



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: **Bachelor 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>In response to feedback from the University Assessment Committee, the Department of Music's Ad Hoc Assessment Committee has revised the wording of the Learning Outcomes used in our Assessment Reports. The rephrasing of our Learning Outcomes for the Bachelor of Arts In Music are:</p> <p>Each student in the program is expected to:</p> <ol style="list-style-type: none"> 1. demonstrate competence in musicianship, to include: aural skills, and knowledge and application of music theory; 2. demonstrate competence in musical performance on his/her primary instrument, with particular emphasis on technical precision; and 3. demonstrate competence in basic piano playing skills.

	N.B.: Departmental approval of the rewording of these learning outcomes is pending.
3) Strengths: What about your assessment process is working well?	Consistently (for over 6 years) we have been collecting, collating, and examining the data. Records have been kept. So far, 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 competence in musicianship, to include: aural skills, and knowledge and application of music theory. [N.B. Approval of this revised wording of this Learning Outcome is pending approval by the Dept. of Music faculty.]	
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?	Sophomore Review: Separate evaluation experiences assessing written theory, aural dictation, and sight singing.
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: As is similar to most programs across the country, the Department of Music at CCSU has found that Aural Skills, and especially sight singing, are the most challenging area for our students. Sight reading of melodies, i.e., the ability to sing a piece a music without having had a chance to look at it and practice in advance, is the most challenging skill in this area for a students.
	Evidence: The numeric results of the sight-singing components of this assessment scored by two faculty teaching in the areas of theory/aural skills in the Department of Music. Trends on the last 5 years are found in table.
	Changes: Changes in the timings of elements of the Sophomore Review were already in progress at the time of our full report. Over the next several years we plan to monitor the results of student

	<p>success in resulting from these changes of materials and placement in timing of a student's classwork in the program. The Department of Music has invested in a one-year license for Smart Music, a computer-assisted assessment tool. If this proves successful, it may help some students improve sight singing capabilities more quickly, and for instructors to more effectively identify students in need of individual assistance. The use of Smart Music for sight singing is being piloted in our MUS 216: Aural Skills IV class this fall, with the possibility of a more extensive implementation and evaluation process in the spring.</p>
<p>LO #2) Each student in the program is expected to demonstrate competence in musical performance on his/her primary instrument, with particular emphasis on technical precision. [N.B. Approval of this revised wording of this Learning Outcome is pending approval by the Dept. of Music faculty.]</p>	
<p>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?</p>	<p>Performance Jury Examination (each semester).</p> <p>Information is drawn from performance juries, the "final exams" of performance lessons. Juries are graded by three faculty members (at least one full time faculty member is on the panel for each individual student taking a jury). The private lesson/course instructor is not one of the three panelists for a particular student's jury, so the student's performance at the jury is evaluated by faculty other than the instructor.</p>
<p>6) Interpretation: Who interprets the evidence?</p>	<p>Ad Hoc Assessment Committee for the Department of Music</p>
<p>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).</p>	<p>Conclusion: Students are meeting this learning outcome.</p> <p>Evidence: All B.S. students are required to play a Performance Jury Examination at the end of each semester. The Department of Music uses two data points from the Performance Jury Examinations for string students and two from those of voice students to determine whether this Learning Outcome has been met.</p> <p>As seen in Table 3, the average score for string students from AY 2011-12 through AY 2013-14 in the area of 'Accuracy' ranged from 2.89-3.22 out of 4. (AY 2009-11 was out of 8 points, after which point the form was updated.) General improvement over the past 4 semesters is noted. In the area of 'Bow Control', the average scores ranged from 2.11-2.92 out of 4 points for these same years.</p> <p>Based on the data in Table 4, the average score for voice students from AY 2009-10 through AY 2013-14 in the area of 'Accuracy' was very high at 7 points or higher (out of 8) for each semester. In contrast, for the area of 'Tone Quality', the average scores were lower, ranging from 5.27-6.21 points (out of 8).</p>

	<p>Changes: Given the current success rate, no changes are required at this time.</p> <p>To date, the materials reported in the Evidence area above only report students in the areas of string and voice. We continue to explore ways to assess all performance areas.</p>
<p>LO #3) Each student in the program is expected to demonstrate competence in basic piano playing skills appropriate to a K-12 classroom music teacher. [N.B. Approval of this revised wording of this Learning Outcome is pending approval by the Dept. of Music faculty.]</p>	
<p>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?</p>	<p>Sophomore Review: Piano Proficiency portion</p>
<p>6) Interpretation: Who interprets the evidence?</p>	<p>Ad Hoc Assessment Committee for the Department of Music</p>
<p>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).</p>	<p>Conclusion: Students in the B.S. program are successfully completing/passing the piano proficiency.</p>
	<p>Evidence: Piano Proficiency results for the last five years are included in Tables 2 a – c.</p>
	<p>Changes: Last year the piano faculty changed the selection of pieces for the sight reading component of the piano proficiency. Pieces of a more reasonable difficulty level were selected for the sight reading portion of the piano proficiency.</p>

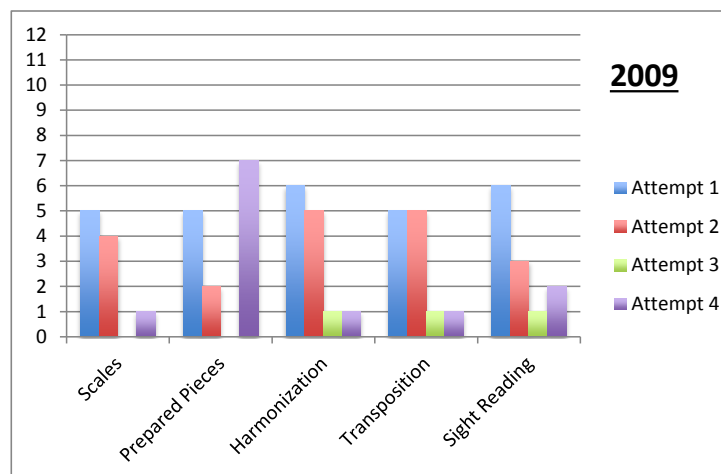
<p>LO #4) Each student in the program is expected to exhibit knowledge and application of pedagogy and instructional methods as they pertain to the field of music education. [N.B. Approval of this revised wording of this Learning Outcome is pending approval by the Dept. of Music faculty.]</p>	
<p>5) Assessment Instruments: For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes?</p>	<p>a. PRAXIS II (standardized test administered by ETS)</p> <p>b. Three indicators from Final Student Teaching Evaluation (EDSC 420 and EDSC 421)</p>
<p>6) Interpretation: Who interprets the evidence?</p>	<p>Ad Hoc Assessment Committee for the Department of Music</p>
<p>7) Results: Since the most recent full report, state the conclusion(s) drawn, what</p>	<p>Conclusion: [CARLOTTA 2012-2013 FINAL REPORTS]</p>
	<p>Evidence: [CARLOTTA 2012-2013 FINAL REPORTS]</p>
	<p>Changes: a. [SEE LAST YEAR'S REPORT]</p>

evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).	b. Next year, we will select three additional indicators from the Student Teacher final evaluation instrument.
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These results have not yet been processed.

TABLE 1. Results of Sophomore Review for the past four academic years.

