

FLORIDA GULF COAST UNIVERSITY
 College of Arts and Sciences
Music Program
Integrated Program Matrix
 February 2009

| University and Program Learning Goals and Outcomes | Program Assessment Plan and Criteria | Use of Assessment Results for Continuous Program Improvement 2009-10 (Due October 2010) | Use of Assessment Results for Continuous Program Improvement 2012-13 (Due October 2013) | Use of Assessment Results for Continuous Program Improvement 2014-15 (Due October 2015) |
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| <p><u>Aesthetic Sensibility</u> (University Level)</p> <p>A. Know and understand the variety of aesthetic frameworks</p> <p>B. Analyze and evaluate aesthetic principles at work</p> <p>C. Collaborate in projects involving aesthetic awareness and/or analysis</p> <p><u>Aesthetic Sensibility</u> (Program Level) All Music students are expected to:</p> <ul style="list-style-type: none"> • Know how the art of music fits into the broader community of the arts. • Demonstrate an awareness of the importance of the arts to the human experience. • Demonstrate the ability to form aesthetical judgments about new music composition. | <p><u>Plan:</u> For direct assessment measures, Aesthetic Sensibility will be evaluated through faculty review of student performance on identified assignments and exam items relating to this outcome. The faculty will develop a rubric to judge student performance on the identified instruments as Excellent, Very Good, Good, Fair, or Poor.</p> <p>In addition, for indirect assessment measures, the faculty will analyze student responses on the Senior Student Survey and correlate these responses with faculty evaluation in the direct assessment.</p> <p><u>Criteria:</u> For direct assessment, successful achievement of the Aesthetic Sensibility Goal will require that the mean level of student achievement using the direct assessment rubric be at least Good (3) and that no student be judged poor (1).</p> <p>For indirect assessment, successful achievement of the Aesthetic Sensibility Goal using the Senior Student Survey will require an average score of two or less where 1 is Strongly Agree and 2 is Agree.</p> <p><u>Use of Results:</u> The program faculty will discuss the results of these assessments and come to a conclusion about the program's strengths and weaknesses in this learning outcome area. The faculty will also identify specific mechanisms for addressing weaknesses. The Music Major Program will then implement the agreed upon strategies for improving the program.</p> | <p>Biennial Program Assessment will begin in the 2009-2010 academic year.</p> | | |

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| <p><u>Culturally Diverse Perspective</u> (University Level)</p> <p>A. Know and understand diversity in local/global communities</p> <p>B. Analyze and evaluate the impact of cultural differences</p> <p>C. Participate in projects involving interaction with diverse people, ideas, & values</p> <p><u>Culturally Diverse Perspective</u> (Program Level) All Music students are expected to:</p> <ul style="list-style-type: none"> • Demonstrate how music reflects and affirms the various cultures and societies of the world. • Understand the history and background of music from non-western sources | <p><u>Plan:</u> For direct assessment measures, Culturally Diverse Perspective will be evaluated through faculty review of student performance on identified assignments in music literature, history and theory courses. The faculty will develop a rubric to judge student performance on the identified instruments as Excellent, Very Good, Good, Fair, or Poor.</p> <p>In addition, for indirect assessment measures, the faculty will analyze student responses on the Senior Student Survey and correlate these responses with faculty evaluation in the direct assessment.</p> <p><u>Criteria:</u> For direct assessment, successful achievement of the Culturally Diverse Perspective Goal will require that the mean level of student achievement using the direct assessment rubric be at least Good (3) and that no student be judged poor (1).</p> <p>For indirect assessment, successful achievement of the Culturally Diverse Perspective Goal using the Senior Student Survey will require an average score of two or less where 1 is Strongly Agree and 2 is Agree.</p> <p><u>Use of Results:</u> The program faculty will discuss the results of these assessments and come to a conclusion about the program's strengths and weaknesses in this learning outcome area. The faculty will also identify specific mechanisms for addressing weaknesses. The Music Major Program will then implement the agreed upon strategies for improving the program.</p> | <p>Biennial Program Assessment will begin in the 2009-2010 academic year.</p> | | |

