

2013-2014 ANNUAL ASSESSMENT REPORT TEMPLATE

This template intends to make our annual assessment and its reports simple, clear, and of high quality not only for this academic year but also for the years to come. Thus, it explicitly specifies some of the best assessment practices and/or expectations implied in the four WASC assessment rubrics we have used in the last few years (see the information below* that has appeared in Appendices 1, 2a, 2b, and 7 in the *Feedback for the 2011-2012 Assessment Report*; Appendix 2 in the *Feedback for the 2012-2013 Assessment Report*, and Appendices 5 to 8 in the *2013-2014 Annual Assessment Guideline*).

We understand some of our programs/departments have not used and/or adopted these best practices this year, and that is okay. You do not need to do anything extra this year, and ALL YOU NEED TO DO is to report what you have done this academic year. However, we hope our programs will use many of these best practices in the annual assessment in the future.

We also hope to use the information from this template to build a digital database that is simple, clear, and of high quality. If you find it necessary to modify or refine the wording or the content of some of the questions to address the specific needs of your program, please make the changes and highlight them in red. We will consider your suggestion(s). Thank you!

If you have any questions or need any help, please send an email to Dr. Amy Liu (liuqa@csus.edu), Director of University Assessment. We are looking forward to working with you.

*The four WASC rubrics refer to: 1) WASC “Rubric for Assessing the Quality of Academic Program Learning Outcomes”; 2) WASC “Rubric for Assessing the Use of Capstone Experience for Assessing Program Learning Outcomes”; 3) WASC “Rubric for Assessing the Use of Portfolio for Assessing Program Learning Outcomes”; and 4) WASC “Rubric for Assessing the Integration of Student Learning Assessment into Program Reviews”.

Part 1: Background Information

B1. Program name: Bachelor of Music (all concentrations)

B2. Report author(s): Ernie Hills & Chantal Frankenbach

B3. Fall 2012 enrollment: 206

Use the *Department Fact Book 2013* by OIR (Office of Institutional Research) to get the fall 2012 enrollment: (<http://www.csus.edu/oir/Data%20Center/Department%20Fact%20Book/Departmental%20Fact%20Book.html>).

B4. Program type: [SELECT ONLY ONE]

X	1. Undergraduate baccalaureate major
	2. Credential
	3. Master’s degree
	4. Doctorate: Ph.D./E.D.D.
	5. Other, specify:

Part 2: Six Questions for the 2013-2014 Annual Assessment

Question 1 (Q1): Program Learning Outcomes (PLO) Assessed in 2013-2014.

Q1.1. Which of the following program learning outcomes (PLOs) or Sac State Baccalaureate Learning Goals did you assess in 2013-2014? (See 2013-2014 Annual Assessment Report Guidelines for more details). [CHECK ALL THAT APPLY]

	1. Critical thinking (WASC 1)*
	2. Information literacy (WASC 2)
X	3. Written communication (WASC 3)
	4. Oral communication (WASC 4)
	5. Quantitative literacy (WASC 5)
X	6. Inquiry and analysis
	7. Creative thinking
	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement – local and global
	12. Intercultural knowledge and competency
	13. Ethical reasoning
	14. Foundations and skills for lifelong learning
	15. Global learning
	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
	18. Overall competencies in the major/discipline
	19. Others. Specify any PLOs that were assessed in 2013-2014 but not included above: a. b. c.

* One of the WASC's new requirements is that colleges and universities report on the level of student performance at graduation in five core areas: **critical thinking, information literacy, written communication, oral communication, and quantitative literacy.**

Q1.1.1. Please provide more detailed information about the PLO(s) you checked above:

The student learning outcome (from departmental assessment documents) that corresponds to the PLO for Written Communication is:

Speak and write on a sophisticated level about music history in both western and non-western social context reflecting a knowledge of repertoire, major styles, genres, forms and composers from the middle ages to the present.

The student learning outcome (from departmental assessment documents) that corresponds to the PLO for Inquiry and Analysis is:

Analyze and explain musical forms, processes, and harmonic language in music from the seventeenth century to the present reflecting advanced knowledge of music theory and its development from past to present.

These two PLOs are related as a mode of thinking and response to any given topic in music. We are particularly interested in the ways in which our music literature and history courses are able to hone these

skills and evaluate them. We are considering a new curricular design that would provide scaffolded instruction associated with these two PLOs and lead to a capstone research project.

Q1.2. Are your PLOs closely aligned with the mission of the university?

X	1. Yes
	2. No
	3. Don't know

Q1.3. Is your program externally accredited (except for WASC)?

X	1. Yes
	2. No (If no, go to Q1.4)
	3. Don't know (Go to Q1.4)

Q1.3.1. If yes, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

X	1. Yes
	2. No
	3. Don't know

Q1.4. Have you used the *Degree Qualification Profile (DQP)** to develop your PLO(s)?

X	1. Yes
	2. No, but I know what DQP is.
	3. No. I don't know what DQP is.
	4. Don't know

* **Degree Qualifications Profile (DQP)** – a framework funded by the Lumina Foundation that describes the kinds of learning and levels of performance that may be expected of students who have earned an associate, baccalaureate, or master's degree. Please see the links for more details:

http://www.luminafoundation.org/publications/The_Degree_Qualifications_Profile.pdf and
<http://www.learningoutcomeassessment.org/DQPNNew.html>.

Question 2 (Q2): Standards of Performance/Expectations for EACH PLO.

Q2.1. Has the program developed/adopted **EXPLICIT** standards of performance/expectations for the PLO(s) you assessed in **2013-2014 Academic Year**? (For example: We expect 70% of our students to achieve at least a score of 3 on the Written Communication VALUE rubric.)

	1. Yes, we have developed standards/expectations for ALL PLOs assessed in 2013-14.
	2. Yes, we have developed standards/expectations for SOME PLOs assessed in 2013-14.
X	3. No (If no, go to Q2.2)
	4. Don't know (Go to Q2.2)
	5. Not Applicable (Go to Q2.2)

Q2.1.1. If yes, what are the desired levels of learning, including the criteria and standards of performance/expectations, especially at or near graduation, for **EACH PLO** assessed in 2013-2014 Academic Year? (For example: what will tell you if students have achieved your expected level of performance for the learning outcome.) **Please provide the rubric and/or the expectations that you have developed for EACH PLO one at a time below.** [WORD LIMIT: 300 WORDS FOR EACH PLO]

Q2.2. Have you published the PLO(s)/expectations/rubric(s) you assessed in 2013-2014?

	1. Yes
X	2. No (If no, go to Q3.1)

Q2.2.1. If yes, where were the PLOs/expectations/rubrics published? [CHECK ALL THAT APPLY]

	1. In SOME course syllabi/assignments in the program that claim to introduce/develop/master the PLO(s)
	2. In ALL course syllabi/assignments in the program that claim to introduce /develop/master the PLO(s)
	3. In the student handbook/advising handbook
	4. In the university catalogue
	5. On the academic unit website or in the newsletters
	6. In the assessment or program review reports/plans/resources/activities
	7. In the new course proposal forms in the department/college/university
	8. In the department/college/university's strategic plans and other planning documents
	9. In the department/college/university's budget plans and other resource allocation documents
	10. In other places, specify:

Question 3 (Q3): Data, Results, and Conclusions for EACH PLO

Q3.1. Was assessment data/evidence collected for 2013-2014?

X	1. Yes
	2. No (If no, go to Part 3: Additional Information)
	3. Don't know (Go to Part 3)
	4. Not Applicable (Go to Part 3)

Q3.2. If yes, was the data scored/evaluated for 2013-2014?

X	1. Yes
	2. No (If no, go to Part 3: Additional Information)
	3. Don't know (Go to Part 3)
	4. Not Applicable (Go to Part 3)

Q3.3. If yes, what DATA have you collected? What are the results, findings, and CONCLUSION(s) for EACH PLO assessed in 2013-2014? In what areas are students doing well and achieving the expectations? In what areas do students need improvement? Please provide a simple and clear summary of the key data and findings, including tables and graphs if applicable for EACH PLO one at a time. [WORD LIMIT: 600 WORDS FOR EACH PLO]

The evaluation of data for the current Assessment Report comes from four required courses – MUSC 10A, MUSC 10B, MUSC 110A, MUSC 110B. Together, these courses comprise the sequence of instruction given in Music History and Literature. We have been generally pleased with the level of specialized knowledge gained in these four courses, but have begun to look to the same units to expand the students' ability in written communication and analytical synthesis.

Q3.4. Do students meet the expectations/standards of performance as determined by the program and achieved the learning outcomes? [PLEASE MAKE SURE THE PLO YOU SPECIFY HERE IS THE SAME ONE YOU CHECKED/SPECIFIED IN Q1.1].

