1. What goals or learning objectives/outcomes were assessed in AYs 2006-2007?

The Department of Music has formal assessment procedures that are ongoing and provide data that is utilized by the Curriculum Committee to reinforce or modify the existing curriculum. Included are Entering Auditions, Semester Auditions, Junior Qualifying Auditions, Junior/Senior Recital Permissions, Entering Music Theory Examination, Music 110B Capstone Experience, Entering Keyboard Examination, Keyboard Proficiency Examination, Music 1 Aural Theory Barrier Examination and Music 2 Aural Theory Barrier Examination.

2. How did you assess these learning outcomes?

Each student is assessed individually on each of the above areas by a committee of faculty and written recommendations are made which become a part of the permanent file.

a. Describe the measures you used and the information gathered? (Description, date administered, results)

   A. Performance

1. Entering Audition - Each entering music major is required to declare a major performance area and perform a ten-minute audition of prepared music before being admitted to the Department. The performance is evaluated by a panel of professors representing the major performance area. Students that demonstrate the ability to complete the applied requirements for a music degree are admitted to the program and assigned a semester level from one through eight. Students that do not demonstrate the ability to complete the applied requirements for a music degree are advised to study independently and retake the audition at a later date.

2. Semester Auditions - During final examinations, each student enrolled in applied music performs a semester audition of prepared music for a panel of professors representing the major performance area. A student that has performed a recital during the semester is not required to play a semester audition. The types of semester auditions are:
Jury Auditions - Each student performs a ten-minute (B.A.) or twenty-minute (B.M.) recital of prepared music. Based on the quality of the performance together with the appropriate level of the literature, the faculty panel makes the decision to pass the student to the next semester level, hold the student at the present level for another semester, or recommend that the student repeat the performance at the beginning of the next semester.

Junior Qualifying Audition - During the jury audition for the second semester sophomore level, the student is evaluated on the basis of probable success in performing a senior recital (B.A.) or a junior and senior recital (B.M.) during the next four semesters. As with the prior jury auditions and based on the quality of the performance together with the appropriate level of the literature, the faculty panel makes the decision to pass the student to the upper division level, hold the student at the present level for another semester, or recommend that the student repeat the performance at the beginning of the next semester.

Junior/Senior Recital Permission - During jury auditions prior to a junior or senior recital, each student performs a twenty-minute program that includes movements or excerpts from the compositions that will be performed on the recital. Based on the quality of the performance together with the appropriate level of the literature, the faculty panel gives permission for the student to perform a junior or senior recital, recommends that the student repeat the recital permission performance at the beginning of the next semester or holds the student at the present level so that the student may repeat the performance at the end of the next semester.

B. Music Theory

1. Entering Music Theory Examination of Written and Aural Skills - Each entering music major is required to take the CSUS Music Theory Placement Exam before being assigned to music theory classes. The instrument has both aural and harmony components and is written at four levels: A, B, C and D. Based on the student’s background in music theory, an appropriate level of the test is administered and graded by a music theory professor. The student is assigned to music theory courses on the basis of the results of this diagnostic examination.

2. Music 110B Capstone Literature & Analysis Presentation and Paper - see below

C. Music History

Music 110B Capstone Literature & Analysis Presentation and Paper - A Capstone component is included in Music 110B: History of Music. The course has as a
terminal requirement the writing of a paper and presentation that serves as verification of comprehensive understanding in music theory, analysis, literature, and history. Specifically, a major solo or chamber work will be selected that the student has recently performed. The composition will serve as a basis for research that includes a historical analysis together with a formal theoretical analysis of the music. The paper will be presented to the 110B class and evaluated by the professor or a panel of faculty members. The paper should show evidence of acceptable writing and research skills. The presentation should show evidence of acceptable speaking skills and the use of appropriate media devices.

D. Supporting Areas

1. Entering Keyboard Examination - The Entering Keyboard Examination is given to each new student by a member of the piano faculty before the start of classes. Each student is asked to perform components of the Music 14B final examination. This includes sight reading appropriate literature, performing prepared piano repertoire, all major and minor scales, keyboard chord patterns in major and minor keys, transposition of melodies, and harmonization of simple melodies. Based on the professor’s evaluation, the student is granted competency and is exempt from taking piano classes or is assigned to an appropriate piano class, 14B-D.

2. Keyboard Proficiency Examination - The Keyboard Proficiency Examination may be taken at any time but is usually included in Music 14D: Basic Piano IV. Specifically, Keyboard Proficiency is achieved by performing at a satisfactory level intermediate piano selections, sight reading a variety of textures, accompanying soloists in performance and scales, arpeggios, chord progressions and melodic transposition. The Keyboard Proficiency Examination is administered and evaluated by the Music 14D instructor or a member of the piano faculty.

3. Music 1 Aural Theory Barrier Examination - The Barrier Examination includes intermediate interval identification; melodic, harmonic and rhythmic dictation; and sight-singing of melodies. The Barrier Examination is administered and evaluated by the Music 1 instructor. Student competency in intermediate aural skills is acquired by passing the Music 1 Barrier Examination. Students that pass the Barrier Examination are eligible to enroll in Music 2: Musicianship II.

4. Music 2 Aural Theory Barrier Examination - The Barrier Examination includes advanced interval identification; melodic, harmonic and rhythmic dictation; and sight-singing of melodies. The Barrier Examination is administered and evaluated by the Music 2 instructor. Student competency in advanced aural skills is acquired by passing the Music 2 Barrier Examination.
b. As a result of these assessments what did you learn about the program’s success in helping its students achieve these learning outcomes?

Through individual private instruction and group instruction on a weekly basis throughout the four-year curriculum, students are constantly monitored by their major instructors in achieving learning outcomes.

c. In what areas are students doing well and achieving expectations?

The 2005 Alumni Survey indicated that recent graduates feel that student competencies are being met in the Department of Music at a similar level as the 2001 Alumni Survey. Graduates rated performance as the highest, followed by music history, music theory and the supporting areas of aural theory, keyboard and conducting skills.

d. What areas are seen as needing improvement within your program?

The 2005 Alumni Survey included a new area concerning the acquired skills and understanding in the use of music technology. This was the lowest rated area in the Survey.

The Curriculum Committee has been studying the Keyboard Proficiency Examination as there has been concern that many students are not completing the requirements in four semesters resulting in additional costs to the Department and delaying student graduation. The matter has been deferred to 2007-2008.

The 2006 Program Review included suggestions for change in the curriculum. These areas are currently being studied by the chair and the appropriate committees for possible implementation.

The Dean of Arts and Letters has indicated to the music faculty that the graduation rate is quite low and has indicated that funding could be negatively altered if improvement is not made.

3. As a result of faculty reflection on these results, are there any program changes anticipated?

Although the issues presented above are in the discussion stages, it is anticipated that program changes will begin to be implemented during the 2007-2008 academic year.

a. If so, what are those changes?

With an abundance of input provided by the faculty, the 2006 Program Review and the Dean, it is premature to speculate on the specific changes which may occur.
b. How will you know if these changes achieved the desired results?

As with all changes in the curriculum, only after a full cycle of use will the desired results be able to be fully evaluated.

4. Did your department engage in any other assessment activities such as the development of rubrics, course alignment?

During the summer of 2006, the Department of Music’s Assessment Plan was revised to reflect changes in the program. At that time, rubrics were also revised to reflect the new degree programs.

5. What assessment activities are planned for the upcoming academic year?

The Department of Music will be concerned during the 2007-2008 Academic Year with ongoing assessment activities and implementing changes in the program as discussed above.