

Music Therapy BM

Clinical Musicianship Skills

Goal Description:

BM music therapy students will demonstrate foundational competence in vocal and self-accompaniment skills prior to commencement of clinical training experiences.

Providing Department: Music Therapy BM

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

Practicum Readiness - Chord Progressions

Learning Objective Description:

Students will demonstrate the ability to competently play on piano and/or guitar a given set of major (I-IV-V-I in C, D, and G major) and minor chord (i-iv-V-i in a, d, or e minor) progressions with a steady tempo, consistent accompaniment pattern, and accurate and fluid chord changes.

RELATED ITEM LEVEL 2

Practicum Readiness Evaluation

Indicator Description:

Each student will be required to pass the Practicum Readiness Evaluation (PRE) prior to the start of Music Therapy Practicum courses. The evaluation can be repeated up to two times. Music therapy faculty developed current iteration of the PRE in consultation with music therapy assessment consultants hired through an Office of Assessment and Planning mini-grant, as well as through review of PRE-style evaluations that other institutions utilize. SHSU music therapy professors serve as jurors and utilize a rubric to evaluate students' performances across a variety of criteria, which they will average to calculate overall scores for the chord progression component and song accompaniment component.

Attached Files

 [PRACTICUM PROF eval](#)

Criterion Description:

Scores for the PRE are determined by the attached rubric and 4-point scale. An average score of 3 is required in each section in order to pass the PRE. Students who earn a 2.8 or 2.9 in one or both sections will earn a grade of "provisional pass" and will need to re-do the lower-scored section(s) at the end of the semester and earn a score of 3.0 in order to continue in practicum the following semester.

Attached Files

 [PRE.Rubric.xlsx](#)

Findings Description:

At the end of the spring 2023, six students were eligible for and attempted for the first time the PRE. Of these six students who took the PRE, three passed and three did not pass. The reasons for these students not passing are as follows:

Student 1: Song accompaniment - difficulties with voice, including finding the starting pitch, singing the correct melody, and staying in the correct key.

Students 2 and 3: Unprepared for PRE - did not follow directions in selecting songs according to PRE instructions, and thus were unable to complete the PRE in its entirety.

RELATED ITEM LEVEL 3

Practicum Readiness Evaluation

Action Description:

In the upcoming academic year, the faculty will adjust the curriculum to focus on the areas of deficiency: song accompaniment and preparing students for PRE.

RELATED ITEM LEVEL 1

Practicum Readiness - Song Accompaniment

Learning Objective Description:

Students will demonstrate the ability to competently sing while accompanying themselves a total of four different songs, including: 1) a song of their choice, sung acapella (does not need to be memorized); 2) a song of their choice, sung while accompanying themselves rhythmically using body percussion or a percussion instrument of their choice (does not need to be memorized); 3) a song from a children's movie/cartoon/show, sung from memory while accompany themselves on piano or guitar in the key of their choice; and 4) a common preschool or folk song, sung from memory while accompanying themselves on piano or guitar in a key of their choice that is different from the key they selected for the other guitar/piano accompanied song.

RELATED ITEM LEVEL 2

Practicum Readiness Evaluation

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RELATED ITEM LEVEL 3

Practicum Readiness Evaluation

Action Description:

In the upcoming academic year, the faculty will adjust the curriculum to focus on the areas of difficiency: song accompaniment and preparing students for PRE.

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 Therapy 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

Music History Learning Through 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 music therapy students will become proficient with the necessary fundamental skills associated with Music Theory.

Providing Department: Music Therapy BM

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.

Music Therapy Board Certification

Goal Description:

BM music therapy students will be fully prepared to obtain board certification in music therapy and to practice ethically as professional MT-BC's (Music Therapists - Board Certified).

Providing Department: Music Therapy BM

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Music Therapy Board Certification

Learning Objective Description:

Following the completion of all coursework, including the music therapy internship, students will evidence sufficient knowledge for board-certification in the areas of music therapy referral, assessment, and treatment planning; treatment implementation and termination; documentation and evaluation; and professional development and responsibilities.

RELATED ITEM LEVEL 2

Board Certification Examination

Indicator Description:

Following completion of the undergraduate program, students planning to practice as professional music therapists must pass the national board-certification examination administered by the Certification Board for Music Therapists (CBMT).

Criterion Description:

CBMT disseminates quarterly both institution-specific and national board-certification pass rates. These pass rates are separated out by first-time exam takers and repeat test takers, with first-time pass rates being the purest form of data. As a program, we consider a first-time pass rate at or above the national average to be adequate.

In addition to information about first-time and repeat test takers' pass rates, CBMT provides on request ultimate pass rates, which are look back at a particular period of time to gauge how many candidates from the university have ultimately passed, regardless of if it was their first attempt or a repeat attempt. As a program, we consider an ultimate pass rate of 70% to be adequate.

Findings Description:

At the time of completing this assessment report, we are missing the CBMT quarterly report from Q1 2023 (it appears to have been lost in the mail; we recently emailed CBMT to request that they send a PDF copy through email). Once we receive this document, we will update the assessment report with findings.

RELATED ITEM LEVEL 3

Board Certification Examination

Action Description:

In the future, we will report assessment findings during the academic year to establish areas of concern noted in the certification, that can be addressed in the classroom curriculum.

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 Therapy 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.

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 11 total proficiency attempts from Music Therapy majors. Of the 11 attempts, only 5 passed, with a successful pass rate of 45.5%, well below the goal of 90%

Attached Files

RELATED ITEM LEVEL 3

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:

Music History:

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. Dr. Clifton and incoming faculty member Dr. Espinosa plan to work with music therapy faculty this upcoming year on Musicianship course revisions to better help therapy students build practical skills (e.g., using popular songs for sight singing and aural skills practice exercises).

Practicum Readiness Evaluation: Will update this section once findings and actions are entered.

Board Certification: Will update this section once findings and actions are entered.

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 45.5% of attempted proficiencies passed and a goal of 90%.

New Plan for Continuous Improvement Item

Closing Summary:

1. 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.