Note 1: The pass rates in courses would be useful information for the department to track. However, course grades are usually dependent on many outcomes. Accreditation agencies do not accept course grades as measures of specific learning outcomes.

Note 2: SEOIs are designed to provide general feedback and teaching and learning. SEOIs do not have questions pertaining to specific departmental learning goals unless custom questions were added. It makes sense for a department to track SEOI results but they are generally not specific enough to provide feedback on specific learning outcomes.

Learning outcomes used for this assessment:
- Final exams for 146 and 246 (it would be preferable if specific questions directly related to goals were tracked)
- Piano proficiency
- Attendance at convocations (isn’t this more of an input than an output?)

1. What student learning outcomes were assessed this year, and why?

<table>
<thead>
<tr>
<th>Program Score</th>
<th>Value</th>
<th>Demonstrated Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>4</td>
<td>Outcomes are written in clear, measurable terms and include knowledge, skills, and attitudes. All outcomes are linked to department, college and university mission and goals.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Outcomes are written in clear, measurable terms and include knowledge, skills, and attitudes. Some outcomes are linked to department, college and university mission and goals.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Outcomes are written in clear, measurable terms and include knowledge, skills, or attitudes. Outcomes may be linked to department, college and university mission and goals.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Some outcomes may be written as general, broad, or abstract statements. Outcomes include knowledge, skills, or attitudes. Outcomes may be linked to department, college and university mission and goals.</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>Outcomes are not identified.</td>
</tr>
</tbody>
</table>

Comments: Attitudes were not assessed.
2. **How were they assessed?**
   a. What methods were used?
   b. Who was assessed?
   c. When was it assessed?

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>4</td>
<td>4</td>
<td>A variety of methods, both direct and indirect are used for assessing each outcome. Reporting of assessment method includes population assessed, number assessed, and when applicable, survey response rate. Each method has a clear standard of mastery (criterion) against which results will be assessed.</td>
</tr>
<tr>
<td>3</td>
<td>Some outcomes may be assessed using a single method, which may be either direct or indirect. All assessment methods are described in terms of population assessed, number assessed, and when applicable, survey response rate. Each method has a clear standard of mastery (criterion) against which results will be assessed.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Some outcomes may be assessed using a single method, which may be either direct or indirect. All assessment methods are described in terms of population assessed, number assessed, and when applicable, survey response rate. Some methods may have a clear standard of mastery (criterion) against which results will be assessed.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Each outcome is assessed using a single method, which may be either direct or indirect. Some assessment methods may be described in terms of population assessed, number assessed, and when applicable, survey response rate. Some methods may have a clear standard of mastery (criterion) against which results will be assessed.</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>Assessment methods are nonexistent, not reported, or include grades, student/faculty ratios, program evaluations, or other “non-measures” of actual student performance or satisfaction.</td>
<td></td>
</tr>
</tbody>
</table>

Comments:
### 3. What was learned (assessment results)?

**Guidelines for Assessing a Program’s Reporting of Assessment Results (Target = 2)**

<table>
<thead>
<tr>
<th>Program Score</th>
<th>Value</th>
<th>Demonstrated Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>Results are presented in specific quantitative and/or qualitative terms. Results are explicitly linked to outcomes and compared to the established standard of mastery. Reporting of results includes interpretation and conclusions about the results.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Results are presented in specific quantitative and/or qualitative terms and are explicitly linked to outcomes and compared to the established standard of mastery.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Results are presented in specific quantitative and/or qualitative terms, although they may not all be explicitly linked to outcomes and compared to the established standard of mastery.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Results are presented in general statements.</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>Results are not reported.</td>
</tr>
</tbody>
</table>

**Comments:** T

### 4. What will the department or program do as a result of that information (feedback/program improvement)?

**Guidelines for Assessing a Program’s Reporting of Planned Program Improvements (Target = 2)**

<table>
<thead>
<tr>
<th>Program Score</th>
<th>Value</th>
<th>Demonstrated Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>Program improvement is related to pedagogical or curricular decisions described in specific terms congruent with assessment results. The department reports the results and changes to internal and/or external constituents.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Program improvement is related to pedagogical or curricular decisions described only in global or ambiguous terms, or plans for improvement do not match assessment results. The department may report the results and changes to internal or external constituents.</td>
</tr>
<tr>
<td></td>
<td>NA</td>
<td>Program improvement is not indicated by assessment results.</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>Program improvement is not addressed.</td>
</tr>
</tbody>
</table>

**Comments:**
5. **How did the department or program make use of the feedback from last year’s assessment?**

<table>
<thead>
<tr>
<th>Program Score</th>
<th>Value</th>
<th>Demonstrated Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2</td>
<td>Discussion of feedback indicates that assessment results and feedback from previous assessment reports are being used for long-term curricular and pedagogical decisions.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Discussion of feedback indicates that assessment results and feedback from previous assessment reports are acknowledged.</td>
</tr>
<tr>
<td>NA</td>
<td></td>
<td>This is a first year report.</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>There is no discussion of assessment results or feedback from previous assessment reports.</td>
</tr>
</tbody>
</table>

Comments: