

Colorado State University – Pueblo Academic Program Assessment Report for AY 2014-2015

Due: June 1, 2015

Program: Music (Bachelor of Arts)

Date: June 1, 2015

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

Assessment contributors (other faculty involved in this program's assessment): Mike Deluca, Ben Johnson

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 1, 2015. You'll also find the form at the assessment website at <http://www.colostate-pueblo.edu/Assessment/ResultsAndReports/Pages/default.aspx>.

Please describe the 2014-2015 assessment activities for the program in Part I. Use Column H to describe improvements planned for 2015-2016 based on the assessment process. In Part II, please describe activities engaged in during 2014-2015 designed to close-the-loop (improve the program) based on assessment activities and the information gathered in 2013-2014. 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? 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 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.	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 was first assessed in 2013-2014.	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 Spring 2015, 4 of 6 (67%) Music majors successfully completed the Music Theory/History portion of the Junior Qualifying Exam on their first attempt.	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 assessment program that incorporates a <i>Music Literature</i> listening portion and better designed study questions. A short essay question portion will accompany the Music Literature listening exam. A standardized rubric for assessing the Music Theory and History portion of the Junior Qualifying Exam will also be created.

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?
SLO #1: Read, analyze, and perform music with fluency in at least one performance medium and in a variety of genres and styles.	Currently, this SLO is assessed in the individual performance juries students complete at the end of each term of applied music study. We have not compiled jury data previously in a departmental assessment report, however.	The scoring of juries is not consistent across all instrumental areas and the scoring system used at the entrance audition has been different that that used at each end-of-the-semester jury. Additionally, a score has not been tallied heretofore for the recital performance. Music faculty expressed interest at the end of 2013-2014 in developing a standardized rubric for assessing all student performances from the audition through semesterly juries and recital performances. NASM visitors recommended creation of a standardized rubric during the external visit in April 2015. Departmental faculty approved a new rubric (included as Appendix C in the accompanying Assessment Plan) to be implemented in 2015-2016.	The new rubric will be implemented 2015-2016.	These will be reported in 2015-2016.
SLO #4: Recognize and describe representative selections of music from all the significant style periods and genres of western art music.	2013-2014 and 2014-2015	Revamping of the Music Theory and Music History portions of the Junior Qualifications Exam and implementation of a Music Literature Listening Exam tied to each course of the Music Theory and Music History sequence.	Not yet. With our departmental Program Review and national re-accreditation external visit with NASM completed in the 2015-2016 academic year, the department did not make the changes in its assessment program hoped for 2015-2016. These are being finalized in Summer 2015 to be approved by the Music faculty in August 2015 and implemented in 2015-2016.	The Music Literature Listening Exam will hold our students to a higher standard of knowledge than currently implemented in our curriculum. The study questions accompanying the literature assignments in each of the six Music Theory and Music History courses will guide our students toward the deeper understanding of theory and history we expect of our graduates.

Comments: