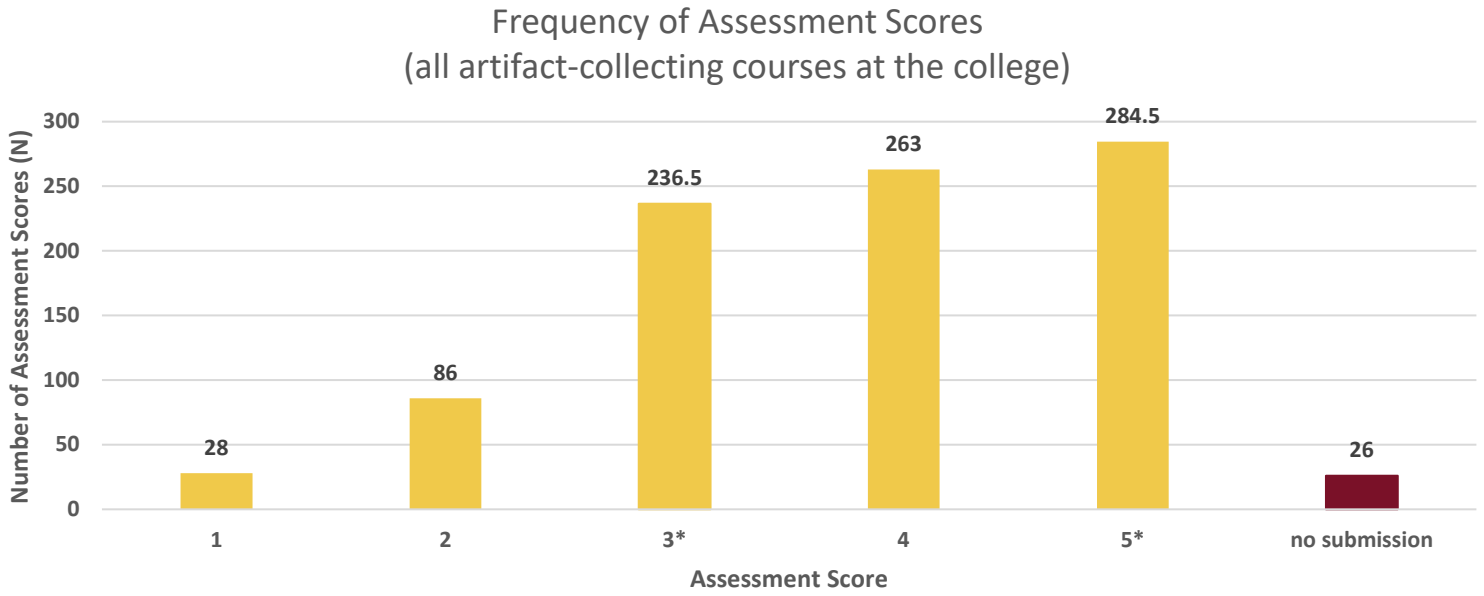
# Spring 2023

# Student Learning Assessment Summary

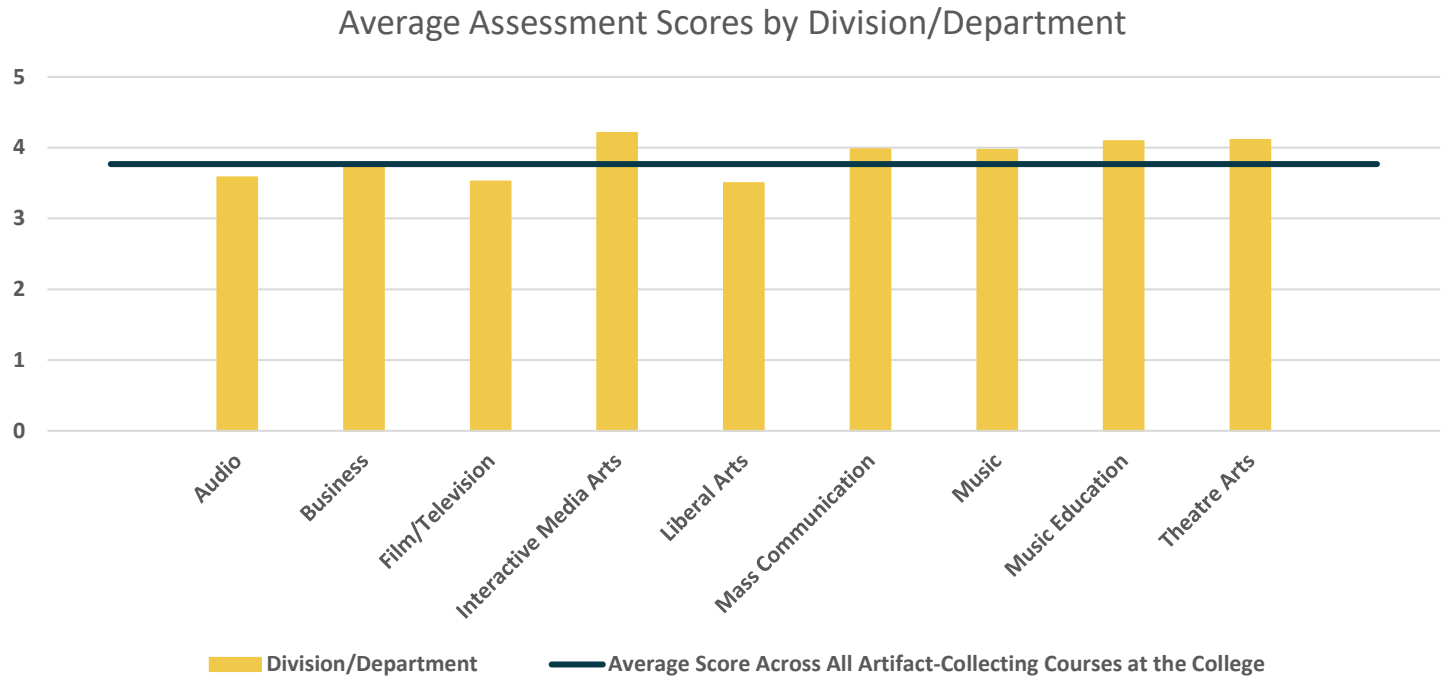
# SPRING 2023 STUDENT LEARNING ASSESSMENT SUMMARY

| FREQUENCY DISTRIBUTION TABLE (assessment scores across all artifact-collecting courses at the college) | |
|---|---|
| **SCORE** | **N** |
| 1 | 28 |
| 2 | 86 |
| 3* | 236.5 |
| 4 | 263 |
| 5* | 284.5 |
| no submission | 26 |
| Total | 924 |
| Submissions Scored (Total minus No Submissions) | 898 |
| **AVERAGE SCORE** | **3.77** |

* Two students took the DMA comprehensive exams, which are scored by two reviewers, and received half-point scores (e.g., 3.5, 4.5, etc.). A single, whole-number artifact score is used in this analysis, and thus the half scores have been split bewteen the nearest whole number categories (e.g., a score of 3.5 is counted as half an artifact in the 3.0 scoring category and half an artifact in the 4.0 category, thus yielding a single artifact score of 3.5).



| AVERAGE ASSESSMENT SCORES BY DIVISION/DEPARMENT | |
|---|---|
| **Division/Department** | **AVERAGE ASSESSMENT SCORE** |
| Audio | 3.58 |
| Business | 3.79 |
| Film/Television | 3.52 |
| Interactive Media Arts | 4.21 |
| Liberal Arts | 3.50 |
| Mass Communication | 3.98 |
| Music | 3.97 |
| Music Education | 4.09 |
| Theatre Arts | 4.11 |
| **AVERAGE SCORE ACROSS ALL ARTIFACT-COLLECTING COURSES AT THE COLLEGE** | **3.77** |

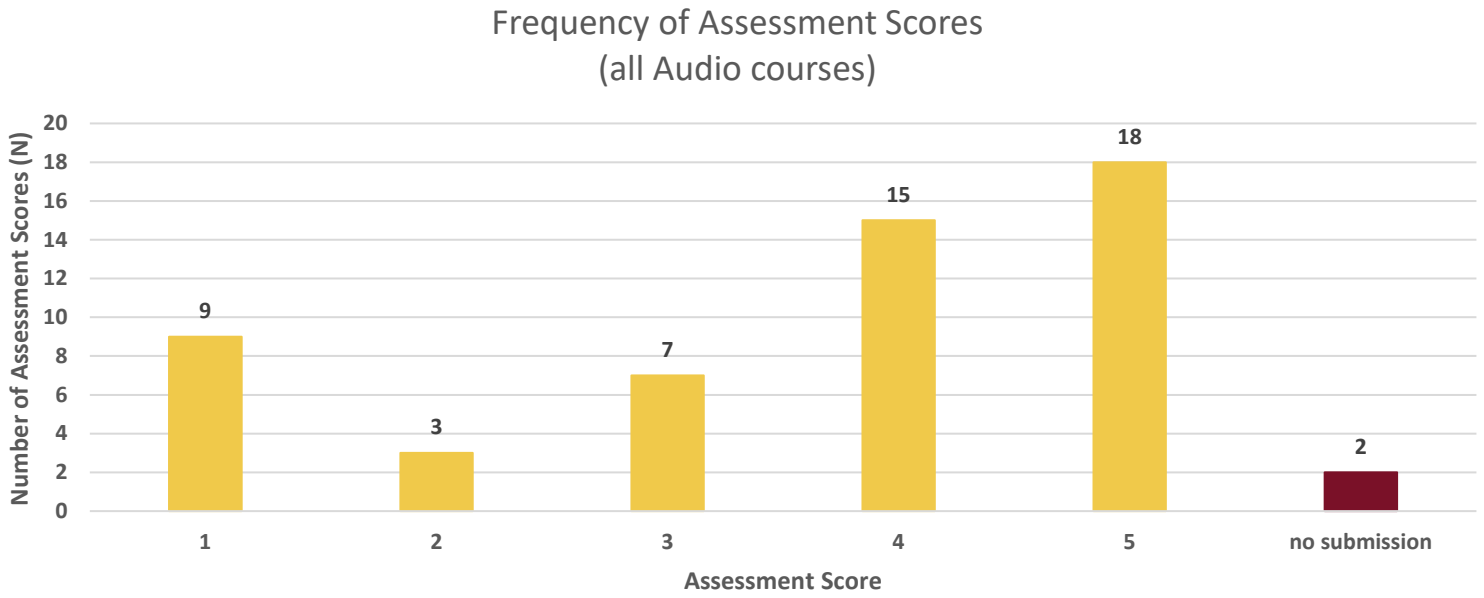


# Audio

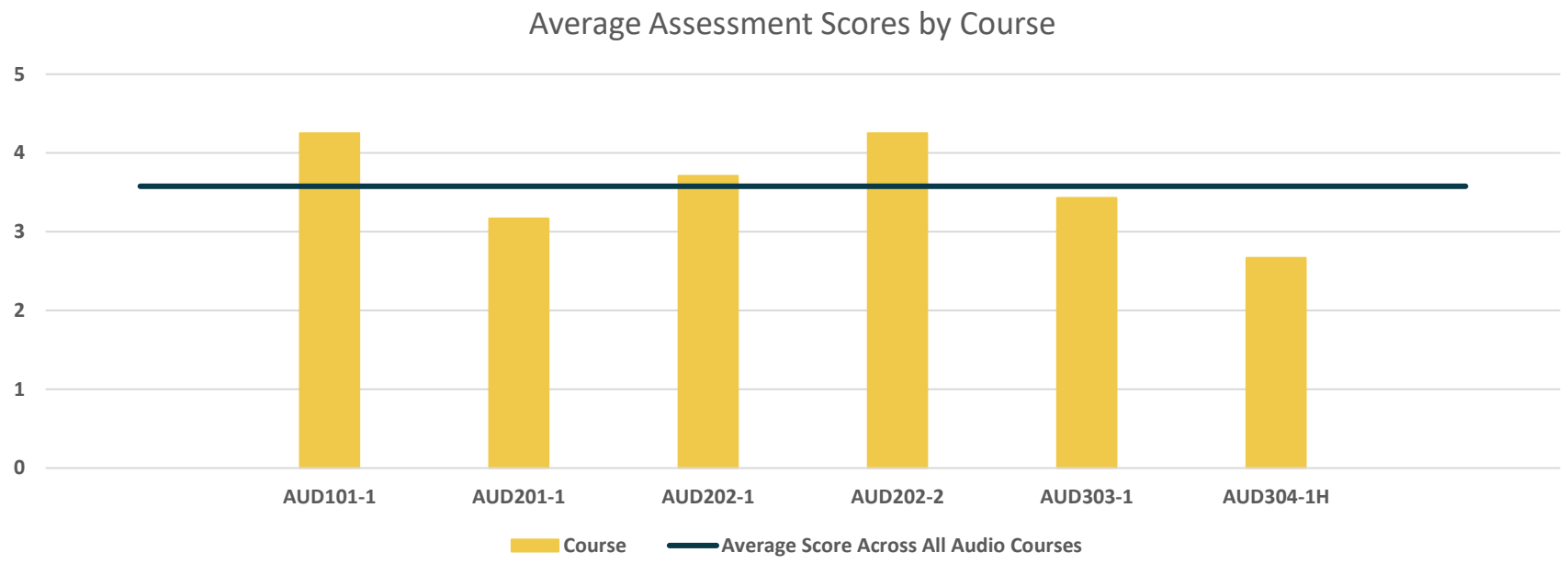
# Artifact Scores by Course

# SPRING 2023 STUDENT LEARNING ASSESSMENT SUMMARY

| FREQUENCY DISTRIBUTION TABLE (assessment scores across all Audio courses) | |
|---|---|
| **SCORE** | **N** |
| 1 | 9 |
| 2 | 3 |
| 3 | 7 |
| 4 | 15 |
| 5 | 18 |
| no submission | 2 |
| Total | 54 |
| Submissions Scored (Total minus No Submissions) | 52 |
| **AVERAGE SCORE** | **3.58** |



| AVERAGE ASSESSMENT SCORES BY COURSE | |
|---|---|
| **COURSE** | **AVERAGE ASSESSMENT SCORE** |
| AUD101-1 | 4.25 |
| AUD201-1 | 3.17 |
| AUD202-1 | 3.71 |
| AUD202-2 | 4.25 |
| AUD303-1 | 3.43 |
| AUD304-1H | 2.67 |
| **AVERAGE SCORE ACROSS ALL AUDIO COURSES** | **3.58** |



# Artifact Scores by Program and Learning Goal

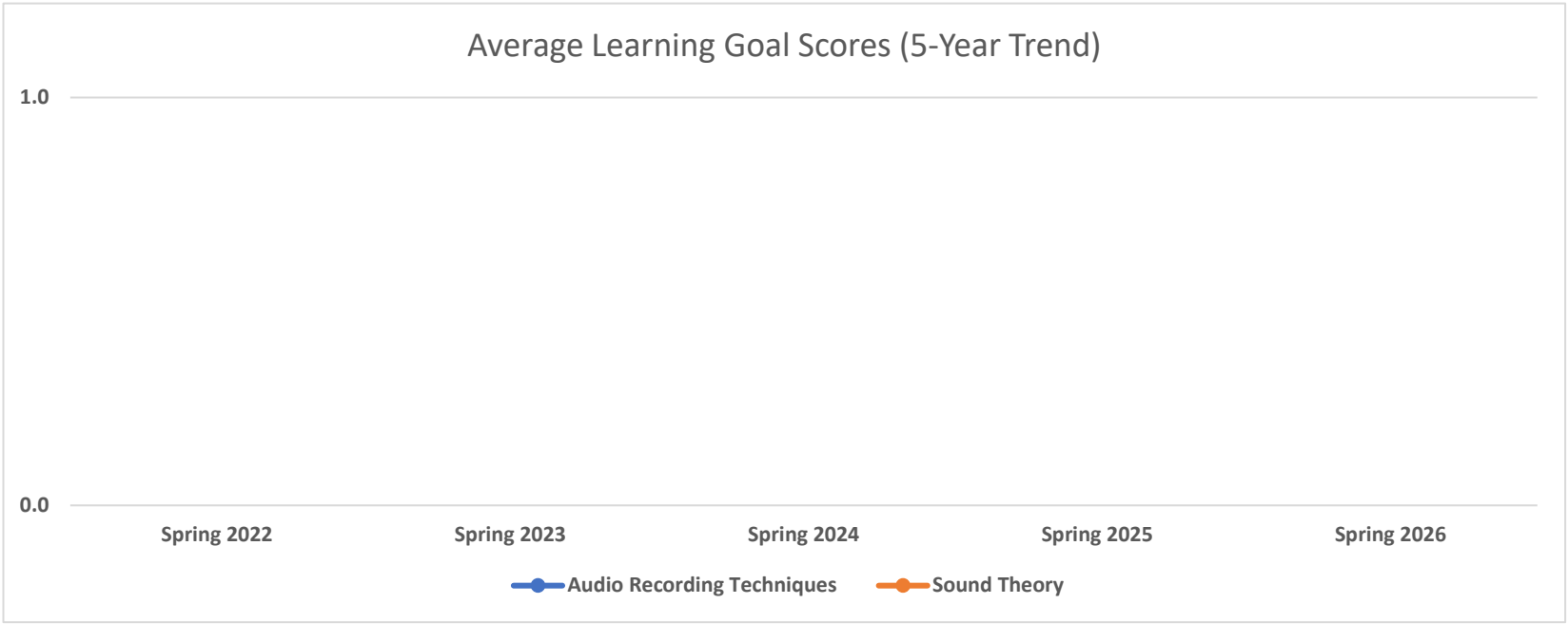
# AA Liberal Arts, Audio Recording Technology Concentration (Spring 2023)

| | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Learning Goal** | N | % | N | % | N | % | N | % | N | % | N | |
| *Audio Recording Techniques* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Sound Theory* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |



# AA Liberal Arts, Audio Recording Technology Concentration (5-Year Trend)

| | Average Score by Semester | | | | |
|---|---|---|---|---|---|
| **Learning Goal** | **Spring 2022** | **Spring 2023** | **Spring 2024** | **Spring 2025** | **Spring 2026** |
| *Audio Recording Techniques* | | | | | |
| *Sound Theory* | | | | | |



## Learning Goal: Audio Recording Techniques (AA Liberal Arts Program)

| Recorded in: AUD201 - Recording Studio Operations<br>Artifact: Final Examination Practicum | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates the ability to apply recording techniques to the digital recording environment. Students also demonstrate the ability to perform proper recording procedures, set professional level with use of metering, recording compression techniques, independent headphone mixing systems, and playback mixing.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |






## Learning Goal: Sound Theory (AA Liberal Arts Program)

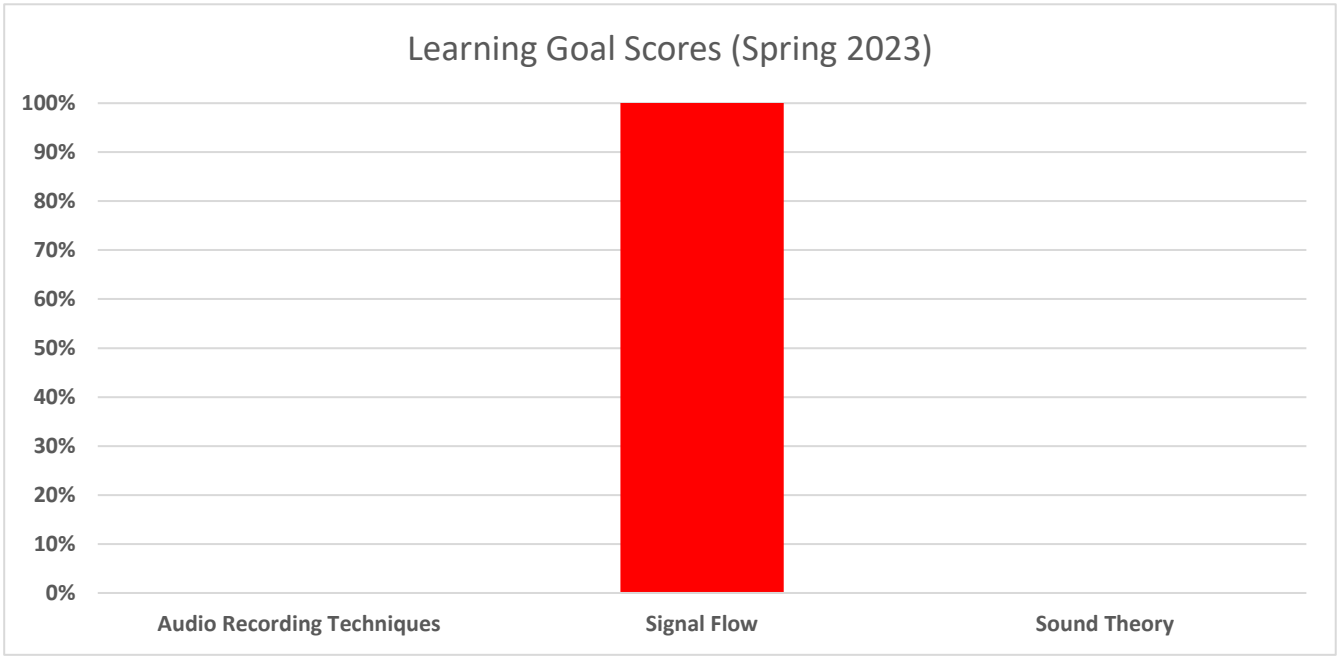
| Recorded in: AUD101 - Audio Recording Theory<br>Artifact: Quiz | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates an understanding of audio and acoustic theory and an ability to apply that understanding to audio recording technologies.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |





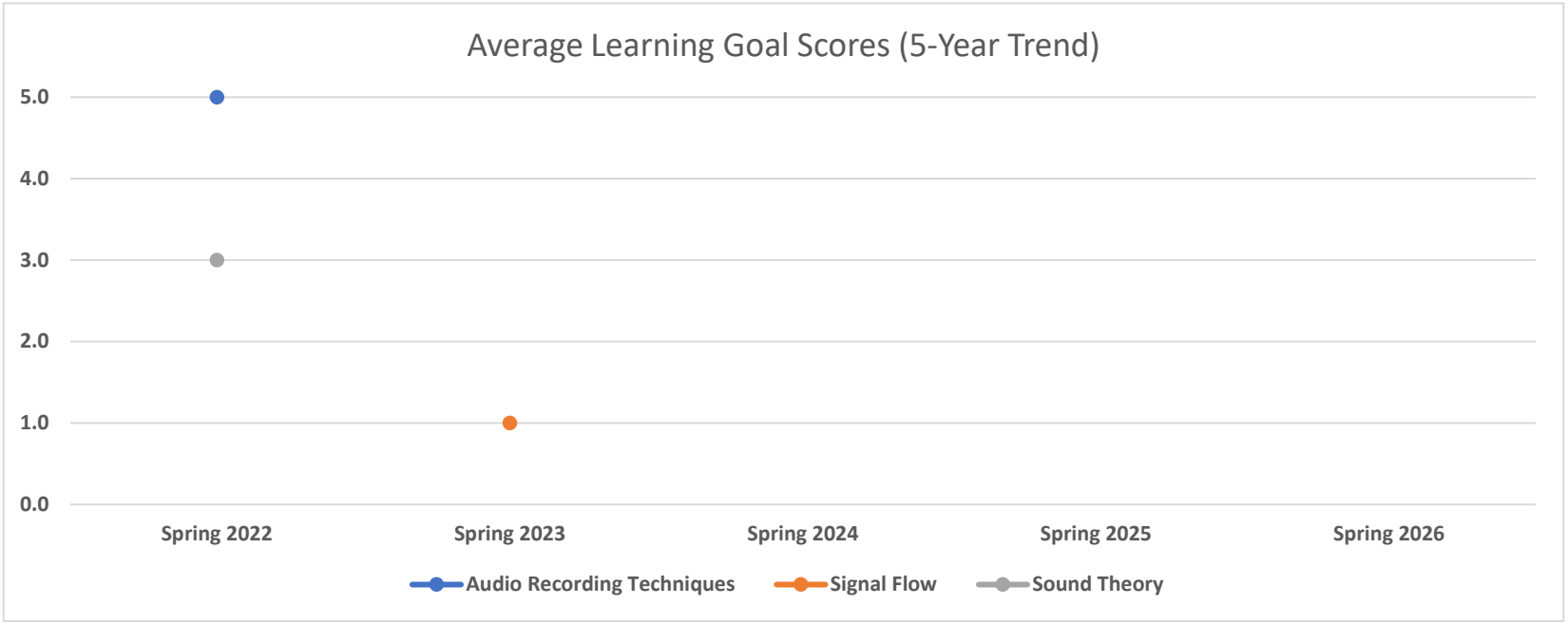

# AAS Business Management, Audio Recording Technology Concentration (Spring 2023)

| | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Learning Goal** | N | % | N | % | N | % | N | % | N | % | N | |
| *Audio Recording Techniques* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Signal Flow* | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | **1.0** |
| *Sound Theory* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |



# AAS Business Management, Audio Recording Technology Concentration (5-Year Trend)

| | Average Score by Semester | | | | |
|---|---|---|---|---|---|
| **Learning Goal** | **Spring 2022** | **Spring 2023** | **Spring 2024** | **Spring 2025** | **Spring 2026** |
| *Audio Recording Techniques* | 5.0 | | | | |
| *Signal Flow* | | 1.0 | | | |
| *Sound Theory* | 3.0 | | | | |



## Learning Goal: Audio Recording Techniques (AAS Business Management Program)

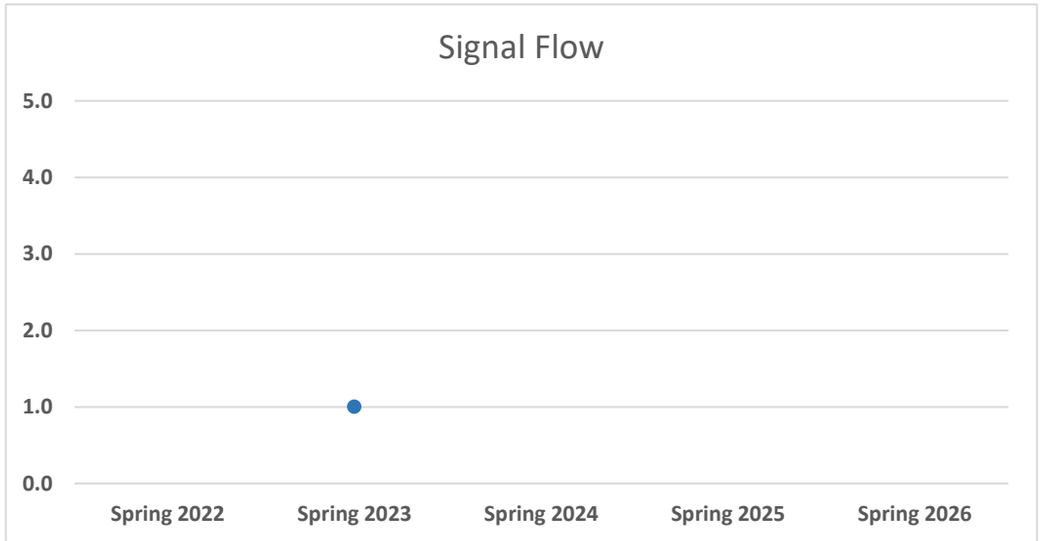
| Recorded in: AUD201 - Recording Studio Operations<br>Artifact: Final Examination Practicum | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates the ability to apply recording techniques to the digital recording environment. Students also demonstrate the ability to perform proper recording procedures, set professional level with use of metering, recording compression techniques, independent headphone mixing systems, and playback mixing.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 1 | **5.0** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

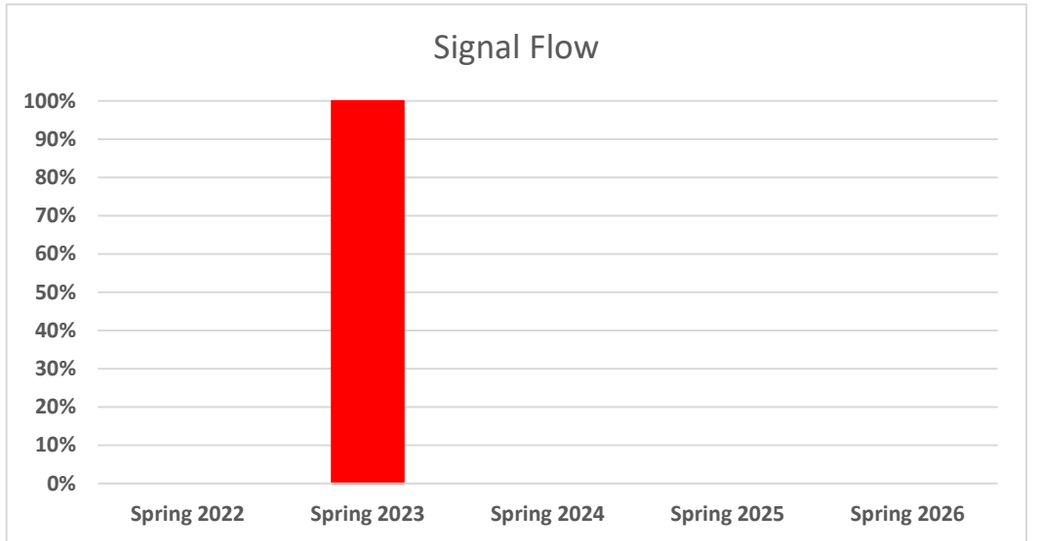





## Learning Goal: Signal Flow (AAS Business Management Program)

| Recorded in: AUD202 - Advanced Audio Production<br>Artifact: The Practical in the Final Examination | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates an ability to operate a wide variety of equipment commonly found in modern recording environments and to manipulate signal flow, including microphones, patch bays, mixing consoles, and effects processors.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | **1.0** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |



## Learning Goal: Sound Theory (AAS Business Management Program)

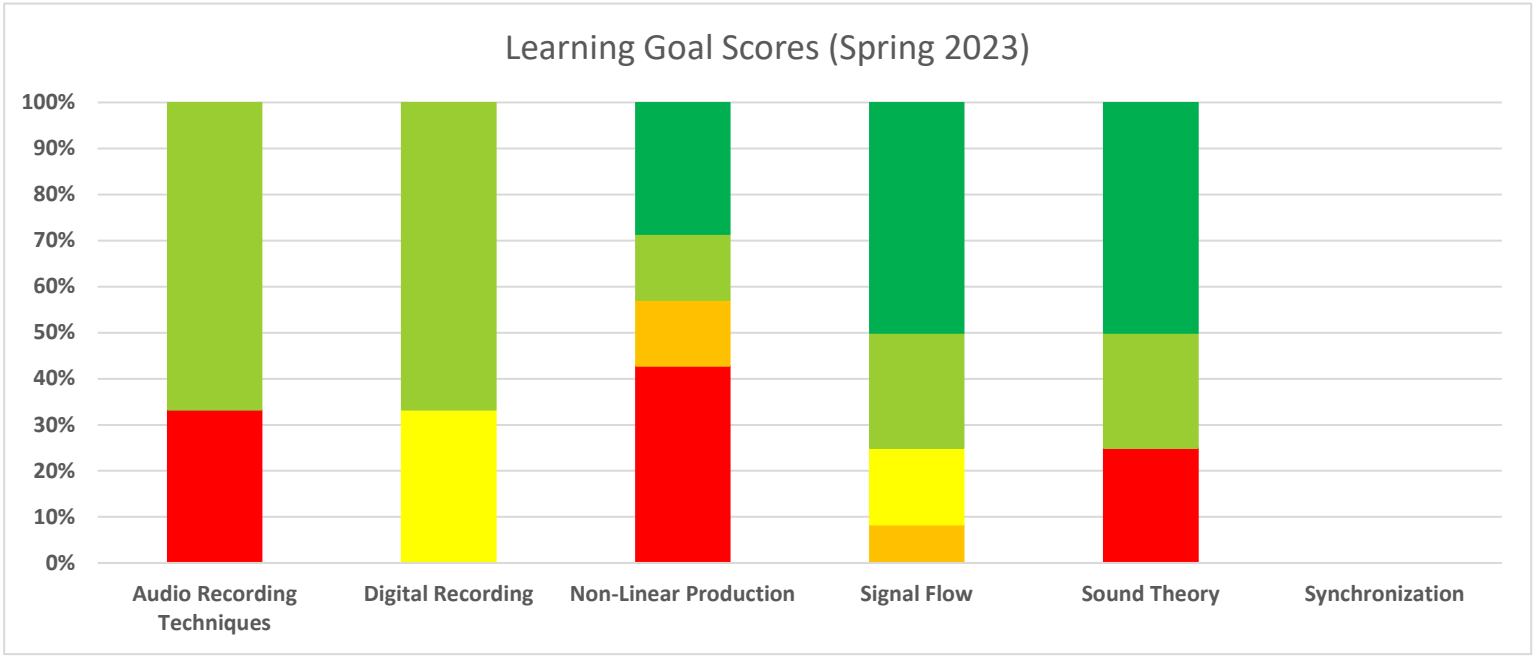
| Recorded in: AUD101 - Audio Recording Theory<br>Artifact: Quiz | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates an understanding of audio and acoustic theory and an ability to apply that understanding to audio recording technologies.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 1 | **3.0** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |





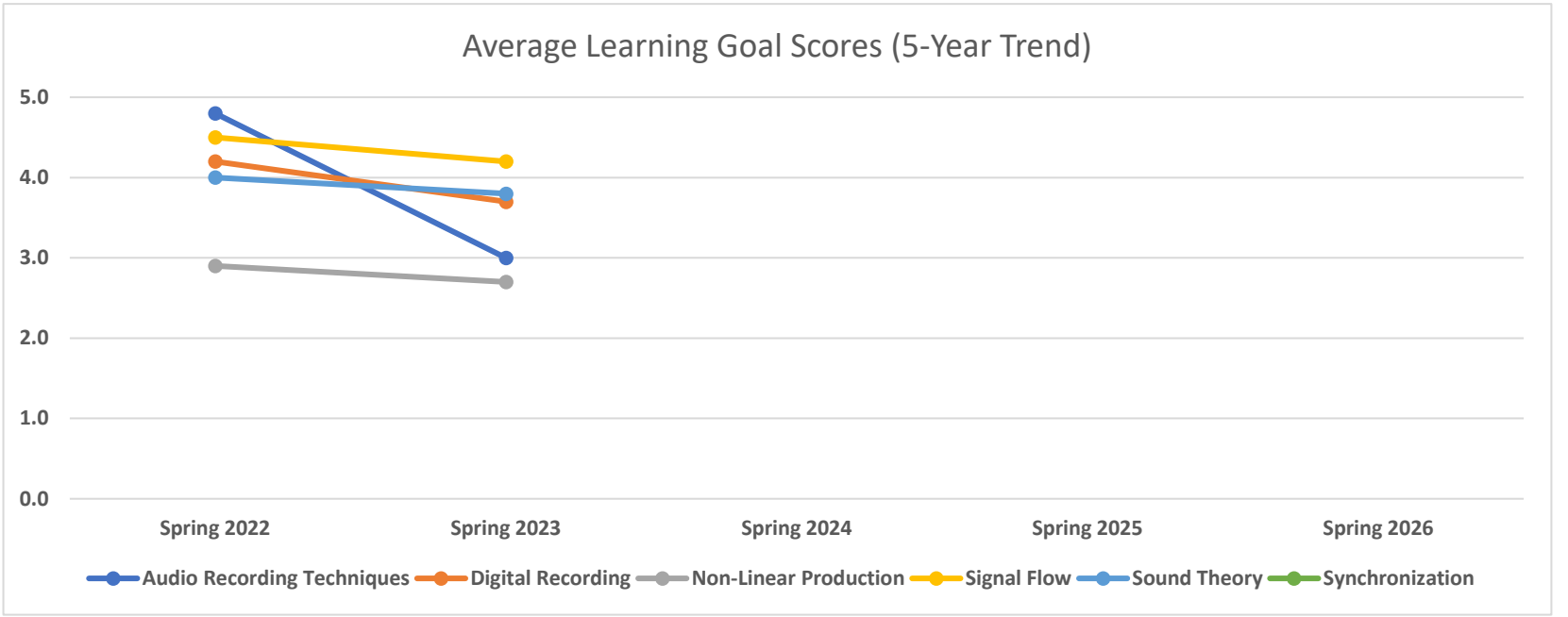

# BBA Business Management, Audio Recording Technology Concentration (Spring 2023)

| | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Learning Goal** | N | % | N | % | N | % | N | % | N | % | N | |
| *Audio Recording Techniques* | 1 | 33.3% | 0 | 0.0% | 0 | 0.0% | 2 | 66.7% | 0 | 0.0% | 3 | **3.0** |
| *Digital Recording* | 0 | 0.0% | 0 | 0.0% | 1 | 33.3% | 2 | 66.7% | 0 | 0.0% | 3 | **3.7** |
| *Non-Linear Production* | 3 | 42.9% | 1 | 14.3% | 0 | 0.0% | 1 | 14.3% | 2 | 28.6% | 7 | **2.7** |
| *Signal Flow* | 0 | 0.0% | 1 | 8.3% | 2 | 16.7% | 3 | 25.0% | 6 | 50.0% | 12 | **4.2** |
| *Sound Theory* | 1 | 25.0% | 0 | 0.0% | 0 | 0.0% | 1 | 25.0% | 2 | 50.0% | 4 | **3.8** |
| *Synchronization* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |



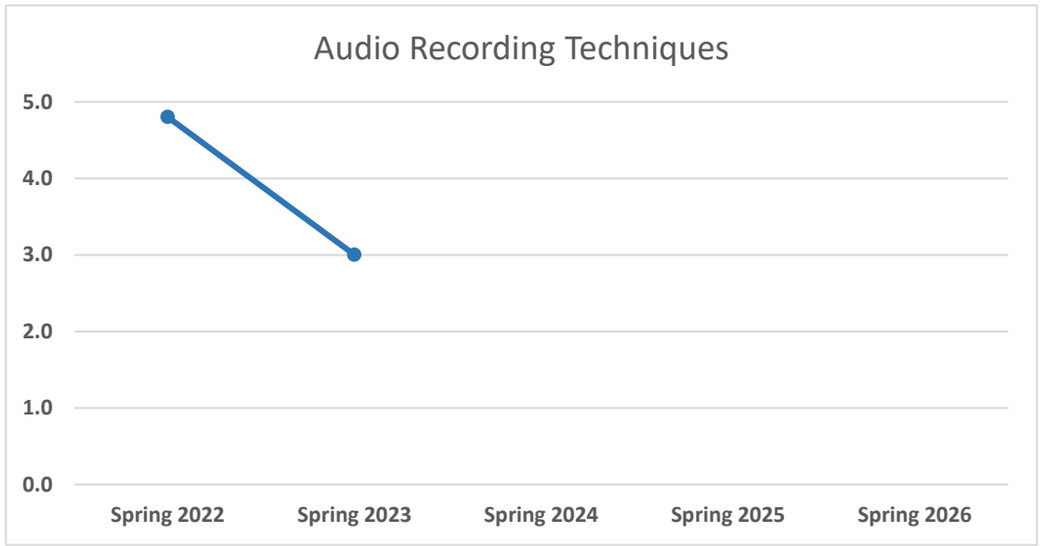
## BBA Business Management, Audio Recording Technology Concentration (5-Year Trend)

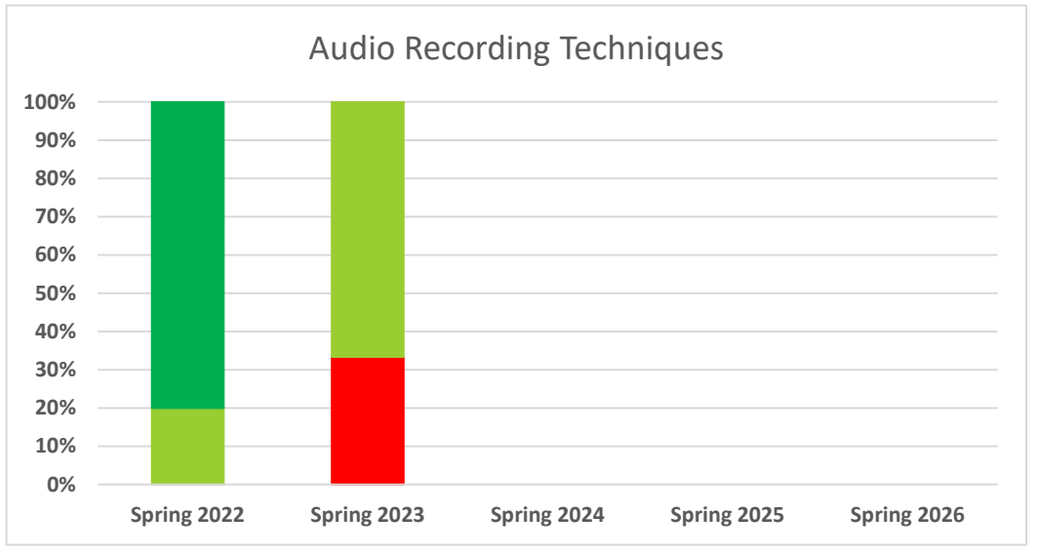
| | Average Score by Semester | | | | |
|---|---|---|---|---|---|
| **Learning Goal** | **Spring 2022** | **Spring 2023** | **Spring 2024** | **Spring 2025** | **Spring 2026** |
| *Audio Recording Techniques* | 4.8 | 3.0 | | | |
| *Digital Recording* | 4.2 | 3.7 | | | |
| *Non-Linear Production* | 2.9 | 2.7 | | | |
| *Signal Flow* | 4.5 | 4.2 | | | |
| *Sound Theory* | 4.0 | 3.8 | | | |
| *Synchronization* | | | | | |



