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| **California State University, Fresno****College of Arts and Humanities****Music Department****Bachelor of Arts****Department/Program Assessment Coordinator [i]: Tony A. Mowrer, Ph.D.** |
| **Student Outcomes Assessment Plan (SOAP)** |
| Mission Statement |
| **ENGAGE. EMBRACE. EXPLORE. EMPOWER.**We are committed to cultivating an educational environment that ENGAGES the community, EMBRACES and celebrates diversity, EXPLORES music’s role in world cultures, and EMPOWERS music educators, performers, and composers to make a positive impact in the world. |

## Institutional Learning Outcomes, Program Learning Outcomes/Goals, and SLO’s [a,b,c]

* 1. Institutional Learning Outcomes. Fresno State ILO’s are posted on the following webpage: <http://fresnostate.edu/academics/oie/assessment/fresno-state-assessment.html>

## Fresno State Institutional Learning Outcomes

## Student who graduate from California State University, Fresno will demonstrate the importance of discovery, diversity, and distinction by

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| **developing a foundational, broad and integrative knowledge** of the humanities, the arts, the sciences, and social sciences, and their integration with their major field of study. Students will consolidate learning from different fields and explore the concepts and questions that bridge those essential areas of learning. Graduate students will articulate the significance, implications and challenges within their field in a societal and global context. In fields in which interdisciplinarity is fundamental, graduate students will further draw from the perspectives of other domains of inquiry/practice so as to assess a problem better and offer solutions to it.  |
| **acquiring specialized knowledge** as identified by program learning outcomes in their major field. Students will demonstrate expertise in a specialized area of study, including integration of ideas, methods, theory and practice. Graduate students will demonstrate further mastery of the field’s theories, research methods, and approaches to inquiry. They will also show the ability to assess major contributions to the field, as well as expand on those contributions through empirical research or aesthetic exploration. |
| **improving intellectual skills** including critical thinking, effective oral and written communication, information literacy and quantitative reasoning.Students will demonstrate fluency via application of these skills to everyday problems and complex challenges. Graduate students will hone these skills further, demonstrating coherent arguments, analysis, insight, creativity, and acumen as they address local, regional, and global issues in their respective fields of study. |
| **applying knowledge** by integrating theory, practice, and problem solving to address real world issues using both individual and team approaches. Students will apply their knowledge in a project, paper, exhibit, performance, or other appropriate demonstration that links knowledge and skills acquired at the university with those from other areas of their lives. Graduate students will integrate knowledge and skills from coursework, practicum, and research to address critical issues in their field and demonstrate advanced application of knowledge through a culminating experience that validates, challenges, and/or expands the profession’s body of knowledge. |
| **exemplifying equity, ethics, and engagement.** Students will form and effectively communicate their own evidence-based and reasoned views on public issues, interact with others to address social, environmental and economic challenges, apply knowledge of diversity and cultural competencies to promote equity and social justice in theclassroom and the community, value the complexity of ethical decision making in a diverse society, acknowledge the importance of standards in academic and professional integrity, and demonstrate honesty, tolerance, and civility in social and academic interactions. Building upon this at the graduate level, students will apply these values in the creation of scholarly and/or aesthetic works that enrich the human experience.  |

**Department of Music Program Learning Outcomes (PLO)**

1. **Theoretical Understanding**
2. **Historical Knowledge**
3. **World Music Knowledge**
4. **Piano Proficiency**
5. **Performance Ability/Knowledge**

PLO1. Students will demonstrate theoretical competency in music including, but not limited to, the following:

 SLO 1a. Identify musical elements such as harmony and form

 SLO 1b. Harmonize a melodic line and complete figured bass

 SLO 1c. Analyze and interpret music in large and small forms

 SLO 1d. Create original compositions

PLO2. Students will demonstrate their knowledge of music history in a variety of ways including, but not limited to, the following:

 SLO 2a. Identify and trace essential developments in Western music

 SLO 2b. Identify, describe, and analyze differences in genres and styles found in Western music

PLO3. Students will demonstrate their knowledge of world music in a variety of ways including, but not limited to, the following:

 SLO 3a. Identify, describe, and analyze differences in genres and styles found in music from world cultures

PLO4. Students will demonstrate basic functional piano skills including, but not limited to:

 SLO 4a. Keyboard sight-reading proficiency

 SLO 4b. Keyboard transposition

 SLO 4c. Performing prepared pieces

 SLO 4d. Keyboard harmonization

 SLO 4e. Keyboard improvisation

PLO5. Students will demonstrate their performance ability and knowledge in a variety of ways including, but not limited to, the following:

 SLO 5a. Performing, at a high level, music from a variety of time epochs, genres, and styles

## Curriculum Map [d]: Courses in which SLO’s are addressed and evaluated

(Core Courses---required of all students)

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| --- | --- | --- | --- | --- | --- |
| **Course** | **PLO1** | **PLO2** | **PLO3** | **PLO4** | **PLO5** |
| **Music 9A** | I |   |   | I | I |
| **Music 1A** | I |   |   | I | I |
| **Music 1B** | D |   |   | I | I |
| **Music 1C** | D |   |   | I | I |
| **Music 1D** | M |   |   | I | I |
| **Music 4B** | D |   |   | D |   |
| **Music 4C** | D |   |   | M |   |
| **Music 40** | I |   | I | I |   |
| **Music 41** | D |   | I | I |   |
| **Music 42** | M |   | I | I |   |
| **Music 43** | M |   | I | I |   |
| **Music 58** | I |   |   | D | D |
| **Music 74** | I | I | I |   |   |
| **Music 171** | D | D | M |   | D |
| **Music 161A/B** | D | M |   |   | D |
| **Music 102/103** | D | I | D |   | D |
| **Music 31-39/131-139** | D | I | D |   | M |
| **Music 198** | D | D | D |   | M |

For courses in the major, using the abbreviations below, indicate which outcomes are introduced, which are developed, and which are mastered in that particular course.

| **I = Introduced** | **D = Developed** | **M=Mastered** |  |
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## SLO’s Mapped to Assessment Measures and Methods [e]

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| Assessment Measure | Evaluation | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 |
| Method |
| Course Exams | Scores | X | X | X |   |   |
| Piano Proficiency | Rubric |   |   |   | X |   |
| Jury/Performance Exam | Rubric |   |   |   |   | X |
| Constituent Survey | Survey | X | X | X | X | X |

## Assessment Measures: Description of Assignment and Method (rubric, criteria, etc.) used to evaluate the assignment [f]

* 1. Direct Measures (Department/Program must use a minimum of three different direct measures)

1. Piano Proficiency Exam---Rubric (attached)

2. Jury I/Jury II/Performance Exam---Rubric (attached)

3. Course Exams

* 1. Indirect Measures (Department/Program must use a minimum of one indirect measure)

1. Constituent Survey---Persons surveyed will include area music teachers and alumni. Questions will be asked regarding feelings of preparedness for their careers and suggestions for improvements will be solicited. The survey is in progress.

## Assessment Schedule/Timeline [g]

| AcademicYear | Measure | PLO |
| --- | --- | --- |
| 2020-2021 | Piano Proficiency | 4 |
| 2021-2022 | Jury I/Jury II/Performance Exams | 5 |
| 2022-2023 | World Music Course Exams (Music 171) | 3 |
| 2023-2024 | Music History Exams (Music 161A/B) | 2 |
| 2024-2025 | Music Theory/Ear Training Exams (Music 1A-1D/Music 40-43) | 1 |
| 2025-2026 | Constituent Survey | 1-5 |

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| Closing the Loop [h,j,k]  |
| **Fresno State Closing the Loop process is described immediately below.** |
| A major assessment report, which focuses on assessment activities carried out the previous academic year, is submitted in September of each academic year and evaluated by the Learning Assessment Team and Director of Assessment at Fresno State. |
| Program/Department Closing the Loop process:The Loop may be closed in one of two ways. The most simple change is made if a deficiency is discovered that does not require action by the entire Department. If a change can quickly be made by a faculty member or by a small group of faculty members, that change can be made in between semesters and these are often quite effective. The success of changes made in this manner will be monitored by the small group of faculty who observed the need for a change and who made the correction.It could be that other deficiencies may be discovered through the formal assessment process that require more systemic changes. As these deficiencies are uncovered, either by the routine assessments or through anecdotal observation, they will be reviewed by the appropriate Department Committee, most often the Curriculum Committee. Recommendations will be made by the Committee to the Department where discussion and debate will be undertaken. Final remedies will be voted on and enacted. Changes are usually made during the year following the realization that changes are needed and then enforced the following year. For example, a deficiency is realized in spring 2021. Remedies for that deficiency are discussed and developed during the 2021-2022 AY. These will be put in place at the beginning of the 2022/2023 AY. It often takes a few years for the success of systemic changes to be realized. Changes made in the program as a result of the routine assessment process will be monitored and the success of the changes will be determined the next time that item is formally assessed. If the Department feels additional changes should be made, the appropriate committees will address these and make recommendations to the Department, as needed.  |









