

## **Multi-Year Assessment Plan**

### **Multi-Year Assessment Plan:**

A Multi-Year Assessment Plan has not yet been set with certainty by the music department, but areas of focus could be as follows:

- 2011-12 Assess effectiveness of Applied Music Studies

(Addressed in Bachelor of Arts PO # 3, BA Music Ed PO # 2, BM Performance #2)

- 2012-13 Assess effectiveness of Music History Studies

(Bachelor of Arts PO #3, BM Performance PO #1)

- 2013-14 Assess Effectiveness of Professional Degree components

(BA Music and Ministry PO #2, BA Music Ed PO #1, BM Performance PO #2, BM Composition #3)

### **Outcome1**

#### **Program Intended Educational Outcome**

BA Program Outcome #1

Attain essential competencies in musicianship skills in Written Theory, Aural skills and Keyboard Musicianship, as demonstrated by successful completion of course examinations in MUT 120 Music Theory I, MUT 121 Music Theory II and the Piano Proficiency Exam (required of all music majors).

#### **Means for Assessment and Criteria for Success**

As all of the music degree programs share a common core curriculum, there is a common core of 4 Program Outcomes shared by all of the degrees. For 2010-11 data was collected to assess 4 foundational elements of these shared Program Outcomes.

BA Program Outcome #1

Attain essential competencies in musicianship skills in Written Theory, Aural skills and Keyboard Musicianship, as demonstrated by successful completion of course examinations in MUT 120 Music Theory I, MUT 121 Music Theory II and the Piano Proficiency Exam (required of all music majors).

To assess the development of competencies described in PO #1, two portions of the Final Exam from MUT 120 Music Theory I was selected for study. This course is required of all music majors and is ordinarily completed during spring semester of the first year of study.

In MUT 120 Music Theory I students are assigned a **harmonization** project in which they are required to harmonize a traditional hymn in four-part writing. These projects are later used as the basis for the analysis portion of the final exam. Successful completion of the assignment requires mastery of key harmonic concepts, understanding of part-writing practice and the ability to analyze the contents of a musical score. For the current assessment the students' exam papers were evaluated to determine the degree to which the desired objectives were completed and a mean score was calculated. The goal for this assignment was to achieve a class average of 75% or better.

The Ear training portion of Final Exam from MUT 120 Music Theory I was surveyed to evaluate the level of development in **Aural Skills** achieved by early level music majors. The ability to accurately discern musical details by hearing alone is an essential skill for all musicians. For this portion of the exam students were expected to identify or notate musical elements, such as melodic intervals, triads or rhythmic patterns after hearing them two or three times. For this assessment, a similar approach was used to evaluate the students' exam papers to determine the degree to which the desired objectives were completed and a mean score was calculated. The goal for this assignment was to achieve a class average of 75% or better.

The music department has historically required students in all music degree programs to complete a proficiency exam in functional keyboard skills. These skills serve as an important tool for upper division study across the discipline, so it has long been a recommendation that students complete the exam by the end of the sophomore year. While a series of piano skills classes is offered to support students in the preparation of the piano proficiency exam, completion of the courses is not uniform as students enter the university with a wide range skill development or deficit in this area. The exam is administered every semester and the students may take the exam as many times as needed until they complete the requirement. To assess the effectiveness of the keyboard skill component of the curriculum the transcripts of the most recent graduating class were examined to determine the number of semesters elapsed between entry into the music program and the completion of the exam. After the time to completion was determined for each graduate, the average preparation time was calculated for the graduating class. With the department's stated goal of completion by the end of the sophomore year as an established benchmark, the goal for this outcome would be to have an average completion time of 4 semesters or less.

#### **Outcome4**

##### **Program Intended Educational Outcome**

###### BA Program Outcome #4

Develop and articulate a clear application of the concepts of calling, role, path and purpose as they apply to the field of the music discipline, as demonstrated in the final essay assigned in MUH 431 Faith, Life and Music.

##### **Means for Assessment and Criteria for Success**

###### BA Program Outcome #4

Develop and articulate a clear application of the concepts of calling, role, path and purpose as they apply to the field of the music discipline, as demonstrated in the final essay assigned in MUH 431 Faith, Life and Music.

The department has developed a capstone course, MUH 431 Faith, Life and Music, that seeks to provide some foundational bases for the integration Christian faith with pursuit of music as a vocation. Woven into the course are discussions of 1) calling to a particular **Role** in the profession, 2) the **Path** that is customarily followed to pursue different professional roles in music, and 3) the ways practicing professionals articulate a sense of **Purpose** when they discuss their work. Along with readings and class presentations, students are required to interact directly with practicing professionals who are pursuing work similar to the student's own avenue of vocational interest. The final class assignment is an extended essay in which each student is asked to summarize what she has learned from the course and then articulate an individual statement of her intended Role, Path and Purpose. A rubric has been developed to assess the degree to which each student has successfully articulated her own particular application of these concepts. The goal for this initial study was to achieve a class average score of 75%.