

Assessment report for the Music Minor, 2017

MISSION STATEMENT

The Minor in Music program recognizes students' passion for the discipline and builds on it to deepen their knowledge and skills and to inspire them to use their art for the betterment of society.

PROGRAM LEARNING OUTCOMES

1. Analyze musical trends, works, and methodologies within their socio-historical context.
2. Apply musical skills in performing, teaching, composing, writing, or presenting.
3. Understand and articulate how music is integral to a humane and just society.

CURRICULUM MAP

	PLO1 Analyze musical trends, works, and methodologies within their socio-historical context	PLO2 Apply musical skills in performing, teaching, composing, writing, or presenting	PLO3 Understand and articulate how music is integral to a humane and just society
required classes			
MUS 100 Musicianship and principles of tonal theory (may be fulfilled with MUS 300 by advanced students)		I & D (M in 300)	
MUS 101 Music Appreciation (may be fulfilled with MUS 301 or 392 by advanced students)	I & D (M in 301/392)		I
PASJ 180 Music and Social History	I & D		D
elective choices (8 units required)			
MUS 110/111 Music Ensembles (0-2 units)		D	
MUS 12x Music lessons (2 units)	I	I & D/M depending on level of student	
MUS 2xx Cultural studies (Core F)	D & M		D
MUS 31x upper division theory classes		M	D

ASSESSMENT METHODS

For the year 2016-2017 we assessed PLO 2: Apply musical skills in performing, teaching, composing, writing, or presenting.

"We" means that all this was done by myself, Alexandra Amati, and the only other full time faculty in Music, Prof. Byron Au Yong. We also happen to have been the professors teaching all three classes used to evaluate the PLO.

The student work products we used were the final exams for both the lower division music theory class (MUS 100) as well as the upper division (MUS 300), as well as the final projects and exams for the Music Appreciation class (MUS 101), and only considered the exams taken by music minors, hence the low number of samples.

We only used direct methods for assessment, no indirect ones.

No calibration was used because Prof. Au Yong is the only professor teaching the theory class and Prof. Amati is the professor who taught the Music Appreciation class.

We developed a five-point rubric to assess this PLO and applied it to the relevant responses on the exam.

	below expectations		meets expectations		exceeds expectations
Can interpret a piece of music					
Understands the principles of music theory					
<ul style="list-style-type: none"> • Scales, key signatures, chords, intervals 					
<ul style="list-style-type: none"> • Musical form 					
<ul style="list-style-type: none"> • Principles of counterpoint 					
<ul style="list-style-type: none"> • Roman numeral analysis 					
Can analyze a piece of music					
Able to sightsing/sightread					
Can critique a musical performance					

RESULTS

In the chart below we detail how many of the students out of the total number of minors in the class, are at each level on the rubric. We also explain which of the courses' products were used to evaluate the particular skill.

	below expectations		meets expectations		exceeds expectations
Can interpret a piece of music					
Understands the principles of music theory					
<ul style="list-style-type: none"> • Scales, key signatures, chords, intervals (MUS 				2/4	2/4

100)					
• Musical form (MUS 300)					3/3
• Principles of counterpoint (MUS 300)					3/3
• Roman numeral analysis (MUS 300)					3/3
Can analyze a piece of music (MUS 300)				2/3	1/3
Able to sightsing/sightread (MUS 100)				2/4	2/4
Can critique a musical performance (MUS 101)			1/4	1/4	2/4

We take these results to indicate that these courses have been designed to teach students the skills we expect them to gain in an effective way, though the small sample makes any kind of generalization difficult. Though the music minor is rather large (somewhere around 80-90 students), the number of minors taking each of the courses on any given semester is rather low.

CLOSING THE LOOP

Based on the results we have gathered we think that the way we are teaching the skills for the second PLO are at least adequate. We continuously redesign classes and tweak content, but the theory curriculum being rather new (since Prof. Au Yong's hire last year), we think it is working fine for now. We look forward to assessing the other PLOs and then reassessing the music minor in its entirety. Most of the changes we are thinking about involve classes that would be assessed with the other two PLOs. As for MUS 101, since it is a rather popular CORE F class, Prof. Amati has tried to make it more interesting and less of a lecture-style class last year and will run it at least one more time with the new syllabus to see if the initial findings (much liked by students and by the faculty member) are confirmed.