Academic Program Assessment Plan for the Music Department

Identification

- What is the name of the academic program and school? **Music Program at the Community College of Denver**
- By whom and on what date was the plan developed? **The instructors and faculty of music courses developed this plan on August 17 2016.**
- Who is the primary contact for assessment? **Cathleen Whiles**

Mission, goals and student learning outcomes

- What is the mission of the department and how does it relate to the school's mission? **The Performing Arts Department Mission Statement is "The Community College of Denver Performing Arts Department has the mission to provide professional music/theatre/dance training to all students interested. Our students will experience diverse educational opportunities within the college and the community in areas of performance, education, and technology." and it is related to the CCD Mission Statement "CCD provides our diverse community an opportunity to gain quality higher education and achieve personal success in a supportive and inclusive environment." in the common mission of providing quality educational opportunities for our students.**
- What is the mission of the program and how does it relate to the department's mission? **The Music Program Mission Statement is "The Community College of Denver Music Program has the mission to provide professional music training to all students interested. Our students will experience diverse educational opportunities within the college and the community in areas of music performance, education, and technology." and it is related to the Performing Arts Department Mission Statement in the common mission of providing professional training to all students interested.**
- What are the student learning outcomes and how do they relate to the program's mission? **The Program Student Learning Outcomes (PSLO) being assessed for the music program is for the Music Department to evaluate student composition and/or performance using the criterion of musicianship. Students know music theory and aural skills, understand music in different styles and historical periods, and are able to do piano proficiency as well as performance and/or composition in music, which is related to the program's mission in their experience of these diverse educational opportunities of music performance, education, and technology.**
- Are learning outcomes written as observable skills and abilities? **These learning outcomes are written as observable skills and abilities.**
- Are the outcomes discrete (i.e., non-overlapping)? **These learning outcomes are discrete (i.e., non-overlapping).**
- Are the outcomes limited in number to five or six but not more than eight? **These learning outcomes are limited in number to four.**
- What are the performance criteria? **The performance criteria are the student performances in their final recitals (December and May), collected in alteration with the student final quizzes in Class Piano (December) and MUS 211 Music Theory IV & MUS 213 Advanced Ear Training/Sight Singing (May).**
- What level of performance is expected of students for each criterion? **The level of performance expected of students for these criterion is our benchmark goals of 25% Exemplary, 50% Proficient and 25% Needs Improvement.**

- How are the learning outcomes communicated to department faculty and students, and to the community? **These results and changes are communicated with our students as they are filling out their next self-evaluation forms. Results and changes are discussed with our faculty at our August and January department meetings. They are also communicated with the Student Learning Committee with the Academic Program Assessment Report form submitted in desire2learn.com.**

Curriculum

- Do the courses and their objectives, in aggregate, meet the outcomes for the program (as illustrated via an attached curriculum map)? **The courses and their objectives, in aggregate, meet the outcomes for the program (as illustrated via the attached curriculum map, below).**
- Does the curriculum provide opportunities for students to demonstrate they have learned the program outcomes? **The curriculum provide opportunities for students to demonstrate they have learned the program outcomes in their final recitals and quizzes.**

Assessment methods

- What assessment methods will be used to measure each of the learning outcomes? **The assessment methods used to measure each of the learning outcomes are the indirect measure of the students completing a questionnaire and the direct measure of the music faculty's evaluation of students.**
- Are descriptions of the assessment processes clear and detailed? **The descriptions of the assessment processes are clear and detailed in collection of information and using it to inform our conclusions and changes.**
- Are the assessment processes explicitly linked to the student learning outcomes? **The assessment processes explicitly link to the student learning outcomes of knowing music theory and aural skills, understanding music in different styles and historical periods, and being able to do piano proficiency as well as performance and/or composition in music.**
- Are the means of assessment commensurate with the available resources? **The means of assessment commensurate with the available resources, we have been able to take class time for students to complete the questionnaires and instructors have been able to attend final performances.**
- What timetable will be implemented for each method, who is involved, and who is responsible for them? **Our timeline is a rotating cycle to measure 1) performing and/or composing and 3) recognize and discuss music in different styles and historical periods by private instruction faculty, followed by 2) theory and aural skills and 4) piano proficiency by Music Theory, Ear Training, Computer Music Applications and Class Piano faculty; which involves Private Instruction instuctors and faculty (instrument, voice, and songwriting/composition) cycle rotated with Music Theory, Ear Training, Computer Music Applications and Class Piano instructors and faculty being involved and responsible for them.**
- Are multiple methods employed? **Multiple methods of final quizzes and final recitals are employed.**
- Are sufficient direct measures of student learning utilized? **Sufficient direct measures by instructors and faculty evaluations of student learning are utilized.**
- Can these methods also be used for accreditation purposes? **These methods are being used for the assessment of student learning.**
- How are students involved in the assessment process? **Students are involved in the assessment process by completing the indirect measures of questionnaires.**

