

# School of Music Assessment Plan – BA/BME/MTECH results 2014-2015

## Process for Assessing the Data

### Annual Assessment Process

- 1) Data is collected from identified courses.
- 2) The assessment coordinator tabulates the scores. Areas where the acceptable performance threshold has not been met are highlighted.
- 3) The scores are presented to the faculty.
- 4) The faculty reviews the assessment results, and makes decisions on how to respond.
  - If an acceptable performance threshold has not been met, a faculty response is required. Possible responses:
    - Gather additional data next year to verify or refute the result.
    - Change something in the curriculum to try to fix the problem.
    - Change the acceptable performance threshold.
  - Faculty can respond to assessment results even if the acceptable performance threshold has been met.
- 5) A summary of the year's assessment activities and faculty decisions is reported to the Provost's Office in your Department's Annual Assessment Activities report.

**Acceptable performance threshold for each outcome:** At least 80% of students will be rated "Proficient" or higher on every category of the scoring rubrics.

## **1. Program Learning Outcomes (BA = outcomes 1-5; BME = outcomes 1-7; MTEC 1-5, 8-12)**

(adapted from the learning outcomes in the National Association of Schools of Music handbook)

*Our graduates will have:*

*(1) The ability to hear, identify, and work conceptually with the elements of music such as rhythm, melody, harmony, and form.*

*(2) An understanding of and the ability to read, interpret, and perform musical notation in a variety of musical styles.*

*(3) An understanding of compositional processes, aesthetic properties of style, and the ways these shape and are shaped by artistic and cultural forces.*

*(4) An acquaintance with a wide selection of musical literature, the principal eras, genres, and cultural sources.*

*(5) The ability to develop, express, and defend musical judgments.*

*(6) The knowledge, skills, and judgment to be a musical leader in a variety of teaching situations.*

*(7) An understanding of human development, educational psychology, and pedagogical techniques.*

*(8) MTEC: Experience composing and arranging (orchestrating) music in a variety of styles; for acoustic instruments, electronic sounds, and visual media, using a variety of software and hardware tools.*

*(9) MTEC: Experience creating soundtracks for visual media, to include narrative, documentary, and experimental film.*

*(10) MTEC: Theoretical knowledge and practical skills necessary for crafting original audio through sound design, digital signal processing, and synthesis techniques.*

*(11) MTEC: Demonstrated competency in recording, editing, and mixing multi-track audio for standard popular and classical ensembles.*

*(12) MTEC: A practical understanding of acoustics, psychoacoustics, and audio electronics.*

## 2. Learning Outcomes in the Curriculum

### All Required Courses Offered by the School of Music

Highlighted boxes indicate the learning outcome is addressed in the course.  
The letter X indicates that the outcome is assessed in the course

	Cr	1	2	3	4	5	6	7
The following courses are required for the BA and BME degrees:								
MUSI 105—Music Theory I	3							
MUSI 106—Music Theory II	3	X	X					
MUSI 135—Keyboard Skills I	1							
MUSI 136—Keyboard Skills II	1							
MUSI 140—Aural Perception I	1							
MUSI 141—Aural Perception II	1	X	X					
MUSI 195—Applied Music I (min 2 sem)	2							
MUSI 205—Music Theory III	3							
MUSI 206—Music Theory IV	3	X		X				
MUSI 230-233—Advanced Keyboard Skills	2							
MUSI 240—Aural Perception III	1							
MUSI 241—Aural Perception IV	1	X	X					
MUSI 295—Applied Music II (min 2 sem)	2							
MUSI 395 - Applied Music III (min 1 sem)	1	X	X					
MUSI 301-303; 307IA—Music History*	6			X	X	X		
MUSI 499R	3				X	X		
The following courses are required only for the BME degree:								
MUSI 335, 336, 339 - Conducting	5							
MUSE 123/130/131/132/134/135/442- Instrumental Techniques and Vocal Pedagogy	8							
MUSI 442 - Instrumentation	2							
MUSE 395/397 - K-8 General Music	4						X	X
MUSE 437/497MI - Instrumental Music	4						X	X
MUSE 439/497MC - Choral Music	4						X	X
EDU 410 - Student Teaching	12							

The following courses are required for the MTECH degree:

Cr	1	2	3	4	5	8	9	10	11	12

MUSI 105—Music Theory I	3																			
MUSI 106—Music Theory II	3	X	X																	
MUSI 135—Keyboard Skills I	1																			
MUSI 136—Keyboard Skills II	1																			
MUSI 140—Aural Perception I	1																			
MUSI 141—Aural Perception II	1	X	X																	
MUSI 195—Applied Music I (min 2 semesters)	2																			
MUSI 295—Applied Music II (min 1 semester)	1	X	X																	
MUSI 301-303, 307IA—Music History*	9				X	X	X													
MUSI 485 – Acoustic Composition	2				X	X	X	X												
EELE 217 – The Science of Sound	2																			X
FILM 256 – Multimedia Audio Production	3											X						X		
MUST 115 – Intro to Digital Music	3																			
MUST 125 – MIDI and Electroacoustic Composition	3																	X		
MUST 220 – Recording I	3																		X	X
MUST 305 – Orchestration for New Media	2		X						X											
MUST 341 – Sound Design and Synthesis	3																	X		
MUST 380 – Interdisciplinary Proj. I: Film	3								X	X	X									
MUST 382 – Interdisciplinary Proj. II (variable topics)	3																			
MUST 384 – Film Scoring	3					X	X	X												
MUST 499R – Senior Capstone Projects (vari. topics)	3				X		X													
<b>--- MTEC Electives (6 cr. Required) ---</b>																				
MUST 217 – Entertainment Business	3																			
MUST 225 – MONSTER Electroacoustic Ensemble	2																			
MUST 320 – Recording II	3																			
MUST 350 – Real-time Computer Music	3																			
MUST 482 – Electronic Composition	1+																			
MUST 498 Internship – MTEC (vari. topics)	1+																			

OUTCOME 1	Rhythm	Melody	Harmony	Form
	2.04	2.11	1.94	1.93
OUTCOME 2	Reading	Performing		
	2.04	2.02		
OUTCOME 3	Processes	Style	Forces	
	1.94	1.98	2.31	
OUTCOME 4	Context			
	2.15			
OUTCOME 5	Judgements	Knowledge	Skills	
	2.28	N/A	N/A	
OUTCOME 6	Skills			
	2.9			
OUTCOME 7	Pedagogy	Development	Assessment	
	2.7	2.7	2.5	
OUTCOME 8	Instruments	Sound	Media	
	1.86	2	2	
OUTCOME 9	Narrative	Documentary	Film	
	N/A	N/A	2	
OUTCOME 10	Crafting			
	2.29			
OUTCOME 11	Recording	Mixing		
	2.36	2.36		
OUTCOME 12	Acoustics	Electronics		
	N/A	N/A		

**Scoring rubric for learning outcome #1: Ability to hear, identify and work conceptually with the elements of music such as rhythm, melody, harmony and form**

Outcome Category	Unacceptable 0	Marginal 1	Proficient 2	Exceptional 3
Rhythm	Very weak demonstration of rhythmic ability	Not accurate but demonstrates some ability	Mostly accurate with some areas of weakness	Strong demonstration of rhythmic accuracy and understanding
Melody	Very weak demonstration of pitch/melodic recognition and realization	Not accurate but demonstrates some ability	Mostly accurate with some areas of weakness	Strong demonstration of melodic accuracy and understanding
Harmony	Very weak demonstration of harmonic recognition and realization	Not accurate but demonstrates some ability	Mostly accurate with some areas of weakness	Strong demonstration of harmonic accuracy and understanding
Form	Very weak understanding of musical form	Not accurate but demonstrates some ability	Mostly accurate with some areas of weakness	Strong demonstration of understanding of musical form

**Scoring rubric for learning outcome #2:** *An understanding of and the ability to read, interpret, and perform musical notation in a variety of musical styles.*

Outcome Category	Unacceptable 0	Marginal 1	Proficient 2	Exceptional 3
Reading and interpreting musical notation	Very weak demonstration of fluency in reading and interpreting musical notation	Limited demonstration of fluency in reading and interpreting musical notation	Competent demonstration of fluency in reading and interpreting musical notation	Strong demonstration of fluency in reading and interpreting musical notation
Performing in a variety of styles	Very weak demonstration of performance skills	Limited demonstration of performance skills	Competent demonstration of performance skills	Strong demonstration of performance skills

**Scoring rubric for learning outcome #3:** *An understanding of compositional processes, aesthetic properties of style, and the ways these shape and are shaped by artistic, technical, and cultural forces.*

Outcome Category	Unacceptable 0	Marginal 1	Proficient 2	Exceptional 3
Compositional processes	Very weak demonstration of understanding	Limited demonstration of understanding	Competent demonstration of understanding	Strong demonstration of understanding
Aesthetic properties of style	Very weak demonstration of understanding	Limited demonstration of understanding	Competent demonstration of understanding	Strong demonstration of understanding
Influence of artistic, technical, and cultural forces on composition and style	Very weak demonstration of understanding	Limited demonstration of understanding	Competent demonstration of understanding	Strong demonstration of understanding

**Scoring rubric for outcome #4:** *An acquaintance with a wide selection of musical literature, the principal eras, genres, and cultural sources.*

Outcome Category	Unacceptable 0	Marginal 1	Proficient 2	Exceptional 3
Ability to place music in historical, cultural, and stylistic contexts	Very weak demonstration of ability	Limited demonstration of ability	Competent demonstration of ability	Strong demonstration of ability

**Scoring rubric for outcome #5:** *The ability to develop, express, and defend musical judgments.*

Outcome Category	Unacceptable 0	Marginal 1	Proficient 2	Exceptional 3
Develop, express, and defend musical judgments	Very weak demonstration	Limited demonstration	Competent demonstration	Strong demonstration



**Scoring rubric for learning outcome #6:** *The knowledge, skills, and judgment to be a musical leader in a variety of teaching situations.*

Outcome Category	Unacceptable 0	Marginal 1	Proficient 2	Exceptional 3
Musical Knowledge	Very weak demonstration of musical knowledge necessary for teaching	Limited demonstration of musical knowledge necessary for teaching	Competent demonstration of musical knowledge necessary for teaching	Strong demonstration of musical knowledge necessary for teaching
Musical Skills	Very weak demonstration of musical skills necessary for teaching	Limited demonstration of musical skills necessary for teaching	Competent demonstration of musical skills necessary for teaching	Strong demonstration of musical skills necessary for teaching

**Scoring rubric for learning outcome #7: *An understanding of human development, educational psychology, and pedagogical techniques.***

Outcome Category	Unacceptable 0	Marginal 1	Proficient 2	Exceptional 3
Pedagogy - knowledge	Very weak understanding of pedagogy in music education	Limited understanding of pedagogy in music education	Adequate understanding of pedagogy in music education	Thorough understanding of pedagogy in music education
Knowledge of child development	Demonstrates little or no understanding of child development or strategies to differentiate instruction	Demonstrates limited understanding of child development and strategies to differentiate instruction	Demonstrates adequate understanding of child development and strategies to differentiate instruction	Demonstrates thorough understanding of child development and strategies to differentiate instruction
Assessment	Assessments are poorly designed and/or do not align with standards.	Assessments are weakly designed or marginally align with standards.	Assessments are adequately designed and somewhat align with standards	Assessments are well designed and align with standards .

**Scoring rubric for outcome #8:** *MTEC: Experience composing and arranging (orchestrating) music in a variety of styles; for acoustic instruments, electronic sounds, and visual media, using a variety of software and hardware tools.*

Outcome Category	Unacceptable 0	Marginal 1	Proficient 2	Exceptional 3
Acoustic Instruments	Very weak demonstration	Limited demonstration	Competent demonstration	Strong demonstration
Electronic Sounds	Very weak demonstration	Limited demonstration	Competent demonstration	Strong demonstration
Visual Media	Very weak demonstration	Limited demonstration	Competent demonstration	Strong demonstration

**Scoring rubric for outcome #9:** *MTEC: Experience creating soundtracks for visual media, to include narrative, documentary, and experimental film.*

Outcome Category	Unacceptable 0	Marginal 1	Proficient 2	Exceptional 3
Visual Media Narrative	Very weak demonstration	Limited demonstration	Competent demonstration	Strong demonstration
Visual Media Documentary	Very weak demonstration	Limited demonstration	Competent demonstration	Strong demonstration
Visual Media Experimental Film	Very weak demonstration	Limited demonstration	Competent demonstration	Strong demonstration

