

**Assessments Findings and Curricular Improvements  
Benjamin T. Rome School of Music  
Undergraduate Program**

**Assessment Measures**

With the sole exception of Bachelor of Music program in Music History and Literature, which requires a Senior thesis instead of a Senior recital, the School of Music uses the following measures to assess all learning outcomes:

Senior Recital (MUS 499)  
Grades and Course evaluations in key courses  
NSSE survey

**Assessment Findings**

**Attachment 1:**

**MUS 499 Senior Solo Recital**

The School of Music analyzed course grade and enrollment data in MUS 499 for a three-year period, the length of time MUS 499 has existed. (NB: Before that, milestone posted on transcripts gave the same information.) As the graph indicates, success/pass rate is close to 100%. These findings for the Senior Recital, populated by students who successively completed a recital hearing, indicate that enrollment and grades are very stable, with enrollment generally in the Spring semester (Fall Senior Recitals are rare) and grades in very high range (on a P/F grading basis). Instructor and course ratings: N/A.

**Attachment 2 and Attachment 2a:**

**MUS 023/024 Fundamentals of Music I and II**

The findings for this remedial course, taken only by students who test poorly on a Theory Evaluation Test, given at Freshman orientation, indicate that enrollment and average grades have remained fairly stable, with grades ranging from average to exceptional. Evaluations data for this two-semester course indicate that, with the exception of Fall 2005 in which no data is available and Fall 2006 where the results are lower than average, the instructor and course ratings were on average between 7.36 to 8.80 and 7.61 to 8.50 respectively. The Spring semester shows higher ratings for both instructor and course ratings.

**Attachment 3 and Attachment 3a:**

**MUS 123 Harmony I and MUS 121 Ear Training & Sight Singing I**

The findings for these Freshman level courses, populated by students who tested into them by a Theory Evaluation Test, indicate that enrollment and average grades have remained fairly stable, with grades ranging from average to above average. Evaluations data for this course indicate that the instructor and course ratings ranged between 8.12 to 9.64 and 7.76 to 9.23 respectively.

**Attachment 4 and Attachment 4a:**

**MUS 224 Harmony IV and MUS 222 Ear Training & Sight Singing IV**

The findings for these upper level theory courses, populated by students who successively completed the lower level theory courses, indicate that enrollment and

average grades for Ear Training and Sight Singing have remained fairly stable, with grades in the average range. Evaluations data for this course indicate that the instructor and course ratings ranged between 8.85 to 9.08 and 7.17 to 8.62 respectively. For Harmony IV, the enrollment has been stable, but the average grades were more erratic from semester to semester. Nevertheless, in these same semesters, instructor and course ratings remained positive, with course ratings ranging between 7.67 to 9.50 and the instructor ratings ranging from 8.28 to 9.50.

### **Curricular Improvements**

In the last five years, review of data and discussions among division chairs, curriculum committee, and full faculty have led to substantial changes in the theory division, the most important group of core (academic, classroom) courses required of all undergraduates in music. Namely, these changes include the inauguration of a Theory Evaluation Test taken at Freshman Orientation, helping to place incoming students in either the two-semester Fundamentals of Music sequence, the traditional four-semester Harmony I-IV sequence, or the two-semester Accelerated Harmony sequence. (The inauguration of the Accelerated Harmony course actually predates the last five years.) These changes have helped to place students in more appropriate levels of theory for the better development of their skills. Moreover, the Fundamentals of Music course moved in more recent years from a three-day-per-week to a five-day-per-week course, including drill sections to bolster reading skills. Additionally, technological aids in the form of computer programs have been initiated to assist students to master the material.

#### **Attachment 5:**

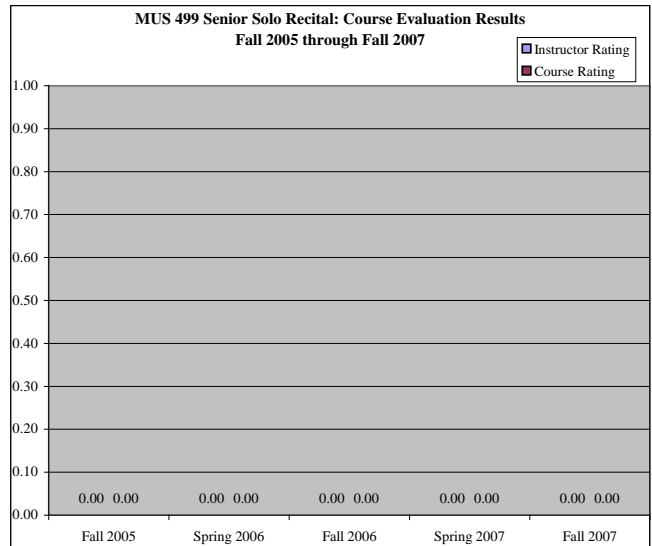
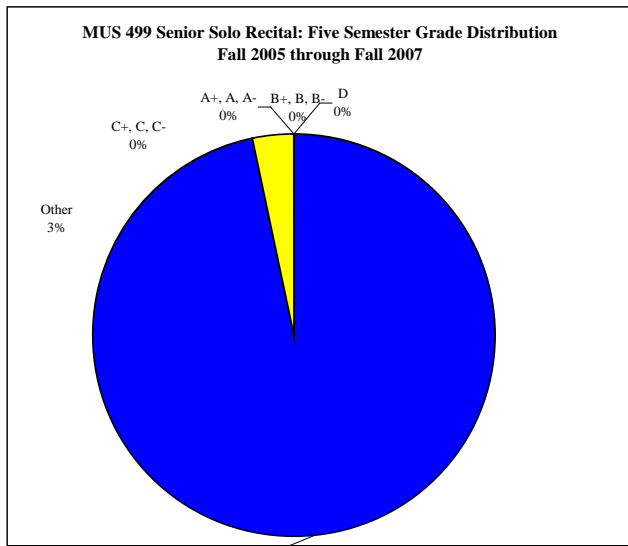
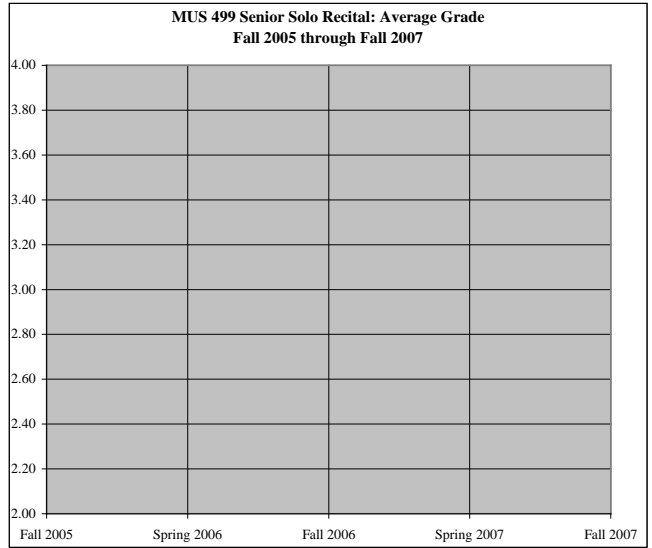
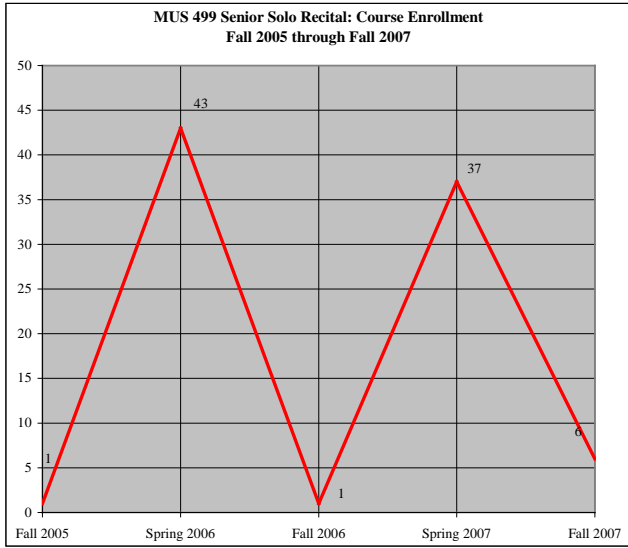
#### **ref: 2007 National Survey of Student Engagement Mean Comparisons: Selected Catholic University General Education Goals: Benjamin T. Rome School of Music: Seniors**

Speaking to improvements in the music curriculum in general, the nature of some music requirements call for different types of assessments, and the large number of skill courses in the Bachelor of Music degree program, e.g. theory, eartraining, conducting, dance, private instrumental or vocal instruction, account for the lower percentages in the area of oral and written communication, such as research papers. Nevertheless, the results in that category, as well as in the other statistical findings in the NSSE report do point up the need for greater attention to the fact that in many categories the mean is lower than it might be. Faculty discussions will focus on this matter and most especially in conjunction with the upcoming accreditation visit of the National Association of Schools of Music. The NSSE findings cause us to want to investigate ways to incorporate more writing experience in other music courses, other than in music history and music literature courses, where papers and reports are already required. Non-music requirements—English, Philosophy, Theology, for example—all have significant writing requirements already. However, the music school does not control the number or parameters of writing assignments in those courses. The NSSE findings indicate lower percentages (when compared to other CUA students, Carnegie Peers and NSSE 2007) in the areas of critical thinking and reasoned analysis (memorization is higher), scientific and quantitative reasoning, using resources and technologies. Music students rank higher than the compared groups in the area of conversations about religious beliefs, opinions and values, as well as in the area of understanding someone else's opinion and perspective.

Attachment 1  
THE CATHOLIC UNIVERSITY OF AMERICA  
Outcomes Assessment

**SENIOR SEMINAR SUMMARY DATA: SCHOOL OF MUSIC**  
**MUS 499 Senior Solo Recital**

Term	Course Enrollment	Course Grade		Course Grades							Course Evaluation Results					
		Avg.	StDev.	Grade Distribution							Course Eval.		Instructor Rating		Course Rating	
				A+, A, A-	B+, B, B-	C+, C, C-	D	P	F	I,W	#	%	Avg.	StDev.	Avg.	StDev.
Fall 2005	1							1				0.00%				
Spring 2006	43	0.00						42	1			0.00%				
Fall 2006	1							1				0.00%				
Spring 2007	37							36		1		0.00%				
Fall 2007	6							4		2		0.00%				

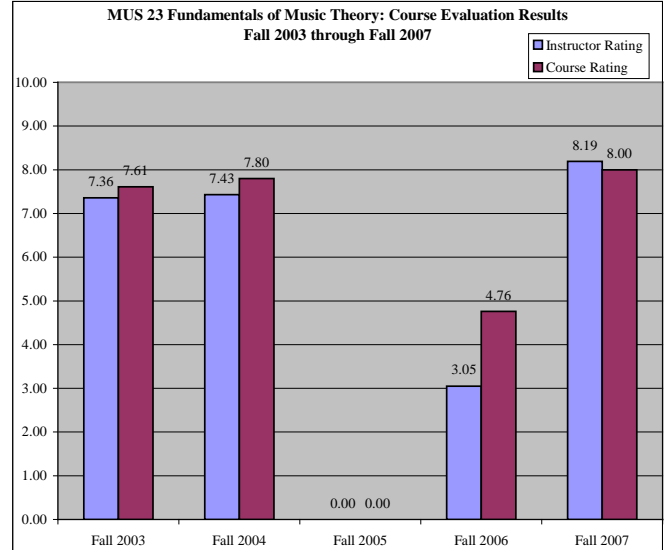
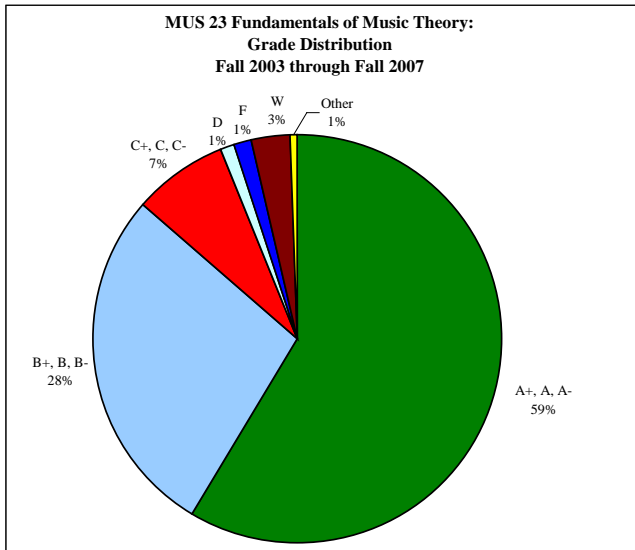
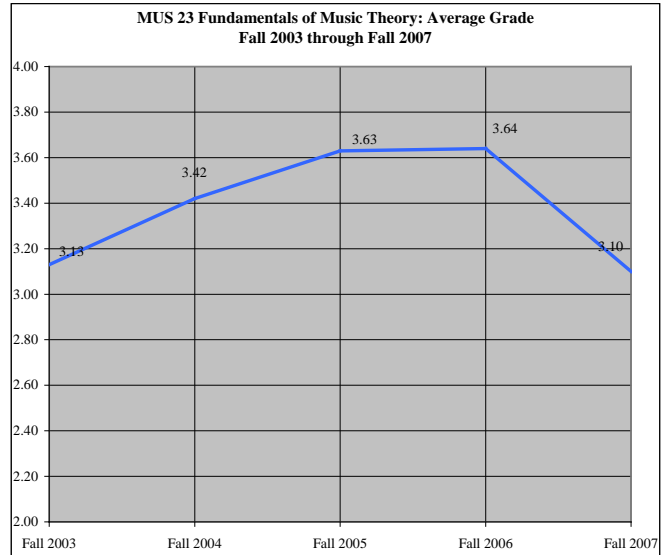
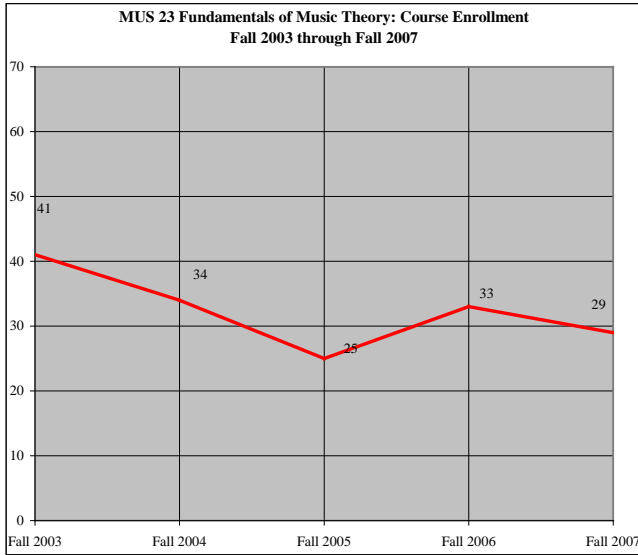


Attachment 2  
THE CATHOLIC UNIVERSITY OF AMERICA  
Outcomes Assessment

**COURSE SUMMARY DATA: SCHOOL OF MUSIC**  
**MUS 23 Fundamentals of Music Theory**

Term	Course Enrollment	Course Grade		Course Grades Grade Distribution							Course Evaluation Results					
		Avg.	StDev.	A+, A, A-	B+, B, B-	C+, C, C-	D	F	W	Other**	Course Eval. #	Course Eval. %	Instructor Rating Avg.	Instructor Rating StDev.	Course Rating Avg.	Course Rating StDev.
Fall 2003	41	3.13	1.12	21	9	5	1	2	3		28	68.29%	7.36	2.98	7.61	2.18
Fall 2004	34	3.42	0.70	20	11	1	1		1		30	88.24%	7.43	2.84	7.80	2.48
Fall 2005	25	3.63	0.43	17	7				1			0.00%				
Fall 2006	33	3.64	0.49	23	9	1					21	63.64%	3.05	1.63	4.76	2.19
Fall 2007	29	3.10	0.95	14	9	5				1	26	89.66%	8.19	0.98	8.00	1.60

\*\*The "Other" category includes grades of I, and AU.

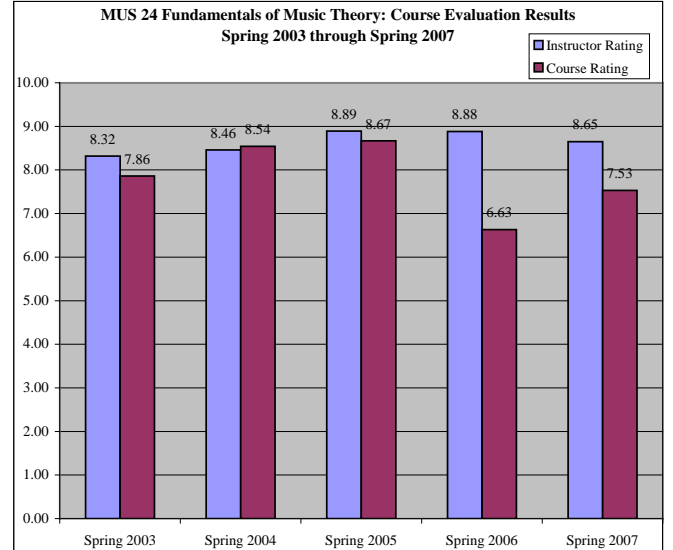
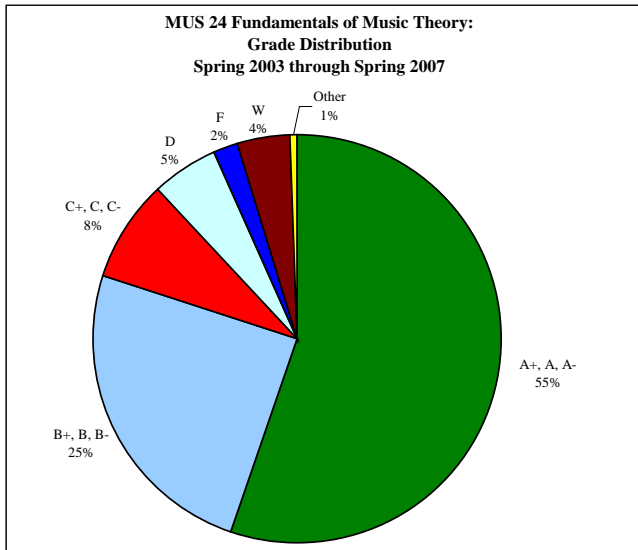
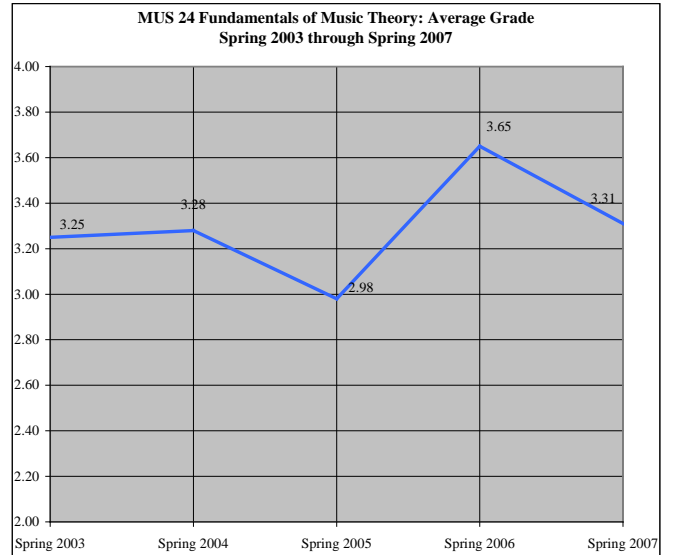
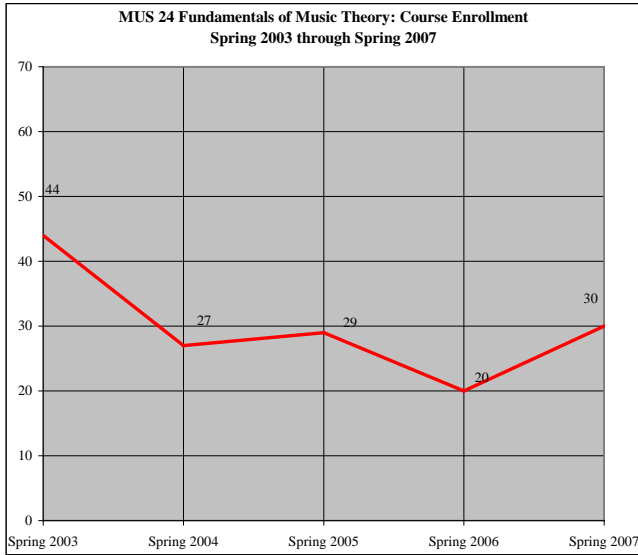


Attachment 2a  
THE CATHOLIC UNIVERSITY OF AMERICA  
Outcomes Assessment

**COURSE SUMMARY DATA: SCHOOL OF MUSIC**  
**MUS 24 Fundamentals of Music Theory**

Term	Course Enrollment	Course Grade		Course Grades Grade Distribution							Course Evaluation Results					
		Avg.	StDev.	A+, A, A-	B+, B, B-	C+, C, C-	D	F	W	Other**	Course Eval. #	Course Eval. %	Instructor Rating Avg.	Instructor Rating StDev.	Course Rating Avg.	Course Rating StDev.
Spring 2003	44	3.25	1.17	29	5	4	3	1	1	1	84	190.91%	8.32	1.40	7.86	1.42
Spring 2004	27	3.28	1.03	15	7	2	1	1	1	1	24	88.89%	8.46	1.96	8.54	1.56
Spring 2005	29	2.98	1.19	14	5	5	3	1	1	1	27	93.10%	8.89	2.04	8.67	1.82
Spring 2006	20	3.65	0.54	13	5	1	1	1	1	1	8	40.00%	8.88	1.36	6.63	2.77
Spring 2007	30	3.31	0.66	12	15	1	1	1	2	1	17	56.67%	8.65	1.50	7.53	2.35

\*\*The "Other" category includes grades of I, and AU.

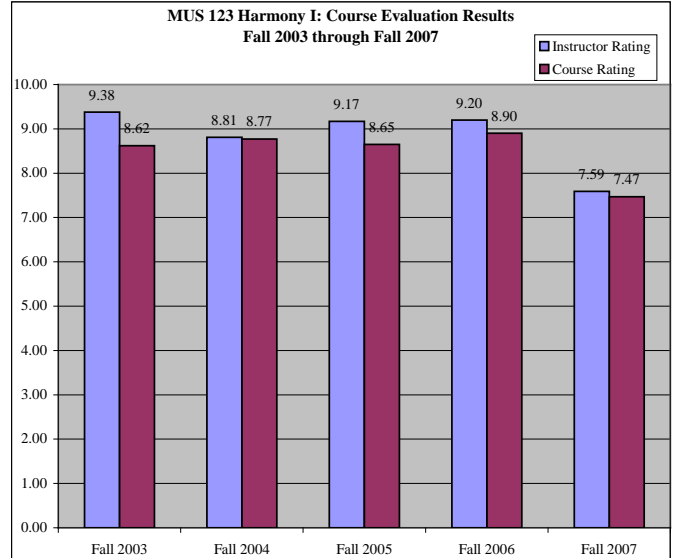
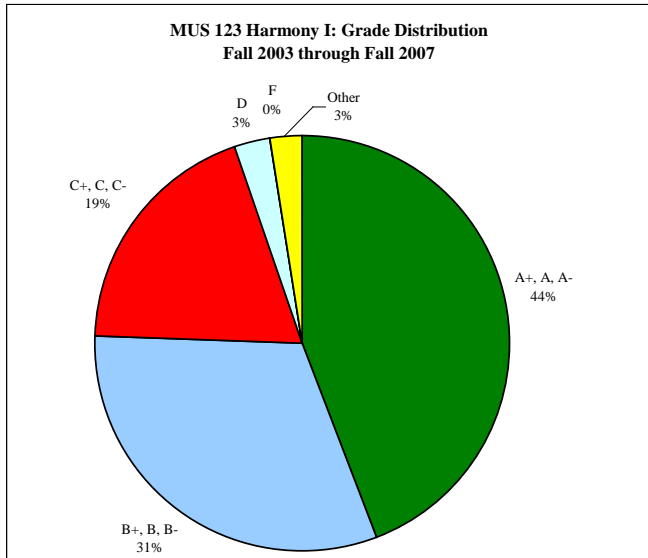
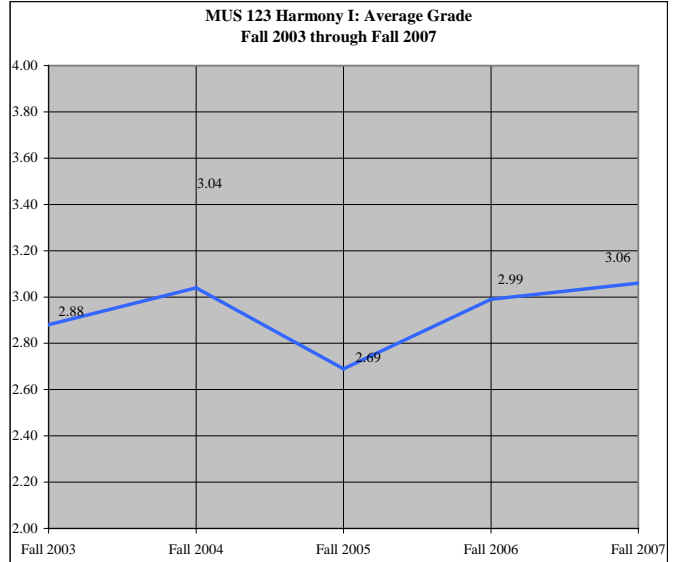
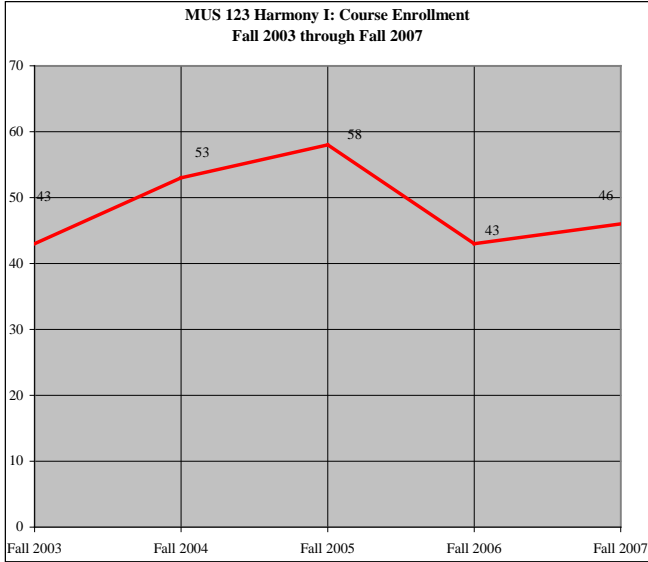


Attachment 3  
THE CATHOLIC UNIVERSITY OF AMERICA  
Outcomes Assessment

**COURSE SUMMARY DATA: SCHOOL OF MUSIC  
MUS 123 Harmony I**

Term	Course Enrollment	Course Grade		Course Grades Grade Distribution								Course Evaluation Results						
		Avg.	StDev.	A+, A, A-	B+, B, B-	C+, C, C-	D	P	F	Other**	Course Eval. #	Course Eval. %	Instructor Rating Avg.	Instructor Rating StDev.	Course Rating Avg.	Course Rating StDev.		
Fall 2003	43	2.88	1.22	18	13	7	1				3	1	29	67.44%	9.38	0.73	8.62	1.42
Fall 2004	53	3.04	0.78	21	17	14							48	90.57%	8.81	1.71	8.77	1.24
Fall 2005	58	2.69	1.39	23	17	7	3			8			46	79.31%	9.17	1.39	8.65	1.62
Fall 2006	43	2.99	0.96	18	12	10	1					2	10	23.26%	9.20	1.03	8.90	1.10
Fall 2007	46	3.06	1.11	21	13	6	1					2	34	73.91%	7.59	2.86	7.47	2.78

\*\*The "Other" category includes grades of W, and AU.

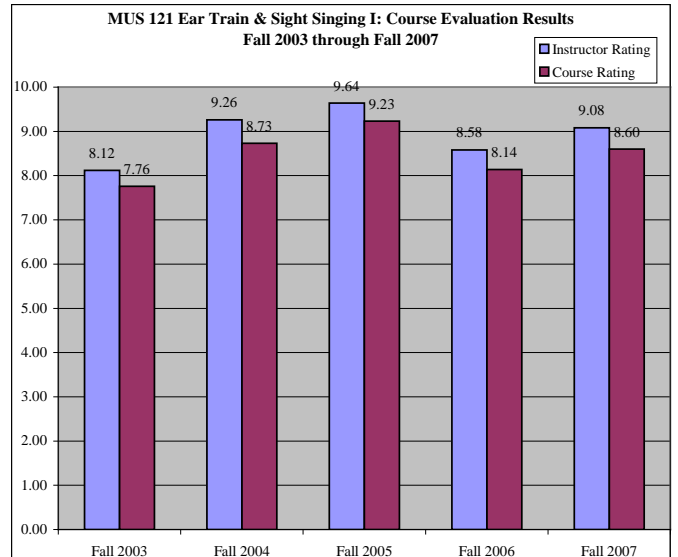
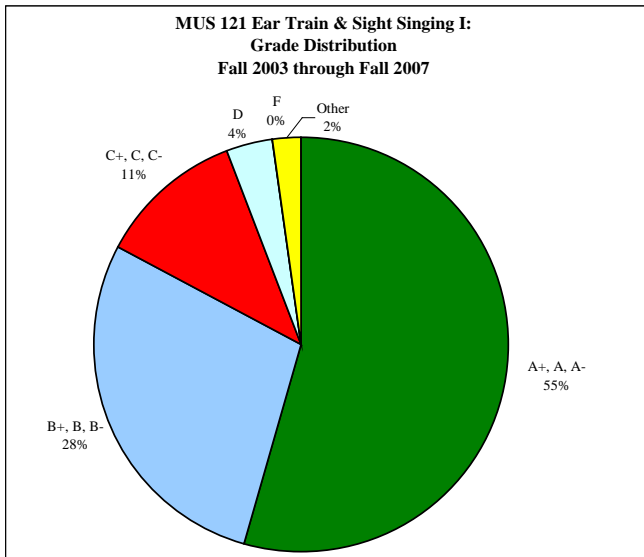
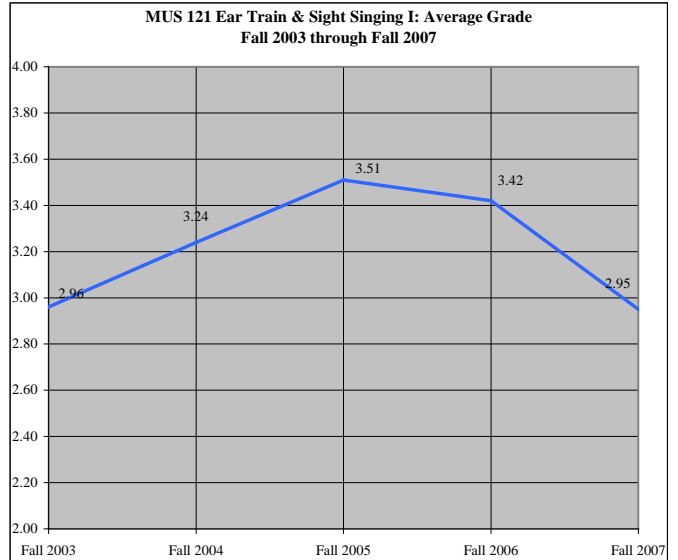
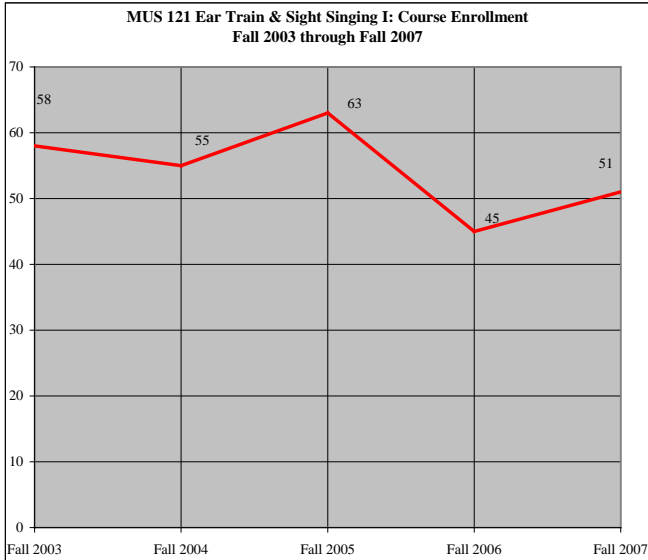


