SAINT LOUIS UNIVERSITY.

Program-Level Assessment: Annual Report

Program Name (no acronyms): Music	Department: Fine and Performing Arts
Degree or Certificate Level: B.A.	College/School: College of Arts and Sciences
Date (Month/Year): 09/2023	Assessment Contact: Aaron Johnson
In what year was the data upon which this report is based collected? AY 2022-2023	
In what year was the program's assessment plan most recently reviewed/updated? 2019	

1. **Student Learning Outcomes**
   Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please list the full, complete learning outcome statements and not just numbers, e.g., Outcomes 1 and 2.)

   Students **memorize** basic facts related to music history the culture in which the music exists and **interpret** the role of music in relation to that culture

2. **Assessment Methods: Artifacts of Student Learning**
   Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe and identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

   Student learning was assessed using short, 300 word writing assignments, quizzes with free response questions, and exams with multiple question types.

3. **Assessment Methods: Evaluation Process**
   What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and **include them in/with this report document** (do not just refer to the assessment plan).

   Rubrics and traditional grading methods were used.

4. **Data/Results**
   What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

   All students in the course in the academic yar 2022-2023 demonstrated knowledge at a high level in all areas. This is reflected in the high grade average in the class.

5. **Findings: Interpretations & Conclusions**
   What have you learned from these results? What does the data tell you?

   The material being presented is understood and facts are retained.

6. **Closing the Loop: Dissemination and Use of <u>Current</u> Assessment Findings**

    A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

> Findings are shared in Music Program meetings and in individual meetings between the Assessment Committee Chair and the Music Program Assessment data collector.

    B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies	● Course content ● Teaching techniques ● Improvements in technology ● Prerequisites	● Course sequence ● New courses ● Deletion of courses ● Changes in frequency or scheduling of course offerings
Changes to the Assessment Plan	● Student learning outcomes ● Artifacts of student learning ● Evaluation process	● Evaluation tools (e.g., rubrics) ● Data collection methods ● Frequency of data collection

Please describe the actions you are taking as a result of these findings.

> The rubric needs to be refined and additional quiz and exam rubrics need to be constructed.
> A concrete list of facts presented and tested needs to be created.

If no changes are being made, please explain why.

>

7. **Closing the Loop: Review of <u>Previous</u> Assessment Findings and Changes**

    A. What is at least one change your program has implemented in recent years as a result of assessment data?

> The required sequence of History of Music I and II was eliminated since we saw no difference when they were taken in order.

    B. How has this change/have these changes been assessed?

> The changes were assessed using the methods described above.

    C. What were the findings of the assessment?

> The changes had no negative impact on learning and improved minor retention.

    D. How do you plan to (continue to) use this information moving forward?

> Continuing refinement of fact sets, writing mechanics, and analysis on the part of students.

IMPORTANT: Please submit any assessment tools (e.g., rubrics) with this report as separate attachments or copied and pasted into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document.

300 Word Writing Assignment Rubric

Criteria	Ratings				Pts
This criterion is linked to a Learning Outcome Organization/Word Count	**4 pts** **Excellent** Exceptionally well organized thoughts and 300+ words.	**3 pts** **Competent** Well organized thoughts and 300+ words.	**1 pts** **Needs Improvement** Well organized thoughts and fewer than 300 words.	**0 pts** **No points** Unorganized and/or fewer than 200 words	4 pts
This criterion is linked to a Learning Outcome Grammer	**4 pts** **Excellent** No grammatical errors.	**3 pts** **Competent** Minor grammatical errors, fewer than 2.	**1 pts** **Needs Improvement** More than 2 significant errors.	**0 pts** **No points** More than 5 grammatical errors.	4 pts
This criterion is linked to a Learning Outcome Content	**4 pts** **Excellent** Organized, articulate, and on topic with supporting details.	**3 pts** **Competent** Organized, articulate, and on topic.	**1 pts** **Needs Improvement** Not well-organized but on topic.	**0 pts** **No points** Not well-organized and/or off topic.	4 pts
This criterion is linked to a Learning Outcome Due Date	**4 pts** **Excellent** On time	**3 pts** **Competent** 1 day late	**2 pts** **Needs Improvement** 2 days late	**0 pts** **No points** More than 2 days late	4 pts

Total Points: 16