Q3.4.1. First PLO: Written Communication (**Speak and write on a sophisticated level...**)

	1. Exceed expectation/standard
	2. Meet expectation/standard
X	3. Do not meet expectation/standard
	4. No expectation/standard set
	5. Don't know

[NOTE: IF YOU HAVE MORE THAN ONE PLO, YOU NEED TO REPEAT THE TABLE IN Q3.4.1 UNTIL YOU INCLUDE ALL THE PLO(S) YOU ASSESSED IN 2013-2014.]

Q3.4.2. Second PLO: Critical Analysis (**Analyze and explain musical forms, processes, and harmonic language....**)

	1. Exceed expectation/standard
	2. Meet expectation/standard
X	3. Do not meet expectation/standard
	4. No expectation/standard set
	5. Don't know

Question 4 (Q4): Evaluation of Data Quality: Reliability and Validity.

Q4.1. How many PLOs **in total** did your program assess in the 2013-2014 academic year? 2

Q4.2. Please choose **ONE ASSESSED PLO** as an example to illustrate how you use direct, indirect, and/or other methods/measures to collect data. If you only assessed one PLO in 2013-14, YOU CAN SKIP this question. If you assessed MORE THAN ONE PLO, please check **ONLY ONE PLO BELOW EVEN IF YOU ASSESSED MORE THAN ONE PLO IN 2013-2014.**

	1. Critical thinking (WASC 1) ¹
	2. Information literacy (WASC 2)
	3. Written communication (WASC 3)
	4. Oral communication (WASC 4)
	5. Quantitative literacy (WASC 5)
	6. Inquiry and analysis
	7. Creative thinking
	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement – local and global

	12. Intercultural knowledge and competency
	13. Ethical reasoning
	14. Foundations and skills for lifelong learning
	15. Global learning
	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
	18. Overall competencies in the major/discipline
	19. Other PLO. Specify:

Direct Measures

Q4.3. Were direct measures used to assess this PLO?

X	1. Yes
	2. No (If no, go to Q4.4)
	3. Don't know (Go to Q4.4)

Q4.3.1. Which of the following **DIRECT** measures were used? **[Check all that apply]**

X	1. Capstone projects (including theses, senior theses), courses, or experiences
X	2. Key assignments from other CORE classes
	3. Key assignments from other classes
	4. Classroom based performance assessments such as simulations, comprehensive exams, critiques
	5. External performance assessments such as internships or other community based projects
	6. E-Portfolios
	7. Other portfolios
	8. Other measure. Specify:

Q4.3.2. Please provide the direct measure(s) **[key assignment(s)/project(s)/portfolio(s)]** that you used to collect the data. **[WORD LIMIT: 300 WORDS]**

In MUSC 10A/10B students complete a written response to a book-length reading and a single oral presentation. In MUSC 110A/110B students complete a research project but with very limited instructor support. These were the assignments consulted for this report.

Q4.3.2.1. Was the direct measure(s) **[key assignment(s)/project(s)/portfolio(s)]** aligned directly with the rubric/criterion?

	1. Yes
	2. No
X	3. Don't know

Q4.3.3. Was the direct measure (s) **[key assignment(s)/project(s)/portfolio(s)]** aligned directly with the PLO?

	1. Yes
	2. No

X	3. Don't know
---	---------------

Q4.3.4. How was the evidence scored/evaluated? [Select one only]

	1. No rubric is used to interpret the evidence (If checked, go to Q4.3.7)
	2. Use rubric developed/modified by the faculty who teaches the class
X	3. Use rubric developed/modified by a group of faculty
	4. Use rubric pilot-tested and refined by a group of faculty
	5. Use other means. Specify:

Q4.3.5. What rubric/criterion was adopted to score/evaluate the above key assignments/projects/portfolio? [Select one only]

	1. The VALUE rubric(s)
	2. Modified VALUE rubric(s)
X	3. A rubric that is totally developed by local faculty
	4. Use other means. Specify:

Q4.3.6. Was the rubric/criterion aligned directly with the PLO?

	1. Yes
	2. No
X	3. Don't know

Q4.3.7. Were the evaluators (e.g., faculty or advising board members) who reviewed student work calibrated to apply assessment criteria in the same way?

	1. Yes
	2. No
X	3. Don't know

Q4.3.8. Were there checks for inter-rater reliability?

	1. Yes
	2. No
X	3. Don't know

Q4.3.9. Were the sample sizes for the direct measure adequate?

	1. Yes
	2. No
X	3. Don't know

Q4.3.10. How did you select the sample of student work (papers, projects, portfolios, etc)? Please briefly specify here:

The faculty reviewed all papers submitted in the four courses.

Indirect Measures

Q4.4. Were indirect measures used to assess the PLO?

