

Annual Key Assessment Findings and Curricular Improvements
School of Music
Master's Program in Music
Doctoral Program in Music

2013-2014 Key Assessment Findings

THE CATHOLIC UNIVERSITY OF AMERICA
 Financial Planning, Institutional Research and Assessment

GRADUATE COMPREHENSIVE EXAMINATION RESULTS
SCHOOL OF MUSIC
AY2009-2010 to AY2013-2014

Master's Comprehensive Exam

	Fail		Pass		High Pass		Pass w/Honors		TOTAL
	#	%	#	%	#	%	#	%	
AY2009-2010		0.00%	8	100.00%		0.00%		0.00%	8
AY2010-2011		0.00%	10	100.00%		0.00%		0.00%	10
AY2011-2012		0.00%	15	100.00%		0.00%		0.00%	15
AY2012-2013	1	9.00%	10	91.00%		0.00%		0.00%	11
AY2013-2014		0.00%	6	100.00%		0.00%		0.00%	6
TOTAL	1	2.00%	49	98.00%	0	0.00%	0	0.00%	50

Doctoral Comprehensive Exam

	Fail		Pass		High Pass		Pass w/Honors		TOTAL
	#	%	#	%	#	%	#	%	
AY2009-2010		0.00%	14	100.00%		0.00%		0.00%	14
AY2010-2011		0.00%	14	93.00%	1	7.00%		0.00%	15
AY2011-2012	1	4.00%	26	93.00%	1	4.00%		0.00%	28
AY2012-2013		0.00%	16	100.00%		0.00%		0.00%	16
AY2013-2014	1	0.00%	42	97.67%		0.00%		0.00%	43
TOTAL	2	1.72%	112	96.55%	2	1.72%	0	0.00%	116

Note:

- 1) Milestone outcomes were included in the categories High Pass and Pass with Honors if these designations were explicitly indicated in the students' milestone record.
- 2) Category "High Pass" includes both "High Pass" and "Pass with distinction".
- 3) The count in this table is based on the exam outcomes of all attempts in an academic year.
- 4) Level of the comps, i.e. Master's and doctoral, is based on the milestone activities; if there is no specification of the level in the record, students' degree level is used to determine the level.

It appears that the consistency of using the grading rubric for Master's level recitals has somewhat fallen out of use. Two out of the 4 graduating master's recitals had grading rubrics accompanying their pass/fail recital results.

Hearings do not occur for DMA students at this point in time as there are no hearings involved, rather just recitals. The plan is to reinstate procedure so that committees receive the necessary forms for the recitals.

Table of Results
Student Learning Assessment Rubric
School of Music
MM Final Recital Hearing

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.	1	50%	1	50%	0	0%	2.50	0.71	2
2) Rhythm (accuracy of values, duration, pulse, steadiness, meter) Assess commensurate with degree level.	2	100%	0	0%	0	0%	3.00	0.00	2
3) Pitch and Note Accuracy (accuracy of printed pitches and intonation throughout the range) Assess commensurate with degree level.	1	50%	1	50%	0	0%	2.50	0.71	2
4) Dynamics Assess commensurate with degree level.	1	100%	0	0%	0	0%	3.00	#DIV/0!	1
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.	2	100%	0	0%	0	0%	3.00	0.00	2
6) Expression and Interpretation Knowledge of Style (creativity, musicianship and musical sensitivity, attention to musical detail, understanding of style) Assess commensurate with degree level.	1	50%	1	50%	0	0%	2.50	0.71	2

- 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

We plan to implement the usage of rubrics for grading Master's level recitals once more in following years.