

## COLLEGE OF ARTS AND COMMUNICATION

<b>Art BFA</b>			
<b>Goals</b>	<b>Objectives</b>	<b>Student Learning Outcomes</b>	<b>Assessment Methods</b>
<p>To provide a strong and broad foundation of art, art theory, and art history.</p> <p>To foster knowledge of the language of art to understand and evaluate art and design.</p> <p>To foster an appreciation and understanding of cultural and global influences.</p> <p>To provide opportunities to foster imagination, creativity and the clear self-expression of ideas.</p> <p>To teach competence using various technologies, research resources and problem-solving techniques.</p> <p>To teach the ability to integrate and synthesize concepts through an interdisciplinary approach.</p> <p>To teach effective visual/verbal communication and presentation.</p> <p>To teach the development of a strong work ethic and professionalism.</p> <p>To teach tolerance of diversity and open-mindedness.</p>	<p>To provide students with an understanding of art theories, principles, methodologies and professional art practices.</p> <p>To provide instruction in and opportunities for the application of mediums, tools and technologies to the creative solution of problems in art and design.</p> <p>To teach students how to use visual arts resources for research, analysis and application.</p> <p>To teach students to work both independently and collaboratively in order to analyze and solve complex visual/conceptual problems.</p> <p>To train students to evaluate their own work in relation to professional standards.</p> <p>To provide students with on-going opportunities to create, critique and interpret works of art.</p> <p>To teach students how to continue to develop and apply what they learn in the studio and classroom.</p> <p>To foster an understanding of cultural diversity.</p> <p>To foster the integration of knowledge on all levels of the educational experience.</p>	<ol style="list-style-type: none"> <li>1. Students will demonstrate a broad knowledge of art and art history which encourages the understanding of global cultures.</li> <li>2. Students will be able to apply their knowledge of appropriate mediums, tools, and technologies to the creative solution of problems in art and design.</li> <li>3. Students will demonstrate an understanding of art theories, principles, methodologies and professional art practices.</li> <li>4. Students will be able to research, analyze and use existing visual arts resources.</li> <li>5. Students will demonstrate the ability to work both independently and collaboratively to analyze complex visual/conceptual problems and present cohesive solutions.</li> <li>6. Students will be able to evaluate their own work in order to create portfolios for entry-level professional positions and graduate studies.</li> </ol>	<p>Indirect Assessment Opportunities had traditionally been relied upon for outcomes assessment in all studio (BA &amp; BFA) programs. Outcomes have been assessed in all studio programs in three distinct ways:</p> <p>First takes place in the individual classes, using projects/oral presentations and critical dialogue in the studio courses, and using papers and exams in the art history courses. In each class, an instructor uses these assessment tools to understand better the kinds of and degrees of knowledge that is being imparted to their students. Studio work is always visible as you walk through a studio class. Unlike academic assessment, visual assessment of technical skills and aesthetic understanding is immediately possible. This allows individual faculty to constantly assess and adjust personal teaching strategies. Visiting other teacher's studios, which is a common occurrence, also amplifies the individual teacher's self evaluation.</p> <p>Second, is the public exhibition of coursework. Examples of individual class assignments are posted on a rotating basis in exhibition spaces Informal exhibition of student course work is an extremely important part of the curriculum informing students and faculty alike.</p> <p>Third, has been the informal review by the faculty of the following two events:  <u>The Annual Student Art Association juried student exhibition, Profiles of the Future:</u> The Annual Student Art Association juried student exhibition is a yearly exhibition of student work of all levels. It is juried from between 200-300 entries, and has traditionally provided a snapshot of the character and quality of studio work. Faculty jurors have provided input to the faculty-at-large. Discussions among faculty have provided insight to the weaknesses and strengths studio courses.  <u>Senior Thesis Project Presentations:</u> Each semester during finals week, the capstone BFA course, Senior Thesis Projects, ends with each thesis student exhibiting, in the galleries, their two semester long project. In addition to formally exhibiting their work and preparing a written corollary, each student must do an oral presentation before a public audience of peers, parents, friends and faculty.</p>