	1. Yes
X	2. No (If no, go to Q4.5)

Q4.4.1. Which of the following indirect measures were used?

	1. National student surveys (e.g., NSSE, etc.)
--	--

	2. University conducted student surveys (OIR surveys)
	3. College/Department/program conducted student surveys
	4. Alumni surveys, focus groups, or interviews
	5. Employer surveys, focus groups, or interviews
	6. Advisory board surveys, focus groups, or interviews
	7. Others, specify:

Q4.4.2. If surveys were used, were the sample sizes adequate?

	1. Yes
	2. No
	3. Don't know

Q4.4.3. If surveys were used, please briefly specify how you select your sample? What is the response rate?

Other Measures

Q4.5. Were external benchmarking data used to assess the PLO?

X	1. Yes
	2. No (If no, go to Q4.6)

Q4.5.1. Which of the following measures was used?

	1. National disciplinary exams or state/professional licensure exams
	2. General knowledge and skills measures (e.g., CLA, CAAP, ETS PP, etc)
	3. Other standardized knowledge and skill exams (e.g., ETS, GRE, etc)
X	4. Others, specify: National Assn. of Music Schools – accreditation standards.

Q4.6. Were other measures used to assess the PLO?

	1. Yes
	2. No (Go to Q4.7)
X	3. Don't know (Go to Q4.7)

Q4.6.1. If yes, please specify: [_____]

Alignment and Quality

Q4.7. Please describe how you collected the data? For example, in what course(s) (or by what means) were data collected? How reliable and valid is the data? [WORD LIMIT: 300 WORDS]

As previously stated, reading response papers and research papers were reviewed from MUSC 10A/10B and MUSC 110A/110B. Faculty reviewed the student work in light of two PLOs and found that it was generally satisfactory in meeting the lowest levels of the PLO expectations, but that there were many ways in which responses could improve.

Q4.8. How many assessment tools/methods/measures **in total** did you use to assess this PLO? 4

NOTE: IF IT IS ONLY ONE, GO TO Q5.1.

Q4.8.1. Did the data (including all the assignments/projects/portfolios) from all the different assessment tools/measures/methods directly align with the PLO?

	1. Yes
	2. No
X	3. Don't know

Q4.8.2. Were **ALL** the assessment tools/measures/methods that were used good measures for the PLO?

	1. Yes
	2. No
X	3. Don't know

Question 5 (Q5): Use of Assessment Data.

Q5.1. To what extent have the assessment results **from 2012-2013** been used for? **[CHECK ALL THAT APPLY]**

	Very Much (1)	Quite a Bit (2)	Some (3)	Not at all (4)	Not Applicable (9)
1. Improving specific courses			X		
2. Modifying curriculum			X		
3. Improving advising and mentoring					X
4. Revising learning outcomes/goals			X		
5. Revising rubrics and/or expectations			X		
6. Developing/updating assessment plan			X		
7. Annual assessment reports			X		
8. Program review					X
9. Prospective student and family information					X
10. Alumni communication					X
11. WASC accreditation (regional accreditation)			X		
12. Program accreditation			X		
13. External accountability reporting requirement					X
14. Trustee/Governing Board deliberations					X
15. Strategic planning					X
16. Institutional benchmarking					X
17. Academic policy development or modification					X
18. Institutional Improvement			X		
19. Resource allocation and budgeting					X
20. New faculty hiring			X		
21. Professional development for faculty and staff					
22. Other Specify:					

Q5.1.1. Please provide one or two best examples to show how you have used the assessment data above.

The review of data has resulted in a curricular proposal to alter the current music history and literature course sequence. In particular, we are considering changing to a three-semester lower-division survey that would include scaffold-style writing requirements and analysis of increasingly complex readings. This would lead to a major, directed research and capstone project in MUSC 110 that would include the analysis of primary source materials.

Q5.2. As a result of the **assessment effort in 2013-2014** and based on the prior feedbacks from OAPA, do you anticipate making any changes for your program (e.g., course structure, course content, or modification of program learning outcomes)?

X	1. Yes
	2. No (If no, go to Q5.3)
	3. Don't know (Go to Q5.3)

Q5.2.1. What changes are anticipated? By what mechanism will the changes be implemented? How and when will you assess the impact of proposed modifications? **[WORD LIMIT: 300 WORDS]**

The review of data has resulted in a curricular proposal to alter the current music history and literature course sequence. In particular, we are considering changing to a three-semester lower-division survey that would include scaffold-style writing requirements and analysis of increasingly complex readings. This would lead to a major, directed research and capstone project in MUSC 110 that would include the analysis of primary source materials.

