

**Colorado State University – Pueblo Academic Program Assessment Report for AY 2013-2014**

**Due: June 2, 2014**

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

**Date:** May 15, 2014

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

**Assessment contributors (other faculty involved in this program's assessment):** Alan Mills, Mike Deluca, Ben Johnson, 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 June 2, 2014. You'll also find the form at the assessment website at <http://www.colostate-pueblo.edu/Assessment/ResultsAndReports/Pages/default.aspx>.

Please describe the 2013-2014 assessment activities for the program in Part I. Use Column H to describe improvements planned for 2014-2015 based on the assessment process. In Part II, please describe activities engaged in during 2013-2014 designed to close-the-loop (improve the program) based on assessment activities and the information gathered in 2012-2013. 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?
SLO #4: Recognize and describe representative selections of music from all the significant style periods and genres of western art music.	This SLO has not been previously assessed.	Results of the Junior Qualifying Exams; Faculty evaluate (pass/fail) student's ability to discuss representative selections of music from all the significant style periods and genres of western art music.	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 exam on the first attempt.	For Fall 2013, 3 of 6 (50%) Music majors successfully completed the Music Theory/History portion of the Junior Qualifying Exam on their first attempt. For Spring 2014, the results were 9 of 12 (75%). The 3 students failing this portion in Fall 2013 each successfully completed the portion in Spring 2014.	The results fall short of desired departmental outcomes in two respects: (1) the proportion of students passing the Music Theory/History portion of the Junior Qualifying Exam on their first attempt is lower than desired, (2) the questions being asked and the answers provided fail to demonstrate deep connections in the students' theoretical and historical understanding of music.	Department of Music Faculty will develop a more thorough study guide for the Junior Qualifying Exam that encourages students to make deeper connections in their theoretical and historical understanding of music. The exam questions will be standardized and the level of proficiency required for successful completion of the Junior Qualify Exam will be increased. A standardized rubric for assessing the Music Theory and History portion of the Junior Qualifying Exam will also be created. Music Faculty will also create and implement a Music Literature Identification portion for the Junior Qualifying Exam.

Comments:

**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?
<u>Music Education Emphasis</u> SLO #6: Conduct large and small ensembles in their primary performance medium. SLO #7: Demonstrate through field experiences and student teaching the necessary skills and dispositions for teaching music in a variety of public school settings. SLO#8: Create instructional plans, long-range curriculum outcomes and assessments for music education at elementary and secondary levels following Colorado Content Area Learning Standards and incorporating recognized best practices in music pedagogy.	These SLOs have not been previously assessed.	The Music Education Emphasis portion of the Program Assessment rubric for the Bachelor of Arts in Music (provided in Appendix A of the 2013-2014 Program Assessment plan) was used to assess these SLOs.	We had four BA – Music (Music Education Emphasis) graduates this year.	The desired outcome is that 100% of our BA-Music (Music Education Emphasis) graduates will score Exemplary, Proficient, or Acceptable on the rubric.	The average scores assigned by Department of Music were:  <u>SLO# 6:</u> 1 exemplary 2 proficient 1 unacceptable  <u>SLO#7:</u> 3 exemplary 1 unacceptable  <u>SLO#8:</u> 3 exemplary 1 unacceptable	Music Faculty are aware that one student who completed her degree requirements in Music Education demonstrated poor skills and preparation for student teaching. It is apparent that more stringent entrance requirements into the department's Music Education Emphasis program will have to be imposed.	Music Faculty will revise entrance requirements and departmental advising in Music Education to ensure all of our Music Education students demonstrate the appropriate skills and knowledge necessary to be successful in the discipline. Future students lacking in skills and knowledge will be advised to complete the general BA-Music track and will not be permitted to complete their student teaching internship until the requisite skills and knowledge have been obtained.

Comments:

**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?
<u>SLO#2:</u> <i>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.</i>	2011-2012 and 2012-2013	Revamping of the departmental piano proficiency program	Yes; more comprehensive and graduated requirements have been implemented. The Piano Proficiency coordinator has improved record-keeping and student communication regarding their piano proficiency progress.	Students are successfully completing the departmental piano proficiency requirement in a more timely fashion than in years past.

Comments: