1. **Assessment information collected**

   **A. Theoretical and Historical Knowledge**
   
   a. **Diagnostic Tool:** A written entrance examination is collected from all entering freshman at the beginning of the year. Students either begin the music theory sequence with MUS131 or take Music Fundamentals, MUS103, for remedial work.
   
   b. **Exit Level Assessment:** Final examinations are collected at the end of each semester for the courses in the music theory sequence, MUS131, 132, 231, and 232, and courses in the music history sequence, MUS221 and 222.
   
   **B. Applied Knowledge**
   
   a. **Exit Level Assessment for Applied Lessons:** A jury performance in front of music faculty is required at the end of each semester of private lessons. Using a jury rubric, the faculty recommends a final semester grade for each student. (MUS161, 162, 261, 262, 361, 362)
   
   b. **Exit Level Assessment for Junior Recital:** Students give a recital performance and a faculty panel submits the grade. (MUS390)
   
   c. **Exit Level Assessment for Piano Proficiency:** Each student completes a final examination by the instructor at the end of each semester of the sequence. (MUS152, 153, 154)
   
   **C. Core Music Education Sequences**
   
   a. **Exit Level Assessment:** Exams and written and oral presentations are collected and graded by the instructor at the end of each semester for all courses in the sequence. (MUS309, 315, 351, 405)
D. Student Internships

a. Reviews are written and submitted by the cooperating teachers and the university supervisor at the end of the semester. (ED454)

E. Student Employment

a. A survey is administered by the Music Education faculty after the completion of ED454 and graduation.

2. Conclusions drawn from the information summarized above

A. Theoretical and Historical Knowledge - Exit Level Assessment

** Percentages are students who have completed courses on track, or in the correct year for a four or four and one-half year graduation. Student teaching, ED454, is most often completed the semester after the four years of coursework is completed.

Freshman: Because all incoming freshman were registered as BA students, no data is available at this level. This has been addressed and corrected with the implementation of the new BA program in Fall 2015.

Sophomore: 100%, 1 of 1

Again, because of the “holding tank” nature of the BA program, only one music education sophomore was registered as MUED.

Junior: 67%, 4 of 6

Senior: 73%, 16 of 22

Conclusions: Of the 29 students in Music Education, 28%, or 8 of 29, were behind in their core theory and history sequences. The theory and history sequences are to be completed by the end of the sophomore year. One student withdrew from the program completely due to failing grades in the core curriculum.

B. Applied Knowledge - Exit Level Assessment

Freshman: Because all incoming freshman were registered as BA students, no data is available at this level. This has been addressed and corrected with the implementation of the new BA program in Fall 2015.

Sophomore: Piano Proficiency and Applied Lessons - 100%, 1 of 1
Again, because of the “holding tank” nature of the BA program, only one music education sophomore was registered as MUED.

**Junior:**

a. Applied Lessons - 67%, 4 of 6  
b. Junior Recital – 20%, 1 of 6  
c. Piano Proficiency – 50%, 3 of 6

**Senior:**

a. Junior Recital – 82%, 18 of 22  
b. Piano Proficiency – 77%, 17 of 22

**Conclusions:** Applied Lessons are required through the 300 (Junior) level, culminating in a Junior Recital. About 20% of Music Ed students do not perform their Junior Recital until their senior year or later. This is due to lack of readiness or a desire to continue lessons into the 400 level for a better result. The Piano Proficiency curriculum is a core curriculum to be completed at the end of the sophomore year. It has been a major contributor to late graduation. The new curriculum was implemented in Fall 2013 and has a much better completion rate.

**C. Core Music Education Sequences** – Exit Level Assessment

**Sophomore:** 100%, 1 of 1  
**Junior:** 67%, 4 of 6  
**Senior:** 68%, 15 of 22

**Conclusions:** Most sophomores begin their MUED courses in the sophomore year, but the BA “holding tank” created a lack of data. By the senior year, 32% (7) of the MUED students were behind in their core sequences. Of these 7 students, 3 were in their 5th year, 1 in their 6th year and 3 in their 7th year. Most of this is due to not finishing the core theory and history classes in a timely fashion because of failing grades, the need for remedial work and failure to enroll in classes due to lack of good advising.

**D. Student Internships** – Exit Level Assessment

This assessment (ED454) does not happen until the senior year or semester after the senior year – the 1 sophomore and 6 juniors are not included in this data.
Senior: 45%, 10 of 22
- Will complete in their 5th year - 9%, 2 of 22
- Completed after their 5th, 6th, 7th year - 32%, 7 of 22
- Have not completed or changed programs - 14%, 3 of 22

**Conclusions:** The reasons for over half (55%) of the MUED students not completing their degree program in 4 or 41/2 years are listed in C. above.

All Music degree programs will benefit from better student advising and follow-up by faculty. Freshman need to be monitored more frequently and those needing more remedial skills need to be enrolled in Music Fundamentals and Class Piano in their first year.

Retention is good after the junior and senior years: one student withdrew and one student changed to the BA program.

Twelve (12) students graduated in 2013 and 2014:
- Four and one-half years: 42%, 5 of 12
- Five years: 33%, 4 of 12
- Six years: 17%, 2 of 12
- Seven and one-half years: 8%, 1 of 12

**E. Student Employment**

Of the twelve students who graduated, 50% (6/12) are working in music education:
- Teaching in schools full-time: 33%, 4 of 12
- Substitute teaching: 17%, 2 of 12
- One student (8%) is performing locally.
- Two students (17%) are pursuing graduate level studies.
- Two students (17%) are not employed in music education.
- There is no information for one student.
**Conclusions:** Given the current climate in education, with jobs in education being cut each year, I think that 75% of the 12 students working in the field of music or pursuing a graduate degree in music is a good percentage.

3. **Curricular changes resulting from conclusions drawn above**

The new BA Program was submitted and will be implemented Fall of 2015. This will result in much better data and accurate retention rates for freshman and sophomores. With the “holding tank” BA, the freshman and sophomore retention rates were all reflection in the old BA program, with most students actually being MUED majors.

The problem of the Piano Proficiency program has also been rectified with a new curriculum implemented Fall of 2013.

4. **Identify the faculty members involved in reaching the conclusions drawn above and agreeing upon the curricular changes resulting**

Dr. William Post, Dr. Lorna Eder, Dr. Eduard Zilberkant