

## Music B.A. Assessment Report

21016/2017

Please download this document and provide a response to each question in the appropriate section. Send your assessment reports to the Director of Assessment, Dr. Melissa Jordine ([mjordine@csufresno.edu](mailto:mjordine@csufresno.edu)). (Reports can be sent to Dr. Jordine via campus mail to mailstop SS 21). Please complete a separate report for each B.A/B.S. and M.A/M.S. program offered by the department.

**1. What learning outcome(s) did you assess this year? List all program outcomes you assessed (if you assessed an outcome not listed on your department SOAP please indicate explain). Do not describe the measures or benchmarks in this section Also please only describe major assessment activities in this report. No GE assessment was required for the 2016-2017 academic year.**

1. Students will demonstrate basic conducting and rehearsal skills.
2. Students will demonstrate knowledge of applicable solo and ensemble literature in their major performing medium.
4. Students will demonstrate comprehensive technical, artistic, and performance capabilities, including musicianship, in a variety of styles and genres.

**2. What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment? If the assignment (activity, survey, etc.) does not correspond to the activities indicated in the timeline on the SOAP, please indicate why. Please clearly indicate how the assignment/survey is able to measure a specific outcome. If after evaluating the assessment you concluded that the measure was not clearly aligned or did not adequately measure the outcome please discuss this in your report. Please include the benchmark or standard for student performance in your assessment report (if it is stated in your SOAP then this information can just be copied into the report). An example of an expectation or standard would be "On outcome 2.3 we expected at least 80% of students to achieve a score of 3 or above on the rubric."**

1. Outcome 1 Conducting is measured through two exams. The first is administered to all conducting students at the conclusion of the first semester of Conducting (Music 58). The second exam is administered only to students intending to obtain a CA Credential for teaching. This is administered after the second semester of Conducting (Music

158A/B). ALL students are required to take the Conducting Proficiency Exam administered at the end of Music 58. The Rubric for that exam is included in the Department SOAP.

2. Outcome 2 Performance is measured each semester through a series of Performance Exams and Juries. The rubrics for the Performance Exams and Juries are included in the Department SOAP.
3. Outcome 4 Repertoire is measured during Performance Exams and Juries given each semester. The rubrics are included in the Department SOAP.

3. **What did you discover from the data?** Discuss the student performance in relation to your standards or expectations. Be sure to clearly indicate how many students did (or did not) meet the standard for each outcome measured. Where possible, indicate the relative strengths and weaknesses in student performance on the outcome(s).

Regarding Conducting Skills, Outcome 1, the initial rubric was not applied with students completing Music 58, Basic Conducting. After completion of Music 158, Advanced Conducting, 28 students attempted the Conducting Proficiency Exam during the 2016/2017AY. Of the 28 students attempting the exam, 20 passed and 8 failed the exam. While a definite majority were successful, this ratio is somewhat disappointing. The Department would prefer not having this high a number of students fail. Conducting is a specialized skill that is not easily developed. Many possibilities are at play, including the placement of the conducting sequence and exam in the degree program. These issues are under consideration in combination with the development of the BME/BM programs.

As it regards Outcomes 2 and 4 regarding performance skills, our students do very well. All students take the Performance Exams and Juries with Juries taken only at set intervals. The average score recorded on different components of these exams range from a 4.5-6 with 0 being the lowest possible score and a 6 being the highest possible score. A range of 4.5-6 is very good. This indicates that most students perform very well as would be expected since it is the performance aspect that usually causes students to gravitate to the musical art as a college major and career choice.

**4. What changes did you make as a result of the data?** Describe how the information from the assessment activity was reviewed and what action was taken based on the analysis of the assessment data.

Changes being made in the Music program are being made to enhance the program and are changes that have been encouraged by our Program Review team. The change to a BME, for example, will result in prospective music teachers receiving hour-long lessons each semester they are at Fresno State as opposed to receiving 30-minute lessons until their final year as a student. This will enhance their performance ability and, more important, this will enhance their understanding of their instrument and ways to convey this understanding to their future students. In addition, changes resulting in the BME will also provide additional instruction in pedagogy making students better able to teach in the varied classrooms they will encounter in the Central Valley and beyond.

