

Music BM Program Leader Retreat to Refine Learning Outcomes and Assessment Tools

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- To support School of Music program leader retreats held in Spring 2017 and during the 2017-2018 school year.
- Focus: to develop, pilot, and subsequently revise a student exit survey
 - Deployed in May 2017
 - Analyzed and revised during 2017-2018

Project Purpose

- 2016 annual reports revealed two specific concerns:
 - Assessment methods that were implemented at the outset of the present assessment cycle were not 100% in alignment with stated learning outcomes for each program
 - (either incomplete or not fully accurate)
 - Need for better understanding students' general perceptions of the effectiveness of our program.

Project Rationale

- Spring 2017: Design and develop survey
 - Karin Hendricks (Undergraduate Studies) and Lynn Eustis (Graduate Studies)
 - Qualtrics
 - Items verbatim from Student Learning Outcomes
 - Deployed in May 2017
 - Link sent via email to graduating students
 - 2 follow-up reminders

Project Overview

CFA School of Music Exit Survey: Undergraduate

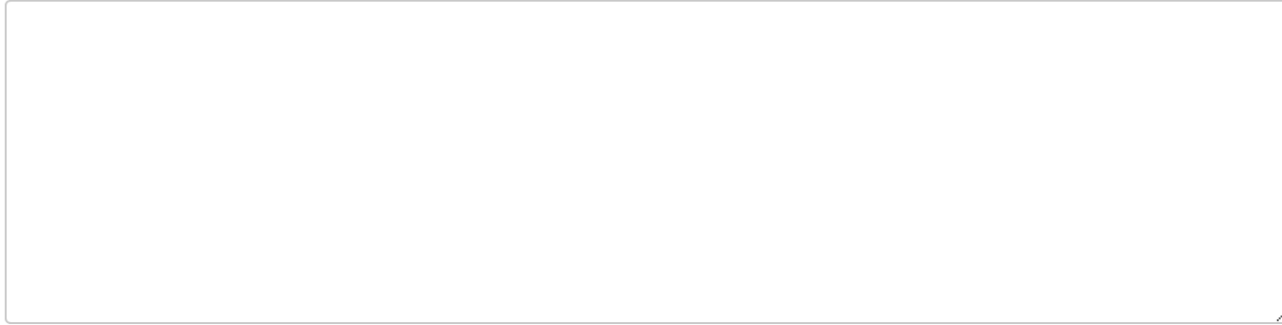
This survey is entirely anonymous. We appreciate your contribution to improving our offerings.

Please rate how well you feel your courses in the School of Music prepared you in the following:

	Not at all prepared			Very well prepared	
	1	2	3	4	5
Basic music theory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Basic musicianship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Basic music analytical skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performance skills: Technical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performance skills: Interpretive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Music history and associated repertoires	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pedagogical skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creative approaches to problem-solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-directed study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Project Overview

Please provide additional feedback about the general preparation you received in the music knowledge and skills listed above.



What is your major in the School of Music?

- ☐ Composition and Theory
- ☐ Musicology
- ☐ Performance
- ☐ Music Education

Project Overview

- Summer 2017: Analysis of Data
- Fall 2017: Annual Report
- Spring 2018: Meetings with UG Studies Committee
 - Karin Hendricks (music education), Jim Demler (voice), Ketty Nez (composition and music theory), Roberto Plano (piano), Kinh Vu (music education)

Project Overview

- In addition to reports for individual programs, UG Committee members have discussed:
 - Student comments regarding relevance to contemporary issues (race, diversity); social impact of learning
 - Supporting teaching assistants' with quality of instruction
 - Providing all BM students more pedagogy content

General Findings

- New courses developed on social justice and music
- Film series on race, relevance, gender in music?
- Continued support and attention to teaching assistants
- Expand upon pedagogy courses with workshops
 - Music education association chapters
- Implementation of BA routes to expand elective offerings

Next Steps

- Improve survey completion rate in 2018
 - Increased faculty notifications: SOM email, meetings
 - SOM Facebook page in addition to email
 - Take survey in conducting class
 - Student parties with extra incentive for completion

Next Steps

Currently, all students graduating with a BACHELOR OF MUSIC degree are expected to:

- Demonstrate a practical knowledge of basic music theory, musicianship, and analytical skills.
- Demonstrate an appropriate level of technical and interpretive performance skills.
- Demonstrate a broad knowledge of music history and associated repertoires of music.
- Demonstrate an appropriate level of pedagogical skills.
- Demonstrate the ability to apply creative approaches to problem-solving and self-directed study.

Students graduating with a BACHELOR OF MUSIC IN PERFORMANCE are additionally expected to:

- Demonstrate evidence of an advanced level of technical proficiency and artistic judgment on their chosen instrument/voice, through a variety of solo, chamber music, large instrumental/choral ensemble, and operatic performances, as appropriate, over the course of their undergraduate career.

Students graduating with a BACHELOR OF MUSIC IN COMPOSITION AND MUSIC THEORY are additionally expected to:

- Demonstrate evidence of a developing personal compositional voice through a portfolio of original works, and basic understanding of the prevalent approaches to music theory, created over the course of their undergraduate career.

Students graduating with a BACHELOR OF MUSIC IN MUSICOLOGY are additionally expected to:

- Demonstrate evidence of a developing personal musicological voice through a portfolio of original scholarship, presented in a lucid style of writing with well-documented research, created over the course of their undergraduate career.

Students graduating with a BACHELOR OF MUSIC IN MUSIC EDUCATION are expected to:

- Design and differentiate instruction in multilingual and multicultural classrooms and for students from across the socioeconomic spectrum and range of abilities.
- Regularly reflect on the effectiveness of instruction and interactions with students, and use insights gained to improve practice and student learning
- Demonstrate proficiency and flexibility over a range of musical instruments, vocal techniques, musical styles, and pedagogical approaches.
- Collaborate with colleagues/peers to plan meaningful lessons that are connected to other areas of study
- Practice inclusivity and equity, and incorporate knowledge and practices of varied cultures meaningfully into lesson planning
- Demonstrate the ability to work with populations that include K-12 students, but also early childhood and adult students, and in positions that are sustained by community and school resources.

Student Learning Outcomes
