

Department of Music

Rubric Element	Assessors Rating	Comments
1. Mission Statement	Highly Developed	No work needed.
2. Definition of PLOs	Developed/Highly Developed	May consider splitting compound outcomes. See comments.
3. Alignment of PLOs to Mission Statement	Highly Developed	No work needed.
4. Development of PLOs	Developed	Review Bloom's Taxonomy to ensure outcomes reach highest levels of learning. See comments.
5. Alignment of PLOs on a Curriculum Map	Initial	No curriculum map provided. Please provide for each program. Contact Office of IE for assistance and template if needed.
6. Multi-Year Assessment Plan	Initial/Emerging	Continue to develop timeline.
7. Methods of Assessment	Developed/Highly Developed	Please provide additional information on how assessments are conducted. See comments.
8. Criteria for Success	Highly Developed	No work needed. May want to consider setting varying levels. See comments.
9. Direct or Indirect Measures	Developed/Highly Developed	No work needed.
10. Collection of Evidence	Developed	Consider tracking components of assessments as well as average scores. (That or...) only information on some LOs provided.
11. Analysis of Results	Developed/Highly Developed	No work needed.
12. Conclusions, Implications and Recommendations	Developed	Continue as planned. See comments.
13. Planning Change "Closing the Loop"	Emerging/Developed	Additional information on how the changes will be carried out would strengthen this area. See comments.
14. Activities or Resources Needed		<i>It was determined after the rubric was developed that this element belongs with Program Review.</i>

Assessor comments:

- This is one report for all the majors in the department. It would be helpful for the department to separate out the various majors so the faculty could determine the achievement of the PLOs for each major.
- Definition of PLOs: Whenever you include "and" in your PLOs, it is possible that you have more than one learning outcome included.
- Development of PLOs: clearly your outcomes require students to "apply" their knowledge, but you might add words to your outcomes like "analyze", "evaluate" or "critique" to strengthen the levels of learning you are covering
- Methods of Assessment: Do you have rubrics or some common measurement tool that everyone agrees to?
- Criteria for Success: performance targets are clearly stated, though no distinction between levels of mastery (exemplary, proficient, etc)
- Direct or Indirect Measures: I don't see indirect measures described, but each has a direct measure
- Analysis of results: analysis was thoughtful and connected to the reported outcomes
- How are these results shared with students?
- Planning Change: It was not always clear to what extent these results were discussed.