

Music M.A. Assessment Report

2016/2017

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). (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.

Learning Outcome 4 in the current MA SOAP was assessed during the 2016/2017 AY.

M Goal 4: Employ historical and theoretical interpretations in their performance of advanced level (equivalent to Grade 5 and above) instrumental or choral literature. Students should be able to:

1. Research historical and theoretical interpretations (aka performance practice) of performance repertoire.
2. Prepare repertoire based on research.
3. Articulate in writing artistic choices regarding performance practice.
4. Develop performance skills necessary for articulation of advanced-level repertoire.

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.”

This outcome is measured in the final performance projects/recitals required in the Masters program. During the 2016/2017 AY, 13 students registered for, and completed Music 298, the culminating class where final projects and recitals are completed. All 13 students were successful in completion of this assessment.

- 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).

As with final projects in the undergraduate program, a nearly 100% pass-rate is to be expected. Students completing degrees in music usually enter the profession because they possess strong performing and composition skills and enjoy performing and composing. Further, students who are struggling will often be discouraged from completing this part of their degree until they are more ready.

- 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.

This specific assessment did not reveal a need for change. As noted in the following section, the Department is undertaking a complete revision of its Graduate SOAP.

- 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.

The Department is completely revising its MA SOAP. At present, a new set of Student Learning Outcomes has been drafted and has received a first-reading by the Department. The new SLOs follow. Appropriate assessments and a timeline will be drafted and implemented during the Academic Year.

New SLOs for Master of Arts Degree, Music

The following goals and objectives guide the core curriculum for both degree options (Music Education and Performance) within the Master of Arts Degree in Music. The core of general studies in music includes studies in performance, history and theory.

Goal 1: Demonstrate a basic knowledge of both the Western canon of music literature, from that of antiquity to that of the 21st century, and/or selected musical traditions from around the world with focus on historical/cultural context, genres and styles, musical analysis and performance practice. Demonstrate a knowledge of the sources for research in these musical traditions and be able to communicate that knowledge through graduate-level research.

Goal 2: Conduct original graduate-level research on music historical/ethnomusicological topics and be able to produce substantial papers and/or presentations on those topics reflecting methodology appropriate to the topic and using a variety of resources ranging from dictionaries and books to articles, dissertations, scores/facsimiles, web databases, etc. Be knowledgeable about the various types of professional writing including curriculum vitae,

statements of teaching philosophy, program notes, abstracts, etc. appropriate to the field of music and music education.

Goal 3: As it pertains to Applied study, each Graduate student will demonstrate their Mastery and understanding of the following topics through culminating performances;

- a) Technical Mastery of their instrument which includes artistry, expression, and articulation.
- b) Develop an in depth understanding of the repertoire that is appropriate for their instrument.
- c) An ability to connect and interpret stylistic nuances appropriate to musical time periods.
- d) An advanced level of Conducting Gesture & Rehearsal Strategies both in rehearsal and performance.
- e) An advanced level of compositional practice through musical form, creativity, invention, and the individual's compositional voice.

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 Graduate Assessment Report for 2015/2016 was a single paragraph quoted below.

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.

In the course of the year that followed, the following changes have taken place.

1. Dr. Don Henriques has been appointed as Graduate Coordinator.
2. The Department has recently spent an incredible amount of energy in the creation of a proposal to create the BM/BME degrees. This will necessitate the creation of new SOAPs for those degrees. In addition, steps are being taken per the Department's Action Plan, to strengthen the current MA in Music with hopes of developing the Master of Music degree. This includes the development of summer workshops in Orff and Kodály in order to attract graduate students to the Music Education Masters. Further, the Department is reviewing possible replacements for a Departmental Exit Exam as well as the inclusion of an Entrance Exam.

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.