

Program: Music (Bachelor of Arts)

Date: June 1, 2017

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

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

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?
Musical analysis portion of 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	2015-2016	Results of the Music Theory portion of the improved written Junior Qualifications Exam; Exam and scoring method included in 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 lower level analysis sections of the exam and that 60% successfully complete the upper level analysis sections.	For Spring 2016, 14/14 scored satisfactorily in the first level of analysis, 13/14 scored satisfactorily in the second level of analysis, 10/14 scored satisfactorily in the third level of analysis, 8/14 scored satisfactory in the fourth level of analysis. Lower level: 100% / 93% success Higher level: 71%/57% success	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 2017-2018 to continue to develop and improve our multi-course Music Theory curriculum and review departmental goals for student achievement in this area.

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? 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	2014-2015	Results of the Music History portion of the 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 lower level analysis sections of the exam and that 60% successfully complete the upper level analysis sections	For Spring 2016, 14/14 scored satisfactorily in the first level of analysis, 14/14 scored satisfactorily in the second level of analysis, 14/14 scored satisfactorily in the third level of analysis, 10/14 scored satisfactory in the fourth level of analysis. Lower level: 100% / 100% success Higher level: 100%/71% success	Students are gaining satisfactory knowledge of stylistic periods, their dates, representative composers and salient aspects of style for each period.	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:

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>SLO #1 (above)</p> <p><i>And Performance Emphasis SLO #7:</i></p> <p>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.</p>	<p>2015-2016 (in smaller scale: only one studio considered in 2015-2016; nearly all studios used the performance rubric in 2016-2017)</p>	<p>Results of the Performance Rubric developed in 2015</p>	<p>Students are assessed in jury examination at the conclusion of each semester of applied study.</p>	<p>Students are to demonstrate appropriate skill and development of skill in performance of their primary instrument or voice throughout their applied study.</p>	<p>(see Assessment plan)</p>	<p>(see Assessment plan) Students demonstrated expected and appropriate skill levels and development of skill across all applied areas and academic levels.</p> <p>One senior student demonstrated deficiencies in applied music. The department is preparing a support plan for that student.</p>	<p>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.</p>

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?
<p>Musical analysis portions of SLO 1 and 3, SLO 4 and Performance Emphasis SLO 7. (above)</p> <p>The Assessment plan also includes review student progress toward SLO 2 (Piano Proficiency)</p>	<p>2015-2016</p>	<p>Continued use of the written Junior Qualifications Exam.</p> <p>Use of the Performance Rubric in all applied studio areas.</p>	<p>Yes; both the written Junior Qualifications Exam and the Performance Rubric were utilized in Spring 2017.</p>	<p>We have verified the effectiveness of assessment tools developed in the past three years and will continue to utilize these annually in our departmental assessment efforts.</p> <p>Attention will turn now to other possible tools under discussion: rubrics for assessing recital program notes and Music History research papers; appropriate assessment tool for SLO 5 (composition/arranging); and potential implementation of a departmental electronic portfolio.</p>

Comments: