

## Capstone II AY17 Program Review: Capstone Rubric & 2017 Aggregate Scores

### MUSIC

**Assessment Type:** Program

**Year/Term:** 2016-2017

**Level:** Music Capstone Rubrics

**Learning Outcome:** Program Learning Outcomes (PLOs)

**Measurement Scale:** 3-1

**Sample Size:** 2

Assessment of Musical Performance									Score
4.	Intonation, tone ( articulation, diction, bowing) of performance Score: 2								
5.	Interpretation, awareness and personal expression Score: 2								
6.	Presentation and demeanor of performance and presentation Score: 3								
TOTAL 7									
AVERAGE 2.33									
Notes									
Mastering		Advancing		Developing		Emerging		Struggling	
10	9	8	7	6	5	4	3	2	1

Assessment of Musical Performance									Score
1.	Intonation, tone ( articulation, diction, bowing) of performance Score: 3								
2.	Interpretation, awareness and personal expression Score: 2								
3.	Presentation and demeanor of performance and presentation Score: 2								
TOTAL 7									
AVERAGE 2.33									
Note									
Mastering		Advancing		Developing		Emerging		Struggling	
10	9	8	7	6	5	4	3	2	1

Rater: Dr. Matt Cooper Performance: Student 1, Senior Recital June 4, 2017

Rater: Dr. Matt Cooper Performance: Student 2, Senior Recital June 4, 2017

## Closing the Loop Statement

Due to the fact that the Capstone for the Bachelor of Music degree has changed under the new Sustainability Plan to MUS 445 (Community Music), but MUS 445 is offered on an alternate-year basis, there were no students graduating in Spring 2017 who did the new Capstone. However, there were two students graduating under the “old” degree, and used MUS 406 (Senior Recital) as their capstone.

The performance by these two students was a voice recital given June 4, 2017. Both students showed a degree of technical proficiency that might be expected of a graduating senior vocal major. One student emphasized Musical Theater, and one emphasized classical vocal literature (opera and art song). The student emphasizing the classical repertoire excelled more in terms of technical preparation (intonation, tone, articulation, diction), while the student emphasizing musical theater scored on presentation and demeanor. Both students scored in the moderate range for interpretation, awareness and personal expression. Average scores for both students were 2.33 (somewhat above “adequate”), so **100% of the students achieved the benchmark.**

While not representative of the direction the department is going in the future (community music), this assessment gives us a snapshot of how students are doing in “Applied and Integrated Learning,” especially the ability to “perform fluently.” These students accurately represent the level of technical preparation of our vocal majors, but may be slightly less proficient than our best students in terms of interpretation, personal expression, and demeanor. This is more of a reflection of the small sample size than any larger trend.

This sample does not suggest any need to make major adjustments in our performance studies curriculum. Both students are more than adequate in their skills, and proficient in one of the three categories. As we transition into using MUS 445 (Community Music) in coming years, we will have a better capability of assessing how our students are faring in Civic Engagement, as well as Content Knowledge and Applied and Integrated Learning.

## Program Learning Outcomes

- **Content Knowledge:** Create, interpret, analyze, and teach music derived from diverse sources, including Eurological, Afrological, and other world traditions. Think critically about music and write about it meaningfully. Compose and arrange music suitable for contemporary use, utilizing notated scores as well as electronic technology.
- **Applied and Integrated Learning:** Perform fluently as a vocalist, instrumentalist, or both, using notation and/or improvisation. Think critically and write reflectively about one’s integration of the various musical disciplines (theory, history and literature, improvisation, technical and performance studies) and the resultant influence on the act of musical performance.

- **Civic Engagement:** Rehearse and perform with other musicians in various groups, negotiating the discourse and personal dynamics inherent in working together toward the common goal of creating and performing music. Engage in meaningful verbal and musical conversation with audiences from every segment of society, at home and abroad.