

**Annual Key Assessment Findings and Curricular Improvements  
School of Music  
Undergraduate (B.A.) Program in Music**

**2013-2014 Key Assessment Findings**

THE CATHOLIC UNIVERSITY OF AMERICA  
Planning, Institutional Research, Student Learning Outcomes Assessment

**UNDERGRADUATE COMPREHENSIVE EXAMINATION RESULTS  
SCHOOL OF MUSIC  
AY2009-2010 to AY2012-2013**

	Fail		Pass		High Pass		Pass w/Honors		TOTAL
	#	%	#	%	#	%	#	%	
AY2009-2010		0.00%	25	100.00%		0.00%		0.00%	<b>25</b>
AY2010-2011		0.00%	31	100.00%		0.00%		0.00%	<b>31</b>
AY2011-2012		0.00%	34	100.00%		0.00%		0.00%	<b>34</b>
AY2012-2013		0.00%	21	100.00%		0.00%		0.00%	<b>21</b>
AY2013-2014		0.00%	21	100.00%		0.00%		0.00%	<b>21</b>
<b>TOTAL</b>	<b>0</b>	<b>0.00%</b>	<b>132</b>	<b>100.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>132</b>

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.

Learning Assessment:

It appears that the consistency of using the grading rubric for undergraduate recitals has somewhat fallen out of use. Therefore, only 10 out of the 34 students had grading rubrics completed. This leaves us with a very small representation.

**Table of Results**  
**Student Learning Assessment Rubric**  
**School of Music**  
**BM Senior Recital Hearings**

Trait	Level						Mean	SD	Total N
	Exceeding Expectations (3pts)		Meeting Expectations (2pts)		Below Expectations (1pt)				
	N	%	N	%	N	%			
<b>1) Tone quality</b> (resonance, control, clarity, focus, consistency, warmth, breathing and support) Assess commensurate with degree level.	3	30%	7	70%	0	0%	2.30	0.48	10
<b>2) Rhythm</b> (accuracy of values, duration, pulse, steadiness, meter) Assess commensurate with degree level.	6	60%	4	40%	0	0%	2.60	0.52	10
<b>3) Pitch and Note Accuracy</b> (accuracy of printed pitches and intonation throughout the range) Assess commensurate with degree level.	4	40%	5	50%	1	10%	2.30	0.67	10
<b>4) Dynamics</b> Assess commensurate with degree level.	5	50%	5	50%	0	0%	2.50	0.53	10
<b>5) Phrasing and Articulation</b> (accuracy and fluency of attacks and releases [instrumental], accuracy of pronunciation and releases [vocal], appropriate bow usage [strings]. Assess commensurate with degree level.	8	80%	2	20%	0	0%	2.80	0.42	10
<b>6) Expression and Interpretation Knowledge of Style</b> (creativity, musicianship and musical sensitivity, attention to musical detail, understanding of style) Assess commensurate with degree level.	7	70%	2	20%	1	10%	2.60	0.70	10

- 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 senior recitals once more in following years to maintain consistency.