ACADEMIC YEAR 2021-2022 / ANNUAL PROGRAM REVIEW (APR)

Music Business BM

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Plan Item was last modified on 12/16/21, 8:24 AM
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Template:
Student Learning Assessment Report (add one "plan item" for each major, degree, and/or certificate offered by dept)

Name of degree/major or credential (example: Psychology BA/BS):
Music Business BM

Assessment Cycle State Date:
3/1/2021

Assessment Cycle End Date:
7/1/2022

Progress:
Under Review by College/Institution

Providing Department:
Music-Academic

Responsible Users:

Assessment Report Contact:
Sean Butterfield

Program Changes in Past Year:
- Reduced the Music History requirements from four semester to three to allow students more flexibility in their degree program.
- Simplified the ensemble requirement for all degrees to better ensure that students take meaningful ensembles as determined by their studio instructor while eliminating some time conflicts between ensembles.

Learning Outcomes are Communicated to All Students in Program (check box if true):

Learning Outcomes are Communicated to All Faculty (check box if true):
true

Optional: Framework Alignment:
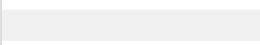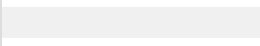NASM

Import Outcomes Data (from Anthology Outcomes):

1.

Musical Performance
Interpret and present musical ideas through performance.
Academic Year 2020-2021: **Music Business**
Term: **Overview**

Exceeded		0%	0
Met		100%	100
Partially Met		0%	0
Not Met		0%	0

2.

Musical Performance
Demonstrate proficiency in major performing medium.
Academic Year 2020-2021: **Music Business**
Term: **Overview**

Exceeded		0%	0

Met		100%	100
Partially Met		0%	0
Not Met		0%	0

4.

Finance

Demonstrate understanding and application of financial principles.

Academic Year 2020-2021: Music Business

Term: Overview

Exceeded		0%	0
Met		100%	100
Partially Met		0%	0
Not Met		0%	0

5.

Business

Create and enact a business plan appropriate to degree emphasis.

Academic Year 2020-2021: Music Business

Term: Overview

Exceeded		0%	0
Met		100%	100
Partially Met		0%	0
Not Met		0%	0

6.

Communication

Communicate effectively using online media (e.g. web design, electronic media)

Academic Year 2020-2021: Music Business

Term: Overview

Exceeded		0%	0
Met		100%	100
Partially Met		0%	0
Not Met		0%	0

Summary of Student Learning:

While the pandemic has presented issues for the entire campus community, its effect has been uniquely difficult for the Lionel Hampton School of Music and our assessment program. Our assessment system operates by collecting data from the various assessment points built directly into each LHSOM degree. In particular, the music program has a variety of barrier points-- probationary lessons for first years, Upper Division Standing juries for sophomores, half/full recitals for juniors and seniors, and capstone projects for the academic subjects--that measure a student's performance aptitude at key points throughout their time in the LHSOM. And because these assessment points are not tied to specific courses and are juried by a committee of faculty members familiar with the student, they provide an ideal way to collect metadata on each class as it moves through the LHSOM.

This system hinges on musical performance and interviews, but COVID-19 prevented this in all typical forms. While the faculty of the LHSOM worked tirelessly to provide students with comparable opportunities via online and pre-recorded options, there is no way for us to compare the live performances of previous semesters to the fundamentally altered experiences of 2020 and 2021. Not only did our safety protocols completely change the manner and quality of the students' performances, we had far less data points than previous years due to many students choosing to either defer their recitals until a later semester or taking a year away from school.

We followed procedure and collected all data possible, however, the quantity and quality of the data is not comparable to pre-pandemic findings. Therefore, we can draw no meaningful conclusions about most of our programs for the 2020-21 academic year.

Attached Files
There are no attachments.

Summary of Faculty Discussion:

The faculty are aware that the data from the pandemic is not usable.

Attached Files
There are no attachments.

Summary of Changes/Improvements Being Considered:

The silver lining of the pandemic is that it has given us an opportunity to begin addressing a few areas in our assessment program that need improvement. The issues with our Music Business assessment are similar to those in Music Education. Measuring the students' progress in the business-centric criteria relies too heavily on the MusX 498 internship. Not only does one advisor typically complete the rubrics, this is a newly revised program, so enrollment is relatively low. This means that we do not have a large enough sample size to draw any reasonable conclusions about the program. We are initiating discussion with the faculty advisor of the program to find a way to create more meaningful assessment points drawing on more of our faculty.

Attached Files
There are no attachments.

Inter-rater Reliability:

Music--like all arts and humanities--has a higher level of subjectivity than fields that deal with concrete ideas. So when the music faculty developed our rubric system four years ago, we designed each question around two key points:

1) We should use language that provides as much objectivity as possible.

2) We should use a consistent scale that can be generalized for any question and then develop the language around that scale.

We created a 6-point system that could be generalized to all assessment questions through comparison to students at peer-institutions around the country. In general, our six point system can be broken down to each number representing the national standard for points of development: 1 - high school student, 2 - beginning undergraduate, 3 - sophomore undergraduate, 4 - graduating undergraduate, 5 - graduate student, 6 - professional. From this general scale, language was developed for each Student Learning Outcome to best define the faculty's descriptions of musical concepts such as timbre and pitch. By having every rubric built around the same backbone, we ensure that all faculty can provide meaningful insight into a student's progress at all assessment points throughout the degrees.

The assessment points that we currently use take place throughout the year at key junctures in the students' degree programs; for example, recital auditions, juries, and interviews. Each of these is adjudicated by a committee consisting of a minimum of three faculty members, and all rubrics are verified as received by the administrative assistants in the front office of the LHSOM using our collection system. When our assessment coordinator, Sean Butterfield, correlates the data at the end of the Spring semester, he double checks and cleans the data (i.e. removes the occasional duplicate responses and chases down the few missing rubrics) to ensure that we have the highest number of accurate data points.

Closing the Loop:

As discussed above, we need a year of non-pandemic data to have any meaningful discussion of moving forward, but we will be developing a new system to diversify the opinions and increase sample size in our business-related measures.

Attached Files
There are no attachments.

Quality Assessment Feedback:
Attached Files
There are no attachments.

Related Items

No connections made