**Scoring rubric for outcome #10:** *MTEC: Theoretical knowledge and practical skills necessary for crafting original audio through sound design, digital signal processing, and synthesis techniques.*

Outcome Category	Unacceptable 0	Marginal 1	Proficient 2	Exceptional 3
Crafting original audio through sound design, digital signal processing, and synthesis techniques.	Very weak demonstration	Limited demonstration	Competent demonstration	Strong demonstration

**Scoring rubric for outcome #11:** *MTEC: Demonstrated competency in recording, editing, and mixing mutli-track audio for standard popular and classical ensembles.*

Outcome Category	Unacceptable 0	Marginal 1	Proficient 2	Exceptional 3
Studio Recording	Very weak demonstration	Limited demonstration	Competent demonstration	Strong demonstration
Editing and Mixing	Very weak demonstration	Limited demonstration	Competent demonstration	Strong demonstration

**Scoring rubric for outcome #12: MTEC: A practical understanding of acoustics, psychoacoustics, and audio electronics.**

Outcome Category	Unacceptable 0	Marginal 1	Proficient 2	Exceptional 3
Acoustics and psychoacoustics	Very weak demonstration	Limited demonstration	Competent demonstration	Strong demonstration
Audio electronics	Very weak demonstration	Limited demonstration	Competent demonstration	Strong demonstration

**Acceptable performance threshold for each outcome:** At least 80% of students will be rated “Proficient” or higher on every category of the scoring rubrics.

### Schedule for Reviewing Assessment Plan Elements

Element	Year					
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Outcomes			X			X
Rubrics			X			X
Matrix			X			X
Schedule			X			X

### Schedule for Reviewing the Courses in the Curriculum/Outcomes Matrix

Course	Year					
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
ALL			X			X

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This plan will be updated on a regular basis and submitted to the Office of the Provost each Dec., along with the School of Music’s Annual Assessment Activities Report for the previous academic year.

# Annual Assessment Report

Academic Year: 2014-2015

Department: Music

Program(s): Music; Music Technology; Music Education

Assessment reports are to be submitted annually to report assessment activities and results by program. The reports are due every summer with a deadline of September 15<sup>th</sup> each year.

The use of this template is entirely optional.

*Note: These reports have been required by MSU policy since 2004.*

## 1. What Was Done

Based on our School of Music Assessment Plan and rubrics, we evaluated learning outcomes 1-12 during the 2014-2015 school year.

## 2. What Data Were Collected

We collected data from all music majors enrolled in the identified courses. Students were scored on the given rubrics and scores submitted to the curriculum committee. Average scores for each outcome are reported in our annual assessment report.

## 3. What Was Learned

On the learning outcomes assessed, our SOM students score at or above the threshold values.

There were six sub-categories for which no scores were reported.

## 4. How We Responded

While we are not scheduled to review the course in the Outcomes Matrix until 2016-2017, the curriculum committee suggests looking at this early in the 2015-2016 year. Outcomes 1 and 2 are currently scheduled to be assessed in five separate courses. We feel that we will still get representative data with fewer overall scores.

We need to make sure faculty scheduled to collect data report their scores. We are currently missing scores for two sub-categories of Outcome 5, two sub-categories of Outcome 9, and two sub-categories of Outcome 12. Alternately, the curriculum committee will explore the feasibility of assessing those specific outcomes and possible alternate measures of these sub-categories.

While all our scores collected are at or above threshold values, we especially want to improve scores on Outcomes 1, 2, and 3. During Fall 2015, we are piloting a new section of Fundamentals of Music Creation for music majors who are not placed in Theory I, Aural Perception I, and Keyboard I. Our goal is to make an impact on retention and improve outcomes for success in our music degree programs. The combination of this offering in conjunction with shifting the beginning sequence of music courses to the spring term will allow students the opportunity to develop basic musicianship skills (fluent music reading, introductory aural skills and keyboard exposure) in an

active, participatory manner. The emphasis of this course will be its skill-based approach to reading, performing and understanding musical notation.