



SLO Assessment Cycle for MUSI 3A

Comprehensive Musicianship (First Quarter)

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

Outcomes:

Outcome 1: Statement

The successful student will demonstrate knowledge of notation and scales by being able to notate all diatonic modes and standard diatonic mode variants from a given key and mode name.

Assessment Cycle Records:

Outcome 1: Assessment Planning Modified: [09/20/2012]

Assessment Strategy Used:

Quarter: Fall 2012

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:

The SLO is easily measurable in both assignments and on tests. Six assignments were given which presented various starting points designed to simulate conditions and problems faced in further study and professional music careers. Mid term and final exams added the elements of limitation on time used and having to solve problems without any reference other than what is known by the student.

Summary:

Virtually all students went from some lesser ability to 100% or close to it on the final examination. When students did poorly, I checked on their assignment work. If their assignment work was significantly better than their final exam work, I adjusted the exam points for the item 50% of the way to the assignment score.

Enhancement (Part I):

An adjustment appears to be appropriate but difficult to accomplish. It would be to have a student in this situation retested for that item.

The teaching method change would be, time allowing, to spend more time checking on individual student approaches to solving problems and providing them alternate strategies where appropriate.

Enhancement (Part II):

Having a tutor supervise individual student attempts to solve problems in tempo on a rotating basis.

Having the computer lab open to students many more hours than it currently is.

Outcome 2: Statement

The successful student will demonstrate the use of solfeggio in accurate sight singing of melodies containing a preponderance of conjunct motion.

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

Assessment Strategy Used:

Quarter: Fall 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 skill assessments

Students were given notation for two rhythmic examples and two melodies.

Tempos were given for each.

The assessments were done relative to the 70% or above accuracy standard.

Summary:

Most students scored at or above the 70% standard.

Nervousness is the single biggest problem

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 3A: 2]