

PROGRAM ASSESSMENT SAMPLE
(Aligned to TaskStream Assessment Software)

(Note: When completed, this entire report should be placed into Document Archive, "Attachment Section."
Individual parts of the report should be entered into designated areas.)

Department

FINE ARTS - CROSSROADS COMMUNITY COLLEGE

Program

AMERICAN ROOTS MUSIC

Preparer/Contact Person & Department Chair

DR. MCKINELY MORGANFIELD / DR. ROBERT JOHNSON

- Directions:**
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 - Targets**
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 - 5. Action Plan/Directions ("Closing the Loop")**
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TIP: When preparing for Program Assessment, you might want to discuss the following questions with your colleagues before engaging the assessment process:

- What do we really want to know about our program?
- What do we hope to gain from assessing the programmatic outcomes?
- Are the PLO's viable? Meaning, will asking students to perform these specific actions and measuring performance provide the information about student learning we are seeking?
- Do the materials covered in the courses of the program build upon one another?
- Are students given enough time to master the outcomes?

Standing Requirements

1. Mission Statement (Program Description and Goals)

The Associate of Arts in American Roots Music combines scholarship with 12 credits of performance, allowing graduating students to pursue teaching and/or performance at a four-year institution. Students explore America's rich musical and cultural heritage found in a wide range of American roots music. Through lectures, discussions, presentations, concerts and scholarship, students explore the "roots" of these rich American traditions. On the performance side, students either contract for themselves, or through the Fine Arts department, at least two venues where they perform before an audience. Students seeking to qualify for this program must demonstrate proficiency with a musical instrument before being accepted. Arrangements to be made through Fine Arts office. *(Students who do not have such proficiency may pursue the AA in Music Appreciation.)* (64 credits)

2. Learning Objective/Outcomes

Students completing the program in American Roots Music, will satisfy the following outcomes:

- PLO 1 Demonstrate understanding of the concept of music as a universal language with an unique organization and structure.
- PLO 2 Demonstrate knowledge of the historic and racial elements of American music.
- PLO 3 Demonstrate regional aspects of American music, how physical and social elements shape music vocabulary and style.
- PLO 4 Write analytical commentaries based on close listening of several musical styles, employing standard terms and conventions of musical criticism.
- PLO 5 Demonstrate the ability to sight read for 3 instruments.
- PLO 6 Perform twice, solo or as band member, demonstrating three American roots styles before a peer and faculty audience.

3. Document Archive

Save this template and upload it in the archive area as: **Program name_semester 2016-17_final_your initials_**

2016-2017 Assessment Cycle

3. Assessment Plan: Outcomes to be assessed, Tools and Targets

Check Out	
Mission Statement (Should already be populated from the standing requirements- Edit if necessary)	
<p>The Associate of Arts in American Roots Music combines scholarship with 12 credits of performance, allowing graduating students to pursue teaching and/or performance at a four-year institution. Students explore America’s rich musical and cultural heritage found in a wide range of American roots music. Through lectures, discussions, presentations, concerts and scholarship, students explore the “roots” of these rich American traditions. On the performance side, students either contract for themselves, or through the Fine Arts department, at least two venues where they perform before an audience. Students seeking to qualify for this program must demonstrate proficiency with a musical instrument before being accepted. Arrangements to be made through Fine Arts office. <i>(Students who do not have such proficiency may pursue the AA in Music Appreciation.)</i> (64</p>	
Measures/Select Set (Select existing outcome set and check off the ones to be assessed this cycle)	
<p>PLO 1</p> <p style="padding-left: 20px;">✓ <u>PLO 2 Demonstrate knowledge of the historic and racial elements of American music.</u></p> <p>PLO 3</p> <p>PLO 4</p> <p>PLO 5</p> <p style="padding-left: 20px;">✓ <u>PLO 6 Perform twice, solo or as band member, demonstrating three American roots styles before a peer and faculty audience.</u></p>	<p>Demonstrate understanding of the concept of music as a universal language with a unique organization and structure.</p> <p>Demonstrate regional aspects of American music, how physical and social elements shape music vocabulary and style.</p> <p>Write analytical commentaries based on close listening of several musical styles, employing standard terms and conventions of musical criticism.</p> <p>Demonstrate the ability to sight read for 3 instruments.</p>

Tip: A capstone project allows for a broader assessment of your program. In some cases a well-designed project can address the program’s objectives *en masse*, revealing, for example, how/why related outcomes might be proving to be a challenge for students. If you have a “final class” in your program, you might be able to devise an assessment project that provides an integrated “wide-angle” view of student performance in the program.

