

**Millikin University
School of Music
FY13 Assessment Report**

Introduction

The School of Music supports the mission of the university in preparing students for professional success, democratic citizenship in a global community, and a personal life of meaning and value. Specifically, our mission is to develop the whole musician – artistically, intellectually, technically - through the integration of theory and practice in an environment in which students become active learners through contact with a faculty who themselves continue to grow as artists, scholars, and teachers.

Derived from this mission statement, specific goals were developed for each of the degree programs, including the Music Core curriculum common to all. For each program, data is collected and collated at the end of the academic year and analyzed by the faculty with regards to the benchmark relating to each goal. From these discussions, plans for improvement are developed and implemented.

Assessment Format

What follows are the assessment plans for the following areas: SOM Music Core, BM: Music Education (Vocal/Instrumental), BM: Music Performance (Vocal/Instrumental), BM: Music Business, BM: Commercial Music, BA: Music. For each area, the methods used for assessment, assessment data, analysis of the data, and plans for improvement are listed. A color is assigned to each goal indicating its relative effectiveness in measuring student outcomes; GREEN = on track, YELLOW = needs fine tuning, RED = needs attention.

SOM Music Core

Assessment Methods

Goal #1

Develop musical skills through listening, analysis, playing an instrument and/or voice

Applied Music

One-on-one teaching, juries/barrier exams, weekly feedback, performances and recitals as listener and performer

DATA POINT

Performance Assessment Form

Performance scale to increase from the freshman to senior year.

Music Theory/Ear Training

DATA POINT

Final Grade

Green: 80% receive C or above

Yellow: 70% receive C or above

Red: 65% receive C or above

Goal #2

Develop an understanding of music in an historical and cultural context

MH 211: Survey of Western Music I

Development of: 1) score reading and basic analytical skills, 2) critical reading and writing skills, 3) knowledge of the core repertoires, composers, and compositional practices of western music prior to 1750.

DATA POINT

Final Grade

Green: 75% receive C or above

Yellow: 70% receive C or above

Red: 65% receive C or above

MH 316: Introduction to Ethnomusicology

Development of: 1) independent research skills, 2) an understanding of the relationship between music and culture, 3) knowledge of the history of ethnomusicology as a discipline, 4) critical reading and writing skills.

DATA POINT

Final Grade

Green: 80% receive C or above

Yellow: 70% receive C or above

Red: 65% receive C or above

Assessment Data

Goal #1

Develop musical skills through listening, analysis, playing an instrument and/or voice

Jury Results 2012-13

	Tech. Command	Musical Elements	Presentation	Total	# of Juries
Freshmen	2.470	2.725	2.458	7.654	219
Sophomores	2.723	2.857	2.750	8.330	206
Juniors	3.027	3.150	3.035	9.212	162
Seniors	3.233	3.344	3.259	9.837	146
Total	2.816	2.978	2.828	8.621	733

Discussion

Results are again strikingly similar to those recorded in past years and continue to show a significant increase in scores by year. The scale scores of seniors is lower than last year, but last year's scores (10.55) were uncharacteristically high.

In comparing dimension from the rubric it's also interesting to note that Technical Command and Clarity of Presentation both show significant improvement from freshmen to sophomore year

GREEN

Music Theory/Ear Training Final Grade

FALL 2012

MT111

89% achieved a C or better (average of four sections)

MT113

88% achieved a grade of C or better (average of four sections)

MT211

85% achieved a C or better (average of three sections)

MT213

84% achieved a C or better (average of three sections)

SPRING 2013

MT112

91% achieved a C or better (average of four sections)

MT114

90% achieved a grade of C or better (average of four sections)

MT211

100% achieved a C or better

MT213

100% achieved a C or better

MT212

84% achieved a C or better (average of three sections)

MT214

84% achieved a C or better (average of three sections)

GREEN

Goal #2

Develop an understanding of music in an historical and cultural context

MH 211: Survey of Western Music I

- Fall 2011: 74.4% of students (67 of 90) scored a final grade of "C" or higher.

YELLOW

MH 316: Introduction to Ethnomusicology

- Fall 2011: 96.3% of students (53 of 55) scored a final grade of "C" or higher.

GREEN

- Spring 2012: 96% of students (24 of 25) scored a final grade of "C" or higher.

