**Annual Assessment Report to the College 2011-12**

**College: MCCAMC**

**Department: MUSIC**

**Program: UNDERGRADUATE AND GRADUATE PROGRAMS**

Note: Please submit report to your department chair or program coordinator, the assessment office and to the Associate Dean of your College by September 28, 2012. You may submit a separate report for each program which conducted assessment activities.

**Liaison: ALEXANDRA MONCHICK**

**Overview of Annual Assessment Project(s) (optional)**

1a. **Assessment Process Overview:** Following our 5-year plan, we evaluated our undergraduate music technology classes (MUS 191 and MUS 391) as well as our graduate techniques and Research of Bibliography in Music (MUS 601). We have rolled over the assessment of musicianship to 2012-13.

**2. Student Learning Outcome Assessment Project:** Answer questions according to the individual SLO assessed this year. If you assessed an additional SLO, report in the next chart below.

**2a. Which Student Learning Outcome was measured this year?**

PLO 1 (“demonstrate the ability to hear, identify, and work conceptually with the elements of music, through sight-reading, basic keyboard proficiency, and musical analysis”) and PLO 4 (“demonstrate a working knowledge of music technology and its application to their area of specialization”) were assessed at the undergraduate level.

PLO 3 (“demonstrate artistic and intellectual rigor in the organization, interpretation, communication, and dissemination of musical knowledge” and PLO 1 (“demonstrate continuing development of professional and scholarly competence within their area of specialization “ were assessed at the graduate level.

**2b. Does this learning outcome align with one of the following University Fundamental Learning Competencies? (check any which apply)**

**Critical Thinking, MUS 601**

**Oral Communication MUS 601**

**Written Communication MUS 601**

**Quantitative Literacy MUS 191, MUS 391**

**Information Literacy MUS 191, MUS 391**

**2c. What direct and indirect instrument(s) were used to measure this SLO?**

In MUS 191 and 391pre and post-test embedded questions were used to assess student improvement, in addition to final research projects to demonstrate their grasp of the material. In MUS 601 an essay during the 1st week of class was evaluated against a final essay, by using a writing rubric assessing of critical reasoning, information synthesis, and organization.

**2d. Describe the assessment design methodology:** For example, was this SLO assessed longitudinally (same students at different points) or was a cross-sectional comparison used (comparing freshmen with seniors)? If so, describe the assessment points used.

All students were assessed in both classes

**2e. Assessment Results & Analysis of this SLO:** Provide a summary of how the evidence was analyzed and highlight important findings from collected evidence.

The data from MUS 191/L serves as the source for the assessment of SLO4 for most of our degree programs. For our Music Industry Studies and Commercial and Media Writing options, the data from MUS 391/L is also germane. The data from these two courses shows that students are achieving SLO4. Any weaknesses noted above will be addressed by the faculty member in charge of the music technology area.

In MUS601 each individual showed improvement with the average paper grade improving from 7.69 on the first paper to 8.84 on the second paper, an average improvement of 1.15 points. A slight margin of error results from the instructor’s subjectivity on the “use of language” variable. The improvement in the writing and critical thinking as assessed in these two assignments demonstrates that we are meeting SLO 3 at the graduate level.

**2f. Use of Assessment Results of this SLO:** Were assessment results from previous years or from this year used to make program changes in this reporting year?

Type of change:

changes to course content/topics covered: MUS 601 now incorporates evaluation of secondary and primary sources in a final research paper

course sequence: none

addition/deletion of courses in program: deletion of independent study

describe other academic programmatic changes: none

student support services :none

revisions to program SLOs: realignment with college and university SLOs

assessment instruments: addition of a writing rubric in music history classes

describe other assessment plan changes: none

Have any previous changes led to documented improvements in student learning? (describe)

Because we have realigned our SLOs in 2011-2012, documentation of improvement beyond the last academic year is not available.

Some programs assess multiple SLOs each year. If your program assessed an additional SLO, report the process for that individual SLO below. If you need additional SLO charts, please cut & paste the empty chart as many times as needed. If you did NOT assess another SLO, skip this section.

**How do your assessment activities connect with your program’s strategic plan and/or 5-yr assessment plan?**

Following our 5 year plan, we will assess undergraduate performance classes this year and graduate music history seminars.

**Other information, assessment or reflective activities or processes not captured above.**

**N/A**

**Has someone in your program completed, submitted or published a manuscript which uses or describes assessment activities in your program? Please provide citation or discuss.**

N/A

May 17, 2012