



Music | 2014-2015 Assessment Report

1. Learning Outcomes 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.
3. Apply knowledge of music theory in performance settings.
4. Apply knowledge of music history in performance settings.
5. Demonstrate ability to identify, hear, and sing the elements of music.
6. Demonstrate appropriate competency at the keyboard.

Who was assessed?

- All students enrolled in the courses included below.

Assessment Process and Findings

In the table below, each Learning Outcome is tied to assessment activities and data sources that then provided the basis of our discussions. The Results column details decisions made, actions taken, and future plans as a result of our assessment discussions. This Report does not duplicate the Appendices and descriptions presented in the Music Program's May 2014 Assessment Report but, those pieces continue to be a part of the Music program's assessment efforts.

Learning Outcomes	Assessment Activities/Data Sources	Results/Use of Data
L.O. #1	<ol style="list-style-type: none"> 1. End-of-semester Juries: 109 2. Convocation performances: 53 3. MUS ApP 1XX-4XX, Individual Applied Lessons 4. Recital Hearings: 8 5. Recitals: 7 6. External evaluations of student performance (competitions, master classes, concerts) 	<p>It was determined that the majority of our students demonstrated appropriate growth technically and musically. The following lists specific decisions made as a result of our assessment efforts. Because the instruction related to this Learning Outcome is individual, the decisions are made individually.</p> <p>Fall/Spring Combined Jury Results:</p> <ol style="list-style-type: none"> 7. No recital permission waivers were granted. 8. Six students required to repeat Applied Lesson level. 9. One probationary student accepted as a major. 10. Two probationary students not admitted as majors. 11. Student re-admitted after failing out of the program. 12. One student advised to change major instrument. 13. One student not approved for change in major instrument. 14. One student did not pass their recital permission and is required to repeat the sixth level of Applied Lessons during Fall 2015.

L.O. #2	33 formal, on-campus, student ensemble performances during 2014-15: 17 chamber ensembles performances (MUS ENS 1XX & 3XX) and 16 large	The data includes only on-campus performances by students ensembles because faculty experts regularly attend these performances and are able to evaluate the progress toward this learning outcome. These performances included 67 music majors, and 153 non-majors/minors. The faculty determined that students are demonstrating sufficient growth as ensemble members and no adjustments to the curriculum or teaching activities are needed.
L.O. #4 ad #6	<ul style="list-style-type: none"> 15. Sophomore Profiles 16. Juries 17. Recitals 18. MUS APP 1XX-4XX, Individual Applied Lessons 	<p>Given that most music majors begin a heavy load of core music courses as first-year students, (29-38 credits depending upon emphasis), Sophomore Profiles, provide a solid picture of the students' effort and progress toward their musical development and career goals. As a result of Sophomore Profiles, specific recommendations were made to two students, including a change of emphasis, developmental elements to be monitored, and a revised plan of applied study.</p> <p>In general, the faculty believes there needs to be a stronger connection between Music Theory/Music History and Applied Lessons. Beginning in fall 2015, attendance at two special master class convocations will be a requirement of all Applied Lesson courses; vocalists and instrumentalists will each conduct two of these sessions. They will be led by a student/faculty duo that traces the process of developing an interpretation with careful attention being given to relevant theoretical elements and historical factors.</p>
L.O. #8	<ul style="list-style-type: none"> 19. MUSIC 115, 116, & 215; Sight Singing/Ear Training I, II, & Advanced 20. MUSIC 333 and 348 	This is our first formal assessment of this Learning Outcome. The faculty agreed that a basic level of development has been demonstrated and some students effectively use these skills as conductors and performers. Greater development in this area is desirable. A general weakness in students' rhythmic understanding and development was identified. As a result of the discussion, MUSIC 115 and 116 will be restructured and the use of aural skills software will be required, and the faculty, in all course work, will regularly utilize the rhythmic terminology taught in Music Theory I – IV and engage in teaching approaches that reinforce rhythmic development.
L.O. #10	L.O. # 10 MUS APP 11, 21, 31, & 41; Keyboard Musicianship I, II, III, & IV	This is our first formal assessment of this Learning Outcome. The faculty is satisfied with curricular adjustments made to this course sequence and supports the instructor's desire to add more harmonization to levels III and IV. Students make good progress toward keyboard skill development considering the varied levels of experience and theory goals are being met.