



DEPARTMENT OF MUSIC
INTERIM ASSESSMENT REPORT 2015–2016

OVERVIEW

Department: **Music**

Report Preparer: **Dr. Drew Collins**

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

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://www.ccsu.edu/music/learningOutcomes.html
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>The Department of Music’s Assessment Committee has revised the wording of the Learning Outcomes used in our Assessment Reports. These have been approved by the department faculty. The rephrasing of our Learning Outcomes for the Master of Science in Music Education are:</p> <p>Each student in the program is expected to:</p> <ol style="list-style-type: none"> 1. exhibit knowledge of different philosophies of music education and develop a personal philosophical foundation for his/her career; 2. exhibit knowledge of current issues and trends in music education and education; 3. demonstrate the ability to organize, interpret, synthesize, and evaluate knowledge in music, music education, and education; 4. demonstrate competence in oral, written, and communication skills and the ability to disseminate knowledge in a scholarly, coherent, and organized manner; and 5. demonstrate the ability to evaluate research in music education, and to 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.

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.	
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: Music Education Philosophy
6) Interpretation: Who interprets the evidence?	Department of Music Assessment Committee. This committee consists of about 4 out of 9 of our full-time faculty. This committee may or may not include any members of the Theory/Aural Skills area.
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>Conclusion: Students are meeting this learning outcome.</p> <p>Evidence: Based on the data in Tables 1 & 2 ("Results of Comprehensive Exam: Music Education Philosophy (2010-2015)" and "Results of Comprehensive Exam: Music Education Psychology and Sociology (2010-2015)" respectively), 92% of students from AY 2011–2012 through AY 2015-2016 passed the related portions of the comprehensive exam, and thus, met the learning outcome.</p> <p>Changes: Given the current success rate, no changes are required at this time.</p>

LO #2) Each student in the program is expected to exhibit knowledge of current issues and trends in music education and education.	
<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>Comprehensive Examination: Current Issues</p> <p>(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.)</p>
<p>6) Interpretation: Who interprets the evidence?</p>	<p>Department of Music Assessment Committee</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: Table 3 ("Results of Comprehensive Exam: Current Issues (2010-2015)"), 96% of students from AY 2011–2012 through AY 2015-2016 passed the related portion of the comprehensive exam, and thus, met the learning outcome.</p> <p>Changes: Given the current success rate, no changes are required at this time.</p>

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) 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>a. Comprehensive Examination: Content Knowledge</p> <p>b. Comprehensive Examination: Communication Skills</p> <p>(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.)</p>
6) Interpretation: Who interprets the evidence?	Department of Music Assessment Committee
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 Tables 4 & 5 ("Results of Comprehensive Exam: Content Knowledge" and "Results of Comprehensive Exam: Communication Skills"), 95% of students from AY 2011–2012 through AY 2015-2016 passed the related portions of the comprehensive exam, and have 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 oral, written, and communication skills and an ability to disseminate knowledge in a scholarly, coherent, and organized manner. 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 stated outcomes?	<p>a. Comprehensive Examination: Content Knowledge</p> <p>b. Comprehensive Examination: Communication Skills</p> <p>c. Capstone Project</p>
6) Interpretation: Who interprets the evidence?	Department of Music Assessment Committee
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 a and b. 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 Tables 4 & 5 ("Results of Comprehensive Exam: Content Knowledge" and "Results of Comprehensive Exam: Communication Skills"), 95% of students from AY 2011–2012 through AY 2015-2016 passed the related portions of the comprehensive exam, and have thus met the learning outcome.
	Changes: The Department of Music Assessment Committee will continue to revise 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. The Department of Music 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 evaluate research in music education and to 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?	a. Comprehensive Examination: Content Knowledge b. Comprehensive Examination: Communication Skills
6) Interpretation: Who interprets the evidence?	Department of Music Assessment Committee
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 Tables 4 & 5 ("Results of Comprehensive Exam: Content Knowledge" and "Results of Comprehensive Exam: Communication Skills"), 95% of students from AY 2011-2012 through AY 2015-2016 passed the related portions of the comprehensive exam, and have thus met the learning outcome.
	Changes: Given the current success rate, no changes are required at this time.

Table 1: Results of *Comprehensive Examination: Music Education Philosophy* for the past five academic years

Learning Outcomes		AY 2011-2012	AY 2012-2013	AY 2013-2014	AY 2014-2015	AY 2015-2016
1. Music Education Philosophy Identify different philosophies of music education and their application to curriculum, instruction, and assessment in music education.	# Taking	5	3	8	9	4
	Pass	5	3	7	8	2
	Fail	0	0	1	1	2
	AY Total	5	3	8	9	4
	AY Pass	5	3	7	8	2
	AY Fail	0	0	1	1	2

Table 2: Results of *Comprehensive Examination: Psychology and Sociology* for the past five academic years

Learning Outcomes		AY 2011-2012	AY 2012-2013	AY 2013-2014	AY 2014-2015	AY 2015-2016
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	5	3	9	10	5
	Pass	5	3	6	8	3
	Fail	0	0	3	2	2
	AY Total	5	3	9	10	5
	AY Pass	5	3	6	8	3
	AY Fail	0	0	3	2	2

Table 3: Results of *Comprehensive Examination: Current Issues* for the past five academic years

Learning Outcomes		AY 2011-2012	AY 2012-2013	AY 2013-2014	AY 2014-2015	AY 2015-2016
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	5	3	8	8	4
	Pass	5	3	7	8	3
	Fail	0	0	1	0	1
	AY Total	5	3	8	8	4
	AY Pass	5	3	7	8	3
	AY Fail	0	0	1	0	1

Table 4: Results of *Comprehensive Examination: Content Knowledge* for the past five academic years

Learning Outcomes		AY 2011-2012	AY 2012-2013	AY 2013-2014	AY 2014-2015	AY 2015-2016
4. Content Knowledge Demonstrate proficiency in aural and written musical skills	# Taking	5	4	8	9	5
	Pass	3	3	6	3	2
	Fail	2	1	2	6	3
	AY Total	5	4	8	9	5
	AY Pass	3	3	6	3	2
	AY Fail	2	1	2	6	3

Table 5: Results of *Comprehensive Examination: Communication Skills* for the past five academic years

Learning Outcomes		AY 2011-2012	AY 2012-2013	AY 2013-2014	AY 2014-2015	AY 2015-2016
5. Communication Skills Demonstrate competence in written skills, and an ability to disseminate knowledge in a scholarly coherent, and organized manner	# Taking	5	3	8	8	4
	Pass	5	3	7	8	3
	Fail	0	0	1	0	1
	AY Total	5	3	8	8	4
	AY Pass	5	3	7	8	3
	AY Fail	0	0	1	0	1