

## Music Assessment Summary Report, June 2013

Prepared by Julie Combs

The following is a list of **summarized program learning outcomes** which includes our Bachelor of Music Performance, Bachelor of Music Education, and Bachelor of Arts degrees:

1. Public Affairs: Students will demonstrate the understanding and use of public performance as a means for engaging communities, creating cultural awareness, and providing ethical leadership.
2. Performance: Music students will be able to perform as soloists, ensemble members, and chamber musicians at appropriate levels for entering graduate music study and for public school and studio teaching.
3. Theory and Musicianship: Students will be able to create, analyze, and synthesize music as a means of supporting developing careers in music teaching and/or performance.
4. Repertoire: Students will be able to recognize, classify, and interpret a common body of western literature and individual repertory by written and oral means.
5. Pedagogy: Students will be able to demonstrate teaching skills for individual studio and group settings for teaching and audience education purposes.

### **Summary List of Assessment Methods for Music Students:**

1. All music students perform a graded “juried” public performance for a panel of faculty in their area every semester (Performance)
2. All Music Students must pass a keyboard/theory proficiency exam prior to their senior year (Musicianship)
3. All Music Students must pass MUS 298, a qualifying performance jury exam to be admitted to upper division study (Performance and Musicianship)
4. All Music Students must present a formal public performance of varied repertoire or of original compositions (composition majors) as a senior recital (Public Affairs, Performance, Repertoire)
5. All Music Students must take a nationally-normed Music Exit Exam in the semester prior to graduation (Musicianship, Pedagogy).

### **Summary of what the Music Department has learned/changed:**

1. MUS 298, Qualifying Performance Jury, appears to serve as a mid-point assessment for determining success. Students who do not pass this as sophomores usually reconsider the major or move to a BA. This year, there were less than a dozen students who did not pass the MUS 298 jury. This is significant because until this time, most everyone passed. Areas are looking for stronger performance skills before admitting students to the degree program and approving them for upper division study in preparation for their degree recitals.
2. Enforcement of Piano Proficiency Pass before end of junior year is creating a clear path for admission to Teacher Education Programs and admission to the degree program for all degrees. The Pass rate is steady, and the failure rate is small. Fewer students are having to retake 1 to 2 skill areas and are passing with a single try. We attribute this to serious enforcement and better teaching in the MUS 137, 138, and 237 class piano classes.

Semester	No. Students Attempting	Passed	Failed	Retake 1-2 skills
Fall 12	41	23	4	14
Spring 13	36	22	4	10

3. Assessing the first semester jury, the 298 jury, and senior recital hearing are clear measures of growth in musicianship (we are beginning to reflect on this; and now have two years of data.)
4. Music Exit exam results indicate that theory/musicianship skills rank in the 80<sup>th</sup> percentile; history/repertoire skills are above the 70<sup>th</sup> percentile. We need to consider what ways in which we could improve our students history skills, but we also must know what areas of history the national exam targets. For example, we are emphasizing musics of world cultures and if the exam is not, we still must adhere to the standards of the NASM History and Literature requirements.

### **Summary of Assessment Timeline:**

1. Entering freshman first semester jury results assessed with department-wide rubric; discussion in December in areas about specific outcomes. (Every semester for new entering students)
2. All sophomores must take and pass the MUS 298 jury; results shared departmentally and recorded in advising folders. (End of sophomore year; students must enroll)
3. Students attempting and passing Piano Proficiency exam are shared by the keyboard examining committee each semester; this information is used by private instructors, advisors, and the Music Education Coordinator to track progress in preparation for admission to degree programs and teacher education. (This occurs every semester.)
4. Students who are presenting junior and senior recitals must pass a recital preview with rubrics regarding performance accuracy, artistry, and repertoire. Comments from each faculty juror are shared with students and filed in their advising folder. (every semester)
5. Results from nationally-normed exit exams take about 4 months to return to the department. The Assessment Coordinator, Peter Collins, shares these results with the theory, history, and studio faculty. As a result, we have transformed our theory sequence to run 4 days a week for freshman and sophomore classes. This leaves Friday open for classroom observation for music education of which a majority of our majors are a part. Theory results appear to have improved but we have not yet had a class who started with the 4 days/wk Theory graduate. This will occur in 2015.