



SLO Assessment Cycle for MUSI 3B

Comprehensive Musicianship

Assessment Initiated by: [Paul Setziol](#) (x8512) in MUSI

Outcomes:

Outcome 1: Statement

The successful student will apply the stylistic principles of and normative adherence to the rules of strict four part writing using tertian triads in root, 6, and 6/4 positions in writing short pieces in four parts (SATB) from a given melody, bass line, or chord progression.

Assessment Cycle Records:

Outcome 1: Assessment Planning Modified: [02/02/2012]

Assessment Strategy Used:

Quarter: Winter 2011

Assessors: Paul Setziol

Assessment Tools: Exams • Performances (Simulated)

Sections being assessed: 01

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

Number of people involved in Reflection and Enhancement: 1

Changes:

Methods:

- Approximately 20 assignments, each with one of the following starting givens:

Soprano line

Explicit progression (including inversion symbols)

Chord progression without inversion symbols with inversions permissible

Trading off scale degree tendency and position in progression from voice to voice

- Mid term and final exams with one of the above starting points

Summary:

Student achievement varied tremendously from 100% technical success and unique aesthetic achievement to under 50% technical success and unobservable aesthetic intention.

In each case, students who did poorly on assignments also did poorly on exams. However, some of the students who did well on assignments did poorly on exams.

This was as expected.

Enhancement (Part I):

The assessment results point to a need for a more didactic approach to in class board work and some kind of assessment of knowledge of principles and mechanics prior to the assignment of new starting points.

Enhancement (Part II):

A dedicated tutor to check student preparedness to go from one level to the next.

Open computer lab time so that students can acquire facility with notational software (some of the most gross errors in the technical errors of 4 part writing are revealed by the automatic standard notation of notational software.

Outcome 2: Statement

The successful student will demonstrate the use of solfeggio in accurate sight singing of melodies containing a balance of disjunct and conjunct motions.

Outcome 2: Assessment Planning Modified: [09/20/2012]

Assessment Strategy Used:

Quarter: Winter 2012

Assessors: Paul Setziol

Assessment Tools: Exams • Performances/Demonstrations

Sections being assessed: 01

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

Number of people involved in Reflection and Enhancement: 1

Changes:

Methods:

Individual student skill assessment:

The student is shown two rhythms and two melodies at the appropriate level and then given tempos at which to perform each at sight. A straight percentage correct score is given for pitch and rhythm in melodies and for rhythm including steady tempo for rhythmic examples.

Summary:

Most students scored at or above the 70% accuracy minimum standard. Nervousness is the biggest single obstacle to success. One factor in nervousness is knowledge on the part of the student that they have not practiced nearly as much as the instructor has said would be promising for success. The other is typical performance anxiety, something for which no approach is sure.

Enhancement (Part I):

I plan to try several new approaches to reduce nervousness in individual assessments and in getting students to practice the appropriate amount.

Enhancement (Part II):

A dedicated tutor could improve the situation in both areas. A work study student might be employed to make feasible the review of students recording their practice sessions.

[Number of Outcomes for MUSI 3B: 2]