

# Music BM

## Music History

### Goal Description:

BM music 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 BM

**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. Students will also be able to write 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 an 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:

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

**Providing Department:** Music BM

## 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 excerpt 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 BM 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 BM

### 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.

Attached Files

 [Performance Assessment.pdf](#)

#### 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.

Attached Files

 [WW Proficiency Exam Example Spring 2022.pdf](#)

 [Voice Proficiency Exam Example Spring 2022.pdf](#)

#### Findings Description:

The School of Music had 45 BM (performance, music education, and composition) proficiency attempts over the course of AY 23. Of those 45 attempts, 35 successfully passed, with 10 failing, for a successful pass rate of 77.8%. This is significantly below our target goal of 90%.

Attached Files

 [BM Proficiencies Results.pdf](#)

## **Instrumental/Vocal Performance Proficiency**

### **Action Description:**

It is very likely that the steep decline in the pass rate on proficiencies this year was due to the learning loss being experienced as a result of COVID. The majority of these students are sophomores who would have completed their last two years of high school at the height of the pandemic and online learning, which is not conducive to gaining skills on an applied instrument.

The applied faculty are working hard to continue to recruit high level musicians, as well as working to bring those with deficient skills due to COVID up to speed as quickly as possible.

## **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 slightly 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, pitch accuracy, rhythm 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. The assessment will be repeated.

These three target areas outlined in this assessment plan serve as the foundation for all BM degree programs in the School of Music (BM Music Education, BM Composition, and BM Performance). In addition to the above action items, in Fall 2022 the Assessment Committee plans to meet regularly to discuss how the BM assessment plan can be broadened in scope to assess specific curricular goals and desired student outcomes in the BM Music Education, by far the most populated degree program in the School of Music. The Assessment Committee will discuss various curricular aspects notable to the degree, such as conducting, ensemble performance, instrumental/vocal techniques, as well as the upper-level education capstone experience, among others.

### **Update of Progress to the Previous Cycle's PCI:**

**Performance:** The performance goal of the School of Music fell significantly short of our goal this year, having only 78.8% of attempted proficiencies passed and a goal of 90%.

## **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 recruiting higher level players and singers, and ensuring that the current students are gaining the skills as needed to be successful in the applied proficiency. 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.