<b>Art BFA</b>			
<b>Goals</b>	<b>Objectives</b>	<b>Student Learning Outcomes</b>	<b>Assessment Methods</b>
<p>To foster an aptitude to incorporate change, to be flexible and to take risks.</p> <p>To foster the ability to take a leadership role and capacity to collaborate with others.</p> <p>To foster social responsibility and a sense of community and citizenship.</p> <p>To provide opportunities for sustained personal, artistic and intellectual growth.</p> <p>To provide opportunities for students to prepare for entry-level positions in the visual arts and/or graduate studies.</p> <p>To teach students the professional standards of art practice.</p>	<p>To cultivate students' abilities to synthesize their visual and verbal skills.</p>		
<p>To provide a strong and broad foundation of art, art theory, and art history.</p> <p>To foster knowledge of the language of art to understand and evaluate art and design.</p> <p>To foster an appreciation and understanding of cultural and global influences.</p> <p>To provide opportunities to</p>	<p>To provide students with an understanding of art theories, principles, methodologies and professional art practices.</p> <p>To provide instruction in and opportunities for the application of mediums, tools and technologies to the creative solution of problems in art and design.</p> <p>To teach students how to use visual arts resources for research, analysis and application.</p> <p>To teach students to</p>	<p>7. Students will demonstrate a broad knowledge of art and art history which encourages the understanding of global cultures.</p> <p>8. Students will be able to apply their knowledge of appropriate mediums, tools, and technologies to the creative solution of problems in art and design.</p> <p>9. Students will demonstrate an understanding of art theories, principles, methodologies and professional art practices.</p> <p>10. Students will be able to research, analyze and use existing visual arts resources.</p> <p>11. Students will demonstrate the ability to work both independently and</p>	<p>Indirect Assessment Opportunities had traditionally been relied upon for outcomes assessment in all studio (BA &amp; BFA) programs. Outcomes have been assessed in all studio programs in three distinct ways:</p> <p>First takes place in the individual classes, using projects/oral presentations and critical dialogue in the studio courses, and using papers and exams in the art history courses. In each class, an instructor uses these assessment tools to understand better the kinds of and degrees of knowledge that is being imparted to their students. Studio work is always visible as you walk through a studio class. Unlike academic assessment, visual assessment of technical skills and aesthetic understanding is immediately possible. This allows individual faculty to constantly assess and adjust personal teaching strategies. Visiting other teacher's studios, which is a common occurrence, also amplifies the individual teacher's self evaluation.</p> <p>Second, is the public exhibition of coursework. Examples of individual class assignments are posted on</p>

