

## ASSESSMENT REPORT FOR INSTRUCTIONAL PROGRAMS

Name Mark Smith Program / Department Music – BME Degree

**Directions:** All items should be addressed in a clear and concise narrative (one paragraph or more each) and uploaded into *LiveText* [www.livetext.com].

1. For clarity, please rename your document as: Assessment Report [Program, Level, Spring 20xx]
2. Upload your document into your departmental/program/unit *LiveText* account. Please name the document shell: Assessment Plan & Report [Program, Level, Spring 20xx].
3. Share your document with the CSU Assessment Committee <csuac\_admin> as an Editor.
4. Submit your document for Review to one of the following:  
csuac\_02 [Academic Undergraduate]  
csuac\_03 [Academic Graduate]  
csuac\_04 [Academic General Education]
5. Deadline for ALL reports is June 1. [General Education is typically reported biannually for Fall (Jan. 31) and Spring (June 15).]

### **Evidence to Support Achievement of Student Learning**

Locate summary descriptions of data for all assessments in your program's plan in the chart below. Data should be quantitative wherever possible.

### **Analysis and Program Change**

Based upon the evidence, what are the strengths and weaknesses of the program in terms of accomplishing student learning?

Strengths of the program are evidenced by the successful presentation of a Senior Recital, which is the capstone course requirement for our majors. In addition to performing the required 25+minutes of music, students typically add a second half of music to the program the reflects their personal musical aspirations.

Music Education Majors continue to pass the State of Illinois Music Subject Examination on the first attempt. The unit feels that this is a very positive statement on the quality of this degree curriculum.

The Music Theory and Aural Skills assessment examination is still being refined. Spring 2016 was the second year of implementation, and the department is reviewing the results and considering possible changes for implementation at the end of the Spring 2017 term.

What specific actions have been identified for discussion to make needed improvements?

Students pursuing music education are required to pass the State of Illinois Test of Academic Proficiency (TAP test) for dual admission in the College of Education, which is a requirement for upper level professional education courses and student teaching. At this time, all of our students struggle with this exam, with many opting to change their major to the BA in Music to proceed with graduation. The unit currently has no students admitted in the COE for these upper level classes. This is quite a challenge because the content for the TAP test is English, Math and Reading, areas that we do not specifically teach in music.

What change/s will be implemented to make improvements?

The unit is trying to address this in the following ways:

- Through advising, ensure that required English and Math courses are taken in a timely manner.
- Students are provided information on and directed to tutoring resources in the College of Ed.
- Fall 2015, the unit hired a math tutor to specifically address this subject area of the exam.
- The unit continues to monitor student progress in these areas.

In the absence of 100% fulfillment of all criteria, all programs must identify concrete improvements and implement within an assessment cycle.

**Assessment as a Departmental Priority**

Document assessment communication annually by providing minutes of departmental/program discussions of assessment.

Identify and explain accomplishments for this assessment cycle by stating how your department evaluates the assessment process in order to continuously improve assessment and student learning.

**Publicizing Student Learning**

What are the current mechanisms for publicizing assessment? **Note:** all programs must provide assessment information on their department/program webpage. In addition, all programs must identify at least one other systematic publication venue.

**Summary of Evidence and Improvements**

<b>Instruments (Specify names)</b>	<b>2015/16 Results</b>	<b>Improvements</b>	<b>2016/17 Results</b>	<b>Improvements</b>	<b>2017/18 Results</b>	<b>Improvements</b>
Piano Proficiency Examination	One student completed parts of the piano exam, but not all.	The unit continues to work with students to increase the pass rate of first time takes.				
Senior Recital	No students attempted the senior recital.					
Music Theory and Aural Skills Assessment	No students attempted the theory assessment.					
Applied Lesson 2000 Level Advancement Hearing	1 MUSA 11113 Double Bass student completed the 2000 level advancement hearing.					
Demonstrate a high level of knowledge in K-12 music education.	There were no student teachers for the period of review.					
Demonstrate the ability to develop instructional	There were no student teachers for the period of					

plans for teaching music	review.					
Demonstrate competent understanding for diverse student learning.	There were no student teachers for the period of review.					
Sharing assessment results:	The unit shares assessment information on the department website. In addition, the unit discusses assessment results with students during regular student meetings each semester.					