



Academic Program Assessment Report for AY 2019-2020

(Due: June 1, 2020)

Program: Music

Date report completed: June 11, 2020

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Brief statement of Program mission and goals:

Music Department Mission:

To provide the highest quality music education possible for the music major pursuing a career as a performer, educator, and scholar, as well as the student wishing to minor in music and persons wishing to learn about music as part of a professional or liberal arts tradition and a part of human culture and experience.

The Music Department's primary program is the Bachelor of Arts in Music. Within this program, some students choose to take additional specialized courses for an Emphasis area in either Performance or Music Education and PreK-12 Teaching Licensure. Within all program emphases, the department's mission of providing high quality music education as a basis of a career in the discipline is central to our curriculum and instructional practices.

Beginning Fall 2015, the Department of Music formalized an option for students to complete PreK-12 Teaching Licensure through graduate course work applicable toward the Master of Education degree upon completion of licensure requirements.

I. Assessment of Student Learning Outcomes (SLOs) in this cycle. Including processes, results, and recommendations for improved student learning. Use Column H to describe improvements planned for 2019-2020 based on the assessment process.

A. Which of the program SLOs were assessed during this cycle? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO <u>last</u> reported on prior to this cycle? (semester and year)	C. What method was used for assessing the SLO? Please include a copy of any rubrics used in the assessment process.	D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved (N).	E. What is the expected proficiency level and how many or what proportion of students should be at that level?	F. What were the results of the assessment? (Include the proportion of students meeting proficiency.)	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: 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>	2017-2018	Comparison of final letter grade of students between Fall 2018 Aural Skills I and Spring 2020 Aural Skills I	All students enrolled in the Aural Skills I course during Fall 2018 and Spring 2020	Students will successfully complete the course with a C or better. Students must pass the course to move on to the next level in the Aural Skills sequence	In Fall 2018, only 76% of the students passed Aural Skills I with a C or better. In Spring 2020, 91% of the students passed the course with a C or better.	The Department's decision to delay the start of the Aural Skills sequence for students until the second semester of the Freshmen year seems to be a success, at least initially. It is believed this will improve student success in the program and provide a more graduated introduction to foundational skills, improving retention in major.	The Department will develop in Summer 2020 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).

Comments on part I: Data collection and assessment for the Performance Rubric, Junior Qualifying Exams and Theory II Post Test delayed due to remote operations and will be reported in 2021.

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the 2019-2020 cycle. These are those that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) or other issues did you address in this cycle? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed to generate the data which informed the change? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment column H and/or feedback?	D. How were the recommendations for change acted upon?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
<p>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 2018</p>	<p>To delay the start of the Aural Skills multi-semester sequence to the Spring semester of the Freshman year.</p>	<p>In 2019-2020, the Aural Skills sequence was delayed to the Spring Semester and this resulted in better overall scores in the course and the pass rate was improved greatly.</p>	<p>This drastically improved the rate of student success in the Aural Skills I course and student retention in major.</p> <p>Although we did not implement new assessment tools as envisioned at the end of 2019-20, 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 to be 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 on part II: Data collection and assessment for the Performance Rubric, Junior Qualifying Exams and Theory II Post Test delayed due to remote operations and will be reported in 2021.