

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

**Key Assessment Findings**

All students in the BM programs who require a Senior 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 senior recital and rubrics findings do not support any curricular, course-related, or skill-related changes at this time.

<b>Table of Results</b>									
<b>Student Learning Assessment Rubric</b>									
<b>School of Music</b>									
<b>BM Senior Recital Hearings</b>									
<b>Trait</b>	<b>Level</b>						Mean	SD	Total N
	Exceeding Expectations (3pts)		Meeting Expectations (2pts)		Below Expectations (1pt)				
	N	%	N	%	N	%			
<b>1) Tone quality (resonance, control, clarity, focus, consistency, warmth, breathing and support) Assess commensurate with degree level.</b>	6	67%	2	22%	1	11%	2.56	0.73	9
<b>2) Rhythm (accuracy of values, duration, pulse, steadiness, meter) Assess commensurate with degree level.</b>	7	88%	1	13%	0	0%	2.88	0.35	8
<b>3) Pitch and Note Accuracy (accuracy of printed pitches and intonation throughout the range) Assess commensurate with degree level.</b>	5	63%	3	38%	0	0%	2.63	0.52	8

<b>4) Dynamics Assess commensurate with degree level.</b>	5	63%	2	25%	1	13%	2.50	0.76	8
<b>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.</b>	6	75%	2	25%	0	0%	2.75	0.46	8
<b>6) Expression and Interpretation Knowledge of Style (creativity, musicianship and musical sensitivity, attention to musical detail, understanding of style) Assess commensurate with degree level.</b>	6	75%	2	25%	0	0%	2.75	0.46	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.