

Assessment Report - Four Column

Eastern Oregon University Program (CAS) Music

Catalog Description: The Bachelor of Music degree will provide a comprehensive program to prepare students for the many diverse and evolving careers in music and music-related fields. The program emphasizes (1) the acquisition of performance skills and supportive competencies in analysis, composition, music history and literature, and technology and (2) the acquisition of pedagogical skills. The degree will foster an understanding and appreciation of the multi-faceted role music plays in our own society and in societies throughout the world.

How Program serves the Mission: The Music program provides preparation for careers in solo performance or music pedagogy, providing musicians and music educators throughout EOU's service region. Some students also pursue advanced degrees in Music for which the major in Music prepares them. The music program serves a cultural function for the community and the region as well, through college-community choir, band, orchestra, faculty recital, and musical theater performance venues. These venues increase visibility for EOU programs and for student talent at the University and in the region, encouraging scholarship donations and other gift giving that support EOU students and programs.

Program Outcomes	Means of Assessment & Benchmark / Tasks	Data Analysis	Closing the Loop & Follow-Up
<p>Program (CAS) Music - Applied and Integrated Learning - To develop solo artistic performance skills. We will assess these objectives through private lessons, solo recitals, jury performances, 300 level auditions, and final capstone recital/performances.</p> <p>Year(s) to be Assessed: 2011-2012 2016-2017</p> <p>Outcome Status: Active</p>	<p>Description of Assessment: Private lessons, solo recitals, jury performances, 300 level auditions, and final capstone recital/performances</p>		
<p>Program (CAS) Music - Content Knowledge - Understand and use musical notation, by stylistic recognition, and in musical composition and arranging applications. We assess and measure these objectives as a step by step process.</p> <p>Year(s) to be Assessed: 2008-2009 2010-2011 2014-2015 2017-2018</p>	<p>Description of Assessment: Pass Praxis part IIb</p> <p>Benchmark: passing grade on Praxis II Aural Skills questions</p>	<p>07/12/2011 - See Related Document</p> <p>Benchmark Met: No</p> <p>Reporting Year: 2008-2009</p> <p>Related Documents: Assessment Summary Closing the Loop</p>	<p>07/12/2011 - See Related Document</p>
	<p>Description of Assessment: Private lessons, solo recitals, jury performances, 300 level auditions, and final</p>	<p>05/07/2013 - See related document</p> <p>Benchmark Met: Yes</p>	<p>05/07/2013 - See related document</p>

Program Outcomes	Means of Assessment & Benchmark / Tasks	Data Analysis	Closing the Loop & Follow-Up
<p>Outcome Status: Active</p>	<p>capstone recital/performances. Jamie Jacobson evaluated three vocal performance students (enrolled in MUP 174, 274, or 374) during the course of fall term. She collected video (and in some cases, audio) recordings of all the students in her voice studio. Students were recorded during the early part of the quarter and again near the end of the quarter to monitor progress. The audio and video recordings Ms. Jacobson submitted represent three levels of students--developing , adequate, and proficient--as measured using the scoring guide developed by the music department. The video and audio samples have been uploaded to YouTube at a private channel. Of the three students represented, the student representing the "adequate" level made the most noticeable progress during the term, due to the fact that during the "pre-test" he was still learning words and notes to his songs, and the "post-test" was recorded at a NATS (National Association of Teachers of Singing) audition at Lewis and Clark College in Portland.</p> <p>Assessment Type: Presentation/Performance</p>	<p>Reporting Year: 2010-2011</p> <p>Related Documents: Assessment Summary Closing the Loop</p>	
<p>Program (CAS) Music - Civic Engagement - Civic Engagement has two meanings within music ensembles. As part of an ensemble, students engage within the ensemble (between members) and outside the ensemble when performing for an audience. Students are asked to demonstrate an ability to explore multiple viewpoints, listen, communicate, and act in inclusive ways within the context of ensemble and guest artist work. They are also asked to demonstrate a consistent readiness to</p>	<p>Description of Assessment: MUP 196: Course Assessment</p> <p>Benchmark: 85% at adequate or proficient</p>	<p>07/12/2011 - What the data tells us is that we are doing a good job of exposing students to multiple ways of engagement, both within class and outside of class. We perform for all types of community endeavors and students are constantly adjusting to different performance situations. They also deal with numerous guest artists and clinicians. According to the survey, 90% of the students feel they are adequate or proficient at negotiating within the ensemble community and</p>	<p>07/12/2011 - We believe that effective planning by all professors prior to the next survey will greatly increase its effectiveness, and to norm ourselves with the Gen Ed criteria. We will work to develop clear classroom approaches to heighten student awareness and understanding of the survey and its importance. We feel this will</p>

Program Outcomes	Means of Assessment & Benchmark / Tasks	Data Analysis	Closing the Loop & Follow-Up
<p>engage an audience during and after a performance. We indirectly assess students' abilities in civic engagement in all performance ensembles through a locally developed survey that adapts the GEC rubric criteria.</p> <p>Year(s) to be Assessed: 2009-2010 2012-2013 2015-2016</p> <p>Outcome Status: Active</p>		<p>the community at large.</p> <p>Benchmark Met: Yes</p> <p>Reporting Year: 2009-2010</p> <p>Related Documents: Assessment Summary</p>	<p>improve our student learning, through awareness of opportunities to engage both within the ensembles and as members of a larger community.</p>
	<p>Description of Assessment: Due to assess Civic Engagement 12-13</p>	<p>04/23/2013 - See related document.</p> <p>Benchmark Met: Yes</p> <p>Reporting Year: 2012-2013</p> <p>High Impact Practice (HIP) - only choose one: Performance</p> <p>Related Documents: Data Analysis Assignment Sample essays Developing example Developing example Adequate example Adequate example Proficient example Proficient example Proficient example</p>	<p>04/24/2013 -</p> <p>The project took place on a 9 day tour of Alaska with the EOU Music Department. The musical group performed four different concerts and integrated an additional ensemble into each of the concerts. The normal schedule included 4 to 5 hours of rehearsal each day and then an evening performance. Since this type of adventure is not always an available option, it will be important to integrate additional ensembles or guests into our future performances in La Grande.</p> <p>In addition, the fourth outcome we discussed was "gratitude." I included the question in the essay, but I did not include it in our data. It is difficult to assess but a great theme for our group discussions. By including gratitude as one of our main discussion points, it assisted the overall success of the project.</p> <p>In closing, while the 23 responses I included in the data were from music majors, the 14 other responses from non-music majors would mirror the data that was presented. In this case, being a major does not matter since the</p>

Program Outcomes	Means of Assessment & Benchmark / Tasks	Data Analysis	Closing the Loop & Follow-Up
			<p>entire ensemble has the same goal. All members of the ensemble are responsible for their own performance preparation and delivery regardless of major.</p> <hr/>
<p>Program (CAS) Music - Program Review - No Assessment - Program Review Year(s) to be Assessed: 2013-2014 Outcome Status: Active</p>			

Curriculum Map
Eastern Oregon University
Program (CAS) Music

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Applied and Integrated Learning - To develop solo artistic performance skills. We will assess these objectives through private lessons, solo recitals, jury performances, 300 level auditions, and final capstone recital/performances.

