***Music Department Assessment Plan***

**Programmatic Goals and Objectives**

The music department offers a curriculum for music majors and courses for the general education. The program objectives are:

* Provide Associate degree program and course work to prepare students for transfer to baccalaureate institutions
* Offer music courses in general education curricular

**I. Curriculum for Music Majors**

The curriculum for the music majors was established in accordance with the standards established by the National Association of Schools of Music (NASM). Therefore the goals and objectives are those outlined by NASM. The goals for the program are as follows:

**1) Basic Musicianship.** As defined by NASM, the goal is to prepare the student to function in a variety of musical roles, both primary and supportive. This goal includes the following objectives:

* Developing skills and basic understanding of musical properties such as rhythm, melody,

 harmony, timbre, texture, and form.

* Repeated opportunities for enacting in a variety of ways roles such as listener, performer,

composer, and scholar, and by responding to, interpreting, creating, analyzing, and evaluating

 music.

* A repertory for study that includes various cultures and historical periods.

**2) Performance.** As defined by NASM, the goal is for the student to develop the highest level of performance on the major instrument and also to develop keyboard competencies. This goal includes the following objectives:

* The development of technical skills adequate to meet the needs of artistic self-expression
* Performance of cross-section of music from the various styles represented in the complete

 repertory of the particular performance medium.

* The ability to read at sight.
* Growth in artistry, technical skills, collaborative competence, and knowledge of repertory

through regular ensemble experiences.

**3)** **Basic Analysis.** As defined by NASM, the goal is for the student to develop basic analytical knowledge and skills including an understanding of music in both its cultural and historical contexts.

**II. Methods of Assessment**

The following methods of assessment will be used. A list of courses and the assessment instrument used can be found in Table 1.

**Pretest-Posttest:** Students will be given multiple choice test at the beginning of the semester that contains questions pertaining to the major objectives goals of the music program that are addressed in the course. At the end of the semester the same exams will be given again to the students.

**Proficiency Exam:** In music courses that teach a skill set, such as the class Piano courses, a proficiency exam will be given to the students at the end of the semester. The rubric is published in the Music Department Handbook.

**Jury:** Juries are used to judge the performance abilities of students who take Applied Lessons. Juries are done at the end of the semester. The department has developed a standardize jury form published in the Music Department Handbook.

**Table 1. A list of courses, the instrument used and the goals assessed.**

|  |  |  |
| --- | --- | --- |
| **Course(s)** | **Goal and Objective(s) Assessed\*** | **Instrument Used** |
| *Music Theory I-IV (written and aural)*: MU1613/1621, MU1703/1711, MU2103/2121, MU2203/2211 | 1a,1b,3 | Pretest-posttest |
| *Class Piano I-IV* : MU1042, MU1142, MU2042, MU2052  | 2a,2b | Proficiency Exam |
| *Applied Major 1-IV* | 2a,2b,2c,2d | Jury |
| *Music History:* MU1913 | 1c | Pretest-posttest |
| *Music History up to 1800:* MU1813 | 1c | Pretest-posttest |

\* Numbers and letters refer to the numbers and letters of the goals and objectives outlined in part I

**III. How Results Will Be Evaluated and Disseminated**

**Pretest-Posttest:** Student scores will be compared from the pretest and post test to assess the level of improvement in their competency. Because we will be using multiple choice exams, individual questions can be monitored allowing us to assess how each course is meeting the specific objectives the questions are addressing.

**Proficiency Exams and Jury:** Student performance will be tracked as they move from lower level courses to higher level courses. This will allow the department to determine if students are showing improvement in their performance skills.

**Dissemination and Use of Data:** Results of the assessment will be submitted to the College in the annual assessment report. The music faculty will meet to discuss the results of the assessment to determine is any adjustments to the program are necessary.

**IV. Time Table**

The timing of the implementing the above assessment instruments can be found in Table 2.

**Table 2. Timing of implementation of the assessment instruments**

|  |  |  |
| --- | --- | --- |
| **Course(s)** | **Instrument** | **Time of implementation** |
| Music Theory I-IV | Pretest-posttest |  |
| Class Piano I-IV | Proficiency Exam | Already in use |
| Applied Music I-IV | Jury | Already in use |
| Music History | Pretest-posttest |  |
| Music History up to 1800 | Pretest-posttest |  |

**Assessment Plans for General Education Courses**

**I. General Education Courses**

The curriculum for the general education courses align with the Common Learning Objectives (CLO) set by AQIP and adopted by East Central College. The CLO’s for this program are:

**1) Social Responsibility.** Through courses in Music Appreciation, Rock and Roll: Music Appreciation, World Music, and Music History students complete the following objectives:

 **a)** Global Citizenry

 **b)** Extra and Co-Curricular Student Activities

**2) Communication.** Through courses in Music Appreciation, Rock and Roll: Music Appreciation, World Music, and Music History student complete the following objectives:

 **a)** Listening

 **b)** Writing

 **c)** Speaking

**3) Creative/Critical Thinking.** Through a course in Music Fundamentals students complete the following objectives:

 **a)** Problem Solving Skills

 **b)** Analysis and Synthesis

**II. Methods of Assessment**

The following methods of assessment will be used. A list of courses and the assessment instrument used can be found in Table 1.

**Pretest-Posttest:** Students will be given a multiple choice, fill in the blank, and/or short answer test at the beginning of the semester that contains questions pertaining to the major objectives and goals that are addressed in the course. At end of the semester the same exam will be given again to the students.

**Concert Attendance:** Students will attend concerts or recitals related to the major objectives and goals that are addressed in the course. Students will discuss or write reactions to the concert or recital.

**Writing**: Students will write both formally and informally, a minimum of 12 pages total, throughout the semester reflecting the major objectives and goals that are addressed in the course.

**Table 1. A list of courses, the instruments used and the goals assessed.**

|  |  |  |
| --- | --- | --- |
| **Course** | **Goal and Objectives Assessed\*** | **Instrument Used** |
| *Music Fundamentals*: MU 1003 | 1b, 3a, and 3b | Pretest-Posttest, Concert Attendance |
| *Music Appreciation*: MU 1603 | 1a, 1b, 2a, 2b, and 2c | Pretest-Posttest, Concert Attendance |
| *Rock and Roll: An Appreciation*: MU 1103 | 1b, 2a, and 2b | Writing, Concert Attendance |
| *World Music*: MU 1503 | 1a, 1b, 2a, 2b, and 2c | Pretest-Posttest, Concert Attendance |
| *Music History*: MU 1813 | 1a, 1b, 2a, 2b, and 2c | Writing, Pretest-Posttest |

\* Numbers and letters refer to the numbers and letters of the goals and objectives outlined in part I

**III. How Results Will Be Evaluated and Disseminated**

**Pretest-Posttest:** Student scores will be compared from the pretest and post test to assess the level of improvement in their competency. Because we will be using multiple choice, fill in the blank, and short answer exams, individual questions can be monitored allowing us to assess how each course is meeting the specific objectives the questions are addressing.

**Concert Attendance:** Students attendance will be tracked throughout the semester by each individual instructor. Students will sign in and out of each event in order to maintain participation. Instructors will evaluate the involvement of the student as audience member through class discussion and writing assignments. Instructors will keep a sampling of reports to track improvement in listening skills throughout the semester and from semester to semester. A rubric will be developed to aid in evaluating.

**Writing**: A rubric will be developed to aid in evaluating both formal and informal writing assignments. The instructors will keep a sampling of writing assignment to track improvement in research, listening, and writing skills throughout the semester and from semester to semester.

**Dissemination and Use of Data:** Results of the assessment will be submitted to the College in the annual assessment report. The music faculty will meet to discuss the results of the assessment to determine is any adjustments to the program are necessary.

**IV. Time Table**

The timing of the implementation the above assessment can be found in Table 2.

**Table 2. Timing of implementation of the assessment instruments**

|  |  |  |
| --- | --- | --- |
| **Course** | **Instrument Used** | **Time of implementation** |
| *Music Fundamentals* | Pretest-Posttest, Concert Attendance |  |
| *Music Appreciation* | Pretest-Posttest, Concert Attendance | Already in use |
| *Rock and Roll: An Appreciation* | Writing, Concert Attendance |  |
| *World Music* | Pretest-Posttest, Concert Attendance |  |
| *Music History* | Writing, Pretest-Posttest |  |