<b>Art BFA</b>			
<b>Goals</b>	<b>Objectives</b>	<b>Student Learning Outcomes</b>	<b>Assessment Methods</b>
<p>foster imagination, creativity and the clear self-expression of ideas.</p> <p>To teach competence using various technologies, research resources and problem-solving techniques.</p> <p>To teach the ability to integrate and synthesize concepts through an interdisciplinary approach.</p> <p>To teach effective visual/verbal communication and presentation.</p> <p>To teach the development of a strong work ethic and professionalism.</p> <p>To teach tolerance of diversity and open-mindedness.</p> <p>To foster an aptitude to incorporate change, to be flexible and to take risks.</p> <p>To foster the ability to take a leadership role and capacity to collaborate with others.</p> <p>To foster social responsibility and a sense of community and citizenship.</p> <p>To provide opportunities for sustained personal, artistic and</p>	<p>work both independently and collaboratively in order to analyze and solve complex visual/conceptual problems.</p> <p>To train students to evaluate their own work in relation to professional standards.</p> <p>To provide students with on-going opportunities to create, critique and interpret works of art.</p> <p>To teach students how to continue to develop and apply what they learn in the studio and classroom.</p> <p>To foster an understanding of cultural diversity.</p> <p>To foster the integration of knowledge on all levels of the educational experience.</p> <p>To cultivate students' abilities to synthesize their visual and verbal skills.</p>	<p>collaboratively to analyze complex visual/conceptual problems and present cohesive solutions.</p> <p>12. Students will be able to evaluate their own work in order to create portfolios for entry-level professional positions and graduate studies.</p>	<p>a rotating basis in exhibition spaces Informal exhibition of student course work is an extremely important part of the curriculum informing students and faculty alike.</p> <p>Third, has been the informal review by the faculty of the following two events:  <u>The Annual Student Art Association juried student exhibition, Profiles of the Future:</u> The Annual Student Art Association juried student exhibition is a yearly exhibition of student work of all levels. It is juried from between 200-300 entries, and has traditionally provided a snapshot of the character and quality of studio work. Faculty jurors have provided input to the faculty-at-large. Discussions among faculty have provided insight to the weaknesses and strengths studio courses.  <u>Senior Thesis Project Presentations:</u> Each semester during finals week, the capstone BFA course, Senior Thesis Projects, ends with each thesis student exhibiting, in the galleries, their two semester long project. In addition to formally exhibiting their work and preparing a written corollary, each student must do an oral presentation before a public audience of peers, parents, friends and faculty.</p>

Art BFA			
Goals	Objectives	Student Learning Outcomes	Assessment Methods
<p>intellectual growth.</p> <p>To provide opportunities for students to prepare for entry-level positions in the visual arts and/or graduate studies.</p> <p>To teach students the professional standards of art practice.</p>			
			<p><u>Direct Assessment Methods in Place /Undergraduate Studio Courses</u>  <u>Admissions Portfolio Review</u>            First time first year student portfolio evaluations. Based on this initial portfolio the first time first year student is accepted or rejected. If accepted, the student is placed in either the BA or BFA degree program depending on the strength of their portfolio.</p> <p>Incoming transfer student portfolios with equivalency course evaluations Based on this review, at the present time, students are advised by the transfer advisor to take courses that strengthen apparent weaknesses.</p> <p>The new process, called <b>Foundation Portfolio Review</b>, was initially required of all BFA studio students during their final semester of completion of the Foundation Core courses. It takes place over three days each semester. Each student is assigned 10 feet of exhibition space. A designated faculty committee of at least three faculty visit each display, fill out evaluation forms, and digitally document the work. These evaluation forms become a part of the department archive, are filed in student folders along with the visual documentation, and copies of the evaluation forms are sent to the student for feedback. Students who do not pass the review are required to meet with the committee to discuss weaknesses and get assigned remedial course work. The faculty committee files a report on the relative strengths and weaknesses of each foundation outcome.</p> <p>In the fall of 2004 the Foundation Portfolio Review became a true barrier review. A Program Change was implemented creating a non credit pass/fail course, ARTS 299, Portfolio Foundation Review, which students must take in their last semester of foundations. This course is a requirement for graduation and a prerequisite for all 300 and 400 level courses, thereby making sure that all BA and BFA students participate in the review process before being eligible to register for upper level courses.</p> <p>When the results of these Foundation Portfolio Review</p>

<b>Art BFA</b>			
<b>Goals</b>	<b>Objectives</b>	<b>Student Learning Outcomes</b>	<b>Assessment Methods</b>
			evaluations are collated, one can see programmatically where the learning outcomes fall short of the mark, and where they are met successfully. Data is more quantifiable. This review with its student feedback and visual documentation was considered by the outside consultant to be one of the best assessment processes she had ever encountered.

<b>Art History (New Program)</b>			
<b>Goals</b>	<b>Objectives</b>	<b>Student Learning Outcomes</b>	<b>Assessment Methods</b>
		<ol style="list-style-type: none"> <li>1. Students will be able to identify, evaluate and interpret the art historical significance of objects from a variety of cultures, and will demonstrate an understanding of the aims and achievements of artists, their societies, and their patrons.</li> <li>2. Students will be able to analyze basic formal and aesthetic aspects of works of art and understand the relationships of these concepts to the chronology of art history.</li> <li>3. Students will be able to demonstrate an understanding about a variety of art media and processes, and will use the vocabulary of art history accurately.</li> <li>4. Students will be able to situate and discuss works of art within a variety of global and scholarly art historical frameworks by making oral and written presentations.</li> <li>5. Students will be able to analyze and critique scholarly discourses and approaches relating to the discipline of art history.</li> </ol>	

## Yearly Update Using Assessment Data for Program Improvement

This year the **Art** faculty's assessment efforts focused on:

In implementing NASAD accreditation requirements, the Art faculty focused on closing the assessment loop and developing some new assessment tools. An example is:

<b>BFA Capstone Assessment Matrix</b>					
	<b>Excellent</b>	<b>Very Good</b>	<b>Adequate</b>	<b>Barely Adequate</b>	<b>Not Adequate</b>
	Demonstrates superior understanding and application of concepts and skills.	Demonstrates strong knowledge. Application is not consistently outstanding.	Demonstrates minimal ability to understand and apply concepts.	Demonstrates minimal ability. Obvious deficiencies in some area(s).	Unable to perform
<b>Student Learning Outcomes</b>					
1. Students will demonstrate a broad knowledge of art and art history which encourages the understanding of global cultures.					
2. Students will be able to apply their knowledge of appropriate mediums, tools, and technologies to the creative solution of problems in art and design.					
3. Students will demonstrate an understanding of art theories, principles, methodologies and professional art practices.					
4. Students will be able to research, analyze and use existing visual arts resources.					
5. Students will demonstrate the ability to work both independently and collaboratively to analyze complex visual/conceptual problems and present cohesive solutions.					
6. Students will be able to evaluate their own work in order to create portfolios for entry-level professional positions and graduate studies.					

The following program improvements resulted from these efforts:

Closing the loop: The following are some examples of changes made in the art department in the last two years based on assessing outcomes: • Art Foundation Program final Course Outline revision and approvals • Creation of *Foundation Program Coordinator* position job description and position approval • Restructuring the Foundation Portfolio Review process to acquire more quantitative data • Submission and approval for Art History program revision proposals as the precursor to creation of a Bachelor of Arts in Art History • Creation and approval of three new capstone courses with embedded assessment • Curriculum Committee Concentrations proposal to the Department for consideration

Specific Art Department assessment and closing the loop activities for the 2007 through 2009 include:

*Fall 2007* • NASAD Commission grants Accreditation, October 2007 • Art History Program, extensive course revisions/renumbering approved by Provost • Preparation and submission of BA Art History degree program proposal • Improve assessment opportunities with continued work on development of concentrations in the department • Implementation of Foundation Coordinator position and implemented revised foundations courses based on Foundation Portfolio Review assessment.

*Spring 2008* • Continued implementation of formalized direct and indirect assessment opportunities • Improve assessment opportunities with continued work on development of concentrations in the department • Preparations and planning for technology support for S09 implementation of capstone Senior Seminar courses with imbedded assessment • Implementation of the Senior Thesis Exit Survey • Development of entry level competency evaluations and tracking for grad and undergrads

*Fall 2008* • Continued implementation of formalized direct and indirect assessment opportunities • Improve assessment opportunities with continued work on development of concentrations in the department • Final development of Assessment Tools for Senior Seminar capstones for Spring implementation

*Spring 2009* • Implementation of Senior Seminar capstones with imbedded assessment • First results of Senior Seminar Assessment of Program SLO's • First results of full implementation of Exit Surveys for BA and BFA

