

Department of Music Core Competencies Assessment Report—Spring 2018

Critical Thinking

Students will be able to examine, critique and synthesize information in order to arrive at reasoned conclusions.

Outcome Measure

ETS Proficiency Profile Exam

Criteria for Success

80% of the students will be marginal or proficient at Level 2 Reading/Critical Thinking.

Aligned with DQP Learning Areas

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data

	Percentage of Students Marginal or Proficient					
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
ETS Proficiency Profile Level 2 Critical Thinking	100.0%	69.2%	85.7%	61.1%	93.3%	81.0%

Conclusions Drawn from Data

The percentage of students that are at or above the proficient level fluctuates a great deal from year to year. Since we admit students to our program based on talent and performing ability the makeup of our student body is not consistent. We do not teach critical thinking skills in a single course but have aspects scattered throughout our curriculum.

Changes to be Made Based on Data

None at this time

Rubric Used

No rubric. We use the ETS Proficiency Profile test results.

Department of Music Core Competencies Assessment Report

Written Communication

Students will be able to effectively express ideas and information to others through written communication.

Outcome Measure

ETS Proficiency Profile Exam

Criteria for Success

80% of the students will be marginal or proficient at Level 2 Writing.

Aligned with DQP Learning Areas

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data

	Percentage of Students Marginal or Proficient					
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
ETS Proficiency Profile Level 2 Writing	83.3%	84.6%	85.7%	77.8%	86.7%	66.7%

Conclusions Drawn from Data

The Music Department has worked over the past three years to improve the writing across our curriculum. Students are at or very close to achieving the stated goal in writing. We are not always pleased with the level of writing that our students are doing but we feel that the levels are improving. We have worked on coordinating our writing across the curriculum but more work is needed.

Changes to be Made Based on Data

Continue to work with the various teachers of music academic courses to coordinate writing across our curriculum. Continue to press the Library and Administration to upgrade the research tools that are available to music students. Continue to stress the need for accepted, academic citations in all written assignments.

Rubric Used

No rubric. We use the ETS Proficiency Profile test results.

Department of Music Core Competencies Assessment Report

Quantitative Reasoning

Students will be able to solve problems that are quantitative in nature.

Outcome Measure

ETS Proficiency Profile Exam

Outcome Measure

ETS Proficiency Profile Exam

Criteria for Success

70% of the students will be marginal or proficient at Level 2 Math.

Aligned with DQP Learning Areas

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data

	Percentage of Students Marginal or Proficient					
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
ETS Proficiency Profile Level 2 Math	83.3%	69.2%	85.7%	83.3%	86.7%	71.4%

Conclusions Drawn from Data

Our students appear to be meeting this criteria although we do not have a single course that all music majors take that address these skills. The only course that is math based is Post-Tonal theory that uses set theory, a subset of Discrete Mathematics. This course is taken by all BMus students. A better place for quantitative reasoning would be in interpreting music industry data in MUH431, our capstone course.

Changes to be Made Based on Data

Continue to work with the instructor in MUH431 to incorporate more research, information literacy and interpretation of industry metrics.

Rubric Used

No rubric. We use the ETS Proficiency Profile test results.

Department of Music Core Competencies Assessment Report

Learning Outcome 4—Information Literacy

Students will be able to identify, locate, evaluate, and effectively and responsibly use and cite information

Outcome Measure

Final Paper in MUH431—Each student completes a final project consisting of a paper and an oral presentation on the topic of Role, Calling and Music Careers, as a part of their participation in the Senior Seminar. The audience for this talk will include department faculty, fellow students and possibly alumni. The students will be given the evaluation criteria in advance of their presentation and will be rated by the faculty using the AAC&U rubric with a scale of 4 (Capstone) to 1 (Benchmark) in each of the major areas.

Criteria for Success

75% of the students should have an average score of at least 3 in each of the major areas.

Aligned with DQP Learning Areas

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data

Information Literacy	Percentage of Students at 2.5 or Higher				
	2013-14	2014-15	2015-16	2016-17	2017-18
Determine the Extent of Information	61%	71%	65%	73%	76%
Access the Needed Information	61%	90%	70%	60%	63%
Critically Evaluate Information	61%	63%	71%	65%	67%
Use Information Effectively	81%	89%	90%	75%	77%
Ethically Access and Use Information	73%	92%	90%	65%	81%

Conclusions Drawn from Data

Our students write well and present themselves confidently. However, our students face a major hurdle when accessing music data in that they do not have campus access to RILM, our major, discipline-specific database in music. Students need to go to San Diego State in order to get access to RILM. As a result, most students relied on simple, readily accessible music data sources (such as Wikipedia), sources that often are neither authoritative nor reliable. PLNU also recently lost its music reference librarian and students were not properly trained in handling music data sources. Students too often cited opinions in their papers that were simply not backed by industry data sources. S

Changes to be Made Based on Data

The instructor is planning a major reworking of this course in order to increase student satisfaction. We will re-evaluate this assignment in Spring 2019.

Rubric

See below

AAC&U Information Literacy VALUE Rubric

	Capstone 4	Milestones		Benchmark 1
		3	2	
Determine the Extent of Information Needed	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
Access the Needed Information	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
Evaluate Information and its Sources Critically*	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view).	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (such as relevance to the research question, currency, and authority).	Chooses a variety of information sources. Selects sources using basic criteria (such as relevance to the research question and currency).	Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question).
Use Information Effectively to Accomplish a Specific Purpose	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.

<p>Access and Use Information Ethically and Legally</p>	<p>Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</p>	<p>Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</p>	<p>Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</p>	<p>Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</p>
--	--	---	---	---

SP 2017—Department of Music Core Competencies Assessment Report

Learning Outcome 5—Oral Communication

Students will be able to speak about their work with precision, clarity and organization

Outcome Measure

Oral Presentation in MUH431—Each student presents a 10-minute oral presentation the topic of Role, Calling and Music Careers, based on their final project/paper, as a part of their participation in the Senior Seminar. The audience for this talk will include department faculty, fellow students and possibly alumni. The students will be given the evaluation criteria in advance of their presentation and will be rated by the faculty using the AAC&U rubric with a scale of 4 (Capstone) to 1 (Benchmark) in each of the major areas.

Criteria for Success

75% of the students should have an average score of at least a 3 in each of the areas of the AAC&U rubric.

Aligned with DQP Learning Areas (circle one or more):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data

	SP2014	SP2015	SP2016	SP2017
Organization	82%	88%	81%	91%
Language	90%	83%	87%	86%
Delivery	91%	92%	89%	92%
Supporting Materials	65%	66%	61%	56%
Central Message	66%	70%	71%	83%

Conclusions Drawn from Data

In general, we feel that our students are making progress in developing their presentations skills but we are still unhappy with the data generated by the final project in this class. Our students are very confident in a public setting since, as musicians, they are constantly called upon to

perform publically and are very well acquainted with that process. However, the quality of what they are presenting is not always at the same level as the presentation itself. We would like to see more substance in their presentations, a greater appreciation of the diversity of sources and data and more fluency on how to present data in an effective manner. Only three students in the class provided proper footnoting or bibliographies. None followed standard academic practice.

Changes to be Made Based on Data

None at this time.

Rubric

See below

AAC&U Value Rubric—Oral Communication

	Capstone 4	Milestones		Benchmark 1
		3	2	
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations) make appropriate reference to information or analysis that significantly supports the presentation	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.

Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.
------------------------	--	---	---	---