



Music | 2013-2014 Assessment Report

Please give a brief overview of the assessment data you collected this year.

Music Assessment Plan for 2013-14: Learning Outcomes to be Assessed

For All Degree Emphases

1. Demonstrate growth in musical expression, technical skills, and knowledge of repertory on major instrument in solo setting.
2. Demonstrate growth in musical expression and technical skills on major instrument in large and small ensemble settings.
4. Apply knowledge of music theory in performance settings.
6. Apply knowledge of music history in performance settings.

Who was assessed

All students enrolled in Individual Applied Lessons (levels 1XX-4XX) during Fall 2013 and Spring 2014 and all music majors enrolled in music ensembles (MUS ENS XXX) during Fall 2013 and Spring 2014 were assessed.

Techniques used to assess outcomes

Learning Outcomes & Course #/Title	Assessment Techniques
L.O. #1, 4, and 6. MUS APP 1XX-4XX, Individual Applied Lessons (vocal and instrumental)	<ol style="list-style-type: none"> 1. End-of-semester Juries: students must perform solo for the full faculty in the area of their applied study, either instrumental or vocal. While each student performs, the faculty jury reads the Repertory Record Sheet completed by the instructor and writes an evaluation of the performance, which is supplied to the applied instructor and shared with the student. The forms associated with juries are included in the Appendix of this document. 2. Weekly convocations: students perform solo for whomever attends, typically music faculty and students; these are considered public performances. Convocations are recorded and instructors discuss with each of their students their convocation performance(s). 3. Recital Hearings: all students required to perform a recital in a given semester must perform for recital permission at least four weeks in advance of their scheduled recital date. The hearing body consists of at least 3 music faculty members. 4. Recitals: students enrolled in the sixth or eighth semester of lessons typically perform recitals. Faculty in attendance at the student recitals evaluate their progress.
L.O. # 4 and 6. MUS APP 1XX-4XX, Individual Applied Lessons (vocal and instrumental)	Sophomore Profiles: In the spring semester of each year, the full faculty discusses the progress of every second-year music major. Students are asked to write a statement about their work to date and progress toward their professional goals; they also complete a self evaluation form. The music faculty meets as a whole, discusses each individual student and then completes an evaluation form for each student. The student and their mentor meet to review and discuss the results of the Profile evaluation. I have pasted the two evaluation forms in the Appendix of this document.

L.O. #4 MUS APP 1XX-4XX, Individual Applied Lessons	All studios require theoretical analysis of the music studied. The depth of analyses is dependent upon the level of applied lessons in which the student is enrolled and the level of repertory being studied. These analyses form the basis of interpretive decisions.
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L.O. #6 MUS APP 3XX-4XX, Individual Applied Lessons	Recital program notes: All students in the Performance emphases must write program notes for their recital programs. These notes are evaluated by the instructor and those faculty in attendance at the recitals.
L.O. #2, 4, & 6. MUS ENS XXX, Instrumental and choral ensembles, small and large	1. Student achievement of Learning Outcomes is evaluated by the director of the ensemble. 2. Students are evaluated by the faculty in attendance at rehearsals and performances throughout the academic year.

Data Collection

Approximately 53 students enrolled in Individual Applied Lessons during 2013-14. The faculty was generally pleased with student growth but noted that a stronger connection between music theory and music history needs to be made in the lower levels of applied lesson study.

Approximately 39 students performed convocations during 2013-14.

13 students performed recitals during 2013-14. See Appendix for table of related information (degree being pursued, instrument, date of recital hearing, result, etc.). Student growth was acceptable at the upper levels of applied lesson study.

Sophomore Profiles were conducted for eight students.

Approximately 31 student ensembles performed on-campus concerts during the academic year.

How Data Was Used

Applied Lesson Recommendations: 1) one student failed their recital permission twice and was not permitted to perform a public recital; the student performed a jury-recital during the fall semester final exam week; 2) one student was given two opportunities to pass their recital hearing and was successful the second time, 3) no recital hearing waivers were granted during fall semester juries (spring semester juries will take place after this document is submitted), 4) one student was recommended to repeat their current level of lessons but opted to become a music minor, a decision supported by the faculty. These numbers indicate that students are generally making reasonable progress in the area of applied study.

Sophomore Profile Recommendations were made to individual students dependent upon the degree and emphasis they are pursuing. Students were individually mentored regarding effort, progress, leadership skills, and the distinction between participation and achievement. Some students were told that their work to date was on track with their career goals.

Recital Recommendations: Student growth was deemed acceptable at the upper levels of applied lesson study.

Beginning in Fall 2014, one or two convocation times will be reserved for the purpose of presenting to students theoretical and historical elements and processes that inform interpretative decisions. This required convocation will include works in-progress and performance-ready compositions and involve student and faculty performers.

Student work in ensembles is more difficult to assess given that all of our ensembles include non-music majors whose participation reflects their interest in the social and personal enjoyment aspects of group making music. Ensemble directors will continue to make connections between the theoretical, historical and subject matter facets of music to interpretive choices.

Appendix

Contents

1. Instrumental Applied Repertory Record
2. Vocal Applied Repertory Record
3. Instrumental Jury Comment form
4. Vocal Jury Comment Form
5. Recital Data for 2013-14
6. Sophomore Profile Student Information and Self-evaluation Form
7. Sophomore Profile Faculty Evaluation Form

MUSIC DISCIPLINE: INSTRUMENTAL APPLIED REPERTORY RECORD AND GRADING SHEET

Student _____ Instrument _____ Degree _____ Emphasis _____
Course no. _____ Credit _____ Semester _____ Year _____ Semester Grade _____

Jury Information: Title 1 _____ 2 _____

Composer _____

Accompanist _____

Convocations Date _____ Date _____

Title 1 _____

Composer _____

Format _____

Semester Requirements

1. Scales & Arpeggios

2. Methods/Technical/Etudes

3. Solos

4. Effort Practice

5. Technical Progress

6. Musicianship

Faculty Signature _____

APPLIED VOICE REPERTORY RECORD
(to be completed by Instructor prior to jury)

STUDENT: _____ **Class Level:** _____
Semester: _____ **Instructor:** _____
Major: _____ **Emphasis:** _____ **Principal Instrument** _____
Course #: _____ **Credit(s):** _____
Completed Voice Diction Course? Yes: _____ **No:** _____ **Grade:** _____

Repertoire: List songs/arias in the language studied.

M before those memorized; **P** before those publicly performed. List repertoire studied this term only.

