

COURSE SLO ASSESSMENT REPORT, SCC

Department: Performing Arts / Music Course: MUS121 - Beginning Voice

Year: 2013 Semester: Fall

1) Outcome to be assessed	2) Means of assessment and criteria of success	3) Summary of data collected	4) Analysis of data	5) Plan of action/what to do next
<p>1- Students with no previous class voice experience will acquire/perform the following: Sing a major scale ascending and descending and the following intervals from a given pitch: M3-Asc; P4-Asc; P5-Asc; M6-Asc; and Oct-Asc; a cappella</p> <p>2- Sing 3 solo songs in English</p>	<p>A pretest was done at the second weeks of class. This pre-test has two sections: Theory (SLO1) and Performance (SLO2).</p> <p>The score of the Pretest will be compared with the Final-test to measure Student's growth. The structure of the Final-test is similar to the Pre-test. It has two sections: Theory and Performance. The Theory section included question in SLO1. The Performance section is graded following the Evaluation-Criteria listed in the syllabus. Please see syllabus attached</p>	<p><u>Pre-Test</u> 30 students took the Pre-test. SLO 1: The average score was 0%. SLO 2: The average score is 30%. This is due to some students already have a natural good-sounding voice.</p> <p><u>Post-Test</u> 25 students took the Post-test. SLO 1: The average score was 92.5%. SLO 2: The average score was 91.0%.</p> <p>*Students are encouraged to bring in solo songs on which they would like to receive coaching in vocal and performance</p>	<p><u>SLO 1:</u> Most students would learn to sing the major scale ascending and descending with intervals specified in SLO 1 with ease by the end of the semester.</p> <p><u>SLO 2:</u> *Students had to learn a total of five songs. They also acquired one performance experience to a live audience of 700 people.</p> <p><u>Additional (Bonus) Learning Outcome Opportunity:</u> *All students of MUS-121 participated in SCC's Holiday Showcase where they sing to a live audience of about 600 people. Joining these students were a</p>	<p>*Continue to teach SLO#1.</p> <p>*Continue to assign solo songs.</p> <p>*Continue to assign chorus style songs to enable students to benefit from incorporated performance. The beginning singers can lean on and experience rapid growth while singing next to more advanced singers.</p> <p>*Continue to secure one television studio recording or a live major showcase in each semester in addition to one live showcase performance on campus.</p>

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		<p>technique. Several students who learned their songs quickly and performed them well were awarded the opportunity of having their songs included in a television studio recording and a live performance showcase.</p> <p>*In addition to solo repertoire, students were also assigned songs from the chorus repertoire where students will experience rapid growth while singing next to more advanced singers.</p> <p>*MUS121 is part of the combo class, in which MUS121, MUS 122, MUS 123 and MUS124 are taught in the same period.</p>	<p>community chorus, a church choir and a small symphony orchestra.</p> <p>*There are two conductors who lead the student choir in performances. The two different styles, yet of a similar and high musical caliber, exposed students to the very core nature of the performing arts.</p> <p>*Students also had an opportunity to sing the Hallelujah Chorus with a group of about 100 singers. This enabled the students to experience the “psychological and musical powers of the mass,” when they sang in a choir with 100 singers.</p>	
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