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| <p><u>Ecological Perspective</u> (University Level)</p> <ul style="list-style-type: none"> A. Know issues of ecological/economic sustainability B. Analyze and evaluate local & global ecological issues C. Participate in ecological/environmental projects <p><u>Ecological Perspective</u> (Program Level)</p> <p>This outcome is covered by student participation in the university required course IDS 3920 Colloquium</p> | <p><u>Plan and Criteria:</u> The University Quality Enhancement Plan provides an assessment strategy to determine how well students meet the learning goal of an Ecological Perspective.</p> <p>Feedback from the QEP will be used to determine how well students at FGCU develop an ecological perspective; changes that derive from this analysis will be used to revise our programs.</p> | <p>Biennial Program Assessment will begin in the 2009-2010 academic year.</p> | | |

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| <p><u>Effective Communication</u> (University Level)</p> <p>A. Know principles for effective communication</p> <p>B. Organize thoughts and compose ideas</p> <p>C. Participate in collaborative communication projects</p> <p><u>Effective Communication</u> (Program Level)</p> <p>All Music students are expected to:</p> <ul style="list-style-type: none"> • Demonstrate the ability to sing at sight a short written score, and to write after hearing, short musical examples of melody, harmony, and rhythm (Academic Learning Compact 1.3) • Through a 30-minute performance in the student's applied area, demonstrate proper technique, understanding of musical style, poise, and musicality (Academic Learning Compact 1.4) • Effectively assess their own performances | <p><u>Plan:</u> For direct assessment, faculty will use and analyze the results of the Performance Rubric applied to student work. This rubric allows faculty to judge student mastery of objectives as Excellent, Very Good, Good, Fair, or Poor. Evaluators may also choose to not rate on some items or to rate as not applicable.</p> <p>Additionally, for indirect assessment, faculty will analyze student responses on the Student Survey for Performance and the Senior Student Survey as indicators of the extent to which students feel that the program is meeting the Effective Communication goal.</p> <p><u>Criteria:</u> For direct assessment, successful achievement of the Effective Communication Goal will require that the mean level of student achievement using the Performance be at least Good (3) and that no student be judged poor (1).</p> <p>Additionally, for the indirect assessment, successful achievement of the Effective Communication Goal, using the Senior Student Survey, required an average score of two or less where 1 is Strongly Agree and 2 is Agree.</p> <p><u>Use of Results:</u> The program faculty will discuss the results of these assessments and come to a conclusion about the program's strengths and weaknesses in this learning outcome area. The faculty will also identify specific mechanisms for addressing weaknesses. The Music Major Program will then implement the agreed upon strategies for improving the program.</p> | <p>Biennial Program Assessment will begin in the 2009-2010 academic year.</p> | | |

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| <p><u>Ethical Responsibility</u> (University Level)</p> <p>A. Know and understand ethical issues</p> <p>B. Analyze and evaluate ethical issues in a variety of contexts</p> <p>C. Participate in collaborative projects involving ethical analysis and/or decisions</p> <p><u>Ethical Responsibility</u> (Program Level)</p> <p>All Music students are expected to:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of the interactions between music and society. • Demonstrate awareness of ethical behavior by musicians and their personal conduct as musicians and citizens • Demonstrate the ability to understand and participate in the development and implementation of public policy regarding the arts. | <p><u>Plan:</u> For direct assessment faculty will develop a rubric to judge student performance on the identified instruments as Excellent, Very Good, Good, Fair, or Poor. Evaluators may also choose to not rate on some items.</p> <p>Additionally, faculty will review syllabi and identify courses that contain Ethical Responsibility Learning Goals and identify assignments that effectively evaluate student's achievement of this goal.</p> <p>For indirect assessment, faculty will analyze student responses on the Senior Student Survey to determine the extent to which the program is meeting this goal.</p> <p><u>Criteria:</u> For direct assessment, successful achievement of the Ethical Responsibility Goal will require that the mean level of student achievement be at least 3 (Good) and that no student be judged poor.</p> <p>For indirect assessment, successful achievement of the Ethical Responsibility Goal, using the Senior Student Survey, will require an average score of two or less, where 1 is Strongly Agree and 2 is Agree.</p> <p><u>Use of Results:</u> The program faculty will discuss the results of these assessments and come to a conclusion about the program's strengths and weaknesses in this learning outcome area. The faculty will also identify specific mechanisms for addressing weaknesses. The Music Major Program will then implement the agreed upon strategies for improving the program.</p> | <p>Biennial Program Assessment will begin in the 2009-2010 academic year.</p> | | |

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| <p><u>Information Literacy</u> (University Level)</p> <p>A. Identify and locate sources of information</p> <p>B. Analyze and evaluate information in a variety of contexts</p> <p>C. Participate in collaborative analysis/application of information</p> <p><u>Information Literacy</u> (Program Level)</p> <p>All Music students are expected to:</p> <ul style="list-style-type: none"> • Gather and critically evaluate information including development of library research skills and the use of technology for gathering information. • Demonstrate the ability to connect academic research in music to performance through program notes on a junior or senior recital. • Locate, evaluate, and employ information relevant to their analysis of contemporary issues in music. | <p><u>Plan:</u> For direct assessment, faculty will evaluate student work using a rubric and the incorporation of Information Literacy learning goals into Music courses will be evaluated by syllabus audits and sample items from exams and creative assignments.</p> <p>For indirect assessment, faculty will analyze student responses on the Senior Student Survey to determine the extent to which the program is meeting the Information Literacy goal.</p> <p><u>Criteria:</u> For direct assessment, successful achievement of the Information Literacy Goal will require that the mean level of student achievement, using the Program Notes Rubric, be at least Good (3) and that no student be judged poor (1).</p> <p>For indirect assessment, successful achievement of the Information Literacy Goal, using the Senior Student Survey, requires an average score of two or less where 1 is Strongly Agree and 2 is Agree.</p> <p><u>Use of Results:</u> The program faculty will discuss the results of these assessments and come to a conclusion about the program's strengths and weaknesses in this learning outcome area. The faculty will also identify specific mechanisms for addressing weaknesses. The Music Major Program will then implement the agreed upon strategies for improving the program.</p> | <p>Biennial Program Assessment will begin in the 2009-2010 academic year.</p> | | |

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| <p><u>Critical Thinking and Problem-Solving Abilities</u> (University Level)</p> <p>A. Understand multi/interdisciplinary nature of knowledge</p> <p>B. Apply critical, analytical creative and systems thinking</p> <p>C. Work individually and collaboratively to recognize and solve problems</p> <p><u>Critical Thinking and Problem-Solving Abilities</u> (Program Level)</p> <ul style="list-style-type: none"> • Independently and in small groups prepare one short work for public performance on his/her applied instrument or voice. • Independently and in small groups, provide melodic, harmonic, rhythmic and formal analysis of music written from 1700-present and compose short pieces in those styles (Academic Learning Compact 1.1) • Compare and contrast the various style periods of Western music in both written and oral form (Academic Learning Compact 1.2) | <p><u>Plan:</u> For direct assessment, faculty will analyze the results of the Performance Rubric, which allows faculty to judge student mastery of independent preparation of a performance as Excellent, Very Good, Good, Fair, or Poor. Evaluators may also choose to not rate on some items or to rate as not applicable.</p> <p>For indirect assessment, faculty will analyze student responses on the Senior Student Survey to determine the extent to which the program is meeting the Problem Solving Goal.</p> <p><u>Criteria:</u> For direct assessment, successful achievement of the Problem Solving Goal will require that the mean level of student achievement, using the Performance Proposal Rubric, be at least Good (3) and that no student be judged poor (1).</p> <p>For indirect assessment, successful achievement of the Problem Solving Goal, using the Senior Student Survey, requires an average score of two or less where 1 is Strongly Agree and 2 is Agree.</p> <p><u>Use of Results:</u> The program faculty will discuss the results of these assessments and come to a conclusion about the program's strengths and weaknesses in this learning outcome area. The faculty will also identify specific mechanisms for addressing weaknesses. The Music Major Program will then implement the agreed upon strategies for improving the program.</p> | <p>Biennial Program Assessment will begin in the 2009-2010 academic year.</p> | | |

