

2016-2017 Assessment Cycle ARTS_Institute for Traditional Music

Mission (due 1/20/17)

University Mission

The University of Louisiana at Lafayette offers an exceptional education informed by diverse worldviews grounded in tradition, heritage, and culture. We develop leaders and innovators who advance knowledge, cultivate aesthetic sensibility, and improve the human condition.

University Values

We strive to create a community of leaders and innovators in an environment that fosters a desire to advance and disseminate knowledge. We support the mission of the university by actualizing our core values of equity, integrity, intellectual curiosity, creativity, tradition, transparency, respect, collaboration, pluralism, and sustainability.

University Vision

We strive to be included in the top 25% of our peer institutions by 2020, improving our national and international status and recognition.

College / Department / Program Mission

College Mission

Provide the college mission in the space provided. If none is available, write "None Available in 2016-2017."

Mission: The College of the Arts prepares students to be creative, critical and responsive professionals through our fine arts, design and performance programs. We serve our students and communities by means of collaborative, experiential, innovative, and globally relevant learning opportunities and partnerships.

Vision: The College of the Arts seeks to create a bridge between the arts and cultures of the world and the unique context and traditions of Acadiana.

1. Values:

2. We are passionate about delivering exceptional teaching and mentoring, supported by faculty research and creative activity.

3. We foster individual as well as collaborative initiatives in the arts, among the arts, and with other disciplines.

4. We encourage teaching and learning rooted in traditional approaches and integrating evolving concepts and technologies.

5. We strive to attract, build and celebrate a diverse body of students, faculty and staff.

6. We enhance the cultural, civic and artistic environment of Lafayette, Acadiana, and all of Louisiana through community engagements of students, faculty and alumni.

7. We seek to achieve the highest standards of professionalism in all that we produce.

Department / Program Mission

Provide the department / program mission in the space provided. If none is available, write "None Available in 2016-2017".

The mission of the Institute for Traditional Music is to stimulate interdisciplinary research on the foundations and diversity of traditional music worldwide and to advance the preservation, instruction, and performance of traditional music with an emphasis on traditions that have developed in Acadiana.

Assessment Plan (due 1/20/17)

Assessment List (Goals / Objectives, Assessment Measures and Criteria for Success)

Assessment List

Goal/Objective	Offer curriculum in traditional music for majors and non-majors											
Legends	PO - Program Objective (academic units);											
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	Direct - Number of students enrolled (Other)	2 enrolled traditional music majors anticipated for 2016-17: Randall Jackson (continuing) and Ailee Pardi (transferring).	
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Goal/Objective	Provide public programming in traditional music		
Legends	PO - Program Objective (academic units);		
Standards/Outcomes	Identifier	Description	
	NASM-2016.IX.G.2.d-5	Opportunities to work with a variety of musical genres and styles are strongly recommended.	
	VP Research.VPR3: Outreach	The center/institute must have demonstrable indications of outreach to the professional and the non-professional communities including efforts such as peer-reviewed scholarly/research publications, including number of manuscripts submitted for review, number of technical reports submitted, consultations, training activities, workshops, presentations, community service and collaborations.	
Assessment Measures	Assessment Measure	Criterion	Attachments
	Direct - Number of programs offered (Other)	30 programs total for the academic year	ProgrammingObjectives2016_17.docx
	Direct - Number of persons attending (Other)	4,000 total attendance across all public programs offered in the academic year. In 2015-16, we had approximately 3,800.	ProgrammingObjectives2016_17.docx

Goal/Objective	Procure external funding for programs and research in traditional music		
Legends	PO - Program Objective (academic units);		
Standards/Outcomes	Identifier	Description	
	Research SI.Research SI 3	Expand research programs beyond our existing strengths and take advantage of our historical, cultural, and geographical setting for research and scholarly purposes.	
	Research SI.Research SI 2	Increase and diversify external funding revenue through grants and contracts, entrepreneurial activities, and fund-raising.	

Assessment Measures			
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	Direct - Number of projects funded (Other)	One project funded in this academic year, either through a grant application or a philanthropic gift	
	Direct - Number of dollars raised (Other)	\$5,000 is the minimum we will seek for a grant or a gift.	

