

SCHOOL OF MUSIC ASSESSMENT REPORT FY16

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 – Green
	Theory/ET final grade	80% receive "C" or above	<u>Theory/ET Results (S16)</u> MT 111 72% (1 section) MT 113 89% (1 section) MT 112 86% (4 sections) MT 114 91% (4 sections) MT 211 89% (1 section) MT 213 100% (1 section) MT 212 87% (3 sections) MT 214 95% (3 sections) Green
Develop an understanding of music in an historical and cultural context	A] MH211/MH314 final grade	75% receive "C" or above	MH211 88% (3 sections) MH314 87% (3 sections) Green
	B] MH316 final grade	80% receive "C" or above	MH316 94% (3 sections) Green
	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 2015

Year	Technical Command	Musical Elements	Presentation	Total	Number
Freshmen	2.46	2.67	2.48	7.61	225
Sophomores	2.68	2.87	2.78	8.33	165
Juniors	2.97	3.15	3.11	9.22	134
Seniors	3.31	3.43	3.46	10.21	124
Total	2.75	2.94	2.84	8.53	648

Discussion/Analysis

Jury assessment results are similar to those we've received in previous years but are down slightly, particularly in the area of technical command. There is also a noticeable drop in scores in the Sophomore class, but that is a particular small class and those results are most likely due to a lack of variance. Overall there continues to be noticeable progress in all areas from year to year and we believe that reflects well on the applied instruction our students are receiving.

Final grades in **music theory/ear training** and in the **music history** sequence core indicate that we are doing a good job preparing our students in these critical academic areas.

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	Green
Demonstrate a basic understanding of business theory and recognizing entrepreneurial opportunities	Senior Capstone Project	80% of students receive evaluation of "Excellent."	Red
Demonstrate a basic understanding of music industry functionality, including the legal environment	Term paper – Case Study	80% of students receive a "B" or better	Green

Discussion/Analysis

Our students continue to connect with high quality internship destinations and receive excellent reviews of their work. We continue to leverage our relationships in the industry, and are consistently placing students in top tier destinations in major industry markets, such as Nashville, Chicago, and New York. The internship program is on solid footing and is a strength of the overall Music Business program.

This year's capstone class shifted its focus away from project-based learning to pursue work in 21st-century "soft skills" development. The faculty feels that the course was perhaps the most successful and meaningful capstone experience in recent years. To that end, it is suggested that either learning goal #2 be rewritten, or, should we decide to keep it, the assessment mean and metric should come not from Capstone but from our DIY class (MC313). A decision will be made on this at our July faculty meetings, and we will report to the director of the School of Music.

The term paper case study, as assigned in Legal Issues in Music (MC312), yielded high quality work from our juniors in music business. We are easily in the area of "green" here. In introducing core copyright and legal concepts in our Intro to Music Industry class (MC101), and connecting them to our work in MC312 in a purposeful and overt manner, our students develop a high level of competence by the end of their junior year as it relates to these topics. They are thus well equipped for their individual case studies, and results remain favorable.

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	Red
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	Yellow

Discussion/Analysis

The transcription assignment has been phased out of the MUCL capstone class. MIS faculty are meeting in July and will be developing a new means of assessing the stated goal (related to "critical listening..." etc.). The new assessment mean and associated metrics will be shared with the director of the School of Music and thus included in next years report.

With 76% of students scoring an 85 or better on the barrier exam (and with the lowest recorded score being a 70), we were not far off from our target. We feel that the exam is appropriately rigorous and should remain so.

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 = 34.76 (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	87.5% (7 of 8) 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 = 37.5 (out of 45)

Discussion/Analysis

Since we have used "Embedded Signature Assessments" as part of our program assessment for Music Education for the past three years now we have established a strong longitudinal view of student performance on these measures. These assessments were adopted in order to conform to state licensing requirements and help our students prepare for the required EdTPA portfolio that student must complete when they are student teaching. The use of these assessments allows us to coordinate our department goals with the goals the state has established for educator licensing.

Rubric scores on both of these projects were similar this year (34.76 and 37.5) to what they were last year. The consistency of these results confirm the baseline expectation we establish for success in these goals. Assessment results from Student Teaching evaluation continue to be

strong (87.5% of students receive A- or above). Our students are clearly 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>)- <i>is this needed?</i>	Performance Assessment Rubric Juries, Junior and Senior Recitals	85% Students meet/exceed minimums Freshman 7/15 Sophomore 8/15 Junior 9/15 Senior 10/15	See data below
Develop additional musical knowledge in music history and theory beyond the core requirements.	Upper level theory and history courses MH491, MH492, MT403	90% of students receive a C or better	MH491 1/1 = 100% MU492 4/5 = 80% MT403 9/10 = 80% YELLOW
Learn the pedagogy and the literature for the specific performance area.	Pedagogy and literature classes/final grades MU307, MU308, MU453, MU455, MU456, MU460, MU461, MU492	90% of students receive a B or better	MU453 2/2 = 100% MU455 4/5 = 80% MU456 2/2 = 100% MU460 8/10 = 80% MU461 1/1 = 100% MU307 2/2 = 100% MU308 2/2 = 100% YELLOW

Student Achievement

Year	Number of Juries	Expected Minimum Scale	Number of Students at Minimum or above	Percent of Students at Minimum or above
1	11	7	10	91%
2	9	8	7	77%
3	8	9	7	87.5%
4+	7	10	6	85.7%

Discussion/Analysis

The jury assessment results for performance majors meets expectations for all years except for Sophomores. For this class only 77% of students met the standard minimum of 8 points on their performance jury (7 out of 9). As mentioned earlier, this is a particularly small class compared to past years to this weakness is likely due to a lack of variance in scores. The overall jury scores for performance majors continue to be very strong, particularly when compared to the total school population.

We have chosen to record/include only solo performance settings (i.e. Junior and Senior Solo Recitals) for Goal #1. 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.

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:

MT403	Form & Analysis	Fall 2015	5 students
MT491	Schenkerian Analysis	Fall 2015	1 student
MH492	Independent Study, Piano (Hist./Lit.)	Spring 2016	1 student

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 the 2015-16 study include:

MU453	Piano Pedagogy	Fall 2015	2 students
MU455	Vocal Pedagogy	Fall 2015	5 students
MU456	Vocal Pedagogy Practicum	Fall 2015	2 students
MU460	Vocal Performance Seminar	Fall 2015	10 students
MU461	String Pedagogy	Fall 2015	1 student
MU463	Woodwind Pedagogy I, Saxophone	Spring 2016	1 student
MU307	Piano Literature I	Fall 2015	2 students
MU308	Piano Literature II	Spring 2016	2 students

Expectations (90% of students receive a B or better) were met in all but two courses, MU455 and MU460, in which only 80% 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	83% Green

Discussion/Analysis

Note: During the 2015-2016 academic year, we implemented a research portfolio as a new means of assessment for our MUBA students. The research portfolio:

- consists of two research projects (papers, presentations, or other formats) completed at the 300-level or above, at least one of which must be in the discipline of music
- is gathered and submitted in the first half of the capstone seminar (IN400/MU400); and
- s reviewed by the capstone instructor and rated as unsatisfactory, competent, or excellent.

In the first year using the new means of assessment, 83% of students (5/6) received a rating of competent or higher on the research portfolio (3 excellent, 2 competent, and 1 unsatisfactory). Of the 12 projects that students submitted, 10 were papers, 1 was a recording of a performance with program notes, and 1 was a video documentary with viewing notes.