

UNIT REPORT

Music BM  
Assessment Plan Summary

# 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.

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. Although the music history area considers "Above Average" proficiency by 50% of students a success, the area acknowledges that if 75% of students score "Average" (C) or above, this is a successful result.

**What do these grades signify?**

“A” represents outstanding distinction and excellence. An “A” is attainable, but requires intensive study, complete understanding of all course content, and attention to detail.

“B” signifies levels of solid accomplishment and understanding. “Above Average” is more common than “Excellent” (A) but rarer than “Average” (C).

“C” signifies average, more simple, but adequate knowledge. The grade of a “C” is acceptable.

“D” represents results less than adequate. A grade of “D” means course material is not understood in content and/or in context.

“F” is a clear failure. It represents lack of comprehension.

**Findings Description:**

During the fall 2016 semester, 75% of students scored a C or above on the listening evaluation, while 88.5% of students scored a C or above on the written portions.

During the spring 2017 semester, 74% of students scored a C or above on the listening evaluation, while 85% scored a C or above on the written portions.

Overall, more than 75% of students scored a C or above on listening and written evaluations, thus the stated criteria was met.

RELATED ITEM LEVEL 3

**Music History Action**

**Action Description:**

A new pre-course and post-course assessment will be implemented in the two upper-level music history courses. Students will be given a pre-course listening assessment to measure their incoming knowledge of representative composers, genres, dates, and musical styles from upcoming course content. At the end of the semester, assessment will be given by comparing the pre-course assessment to the exit comprehensive listening assessment.

To measure students’ knowledge gained regarding the history of music and its cultural contexts, three exam scores will be averaged at the end of the semester.

The assessment of students in music history courses will be twofold:

- 1. Listening and critical-thinking skills will be measured by:
  - 1. Pre-course listening assessment
  - 2. Post-course exit comprehensive listening assessment
- 2. Historical and cultural context of music history will be assessed by the:
  - 1. Average of three specialized exam scores addressing relevant course content

Music Theory

Goal Description:

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

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

BM Music 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:

Grades from the final exam from Spring 2017 are as follows:

90-100 = 20%

80-89 = 50%

70-79 = 30%

60-69 = 0%

0-59 = 0%

RELATED ITEM LEVEL 3

Music Theory Action

Action Description:

No further action required.

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.

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 student, regardless of level, is required to complete a juried instrumental/vocal performance each semester. The jury panels 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. These scores are independent of the semester grade and are a comprehensive assessment of their musical development.

#### **Findings Description:**

Data collection for this indicator is ongoing and will be entered at a later date in Summer 2017.

#### **RELATED ITEM LEVEL 3**

### **Performance Jury Action**

#### **Action 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. These scores are independent of the semester grade and are a comprehensive assessment of their musical development.

For the 2017-2018 academic year, we will continue to aim for 80% of the students scoring in the excellent range.

#### **RELATED ITEM LEVEL 2**

### **Sophomore Proficiency Performance Evaluation**

#### **Indicator Description:**

Every sophomore music major must complete a sophomore proficiency exam (or "barrier") comprised of several different elements specifically tailored to their area of concentration.

With feedback from the applied music faculty and various collected sources from other institutions and organizations around the country, the School of Music Assessment Committee has created a Performance Assessment Tool and an accompanying rubric for use by the faculty during the performance portion of the sophomore proficiency exam. The document directs the student's applied teacher to provide a numerical score for a variety of essential elements within the musical performance. These elements include Rhythm, Note Accuracy, Tempo, Intonation, etc.

The applied faculty will complete the form and return it to a member of the Assessment Committee. The Committee will then meet to compile all of the semester's scores for analysis.

#### **Criterion Description:**

We will use a newly-created document titled Performance Assessment Tool in conjunction with a Performance Assessment Rubric. Please see the uploaded document.

Attached Files

[!\[\]\(06b7456efb47d301bca6298603e7f4fc\_img.jpg\) Performance Assessment](#)

#### **Findings Description:**

Data was collected after the conclusion of both the Fall 2016 and Spring 2017 semesters. Because of when the Performance Assessment Tool was distributed to the faculty, not all areas were able to incorporate it into their sophomore proficiency exams for the Fall 2016 semester. We collected as much data as we could for the Fall 2016 semester and had a more complete data set at the end of the Spring 2017 semester.

For the Fall 2016 and Spring 2017 semesters, we collected 52 assessment forms that evaluated the performances during the sophomore proficiency exams in all instrumental and vocal areas. The students in all categories scored on average a bit above expectations, with the strongest category being Tempo accuracy and the weakest being Tone Quality. The minimum score recorded in any category was 1.5, corresponding to between Unsatisfactory and Below Expectations, and the maximum score in any category was 5, corresponding to Exemplary.

This information will be passed along to the performance faculty at the beginning of the Fall 2017 semester so they may make appropriate adjustments regarding the focus of their instruction.

Attached Files

 [Performance Assessment](#)

RELATED ITEM LEVEL 3

### **Sophomore Proficiency Performance Action**

#### **Action Description:**

Our collection of baseline data from the 2016-2017 school year has provided an excellent starting point from which we can fine-tune our goals and further clarify the usage of our Performance Assessment Tool for the applied faculty.

Based on this year's data, we will aim to improve the average score of the 3 lowest categories (Tone Quality, Technique, Articulation) to be above a 3.4 during the 2017-2018 academic year. The methodology by which this will be accomplished is left up to each of the applied faculty in their area of expertise.

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

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

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.

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

Music History:

Increased communication with musicology and music history faculty improved our data gathering and reporting, as these faculty members made crucial contributions to our assessment planning and documentation. Faculty gave feedback concerning current assessment practices, needs, and future directions, including specified Actions for the upcoming year (see next cycle's PCI)

Music Theory:

This year's evaluation of the effectiveness of new textbooks included an evaluation of our Musicianship I pass rate. We found that only 10% needed to repeat the class, which is typical for an undergraduate theory/musicianship curriculum. The faculty filled out a survey after grades were turned in, which directly pinpointed students that did not pass. Faculty observed that of the students that did not pass, the most common reasons were: 1) students missed class more than the allotted 3 times; 2) students were consistently late to class; 3) students were not prepared for class; 4) students did not turn in many assignments. Faculty will continue to stress the importance of keeping up with class work, being prepared, and attending class on a consistent basis. Since the pass rate for Musicianship 1 was on target, no further action is required.

Music Performance:

Much of the work of the School of Music Assessment Committee was focused on the assessment of our performance areas. The committee developed and disseminated new forms to assess performance skills demonstrated by students after 4 semesters of private study, and at the point of the junior and senior recitals. Those forms were collected and evaluated by the committee, and results were reported (see Findings in the performance area).

## **PCI 2017-2018**

### **Closing Summary:**

#### Music History.

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#### Performance Jury.

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. These scores are independent of the semester grade and are a comprehensive assessment of their musical development.

For the 2017-2018 academic year, we will continue to aim for 80% of the students scoring in the excellent range.

#### Sophomore Proficiency.

Our collection of baseline data from the 2016-2017 school year has provided an excellent starting point from which we can fine-tune our goals and further clarify the usage of our Performance Assessment Tool for the applied faculty.

Based on this year's data, we will aim to improve the average score of the 3 lowest categories (Tone Quality, Technique, Articulation) to be above a 3.4 during the 2017-2018 academic year. The methodology by which this will be accomplished is left up to each of the applied faculty in their area of expertise.

#### Music Theory.

Faculty will continue to stress the importance of keeping up with class work, being prepared, and attending class on a consistent basis. Since the pass rate for Musicianship 1 was on target, no further action is required.