

Questions to be Addressed	SLO(s) Assessed in the Academic Year		
1. List the student learning outcomes.	1. Analytical Skills in the Theory of Music	2. Analytical Skills in Music History	3. Performance Skills
2. Describe: <ul style="list-style-type: none"> • the measures used • the sample of students from whom data were collected • the timetable for the collection • the forum in which the measures were administered 	This assessment was a direct measure of assessment (composition and transcription project) assessed using the rubric provided in the SLO description. All Bachelor of Music and Bachelor of Arts in Music students registered for the required capstone course, MUSIC 360, degrees took the assessment in the 2007-2008 school year.	This assessment was a direct measure of assessment (research and historical analysis paper) assessed using the rubric provided in the SLO description. All Bachelor of Music and Bachelor of Arts in Music students registered for the required capstone course, MUSIC 532, degrees took the assessment in the 2007-2008 school year.	This assessment was a direct measure of assessment (authentic assessment through performance) assessed using a rubric. Assessed were all students who took the assessment in the Bachelor of Music and Bachelor of Arts in Music degree in the 2007-2008 school year. This assessment occurs each semester of campus study.
Describe the results of the assessment. (What do they tell you about student learning? What did you learn about the strengths and weaknesses of your program?)	Of the 12 total students in the BM & BA degrees, <ul style="list-style-type: none"> • 75% -Mastery • 17% -Acceptable • 8% -Developing • 0% -Underdeveloped The achievement is greatly improved from the former year. The mastery level doubled from 36% to 75%. The underdeveloped level was eliminated as compared to 23% the year prior.	Out of 12 students in the BM & BA degrees who took this assessment, <ul style="list-style-type: none"> • 16% -Mastery • 33% -Acceptable • 0% -Developing • 51% -Underdeveloped The 49% of the students performing at acceptable or higher illustrate the capacity of candidates to relate the history of music to expectations as a future musician. As compared to 82% the prior year who achieved acceptable or above, achievement levels dropped.	Out of 49 students in the BM & BA degrees who took this assessment, <ul style="list-style-type: none"> • 94% -Mastery • 6% -Acceptable • 0% -Developing • 0% -Underdeveloped The percentage of students achieving at the Mastery level increased from 74% to 94% with 100% above the acceptable level.

<p>3. Describe the process by which faculty reviewed the results and decided on the actions and/or revisions that were indicated by them.</p>	<p>Our outcome-based assessment reflects the achievement expectation of BM & BA music majors as they conclude a sequence of study in music theory. There has been full faculty participation in the current assessment and evaluation process. This multi-level assessment includes the skills of composition, transcription, and written analysis. Involved is monitoring of each student through the creative and revision process. Guidance is reviewed, discussed, and modified to provide continual enhancements to content delivery and student achievement.</p>	<p>Our outcome-based assessment reflects the achievement expectation of BM & BA music majors as they conclude a sequence of study in music history. Individual improvement of each student is monitored over three semesters that lead toward this summative assessment. The History faculty reviewed the rubrics and decided to maintain the assessment and rigor as is.</p>	<p>Our outcome-based assessment reflects the achievement expectation of all music majors as they conclude a sequence of proficiency development. Individual improvement of each student is monitored and assessed each semester of study through jury performance. There has been full faculty participation in the current assessment and evaluation process. The faculty from each division, winds and percussion, keyboard, & voice meet regularly to discuss expectations, unify assessment criteria and decided to maintain present expectations and means of communication of student proficiency.</p>
<p>4. Describe the actions and/or revisions that were (or will be) implemented in response to the assessment results.</p>	<p>There was no change from the former year.</p>	<p>There was no change from the former year.</p>	<p>There was no change from the former year.</p>
<p>5. When reporting on second and subsequent years (2006, 2007, 2008, etc., respectively), describe the effects on student learning of the previous year's actions.</p>	<p>Student learning as demonstrated by the assessments remain high and yet rigorous.</p>	<p>Student learning as demonstrated by the assessments remain high and yet rigorous. Students failing to meet achievement expectations are guided to alternate forms of guidance leading to achievement on a later assessment.</p>	<p>Student feedback was very positive in reference to the feedback provided through the rubric. Achievement levels are clearly classified and communicated to students.</p>