories of Popular Mus./Rock - social context - SLO 2. Students will analyze the role of popular music in society, especially with regard to expressions of social conflict and identity. (Created By CAN Dept - Music)	<p>Assessment Method: essay with analysis of social meanings and functions of selected example songs</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: 70% of students score 70% or above</p>	05/31/2013 - again this data not strictly separate; about half of the class did this at the A level; most did C or better work. Some students merged this question into their overall final essay while others kept it separate. Do not want to change the assignment just for the sake of SLOs. Result Type: Inconclusive Reporting Cycle: 2012 - 2013	
			05/31/2012 - data unintentionally merged with final essay grade. Keep separate in future grading process. Result Type: Inconclusive Reporting Cycle: 2011 - 2012	
	CAN Dept - Music - CAN MUS. 210 - Histories of Popular Mus./Rock		06/16/2010 - 90% success rate [Motown paper] Result Type: Criterion met Reporting Cycle: 2009 - 2010	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>- canonical examples - SLO 3. Students will construct a personal canon of songs, critically evaluating expressive content, expressive means, and connection to the history of the relevant genres (Created By CAN Dept - Music)</p>	<p>Assessment Method: extended essay demonstrating critical thinking</p> <p>Assessment Method Category: Capstone Assignment/Project</p> <p>Success Criterion: 70% of students score 70% or above</p>	<p>05/31/2013 - 95% got C or better on final essay (and the person who failed to do so was certainly capable of doing so except for poor time management.)</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	
			<p>05/31/2012 - 75% C or better on final exam. Actual performance might be significantly higher; data confounded with question 2/SLO 2. (All papers did indeed construct a canon, although not necessarily defended or explained.)</p> <p>Future action: keep data separate. Could revise the final essay structure to make data collection easier, but that seems more driven by SLO convenience rather than pedagogical necessity.</p>	
			<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
			<p>12/16/2010 - 80% completed final project with C or better</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	
			<p>06/16/2010 - failure</p> <p>Result Type: Criterion not met</p> <p>Reporting Cycle:</p>	<p>06/16/2010 - don't teach at the High School level -- critical thinking not present yet. Action: teach it at CC as scheduled . . .</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			2009 - 2010	
	<p>CAN Dept - Music - CAN MUS. 230 - Beethoven</p> <p>- periods - SLO 2. Students will be able to analyze how specific music examples represent Beethoven's stylistic periods and the genres in which he worked.</p> <p>(Created By CAN Dept - Music)</p>	<p>Assessment Method: essay question</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: 70% of students score 70% or above</p>		
	<p>CAN Dept - Music - CAN MUS. 230 - Beethoven</p> <p>- context - SLO 3. Students will be able to place Beethoven in a historical and cultural context (Created By CAN Dept - Music)</p>	<p>Assessment Method: essay question</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: 70% of students score 70% or above</p>		
	<p>CAN Dept - Music - CAN MUS. 240 - Music of the Americas</p> <p>- identification - 1. Students will be able to identify the primary musical styles from the cultures represented. (Created By CAN Dept - Music)</p>	<p>Assessment Method: music listening identification; multiple choice or unprompted short answer</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: 70% of the class scores above 70%</p>	<p>05/24/2013 - the numbers look the same but the results under the hood are much better. Final (#7) listening quiz 83% average; median is 95 on a much more difficult test. (unprompted short answer). 7 tests during the term allowed for plenty of practice. The average of the individual student averages for the whole term tells much the same story -- avg = 88, median = 92.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <p>05/31/2012 - 78% (7 of 9) got an A or better (2 failed). Did increase difficulty of test. 8 possible examples reviewed in previous class (4 examples on test). Increasing this number will make the test</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>even harder. Few mid-range (B or C) grades so far.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
			<p>06/22/2011 - 100% success; revised testing method; need to move to the next level of difficulty [unprompted ID across all cultures]</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	
			<p>06/16/2010 - 83% success -- test was too easy!</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	
	<p>CAN Dept - Music - CAN MUS. 240</p> <p>Music of the Americas</p> <p>- identify roots - 2. Students will be able to identify the contributions to Latin American music from African, European, and indigenous cultures.</p> <p>(Created By CAN Dept - Music)</p>	<p>Assessment Method: students will select and write about music examples that reflect indigenous, African and European roots</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: 70% of the class scores above 70% on essay test</p>	<p>05/24/2013 - avg = 76; median 75%. assessment overlaps w/ SLO 3. exam scores A, 25%; B, 19%; C, 25%; D, 6%; F, 25%.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	
			<p>05/31/2012 - assignment 1; 66% C or better. General problem of getting weak students to turn in 1st assignment on time. Demonstrated to some extent on final exam (75%). Make this question mandatory on final exam and collect data then.</p> <p>Result Type:</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Inconclusive</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>06/22/2011 - 90% success</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p> <hr/>	
			<p>06/16/2010 - 81% success [question #1 on final exam]</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p> <hr/>	
	<p>CAN Dept - Music - CAN MUS. 240 - Music of the Americas</p> <p>- social context - 3. Students will be able to interpret the relationship of music to the organization of the society that produces it. (Created By CAN Dept - Music)</p>	<p>Assessment Method: essay question for final exam</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: 70% of students score 70% or above</p>	<p>05/31/2012 - final exam; 75% C or better. Aggregates and integrates data from several questions; make this question mandatory on final exam for more specific, targeted data. [This is more of an assessment of SLO technique rather than teaching results.]</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/>	
		<p>Assessment Method: subjective evaluation of student project</p> <p>Assessment Method Category: Capstone Assignment/Project</p> <p>Success Criterion: 70%</p>	<p>06/22/2011 - 80% -- very pleased with the individual projects. perhaps include this SLO in the specific text of the assignment to provide better focus</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p> <hr/>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			06/16/2010 - unclear -- question on exam not well aligned with SLO Result Type: Inconclusive Reporting Cycle: 2009 - 2010	06/16/2010 - revise exam question
	CAN Dept - Music - CAN MUS. 250 - World Music	- Assessment Method: multiple choice and/or short answer question explaining reasoning behind identification Assessment Method Category: Exam Success Criterion: 70% of students score 70% or above	12/17/2013 - 92% C or above; mode = A; final exam. improved from previous, same format (open-ended) final exam listening. Result Type: Criterion met Reporting Cycle: 2013 - 2014	
			12/08/2012 - listening. test 4; 81% C or better; mode = A. final listening more difficult; 66%; mode = A, but more Bs and Ds. Dropped multiple choice aspect to make it harder. Still good results. Result Type: Criterion met Reporting Cycle: 2012 - 2013	
			12/12/2011 - 83% success rate on comprehensive listening exam. Result Type: Criterion met Reporting Cycle: 2011 - 2012	
			12/01/2010 - 91% success on China/Japan listening exam Result Type: Criterion met Reporting Cycle:	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			2010 - 2011	
	CAN Dept - Music - CAN MUS. 250 World Music - relating music and society - 2. Students will interpret the relationship of the organization of the elements of music (pitch, melody, scales, rhythm, meter, timbre, form etc.) to the social organization (stratified, egalitarian, cooperative, gender-segregated, etc.) of the cultures represented. (Created By CAN Dept - Music)	<p>- Assessment Method: essay question</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: 70% of students score 70% or above</p>		
	CAN Dept - Music - CAN MUS. 250 World Music - evaluating the links - 3. Students will evaluate the strength of the relationship of the organization of the elements of music to the social organization of the cultures represented. (Created By CAN Dept - Music)	<p>- Assessment Method: final exam essay</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: 70% of students score 70% or above</p>	12/17/2013 - 83% C or above; mode = B	<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p>
			12/08/2012 - Culture question 1 – 12/18 = 66%; 72 if Kat had answered the question. did not answer because she "didn't understand the question." students had the questions for 2 weeks and she asked no questions. basic critical thinking needs to be developed. students unprepared to evaluate relative significance of facts. ONE student truly got it.	<p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2012 - 2013</p>
			12/16/2010 - 70%	<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>CAN Dept - Music - CAN MUS. 260 - Music in Film, Television, and Multimedia - film music terminology - Students will use correct terminology to describe basic film music concepts (spotting, diegesis, synchronization, etc.). (Created By CAN Dept - Music)</p>	<p>Assessment Method: multiple choice & short answer test</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: 70/70</p>	<p>01/08/2013 - 95% success -- very easy test -- only 1 student (w/ a learning disability) did not pass.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	
	<p>CAN Dept - Music - CAN MUS. 260 - Music in Film, Television, and Multimedia - film music history - Students will identify historical landmarks in the use of music in film. (Created By CAN Dept - Music)</p>	<p>Assessment Method: multiple choice test</p> <p>Assessment Method Category: Exam</p>	<p>01/08/2013 - only 68% score a C or better on a multiple choice test; data is about the same for an essay question on the final. 30% of survey respondents reported that they did not buy the book; about 30% failed the multiple choice test. The students did not appear to be under financial restraints; this is just bad attitude.</p> <p>Result Type: Criterion not met</p> <p>Reporting Cycle: 2012 - 2013</p>	
	<p>CAN Dept - Music - CAN MUS. 260 - Music in Film, Television, and Multimedia - film music analysis - Students will analyze and comment on the use of music in a specific film or TV show with regard to historical issues, technique, and its contribution to the overall work's aesthetic effects. (Created By CAN Dept - Music)</p>	<p>Assessment Method: presentation and paper about a segment of film music of their choice</p> <p>Assessment Method Category: Capstone Assignment/Project</p> <p>Success Criterion: 70/70</p>	<p>01/08/2013 - 100% did the project; about 2/3 got the historical dimension of the assignment; techniques and effects generally well-assessed. split SLO?</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2012 - 2013</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	CAN Dept - Music - CAN MUS. 301 Piano I - expressive performance - SLO 3 - Students will perform an assigned piece of music expressively. (Created By CAN Dept - Music)	<p>- Assessment Method: in-class performance evaluation</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 70% of students score 70% or above on rubric</p>		
	CAN Dept - Music - CAN MUS. 302 Piano II - expressive performance - SLO 3 - Students will perform an assigned piece of music expressively. (Created By CAN Dept - Music)	<p>- Assessment Method: in-class performance evaluation</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 70% of students score 70% or above according to rubric</p>		
	CAN Dept - Music - CAN MUS. 302 Piano II - historical styles - Students will display understanding of the musical time periods, from Baroque through Modern, in their interpretation of piano pieces. (Created By CAN Dept - Music)	<p>- Assessment Method: in-class performance evaluation</p> <p>Success Criterion: satisfactory performance</p>	01/08/2013 - 90% success . Evaluated through weekly assigned pieces. Note - 302-304 results consolidated.	<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>
	CAN Dept - Music - CAN MUS. 303 Piano III - expressive performance - SLO 3 - Students will perform an assigned piece of music expressively. (Created By CAN Dept - Music)	<p>- Assessment Method: in-class performance evaluation</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 70% of students score 70% or above according to rubric</p>		

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	CAN Dept - Music - CAN MUS. 303 Piano III - interpreting notation - SLO 2 - Students will interpret assigned music notation in performance in terms of accurate rhythm and correct notes. (Created By CAN Dept - Music)	<p>- Assessment Method: in-class performance evaluation</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 70% of students score 70% or above according to rubric</p>		
	CAN Dept - Music - CAN MUS. 304 Piano IV - expressive performance - SLO 3 - Students will perform an assigned piece of music expressively. (Created By CAN Dept - Music)	<p>- Assessment Method: in-class performance evaluation</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 70% of students score 70% or above according to rubric</p>		
	CAN Dept - Music - CAN MUS. 304 Piano IV - interpreting notation - SLO 2 - Students will interpret assigned music notation in performance in terms of accurate rhythm and correct notes. (Created By CAN Dept - Music)	<p>- Assessment Method: in-class performance evaluation</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 70% of students score 70% or above according to rubric</p>		

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
Use critical thinking in evaluating works of art in intrinsic terms, expressive content and social context	CAN Dept - Music - CAN MUS. 115 Music, Art and Ideas - stylistic evolution - SLO 3 - Students will be able to describe significant changes in art and music from successive stylistic periods. (Created By CAN Dept - Music)	<p>- Assessment Method: essay question on exam</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: 70% of students score 70% or above</p>	12/16/2013 - 70% C or above; mode = C. (actually used bank of multiple choice questions -- tracked closely w/ essay results). Criterion barely met; will focus on one specific transition in next offering.	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p>	
			<p>12/08/2012 - not assessed -- forgot to separate out and collect data on this item. Anecdotally, very poor sense of order of historical periods. include as trivial multiple choice questions early in the term.</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2012 - 2013</p>	
			<p>06/22/2011 - 72%. see comments on #2 from this term</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	
	<p>CAN Dept - Music - CAN MUS. 120 - SONGWRITING WORKSHOP I - notation - students will demonstrate the use of music notation including key signatures and chord symbols (Created By CAN Dept - Music)</p>	<p>Assessment Method: final project or written assignments</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70% of students demonstrate correct chord labels, key signatures, rhythmic values, etc.</p>	<p>06/22/2011 - very low success rate; move to inactive status, as it does not seem to be relevant to the ultimate goal of the course, creativity & songwriting. Revise SLO</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2010 - 2011</p>	
			<p>06/15/2010 - less than 70% used notation as a manifestation of their final project</p> <p>Result Type:</p>	<p>06/15/2010 - revise lesson plan to include notation exercises</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Criterion not met</p> <p>Reporting Cycle: 2009 - 2010</p>	
	CAN Dept - Music - CAN MUS. 120 - SONGWRITING WORKSHOP I - analysis - students will analyze and constructively criticize songs (Created By CAN Dept - Music)	<p>Assessment Method: observation in class; informal or formal presentations</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 80% of the class offers pertinent, constructive criticism</p>	<p>06/22/2011 - about 90% of the class actively participated; some of the high school age students failed to participate much</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	
			<p>06/15/2010 - 90% of the class actively participated in analysis</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	
	CAN Dept - Music - CAN MUS. 202 - Music Appreciation - concept of musical form - 1. Students will demonstrate conceptual analytic thought about musical form (Created By CAN Dept - Music)	<p>Assessment Method: 1. evaluation of answer to an essay question: what is sonata form?</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: 70% of students achieve 70% or above grade on relevant assignment</p>	<p>05/31/2013 - 89%/A/A (avg/median/mode) on Sonata Form paper</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	
			<p>12/12/2011 - 85% got B or higher</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
			<p>11/01/2010 - 88%</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			06/15/2010 - 90% met the standard writing about sonata form	Result Type: Criterion met Reporting Cycle: 2009 - 2010
	CAN Dept - Music - CAN MUS. 202 Music Appreciation - report subjective reactions - 2. Students will listen to music and report on their subjective reactions (Created By CAN Dept - Music)	- Assessment Method: listening reaction essays or listening journals Assessment Method Category: Essay Success Criterion: 70% of students achieve 70% or above grade on relevant assignment	05/31/2013 - used reflective final paper to assess this this time. 88%/A/A (avg/median/mode)	Result Type: Criterion met Reporting Cycle: 2012 - 2013
			03/10/2010 - 92% success rate (Tchaikovsky paper)	Result Type: Criterion met Reporting Cycle: 2009 - 2010
	CAN Dept - Music - CAN MUS. 202 Music Appreciation - analyze expressive content - 3. Students will analyze the expressive content and means of a music example (Created By CAN Dept - Music)	- Assessment Method: student analysis project (paper and/or presentation) on a song or other music example Assessment Method Category: Essay Success Criterion: 70% of students achieve 70% or above grade on relevant assignment	05/31/2013 - 90%/A/A (avg/median/mode) Rite of Spring always gets a response!	Result Type: Criterion met Reporting Cycle: 2012 - 2013

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>06/16/2010 - 72% success rate [Mozart paper]</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	
	<p>CAN Dept - Music - CAN MUS. 210 - Histories of Popular Mus./Rock - social context - SLO 2. Students will analyze the role of popular music in society, especially with regard to expressions of social conflict and identity. (Created By CAN Dept - Music)</p>	<p>Assessment Method: essay with analysis of social meanings and functions of selected example songs</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: 70% of students score 70% or above</p>	<p>05/31/2013 - again this data not strictly separate; about half of the class did this at the A level; most did C or better work. Some students merged this question into their overall final essay while others kept it separate. Do not want to change the assignment just for the sake of SLOs.</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2012 - 2013</p>	
			<p>05/31/2012 - data unintentionally merged with final essay grade. Keep separate in future grading process.</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2011 - 2012</p>	
			<p>06/16/2010 - 90% success rate [Motown paper]</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	
	<p>CAN Dept - Music - CAN MUS. 210 - Histories of Popular Mus./Rock - canonical examples - SLO 3. Students will construct a personal canon of songs, critically evaluating expressive content,</p>	<p>Assessment Method: extended essay demonstrating critical thinking</p> <p>Assessment Method Category: Capstone Assignment/Project</p>	<p>05/31/2013 - 95% got C or better on final essay (and the person who failed to do so was certainly capable of doing so except for poor time management.)</p> <p>Result Type:</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	expressive means, and connection to the history of the relevant genres (Created By CAN Dept - Music)	Success Criterion: 70% of students score 70% or above	Criterion met Reporting Cycle: 2012 - 2013	05/31/2012 - 75% C or better on final exam. Actual performance might be significantly higher; data confounded with question 2/SLO 2. (All papers did indeed construct a canon, although not necessarily defended or explained.) Future action: keep data separate. Could revise the final essay structure to make data collection easier, but that seems more driven by SLO convenience rather than pedagogical necessity.
			Result Type: Criterion met Reporting Cycle: 2011 - 2012	12/16/2010 - 80% completed final project with C or better Result Type: Criterion met Reporting Cycle: 2010 - 2011
			06/16/2010 - failure Result Type: Criterion not met Reporting Cycle: 2009 - 2010	06/16/2010 - don't teach at the High School level -- critical thinking not present yet. Action: teach it at CC as scheduled . . .

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>- style traits - SLO 1. Students will be able to describe in musical terms key stylistic traits of Beethoven's music. (Created By CAN Dept - Music)</p>	<p>Assessment Method: essay question</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: 70% of students score 70% or above</p>		
	<p>CAN Dept - Music - CAN MUS. 230 - Beethoven</p> <p>- periods - SLO 2. Students will be able to analyze how specific music examples represent Beethoven's stylistic periods and the genres in which he worked. (Created By CAN Dept - Music)</p>	<p>Assessment Method: essay question</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: 70% of students score 70% or above</p>		
	<p>CAN Dept - Music - CAN MUS. 230 - Beethoven</p> <p>- context - SLO 3. Students will be able to place Beethoven in a historical and cultural context (Created By CAN Dept - Music)</p>	<p>Assessment Method: essay question</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: 70% of students score 70% or above</p>		
	<p>CAN Dept - Music - CAN MUS. 240 - Music of the Americas</p> <p>- identification - 1. Students will be able to identify the primary musical styles from the cultures represented. (Created By CAN Dept - Music)</p>	<p>Assessment Method: music listening identification; multiple choice or unprompted short answer</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: 70% of the class scores above 70%</p>	<p>05/24/2013 - the numbers look the same but the results under the hood are much better. Final (#7) listening quiz 83% average; median is 95 on a much more difficult test. (unprompted short answer). 7 tests during the term allowed for plenty of practice. The average of the individual student averages for the whole term tells much the same story -- avg = 88, median = 92.</p>	<p>Result Type: Criterion met</p> <p>Reporting Cycle:</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			2012 - 2013	
			05/31/2012 - 78% (7 of 9) got an A or better (2 failed). Did increase difficulty of test. 8 possible examples reviewed in previous class (4 examples on test). Increasing this number will make the test even harder. Few mid-range (B or C) grades so far.	