GREEN

Analysis of Assessment Results

Goal #1

Develop musical skills through listening, analysis, playing an instrument and/or voice

1. Jury Assessment Data

Again this year, the result of applied juries reveal a marked increase in scores from year to year suggesting increased performance skills as students progress through their applied lessons. We are satisfied with the consistency of these results and the amount of increase we've seen over the years.

2. Music Theory/Ear Training

Final grades indicate that we are doing a pretty good job preparing our students in this critical academic area.

Goal #2

Develop an understanding of music in an historical and cultural context

- MH 211: Survey of Western Music I

MH 211 is the first course in the core musicology sequence. In addition to exploring the historical narrative of western music history from antiquity to 1975, the course introduces students to several important skills, including score reading, analysis, critical reading, and writing. To assess these skills, the students complete a series of assignments and examinations that include, but are not limited to, analysis projects, annotated bibliographies, article summaries, listening examinations, and essay examinations. As such, the final grade for the course is indicative of the success of the entire system of pedagogical approaches. Moreover, high achievement in MH 211 should be indicative of future success in both the core musicology sequence and in upper-level history, theory, literature, and methods courses.

The results for this year indicate that the multi-faceted approach to musicological pedagogy that is currently in use continues to be successful. As such, these results indicate that those MH 211 students should have a broad knowledge of musical literature from antiquity to 1750.

- MH 316: Introduction to Ethnomusicology

MH 316 is the third and final course in the core musicology sequence. In addition to exploring a variety of global and domestic music-cultures, the course engages students in critical reading, viewing, listening, and writing through a variety of activities, ranging from examinations and term papers to regular film discussions and participatory music-making. As such, the final grade for this course is indicative of the success of the entire system of pedagogical approaches.

The results for this year indicate that students leave MH 316 prepared to engage with unfamiliar musical cultures, to learn about them, and to present their findings to a community of their peers.

BM: Music Business

Assessment Methods

GOAL #1

Gain field experience in music business

MC 471 Internship

DATA POINT

Reflection piece, supervisor evaluation of intern

- High – excellent supervisor evals, variety of learning opportunities
- Med – good supervisor evals, limited types of learning opportunities
- Low – poor supervisor evals, poorly organized internship

Green: 95% of students receive a “high” mark

Yellow: 90% of students receive a “high” mark

Red: 85% of students receive a “high” mark

GOAL #2

Demonstrate a basic understanding of business theory and recognizing entrepreneurial opportunities

MC450: Senior Music Business Capstone

Data Point

Creation of a detailed business plan for a hypothetical music business venture

- High – excellent plan with high feasibility and detailed goals and objectives
- Med – good plan with some feasibility and somewhat detailed goals and objectives
- Low – poor plan lacking both feasibility as well as detailed goals and objectives

GOAL #3

Demonstrate a basic understanding of music industry functionality, including the legal environment

MC 312: Legal Issues in Music

DATA POINT

Term Paper: Case analysis

- High – student communicates a clear understanding of fundamentals of the legal environment in which music business takes place
- Med – student communicates a fairly clear understanding of fundamentals of the legal environment in which music business takes place
- Low – student lacks insight into the legal environment in which music business takes place

Green: 80% of students receive "high" mark on paper, as defined by "B" or better.
Yellow: 75% of students receive "high" mark on paper
Red: 70% of students receive "high" mark on paper

Assessment Data

GOAL #1

Gain field experience in music business

GREEN

GOAL #2

Demonstrate a basic understanding of business theory and recognizing entrepreneurial opportunities

RED

GOAL #3

Demonstrate a basic understanding of music industry functionality, including the legal environment

RED

Analysis of Assessment Results

Goal #1

Gain field experience in music business

Our Music Business students continue to excel in their work environments. We continue to work with our students to locate diverse and challenging internship destinations. Employer supervisor evaluations are overwhelmingly positive, and the quality and number of our destinations continues to expand. Our internship program is on very sound footing and is a strength of our overall music business program.

Goal #2

Demonstrate a basic understanding of business theory and recognizing entrepreneurial opportunities

Since moving away from business plan writing in our Music Business capstone, we have not had in place a measurable data point to assess this outcome. However, we are considering using some data from our Tabor Business School. We are collecting data from the instructors who teach Foundations in Entrepreneurship (ET340). As this class is part of the business core required of all MUMB students, we feel that we can find relevant data to support our assessment of goal two. This collaboration is ongoing.

Also, this fall, we will have our second offering of our new course "DIY: Music, Promo, Distro, and Merch." As this course matures, we feel relevant projects will offer data that speaks to goal two.

Goal #3

Demonstrate a basic understanding of music industry functionality, including the legal environment

With 74% of students achieving a score of "B" or better on the final paper, we are very close to "yellow" with this data point. Scores are improved over last year.

Improvement Plans

Goal #1

Gain field experience in music business

We are always working to increase our database of quality and diverse destinations for our students. We've recently had outstanding success in the Nashville area, as more of our recent alums move there to pursue careers in music and music business. Establishing and maintaining ties with our alums in that area will be a continued priority.

Goal #2

Demonstrate a basic understanding of business theory and recognizing entrepreneurial opportunities

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Also, this fall, we will have our second offering of our new course "DIY: Music, Promo, Distro, and Merch." As this course matures, we feel relevant projects will offer data that speaks to goal two.

Goal #3

Demonstrate a basic understanding of music industry functionality, including the legal environment

Although we remain at "red" for this data point, we see continued improvement in the sophistication of our Music Business students as it relates to their understanding of the music industry functionality and legal landscape. Our students are benefitting from the ongoing improvements to our curriculum and continuity of instruction. We may need to seek additional measurable data points to augment what is currently anecdotal evidence.

Further exploration might be warranted regarding how we can support the ongoing development of our music business students' academic and professional writing. There may be room for greater emphasis within our program, and this will be a discussion point for ongoing departmental meetings.

BM: Commercial Music

Assessment Methods

Goal #1

Demonstrate critical listening and theoretical skills through transcription, harmonization, composition or arranging and style differentiation

MT 415 Commercial Theory

Completion of transcription portfolio, successful completion of piano proficiencies, improved aural skills and style-based harmonic fluency

DATA POINT: Composite grades from transcription projects

Green: 85% students score 80 and above

Yellow: 75% students score 80 and above

Red: 65% students score 80 and above

Goal #2

Demonstrate technological skills in the recording studio or computer-based DAW, or through music production, as well as associated listening skills

MC 202 Studio Techniques II

Pass Sophomore Technical Barrier with a score of 85 or above

DATA POINT: Score on barrier test on first attempt

Green: 85% of students score 85 or above

Yellow: 75% of students score 85 or above

Red: 65% of students score 85 or above

Assessment Data

Goal #1

Demonstrate critical listening and theoretical skills through transcription, harmonization, composition or arranging and style differentiation

57% of the students scored 80 or above on the transcription project

Letter grade breakdown

A = 8

B = 4

C = 5

D = 1

F = 3

Red

Goal #2

Demonstrate technological skills in the recording studio or computer-based DAW, or through music production, as well as associated listening skills

86% of MUCL students passed the barrier exam with score of 85 or higher.

Green

Analysis of Assessment Results

Goal #1

Demonstrate critical listening and theoretical skills through transcription, harmonization, composition or arranging and style differentiation

This data point continues to be disrupted by the fact that not all students complete all of the required transcriptions. Evaluating and calculating for only those transcriptions actually turned in puts us easily into GREEN for this data point. That aside, it should be noted that our numbers are up from last year (with 57% achieving an average score of 80 or above, as compared with 47% last year.)

Goal #2

Demonstrate technological skills in the recording studio or computer-based DAW, or through music production, as well as associated listening skills

Overall barrier scores are significantly improved this year as compared to last. Team teaching in the earlier portions of our technical thread continues to pay dividends. At the same time, we feel that Tech II instruction was improved over last year, with the instructor now having time to settle into the course.

Improvement Plans

Goal #1

Demonstrate critical listening and theoretical skills through transcription, harmonization, composition or arranging and style differentiation

We need for all students to turn in all of the transcriptions. This would easily put us in GREEN for this data point. Improving student buy-in for this particular set of projects will be discussed at our ongoing departmental meetings.

Goal #2

Demonstrate technological skills in the recording studio or computer-based DAW, or through music production, as well as associated listening skills

While we are pleased with the improvement in the scores relative to this specific data point, we see the need (yet again) for increasing the pace and scope of the delivery of our technical content. To that end, faculty will be meeting in July to develop plans for improvement in this area.

BM: Music Education

Assessment Methods

Goal #1

Demonstrate an understanding of current teaching methods and learning theories, as well as their philosophical foundations and historical origins.

ME 251 Personal Growth Narrative

Students articulate their strengths and weaknesses in relation to reestablished methodologies and philosophies.