## Learning Goal: Audio Recording Techniques (BBA Business Management Program)

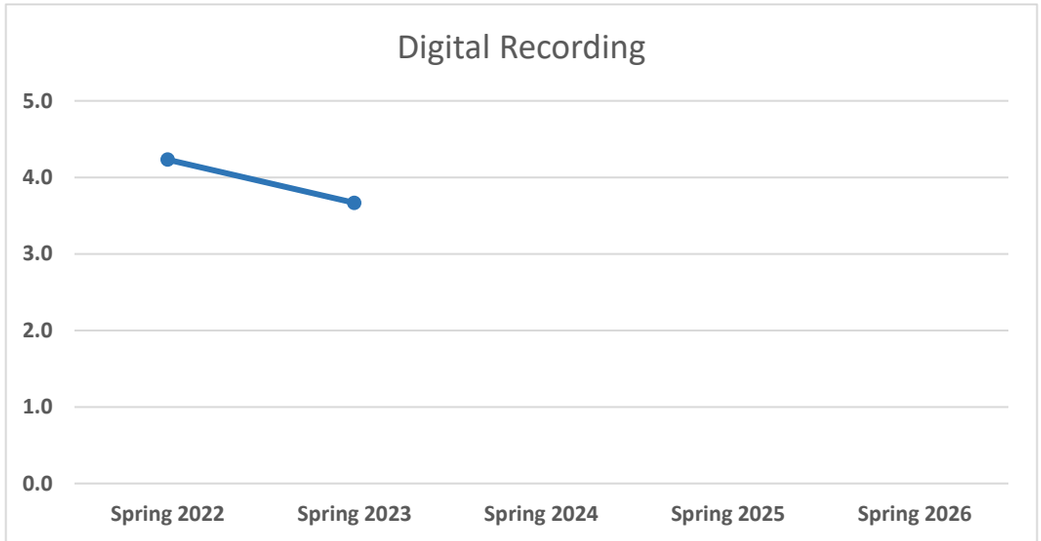
| Recorded in: AUD201 - Recording Studio Operations<br>Artifact: Final Examination Practicum | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates the ability to apply recording techniques to the digital recording environment. Students also demonstrate the ability to perform proper recording procedures, set professional level with use of metering, recording compression techniques, independent headphone mixing systems, and playback mixing.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 20.0% | 4 | 80.0% | 5 | **4.8** |
| | *Spring 2023* | 1 | 33.3% | 0 | 0.0% | 0 | 0.0% | 2 | 66.7% | 0 | 0.0% | 3 | **3.0** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

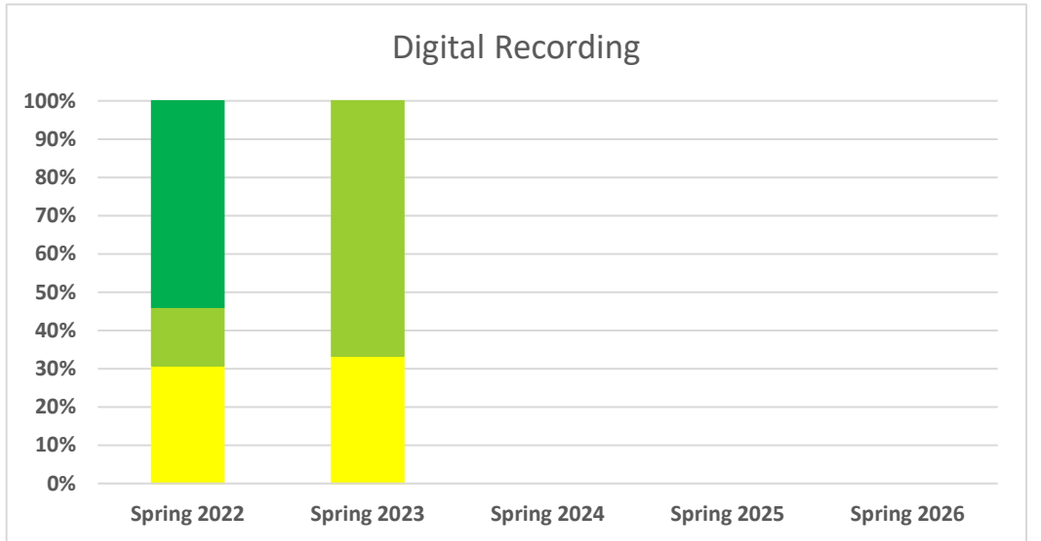


## Learning Goal: Digital Recording (BBA Business Management Program)

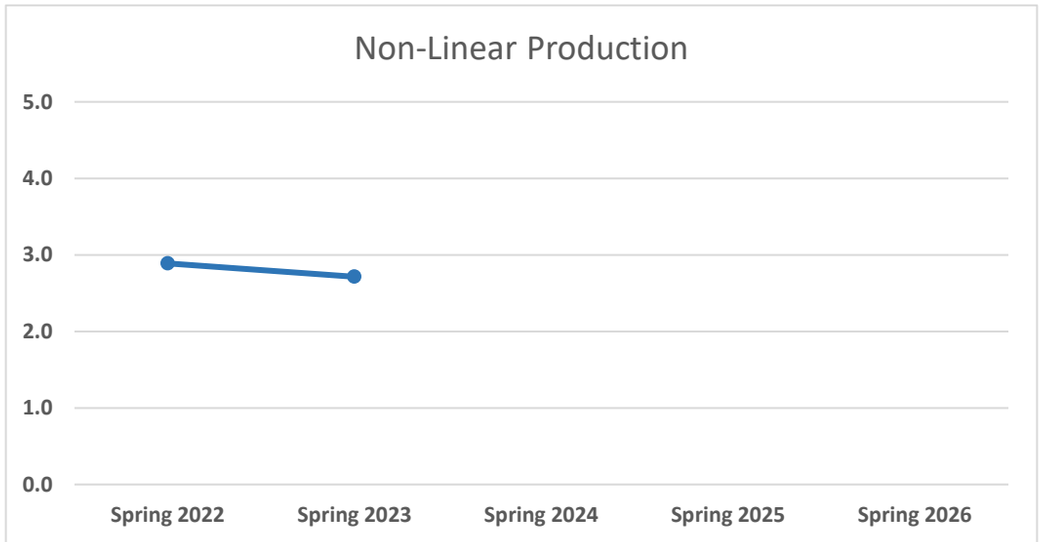
| Recorded in: AUD303 - MIDI Applications<br>Artifact: Quiz | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates the ability to record and manipulate Musical Instrument Digital Interface (MIDI) data for music sequencing and composition.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 4 | 30.8% | 2 | 15.4% | 7 | 53.8% | 13 | **4.2** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 1 | 33.3% | 2 | 66.7% | 0 | 0.0% | 3 | **3.7** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

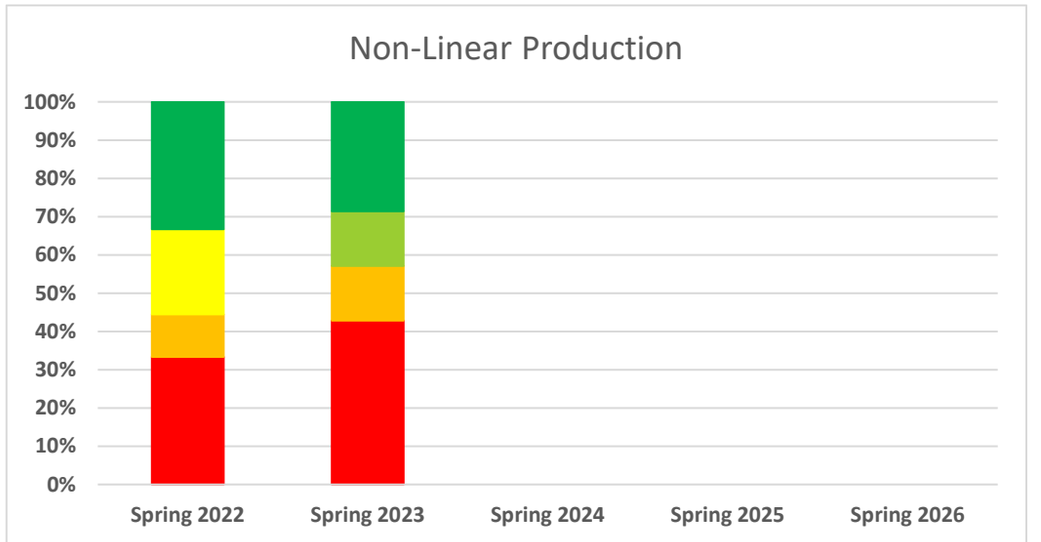


## Learning Goal: Non-Linear Production (BBA Business Management Program)

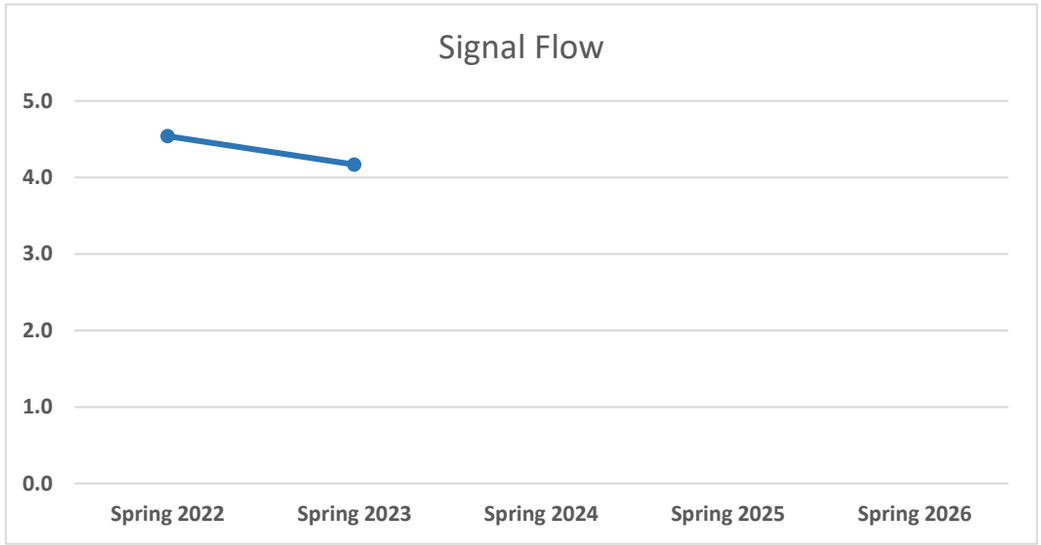
| Recorded in: AUD304 - Nonlinear Recording<br>Artifact: Quiz | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates an ability to operate digital audio recording workstations, including plug-ins and control surfaces, to record, mix, edit, and store a production into a tangible medium of expression.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 3 | 33.3% | 1 | 11.1% | 2 | 22.2% | 0 | 0.0% | 3 | 33.3% | 9 | **2.9** |
| | *Spring 2023* | 3 | 42.9% | 1 | 14.3% | 0 | 0.0% | 1 | 14.3% | 2 | 28.6% | 7 | **2.7** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

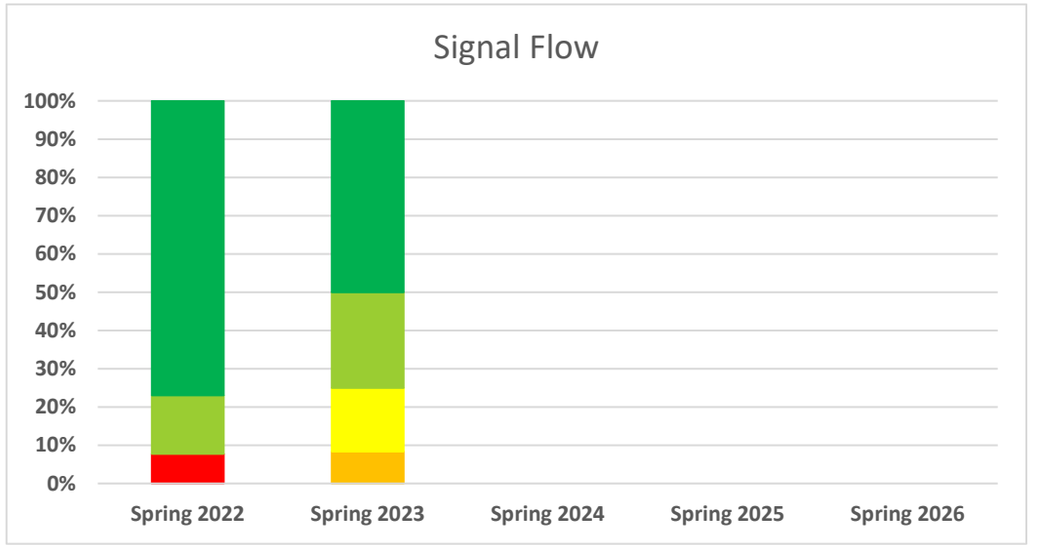


## Learning Goal: Signal Flow (BBA Business Management Program)

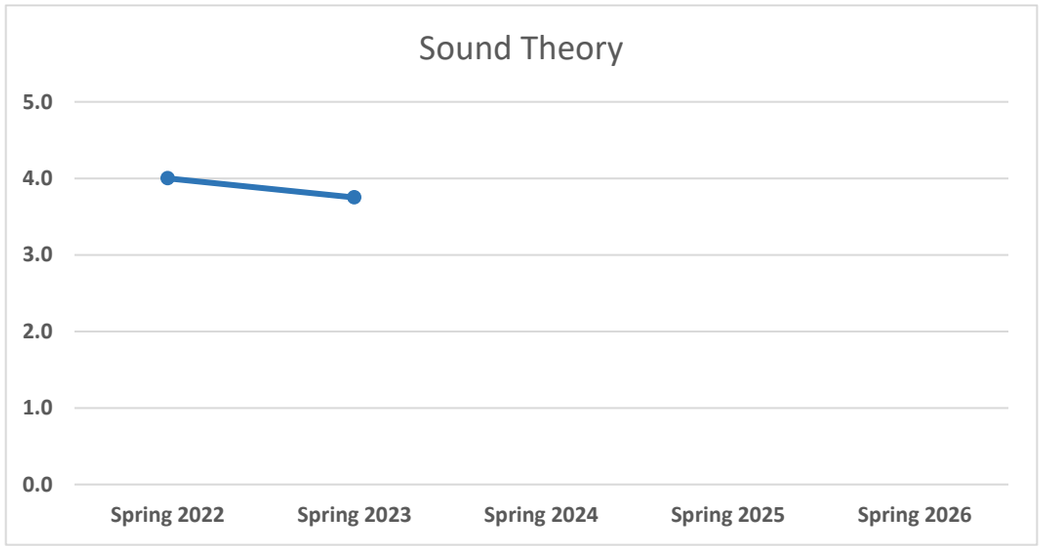
| Recorded in: AUD202 - Advanced Audio Production<br>Artifact: The Practical in the Final Examination | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates an ability to operate a wide variety of equipment commonly found in modern recording environments and to manipulate signal flow, including microphones, patch bays, mixing consoles, and effects processors.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 1 | 7.7% | 0 | 0.0% | 0 | 0.0% | 2 | 15.4% | 10 | 76.9% | 13 | **4.5** |
| | *Spring 2023* | 0 | 0.0% | 1 | 8.3% | 2 | 16.7% | 3 | 25.0% | 6 | 50.0% | 12 | **4.2** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

