

**Millikin University
School of Music
FY12 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 2011-12

	Scale Average
Freshmen	7.64
Sophomore	8.29
Junior	9.53
Senior	10.55

Discussion

Results are similar to those in past years and show a significant increase in scores by year. All scores are also consistent with scores from previous years, except for seniors which increased from 9.38.

GREEN

Music Theory/Ear Training Final Grade

FALL 2011

MT111

65% achieved a grade of B- or better
85% achieved a grade of C- or better

MT113

93% achieved a grade of B- or better
100% achieved a grade of C- or better

MT211

65% achieved a B- or better
76% achieved a C- or better

MT213

75% achieved a B- or better
85% achieved a C- or better

SPRING 2012

MT112

NO DATA

MT114

NO DATA

MT212

61% achieved a B- or better
80% achieved a C- or better

MT214

56% achieved a B- or better
81% achieved a C- or better

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 2011-12 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 do not have in place a measurable data point to assess this outcome.

Goal #3

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

MC312 is probably the most academically rigorous course in our Music Business curriculum, and our students find this writing assignment the most challenging portion of this class. That said, scores were a bit lower this year than the previous. To some degree, this group lacked the more developed academic writing skills we would want from, and have seen from, our upperclassmen. This contributed to the slightly lower scores this 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 have added an occasional Music Business "Special Seminar" to bring together all of our music business students (freshmen – senior). Starting this spring, we will leverage this format to give our seniors an opportunity to discuss how they found their internship destinations and what kinds of experiences that had while serving their internship. We feel this will help prepare our younger students for more meaningful internship experiences in turn.

Goal #2

Demonstrate a basic understanding of business theory and recognizing entrepreneurial opportunities

We are exploring two new opportunities within our curriculum to assess this outcome.

One option would be to leverage one of the classes from our business core (as opposed to our *music* business core) in developing a measurable data point that speaks to this goal. The most obvious and likely opportunity would lie within our Foundations of Entrepreneurship class. The close relationship between our Music Industry Studies faculty and our Center for Entrepreneurship will help facilitate further investigation of this specific solution.

A second opportunity may lie within our new course, piloted during the Fall '12 semester, called "DIY: Music, Merch, Distro, and Promo." This project-based music business specific course may offer us several options at appropriate and measurable data points. Having completed our first offering of "DIY," we feel we are in good position to evaluate the effectiveness and rigor of the various projects within, and from there we can articulate a data-point and rubric.

In either case, this will be a high priority actionable item during our January '13 Music Industry Studies faculty meetings.

Goal #3

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

We have determined that our assessment rubric is too rigorous at this data point, and it has been adjusted within this document. We feel that this is a very high quality class with strong instruction and good student outcomes. Course evaluations and senior surveys support this. Still, measurements of our data point leave us in the RED for this year, even with our new rubric.

With so much of our Music Business curriculum project and performance based, we desire that this class remain appropriately theoretical and rigorous. We will continue to monitor the year-to-year trends in this class to see if any further adjusting of our assessment rubric is warranted.

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

47% of the students scored 80 or above on the transcription project

Letter grade breakdown

A = 8

B = 2

C = 2

D = 4

F = 5

Red

Goal #2

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

71% of MUCL students passed the barrier exam with score of 85 or higher.

Red

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 6 of the required transcriptions. Evaluating and calculating for only those transcriptions actually turned in puts us easily into GREEN for this data point.

Goal #2

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

We desire that our technical barrier exam remain appropriately rigorous. We are somewhat surprised at our scores with this group. We feel we have made some progress in this area by accelerating the delivery of content in our Tech I course. Our second course, Tech II, which leads to the barrier, was, this past year, taught by a new faculty member. This may in some way explain the lower scores.

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

We continue to make a serious commitment to strengthening our technical program. Our instructors have added an additional section in each of our technical classes in order to facilitate smaller class size and more hands on learning experiences for each student. Our Tech II course should see improvement in the coming session, as the instructor will now have had some experience in the delivery of this latter portion of our technical content and better understand its relationship to our barrier exam.

With these higher expectations for the quality and depth of instruction in Tech II for Spring '13 in mind, and it is our thought that we will see improved barrier scores in the coming year.

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 Philosophy Statement

Students will articulate a well-supported and coherent philosophy of education based on current teaching methods and theories

Data Point: Grades from philosophy statements

Green: 80% students score B and above

Yellow: 80% students score B- and above

Red: 80% students score C+ 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 B- or above for their music education philosophy paper.

YELLOW

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 = 95% 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 = 86% 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 data point for Goal #1 falls into the YELLOW category this year. Since this assignment is completed by students who are taking their first course in music education and are mostly freshman, this may reflect the challenge that students have articulating philosophical concepts early in the curriculum.

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.

Results of student teaching evaluations for this year's students are very similar to those in past years. Our students are well prepared for student teaching and largely find success when they are placed in area schools.

Goal #3

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

The music education faculty feels that our practicum experiences provide an excellent opportunity for students to work in realistic classrooms with school-aged students. Since the locations for the practicum experiences have been fairly consistent for 4 years now, the programs are now well matched to our students and correlate well to what they are learning in their courses.

Improvement Plans

Helping students synthesize methods and techniques of teaching and to articulate a reasoned philosophy continues to present a challenge, particularly for students who are early in our course sequence. We plan to add more structure to the internship and practicum experiences students have in their early course and perhaps this will help students to better synthesize what they learn in the classroom with their field experience and add necessary relevance to these concepts.

We have also began discussions concerning ways that we can broaden the experience students in music education have to include "non-traditional" ensembles which are becoming increasingly popular in school music programs across the country. These discussions will likely lead to some alterations in various courses and field experiences we offer and will be a part of future assessment data.

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 grades and assessment numbers for 2011-2012

(NOTE: it is important to remember that jury grades and final studio grades are not the same. A jury grade measures a student's performance at a particular moment. A studio grade indicates the growth and work ethic over the course of an entire semester.)

Expectations for minimum grades and assessment scores are:

Freshmen ... Grade of B- ... Assessment score of 7/15

Sophomores ... Grade of B ... Assessment score of 8/15

Juniors ... Grade of B ... Assessment score of 10/15

Seniors ... Grade of B+ ... Assessment score of 11/15

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

MT 403 Form and Analysis

MT 404 Special Topics in Analysis

MH 360 History of Country Music

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:

Vocal and piano areas have a history of built in assessment imbedded into their respective course above. For all other applied areas, students will be required to complete two observations of teachers in areas outside their own, as well as a reflection paper.

Analysis of Assessment Results

Goal #1

Demonstrate rigorous performance competency (solo and ensemble)

2011-12	Grade	Scale	# of Students
FR	ND	8.06	ND
SO	ND	9.85	ND
JR	ND	11.33	ND
SR	ND	11.19	ND

Jury results indicated an upward trend from freshman to senior year. We did not get the recital grades for these students nor the number of students in the program. This is an error that will be corrected next report.

Recital Data

Junior Recital	7 students	Ave. Assessment = ???	Average grade = 3.528
Senior Recital	19 students	Ave. Assessment = ???	Average grade = 3.6

GREEN

Goal #2

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

MT 403 Form and Analysis (F11)	8 students	Average grade = 2.92
MT 404 Special Topics in Analysis (S12)	7	Average grade = 3.1
MH 360 History of Country Music (F11)	8	Average grade = 3.185
MH 360 Am. Cul. /Film/Mus.-Ethics (S12)	9	Average grade = 3.616

GREEN

Goal #3

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

MU 455 Vocal Ped. (F11)	6 students	Average grade = 3.78
MU 456 Vocal Ped. (F11)	4	Average grade = 4
MU 453 Piano Ped. (F11)	2	Average grade = 3.5
MU 463 Woodwind Ped. (F11)	1	Average grade = 4
MU 467 Percussion Ped. (F11)	1	Average grade = 3.7
MU 456 Vocal Ped. (S12)	8	Average grade = 3.875
MU 454 Piano Ped. (S12)	1	Average grade = 4
MU 462 String Ped. (S12)	0	
MU 464 Woodwind Ped. (S12)	1	Average grade = 4
MU 468 Percussion Ped. (S12)	1	Average grade = 3.7

GREEN

Improvement Plans

Goal #1

Demonstrate rigorous performance competency (solo and ensemble)

This is third year that we are tracking junior and senior recital grades and assessments. Once this plan cycles several more times we will be able to get a better picture on how we are doing with this learning goal.

Goal #2

Develop extended musical knowledge in history, theory and conducting.

We continue to include grades from our upper level theory and history courses for the first time in assessing this learning goal. Once this plan cycles several more times we will be able to get a better picture on how we are doing. The conducting piece has been eliminated as it is very difficult to assess.

2011/2012 Results: Of the previously projected 9 students taking these courses, the number registered for each course varied from 7-9. They were the only students in need of these courses to complete their degrees.

Goal #3

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

Assessment of the Performance degree in Woodwinds, brass, and strings. Attempts to consolidate the multiple studios under one systematic method of assessment continue to be uneven across all areas in terms of the pedagogy classes. Due to each individual instructor's ideals, background and teaching methods, along with the varying degree of competency of the individual student(s) enrolled at any given time in these pedagogy classes, the proposed rubric was only loosely adhered to. No systematic collection was done. It is for this reason we include the average grades for each specific pedagogy class as the data point.

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 2011. 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.