

# School of Music Strategic Assessment Plan (2022)

## I. Student Learning Goals

The School of Music (SoM) offers three degree programs: Bachelor of Music (BM – performance), Bachelor of Music Education (BME), and Bachelor of Arts (BA – general music). Students of every degree enroll in applied music lessons, music theory, and music history courses. The SoM has identified a range of student learning goals for courses in these areas, taken from the National Association of the Schools of Music (NASM) undergraduate student objectives:

1. hear, identify, and work conceptually with the elements of music such as rhythm, melody, harmony, structure, timbre, texture; specifically, an understanding of the common elements and organizational patterns of music and their interaction, the ability to employ this understanding in aural, verbal, and visual analyses, and the ability to take aural dictation.
2. demonstrate an understanding of and the ability to read and realize musical notation.
3. demonstrate an understanding of compositional processes, aesthetic properties of style, and the ways in which these shape and are shaped by artistic and cultural forces.
4. demonstrate an acquaintance with a wide selection of musical literature from the principal eras, genres, and cultural sources and be able to place music in historical, cultural, and stylistic contexts.
5. develop and defend musical judgments.
6. demonstrate development in competence as a novice teacher (for music education students only). Please see the Appendix for specific BME goals.

These Learning Goals will be published in the School of Music Handbook and website for students and faculty to easily access.

## II. Methods of Assessment

Measurement Tool	Goals	Context	Use
Applied juries	2, 5	Direct: Evaluation of student progress on technical mastery, control of intonation, expressions, and communication of musical ideas using a rubric.	Levels of student preparation and quality of work are reviewed at the conclusion of every spring jury/recital period, and if needed, changes are made in the future selections of the student's repertoire.
Evaluation of	1, 3,	Direct: Selected skills and	Faculty in the theory and music

specific exam questions in the foundational theory and music history courses	4	concepts assessed through targeted tasks. Evaluation takes place in Theory I-III and in the sophomore level Survey of Music History I & II. (See Year 2 below for more detail.)	history area review the results, and if indicated, devise changes in curriculum to address concerns.
IWU Student teaching evaluation	6	Direct: Evaluation by the cooperating and IWU supervisors on seven aspects of teaching competence. (See Year 3 below for more detail.)	Students must earn a department-defined minimum score to be recommended for licensure. Faculty review and discuss the results of the evaluation.
State Student Teacher Assessment	6	Direct: Student teachers create a portfolio demonstrating teaching effectiveness in planning, teaching practice, and reflection	Students must earn a state-defined minimum score to be recommended for licensure. Students redo student teaching practicum should they not meet minimum requirements.
State music content test	6	Direct: Music Education students take a comprehensive exam evaluating their music content knowledge prior to student teaching.	Students must earn a state-defined minimum score to be recommended for student teaching and be recommended for licensure.
Teacher rubric	6	Direct: Pre-service teaching assessment on peer teaching abilities via rubric.	Student outcomes are reviewed and immediately addressed in class activities.
Teacher Education Program essay and interview	6	Direct: A written essay about social justice and equity in education for their Teacher Education Program application.	Students' essays are evaluated as a means for recommendation and promotion into upper level education classes, and they have an interview further defining their ideas on essay topics.
Senior exit surveys	1, 2, 3, 4, 5, 6	Indirect: Self-assessment of their own level of preparedness in each of the Learning Goals.	The Director evaluates student levels of satisfaction with each of the areas of curriculum and, if indicated, devises changes in curriculum to address concerns.

None of the current assessments have distance education components. If online teaching returns, assessment of juries will change from live performance to recorded exams/recitals, teaching

activities may be conducted online, and senior exit surveys will take place remotely.

### **III. Timeline**

The School of Music will employ a three-year assessment cycle, with one of three distinct aspects of the music curriculum assessed each year.

#### **Year 1: Applied Lessons (BM, BME, and BA degrees) – Goals 2 and 5**

Students in all music degree programs are required to enroll for applied study each semester. Each semester, for each student, literature is selected that is appropriate for the student's level of study. Assessment takes place at juries at the end of the spring semester, or at junior/senior recitals for performance majors with this requirement at the time of assessment. By assessing individual solo performances, we aim to determine if students demonstrate achievement of technical mastery, control of intonation, and the ability to communicate musical ideas effectively (goals 2 and 5).

