

Weber State University
Annual Assessment of Evidence of Learning

Cover Page

Department/Program: Music
Academic Year of Report: 2015/16
Date Submitted: 12/15/16
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A. Brief Introductory Statement:

Please review the Introductory Statement and contact information for your department displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if this information is current, please place an 'X' below. No further information is needed. We will indicate "Last Reviewed: [current date]" on the page.

Information is current; no changes required.

Information is not current; updates below.

Update:

B. Mission Statement

Please review the Mission Statement for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if it is current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

If the information is not current, please provide an update:

Information is current; no changes required.

Information is not current; updates below.

C. Student Learning Outcomes

Please review the Student Learning Outcomes for your department displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if they are current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

If they are not current, please provide an update:

Information is current; no changes required.

Information is not current; updates below.

Measurable Learning Outcomes

At the end of their study at WSU, students in this program will:

- 1) ...
- 2) ...
- 3) ...
- 4) ...
- 5) ...
- 6) etc.

D. Curriculum

Please review the Curriculum Grid for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if it is current, please indicate as much; we will mark the web page as “Last Reviewed: [current data]”. No further information is needed. If the curriculum grid is not current, please provide an update:

- Information is current; no changes required.**
- Information is not current; updates below**

Curriculum Map

	Department/Program Learning Outcomes							
	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Etc...			
Core Courses in Department/Program								

Note^a: Define words, letters or symbols used and their interpretation; i.e. 1= introduced, 2 = emphasized, 3 = mastered or I = Introduced, E = Emphasized, U = Utilized, A = Assessed Comprehensively; these are examples, departmental choice of letters/numbers may differ
Note^b: Rows and columns should be transposed as required to meet the needs of each individual department

Additional Information (if needed)

E. Assessment Plan

Please review the Assessment Plan for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if the plan current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

The site should contain an up-to-date assessment plan with planning going out a minimum of three years beyond the current year. Please review the plan displayed for your department at the above site. The plan should include a list of courses from which data will be gathered and the schedule, as well as an overview of the assessment strategy the department is using (for example, portfolios, or a combination of Chi assessment data and student survey information, or industry certification exams, etc.).

Please be sure to include your planned assessment of any general education courses taught within your department. This information will be used to update the General Education Improvement and Assessment Committee’s planning documentation.

Assessment plan:

The current plan is accurate.

F. Report of assessment results for the most previous academic year:

There are a variety of ways in which departments can choose to show evidence of learning. This is one example. The critical pieces to include are 1) what learning outcome is being assessed, 2) what method of measurement was used, 3) what the threshold for ‘acceptable performance’ is for that measurement, 4) what the actual results of the assessment were, 5) how those findings are interpreted, and 6) what is the course of action to be taken based upon the interpretation.

A. Evidence of Learning: Courses within the Major

(this is a sample page for purpose of illustration only; a blank template can be found on the next page)

Sample only - Evidence of Learning: Courses within the Major – Sample only					
Measurable Learning Outcome: Students will...	Method of Measurement*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 1:	Measure 1: A set of 10 multiple choice questions from Exam 1 Measure 2: Student presentations	Measure 1: 85% of students will score 80% or better on 10 questions Measure 2: Using a rubric to assess the presentation, 90% of students will achieve a score of 75% or above.	Measure 1: 93% of students scored 80% or better on 10 questions Measure 2: the threshold was met, but students performed poorly (avg. = 1.8) on one criterion.	Measure 1: Students successfully demonstrated interpretation skills Measure 2: unclear where the issue is	Measure 1: No curricular or pedagogical changes needed at this time Measure 2: provide better explanation of the expectations for this criterion and re-assess.
Learning Outcome 2:	Measure 1: Results of standardized test Measure 2: Students are surveyed about their perceived competence of the outcome	Measure 1: 85% of students will score at or above the national average. Measure 2: On a 5 point Likert scale, 90% of students will indicate 4 or 5	Measure 1: 90% of students scored above national average Measure 2: Less than half of students felt competence with this outcome.	Measure 1: Students successfully demonstrated competence; lowest average score was in transfer of knowledge, where only 69% of questions were answered correctly. Measure 2: Students tested well, but their perceived competence was lower than expected.	Measure 1: Faculty agree to include review of transfer in all related courses; this outcome will be reassessed during next review Measure 2: Students will be given more opportunity to practice this skill with immediate feedback.

*Can be a mix of direct and indirect measures, but at least one measure must be direct

Evidence of Learning Worksheet: **Courses within the Major**

Course: Music Theory I-IV

Course [Subject/Number]	Evidence of Learning: Courses within the Major				
Measurable Learning Outcome	Method of Measurement*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 1:	Measure 1: Please see theory data report on following pages	Measure 1:	Measure 1:	Measure 1:	
	Measure 2:	Measure 2:	Measure 2:	Measure 2:	

*Direct and indirect: at least one measure per objective must be a direct measure.

Additional narrative (optional – use as much space as needed): One of the suggestions on our Program Review was to explore using longitudinal assessment data. The report from the Theory Area is a first step in that process, and rather than using the supplied grid it is presented in a manner suited to our needs.

b. Evidence of Learning: High Impact or Service Learning

This is an optional section. If you provide students with high impact or service learning opportunities you may briefly describe those opportunities and explain how you assess their impact on student learning. This [excerpt](#) from George D. Kuh provides a brief overview of high-impact practices.

All music students complete at least one recital, and most complete two. Evaluation of recitals is done by a committee of faculty. Students must complete a recital preview at least two weeks before their performance. At the preview the faculty committee provides useful feedback to the student. The faculty also determines whether or not the student is ready to offer the performance.

Music Education and Pedagogy students also complete internships as part of their degree program. Internships provide a practical synthesis and application of knowledge and skills gained in pedagogy and methods courses. Students plan and implement lessons, document progress and evaluate their teaching assignments in group or private settings.

Music Education majors have the option of completing a senior project in lieu of the senior recital. The project requires the completion of a project proposal that must be approved by a faculty committee. The student then completes the project in consultation with the faculty.

Students in the Bachelor of Arts program complete a senior project. The project requires the completion of a project proposal that must be approved by a faculty committee. The student then completes the project in consultation with the faculty.

Weber State University Music Theory Data Report Fall 2016

by

Shannon Roberts

Scope and Delimitations:

This study is focused on a comparison of music theory placement test scores and final grades for music students. Subjects have been selected from 157 students who enrolled in Weber State University from January 9, 2015—September 2, 2016. All students in this study took the Music Theory Placement Examination prior to taking other music theory courses.

A statistical comparison was generated to discover the differences between their initial placement tests mean scores and their mean final grades for Music Theory I-IV, Aural Skills and Form & Analysis. This is a preliminary study that will be expanded to a yearly analysis that account for a students' experience in music theory. The goal of this on-going study is to measure the success of students in music theory over a four-year period, and ascertain if the placement exam can be used as a predictor of student success in music theory, and if student achievement can be measured by such a comparison.

Methodology:

Data was gathered and analyzed in the following manner:

1. Music Theory Placement Exam scores were compiled and ranked by raw score and percentages.
2. Music Theory, Aural Skills and Form & Analysis course final grades were collected from the music theory faculty. All of the scores were likewise compiled and ranked by raw score and percentages.
3. All music theory and aural skills courses are sequential. They are taken in the following order:
 - Music Theory I, II, III, IV (Each taken with concomitant Aural Skills I-IV) Form & Analysis. Note: Music Theory III & IV Aural Skills were combined scores.
 - All scores were compared in the same chronological sequence that they are offered. The mean scores of students for each course were compared.

