Institutional Effectiveness Achievement Report

<table>
<thead>
<tr>
<th>Parameter Title</th>
<th>Parameter Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>Music: BM Music</td>
</tr>
<tr>
<td>Assessment Period</td>
<td>2012-2013</td>
</tr>
<tr>
<td>Outcome/Goal Type</td>
<td>Student Learning Outcome</td>
</tr>
</tbody>
</table>

Organization: Music: BM Music
Assessment Period: 2012-2013
Outcome/Goal Type: Student Learning Outcome
Total Outcomes/Goals: 3

Unit Head: George Riordan
Reports to: College of Liberal Arts
Report Date: Tue Mar 18 2014

Mission Statement

The purposes of the School of Music are (1) to educate and mentor music students to become articulate musicians, successful as music teachers, performers, composers, scholars, businesspersons in music-related enterprises, and/or students in advanced degree programs; (2) to welcome students whose studies are concentrated in other fields into a community of music education and appreciation, instrumental and vocal instruction, and ensemble participation; (3) to enrich the musical life of the University and community through public music performance and non-curricular instruction; and (4) to provide leadership and maintain professional relationships and activities with musicians regionally, nationally, and internationally.

Summary of Achievements

Outcomes and Goals Assessment Plans

The following tables contain outcome/goal data for Assessment Period: 2012-2013

<table>
<thead>
<tr>
<th>Outcome/Goal</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Undergraduate Music Performance): Students will acquire technical and artistic skill requisite for self-expression in at least one major performance area at a level appropriate for their concentration, including performance as a soloist and in a variety of ensemble settings, collaboration on matters of musical interpretation, and understanding of and ability to perform a cross-section of appropriate repertory.</td>
<td></td>
</tr>
<tr>
<td>NASM competencies VIII.B.1.a., b., c., d.</td>
<td></td>
</tr>
<tr>
<td>Measure 1:</td>
<td>Person Responsible:</td>
</tr>
<tr>
<td>------------</td>
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</tr>
<tr>
<td>Program measurement mechanism: Senior Capstone Recital Hearing Rubric. 47 senior recital hearing forms were returned and analyzed.</td>
<td></td>
</tr>
</tbody>
</table>

**Overall Outcome Results:**

<table>
<thead>
<tr>
<th>This program outcome/general goal was:</th>
<th>*If less than Met, program should plan further action to improve performance.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Met</td>
<td></td>
</tr>
</tbody>
</table>

**What strengths were displayed through the assessments of your measures?**

Results from Senior Recital Hearing forms indicate that students were judged to meet or exceed expectations in most all of the 13 to 16 areas evaluated. By and large, overall assessments indicate that students are achieving strong performance skills across performance areas. Faculty members recorded occasional instances where students did not meet expectations (but did meet competency requirements) in any given skill set, but there was no consistency with such reports. There was one instances where a student did not meet their competency in a specified area, but again, there does not appear to be any consistency across the population.

**Recommendation 1:**

Faculty appear to be helping students prepare strong performance skills, generally above NASM competencies. No specific recommendations for change appear to be needed.

**Action Plan**
Use of Results:
Applied and ensemble faculty need to be supported in their efforts.

Assessment Changes:  
Programmatic Changes:

Person/Group Responsible for Action:

Target Date for implementation of the action:

Priority:

Outcome/Goal
(Undergraduate Music Theory): Students will acquire an understanding of the common elements and organizational patterns of music and their interaction, the ability to use this understanding in analysis, employing both theoretical knowledge and aural skills.
NASM competencies VIII.B.2.a., b.

<table>
<thead>
<tr>
<th>Measure 1:</th>
<th>Person Responsible:</th>
<th>Completion Date:</th>
<th>Extent of Outcome's Achievement/Results for Measure 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program measurement mechanism: Major Field Test (students in performance, theory-composition or Music Industry) or PRAXIS (Music Education students).</td>
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<td></td>
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</tbody>
</table>

Overall Outcome Results:
The 19 graduating students taking the Major Field Test performed well above the national mean in music theory and other areas, with a 158.0 average score, as compared to the national average of 147.4. 78.9% of students scored above the national mean. MTSU students as a group scored 59.2 on Listening Comprehension subset and 55.8 on Written Theory, both very high scores. Of the 10 graduating students taking the Praxis exam, all scored higher than average in the Music Theory and History exam.

