

Academic Assessment Plan

University of Florida

Academic Affairs

Academic Colleges

College of Fine Arts

Certificates

Music Performance

Music Performance - Mission

The Music Performance Certificate is an undergraduate certificate that provides performance credentials to music majors and minors in non-performance tracks who have made a significant achievement in repertoire, technique and artistic presentation. The certificate requires students to take additional private lessons, participate in ensembles, and present solo recitals. An audition is required for entrance into the certificate program.

Through this additional study, students develop advanced skills and can apply this knowledge through singing, performing on a musical instrument or composing a musical work. Such skills allow students to apply advanced critical thinking when hearing musical sounds.

The Music Performance Certificate supports the college's primary mission to "fosters creative activity, scholarly and artistic excellence and innovation across disciplines . . . by training professionals and educating students as artists and scholars, while developing their critical thinking and inspiring a culture of curiosity and imagination." (College of Fine Arts Mission Statement).

The program supports the University of Florida mission "enable our students to lead and influence the next generation and beyond for economic, cultural and societal benefit." (University of Florida Mission Statement)

2014-15 SLO 1: Content: professional musicianship

Content: Formulate and execute high personal performance standards and expectations that exhibit independent, professional musicianship.

SLO Area (select one):

Assessment Method

2014-15 SLO 2: Critical Thinking: sound music reasoning

Use sound music reasoning to consistently and accurately discriminate music quality.

SLO Area (select one):

Assessment Method

2014-15 SLO 3: Communication: verbal and written specific ideas, thoughts and feelings

Communicate, verbally and in writing, specific ideas, thoughts and feelings in music and other disciplines.

SLO Area (select one):

Assessment Method

Start: 7/1/2014**End:** 6/30/2015**Progress:** Ongoing**Providing Department:** Music Performance**Responsible Roles:** Associate Dean (Mertz, Margaret)**Research (Graduate and Professional AAPs only)****Assessment Timeline (Graduate and Professional AAPs only)****Curriculum Map (UG AAPs only)****Assessment Cycle (All AAPs)**

As this is an integrative, capstone assessment, all SLO's are evaluated at the same time. Given that very few certificates are awarded in any given year (one to three), the School of Music will review the program every three years, though we will collect the data annually.

Note: because the certificate is only open to music majors, the requirements will be reviewed in the assessment cycle for the BM (Bachelor of Music) degree also.

Year	14-15	15-16	16-17	17-18	18-19
SLOs					
Content Knowledge					
#1	X			X	
Critical Thinking					
#2	X			X	
Communication					
#3	X			X	

Methods and Procedures (UG and Certificate AAPs) & SLO Assessment Matrix (UG AAPs only)

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?

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 decoupled, 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.

SLO Assessment Rubric (All AAPs)

Student Learning Outcomes	Unsatisfactory (0-1)	Developing (2-3)	Accomplished (4)	Exceptional (5)	SCORE
Content: Formulate and execute high personal performance standards and expectations that exhibit independent, professional musicianship.	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.	
Critical Thinking: Use sound music reasoning to consistently and accurately discriminate music quality.	Student's performance and self evaluations during recital preparation show little or no change in expression, musical nuance and sound musical interpretation according to chosen repertoire.	Student's performance and self evaluations during recital preparation show satisfactory change in expression, musical nuance and sound musical interpretation according to chosen repertoire.	Student's performance and self evaluations during recital preparation show a high level of appropriate change in expression, musical nuance and sound musical interpretation according to chosen repertoire.	Student's performance and self evaluations during recital preparation show complete mastery in expression, musical nuance and sound musical interpretation according to chosen repertoire.	
Communication: Communicate, verbally and in writing, specific ideas, thoughts and feelings in music and other disciplines	Student's program notes and verbal explanations of repertoire show little or no understanding of historical context, stylistic features and performance practices.	Student's program notes and verbal explanations of repertoire show adequate understanding of historical context, stylistic features and performance practices.	Student's program notes and verbal explanations of repertoire show a high level of understanding of historical context, stylistic features and performance practices.	Student's program notes and verbal explanations of repertoire show mastery in understanding of historical context, stylistic features and performance practices.	

Measurement Tools (Graduate and Professional AAPs Only)

Assessment Oversight (All AAPs)

Name	Department Affiliation	Email Address	Phone Number
Dr. Margaret S. Mertz	Associate Dean, College of Fine Arts	mmertz@arts.ufl.edu	(352) 273-1484
Dr. John A. Duff	Director, School of Music	jduff@ufl.edu	(352) 392-8506
Dr. Charles W. Pickeral	Director of Operations, School of Music	cpickeral@ufl.edu	(352) 273-3165

Academic Assessment Plan Entry Complete: