

Department Learning Outcomes Assessment Report

Assessment Cycle	2020-2021
Department	Music
Date of Departmental Approval	September 24, 2021
Name of Submitter	Michael Benson

Identify and describe the one best example of “closing the loop” from Step 0. Briefly document the following (in 1 or 2 sentences each):

1. The name of the program of study (e.g., Accounting).

The program of study within music is the “approved major ensemble” requirement for the Bachelor of Science in Education (Music Education) degree.

2. The exact wording of the specific PLO identified as a challenge.

Students should comprehend and apply the central concepts that emphasize the elements, principles, and cultural contexts of music and how to prepare themselves to be performers, teachers, church musicians, and music industry professionals.

3. A brief summary of the evidence used to identify the PLO as a challenge.

The music unit identified the Bachelor of Science in Education (Music Education) program learning outcome in this document as a challenge at the primary and secondary music ensemble levels. Music Education majors are required to be experienced and capable of directing/teaching both choir and band as the Ohio Educators Licensure Standards for Multi-Age Music standards require. Please see the table at the end of this document (Standard 1. Candidates are accomplished music performers, items 1.4, 1.5., and 1.6). To summarize, before the 2019-20 academic year, music education majors were not required to take a secondary music ensemble. They focused most of their music ensemble credits on one ensemble (i.e., choir or band) and a secondary instrument, not an ensemble.

4. The specific action steps taken to address the challenge.

With institutional approval during the 2019-2022 academic year, music education majors are required to participate in an approved major ensemble (i.e., University Chorale, Chamber Choir – Amplified, Pioneer Spirit Marching Band, or Symphonic Band) each semester until they are enrolled in and experiencing their student teaching semester. Music majors who have completed the four-hour minimum requirement for the major ensemble are not excluded from ensemble participation but must register and participate in these ensembles. The newly approved secondary ensemble requirement in 2019-20 was an essential curricular addition because our music education majors must teach in an instrumental and choral environment. This opportunity

encourages educational music-making experiences and prepares them for their vocational calling and future teaching responsibilities.

5. An evaluation of whether or not the action has resulted in improvement to student learning with respect to the specific PLO identified as a challenge.

While early, students pursuing the Bachelor of Science in Education (Music Education) have focused their studies on the extensive and specialized training needed to become competent and successful vocal and instrumental music teachers in public and private schools.

6. The processes that are in place to maintain and monitor the effectiveness of the action steps.

The advising process and BSE (Music Education) degree requirements make this a necessary and effective way to improve student learning and ensure appropriate educational experiences before job placement.

7. Ways in which the challenge has informed departmental strategic planning, budgeting, and expenditures.

Having the BSE (Music Education) majors enroll in these major music ensembles encourages stable enrollment. More importantly, the PLO for students should enable the central music concepts that emphasize the elements, principles, and cultural contexts of music and how to prepare themselves to be performers, teachers, church musicians, and music industry professionals.

List the two programs of study included in this assessment cycle (from Step 1). Music offers two degrees at Malone University.

1. Bachelor of Arts (Music)
2. Bachelor of Science in Education (Music Education)

MULTI-AGE MUSIC STANDARDS

Standard 1. Candidates are accomplished music performers.

1.1 Candidates demonstrate technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration.

1.2 Candidates demonstrate an overview understanding of the repertory in their major performance area and the ability to perform from a cross-section of the repertory.

1.3 Candidates demonstrate the ability to read music at sight with fluency.

1.4 Candidates demonstrate artistry and technical skills through a variety of ensembles in both size and nature throughout the initial preparation of their music education program.

1.5 Candidates demonstrate collaborative competence through regular and varied ensemble experiences, in both size and nature, distributed throughout the candidate's initial preparation program.

1.6 Candidates demonstrate knowledge of repertory through regular and varied ensemble experiences, in size and nature, with performance study and ensemble experiences continuing throughout the candidate's initial preparation.

Standard 2. Candidates display competency in aural skills, analysis, composition, and improvisation.

2.1 Candidates demonstrate an understanding of the common elements and organizational patterns of music.

2.2 Candidates demonstrate an understanding of the interaction of the common elements and organizational patterns of music.

2.3 Candidates demonstrate the ability to employ understanding of aural, verbal, and visual analyses of music.

2.4 Candidates demonstrate sufficient understanding of musical forms, processes, and structures and use this knowledge in compositional, performance, scholarly, pedagogical, and historical contexts, according to the requisites of their specializations.

2.5 Candidates demonstrate a rudimentary capacity to create derivative of original music both extemporaneously and in written form; for example, the imitation of various musical styles, improvisation on pre-existing materials, the creation of original compositions, experimentation with various sound sources, and manipulation of the common elements to meet the needs and ability levels of P-12 school performing groups and classroom situations.

Standard 3. Candidates demonstrate an understanding of music history and repertoire.

3.1 Candidates demonstrate a basic knowledge of music history and repertoires through the present time, including study and experience of musical language and achievement in addition to that of the primary culture encompassing the areas of specialization.