Southeastern Oklahoma State University

Department of Music

PROGRAM OUTCOME

ASSESSMENT REPORT

Bachelor of Arts

Dr. Steven Emge, Dr. Jacob Wallace, Dr. Brian Walker

Fall 2010-Spring 2011

Dean, School of Arts and Sciences  Chair, Department of Music
Program Outcome Assessment Report
Department of Music
Bachelor of Arts

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OVERVIEW

DEPARTMENT: Music

SEMESTERS: Fall 2009 – Spring 2010

PROGRAM: Bachelor of Arts

DATE FILED: August 31, 2010

NUMBER OF ASSESSMENTS COMPLETED: 717

TYPE OF ASSESSMENT USED:

1. Assessment in academic courses
2. Student Self Assessment documents from Mid-level and Exit Assessments
3. ETS Major Field Assessment
4. Student juries
5. Faculty observations

Mission:
The Bachelor of Arts Degree in Music seeks to create functional professional musicians who are also well-rounded in a variety of academic subjects outside the music core curriculum. In doing this, graduates from the Department of Music holding Bachelor of Arts degrees will be ideally suited to the gamut of professional music careers – from traditional posts in performance and teaching to broader and more versatile positions in fields such as arts management and advocacy, recording engineering, music entrepreneurship, and technology. Students in the Bachelor of Arts program have the opportunity to forge for themselves a unique career path, limited only by their creativity.

Vision:
Since 2005, the Department of Music has focused the scope of the Bachelor of Arts degree to prepare graduates for the expanding fields of music business, music technology, and music theatre. Today the program, and the number of students enrolled, has grown significantly as students begin to appreciate the vast opportunities for students with degrees in music that do not fit within the categories of Music Education or Music Performance.

Goals:
I. Demonstrate competency in the core music curriculum.
II. Train students to a proficient level of music performance.
III. Develop and appreciation for the aesthetic and historical relationship of music to other fine and performing arts.
IV. Prepare the student to achieve competence in the utilization of current music technologies, and develop an awareness of future technological advances.
SUMMARY OF ASSESSMENT DATA

Goal #1: Demonstrate competency in the core music curriculum.

Objective/Outcomes #1: Students will demonstrate a functional knowledge of music theory and music history.

Assessment Tool a:
Students will complete prescribed coursework and demonstrate associated proficiency in Music Theory.

Used in courses: MUS 1101/1203  Music Theory I  
MUS 1231/1243  Music Theory II  
MUS 2201/2213  Music Theory III  
MUS 2231/2243  Music Theory IV

Assessment: 16 students enrolled in MUS 1101/1203, with 15 (94%) deemed proficient and 1 deemed not proficient. 16 students enrolled in MUS 1231/1243, with 15 (94%) deemed proficient and 1 deemed not proficient. 7 students enrolled in MUS 2201/2213, with 5 (71%) deemed proficient and 2 deemed not proficient. 5 students enrolled in MUS 2231/2243, with all 5 (100%) deemed proficient. In all, 40 of 44 (91%) of students completed this portion of the Music Theory curriculum with a level of acceptable proficiency.

Modification: Development of quizzes and tests will occur. Several tests will be updated to increase effectiveness. Class curriculum schedule will be updated.

Assessment Tool b:
Students will complete prescribed coursework and demonstrate associated proficiency in Music Literature and Appreciation as well as Music History.

Used in courses: MUS 1123  Music Literature and Appreciation  
MUS 3123  Music History II

Assessment: 26 students were enrolled for MUS 1123, with 24 (92%) deemed proficient and 2 deemed not proficient. 17 students were enrolled for MUS 3123, with all 17 (100%) deemed proficient.

Modifications: None given at this time.

Assessment Tool c:
Students will be required to complete the ETS Major Field Exam in the junior or senior years.
Assessment: 11 students completed the ETS Major Field Examination in the 2010-2011 academic year. Of those eleven, 9 (82%) completed the examination with a passing score of 140 or higher. Two students failed to achieve a passing score of 140.

Modification: Continual addition and refinement of the music academic core curriculum should generate higher scores for all students completing the Major Field Exam.

Goal #2: Train students to a proficient level of music performance.

Objective/Outcomes #1:
Students will demonstrate proficiency in music performance in their primary area.

Assessment Tool a:
Performance Juries are taken at the end of each semester of study. The Juries are assessed and graded by a panel of applied instructors. (qualitative)

Used in courses: All applied lessons vocal and instrumental.
All piano classes beginning through advanced

Assessment: Of 70 students required to complete juries in applied vocal study in the 2010-2011 academic year, 62 (89%) were evaluated to be at a level of acceptable performance proficiency or higher. This represents a 1% increase in proficiency from 2009-2010. Of 67 students required to complete juries in applied instrumental study during the same period, 63 (94%) achieved a level of acceptable performance proficiency or higher. This represents a 1% decrease in proficiency from 2009-2010.

