

Point Loma Nazarene University

Department of Music

Annual Assessment Report

2010-11

### **Mission Statement**

The PLNU Music Department strives to pursue musical excellence within a community of grace.

### **Program Outcomes**

#### 1. Bachelor of Arts in Music

All students completing the Bachelor of Arts in Music will:

- 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).
- Develop applied music skills in one primary performance area in both Solo and Ensemble settings, as demonstrated by successful completion of required jury examinations, forum and recital performances, and ensemble performances.
- Become conversant with the essential outlines of music history, music literature and an awareness of significant non-western musical styles, as demonstrated by successful completion of exams and research assignments included in the department's 4-semester sequence of music history and world music courses.
- 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.

#### 2. Bachelor of Arts in Music (Music and Ministry concentration)

All students completing the Music and Ministry concentration will demonstrate the program outcomes expected of the Bachelor of Arts in Music Students, but in addition will also:

- Acquire substantial knowledge of the traditions, techniques and materials used in worship music, as demonstrated by the successful completion of assignments and exams in CMU 314 Music in Worship, CMU 433 Hymnology and CMU 315 Church Music Administration.
- Complete a semester-long internship where students are placed in church music ministry settings, and given leadership responsibilities with the support of a professional music staff member. Successful completion will be evaluated by written reports from both the local church staff and the supervising university faculty.

### 3. Bachelor of Arts in Music Education

All students completing the Bachelor of Arts in Music Education will demonstrate the program outcomes expected of the Bachelor of Arts in Music Students, but in addition will also:

- Develop a broad conceptual understanding of music learning in elementary and secondary schools settings and pedagogical methods appropriate to each level, as demonstrated by the successful completion the assignments and exams for MUA 312 Choral Conducting and Literature, MUE 441 Elementary School Music Methods, and MUE 454 Secondary School Music Methods.
- Develop more advance applied music skills in a principle performance area, as demonstrated by the successful completion of a 30-minute graded recital that includes both solo and small ensemble repertoire.

### 4. Bachelor of Music in Performance (Instrument, Piano or Voice)

All students completing the Bachelor of Music in Performance will demonstrate the program outcomes expected of the Bachelor of Arts in Music Students, but in addition will also:

- Acquire essential knowledge of the literature and pedagogy of the principle performing area, as demonstrated by the successful completion of assignments and exams in the literature, pedagogy (and diction for voice majors) courses require in each performance area (Instrument, Piano or Voice).
- Develop substantially more advanced applied music skills in a principle performance area, as demonstrated by the successful completion of a 30-minute graded recital that includes both solo and small ensemble repertoire in the junior year, and then a 60-minute graded recital of solo repertoire in the senior year. In addition, each degree recital is also preceded by a pre-recital jury exam before the music to receive faculty approval one month prior to its public presentation.

### 5. Bachelor of Music in Composition

All students completing the Bachelor of Music in Performance will demonstrate the program outcomes expected of the Bachelor of Arts in Music Students, but in addition will also:

- Demonstrate mastery of advanced tonal, timbral and formal concepts, as demonstrated by successful completion of projects and exams for MUT 221 Music Theory IV, MUT 302 Analysis of Form and Texture, and MUT 432 Orchestration.
- Synthesize applications of diverse genres and media in the composition of original works using small and large ensembles, atonal materials, and electronic media, as demonstrated by successful completion of required composition jury exams and recital performances for MUC 252, MUC 352 and MUC 452 Private Composition.
- Produce a substantial body of original compositions using a variety of tonal languages, performance forces and expressive content, as demonstrated by the successful presentation of a 45-minute recital of original works during the senior year.

**Curriculum Map:** At this time the music department has not completed a curriculum map in total, however evidence of outcome mastery has been embedded into the outcome descriptions.

**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)

**Assessment Activities:**

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.

#### 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%.

#### Summary of Data collected:

A listing of individual grade data is included in the tables at the end of this document.

Files of the actual test documents from MUT 120 and the essays from MUH 431 are included as attached files with this report.

The data drawn from the 4 Assessment Activities are compiled in the following summary table:

## Summary of Assessment Data

Assessment Activity	Number of Respondents	Average Score	Goal	Delta	Comments
Harmonization and Analysis	23	86.96%	≥75%	+11.96%	Significantly higher average score than goal
Aural Skills	23	76.08%	≥75%	+1.08%	Slightly higher average than goal
Piano Proficiency	18	5.111 Semesters	≤4 Semesters	-1.11 semesters	Average time to complete was not within desired range
Essay: Role, Path and Purpose	20	87.15%	≥75%	+12.15%	Significantly higher average score than goal

## Initial Interpretation of Results

For the two measures using data from the MUT 120 Final Exam there is ample reason to believe that the objectives of the course in these skill areas are being addressed satisfactorily. While there are individual outliers among the data set, there is little reason for concern over these results.

The results from the Piano Proficiency completion data were a bit surprising in the gap between the strongest and weakest students. While students enrolled in the piano skills courses seem to be making appropriate progress, for some students there seems to be a lack of urgency to complete the exam in a time manner. The department could consider changing catalog policies to make completion of the exam a prerequisite for upper division study or entry into some required appropriate course. In addition to this concern an additional variable will be added to this component in Fall of 2011. The contents of the Piano Proficiency exam are being adjusted during the coming academic year due to a change in accreditation standards by the National Association of Schools of Music. The requirement to read open choral scores at sight is being replaced by a new element that tests a student's ability to improvise upon a given musical theme. It would be instructive to continue tracking this data over the coming years to learn more about the impact this change will make on student skill development.

Since its creation in 2005 the capstone course MUH 431 Faith, Life and Music has evolved into a dynamic mix of very pragmatic career development materials intermingled with source readings on the influence of Christian faith upon the practice of the discipline. By its nature the course contents shift with the vocational aspirations and interests of the class members, so the crafting of consistent and objective assessments has been challenging. The current findings from the Spring 2011 course measure an average score that is significantly higher than the current goal. However, the department could profitably continue to examine the ways in which the course objectives are defined and evaluated, so as to have a clearer definition of intended outcomes.

MUT 120 MUSIC THEORY I: Score Data from Final Exam, May 2011

Name	Hymn Harmonization	Ear Training
1	35/38 (92%)	59/60 (98%)
2	32/38 (84%)	52/60 (86%)
3	26/38 (68%)	56/60 (93%)
4	33/38 (87%)	54/60 (90%)
5	33/38 (87%)	54/60 (90%)
6	36/38 (95%)	56/60 (93%)
7	24/38 (65%)	22/60 (37%)
8	36/38 (95%)	54/60 (90%)
9	35/38 (92%)	60/60 (100%)
10	34/38 (90%)	52/60 (86%)
11	31/38 (80%)	49/60 (83%)
12	35/38 (92%)	46/60 (77%)
13	34/38 (90%)	54/60 (90%)
14	34/38 (90%)	48/60 (80%)
15	30/38 (79%)	44/60 (73%)
16	36/38 (95%)	34/60 (57%)
17	27/38 (70%)	30/60 (50%)
18	36/38 (95%)	54/60 (90%)
19	33/38 (88%)	32/60 (53%)
20	36/38 (95%)	36/60 (60%)
21	33/38 (88%)	38/60 (64%)
22	33/38 (88%)	42/60 (70%)
23	36/38 (95%)	24/60 (40%)
Average scores	86.96%	76.08%

Piano Proficiency Exam Assessment Data for 2010-11 Graduates

Name	PLNU Entry date	Grad date	Proficiency comp	Elapsed Duration In Semesters
1	Fall 2007	SP 2011	04/27/11	8
2	Fall 2007	SP 2011	05/09/11	8
3	Fall 2007	SP 2011	12/09/09	5
4	Fall 2009	SP 2011	04/27/11	4
5	Fall 2006	SP 2011	04/27/11	10
6	Fall 2006	FA 2010	04/25/07	2
7	Fall 2006	FA 2010	04/30/08	4
8	Spring 2009	SP 2011	12/09/09	2
9	Fall 2007	SP 2011	04/27/11	8
10	Fall 2007	SP 2011	12/05/07	1
11	Fall 2007	SP 2011	12/08/10	6
12	Fall 2007	SP 2011	12/10/08	3
13	Fall 2007	SP 2011	12/10/08	3
14	Fall 2009	SP 2011	04/27/11	4
15	Fall 2007	SP 2011	04/27/11	8
16	Spring 2008	SP 2011	04/27/11	7
17	Fall 2007	SP 2011	12/05/07	1
18	Fall 2007	SP 2011	04/27/11	8
			Average time to complete	5.111

MUH 431 Final Essay: Role, Path and Purpose

	Final Essay Grade
1	82
2	80
3	92
4	85
5	80
6	75
7	82
8	85
9	95
10	87
11	93
12	93
13	67
14	92
15	93
16	90
17	92
18	94
19	93
20	93
21	95
Average Score	87.15