**5-Year Assessment Report: Bachelor of Music**

**Please list all of your program’s learning outcomes.**

1. Perform technical skills required for artistic self-expression in at least one applied performance area both reading music notation and at sight with a success rate of a “C” or better.
2. Interpret the repertory in their applied performance area and perform a cross-section of that repertory with a success rate of a “C” or better.
3. Demonstrate music knowledge and rehearsal skills required to lead interpretation of music notation with a success rate of a “C” or better.
4. Demonstrate growth in artistry, technical skills, collaborative competence and knowledge of repertory through regular, varied ensemble experiences with a success rate of a “C” or better.
5. Demonstrate competency with the elements of music including rhythm, melody, harmony, structure, through analytic listening, sight-singing, aural dictation, and playing piano with a success rate of a “C” or better.
6. Identify and label musical forms, processes, and structures from the baroque, classical, and romantic time periods with a success rate of a “C” or better.
7. Classify music notation into historical, cultural, and stylistic contexts with a success rate of a “C” or better.
8. Solve musical problems by combining knowledge and skills in performance; aural, verbal, and visual analysis; composition/improvisation; and history and repertory in compositional, performance, analytical, scholarly, and pedagogical applications with a success rate of a “C” or better.

Today’s Date:

**Please indicate the academic years that this report covers.**

2016-2017; 2017-2018; 2018-2019; 2019-2020; 2020-2021

**Please list the learning outcomes you assessed for this report and describe the process for assessing those outcomes.**

1. Demonstrate competency with the elements of music including rhythm, melody, harmony, structure, through analytic listening, sight-singing, aural dictation, and playing piano with a success rate of a “C” or better.
2. Identify and label musical forms, processes, and structures from the baroque, classical, and romantic time periods with a success rate of a “C” or better.
3. Classify music notation into historical, cultural, and stylistic contexts with a success rate of a “C” or better.
4. Solve musical problems by combining knowledge and skills in performance; aural, verbal, and visual analysis; composition/improvisation; and history and repertory in compositional, performance, analytical, scholarly, and pedagogical applications with a success rate of a “C” or better.

Process: The School of Music has a long-held, strong tradition of performance assessment and in most cases, formally document student achievement through capstone examinations, juried solo performances and through a full-length recital performance. In Fall 2019, the College of Fine Arts charged the School of Music with reviewing and revising our program learning outcomes and this process was led by the administrative team of the School of Music. Additionally, the School of Music was charged to formally document an Assessment Plan of Learning Outcomes.

In Spring 2020, the School of Music submitted their first assessment plan to the Office of Undergraduate Studies and can be found by clicking on this link <https://ugs.utah.edu/learning-outcomes-assessment/assessment-plans.php>. Within this assessment plan, the School of Music identified which courses or projects to collect evidence from to demonstrate student learning on programmatic learning outcomes.

For outcomes requiring data collection from academic courses, the School of Music worked with the College of Fine Arts Academic Advising Team to develop protocol for collecting this information. At the end of the academic term, CFA Academic Advising provides the Associate Director of the School of Music with a report of all students that did not meet the minimum academic threshold of a “C” or better.

For outcomes requiring data collection from performance-based courses, the School of Music administration worked with the Applied Area Heads (e.g., String Area Head, Percussion Area Head) to pilot a data collection tool that work provide feedback to the student and also accomplish the task of programmatic learning outcome assessment. The first pilot occurred in December 2020 and utilized two platforms (Qualtrics and Google Forms). Both platforms were found insufficient to accommodate the flexibility of use and feedback to the student learners. The second pilot occurred in May 2021 and utilized an Office 365 platform. This platform integrates with multiple data sources and the administrative team is able to better track student learning through this platform in addition to tracking administrative tasks.

**Please describe your assessment results.**

The table below aligns assessment results for outcomes requiring final grades in academic courses as their evidence of learning.

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| **Outcome** | **Fall 2020** | **Fall 2021** |
| Demonstrate competency with the elements of music including rhythm, melody, harmony, structure, through analytic listening, sight-singing, aural dictation, and playing piano with a success rate of a “C” or better. | MUSC 2130: two students failed and are eligible to retake the course. | MUSC 2140: all passed with C or better  MUSC 2160: all passed with C or better  MUSC 3645: one student failed and is eligible to retake the course. |
| Identify and label musical forms, processes, and structures from the baroque, classical, and romantic time periods with a success rate of a “C” or better. |  | MUSC 3650: all passed with C or better  MUSC 3645: one student failed and is eligible to retake the course. |
| Classify music notation into historical, cultural, and stylistic contexts with a success rate of a “C” or better. | MUSC 3600: all passed with C or better | MUSC 3600: all passed with C or better  MUSC 3645: one student failed and is eligible to retake the course. |
| Solve musical problems by combining knowledge and skills in performance; aural, verbal, and visual analysis; composition/improvisation; and history and repertory in compositional, performance, analytical, scholarly, and pedagogical applications with a success rate of a “C” or better. | MUSC 2130: two students failed and are eligible to retake the course.  MUSC 2350: all passed with C or better | MUSC 2140: all passed with C or better  MUSC 2160: all passed with C or better  MUSC 2350: all passed with C or better  MUSC 3645: one student failed and is eligible to retake the course.  MUSC 3550: all passed with C or better |

**Please describe changes that have been implemented or planned as a result of your interpretation of the assessment results.**

1. Data access: Academic achievement data is sensitive; however, the person that is assigned to coordinate the assessment program within the School of Music needs access to robust lists or access to people who can curate academic achievement/success information. The current plan requires improvement because the current information was generated for only a few purposes and now that the faculty are enacting the assessment plan, we are finding that we could use additional information to make a holistic evaluation.
2. Designing Infrastructure: Implementing a cloud-based system for storing academic information on the Office 365 platform takes much time to design and build. There are two staff positions and two administrators that will primarily have access to this information and be able to structure these data as a means of tracking student learning from their first adjudicated performance to their last.
3. Professional Development: More expertise in assessment design and practice is needed within the College of Fine Arts. The College of Fine Arts relies on Arts Education faculty to know and understand assessment at a deep level; however, there is little professional development opportunity for these faculty or other faculty to gain additional skills. Within the School of Music, additional faculty need to have training in assessment design, performance assessment, tools for data collection, and evaluation and grading.