Communication (All Tracks within the Major)				
Goals	Objectives	Student Learning Outcomes	Assessment Methods	Applying Assessment Findings
Interpersonal		<p>Students should demonstrate abilities to:</p> <ul style="list-style-type: none"> <li>• Write and deliver effective oral presentations (in public, small group, and professional settings.)</li> <li>• Recognize, plan and conduct valuable research in interpersonal communication.</li> <li>• Identify and critique communication theories as they occur in practice.</li> <li>• Use communication strategies for resolving conflicts and demonstrating effective leadership.</li> </ul> <p>Recognize how diversity and culture impact personal, social, professional and intimate relationships.</p>	<p>Student Work Samples for Interpersonal Communication Concentration may include: papers, exams, and oral presentations.</p>	

Communication (All Tracks within the Major)				
Goals	Objectives	Student Learning Outcomes	Assessment Methods	Applying Assessment Findings
<b>Print Journalism</b>		<p>Students should demonstrate abilities to:</p> <ul style="list-style-type: none"> <li>•Research and locate information from credible sources, including interviews, databases and Internet sites.</li> <li>•Identify, write clearly, and report in styles prevalent in professional journalism.</li> <li>•Use editing techniques to enhance both written and visual projects.</li> <li>•Outline the ethical and legal guidelines of the profession.</li> <li>•Practice professional journalism, as evidenced through a strong portfolio.</li> </ul> <p>Describe the role of journalism and other media in a global society.</p>	<p><i>Student Work Samples for Journalism and Public Relations Concentration</i> may include: papers, exams, journalistic publications, shows or productions, journalistic editorial works, and documentation of PR works.</p>	
<b>Broadcast Journalism</b>		<p>Students should demonstrate abilities to:</p> <ul style="list-style-type: none"> <li>•Research and locate information from credible sources, including interviews, databases and Internet sites.</li> <li>•Identify, write clearly, and report in styles prevalent in professional broadcast journalism.</li> <li>•Use editing techniques to enhance both written and visual projects.</li> <li>•Outline the ethical and legal guidelines of the profession.</li> <li>•Practice professional journalism, as evidenced through a strong portfolio and/or internship.</li> <li>•Describe the role of broadcast journalism and other media in a global society.</li> </ul>	<p><i>Student Work Samples for Radio Television Concentration</i> may include: papers, exams, productions, tapes, and studio works.</p>	
<b>Public Relations</b>		<p>Students should demonstrate abilities to:</p> <ul style="list-style-type: none"> <li>•Identify and write clearly in styles prevalent in professional public relations.</li> <li>•Use editing techniques to enhance both written and visual projects.</li> <li>•Research and locate information from credible sources, including interviews, databases and Internet sites.</li> <li>•Outline the ethical and legal guidelines of the profession.</li> </ul>		

Communication (All Tracks within the Major)				
Goals	Objectives	Student Learning Outcomes	Assessment Methods	Applying Assessment Findings
		<ul style="list-style-type: none"> <li>•Apply research, planning, communication and evaluation methods to a successful PR campaign.</li> <li>•Create effective, objective-oriented PR materials in a variety of formats and for different audiences.</li> <li>•Describe the role of public relations and other media in a global society.</li> </ul>		
<b>Media Studies</b>		<p>Students should demonstrate abilities to:</p> <ul style="list-style-type: none"> <li>•Explain theories of historical, social, economic, political and cultural dimensions and the impact of media technology and media communication.</li> <li>•Research, write and speak effectively about media history, theories and practices.</li> <li>•Identify the issues, theories, and practices of media representations and their social, economic, political and cultural implications.</li> <li>•Analyze the creation, distribution and consumption of media content.</li> <li>•Define the legal and regulatory dimensions of the media industries, as well as the ethical conducts of media professionals.</li> <li>•Describe the role of media in a global society.</li> </ul>	<p><i>Student Work Samples for Media Studies Concentration</i> may include: papers, exams, etc.</p>	
<b>Media Production</b>		<p>Students should demonstrate abilities to:</p> <ul style="list-style-type: none"> <li>•Identify the major movements, styles and conventions of cinema and broadcast disciplines.</li> <li>•Work with a technical proficiency in the broadcast or film making process, including digital production.</li> <li>•Critically analyze and employ aesthetic and formal elements in media production.</li> <li>•Outline the role of broadcast media in a global society from technological, theoretical, ethical and legal perspectives.</li> <li>•Research the key elements of the broadcast and cinema industries, such as creation</li> </ul>		

