**Student Learning Assessment Program**

## Response to Summary Form

**Undergraduate Programs 2018**

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? Responsible citizenship may be addressed in objective 3 although it is hard to tell if diversity is actually part of the outcomes here or if the focus is solely on the music itself. |
| **How, Where, and When Assessed** | Level 3, B.A. Music, performance option | Direct and indirect measures are identified; measures are multiple for each objective. 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. You will also want to work on improving the percentage of completed exit surveys you receive—especially given the small number of majors you have. Perhaps an incentive could be helpful? |
| **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  | I am glad to hear that all your graduates submitted portfolios this year! The connection with their applied faculty member appears to be working. However, the exit survey completion is disappointing. Is there any way to connect the exit survey with the portfolio? |
| **How Results Will be Used** | Level 3, B.A. Music, performance option | A feedback loop has been established. This upcoming year looks like a re-building year for the AC. |

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)