Discipline Outcome
The student will be assessed on whether they have prepared a musical piece for performance on the end of semester recital.

Assessment Author(s)
Charles Haarhues

Measure 1 Type:
Direct

Capstone project

Measure 1 Description:

Outcome Description: Music Department specific requirement
Intended Outcome: The student will be assessed on whether they have prepared a musical piece for performance on the end of semester recital or equivalent.

1) Describe the benchmark for this measure.
A good benchmark would be to have at least 80% of students prepare a musical piece to the point that it is performance ready or near performance ready by the end of the semester.

2) What is the rationale for choosing this benchmark?
A musical piece at or near performance readiness level is a good indicator that the student made sufficient achievement over the course of the semester.
This discipline outcome was Surpassed benchmark

Measure 1 Results:

| 1. No piece selected          | 9 |
| 2. Piece not performed ready | 2 |
| 3. Near performed ready      | 15|
| 4. Performance ready         | 74|

1) How did unit/department performance compare to the benchmark?

89% of the students had a piece performance ready or near performance ready by the end of the semester. This surpassed the benchmark of 80% at or near performance ready.

2) How does the data compare to the previous year, if applicable?

In the previous year 85.4% of the students had a piece performance ready or near performance ready. In the current year the figure was 89%. This represents an increase of 4.6%.

3) If multiple measures were used, how do they compare to each other?

Multiple measures were not used.

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong exceeds benchmark, neutral meets benchmark, or weak misses benchmark)?

Surpassed benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning,
administrative and educational support unit planning, and assessment planning?

1. Students taking private instruction should be encouraged to enroll in music fundamentals and theory classes.
2. Students should be encouraged to enroll in the various performance ensembles offered by the music department. Participation in ensembles will help refine the skills they learn in private lessons.

3) How will your assessment results enable you to improve institutional processes or academic instruction in order to support, facilitate and/or stimulate student learning?

1. Greater emphasis needs to be placed on students learning a musical piece and having it ready for performance. In order to facilitate this, the full time faculty need to communicate this fact to the adjunct faculty who teach private lessons.

Further Action:

Further Action Planned

Describe the action plan:

1. Greater emphasis needs to be placed on students learning a musical piece and having it ready for performance. In order to facilitate this, the full time faculty need to communicate this fact to the adjunct faculty who teach private lessons.

Person/ Group responsible for action

Music Department Chair

Target Date for implementation of the action

09/11/2017

Priority

Medium

Discipline Outcome

Knowledge of Specific Musical Terminology

Assessment Author(s)

Charles Haarhues
Measure 1 Type:
Direct

Pre-Post tests

Measure 1 Description:

**Music Department specific requirement.** Knowledge of specific musical terminology.

1. Specific music vocabulary questions embedded within the Pre-Test / Post-Test administered at the beginning and end of each term to all MUS 120 (music appreciation) students (Examples: *pianissimo, allegro, melody,* etc.).
2. This method determines a student's knowledge of specific musical terms before the beginning the term and compares it to what the student knows at the end of the term.

1) Describe the benchmark for this measure.

A good benchmark would be for at least a 20% average increase in scores when comparing the pre and post-tests, or a 10% improvement for post-test scores over 80%.

2) What is the rationale for choosing this benchmark?

A 20%-plus score increase is a good indicator that students have significantly increased their knowledge over the course of the term.

This discipline outcome was
Met benchmark

Measure 1 Results:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Test Average Score</td>
<td>70.4%</td>
</tr>
<tr>
<td>Post-Test Average Score</td>
<td>90.7%</td>
</tr>
</tbody>
</table>

1) How did unit/department performance compare to the benchmark?

The average increase in scores was 20.3%. This met the benchmark of a 20% improvement for the post-test compared to the pre-test.

2) How does the data compare to the previous year, if applicable?
Last year’s pre-test/post-test improvement was 22.6%. This year’s increase (20.3%) met the benchmark. While the percent average score improvement this year was slightly lower than last year (20.3% this year vs. 22.6% last year), the difference is statistically insignificant.

3) If multiple measures were used, how do they compare to each other?

Multiple measures were not used.

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong exceeds benchmark, neutral meets benchmark, or weak misses benchmark)?

Met benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?

Continuing emphasis on specific musical terms needs to be made this coming year.

3) How will your assessment results enable you to improve institutional processes or academic instruction in order to support, facilitate and/or stimulate student learning?

1. Adjust the emphasis on topics, spending more time on hard-to-understand concepts and topics;
2. Change the methods for presenting hard to understand topics.

Further Action:

Further Action Unnecessary

Learning Outcome

Responsibility and Accountability: Growth in personal development and responsibility demonstrated by the student setting goals
by means of participating in the end of semester recital or equivalent.

Assessment Author(s)
Charles Haarhues

Measure 1 Type:
Direct

Capstone project

Measure 1 Description:
Growth in responsibility and accountability was demonstrated by the student setting goals and achieving them by means of participating in the end of semester recital or equivalent.