Measures/Add New Measure (Here you will provide information regarding your tools, your targets, and/or rubrics used for analysis) Add as many as necessary and if applicable.
Outcome 2
✓ <u>PLO 2 Demonstrate knowledge of the historic and racial elements of American music.</u>
Measure Title: Take Home Essay, Based on a Research Question in MUS 288 (few word descriptor) Measure Type/Method: Direct Student Artifact (Direct vs. Indirect) Measure Level: Program
Details/Description: Student will write 500 word essay in response to the question: "How have historical and/or cultural or racial elements contributed to the creation of specific music forms particular to American regions?" (can be as detailed as necessary) Acceptable Target: Milestone 3 (or higher) on Inquiry & Analysis VALUE rubric, or Accomplished on departmental rubrics for 80% of student samples. Ideal Target: N/A (we all agree that 100% is ideal) Implementation Plan (timeline): Every third semester (will depend on the program) Key/Responsible Personnel: DR. MCKINELY MORGANFIELD / DR. ROBERT JOHNSON Supporting Attachments: Rubric, Assessment Tool
Outcome 6
✓ <u>PLO 6 Perform twice, solo or as band member, demonstrating three American roots styles before a peer and faculty audience.</u>
Measure Title: Student Performance at Departmental Music Expo (JUNE 3) (few word descriptor) Measure Type/Method: Direct Other (Direct vs. Indirect) Measure Level: Program
Details/Description: Student will perform one song on instrument of choice from three traditional styles of roots music. Choose from: Delta blues, early country, bluegrass, Cajun, Western swing, New Orleans or Kansas City jazz, gospel/spirituals, and folk. (Note: Because 2 music rooms of J.L. Hooker Hall are currently under renovation, students unable to schedule performance times were allowed to submit Podcasts or portfolios with You Tube performances made during final exams week.) Acceptable Target: Total scores of performances, podcasts or You Tubes videos averaging B- (SATISFACTORY) on departmental performance rubrics for 75% of students. Ideal Target: N/A (we all agree that 100% is ideal) Implementation Plan (timeline): Each semester. Key/Responsible Personnel: DR. MCKINELY MORGANFIELD / DR. ROBERT JOHNSON Supporting Attachments: Rubric, Assessment Tool
Check In

4. Assessment Findings: Findings per Measure, Overall Recommendations, Overall Reflection

Check Out
Findings per Measure
Outcome 2
✓ <u>PLO 2 Demonstrate knowledge of the historic and racial elements of American music.</u>
Measure Title: Take Home Essay, Based on a Research Question in MUS 288 (few word descriptor)
Measure Type/Method: Direct Student Artifact (Direct vs. Indirect)
Measure Level: Program
Findings for Take Home Essay, Based on a Research Question in MUS 288
<p>Summary of Findings: More than 2/3 of 18 sample essays scored below Milestone 3 or Accomplished on departmental rubrics.</p> <p>Results: Acceptable Target Achievement: Not Met; Ideal Target Achievement : Approaching</p> <p>Recommendations: Continue to encourage students to make use of the Writing Center and to develop a working relationship with a specific tutor or Writing Fellow if possible. The Fine Arts program is considering granting students additional points for attending the WC; however, some faculty are opposed unless students attend the WC at least 7 times per semester, arguing that attending a few times is often not beneficial and students might attend simply to gain the points. Department debate continues.</p> <p>Reflections/Notes: Sampling indicated that students were not proficient in incorporating research program-wide materials into their essays. Difficulties ranged from grammatical and technical problems in writing to presenting a too-narrow scope of how and why music arose in the chosen regions. Overall, essays tended to contain many facts but little analysis or cause/effect reasoning.</p> <p>Substantiating Evidence: (if applicable, attach documentation)</p>
Findings per Measure
Outcome 6
✓ <u>PLO 6 Perform twice, solo or as band member, demonstrating three American roots styles before a peer and faculty audience.</u>
Measure Title: Student Performance at Departmental Music Expo (JUNE 3) (few word descriptor)
Measure Type/Method: Direct Other (Direct vs. Indirect)
Measure Level: Program
Findings for Student Performance at Departmental Music Expo (JUNE 3)

<p>Summary of Findings: Average of 54 student performances: 84% on departmental performance checklist-rubric.</p> <p>Results: Acceptable Target Achievement: Exceeded; Ideal Target Achievement : Exceeded</p> <p>Recommendations: The excellence of the student performances suggests that faculty are capitalizing on student passion for American Roots music. Over the course of the program, students discover in the many types of music offered several that appeal to them aesthetically; their passion leads them to mastery of the forms. Recommendation is for faculty to continue following the paths of instruction that have proven successful; ask individual instructors to continue to refine their approaches and share any improvements with department colleagues.</p> <p>Reflections/Notes: Students continue to excel in the performance of roots music. Because the initial appeal of early American music is first experienced through recordings or actual performances, student enthusiasm to play early American music is stronger than analysis of the music through secondary sources. Inspired by sounds of the actual music, students continue to thrive in their performances.</p> <p>Substantiating Evidence: (if applicable, attach documentation)</p>
<p>Overall Recommendation/Reflections: (Program specific details if needed, should be included here)</p>
<p>Check In</p>

 **5. Action Plan: Directions on “Closing the Loop”**

<p>Check Out (create an operational action plan)</p>
<p>Mission Statement (Should already be populated)</p> <p>The Associate of Arts in American Roots Music combines scholarship with 12 credits of performance, allowing graduating students to pursue teaching and/or performance at a four-year institution. Students explore America’s rich musical and cultural heritage found in a wide range of American roots music. Through lectures, discussions, presentations, concerts and scholarship, students explore the “roots” of these rich American traditions. On the performance side, students either contract for themselves, or through the Fine Arts department, at least two venues where they perform before an audience. Students seeking to qualify for this program must demonstrate proficiency with a musical instrument before being accepted. Arrangements to be made through Fine Arts office. <i>(Students who do not have such proficiency may pursue the AA in Music Appreciation.)</i> (64</p>
<p>Actions/Select Set (Should already be populated)</p>
<p>Outcome 2</p> <p>✓ <u>PLO 2 Demonstrate knowledge of the historic and racial elements of American music.</u></p>
<p>Add New Action 1: Short Research Paper</p>
<p>Action Detail: Require a short research-based paper in MUS 244 and MUS 266. Implementation Plan (timeline): ASAP Key/Responsible Personnel: Departmental Chair/Faculty Measure: N/A Priority level: High Supporting Attachments: N/A</p>

Add New Action 2: WAC, Writing Center Assistance and Library
<p>Action Detail: Seek assistance from Writing Center/WAC Fellows; speak to Library director about spending more time on databases during library presentations.</p> <p>Implementation Plan (timeline): ASAP</p> <p>Key/Responsible Personnel: Departmental Chair/Faculty</p> <p>Measure: N/A</p> <p>Priority level: High</p> <p>Supporting Attachments: N/A</p>
Outcome 6
<p>✓ <u>PLO 6 Perform twice, solo or as band member, demonstrating three American roots styles before a peer and faculty audience.</u></p>
Add New Action 1: Student Performance
<p>Action Detail: Curriculum appears to be working well. Student performances are excellent. No changes at this time.</p> <p>Implementation Plan (timeline): N/A</p> <p>Key/Responsible Personnel: N/A</p> <p>Measure: N/A</p> <p>Priority level: N/A</p> <p>Supporting Attachments: N/A</p>
Check In

 **6. Status Report**

Check Out
<p>The ongoing assessment of the Program Learning Outcomes. This section is where you will keep track of the changes you propose and how well those changes are doing in future assessments.</p>
Check In

Revised 3.7.2017