

Department of Music
Core Competency Data for BA in Music: Fa 2020 - Sp2021

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 | 2019-20 | 2020-21 | 2021-22 |
| Number of students | | 18 | 15 | 21 | 13 | 11 | 10 | 15 |
| ETS Proficiency Profile Level 2 Critical Thinking | 85.7% | 61.1% | 93.3% | 81.1% | 83.3% | 72.7% | 60.0% | 53.3% |

Conclusions Drawn from Data

The decline in critical thinking proficiency observed previously, in the academic years affected by the worldwide pandemic, continues to be evident. It is also possible that the low percentage of proficient students this year reflects the change in university admissions policy, eliminating the college admissions test requirement.

As noted in past years, the percentage of students that are at or above the proficient level fluctuates a great deal from year to year. Because 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.

Music Core Competencies

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 | 2019-20 | 2020-21 | 2021-22 |
| Number of students | | 18 | 15 | 21 | 13 | 11 | 10 | 15 |
| ETS Proficiency Profile Level 2 Writing | 85.7% | 77.8% | 86.7% | 87.8% | 83.7% | 72.7% | 70.0% | 66.7% |

Conclusions Drawn from Data

The decline in critical thinking proficiency observed previously, in the academic years affected by the worldwide pandemic, continues to be evident. It is also possible that the low percentage of proficient students this year reflects the change in university admissions policy, eliminating the college admissions test requirement.

Changes to be Made Based on Data

None at this time.

Rubric Used

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

Music Core Competencies

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 | 2019-20 | 2020-21 | 2021-22 |
| Number of students | | 18 | 15 | 21 | 13 | 11 | 10 | 15 |
| ETS Proficiency Profile Level 2 Math | 85.7% | 83.3% | 86.7% | 91.3% | 83.6% | 63.6% | 60% | 80% |

Conclusions Drawn from Data

The math data for Music students in 2021-22 showed increased proficiency compared with the previous two years, whereas writing and critical thinking scores in 2021-22 declined. This could be an anomaly, rather than the representation of increased math proficiency.

As previously noted, the music curricula does not include a single course that all music majors take that address these skills. The only course that is math based is Post-Tonal theory, which uses set theory, a subset of Discrete Mathematics. This course is taken by all B.Mus students. A better place for quantitative reasoning would be in interpreting music industry data in MUH4031, 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.

Music Core Competencies

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 MUH4031—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 | 2019-20 | 2020-21 | 2021-22 |
| Number of students | 18 | 15 | 21 | 13 | 11 | 10 | |
| 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% | * | | |

*Covid

Conclusions Drawn from Data

There was a change in personnel teaching this course. Data will be available for 22-23.

Changes to be Made Based on Data

There will be a change in faculty teaching this course.

Rubric

AACU Info Literacy 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. |
| Access and Use Information Ethically and Legally | 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. |

Music Core Competencies

Learning Outcome 5—Oral Communication

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

Outcome Measure

Oral Presentation in MUH 4031—Each student presents a ten 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

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

| | SP2015 | SP2016 | SP2017 | SP2018 | SP2019 | SP2020 | SP2021 | SP2022 |
|----------------------|--------|--------|--------|--------|--------|--------|--------|--------|
| Number of students | | | | | | | 11 | |
| Organization | 88% | 81% | 91% | | | * | * | |
| Language | 83% | 87% | 86% | | | * | * | |
| Delivery | 92% | 89% | 92% | | | * | * | |
| Supporting Materials | 66% | 61% | 56% | | | * | * | |
| Central Message | 70% | 71% | 83% | | | * | * | |

Conclusions Drawn from Data

A personnel change in the professor teaching this course. Data will be available from 2022-23

Changes to be Made Based on Data

No changes to course curriculum will be made.

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. |

