

**Assessment Trends Report
Student Learning Outcomes in the School of Music**

September 2009

The goal of this report is to evaluate the assessment of student learning outcomes in SOM. The report address four key questions to evaluate the quality of our assessment processes.

(1) How have we sustained the assessment effort over a multi-year period of time?

How many years have you completed an annual assessment report?

2006 2007 2008 2009

The School of Music has a rich tradition of assessment, primarily in the applied music area with end of the semester juries and recitals. The first SOM Assessment Committee consisted of the following faculty: Hadi Gibbons, Neal Smith and Laurie Glencross. Rubrics were developed as a way of numerically assessing progress in the applied area through SOM auditions, juries, and recitals, as well as SOM ensembles. Now, the data is collated and compiled by Neal Smith and Chuck Ciorba and shared with the music faculty at their annual retreat in May.

(2) How do we systematically and comprehensively collect and analyze data about student learning?

SOM has established a strong tradition of assessment of student performance. The following methods are used to assess performance:

1. A *Performance Assessment Form* that measures juries/barrier exams and recitals. Students are also assessed through the artist/mentor teaching relationship including weekly feedback, performances and recitals as both listener and performer.
2. An *Ethnographic Project* that measures research skills, basic understanding of how music and society fit together, basic understanding of the history of ethnomusicology, and good writing skills.
3. An *Ensemble Survey Form* that is used to measure the quality of a student's participation in an ensemble.

	Student Learning Outcome 1	Student Learning Outcome 2	Student Learning Outcome 3
AY 2006-07	Green	Green	Red
AY 2007-08	Green	Green	Red
AY 2008-09	Green	Green	N/A

(3) How do we use the analysis to improve curriculum and pedagogy and to inform decisions about budgets and strategic priorities?

SOM faculty continue to work on the careful articulation of their student learning outcomes, as well as the calibration between course content and stated learning outcomes. The faculty also continue to review and modify data collection points, adding and removing them as necessary. As a result of assessment analysis, some student learning outcome goals have either been shifted from one program to another or eliminated entirely. Other goals are getting restructured in order to improve the method of collecting evaluative data; in some cases the lack of a uniform assessment methods must be addressed.

Regarding the Music Education major in particular, assessment has confirmed that progress toward student teaching remains strong, and that SOM students are well prepared for the challenges they will face. It is likely that in future years assessment data for Music Education will be changed to reflect assessment efforts that are already taking place as part of NCATE accreditation. This will provide more consistent criteria for assessment and better describe student progress toward specific goals, such as lesson planning, reflection, and delivery of instruction.

Regarding Performance majors, the SOM faculty have determined that the data drawn from end-of-semester juries continues to be the most accurate tracking of students' demonstration of rigorous performance competency (solo and ensemble). The reliability of the juries relies solely on the continuous collection of data over the course of each student's four-year academic career.

(4) How do we evaluate, modify, and continue to improve the student learning assessment process in this program?

While SOM faculty have had success in assessing certain areas of student learning in music, there are plenty of other places that need fine tuning. That will be job one for the whole school this Fall as they go through their self- study this academic year in preparation for re-accreditation with NASM (National Association of Schools of Music) in Fall 2010.

The faculty are continuing to work on creating more efficient and effective ways to collect and organize this data in such a way that it can reveal more about individual student progress in the program. And while the process of assessment in SOM has been sustainable without imparting an undue burden on the faculty, it can nevertheless be streamlined.

Evaluation from Focused Visit Leadership Team (Made of Academic Deans, Program Leaders, and Focus Visit Report Writers)

Rating: Green

Academic program	Goal 1 (multi-year)	Goal 2 (data collection)	Goal 3 (Use assessment to improve)	Goal 4 (improve assessment)	Total
Music	3	2	3	3	11

Based on the four questions/criteria, the Focus Visit Leadership Team rates the School of Music (SOM) programs as green and concludes that the program can sustain systematic and comprehensive data collection and analysis over multiple years. SOM Programs use assessment to make pedagogical initiatives, curricular changes, and budget priority decisions, and continue to modify the assessment process, as needed. The assessment method and outcome for the core learning goal #3 needs clarification. Otherwise, SOM has developed a strong culture of assessment in their programs.