## SLO7 Core Curriculum Assessment Report
### 2011_12

<table>
<thead>
<tr>
<th>College</th>
<th>College of Liberal Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>Arts in Music</td>
</tr>
<tr>
<td>Representative</td>
<td>Ann Knipschild</td>
</tr>
</tbody>
</table>

1. **Name(s) and Number(s) of Course being assessed for Oral Communication:**
   MUSI 3610 Choral Conducting I, MUSI 3630 Instrumental Conducting I

2. **Number of Students enrolled per year AND number of those students whose work was assessed for oral communication (SLO 7) competency:**
   N/A for 2011-12, For 2012-13: 10 in MUSI 3610, 21 in MUSI 3630. All students will be assessed.

3. **Assessment Method(s): Explain how assessment for this SLO - not grading for the course as a whole-was conducted. You may cut/paste rubrics for inclusion here, identify faculty reviewing committees, or identify specific kinds of test questions important to your method.)**
   SLO 7 will be assessed in MUSI 3610 Choral Conducting I and MUSI 3630 Instrumental Conducting I. Every music major takes one of these classes. Vocal and piano majors take Choral Conducting I, and instrumental majors take Instrumental Conducting I during the fall semester of their junior year.

   Competency in the SLO measures is assessed in three peer teaching experiences throughout the semester for each student. The music department assessment committee has developed a rubric for assessing students’ ability to effectively communicate (see attached). The rubric provides for an assessment score of overall ability to effectively communicate as well as scores for components based on the individual measures of the SLO. Positive/negative comments may also be given for each component. The rubric will be used to assess each student presentation.

   The assessment committee will collect the rubrics for each class. Average overall and component scores will be calculated to discern students’ ability to master the objectives and to see whether improvement is being made throughout the semester. The written comments from the individual components of the rubric will be summarized. Discussion of the assessment results will take place during the department’s annual assessment meeting. Recommendations will be decided as a result of the discussion.

   Course professors have been asked to include the SLO and measures in their syllabi. The assessment committee developed sample course objectives based on the measures for this SLO (see attached). These objectives have been provided to the course professors for use in their syllabi. The professors have been asked to incorporate these objectives in the description of assignments portion of the syllabus.

   Initial assessment of this SLO will begin in Fall 2012.

4. **If the Assessment methods differ from those initially proposed to the CCGEC, identify the differences and explain the rationale for those changes:**
   No differences

5. **Findings: (what add assessment data tell you about student proficiency in this outcome?)**
   N/A for 2011-12. Assessment will begin 2012-13
SLO7 Core Curriculum Assessment Report
2011_12

College: College of Liberal Arts
Department: Arts in Music
Representative: Ann Knipschild

6. How did you (or will you) use the findings for improvement? (What questions/issues/concerns did your data raise for the faculty teaching the course? What discussion did the faculty have about the findings? What future actions to improve student attainment of this outcome will the department / program take as a result of this analysis?)

N/A for 2011-12.

7. Additional Comments: (What else would you like the Committee to know about your assessment of this course or plans for the future?)

8. Committee Comments

The committee feels that some but not all of the methods are described clearly. It is not clear to the committee whether the methods of assessment are appropriate based on your report.
Rubric for Evaluation of Oral Communication in Music (SLO 7)

Student: ____________________________   Evaluator: ____________________________
Course: ____________________________   Date/Semester: ________________________

Conducting assignment #____________________________________________________

Overall, the student conductor . . .

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fails to communicate in an effective way.</td>
<td>Communicates some information but in an unclear and ineffective manner.</td>
<td>Communicates some information in a clear and effective manner.</td>
<td>Communicates most information in a clear and effective manner.</td>
<td>Communicates all information in a clear and effective manner.</td>
</tr>
</tbody>
</table>

Rank the following from 1 to 5 with 5 being the highest score. Comment below as indicated on any of the following components that were especially strong or weak. A comment on every component is not required.

<table>
<thead>
<tr>
<th>Negative comments</th>
<th>Components</th>
<th>Positive Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student conductor . . .</td>
<td>Presents ideas in a clear and professional manner.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Uses appropriate language free from bias in an ethical and credible manner.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recognizes appropriate opportunities and methods for communication.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communicates in a direct and effective manner in multiple settings.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Actively listens to feedback and responds appropriately.</td>
<td></td>
</tr>
</tbody>
</table>
Sample Course Objectives  SLO 7

1. Students will demonstrate clear and effective verbal communication skills.
2. Students will demonstrate use of appropriate language free from bias in an ethical and credible manner.
3. Students will develop an awareness of appropriate opportunities and methods for verbal communication during rehearsal.
4. Students will demonstrate direct and effective verbal communication skills in multiple settings.
5. Students will demonstrate active listening skills and respond appropriately to feedback.