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Assessment of Student Learning Reports

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Spring 2015

# Music Discipline Assessment Reports 2013-2015

Music Discipline

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## University of Minnesota, Morris: Music Discipline

### Assessment Report 2013-2014

I am pleased to report that we were able to achieve several of our goals this year. Working with the Division of Education, we examined all of the required courses for K-12 certification and determined which courses best aligned with each outcome in the education program. This process, coupled with natural program review, has led to a combining of some of our half-semester classes into full-semester classes, notably the Arranging and Conducting courses. This process is not complete, and we expect to do more this year. This also ties into our evaluation of MUS 2301-2305, mentioned in last year's report. Those courses have been altered.

At our retreat this year, we revised our program objectives to better align with both curricular demands and disciplinary requirement. We also decided to examine e-portfolios as a possibility for the MUS 4901 portfolio requirement. Since the University is getting ready to examine the use of e-portfolios, we have offered our discipline as a model for this process.

We are still working on creating an *effective* senior survey as well as pursuing grants for the cost of the Strategic National Arts Alumni Project (SNAAP) survey.

## University of Minnesota, Morris: Music Discipline

### Assessment Report 2014-2015

The assessment goal for the year, according to our plan, was as follows:

Program Student Learning Outcome(s) to be assessed	How will you measure the outcome?	Where will the data be collected and by whom?	When will the data be collected?
<b>2014-15</b>  2. Performance: In their area of specialization students will confidently interpret and perform a wide range of music literature in a public venue.	Results of 2 <sup>nd</sup> -semester finals, juries, and recitals, based on rubrics. Data will then be compared to previous semesters, with individual student results also evaluated throughout their career.  At 2 <sup>nd</sup> -semester finals, juries, and recitals, by discipline assessment coordinator		End of each semester

In 2012, the Music Discipline changed the scoring rubric for 2<sup>nd</sup>-semester finals, juries, and recitals. We believed these changes would better systematize the assessment system, provide better feedback to students, and ultimately improve performance levels. To that end, I have attached a spreadsheet showing end-of-semester final, jury, and recital scores. There is a clear movement upward in scores within each category, showing that this particular rubric is having a positive effect on student performance levels. (An exception to this is in the second-semester finals for the past year; we believe this can be attributed to a much smaller entering class of students.)

This year, we will focus on our Music History courses, using exam questions and essays that have appeared in previous iterations of the class to see if student learning has improved in those areas.

attachments: Performance Assessment Info.xlsx