**Student Learning Assessment Program**

## Response to Summary Form

**Undergraduate Programs 2017**

Department: Music

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| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 2, B.A. Music, performance option | Objectives are clear, measurable, and programmatic. Writing and critical thinking are the undergraduate learning goals adopted by this program. CAA/CASL has the goal of all undergraduate programs adopting all of the undergraduate learning goals. Are there any opportunities for speaking, responsible citizenship, and/or quantitative reasoning in your program? |
| **How, Where, and When Assessed** | Level 3, B.A. Music, performance option | Direct and indirect measures are identified; measures are multiple for each objective. I am glad to hear that your percentage of students submitting portfolios is increasing with the prompting from the students’ primary faculty members. As you refine your assessment plan and discuss results, you may want to consider more formative assessment. Right now, much of your assessment is summative at the end of the program |
| **Expectations** | Level 3, B.A. Music, performance option | Good expectations here; they are specific and describe the outcomes you seek for the established objectives. They speak to both direct and indirect measures.  |
| **Results** | Level 3, B.A. Music, performance option  | The AC appears to be working well, and is analyzing data, and sharing it with the faculty. You wrote quite a bit about what the portfolio evaluations tell you, which makes sense because they are your primary direct measure. Do your exit surveys tell you anything? I still think you might want to connect those to a course or other capstone experience since you are having trouble getting data. |
| **How Results Will be Used** | Level 3, B.A. Music, performance option | A feedback loop has been established. Part Three indicates weaknesses that you have identified and efforts to improve student learning of those objectives. I will be interested to see what you make of the drop in evaluation on the performing music from a variety of cultures and historical periods. |

1. \* Levels should not be interpreted as grades or scores; they are stages of implementation based on patterns of characteristics described by North Central Association. These levels are approximations based on the information provided in the summaries. Please refer to the checklist for the Primary Traits listed for each level on the assessment web site at [www.eiu.edu/~assess](http://www.eiu.edu/~assess). [↑](#footnote-ref-1)