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| <p><u>Technological Literacy</u> A. Develop knowledge of modern technology B. Process information through use of technology C. Collaborate with others using technology tools</p> <p><u>Technological Literacy</u> All Music students are expected to:</p> <ul style="list-style-type: none"> • Effectively use music notation and music recording software. • Effectively communicate in a professional setting, including scholarly writing on music, oral presentations, and the use of available technology. | <p><u>Plan:</u> For direct assessment, faculty will analyze the results of the Music Notation/Recording Rubric. This rubric allows faculty to judge student mastery of objectives as Excellent, Very Good, Good, Fair, or Poor. Evaluators may also choose to not rate on some items or to rate as not applicable.</p> <p>For indirect assessment, faculty will analyze student responses on the Senior Student Survey to determine the extent to which the program is meeting Technological Literacy goal.</p> <p><u>Criteria:</u> For direct assessment, successful achievement of the Technological Literacy Goal will require that the mean level of student achievement, using the Performance Rubric, be at least Good (3) and that no student be judged poor (1).</p> <p>For indirect assessment, successful achievement of the Technological Literacy Goal, using the Senior Student Survey, required an average score of two or less where 1 is Strongly Agree and 2 is Agree.</p> <p><u>Use of Results:</u> The program faculty will discuss the results of these assessments and come to a conclusion about the program's strengths and weaknesses in this learning outcome area. The faculty will also identify specific mechanisms for addressing weaknesses. The Music Major Program will then implement the agreed upon strategies for improving the program.</p> | <p>Biennial Program Assessment will begin in the 2009-2010 academic year.</p> | | |

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| <p><u>Community Awareness and Involvement</u></p> <p>A. Know and understand relationships between individuals and their communities</p> <p>B. Analyze, evaluate and assess human needs and practices</p> <p>C. Participate collaboratively in community service projects</p> <p><u>Community Awareness and Involvement</u></p> <p>Music students are expected to:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of the interactions between music and society. • Demonstrate awareness of the ethical aspects of music and their personal conduct as musicians and citizens • Individually and/or in small or large groups perform in a community setting which will raise awareness of the importance of music in society. | <p><u>Plan:</u> For direct assessment, faculty will develop a rubric to judge student performance on the identified instruments as Excellent, Very Good, Good, Fair, or Poor. Evaluators may also choose to not rate on some items.</p> <p>For indirect assessment, faculty will analyze student responses on the Senior Student Survey to determine the extent to which the program is meeting this goal.</p> <p><u>Criteria:</u> For direct assessment, successful achievement of the Community Awareness and Involvement Goal will require that the mean level of student achievement using the direct assessment rubric be at least 3 (Good) and that no student be judged poor.</p> <p>For indirect assessment, successful achievement of the Community Awareness and Involvement Goal, using the Senior Student Survey, will require an average score of two or less where 1 is Strongly Agree and 2 is Agree.</p> <p><u>Use of Results:</u> The program faculty will discuss the results of these assessments and come to a conclusion about the program's strengths and weaknesses in this learning outcome area. The faculty will also identify specific mechanisms for addressing weaknesses. The Music Major Program will then implement the agreed upon strategies for improving the program.</p> | <p>Biennial Program Assessment will begin in the 2009-2010 academic year.</p> | | |