

Annual Key Assessment Findings and Curricular Improvements
Benjamin T. Rome School of Music
Undergraduate Programs
(Master of Music: final degree recital)
AY 2015-2016

Key Assessment Findings

All students in the MM programs who require a final degree recital passed that recital during the AY 2015-2016.

The results for 2015-2016 reveal that virtually all students met or exceeded expectations in the areas assessed. See previously sent table.

Curricular Improvements

The MM final degree recital and rubrics findings do not support any curricular, course-related, or skill-related changes at this time.

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.	2	50%	2	50%	0	0%	2.50	0.58	4
2) Rhythm (accuracy of values, duration, pulse, steadiness, meter) Assess commensurate with degree level.	3	75%	1	25%	0	0%	2.75	0.50	4
3) Pitch and Note Accuracy (accuracy of printed pitches and intonation throughout the range) Assess commensurate with degree level.	4	100%	0	0%	0	0%	3.00	0.00	4

4) Dynamics Assess commensurate with degree level.	4	100 %	0	0%	0	0%	3.00	0.00	4
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.	4	100 %	0	0%	0	0%	3.00	0.00	4
6) Expression and Interpretation Knowledge of Style (creativity, musicianship and musical sensitivity, attention to musical detail, understanding of style) Assess commensurate with degree level.	3	75%	0	0%	1	25%	2.50	1.00	4

- 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.

**Annual Key Assessment Findings and Curricular Improvements
Benjamin T. Rome School of Music
Undergraduate Programs**

(Doctor of Musical Arts: final [so-called 90-day] degree recital)

AY 2015-2016

Key Assessment Findings

All students in the DMA programs who require a final degree recital passed that recital during the AY 2015-2016. See previously sent table.

The results for 2015-2016 reveal that all students exceeded expectations in the areas assessed. See previously sent tables.

Curricular Improvements

The DMA final degree recital and rubrics findings do not support any curricular, course-related, or skill-related changes at this time.

Table of Results									
Student Learning Assessment Rubric									
School of Music									
DMA Final Recital									
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.	9	100%	0	0%	0	0%	3.00	0.00	9
2) Rhythm (accuracy of values, duration, pulse, steadiness, meter) Assess commensurate with degree level.	9	100%	0	0%	0	0%	3.00	0.00	9
3) Pitch and Note Accuracy (accuracy of printed pitches and intonation throughout the range) Assess commensurate with degree level.	9	100%	0	0%	0	0%	3.00	0.00	9

4) Dynamics Assess commensurate with degree level.	9	100%	0	0%	0	0%	3.00	0.00	9
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.	9	100%	0	0%	0	0%	3.00	0.00	9
6) Expression and Interpretation Knowledge of Style (creativity, musicianship and musical sensitivity, attention to musical detail, understanding of style) Assess commensurate with degree level.	9	100%	0	0%	0	0%	3.00	0.00	9

- 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.