Communication (All Tracks within the Major)				
Goals	Objectives	Student Learning Outcomes	Assessment Methods	Applying Assessment Findings
		and distribution of various forms of content.		
<b>Theatre and Comedy</b>		<p>Students should demonstrate abilities to:</p> <ul style="list-style-type: none"> <li>•Use research, theory and technique in at least two of the following areas: acting, directing, the writing of plays and comedy, dramaturgy, and/or technical theatre.</li> <li>•Critically analyze play scripts, performances, and production values in theatre and comedy, both orally and in writing.</li> <li>•Collaborate effectively with peers in creating and producing theatre.</li> <li>•Practice theatrical and comedic writing and performance in other forms of media, such as film and television.</li> <li>•Explain the role of theatre and other media in a global society.</li> </ul>	<i>Student Work Samples for Theatre Concentration</i> may include: papers, exams, theatrical productions, performances, etc.	

### YEARLY UPDATE: Using Assessment Findings for Program Improvement

This year the **Communication** faculty's assessment efforts focused on:

Developing new program objectives for the restructured major. As well, an array of direct and indirect assessment measurements were developed for the four tracks:

- Interpersonal Communication
- Journalism/Public Relations
- Media Studies and Production
- Theater and Comedy

Faculty designed a capstone course rubric for each track. The course, Communication 445-Capstone, will serve as the final formal assessment tool. Major Coordinators along with one additional member of their major will randomly and anonymously assess final capstone projects (within their major) and assess the quality of these projects according to the following procedure. This procedure is designed to identify the extent to which these projects fulfill the student learning outcomes repeatedly presented within the major. Resulting data will again be employed as a tool to guide the major in consistently providing a successful educational experience for our students and as a guide for conducting appropriate change within the major as potentially indicated via all assessment procedures.\*\*

**CAPSTONE ASSESSMENT PROCEDURE**

**INTERPERSONAL COMMUNICATION  
COMMUNICATION 445 - CAPSTONE**

	<b>Excellent</b>	<b>Very Good</b>	<b>Adequate</b>	<b>Barely Adequate</b>	<b>Not Adequate</b>
	Demonstrates superior understanding and application of concepts and skills.	Demonstrates strong knowledge. Application is not consistently outstanding.	Demonstrates minimal ability to understand and apply concepts.	Demonstrates minimal ability. Obvious deficiencies in some area(s).	Unable to perform.
<b>Student Learning Outcomes</b>					
Write and deliver effective oral presentations in public, small group, and professional settings.					
Recognize, plan and conduct research in interpersonal communication.					
Identify and critique communication theories as they occur in practice.					
Use communication strategies for resolving conflicts and demonstrating effective leadership.					
Recognize how diversity and culture impact personal, social, professional and intimate relationships.					

The following program improvements resulted from these efforts:

A clear focus for each track within the major articulated in specific student learning outcomes. A review, remapping and updating of courses to ensure learning outcomes can be met. Assessment tools were developed to measure directly and indirectly the attainment of learning objectives.

The Communication Department has developed a 4-stage Assessment Plan and procedures that will be piloted for the first time in the 2008-2009 school year. According to their report for the Dean: “Direct assessment data will be collected and analyzed (for each major) with the intent to compare results to determine the level of achievement of each majors stated goals and student learning outcomes. These results will then be translated and applied for the purpose of continuous upgrading and appropriate alteration within each major’s curriculum and intended goals/outcomes.”

To this end, the department has established both introductory and capstone courses that will 1) provide students with an introduction to the various majors within the discipline, and 2) provide a specific venue for students to “demonstrate their knowledge of and ability to apply critical concepts/skills appropriate to each major by originating, designing and completing a major project.” An additional intermediate assessment will also be established to “provide an overall interim assessment of the department’s success in meeting its goals.” The department has named outcomes, courses where these are addressed, and critical assessments for each track within the major.

<b>Music</b>			
<b>Goals</b>	<b>Outcomes</b>		<b>Critical Assessments</b>
Goal #1: A high level of musical and technical competency.	Perform recognized works of music from the standard repertory in large ensembles and in chamber ensembles		Studio lesson performance Ensemble performance Semester Juries Performance Proficiency Exam Mid-day performances Senior Recital Audition
	Demonstrate appropriate performance practices for different instrumental genres and stylistic historical periods		
	Apply the fundamentals of Western music theory to performance skills.		
Goal #2: An understanding of the elements and organization of music, and ability to apply this knowledge to aural and visual analyses.	Music Theory	Demonstrate fluency with the fundamental materials of music theory (such as pitch, rhythm and meter, scales, key signatures, intervals, triads, seventh chords, etc.) by writing and identifying them quickly and accurately.	Performance on timed quizzes on fundamentals
		Apply a conceptual understanding of music theory to the analysis of a broad range of music.	Analyses of musical compositions
		Write four-part chorale-style phrases using traditional voice-leading practices	Written four-part chorale-style exercises
		Develop a conceptual understanding of rhythm, melody, harmony, texture, timbre, and form, and their inter-relationships as they form the basis for listening, performing and creating.	Papers, discussions, and examinations on theoretical and analytical topics.
	Aural Skills	Sight-singing melodies of moderate difficulty.	Evaluation of performance on Sight singing examinations
		Recognize, identify, and transcribe melodic harmonic, and rhythmic patterns of moderate difficulty	Performance on Melodic, rhythmic, and harmonic dictation
		Apply a conceptual understanding of music theory to sounding music by verbal and written means.	Performance on Listening examinations
Goal #3: A Broad Knowledge of Music History and Literature	Describe Western music and music from around the world within historical, cultural, artistic, social, and political contexts.		Written projects including essays, research papers, non-research papers (such as reaction papers or analysis papers), exams and quizzes (including short answer and essay writing), music dictation, composing, arranging, and small-group discussion. Oral reports and other oral demonstrations including rehearsals, lessons, class presentations, coaching and teaching, small group discussions, and team projects. Visual presentations including class presentations and team projects.
	Recognize distinguishing features in the music of different historical periods and geographical locations		
	Recognize the music of significant composers, innovators, and performers		
	Describe the relationship between music history, literature, performance practice and analysis		
	Use critical thinking skills and the skills necessary to research, organize, analyze and synthesize information		Musical performances including juries, recitals, concerts,

<b>Music</b>				
		rehearsals, lessons, class presentations, composition, arranging, peer coaching, and teaching.		
Goal #4: The Aesthetic Sense and Skill to Organize and Communicate Sound	Write, perform, and record solo and group compositions/arrangements that students have organized themselves.	Evaluation of written compositions and/or arrangements.		
	Utilize compositional techniques that demonstrate a comprehensive understanding of the historical and cultural aspects of music.	Projects composed and/or arranged with music hardware and software.		
	Use analytical and theoretical skills to enhance the creation process.	Creating Audio recordings.		
	Use electronic compositional (i.e., Digital Performer), notational (i.e., Finale), and MIDI sequencing software to create original compositions, arrangements, and manuscripts for publication or performance.	Juried performances that include improvisation.		
	Competency in "Sound Design" (electronic manipulation of sound).			
Goal #5: An ability to integrate technology into the study and practice of music.	Describe the role new technologies have played throughout history in the development of musical culture.	MUS 158/258: Eval. of performance on written examinations.		
	Apply sound critical judgment in evaluating the relevance and practical utility of unfamiliar technologies.	MUS 158/258: Music composed and/or arranged with music hardware and software.		
	Demonstrate an understanding of the basic concepts of acoustics.	Electronic projects including web sites, career development materials, etc.		
	Demonstrate a conceptual understanding of how computers manipulate information, and ability to work comfortably and productively with computers and computer software to generate materials relevant to a career in music.			
	Apply the resources of networked computers, such as the Internet, to a variety of tasks involving music and a career in music.			
Goal #6: Specialization in an concentration of the profession.	Classical Performance	Performance skills: a. Technique b. Musicality c. Effective presentation	Performance juries, Midday performances, Junior and Senior Evening Recitals	
	Jazz Performance	Performance skills a. Technique b. Musicality c. Effective presentation	Performance juries, Midday performances, Dialogue Days, Junior and Senior Evening Recitals	
	Music Education	Pedagogical and technical skills on major and minor instruments		Perform in Major and minor instrument classes; Field experience evaluations
		Demonstrate knowledge of history and philosophy of the profession.		MUS 135, 325, 326 and 425; Field experience evaluations
		Knowledge and use of pedagogy, repertory, methods, and materials.		MUS 135, 325, 326 and 425; Field experience evaluations
		Ability to lead classroom lessons, private lessons, rehearsals and other teaching/learning contexts.		MUS 135, 325, 326 and 425; MUS 307, 308, 309; Field experience evaluations

<b>Music</b>			
		Demonstrate managerial skills for non-teaching responsibilities	MUS 135, 325, 326 and 425; Field experience evaluations
	Music Management	Knowledge and use of the theoretical and practical aspects of the business, creative, and legal components of the music industry.	Law and Ethics course requires seniors to role-play negotiating techniques, justifying positions with theoretical and practical aspects. (capstone) Students critiqued and graded on these sessions.
		Ability to analyze, coordinate, and direct the varied activities of a musical career, both individually and in groups.	Personal Management course requires seniors to work in groups and represent an artist in the completion of stated objectives, such as completing a press kit, recording a demo, and other industry tasks. (capstone). Evaluated by instructor; criticism is offered.
		Choose a specialization in the industry according to their interests and talents.	Completion of Resume; Students choose (1) an industry internship, which allows them to concentrate on an concentration of interest and expose themselves to other concentrations, or (2) a job hunt, in which they concentrate on defining job qualifications and personal strengths.
	Sound Engineering Arts	Musical Training	Demonstrate accomplishment in core musical training
		Critical Listening	Frequency recognition, A/B tests, verbal and written critique
		Technical Training	Written homework assignments, written exams, submitted recordings and exercises from lab courses
		Performance	Lab recording sessions, live recordings (SEA lab grades), Junior Practical Exam, Capstone project
		Internship	Assessment through written evaluation and discussions with internship sponsor.

## YEARLY UPDATE: Using Assessment Findings for Program Improvement

This year the **Music** faculty's assessment efforts focused on:

During the 2006-2007 academic year, the Music Department completed a Program Review that concluded with a Strategic Plan for their future. Their assessment activities for the 2007-2008 academic year built on those assessments in the following ways:

- 1) Reviewing assessment instruments and procedures for Critical Assessments of department and program-level Goals and Outcomes.
  - a) In particular, standardizing the procedures and requirements for semester juries, the Performance Proficiency Exam, and the Senior Recital Audition (Goal 1).
- 2) Creating an assessment report template that responds to a variety of assessment requirements and can be used from year to year.
- 3) Responding to issues pointed out in the 2006-2007 program review including:
  - a) Assessment of Curricular Concerns
  - b) Assessment of Student Concerns
  - c) Assessment of Student Progress, Outcomes and Satisfaction
- 4) Responding to issues suggested by the Strategic Plan, including
  - a) Administrative organization of the Music Department
  - b) Organization of the Classical Applied Area

The following program improvements resulted from these efforts:

Many courses were revised and new ones submitted for approval to respond to these concerns. One specific example was the need to distinguish students who need MUS 143 from those who need MUS 144 and those who should be placed directly in MT I. The new placement exam that was developed better fit course needs and student abilities.