

Carthage College
2001 Alford Drive
Kenosha, WI 53140

F. Gregory Campbell, President
Richard Dale Sjoerdsma, Chair, Department of Music

PROGRESS REPORT
IN RESPONSE TO
COMMISSION ACTION REPORT

April 28, 2005

2

National Association of Schools of Music

11250 Roger Bacon Drive, Suite 21

Reston, Virginia 20190-5248

COMMISSION ACTION REPORT

This document provides the official action of the Commission as indicated in the cover letter of the same date.

December 21, 2004

CARTHAGE COLLEGE

Department of Music

Action:

The Commission voted to accept the response and continue the institution in good standing with the degree listing indicated below.

The Commission requests a progress report addressing the issues cited below.

NASM Degree/Program Listing:

Bachelor of Arts in Music.

Bachelor of Arts in Music Education.

Next Full Review:

2012-2013 Academic Year

Items for Progress Report:

1. The Commission appreciates the institution's acknowledgement of the importance of an understanding of technology and the ability to employ it in one's field of specialization. The Commission also notes the intention to include instruction in technology in courses such as Music 410 and 420 as well as evidence of current faculty engagement with Internet resources in music education (Response, Attachment 2). The institution is requested to report on students' acquisition of a general overview of technology as it relates to music and students' working knowledge of technological developments applicable to their area of specialization (see *NASM Handbook 2003-2004*, page 84, item VII.E.1.2.).
2. The Commission notes the music unit's progress in developing a plan for evaluating students' educational and artistic development. The institution is asked to describe the intended rubrics for assessment and provide current information on the use of electronic portfolios as described in the Response (Attachment 4, page 2).

(continued)

NASM REPORT
Progress Report

- 1) The area of music technology, specifically related to how students gain a general overview as well as a working knowledge of applicable developments, has been incorporated in the Music Theory/Aural Skills sequence, Conducting, and one of the Music History courses. This is also part of the electronic portfolio and assessment tool. See attachment for further clarification.

Software to support instruction in these areas, as well as updates in the areas of music notation, sequencing, theory, aural skills, and interactive performance applications are being acquired under the direction of our new faculty hire in the area of music theory/aural skills/electronic music.

Specifics related to the music education area have been mentioned in previous reports to the commission.

- 2) Evaluating student educational and artistic development has been clarified, and strengthened, through the use of several formal rubrics. The process is outlined as follows:

- Each term--Students formulate performance and study goals on the "*Statement of Goals*". "*Repertoire Sheet*" is used to report on areas of study, and is used in conjunction with self-analysis "*Reflective Essay*" and written comments from faculty at juried performance to assess progress towards stated goals
- "*Junior Standing*" form is used at the end of the sophomore year with a "*Cumulative Repertoire Sheet*" to present information to the faculty about the students course of study over the first two years. The student then writes an essay describing his/her own perception of progress as a musician. All of this information is presented in conjunction with an extended performance demonstration for the faculty, upon which there are written comments the student will review.
- A capstone Senior Project is required in the major. Forms describing the "*Senior Project Proposal*" are submitted at the beginning of the senior year. Following the execution of the project, both student and faculty are required to make a formal assessment of the presentation. The forms for these evaluations are "*Senior Project Faculty Assessment*" and "*Senior Project Student Self-Assessment*"

The formal process for electronic portfolio assessment is strongly endorsed by the faculty. Facilitation of the plan is currently lagging because of recent retirements of key faculty members in the delivery system. New faculty hires in the areas of music theory/aural skills/electronic music, as well as in music

history and choral music education will help finalize the institution of this process.