Results & Improvements (due 9/15/17)

Results and Improvement Narratives

Assessment List Findings for the Assessment Measure level for Offer curriculum in traditional music for majors and non-majors

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Assessment Measures	Assessment Measure		Criterion		
	Direct - Number of courses offered (Other)		24 courses total for the academic year		
	Direct - Number of students enrolled (Other)		221 students enrolled in traditional music curriculum total for the academic year.		
Assessment Findings	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Direct - Number of	Has the criterion	20 courses were	ProgrammingFindings2016_17.doc	- Assessment Process:

	courses offered (Other)	24 courses total for the academic year been met yet? Not met	successfully held. One was canceled for lack of enrollment (MUS 329 Group Accordion) and two were canceled because an adjunct instructor could not be found (MUS 360 Cajun and Zydeco Music; MUS 364 World Music Apprec). There were also no independent study or thesis students, either undergraduate or graduate. A full listing of courses we expected to offer and actually offered, with enrollments, is attached.	x	Goals / Outcomes / Objectives changed: The objective of the number of courses offered should not include independent study or thesis unless there are students who have already announced their intention to undertake such in the upcoming academic year. - Policy / Process / Procedural: To avoid the situation where no instructor is available, start earlier to line up instructors for each semester.
	Direct - Number of students enrolled (Other)	Has the criterion 221 students enrolled in traditional music curriculum total for the academic year. been met yet? Not met	149 students were enrolled. Most of the shortfall was due to the three classes that were cancelled: MUS 329 Group Accordion, MUS 360 Cajun and Zydeco Music, and MUS 364 World Music Apprec. A full		- Policy / Process / Procedural: To avoid the situation where no instructor is available, start earlier to line up instructors for each semester. - Curricular Change : Improve content on MUS 360

			listing of courses we expected to offer and actually offered, with enrollments, is attached.		online section (fall semester) to improve retention of students in the class.
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Assessment List Findings for the Assessment Measure level for Recruit students to enroll in the Traditional Music concentration, formally known as the Bachelor of Arts in Music with a Concentration in Traditional Music

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Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives											
Direct - Number of students enrolled (Other)	Has the criterion 2 enrolled traditional music majors anticipated for 2016-17: Randall Jackson (continuing) and Ailee Pardi (transferring). been met yet? Not met	1 traditional music major remained in Spring 2017 (Ailee Pardi). The other (Randall Jackson) dropped out of school, ostensibly for financial reasons.		- Policy / Process / Procedural: Increase outreach to recruit new majors.											

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Assessment List Findings for the Assessment Measure level for Provide public programming in traditional music

Goal/Objective	Provide public programming in traditional music				
Legends	PO - Program Objective (academic units);				
Standards/Outcomes	Identifier		Description		
	NASM-2016.IX.G.2.d-5		Opportunities to work with a variety of musical genres and styles are strongly recommended.		
	VP Research.VPR3: Outreach		The center/institute must have demonstrable indications of outreach to the professional and the non-professional communities including efforts such as peer-reviewed scholarly/research publications, including number of manuscripts submitted for review, number of technical reports submitted, consultations, training activities, workshops, presentations, community service and collaborations.		
Assessment Measures	Assessment Measure		Criterion		
	Direct - Number of programs offered (Other)		30 programs total for the academic year		
	Direct - Number of persons attending (Other)		4,000 total attendance across all public programs offered in the academic year. In 2015-16, we had approximately 3,800.		
Assessment Findings	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Direct - Number of programs offered (Other)	Has the criterion 30 programs total for the academic year been met yet? Met	Nearly 40 public programs were presented. A list of events with dates and estimated attendance is attached. The list shows 41 events, but a couple of these were not really public, but	ProgrammingFindings2016_17.docx	

			rather classroom appearances that we sponsored, such as Grayhawk (9/12/2016) and Alan Munde (10/19/2016).		
	Direct - Number of persons attending (Other)	Has the criterion 4,000 total attendance across all public programs offered in the academic year. In 2015-16, we had approximately 3,800. been met yet? Met	A list of events with dates and estimated attendance is attached. The attendance total (9,055) is deceptively inflated by the one-time event featuring Wayne Toups playing along with the Cajun ensemble, where I estimated 5,000 people were in a position to see and hear what was going on (I'm sure total attendance at the game was greater than that). Even without the football game, however, we still achieved our criterion this past	ProgrammingFindings2016_17.docx	

			year, thanks in no small part to the quantity and quality of the gigs that the bluegrass ensemble played in the spring.		
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Assessment List Findings for the Assessment Measure level for Procure external funding for programs and research in traditional music