Data Point: Rubric scores on Personal Growth Narrative

Green: 80% students score 80 and above

Yellow: 70% students score 80 and above

Red: 60% students score 80 and above

Goal #2

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.

ME 470/471 Student Teaching

Students will teach music in a school setting under the supervision of an experienced music educator and university supervisor.

Data Point: University Supervisor's Grades from Student Teaching Evaluations

Green: 85% students will earn an A- or above

Yellow: 75% students will earn an A- or above

Red: 65% students will earn an A- or above

Goal #3

Plan instruction, evaluate its effectiveness using formal and informal assessment strategies, and reflect on the efficacy of their teaching.

ME 460/461 Music Ed Practicum

Students will plan for instruction as part of a school based teaching practicum and reflect on its effectiveness in a detailed journal.

Data Point: Grades on Music Ed Practicum Class.

Green: 80% students score B+ and above

Yellow: 80% students score B and above

Red: 80% students score B- and above

Assessment Data

Student performance data on the stated assessment tools over the past year reveals the following results:

Goal #1

Demonstrate an understanding of current teaching methods and learning theories, as well as their philosophical foundations and historical origins.

Total = 80% of students received a received a score of 80 or above on Personal Growth Narrative.

GREEN

Goal #2

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.

Total = 100% of students received an A- or above for their semester of student teaching

GREEN

Goal #3

Plan instruction, evaluate its effectiveness using formal and informal assessment strategies, and reflect on the efficacy of their teaching.

Total = 80% of students scored B+ or above for their teaching practicum.

GREEN

Analysis of Assessment Results

Goal #1

Demonstrate an understanding of current teaching methods and learning theories, as well as their philosophical foundations and historical origins.

The means of assessment and benchmark for this goal have been changed for this year in order to accommodate the required assessments for teaching certification. The Personal Growth Narrative is the first of a collection of projects used to show evidence that candidates for teaching certification have accomplished the required standards established by the Illinois State Board of Education. This new assignment is completed in their freshman year and asks students to discuss their relative strengths and weakness in terms of their preparation for teaching school children. They need to draw on past experiences and discuss their currently philosophic outlook on education and teaching methods based on what they've learned about in the music education program to that point.

Students performed well on the Personal Growth Narrative and seem to have a good concept of teaching methods and philosophies in the early stages of the music education program. That should provide a good foundation that they can build on as they expand their familiarity with teaching methods and learn to apply them in the classroom.

Goal #2

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.

Student teaching evaluations continue to be strong. Students who continue in the Music Education program appear to be committed to teaching and well prepared to deliver instruction to students. The wealth of practical experiences our students have prior to their student teaching experience seem to be effective in preparing students to deal with real-life teaching situations. We plan to continue and expand our efforts to bring these practical experiences to our students.

Goal #3

Plan instruction, evaluate its effectiveness using formal and informal assessment strategies, and reflect on the efficacy of their teaching.

Our practicum experiences tend to be a turning point for students in terms of their preparation to be working music teachers. It's that point at which they begin to see themselves as teachers (rather than students) and learn the rationale for much of the methodology and techniques they learned about in class.

Based on our assessment, it appears that this process is working well and that the students who continue in the program are well equipped to enter the classroom.

Improvement Plans

We are less focused on improvement at this point and more concerned about how we will have to adapt to the "Common Core Teaching Standards" that were adopted by the state board of education this year. It's likely that these standards will require our students to become much more knowledgeable in literacy and methods of teaching language as part of music instruction. This will also bring with it a new emphasis on integrating music instruction with other subjects at all levels of education. There will certainly be changes in our curriculum, both in terms of class requirements, but also in terms of the kinds of instruction they focus on as they move from theories of learning to their practical application in the field.

BM: Music Performance

Assessment Methods

Goal #1

Demonstrate rigorous performance competency (solo and ensemble)

Private lessons: All instruments use a jury process for the final exam and all areas use the same assessment form to evaluate the juries

DATA POINT: Jury assessment numbers for 2012-2013

Expectations for assessment scores are:

Freshmen - Assessment score of 7/15

Sophomores - Assessment score of 8/15

Juniors - Assessment score of 9/15

Seniors - Assessment score of 10/15

Green: 85% of students meet/exceed minimum

Yellow: 75% of students meet/exceed minimum

Red: 70% of students meet/exceed minimum

Goal #2

Develop extended musical knowledge in history and theory.