ATTACHMENT

REPERTOIRE SHEET

Date _____

Name _____ Instrument _____

Private Teacher _____ Semester of Study _____ Principal instrument _____

Major(s) _____ Minor(s) _____

Emphasis in the Major (Check ALL that apply)

_____ piano pedagogy _____ general music ed _____ church music _____ core music major _____ other
_____ performance _____ choral music ed _____ instrumental music ed _____ music theatre

Ensemble participation this semester (Check ALL that apply)

_____ Carthage Choir _____ Lincoln Chamber Singers _____ Chapel Choir _____ Women's Ensemble
_____ Wind Orchestra _____ String Orchestra _____ Jazz Ensemble _____ other

Use the following symbols where applicable:

- S Performed in Individual Studio
- L Performed in LPIS
- D Performed in Departmental
- C Performed in Chapel
- P Performed Elsewhere

Memorized Pieces

Title _____ Source (Opera, Song Cycle, Opus) _____ Composer Last Name, First _____ (Dates) _____

Studied Pieces (not memorized)

Title _____ Source (Opera, Song Cycle, Opus) _____ Composer Last Name, First _____ (Dates) _____

Technical Studies (scales, exercises, etc)

To be performed at the final exam:

STATEMENT OF GOALS

Date _____

Name _____ Instrument _____

Private Teacher _____ Semester of Study _____ Principal instrument _____

Major(s) _____ Minor(s) _____

Emphasis in the Major (Check ALL that apply)

_____ piano pedagogy _____ general music ed _____ church music _____ core music major _____ other

_____ performance _____ choral music ed _____ instrumental music ed _____ music theatre

Attach to this sheet a Statement of Goals for the semester. These goals should include technical goals and artistic goals. Carefully consider how you will apply skills from curricular courses (such as Theory I, Exploring Music, Music History, etc). Include goals for how you will integrate these curricular concepts into your applied lessons. After each goal, outline the steps you plan to take in order to reach that goal.

Goals must be turned in to the private lesson teacher by midterm (see private instructor for date.)

Students that have not turned in their goals by the above deadline will receive a midterm grade of D in Applied Lessons. Students that have not turned in their goals by the end of the semester will receive a final grade of D in Applied Lessons.

REFLECTIVE ESSAY

Date _____

Name _____ Instrument _____

Private Teacher _____ Semester of Study _____ Principal instrument _____

Major(s) _____ Minor(s) _____

Emphasis in the Major (Check ALL that apply)

_____ piano pedagogy _____ general music ed _____ church music _____ core music major _____ other

_____ performance _____ choral music ed _____ instrumental music ed _____ music theatre

Attach to this sheet a Reflective Essay for the semester. To complete this essay, consider the goals that you submitted earlier in the term. Assess your progress toward those goals. For all goals that you have met, be sure to state the steps that helped you achieve that goal. For all goals that you have not yet met but intend to continue to pursue, outline a plan for continued study in that area. Be sure to include an overview of your progress and long-term goals as a musician, performer, educator, etc.

Reflective Essays must be turned in to the private lesson teacher at the final exam jury. Students that have not turned in their goals by end of semester juries will receive a grade of D in Applied Lessons.

SENIOR PROJECT FACULTY ASSESSMENT

Date _____

Name _____ Instrument _____

Private Teacher _____ Semester of Study _____ Principal instrument _____

Major(s) _____ Minor(s) _____

Emphasis in the Major (Check ALL that apply)

_____ piano pedagogy _____ general music ed _____ church music _____ core music major _____ other
_____ performance _____ choral music ed _____ instrumental music ed _____ music theatre

Attach to this sheet documentation for your senior project. Include recordings, programs, program notes, posters, publicity, faculty comment sheets, education portfolios, sample work, etc. Be sure to also attach the Senior Project Student Self Assessment essay.

Submit the project for assessment to the department chair, private teacher, and advisor.

Signed, approved assessments should be submitted to Corinne Ness for archival. Notification to the registrar will be made following submission.

_____ Approve _____ Disapprove _____
Department Chair

_____ Approve _____ Disapprove _____
Private Teacher

_____ Approve _____ Disapprove _____
Advisor

SENIOR PROJECT STUDENT SELF ASSESSMENT

Date _____

Name _____ Instrument _____

Private Teacher _____ Semester of Study _____ Principal instrument _____

Major(s) _____ Minor(s) _____

Emphasis in the Major (Check ALL that apply)

piano pedagogy general music ed church music core music major other
 performance choral music ed instrumental music ed music theatre

Carefully consider your Senior Project Proposal as well as the final project. Submit an essay summarizing what you consider the project's strengths. Discuss what elements of the project were challenging, as well as those that were less challenging. Discuss what you learned in completing this project, specifically addressing how this project reflects your growth as a musician, performer, and/or educator.