Attachment 3a  
THE CATHOLIC UNIVERSITY OF AMERICA  
Outcomes Assessment

**COURSE SUMMARY DATA: SCHOOL OF MUSIC  
MUS 121 Ear Train & Sight Singing I**

Term	Course Enrollment	Course Grade		Course Grades Grade Distribution								Course Evaluation Results					
		Avg.	StDev.	A+, A, A-	B+, B, B-	C+, C, C-	D	P	F	Other**	#	%	Instructor Rating Avg.	Instructor Rating StDev.	Course Rating Avg.	Course Rating StDev.	
Fall 2003	58	2.96	1.12	24	18	9	4			2	1	42	72.41%	8.12	1.37	7.76	1.51
Fall 2004	55	3.24	0.84	30	14	8	2					50	90.91%	9.26	1.43	8.73	1.74
Fall 2005	63	3.51	0.58	42	15	6						53	84.13%	9.64	1.23	9.23	1.41
Fall 2006	45	3.42	1.00	31	8	2	1			1	2	36	80.00%	8.58	1.75	8.14	1.57
Fall 2007	51	2.95	1.01	19	21	5	3			1	2	40	78.43%	9.08	1.05	8.60	1.37

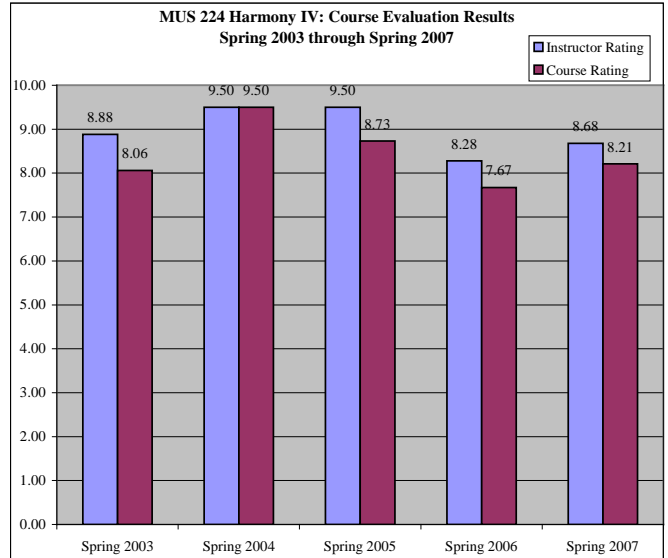
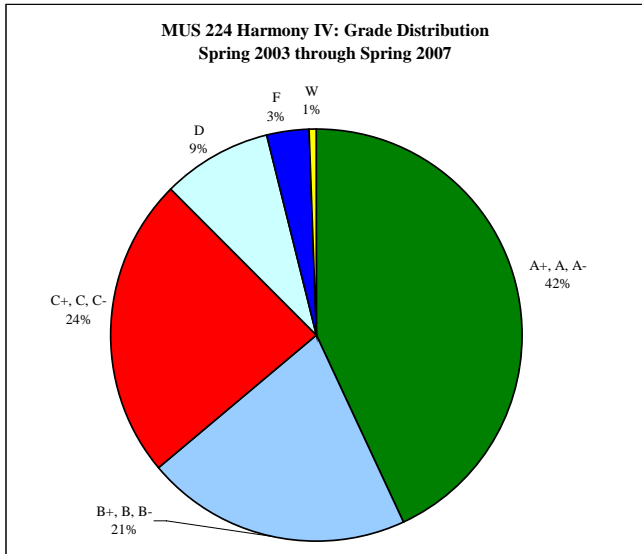
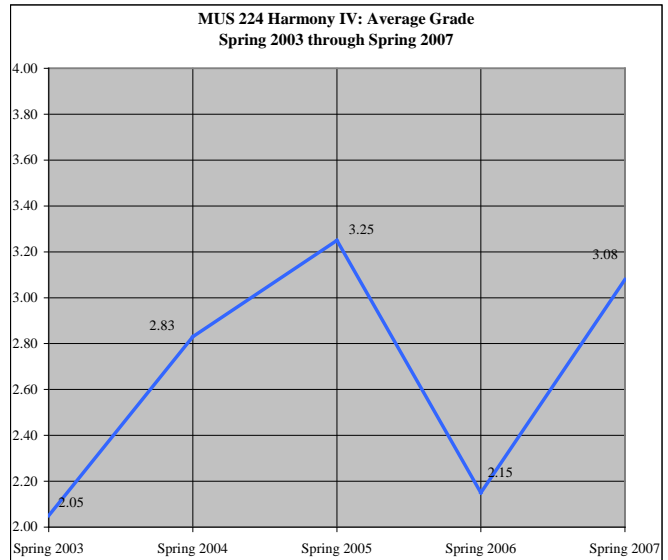
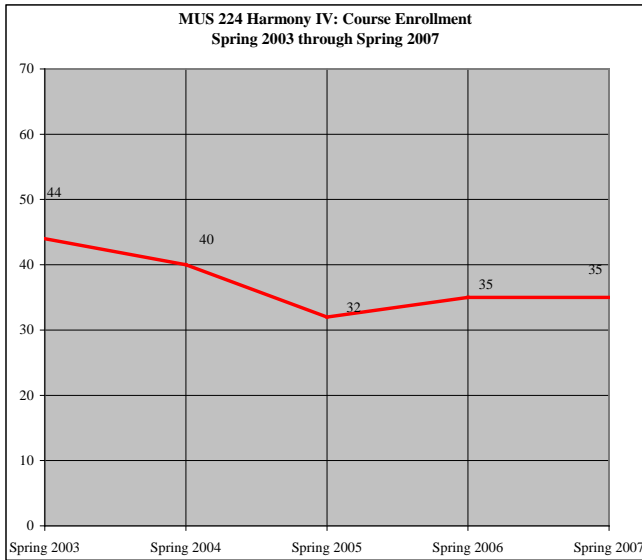
\*\*The "Other" category includes grades of W, and AU.