This proposal has been given a first reading by the departmental Curriculum Committee with the expectation it will be formally taken up at the beginning of the Fall 2014 academic year. Should changes be adopted by the department, we would expect them to reach approval from all levels by the end of the 2014-15 AY and be implemented by Fall 2015.

Q5.2.2. Is there a follow-up assessment on these areas that need improvement?

X	1. Yes
	2. No
	3. Don't know

Q5.3. Many academic units have collected assessment data on aspects of a program that are not related to program learning outcomes (i.e., impacts of an advising center, etc.). If your program/academic unit has collected assessment data in this way, please briefly report your results here. [WORD LIMIT: 300 WORDS]

Question 6 (Q6). Which program learning outcome(s) do you plan to assess next year?

	1. Critical thinking (WASC 1) ¹
	2. Information literacy (WASC 2)
	3. Written communication (WASC 3)
	4. Oral communication (WASC 4)
	5. Quantitative literacy (WASC 5)
	6. Inquiry and analysis
	7. Creative thinking
	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement – local and global
	12. Intercultural knowledge and competency
	13. Ethical reasoning
	14. Foundations and skills for lifelong learning
	15. Global learning
	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
	18. Overall competencies in the major/discipline
	19. Others. Specify any PLOs that the program is going to assess but not included above: a. b. c.

Part 3: Additional Information

A1. In which academic year did you **develop** the current assessment plan?

	1. Before 2007-2008
X	2. 2007-2008
	3. 2008-2009
	4. 2009-2010
	5. 2010-2011
	6. 2011-2012
	7. 2012-2013
	8. 2013-2014
	9. Have not yet developed a formal assessment plan

A2. In which academic year did you last **update** your assessment plan?

	1. Before 2007-2008
	2. 2007-2008
	3. 2008-2009
	4. 2009-2010
	5. 2010-2011
	6. 2011-2012
X	7. 2012-2013
	8. 2013-2014
	9. Have not yet updated the assessment plan

A3. Have you developed a curriculum map for this program?

X	1. Yes
	2. No
	3. Don't know

A4. Has the program indicated explicitly where the assessment **of student learning** occurs in the curriculum?

X	1. Yes
	2. No
	3. Don't know

A5. Does the program have any capstone class?

X	1. Yes
	2. No
	3. Don't know

A5.1. If yes, please list the course number for each capstone class: MUSC 185

A6. Does the program have **ANY** capstone project?

X	1. Yes
	2. No
	3. Don't know

A7. Name of the academic unit: Music

A8. Department in which the academic unit is located: Music

A9. Department Chair's Name: Ernie Hills

A10. Total number of annual assessment reports submitted by your academic unit for 2013-2014: 1

A11. College in which the academic unit is located:

X	1. Arts and Letters
	2. Business Administration
	3. Education
	4. Engineering and Computer Science
	5. Health and Human Services
	6. Natural Science and Mathematics
	7. Social Sciences and Interdisciplinary Studies
	8. Continuing Education (CCE)
	9. Other, specify:

Undergraduate Degree Program(s):

A12. Number of undergraduate degree programs the academic unit has: 7

A12.1. List all the name(s): B.A. Music, B.M. Jazz, B.M. Theory/Composition, B.M. Keyboard, B.M. Voice, B.M. Instrumental, B.M. Music Education

A12.2. How many concentrations appear on the diploma for this undergraduate program? 1-2

Master Degree Program(s):

A13. Number of Master's degree programs the academic unit has: 3

A13.1. List all the name(s): M.M. Conducting, M.M. Composition, M.M. Performance

A13.2. How many concentrations appear on the diploma for this master program? 1

Credential Program(s):

A14. Number of credential degree programs the academic unit has: 1

A14.1. List all the names: B.M. Music Education

Doctorate Program(s)

A15. Number of doctorate degree programs the academic unit has: [_____]

A15.1. List the name(s): [_____]

A16. Would this assessment report apply to other program(s) and/or diploma concentration(s) in your academic unit*?

X	1. Yes
	2. No

*If the assessment conducted for this program (including the PLO(s), the criteria and standards of performance/expectations you established, the data you collected and analyzed, the conclusions of the assessment) is the same as the assessment conducted for other programs within the academic unit, you only need to submit one assessment report.

16.1. If yes, please specify the name of each program: _____

16.2. If yes, please specify the name of each diploma concentration: B.A. Music, B.M. Jazz, B.M. Theory/Composition, B.M. Keyboard, B.M. Voice, B.M. Instrumental, B.M. Music Education