



	<b>2021 Academic Program Assessment Report</b>	<b>Program current assessment plan here:</b>	<a href="https://www.csupueblo.edu/assessment-and-student-learning/_doc/2020/assessment-plans/music-program-assessment-plan-2020.pdf">https://www.csupueblo.edu/assessment-and-student-learning/_doc/2020/assessment-plans/music-program-assessment-plan-2020.pdf</a>
	<b>Music BA</b>	<b>Program prior assessment report here:</b>	<a href="https://www.csupueblo.edu/assessment-and-student-learning/_doc/2020/report/music-program-assessment-report-2020.pdf">https://www.csupueblo.edu/assessment-and-student-learning/_doc/2020/report/music-program-assessment-report-2020.pdf</a>

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<b>Date Report Completed:</b>	June 4, 2021
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Please describe this year's assessment activities and follow-up for your program below. (Separate sheet for each undergraduate major, stand-alone minor, certificate, and graduate program in your department.) Please also submit any addenda such as rubrics which are not available in your assessment plan. The reports will be available to the Dean of your college/school and to the Executive Director for Assessment as well as faculty peer reviewers.

**Brief Statement of Program Mission and Goals:**  
 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 the year based on the assessment process.**

A. Your program SLOs are pasted here verbatim from your assessment plan. Please enter info in columns B-H only for those assessed during this annual cycle.	B. When was this SLO last 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 program are planned based on this assessment?
Read, analyze, and perform music with fluency in at least one performance medium and in a variety of genres and styles	2019-2020	Comparison of final letter grade of students between Fall 2018 Aural Skills I, Spring 2020 Aural Skills I, and Spring 2021 Aural Skills I	All students enrolled in the Aural Skills I course during Fall 2018, Spring 2020, and Spring 2021	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. In Spring 2021, 95% of the students passed the course with 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. 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 developed 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). In addition the Department is implementing a Summer Pre-Music Theory Course online that all incoming Music Majors and Minors will be encouraged to take. This will be available in July.

