

Music Therapy BM  
Assessment Plan Summary

Music Therapy BM

Clinical Music Skills

Goal Description:

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

RELATED ITEMS/ELEMENTS - - - - -

RELATED ITEM LEVEL 1

Practicum Readiness

Learning Objective Description:

Students will prepare to sing and self-accompany 30 songs from designated genres, with a minimum of 10 fully memorized, in various keys and playing styles. Singing must be in tune and with a pleasing quality, and playing must be appropriate for the chosen song and uninterrupted by mistakes.

RELATED ITEM LEVEL 2

Practicum Readiness Evaluation

Indicator Description:

Each student will be required to pass a Practicum Readiness Evaluation (PRE) prior to the start of Music Therapy Practicum courses. The evaluation can be repeated up to two times. Music therapy professors will serve as jurors and will choose 5-7 songs from a list of 30 presented by the student. The student will be evaluated based on memorization, pitch accuracy, rhythmic accuracy, vocal quality, and accompaniment choices and quality (see rubric).

Attached Files

 [PRACTICUM PROF eval](#)

Criterion Description:

Scores for the PRE are determined by the attached rubric. An average score of 2.2 or above is needed in order to pass. As a unit, the department considers an annual pass rate of 80% to be a success.

Findings Description:

Data was taken on the PRE pass rate for spring 2016. Eighteen of twenty-two, or 82%, of students passed with a score of 2.2 or above, exceeding our program goal of 80%.

RELATED ITEM LEVEL 3

Practicum Readiness

Action Description:

Music therapy faculty will continue to focus on singing and accompaniment skills during the freshman level guitar course in preparation for the Practicum Readiness Evaluation. Faculty will also be available to students who wish to receive feedback on their performance prior to the evaluation.

Music History

Goal Description:

BM music therapy 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.

RELATED ITEMS/ELEMENTS - - - - -

RELATED ITEM LEVEL 1

Music History Written and Aural Evaluations

Learning Objective Description:

Given listening evaluations within each music history course, students will identify the relevant composers, genres, and styles of compositions from the respective periods of music history. They will demonstrate, in writing, knowledge regarding the history of music and its cultural contexts for the time periods studied.

RELATED ITEM LEVEL 2

**Demonstrating Knowledge of Historical Facts and Concepts Regarding Music, and Identifying Music from Major Historical Periods Indicator Description:**

Each student will be required to take both written exams and comprehensive listening exams covering the respective composers, genres and styles of composition for the period of music history they are studying, as well as related historical context. During listening exams, examples will be played and the students are expected to identify the appropriate information for each recording excerpt, demonstrating their knowledge of musical styles and time periods.

**Criterion Description:**

Scores resulting from written and listening exams are categorized as 90-100=Excellent; 80-89=Above Average; 70-79=Average; Below 70= Below Average. As a unit, the department considers above average proficiency by 50% of students to be a success.

**Findings Description:**

Scores were compiled from four music history courses offered during the 2015-2016 academic year. Students were music majors completing one of several degree programs within the School of Music. Twenty-one percent of students scored in the excellent range, 34%in the above average range, 28% in the average range, and 16% in the below average range. Therefore, 55% scored above average, exceeding the School of Music's goal of 50%.

RELATED ITEM LEVEL 3

**Music History Assessment**

**Action Description:**

Increased communication with musicology and music history faculty regarding the assessment process, procedures, and details will improve our data gathering and reporting in the coming year. An assessment committee has been formed for this purpose. The committee will be re-evaluating what specific criteria will be assessed, how often assessments are made, and what changes, if any, are necessary.

**Music Theory**

**Goal Description:**

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

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

**BM Music Therapy Students Will Demonstrate Proficiency In Music Theory**

**Learning Objective Description:**

Each student will demonstrate proficiency in music fundamentals, part writing, and analysis through a skills based assessment exam administered at the end of four semesters of study.

RELATED ITEM LEVEL 2

**Music Theory End Of Sequence Assessment**

**Indicator Description:**

At the end of the fourth semester of music theory, each student will be assessed in music fundamentals, 4-voice part writing composition that uses both diatonic and chromatic chords, and score study that focuses on the following parameters: phrase and periodic structures, sentential design, diatonic and chromatic chords, key relationships, formal design, and general stylistic issues. A final score representing the evaluation of all music theory areas of proficiency is determined.

**Criterion Description:**

Grades resulting from the final, comprehensive score are categorized as 90-100= Excellent; 80-89= Above Average; 70-79= Sufficient. As a unit, the department will consider 90% of the students scoring 70% or higher to be a success.

**Findings Description:**

91% of students met the target: 12% at the Excellent level; 38% Above Average; and 41% at the Sufficient level. The remaining 9% did not work at Sufficient level.

