

# Undergraduate Academic Assessment Plan

Bachelor of Music

School of Music

College of Fine Arts

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# BM in Music – College of Fine Arts

## Undergraduate Academic Assessment Plan

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### Mission Statement

The Bachelor of Music enables students to enter a professional career in music, to teach music privately and to achieve proficiency in a performance area such as composition, instrumental or voice. With study in theory, music literature, music history, piano and applied instruction, students learn the structure and expression of music and the historical context of musical genres. Through their applied study, students develop advanced skills and can apply this knowledge through singing, performing on a musical instrument or composing a musical work, and students can apply advanced critical thinking skills when hearing musical sounds.

The BM in Performance program supports the college’s primary mission to “to produce artists, performers, scholars, teachers, and practitioners who combine the qualities of academic and professional excellence” (College of Fine Arts [Mission Statement](#)).

The program supports the University of Florida mission to “to lead and serve the state of Florida, the nation and the world by pursuing and disseminating new knowledge while building upon the experiences of the past...to advance by strengthening the human condition and improving the quality of life.”(University of Florida [Mission Statement](#)).

## Student Learning Outcomes (SLOs)

For the Bachelor of Music:

### *Content*

1. Perform at an advanced level on an instrument or voice in solo and ensemble settings.
2. Demonstrate knowledge of common elements and organizational patterns of music.
3. Apply knowledge of music history from early practice to the present.
4. Exhibit independent, professional musicianship through high personal performance standards and expectations.

### *Critical Thinking*

5. Critically analyze and evaluate problems and issues in music and other disciplines.
6. Consistently and accurately discriminate musical quality based on sound musical reasoning.
7. Display effective verbal and written communication of musical judgments, criticisms and preferences.

### *Communication*

8. Effectively communicate, verbally and in writing, ideas, thoughts and feelings in music and other disciplines.
9. Demonstrated skills for effective collaboration.

## Curriculum Map

Program Music – Core Courses – All Specializations College: Fine Arts

Key: Introuced      Reinforced      Assessed

SLOs	MUH 3211	MUH 3212 & MUH 3213	MUT 1121	MUN ___ Ensemble	MV_242_/ MV_343_	MV_ 3970 or MV_ 4971	2000 Level Performance & Comprehensive Musicianship Juries
<b>Content Knowledge</b>							
#1				R	I	A Project/Recital	
#2			I		R		A
#3	I	R				A Project/Recital	
#4				R	I	A Project/Recital	
<b>Critical Thinking</b>							
#5	R	R			I	A Project/Recital	
#6				R	I	A Project/Recital	
#7	I	R				A Project/Recital	
<b>Communication</b>							
#8	R				I		A
#9				R	I		A

\*The capstone course for assessment is the highest level required recital (i.e., junior or senior) and the accompanying program notes.

## Assessment Cycle

### Bachelor of Music

#### School of Music, College of Fine Arts

Data Collection (C)

Analysis and Interpretation (A)

Program Review, Revision, and Dissemination (R)

SLOs	Year	13-14	14-15	15-16	16-17	17-18	18-19
<b>Content Knowledge</b>							
#1		C	A	R	C	A	R
#2		C	A	R	C	A	R
#3		C	A	R	C	A	R
#4		C	A	R	C	A	R
<b>Critical Thinking</b>							
#5			C	A	R	C	A
#6			C	A	R	C	A
#7			C	A	R	C	A
<b>Communication</b>							
#8				C	A	R	C
#9				C	A	R	C

## Methods and Procedures

Both direct and indirect measures will be taken into account, and the faculty will devote a portion of their regular faculty meetings to strategize and come to a consensus on the specific metrics appropriate for this degree program.

### **Methods:**

During the fall review and analysis cycle, the faculty teaching in the degree program will review the DIRECT and INDIRECT DATA as they best determine, answering key question such as:

***What does the data show us about each individual SLO?***

and

***What changes do we want to make, based on these observations?***

Should there be observations that lead the faculty to consider revisions, the faculty would have the options to

- \*change the SLOs and ALC
- \*change the data collected (assignments, etc.)
- \*change the curriculum

**DIRECT DATA:** The faculty will randomly sample actual student work from designated I/R/A courses, in a variety of formats, based on projects and assignments from those courses. The faculty will develop appropriate rubrics based on the nature of the student samples.

**INDIRECT DATA:** The College of Fine Arts Dean's Office will collect institutional data for the program, including but not limited to statistical data such as enrollment, grade distribution, and recruitment and retention patterns.

### **Procedures:**

In the fall and spring semesters of the data collection year, the faculty instructors of record will collect the DIRECT DATA samples from the designated I/R/A courses they teach. A set of 5-7 samples from each class will be de-coupled, meaning that no grades, no student identification, and no comments will be on the samples (copies of student work). These data samples will be submitted either online or in hard-copy as appropriate.

During those same semesters, the INDIRECT DATA for those courses and the degree program will be collected by the Dean's Office.

The faculty for this degree program would meet in December of the review and analysis year to generate a report that would go to the school director and the deans, along with recommendations for changes, if any.

With the approval of the administration, the changes would be made that spring, for implementation in the following fall.

**SLO Assessment Matrix**

<b>SLO</b>	<b>Assessment Method</b>	<b>Measurement Procedure</b>
#1	Project/Recital)	Faculty-Developed Rubric (Requires a score of 3 or better on a 0-5 scale)
#2	Oral Examination (Comprehensive Musicianship Jury)	Faculty-Developed Rubric (Requires a score of 3 or better on a 0-5 scale)
#3	Project/Recital	Faculty-Developed Rubric (Requires a score of 3 or better on a 0-5 scale)
#4	Project/Recital	Faculty-Developed Rubric (Requires a score of 3 or better on a 0-5 scale)
#5	Project/Recital	Faculty-Developed Rubric (Requires a score of 3 or better on a 0-5 scale)
#6	Project/Recital	Faculty-Developed Rubric (Requires a score of 3 or better on a 0-5 scale)
#7	Project/Recital	Faculty-Developed Rubric (Requires a score of 3 or better on a 0-5 scale)
#8	Oral Examination (Comprehensive Musicianship Jury)	Faculty-Developed Rubric (Requires a score of 3 or better on a 0-5 scale)
#9	Oral Examination (Comprehensive Musicianship Jury)	Faculty-Developed Rubric (Requires a score of 3 or better on a 0-5 scale)

## Sample Rubric for Content Knowledge Assessment (SLO 1)

Criteria	Unsatisfactory (0-1)	Developing (2-3)	Accomplished (4)	Exceptional (5)	SCORE
Perform at an advanced level on an instrument or voice in solo and ensemble settings	Student's performance lacks necessary technical skills. Little or no musicianship or stylistic diversity is exhibited.	Student's performance displays a satisfactory level of technical skill and musicianship. Limited stylistic diversity is demonstrated.	Student's performance displays a high level of technical skills and musicianship with some diversity of style and genre.	Student's performance displays a mastery of technical skills and musicianship across multiple styles and genres.	



## Assessment Oversight

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