Use the piano proficiently as an instrument for independent study of music theory, analysis of scores, and preparation of compositions or arrangements, as appropriate to the common tasks of a professional musician.	This is the first reporting for this SLO #2	Piano proficiency for independent study of music was assessed through the Conducting courses, MUS 358, 359. A comparison on beginning competency and ending competency in each course was assessed.	All students enrolled in MUS 358, 359, Basic and Advanced Conducting.	It is expected that the students would be at an Acceptable level (2) or above for Basic Conducting and that all students would advance to at least a Proficient (3) level by the end of the Advanced Conducting course.	100% of the students were at an Acceptable (2) level of proficiency for Basic Conducting. 100% of students managed to progress to a Proficient (3) level by the completion of Advanced Conducting.	It is obvious that the emphasis placed on completion of the Piano Proficiency Exam early in the degree program enhances the students performance in these courses.	No additional changes to the Piano Proficiency requirements are planned at this time. Continued monitoring of degree program enhances participation in Functional Piano early in the degree study will be a requirement for all Music Majors and Minors going forward. This is the single most important thing that all students can do to improve their success in the program.
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	2019-2020	This SLO #3 was assessed through the Conducting courses, MUS 358, 359. A comparison on beginning competency and ending competency in each course was assessed.	All students enrolled in MUS 358, 359, Basic and Advanced Conducting.	It is expected that the students would be at an Acceptable level (2) or above for Basic Conducting and that all students would advance to at least a Proficient (3) level by the end of the Advanced Conducting course.	100% of the students were at an Acceptable (2) level of proficiency for Basic Conducting. 100% of students managed to progress to a Proficient (3) level by the completion of Advanced Conducting.	It is obvious that the Aural Skills sequence of courses and the sight singing required for these courses, is adequately preparing the students to complete the tasks required in the conducting courses.	No additional changes are planned to this time.
Recognize and describe representative selections of music from all the significant style periods and genres of western art music.	2018-2019	This SLO #4 was assessed through the administration of the Jr Qualifying Exam to all students preparing to advance to upper division study.	All music students preparing to advance to upper division study	It is expected that all students will successfully pass the Jr Qual Exam in order to progress to the upper division course work for the degree. Students must pass the exam in order to continue in the major.			The Department made an addition to the Jr Qualifying Exam assessing their knowledge of basic terminology.
Create arrangements and original compositions utilizing the recognized ranges and idioms of orchestral and band instruments and of vocal ensembles.	This is the first reporting of SLO #5	As part of the professional development for online instruction offered with Quality Matters, the instructor of MUS 350 and MUS 357 developed a rubric for evaluating student compositions. This rubric is included in the Music Assessment Plan.	In MUS 350 (Fall 2020), the final Sonata projects of 10 students were assessed with the rubric, with average scores in 5 rubric categories considered for program assessment. In MUS 357 (Spring 2021), 7 compositions/arrangements submitted by 12 students were assessed with the rubric, with average scores in 5 rubric categories considered for program assessment.	85% of students will score 2 or better in the 5 rubric categories considered for program assessment.	In MUS 350 (Fall 2019), average scores and percentage scoring 2 or better in each category were: Appropriateness: 1.9 (60%) Musicality: 1.5 (60%) Notation: 2.7 (90%) Articulation: 0.1 (0%) Other Markings: 0.0 (0%) In MUS 357 (Spring 2021), average scores and percentage scoring 2 or better in each category were: Appropriateness: 2.9 (100%) Musicality: 2.7 (92%) Notation: 2.7 (92%) Articulation: 1.9 (45%) Other Markings: 2.0 (54%)	Seeking to improve student performance in areas that had proven weak in the past, particular effort was given in course redesign of MUS 357 to scaffold supplemental assignments early in the semester (not included in the assessment scores above) that emphasized the appropriate integration of melody, harmony, rhythm, and form in composition. A significantly higher "Musicality" score in MUS 357 over MUS 350 is attributed to the success of these scaffolded assignments (Most of the MUS 350 took MUS 357 as well, so improved scores reflect specific student improvement in composition/arranging).	The rubric will be introduced formally in MUS 350 henceforth and articulation and other markings will be emphasized as critical components of the compositional process, even in theoretical assignments. Scaffolding assignments around the compositional process that proved highly successful MUS 357 will now be included in MUS 350 as well. With this effort and continued emphasis of the importance of including articulation and other marking in assignments, the instructor is confident the department can soon meet 85% success in each rubric category.
Conduct large and small ensembles in their primary performance medium.	This is the first reporting of this SLO #6	This SLO #6 was assessed through the Conducting courses, MUS 358, 359. A comparison on beginning competency and ending competency in each course was assessed.	All students enrolled in MUS 358, 359, Basic and Advanced Conducting.	It is expected that the students would be at an Acceptable level (2) or above for Basic Conducting and that all students would advance to at least a Proficient (3) level by the end of the Advanced Conducting course.	100% of the students were at an Acceptable (2) level of proficiency for Basic Conducting. 100% of students managed to progress to a Proficient (3) level by the completion of Advanced Conducting.	Students are making progress towards being a proficient or an exemplary Conductor. This will be very important for students planning to pursue careers that require competency in this area.	The Department is still planning to pursue the use of an E-Portfolio for students to upload videos and projects. The Conducting courses currently require students to video themselves while they conduct in class, and a systematic use of this material would be beneficial in the future.
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.	2018-2019	Results of the Performance Rubric developed in 2015	Students are assessed in jury examination at the conclusion of each semester of applied study	Students are to demonstrate appropriate skill and development of skill in performance of their primary instrument or voice throughout their applied study.	(See Assessment Plan)	(see Assessment plan) Students demonstrated expected and appropriate skill levels and development of skill across all applied areas and academic levels.	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.
<b>Comments on part I:</b>	Data collection and assessment for the Performance Rubric, Junior Qualifying Exams and Theory II Post Test were delayed in 2020 due to remote operations. The Performance Rubric and the Junior Qualifying Exam was reinstated for 2021 and is included in this report. The Theory Assessment was determined to have been done regularly over the last several years and so focus shifted to areas not yet assessed.						

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the year 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 SLOs verbatim from the assessment plan, as above.	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?				
SLO #1 and #3: SLO #1: Read, analyze, and perform music with fluency in at least one performance medium and in a variety of performance styles 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	2019-2020	To delay the start of the Aural Skills multi-semester sequence to the Spring semester of the Freshman year. To require a Pre-Music Theory course online (free) for all incoming Music Majors and Minors. Also have students take a Music Theory Diagnostic Exam to determine if they were ready to begin Theory I.	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. This was continued in Spring 2021 with even more improved scores by students. In 2021 the Department developed 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). In addition the Department is implementing a Summer Pre-Music Theory Course online that all incoming Music Majors and Minors will be encouraged to take. This will be available in July.	This drastically improved the rate of student success in the Aural Skills I course and student retention in major. Data will be collected this year and assessment of the student success rate in Theory and Aural skills will continue going forward to determine if this new diagnostic tool will be helpful in the overall success of the incoming Music Music students.				
<b>Comments on part II:</b>	Data collection and assessment for the Performance Rubric and the Junior Qualifying Exams delayed due to remote operations in 2020 and are reported in this 2021 report.							