

## **SP 2019—Department of Music Core Competencies Assessment Report**

### **Learning Outcome 1—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				
	2014-15	2015-16	2016-17	2017-18	2018-19
<b>ETS Proficiency Profile Level 2 Critical Thinking</b>	<b>85.7%</b>	<b>61.1%</b>	<b>93.3%</b>	<b>81.1%</b>	<b>83.3%</b>

### **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.

## **SP 2019—Department of Music Core Competencies Assessment Report**

### **Learning Outcome 2—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				
	2014-15	2015-16	2016-17	2017-18	2018-19
<b>ETS Proficiency Profile Level 2 Writing</b>	<b>85.7%</b>	<b>77.8%</b>	<b>86.7%</b>	<b>87.8%</b>	<b>83.7%</b>

### **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**

None at this time.

### **Rubric Used**

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

## SP 2019—Department of Music Core Competencies Assessment Report

### **Learning Outcome 3—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				
	2014-15	2015-16	2016-17	2017-18	2018-19
<b>ETS Proficiency Profile Level 2 Math</b>	85.7%	83.3%	86.7%	91.3%	83.6%

#### **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**

None at this time.

#### **Rubric Used**

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

## **SP 2019—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			
	2015-16	2016-17	2017-18	2018-19
Determine the Extent of Information	65%	73%	75%	93%
Access the Needed Information	70%	60%	80%	80%
Critically Evaluate Information	71%	65%	81%	95%
Use Information Effectively	90%	75%	80%	79%
Ethically Access and Use Information	90%	65%	90%	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**

None at this time.

### **Rubric**

See below

## AAC&U Information Literacy VALUE Rubric

	<b>Capstone</b> 4	<b>Milestones</b>		<b>Benchmark</b> 1
		3	2	
<b>Determine the Extent of Information Needed</b>	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.
<b>Access the Needed Information</b>	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.
<b>Evaluate Information and its Sources Critically*</b>	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).
<b>Use Information Effectively to Accomplish a Specific Purpose</b>	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.
<b>Access and Use Information Ethically and Legally</b>	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.	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.	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.	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.

## **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

One of the problems that we note is that although we have changed the standards and measurements based on this assignment, the assignment itself has not kept pace. The instructor needs to continue to work on the parameters for this assignment to ensure the quality of the breadth and depth of information that the students are accessing to accompany the successful, personal reflection part of the assignment. Students need to be aware that they must follow standard, academic bibliographical procedure and format.

## Rubric

See below

# AAC&U Value Rubric—Oral Communication

	<b>Capstone 4</b>	<b>Milestones</b>		<b>Benchmark 1</b>
	3	2		
<b>Organization</b>	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.
<b>Language</b>	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.
<b>Delivery</b>	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.
<b>Supporting Material</b>	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.
<b>Central Message</b>	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.