



SLO Assessment Cycle for MUSI 14B

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

Ronald Dunn's Team Members:

1. [Ilan Glasman](#) (x5574) 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 be able to identify notes and play in the first position music appropriate to second-term study.

Assessment Cycle Records:

Outcome 1: Assessment Planning Modified: [04/05/2011]

Assessment Strategy Used:

Quarter: Winter 2011

Assessors:

Assessment Tools: Exams • Performances/Demonstrations

Sections being assessed: 61

Outcome 1: Reflect & Enhance Modified: [04/19/2011]

Number of people involved in Phase III: 1

Changes:

Methods:

Assessment for Outcome 1 is through in-class performance on mid-term quizzes, as well as daily assessment of progress based on participation and preparation.

Summary:

Successful students met SLO criteria.

The assessment tools showed spotty progress toward overall SLO success. The issues revealed were a lack of understanding or awareness of practice/technique protocol among several students. Various methods have been employed to improve this issue, with uneven results.

To improve this situation, perhaps more supplementary materials (Web-accessible videos, images) can be provided.

Most of my students met my expectations, though several who had been struggling to keep a regular practice schedule dropped before the end of the quarter.

Enhancement (Part I):

The assessment results have given the instructor greater motivation for creating supplemental materials--videos, sound files, images--on the Web to enhance their understanding of basic note-reading and technical skills.

Enhancement (Part II):

The instructor has the technology necessary to create the enhancements above; however, without the assistance of a music technician (a position whose funding was taken in 2003), the added time necessary to produce the files decreases the likelihood of their production.

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

Successful students will be able to use right and left hand techniques to demonstrate their comprehension of rest strokes, free strokes, arpeggios and multi-part music at a level

Outcome 2: Assessment Planning Modified: [04/19/2011]

Assessment Strategy Used:

Quarter: Spring 2011

Assessors: None; without compensation, it is unfair to ask

appropriate to second-term study.

part-time faculty to participate in assessment

Assessment Tools: Exams • Performances/Demonstrations • Performances (Simulated)

Sections being assessed: 61

Outcome 2: Reflect & Enhance Modified: [04/19/2011]

Number of people involved in Phase III: 1

Changes:

Methods:

Student assessment of Outcome 2 is done on an ongoing basis through in-class observation; additionally, there are two mid-term quizzes and a final which have a performance component.

Summary:

Successful students were able to integrate proper right and left hand techniques in their playing. Good technique exists on a continuum, however, and is contingent on several factors, including practice time, body and sounds awareness, levels of instructor feedback and student receptivity. While most students met my expectations of student proficiency or success, few students, particularly in the classroom environment, are able to achieve complete proficiency in all of the areas cited above.

Most shortcomings stem from the inherent shortcomings of classroom music instruction. Additionally, this class section combines Guitar II and III, necessitating dividing classroom time between two very different curricula and activities. While this is an area that can be improved, class-size policies and budget constraints are not likely to change the situation.

Enhancement (Part I):

Instructors are engaged in an on-going assessment of pedagogy and outcomes. Each quarter, some variable is changed and evaluated, whether it is the course materials, supplemental music pieces, ensemble vs. solo work, worksheets or exercises.

Given the visual nature of learning technique, the instructor is motivated to provide Web-based videos explaining and demonstrating various right and left hand techniques that can be shown in the classroom or access off campus.

Enhancement (Part II):

While the instructor has the knowledge and technology to create and post such videos, without the assistance of a music technician (a position from which funding was taken in 2003), such enhancements are less likely to be implemented. Replacing the Music Technician position is necessary to ensure that such technological enhancements take place.

[Number of Outcomes for MUSI 14B: 2]