ANNUAL ASSESSMENT REPORT TEMPLATE FOR ACADEMIC PROGRAMS

I. Department/Program Information

<table>
<thead>
<tr>
<th>Department / Program Name</th>
<th>Name of Department Chair or Program Director</th>
<th>Annual Report for Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conservatory of Music</td>
<td>George Boespflug</td>
<td>2014-15</td>
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</tbody>
</table>

II. Completed Assessment Activity Information

List the Student Learning Outcome(s) Assessed this Year
Student will apply historical and theoretical understanding to the analysis of musical forms, processes, structures and masterpieces from the western art music tradition.

Describe the Student work collected to evaluate the outcome (for example, the final paper from BBST 465)
Research papers written for Music Theory/History and Literature of the 20th Century, MUSC 312.

<table>
<thead>
<tr>
<th>Total Number of Assignments Collected</th>
<th>Number of Collected Assignments Evaluated</th>
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<tbody>
<tr>
<td>18</td>
<td>18</td>
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</table>

If only some assignments were evaluated, please explain why, and the selection process
This is a carefully directed musicology research paper that requires the synthesis of theoretical and historical thinking.

Evaluation Process (Please explain how the student work was evaluated and by whom. Attach to the completed form copies of any rubrics or other evaluation materials used) The paper was evaluated by Dr. Leonora Wagner. Dr. Wagner holds a Phd. in Musicology from Southern California University. Examples of papers and scored rubrics are found in the self study folders related to this outcome.
### Summary of Results
*(Please include a description, using percentages and mean scores, of the major findings from the assessment activity. Data or charts may be attached)*

Rubric topics and mean scores:
- **Topic and Thesis Statements** – 3.8
- **Content and Reasoning** – 3.4
- **Research** – 3.2
- **Use of Sources: Quotes, Paraphrase and Summary** – 3.6
- **Structure** – 3.6
- **Grammar, Syntax, Vocabulary** – 3.2
- **Citations** – 3.1
- **Format** – 3.6

### Conclusions
*(Please describe the faculty’s consensus on what the results indicate about the students' attainment of the learning outcome. Explain any strength or weakness suggested about the curriculum.)*

Overall the faculty is pleased with the mean scores which are all above ‘meets outcome expectation’ score of 3.0. There will be greater emphasis on preparing students to properly cite references. Also, consideration will be given to using more class time to provide steps to better guide student research and proof read more effectively.

### Methods Used for Sharing Assessment Information
*(How and when was information shared with the faculty? How was assessment data used to inform decisions and changes in curriculum? Where are records of these discussions archived?)*

Conclusions for assessment were gathered using the music history paper rubric which was developed during the Academic year 2013-14 by Dr. Leonora Wagner. Information will be shared with the faculty at the annual pre-semester faculty meeting in August, 2015.

### Curricular Changes Resulting From Conclusions Drawn Above
*(Please describe the changes and/or improvement planned as a result of your analysis.)*

No changes are required.

### Is the mission, student learning outcomes or the curriculum map changing? Yes or No
If yes, please describe the change

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### III. Assessment Activity Plan for Next Academic Year 2015-16

All of the items in this section are about the assessment activity the department/program plans to complete during the next academic year.

**List the Student Learning Outcome(s) to be Assessed**
- The skills core outcome and the pedagogy-related outcome in the performance degree.
Describe the student work to be collected for assessment
Final exam rubrics in skills classes and class presentation rubrics in pedagogy.

IV. Follow Up on Previous Years (2013-14) Recommended Program Changes

<table>
<thead>
<tr>
<th>What curricular change was implemented?</th>
<th>More attention was given to presentation elements in senior recital preparation</th>
<th>Was new data collected after this change?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes or No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yes. More needs to be collected before making changes</td>
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Has there been any observable impact on teaching or learning? If so, describe.
Some. See above

If no data was collected, when will new data be collected and evaluated?
At the end of the school year 2015-16.