M, P	TITLE	COMPOSER
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____

CONVOCATION APPEARANCES

Date(s): Studio Class: _____

Title(s) & Composer(s): _____

JURY INFORMATION

Title: _____

Composer: _____

Accompanist: _____

INSTRUCTORS COMMENTS: _____

SEMESTER GRADE: _____ **INSTRUCTOR'S SIGNATURE:** _____

Jury Exam Comments: Instrumental

Student _____ Instrument _____

Faculty Signature _____ Semester/Year _____ Advisory Jury Grade _____

First Selection

Tone/Intonation _____

Technique _____

Interpretation _____

General Effect _____

Suggestions _____

Second Selection

Tone/Intonation _____

Technique _____

Interpretation _____

General Effect _____

Suggestions _____

Jury Exam Comments: Vocal

Student _____ Voice: Sop ____ Alto ____ Ten ____ Bass ____

Faculty Signature _____ Semester/Year _____ Advisory Jury Grade _____

Student Selection

Tone/Breath _____

Intonation _____

Diction _____

Interpretation _____

Suggestions _____

Faculty Selection

Tone/Breath _____

Intonation _____

Diction _____

Interpretation _____

Suggestions _____

Student Recital Data 2013-14

Degree being pursued	Primary instrument	Type of recital	Recital permission date	Permission outcome	Names of committee members	Performance date
BM, performance	voice	senior full	4/1/2014	pass	Meder, Meredith, Sherman	4/27/2014
BA, applied (old)	voice	junior half	10/8/2013	pass	Meder, Meredith Sherman	11/9/2013
BM, music education	piano	junior half	3/7/2014	pass	Grosso, Mace, J. Salerno	4/19/2014
BM, music education	trumpet	junior half	4/4/2014	pass	Gaines, McQuade Dewhirst, J. Salerno	5/2/2014
BM, music education	trumpet	junior half	11/5/13 and 11/12/13	pass	Gaines, McQuade Dewhirst, J. Salerno	12/9/2013
BM, music education	voice	junior half	3/7/2014	pass	Meredith, Sherman	4/12/2014
BM, music education	voice	junior half	4/1/2014	pass	Meder, Meredith, Sherman	5/2/2014
BM, music education	flute	junior half	4/7/2014	pass	Gaines, K. Collins, N. Collins	5/4/2014
BA, jazz	bass	junior half	11/5/2013	jury recital only	Gaines, Hanke, J. Salerno	12/13/2013
BM, music education	tuba	junior half	4/7/2014	pass	Gaines, K. Collins, N. Collins	5/4/2014
BM, music education	voice	junior half	3/7/2014	pass	Meredith, Sherman	4/12/2014
BA, applied (old)	voice	junior half	3/7/2014	pass	Meredith, Sherman	4/19/2014
BA, applied (old)	voice	junior half	10/8/2013	pass	Meder, Meredith, Sherman	11/9/2013

SOPHOMORE PROFILE INFORMATION FORM

Name _____

Cumulative G.P.A. _____

Major Instrument _____

Major Applied Instructor _____

Attach a copy of your transcript to this page.

Desired Degree & Emphasis (check all that apply)

B.M. Music Ed: Choral & General

B.A. Applied

B.M. Music Ed: Instrumental & General

B.A. Jazz Studies

B.M. Music Performance

B.A. History & Literature

What are your professional/career goals?

Describe how you are making progress toward your professional/career goals.

Identify your strengths and weaknesses.

Additional Comments.

Rate yourself with regard to the following statements.

Rating of 1 is low/strongly disagree, rating of 5 is high/strongly agree.

1. I have attended lessons regularly.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5

2. I have attended ensemble rehearsals regularly.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5

3. I have attended lecture and skills classes regularly.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5

4. I have consistently come to lessons prepared.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5

5. I have consistently come to rehearsals prepared.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5

6. I have consistently come to classes prepared (assignments, readings, etc.).

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5

7. I have actively sought answers/clarification of instructors when needed.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5

8. I have consistently participated in class discussions.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5

9. I have made a genuine and concerted effort to master all music and skills presented in applied lessons.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5

10. I have made a genuine and concerted effort to master all music and skills presented in ensembles.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5

11. I have made a genuine and concerted effort to master the content and skills presented music courses.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5

12. I have made a genuine and concerted effort to master the materials and concepts presented in non-music courses.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5

Sophomore Profile Evaluation

Name of Student: _____

1. Engagement in music lecture and methods courses activities:

Inadequate Satisfactory Accomplished Excellent

2. Engagement in applied music courses activities:

Inadequate Satisfactory Accomplished Excellent

3. Achievement of musicianship skills:

Inadequate Satisfactory Accomplished Excellent

4. Musical achievement on instrument/voice:

Inadequate Satisfactory Accomplished Excellent

5. Technical achievement on instrument/voice:

Inadequate Satisfactory Accomplished Excellent

6. Assimilation of materials presented in all music coursework:

Inadequate Satisfactory Accomplished Excellent

7. Organizational and problem solving skills:

Inadequate Satisfactory Accomplished Excellent

8. Work ethic:

Inadequate Satisfactory Accomplished Excellent

9. Demonstration of leadership skills:

Inadequate Satisfactory Accomplished Excellent

10. Overall Effort Toward Achieving Professional/Career Goals:

Inadequate Satisfactory Accomplished Excellent

Degree & Emphasis Recommended:

- | | |
|---|--|
| <input type="checkbox"/> B.M. Music Ed | <input type="checkbox"/> B.A. Applied |
| <input type="checkbox"/> B.M. Performance | <input type="checkbox"/> B.A. Jazz Studies |
| | <input type="checkbox"/> B.A. History & Literature |

Comments