



DEPARTMENT OF MUSIC
INTERIM ASSESSMENT REPORT 2013–2014

OVERVIEW

Department: **Music**

Report Preparer: **Dr. Drew Collins**

Members of the Ad Hoc Assessment Committee for the Department of Music: **Dr. Carlotta Parr; Dr. Charles Menoche; Dr. Drew Collins (cmte. Chair); Dr. Lauren Reynolds**

Program Name and Level: **Master of Science in Music Education**

Program Assessment Question	Response
1) URL: Provide the URL where the learning outcomes (LO) can be viewed.	http://web.ccsu.edu/music/undergraduate/learningOutcomes.asp
2) LO Changes: Identify any changes to the LO and briefly describe why they were changed (e.g., LO more discrete, LO aligned with findings)	<p>Based on the feedback from the University Assessment Committee, the Ad Hoc Committee on Assessment for the Department of Music feels that the Learning Outcomes do not need revision. They remain intact from our previous report:</p> <p>Each student in the program is expected to:</p> <ol style="list-style-type: none"> 1. demonstrate knowledge about different philosophies of music education and develop a personal philosophical foundation for careers; 2. demonstrate knowledge about current issues and trends in music education and education; 3. demonstrate an ability to organize, interpret, synthesize, and evaluate knowledge in music, music education, and education; 4. demonstrate competence in aural, written, and communication skills and an ability to

	disseminate knowledge in a scholarly, coherent, and organized manner; and 5. demonstrate the ability to understand and evaluate research in music education and conduct research.
3) Strengths: What about your assessment process is working well?	The current assessment process shows a direct correlation between data gathered and overall success of the students in the program, thus signifying that the learning outcomes and assessment instruments are both relevant and significant.
4) Improvements: What about your assessment process needs to improve? (a brief summary of changes to assessment plan should be reported here)	The Department of Music assessment committee will continue to investigate whether other relevant assessment instruments exist or need to be created in order to provide a comprehensive assessment of students' progress in the degree program. Currently, the committee does not find that any other assessment instruments are necessary in order to gather essential data. Regarding improvements in the report, the Department of Music Assessment Committee has been working to revise and create additional rubrics to evaluate capstone projects. These new rubrics will be better tailored to the specifics of each type of capstone project.
For Each Learning Outcome (LO) complete questions 5, 6 and 7:	
LO #1) Each student in the program is expected to demonstrate knowledge about different philosophies of music education and develop a personal philosophical foundation for careers.	
5) Assessment Instruments: For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes?	Comprehensive Examination
6) Interpretation: Who interprets the evidence?	Ad Hoc Assessment Committee for the Department of Music
7) Results: Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).	Conclusion: Students are meeting this learning outcome.
	Evidence: Based on the data in Table 2 ("Results of Comprehensive Exam"), 95% of students from AY 2009-10 through AY 2013-14 passed the related portion of the comprehensive exam, and thus, met the learning outcome.
	Changes: Given the current success rate, no changes are required at this time.
LO #2) Each student in the program is expected to demonstrate knowledge about current issues and trends in music education and education.	
5) Assessment Instruments: For each LO, what is the source of the data/evidence, other than	Comprehensive Examination: Analytical research paper (N.B. This is a multi-part exam, and includes an analytical research paper on a current issue in

GPA, that is used to assess the stated outcomes?	music education, to be written in correct APA format. It is this paper that is used to gauge student success for this Learning Outcome.)
6) Interpretation: Who interprets the evidence?	Ad Hoc Assessment Committee for the Department of Music
7) Results: Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).	Conclusion: Students are meeting this learning outcome.
	Evidence: Based on the data in Table 3 (Results of Comprehensive Exam), 87% of students from AY 2009-10 through AY 2013-14 passed the related portion of the comprehensive exam, and thus, met the learning outcome. The D.O.M. assessment committee will monitor the results of this portion of the exam so see if AY 2013-14 was an outlier year, or whether there is a trend indicating less success on this portion of the exam.
	Changes: Given the current success rate, no changes are required at this time.
LO #3) Each student in the program is expected to demonstrate an ability to organize, interpret, synthesize, and evaluate knowledge in music, music education, and education.	
5) Assessment Instruments: For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes?	Comprehensive Examination: Analytical research paper
6) Interpretation: Who interprets the evidence?	Ad Hoc Assessment Committee for the Department of Music
7) Results: Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).	Conclusion: Students are meeting this learning outcome.
	Evidence: Based on the data in Table 4 ("Results of Comprehensive Exam"), 95% of students from AY 2009-10 through AY 2013-14 passed the related portion of the comprehensive exam, and thus, met the learning outcome.
	Changes: Given the current success rate, no changes are required at this time.

LO #4) Each student in the program is expected to demonstrate competence in aural, written, and communication skills and an ability to disseminate knowledge in a scholarly, coherent, and organized manner.	
5) Assessment Instruments: For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the	a. Comprehensive Examination: Analytical research paper b. Capstone Project

stated outcomes?	
6) Interpretation: Who interprets the evidence?	Ad Hoc Assessment Committee for the Department of Music
7) Results: Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).	Conclusion: Students are meeting this learning outcome with regards to the first component—analytical research paper. To date, the rubrics for assessing the capstone projects are incomplete, so results cannot yet be drawn about this component. The Department of Music Assessment Committee is working to revise the rubrics so that they are relevant to all Capstone options, and will thus yield results and data that can be reported.
	Evidence: Based on the data in Table 5 ("Results of Comprehensive Exam"), 95% of students from AY 2009-10 through AY 2013-14 passed the related portion of the comprehensive exam, and thus, met the learning outcome. As noted above, there is currently no evidence to support any results regarding the capstone projects.
	Changes: The D.O.M. Assessment Committee will continue work on revising the capstone rubrics to be better tailored to each option, particularly those in conducting and performance. The existing rubrics are only useful for action research capstone projects. WE will also develop a rubric to be used in evaluating the analytic paper that is part of the Comprehensive Examination.
LO #5) Each student in the program is expected to demonstrate the ability to understand and evaluate research in music education and conduct research.	
5) Assessment Instruments: For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes?	Comprehensive Examination
6) Interpretation: Who interprets the evidence?	Ad Hoc Assessment Committee for the Department of Music
7) Results: Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).	Conclusion: Students have difficulty with the theory portion of the comprehensive exam and frequently need to re-take this portion of the exam.
	Evidence: Based on the data in Table 6, only 61% of students who took the comprehensive exam from AY 2009-10 through AY 2013-14 passed the theory portion.
	Changes: Because students often take the Comprehensive Examinations several semesters or years after they complete the core courses in music theory, students have not been very successful on the theory portion of the exam. The guidelines sent to students for preparing for the philosophy and learning theories (psychology and sociology) portions of the examination seem to have had a positive effect on the results of these portions of the Comprehensive Examination.

	<p>Therefore, the Ad Hoc Committee on Assessment for the Department of Music met with the full-time theory faculty members, who, in turn, developed guidelines for students to use to prepare for the examination. These guidelines were sent to students two weeks prior to the examination on April 19, 2013. The results from AY 2012-13 indicate that the guidelines seem to have had a positive effect on students' success in this component of the Comprehensive Examination. The Assessment Committee for the Department of Music will continue to distribute, collect and analyze the results to see if the positive change continues. The D.O.M. Cmte. on Assessment will also meet with the Dept. of Music Graduate Committee to request that they consider posting possible examination questions on the Department's website.</p>
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Table 2: Results of Comprehensive Examination Results: Music Education Philosophy (2009-2014)

Learning Outcomes		AY 2009-2010	AY 2010-2011	AY 2011-2012	AY 2012-2013	AY 2013-2014
1. Music Education Philosophy Identify different philosophies of music education and their application to curriculum, instruction, and assessment in music education.	# Taking	4	2	5	3	8
	Pass	4	2	5	3	7
	Fail	0	0	0	0	1
	AY Total	4	2	5	3	8
	AY Pass	4	2	5	3	7
	AY Fail	0	0	0	0	1

Table 3: Results of Comprehensive Examination Results: Psychology and Sociology (2009-2014)

Learning Outcomes		AY 2009-2010	AY 2010-2011	AY 2011-2012	AY 2012-2013	AY 2013-2014
2. Psychology and Sociology Identify major theories of learning in psychology and sociology and their application to curriculum, instruction, and assessment in music education	# Taking	4	2	5	3	9
	Pass	4	2	5	3	6
	Fail	0	0	0	0	3
	AY Total	4	2	5	3	9
	AY Pass	4	2	5	3	6
	AY Fail	0	0	0	0	3

Table 4: Results of Comprehensive Examination Results: Current Issues (2009-2014)

Learning Outcomes		AY 2009-2010	AY 2010-2011	AY 2011-2012	AY 2012-2013	AY 2013-2014
3. Current Issues Identify current issues in music education, and demonstrate their ability to evaluate and synthesize research in music education related to current.	# Taking	4	2	5	3	8
	Pass	4	2	5	3	7
	Fail	0	0	0	0	1
	AY Total	4	2	5	3	8
	AY Pass	4	2	5	3	7
	AY Fail	0	0	0	0	1

Table 5: Results of Comprehensive Examination Results: Communication Skills (2009-2014)

Learning Outcomes		AY 2009-2010	AY 2010-2011	AY 2011-2012	AY 2012-2013	AY 2013-2014
4. Communication Skills Demonstrate competence in written skills, and an ability to disseminate knowledge in a scholarly coherent, and organized manner	# Taking	4	2	5	3	8
	Pass	4	2	5	3	7
	Fail	0	0	0	0	1
	AY Total	4	2	5	3	8
	AY Pass	4	2	5	3	7
	AY Fail	0	0	0	0	1

Table 6: Results of Comprehensive Examination Results: Content Knowledge (2009-2014)

Learning Outcomes		AY 2009-2010	AY 2010-2011	AY 2011-2012	AY 2012-2013	AY 2013-2014
5. Content Knowledge Demonstrate proficiency in aural and written musical skills	# Taking	4	2	5	4	8
	Pass	2	0	3	3	6
	Fail	2	2	2	1	2
	AY Total	4	2	5	4	8
	AY Pass	2	0	3	3	6
	AY Fail	2	2	2	1	2