1) Describe the benchmark for this measure.
A good benchmark would be to have at least 80% of students participate in the end of semester recital.

2) What is the rationale for choosing this benchmark?
Participation in the end of semester recital is a good indicator that the student demonstrated the personal development and responsibility to complete the desired task (successfully perform in front of a live audience).

This learning outcome was
Met benchmark

Measure 1 Results:

<table>
<thead>
<tr>
<th>Participation in the end of semester recital</th>
<th>100 responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>81</td>
</tr>
<tr>
<td>No</td>
<td>19</td>
</tr>
</tbody>
</table>

1) How did unit/department performance compare to the benchmark?
The student performance was one percentage point above the benchmark.

2) How does the data compare to the previous year, if applicable?

In the previous year's instructor survey, 80.3% of the students participated in the end of semester recital. This year's percentage (81%) was slightly higher compared to the previous year, but the change is statistically insignificant.

3) If multiple measures were used, how do they compare to each other?

Multiple measures were not used.

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong exceeds benchmark, neutral meets benchmark, or weak misses benchmark)?

Met benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?

Even though the benchmarks were met, the goal for the coming year should be for instructors to strive to improve these figures.

3) How will your assessment results enable you to improve institutional processes or academic instruction in order to support, facilitate and/or stimulate student learning?

The department head needs to communicate to private lesson instructors the importance of students participating in end of semester recitals.

Further Action: Further Action Planned

Describe the action plan:

The department head needs to communicate to private lesson instructors the importance of students participating in end of semester recitals. What the department learned will impact what we choose to assess next year.
Person/Group responsible for action
Music Department Chair

Target Date for implementation of the action
09/11/2017

Priority
Medium

Learning Outcome

Cultural Awareness: Knowledge of music as part of Western culture. Test students on knowledge of specific instruments, genres, musicians, and historical development.

Measure 1 Type:
Direct

Pre-Post tests

Measure 1 Description:

Cultural Awareness- Knowledge of music as part of Western culture. Test students on knowledge of specific instruments, genres, musicians, and historical development.

1) Describe the benchmark for this measure.
A good benchmark would be for at least a 20% average increase in scores when comparing the pre and post-tests, but any post-test score over 80% would also be considered as meeting the benchmark as long as it is a 10% increase over the pre-test score. Another benchmark would be that at least 80% of students score 80% or higher on the post-test.

2) What is the rationale for choosing this benchmark?
A 20%-plus score increase is a good indicator that students have significantly increased their knowledge over the course of the term.
Measure 2 Description:
This method is used to confirm the validity of the results of the first measure.

1) Describe the benchmark for this measure.
This benchmark is that at least 80% of students score 80% or higher on the post-test.

2) What is the rationale for choosing this benchmark?
80% of students scoring 80% or more on the post-test confirms that students in the class have an adequate knowledge of the subject matter.

Measure 1 Results:

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Pre-Test Average Score</td>
<td>69.6%</td>
</tr>
<tr>
<td>Post-Test Average Score</td>
<td>88.4%</td>
</tr>
</tbody>
</table>

18.8% Increase in average score in pre/post test comparison

Measure 2 Results:

Percentage of students scoring 80% or higher on the pre-test: 35.2% (37 out of 105)

Percentage of students scoring 80% or higher on the post-test: 79.8% (82 out of 97)

1) How did unit/department performance compare to the benchmark?
The average increase in scores was 18.8%. The average post-test score was 88.4%. This exceeded the benchmark of a 10% increase over the pre-test score for post-test scores over 80%. 84.5% of the students scored 80% or better on the post-test. This was 4.5% over of the benchmark of 80% of the students scoring 80% or more on the post-test.

2) How does the data compare to the previous year, if applicable?
The average pre-test and post-test scores for the previous year was 61.5% and 85.5%, an increase of 24%. The current year pre/post test scores increased by 18.8% (69.6%/88.4%).

In the previous year 79.8% of the students scored 80% or higher on the post-test. In the current year 84.5% scored 80% or above on the post-test.
3) If multiple measures were used, how do they compare to each other?

The multiple measures each surpassed the benchmark.

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong exceeds benchmark, neutral meets benchmark, or weak misses benchmark)?

Surpassed benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?

Even though the benchmarks were met, the goal for the coming year should be for instructors to strive to improve these figures.

3) How will your assessment results enable you to improve institutional processes or academic instruction in order to support, facilitate and/or stimulate student learning?

The department chair needs to communicate to instructors of music appreciation courses the importance of cultural awareness as an aspect of the student's intellectual development.

Further Action:

Further Action Planned

Describe the action plan:

The department chair needs to communicate to instructors of music appreciation courses the importance of cultural awareness as an aspect of the student's intellectual development. What the department learned will impact what we choose to assess next year.

Person/ Group responsible for action

Music Department Chair

Target Date for implementation of the action

09/11/2017
Priority

Medium