#### **Year 2: Music Theory and History (BM, BME, and BA degrees) – Goals 1, 3, and 4**

Students in all music degree programs are required to take foundational courses that include four semesters of music theory and three semesters of music history. The beginning sequence of music theory covers goal 1, which will be assessed by selected short answer questions, dictation, and analysis on final exams of Theory I-III. Goal 3 will be assessed by the sophomore survey courses in unprepared listening tests (recognition of elements of style); short essays on exams about concepts (recognition of terminology and using it appropriately – style, genre, compositional procedures, form); and select exam questions (to assess connections between musical works, stylistic genres, esthetic values, and cultural contexts and its time).

#### **Year 3: Music Education Coursework (BME degree only) – Goal 6; Senior Exit Surveys (BM, BME, and BA degrees) – Goals 1-6**

Music education students have a number of very specific goals related to state and IWU requirements for licensure. These learning objectives are listed in the Appendix. A number of tools are in place for assessing these goals, including peer teaching rubrics, the Teacher Education Program application, and student teaching evaluations. The culminating project for a music education major is student teaching. The IWU supervisor scores students 1-4 (“Target” through “Unsatisfactory”) on seven performance indicators: commitment to social justice, content knowledge and pedagogy, planning and differentiated instruction, learning environment, instructional delivery, impact on student learning, and collaboration and professionalism. The completed final evaluation form is reviewed by the student teacher and cooperating teacher within one week of the final conference. Music education students must also pass state-required assessments of their music content knowledge and student teaching effectiveness.

All senior students complete an exit survey and meet, individually, with the School of Music Director prior to their departure from IWU. The survey and the meetings probe students' own assessment of their progress over four years, as well as their perceived level of preparedness for careers as teachers, and for graduate studies. Feedback is provided to all faculty.

#### **IV. Processing the information**

SoM faculty meet annually to discuss issues pertaining to ongoing operations and program assessment. In the fall, the full time and tenure line faculty will discuss the previous year's assessment activities and review assessment plans for the year. Ongoing assessment discussions continue on an as-needed basis at monthly faculty meetings. The faculty teaching in each area review assessment results and, if indicated, devise changes to curriculum to address concerns and plan the direction of future projects.

**Addendum:** Specific learning aims for BME students, assessed in Goal 6

### General Goals

- Articulate a personal philosophy about the role of music in society and education.
- Become familiar with major current issues, techniques, theories, and influences in music education.
- Demonstrate ability to evaluate resources for music teaching, including technology.
- Become aware of the relationships, similarities, and differences between the art forms, the ways people experience art and music, and develop a repertoire of appropriate techniques for the integration of music and other subject areas

### Teaching Skills

- Demonstrate reflection, resourcefulness, and responsiveness as they apply to issues of social justice in the classroom.
- Has a fundamental understanding of music learning in elementary, choral, and instrumental settings.
- Understands effective pedagogy and research-based teaching practices that improve students chances of improving musically and academically
- Create lesson plans that align with national, state, and local curricula.
- Designs instruction based on content knowledge, diverse student characteristics, student performance information, curriculum goals, and the community context.
- Plans for students' ongoing growth and development.
- Structures a safe and healthy learning environment that facilitates cultural responsiveness, emotional well-being, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.
- Differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning.

Demonstrates understanding that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

- Ensures student learning through differentiated instruction and the use of appropriate formative and summative assessments for determining student needs, monitoring student progress, and evaluating student learning and growth.
- Makes curricular decisions driven by information about instructional effectiveness and adjusts practices to meet the needs of each student.
- Engages in ethical practice, demonstrates professionalism and collaborates with colleagues, students, parents or guardians, and community members to foster student learning and development.

#### Elementary Music Teaching Skills

- Accompanies children's voices on a harmonic instrument, such as piano, ukulele, or guitar, using basic chord progressions such as I-IV-V.
- Understands the fundamental principles and pedagogical sequencing of Kodaly and Orff methods.
- Incorporates movement and/or games into elementary music lessons.
- Matches pitches in a range appropriate for young voices.

#### Conducting Skills

- Fundamental nonverbal skills related to synchronizing an ensemble in simple meters, including duple meter conducting patterns, starting and stopping the ensemble, fermatas, and cues.
- Understanding of nonverbal skills needed to synchronize ensembles in compound meters.
- Understanding of expressive nonverbal communication skills, including left hand gestures, eye contact, facial expression, and hand independence.