Modifications: Suggestions are currently being made among music faculty for ways in which the performance jury can be made consistent between all applied studios in order to fairly and equitably assess performance caliber. Greater consistency will make this assessment tool more accurate.

Assessment Tool b:
Students are required to perform each semester in a student performance lab.

Used in courses: All Applied Music courses.

Assessment: In the 2010-2011 academic year, 45 vocal students and 61 instrumental students performed in the student performance lab class (MUS 1400). This represents an 18% increase in number of vocal students performing
and a 33% increase in the number of instrumental students performing when compared to the 2009-2010 academic year.

**Comments:** The increase in performances during this period should be attributed to three factors: 1) an increase in student enrollment as a result of successful recruiting; 2) clarification between applied teachers and students of the requirement to perform in the lab; and 3) enforcement of punitive grading measures for those students who fail to meet the requirement.

**Modifications:** Continual clarification of the requirements of the performance labs from applied teachers to students will continue to increase the completion rate of this assessment tool.

**Assessment Tool c:**
A Sophomore Proficiency Examination (mid-level assessment) is required to pass into 4000-level applied study. Though not mandated for the Bachelor of Arts degree, students in this plan do elect to complete this step in their performance study. This exam includes a performance jury (qualitative), written and oral examinations (quantitative), a self-assessment by the student (qualitative), and a mid-level review with the Department Chair, major ensemble director, and the student (qualitative).

**Assessment:** In the 2010-2011 academic year, two vocal students attempted and successfully completed the requirements of this assessment tool (100%). In the same period, five instrumental students attempted the Sophomore Proficiency Examination, with four successfully completing those requirements (80%).

**Modifications:** Beginning in 2011-2012, Bachelor of Arts students will be required to complete the Sophomore Proficiency Examination. This will likely increase the number of students completing this assessment tool and will unify all music degrees in this requirement.

**Assessment Tool d:**
Bachelor of Arts students are required to participate in university ensembles for six (6) semesters. (quantitative and qualitative)

**Used in Courses:**
- MUS 1411 Symphonic Choir
- MUS 1430 University Band
- MUS 1460 University Singers
- MUS 1470 Jazz Band
- MUS 4401 Percussion Ensemble
- MUS 4401 Symphonic Winds
- MUS 4410 Southeastern Chorale
**Assessment:** All students currently enrolled as Bachelor of Arts majors have either completed the six semester requirement or are on pace to do such with continuous consecutive enrollment in qualifying ensembles. Of 391 students participating in vocal ensembles (including Bachelor of Arts majors), 387 completed all requirements and were deemed proficient (99%). Evaluation was made through part singing exams, rehearsal, and concert performance using evaluative rubrics. Of 169 students participating in instrumental ensembles (including Bachelor of Arts majors), 167 completed all requirements and were deemed proficient (99%). Students in instrumental ensembles are evaluated periodically with playing tests from selected repertoire and are additionally evaluated through acceptable levels of participation in the enrolled courses.

**Comments:** Vocal ensembles, in an effort to meet the needs of enrolled students, made alterations to course meeting times. A new instrumental ensemble – Symphonic Winds – met for the first time in the fall to increase the performing opportunities for instrumental students.

**Modifications:** New offerings are continually being developed for ensemble-based performance. Opera theatre will be offered in 2011-2012 in accordance with NASM accreditation requirements.

**Assessment Tool e:**
In the final semester of study, the student will complete an Exit Assessment Exam. This exam involves a written and oral final exam (quantitative), and an exit interview with the same committee that conducted the mid-level interview. (qualitative)

**Assessment:** No thorough exit examinations were completed in the 2010-2011 academic year.

**Comments:** Due to practical and redundancy issues, the inclusion/viability of the exit examination has come into question. The faculty of the department will discuss the future of this assessment tool in the 2011-2012 academic year.

**Modifications:** Pending the review by the faculty, modifications or elimination of this tool may be executed in the next academic year.
Objective/Outcomes #2:
Students will demonstrate competency in prescribed secondary performance areas.

Assessment Tool a:
Students are required to complete coursework and demonstrate established proficiencies and competencies in class piano.

Used in courses:  
MUS 2341  Elementary Piano I  
MUS 2441  Elementary Piano II

Assessment: In the 2010-2011 academic year, ten (10) students, including Bachelor of Arts majors, were enrolled in MUS 2341. Of these, all ten (100%) were deemed proficient, with nine (9) being additionally evaluated as “exemplary.” In the same period, ten (10) students, including Bachelor of Arts majors, were enrolled in MUS 2441. Of these, all ten (100%) were deemed proficient, with three (3) being additionally evaluated as “exemplary.”

Modifications: None suggested at this time.

Assessment Tool b:
Students are required to complete introductory coursework and demonstrate established proficiencies and competencies in conducting.

Used in courses:  
MUS 3471  Introduction to Conducting

Assessment: In the 2010-2011 academic year, eleven (11) students enrolled in the offered sections of MUS 3471. Of these, ten completed all requirements and were evaluated as proficient (91%).

Modifications: None suggested at this time.

Goal #3: Develop an appreciation for the aesthetic and historical relationship of music to other fine and performing arts.

Objective/Outcomes #1:
Students will possess the knowledge to correlate Music to Visual Art, Literature, and Theatre through comparative analysis of stylistic periods and movements, principal schools of thought, and history.
Assessment Tool a:
Students are required to complete coursework in the areas of English/Humanities, Theatre, and Art. Several courses are prescribed, and students must complete one (1) in each area prior to graduation.

Used in courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 1103</td>
<td>Art Appreciation</td>
</tr>
<tr>
<td>ART 3103</td>
<td>Issues in Aesthetics and Criticism</td>
</tr>
<tr>
<td>THTR 1183</td>
<td>Film Appreciation</td>
</tr>
<tr>
<td>THTR 2183</td>
<td>Film Genres</td>
</tr>
<tr>
<td>THTR 3183</td>
<td>Film and Culture</td>
</tr>
<tr>
<td>ENG 2313</td>
<td>Introduction to Literature</td>
</tr>
<tr>
<td>ENG 3893</td>
<td>World Literature</td>
</tr>
</tbody>
</table>

Assessment: All students who graduated in the 2010 – 2011 academic year successfully completed this requirement in due course with the rest of their coursework. All other current Bachelor of Arts students are on pace in terms of advising to complete these course requirements with no adverse effect to their expected graduation date.

Comments: Students have been more consistently enrolled in these courses in the 2010-2011 academic year than in previous years. New advising documents available to music faculty now suggest in which semester each of these classes should be taken to avoid delaying the student’s expected graduation date.

Modifications: Enrollment data from the individual courses listed above should be a component of future BA assessment reports. It will be necessary, therefore, to compile a list of BA students enrolled in individual courses, and successful course completion data generated.

Goal #4: Prepare the student to achieve competence in the utilization of current music education technologies, and an awareness of future technological advances.

Objective/Outcomes #1:
Students will gain knowledge of, and have access to, current technologies, including presentation programs, multimedia programs, web-based instructional programs, notational and sequencing programs, and assessment programs. (qualitative)
**Assessment Tool a:**

Students are required to create compositional projects and weekly assignments utilizing notational and sequencing programs in all Music Theory Courses.

**Used in courses:**
- MUS 1101/1203  Music Theory I
- MUS 1231/1243  Music Theory II
- MUS 2201/2213  Music Theory III
- MUS 2231/2243  Music Theory IV
- MUS 3201/3213  Music Theory V

**Assessment:** Of 73 students enrolled in these courses in the 2010-2011 academic year, 67 (92%) completed required technology assignments and proficiencies.

**Modifications:** The potential use of music sequencing programs in Music Theory courses to record student compositions should be investigated. The use of technology in Music Literature courses should also be considered.

**Assessment Tool b:**

Upper division students are strongly encouraged to take and pass the music technology course (MUS 3383) in order to gain needed knowledge and skills to achieve this goal. (quantitative and qualitative)

**Assessment:** MUS 3383 was not taught in the 2010 - 2011 academic year, as it failed to generate enough student enrollment and was cancelled.

**Modifications:** A special music section of EDUC 3313 – Technology in the Classroom was created and taught in the Spring 2011 semester. MUS 3383 will be “cross-listed” with this course. It is hoped that this will guarantee sufficient numbers of students to have the course available every spring. With modifications to the Bachelor of Arts degree that will go into effect in 2011-2012, many of these students will be advised to take this class in order to complete their degree requirements.

**Objective/Outcomes #2:**

Students must demonstrate proficiency in the use of audio/visual materials, sound reinforcement/amplification equipment, and recording equipment. (quantitative)

**Assessment Tool a:**

Upper division students are strongly encouraged to take and pass the music technology course (MUS 3383) in order to gain needed knowledge and skills to achieve this goal. (quantitative and qualitative)

**Assessment:** MUS 3383 was not taught in the 2010 - 2011 academic year, as it failed to generate enough student enrollment and was cancelled.
Results of Modifications: See above Results of Modifications description for Goal #4; Objective/Outcomes #1; Assessment Tool b.

Modifications: See above Modifications description for Goal #4; Objective/Outcomes #1; Assessment Tool b.