Attachment 4  
THE CATHOLIC UNIVERSITY OF AMERICA  
Outcomes Assessment

**COURSE SUMMARY DATA: SCHOOL OF MUSIC**  
**MUS 224 Harmony IV**

Term	Course Enrollment	Course Grade		Course Grades							Course Evaluation Results					
		Avg.	StDev.	Grade Distribution							Course Eval.		Instructor Rating		Course Rating	
				A+, A, A-	B+, B, B-	C+, C, C-	D	P	F	W	#	%	Avg.	StDev.	Avg.	StDev.
Spring 2003	44	2.05	1.44	9	15	11	4		4	1	51	115.91%	8.88	1.24	8.06	1.68
Summer 2003	5	1.80	1.66		4				1							
Spring 2004	40	2.83	1.25	21	7	9	3				2	5.00%	9.50	0.71	9.50	0.71
Summer 2004	4	2.68	1.79	3	1											
Spring 2005	32	3.25	1.42	26	3	2	1				22	68.75%	9.50	0.74	8.73	1.96
Summer 2005	8	1.86	1.32	2	1	5										
Spring 2006	35	2.15	1.14	6	6	16	5		2		18	51.43%	8.28	2.14	7.67	2.50
Summer 2006	6	1.85	1.11		3	3										
Spring 2007	35	3.08	0.93	18	8	6	3				28	80.00%	8.68	1.66	8.21	1.83
Summer 2007	8	2.39	1.15	2	2	2	2									

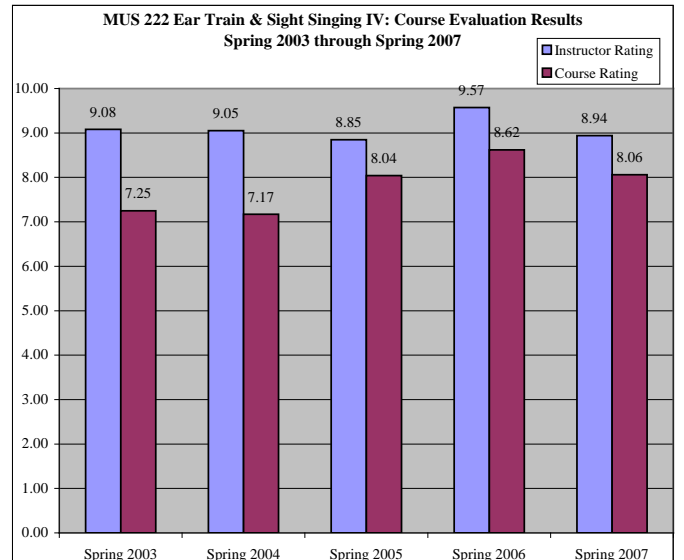
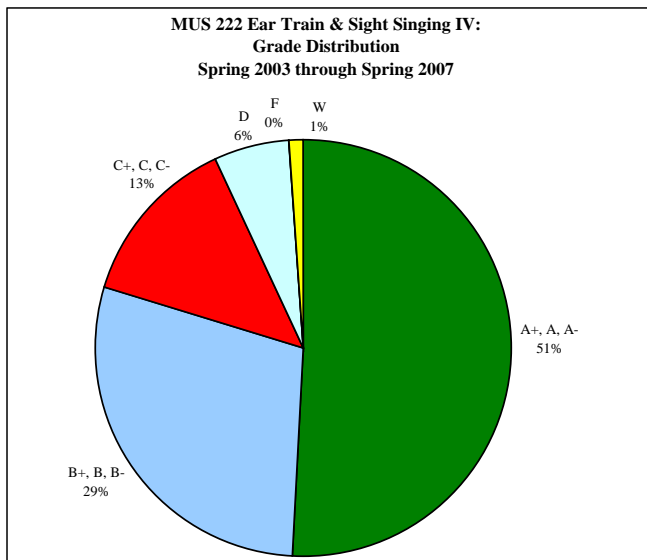
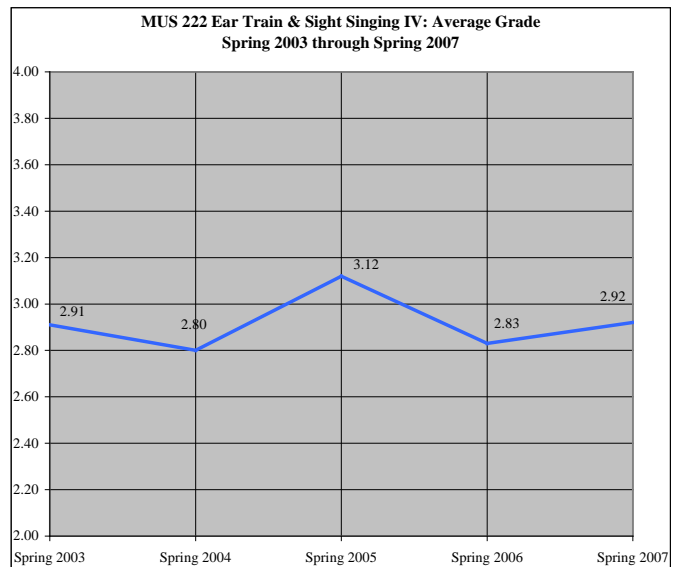
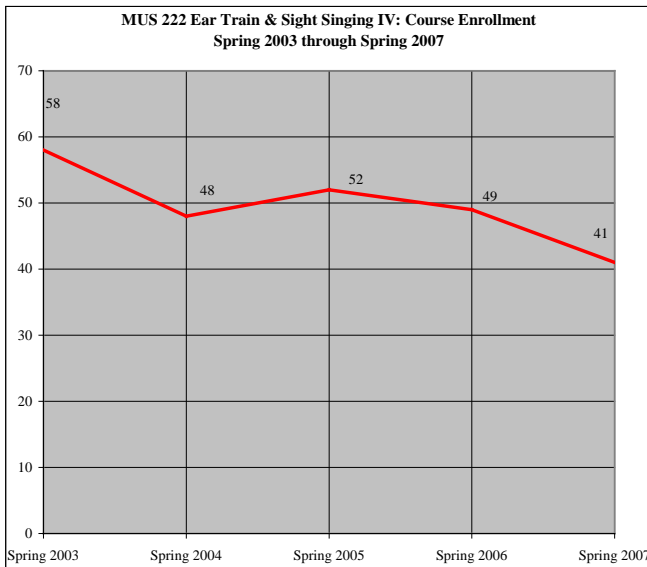




Attachment 4a  
THE CATHOLIC UNIVERSITY OF AMERICA  
Outcomes Assessment

**COURSE SUMMARY DATA: SCHOOL OF MUSIC  
MUS 222 Ear Train & Sight Singing IV**

Term	Course Enrollment	Course Grade		Course Grades Grade Distribution									Course Evaluation Results						
		Avg.	StDev.	A+, A, A-	B+, B, B-	C+, C, C-	D	P	F	W	Course Eval. #	%	Instructor Rating Avg.	StDev.	Course Rating Avg.	StDev.			
Spring 2003	58	2.91	1.22	31	14	9	1					3	102	175.86%	9.08	1.45	7.25	2.49	
Summer 2003	8	0.71	1.08	3	2	1	1												
Spring 2004	48	2.80	1.03	16	17	10	5						37	77.08%	9.05	1.51	7.17	2.08	
Summer 2004	5	3.08	0.37	1	4														
Spring 2005	52	3.12	1.43	40	8	2	2						26	50.00%	8.85	1.85	8.04	2.09	
Summer 2005	8	1.76	1.25	3	1	4													
Spring 2006	49	2.83	1.30	23	20	4	2						37	75.51%	9.57	0.69	8.62	1.98	
Summer 2006	9	1.51	1.21	1	1	7													
Spring 2007	41	2.92	0.94	16	13	8	4						34	82.93%	8.94	1.35	8.06	1.63	
Summer 2007	5	2.86	0.92	2		3													



