

Annual Key Assessment Findings and Curricular Improvements
Benjamin T. Rome School of Music
Masters Programs
(Master of Music, Master of Sacred Music, & Master of Arts in Musicology)
AY 2009-10

Key Assessment Findings

All students in the program of Master of Music in Sacred Music and Master of Arts in Musicology programs passed the comprehensive exam during the AY 2009-2010. In order to preserve confidentiality, the results will not be presented in the report due to the small number of students taking the comps.

All students in the program of Master of Music passed the recital hearing during the AY 2009-2010. The School of Music developed rubrics for all Master of Music programs in March 2009. In 6 of the 6 traits assessed, the majority of students performed at the level of exceeding expectations (60%--90% across traits).

Trait	Level						Mean	SD	Total N
	Exceeding Expectations (3pts)		Meeting Expectations (2pts)		Below Expectations (1pt)				
	N	%	N	%	N	%			
1) Tone quality (resonance, control, clarity, focus, consistency, warmth, breathing and support) Assess commensurate with degree level.	5	63%	3	38%		0%	2.63	0.52	8
2) Rhythm (accuracy of values, duration, pulse, steadiness, meter) Assess commensurate with degree level.	7	88%	0	0%	1	13%	2.75	0.71	8
3) Pitch and Note Accuracy (accuracy of printed pitches and intonation throughout the range) Assess commensurate with degree level.	5	63%	3	38%	0	0%	2.63	0.52	8
4) Dynamics Assess commensurate with degree level.	5	63%	3	38%	0	0%	2.63	0.52	8
5) Phrasing and Articulation (accuracy and fluency of attacks and releases [instrumental], accuracy of pronunciation and releases [vocal], appropriate bow usage [strings]. Assess commensurate with degree level.	6	75%	2	25%	0	0%	2.75	0.46	8
6) Expression and Interpretation Knowledge of Style (creativity, musicianship and musical sensitivity, attention to musical detail, understanding of style) Assess commensurate with degree level.	7	88%	1	13%	0	0%	2.88	0.35	8

Note: 1) The "N" represents the number of students at each level of performance for each trait.

2) The "%" represents the percentage of the number of students falling at the level performance for each trait against the total number of students.

3) The mean is the average of all scores across the levels within the trait.

4) The standard deviation (SD) is the measure of the variability of the data set, indicating how "spread out" these data are from the mean value.

Curricular Improvements

The findings from comprehensive exams, recitals, and the rubrics for recitals do not support any curricular, course-related, or skill-related changes at this time.