Assessment results

- How are assessment results evaluated? **The assessment results are being evaluated in our start of semester Music Program meeting (August and January).**
- How are faculty and students involved in interpreting and evaluating results, and developing strategies to improve the curriculum? **Faculty and instructors are involved in interpreting and evaluating results at our start of semester Music Program meeting (August and January) and in developing strategies to improve the curriculum. These results and changes are communicated with our students as they are filling out their next self-evaluation forms, students also communicate the growth they plan to achieve in their self-assessment questionnaire.**
- Are the results used to help the department achieve its program outcomes? **The results are used to help the department achieve its program outcomes: Students know music theory and aural skills, understand music in different styles and historical periods, and are able to do piano proficiency as well as performance and/or composition in music.**
- How are assessment results used to improve the curriculum and program? **These assessment results are used to improve the curriculum and program: the 2015-2016 cycle assessment affected our overall Program Assessment Plan in that we are now requiring our 200 level private lesson students to attend a sophomore student's recital of composition or that instrument or voice at a four year college or university. In 2016-2017, we increase piano lab access 40 minutes in fall 2017 and increased sight reading new music to increase confidence. Our results are also well incorporated into our strategic program planning, specifically as we offer our DWD.**
- Are the results being used for budgeting and strategic planning? **The results are being used for the assessment of student learning.**
- How are results disseminated to faculty, students, advisory boards, and administrators? **These results and changes are communicated with our students as they are filling out their next self-evaluation forms. Results and changes are discussed with our faculty at our August and January department meetings. They are also communicated with the Student Learning Committee with the Academic Program Assessment Report form submitted in the desire2learn.com.**
- Are students informed about their progress toward the learning outcomes? **These results and changes are communicated with our students as they are filling out their next self-evaluation forms.**

Continuous processes

- What processes are in place to ensure that the academic program assessment plan is periodically reviewed, evaluated, and updated when appropriate? **Processes that are in place are our start of semester Music Program meeting (August and January) to ensure that the academic program assessment plan is periodically reviewed, evaluated, and updated when appropriate.**
- Who is responsible for initiating and supporting the on-going process of program improvement? **Music instructors and faculty are responsible for initiating and supporting the on-going process of program improvement.**
- Who is responsible for ensuring that results from each year are the basis for action plans for the following year? **Music instructors and faculty are responsible for ensuring that results from each year are the basis for action plans for the following year.**

Attached document below

Draft Music Curriculum Map

Draft Curriculum Map
Community College of Denver

M = Mastery
D = Demonstrate
I = Introduce

E = Exam
P = Paper
Per = Performance
H = Homework

Core Courses	Create//Perform music at a high level	Demonstrate competency in analysis and aural skills	Recognize and discuss music in different styles and periods	Demonstrate piano proficiency in sight-reading, scales and technique
MUS 131 piano	I / Per			D/ Per
MUS 132 piano	M/ Per			M/ Per
MUS 121 MUS 122 History			M/ E,P	
MUS 110 MUS 111 Theory		I/ E, H		
MUS 112 MUS 113 Ear/sing		I/ E		
MUS 210 Theory		D/ E, H		
MUS 212 Ear/sing		D / E		
MUS 211 Theory		M/ E, H		
MUS 213 Ear/sing		M/ E		
MUS 141 MUS 142 Instruct	I / Per		I / Per	
MUS 241 Instruct	D / Per		D / Per	
MUS 242 Instruct	M/ Per		M/ Per	
MUS 151 MUS 152 Instruct	I / Per		I / Per	
MUS 251 Instruct	D / Per		D / Per	
MUS 252 Instruct	M/ Per		M/ Per	