

**Colorado State University – Pueblo Academic Program Assessment Report for AY 2017-2018**

**Due: May 1, 2019**

**Program:** Music (Bachelor of Arts)

**Date:** May 17, 2019

**Completed by:** David Volk, Professor and Chair of Music

**Assessment contributors (other faculty involved in this program's assessment):** Mike Deluca, Ben Johnson, Diane Eickelman, Charlie Ortega, Aaron Turner, Dana Ihm

Please complete this form for each undergraduate, minor, certificate, and graduate program (e.g., B.A., B.S., M.S.) in your department. Please copy any addenda (e.g., rubrics) and paste them in this document, and submit it to the dean of your college/school as per the deadline established. The dean will forward it to me as an email attachment before May 1, 2019. You'll also find the form at the assessment website at <http://www.csupueblo.edu/Assessment/ResultsAndReports/Pages/default.aspx>.

Please describe the 2018-2019 assessment activities for the program in Part I. Use Column H to describe improvements planned for 2019-2020 based on the assessment process. In Part II, please describe activities engaged in during 2018-2019 designed to close-the-loop (improve the program) based on assessment activities and the information gathered in 2017-2018. Thank you.

**I. Program student learning outcomes (SLOs) assessed in this cycle, processes, results, and recommendations.**

A. Which of the program SLOs were assessed during this cycle? <b>Please include the outcome(s) verbatim from the assessment plan.</b>	B. When was this SLO last assessed? <b>Please indicate the semester and year.</b>	C. What method was used for assessing the SLO? <b>Please include a copy of any rubrics used in the assessment process.</b>	D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved.	E. What is the expected achievement level and how many or what proportion of students should be at it?	F. What were the results of the assessment?	G. What were the department's conclusions about student performance?	H. What changes/improvements to the <u>program</u> are planned based on this assessment?
<p>Musical analysis portion of SLO 1 and 3:</p> <p>SLO #1: Read, analyze, and perform music with fluency in at least one performance medium and in a variety of performance styles</p> <p>SLO #3: Demonstrate proficiency in aural recognition and analysis of music, and in singing musical lines at sight, as appropriate to the common tasks of a professional musician</p>	<p>2017-2018</p>	<p>Results of the Music Theory portion of the improved written Junior Qualifications Exam; Exam and scoring method included in Assessment Plan.</p>	<p>Students typically complete the Junior Qualifying Exams at the conclusion of their freshman-sophomore Music Theory sequence and prior to enrollment in upper division music courses</p>	<p>A student's enrollment in upper division music courses is restricted at least in part until successful completion of the Junior Qualifying Exam. It is hoped at least 85% of Music majors will successfully complete the lower level analysis sections of the exam and that 60% successfully complete the upper level analysis sections.</p>	<p>For Spring 2018, 9/9 scored satisfactorily in the first level of analysis, 5/9 scored satisfactorily in the second level of analysis, 4/9 scored satisfactorily in the third level of analysis, 5/9 scored satisfactory in the fourth level of analysis.</p> <p>Lower level: 100% / 56% success</p> <p>Higher level: 44%/56% Success</p>	<p>Continuous improvement in student achievement is desired in this area and, to date, the results have matched departmental expectations at this time.</p> <p>We will review results and curriculum in 2019-20 to formulate final conclusions around these results.</p> <p>The Department has also decided to delay the start of the Aural Skills sequence for students until the second semester of the Freshmen year. It is believed this will improve student success in the program and provide a more graduated introduction to foundational skills, improving retention in major.</p>	<p>Department of Music Faculty who teach Music Theory courses will meet in 2019-2020 to continue to develop and improve our multi-course Music Theory curriculum and review departmental goals for student achievement in this area.</p> <p>This year's results suggest course structure and emphasis may need to evolve.</p> <p>The Department will develop in 2019-20 a Music Theory Diagnostic Exam that students will be required to pass prior to enrolling in MUS 150. Students who do not pass will be required to complete one year of class piano instruction (MUS 127, 227) prior to enrolling MUS 150. The Exam will be implemented in 2020-21. Students who do not complete an audition for the department are permitted to enroll in MUS 150 only with departmental permission (see Assessment Plan for detailed information).</p>

Comments:

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A. Which of the program SLOs were assessed during this cycle? <b>Please include the outcome(s) verbatim from the assessment plan.</b>	B. When was this SLO last assessed? <b>Please indicate the semester and year.</b>	C. What method was used for assessing the SLO? <b>Please include a copy of any rubrics used in the assessment process.</b>	D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved.	E. What is the expected achievement level and how many or what proportion of students should be at it?	F. What were the results of the assessment?	G. What were the department's conclusions about student performance?	H. What changes/improvements to the <u>program</u> are planned based on this assessment?
SLO #4:  Recognize and describe representative selections of music from all the significant style periods and genres of western art music	2017-2018	Results of the Music History portion of the improved written Junior Qualifications Exam; Exam and scoring method included in Appendix E and Assessment Plan.	Students typically complete the Junior Qualifying Exams at the conclusion of their freshman-sophomore Music Theory sequence and prior to enrollment in upper division music courses	A student's enrollment in upper division music courses is restricted at least in part until successful completion of the Junior Qualifying Exam. It is hoped at least 85% of Music majors will successfully complete the lower level analysis sections of the exam and that 60% successfully complete the upper level analysis sections	For Spring 2019, 9/9 scored satisfactorily in the first level of skills, 9/9 scored satisfactorily in the second level of skills, 7/9 scored satisfactorily in the third level of skills, 4/9 scored satisfactory in the fourth level of skills.  Lower level: 100% / 100% success  Higher level: 78%/ 44% Success	Students are gaining satisfactory knowledge of stylistic periods, their dates, and representative composers. This is the first year that the desired percentage of students failed to adequately describe the salient aspects of style for each period.  The Department will discuss these results through 2019-20 and determine final conclusions.	Music Faculty will continue discussion around development of a departmental Music Literature exam and means of addressing these issues beyond the single Freshman MUS 118 Music Appreciation course.  Additionally, the department will consider additional assessment tools to track student achievement in this SLO in the Music History sequence completed after the Junior Qualifications Exam and possible opportunities to assess student research papers written in the Music History courses and recital program notes.

Comments:

A. Which of the program SLOs were assessed during this cycle? <b>Please include the outcome(s) verbatim from the assessment plan.</b>	B. When was this SLO last assessed? <b>Please indicate the semester and year.</b>	C. What method was used for assessing the SLO? <b>Please include a copy of any rubrics used in the assessment process.</b>	D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved.	E. What is the expected achievement level and how many or what proportion of students should be at it?	F. What were the results of the assessment?	G. What were the department's conclusions about student performance?	H. What changes/improvements to the <u>program</u> are planned based on this assessment?
<p>SLO #1 (above)</p> <p><i>And Performance Emphasis SLO #7:</i></p> <p>Prepare and present in public a wide selection of repertoire representative of the highest standard of performance technique and style appropriate to young professional artists.</p>	<p>Applied Music Performance Rubric was piloted in 2015-2016, and used more broadly in 2016-2017, 2017-2018, and 2018-19.</p>	<p>Results of the Performance Rubric developed in 2015</p>	<p>Students are assessed in jury examination at the conclusion of each semester of applied study.</p>	<p>Students are to demonstrate appropriate skill and development of skill in performance of their primary instrument or voice throughout their applied study.</p>	<p>(see Assessment plan)</p>	<p>(see Assessment plan) Students demonstrated expected and appropriate skill levels and development of skill across all applied areas and academic levels.</p>	<p>In 2019-2020, The department will work next to identify specific rubric scores expected for each semester level in each degree emphasis area. Faculty will continue discussions about use of the rubric to ensure consistent scoring across all areas.</p>

**II. Follow-up (closing the loop) on results and activities from previous assessment cycles. In this section, please describe actions taken during this cycle that were based on, or implemented to address, the results of assessment from previous cycles.**

A. What SLO(s) did you address? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment?	D. Were the recommendations for change acted upon? If not, why?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
Musical analysis portions of SLO 1 and 3, SLO 4 and Performance Emphasis SLO 7. (above)	2017-2018	<p>Department of Music Faculty who teach Music Theory courses will meet in 2018-2019 to continue to develop and improve our multi-course Music Theory curriculum and review departmental goals for student achievement in this area.</p> <p>Music Faculty will continue discussion around development of a departmental Music Literature exam and means of addressing these issues beyond the single Freshman MUS 118 Music Appreciation course.</p> <p>Additionally, the department will consider additional assessment tools to track student achievement in this SLO in the Music History sequence completed after the Junior Qualifications Exam and possible opportunities to assess student research papers written in the Music History courses and recital program notes.</p> <p>In 2018-2019, The department will work next to identify specific rubric scores expected for each semester level in each degree emphasis area. Faculty will continue discussions about use of the rubric to ensure consistent scoring across all areas.</p>	<p>In 2018-19, students who had not previously auditioned for the department were not permitted to enroll in MUS 150 without departmental approval.</p> <p>The Music Literature Exam has not been developed to date. We began discussions this year on the pending integration of Music with Mass Communications and Art. The proposed foundation curriculum for the BA-Music (General emphasis) will be changing with the integration. New initiatives in assessment will be aligned to the goals and SLOs of the integrated foundational courses.</p> <p>These will be considered in a future year as well. Curricular design and pending changes to our assessment around the integrated foundational courses consumed our discussion 2018-19.</p> <p>This will also occur as we implement the foundational core courses within the integrated departments. Rubric scores required for entrance to Music Education and Performance will actually be higher than originally anticipated once the foundational core for the BA-Music (General emphasis) is developed.</p>	<p>This drastically improved the rate of student success in the course and student retention in major. (See Assessment Plan for detailed information)</p> <p>Although we did not implement new assessment tools as envisioned at the end of 2017-18, conversations around these tools continued and informed departmental discussions around the proposed integration of Music, Art, and Mass Communication around a foundational core of courses. As this integration is planned in 2019-20 and implemented in 2020-21, the department will revisit these plans and align them within the integrated curriculum to come. These initiatives are merely postponed at this point, not abandoned.</p>

Comments: