Music Performance (BM)

📋 Program-154

Annual Assessment Plan

1

2 **4.2 - Research**

Students will demonstrate the ability to research a subject in the history of music by employing the major resources of music research, and engaging with those sources to create and support a scholarly argument.

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
MUSI 301, 302, or 303 (depending on concentration) -- Literature final projects	80% will earn a 3 or 4 on rubric	Every third year beginning 2021-2022

4 **Results -** Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

As no students in the Music Performance Degree track needed this course this year, there is no assessment data.

5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

3 **4.3 - Proficiency**

Students will demonstrate proficiency on a major instrument (or voice) at a level appropriate to a student entering graduate school with a major in music performance.

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
Senior Recital Hearing	95% or higher will pass recital hearing on first attempt	Every third year beginning 2021-2022

4. **Results -** Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

> Two students in the Music Performance Degree gave recitals. They both passed their recital hearing on the first try.

5. **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

6. **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

2. Holistic program improvement goals: Programs are expected to have at least one action plan to improve student learning annually. If you have not yet identified an action plan associated with this year's assessment results, or if the department has identified additional issues that require action plans, describe the specific, measurable action plan and its relation to evidence of student performance.

Assessment Rubric

1.

Process

	1	2	3	4

	1	2	3	4
Is the plan being implemented faithfully and revised as needed?	○ Assessment plan is not implemented.	○ Most aspects of plan are being implemented or all aspects are implemented to some degree.	◉ Assessment plan is fully implemented.	○ Plan is faithfully executed and modified/evaluated as needed.

2 Explanations:

3

Engagement

	1	2	3	4
Are all relevant parties are meaningfully involved in the creation/revision, implementation, analysis, interpretation and learning improvement process?	○ Limited involvement beyond chair/director	○ All educators contributing to the curriculum are aware of process and results	◉ All educators contributing to the curriculum participate in conversations regarding the use of assessment data to improve student learning	○ All relevant stakeholders (students, employers, alumni) are meaningfully involved in the creation/revision, implementation, analysis, interpretation, and/or improvement processes associated with this assessment plan.

4 Explanations:

5 **Program Learning Objectives**

	1	2	3	4
	○	○	○	◉
Are the program learning objectives clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning for that major/program?	PLOs are problematic (vague, abstract, not aligned with ULOs/GLOs) or missing.	PLOs are clear, mostly measurable, partially aligned with ULOs/GLOs.	PLOs are clear, measureable, aligned with ULOs/GLOs, and represent a summary of the knowledge, skills, beliefs, and values that a graduate of this major/program should attain by completing the required curriculum, accounting for variations in learning outcomes due to tracks/concentrations	PLOs are clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning students achieve through completion of the program. The learning objectives provide a comprehensive view of the knowledge, skills, beliefs, and values that are important for a graduate of this major/program and account for variations in learning outcomes due to tracks/concentrations.

6 Explanations:

7

Measures

	1	2	3	4

	1	2	3	4
Are the instruments used to assess learning relevant to the objective? Do measures yield information/data you can use to drive improvement?	○ Not all objectives have a measure identified. OR Measures do not directly connect to the objectives.	○ All objectives have at least one direct measure. Measures connect to learning objectives superficially or tangentially and/or include learning other than stated objectives. Relies almost exclusively on the same form of assessment (survey, exam, project). Relies almost exclusively on data from a single source (course, program, activity).	● All objectives have at least one direct measure. Some objectives have multiple measures. Measures clearly connect to learning objectives. And two of the following four criteria: Objective measures more than one point in time (formative). Indirect measure are used strategically. Plan Incorporates different forms of assessment (survey, exam, project). Plan incorporates from a variety of sources (course, program, activity).	○ Measures meet all of the following criteria: All objectives have at least one direct measure. Some objectives have multiple measures. Measures clearly connect to learning objectives. Objectives measured more than one point in time (formative). Indirect measures are used strategically. Plan incorporates different forms of assessment (survey, exam, project). Plan incorporates data from a variety of sources (course, program, activity).

8   Explanations:

9

Targets

	1	2	3	4

	1	2	3	4
Are the targets based on professional standards and/or analysis of past student work? Are targets challenging and achievable?	○ Some targets are missing.	○ Targets are arbitrarily chosen or reflect minimal expectations.	◉ Targets are challenging and achievable based on prior student performance, and reflect an appropriate level of performance.	○ Targets are challenging and achievable. Targets are based on professional standards and/or prior student performance. Targets are set at a level to inspire program improvement.

10 Explanations:

11

Timeline

	1	2	3	4
Is the timeline for data collection manageable with sufficient data points to effectively inform decision making and program review?	○ Not identified clearly for all measures.	○ Clearly states semester/year for each objective/measure. Data analysis delayed from data collection. Time between collection points may not facilitate informed decision making.	○ Clearly stated and manageable schedule. At least two data points for each objective per review cycle.	◉ Timeline for data collection is manageable and allows for continuous improvement with timely and meaningful decision making even before program review.

12 Explanations:

13 Action Plan

	1	2	3	4
Is the department effectively examining and using assessment data to revise curriculum and pedagogy to support student learning?	○ Assessment data not collected/analyzed/used for decisions and/or results not documented in AEFIS.	○ Data collected, documented and discussed by department. Department reviewed confidence in measures and data as sufficient indicators of student performance. If data indicated changes were needed, action plans were developed in consultation with dean (e.g. improving outcomes, measures, targets, curriculum or pedagogy).	◉ Data collected, documented and discussed by department. Department and dean confirmed confidence in measures and data as sufficient indicators of student performance. Action plans (e.g. improving outcomes, measures, targets, curriculum or pedagogy) developed in consultation with dean. If prior year data warranted action plans, the department implemented the changes.	○ Department collected and discussed follow-up data after the implementation of action plans in order to determine whether changes resulted in improvement or whether additional action is necessary. Data confirms effective curriculum and pedagogy for learning outcomes. Score of 4 should be assigned only if objectives, measures, targets and timeline all score a 4.

14 Explanations:

15 Dissemination

	1	2	3	4

	1	2	3	4
Is the department communicating learning objectives, results and improvements related to student learning to a wide audience?	No record of assessment results and changes made as a result of assessment findings.	The department/program retains records of assessment results and positive changes made as a result of assessment findings, and results are entered in assessment software system.	The department/program retains records of assessment results and changes made as a result of assessment findings, results are entered in assessment software system, and assessment results and improvements are publicly posted.	The department/program retains records of assessment results and changes made as a result of assessment findings, and results are entered in assessment software system. Assessment results and improvements are publicly posted and shared proactively with faculty, prospective students, employers and alumni in ways that facilitate their discussion.

16 Explanations:

Additional Feedback

1 Please enter any additional feedback for changes that should be made:

> I'm unclear why, for objective 4.2, if students don't need the course why it is included as a measure. Or is it just the case that no students took the course this year? If that is the case, as with Music and Worship, you will need to alter your assessment plan to gather data over several years so you have data to look at when the time arrives. Work with Kate to clarify that process. Same thing with senior recital if you are regularly only going to have one or two students you would need to collect more data over time in my view, though work with Kate to clarify the best way for doing that. Final note, as with the others, there is no evidence of qualitative discussion of student learning, only a recording of the quantitative results.

CLOSE AND EXIT