

	Exceeds Requirements 10 - 12	Meets Requirements 7-9	Partially Meets Requirements 4-6	Does Not Meet Requirements 1-3	Score
<p>Learning Outcomes When students successfully complete the program, what should they know? What should they be able to do? What should they value?</p>	<ul style="list-style-type: none"> o All outcomes clearly stated; o Compatible with IU South Bend campus goals and mission statements; o Measurable; o An appropriate range of measures; o Cover key/focused components of learning; o Reflect multiple levels of learning, primarily higher levels of learning (e.g. Bloom’s Taxonomy: synthesis, application, analysis.) 	<ul style="list-style-type: none"> o Most are clearly stated; o Most are compatible with IU South Bend campus goals and mission statements o Most are measurable; o An adequate range of measures; o Most cover key/focused components of learning; o Reflect multiple levels of learning, including higher levels of learning. 	<ul style="list-style-type: none"> o Some are clearly stated; o Some are compatible with IU South Bend campus goals and mission statements o Some are measurable; o Too many or too few in number o Some cover key/focused components of learning; o Some reflect multiple levels of learning, and some may reflect higher levels of learning 	<ul style="list-style-type: none"> o Not clearly stated; o Not compatible with IU South Bend campus goals and mission statements o Inappropriate number to reflect required student learning o Not measurable; o Do not cover key/focused components of learning; o Generally reflect basic knowledge. 	9
<p>Tools and Processes Direct Measures – directly evaluate student work. Examples of direct measure include exams, papers, projects, and computer programs, interactions with a client or musical performances. Indirect Measures – indirectly evaluate student learning and include asking students and alumni how will they thought they learned, tracking their graduate school or job placement rates, and so on.¹</p>	<ul style="list-style-type: none"> o Appropriate number of observations; o All measure mastery of student learning using multiple methods; o Include a wide range of student work samples; o Tells you what needs to change and where in the curriculum it must be changed. 	<ul style="list-style-type: none"> o Adequate number of observations; o Measure student learning; o Include student work samples; o Measures how closely target is achieved and guides curriculum changes 	<ul style="list-style-type: none"> o Some observations; o Some measure student learning; o Includes few student work samples; o Measures how closely target is achieved but may not suggest specific actions for improvement. 	<ul style="list-style-type: none"> o Few or no observations; o No appropriate methods to measure desired student learning; o No student work samples; o Does not measure target achievement, does not make necessary curricular changes clear. 	7
<p>Benchmarks/Performance Targets Level of performance students should achieve for selected measures.</p>	<ul style="list-style-type: none"> o Well defined and appropriate levels of student learning are identified; o Measures how closely target is achieved 	<ul style="list-style-type: none"> o Defined and adequate levels of student learning are identified; 	<ul style="list-style-type: none"> o Loosely defined or insufficient levels of student learning are identified; 	<ul style="list-style-type: none"> o No benchmarks or targets for student learning are identified; 	8
<p>Results and Analysis Information is gathered, summarized and provided to faculty for review, discussion and analysis</p>	<ul style="list-style-type: none"> o Clearly developed and well-conceived analysis; o Clear findings are reported on all methods o Faculty and other relevant stakeholders review and discuss all data 	<ul style="list-style-type: none"> o Analyses are provided; o Findings are reported on all methods; o Faculty review and discuss all data. 	<ul style="list-style-type: none"> o Some analyses are provided; o Findings are reported on most methods; o Limited review and discussion. 	<ul style="list-style-type: none"> o No analysis; o Insufficient findings or number of methods used; o Limited or no review and discussion. 	1
<p>Actions How do faculty use assessment information to modify and improve their program?</p>	<ul style="list-style-type: none"> o A thorough plan is developed with broad-based faculty participation to improve curriculum, assessment planning, and/or student learning outcomes; o Actions provide thorough evidence that findings have influenced curricular and co-curricular decision making 	<ul style="list-style-type: none"> o A plan to improve is developed with faculty participation; o Actions provide evidence that findings have influenced curricular and co-curricular decision making 	<ul style="list-style-type: none"> o A plan is with partial faculty participation is developed; o Unclear connections between findings and curricular and co-curricular decision making. 	<ul style="list-style-type: none"> o No plan has been developed; o No evidence-based decision making is discernible. 	5

General Comments

- The assessment committee would like to commend the Music department on the progress that has been made since the last 3rd year review. The performance evaluation rubrics could provide very useful assessment data for improving the program. The assessment committee encourages the program to apply for an assessment grant to input and evaluate the files. In addition, consider I-Rubric in OnCourse or another electronic system to eliminate the need to input paper files.
- In light of the greater accountability being required of educational institutions, the assessment committee is committed to having documentation of the student learning taking place in our academic departments. We are convinced that students are receiving an excellent education from our colleagues. We also know that our university will be required to provide evidence supporting this claim to our accrediting commission and state funding bodies. Assessment is a crucial, and increasingly necessary, component of the educational process.
- The assessment committee urges the program to consider assessment standards from NASM and other music organizations in helping to clarify benchmarks.

Comments

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<p>Learning Outcomes When students successfully complete the program, what should they know? What should they be able to do? What should they value?</p>	<p>Goals did not change from last third year review. Graduate learning objective 4 is listed but is not mapped out in the curriculum map. Undergraduate LO 4 is listed by two courses. Are these two courses required courses that all students take? Graduate Assessment Plan: No assessment process for Obj. 4. Objective 5 is “measured” by completion of relevant course, which is not a measure. Need work on objective 4 and 5 measures.</p>
<p>Tools and Processes Direct Measures – directly evaluate student work. Examples of direct measure include exams, papers, projects, and computer programs, interactions with a client or musical performances. Indirect Measures – indirectly evaluate student learning and include asking students and alumni how will they thought they learned, tracking their graduate school or job placement rates, and so on.¹</p>	<p>Direct measure: Evaluation grid on all assessment forms across assessments and courses is a huge step in the right direction. Suggestion: You have made tremendous strides with your assessment process with this tool however, in reviewing your evaluation grid the criteria is not evident on what “exceptional”, “excellent”, “very good”...to “unacceptable” means. You have 8 categories and a N/A choice. How are these categories chosen? Suggest creating criteria definitions for each category. You could have this on a separate sheet as a reference for evaluators as not to mess up your nice format on your forms. I-Rubric in OnCourse might be a helpful tool which would allow faculty, including associate faculty, to quickly input the results from the rubric electronically so it could be easily evaluated, eliminating the need for storage and input of paper files. Amy Pawloski in UCET could assist Indirect Measure: An alumni survey and/or tracking placement of graduates would be a valuable source of indirect assessment information.</p>
<p>Benchmarks/Performance Targets Level of performance students should achieve for selected measures.</p>	<p>-The requirements were not included in the report. However, this was addressed in the discussion. Requirements are established for all performance majors. - Existing rubrics available online may provide a springboard for discussion help in establishing what each of these levels might consist of.</p>
<p>Results and Analysis Information is gathered, summarized and provided to faculty for review, discussion and analysis</p>	<p>None given. Planning to use data from evaluation grid when there is enough data available. Currently, database is set up but no time to input data.</p>
<p>Actions How do faculty use assessment information to modify and improve their program?</p>	<p>Not stated. Faculty meet regularly to talk about individual students, but not the assessment program plan. No discussion of results from assessments for the program takes place.</p>