



SLO Assessment Cycle for MUSI 15A

Guitar Ensemble I SLO Modified: [09/06/2012]

Ronald Dunn's Team Members:

1. [Robert Farrington](#) (x8507) MUSI
2. [Ilan Glasman](#) (x5574) MUSI

Additional Team members not on list/notes about team:

Additional Notes:

Outcomes:

Outcome 1: Statement Modified: [05/29/2012]

The successful student will learn, rehearse, and publicly perform selected repertoire from the Guitar Orchestra and ensemble literature found in various time periods from the Baroque Era to the present.

Assessment Cycle Records:

Outcome 1: Assessment Planning Modified: [09/03/2012]

Assessment Strategy Used:

Quarter: Spring 2012

Assessors: Ronald Dunn

Assessment Tools: Performances/Demonstrations • Performances (Simulated)

Sections being assessed: 61

Outcome 1: Reflect & Enhance Modified: [09/06/2012]

Number of people involved in Phase III: 1

Changes:

Methods:

Students rehearsed both guitar orchestra music and smaller ensembles in small groups--either their assigned parts (sectionals), or with their ensembles. During these rehearsals the instructor observed and coached individual members. Students performed in a public concert at the end of the quarter and were assessed at that time as well.

Summary:

By and large, students did well, meeting my expectations of proficiency and success. One issue for some students was a lack of practice, or effective practice habits. Additionally, some students felt that there was a need for more "sectional" rehearsal to better prepare for the recital. Lastly, though "parts" were arranged from "easy" to more difficult, some students had difficulty playing even the easier parts.

Enhancement (Part I):

In the future, greater emphasis will be placed on ensuring that students are given music matched to their abilities, as some were struggling to play their parts in orchestra pieces. This will be accomplished by modifying and simplifying parts as needed. Additionally, devoting more class time to teaching effective practice habits, and experimenting with different ratios of large/small group practice time seem appropriate.

Enhancement (Part II):

No additional resources are needed at this time.

Outcome 2: Statement Modified: [05/29/2012]

The successful student will participate in the art of performing in a guitar ensemble by demonstrating correct technique, phrasing, balance, dynamics, and tone quality.

Outcome 2: Assessment Planning Modified: [09/03/2012]

Assessment Strategy Used:

Quarter: Spring 2012

Assessors: Ronald Dunn

Assessment Tools: Performances/Demonstrations • Performances (Simulated)

Outcome 2: Reflect & Enhance Modified: [09/06/2012]

Number of people involved in Phase III: 1

Changes:

Methods:

Classes generally began with a warmup and discussion of technique and interpretation. During small-group sectionals the instructor made suggestions and corrections of technique and interpretive tools to both the groups and individuals. Individuals were also assessed during dress rehearsal and concert performances

Summary:

Students learned a great deal about both technique and interpretive tools such as phrasing and dynamics, as the music that was rehearsed and performed required many different types of articulation, phrasing dynamics and techniques. The rates of successful application varied by motivation and experience levels, but overall, students were successful in application of the learned material. The process of improvement is through taking the class repeatedly.

Enhancement (Part I):

Given the nature of group instruction, time with individuals is quite limited. At this time, the assessment results were satisfactory with the inherent limitations.

Enhancement (Part II):

Offering Guitar Ensemble on a quarterly basis rather than once a year, at best, would give students the opportunity to improve in all areas of technique and interpretation.

[Number of Outcomes for MUSI 15A: 2]