Submit this essay with the Senior Project Faculty Assessment form as documentation of your senior project.

SENIOR PROJECT PROPOSAL

Date _____

Name _____ Instrument _____

Private Teacher _____ Semester of Study _____ Principal instrument _____

Major(s) _____ Minor(s) _____

Emphasis in the Major (Check ALL that apply)

piano pedagogy general music ed church music core music major other
 performance choral music ed instrumental music ed music theatre

Attach to this sheet a proposal for your senior project. This proposal should include details including proposed recital repertoire, thesis outline, portfolio outline, etc.

This proposal must be submitted to the department chair, private teacher, and advisor for approval.

Signed, completed proposals should be submitted to Corinne Ness for archival.

_____ Approve _____ Disapprove _____
Department Chair

_____ Approve _____ Disapprove _____
Private Teacher

_____ Approve _____ Disapprove _____
Advisor

ELECTRONIC PORTFOLIOS

<http://www.bsu.edu/web/cfa/music/mused/portfolios.html>

sample e portfolios, free template download, tutorial

1. Determine the purpose: formative (growth), evaluative, both
meets ISTE standards (technology)
majors only, principal performance area
Freshman double principals?
2. Determine the organization (format)
software needs (Dreamweaver)
lab w/ scanners and recording/video hook up?
student lap top requirement?
3. Determine the content
specific criteria each semester?
incoming Freshmen given a template CD rom
Personal (picture, musical life history)
INTASC Standards (New Teacher Assessment Consortium)
Essays (reflective)
Artifacts (authentic evidence from courses and field
experience juries critiques, performance MP-3s, video
teaching, etc.
Course Materials (assignments, etc.)
4. Publish on line or submit via CD?
who will have access/how and where
publishing - ethical questions, copyright implications
5. Evaluation
evaluated by course instructor?
must earn a C or better in portfolio to earn C in course?
individual presentation of e portfolio at end of each semester?
to private teacher?
during juries (majors only day?)
rubriks to evaluate essays
senior year final showcase
6. Faculty obligations:
including tech/writing requirement in specific courses, such as:
Musical Life History in Exploring Music
Uploading Power Point: Music History
Picture and home page: Music Theory
7. Equipment needed: each student a laptop?
computer lab?
MP-3 capability
video capability
scanners
possible use of Graphic Arts lab and teaching expertise?

8. Time frame: 03-04 develop
04-05 train staff, acquire equipment
05-06 implement with new Freshmen

Tech Skills needed to complete e portfolio:

1. Download template: orientation session with CN
2. Make a page: Theory I
3. Scan: Theory I
4. Make a link: Keyboard Skills I
5. Power Point: Music History I or Music Theater History
6. Audio File: Theory III
7. Video File: Conducting

All skills are taught in core music classes so that all music majors can complete the portfolio. The exception being video. It makes sense to introduce this skill in conducting. Therefore, some music majors may not have the skill to add video. It will not be required as outlined below.

Suggested Template for e portfolio:

Home

- Picture
- Contact email
- Biography
- Resume
- Cumulative Repertoire List

Degree Requirements

- Graduation Checklist
- Keyboard Proficiency Checklist
- Junior Standing
- Junior Symposium
- Senior Project

Professional Development

- Semester Repertoire Lists
- Goal Statements
- Reflective Essays
- Jury Comment Sheets
- Performance Portfolio Assessment
- Memberships

Course Materials

**might be reading logs, reviews, observation summaries, research, etc. as required by the individual teacher

Music Courses with suggested tech skills

Exploring Music: bio (pagemaker)

Music Theory I: picture and home page with contact info (scan, pagemaker)

Music Theory II

Music Theory III: (audio file)

Music Theory IV

Aural Skills I

Aural Skills II

Aural Skills III

Aural Skills IV

Music History I (power point, pagemaker)

Music History II

Music History III

Applied Music (goals, jury comment sheets, reflective essays, junior standing, rep list, cumulative rep list, performance recitals)

Departmental Recital (none)

Keyboard Skills I (checklist, creating a link to piano rep sheets)

Keyboard Skills II (update checklist)

Keyboard Skills III (update checklist)

Keyboard Skills IV (update checklist)

Survey of Symphonic Lit

Pop Music in America

Opera

Hymnology

Liturgics

Music Theater History: power point, resume

Piano Literature

Class Guitar (none)

Woodwind Techniques (none)

Brass Techniques (none)

Percussion Techniques (none)

String Techniques (none)

World Music in the Classroom (senior project for ed majors)

Seminar in Form and Analysis (senior project for ed, course mat for perf)

Learning About Instruments (none)

Field Experience (senior project for ed)

Choral Conducting (video)

Choral Literature (senior project for ed)

Middle & Secondary Music Methods (ed senior project, memberships)

Vocal Pedagogy
Small Vocal Ensemble (rep list, ed senior project)

Elementary Music Methods (ed senior project)
Instrumental Conducting (video)
Orchestration (ed senior project)
Instrumental Music Methods (ed senior project, memberships)
Small Instrumental Ensemble (none)
Class Voice (none, instr. ed senior project)

Church Music Program
Service Playing and Improvisation I
Service Playing and Improvisation II
Practicum in Church Music

Piano Pedagogy and Lit I
Piano Pedagogy and Lit II
Practicum in Piano Pedagogy

Music Theater Workshop (none)

Opera Production (none)
Seminar
Piano Literature

Carthage Choir (none)
Women's Ensemble (none)
Chamber Singers (none)
Wind Orchestra (none)
Kenosha Symphony (none)
String Orchestra (none)
Jazz Band (none)
Pep Band (none)
Gospel Messengers (none)
Jazz and Show Choir (none)
Community Chorus (none)
Racine Symphony (none)

General Recommendations

all freshmen music majors will be required to have a laptop

technology skills will be incorporated into all core music classes (scanning, sound, video, power point, links, etc.) to ensure that all students have the skills to complete the portfolio

portfolio requirements will be added to all courses

a grade of C or better in portfolio is required to get a C or better in the class

portfolios will be reviewed at the end of each year by the **private teacher** (students will turn in a copy on CD)(faculty will be given rubrics to facilitate uniform assessment)

Senior portfolios will be reviewed by three faculty members and the department chair (students will turn in a copy of the portfolio on CD, which will be routed among the faculty)

incoming Freshmen will receive a CD with the template in an orientation session

a tutorial will be developed and made accessible through the college website.

Portfolio addresses technology standards, writing across the curriculum, performance assessment, licensing requirements.

Sample Freshman Year, Semester I Portfolio Checklist

Load template

Picture (scan)

email contact info (text)

Biography (text)

Cumulative Rep List, Principal Area (text)

Graduation Checklist (part of template)

Keyboard Proficiency Checklist (part of template)

Link from keyboard proficiency to piano rep sheet (scan)

Semester rep list, principal area (scan)

Goal statement (text)

Reflective Essay (text)

other

Students would turn in a hard copy of bio to Ripley

Students would turn in a hard copy of goals to C Ness by midterms
Students would turn in CD to private teacher at juries to assess reflective
essay and "check off" checklist.

Sample Freshman Year, Semester II Portfolio Checklist

Cumulative Rep List, Principal Area (text)
Graduation Checklist (part of template)
Keyboard Proficiency Checklist (part of template)
Link from keyboard proficiency to piano rep sheet (scan)
Link from piano rep sheet to semester I keyboard proficiency comments (scan)
Semester rep list, principal area (scan)
Link from principal rep list to semester I jury comment sheets (scan)
other

Students would turn in a CD to private teacher at juries to "check off" checklist.