This program outcome/general goal was: Met

*If less than Met, program should plan further action to improve performance.

What strengths were displayed through the assessments of your measures?
This graduating class appeared to be exceedingly successful as compared to

What weaknesses were displayed through the assessments of your measures?
Additional Comments:
national norms in Music Theory. The Major Field Test (MFT, developed by Educational Testing Services [ETS]) average score returned (158) was the highest on record for MTSU students, and, according to the Educational Testing Service, MTSU graduating students, as a group, were in the 90th percentile of the MFT Institutional Means Total Score Distribution. In MFT subset for Listening Comprehension (which requires Music Theory skills), MTSU students were at the 94th percentile, and at 86th percentile in the subset for Written Theory. Source: MFT results and national comparisons at http://www.ets.org/s/mft/pdf/acdg_music.pdf. Students taking the Praxis exam also scored on the high end in the Music Theory and History categories, although specific comparative rankings were not provided to the School for the Praxis exam.

**Recommendation 1:**

While MTSU undergraduate students appear to be performing very well on their theory leaning outcomes, the fact remains that another tenure track position is needed in the theory area, and that the full-time temporary faculty position needs to be converted to a tenure-track position. The faculty should continue to recruit outstanding students. It appears doubtful that future graduating classes will be able to top this showing, nor should it be expected.

**Action Plan**

**Use of Results:**

Discuss individual results with the theory and other faculty members, and craft a strategy for making a case for conversion of the FTT position to a tenure-track position.

**Assessment Changes:**

**Programmatic Changes:**

**Person/Group Responsible for Action:**

**Target Date for implementation of the action:**

**Priority:**

**Outcome/Goal**

(Undergraduate Music History): The ability to place music in historical, cultural, and stylistic contexts and acquire a basic knowledge of music history and repertories through the present time. NASM competencies VIII.B.2.c and VIII.B.4.

**Measure 1:**

Program measurement mechanism: Major Field Test (students in performance, theory-composition or Music Industry) or PRAXIS (Music Education students).
Overall Outcome Results:

The 19 graduating students taking the Major Field Test performed well above the national mean in music history and other areas, with a 158.0 average score, as compared to the national average of 147.4. 78.9% of students scored above the national mean. MTSU students, as a group, scored 59.2 on Listening Comprehension (requiring history skills) and 56.6 on Written History, both very high scores. Of the 10 graduating students taking the Praxis exam, all scored higher than average in the Music Theory and History exam.

This program outcome/general goal was:Met

What strengths were displayed through the assessments of your measures?

This graduating class also appeared to be exceedingly successful as compared to national norms in Music History. Not only were the graduates, as a whole, in the 90th percentile of the ETS Institutional Means Total Score Distribution, as noted above, but in the MFT subset for Listening Comprehension (that requires music history skills), MTSU students were at the 94th percentile, and at 85th percentile in the subset for Written History. Students taking the Praxis exam scored, also scored on the high end in the Music Theory and History categories, although specific comparative rankings were not provided to the School for the Praxis exam.

Recommendation 1:

While MTSU undergraduate students appear to be performing very well on their music history leaning outcomes, the full-time history faculty is spread very thinly. A tenure-track position is needed in a Music History area, perhaps Ethnomusicology. The faculty should continue to recruit outstanding students, and the history areas should carry on with what appears to be its environment of promoting student learning. It appears doubtful that future graduating classes will be able to top this showing.

Action Plan

Use of Results:
Discuss individual results with the music history and other faculty members, and craft a strategy for making a case for a tenure-track position in a Music History field (either Musicology or Ethnomusicology).

Assessment Changes: Programmatic Changes:

Person/Group Responsible for Action:
Target Date for implementation of the action:

15:55:25 CDT

Priority:

Close