

## SCHOOL OF MUSIC ASSESSMENT REPORT FY15

### Core Learning Goals

Goals	Means of Assessment	Metrics for Success	Results
Develop musical skills through listening, analysis, playing an instrument and/or voice	Performance Assessment Form (juries)	Number to increase over four years	See data below – <b>Green</b>
	Theory/ET final grade	80% receive "C" or above	Theory/ET Results (S15) MT 111 57% (1 section) MT 113 71% (1 section) MT 112 84% (4 sections) MT 114 95% (4 sections) MT 211 69% (1 section) MT 213 80% (1 section) MT 212 79% (3 sections) MT 214 94% (3 sections)  <b>Green</b>
Develop an understanding of music in an historical and cultural context	A] MH211/MH314 final grade	75% receive "C" or above	MH211 77% (3 sections) MH314 86% (3 sections) <b>Green</b>
	B] MH316 final grade	80% receive "C" or above	55/63 = 88% (3 sections) <b>Green</b>
	Notes: <u>MH211/MH314</u> develop score reading and basic analytical skills, critical reading and writing skills, knowledge of the core repertoires, composers, and compositional practices of western music prior 1750.  <u>MH316</u> develops independent research skills, an understanding of the relationship between music and culture, knowledge of the history of ethnomusicology as a discipline, critical reading and writing skills		

Performance Jury Results 2014

<b>Year</b>	<b>Technical Command</b>	<b>Musical Elements</b>	<b>Presentation</b>	<b>Total</b>	<b>Number</b>
Freshmen	2.54	2.69	2.54	7.77	207
Sophomores	2.89	2.89	2.74	8.36	185
Juniors	3.08	3.08	3.04	9.07	125
Seniors	3.45	3.45	3.48	10.26	130
Total	2.99	3.03	2.95	8.86	647

Discussion/Analysis

**Jury assessment** results are in line with previous years and continue to show a significant increase from year to year. Students are clearly responding well to the instruction received in their applied lessons and their skills shine through in their end of semester juries. As noted last year, the jump from this year's senior to junior class (last year's sophomore and junior classes) is the most significant increase in rubric scores (Scale total = 1.19). This is clearly a very talented group of students that has made considerable progress during their studies at Millikin. There is no detectable pattern for differences among individual subscores (technical command, music elements, presentation) this year. Students seem to make progress in these area fairly equally as the develop performance skills in their applied area.

Final grades in **music theory/ear training** indicate that we are doing a good job preparing our students in this critical academic area. The numbers were slightly lower from last year but still within an acceptable range.

The numbers for the **music history sequence** are very close to last year--each course had a slight increase in success rate. **MH 211** went from 76% last year to 77% this year. **MH 314** went from 83% to 86%. **MH 316** had a more significant increase, from 83% to 88%.

## Bachelor of Music: Music Business Emphasis

Goals	Means of Assessment	Metrics for Success	Results
Gain field experience in music business	Reflection piece, supervisor evaluations	95% of students receive excellent supervisor evaluations in a variety of learning opportunities	<b>Green</b>
Demonstrate a basic understanding of business theory and recognizing entrepreneurial opportunities	Senior Capstone Project	80% of students receive evaluation of "Excellent."	<b>Yellow</b>
Demonstrate a basic understanding of music industry functionality, including the legal environment	Term paper – Case Study	80% of students receive a "B" or better	<b>Green</b>

### Discussion/Analysis

Developing **quality internships** for our students continues to be a focus for the MIS faculty. We have made great inroads into quality destinations in Memphis, Nashville and Los Angeles. An ever larger portion of our grads are choosing Nashville as their destination. MUMB faculty needs to maintain close contact with each graduating class so that our graduates' success can be leveraged into quality internship destinations for our younger students.

Regarding the Senior Capstone Project, this is a new portion of the Capstone class. It's messy, with students engaged in a variety of projects involving third-party stakeholders. In some cases, the projects take the form of new business ventures developed by the students. In some cases the projects are assigned. Some students work as individuals, and some in groups. The evaluation rubric needs further development, and methods need to be developed and implemented to monitor the weekly progress of each project. Finally, a reflective element exists but needs further development.

## Bachelor of Music: Commercial Music Emphasis

Goals	Means of Assessment	Metrics for Success	Results
Demonstrate critical listening and theoretical skills through transcription, harmonization, composition or arranging and style differentiation	Transcription portfolio	85% of students score 80 and above on the portfolio	<b>Yellow</b>
Demonstrate technological skills in the recording studio or computer-based DAW, or through music production, as well as associated listening skills	Sophomore Technical Barrier Exam	85% of students receive a score of 85 or better on the exam	<b>Yellow</b>

### Discussion/Analysis

Need more buy in from the students to complete the portfolio. For the students who completed all of the transcriptions, the average grade was 92% out of 100. When averaging in the grades of "zero" for uncompleted transcriptions, the average grade falls to 74%.

With 75% of students scoring an 85 or better on the barrier exam, we were not far off from our target. This year the entirety of our introductory and intermediate technical curriculum was staffed with new faculty. We feel the instruction was excellent, with compelling anecdotal evidence to the same. An additional year of faculty experience should get our numbers back into green.

