2017-2018 Assessment Cycle ARTS_Institute for Traditional Music

Mission (due 12/4/17)

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 / VP and Program / Department Mission

Mission of College or VP-area
Provide the mission for the College or VP-area in the space provided. If none is available, write "None Available in 2017-2018."
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.

Mission of Program / Department
Provide the program / department mission in the space provided. The mission statement should concisely define the purpose, functions, and key constituents. If none is available, write "None Available in 2017-2018."
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.

Attachment (optional)

Upload any documents which support the program / department assessment process.

Assessment Plan (due 12/4/17)

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

Assessment List

Goal/Objective	Offer curriculum in traditional music for majors and non-majors(Imported)
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.
NASM-2016.VII.D.1.a-3	An ability to address culture and history from a variety of perspectives.
NASM-2016.VII.D.1.a-5	The ability to respect, understand, and evaluate work in a variety of disciplines.

Assessment Measures

Assessment Measure	Criterion	Attachments
Direct - Number of courses offered (Other)	24 courses total for the academic year	CurriculumObjectives2017_18.docx
Direct - Number of students enrolled (Other)	204 students enrolled in traditional music curriculum total for the academic year.	CurriculumObjectives2017_18.docx

Goal/Objective	Recruit students to enroll in the Traditional Music concentration, formally known as the Bachelor of Arts in Music with a Concentration in Traditional Music(Imported)
Legends	PO - Program Objective (academic units);
Standards/Outcomes	

Identifier	Description
Student SI.Student SI 1	Recruit, retain, and graduate outstanding students (undergraduate and graduate; traditional and nontraditional; transfer and returning adults).
Student SI.Student SI 1.KPI 2	Expand recruitment of high-potential undergraduate and graduate students, which embraces diversity and enhances the university

Assessment Measures			
	Assessment Measure	**Criterion**	**Attachments**
	Direct - Number of students enrolled (Other)	2 enrolled traditional music majors anticipated for this academic year: Ailee Pardi (continuing) and Renee Reed (freshman). We also have two music media majors (Lucy Rhymes and Devin Sonnier) who auditioned as performers of traditional music are studying it in their applied lessons.	

Goal/Objective	Provide public programming in traditional music(Imported)
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)	35 programs total for the academic year	ProgrammingObjectives2017_18.docx
Direct - Number of persons attending (Other)	3,750 total attendance across all public programs offered in the academic year.	ProgrammingObjectives2017_18.docx

Goal/Objective	Procure external funding for programs and research in traditional music(Imported)
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**	**Attachments**
	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.	

Program / Department Assessment Narrative

The primary purpose of assessment is to use data to inform decisions and improve programs (student learning) and departments (operations); this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. In the space below, describe the program's or department's overall plan for improving student learning and/or operations (the "assessment plan"). Consider the following:
1) What strategies exist to assess the outcomes?
2) What does the program/department expect to achieve with the goals and objectives identified above?
3) How might prior or current initiatives (improvements) influence the anticipated outcomes this year?
4) What is the plan for using data to improve student learning and/or operations?
5) How will data be shared within the Program/Department (and, where appropriate, the College/VP-area)?

Assessment Process

We keep records that allow us to report on measures, including number of courses taught, enrollment, number of public programs, and program attendance. With these goals and objectives, we expect to achieve the Institute's mission, especially the part that addresses "the preservation, instruction, and performance of traditional music with an emphasis on traditions that have developed in Acadiana." We build on prior initiatives each year, especially partnerships with other units within the university (Center for Louisiana Studies, Alumni Association) as well as with community partners.

Results & Improvements (due 9/15/18)
Results and Improvement Narratives

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

Goal/Objective	Offer curriculum in traditional music for majors and non-majors(Imported)

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.
NASM-2016.VII.D.1.a-3	An ability to address culture and history from a variety of perspectives.
NASM-2016.VII.D.1.a-5	The ability to respect, understand, and evaluate work in a variety of disciplines.

Assessment Measures	

Assessment Measure	**Criterion**
Direct - Number of courses offered (Other)	24 courses total for the academic year
Direct - Number of students enrolled (Other)	204 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 courses offered (Other)	Has the criterion 24 courses total for the academic year been met yet? Met	34 courses were offered in 2017-18 with enrollment greater than zero.	CurriculumFindings2017_18_EndOfYear.pdf	- Curricular Change : MUS 329 Beginning Accordion and MUS 331 French Vocals did not make in Fall 2017, and looking ahead I already know that the situation is even worse for group applied instruction (MUS 327, 329, 331) for Fall 2018. We will need to look at

					making these courses count for the ARTS General Education requirement in order to boost enrollment. We may also want to look at offering a UNIV 100 course that incorporates some hands-on exposure to Cajun and Creole music, to stimulate interest in the program among first-year students.
	Direct - Number of students enrolled (Other)	Has the criterion 204 students enrolled in traditional music curriculum total for the academic year. been met yet? Not met	199 students enrolled in traditional music courses in 2017-18.	CurriculumFindings2017_18_EndOfYear.pdf	- Assessment Process: Targets / Criteria for Success changed: This criterion was nearly met. Expectations for enrollments in some of the classes, especially the songwriting class, were probably set too high. If the target for that class were set to 10 instead of

				17, we would have achieved the overall target.

