Music Department (updated 6.1.16)

Student Learning Outcomes Assessment, 2015-2016

Learning Objectives for: Bachelor of Arts - Music & Bachelor of Arts - Music Education

Objective 1: Students must acquire technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration

Objective 2: Students must acquire the ability to read at sight with fluency

Objective 3: Students must acquire an overview understanding of the repertory in their major performance area and the ability to perform from a cross-section of that repertory

Objective 4: Students must acquire the ability to place music in historical, cultural and stylistic contexts

Objective 5: Students must acquire the ability to hear, identify and work conceptually with the elements of music—rhythm, melody, harmony and structure

Objective 6: Students taking the PRAXIS II: Music Content Knowledge test need to score higher than previous EU cohort and proportionately than State Wide Average.

During this assessment cycle (September 2015-May 2016), both direct and indirect assessment materials were collected. The direct assessment consisted of Jury assessment were administered to all music majors (BAMU and BAME) during the final week of each semester (December and May) at EU. The Sophomore Exam assessments were administered to sophomore music majors (BAMU and BAME) in the fall and spring semesters. The indirect assessments consisted of collecting Praxis Tests results for the Music: Content Knowledge area (BAME students) and the Music Department Senior Exit Survey (BAMU and BAME). In total, we collected jury assessments, Praxis assessments and Senior Exit Surveys. Analysis of the Jury assessments confirms findings from previous Assessment Reports: the Music Program is very successful in fulfilling its learning objectives #1, #4 and #5.

A. Direct Assessment: Music Content and Concept Tests Results

The Jury Assessment was administered to all music students both fall and spring semesters. (Note: students who take sophomore exam or perform their senior recital DO NOT take the Jury Assessment that same semester). Students were evaluated in the fall and spring. Faculty used a numerical assessment tool to evaluate each of those students. Mean score for both semesters was 82.8 (100 is perfect). This is lower than the previous year (88.2).

The Sophomore Exam was administered to music students, both in the fall and spring semesters. Faculty used a numerical assessment tool to evaluate each of those students. Of the total, one failed the exam. The previous year zero students failed.

The most current PRAXIS report for Music Content Knowledge (5113) shows 11 students took the
test - 158 is a passing score.

### PRAXIS: Music Content Knowledge

**9/1/2013 – 8/31/2014**

<table>
<thead>
<tr>
<th>Music Content Knowledge</th>
<th>Edinboro Pass Rates</th>
<th>Statewide Pass Rates</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Past 3 years</td>
<td>2013 – 2014</td>
</tr>
<tr>
<td>% of Examinees Passed</td>
<td>92.9%</td>
<td>90.9%</td>
</tr>
<tr>
<td>% Passed on 1st Attempt</td>
<td>78.6%</td>
<td>81.8%</td>
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The results show that Edinboro Music Education students’ average is 0.5% lower than the state – wide average. Additionally, the results also show the Statewide Pass Rates were lower than previous years.

#### B. Indirect Assessment. Senior Exit Survey

The most current Music Major Senior Exit Survey data reports graduating students have been satisfied with a majority of the music classes. Students did indicate the need for music technology courses as well as additional applied piano lessons. These comments are similar to the previous year.

### SUGGESTIONS / ACTIONS

Our departmental goal is to maintain and increase the level of teaching and student learning in all our courses, especially those with new instructors and to do so, we must examine ways to measure student learning and suggest ways to make corrections / improvements.

The fact that the percentage of students (2013 – 2014) who passed the PRAXIS on the first attempt has risen, we are encouraged that our efforts are producing positive results.

In the short term, the department faculty have agreed on the importance of maintaining and improving student learning outcomes – as measured by the PRAXIS tests. We have collected shared numerous resources (websites, quizlets and PRAXIS music preparatory test books) to assist with preparing our students. We understand the data gathering process will take a couple years but we are committed to our discipline and our students and we will make necessary adjustments for the benefit of all. Comparisons to previous 3 year reports are encouraging.