

**DEPARTMENT OF MUSIC**  
**FULL ASSESSMENT REPORT AY2012–2013–AY2016–2017**

NOVEMBER 8, 2017

Department: **Music**

Report Preparer: **Dr. Monica Hershberger and Dr. Carlotta Parr**

Members of the Assessment Committee for the Department of Music: **Dr. Carlotta Parr (Dept. Chair); Dr. Monica Hershberger (cmte. chair); Dr. Drew Collins; Dr. Daniel D'Addio**

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

Program Assessment Question	Response
<p><b>URL:</b> Provide the URL where the learning outcomes (LO) can be viewed.</p>	<p><a href="http://www.ccsu.edu/music/learningOutcomes.html">http://www.ccsu.edu/music/learningOutcomes.html</a></p> <p>Each student in this program is expected to:</p> <ol style="list-style-type: none"> <li>1. exhibit knowledge of different philosophies of music education and develop a personal philosophical foundation for their career;</li> <li>2. exhibit knowledge of current issues and trends in music education and education;</li> <li>3. demonstrate the ability to organize, interpret, synthesize, and evaluate knowledge in music, music education, and education;</li> <li>4. demonstrate competence in oral, written, and communication skills and the ability to disseminate knowledge in a scholarly, coherent, and organized manner; and</li> <li>5. demonstrate the ability to evaluate research in music education, and to conduct research.</li> </ol>
<p><b>Assessment Instruments:</b> Please list the source(s) of the data/evidence, other than GPA, that is/are used to assess the stated outcomes.</p>	<ol style="list-style-type: none"> <li>1. Comprehensive Examinations in Music Education Philosophy, Psychology and Sociology; Current Issues; Knowledge (Music Theory) and Communication Skills</li> <li>2. Capstone Project: Students may choose to do: a. an action research, b. a performance recital, c. a conducting recital, or d. a composition project. These projects are scored according to the Department of Music's Capstone Rubric.</li> </ol>
<p><b>Interpretation:</b> Who interprets the evidence?</p>	<p>Department of Music Assessment Committee. This committee consists of about 4 of our 9 full-time faculty. This committee may or may not include any members of the Theory/Aural Skills area.</p>
<p><b>Results:</b> Since the most recent full report, list</p> <ol style="list-style-type: none"> <li>a. The conclusions drawn</li> <li>b. The changes that were or will be made as a result of those conclusion(s).</li> </ol>	<p>Since AY 2011-2012, we have collected, collated, and examined the data, with an eye for patterns that may emerge over time.</p> <ol style="list-style-type: none"> <li>a. Overall, students in this program are meeting the learning outcomes.</li> </ol>
<p><b>Strengths:</b> List ways in which your assessment process is working well.</p>	<p>The current assessment process shows a direct correlation between data gathered and overall success of the students in the program,</p>

	signifying that the learning outcomes and assessment instruments are both relevant and significant.
<b>Improvements:</b> List ways in which your assessment process needs to improve (a brief summary of changes to assessment plan can be reported here).	<p>The Department of Music Assessment Committee will continue to investigate whether other relevant assessment instruments exist or need to be created 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 to gather essential data.</p> <p>Regarding improvements in the report, the Department of Music Assessment Committee recently revised and created additional rubrics to evaluate capstone projects. These new rubrics are better tailored to the specifics of each type of capstone project and will be implemented this year.</p>

## LEARNING OUTCOMES

<b>LO #1) Each student in the program is expected to exhibit knowledge of different philosophies of music education and develop a personal philosophical foundation for his/her career.</b>	
5) <b>Assessment Instruments:</b> For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes?	Comprehensive Examination: Music Education Philosophy
6) <b>Interpretation:</b> Who interprets the evidence?	Department of Music Assessment Committee. This committee consists of about 4 of our 9 full-time faculty members. This committee may or may not include members from the Theory/Aural Skills area.
7) <b>Results:</b> Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes	<b>Conclusion:</b> Students are meeting this learning outcome.
	<b>Evidence:</b> Based on the data in Table 1 (“Results of Comprehensive Exam: Music Education Philosophy (2012-2017)”), 82% of students from AY 2012–2013 through AY 2016-2017 passed this portion of the comprehensive exam, and thus, met the learning outcome.

have been made as a result of the conclusion(s).	Based on the data in Table 2 (“Results of Comprehensive Exam: Music Education Psychology and Sociology (2012-2017)”), 74% of students from AY 2012–2013 through AY 2016-2017 passed this portion of the comprehensive exam, and thus, met the learning outcome.
	<b>Changes:</b> Given the current success rate, no changes are required at this time.

**LO #2) Each student in the program is expected to exhibit knowledge of current issues and trends in music education and education.**

5) <b>Assessment Instruments:</b> For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes?	Comprehensive Examination: Current Issues  (N.B. This is a multi-part exam, and includes an analytical research paper on a current issue in 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) <b>Interpretation:</b> Who interprets the evidence?	Department of Music Assessment Committee
7) <b>Results:</b> 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).	<b>Conclusion:</b> Students are meeting this learning outcome.
	<b>Evidence:</b> Based on the data in Table 3 (“Results of Comprehensive Exam: Current Issues (2012-2017)”), 93% of students from AY 2012–2013 through AY 2016-2017 passed the related portion of the comprehensive exam, and thus, met the learning outcome.
	<b>Changes:</b> Given the current success rate, no changes are required at this time.

**LO #3) Each student in the program is expected to demonstrate the ability to organize, interpret, synthesize, and evaluate knowledge in music, music education, and education.**

5) <b>Assessment Instruments:</b> For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes?	a. Comprehensive Examination: Content Knowledge  b. Comprehensive Examination: Communication Skills  (N.B. This is a multi-part exam, and includes an analytical research paper on a current issue in music education, to be written in correct APA format. It is this paper that is used to gauge student success for this Learning Outcome.)
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6) <b>Interpretation:</b> Who interprets the evidence?	Department of Music Assessment Committee
7) <b>Results:</b> 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).	<p><b>Conclusion:</b> Students are meeting this learning outcome.</p> <p><b>Evidence:</b> Based on the data in Table 4 (“Results of Comprehensive Exam: Content Knowledge”), 58% of students from AY 2012–2013 through AY 2016-2017 passed this portion of the comprehensive exam, and have thus met the learning outcome.</p> <p>Based on the data in Table 5 (“Results of Comprehensive Exam: Communication Skills”), 93% of students from AY 2012–2013 through AY 2016-2017 passed the related portions of the comprehensive exam, and have thus met the learning outcome.</p> <p><b>Changes:</b> Given the current success rate, no changes are required at this time.</p>

<b>LO #4) Each student in the program is expected to demonstrate competence in oral, written, and communication skills and an ability to disseminate knowledge in a scholarly, coherent, and organized manner.«LO4»</b>	
5) <b>Assessment Instruments:</b> For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes?	<ul style="list-style-type: none"> <li>a. Comprehensive Examination: Content Knowledge</li> <li>b. Comprehensive Examination: Communication Skills</li> <li>c. Capstone Project</li> </ul>
6) <b>Interpretation:</b> Who interprets the evidence?	Department of Music Assessment Committee
7) <b>Results:</b> 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).	<p><b>Conclusion:</b> Students are meeting this learning outcome with regards to a and b. To date, the new rubrics for assessing the capstone projects have yet to be implemented, so results cannot be drawn about this component. The Department of Music Assessment Committee recently revised the rubrics so that they are relevant to all Capstone options, and will thus yield results and data that can be reported.</p> <p><b>Evidence:</b> Based on the data in Table 4 (“Results of Comprehensive Exam: Content Knowledge”), 58% of students from AY 2012–2013 through AY 2016-2017 passed this portion of the comprehensive exam, and have thus met the learning outcome.</p>

	<p>Based on the data in Table 5 (“Results of Comprehensive Exam: Communication Skills”), 93% of students from AY 2012–2013 through AY 2016-2017 passed the related portions of the comprehensive exam, and have thus met the learning outcome.</p>
	<p><b>Changes:</b> The Department of Music Assessment Committee revised the capstone rubrics to be better tailored to each option, particularly those in conducting and performance. We also developed a rubric to be used in evaluating the analytic paper that is part of the Comprehensive Examination. We plan to implement these new rubrics this year.</p>

<b>LO #5) Each student in the program is expected to demonstrate the ability to evaluate research in music education and to conduct research.</b>	
5) <b>Assessment Instruments:</b> For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes?	a. Comprehensive Examination: Content Knowledge b. Comprehensive Examination: Communication Skills
6) <b>Interpretation:</b> Who interprets the evidence?	Department of Music Assessment Committee
7) <b>Results:</b> 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).	<p><b>Conclusion:</b> Students are meeting this learning outcome in part. There is clearly a problem with the Content Knowledge portion of the Comprehensive Exam.</p> <p><b>Evidence:</b> Based on the data in Table 4 (“Results of Comprehensive Exam: Content Knowledge”), 58% of students from AY 2012–2013 through AY 2016-2017 passed this portion of the comprehensive exam, and have thus met the learning outcome.</p> <p>Based on the data in Table 5 (“Results of Comprehensive Exam: Communication Skills”), 93% of students from AY 2012–2013 through AY 2016-2017 passed the related portions of the comprehensive exam, and have thus met the learning outcome.</p>
	<p><b>Changes:</b> There are two problems causing the low pass rate of the Content Knowledge portion of the exam. The first is that students entering the program demonstrate a deficiency in the area of music theory on their diagnostic entrance exam. The second problem is that the time lag between the course that prepares students for this portion of the exam and the exam itself can be so long (up to four years) that the student’s knowledge atrophies. In addition, students are not asked to use the information and skills of this course in other courses in their program. We offer a “brush up” course to help prepare students for the exam, but it is not always a required course. As a result, most students end up having to take the exam again. In reality, the pass rate is 100%, since students take the exam until they pass it. We will refer this issue to the Department of Music Graduate Committee to discuss.</p> <p>Given the current success rate in the Communication Skills portion of the exam, no changes are required at this time.</p>

**TABLE 1. M.S. Comprehensive Examination: Music Education Philosophy Results**

Learning Outcomes		AY 2012-2013	AY 2013-2014	AY 2014-2015	AY 2015-2016	AY 2016-2017
<b>1. Music Education Philosophy</b> Identify different philosophies of music education and their application to curriculum, instruction, and assessment in music education.	# Taking	3	8	9	4	4
	Pass	3	7	8	2	3
	Fail	0	1	1	2	1
	AY Total	3	8	9	4	4
	AY Pass	3	7	8	2	3
	AY Fail	0	1	1	2	1

**TABLE 2. M.S. Comprehensive Examination: Psychology and Sociology Results**

Learning Outcomes		AY 2012-2013	AY 2013-2014	AY 2014-2015	AY 2015-2016	AY 2016-2017
<b>2. Psychology and Sociology</b> Identify major theories of learning in psychology and sociology and their application to curriculum, instruction, and assessment in music education	# Taking	3	9	10	5	4
	Pass	3	6	8	3	3
	Fail	0	3	2	2	1
	AY Total	3	9	10	5	4
	AY Pass	3	6	8	3	3
	AY Fail	0	3	2	2	1



**TABLE 3. M.S. Comprehensive Examination: Current Issues Results**

<b>Learning Outcomes</b>		AY 2012-2013	AY 2013-2014	AY 2014-2015	AY 2015-2016	AY 2016-2017
<b>3. Current Issues</b> Identify current issues in music education, and demonstrate an ability to evaluate and synthesize research in music education related to current issues	# Taking	3	8	8	4	4
	Pass	3	7	8	3	4
	Fail	0	1	0	1	0
	AY Total	3	8	8	4	4
	AY Pass	3	7	8	3	4
	AY Fail	0	1	0	1	0

**TABLE 4. M.S. Comprehensive Examination: Content Knowledge Results**

<b>Learning Outcomes</b>		AY 2012-2013	AY 2013-2014	AY 2014-2015	AY 2015-2016	AY 2016-2017
<b>4. Content Knowledge</b> Demonstrate proficiency in aural and written musical skills	# Taking	4	8	9	5	5
	Pass	3	6	3	2	4
	Fail	1	2	6	3	1
	AY Total	4	8	9	5	5
	AY Pass	3	6	3	2	4
	AY Fail	1	2	6	3	1

**TABLE 5. M.S. Comprehensive Examination: Communication Skills Results**

<b>Learning Outcomes</b>		AY 2012-2013	AY 2013-2014	AY 2014-2015	AY 2015-2016	AY 2016-2017
<b>5. Communication Skills</b> Demonstrate competence in written skills, and an ability to disseminate knowledge in a scholarly, coherent, and organized manner	# Taking	3	8	8	4	4
	Pass	3	7	8	3	4
	Fail	0	1	0	1	0
	AY Total	3	8	8	4	4
	AY Pass	3	7	8	3	4
	AY Fail	0	1	0	1	0