

## Program-Level Assessment: Annual Report

Program: Music

Department: Fine and Performing Arts

Degree or Certificate Level: BA

College/School: College of Arts and Sciences

Date (Month/Year): June 2020

Primary Assessment Contact: Aaron Johnson

In what year was the data upon which this report is based collected? 2019-2020

In what year was the program's assessment plan most recently reviewed/updated? Reviewed 2019

### 1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle?

Students learn to **recognize, identify, and apply** standard Music Theory elements including tonal harmony, counterpoint, voice-leading, non-tonal harmony, and notation.

Students **demonstrate** knowledge of standard technique appropriate to the student's instrument or voice in solo recitals and/or juries

### 2. Assessment Methods: Student Artifacts

Which student artifacts were used to determine if students achieved this outcome? Please identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

Due to the COVID-19 situation, assessment via voice juries was not possible. Theory III was too small a class to provide a sample.

### 3. Assessment Methods: Evaluation Process

What process was used to evaluate the student artifacts, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and include them in/with this report.

The Theory assessment is usually done with embedded questions.

The vocal assessment is done with a rubric form attached.

### 4. Data/Results

What were the results of the assessment of the learning outcomes? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

No data available.

## 5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

N/A

## 6. Closing the Loop: Dissemination and Use of Current Assessment Findings

A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

N/A

B. How specifically have you decided to use findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies

- Course content
- Teaching techniques
- Improvements in technology
- Prerequisites

- Course sequence
- New courses
- Deletion of courses
- Changes in frequency or scheduling of course offerings

Changes to the Assessment Plan

- Student learning outcomes
- Student artifacts collected
- Evaluation process

- Evaluation tools (e.g., rubrics)
- Data collection methods
- Frequency of data collection

Please describe the actions you are taking as a result of the findings.

The faculty have decided to try and collect more data on a routine basis.

If no changes are being made, please explain why.

## 7. Closing the Loop: Review of Previous Assessment Findings and Changes

A. What is at least one change your program has implemented in recent years as a result of assessment data?

The Piano Proficiency requirements have been made a part of the Piano IV curriculum.

B. How has this change/have these changes been assessed?

We compared pass rates before and after the change.

C. What were the findings of the assessment?

Fewer students fail on the first attempt.

D. How do you plan to (continue to) use this information moving forward?

We plan to continue to further integrate assessment tools and coursework.

**IMPORTANT: Please submit any assessment tools and/or revised/updated assessment plans along with this report.**