

Program Assessment Plan
2010-2011

College of Humanities and Social Sciences
CSU-Pueblo Department of Music
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Bachelor of Arts in Music
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Developed by Jennifer Shadle Peters
with input from Ranked Faculty and Artists-in-Residence
2010-2011

Music Department Mission:

To provide the highest quality music education possible for the music major pursuing a career as a performer, educator, and scholar, as well as the student wishing to minor in music and persons wishing to learn about music as part of a professional or liberal arts tradition and a part of human culture and experience.

The Music Department's primary program is the Bachelor of Arts in Music. Within this program, some students choose to take additional specialized courses for an Emphasis area in either Performance or Music Education and K-12 Teaching Licensure. Within all program emphases, the department's mission of providing high quality music education as a basis of a career in the discipline is central to our curriculum and instructional practices.

Student Learning Outcomes:

Upon completion of the Bachelor of Arts degree in Music, all students will

1. *Read, analyze, and perform music* with fluency in at least one performance medium and in a variety of genres and styles;
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;
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;
4. *Recognize and describe* representative selections of music from all *the significant style periods and genres* of western art music;
5. *Create arrangements and original compositions* utilizing the recognized ranges and idioms of orchestral and band instruments and of vocal ensembles; and

The achievement of these outcomes will enable graduates to compete successfully with their peers for graduate school admissions, or to begin a performing career at some levels locally. Related career fields, such as arts management or audio-engineering, would require further specialized training, but a solid bachelor's degree in music is a recognized beginning in such careers.

In addition to the outcomes described above, students in the *Performance Emphasis* program will

6. *Conduct large and small ensembles* in their primary performance medium.
7. *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; and

In addition to the general outcomes, students in the *Music Education Emphasis* program will

6. *Conduct large and small ensembles* in their primary performance medium.
7. *Demonstrate* through field experiences and student teaching the *necessary skills and dispositions for teaching music* in a variety of public school settings; and
8. *Create instructional plans, long-range curriculum outlines, and assessments* for music education at elementary and secondary levels, following Colorado Content Area Learning Standards and incorporating recognized best practices in music pedagogy.

All of the outcomes listed above are observable and measurable, although some measures of musical understanding and achievement cannot be quantified. It is difficult in some regards to prevent all overlapping of outcomes (i.e., the understanding of theory and history will play a considerable role in a student's correct interpretation of a piece of music in performance), but the assessments themselves are designed to target discrete aspects of the student's development.

There are five outcomes considered essential for all graduates of the program. In addition, the music education and music performance emphasis areas each require specific outcomes specific to their professional requirements. Music Education must be designed in such a way as to satisfy Colorado Department of Education requirements for licensure. In the following discussion, it is understood that our department has not followed actual program assessment plans in the past, but has used aggregate reporting of student achievement outcomes to infer general program strengths and weaknesses. In the coming assessment cycle, a more suitable plan will be developed for program assessment, but at present my only data is based on the compilation of individual results.

Performance criteria are under development in 2010-11 and 2011-12. The department has not undertaken a systematic program-level assessment, but analysis of data gathered from students in the past five years is being used to give a starting point. We hope that clear areas of strength and weakness will become readily apparent.

As a Program-level assessment, faculty have developed a rubric to measure the frequency of graduates achieving Exemplary or Proficiency ratings on a 4-point scale. The rubric contains three tables, one for the core competencies and one for each of the professional emphases. (Please see Appendix A)

Students in the Music Education emphasis must pass a standardized test in the subject area, the PLACE Exam, before being allowed to student teach. These students are required to meet the most stringent assessment requirements in our program, because of the state licensure that accompanies their degree. Consequently, some of the most complete data already assembled is on our Music Education majors. In the Plan for 2011-2012, we will begin designing a senior exit assessment for all music majors.

Communication of Learning Outcomes:

Learning Outcomes have been discussed and refined by the Music Department faculty, and have been published in the University catalog and on the Department webpage. Students and the community have been made aware of the desired Outcomes, but the assessment process is new and must be further emphasized.

Curriculum:

A curriculum map has been constructed to review the alignment of each student learning outcome with the courses in the Music curriculum (Please see Appendix B). Most courses are grouped according to a content sequence or similarity of focus.

Assessment Methods:

- Currently, the only formal assessment of student achievement of learning outcomes is the Junior Qualifying Exam given at the end of the sophomore year. For 2011-12, a Senior Exit Survey and Oral Comprehensive Exam will be implemented to assess overall achievement of the learning outcomes.
- For 2010-11, a review of student records is being used to obtain a “baseline” of information for future assessment planning and implementation.
- For 2010-11, a brief rubric has been developed describing the global competencies expected from each the student learning outcomes. Members of the faculty are being asked to rate each of the current graduates, based on their experiences with and knowledge of each individual’s work.
- The means of assessment for 2010-11 are commensurate with and limited by the available resources, principally time and accessible information. As a deeper pool of information is gathered, stronger means of assessment can be implemented.

Assessment Results:

- Assessments results will be reviewed and evaluated by the entire music faculty at the August meeting, and initial conclusions will be drawn regarding the appropriate benchmarks to set for 2011-2012.
- A Student Advisory Council, elected by the departmental student body at large and representing each class level, has been formed to begin regular meetings with the Department Chair in 2011-2012. Following the faculty discussion of outcomes, the students will be asked for their suggestions and opinions in reaching goals for the academic year.
- Other uses of the results, such as informing budget and strategic planning, will evolve as data are collected and results are discussed.
- Students are currently informed of their results on the Junior Qualifying Examination and the Piano Proficiency Examination. As no program assessment instrument has been developed in the past, there have been no processes to inform students of their progress toward specific learning outcomes.

Continuous processes:

- The Music Department faculty are aware that our academic program assessment plan is in its infancy. We have not gathered systematic data or made any attempt to form an aggregated analysis until this year. We are now committed, however, to following through with the development, review, evaluation and revision of our plan in an ongoing process.
- The Department Chair is ultimately responsible for initiating and supporting the process of program improvement, but for assured continuity it will be necessary to form a steering team of tenure-track, studio artists, and adjunct instructors who will assume the responsibility of collecting and evaluating program assessment data.
- The Department Chair and assessment steering team will also assume responsibility for ensuring that results from each year are the basis for actions plans for the following year.

APPENDIX A
PROGRAM ASSESSMENT RUBRIC
BACHELOR OF ARTS IN MUSIC
COLORADO STATE UNIVERSITY - PUEBLO

Core Learning Outcome	4 Exemplary	3 Proficient	2 Weak	1 Unacceptable
Read, analyze, and perform music with fluency in at least one performance medium and in a variety of genres and styles.	Soloist or principal in more than one ensemble; a student leader in all academic and performance-based classes	Strong and reliable performer in more than one ensemble; completes all courses and program requirements in a proficient and timely manner	Performs well in the primary ensemble and participates in other groups; maintains a solid GPA and completes program requirements.	Fails to develop the necessary skills and dispositions to complete a music degree in preparation for a career as a professional musician.
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 5 th semester	Piano Proficiency Exam completed, not later than 7 th semester	Piano Proficiency Exam completed with difficulty, or not at all, delaying or preventing graduation
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.	Consistent and accurate application of aural analysis in performing, conducting, and teaching.	Usually accurate application of aural analysis in performing, conducting, and teaching.	Struggles for accurate application of aural analysis in performing, conducting, and teaching.	Cannot accurately apply aural analysis in performing, conducting, and teaching.
Recognize and describe representative selections of music from all the significant style periods and genres of western art music.	Accurate and thorough discussion of 5 out of 5 recorded excerpts from different musical styles and genres	Accurate discussion of 4 out of 5 recorded excerpts from different musical styles and genres	Recognition and limited discussion of 3 out of 5 recorded excerpts from different musical styles and genres	Inability to recognize and describe at least 3 of the 5 recorded excerpts from different musical styles and genres
Create arrangements and original compositions utilizing the recognized ranges and idioms of orchestral and band instruments and of vocal ensembles.	Successful completion of projects, both assigned and independent, that utilize formal and creative musical skills	Successful completion of assigned projects that utilize formal and creative musical skills	Acceptable completion of assigned projects that utilize formal and creative musical skills	Unsuccessful completion of, or failure to complete, assigned projects that utilize formal creative musical skills

<u>Performance Major Learning Outcome</u>	4 Exemplary	3 Proficient	2 Weak	1 Unacceptable
Conduct large and small ensembles in their primary performance medium.	Demonstrate both mastery of technique and expressive fluency in conducting	Demonstrate solid grasp of technique and expressive fluency in conducting	Demonstrate rudimentary technique, with or without expressive fluency, in conducting	Failure to acquire rudimentary technique or expressive fluency in conducting
<i>Prepare and present in public</i> a wide selection of repertoire representative of the highest standard of performance technique and style appropriate to young professional artists.	(This section is being completed by the applied faculty; I'll send the updated form some time next week.)			
In conjunction with recital performances, <i>prepare scholarly program notes</i> on the repertoire being presented and work closely with administrative staff to complete the copy and format of professional publicity documents.				

<u>Music Education Major Learning Outcome</u>	4 Exemplary	3 Proficient	2 Weak	1 Unacceptable
Conduct large and small ensembles in their primary performance medium.	Demonstrate both mastery of technique and expressive fluency in conducting	Demonstrate solid grasp of technique and expressive fluency in conducting	Demonstrate rudimentary technique, with or without expressive fluency, in conducting	Failure to acquire rudimentary technique or expressive fluency in conducting
<i>Demonstrate</i> through field experiences and student teaching the <i>necessary skills and dispositions for teaching music</i> in a variety of public school settings.	Demonstrates clear understanding and acceptance of a teacher's roles and responsibilities both in preparation and facilitation of learning	Is able to fulfill the roles and responsibilities of a teacher, with guidance and encouragement from faculty	Is making some progress toward taking on the full responsibilities of teaching, but continues to need strong mentoring.	Has changed emphasis away from the Music Education field, either through personal choice or by recommendation of faculty.
<i>Create instructional plans, long-range curriculum outlines, and assessments</i> for music education at elementary and secondary levels, following Colorado Content Area Learning Standards and incorporating recognized best practices in music pedagogy.	Work in all pre-service courses demonstrates the ability to plan and facilitate learning according to high professional standards.	Work in all pre-service courses meets professional standards, with guidance and oversight by faculty.	Ability to plan and implement instruction remains at a basic level and continues to require faculty guidance.	Does not demonstrate the skills or the willingness to take full charge of instructional planning and implementation.

APPENDIX B

Curriculum Map Showing Alignment of Student Learning Outcomes and Course Content
Music Courses, 2010-2011

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