DeAnza College

SLO Assessment Cycle for MUSI 51

Introduction to Electronic Music

Assessment Initiated by: Dan Mitchell (8511) in MUSI

Outcomes:

Outcome 1: Statement

The successful student will operate basic keyboard synthesizers, drum machines, simple mixers, and entry-level music software.

Assessment Cycle Records:

Outcome 1: Assessment Planning Modified: [03/22/2011]

Assessment Strategy Used:
Quarter: Winter 2011
Assessors: Dan Mitchell
Assessment Tools: Performances/Demonstrations • Art Works or Products
Sections being assessed: 01, 01L

Outcome 1: Reflect & Enhance Modified: [02/02/2012]

Number of people involved in Reflection and Enhancement: 1

Changes:

Methods:
Student success and completion rates will be assessed on a series of graduated assignments demonstrating skills in the operation of synthesis, drum machine, mixer, and related techniques.

Performance success will be evaluated on an exam that assess knowledge and skills related to the use of computer sequencing software techniques.

Summary:
The significant majority of students complete assignments demonstrating the ability to operate basic keyboard synthesizers, drum machines, simple mixers, and entry-level music software. In most cases where student performance is less than successful the cause can be traced either misunderstanding of assignment requirements, insufficient time to complete the work, or excessive focus on things that are not central to the factors to be assessed.

Enhancement (Part I):
The following have been or could be ways to address some of the factors mentioned in "findings and conclusions."

Regarding misunderstanding of assignment requirements: assignment guidelines are continually updated and clarified based on student feedback, and a common assignment description format is used. In order to emphasize the importance of understanding assignment requirements, a small grade penalty may be assessed on early assignments, and then increased on later assignments.

Regarding insufficient time for completion: Students are advised to focus on required assignment features and not be distracted by issues that are not assessed. Students are encouraged to use available workstations during other class sessions and during open labs, when scheduled.

Enhancement (Part II):
To provide sufficient lab time for students in all electronic music (and other) classes, open lab hours are sometimes available. Consistent scheduling and staffing of open lab times for students in this and other music classes will require continuing and perhaps expansion of open lab hours.

As electronic music technology changes frequently, we are sometimes unable to assess skills on newer versions of key software unless the software and workstation hardware is regularly updated.

Outcome 2: Statement

The successful student will create musical projects in a variety of styles using synthesizers, drum machines, and MIDI sequencing software.

Outcome 2: Assessment Planning Modified: [03/22/2011]

Assessment Strategy Used:
Quarter: Winter 2011
Assessors: Dan Mitchell
Assessment Tools: Performances/Demonstrations • Art Works or Products
Sections being assessed: 01, 01L

Outcome 2: Reflect & Enhance Modified: [02/02/2012]

Number of people involved in Reflection and Enhancement: 1

Changes:

Methods:
Student performance and completion rates are assessed on a series of class assignments and a comprehensive final project demonstrating skills with synthesis, drum machine techniques, and sequencing software.

Summary:
The substantial majority of students complete this work and effectively demonstrate competence in this area. When students choose their own "styles" for projects the may sometimes focus on some portions of this skill set at the expense of others. Designing assignments and projects that allow style flexibility yet ensure skill in a range of styles is important. Assignments have been modified and/or clarified to accomplish this - i.e. requiring demonstration of ability to achieve rhythmic accuracy at some level in projects that are not largely based on traditional rhythm.

Because the final project is the major work of the term, many students feel more invested in the musical quality of this work, in addition to meeting basic assignment requirements. For these students, availability of sufficient lab time can be an issue. Opening unused workstations in other classes helps, but scheduling open lab times for these and other music students is also critical.

In addition, as electronic music technology changes frequently, we are sometimes unable to assess skills on newer versions of key software unless the software and workstation hardware is regularly updated.

Enhancement (Part I):
Regarding the style/genre issue, ensure that assignments incorporate techniques that are common to multiple styles (e.g. - multiple approaches to quantizing, etc.).

Regarding the issues related to sufficient lab time, ensure that workstations that are unused during other class meetings are open to students who need additional work time, as long as this can be done without interfering with these other classes.

Enhancement (Part II):
To address the changes in electronic music technology, hardware and software for the electronic music classroom/lab (also used by other music classes) must be updated on an appropriate and timely basis.

To address the concerns about sufficient lab time, ensure consistent and ongoing supervision of regular open lab times for electronic music and other music students.

[Number of Outcomes for MUSI 51: **2**]