Music Conducting (MM)

Program-184

Annual Assessment Plan

1

2 **3 - A - Advanced conducting technique**
Display knowledge of advanced conducting technique

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.

Selected Outcomes:

- G1 - Spec. Knowledge - G1. Specialized knowledge

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
MUAP 501,502,503: Final Performance	100% will score 90% or higher	Every even year, spring (ex. spr 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.

All students performed at a 90% or higher. The faculty have determined that student progress is excellent, given the cumulative nature of the course. Since we are working with students one-on-one, we are able to give feedback to students that is specific to them, making them better equipped to achieve success as it has been laid out for them in the weekly communications.

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.

NA

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.

NA

3 **2 - B - Applying research principles**

Complete program notes applying research principles aligned with the area of study

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.

Selected Outcomes:

- G2 - Scholarly Act. - G2. Scholarly Activities

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 501, 502, 503: Score Study Assignment	100% will score at a level of proficient or higher	Every even year, summer (ex. sum 22)

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.

NA

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.

NA

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.

NA

4 **3 - B - Broad awareness of repertoire**
Demonstrate a broad awareness of repertoire in the area of study

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.

Selected Outcomes:

- G1 - Spec. Knowledge - G1. Specialized knowledge

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 621, 622, 623: Written Comp Exam	100% will receive a score of proficient or better	Every odd year, spring (ex. spr 21)

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.

NA

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.

NA

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.

As we continue to use AEFIS and Canvas together, we will be more cognizant of what is needed in order for measures to be linked appropriately.

5 **2 - A - Chicago/Turabian Style**

Employ research design methods using Chicago/Turabian Style

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.

Selected Outcomes:

- G2 - Scholarly Act. - G2. Scholarly Activities

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

Measures	Targets	Timeline

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.

> NA

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.

> NA

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.

> No action plan needed at this time.

6 **4 - Faith**

Identify connections between music literature and faith

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.

Selected Outcomes:

- o G4 - Faith - G4. Christian Faith and Principles

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
MUMH 501, 502, 503: Discussion post: Vocation and Faith	100% will score 85% or higher	Every odd year, Fall

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.

> All students exceeded the target for this measure, thus suggesting that we might raise the target.

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.

> Given the vulnerable nature of this assignment, the parameters for grading have been quite loose. We plan to make the assignment a bit more structured moving forward, allowing for feedback that specifically speaks not to the content, per se, rather the presentation of the content.

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.

7 **1 - B - Foreign language**

Comprehend practices of foreign language diction and musical terminology

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 513:Final Exam	100% will score 85% or higher	Every even summer

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.

> NA

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.

> NA

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.

> To rename the assignment. No need for action as the target was met.

8 **5 - High ethical standards**

Convey high ethical standards in the role of conductor in the areas of: Integrity, Compassion, Responsibility, and Professionalism

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 501, 502, 503; 601, 602, 603: Laboratory Rehearsal	100% will receive a 90% or higher	Every even year, Summer

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.

NA

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.

NA

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.

NA

9 **6 - A - Intercultural competencies**

Select a comprehensive program that exhibits intercultural competencies

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.

Selected Outcomes:

- G6 - Intercult Comp - G6. Intercultural Competence

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
MUAP 621, 622, 623	100% will receive a passing score	Every even year, Spring

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.

The target was met. We are in the process of reorganizing the structure of these courses which I think will give us much more accurate data than what is provided here. We will craft the class, in part, around focus on this PLO.

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.

10 **6 - B - Multiple cultures**

Analyze scores representing multiple cultures and ethnicities

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.

Selected Outcomes:

- G6 - Intercult Comp - G6. Intercultural Competence

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
MUAP 621, 622, 623: Program Notes	100% will receive a passing score	Every even year, Spring

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.

> Target was met. The content for each of these courses is specific to making sure that students interact with music that represents multiple cultures and ethnicities.

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.

11 **1 - A - Pedagogical knowledge**
Demonstrate pedagogical knowledge in the area of study

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
MUED 504, 505	100% will score 85% or higher	Every even summer
MUSI 511	100% will score 85% or higher	Every even summer

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.

NA

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.

NA

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.

NA

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.

> Students are meeting and/or exceeding the targets in all areas of assessment. Not necessarily based on assessment result, but rather assessment procedure, it has been determined that a revamp of the MUSi 621, 622, 623 courses in the area of expectation of student response is considered, is appropriate. More structure in what is actually being assessed will be implemented starting with the summer offering, to see if this change is effective in the quality of student response.

Assessment Rubric

1

Process

	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:

> We have fully implemented the assessment plan into our curriculum. The process of modification will likely take place as we continue to recognize holes that exist, especially in the cases where single courses are being taught by multiple instructors.

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:

> We have a number of faculty who teach both in grad and undergrad. This can be a challenge with assessment since there aren't regular, required faculty meetings where this data is discussed. However, i would say that most folks involved recognize and appreciate their own role and the tasks associated with it.

5

Program Learning Objectives

	1	2	3	4

	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:

> The PLOs are very much aligned with the purpose, mission, and focus of this program.

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:

> We still have a few faculty members who need to list the assignments correctly in Canvas so that they can be linked to AEFIS without error. This will be part of our discussion next week.

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:

> I do believe that our targets are set to allow for the inspiration of achievement. Given that ours is an applied area of study with some courses that are taught in a one-on-one setting, our students are well suited to understand the rigor and have conversations about how to achieve at the highest levels.

11

Timeline

	1	2	3	4

	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

	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:

> It will be a priority in the 22-23 academic year to focus in on using the data to potentially revise curriculum in the online courses in particular. We have been holding steady for a while now; I think it would behoove us to do a bit of a reset on all courses, making sure that we align with best practices in online learning.

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:

> We do not publicly post our assessment results.

Additional Feedback

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

CLOSE AND EXIT