

Music BA

Music History

Goal Description:

BA students will be knowledgeable regarding the general history of music and proficient in identifying composers, genres, and styles of compositions from the representative periods of Music History they have studied.

Providing Department: Music BA

Progress: Ongoing

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Music History Writing Skills

Learning Objective Description:

Students will develop the necessary skills to discuss and explain in detail important concepts related to music history by writing in a clear, fluent manner consistent with norms within the field.

RELATED ITEM LEVEL 2

Improving Music History Learning by Writing

Indicator Description:

The traditional semester essay will be replaced by a regular journal assignment in which students have to reflect on the weeks' topics and bring them into a concise piece of writing. In this way writing becomes a learning tool rather than a more or less unrelated activity. Furthermore, the instructors can give feedback on the students' writing in a more targeted fashion.

Criterion Description:

Overall performance of students who regularly complete the journal assignment is expected. Moreover, students should display significant improvements in their writing—particularly style, grammar, and expression.

Findings Description:

In the calendar year 2022, Dr. Hughes joined the music history faculty and Dr. Aschauer was on sabbatical. Given the new situation of the faculty, 2023 seems to be an appropriate moment for a re-evaluation of all music history assessment strategies.

RELATED ITEM LEVEL 3

Improving Music History Learning by Writing

Action Description:

Given the faculty situation in 2022, while the outlined strategies continued to be employed, no data was collected.

Music Theory

Goal Description:

BA students will become proficient with the necessary fundamental skills associated with Music Theory.

Providing Department: Music BA

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Sight Singing Assessment

Learning Objective Description:

Each student will demonstrate a proficiency in music literacy skills, such as effectively demonstrating the ability to sight sing a diatonic and a chromatic melody using solfege. The assessment of sight singing within the Music Theory curriculum highlights important skills covered in the core Music Theory and Musicianship sequence, such as: musical fluency, pitch accuracy, rhythm accuracy, and solfege mastery.

RELATED ITEM LEVEL 2

Sight Singing Assessment

Indicator Description:

At the completion of Musicianship 3, the capstone class within the core sequence for performance-based skills in the Music Theory curriculum, students will be assessed on their sight singing ability of both diatonic and chromatic music. The sight singing assessment tool will allow faculty to collect data in the following areas: musical fluency, pitch accuracy, rhythm accuracy, and solfege mastery.

Criterion Description:

This semester (Fall 2022) we collected data for sight singing assessment.

On a scale of 1 to 10, the benchmark in all areas for assessment is 8, which is admittedly high. After collecting the data, we investigated the results.

Areas of assessment in sight singing (diatonic and chromatic music):

- (1) Musical Fluency
- (2) Pitch Accuracy
- (3) Rhythm Accuracy
- (4) Solfege Mastery

Findings Description:

Findings for Sight Singing Assessment:

- (1) Musical Fluency: 7.5 (not met)
- (2) Pitch Accuracy: 7.5 (not met)
- (3) Rhythm Accuracy: 8.5 (were met)
- (4) Solfege Mastery: 7.5 (not met)

RELATED ITEM LEVEL 3

Sight Singing Assessment Diagnostic

Action Description:

Beginning Fall 2023, the School of Music has hired Dr. Bryan Espinosa as an assistant professor of Music Theory. Together with Dr. Kevin Clifton, we will investigate how we can improve the Musicianship courses to better meet the needs of our students without sacrificing academic standards. In the past, the musicianship courses were mainly taught by adjunct faculty and it was difficult to maintain academic standards because of human error in collecting data for assessment. While there is a standardized syllabus for all Musicianship classes, with standardized grading scales, we are not confident that data collection has been consistent across the board. This, of course, is on par in any academic program with multiple faculty teaching the same section of a course for data collection. Since the findings of the sight singing assessment hovered

around the 7.5 mark (indicating that the benchmark of 8 was not met), we will continue to assess not only how we collectively teach this skill in all sections of the course, and, importantly, continue to assess how data is consistently collected.

Performance Application

Goal Description:

Students in the BA must be able to perform a variety of undergraduate repertoire, demonstrating musicianship, technical proficiency, and interpretive understanding on a principal instrument/voice.

Providing Department: Music BA

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Instrumental/Vocal Performance Proficiency

Learning Objective Description:

At the completion of the fourth semester of applied study, each student will demonstrate, through a juried performance, proficiency in instrumental/vocal performance relative to technical command, rhythmic accuracy, intonation, tonal control and musicianship.

RELATED ITEM LEVEL 2

Instrumental/Vocal Performance Proficiency

Indicator Description:

Students perform an end-of-semester juried performances for applied faculty in their specific area that demonstrates the culmination of their semester's work. Students must also show consistent progress in key areas of their respective instrument/voice and perform at an acceptable level corresponding to their grade level, and must pass a "proficiency" which demonstrates a minimum skill set before being permitted to register for upper level applied instrument credits. The ideal is for each student to pass the proficiency at the first attempt; however, due to the rigorous application of indicator standards that are common to the SHSU applied faculty, a high, yet realistically attainable criterion is that students should pass the proficiency hearing with no more than three (3) attempts. The School of Music considers a pass rate of 90% of the students attempting proficiency every semester to be successful.

Criterion Description:

The students' proficiency jury will be used to evaluate and indicate the pass/fail rate. A minimum of three faculty adjudicators rate the juries and agree on a final proficiency outcome.

Findings Description:

The School of Music had three total BA proficiency attempts in applied lessons for AY 23. All three successfully passed.

Attached Files

 [BA Proficiencies Results.pdf](#)

RELATED ITEM LEVEL 3

Instrumental/Vocal Performance Proficiency

Action Description:

The School of Music will continue to use the pass/fail of the proficiency as a benchmark for assessment, with a 90% pass rate as a goal for the school.

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

Performance: Because the performance goal fell short of the criterion, the applied faculty will continue to work to raise the skill set of students preparing for their proficiency. By working to address the deficiencies as well as continuing to recruit high-level musicians, the School of Music is confident that proficiency pass rate will improve.

Music Theory: Based on the results from the sight singing assessment, the music theory division will continue to focus on improving students' overall musicianship skills in the area of successfully singing a melody at sight. This musical skill is a good indicator of basic musical competency, which assesses students' overall ability to quickly integrate their pitch and rhythmic fluency. By building a comprehensive pedagogical approach amongst the faculty, the School of Music is confident that students' skill level will improve to reach the benchmark in the following areas in sight singing: overall musicianship, rhythmic accuracy, pitch accuracy, and solfege accuracy.

Music History: Due to faculty staffing instability the assessment was not carried out in the planned manner. A new faculty hire will bring more planability and the assessment will be repeated.

Update of Progress to the Previous Cycle's PCI:

Performance: The BA majors met the goal this year by 100% passing their proficiency on the first attempt. This was especially impressive as these students were right at the heart of the learning loss classes due to COVID.

New Plan for Continuous Improvement Item

Closing Summary:

1. The music theory assessment plan for the upcoming year will continue to focus on targeted areas in the musicianship curriculum, as well as explore additional areas in the core music theory sequence.
2. The performance assessment plan for the upcoming year will continue to focus on the proficiency as a benchmark for skill attainment. The applied faculty are continuing to raise their recruitment efforts as the learning loss from COVID is being seen in the new students, which is a challenge to maintain high standards.