			Result Type: Criterion met Reporting Cycle: 2011 - 2012	
			06/22/2011 - 100% success; revised testing method; need to move to the next level of difficulty [unprompted ID across all cultures]	
			Result Type: Criterion met Reporting Cycle: 2010 - 2011	
			06/16/2010 - 83% success -- test was too easy!	
			Result Type: Criterion met Reporting Cycle: 2009 - 2010	
CAN Dept - Music - CAN MUS. 240 Music of the Americas - identify roots - 2. Students will be able to identify the contributions to Latin American music from African, European, and indigenous cultures. (Created By CAN Dept - Music)	Assessment Method: students will select and write about music examples that reflect indigenous, African and European roots Assessment Method Category: Essay Success Criterion: 70% of the class scores above 70% on essay test	05/24/2013 - avg = 76; median 75%. assessment overlaps w/ SLO 3. exam scores A, 25%; B, 19%; C, 25%; D, 6%; F, 25%.	Result Type: Criterion met Reporting Cycle: 2012 - 2013	
			05/31/2012 - assignment 1; 66% C or	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>better. General problem of getting weak students to turn in 1st assignment on time. Demonstrated to some extent on final exam (75%). Make this question mandatory on final exam and collect data then.</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2011 - 2012</p>	
			<p>06/22/2011 - 90% success</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	
			<p>06/16/2010 - 81% success [question #1 on final exam]</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	
	<p>CAN Dept - Music - CAN MUS. 240 - Music of the Americas</p> <p>- social context - 3. Students will be able to interpret the relationship of music to the organization of the society that produces it. (Created By CAN Dept - Music)</p>	<p>Assessment Method: essay question for final exam</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: 70% of students score 70% or above</p>	<p>05/31/2012 - final exam; 75% C or better. Aggregates and integrates data from several questions; make this question mandatory on final exam for more specific, targeted data. [This is more of an assessment of SLO technique rather than teaching results.]</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		<p>Assessment Method: subjective evaluation of student project</p> <p>Assessment Method Category: Capstone Assignment/Project</p> <p>Success Criterion: 70%</p>	<p>06/22/2011 - 80% -- very pleased with the individual projects. perhaps include this SLO in the specific text of the assignment to provide better focus</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	
			<p>06/16/2010 - unclear -- question on exam not well aligned with SLO</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2009 - 2010</p>	06/16/2010 - revise exam question
	CAN Dept - Music - CAN MUS. 250 - World Music	<p>- identification - 1. Students will identify the primary musical styles from the cultures represented. (Created By CAN Dept - Music)</p> <p>Assessment Method: multiple choice and/or short answer question explaining reasoning behind identification</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: 70% of students score 70% or above</p>	<p>12/17/2013 - 92% C or above; mode = A; final exam. improved from previous, same format (open-ended) final exam listening.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p>	
			<p>12/08/2012 - listening. test 4; 81% C or better; mode = A. final listening more difficult; 66%; mode = A, but more Bs and Ds. Dropped multiple choice aspect to make it harder. Still good results.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	
			<p>12/12/2011 - 83% success rate on comprehensive listening exam.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle:</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			2011 - 2012 12/01/2010 - 91% success on China/Japan listening exam Result Type: Criterion met Reporting Cycle: 2010 - 2011	
