

Lionel Hampton School of Music

Continuous Improvement Assessment Plan for Undergraduate B.A. and B.S. Program

LHSOM Program Learning Outcomes

At completion of their baccalaureate degree studies in the University of Idaho, Lionel Hampton School of Music students will:

1. *Learn and Integrate*

- Hear, identify and work conceptually with the elements of music– rhythm, melody, harmony, and structure.
- Understand compositional processes, aesthetic properties of style and the way these shape and are shaped by artistic and cultural forces.
- Be acquainted with a wide selection of musical literature, the principal eras, genres and cultural sources.
- Develop and defend musical judgments.
- Develop a broad cultural and contextual understanding through the study of arts, humanities and social sciences

2. *Think and Create*

- Be competent in at least one major performance or academic area.
 - Perform a cross-section of all styles of music.
 - Read music at sight with fluency.
 - Develop an appropriate level of technical skills requisite for artistic or scholarly expression.
- Be proficient in basic keyboard skills.

3. *Communicate Effectively*

- Think, speak and write clearly and effectively and communicate with precision, cogency and force.

Program Assessment Measures Keyed to Learning Outcomes

Assessment Measure	Program learning outcome(s) assessed	When will the assessment be obtained or developed?	Are revisions to an existing assessment needed? If so, when will revisions be made?
Direct			
<ul style="list-style-type: none"> • Recital (Applied) • Thesis 	1, 2, 3, 4	Capstone – senior year	Yes - Rubric Fall 2007
Indirect			
Senior survey	1, 2, 3, 4, 5	Last semester	No
Focus group	1, 2, 3, 4, 5	Spring semester	Yes, Spring 2007

Logistics for Program Assessment Measures

Assessment Measure	Who will be assessed?	Where will the assessment take place?	Date and time for assessment?	Who will administer the assessment?
Direct				
Recital Rubric	Applied	At recital	During recital in senior year	Faculty within each area
Thesis Rubric	Theory and History	In advisor's office	Upon completion	Thesis Advisor
Indirect				
Senior Survey	All students		Semester prior to graduation (with graduation packet)	Registrar's Office
Focus group	Selected seniors	TBD	Spring 2007	CLASS focus groups

Step 4: Score and summarize assessment information

Who will score?	Timeline?	Who will summarize?	Timeline?
Faculty within each area	By end of each semester	Director	By August 15 of each year

Step 5: Disseminate and discuss findings with faculty

Questions to consider:

- What do the findings suggest about student achievement?
- The quality of the program?
- Student views on their preparation?
- Employer perceptions about the quality of the graduates?

Be as specific as possible and reasonable.

Discuss the assessment process by measure and focus on what went well and what might need improvement.

Questions to consider:

- Does the program learning target(s) need revision?
- Was the measure of sufficient quality and appropriateness?
- Were enough students assessed to make good determinations about the program?
- Were there sufficient controls over bias and distortion of the assessment data?

When will discussion take place?	Who will participate in this discussion?
Faculty meeting	All faculty

Notes:

Step 6: Develop report

Use the following outline (add subheadings as needed):

- Introduction/Background
- Methodology
- Findings
- Program Recommendations
- Reflection on the Assessment Process
- Next Steps

Who will complete the report?	When?
Director	End of December each year

Notes: