

PROGRAM ASSESSMENT PLAN ~ 2013-14 through 2018-19

This document only needs to be updated when changes are made.

UNIT	COLLEGE OF ARTS AND SCIENCES
Department (if applicable)	MUSIC
Degree/Program	Bachelor of Arts
Date Prepared	June 16, 2014
Date Revised	Updated to New Form (6/22/15), Updated 7/15/2015 (modifications to Curriculum Map, Assessment Measures, and Stakeholder Involvement)

PROGRAM MISSION

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Consistent with the mission of the University and the College of Arts and Sciences, the Department of Music is dedicated to sharing a personal commitment to musical excellence as exemplified in creative activities, research, teaching, and public performances contributing to the expansion of knowledge in the field of music. This personal commitment to our students encourages them to think creatively, speak effectively, and write critically. Through musical performances and sponsorship of musical activities, the Music Department strives to enrich the cultural, aesthetic, and creative life of the university, the community, the region, and the nation.

PROGRAM STUDENT LEARNING OUTCOMES (PSLO)

If the program has more than 6 PSLO, hit "Tab" in the last cell to add another row. Cells will expand to accommodate text.

Upon completion of the program students will be able to:

PSLO 1	Demonstrate music performance skills (think creatively; present effectively)
PSLO 2	Demonstrate the ability to read and write music
PSLO 3	Demonstrate the ability to analyze and describe music
PSLO 4	Demonstrate listening skills in music (write critically; research skills)

CURRICULUM MAP (Alignment)

List all courses required for program majors and indicate, where applicable, (using the following key) the PSLO with which they are associated.

T = Taught

X = Taught and Assessed

A = Assessed

If the program has more than 6 PSLO, "Copy and Paste" rows from this table below the existing table, beginning with the row numbering the PSLO.

Required Courses	PSLO 1	PSLO 2	PSLO 3	PSLO 4
MU 122	X	X	X	
MU 123		T		
MU 215		T	T	T
MU 314		T	T	T
MU 315		T	T	T
MU 316	X	X	X	T
MU 133	X	X		

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MU 134	X	X		
HI 105			T	
MU 325			X	X
MU 326	X		X	X
Applied Lessons	X	T	T	T
Ensembles	T	T	T	T

NOTE 1: MU 121 is no longer required because students take WU101 as of Fall 2014. MU 317 was inadvertently included on the previous Plan in 2013-2014 but BA students are not required to take it.

ASSESSMENT MEASURES (Method)

Indicate (mark with an X) the type of assessment used to evaluate each PSLO.

Check as many boxes as apply.

Programs should use at least 2 direct measures for each PSLO.

If the program has more than 6 PSLO, "Copy and Paste" rows from this table below the existing table, beginning with the row numbering the PSLO.

	PSLO 1	PSLO 2	PSLO 3	PSLO 4
DIRECT				
Portfolio				
Performance Assessment (Art, Music, Theatre, etc.) ~ Double Jury Performance	X			
Performance Assessment (Off campus experience – Clinical, Internship, Practicum, etc.)				
Professional Credentialing Exam				
Major Field Test or National Exam		X	X	X
Course Embedded Assignment				
Project Evaluation (e.g. research)				
Course Grades	X	X	X	X
Other ~ Applied Lessons	X			
Other ~ Rhythmic Proficiency Exam	X	X	X	
INDIRECT				
Surveys				
Exit Interviews/Focus Groups				
Other (Describe)				

THRESHOLD OF STUDENT SUCCESS

For each PSLO, list each measure separately and indicate the threshold of student achievement considered acceptable.

(example: 75% of students will receive B or better) - see Assessment Plan Guide for additional instructions.

Hit :Tab" in the last cell to add another row. Cells will expand to accommodate text.

