

Program: _____ Music, B.A. _____

Date: ____ June 11, 2013 _____

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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? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed?	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.	E. What is the expected achievement level and how many 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 #2: 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.	2011-12	All music majors are assessed in their acquisition of piano skills through a playing audition for at least two members of the keyboard faculty. (see attached skill requirements and evaluation rubrics)	All current and recently graduated students who completed or made significant progress in piano proficiency by May 2013.	"Acceptable" achievement level on the Outcome rubric is completion by the 8 th semester. "Proficient" level is completion by the 5 th semester. We expected to see all students reach at least "Acceptable" and a majority to reach "Proficient."	This year, after considerable preparation by the piano faculty, significant changes in student achievement were observed. The process and outcomes are described below.	The faculty found that the new format for completion of the piano skills, combined with the stronger limitations placed on students who did not make progress, is a very effective tool for improvement on this SLO.	Now that more students are on track to reach the "Proficient" level of piano skills by their 5 th semester, we anticipate more incorporation of advanced harmonic writing earlier in the theory curriculum, as well as better all-around musicianship in the Music majors graduating from our program.

Comments: All music majors must play a specified sequence of piano proficiency skills before a panel of at least two members of the keyboard faculty before they graduate. For purposes of program assessment, we have used the following rubric to measure the progress of individual students and, in aggregate, the effectiveness of our instruction in those skills.

Core Learning Outcome	4 Exemplary	3 Proficient	2 Acceptable	1 Unacceptable
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.	Piano Proficiency Exam completed with fluency, not later than 5 th semester	Piano Proficiency Exam completed, not later than 6 th semester	Piano Proficiency Exam completed, not later than 8 th semester	Piano Proficiency Exam completed with difficulty, or not at all, delaying or preventing graduation

The piano faculty met together for a total of 12 hours or more during summer 2012, discussing, evaluating, and completely rewriting the piano proficiency requirements in such a way that students would be able to pass specific segments after each semester of the first and second years of study. New requirements were then tied to other significant points in the curriculum, linking piano skills with overall progress toward the degree. (see PianoProficiency2012-13.pdf). At the end of May 2013, analysis of the progress of current and just-graduated music majors yielded very encouraging results. Eighty-seven students were included in the following breakdown:

<u># of students</u>	<u>entrance dates</u>	<u># of semesters in degree program</u>	<u>level of progress</u>
16	2002-2009	more than 8	8 have graduated with the proficiency completed, 3 earlier than their graduation semester, but 3 others as the final requirement to be met. [ACCEPTABLE] 8 are current students; of these: 2 have completed [ACCEPTABLE] 2 have made partial progress 4 have not made satisfactory (or any) progress toward meeting the piano proficiency requirement
41	2009F-2011Sp	5 to 8 semesters	16 have completed the proficiency exam: 8 of these completed the exam by the 5 th semester [PROFICIENT] 8 had completed it before their 8 th semester ended [ACCEPTABLE] 8 have passed at least half of the exam [ACCEPTABLE] 17 have passed little or none of the exam
30	2011F-2013Sp	1 to 4 semesters	3 have already completed the proficiency exam [PROFICIENT] 5 have passed at least half of the exam [ON TRACK FOR PROFICIENT] 16 have taken between 1 and 7 sections of the exam [ACCEPTABLE] 6 have not taken any of the exam yet

In summary, of the 87 music majors:

48% (42 of 87) have achieved an Acceptable rating in the achievement of piano proficiency skills, completing the exam at least by graduation
18% (16 of 87) have reached the Proficient rating or can easily reach it by completing the piano proficiency exam not later than the 5th semester

The above percentages are certainly short of the Music Department's ultimate expectations, but do represent a significant leap in progress toward meeting those expectations. Still, almost one-third of the currently enrolled students have yet to make measurable progress in meeting their piano skill requirements.

The most encouraging trend in these numbers is the fact that current sophomores and even freshmen are beginning to work diligently on the piano proficiency skills as soon as they begin their college courses. Whereas only 50% of the students who began working toward their degrees prior to Fall 2009 have completed the piano requirements, almost 40% of current juniors and seniors have already completed them. Of the current freshmen and sophomores, 27% have met the new criterion of completing at least half of the proficiency exam before they are allowed to take the Junior Qualifying exam and enter upper-division courses.

B. 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?	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?
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.	2011-12	In May 2012, we wrote "The next step is to raise the expectation that students will complete all of the exam by the 5th semester."	Yes, through revising the piano proficiency exam itself and linking its sections to each of the Functional Piano classes (MUS 127 and 227) as well as eligibility to take the Junior Qualifying Exam that allows students into the upper division major courses.	The results have been very encouraging, but we need to continue pushing and create a culture of piano mastery in order to meet the criterion of all students reaching "Acceptable" and a majority "Proficient."

Comments: The Music Department has put almost all of its program assessment energy into analyzing and improving the delivery of piano instruction. This year, we have seen very strong results in the MUS 127 and 227 classes and in the diligence with which sophomores have prepared to meet the proficiency standard linked to Junior Qualification! In the year ahead, the standards must be firmly upheld and students' efforts rewarded by providing creative opportunities for using the keyboard (i.e., collaborative performance, composition assignments).

More attention can be given in the future to assessment of other Student Learning Outcomes. The assessment of conducting skills, and of written communication skills in the field of music, appear to me to be the next important areas for study, but the new Department Chair and the faculty will be making future assessment decisions.

COLORADO STATE UNIVERSITY – PUEBLO
PIANO PROFICIENCY

DEPARTMENT OF MUSIC

MAJOR

1. Major Scales up to 4 sharps and flats
C, G, D, A, E, F, B flat, E flat, A flat

Two Octaves, Hands together

2. Major Cadences up to 4 sharps and flat
C, G, D, A, E, F, B flat, E flat, A flat
Hands together

3. Major Diatonic Triads up to 3 sharps and flats
C, G, D, A, F, B flat, E flat
Hands Together, One octave

MINOR

4. Harmonic Minor Scales up to 3 sharps
and flats a, e, b, f sharp, d, g, c
Hands Together, Two octaves

5. Harmonic Minor Cadences up to
3 sharps and flats a, e, b, f sharp, d, g, c
Hands Together

6. Harmonic Minor Diatonic Triads up to
3 sharps and flats a, e, b, f sharp, d, g, c
Hands Together, One octave

SKILLS

7. Build a fully Diminished 7th Chord on the leading
tone of any key up to 3 sharps and
Flats, in either hand
8. Build a root position Dominant 7th Chord
(on 5th scale degree) in any key up to 3 sharps and
flats, in either hand
9. Arpeggiate and Block tonic triads in root, first and
second inversions in keys up to 3 sharps and flats,
hands together

10. Transpose a folk tune up a whole and down a
whole step from the original key.
(e.g. Functional Piano Textbook PG. 140-143)

11. Improvise an accompaniment using four
different chords to a melody which is at least
eight measures in length

12. Prepare a solo composition as determined by
faculty

13. Sightreading

14. Score Reading
SATB-play any two parts

15. A simple version of "The Star Spangled
Banner"

Stages of Completion:

- Complete requirements 1-3 before enrolling in MUS 227
- Complete requirements 4-6 before enrolling in MUS 229
- Complete all requirements through 9 to be eligible for Junior Qualification Exam
- Complete all requirements by the end of your third year to complete the Piano Proficiency Exam.