- * MUP 171 - MUP 171 - Perf:Piano*APC
- * MUP 173 - MUP 173 - Perf:Organ*APC
- * MUP 174 - MUP 174 - Perf:Voice*APC
- * MUP 175 - MUP 175 - Pf St:Cello/Bass*APC
- * MUP 180 - MUP 180 - Perf Guitar*APC
- * MUP 181 - MUP 181 - Perf:WW/Flute*APC
- * MUP 186 - MUP 186 - Perf:Brass*APC
- * MUP 191 - MUP 191 - Perf:Percussion*APC
- * MUP 271 - MUP 271 - Perf:Piano*APC
- * MUP 273 - MUP 273 - Perf:Organ*APC
- * MUP 274 - MUP 274 - Perf:Voice*APC
- * MUP 275 - MUP 275 - Pf St:Cello/Bass*APC
- * MUP 280 - MUP 280 - Perf Guitar*APC
- * MUP 281 - MUP 281 - Perf:WW/Flute*APC
- * MUP 286 - MUP 286 - Perf:Brass*APC
- * MUP 291 - MUP 291 - Perf:Percussion*APC
- * MUP 371 - MUP 371 - Perf:Piano*APC
- * MUP 373 - MUP 373 - Perf:Organ*APC
- * MUP 374 - MUP 374 - Perf:Voice*APC
- * MUP 375 - MUP 375 - Pf St:Cello/Bass*APC
- * MUP 381 - MUP 381 - Perf:WW/Flute*APC
- * MUP 386 - MUP 386 - Perf:Brass*APC
- * MUP 391 - MUP 391 - Perf:Percussion*APC
- * MUS 406 - MUS 406 - Senior Project
- * MUS 430 - MUS 430 - Arranging & Composition

Content Knowledge - Understand and use musical notation, by stylistic recognition, and in musical composition and arranging applications. We assess and measure these objectives as a step by step process.

- * MUS 111 - MUS 111 - Music Theory*AEH
- * MUS 112 - MUS 112 - Musicianship
- * MUS 113 - MUS 113 - Music Theory*AEH
- * MUS 114 - MUS 114 - Musicianship
- * MUS 115 - MUS 115 - Music Theory*AEH
- * MUS 140 - MUS 140 - Electronic Music I*APC
- * MUS 201 - MUS 201 - Lang & Lit Of Music*AEH
- * MUS 202 - MUS 202 - World Music*AEH
- * MUS 203 - MUS 203 - Jazz: Amer Music*AEH
- * MUS 311 - MUS 311 - Advanced Theory
- * MUS 312 - MUS 312 - Musicianship II
- * MUS 313 - MUS 313 - Advanced Theory
- * MUS 314 - MUS 314 - Musicianship II
- * MUS 315 - MUS 315 - Advanced Theory
- * MUS 316 - MUS 316 - Musicianship II

- * MUS 361 - MUS 361 - Music History I
- * MUS 362 - MUS 362 - Music History II
- * MUS 421 - MUS 421 - Std In Ethnomusicology

Civic Engagement - Civic Engagement has two meanings within music ensembles. As part of an ensemble, students engage within the ensemble (between members) and outside the ensemble when performing for an audience. Students are asked to demonstrate an ability to explore multiple viewpoints, listen, communicate, and act in inclusive ways within the context of ensemble and guest artist work. They are also asked to demonstrate a consistent readiness to engage an audience during and after a performance. We indirectly assess students' abilities in civic engagement in all performance ensembles through a locally developed survey that adapts the GEC rubric criteria.

- * MUS 195 - MUS 195 - EOU Wind Ens*APC
- * MUS 395 - MUS 395 - EOU Wind Ens*APC
- * MUS 409 - MUS 409 - Practicum

Program Outcomes - Assessment Cycle

Year(s) to be Assessed	Program Outcome Name	Unit Name
2008-2009	Content Knowledge	Program (CAS) Music
2009-2010	Civic Engagement	Program (CAS) Music
2010-2011	Content Knowledge	Program (CAS) Music
2011-2012	Applied and Integrated Learning	Program (CAS) Music
2012-2013	Civic Engagement	Program (CAS) Music
2013-2014	Program Review - No Assessment	Program (CAS) Music
2014-2015	Content Knowledge	Program (CAS) Music
2015-2016	Civic Engagement	Program (CAS) Music
2016-2017	Applied and Integrated Learning	Program (CAS) Music
2017-2018	Content Knowledge	Program (CAS) Music