RELATED ITEM LEVEL 3

**Music Theory Assessment**

**Action Description:**

In order to increase the level of knowledge and skills in the music theory and musicianship area, the faculty re-evaluated the textbooks used in the entire sequence of courses, and determined that a change needed to be made. The new texts were placed in use beginning in the Fall 2015 semester, and the efficacy of this adjustment will be more closely examined concluding the 2016-2017 academic year.

**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).

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:**

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

**Criterion Description:**

Institution-specific scores are disseminated quarterly by the CBMT. As a unit, the department considers an 80% first-time pass rate to be a success.

**Findings Description:**

According to the most recent data disseminated by the CBMT (July, 2014-June, 2015), SHSU graduates taking the board certification exam for the first time passed at a rate of 79% (15/19), approaching our program goal of 80%.

RELATED ITEM LEVEL 3

**Board Certification Exam Pass Rates**

**Action Description:**

We will continue monitoring Board Certification Examination pass rates and requiring students to take the CBMT practice test as a course assignment. Additionally, we will gather feedback from students regarding the areas of the practice test on which they scored lowest, in order to determine any trends that indicate need for greater attention to certain areas within the program.

**Performance Application**

**Goal Description:**

Music Therapy Students in the BM must perform appropriate undergraduate repertoire, demonstrating musicianship, technical proficiency, and interpretive understanding on a principal instrument/voice.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

**Instrumental / Vocal Performance Proficiency**

**Learning Objective Description:**

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

**Performance Jury**

**Indicator Description:**

Each BM Music Therapy student, regardless of level, is required to complete a juried instrumental/vocal performance each semester. The juries consist of School of Music faculty from the designated area (i.e woodwind, brass, string, guitar, percussion, and vocal). The performance is evaluated using a departmental jury form. Students should demonstrate a well prepared performance exhibiting technical command, rhythmic accuracy, intonation, tonal control and overall musicianship appropriate to their academic level.

**Criterion Description:**

Scores from the end of semester juries are categorized as "A"= Excellent; "B"= Average; "C" Below Average. The School of Music considers 80% of the students scoring in the excellent range to be a success.

**Findings Description:**

With three of seven School of Music areas reporting, data indicates that 60% of music students performed final performance juries with scores in the "excellent" range. This does not meet the School of Music's goal of 80%. In order to accrue data that is more representative of the School of Music as a whole, we will work to improve response rates in the coming year.

**RELATED ITEM LEVEL 3**

**Performance Area Assessment**

**Action Description:**

Increased communication with faculty regarding the assessment process, procedures, and details will improve our data gathering and reporting in the coming year. An assessment committee has been formed for this purpose.

In the area of performance juries specifically, we will work to improve response rates in the coming year, thus accruing data that is more representative of the School of Music as a whole.

**Update to Previous Cycle's Plan for Continuous Improvement**

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

The School of Music continues to evaluate its curriculum and methodologies in an effort to provide the greatest music education to our students. For curricular growth we have proposed two Performance Certificate programs, one post-bachelors and one post-masters. This will address some of the performance needs as well as begin the process of growing towards a Doctor of Music degree. This summer the Master of Art in Band Conducting went active. We continue to assess and evaluate the effects of this degree.

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

The SHSU curriculum committee has approved the School of Music's two performance certificate programs, and they are now ready for implementation. Additionally, the School of Music will undergo its 10-year review by our accrediting body, the National Association for Schools of Music (NASM), during the 2016-2017 academic year. NASM will provide recommendations that, when followed, should serve to strengthen degree programs within the School of Music.

**Action Summary**

**Closing Summary:**

Music History: Increased communication with musicology and music history faculty regarding the assessment process, procedures, and details will improve our data gathering and reporting in the coming year. An assessment committee has been formed for this purpose. The committee will be re-evaluating what specific criteria will be assessed, how often assessments are made, and what changes, if any, are necessary.

Music Theory: In order to increase the level of knowledge and skills in the music theory and musicianship area, the faculty re-evaluated the textbooks used in the entire sequence of courses, and determined that a change needed to be made. The new texts were placed in use beginning in the Fall 2015 semester, and the efficacy of this adjustment will be more closely examined concluding the 2016-2017 academic year.

Music Performance: Increased communication with faculty regarding the assessment process, procedures, and details will improve our data gathering and reporting in the coming year. An assessment committee has been formed for this purpose.

In the area of performance juries specifically, we will work to improve response rates in the coming year, thus accruing data that is more representative of the School of Music as a whole.

Board Certification: We will continue monitoring Board Certification Examination pass rates and requiring students to take the CBMT practice test as a course assignment. Additionally, we will gather feedback from students regarding the areas of the practice test on which they scored lowest, in order to determine any trends that indicate need for greater attention to certain areas within the program.

Practicum Readiness: Music therapy faculty will continue to focus on singing and accompaniment skills during the freshman level guitar course in preparation for the Practicum Readiness Evaluation. Faculty will also be available to students who wish to receive feedback on their performance prior to the evaluation.