

**Review of Assessment Report  
Assessment Review Committee (ARC)**

Academic Program: **MUSIC**

Date: **September 2016**

**Criteria for Evaluating Assessment Reports**

Criteria	Description of Criteria	Beginning	Developing	Accomplished	Exemplary	Comments from Assessment Review Committee
<b>SLOs</b>	The Student Learning Outcomes (SLOs) establish the critical components of student learning that define the program and articulate the knowledge and abilities expected of program graduates in ways that are observable and measurable.			X		Clear, meaningful LO's that can be assessed.
<b>Evidence of Student Learning</b>	Results are based upon evidence of student learning, and evidence can be provided to both internal and external reviewers (preferably in electronic form)			X		A wide variety of ways of assessing student learning – pre- and post-exams; recitals; performances, and learning is assessed in a wide variety of courses – performance-based, history, theory.
<b>Meaningful Rubrics</b>	Criteria for successful performance are provided through rubrics or other specific descriptions.		X			It is not always clear what rubrics you use. How do you illustrate to a student the difference between a pass, a high pass, and a low pass?

## **Review of Music Assessment Report September 2016**

### **Additional Comments:**

We are pleased with the assessment work Music has done and want to encourage you to continue to move in this direction.

For the 2016-17 Assessment Report (due in June), can you

- 1) include faculty reflections on how to engage in continuous improvement? Students' scores improved over time, as we would expect, but are they improving as much as they should? To get at that, it might be interesting to hear faculty reflect upon what they are doing to move students even further up the scale of proficiency.
- 2) include one or more key assessment results, and a corresponding recommendation for action? What generalizations about holistic proficiency can you draw from the many assessment tools you use? How many students are excelling, how many are merely proficient, and how many fall short of proficient? And what can we learn about the strengths and weaknesses of the program based upon this holistic evaluation? See the "Program Assessment Report Worksheet" for a detailed explanation of this guideline at <http://www.drury.edu/academicaffairs/pdf/biannual.pdf>.

### **Next Steps:**

- 1—Please discuss your assessment report and the ARC review with your department so all faculty are contributing to the assessment of student learning.
- 2—Continue to collect evidence of student learning (preferably in electronic form) according to your LO Matrix.
- 3—Based on recommendations from Program Assessment Committees, the next Assessment Report will be due June 2017 (rather than in January 2017 as originally planned). Departments should continue to collect and assess student learning (as described in your LO Matrix), but ARC will ask for just one annual Assessment Report instead of two.

