It is recommended program assessment results be used to celebrate achievements of student learning as well as to identify potential areas for future curriculum improvement.

Please email this completed form as an attachment to thatcherk@slu.edu

1. Degree Program(s) included in this report: B.A. Music
2. Department: Fine and Performing Arts
3. School/Center/College: Arts and Sciences
4. Name(s): Robert Hughes
5. Email: hughesrl@slu.edu
6. Phone: 977.2408

Instructions: Please answer the following five questions to the best of your ability for each degree program offered within your department.

1. Summarize your assessment activities during the past year for each degree program and how this work relates to the established assessment plan (e.g. what program outcomes were assessed, faculty discussions, new survey design, data collection, revised assessment plans or learning outcomes, etc.). Please include how Madrid courses/program were involved.

   Extensive revision of jury forms was begun and drafts of rubrics for applied music, ensembles, and theory and history classes are being reviewed by faculty. Madrid is not currently involved in this planning.

2. Describe specific assessment findings related to the learning outcomes assessed for each degree program, including any pertinent context surrounding the findings. Please include the learning outcomes themselves. (e.g. Our goal was that 75% of students performed at the “proficient” level of competency in problem solving, using a new scoring rubric. 81% of students performed at the “proficient” level in problem solving, exceeding our expectations.) Do not include student-level data. Data included in this report should be in aggregate. Please include how Madrid courses/program were involved.

   Our goal was that students memorize basic facts related to music history and interpret music in relation to those facts. Students exams, papers, and capstones were evaluated and over 80% were found to have met the program’s expectations.

*Please attach any tables, graphics, or charts to the end of this report.*
3. Describe how assessment feedback has been provided to students, faculty, and staff. (e.g. report for faculty, executive summary for the dean, web page for students, alumni newsletter, discussion with students in class or club event, etc.)

Feedback on core and 1818 assessment has been shared with faculty and discussed at meetings.

4. In what ways have you used assessment findings to celebrate student achievements and/or to improve the curriculum this past year? (e.g. prizes to students, hosting student parties, changes to curriculum, student projects, learning goals, assessment strategies, etc.)

Assessment findings have led to an move toward more standardized rubrics and were also used to help determine Program and Department awards and participants for Senior Legacy.

5. Describe any changes to your assessment plans, or any challenges or educational experiences with the assessment process this past year that you would like to share.

This year the role of rubrics has become much clearer and steps have been taken to increase the use of such instruments.

Please submit any revised/updated assessment plans to the University Assessment Coordinator along with this report.