Goal/Objective	Procure external funding for programs and research in traditional music				
Legends	PO - Program Objective (academic units);				
Standards/Outcomes	Identifier		Description		
	Research SI.Research SI 3		Expand research programs beyond our existing strengths and take advantage of our historical, cultural, and geographical setting for research and scholarly purposes.		
	Research SI.Research SI 2		Increase and diversify external funding revenue through grants and contracts, entrepreneurial activities, and fund-raising.		
Assessment Measures	Assessment Measure		Criterion		
	Direct - Number of projects funded (Other)		One project funded in this academic year, either through a grant application or a philanthropic gift		
	Direct - Number of dollars raised (Other)		\$5,000 is the minimum we will seek for a grant or a gift.		
Assessment Findings	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Direct - Number of projects funded (Other)	Has the criterion One project funded in this academic year, either through a grant application or a philanthropic gift been met yet?	No funded projects were undertaken in the past academic year, nor were any appreciable gifts received		- Resources / Resource Allocation (for Administrative Units): Allocate more staff time to the activities of applying for grants and soliciting

		Not met			donations.
	Direct - Number of dollars raised (Other)	Has the criterion \$5,000 is the minimum we will seek for a grant or a gift. been met yet? Not met	No funded projects were undertaken in the past academic year, nor were any appreciable gifts received		- Resources / Resource Allocation (for Administrative Units): Allocate more staff time to the activities of applying for grants and soliciting donations.

Reflection (Due 9/15/17)

Reflection

1) How were assessment results shared in the unit?

Please select all that apply. If "other", please use the text box to elaborate.

Distributed via email (selected)

Presented formally at staff / department / committee meetings

Discussed informally

Other (explain in text box below) (selected)

My department chair and associate dean can presumably view these results directly in LiveText.

2) How frequently were assessment results shared in the unit?

Frequently (>4 times per cycle)

Periodically (2-4 times per cycle)

Once per cycle (selected)

Results were not shared this cycle

3) With whom were assessment results shared?

Please select all that apply.

Department Head (selected)

Dean / Asst. or Assoc. Dean (selected)

Departmental assessment committee

Other faculty / staff

4) What were the measurable or perceivable effects on your current (2016-2017) findings based on prior action plans (created in 2015-2016)?

For action plan, "Innovate marketing tactics and curriculum design to increase enrollment in traditional music courses," purchasing additional accordions for loan to students did not help to increase enrollment in the group accordion class, which did not make in either semester. We did increase visits to local high schools, visiting Cecelia High School (Cajun) and Episcopal School of Acadiana (bluegrass), but it is too soon to say what effect those visits had. Hard-copy single-page handout was thoroughly updated, but not until Summer 2017. Web presence has not appreciably changed; I have

hired an undergraduate to help with cataloging video from past performances and deciding on clips to upload to a YouTube channel we have not created yet. I have not proposed changes to the music minor yet, and the department chair has now put a freeze on such proposals until we have finished the next SACS accreditation cycle. We continue to underwrite promo messages on KRVS-FM, and I have occasionally gotten feedback that people are hearing those.

For the action plan, "Recruit high school students and community college transfers for traditional music major," I have made no progress toward developing a contact list or calendar. As I mentioned above, we did make two trips to high schools; in addition, we auditioned a fiddle student who has entered the Music Media major as a freshman with fiddle as her major instrument. We attempted to hold another "Roots Camp" for teens in Summer 2017 but had to cancel for lack of enrollment.

For the action plan, "Produce public programming related to traditional music," we did everything we said we would do except present a major guest artist. We instead invested the portion of the budget we reserve for that into an assistantship for a first-year graduate student in music theory who helped me out extensively with my book review editor responsibilities and event production. I am now chairing that student's master's thesis in 2017-18.

5) What has the unit learned from the current assessment cycle?

Buying additional accordions did not facilitate a demand for the class. Recruiting for traditional music in area high schools continues to be difficult without meaningful personal connections at each school. The summer teen camp needs to be planned starting the previous fall. Funding a graduate assistantship to get in return all of that student's work hours can work well when you get the right student, like I had last year in Jesse DeIGizzi.

Attachments