

**Department of Music  
Annual Assessment Report  
AY 2015-2016**

**1. What Learning Outcomes were assessed this year?**

The Music Department consistently administers several assessment/proficiency exams each semester. These include juries, conducting, and piano exams. Input from these assessment, along with assessments in classes continually guide the Department as it considers ways to better prepare its students.

Consistent with the Department SOAP, specific Assessment activities in the 2015/2016 AY included input from constituent groups and an Alumni Survey. The Department Program Review was completed in the 14/15 AY and a team visit was held during the fall of 2015. This provided opportunity to interact with constituent groups and this input was helpful. The Alumni Survey was carried out during the late spring/summer of 2016.

**2. What instruments were used?**

Input from constituents was gained through meetings held during the Program Review Team Visit. Results from the Alumni Survey are attached, including questions and responses. The survey was facilitated through the Office of Institutional Effectiveness. Questions were taken from earlier Alumni Surveys and adapted to fit the *Quatrics* survey functions. The survey was emailed to the alumni database on file with OIE. Unfortunately, this is imperfect as many addresses are inaccurate. Still, there were 46 responses and these provide valuable insights for the Department.

**3. What did you discover from these data?**

The complete results of the Survey are included with this report. As with any survey of this nature, some responses display dissatisfaction with few specifics or with specifics that are unproductive or impractical. There are, however, several main results from the Survey and meeting with constituents that are consistent or are repeated frequently in the Survey that require serious consideration by the Department.

- a. The majority of students in the Department eventually become music teachers, whether in the public school, community colleges, private studios, or University (after completing advanced degrees).
- b. In general, students are pleased with the education they received at Fresno State and the Department of Music.
- c. Currently, no classes in Music Business/Commercial Music are offered. There are several suggestions that we consider implementing such courses.
- d. Alumni suggest that we offer more studio time. This was also mentioned in the Team Report with our Program Review and is consistent with NASM requirements.

- e. Alumni suggest that we need to strengthen the skills required of our students before they leave with a degree. This seemed to be especially true for those involved in Music Education.
- f. Alumni suggest that we provide more opportunities to network within the profession.
- g. One respondent suggested that the Department find ways to become more innovative in the way it delivers its curriculum.

**4. What changes did you make as a result of the findings?**

The Survey was completed too late for there to be discussion among the faculty. The Department is working on a new Action Plan that grows from the Program Review. The timing of this Survey is good as it regards this process. Information from the Survey can be integrated into the Action Plan as it is developed and finalized.

**5. What assessment activities will you be conducting in the 2016-17 academic year?**

The Department Assessment Committee will review the current SOAP and revise dates for the Assessment Rotation. Because the most recent rotation has been completed, we return to the beginning of that rotation with Conducting Proficiency, Performance Exams, and Jury I/II being the focus in 2016/2017.

**6. What progress have you made on items from your last program review action plan?**

Because the Program Review was completed in 2015/2016, a new Action Plan is under discussion by the Department. While this is the case, it seems valuable to include some elements under consideration in both the undergraduate and graduate program.

Undergraduate:

The Aural Skills sequence is being considered and meetings were held in Spring 2016 to discuss ways to strengthen this component of the Department's curriculum.

Graduate:

The Department recently discontinued the Departmental Qualifying Exam (DQE)---in reality a written assignment with varied requirements and expectations depending on the area in which the DQE was being completed. The temporary replacement is not an appropriate exit assessment but there is consideration being given to using it as an entry exam. Further, this may provide the ability to use some early courses in the program as *leveling* courses and then to revise the graduate core to better reflect graduate study needs in the Central Valley. Finally, the Graduate Committee will undertake the revision of the current SOAP, taking into consideration a new Action Plan, data from the Alumni Survey and findings of the Program Review Visiting Team.