

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: M.A. Music

Assessment Coordinator: Tony 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.

While the Department agreed on new Graduate Student Learning Outcomes during the 2016-2017 AY, it was still necessary to determine the best instrument to use to measure these Outcomes and the most appropriate time/s to complete these assessments. Aside from internal considerations, it was also necessary to consider requirements from our external accrediting agency, the National Association of Schools of Music.

The result of these considerations is that data-collection most, but not all, Outcomes will best be completed within the courses that are most applicable. Thus, data-collection for Outcome 1, *Students will conduct graduate-level research on musical issues and formulate artistic/scholarly conclusions*, will be carried out in the course, Music 260T, offered during spring 2019.

1. 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.”

Outcome 1, *Students will conduct graduate-level research on musical issues and formulate artistic/scholarly conclusions*, is, essentially, an Outcome concerning the completion of scholarly research. Likewise, the course, Music 260T, is a course that includes research at its core. Exams and projects completed in this course are the perfect vehicles to assess the success with which our students complete scholarly research.

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).

Data-collection will be carried out in spring 2019.

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.

There is not yet any indication that changes may be needed.

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.

Outcome 2, *Students will demonstrate critical thinking and effective written and oral communication skills within the context of musical discourse*, will be assessed in the course of the required class, Music 240T, during fall 2019. Tools that will be used include the exams and projects required in this course.

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 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. Dr. Henriques has been quite instrumental in exploring potential new approaches toward entry exams as well as appropriate

exit exams and measures of growth. Due to a variety of logistical challenges, some of these considerations are still being developed. As noted earlier in this report, data collection will begin on the new Outcomes in spring 2019.

2. During the 2017-2018 AY the Department 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. An Orff Workshop was completed and positively received during the summer of 2018. Though a successful workshop, some difficulties exist regarding scheduling as a result of the CSU Summer Arts program.
3. After the successful Orff Workshop, the Department has begun exploration of the best way to *package* a graduate degree in Music Education. Consideration may be given to a summer program, a weekend program, or a program that exists in a standard night-class format. It is likely that a market survey will be completed over the course of the present academic year to help provide guidance.