

## Music Program Assessment Videos

- **Overview:** The music program has initiated what is hoped to be an effective means of assessing the quality of learning across the program in the areas of performance skills; Pedagogical Skills; application of historical knowledge; application of theoretical knowledge; and Entrepreneurship. This set of videos will provide an overview of the assessment process and a step-by-step guide for faculty.
- **Performance Skills Assessment:** In the area of performance skills, studio professors will use a rubric at the time students proceed through their gateway jury semester (typically 4<sup>th</sup> semester) and again during the students' final semester in studio (typically 8<sup>th</sup> semester).
- **Performance Skills Rubric:** The Performance Skills Rubric is a non-graded assignment in Canvas. Because it is unassociated with a grade, the studio professor will identify where the students are at the time of the assessment using the categories seen here from right to left of: Acceptable but slightly below gateway/BA expectations; Meets gateway/BA expectations; Acceptable but slightly below BM completion expectations; Fully meets expectations of BM degree completion; or Performing beyond Bachelor level achievement. The areas assessed are: Diction or Articulation; Tone or Vocal Quality; Musical Accuracy or Reading Skills; Expressive Musicality; Stylistic Appropriateness applied in their performance; the student's Preparation for Performance; and the Performance Etiquette. For the music program, the category of Preparation for performance will be used as the Critical Thinking Skills assessment for the Institutional Learning Outcomes.
- **Music History Knowledge:** Studio professors will assess seniors in the Bachelor of Music (BM) degree based upon the program notes developed for their recital using an outcome rubric. The rubric will score the student's Use of musical terminology; the extent to which the students can correctly place pieces in historical / cultural context; the appropriateness of their description of genre and style; and appropriate description of significant musical elements. It is up to the applied professor to decide if this assignment will be tied to a studio grade or not. This measure will also be used to address written communication skills associated with the Institutional Learning Outcomes.
- **Pedagogical Techniques Rubric:** Studio professors in Methods and Materials (or the appropriate substitute for keyboard majors) will use a rubric in Canvas to identify the extent to which Bachelor of Music students Demonstrate understanding of appropriate repertoire for beginning, developing, and advancing students; Successfully identify and address physical issues associated with studio teaching in their chosen area; Students capacity to successfully identify and address musical issues; Students ability to appropriately demonstrate technical exercises for a developing musician; and the extent to which the student can Effectively communicate while teaching. Each professor will decide whether or not to use the assignment as part of the course grade. The category "Effective communication in teaching" will be used to address the Oral Communication assessment for the Institutional Learning Outcomes.
- **Entrepreneurship Skills Rubric:** The instructor of MUSIC 493, Music Business, will assess Bachelor of Music (BM) students based upon assignments scored in this course using an outcomes rubric in Canvas.
- **Music theory skills:** Selected signature assignments in Theory IV will be used to assess essential theoretical knowledge/skills scored via rubric in Canvas using outcomes.

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- **Finding the rubrics:** In your Canvas course, create the appropriate assignment by clicking on Assignments; Adding the assignment name and appropriate description; Identifying if the assignment will go toward the student's grade with appropriate points, Complete or Incomplete, Letter Grade, or Not Graded; the Submission type as No Submission if it is a Performance Rubric score or observed Pedagogical Techniques, or online if they submit a document such as program notes or other assignment document usually as a file upload. You can also set due dates as you see a need. Then save and publish the assignment. When you do this, the assignment is ready to find the rubric. When you select the +Rubric button, a generic rubric will appear. You will not use this generic rubric but will find a rubric that has already been created for you. There may be a long list of rubrics that are used across the program, but you should find the like to Music, Theatre, and Dance, School of. After selected, you find the rubric you are looking for: Music History Skills; Pedagogical Skills; or Performance Skills, then scroll down to click Use the Rubric. When the rubric is showing, publish the assignment.
- **Scoring using the Rubric:** To score each student, when selecting the assignment you will find SpeedGrader toward the upper right of the screen. If there is a submitted document, it will show in the left side of the screen. At the top right of the screen is the list of students to be scored. Select the students and open the rubric. You may need to pull the gray bar to the left to see the entire rubric. Click on the appropriate box to score each selected level of achievement, then click save below the rubric. At this point the student has been scored. You may provide feedback for the students to see but this is not required. After scoring each student, the assessment is completed. Remember that whether the score goes to the course grade or not is up to you, but each criterion score will automatically go to the program.