## Bachelor of Music: Music Education

Goals	Means of Assessment	Metrics for Success	Results
Demonstrate an understanding of current teaching methods and learning theories, as well as their philosophical foundations and historical origins.	ME 251 Intro to Music Education Rubric scores on "Context of Learning"	Average score of 33 on "Context of Learning" rubric	Average score = 35.22 (out of 40)
Demonstrate the ability to deliver instruction successfully to diverse groups of students, and in a variety of musical contexts, using currently available materials and technologies.	ME471 Student Teaching University supervisor's grades from student teaching evaluations	85% of students will earn an A- or better	85% (11 of 13) of students received a grade of A- or better from student teaching evaluations.
Plan instruction, evaluate its effectiveness using formal and informal assessment strategies, and reflect on the efficacy of their teaching.	ME 460/461 Music Education Practicum Rubric scores on "Teaching Portfolio"	Average score of 33 on "Teaching Portfolio"	Average score = 36.2 (out of 45)

### Discussion/Analysis

This is the second year that we have used two of our "Embedded Signature Assessments" as part of our program assessment for Music Education. These assessments were adopted in order to conform to new requirements imposed by the Illinois State Board of Education and are designed to help our students prepare for the EdTPA, a high-stakes portfolio project they must complete in order to earn a teaching license in Illinois. We are using the past two years of results in the "Context of Learning" and "Teaching Portfolio" projects to establish baseline levels for success on these two goals. Rubric scores on both of these projects were similar this year (35.22 and 36.2) to what they were last year. Future results will be compared to this baseline data.

Assessment results from Student Teaching evaluation continue to be strong (85% of student A- or above. Our students are clear well prepared when they enter this final stage of the Music Education program.

## Bachelor of Music: Music Performance

Goals	Means of Assessment	Metrics for Success	Results
Demonstrate rigorous performance competency ( <i>solo and ensemble</i> )	Performance Assessment Rubric Juries Junior and Senior Recitals	85% Students meet/exceed minimums	See student achievement results below  <b>Green</b>
Develop additional musical knowledge in music history and theory beyond the core requirements.	Upper level theory and history courses MH491, MH360, MT403, MT404	90% of students receive a C or better	MH491 1/1 = 100% MH360 2/2 = 100% MT403 9/10 = 90% MT404 4/4 = 100% <b>Green</b>
Learn the pedagogy and the literature for the specific performance area.	Pedagogy and literature classes/final grades MU459, MU464, MU466, MU455, MU472	90% of students receive a B or better	MU459 6/7 = 85% MU464 1/1 = 100% MU466 1/1 = 100% MU455 4/7 = 57% <b>Yellow</b>

### Student Achievement

Year	Number of Juries	Expected Minimum Scale	Number of Students at Minimum or above	Percent of Students at Minimum or above
1	14	7	12	86%
2	17	8	15	88%
3	10	9	11	91%
4+	9	10	14	64%

### Discussion/Analysis

The jury assessment results for performance majors meets expectations for all years except for seniors. For this class only 64% of student met the standard minimum of 10 points on their performance jury (9 out of 14). Since this class also failed to meet this requirement last year, it could be that the minimum expectation established for this class is higher than is reasonable to expect for these students. Very few from any class or major receive a total score over 10 on their applied jury. We will consider lowering this level in future years.

## FURTHER CLARIFICATION

1] We have chosen to include only jury data for Goal #1 because of the proven rubric that we have developed. Inclusion in wind ensemble, orchestra and/or chamber ensembles participation would be ideal, however, since the only means of assessment would be the final grade, no real measure of growth or accomplishment can be achieved. None-the-less, we maintain that involvement in these organizations is essential.

2] A change in wording for Goal #2 was agreed upon by the full time music faculty, necessitated by the need to clarify that the additional music history and theory courses taken to meet the goal were above and beyond the core requirements. These courses and the number of performance majors participating follow:

MH491	German Romanticism	Summer 2014	1 student
MH360	Counter Culture in Popular Music of the 1960s	Spring 2015	2 students
MT403	Form & Analysis	Fall 2014	10 students
MT404	Special Topics in Analysis	Spring 2015	5 students.

3] To accommodate the fact that some instructors choose to combine the pedagogical aspects with the study of literature & materials into one course, while others separate the two areas, all courses dealing with pedagogy and/or literature are included here. Pedagogy and literature courses taught in 2014-15 include:

MU464	Bassoon Pedagogy	Spring 2015	1 student
MU455	Vocal Pedagogy	Fall 2015	7 students
MU459	Building a Private Voice Studio	Spring 2015	7 students
MU466	Brass Pedagogy	Fall 2014	1 student
MU472	Practicum in Piano Pedagogy	Spring 2015	1 student

Expectations (90% of students receive a B or better) were met in all but one course, MU455, in which only 57% of the students met the goal.

## Bachelor of Arts in Music

Goals	Means of Assessment	Metrics for Success	Results
Demonstrate analytical and critical competence in multiple fields of inquiry within music and/or across disciplines.	Research portfolio	80% receive an assessment of competent or higher.	See notes below

### Discussion/Analysis

Beginning next academic year (2015-16), we have decided to implement a research portfolio to assess our MUBA students.

- Research portfolio consists of two research projects (can be papers, presentations, or other formats) completed at the 300-level or above, at least one of which must be in the discipline of music.
- Portfolio will be gathered and submitted in the first half of the capstone seminar semester.
- Portfolio will be reviewed by capstone instructor, and rated as unsatisfactory, competent, or excellent.