

COLLEGE OF LIBERAL ARTS AND SCIENCES

ASSESSMENT REPORT 2006-2007

PART I: PROGRAM ASSESSMENT

A. Description of the process of collecting data and of the data collected.

Time and Place: Fall 2006, Spring 2007: Comprehensive Exams and Ensemble and Solo recitals

Instruments Used: Written and oral examinations in Theory and History classes. Solo and Ensemble recitals in the applied area.

Procedure: Written and oral examinations occurred in classroom setting for music theory and history. Faculty of the International Center for Music judged performance ability.

B. Data Analysis – Summary of Evidence Collected-Examinations

Summary: Comprehensive examinations asked students to demonstrate their knowledge in two distinct areas: Theory and History. History covered periods from Medieval to Modern, and Theory covered sight-singing, melodic dictation, rhythmic dictation, keyboard timbre, texture, modulation, altered chords, modes, chromaticism and keyboard skills.

100% of students exceeded expectations (1 student).

C. Data Analysis – Summary of Evidence Collected-Performance

Summary: Ensemble and Solo recitals reflect the artistic capabilities of the student. Students are evaluated individually on their growth and development as artists, and whether they have fully engaged their artistic ability in the program.

100% of students performed below expectations

D. Data Interpretation

Assessment Process: The program currently has sufficient tools to measure Music majors in all core competencies. Classroom and performance abilities are held to high standards and are reflected in students outcomes. Performance ability varies greatly

between students and is based on the ability of the student to excel to the highest level of skill and interpretation.

Student Learning: The program demands that students be able to:

(1) demonstrate a broad knowledge of the organization, language and grammar including the ability to clarify issues of musical structure (2) demonstrate the highest degree of historical and theoretical knowledge supportive of the development of individual interpretations (3) apply knowledge of music history and be able to place compositions in historical and stylistic perspective (4) perform in solo and ensemble forums in a variety of formal and informal settings (5) show a broad command of repertory and literature.

Teaching Effectiveness: The teaching effectiveness of the program is superior.

#### E. Plan of Action

The International Center for Music is currently transforming the undergraduate BA program into a Bachelor of Music program in order to focus on the performance nature of the major.

Having successfully completed the Two Year Undergraduate Certificate in Music Performance, the Graduate Certificate in Music Performance, the Graduate Artists Diploma in Performance and the MM in Piano and String Performance, concentration evolves around the final stages of the Bachelor of Music degree. The BM will complete the performance sequence of the International Center for Music.