

**Millikin University
School of Music
FY14 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	2.79	2.51	2.53	7.80	158
Sophomores	2.92	2.78	2.81	8.52	135
Juniors	3.30	3.13	3.22	9.64	105
Seniors	3.45	3.35	3.45	10.25	112
Total	3.11	2.94	3.00	9.05	510

Discussion

Results are again strikingly similar to those recorded in past years and continue to show a significant increase in scores by year. Overall scores are slight higher than last year's (8.621) as are scores in all dimensions.

It is interesting to note the relatively larger increase in scores from sophomore year to junior year in all dimensions of the rubric (technical = .38, musical = .35, presentation = .41), larger

than increase between other years. It is possible that this is the point at which students in our program tend to reach a significantly higher level of musical maturity and when we can begin to raise expectations. We will continue to monitor this comparison in future years.

GREEN

Music Theory/Ear Training Final Grade

MT 111 86% (4 sections)
MT 113 91% (4 sections)
MT 112 90% (3 sections)
MT 114 95% (3 sections)

MT 211 83% (3 sections)
MT 213 94% (4 sections)
MT 212 90% (2 sections)
MT 214 98% (3 sections)

GREEN

Goal #2

Develop an understanding of music in an historical and cultural context

MH 211: Survey of Western Music I

- Fall 2013: 76.8% of students (53 of 79) scored a final grade of "C" or higher.

GREEN

MH 314: Survey of Western Music II

- Spring 2014: 83% of students (49 of 59) scored a final grade of "C" or higher.

GREEN

MH 316: Introduction to Ethnomusicology

- Fall 2013/Spring 2014: 83% of students (54 of 65) 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

The results of our jury assessment continue to be strong and continue to show improvement from year to year. We feel that the performance training our students receive on an instrument and/or voice is one of the strengths of our program and a central focus for students in all areas of music.

2. Music Theory/Ear Training

Final grades indicate that we are doing a pretty good job preparing our students in this critical academic area. Anecdotal evidence suggests are students are well prepared for graduate school theory diagnostic exams although we have no empirical evidence.

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 been 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

A new data point will be articulated after faculty meetings during the summer. The maturation of our upper division "DIY" and "Music Business Capstone" courses provide ample opportunity for new measurables.

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

No data point at this time.

Goal #3

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

66% of students received a score of "B" or better on the final paper.

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 continued to make inroads into quality destinations in Nashville, Memphis, and Los Angeles. We would like to see more of our students pursuing opportunities in these regions. Financial realities force some of our students to take on less relevant and exciting internship destinations due to their desire or need to live at home and/or take advantage of paid summer work unrelated to their internship. We need to explore ways to encourage students to seek and embrace bigger and better opportunities beyond our local and somewhat limited music business economy.

Goal #2

Demonstrate a basic understanding of business theory and recognizing entrepreneurial opportunities

New data points will be articulated by music business faculty after summer meetings. These will be provided to SOM director before the beginning of instruction for the '14 –'15 school year.

Goal #3

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

We final paper in Legal Issues in Music is an appropriately rigorous and demanding upper division assignment, and a good measurable for this goal. That only 66% of our students scored "high" on this paper is thus not particularly alarming. For the next assessment period, it is suggested that our data points be adjusted as follows:

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

Yellow: 70% of students receive "high" mark on paper

Red: 60% of students receive "high" mark on paper

Faculty will consider assigning the paper earlier in the semester in order to give students more time to work on it and faculty more time to provide feedback and re-writing opportunities.

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

30% of the students scored 80 or above on the transcription project

Letter grade breakdown

A = 3

B = 0

C = 6

D = 1

F = 0

Red

Goal #2

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

76% of MUCL students passed the barrier exam with score of 85 or higher.

Yellow

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.

Goal #2

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

The percentage of students passing the barrier with a score of 85 or better is down very slightly from last year and not a cause for concern. It should be noted that several students were very close to the target score of 85. We remain vastly improved compared with 2 years ago.

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

This summer we will be welcoming in a new clinical faculty member. A complete reevaluation of our technical curriculum will follow. We expect the barrier exam to remain in place, and we expect to continue to use it as a data point. How we can improve student outcomes on the exam will, of course, be a topic of discussion.

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.

Students will examine and observe a specific teaching location and comment on the nature of instruction and teaching methods being used.

Data Point: Rubric scores on "Context of Learning"

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 and deliver instruction as part of a school based teaching practicum.

