



SLO Assessment Cycle for MUSI 14C

Classical Guitar III SLO Modified: [02/02/2012]

Ronald Dunn's Team Members:

1. [Paul Setziol](#) (x8512) MUSI

Additional Team members not on list/notes about team:

There are no other full-time faculty teaching this course. Without incentives for part-time faculty to participate, it is unfair to ask them to do so.

Additional Notes:

Outcomes:

Outcome 1: Statement Modified: [10/22/2010]

Successful students will demonstrate a variety of techniques for playing the classical guitar repertoire at an appropriate level for third-term study, such as Arpeggios with complex finger patterns and accentuation of melody within arpeggio.

Assessment Cycle Records:

Outcome 1: Assessment Planning Modified: [02/02/2012]

Assessment Strategy Used:

Quarter: Fall 2011

Assessors: Ronald Dunn

Assessment Tools: Exams • Performances/Demonstrations

Sections being assessed: 61

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

Number of people involved in Phase III: 1

Changes:

Methods:

Students learn and perform various exercises and pieces from the classical guitar repertoire on exams and in-class exercises specific to the desired outcome. Students are assessed by their ability to use technique and musicianship appropriate to the exercise

Summary:

Music 14C students come to the class with varying levels of experience and aptitude. To accommodate these differences within a large class environment is difficult. I've worked with these differences by varying the repertoire and exercises that individual students work on. This has proven mostly successful, but makes the classroom less cohesive. Objectives for each exercise are clear, and in-class tests reflect their effort in reaching these objectives. Generally, students do meet my expectations. Improving the outcomes would best be accomplished by changing from the current mixed 14b/c mixed format to a single class for the more advanced students. However, current seat-count floors prevent this.

Enhancement (Part I):

The current assessment results support current methodology given the limits cited above; I will continue to use the new sight-reading textbook, as well as experimenting with repertoire.

Enhancement (Part II):

As I cited above, separating 14B and 14C would improve the environment and the level of accomplishment. In the current economic environment, this seems unlikely.

Outcome 2: Statement Modified: [10/22/2010]

Successful students will demonstrate knowledge of music fundamentals as they relate to the guitar, such as Identifying key signatures; identifying and demonstrating advanced notated rhythms; demonstrating knowledge of the guitar fingerboard in

Outcome 2: Assessment Planning Modified: [02/02/2012]

Assessment Strategy Used:

Quarter: Fall 2011

Assessors: Ronald Dunn

Assessment Tools: Exams • Performances/Demonstrations •

second through fifth positions.

Written exercises

Sections being assessed: 61

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

Number of people involved in Phase III: 1

Changes:

Methods:

Students learn and perform in class exercises and pieces from the guitar repertoire that demonstrate the ability to read music in higher "positions" and/or multiple voices. Additionally, in fall I introduced a new sight-reading text with short, clear exercises--both written and for playing--for improving reading in higher "positions" and these are incorporated into tests. This has been useful, and reading abilities have improved slightly.

Summary:

Music 14C students come to the class with varying levels of experience and aptitude. To accommodate these differences within a large class environment is difficult. I've worked with these differences by varying the repertoire and exercises that individual students work on. This has proven mostly successful, but makes the classroom less cohesive. Objectives for each exercise are clear, and in-class tests reflect their effort in reaching these objectives. Generally, students do meet my expectations. Improving the outcomes would best be accomplished by changing from the current mixed 14b/c mixed format to a single class for the more advanced students. However, current seat-count floors prevent this.

Enhancement (Part I):

The current assessment results support current methodology given the limits cited above; I will continue to use the new sight-reading textbook, as well as experimenting with repertoire.

Enhancement (Part II):

[Number of Outcomes for MUSI 14C: 2]