

Rubric for Assessment Meeting Report 2023			
	Meets/Exceeds Standards	Approaches Standards	Needs Attention
Evidence Presentation	All evidence from the SAP has been collected and is provided in the report. The evidence is presented in a way that makes sense to an outside audience.	Most evidence from the SAP has been collected and appears to be included in the report. The evidence is presented in a way that leaves an outside audience with some remaining questions	Evidence either bears no relation to the SAP or is not included in the report.
Use of Evidence	There is an explicit, well-reasoned connection between the assessment results and the proposed changes. If no changes are proposed, the evidence provided backs up this decision.	There appears to be an adequate connection between the assessment results and the proposed changes, but it is not explicitly explained. If no changes are proposed, the evidence provided raises some questions about this decision.	The connection between the assessment results and proposed changes are indiscernible. If no changes are proposed, the evidence provided does not support this decision.
Evidence of Collaboration and Communication	There is explicit and documented evidence of departmental discussions and faculty collaboration on assessment, proposing any changes, and report preparation. If the department learning goal is assessed in an individual course, discussions take place at the program level.	Evidence exists of either departmental discussions or faculty collaboration on most assessment activities. If the department learning goal is assessed in a course, discussions are mostly at the course level but do include participation by the full department.	There is insufficient evidence of departmental discussions or faculty collaboration on assessment activities. If the department learning goal is assessed in a course, no participation of the wider department is evident.

Enter M, A, or N

Selection
M
A
A

The Music Dept assessed LG2 regarding the acquisition of knowledge of Western art music and other global cultures' traditions. Direct evidence included data from 3 senior capstones and 4 courses from various levels. Indirect evidence included music majors surveys.

The evidence collected and assessed makes sense regarding whether students have acquired this knowledge. Assessing the majors' capstone research papers focuses on the "historical study of music." The rubrics assess not only the content of the knowledge, but also the quality of the writing - organization, engaging presentation, and style. Final exams from the 4 courses were considered. The department was concerned that the grades on some of them were low, concluding "their musical interests tend to lie outside of classical music..." Later, the department indicates they should try to make those courses more engaging and exciting, as recommended by their evaluator; however, the department doesn't indicate practical steps on how to make that happen.

The department changed MUSI 311 & 312 to "investigate a limited number of topics" which was considered to be helpful. Another change discussed was to make the goals for the courses clear, but no plan of action was included.

The department concludes that it is heading in the right direction.

Lastly, the report indicates that 2 of the department members were present for the Assessment meeting, but didn't indicate any absent members.