**Standard 12: General Education** : The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.

**2007 National Survey of Student Engagement Mean Comparisons: Selected Catholic University General Education Goals  
Benjamin T. Rome School of Music: Seniors**

<b>Graduates will demonstrate proficiency in oral and written communication, including the argumentative essays, research papers, presentations, and creative and collaborative work employing a variety of media.</b>	<i>School of Music compared with:</i>									
	<b>School of Music</b>	<b>Catholic University</b>			<b>Carnegie Peers</b>			<b>NSSE 2007</b>		
	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig. <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig. <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig. <sup>b</sup>	Effect Size <sup>c</sup>
<i>During the current school year, about how much reading and writing have you done? 1=none, 2=1-4, 3=5-10, 4=11-20, 5=more than 20</i>										
Number of assigned textbooks, books, or book-length packs of course readings	2.71	3.35	.00	-.62	3.08	.00	-.38	3.13	.00	-.42
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.44	2.24	.00	.21	2.17	.00	.28	2.17	.00	.27
Number of written papers or reports of <b>20 pages or more</b>	1.26	1.73	.00	-.65	1.59	.00	-.45	1.62	.00	-.47
Number of written papers or reports <b>between 5 and 19 pages</b>	1.95	2.99	*	-1.00	2.49	.00	-.58	2.55	.00	-.64
Number of written papers or reports of <b>fewer than 5 pages</b>	2.61	3.20	.00	-.49	2.93	.00	-.28	2.96	.00	-.31
<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much</i>										
Writing clearly and effectively	2.59	3.04	.00	-.52	3.03	.00	-.51	3.06	.00	-.54
Speaking clearly and effectively	2.59	2.94	.00	-.40	2.92	.00	-.37	2.95	.00	-.40

<b>Graduates will show facility in critical thinking and reasoned analysis.</b>	<i>School of Music compared with:</i>									
	<b>School of Music</b>	<b>Catholic University</b>			<b>Carnegie Peers</b>			<b>NSSE 2007</b>		
	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig. <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig. <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig. <sup>b</sup>	Effect Size <sup>c</sup>
<i>During the current school year, how much has your coursework emphasized the following mental activities? 1=very little, 2=some, 3=quite a bit, 4=very much</i>										
<b>Memorizing</b> facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	2.87	2.66	.00	.23	2.78	.00	.10	2.75	.00	.13
<b>Analyzing</b> the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	3.04	3.36	.00	-.45	3.22	.00	-.25	3.23	.00	-.25
<b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and relationships	2.59	3.20	*	-.71	3.01	.00	-.50	3.03	.00	-.53
<b>Making judgments</b> about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	2.57	3.11	.00	-.63	2.94	.00	-.42	2.96	.00	-.45
<b>Applying</b> theories or concepts to practical problems or in new situations	3.31	3.33	.00	-.02	3.18	.00	.16	3.18	.00	.16
<i>In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often</i>										
Put together ideas or concepts from different courses when completing assignments or during class discussions	2.60	2.97	.00	-.42	2.91	.00	-.38	2.90	.00	-.38
<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much</i>										
Thinking critically and analytically	3.05	3.33	.00	-.38	3.32	.00	-.35	3.33	.00	-.37
Analyzing quantitative problems	2.08	2.70	*	-.63	3.05	***	-1.11	3.04	***	-1.08
Learning effectively on your own	2.55	2.97	*	-.48	2.99	*	-.49	3.00	*	-.51
Solving complex real-world problems	2.25	2.53	.00	-.29	2.75	*	-.52	2.74	*	-.51

School of Music compared with:

Graduates will demonstrate an understanding of scientific and quantitative reasoning.	School of Music compared with:										
	School of Music		Catholic University		Carnegie Peers			NSSE 2007			
	Mean <sup>a</sup>		Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much</i>											
Thinking critically and analytically	3.05		3.33	.00	-.38	3.32	.00	-.35	3.33	.00	-.37
Analyzing quantitative problems	2.08		2.70	*	-.63	3.05	***	-1.11	3.04	***	-1.08

School of Music compared with:

Graduates will demonstrate an ability to find information effectively using appropriate resources and technologies, critically assess the validity and relevance of information, and utilize it in ethical and legal ways.	School of Music compared with:										
	School of Music		Catholic University		Carnegie Peers			NSSE 2007			
	Mean <sup>a</sup>		Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
<i>In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often</i>											
Worked on a paper or project that required integrating ideas or information from various sources	2.77		3.41	.00	-.88	3.26	.00	-.66	3.29	.00	-.70
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	2.62		2.70	.00	-.09	2.74	.00	-.13	2.80	.00	-.19
<i>During the current school year, how much has your coursework emphasized the following mental activities? 1=very little, 2=some, 3=quite a bit, 4=very much</i>											
<b>Making judgments</b> about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	2.57		3.11	.00	-.63	2.94	.00	-.42	2.96	.00	-.45
<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much</i>											
Learning effectively on your own	2.55		2.97	*	-.48	2.99	*	-.49	3.00	*	-.51

School of Music compared with:

Graduates will demonstrate knowledge of and respect for different cultures and religions.	School of Music compared with:										
	School of Music		Catholic University		Carnegie Peers			NSSE 2007			
	Mean <sup>a</sup>		Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
<i>In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often</i>											
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	2.62		2.70	.00	-.09	2.74	.00	-.13	2.80	.00	-.19
Had serious conversations with students of a different race or ethnicity than your own	2.69		2.70	.00	-.01	2.68	.00	.02	2.66	.00	.03
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	3.12		2.88	.00	.26	2.71	*	.43	2.71	*	.43
<i>During the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often</i>											
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	2.96		2.85	.00	.13	2.81	.00	.18	2.82	.00	.17
<i>To what extent does your institution emphasize each of the following? 1=very little, 2=some, 3=quite a bit, 4=very much</i>											
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.04		1.97	.00	.07	2.41	.00	-.38	2.44	.00	-.41
<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much</i>											
Understanding people of other racial and ethnic backgrounds	2.27		2.20	.00	.07	2.54	.00	-.28	2.59	.00	-.33