ADDITIONAL SUMMARIZATIONS AND INFORMATION

Note on Analysis of Presented Assessment Data:
Due to fluctuation of the vision and goals for the degree Bachelor of Arts in Music, compounded by the lack of available assessment data for the 2008-2009 academic year, five-year comparative data is unavailable at this time. This document has begun the process of creating comparative year-to-year data by tracking changes from 2009-2010 to 2010-2011. It is recommended that this process continue so that a statistically significant sample of data can be compared. The Bachelor of Arts in Music degree committee submitted its new vision and degree plan to the university in 2010-2011 and these changes have been accepted. It is the belief of the Department of Music that these changes will bring this degree in line with our peer institutions and position it well for positive reception in accreditation review. This Assessment Report’s data will be included at least through the academic year 2015-2016.

Conclusions on Summary of Assessment:
As seen above, Southeastern Oklahoma State University continues to provide a challenging, high-quality music curriculum. Students perform at the highest level in their academic coursework, and in application of their musical and performance skills. The Department of Music maintains accreditation from the National Association of Schools of Music. As of Fall 2011, the Department has seven full-time tenure-track faculty, all with earned doctorates, in addition to two full-time instructors (one with an earned doctorate) and eleven adjunct instructors (six with earned doctorates). The high quality of teaching provided by these faculty members permits this level of success.

Southeastern provides a multitude of opportunities for performance by its students. The availability of the performance lab and studio classes permits smaller, manageable environments for students to hone their skills, while recitals, concerts, and regional and national touring by ensembles gives them a high-profile stage on which they continue to develop. Students who graduate from Southeastern bring these skills to bear in their varied career paths.

The Bachelor of Arts in Music Degree is undergoing a change both in its artistic and educational vision as well as the implementation of that vision. Though our students in this degree program have had success after graduation, the unfocused direction of the degree as a whole has – in part – left the students in this program to discover their own path without a large degree of faculty guidance. With these new changes, the faculty is taking an increased interest in providing the same quality direction for Bachelor of Arts majors as it has for years with Bachelor of Music and Bachelor of Music Education students.

Enrollment has increased throughout the department in 2010-2011, and early projections suggest that trend will continue in 2011-2012. The employment of new full-time faculty
members in the Department has added new stability, and the coordination of recruitment goals throughout the Department of Music will attract a larger quantity and higher quality of incoming music majors that will have the basic skill set that will increase performance in all of these objective/outcomes.

Due to the subjective nature of the arts, assessment within the field can be difficult, and this difficulty has been compounded by the lack of comprehensive objectives/outcomes for departmental courses and an unavailability of consistently up-to-date assessment data. In 2010-2011, availability of assessment data at the conclusion of each academic term has greatly facilitated the creation of accurate and consistent reports. It is hoped that this trend will continue and even-more efficient methods of data distribution will be developed and used. This will improve the quality of presented data.

This assessment has shown the continued development and evolution of the Bachelor of Arts degree in Music. The refinement of degree details and continual modification based on this assessment data will provide us the jumping point from which to improve the performance and increase the enrollment of this degree path.

Web-based and IETV courses:

No such courses are included in the Music curriculum.

Faculty Roles in Assessment:

Primary Report Preparation:
Dr. Steven Emge – Bachelor of Arts in Music Degree Committee
Dr. Jacob Wallace – Bachelor of Arts in Music Degree Committee Head
Dr. Brian Walker – Bachelor of Arts in Music Degree Committee

Assessment Data Preparation and Submission:
Mr. Jeremy Blackwood – Instructor – Vocal Music
Dr. Mary Ann Craige – Professor – Applied and Class Piano
Dr. Steven Emge – Professor – Applied Voice
Mr. Todd Gentzel – Adjunct Instructor – Applied Saxophone
Ms. Sarah Griffiths – Adjunct Instructor – Applied Voice
Dr. Robert McFadden – Professor – Music History and Applied Piano
Dr. Jammeica Mott – Adjunct Instructor – Applied Voice
Dr. Jason Oliver – Adjunct Instructor – Applied Low Brass
Mr. Paul Onspaugh – Adjunct Instructor – Applied Bassoon
Dr. Heather Thayer – Adjunct Instructor – Applied Horn
Dr. Jacob Wallace – Assistant Professor – Director of Bands
Dr. Brian Walker – Instructor – Applied Trumpet
Dr. Jeri Walker – Donna Massey Professor of Music Education (Associate) – Music Education
Ms. Julee Walker – Adjunct Instructor – Applied Flute/Oboe
Dr. Stacy Weger – Associate Professor – Director of Choral Activities
Dr. Marc White – Professor – Applied Percussion
Ms. Betty Wintle – Assistant Professor Emeritus – Applied Voice
Dr. Rachel Yoder – Adjunct Instructor – Applied Clarinet