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| **California State University, Fresno**  **Arts & Humanities**  **Music/MA**  **MA Program Assessment Coordinator: Donald Henriques, Ph.D.** |
| **Student Outcomes Assessment Plan (SOAP)** |
| Mission Statement |
| We are committed to cultivating an educational environment that ENGAGES the community, EMBRACES and celebrates diversity, EXPLORES music’s role in world cultures, and EMPOWERS music educators, performers, and composers to make a positive impact in the world. |

## Institutional Learning Outcomes, Program Learning Outcomes/Goals, and SLO’s [a,b,c]

* 1. Institutional Learning Outcomes. Fresno State ILO’s are posted on the following webpage: <http://fresnostate.edu/academics/oie/assessment/fresno-state-assessment.html>

## Fresno State Institutional Learning Outcomes

## Student who graduate from California State University, Fresno will demonstrate the importance of discovery, diversity, and distinction by

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| **developing a foundational, broad and integrative knowledge** of the humanities, the arts, the sciences, and social sciences, and their integration with their major field of study. Students will consolidate learning from different fields and explore the concepts and questions that bridge those essential areas of learning. Graduate students will articulate the significance, implications and challenges within their field in a societal and global context. In fields in which interdisciplinarity is fundamental, graduate students will further draw from the perspectives of other domains of inquiry/practice so as to assess a problem better and offer solutions to it. |
| **acquiring specialized knowledge** as identified by program learning outcomes in their major field. Students will demonstrate expertise in a specialized area of study, including integration of ideas, methods, theory and practice. Graduate students will demonstrate further mastery of the field’s theories, research methods, and approaches to inquiry. They will also show the ability to assess major contributions to the field, as well as expand on those contributions through empirical research or aesthetic exploration. |
| **improving intellectual skills** including critical thinking, effective oral and written communication, information literacy and quantitative reasoning.Students will demonstrate fluency via application of these skills to everyday problems and complex challenges. Graduate students will hone these skills further, demonstrating coherent arguments, analysis, insight, creativity, and acumen as they address local, regional, and global issues in their respective fields of study. |
| **applying knowledge** by integrating theory, practice, and problem solving to address real world issues using both individual and team approaches. Students will apply their knowledge in a project, paper, exhibit, performance, or other appropriate demonstration that links knowledge and skills acquired at the university with those from other areas of their lives. Graduate students will integrate knowledge and skills from coursework, practicum, and research to address critical issues in their field and demonstrate advanced application of knowledge through a culminating experience that validates, challenges, and/or expands the profession’s body of knowledge. |
| **exemplifying equity, ethics, and engagement.** Students will form and effectively communicate their own evidence-based and reasoned views on public issues, interact with others to address social, environmental and economic challenges, apply knowledge of diversity and cultural competencies to promote equity and social justice in theclassroom and the community, value the complexity of ethical decision making in a diverse society, acknowledge the importance of standards in academic and professional integrity, and demonstrate honesty, tolerance, and civility in social and academic interactions. Building upon this at the graduate level, students will apply these values in the creation of scholarly and/or aesthetic works that enrich the human experience. |

**Department of Music MA Program Learning Outcomes (PLO)**

**1. Graduate-Level Research and Writing**

**2. Critical Thinking and Effective Oral and Written Communication**

**3. Advanced Knowledge and Disciplinary Skills**

**4. Demonstration of Professional Standards**

**1.** **PLO 1: All MA Students** will conduct graduate-level research on musical issues and formulate artistic/scholarly conclusions.

SLO 1a. Plan/Design Research Project

SLO 1b. Demonstration of proficient academic writing skills that fulfill the Graduate Writing Requirement

SLO 1c. Knowledge and experience with bibliographic sources for graduate-level music research

**2.** **PLO 2: All MA Students** will demonstrate critical thinking and effective written and oral communication skills within the context of musical discourse**.**

SLO 2a. Critical examination of music literatures and theoretical orientations

SLO 2b. Demonstration of graduate-level oral communication skills through class discussions, research presentations, and peer interactions

SLO 2c. Demonstration of graduate-level written communications skills through assignments, papers, and projects.

**3**. **PLO 3** **Instrumental/Vocal Performance and Conducting Emphasis** students will demonstrate advanced repertoire knowledge and performance skills appropriate to the field of study.

SLO 3a.Demonstation of advanced technical skills on an instrument, voice, or as a conductor

SLO 3b. Demonstration of advanced repertoire knowledge in the areas of instrumental performance, vocal performance, or conducting

**PLO 3 Composition Emphasis** students will demonstrate advanced knowledge of musical styles and techniques as appropriate to the field of composition.

SLO 3a. Demonstration of advanced knowledge of musical styles

SLO 3b. Demonstration of advanced compositional skills

**PLO 3 Music Education Emphasis** students will demonstrate knowledge of theories, methods, and current practices as appropriate to the field of music education.

SLO 3a.Demonstation of advanced knowledge of the music education literature

SLO 3b. Ability to explain in oral and/or written form various pedagogical perspectives expressed in the music education literature

**4. PLO 4 Instrumental/Vocal Performance and Conducting emphasis** students will demonstrate a professional standard of musicianship as evidenced by the completion of a project/recital.

SLO 4a Performance of a professional quality recital as a performer or conductor

**PLO 4 Composition emphasis** students will demonstrate a professional standard of music composition as evidenced through the completion of a recital of original works.

