

Annual Assessment Report for 2021-2022 AY

Reports completed on assessment activities carried out during the 2021-2022 AY will be due September 30th 2022 and must be e-mailed to the Director of Assessment, Dr. Douglas Fraleigh (douglasf@csufresno.edu).

Provide detailed responses for each of the following questions within this word document. Please do NOT insert an index or add formatting. For purposes of this report, you should only report on two or three student learning outcomes (department's choice) even if your external accreditor requires you to evaluate four or more outcomes each year. Also be sure to explain or omit specialized or discipline-specific terms.

Department/Program: Music Degree: MA

Assessment Coordinator: Donald Henriques

1. Please list the learning outcomes you assessed this year.

Graduate Student Learning Outcome #3: "Students will demonstrate advanced repertoire knowledge and performance skills appropriate to the field of study."

2. What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment? **Please describe the assignment and the criteria or rubric used to evaluate the assignment in detail and, if possible, include copies of the assignment and criteria/rubric at the end of this report.**

Google Form surveys were sent to all students enrolled in graduate applied instruction (Music 210) and their corresponding faculty instructors. Student respondents at various points in the MA program. In Spring 2022, there were six faculty teaching a total of 16 students in one-on-one settings in the areas of choral conducting and instrumental performance (bassoon, cello, clarinet, percussion, and violin).

SLO #3 was split into two parts for the survey: One question on advanced the demonstration of advanced repertoire and the other on performance skill appropriate to the field of study. Given the wide variety of specialties within instrumental performance and conducting, the survey questions were decidedly broad. Faculty were asked to their evaluation of individual progress and students provided a self-reflective response.

Faculty were asked to assess each student with respect to Student Learning Outcome #3 using the following rubric:

- 1) The student is working to meet the standard;
- 2) The student has met the standard; and
- 3) The student has exceeded the standard. Space was also provided for faculty to add further information.

Response choices for students included: 1) I am currently an MA student working to improve my repertoire knowledge for my instrument, voice, or as a choral conductor; 2) I am graduating and have a good grasp of advanced repertoire knowledge for my

instrument, voice, or as a choral conductor; and 3) I graduated in Fall 2021, but my advanced repertoire knowledge is still lacking.

Space was provided for students to add anything further. 9 students wrote additional information with respect to advanced repertoire knowledge as well as advanced performance skills.

3. What did you learn from your analysis of the data? Please include sample size (how many students were evaluated) and indicate how many students (number or percentage instead of a median or mean) were designated as proficient. Also indicate your benchmark (e.g. 80% of students will be designated as proficient or higher) and indicate the number of students who met that benchmark.

5 out of 6 faculty survey responses were received. 11 out of 16 students responded to the survey. Students are evaluated regularly on advanced repertory and performance skills by benchmarks set by their applied professor. The response breakdown is as follows:

a) Demonstration of Advanced Repertoire Knowledge

Faculty Responses: Exceeded: 8; Met: 4; In-Progress: 2; Not Met: 0

Student Responses: Met: 3; In-Progress: 8; Not met: 0

b) Demonstration of Advanced Performance Skills

Faculty Responses: Exceeded: 6; Met: 6; In-Progress: 2; Not met: 0

Student Responses: Met: 3; In-Progress: 8; Not met: 0

Assessment: Additional written information from faculty or students did not contradict that information represented above. In general, faculty were pleased with student progress and student responses were aligned. Since this evaluation included all students, they were at various points in the program. Students that were "In-Progress" could be interpreted as "not proficient," however that would be unfair given that they are not at the end of their program. All students that graduated in Spring 2022 either "exceeded" or "met" the standard as determined by their applied professor.

4. What changes, if any, do you recommend based on the assessment data?

The questions posed on the survey were perhaps too general. While SLO #3 is decidedly broad given the various specialties offered by the Music MA (Performance Option) which include conducting (both instrumental and choral), instrumental and vocal performance, as well as composition, for the purposes of assessment, a more specific approach would appear to be in order. For example, with regard to "Advanced Repertoire Knowledge," we did not assess the type of repertoire (solo, chamber, large-ensemble) and/or whether it comes from in or outside the western canon. In the same way, "Advanced Performance Skills," does not address interpretiv skills nor anything with regard to improvisation.

The Department is currently developing a Master of Music degree. The assessment requirements for the MM, will need to be more specific and thorough per our NASM (National Association of Schools of Music) accreditation. Going forward the Department will need to create more refined tools to assess SLO#3 and/or update this particular SLO.

5. If you recommended any changes in your response to Question 4 in your 2020-21 assessment report, what progress have you made in implementing these changes?

In the 2020-2021 assessment, I identified the need for a new Performance Assessment form used to evaluate the graduate project/recital. In the past, the Department has used the same form for both undergraduate (198) and graduate (298) recitals. The implementation of our new Bachelor of Music Degree in Fall 2022 necessitated the creation of a new Performance Assessment form. This new form will be used in Spring 2023 for MA project/recitals.

6. What assessment activities will you be conducting during AY 2022-23?

For 2022-2023, I will be assessing SLO#1: *Students will conduct graduate-level research on musical issues and formulate artistic/scholarly conclusions.* The assessment of this SLO will be approached through the graduate seminars in our MA program, as well as the extent to which our department is addressing the goals of JEDI.