Expected Outcomes: Students will demonstrate basic musical skills.

Students will demonstrate basic musicianship skills (including aural skills, music writing skills, music reading skills, functional keyboard skills, and knowledge of music styles) sufficient to function as a competent musician.

Related typical general education outcomes:

12 Aesthetic Appreciation and Engagement

Assessment methods

Method: Competencies in Music Theory, Music History, Piano

The BA in Music requires an audition for admission. Musicianship skills courses are offered throughout the undergraduate program and progression in the program is dependent upon successful completion of several course sequences. Competency in musicianship related to music theory is measured by the percentage of students who pass MUSI 2410 Music Theory IV and MUSI 2420 Music Skills IV, the final courses in the theory/skills sequence, with a “C” or better during their first attempt. Competency related to music history is measured by the percentage of students who pass MUSI 3510 Music History I and MUSI 3520 Music History II, the required music history course sequence, with a “C” or better during their first attempt. Keyboard skills are demonstrated by the completion of MUSI 2050 Functional Piano II, the final course in a 4 semester sequence, with a grade of “C” or better in their first attempt. 3 courses were added to this assessment method in 2010-11.

Findings:

93% of students passed MUSI 2410 Music Theory IV with a grade of “C” or better during their first attempt. 85% passed MUSI 2420 Music Skills IV with “C” or better during their first attempt. 78% of students passed MUSI 3510 Music History I with a “C” or better in their first attempt. 100% of students passed MUSI 3520 Music History II, MUSI 2040 Functional Piano I, and MUSI 2050 Functional Piano II with a “C” or better in their first attempt. 94% passed MUSI 1310 Music Theory I and 78% passed MUSI 1320 Music Skills I with a “C” or better during their first attempt.

How did you use findings for improvement?

Music History I grades of “C” or better increased from 44% in 2009-10 to an average of 83% (past 2 years). Music History II grades of “C” or better increased from 57% in 2009-10 to 100% (past 2 years). To help students better prepare for music history, we are adding a section of Music Appreciation for music majors that will be required as the Fine Arts Core for all BA music majors next year (contingent upon UCC approval). In 2010-11 we began to monitor student success rate in the first year music theory and skills to inform the need for a remedial course in music skills and mechanics. Over the past two years, 91% of students passed MUSI 1310 (Music Theory I) with a “C” or better the first time. 83% passed MUSI 1320 (Music Skills I) with a “C” or better the first time. In our annual dept assessment meeting, faculty discussed the need for reinforcing basic music theory skills throughout the students’ time here so that they retain basic principles that will help them succeed as musicians.
Method: Sophomore Comprehensive Exam

The Sophomore Comprehensive Exam provides an advisory function and evaluation of progress midway through the degree program. Student competency in the academic areas is measured by the percentage of students who successfully complete the academic components of the exam in their first attempt.

Findings:

81% of students successfully completed the academic components of the exam in their first attempt.

How did you use findings for improvement?

The results continue to show significant improvement for a third year in a row over the aggregate scores of all previous graduates (31% success rate). Students are taking theory and skills courses at the appropriate time during the degree and are moving successfully through the course sequence. A concentrated effort through the Music Office and faculty advisors to inform students about appropriate course sequencing was initiated in Fall 2009 and has continued to help students stay on track in their course planning. There has been continued faculty discussion of the importance of reinforcement of music skills and mechanics in lessons, ensembles, and other course work. A student handbook is in the process of being developed so that curriculum guides, academic maps, course offerings and guidelines are available in a unified format.

Method: Survey of instructional effectiveness

A Student Exit Survey to solicit student evaluation of the instructional effectiveness of the program will be administered at the end of the students' final semester.

Findings:

A survey instrument was developed and a pilot survey was administered in Spring 2012. Out of 8 total BA graduates, only 2 students completed the survey. Responses to all questions were strongly positive.

How did you use findings for improvement?

Students' perceptions of the instructional effectiveness of the degree program will be useful in evaluating particular courses and potential degree deficiencies. In order to increase the response rate, we will attach the survey to the BA capstone course.

Expected Outcomes: Students will demonstrate skill in major area.

Students will demonstrate competence in at least one major performance area and the ability to collaborate as a performing musician in an ensemble setting.
Related typical general education outcomes:

12 Aesthetic Appreciation and Engagement

Assessment methods

Method: Success rate in Recitals and Juries

Formative assessment, in the form of performance jury grades, is given each semester by the appropriate area faculty. Competency in performance midway through the program is measured by the percentage of students who successfully complete the jury at the conclusion of MUSI 2620 Performance IV. The Junior Recital is given during the sixth semester of performance study and is an indication of the student's progress to that point and their potential for completing the Senior Recital. The Senior Recital serves as a capstone requirement. For both recitals, a pre-recital jury is required. The percentage of students who pass the pre-recital jury on the first attempt will indicate competency rates.

Findings:

92% of students successfully completed the jury at the conclusion of MUAP 2620 Performance IV, 100% of students successfully completed the pre-recital jury for MUSI 3000 Junior Recital and 100% of students successfully completed the pre-recital jury for MUSI 4000 Senior Recital.

How did you use findings for improvement?

These findings inform performance faculty as they are teaching and coaching students in their applied instrument area. For the second year in a row, the rate of successfully completing the pre-recital juries for both junior and senior recitals was 100%. No change in the current process was recommended. Faculty are making a greater effort to communicate the expectations for skills and practice ethic to students and to help them better understand the complex process of rehearsing and preparing for a lengthy public performance.

Additional comments:

None

Method: Collaborative skills

Students are required to participate in a variety of ensembles. Degree audits of all students indicate their participation in small ensembles and grades based on performance in rehearsals and concerts indicate the level of competency in collaboration.

Findings:

97% of students in large ensembles and 97% of students in small ensembles achieved a grade of “A.” Overall, 97% of students received a grade of “A” in all ensembles.

How did you use findings for improvement?

Faculty have discussed that small ensemble participation is likely the best measure of students’ level of competency in collaboration. Since small ensembles are already a required part of the curriculum, faculty will be reminded to include competencies directly related to collaboration in their course syllabi.

Additional comments:

None
**Expected Outcomes:** Students will be able to communicate as musicians.

Students will demonstrate the ability to communicate effectively as music pedagogues and/or performers.

**Related typical general education outcomes:**

12 Aesthetic Appreciation and Engagement

**Assessment methods**

**Method:** Competencies in Music Theory, Music History, Piano

The BA in Music requires an audition for admission. Musicianship skills courses are offered throughout the undergraduate program and progression in the program is dependent upon successful completion of several course sequences. Competency in musicianship related to music theory is measured by the percentage of students who pass MUSI 2410 Music Theory IV and MUSI 2420 Music Skills IV, the final courses in the theory/skills sequence, with a “C” or better during their first attempt. Competency related to music history is measured by the percentage of students who pass MUSI 3510 Music History I and MUSI 3520 Music History II, the required music history course sequence, with a “C” or better during their first attempt. Keyboard skills are demonstrated by the completion of MUSI 2050 Functional Piano II, the final course in a 4 semester sequence, with a grade of “C” or better in their first attempt. 3 courses were added to this assessment method in 2010-11.

**Findings:**

93% of students passed MUSI 2410 Music Theory IV with a grade of “C” or better during their first attempt. 85% passed MUSI 2420 Music Skills IV with “C” or better during their first attempt. 78% of students passed MUSI 3510 Music History I with a “C” or better in their first attempt. 100% of students passed MUSI 3520 Music History II, MUSI 2040 Functional Piano I, and MUSI 2050 Functional Piano II with a “C” or better in their first attempt. 94% passed MUSI 1310 Music Theory I and 78% passed MUSI 1320 Music Skills I with a “C” or better during their first attempt.

**How did you use findings for improvement?**

Music History I grades of “C” or better increased from 44% in 2009-10 to an average of 83% (past 2 years). Music History II grades of “C” or better increased from 57% in 2009-10 to 100% (past 2 years). To help students better prepare for music history, we are adding a section of Music Appreciation for music majors that will be required as the Fine Arts Core for all BA music majors next year (contingent upon UCC approval). In 2010-11 we began to monitor student success rate in the first year music theory and skills to inform the need for a remedial course in music skills and mechanics. Over the past two years, 91% of students passed MUSI 1310 (Music Theory I) with a “C” or better the first time. 83% passed MUSI 1320 (Music Skills I) with a “C” or better the first time. In our annual dept assessment meeting, faculty discussed the need for reinforcing basic music theory skills throughout the students’ time here so that they retain basic principles that will help them succeed as musicians.

**Additional comments:**

Student’s ability to communicate effectively in writing about music is an area that we are addressing. We are using writing assignments from MUSI 2410 Music Theory IV, MUSI 3510 Music History I, and MUSI 3520 Music History II as part of the Writing in the Major assessment. Results for 2011-12 (the first year of assessment) indicate a need for remedial instruction in writing. This will be discussed at the department’s annual assessment meeting. We are assessing SLO 7 (Students will demonstrate effective oral communications skills) for
the first time this next year in the Conducting I courses.

Method: Survey of instructional effectiveness

A Student Exit Survey to solicit student evaluation of the instructional effectiveness of the program will be administered at the end of the students' final semester.

Findings:

A survey instrument was developed and a pilot survey was administered in Spring 2012. Out of 8 total BA graduates, only 2 students completed the survey. Responses to all questions were strongly positive.

How did you use findings for improvement?

Students' perceptions of the instructional effectiveness of the degree program will be useful in evaluating particular courses and potential degree deficiencies. In order to increase the response rate, we will attach the survey to the BA capstone course.

Additional comments:

None

Method: Pedagogy skills

Assessment of success in pedagogy courses is a means to evaluate students’ ability to communicate effectively as music pedagogues and/or performers. Students are required to take a pedagogy class in their area of emphasis. The assessment of pedagogy skills was added to the original assessment plan in 2010-11.

Findings:

5 out of 5 (100%) of the students taking MUSI 4010 Vocal Pedagogy and MUSI 4020 Woodwind Pedagogy passed with a “C” or better their first time taking the course.

How did you use findings for improvement?

We will continue to monitor student success in pedagogy courses. When we have a significant number of students who have completed the courses, we will be better able to determine an action.

Additional comments:

None