

Assessment Report - Comprehensive Review

Program Assessment

Department:	Performing Arts
Program:	Music
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A. List your Program Learning Outcomes (PLOs)/Administrative Unit Outcomes (AUOs)

1. Demonstrate the ability to recognize, describe and/or effectively produce various components of music including elements of pitch and rhythm.
2. Demonstrate an understanding and appreciation of the ways in which arts reflect historical, intellectual, and cultural contexts, as well as aesthetic tastes.
3. Demonstrate through successful group and individual performance acquired musical skills and knowledge appropriate to lower-division major preparation.

B. How did your outcomes assessment results during the past three years inform your program planning? Use the bullet points below to organize your response.

Assessment results informed program planning for the Music program in multiple ways over the last three years. Performances by the orchestra assessed as poorly prepared (PLOs 1 and 3) under the previous adjunct instructor (well qualified and skilled, but unable to spend enough time outside of class to make the ensemble function effectively), led to the program's request for a fulltime position that would have responsibility for that ensemble. This has resulted in improved outcomes as expected. Students assessed to have strong music skills in the field of commercial music or jazz performance, but weak skills in "concert music" performance revealed a need to create and expand opportunities for students in commercial music and jazz studies--leading to requests for fulltime positions to support these activities.

C. Describe how the program monitors and evaluates its effectiveness.

The program review process allows for an annual "check up" on student success and retention, as well as program growth. Also, as part of this process, the department chair reviews graduation/transfer outcomes for students completing the capstone course of the program. More than anything, however, the music program evaluates its effectiveness by the quality of its performances. This outwardly perceivable activity reveals to the students, faculty, campus community and the greater Bakersfield community whether or not we are effective music educators (PLOs 1, 2, and 3). This "jury" has found us very successful indeed.

D. Describe how the program engages all unit members in the self-evaluation dialog and process.

Unit members participate in a monthly department meeting where discussion of program success

and near misses occurs, as well as needs planning to improve performance. Assessment is a standing agenda item at this meeting.

E. Provide recent data on the measurement of the PLOs/AUOs, as well as a brief summary of findings.

PLOs are measured via the outcome mapping process during course level assessment. Overall, PLOs 1 and 3 are assessed regularly through performances and attainment is high. PLO 2 is assessed primarily through written assignments in lecture-based general education courses and attainment is lower.

F. How do you engage in collegial dialog about student learning outcomes?

Unit members participate in a monthly department meeting where discussion of program success and near misses occurs, as well as needs planning to improve performance. Assessment is a standing agenda item at this meeting.

Institutional Learning Outcomes:

Think: Think critically and evaluate sources and information for validity and usefulness.

Communicate: Communicate effectively in both written and oral forms.

Demonstrate: Demonstrate competency in a field of knowledge or with job-related skills.

Engage: Engage productively in all levels of society – interpersonal, community, the state and the nation, and the world.

G. What have the program's PLOs/AUOs revealed or confirmed in the past three years?

The program is generally effective at helping students achieve the PLOs. PLO 2 remains more challenging to assess, both because it more subjective in nature in the first place and because the courses in which the PLO is the focus are typically taught by adjunct faculty. The program is planning a more coordinated approach to assessment of both SLOs and, therefore, PLOs with the help of our Assessment Committee representative.

H. If applicable, list other information, data feedback or metrics to assess the program's effectiveness (e.g., surveys, job placement, transfer rates, output measurements).

See attached sheet 1.

I. a. How do course level student learning outcomes align with program learning outcomes? Instructional programs can combine questions I and J for one response (SLO/PLO/ILO). b. How do the program learning outcomes align with Institutional Learning Outcomes?

Course-level outcomes (SLOs) are mapped onto the program-level outcomes (PLOs, see above). PLOs 1 and 3 align with ILO *Demonstrate: Demonstrate competency in a field of knowledge or with job-related skills.* PLO 3 also aligns with ILO *Engage: Engage productively in all levels of society – interpersonal, community, the state and the nation, and the world.* PLO 2 aligns with ILO *Think: Think critically and evaluate sources and information for validity and usefulness* and ILO *Communicate: Communicate effectively in both written and oral forms.*

J. Include the activities your program is planning to close the achievement gaps during the next three years and the impact you expect from them.

The program has added a component of Commercial Music (leading to a Certificate of Achievement) and is adding a component in Jazz Studies. Our hope is that these two areas of emphasis will increase diversity overall and address some achievement gaps for some demographic groups.