Students will assess student learning and reflect on the effectiveness of their teaching as part of a comprehensive teaching portfolio assignment.

Data Point: Rubric Scores on "Teaching Portfolio"

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 = Students received a score of 34.27 on the "Context of Learning" rubric which is based on 4 points in 10 dimension of performance (40 possible). This data will be used as a baseline for analysis in future years.

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= 80% of students received a grade of A- or above for the semester of Student Teaching.

Goal #3

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

Total = Students received an average score of 31 out of 45 points on 3 point rubric with 15 dimension of performance. This data will be used as a baseline for analysis in future years.

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.

In the past this goal was monitored using the "Personal Growth Narrative" project which was completed during the Introduction to Music Education class (ME251). However, this assignment was one of the elements in our program-wide assessment system for teaching certification that was overhauled in response to new teaching standards from the Illinois State Board of Education. Consequently that project has been eliminated and replaced with projects that are more in line with these new teaching standards.

This goal will now be addressed using the "Context of Learning" project which is also completed during the Intro to Music Ed class. This assignment asks students to investigate a particular music program in a K-12 school through observation, research, and interviews. They must look for ways that the teacher address student needs through effective planning and instructional delivery. As part of this investigation students examine the teaching methods being used and the way the teacher conveys musicianship to a variety of students. The project is assessed using a 4 point rubric ranging from not-proficient to commendable in ten different dimension. This year's data will be used a baseline for future years.

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.

While the location of this data point remains the same (ME 460/460: Music Ed Practicum), we have changed the assessment tool being collected. With the institution of a new program-wide assessment system for all teaching candidates our students now complete an extensive portfolio project which requires that they deliver an instructional unit to k-12 music students and assess on the effectiveness of their teaching.

We think that this new assessment tool will prove more informative than the semester grades that we used in past years. Since students are assessed on planning, assessment, reflection, language skills, etc. we will be able to pinpoint any potential areas of weakness we may have in our program and make plans for improvement. This year's data will be used as a baseline for analysis in future years.

Improvement Plans

As the "Common Core" standards becomes more ingrained into our state's educational system and as they continue to influence the expectations placed on our students we will have to adapt to these requirements quickly and efficiently. With little room on our program for new courses or new requirements we will have to be careful to satisfy these new demands without compromising the musical opportunities and artistic training of our students. This is sure to present a significant challenge.

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	3.23	2.96	2.99	9.17	18
2	3.26	3.16	3.17	9.59	14
3	3.77	3.48	3.56	10.81	9
4+	3.71	3.77	3.97	11.45	8

Student Achievement

Year	Number of Juries	Expected Minimum Scale	Number of Students at Minimum or above	Percent of Students at Minimum or above
1	18	7	18	100%
2	14	8	11	78%
3	9	9	8	89%
4+	8	10	6	75%

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.

When comparing results to our pre-established levels of achievement for performance majors we find that freshman and junior level students results fall within the "green" category while sophomore and senior students fall within the "yellow," Given the small number of performance majors in our program this result while likely be highly susceptible to an individual low or high score. We will continue to monitor this result in future years to check for any continuing trends.

GREEN*

Goal #2

Develop extended musical knowledge in history and theory.

MH 350 Mus Theatre Hist & Lit I (F13)	3 students 33% achieved B or above - RED
MT 403 Form and Analysis (F13)	1 student 100% achieved B or above – GREEN
MH 360 Puccini (S14)	9 students 88% achieved a B or above – YELLOW
MT 404 Special Topics in Analysis (S13)	3 students 100% achieved a B or above – GREEN

Goal #3

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

	# Students
MU 463 Woodwind Ped./Sax (F13)	1
MU 453 Piano Pedagogy II (S14)	1
MU 456 Vocal Ped. Practicum (S14)	2
MU 459 Applied Vocal Ped. (S14)	2
MU 463 Woodwind Ped./Bassoon (S14)	1
MU 466 Brass Ped./Trumpet (S14)	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.

2013/2014 Results: These numbers reflect only performance majors. The projected number of students taking these courses remains low. Although the students involved in these courses are for the most part those who are in need of these courses to complete their degrees, we encourage all students considering graduate school to enroll.

Goal #3

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

We will monitor trends by analyzing final grades over time. Although these numbers reflect only the performance majors in the designated areas, individual faculty encourage non-performance majors to participate in these pedagogy courses if they are even remotely considering continuing their musical education at the graduate level.

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.