Another change will be the inclusion of a Lab Band and a Lab Choir that will be taken concurrently with Instrumental Methods (Music 169) and Choral Methods (Music 179). These lab ensembles will provide the opportunity for students to conduct each ensemble type under real circumstances. Doing so is a new opportunity for our students and will enhance improvements in conducting as well as aural skills.

Similar changes and justifications will be found in the application materials for the various BM degrees being proposed.

While these changes are not the direct result of data obtained from annual assessment activities, they are changes that are needed in order to better prepare students and become more competitive.

Given the disappointing ration of pass-fail with the Conducting Proficiency Exam, special attention is being given to this Outcome and Assessment while developing the BME, the only program where the Conducting Proficiency is required.

**5. What assessment activities will you be conducting in the 2017-2018 AY?** List the outcomes and measures or assessment activities you will use to evaluate them. These activities should be the same as those indicated on your current SOAP timeline; if they are not please explain.

1. Outcome 2 Performance is measured each semester through a series of Performance Exams and Juries. The rubrics for the Performance Exams and Juries are included in the Department SOAP.
2. Outcome 4 Repertoire is measured during Performance Exams and Juries given each semester. The rubrics are included in the Department SOAP.
3. Outcome 5 Piano Proficiency is measured at the conclusion of the third semester of study in Music 4C and through a Piano Proficiency Exam. The rubric for piano proficiency is included in the Department SOAP.

It should be noted that new SOAPs are being developed along with new program development. The SLOs indicated above will likely change as new SOAPs are developed.

**6. What progress have you made on items from your last program review action plan?** Please provide a brief description of progress made on each item listed in the action plan. If no progress has been made on an action item, simply state “no progress.”

The Department identified the following items to be addressed as a result of the latest Program Review.

- A. Bachelor of Music Education (BME)
- B. Bachelor of Music (BM) - Instrument Performance & Vocal Performance
- C. Bachelor of Music (BM) – Composition
- D. Bachelor of Music (BM) – Instrumental Jazz Performance

A great deal of time has been spent in preparing applications for these new programs. Though these programs have not yet been presented to the College Curriculum Committee for review, they are in process and will be presented at some point during the Fall 2017 semester, consistent with the timeline presented in the Action Plan.

- E. Music Technology Certificate or Minor  
No action taken as of this writing.
- F. Orff & Kodaly Summer Program/Certification  
An Orff/Kodaly workshop is planned for summer 2018. This is the first step toward establishing a certification program.
- G. Reinstatement of the Performance Artist Certificate  
No action taken as of this writing.

H. Conversion of Master of Arts (MA) to Master of Music/Master of Music Education (MM/MME)

The conversion of the MA to a MM will be discussed in the Graduate Assessment Report.

I. Curriculum Revisions

a. Graduate Program Response to the Program Review

See Graduate Assessment Report

b. Global and 21<sup>st</sup> Century Curriculum

The Department is committed to inclusion of Global and 21<sup>st</sup> Century music in its curriculum. This will be reflected in common language that will be in syllabi as well as revisions of courses that are central to the BM/BME proposal.

c. Service Learning

No action taken as of this writing.

J. Faculty Needs

A Search for a Director of Jazz Studies has been approved and is underway at this time. This position was identified by the faculty as being the most critical to our Department.

K. Staff Needs

A full-time Instrument Tech has been hired and is functioning in the Department, working on all instruments, including pianos. This position has been a critical one and is important to the Department's continued success.

L. Physical Facilities & Equipment/Instruments Needs

No action taken as of this writing.

**Additional Guidelines:** If you have not fully described the assignment then please attach a copy of the questions or assignment guidelines. If you are using a rubric and did not fully describe this rubric (or the criteria being used) than please attach a copy of the rubric. If you administered a survey please consider attaching a copy of the survey so that the Learning Assessment Team (LAT) can review the questions.