2009				
Sections	Attempt 1	Attempt 2	Attempt 3	Attempt 4
Scales	5	4	0	1
Prepared Pieces	5	2	0	7
Harmonization	6	5	1	1
Transposition	5	5	1	1
Sight Reading	6	3	1	2



2010				
Sections	Attempt 1	Attempt 2	Attempt 3	Attempt 4
Scales	7	1	1	0
Prepared Pieces	7	3	1	2
Harmonization	8	2	1	0
Transposition	10	2	1	0
Sight Reading	6	4	1	1

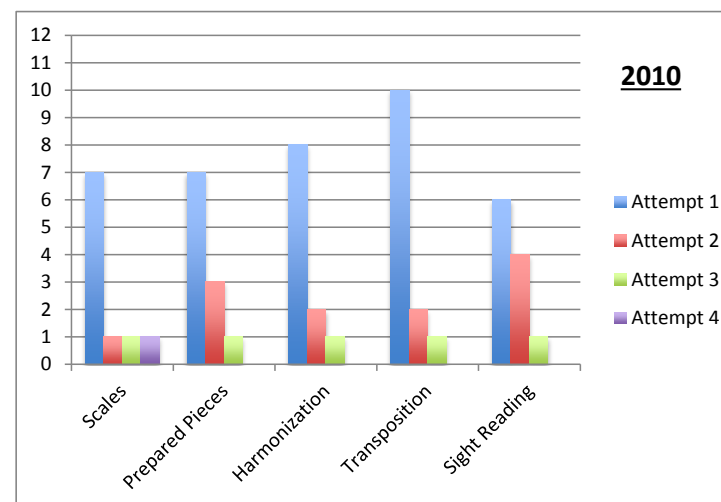
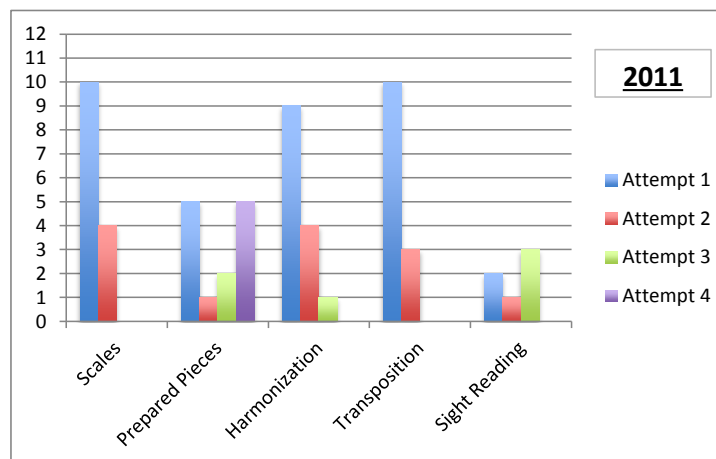


TABLE 2a. Results of Piano Proficiency Examination for BS students for AY 2008-09 and AY 2009-10.

2011				
Sections	Attempt 1	Attempt 2	Attempt 3	Attempt 4
Scales	10	4	0	0
Prepared Pieces	5	1	2	5
Harmonization	9	4	1	0
Transposition	10	3	0	0
Sight Reading	2	1	3	0



2012				
Sections	Attempt 1	Attempt 2	Attempt 3	Attempt 4
Scales	3	5	0	0
Prepared Pieces	3	0	1	4
Harmonization	3	3	0	0
Transposition	4	3	0	0
Sight Reading	1	3	2	0

