UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Academic Departments on Assessment Activities Reported in 2006-2007 Annual Reports

DEPARTMENT___Music_____DATE: December, 2007

COMMITTEE MEMBER(S) CONDUCTING REVIEW Barbara Combs & Mary Askim-Lovseth

1. STUDENT LEARNING GOALS

- Were any goals referenced?   YES_X_   NO____   QUALIFIED Y/N ___
- If so, were goals well articulated?   YES_X_   NO____   QUALIFIED Y/N ___
- Do goals address student learning?   YES_X__   NO____   QUALIFIED Y/N ___

Comments:

The Music Department is accredited by the National Association of Schools of Music (NASM), and currently all programs are approved through that accrediting body.

Undergraduate: The Music Department's plan for the assessment of student learning lists the following undergraduate degree programs: BA, Major in Music; Bachelor of Music, Music Education; Bachelor of Music, Major in Performance; Bachelor of Music, Major in Music Therapy. Each program has 3-5 student learning goals and several objectives accompany each goal.

Graduate: The Music Department's plan for the assessment of student learning lists the following graduate degree programs: Master of Music: Major in Composition; Master of Music: Major in Conducting; Master of Music: Major in Music Education; Master of Music: Major in Pedagogy; Master of Music: Major in Performance; and PhD: Major in Music Education. Each program has 2-3 student learning goals and several objectives accompany each goal.

In addition to the Departmental goals, please also consider UND's Institutional and General Education goals for student learning (shown in alignment within parentheses). Use 'U' (undergraduate) or 'G' (graduate) to identify UND/General Education goals which are similar to the referenced departmental goals.
G____ 1 Communication ("communicate effectively, both orally and in writing")
U/G__ 2 Critical/creative thinking ("think critically and creatively" and "be intellectually curious and creative")
_____3 Informed choices ("make informed choices")
_____4 Understanding across disciplines ("understand how conclusions are reached in the natural sciences, the social
          sciences, and the arts and sciences" and "acquire knowledge over a broad spectrum of subject areas")
U/G___5 Lifelong learning ("commit themselves to lifelong learning")
U_____6 Cross-cultural appreciation ("develop some familiarity with cultures other than their own")
_____ 7 Service/citizenship ("commit themselves to…the service of others," and "share responsibility both for their
          communities and for the world")

Comments regarding Departmental goals and alignment of Departmental Goals with Institutional and General Education Goals:

    Undergraduate: UND Institutional and Gen Ed goals are clearly connected to departmental goals in three areas across all undergraduate programs. UND goals 2 and 5 align with the following departmental goal *Student will develop life-long learning skills in musical reading, listening, analysis, evaluation and synthesis that will allow them to learn new music independently and recognize and pursue excellence in their field.* In addition, UND goal 6 aligns with the following department goal: *Students will have a knowledge and understanding of music in relation to broader cultural and historical contexts.* There are indirect connections to UND goals 1 and 3 as well; however, communication is distinctly tied to the content and language of music. So students are expected to be able to effectively write and express themselves musically. It may be possible to address UND goal 7, especially in the education and music therapy programs.

Graduate: In the graduate programs, two goals, the further development of musical abilities and musical scholarship seem directly tied to UND goal 1 and indirectly to goals 2 and 5. It may be possible to address UND goal 3, as it relates to the selection of a scholarly project to pursue.

2. ASSESSMENT METHODS

Were any specific assessment methods referenced? YES__X__ NO____ QUALIFIED Y/N ____

- If so, were specifically chosen assessment methods appropriately aligned with individual goals? YES__X__ NO____ QUALIFIED Y/N ____
- Were both direct and indirect assessment methods used as components of a "multiple measures" approach? YES__ X__ NO____ QUALIFIED Y/N ____

Comments:

Undergraduate/ Graduate: The assessment plan includes a table that provides detail outlining educational experiences where students have opportunities to address goals, assessment methods, an implementation timeline, responsibilities for collection and reporting as well as the proposed use of results indicating a well thought out design. Direct and indirect measures are listed including tests, papers, projects and student teaching evaluations. It is unclear however, how Student Teaching Evaluations might be useful across all programs, undergraduate and graduate. We wonder whether repeating this indirect measure for every program area was an error. If not it would be helpful to understand how all programs can make use of this tool. It will also be important to include rubrics or scoring guides under "Assessment Methods" otherwise, the list of items may remain activities with only the potential to provide information important to the department.

3. ASSESSMENT RESULTS

Were any assessment results reported? YES____ NO__ __ QUALIFIED Y/N __X__

- If so, were the results clear in terms of how they specifically affirm achievement of goals? YES____ NO__X__ QUALIFIED Y/N ____
- If so, were the results clear in terms of how they indicate need for improvement? YES____ NO__X_ QUALIFIED Y/N ____
- Were the results tied to goals for student learning? YES____ NO__X__ QUALIFIED Y/N ____

Comments:

Undergraduate/Graduate: Only the assessment plan and brief 2006 assessment report were available at this time. It is possible that the 2007 Annual Report might provide information on more recent assessment activity. According to the timeline provided in the plan, The Bachelor of Music and Master of Music in Performance and the Master of Music in Pedagogy were scheduled to undergo review. The 2006 annual report on assessment did note that performance courses were the focus of assessment and goals were being met in that area with one inconsistency, a discrepancy between expectations in lessons and what was observed in performance examinations. A committee was convened to consider this issue.

In addition to departmental goals, some assessment results may be applicable to Institutional and General Education goals. A list of the latter goals is included below. Use 'U' (undergraduate) or 'G' (graduate) to identify those results which are applicable to Institutional/General Education goal achievement. For these items, please describe findings in the appropriate section below.

_____ 1 Communication ("communicate effectively, both orally and in writing")
_____ 2 Critical/creative thinking ("think critically and creatively" and "be intellectually curious and creative")
_____ 3 Informed choices ("make informed choices")
_____ 4 Understanding across disciplines ("understand how conclusions are reached in the natural sciences, the social sciences, and the arts and sciences" and "acquire knowledge over a broad spectrum of subject areas")
_____ 5 Lifelong learning ("commit themselves to lifelong learning")
_____ 6 Cross-cultural appreciation ("develop some familiarity with cultures other than their own")

_____ 7 Service/citizenship ("commit themselves to…the service of others," and "share responsibility both for their communities and for the world")

Comments regarding results and the application of results to Departmental, Institutional and General Education Goals:

      Undergraduate: No information targeting the assessment of these goals was found.

Graduate: No information targeting the assessment of these goals was found.

4. CLOSING THE LOOP

Were any actions taken on the basis of assessment
results reported?   YES_____   NO____   QUALIFIED Y/N _X ___

- If so, do curricular or other improvements/ changes arising from assessment results directly address goals for student learning?   YES_____   NO__X__ QUALIFIED Y/N ____

Comments:

      Undergraduate/Graduate: Only the original assessment plan and brief 2006 report were available. According to the timeline provided in the plan, the Bachelor of Music and Master of Music in Performance and the Master of Music in Pedagogy were scheduled to undergo review. It is possible that the 2007 Annual Report might have provided results of the assessment review process related to program improvements. There was some attention to closing the loop in the 2006 Annual Report but only limited information was provided.

      We would also call attention to the final column in the table labeled **Use of Results and Process for Documentation and Decision-Making**. There appears to be some editorial comments that the department may want to delete (*How can we convince them that the goals and objectives have been met? Good question since no one believes us anyway.)*

SUMMARY

Strengths	*Areas for Improvement*
_X__ A specific plan for assessment is in place.	____ No specific plan for assessment is in place.
_X__Student learning goals are well-articulated.	____ Student learning goals are not well-articulated.
_X__Assessment methods are clearly described.	____ Assessment methods are not clearly described.
____Assessment methods are appropriately selected.	__X_ Assessment methods are not appropriately selected.
____Assessment methods are well-implemented.	__?_ Assessment methods are not well-implemented.
_X_Direct and indirect methods are implemented.	____ A single type of assessment methods predominates.
____Results are reported.	_X__ No results are reported.
____Results are tied to closing the loop.	_X__ Results are not clearly tied to closing the loop.
(Decision-making is tied to evidence.)	(Decision-making is not directly tied to evidence.)

OVERALL SUMMARY AND RECOMMENDATIONS:

The Music Department has carefully articulated an assessment plan with goals, objectives and assessment methods. Since the plan was developed in 04-05, it may be important to revisit and revise it in light of assessment information gathered since its development. It may also be appropriate to fine tune the list of assessment methods to further specify the tools and processes to help reviewers understand how these particular tasks may illuminate the knowledge and skills of students that may in turn lead to appropriate program changes.

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Section 1: __Y__   Section 2: _Y__   Section 3: _NA___   Section 4: _NA___

Coding Key:
        Y   = yes, this is done appropriately and well
        N   = no, this is not done at all, or it is not done in relationship to student learning
        NA = no information available
        ?   = action or progress is apparent; however, evidence is lacking that this is completely and appropriately done