

2018 – 19 Departmental Executive Summary

Department: Music	Date: April 26, 2019
Members involved with analysis of artifacts: Blersch, Grimpo, von Kampen	
See #1 Undergraduate Program Assessment Plan: Student Outcomes for: a) <i>Student Outcome</i> ; b) <i>Background</i> ; c) <i>Question(s)</i> ; d) <i>Methodology</i>	
Analysis of artifacts: 1). PERFORMANCE CRITERIA* - <i>How was data analyzed? (attach rubrics/scoring tools if used).</i> See attached.	
Summary of RESULTS*: 1). <i>Restate the assessment question(s) (from the Assessment plan):</i> What percentage of music majors are able to sing music at sight at a minimum acceptable level? 2). <i>Summarize the assessment results. (A narrative summary is required. Charts, tables or graphs are encouraged but optional.)</i> The sightsinging test was given in April and consisted of two melodies to be sung at sight. Each melody was scored separately. In order to pass, a student needed to achieve the highest score (at least 93 percent) in each of three areas (see the attached rubric). Eighteen students took the test. Seventeen passed both melodies, and one passed only one of the two. In other words, 100 percent of the students passed at least one melody. 3). INTERPRETATION* - <i>Discuss how the results answer the assessment question(s).</i> Our goal was that at least 80 percent of students pass at least one melody. Last year 76.5 percent of students achieved this (of 18 students, 4 failed one melody and 4 failed both). This year we made two changes to our tutoring: (1) we added an extra evening of tutoring dedicated specifically to aural skills (including sightsinging); and (2) we moved the room for this tutoring from the music lab to another classroom so students receiving help from tutors would not be embarrassed to sing in front of other students working in the lab. That said, the number of hours that students sought tutoring was about the same in 2018–19 as it was in 2017–18, so this could not have been the main cause of the improvement. And the tests themselves were about equal in difficulty over the two years, so that was also not a factor. Our best guess as to why the scores improved so dramatically is that this year, several students who were not doing well in their first-year music courses dropped their music major before they had to take the skills test, so their scores were not reflected in the results compiled for this assessment. These students tended to have multiple issues that would have prevented their successful completion of the music program, so in our view this was not a bad thing. 4). <i>Observations made that were not directly related to the question(s).</i> n/a	
Sharing of Results: <i>When were results shared? Date:</i> April 25, 2019 <i>How were the results shared? (i.e. met as a department)</i> In a regular department meeting. <i>Who were results shared with? (List names):</i> Blersch, Grimpo, Herl, Schultz, von Kampen. Nicole Jacobs was not present for the meeting, so she received the results separately.	
Discussion of Results –Summarize your conclusions including: 1. ACTION* - <i>How will what the department learned from the assessment impact:</i> a. <i>Teaching:</i> We seem to be on the right track and will continue with what we have been doing. b. <i>Assignment/course:</i> n/a c. <i>Program:</i> n/a d. <i>Assessment:</i> n/a 2. IMPACT* - <i>What is the anticipated impact of the ACTION* on student achievement of the learning outcome in the next academic year?</i> This year's results are more in line with historical results, although we usually have one or two students who do not pass at least one melody. Last year was an anomaly, with four students not succeeding. The small sample size can easily skew results, and we hope and expect that next year will be more in line with most prior years. 3. BUDGET IMPLICATIONS – <i>Indicate budget requirements necessary for the successful implementation of the ACTION*</i> n/a	
If action is taken – it is recommended that the same learning outcome and assessment plan be used for a second assessment cycle.	
What assessment questions related to the learning outcome would the program like to investigate in the future? n/a	

Submitted by: Joseph Herl **Reviewed by the Assessment Committee (date):** 5/6/19

Department Chair notified/additional action needed: na **BUDGET IMPLICATIONS – Assessment**
Committee Chair notified appropriate Dean: na **Approved & Posted to Assessment site:** 5/6/19