Upper level music theory and history courses – final grades

Green: 90% of students finish with a C or better

Yellow: 80% of students finish with a C or better

Red: 75% of students finish with a C or better

Goal #3

Learn the pedagogy and the literature for the specific performance area.

MU 455/456 Vocal Pedagogy / Practicum

MU 453/454 Teaching Applied Music: Piano

MU 4##... Teaching Applied Music (Various instruments—area specific)

DATA POINT:

Final grades in the pedagogy classes.

Green: 90% of students receive B or above

Yellow: 80% of students receive B or above

Red: 75% of students receive B or above

Analysis of Assessment Results

Goal #1

Demonstrate rigorous performance competency (solo and ensemble)

Average scale scores on performance juries (by year, including dimensions)

Year	Command	Musical Elements	Presentation	Scale Average	Number of Juries
1	2.94	3.19	3.03	9.16	24
2	3.03	3.22	3.01	9.25	13
3	3.81	4.00	3.92	11.73	7
4+	3.99	4.09	4.04	12.13	13

Student Achievement

Year	Number of Juries	Expected Minimum Scale	Number of Students at Minimum	Percent of Students at Minimum
1	24	7	21	88%
2	13	8	10	77%
3	7	9	5	71%
4+	13	10	13	100%

Included are the average jury scores for students designated as performance majors at the time of their end of semester jury. Overall scale scores show significant increase by year as one would expect, and as we have found in previous reports.

In looking at the number of performance majors who met our pre-established levels of achievement we found that freshman and senior level students results fall within the "green," sophomore within the "yellow," and juniors within the "red." It is likely that the small number of juries in the junior year make this result unreliable, though we will monitor this result in future years to check for any continuing trends.

GREEN*

Goal #2

Develop extended musical knowledge in history, theory, and conducting.

MT 403 Form and Analysis (F12) 10 students
70% achieved B or above - RED

MH 350 Choral Literature (S13) 15 students
100% achieved B or above - GREEN

Goal #3

Learn the pedagogy and the literature for the specific performance area.

	# Students
MU 456 Vocal Ped. (F12/S13)	12
MU 453 Piano Ped. (F12)	2
MU 461 High String Ped. (F12)	3
MU 461 Low String Ped. (F12)	1
MU 461 Guitar Ped (F12)	4
MU 454 Piano Ped Practicum (S13)	2
MU 462 High String Ped (S13)	1
MU 462 Low String Ped (S13)	1
MU 463 Flute Ped. (F12)	1
MU 464 Saxophone Ped. (S13)	1
MU 466 Brass Ped. (S13)	1

100% achieved B or above - GREEN

Improvement Plans

Goal #1

Demonstrate rigorous performance competency.

We eliminated tracking recital assessment numbers for performance majors as they are always very high. We feel tracking jury assessment data for performance majors will be a better indicator of musical growth over time.

Goal #2

Develop extended musical knowledge in history and theory.

2012/2013 Results: Of the previously projected 9 students taking these courses, the number registered for each course varied from 10-15. They were the only students in need of these courses to complete their degrees. Discrepancies in rigor/content exist between these two courses resulting in two totally different outcomes. We will monitor this carefully as we gather more data over time.

Goal #3

Learn the pedagogy and the literature for the specific performance area.

We will monitor trends by analyzing final grades over time.

B.A.: Music

Assessment Methods

Goal #1

Demonstrate analytical and critical competence in multiple fields of inquiry within music and/or across disciplines.

IN 400: Art and Democracy Kickstarter Project

Students will develop an art project and funding plan that improves the life of the community and that demonstrates collaboration between academic and/or artistic disciplines.

DATA POINT

Grant Project Grades:

GREEN: 90% of students receive a B or higher on the project.

YELLOW: 80% of students receive a B or higher on the project.

RED: 75% of students receive a B or higher on the project.

Assessment Data

Goal #1

Demonstrate analytical and critical competence in multiple fields of inquiry within music and/or across disciplines.

RED

Analysis of the Data

Five BA music students enrolled in IN 400: Art and Democracy Grant Project in Spring 2013. 60% (N=3) students scored a B or higher on the Kickstarter project. Although these scores do not meet the current standards for success, the instructor of the course reports that all BA music students created viable arts projects and outlined specific plans to finance and implement their work. Moreover, these students drew upon a variety of different disciplines in their projects, including not only creative disciplines but finance, copyright law, and marketing. Moreover, all five students scored a 75% (C) or higher on the project, suggesting that further consideration should be given to the usefulness of this standard as it is currently defined.