



SAINT LOUIS  
 UNIVERSITY  
 Saint Louis University  
 Program Assessment Plan

**Program (Major, Minor, Core): Music Major, Music Minor**  
**Department: Fine and Performing Arts: Music**  
**College/School: CAS**  
**Person(s) Responsible for Implementing the Plan: Robert Hughes**  
**Date Submitted: 10/23/2015**

Program Learning Outcomes	Curriculum Mapping	Assessment Methods	Use of Assessment Data
<i>What do you expect all students who complete the program to know, or be able to do?</i>	<i>Where is the outcome learned/assessed (courses, internships, student teaching, clinical, etc.)?</i>	<i>How do students demonstrate their performance of the program learning outcomes? How does the program measure student performance? Distinguish your direct measures from indirect measures.</i>	<i>How does the program use assessment results to recognize success and "close the loop" to inform additional program improvement? How/when is this data shared, and with whom?</i>
Students <b>demonstrate</b> knowledge of standard technique appropriate to the student's instrument or voice in solo recitals and/or juries	MUSC 2010- 2070 Applied Music: MUSC 2100 Applied Music: Majors Only MUSC 3850 Junior Recital MUSC 4850 Senior Recital	Faculty evaluate performances according to rubric containing Music Program Standards  Separate rubrics are used for Junior and Senior Recitals	Data is shared with the Music faculty and the FPA Chair. When data shows deficiencies, adjustments to repertoire, staffing, and pedagogy are made as needed. Past evaluations of juries have led to changes in applied music attendance policies and faculty appointments.

<p>Students <b>demonstrate</b> knowledge of standard technique appropriate to the student's instrument or voice in ensemble performance</p>	<p>MUSC 3420-3500 Ensembles</p>	<p>Faculty evaluate performances according to rubric containing Music Program Standards</p>	<p>Data is shared with the Music faculty and the FPA Chair. When data shows deficiencies, adjustments to repertoire, staffing, and pedagogy are made as needed.</p>
<p>Students <b>employ</b> techniques specific to ensemble performance including blending in a section, following direction, and performance etiquette.</p>	<p>MUSC 3420-3500 Ensembles</p>	<p>Faculty evaluate performances according to rubric containing Music Program Standards.</p>	<p>Data is shared with the Music faculty and the FPA Chair. When data shows deficiencies, adjustments to repertoire, staffing, and pedagogy are made as needed.</p>
<p>Students learn to <b>recognize, identify, and apply</b> standard Music Theory elements including tonal harmony, counterpoint, voice-leading, non-tonal harmony, and notation.</p>	<p>MUSC 2270 Music Theory I, MUSC 2280 Music Theory II</p>	<p>Students <b>label, reproduce, and identify</b> standard music elements on exams, projects, and homework, a sample of which are evaluated using a rubric.</p>	<p>Data is shared with the Music faculty and the FPA Chair. Curriculum adjusted to address weaknesses found in coursework. Changes in policies regarding prerequisites and transfers have resulted from data collected.</p>
<p>Students learn to <b>analyze</b> tonal and non-tonal music including that of the 20<sup>th</sup> century</p>	<p>MUSC 3270 Music Theory III, MUSC 3290 Music Theory IV MUSC 4270 Music Analysis</p>	<p>Students <b>label, reproduce, and identify</b> standard music elements on exams, projects, and homework, a sample of which are evaluated using a rubric.</p>	<p>Data is shared with the Music faculty and the FPA Chair. Curriculum adjusted to address weaknesses found in coursework</p>

<p>Students <b>memorize</b> basic facts related to music history and <b>interpret</b> music in relation to those facts</p>	<p>MUSC 1150 History of Jazz,  MUSC 1160 Music in St. Louis,  MUSC 1170 World Music,  MUSC 1180 Music of the African Diaspora  MUSC 1190 American Musical Mosaic  MUSC 2360 Music Literature Seminar  MUSC3300 History of Music I  MUSC 3310 History of Music II  MUSC 3350 Music of Women Composers  MUSC 4850 Senior Capstone</p>	<p>Students demonstrate knowledge on exams and in papers, a sample of which are evaluated using a rubric.</p> <p>Separate rubrics are used for Senior Capstones \</p>	<p>Data is shared with the Music faculty and the FPA Chair. Curriculum adjusted to address weaknesses found in coursework</p>
<p><b>Demonstrate</b> functional skills at the piano.</p>	<p>MUSC 2850 Piano Proficiency Exam</p>	<p>Faculty assess performance of the piano proficiency requirements using a rubric.</p>	<p>Data is shared with the Music faculty and the FPA Chair. When students had difficulty passing the exam, the curriculum was restructured</p>

1. It is not recommended to try and assess (in depth) all of the program learning outcomes every semester. It is best practice to plan out when each outcome will be assessed and focus on 1 or 2 each semester/academic year. Describe the responsibilities, timeline, and the process for implementing this assessment plan.

Piano proficiency is assessed yearly since the exam is a degree requirement, the data is easy to collect and piano instruction for non-pianists is an important component of the program.

Performance goals are assessed every semester as part of ongoing faculty evaluation.

Classroom goals will be assessed in alternating years with Theory assessment in 2015-2016 and history/literature assessment in 2016/2017

2. Please explain how these assessment efforts are coordinated with Madrid (courses and/or program)?

Not coordinated at this time

**3. The program assessment plan should be developed and approved by all faculty in the department. In addition, the program assessment plan should be developed to include student input and external sources (e.g., national standards, advisory boards, employers, alumni, etc.). Describe the process through which your academic unit created this assessment plan. Include the following:**

a. Timeline regarding when or how often this plan will be reviewed and revised. (This could be aligned with program review.)  
The timeline will be reviewed every two years and revised as needed at those points.

b. How students were included in the process and/or how student input was gathered and incorporated into the assessment plan.  
Students were not involved

c. What external sources were consulted in the development of this assessment plan?

NASM standards, standards at peer institutions

d. Assessment of the manageability of the plan in relation to departmental resources and personnel

e.

The program assessment can be managed by one faculty member with data collection shared by all teaching faculty who collect data as part of classroom and performance activities.