

Assessment Planning Guide (sample prepared by M. Brau)

Program/Discipline: Music Division: Arts and Sciences

Faculty preparing plan: Profs. A-F

Part I: Determine Expectations (CONTENT to be assessed)

Process	Program or discipline response
State expected learning outcomes	<p>Students completing the College of Music undergraduate degree programs will:</p> <ul style="list-style-type: none"> • develop their knowledge, understanding, and ability in the various aspects of music; • qualify for careers as performers, composers, scholars, teachers, administrators, and other professionals in the field of music; and • broaden and deepen knowledge and understanding of music through research, teaching, creative activities, and publications
Identify where expected outcomes are addressed in the curriculum	<p>Course requirements in theory, history, and literature of music; specific performance coursework.</p>
Determine methods and criteria to assess outcomes	<ul style="list-style-type: none"> • An entrance/proficiency test in performance; • A juried performance at the end of each year during performance study. The student is given an evaluation by a faculty jury from his/her area. • A proficiency exam in performance at the end of each year of study. • A capstone project consisting of two recitals recorded and submitted to the library archives. The recitals in this project are graded by the student's major professor/advisor, but cannot be completed without first passing a recital preview presented in front a jury of faculty from the student's area for formative feedback. • The Entrepreneurship Center for Music launched the "Alumni Talk Back" campaign in spring, 2002, in order to learn how our former students are using their degrees; what their career paths have been; and what their advice would be for current students.
State level of expected performance	<p>Each student must pass proficiency exams in performance and satisfactorily complete a juried performance annually in order to continue music studies.</p>
Identify and collect baseline information	<ul style="list-style-type: none"> • Entrance tests are given in order assess the student's background, and in order to place them in classes that are appropriate to their skill level; • Final exams in these fields allow faculty to measure the extent to which students have progressed in 'broadening and deepening their knowledge and understanding of music.'

Part II: Determine Timing, Cohort(s), Assign Responsibility (PEOPLE assignments)

Process	Program or discipline response
Determine whom you will assess	<p>Each student will complete</p> <ul style="list-style-type: none"> • An entrance/proficiency test in performance; • A juried performance at the end of each year during performance study. • A proficiency exam in performance at the end of each year of study. • A capstone project consisting of two recitals, recorded and submitted to the library archives.
Establish a schedule for assessment	<ul style="list-style-type: none"> • Entrance proficiency exams will be administered during the week prior to each term. • Juried performances will be scheduled annually. • Proficiency exams will be administered in May, annually.
Determine who will interpret results	Faculty in each discipline will score proficiency exams and provide feedback for juried performances on an annual schedule.

Part III: Interpreting and Sharing Results to Enhance Institutional Effectiveness (COMMUNICATION)

Process	Program or discipline response
Interpret how results will inform teaching/ learning and decision making	<p>Two new Entrepreneurship courses were added to the course schedule in 2002: "Your Music Career," MUSC 4918, explores the many possible paths to a career in music. Topics include self-promotion, recording and production, the business aspects of being a performing musician, etc.</p> <p>As courses that teach "outreach skills" become increasingly common in music schools, "Performances in the Community," MUSC 4958, was created to assist students in developing and presenting educational programs for listeners in various settings. One of the first presentations to grow out of this class was a piano recital with commentary at the Boulder County Jail.</p> <p>"Topics in Entrepreneurship" was also recently added with these initial subjects: How to be a Working Musician and Prepared for the Soundcheck, which helps students to understand the recording process and also to produce their own CD.</p>
Determine how and with whom you will share interpretations	<p>Assessment results will be shared individually with students to improve their learning. Analysis of the results will be shared among faculty and administrators. Interpretations and curricular changes as a result of assessment and analysis will be shared with the Curriculum Committee and with students.</p>
Decide how your program or discipline will follow-up on implemented changes	The effectiveness of the new coursework in music careers will be monitored through continued use of "Alumni Talk Back" surveys and focus groups.