

2021 – 22 Departmental Executive Summary

Department: Music	Date: April 11, 2022
Members involved with analysis of artifacts: Blersch, Grimpo, Herl	
See #1 Undergraduate Program Assessment Plan: Student Outcomes for: <i>a) Student Outcome; b) Background; c) Question(s); d) 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 proficient at the keyboard? 2). <i>Summarize the assessment results. (A narrative summary is required. Charts, tables or graphs are encouraged but optional.)</i> Of 45 students entering the music program between 2016 and 2019 and continuing in the program for at least four semesters, 11 passed all five sections of the exam during their first semester; 9 in their second semester; 5 in their third; 8 in their fourth; 1 in the fifth; 3 in the sixth; 2 in the seventh; and 2 in the eighth. In summary, 33 (73.3%) passed within four semesters, and 12 (26.7%) took five or more semesters. In addition, 7 were not counted because they did not pass the exam before leaving the program. 3). INTERPRETATION* - <i>Discuss how the results answer the assessment question(s).</i> Our goal was that 80 percent of students pass all sections of the keyboard exam by the end of their fourth semester at Concordia. This goal was not met, and so we conclude that too many students are not proficient at the keyboard by the time they should be. In addition, the fact that 7 students left the program without passing the exam and so are not included in the 73.3% is a cause for concern. 4). <i>Observations made that were not directly related to the question(s).</i>	
Sharing of Results: <i>When were results shared? Date:</i> April 11, 2022 <i>How were the results shared? (i.e. met as a department) by email</i> <i>Who were results shared with? (List names):</i> Blersch, Grimpo, Herl, Jacobs, von Kampen	
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 don't know yet. In addition to the results themselves, we are also concerned that the proficiency exam may not test the precise skills needed in each of our professional degree programs in music; for example, score reading in music education. We are planning to work on this over the summer. b. <i>Assignment/course:</i> We may add sections to the keyboard exam to meet the needs of professional degree programs. But this additional material must also be taught. We don't know yet whether it is best to continue teaching keyboard skills in private lessons or to have a regular keyboard skills course. The former allows individualized instruction, but the latter would eliminate variability among instructors and would probably cause students to take the matter more seriously. This last reason is important, as we think that the greatest reason students do not pass the exam within four semesters is that they do not practice the needed skills regularly. c. <i>Program:</i> Adding a regular keyboard skills course might allow us to eliminate the departmental keyboard exam, especially if students could pass the proficiency by passing the course (as is currently the case with sightsinging). But adding the course would add hours onto students' programs, which are already quite full in the B.Mus. degrees (but not in the B.A.). What happens with the number of hours in the general education revision now underway may influence whether we are able to do this. d. <i>Assessment:</i> It can take up to four semesters to answer whether any changes we make have the desired effect, so we should assess this goal again two years after making the changes. 2. IMPACT* - <i>What is the anticipated impact of the ACTION* on student achievement of the learning outcome in the next academic year?</i> We can't say, since we aren't sure what we are going to do yet. 3. BUDGET IMPLICATIONS – <i>Indicate budget requirements necessary for the successful implementation of the ACTION*</i> There is no impact if we retain the current system of private keyboard skills lessons. If we institute a regular class, then we might need to hire an adjunct for one or two courses. In that case, though, there would also be savings because teachers would be paid for fewer applied lessons.	
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? na	

Submitted by: Joseph Herl

Reviewed by the Assessment Committee (date): 6/14/22

Department Chair notified approved/additional action needed: Approved 6/14/22

BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean: na