

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:

The pass rate for students who took the PRE in 2017 was 81% (13/16), meeting our goal of 80%. However, two students who were scheduled for the PRE did not show, presumably due to lack of readiness, decreasing the pass rate to 72% (13/18). According to our criteria, students have 3 opportunities to pass the PRE, and a "no show" during the semester prior to their intended practicum start date results in a "fail" and is counted as the first attempt. They are then allowed a second attempt at the beginning of the semester of their intended practicum start date.

RELATED ITEM LEVEL 3

Practicum Readiness Action

Action Description:

In addition to continuing preparation for the PRE through beginning piano and guitar classes and through offering additional meetings with students, we will begin building "mock PRE" exercises into the Fundamentals of Guitar class. We will compare data from 2018 to data from 2017 to determine the immediate effects of such preparation exercises.

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. 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 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:

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.

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, 2015-June, 2016), SHSU graduates taking the board certification exam for the first time passed at a rate of 71%, equal to the national average of 71% by shy of our program goal of 80%.

RELATED ITEM LEVEL 3

Music Therapy Board Certification Action

Action Description:

We will continue monitoring Board Certification Examination pass rates and requiring students to take the CBMT practice test as a course assignment. We have made email contact with SHSU students and graduates who have recently taken the practice test, and are gathering data 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. We are currently in the data-gathering process. During the next assessment cycle, we will evaluate that data and determine what, if any, curricular changes should be made.

Performance Application

Goal Description:

Music Therapy 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 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:

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

 [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.

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.

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.

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).

Board Certification:

We monitored Board Certification Examination pass rates and continued requiring students to take the CBMT practice test as a course assignment. Additionally, we contacted current students and recent graduates 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. Feedback is currently being gathered from these students. While no trends have been discovered yet, more data is required in order to determine patterns.

Practicum Readiness:

Music therapy faculty have continued to focus on singing and accompaniment skills during the freshman level guitar course in preparation for the Practicum Readiness Evaluation. Faculty was also be available to students who wished to receive feedback on their performance prior to the evaluation. Several students took advantage of the opportunity to play for faculty and receive feedback prior to the evaluation. However, it is unclear whether this had an impact on PRE results.

PCI 2017-2018

Closing Summary:

Board Certification Pass Rates

We will continue monitoring Board Certification Examination pass rates and requiring students to take the CBMT practice test as a course assignment. We have made email contact with SHSU students and graduates who have recently taken the practice test, and are gathering data 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. We are currently in the data-gathering process. During the next assessment cycle, we will evaluate that data and determine what, if any, curricular changes should be made.

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