## PROGRAM REPORT SUMMARY

<table>
<thead>
<tr>
<th>Program Assessment Question</th>
<th>Response</th>
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<tbody>
<tr>
<td>1) URL: Provide the URL where the learning outcomes (LO) can be viewed.</td>
<td><a href="https://www.ccsu.edu/music/learningOutcomes.html">https://www.ccsu.edu/music/learningOutcomes.html</a></td>
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| 2) Assessment Instruments: Please list the source(s) of the data/evidence, other than GPA, that is/are used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, etc.) | LO 1: Candidates for the B.S. in Music Education will demonstrate competence in musicianship, to include: aural skills, and knowledge and application of music theory. 

**Weekly Testing in Aural Skills/Ear Training Courses** (generally completed during the first two years): These include sight-reading of melodies, rhythms, and other exercises to demonstrate the development of good musicianship. Exams are evaluated using a point-based grading rubric.  

**Mid-Point Assessment** (for first-year students): Data is collected from faculty using an assessment grid throughout the first semester. Meetings are held with students around midterm during their first semester to discuss their progress, with additional meetings held with students in trouble during the subsequent semester. Areas of review include First-Year Experience, aural skills, theory, concert/forum attendance, music history, and music technology.  

LO 2: Demonstrate competence in musical performance on his/her primary instrument, with particular emphasis on technical precision. |
Performance jury examination (once per semester): Each student is required to give a private performance on their major instrument as a form of “final examination” at the end of the semester. Proficiency criteria vary depending on the nature of the instrument involved, but take into account both technical proficiency and interpretive skill. Selections are drawn from repertoire studied in the student’s applied lessons. Juries are evaluated using a point-based grading rubric.

LO 3: Demonstrate competence in basic piano playing skills appropriate to a PK-12 music educator.

Piano Proficiency Examinations: All Music majors must pass the Piano Proficiency Examination within four attempts. Most students begin taking this exam at the end of the sophomore year. The exam is given in eight sections: 1) major and minor scales; 2) prepared intermediate selection (2 pages, with score); 3) prepared intermediate selection (2 pages, memorized); 4) arrangement of “The Star-Spangled Banner” provided by the examiners; 5) Harmonizing a simple melody with I, IV, and V7 chords; 6) Transposing that harmonization up or down a half or whole step from the original key as requested by the examiners; 7) Sight-reading a simple piano piece; 8) Sight-reading an accompaniment. The exam is evaluated using a point-based grading rubric. B.S. students must pass five of the eight sections before they can be considered for acceptance into the Professional Program. ALL of the exam must be passed before student teaching.

LO 4: Exhibit knowledge of instructional methods as they pertain to choral, instrumental, and general music education.

PRAXIS II: Content and Instruction in Music, Test # 5114. This is a standardized test administered by Educational Testing Services for the purposes of ensuring that teachers are properly qualified to teach in their chosen fields.

LO 5: Demonstrate application of pedagogy and instructional methods as they pertain to choral, instrumental, and general music education.

Final Evaluation of Student Teaching: Using data from the elementary and secondary placement placements, student teachers are assessed in four areas as follows: 1) the establishment of high expectations for student learning; 2) literacy strategies; 3) ongoing assessment of student learning; 4) content accuracy. There are three levels of proficiency in each area: “below standard,” “developing,” and “proficient.” Candidates for this degree must achieve a “proficient” level in each area in order to earn an A in student teaching, or they must receive a score of “developing” in each area in order to pass student teaching.

3) Interpretation: Who interprets the evidence? (e.g., faculty, Admin. assistant, etc.).

Aural Skills: The Aural Skills professor evaluates each student’s progress through individual weekly sight-singing tests (5 minutes each); these results are factored into the Mid-Point Assessment.

Mid-Point Assessment: Student Standing Committee in collaboration with members of the faculty.
Performance Jury: A panel of three faculty members, including at least one full-time faculty member. The panel does not include the student’s applied instructor.

Piano Proficiency: For each exam, there are two administrators of the piano faculty.

PRAXIS II: Educational Testing Services

Final Evaluation of Student Teaching: Due to the pandemic the assessment committee does not feel that the evaluation of the student teacher is reliable data.

4) **Results**: Since the last submitted report, list:
   a. The conclusion(s) drawn, noting strengths and weaknesses.
   b. The changes that were or will be made as a result of those conclusion(s).

   a.1. The Department has continued to utilize the comments present in the NASM external visitation report received at the beginning of Fall 2020, to identify strengths and weaknesses in these elements. As the process of reaccreditation continues, the Department has moved forward with the action plan proposed to the University administration in AY 2021–22, with steps to continue growing what already works, and to improve in areas perceived as less effective. This has led to a series of proposed Curriculum changes geared toward student success. For example, as part of our proposed restructuring of the Music Theory sequence, all Music majors will be required to pass the new course Fundamentals of Musicianship (MUS 102), with a final grade of C- or higher, before continuing to the next Music Theory course. (MUS 102 was approved in Curriculum in Spring 2022; it is running on a trial basis for the first time in Fall 2022). Additionally, Music majors will be required to take four semesters of Piano Class, instead of two semesters; this will allow them more time to develop their piano skills and musicianship, and to prepare effectively for the Piano Proficiency exam. At the time this report, these Curriculum changes have been approved by Dean Wolff (CLASS); pending full approval through the University Curriculum process, these changes will be fully implemented beginning Fall 2023.

   b.1. The Music secretary (assigned to the Department in AY 2021–22) will continue working with the Department to develop a system of file storage to maintain assessment data and other documentation. This information will be accessible to all full-time Music faculty through a shared folder on Microsoft Teams.

   b.2. The Department of Music submitted its official response to NASM in April 2021, and received NASM’s response in July 2021. (These documents were submitted with the previous assessment report.) The comments were highly supportive of the Department, and expressed appreciation for the effort put into preparing the initial response. Of the twenty-seven points originally addressed by NASM, their follow-up response included just six points for the Department to review further. Three were reliant on the University administration; the others are at the Department level (with administrative support). These items did not concern the assessment process or student success, but were procedural, and relate to communication, safety, and wellness. In April 2022, we submitted our responses to the six points in the Commission Action Report. We received the response in early July 2022 (both are attached with this year’s assessment report). The NASM commission was satisfied with four and a half of our responses to the six items from the previous...
Commission Action Report. The items requiring additional responses were 1. “Acoustical treatments appropriate to music facilities shall be provided” as appropriate to all music facilities (see NASM Handbook 2021-22, Standards for Accreditation II.F.1.h.).” and 2. Although overall the organization was satisfied with addressing the standards of maintenance of health and safety standard for faculty and music majors the group asked that we detail how we are addressing this standard for non-majors (including music classes and ensembles) and staff (our secretary). We will submit our response by the October 1 due date, having received positive feedback from our NASM liaison regarding our most recent response in September (this was down to the wire, as we received a key report plan from CCSU facilities on Wednesday, September 28.) We are hopeful that these final steps will satisfactorily address the remaining items and will allow us to be removed from the current “defer action pending” and move our status back to fully reaccredited. (We anticipate needing to provide updates to NASM until the planned facilities improvements are fully realized.)

b.3. The Department has continued to implement computer-assisted instruction for aural skills, music fundamentals, and music theory. This encourages regular independent review and self-assessment, and allows students more opportunities beyond the classroom to strengthen their skills and knowledge of topics that are essential to their musicianship, and to their overall success in their chosen profession.

5) **Strengths**: What about your assessment process is working well?

The assessment instruments (described in Section 2) are applied consistently, and students are given guidance on how best to prepare for each component. The changes recently made concerning the Mid-Point Assessment are intended to improve the overall process, and to align more effectively with the needs identified within the student body. We are continuing to improve our assessment process, in response to the changing needs of our current students, and in anticipation of what we believe will foster the success of our future students as well.

6) **Improvements**: List ways in which your assessment process needs to be improved based on student data. (A brief summary of changes to assessment plan can be reported here.)

The Mid-Point Assessment (described in Section 2) will be fully implemented for all new Music students beginning in Fall 2022, at mid-semester. Within the first few weeks of the semester, the Student Standing Committee will send a letter to the Music faculty, requesting information about first-semester students who may be struggling academically in any of their classes. It is our hope that the Student Standing Committee can become involved early enough to help the student(s) in their first formative semester before reaching a critical point of failure, and to help determine the appropriate intervention, as needed.

The Student Teaching assignments and related evaluation process will continue to adapt to the universal changes that have taken place in the public school system since Spring 2020. Although the teaching format required of the Student Teacher was in-person with one placement, flexibility remains challenging regarding the delivery of instruction. We will continue to work to ensure that each Student Teacher receives a fair and standardized assessment of their work, regardless of the school district’s approach to which they are assigned.
As University and Departmental operations move toward resuming a more normal standing for AY 2022–23, the Department of Music will continue to work to improve the assessment process. The goal remains to ensure equity of treatment for all of our students, and to offer an effective means for them to stay on track to complete their degree requirements on schedule. We continue to prepare for any eventuality for our students, should any remaining concerns related to the pandemic lead to necessary shifts in modality of teaching and assessment.

As described in Section 4.b.1 (Results: Changes), A full-time Secretary from within the University was assigned to Music beginning AY 2021–22, and is in place at the time of this report. She will continue working with the Department to develop an effective system of maintaining shared files on Teams, to ensure that faculty have access to documents and data concerning student progress and success. Additionally, the Secretary often serves as the first line of contact for students through the Music Office, and can provide essential information to the faculty concerning our students’ needs.

| 7) **General Education Assessment**: Please list the department faculty who have participated in our General Education Assessment Initiative. (For graduate degree programs, please type N/A.) | Faculty member(s): N/A |

*End of Report*