PSLO	MEASURE	THRESHOLD
1	Double Jury Performance	100% of students pass

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	Course Grades	75% of students will receive Target or Advanced Grades (B or A)
	Applied Lessons - Juries	90% of students will receive an average score of 8.5 (out of 10) or better
	Rhythmic Proficiency Exam	100% of students pass
2	Major Field Test	80% of students will achieve an average 10 point increase difference between pre and post scores for the Written Theory section of the exam
	Course Grades	75% of students will receive Target or Advanced Grades (B or A)
	Rhythmic Proficiency Exam	100% of students pass
3	Major Field Test	80% of students will achieve an average 10 point increase difference between pre and post scores for the Written History section of the exam
	Course Grades	75% of students will receive Target or Advanced Grades (B or A)
	Rhythmic Proficiency Exam	100% of students pass
4	Major Field Test	80% of students will achieve an average 10 point increase difference between pre and post scores for the Listening section of the exam
	Course Grades	75% of students will receive Target or Advanced Grades (B or A)

DATA COLLECTION CALENDAR

Indicate how often assessment data are collected for each PSLO.

S=every semester

Y=every year

2=every other year

3=every 3 years, (etc.)

O-Other (please explain)

If the program has more than 6 PSLO, hit "Tab" in the last cell to add another row.

	Frequency of Data Collection
PSLO 1	S
PSLO 2	S
PSLO 3	S
PSLO 4	S

ANALYSIS AND REPORTING CALENDAR

Indicate (mark with an X) the years in which each PSLO was/will be analyzed and reported.

Cycle will repeat after Year 6.

If the program has more than 6 PSLO, "Copy and Paste" rows from this table below the existing table, beginning with the row numbering the PSLO.

	PSLO 1	PSLO 2	PSLO 3	PSLO 4
Year 1/2013-14	Update	Update	Update	Update
Year 2/2014-15	X	X	X	X
Year 3/2015-16	Update	Update	Update	Update

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Year 4/2016-17	X	X	X	X
Year 5/2017-18	Update	Update	Update	Update
Year 6/2018-19	X	X	X	X

If field experiences are a significant part of the program, explicitly address how validity and reliability of the evaluation instrument is ensured.

Cell will expand to accommodate text.

NA

STAKEHOLDER INVOLVEMENT

Describe how stakeholders (faculty, students, alumni, advisory boards, community, etc.) are involved in the development, implementation, periodic review and continuous improvement of the Assessment Plan.

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Faculty

Course grade trends are shared with the specific faculty who teach those courses on a semester basis and potential changes are discussed in conjunction with them and other faculty as needed. Music faculty meet throughout the semester and discuss assessment data trends as needed via full faculty meetings. If changes are needed, those items are typically remanded to the Curriculum Committee. Options developed by the Curriculum Committee are brought before the full faculty for discussion, suggestions, and adoption. Specific data considerations that impact the curriculum are often discussed at faculty retreats held prior to the fall and spring semesters. During the August 2015 Music Faculty retreat, the assessment plan and data trends will be discussed to determine if what is being used to assess the program SLOs needs to be revised and updated. An agenda is being developed with specific issues to review per program. A specific example is whether to continue to use the Piano Proficiency Exam as an assessment for all degree programs.

Students

In addition to the CAS course evaluation form, the Music Department includes a comment sheet on which music students may identify areas of strength and make suggestions for improvements. Student representatives are also invited to attend Music Faculty meetings and retreats if specific issues regarding the department and its programs arise. In Spring 2015, a program completer survey was administered to students prior to their graduation in order to gain information related to their preparation, etc.

Alumni/Advisory Boards/Community, etc.

Kansas Music Educators Alumni Reception: This occurs every year at the KMEA conference in Wichita. Alumni attend and are asked to give their feedback regarding the department, its graduates, etc. A more systematic survey will be developed similar to the graduate survey developed and piloted during Spring 2015.

Friends of Washburn Music: This advisory group is comprised of alumni, area music teachers, and other interested community members. Information is shared at meetings regarding the department, including advocacy for it and its students. A more systematic survey will be developed similar to the graduate survey developed and piloted during Spring 2015.

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PROGRAM ASSESSMENT PLAN REVIEW CYCLE

Indicate (mark with an X in column 2) the year(s) in which this Program Assessment Plan will be reviewed and indicate in column 3 (when applicable) when changes are made and addressed in the appropriate year's annual report.

Cycle repeats after Year 6.

	Program Assessment Plan Review	Were changes made and addressed in the Annual Report? <u>Yes</u> or <u>No</u> (update when applicable)
Year 1/2013-14		
Year 2/2014-15	X	Yes. Additional changes will be made as needed after the August 2015 Music Faculty Retreat.
Year 3/2015-16		
Year 4/2016-17	X	
Year 5/2017-18		
Year 6/2018-19		