SLO 4a. Creation of professional quality compositions for performance

**PLO 4** **Music Education emphasis** students will demonstrate an advanced level of independent research as evidenced through completion of a project or thesis within the field of music education.

SLO 4a. Completion of a professional quality Music 298 research project or thesis

## Curriculum Map [d]: Courses in which SLO’s are addressed and evaluated

| Course | PLO 1 | PLO 2 | PLO 3 | PLO 3 | PLO 3 | PLO 4 | PLO 4 | PLO 4 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| MA  Emphasis | All MA | All  MA | Performance  (instrumental/  vocal, conducting) | Composition | Music Education | Performance  (instrumental/  vocal, conducting) | Composition | Music Education |
| Music 204 | I | D | D | D | D |  |  |  |
| Music 210 | I | D | D |  | D | D | D | D |
| Music 211 | D | D | D |  |  | D |  |  |
| Music 220 | I | D | D | D | D |  |  |  |
| Music 234 | I | D |  | D |  |  | D |  |
| Music 240T | D | D | D | D | D |  |  |  |
| Music 260T | D | D | D | D | D |  |  |  |
| Music 267 | D | D | D | D | D |  |  |  |
| Music 277 | D | D | D | D | D |  |  |  |
| Music 298 | M | M | M | M | M | M | M | M |

For courses in the major, using the abbreviations below, indicate which outcomes are introduced, which are developed, and which are mastered in that particular course.

| **I = Introduced** | **D = Developed** | **M=Mastered** |  |
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## SLO’s Mapped to Assessment Measures and Methods

| Assessment Measure | Evaluation  Method | PLO 1 | PLO 2 | PLO 3 | PLO 4 |
| --- | --- | --- | --- | --- | --- |
| Assignment/Survey | Criteria,  Rubric,  Score |  |  |  |  |
| Seminar Projects | Rubric | X | X |  |  |
| Discussions/Oral Presentations | Rubric |  | X |  |  |
| Performance/Composition  Mus Ed | Criteria |  |  | X |  |
| 298 Project/Recital | Criteria | X | X |  | X |
| Constituent Survey | Survey | X | X | X | X |

## Assessment Measures: Description of Assignment and Method (rubric, criteria, etc.) used to evaluate the assignment [f]

* 1. Direct Measures (Department/Program must use a minimum of three different direct measures)

1. Research Papers/Presentations

2. Performance/Composition/Music Education Knowledge & Disciplinary Skills

3.

* 1. Indirect Measures (Department/Program must use a minimum of one indirect measure)
  2. 1. Indirect Measures (Department/Program must use a minimum of one indirect measure)

1. Constituent Survey---Persons surveyed will include area music teachers and alumni. Questions will be asked regarding feelings of preparedness for their careers and suggestions for improvements will be solicited. The survey is in progress.

## Assessment Schedule/Timeline [g]

| Academic  Year | Measure | PLO |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2017-2018 | New Graduate Coordinator |  |  |  |  |  |  |  |  |  |
| 2018-2019 | Research. Bibliography & GWR req | 1 |  |  |  |  |  |  |  |  |
| 2019-2020 | NA |  |  |  |  |  |  |  |  |  |
| 2020-2021 | Music 298 Project/Recital | 4 |  |  |  |  |  |  |  |  |
| 2021-2022 | Critical Thinking/  Oral & Written Communication Skills | 2 |  |  |  |  |  |  |  |  |
| 2022-2023 | Advanced Knowledge and Disciplinary Skills | 3 |  |  |  |  |  |  |  |  |
| 2023-2024 | Research, Bibliography & GWR req | 1 |  |  |  |  |  |  |  |  |
| 2024-2025 | Music 298 Project/Recital | 4 |  |  |  |  |  |  |  |  |

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| Closing the Loop [h,j,k] |
| **Fresno State Closing the Loop process is described immediately below.** |
| A major assessment report, which focuses on assessment activities carried out the previous academic year, is submitted in September of each academic year and evaluated by the Learning Assessment Team and Director of Assessment at Fresno State. |
| Program/Department Closing the Loop process:  The Loop may be closed in one of two ways. The most simple change is made if a deficiency is discovered that does not require action by the entire Department. If a change can quickly be made by a faculty member or by a small group of faculty members, that change can be made in between semesters and these are often quite effective. The success of changes made in this manner will be monitored by the small group of faculty who observed the need for a change and who made the correction.  It could be that other deficiencies may be discovered through the formal assessment process that require more systemic changes. As these deficiencies are uncovered, either by the routine assessments or through anecdotal observation, they will be reviewed by the appropriate Department Committee, most often the Curriculum Committee. Recommendations will be made by the Committee to the Department where discussion and debate will be undertaken. Final remedies will be voted on and enacted. Changes are usually made during the year following the realization that changes are needed and then enforced the following year. For example, a deficiency is realized in spring 2021. Remedies for that deficiency are discussed and developed during the 2021-2022 AY. These will be put in place at the beginning of the 2022/2023 AY. It often takes a few years for the success of systemic changes to be realized. Changes made in the program as a result of the routine assessment process will be monitored and the success of the changes will be determined the next time that item is formally assessed. If the Department feels additional changes should be made, the appropriate committees will address these and make recommendations to the Department, as needed. |