	CAN Dept - Music - CAN MUS. 250 World Music - relating music and society - 2. Students will interpret the relationship of the organization of the elements of music (pitch, melody, scales, rhythm, meter, timbre, form etc.) to the social organization (stratified, egalitarian, cooperative, gender-segregated, etc.) of the cultures represented. (Created By CAN Dept - Music)	- Assessment Method: essay question Assessment Method Category: Essay Success Criterion: 70% of students score 70% or above		
	CAN Dept - Music - CAN MUS. 250 World Music - evaluating the links - 3. Students will evaluate the strength of the relationship of the organization of the elements of music to the social organization of the cultures represented. (Created By CAN Dept - Music)	- Assessment Method: final exam essay Assessment Method Category: Essay Success Criterion: 70% of students score 70% or above	12/17/2013 - 83% C or above; mode = B Result Type: Criterion met Reporting Cycle: 2013 - 2014	
			12/08/2012 - Culture question 1 – 12/18 = 66%; 72 if Kat had answered the question. did not answer because she "didn't understand the question." students had the questions for 2 weeks and she asked no questions. basic critical thinking needs to be developed. students unprepared to evaluate relative significance of facts. ONE student truly got it. Result Type: Inconclusive Reporting Cycle: 2012 - 2013	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			12/16/2010 - 70%	
			Result Type:	
			Criterion met	
			Reporting Cycle:	
			2010 - 2011	
	CAN Dept - Music - CAN MUS. 260 - Music in Film, Television, and Multimedia - film music history - Students will identify historical landmarks in the use of music in film. (Created By CAN Dept - Music)	Assessment Method: multiple choice test Assessment Method Category: Exam	01/08/2013 - only 68% score a C or better on a multiple choice test; data is about the same for an essay question on the final. 30% of survey respondents reported that they did not buy the book; about 30% failed the multiple choice test. The students did not appear to be under financial restraints; this is just bad attitude.	
			Result Type:	
			Criterion not met	
			Reporting Cycle:	
			2012 - 2013	
	CAN Dept - Music - CAN MUS. 260 - Music in Film, Television, and Multimedia - film music analysis - Students will analyze and comment on the use of music in a specific film or TV show with regard to historical issues, technique, and its contribution to the overall work's aesthetic effects. (Created By CAN Dept - Music)	Assessment Method: presentation and paper about a segment of film music of their choice Assessment Method Category: Capstone Assignment/Project Success Criterion: 70/70	01/08/2013 - 100% did the project; about 2/3 got the historical dimension of the assignment; techniques and effects generally well-assessed. split SLO?	
			Result Type:	
			Inconclusive	
			Reporting Cycle:	
			2012 - 2013	
	CAN Dept - Music - CAN MUS. 301 - Piano I - expressive performance - SLO 3 - Students will perform an assigned piece of music expressively. (Created By CAN Dept - Music)	Assessment Method: in-class performance evaluation Assessment Method Category: Presentation/Performance Success Criterion:		

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			70% of students score 70% or above on rubric	
	CAN Dept - Music - CAN MUS. 302 Piano II - expressive performance - SLO 3 - Students will perform an assigned piece of music expressively. (Created By CAN Dept - Music)	- Assessment Method: in-class performance evaluation Assessment Method Category: Presentation/Performance Success Criterion: 70% of students score 70% or above according to rubric		
	CAN Dept - Music - CAN MUS. 303 Piano III - expressive performance - SLO 3 - Students will perform an assigned piece of music expressively. (Created By CAN Dept - Music)	- Assessment Method: in-class performance evaluation Assessment Method Category: Presentation/Performance Success Criterion: 70% of students score 70% or above according to rubric		
	CAN Dept - Music - CAN MUS. 304 Piano IV - expressive performance - SLO 3 - Students will perform an assigned piece of music expressively. (Created By CAN Dept - Music)	- Assessment Method: in-class performance evaluation Assessment Method Category: Presentation/Performance Success Criterion: 70% of students score 70% or above according to rubric		