

## 2017-2018 Assessment Cycle ARTS\_Music BM

### 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 Bachelor of Music degree is a professional program with primary emphasis on development of the skills, concepts, and knowledge essential to the professional life of the musician.

##### 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	Students will demonstrate appropriate progress in seven areas: tone, intonation, articulation, rhythm/tempo, interpretation/style, musicianship/detail, and technique/accuracy.(Imported)								
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### 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

During this assessment cycle, the School of Music is going to focus on the Music Theory goal, since the Music Theory course sequence is a significant indicator as to the success or failure of students going through the Bachelor of Music program. Ideally we would like to increase the retention rate of students going from their freshman to sophomore years, which also would tie in with the School of Music's goals in the College of Art strategic plan to increase the Bachelor Music enrollment over the next three years.

## Results & Improvements (due 9/15/18)

### Results and Improvement Narratives

**Assessment List Findings for the Assessment Measure level for Students will demonstrate appropriate progress in seven areas: tone, intonation, articulation, rhythm/tempo, interpretation/style, musicianship/detail, and technique/accuracy.(Imported)**

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			indicate that applied faculty were aware of specific weaknesses in their students' performances, and have developed successful strategies to address these weaknesses. Full report attached.	
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**Assessment List Findings for the Assessment Measure level for Music Theory Knowledge: Students will be able to accurately read and notate on the staff, construct all major/minor scales, identify/write all major/minor key signatures, accurately notate intervals and interval inversions, accurately notate in simple/compound time signatures, spell all triads and seventh chords, construct/identify triads and seventh chords in all inversions, construct harmonies given a figured bass, identify harmonies using Roman numerals and bass position symbols, construct/identify harmonies using lead-sheet notation, write melodies according to the standards given in the course, criticize melodies, accurately write 1-to-1 counterpoint in two voices, notate harmonies with proper spacing and motion, identify major/minor modes by ear, identify scale degrees by ear, sing mostly stepwise melodies in major/minor modes using solfege, perform rhythms in simple meter including syncopation and dotted values, identify simple intervals by ear, identify triad qualities and inversions by ear, identify simple/compound meter by ear, identify duple/triple/quadruple meter by ear, dictate mostly stepwise melodies, dictate rhythms in simple meter, including syncopation and dotted values.**

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		better in each category. been met yet? Not met	skills to acquire in music theory. I suspect we will make a concerted effort to get the harmonic dictation scores higher next year. We also have to keep an eye on "chord analysis," as that barely hit the target of 70%.		
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## 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

Presented formally at staff / department / committee meetings (selected)

Discussed informally (selected)

Other (explain in text box below)

As of this date, we have not shared the results but we will do so at the next faculty meeting in October.

#### 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 (selected)  
 Departmental assessment committee  
 Other faculty / staff (selected)

**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.**

These findings would seem to indicate that applied faculty were aware of specific weaknesses in their students' performances, and have developed successful strategies to address these weaknesses.

**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.**

The overall quality of performance has improved, though it's hard to determine exactly whether it's the result of these assessments or whether it's the result of students simply maturing (and practicing more!) and also the outstanding recruiting efforts of our faculty to get better students to begin with. It's probably a combination of both.

On the music theory side, the areas of difficulty are the same ones that have plagued students for generations. The scores are actually pretty good but I'm confident we can get the chord dictation score average up to 70% or better. Our Theory Coordinator has decided that he would rather not test for "chord quality" individually and so we will be tracking only five areas instead of six.

For next year we plan to focus only on the music theory goals instead of the performance goals.

**Attachments (optional)**

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