

Major Assessment Report Template

Please either download this document and provide a response to each question in the appropriate section or cut and paste all six questions into a word document and provide a response for each one. E-mail your assessment report(s) to the Director of Assessment, Dr. Melissa Jordine (mjordine@csufresno.edu). Please complete a separate report for each B.A./B.S. and M.A./M.S. program offered by the department.

Department and Degree: B.A. Music

Assessment Coordinator: Tony A. Mowrer

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. 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.

Performance Assessment Form

Student's Name _____ Performance Date _____

MA or BA Option _____ Instrument/Voice Type _____

Type of Performance (Circle One): Recital Jury I Jury II Performance Examination

Rating Scale: Outstanding = 6 (A+), Excellent/Very Good = 5 – 4 (A/B), Satisfactory = 3 (C), Unsatisfactory/Failing = 2 – 1 (D/F)

Assessment of Technical Mastery:

Rating _____

Outstanding (6): The student performs with pitch, intonation, articulation, and rhythmic accuracy at a very high level. Throughout the performance, the student's technical mastery is easily and consistently executed, and clearly exceeds the fundamental technical standards of their instrument or voice.

Excellent/Very Good (5 – 4): Throughout the performance, the student is well prepared and delivers a competent performance that exceeds the fundamental performance standards for technical mastery of their instrument or voice.

Satisfactory (3): Throughout the performance, the student is adequately prepared and delivers a performance that meets the fundamental performance standards for technical mastery of their instrument or voice.

Unsatisfactory/Failing (2 – 1): The student has significant technical weaknesses throughout the performance and either barely meets or falls below the fundamental performance standards for technical mastery of their instrument or voice.

Assessment of Musicianship:

Rating _____

Outstanding (6): The student clearly performs with a musical understanding at a very high level.

Excellent/Very Good (5 – 4): The student performs with above average application of fundamental musicianship skills.

Satisfactory (3): The student performs with basic application of fundamental musicianship skills.

Unsatisfactory/Failing (2 – 1): The student either barely meets or falls below a fundamental level of musicianship skills.

Breadth of Repertoire:**Rating _____**

Outstanding – Excellent (6 – 5): The repertoire is above the standard acceptable for the student's current level of development and demonstrates an exceptional variety of musical styles and genres.

Very Good - Satisfactory (4 – 3): The repertoire is at the standard acceptable for the student's current level of development and demonstrates a sufficient variety of musical styles and genres.

Weak – Failing (2 – 1): The repertoire is below the standard acceptable for the student's current level of development and does not demonstrate a sufficient variety of musical styles and genres.

Stage Presence:**Rating _____**

Outstanding - Excellent (6 – 5): The student is dressed appropriately, exhibits confidence, poise, appropriately acknowledges other performers, bows appropriately, is clearly comfortable with his or her environment and is enjoying the act of performing.

Very Good - Satisfactory (4 – 3): The student is dressed appropriately, exhibits confidence, poise, appropriately acknowledges other performers, bows appropriately, but is slightly uncomfortable with his or her environment and/or with the act of performing.

Weak – Failing (2 – 1): The student did not dress appropriately, lacks two or more of the following elements: confidence, poise, appropriate acknowledgement of other performers, bowing. The student is clearly uncomfortable with his or her environment and/or with the act of performing.

Memorization (if applicable):**Rating _____**

Outstanding – Excellent (6 - 5): The student performs with few or no lapses of memory. Recoveries, if any, do not detract from the presentation.

Very Good - Satisfactory (4 – 3): The student performs with few or no lapses of memory. Recoveries, if any, are noticeable and may or may not detract from the presentation.

Weak – Failing (2 – 1): The student performs with frequent and/or very noticeable lapses of memory. Recoveries, if any, are noticeable and detracted from the presentation.

Overall Assessment of Performance:

Rating _____

Outstanding (6): The student was rated outstanding in all assessment categories. The student's performance was at or near a very high artistic level.

Excellent - Very Good (5 - 4): The majority of the student's ratings were excellent or very good in each assessment category. The student exceeded established artistic and technical standards for his/her studio.

Satisfactory (3): The majority of the student's ratings were excellent or very good in each assessment category. The student satisfactorily met established artistic and technical standards for his/her studio.

Unsatisfactory – Failing (2 – 1): The majority of the student's ratings were unsatisfactory or failing in each assessment category. The student barely met or fell below the established artistic and technical standards for his/her studio.

Faculty Comments:

Overall Rating: _____ **A – C = Pass** **D – F = Fail**

(Tally ratings and divide by number of ratings assigned to arrive at corresponding letter grade)

Faculty committee member signature: _____

adopted Fall 2004

**California State University, Fresno, Department of Music
PIANO PROFICIENCY EXAMINATION ASSESSMENT FORM**

Student _____ Date: _____

Copies of each evaluator's observations will be made available to the student. A passing score requires that the summary in each category be "outstanding" or "satisfactory." Student must pass each of the seven categories (not necessarily at the same time) in order to successfully complete the Piano Proficiency Exam.

Outstanding Satisfactory Unsatisfactory

I. Prepared pieces (summary) ___ ___ ___

Note accuracy _____
Rhythmic accuracy _____
Appropriate tempo _____
Tempo stability _____
Dynamics (horizontal) _____
Dynamics (vertical) _____
Style _____

PASS/FAIL

II. Two-hand transposition (summary) ___ ___ ___

Correctly identifies new key signature _____
Right hand note accuracy _____
Left hand note accuracy _____
Tempo consistency _____

PASS/FAIL

III. Concert pitch realization (summary) ___ ___ ___

Correctly identifies new key and key signature _____
Note accuracy _____
Rhythmic accuracy _____

PASS/FAIL

IV. Sight reading (summary) ___ ___ ___

Right hand accuracy _____
Left hand accuracy _____
Rhythmic accuracy _____
Tempo consistency _____

PASS/FAIL

V. Score reading (summary) ___ ___ ___

Upper voice note accuracy _____
Lower voice note accuracy _____
Rhythmic accuracy _____
Tempo consistency _____

PASS/FAIL

(continued on reverse)

Outstanding Satisfactory Unsatisfactory

VI. Harmonization (summary) ___ ___ ___
Chooses appropriate harmonies _____
Chooses appropriate chord pattern _____
Keeps pattern consistent throughout
and rhythmically secure _____
Right hand accuracy _____
Left hand accuracy _____

PASS/FAIL

VII. Accompaniment (summary) ___ ___ ___
Note accuracy _____
Rhythmic accuracy _____
Accommodates to soloist's tempo _____
Sensitive to soloist's breathing and rubato _____
Balance with soloist _____
Style _____

PASS/FAIL

COMMENTS:

Evaluator:

Adopted Fall, 2003

2. 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).

There are 2-3 professors present for each Jury and Performance Exam. The variation in number of faculty present is the result of the number of part-time professors involved in teaching private lessons in addition to the number of faculty represented in each instrument-type. Still, ratings of Performance and Juries ranged, on average, from 4.2-5.3 on a rubric where a 1 or 2 is Failing, 3 is Satisfactory, 4 or 5 is Excellent/Very Good, and 6 is Outstanding. Each instrument included a few very low scores of 2. Given that the average of all scores was a 4.8, students, by and large, did well with their performance exams and Juries. It is expected that there will be a few students who do not achieve at the desired levels. With averages as high as they are, there is little cause for concern at this point. Performance levels are strong.

The same rubric used for the Performance Exams and Juries is used for consideration of Repertoire. Repertoire is one of the components measured on that rubric. The average score on the Repertoire component was a 5.01 on a scale of 6. This is actually an assessment of both the student and professor. The professor is the person who, primarily, assigns the material/repertoire to be studied. Repertoire should be appropriate for the skill level and should exhibit breadth in terms of time epoch and style. If the professor has not done due diligence in assigning repertoire, neither appropriate skill level nor appropriate breadth will be displayed. Likewise, if a student is not performing at an appropriate level, neither skill nor breadth components will be possible. An average score of 5.01 shows that both professor and student are functioning at a high level where repertoire is considered.

43 students attempted the Piano Proficiency Exam during the 2017-2018 AY. Of these, 37 students passed the exam. The remaining six students did not pass all portions of the exam. These six students had trouble with the following portions of the exam: the prepared pieces, two-hand transposition, and harmonization caused the most difficulty. This represents an 86% pass-rate, a high rate by any standard. The students who did not pass the exam will have additional opportunities to pass the exam.

3. 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.

At present, no changes are under consideration nor do they seem warranted as a result of assessments from the 2017-2018AY. Changes that may be considered or changes that seem appropriate as the Department makes typical adjustments due to the continually shifting preparedness of students as they enter Fresno in addition to considerations that may be valuable as we continue to plan for a change in degree from the B.A. to a B.M. and B.M.E.

4. What assessment activities will you be conducting in the 2018-2019 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 timeline of the online SOAP should be, and will be, adjusted to reflect the current assessment cycle.

Assessments planned for the 2018-2019 AY.

1. Students will demonstrate basic conducting and rehearsal skills.

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 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.

2. Students will identify, describe, and analyze stylistic differences (genres, media, social functions, etc.) in music from world cultures.

Knowledge of World Music is measured through exams administered at the end of Music 171.

5. 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

These programs have been submitted to the College Curriculum Committee and have been approved at that level. These programs are currently under consideration by the University Budget Committee.

- E. Music Technology Certificate or Minor
No action taken as of this writing.
- F. Orff & Kodaly Summer Program/Certification
An Orff Workshop was successfully held during the summer of 2018. This is the first step toward the development of a new graduate degree in Music Education. Additional consideration is ongoing to determine the best way to shape this program in order to be more attractive to area teachers, i.e. should the program be evening-based, should the program be summer-based, should it be week-end-based, etc.
- 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 21st Century Curriculum
The Department is committed to inclusion of Global and 21st 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 faculty position, Director of Jazz Studies, was approved and a Search completed during the 2017-2018 AY. The new faculty member joined the Department in the fall.

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. The position remains in-tact.

L. Physical Facilities & Equipment/Instruments Needs

No action taken as of this writing.