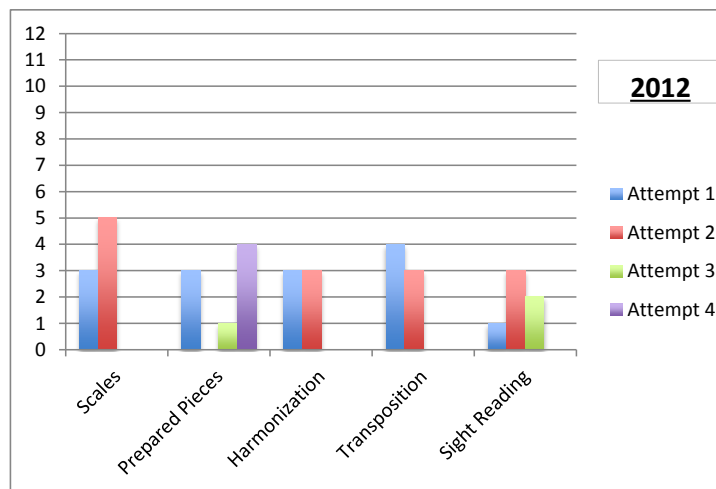
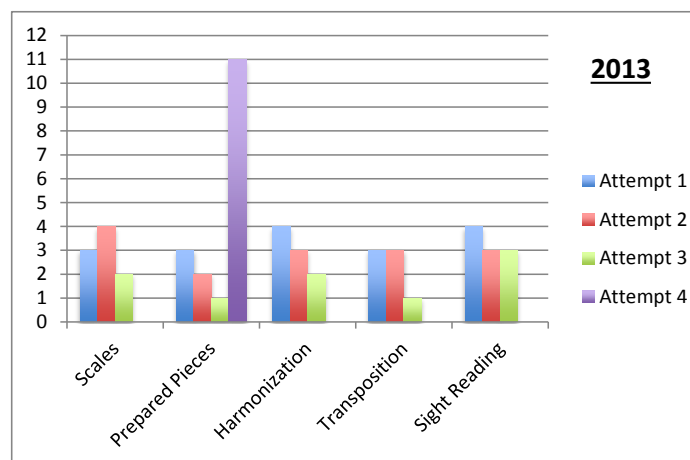


TABLE 2b. Results of Piano Proficiency Examination for BS students for AY 2010-11 and AY 2011-12.

2013				
<i>Sections</i>	<i>Attempt 1</i>	<i>Attempt 2</i>	<i>Attempt 3</i>	<i>Attempt 4</i>
Scales	3	4	2	0
Prepared Pieces	3	2	1	11
Harmonization	4	3	2	0
Transposition	3	3	1	0
Sight Reading	4	3	3	0



2014				
<i>Sections</i>	<i>Attempt 1</i>	<i>Attempt 2</i>	<i>Attempt 3</i>	<i>Attempt 4</i>
Scales	6			
Prepared Pieces	2			
Harmonization	3			
Transposition	5			
Sight Reading	2			

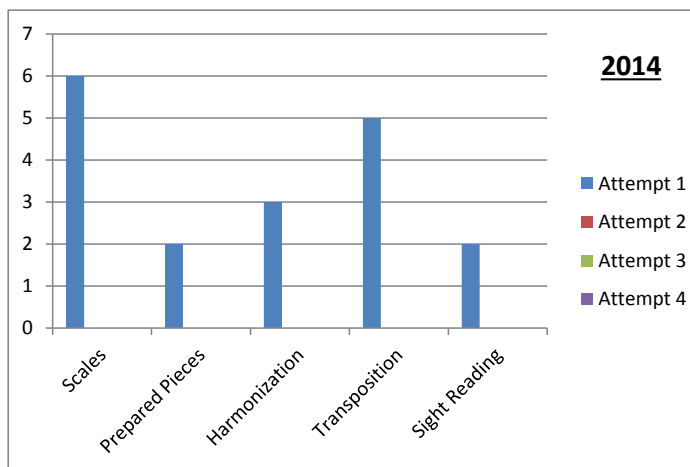


TABLE 2c. Results of Piano Proficiency Examination for BS students for AY 2012-13 and AY 2013-14.

STRING JURIES - BACHELOR OF SCIENCE

	AY 2010 - 2011		AY 2011 - 2012		AY 2012 - 2013		AY 2013 - 2014	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
# (N = 2)	3	5	3	3	6	5	7	8
Range: Accuracy	2.75 - 3.00	2.67 - 3.50	2.33 - 3.67	2.00 - 3.67	3.00 - 3.67	2.17 - 3.67	3.00 - 3.33	3.00 - 3.33
Range: Bow Control	2.50 - 8.00	2.33 - 3.67	2.00 - 2.33	2.33 - 3.00	2.33 - 3.00	2.00 - 3.50	2.33 - 3.00	2.33 - 3.67
Accuracy Average (Maximum = 8.00 pts)	2.88	3.06	3.11	2.89	3.22	3.03	3.19	3.13
Bow Control Average (Maximum = 8.00 pts)	5.10	2.78	2.11	2.78	2.72	2.83	2.86	2.92

ACCURACY: FALL (2013)

3.00 = 3
3.33 = 4
3.00 - 3.99 = 7 100.00%

BOW CONTROL: FALL (2013)

2.33 = 1 14.29%
2.67 = 1 14.29%
3.00 = 5 71.43%
2.00 - 2.99 = 2 28.57%
3.00 - 3.99 = 5 71.43%

ACCURACY: SPRING (2014)

3.00 = 5
3.33 = 3
3.00 - 3.99 = 8 100.00%

BOW CONTROL: SPRING (2014)

2.33 = 1 12.50%
2.67 = 2 25.00%
3.00 = 4 50.00%
3.67 = 1 12.50%
2.00 - 2.99 = 3 37.50%
3.00 - 3.99 = 5 62.50%

Revised: 9/17/2014

TABLE 3. Results of Performance Juries (violin, viola, cello, and bass students) for the past four academic years.

VOICE JURIES - BACHELOR OF SCIENCE

	AY 2010 - 2011		AY 2011 - 2012		AY 2012 - 2013		AY 2013 - 2014	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
# (N = 2)	18	17	5	12	21	15	13	11
Range: Accuracy	5.00 - 8.00	6.00 - 8.00	6.33 - 8.00	6.50 - 8.00	5.00 - 8.00	6.00 - 8.00	6.00 - 8.00	5.67 - 8.00
Range: Tone Quality	4.00 - 7.83	4.33 - 8.00	4.00 - 7.00	5.00 - 8.00	4.00 - 7.00	4.00 - 8.00	4.67 - 7.67	4.00 - 8.00
Accuracy Average (Maximum = 8.00 pts)	7.58	7.63	7.00	7.79	7.40	7.51	7.46	7.03
Tone Quality Average (Maximum = 8.00 pts)	6.02	6.11	5.27	6.21	5.76	5.63	5.94	5.61

ACCURACY: FALL (2013)

6.00 = 1	
6.33 = 2	
	6.00 - 6.99 = 3 23.08%
7.33 = 2	7.00 - 7.99 = 3 23.08%
7.67 = 1	8.00 = 7 53.85%
8.00 = 7	

TONE QUALITY: FALL (2013)

4.67 = 1 7.69%	6.00 = 2 15.38%	
4.83 = 1 7.69%	6.33 = 1 7.69%	4.00 - 4.99 = 2 15.38%
		5.00 - 5.99 = 4 30.77%
5.00 = 3 23.08%	7.00 = 2 15.38%	6.00 - 6.99 = 3 23.08%
5.33 = 1 7.69%	7.33 = 1 7.69%	7.00 - 7.99 = 4 30.77%
	7.67 = 1 7.69%	

ACCURACY: SPRING (2014)

5.67 = 2	
6.00 = 2	
	5.00 - 5.99 = 2 18.18%
7.00 = 1	6.00 - 6.99 = 2 18.18%
7.33 = 1	7.00 - 7.99 = 3 27.27%
7.67 = 1	8.00 = 4 36.36%
8.00 = 4	

TONE QUALITY: SPRING (2014)

4.00 = 2 18.18%	7.00 = 1 9.09%	
		4.00 - 4.99 = 2 18.18%
5.00 = 4 36.36%	8.00 = 1 9.09%	5.00 - 5.99 = 5 45.45%
5.67 = 1 9.09%		6.00 - 6.99 = 2 18.18%
		7.00 - 7.99 = 1 9.09%
6.33 = 1 9.09%		8.00 = 1 9.09%
6.67 = 1 9.09%		

Revised: 9/18/2014

TABLE 4. Results of Performance Juries (vocal students) for the past four academic years.