Findings:

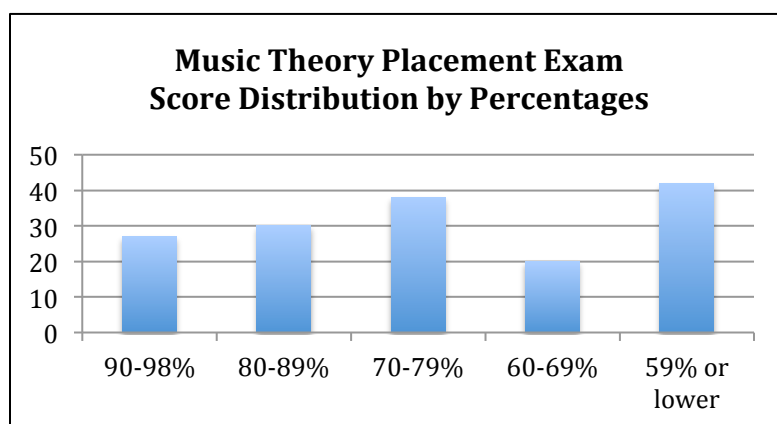
Music Theory Placement Exam

Results from January 9, 2015—September 2, 2016

- Sample Size: 157 students
- Mean Score: 70.65% = 51.76 out of 62 possible points.
- Range: Lowest to highest raw scores: 12—61 points
- Distribution:

Scores by %

- 90-98%.....27 students/17%
- 80-89%.....30 students/19%
- 70-79%.....38 students/24%
- 60-69%.....20 students/13%
- 59% or lower42 students/27%



Students' placement exam scores had a mean of 7.65% with a raw mean score of 51.76 out of a possible 61 points.

Comparative Median Scores (Shown in Percentages)

(From Placement Exam through Theory 1,2,3,4 & Form and Analysis)

Not all 157 students continued in music theory courses after their placement exam. There was an approximate 51% drop rate. 77 students (49%) of the 157 who took the placement exam continued through advanced courses.

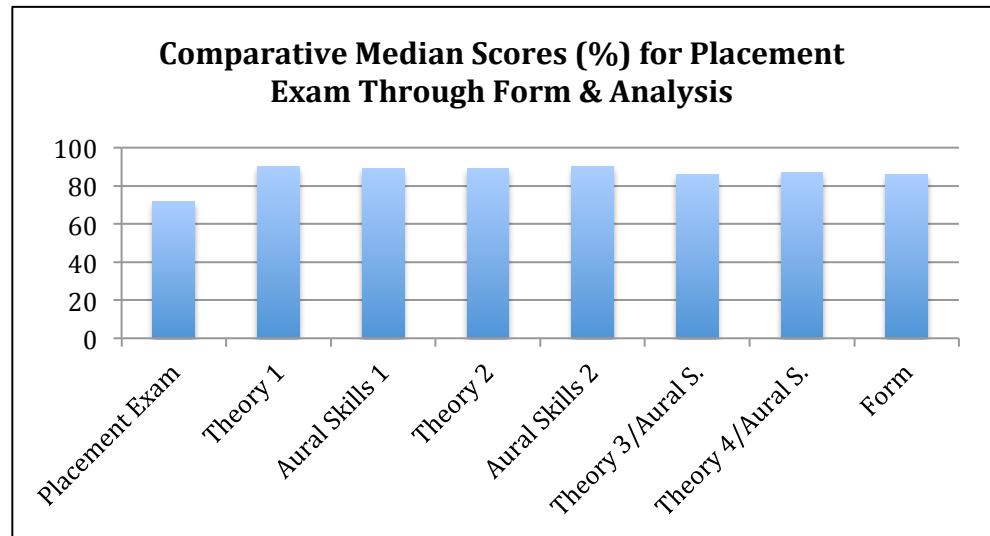
Results:

- Sample Size: 77 students
- Mean Scores: Indicated in fig. 2 below for each course.
- Range: Lowest to highest raw scores:
 - 12—61 points
- Distribution:

Scores by %

 - 90-98%.....27 students/17%
 - 80-89%.....30 students/19%
 - 70-79%.....38 students/24%
 - 60-69%.....20 students/13%
 - 59% or lower42 students/27%

Placement Exam	72
Theory 1	90
Aural Skills 1	89
Theory 2	89
Aural Skills 2	90
Theory 3/ Aural Skills	86
Theory 4/ Aural Skills	87
Form	86



Conclusions:

1. 49% of students, who continued and completed music theory/aural skills courses, had a mean score of 88.14% for all course-work.
2. This is a 17.49% increase/difference between their initial placement scores and their course-work average.
3. There are several factors that can improve this on-going evaluation that can yield more specific information and facilitate data gathering for further evaluation:
 - Individual database tracking of each student's progress from placement test through all music theory courses.
 - Tracking of number of students enrolled in each class, and comparisons made with those who dropout with those that pass/fail the courses.
4. More data is needed to provide a more complete tracking of each of the 157 students who took the music theory placement exam.
- 5.
6. The goal of this on-going study is to measure the success of students in music theory over a four-year period, and ascertain if the placement exam can be used as a predictor of student success in music theory, and if student achievement can be measured by such a comparison. Based on the results of this study, it seems that with careful data tracking over a minimum of a four-year period, this goal can be reached.

c. Evidence of Learning: General Education Courses

(Area-specific EOL grids can be found at http://weber.edu/oie/Complete_Rubrics.html; they can replace this page.)

Evidence of Learning: General Education, Creative Arts Courses

Course MUSC 1035 History of Rock and Roll

Gen Ed Learning Goal Students will:	Measurable Learning Outcome Students will demonstrate their understanding by:	Method of Measurement Direct and Indirect Measures*	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will create works of art and/or increase their understanding of creative processes in writing, visual arts, interactive entertainment, or performing arts.	Learning Outcome 1. Students will complete a review of an album of their choice, taking into account artistic and promotional decisions	Measure 1: Students will write an essay given a very broad format but that still addresses key points of understanding; these will be graded using a rubric	75% of students will score a 90% or higher on this essay	Measure 1: 80% of students scored a 90% or higher on this essay	Measure 1 Students are meeting the learning outcome	Measure 1: No changes needed.
		Measure 2:		Measure 2:	Measure 2:	Measure 2:

Gen Ed Learning Goal Students will:	Measurable Learning Outcome Students will demonstrate their understanding by:	Method of Measurement Direct and Indirect Measures*	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results

GE Learning Goal	Measurable Learning Outcome	Method of Measure.	Threshold	Findings	Interpretation	Action Plan
<p>Students will demonstrate knowledge of key themes, concepts, issues, terminology and ethical standards employed in creative arts disciplines. They will use this knowledge to analyze works of art from various traditions, time periods, and cultures.</p>	<p>Students write a series of short essays demonstrating knowledge of how music of particular eras relates to the political, economic, and social circumstances of that era</p>	<p>Measure 1: The essays are scored based upon demonstration of this knowledge</p>	<p>Students will average 80% or better on these essays (taken as a whole)</p>	<p>Students averaged 85% on these essays</p>	<p>Not all students are making the connections between music and culture</p>	<p>Revise the assignments to more clearly reflect the outcome sought</p>
		<p>Measure 2:</p>				

*At least one measure per objective must be a direct measure.

Evidence of Learning: General Education, Creative Arts Courses

Course MUSC 1033 American Music

Gen Ed Learning Goal Students will:	Measurable Learning Outcome Students will demonstrate their understanding by:	Method of Measurement Direct and Indirect Measures*	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will create works of art and/or increase their understanding of creative processes in writing, visual arts, interactive entertainment, or performing arts.	Learning Outcome 1. Students will complete short essays based upon select listening assignments, demonstrating their knowledge of how the pieces are created.	Measure 1: The essays will be scored by evaluating the degree to which students demonstrate their knowledge of how the pieces are created.	Students will average a 75% or better on these essays (taken as a whole)	Measure 1: Students averaged 95% on these essays.	Measure 1 Students may not be challenged enough on these assignments and/or the grading standard is too low.	Measure 1: Create rubrics to better define the evaluation
		Measure 2:		Measure 2:	Measure 2:	Measure 2:

GE Learning Goal	Measurable Learning Outcome	Method of Measure.	Threshold	Findings	Interpretation	Action Plan
<p>Students will demonstrate knowledge of key themes, concepts, issues, terminology and ethical standards employed in creative arts disciplines. They will use this knowledge to analyze works of art from various traditions, time periods, and cultures.</p>	<p>Students are assigned a pre- and post- course essay where they are asked to identify what exactly counts as "American music"</p>	<p>Measure 1: The pre- and post-course essays are compared in order to gauge development of their understanding of the broad and diverse repertoire that is American Music</p>	<p>90% of students will demonstrate progress</p>	<p>95% of students demonstrated progress</p>	<p>Students are meeting the learning outcome</p>	<p>No change needed at this time</p>
		<p>Measure 2:</p>				

Additional narrative (optional – use as much space as needed):

The music area tends to find learning outcome assessment a particularly difficult and baroque task. The Program Coordinator and Department Chair are making strides in simplifying and de-mystifying the process, but this is an ongoing effort far from complete. Pursuant to the upcoming GenEd renewals, we plan to assign a faculty member to specifically oversee our GenEd assessments in order to align them with university standards.

In addition, this is the Program Coordinator’s first year writing this report, and clearly there is much to learn, and he takes full responsibility for the incompleteness of this report.

G. Summary of Artifact Collection Procedure

Artifact	When/How Collected?	Where Stored?
Jury Adjudication Reports	Once a semester	DPA office, Shared Google Drive
Copies of student essays and exams	Each time a class is taught	Canvas courses, faculty offices

Appendix A

Most departments or programs receive a number of recommendations from their Five-Year Program Review processes. This page provides a means of updating progress towards the recommendations the department/program is acting upon.

Date of Program Review: Oct 12, 2015	Recommendation	Progress Description
Recommendation 1	Finalize the mission statement and report that in the next annual assessment report (if possible by Nov, 2015; otherwise by Nov, 2016)	Completed Nov 2015
Recommendation 2	As part of a five-year strategic plan, address plans for assessment and streamlining of curriculum. Please provide a status of this recommendation in the November, 2016 annual assessment report.	In progress. Discussions have been had in faculty meetings, but no action on the curriculum has yet been taken.
Recommendation 3	The Program Review Committee is interested in knowing what the plans are for realigning the values of the faculty with the curriculum, in response to the departmental survey. This response can be provided in an upcoming annual assessment report.	In progress. Discussions have been had in faculty meetings, but no action on the curriculum has yet been taken.

Additional narrative:

Although no curricular action has been taken, the faculty's discussions of their values and priorities (assisted by further surveys and a SWOT analysis) has been fruitful. A solid action plan should be in place by end-of-semester Spring 2017.

Appendix B

Please provide the following information about the full-time and adjunct faculty contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five Year Program Review document that is shared with the State Board of Regents.

Faculty 2015-16	
Headcount	
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	13
Full-time Tenured	10
Full-time Non-Tenured (includes tenure-track)	2
Part-time and adjunct	1
With Master's Degrees	9
Full-time Tenured	
Full-time Non-Tenured	
Part-time and adjunct	9
With Bachelor's Degrees	9
Full-time Tenured	
Full-time Non-tenured	
Part-time and adjunct	9
Other	
Full-time Tenured	
Full-time Non-tenured	
Part-time	
Total Headcount Faculty	31
Full-time Tenured	10
Full-time Non-tenured	2
Part-time	19

Please respond to the following questions.

- 1) Based on your program's assessment findings, what subsequent action will your program take?

We will continue to collect data and examine the findings, attempting to figure out how and why to quantify our (by definition) in-the-moment creative activities.

[N.B.: Students complete many creative products in the form of musical improvisations, compositions, analyses and performances. Students also produce examples of teaching practice in the form of instructional plans and teaching internships. These creative products are evaluated in the context of their coursework.]

- 2) We are interested in better understanding how departments/programs assess their graduating seniors. Please provide a short narrative describing the practices/curriculum in place for your department/program. Please include both direct and indirect measures employed.

Seniors in all music majors are required to produce either a senior recital or senior project, adjudicated by a faculty committee. Theoretically at least, this recital/project synthesizes the various aspects of music-making the student has learned throughout her course of study. In this author's view, whether or not that is true is a question well worth exploring.