

Colorado State University – Pueblo Academic Program Assessment Report for AY 2015-2016

Due: June 1, 2016

Program: Music (Bachelor of Arts)

Date: May 31, 2016

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, 2016. You'll also find the form at the assessment website at <http://www.csupueblo.edu/Assessment/ResultsAndReports/Pages/default.aspx>.

Please describe the 2015-2016 assessment activities for the program in Part I. Use Column H to describe improvements planned for 2016-2017 based on the assessment process. In Part II, please describe activities engaged in during 2015-2016 designed to close-the-loop (improve the program) based on assessment activities and the information gathered in 2014-2015. 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?
<p>Musical analysis portion of 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>	2014-2015	Results of an improved written Junior Qualifications Exam; Exam and scoring method included in Appendix E and Assessment Plan.	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 2016, 17/18 scored satisfactory in the first level of analysis, 15/18 score satisfactory in the second level of analysis, 11/12 scored satisfactory in the third level of analysis, 12/18 scored satisfactory in the fourth level of analysis.	Although continuous improvement in students achievement is desired in this area, the results match departmental expectations at this time.	Department of Music Faculty who teach Music Theory courses will meet in 2016-2017 to continue to develop and improve our multi-course Music Theory curriculum and set new departmental goals for student achievement in this area. The Department may consider opportunities to assess student achievement in the area of composition and orchestration/arranging additionally as a subset of this SLO.

Comments:

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SLO #4: Recognize and describe representative selections of music from all the significant style periods and genres of western art music	2014-2015	Results of an improved written Junior Qualifications Exam; Exam and scoring method included in Appendix E and Assessment Plan.	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 2016, 15/18 scored satisfactory in the first level of achievement, 15/18 score satisfactory in the second level of achievement, 9/18 scored satisfactory in the third level of achievement	Music Faculty note that our students do not perform as well as expected in describing salient melodic, harmonic, and rhythmic features of music across the 6 major western historical style periods..	Music Faculty will continue discussion around development of a departmental Music Literature exam and means of addressing these issues beyond the single Freshman MUS 118 Music Appreciation course. Additionally, the department will consider additional assessment tools to track student achievement in this SLO in the Music History sequence completed after the Junior Qualifications Exam and possible opportunities to assess student research papers written in the Music History courses and recital program notes.

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?
Musical analysis portions of SLO 1 and 3, SLO 4 (above)	2014-2015	Revision of the Junior Qualifications Examination to be a written rather than oral examination	Yes; the improved written Junior Qualifications Examination was administered in Spring 2016	The written Exam was very effective in better documenting student achievement in these SLOs/SLO areas and provides an adequate means of documenting improvements in student achievement in these SLOs/SLO areas over time.

Comments: