



## SLO Assessment Cycle for MUSI 8

Intermediate Electronic Music SLO Modified: [03/22/2011]

### Dan Mitchell's Team Members:

1. [Dan Mitchell](#) (x8511) MUSI

Additional Team members not on list/notes about team:

Additional Notes:

### Outcomes:

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

Design and edit sounds using hardware and software synthesis and editing tools.

#### General Notes for Outcome 1

##### Methods:

Evaluate quality and completion rates for several class projects that demonstrate the ability to design and edit sounds using a variety of synthesis and sampling approaches are evaluated.

##### Summary:

The significant majority of students complete assignments demonstrating the ability to design and edit sounds using a variety of synthesis and sampling approaches. In some cases, the current assignment allowed students who chose to begin with existing configurations to make minor modifications without fully understanding parameters that affected the name of the sounds in ways that they did not fully understand. On some assignments students have created sounds that might not be useful in a practical way. 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):

To address the occasional issue of students creating sounds that were largely affected by pre-existing settings that they did not understand, modify assignments to require the use of basic starting points and/or require explanation of all elements affecting the sound, including those that they did not adjust.

To address the creation of "impractical" sounds on some assignments and by a small number of students, incorporate into all assignments the creation of a simple musical example using the created sounds.

##### 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.

### Assessment Cycle Records:

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

#### Assessment Strategy Used:

Quarter: Winter 2011

Assessors: Dan Mitchell, Dan Mitchell

Assessment Tools: Exams • Performances/Demonstrations • Projects

Sections being assessed: 01

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

**Number of people involved in Phase III: 1**

#### Changes:

##### Methods:

Evaluate quality and completion rates for several class projects that demonstrate the ability to design and edit sounds using a variety of synthesis and sampling approaches are evaluated.

##### Summary:

The significant majority of students complete assignments demonstrating the ability to design and edit sounds using a variety of synthesis and sampling approaches. In some cases, the current assignment allowed students who chose to begin with existing configurations to make minor modifications without fully understanding parameters that affected the name of the sounds in ways that they did not fully understand. On some assignments students have created sounds that might not be useful in a practical way. 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.

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To address the creation of "impractical" sounds on some assignments and by a small number of students, incorporate into all assignments the creation of a simple musical example using the created sounds.

##### 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.

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

Create musical/audio projects using audio/MIDI sequencing software, audio signal processing software and hardware, and mixing hardware and software.

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

#### Assessment Strategy Used:

Quarter: Winter 2011

Assessors:

Assessment Tools: Performances/Demonstrations • Art Works or Products

Sections being assessed: 01

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

**Number of people involved in Phase III:** 1

**Changes:**

**Methods:**

Assess quality and completion rates of a sequence of assignments that require students to create small musical/audio projects demonstration skills with sequencing, audio signal processing, mixing techniques.

Assess quality and completion rates for a final musical/audio class project integrating a variety of skills in the areas of sequencing, synthesis, signal processing.

**Summary:**

Overall, based on completion rates and level of assessed performance, students are largely successful at completing the series of assignments and the final project. In some cases, students may fall behind for reasons including their desire for additional lab time or their difficulty managing their existing lab time, frequently because they want to make one project "perfect" before moving to the next one.

**Enhancement (Part I):**

To decrease the likelihood of students falling behind on the sequence of projects, some of the following can be useful: focus on completing required elements of assignments at levels demonstrating competence and then moving on, encouraging students to use open workstations in other electronic music classes when they need additional time, establishing additional open lab times outside of class.

**Enhancement (Part II):**

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.

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[ Number of Outcomes for MUSI 8: 2 ]