

# Dalton State College

## Detailed Assessment Report 2015-2016 MUSC 1001

As of: 7/11/2016 10:57 AM EDT

(Includes those Action Plans with Budget Amounts marked **One-Time, Recurring, No Request**.)

### Course Description

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Provides an introduction to music theory, covering basic music notation, terminology, and structure. Students will learn how to read music, write melodies, harmonize melodies, and add lyrics to music through active daily participation. No previous musical experience is necessary for success in this course.

### Program Outcomes

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**PO 1: Read music.**

Students will demonstrate the ability to read music.

**PO 2: Write music**

Students will write music.

**PO 3: Play music**

Students will play music on the recorder

### Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

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**Outc. 1: Demonstrate the ability to read music.**

Students will demonstrate the ability to read standard musical notation quickly and correctly, including pitch, rhythm, dynamics, articulations, and expressive markings.

Relevant Associations:

**General Education Goals Associations**

3.2 Students will express orally or in writing a broad understanding of an array of issues relating to culture, society, creative expression, or the human experience.

8.3 Students will demonstrate the ability to make informed judgments in interpreting works of art, literature, or other aesthetic experiences of cultures throughout the world.

**Institutional Mission Associations**

1 Dalton State provides broad access to quality higher education for the population of Northwest Georgia, thereby enhancing the region's economic vitality and quality of life.

**Strategic Plan Associations**

**Dalton State College**

1.3.1 Increase delivery of activities and programs in evenings and on weekends.

1.3.4 Enhance programming resources and support programs that reflect our diverse population.

1.4.1 Transform the culture of the College.

2.2 Students will become stronger self-directed learners.

Related Measures

**M 1: homework assignment on treble and bass clef**

The students are evaluated on a written homework assignments on treble and bass clef notes.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**

Seventy percent of the students will make a 70% or better on homework assignment #1. The objective of the assignment is for the students to identify notes on both the treble and bass clefs. This is the first step toward learning to read music.

**Finding (2015-2016) - Target: Not Met**

MUSC 1001 Spring semester 2016 was taught as a traditional class on the main campus of DSC. There were nine (9) students enrolled in the class and out of the 9 students, only four (45%) of the nine students passed the homework assignment #1 with a grade of a C or higher.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Spend more time going over the homework during the class periods**

*Established in Cycle: 2015-2016*

After grading the homework assignments, I will spend more time going over the homework during the class period and give the stud...

**Outc. 2: Demonstrate basic knowledge of the soprano recorder**

Student will learn to demonstrate basic knowledge of the soprano recorder, and the ability to play simple melodies and

chords on it.

### Relevant Associations:

#### **General Education Goals Associations**

- 3.2 Students will express orally or in writing a broad understanding of an array of issues relating to culture, society, creative expression, or the human experience.
- 4.2 Students will demonstrate the ability to make informed judgments in interpreting works of art, literature, or other aesthetic experiences of cultures throughout the world.
- 8.3 Students will demonstrate the ability to make informed judgments in interpreting works of art, literature, or other aesthetic experiences of cultures throughout the world.

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### Related Measures

#### **M 2: homework written assignment on whole steps and half steps**

On the 2nd homework assignment, the students were asked to write and identify whole steps and half steps in music. After being able to write and identify whole and half steps, this will lead to their ability to play major and minor scales, which is also one of the goals of the course.

Source of Evidence: Written assignment(s), usually scored by a rubric

##### **Target:**

Seventy percent of the students will make a 70% or better on the 2nd homework assignment that asks students to identify whole steps and half steps in Western music.

##### **Finding (2015-2016) - Target: Met**

78% ( 7 out of the 9 students) received a grade of 70% or higher on the second homework assignment related to writing and identifying whole steps and half steps. I believe this improvement was a result of the students purchasing the textbook by the time of the 2nd assignment.

#### Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

#### **Give extra points for turning in homework on time**

*Established in Cycle:* 2015-2016

In addition to getting the students to buy the textbook on time, which will improve the scores, I shall provide extra points to ...

#### **Outc. 3: Demonstrate the ability to write Western music**

Students will demonstrate the ability to write the basic intervals, scales, and chords of Western music

### Relevant Associations:

#### **General Education Goals Associations**

- 3.2 Students will express orally or in writing a broad understanding of an array of issues relating to culture, society, creative expression, or the human experience.
- 4.2 Students will demonstrate the ability to make informed judgments in interpreting works of art, literature, or other aesthetic experiences of cultures throughout the world.
- 8.3 Students will demonstrate the ability to make informed judgments in interpreting works of art, literature, or other aesthetic experiences of cultures throughout the world.

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#### **Strategic Plan Associations**

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### Related Measures

#### **M 3: recorder playing test on Western music**

Students will be given written music to demonstrate their understanding of intervals, scales, chords of Western music, meter signatures, rhythms, and note identification.

Source of Evidence: Written assignment(s), usually scored by a rubric

##### **Target:**

Seventy percent of the students will make a 70% or better on the first recorder playing exam.

##### **Finding (2015-2016) - Target: Met**

Almost 90% of the students (8 out of 9 students) scored a grade of 70% or higher on the first recorder playing test. This test demonstrates the student's ability to read a time signature, read rhythms, and read notes in music.

#### Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

#### **maintain the practice sessions that we had during class time.**

*Established in Cycle:* 2015-2016

The students did well on this recorder test, so I will maintain the practice sessions that we had during class time.

#### **Outc. 4: Demonstrate the ability to aurally recognize Western music**

Students will demonstrate the ability to aurally recognize the basic intervals, scales, and chords of Western music.

#### Relevant Associations:

##### **General Education Goals Associations**

3.2 Students will express orally or in writing a broad understanding of an array of issues relating to culture, society, creative expression, or the human experience.

4.2 Students will demonstrate the ability to make informed judgments in interpreting works of art, literature, or other aesthetic experiences of cultures throughout the world.

8.3 Students will demonstrate the ability to make informed judgments in interpreting works of art, literature, or other aesthetic experiences of cultures throughout the world.

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#### Related Measures

#### **M 4: recorder playing exam**

The students perform two recorder playing exams to demonstrate the ability to aurally hear the correct intervals, scales, and chords of Western music.

Source of Evidence: Performance (recital, exhibit, science project)

##### **Target:**

70% of the students will make a 70% or higher on the two recorder playing exams.

##### **Finding (2015-2016) - Target: Met**

In MUSC 1001, a traditional class taught on the DSC campus during spring semester 2016, 90% of the students made a 80% or higher on the two recorder playing exams.

On the first exam, 8 out of the 9 students made a 90% or higher and one student made a 70% or higher.

On the second exam, 6 out of 9 students, made a 90% or higher, two students out of 9 make an 80% or higher, and one student failed the exam.

#### Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

#### **improvement on recorder playing exam**

*Established in Cycle:* 2015-2016

In order for more of the students to achieve a higher grade on the recorder playing exam, I will have them individually demonstr...

### Details of Action Plans for This Cycle (by Established cycle, then alpha)

#### **action plan, brand new class**

Spring 2016 is the first time this class has been taught, so I do not have previous semesters to draw from for an action plan.

**Established in Cycle:** 2015-2016

**Implementation Status:** Planned

**Priority:** High

#### **Give extra points for turning in homework on time**

In addition to getting the students to buy the textbook on time, which will improve the scores, I shall provide extra points to students who turn in their assignments on time.

**Established in Cycle:** 2015-2016

**Implementation Status:** Planned

**Priority:** High

#### **Relationships (Measure | Student Learning Outcome):**

**Measure:** homework written assignment on whole steps and half steps | **Student Learning Outcome:**

Demonstrate basic knowledge of the soprano recorder

#### **improvement on recorder playing exam**

In order for more of the students to achieve a higher grade on the recorder playing exam, I will have them individually demonstrate the recorder skills in class before the playing exam. This will help me know what weaknesses or trouble areas they are experiencing in their practice sessions at home.

**Established in Cycle:** 2015-2016

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Student Learning Outcome):**

**Measure:** recorder playing exam | **Student Learning Outcome:** Demonstrate the ability to aurally recognize Western music

**maintain the practice sessions that we had during class time.**

The students did well on this recorder test, so I will maintain the practice sessions that we had during class time.

**Established in Cycle:** 2015-2016

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Student Learning Outcome):**

**Measure:** recorder playing test on Western music | **Student Learning Outcome:** Demonstrate the ability to write Western music

**Spend more time going over the homework during the class periods**

After grading the homework assignments, I will spend more time going over the homework during the class period and give the students a new worksheet to practice the weak areas on the homework assignments to see that they understand the concepts well enough to go on to the next chapter in the textbook. The issue with this assignment was several of the students did not purchase the textbook which has the homework assignment in the book. Students will be encouraged to purchase the textbook as soon as possible. In order to help with this situation, I will give each student 5 extra credit points on the first homework assignment.

**Established in Cycle:** 2015-2016

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Student Learning Outcome):**

**Measure:** homework assignment on treble and bass clef | **Student Learning Outcome:** Demonstrate the ability to read music.

## **Analysis Questions and Analysis Answers**

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**What strengths and weaknesses did your assessment results show? In addition, please describe 2 to 3 significant improvements or continuous improvement measures you'll put in place as a result of your assessment findings.**

All of the students enrolled in the course, passed the course with a C or better. Some of the students understood the homework assignment and others did not complete the assignment. After I have graded each assignment, I will spend more time going over the areas that the students had trouble with, and I will give them an extra music theory worksheet for them to continue practicing the new concept. After teaching this class for the first time at Dalton State College, I will offer 5 points of extra credit on the first two homework assignments that is completed and turned in on time to encourage the students to purchase the textbook more quickly. I hope this will encourage more of the students to complete the homework, as this is my way of knowing that they understood the concepts covered in each chapter. In order to help the students perform at a higher level on their two recorder playing exams, I will have the student demonstrate some of the scales and melodies in class by themselves so that I know where they are having trouble. I will offer suggestions on how to practice the material at home. This will help them when they practice outside of class for their recorder exams.