**Annual Assessment Report for 2020-2021 AY**

Reports completed on assessment activities carried out during the 2020-2021 AY will be due September 30th 2021 and must be e-mailed to the Director of Assessment, Dr. Douglas Fraleigh (douglasf@csufresno.edu).

Provide detailed responses for each of the following questions within this word document. Please do NOT insert an index or add formatting. For purposes of this report, you should only report on two or three student learning outcomes (department’s choice) even if your external accreditor requires you to evaluate four or more outcomes each year. Also be sure to explain or omit specialized or discipline-specific terms.

Department/Program: \_\_\_\_Music\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Degree \_BA\_\_

Assessment Coordinator: \_\_\_Dr. Tony Mowrer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Please list the learning outcomes you assessed this year.

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

SLO4.a - Keyboard sight-reading proficiency

SLO4.b - Keyboard transposition

SLO4.c - Performing prepared pieces

SLO4.d - Keyboard harmonization

SLO4.e - Keyboard improvisation

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? **Please describe the assignment and the criteria or rubric used to evaluate the assignment in detail and, if possible, include copies of the assignment and criteria/rubric at the end of this report.**

The criteria/rubric is attached. It is designed to assess piano proficiency in each area included in the applicable Outcome. All Fresno State Music majors are required to pass the Piano Proficiency exam prior to attempting their Jury II instrument assessment. To prepare for the Piano proficiency exam, students take a sequence of three piano courses, Music 9A, Music 4B, and Music 4C. Students usually take the exam at the conclusion of the third class in the sequence, Music 4C. If they do not pass the exam at that time, they may repeat the exam until they pass all parts. Some students, if they feel ready, take the exam after Music 9A or music 4B. Passing the exam at this earlier stage exempts the student from subsequent piano classes.

1. What did you learn from your analysis of the data? Please include sample size (how many students were evaluated) and indicate how many students (number or percentage instead of a median or mean) were designated as proficient. Also indicate your benchmark (e.g. 80% of students will be designated as proficient or higher) and indicate the number of students who met that benchmark.

In the course of the 20-21 AY, 73 students attempted the Piano Proficiency exam. Of these 67 students passed the exam. This represents a pass-rate of 91%. This is a good over-all pass-rate as it regards the total of students who took the exam. From this statistic, our students seem to be doing pretty well in meeting the piano proficiency requirement.

When drilling further into the data, one sees that students struggle more with the Keyboard harmonization portion of the Proficiency Exam than with other portions at a significant rate. Students seem to fail this portion at twice the rate of other parts of the exam. This represents a problem.

1. What changes, if any, do you recommend based on the assessment data?

In general, the Piano Proficiency Exam is successful in identifying students who are struggling in the keyboard area of their musicianship. No changes are recommended at this time.

As it regards the difficulty students seem to have with keyboard harmonization, some attention needs to be given to this deficiency. To some degree, this will be improved with the addition of Music 4D that is planned for Music Ed students in the new BM degree currently being considered for approval by the Chancellor’s Office. The added section is expected to have as its primary focus, keyboard harmonization---the apparent weakness indicated by current data. In addition, adjustments made in the aural skills portion of the core courses of the music degree will help to improve performance on this portion of the Piano Proficiency Exam.

1. If you recommended any changes in your response to Question 4 in your 2018-19 assessment report, what progress have you made in implementing these changes? If you did not recommend making any changes in last year’s report please write N/A as your answer to this question.

From the 2018-2019 Assessment Report:

*Regarding Outcome 2 (Knowledge of World Music): The data suggests that while the majority of students are able to fulfill the student outcome identified above, it appears that academic writing may the element of this assignment that warrants further attention. While students are required to submit a draft to the instructor, the final submission, for some, still indicated a lack of clarity and focus. To address this, I plan to include more opportunities for discussion with regard to academic writing, as well as additional peer and instructor input.*

*In general, while considering graduation rates, the Department of Music is considering ways to improve departmental rates. One concern is that some students accepted to the Department of Music are not really qualified to be music majors. These students face considerable difficulty in the basic core classes, taking them two or, even, three times. In an effort to reduce the number of students who face this difficulty, the Department is drafting a new policy that should decrease acceptance of unqualified students which, in turn, will improve graduation rates in the Department.*

Given the upheaval of the past three semesters, it is not yet known whether changes suggested and implemented in Music 171 by the professor have brought about improvement in academic writing.

As it regards the improvement of entry standards to the Department, the Department faculty have had many discussions in faculty meetings regarding strengthening entry standards with a number of new procedures being proposed. Ultimately, a new policy was approved by the faculty that should result in a stronger student body. As with academic writing, above, the upheaval of the past year make it difficult to determine if new procedures have resulted in a stronger student body.

1. What assessment activities will you be conducting during AY 2021-22?

During AY 2021-2022 the following Learning Outcome will be assessed.

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

Assessment of this Learning Outcome will be conducted via the Jury and Performance Exam process.

1. Identify and discuss any major issues identified during your last Program Review and in what ways these issues have or have not been addressed.

Since the last program Review, the Department has been engaged in the creation of, and obtaining approval for a new degree program, a Bachelor of Music degree. This program is in the final stages of approval, awaiting approval from the Chancellor and from our accrediting association, the National Association of Schools of Music.



