

REPORT ON STUDENT LEARNING OUTCOMES & ASSESSMENT MEASURES: MUSIC

OUTCOMES

Music graduates will understand and demonstrate:

- Knowledge of music cultural heritage and history
- Appreciation for musical creativity, reasoning, and the aesthetic value of music
- Knowledge of organization and structures of music
- Analytical skills necessary for listening, performing, and teaching
- Skills necessary to perform music from a variety of periods, styles, and genres
- Necessary abilities to communicate ideas musically, verbally, and in writing
- Awareness of diversity of musical ideas throughout the world's cultures
- Necessary skills to meet professional teaching standards in music education (for music education majors)

ASSESSMENT MEASURES

- Continuation Examination taken at the end of the sophomore year, to assess performance and academic achievement relative to career/academic goals
- Alumni and Graduating Student Surveys
- Exit Interview with the department chair
- Regular assessment of public performances (semester juries, ensemble concerts)
- Senior final project (solo recital, composition recital)
- For Music education students - Student teaching, lab band/lab choir and other practicum experiences, successful completion of music education interview/review, and success in meeting the State of Iowa Professional Standards and the ISU Teaching Standards
- Music Department curriculum retains accreditation by the National Association of Schools of Music (NASM)

Comments:

- (1) Graduating student surveys indicate that students feel adequately prepared by the breadth of their studies at ISU for graduate study in music or for careers (especially in teaching). Overall comments in senior exit interviews are very positive. Students generally supported changes made recently in piano, music theory, and history classes.
- (2) Continuation Exams results – to be posted at the end of exam week
- (3) The Music program is accredited by NASM. The Commission on Accreditation voted at its June 2005 meeting (following the ten-year review process which includes a campus visit by a review team and an extensive Self-Study) to continue to the institution in good standing.
- (4) When asked if any courses currently required should not be required, 93% of recent graduates responded that all required courses were important.
- (5) When asked if any courses should be added to the program, 1/3 of the students in music education suggested adding or strengthening the methods courses. Students were very enthusiastic about the benefits of the practicum experience as part of the required observation hours.

Program change based on results:

- (1) Core courses in the music history and music theory sequences have been revised recently.
- (2) Additional diversity requirements were added beginning in fall 2004 as part of concert and seminar attendance requirements.
- 3) Piano proficiency expectations have been strengthened.
- (4) A review of methods courses will be undertaken in 2005.
- (5) Policies for the continuation exam have been tightened, with clear guidelines and published deadlines being enforced.
- (6) Two practicum experiences (long-term observation experiences in public school music classrooms) have been added to course requirements for Music 366 and 466 as part of the 50 hours of observation required by the state.