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(Imported)

Goal/Objective	Recruit students to enroll in the Traditional Music concentration, formally known as the Bachelor of Arts in Music with a Concentration in Traditional Music(Imported)
Legends	PO - Program Objective (academic units);
Standards/Outcomes	
Assessment Measures	
Assessment Findings	

Standards/Outcomes

Identifier	Description
Student SI.Student SI 1	Recruit, retain, and graduate outstanding students (undergraduate and graduate; traditional and nontraditional; transfer and returning adults).
Student SI.Student SI 1.KPI 2	Expand recruitment of high-potential undergraduate and graduate students, which embraces diversity and enhances the university

Assessment Measures

Assessment Measure	Criterion
Direct - Number of students enrolled (Other)	2 enrolled traditional music majors anticipated for this academic year: Ailee Pardi (continuing) and Renee Reed (freshman). We also have two music media majors (Lucy Rhymes and Devin Sonnier) who auditioned as performers of traditional music are studying it in their applied lessons.

Assessment Findings

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 this academic year: Ailee Pardi (continuing) and Renee Reed (freshman). We also have two music media majors (Lucy Rhymes and Devin Sonnier) who auditioned as performers of			

		traditional music are studying it in their applied lessons.	been met yet?			

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

Goal/Objective	Provide public programming in traditional music(Imported)
Legends	PO - Program Objective (academic units);
Standards/Outcomes	
Assessment Measures	
Assessment Findings	

Standards/Outcomes table:

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 table:

Assessment Measure	Criterion
Direct - Number of programs offered (Other)	35 programs total for the academic year
Direct - Number of persons attending (Other)	3,750 total attendance across all public programs offered in the academic year.

Assessment Findings table:

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Number of programs offered (Other)	Has the criterion 35 programs total for the academic year been met yet? Met	45 programs were provided.	ProgrammingFindings2017_18_EndOfYear.pdf	- Resources / Resource Allocation (for Administrative Units): This is just about the maximum number of programs we can

				support with current staffing levels. Any further growth will require at least a half-time administrative assistant.
	Direct - Number of persons attending (Other)	Has the criterion 3,750 total attendance across all public programs offered in the academic year. been met yet? Met	Estimated total attendance for all programs = 4,265	ProgrammingFindings2017_18_EndOfYear.pdf	- Resources / Resource Allocation (for Administrative Units): Again, we are maxed out with we can support with current staffing levels. Aside from quantity of those attending, there is quality to consider. Which audience segments are the highest priority? For recruitment, high-school-age students are the highest priority, and we could be devoting more effort to programming for that age bracket.

Assessment List Findings for the Assessment Measure level for Procure external funding for programs and research in traditional music(Imported)

Goal/Objective	Procure external funding for programs and research in traditional music(Imported)
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? Not met	No grants or major philanthropic gifts were received in 2017-18.		- Resources / Resource Allocation (for Administrative Units): In May 2018, I reviewed with Associate Dean Michael McClure the status of a proposed project to raise funds to construct an addition to Angelle Hall as physical space for an Institute for Traditional Music. It was agreed that what was needed was a thorough cost estimate, and that a graduate assistant in the Dean's office would be assigned that task. Dean McClure also made it clear that this

				estimate would currently not be a top priority for this graduate assistant, so it remains to be seen when this estimate will get done. Until this is done, planning for a fundraising campaign cannot proceed.
	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 grants or major philanthropic gifts were received in 2017-18.		- Resources / Resource Allocation (for Administrative Units): see above

Reflection (Due 9/15/18)
Reflection

The primary purpose of assessment is to use data to inform decisions and improve programs and operations; this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. Recalling this purpose, respond to the questions below.

1) How were assessment results shared in the program / department?
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)

I have no direct reports other than adjunct faculty, and I don't see the need to share these results with them. The only people that need to see them are higher in the academic hierarchy, such as my chair and my dean, and I assume that they can see what I submit in LiveText anytime they want.

2) How frequently were assessment results shared?

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
Departmental assessment committee
Other faculty / staff

4) Consider the impact of prior applied changes. Specifically, compare current results to previous results to evaluate the impact of a previously reported change. Demonstrate how the use of results improved student learning and/or operations.

Past resolve to improve publicity for class offerings in order to increase enrollment has not helped, hence a new plan this year to try using ARTS Gen Ed credit as an inducement.
Past resolve to allocate more time to grant-writing and fundraising has also come to nought. There aren't enough hours in the day. It takes all the time I have just to spend the budget I have, especially with the big increase we got for 2018-19. So without an additional 0.5 FTE admin staff, no more growth is possible.

5) Over the past three assessment cycles, what has been the overall impact of "closing the loop"? Provide examples of improvements in student learning, program quality, or department operations that are directly linked to assessment data and follow-up analysis.

I have nothing to report except what I said in response to question #4, that upon reviewing past cycles it has become clear that some things are not working and require a different approach going forward.

Attachments (optional)
Upload any documents which support the program / department assessment process.