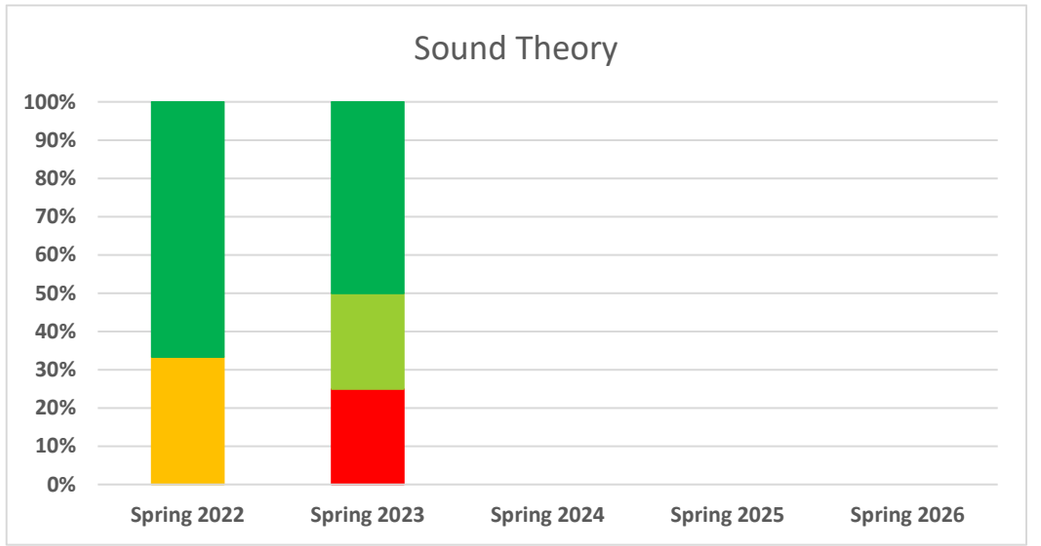


## Learning Goal: Sound Theory (BBA Business Management Program)

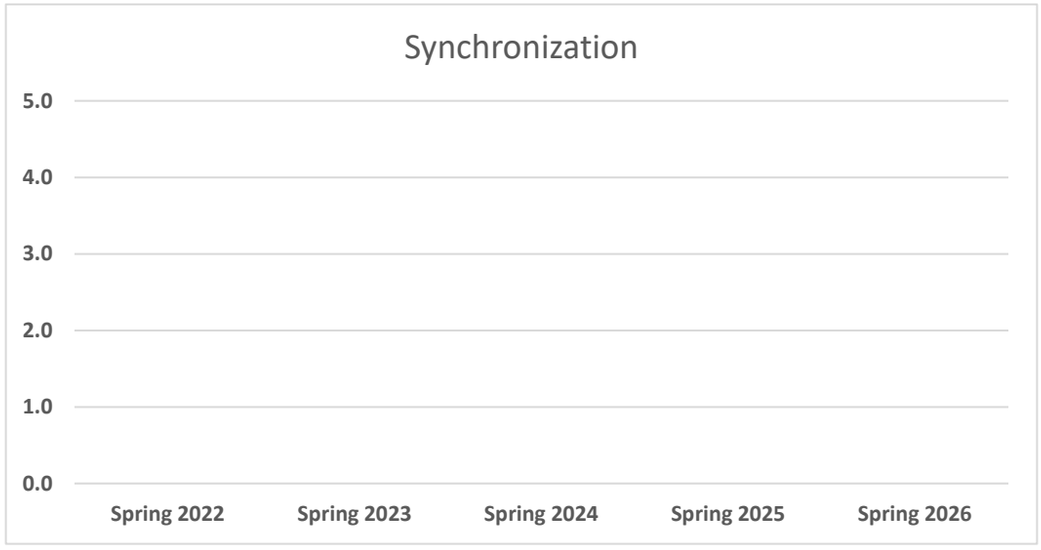
| Recorded in: AUD101 - Audio Recording Theory<br>Artifact: Quiz | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates an understanding of audio and acoustic theory and an ability to apply that understanding to audio recording technologies.* | N | % | N | % | N | % | N | % | N | % | N | |
| *Spring 2022* | 0 | 0.0% | 1 | 33.3% | 0 | 0.0% | 0 | 0.0% | 2 | 66.7% | 3 | **4.0** |
| *Spring 2023* | 1 | 25.0% | 0 | 0.0% | 0 | 0.0% | 1 | 25.0% | 2 | 50.0% | 4 | **3.8** |
| *Spring 2024* | | | | | | | | | | | | |
| *Spring 2025* | | | | | | | | | | | | |
| *Spring 2026* | | | | | | | | | | | | |



## Learning Goal: Synchronization (BBA Business Management Program)

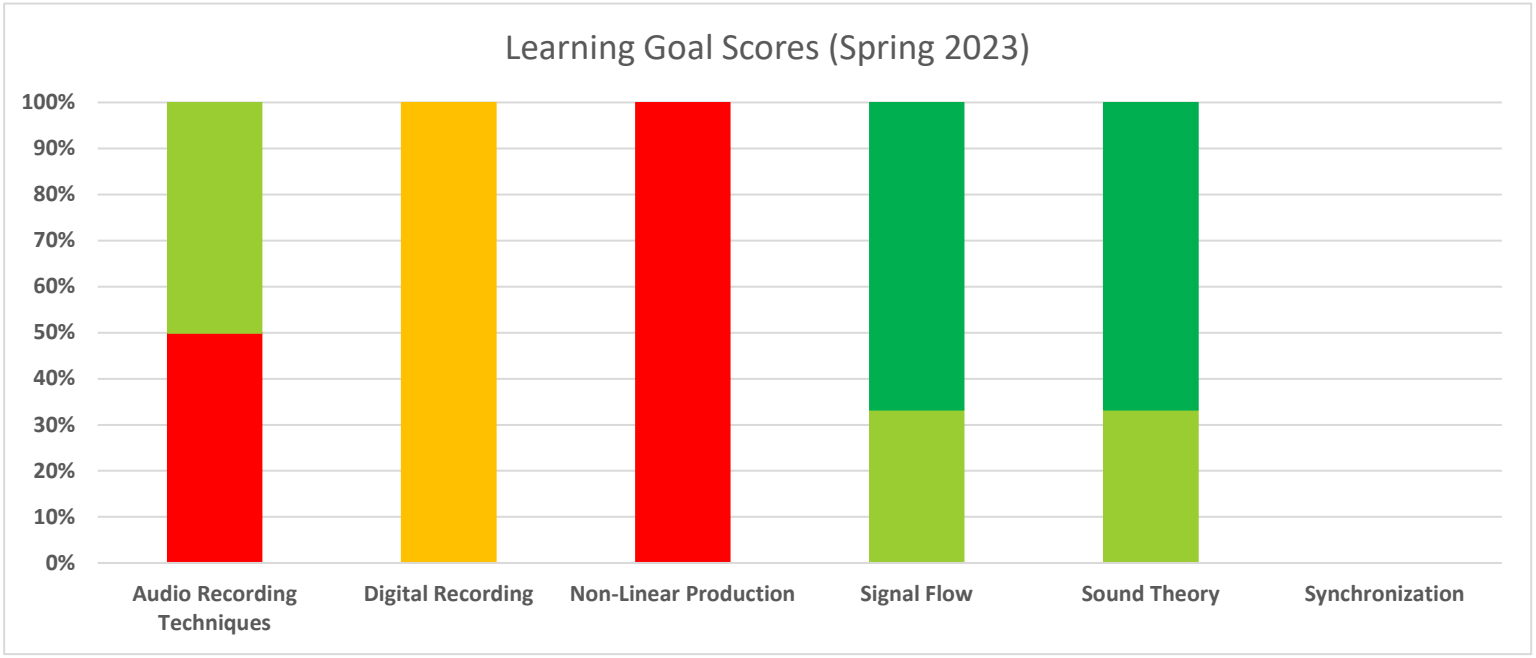
| Recorded in: AUD401 - Audio/Video Post-Production<br>Artifact: Quiz | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates an ability to create and synch a soundtrack to motion pictures.* | N | % | N | % | N | % | N | % | N | % | N | |
| *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Spring 2024* | | | | | | | | | | | | |
| *Spring 2025* | | | | | | | | | | | | |
| *Spring 2026* | | | | | | | | | | | | |





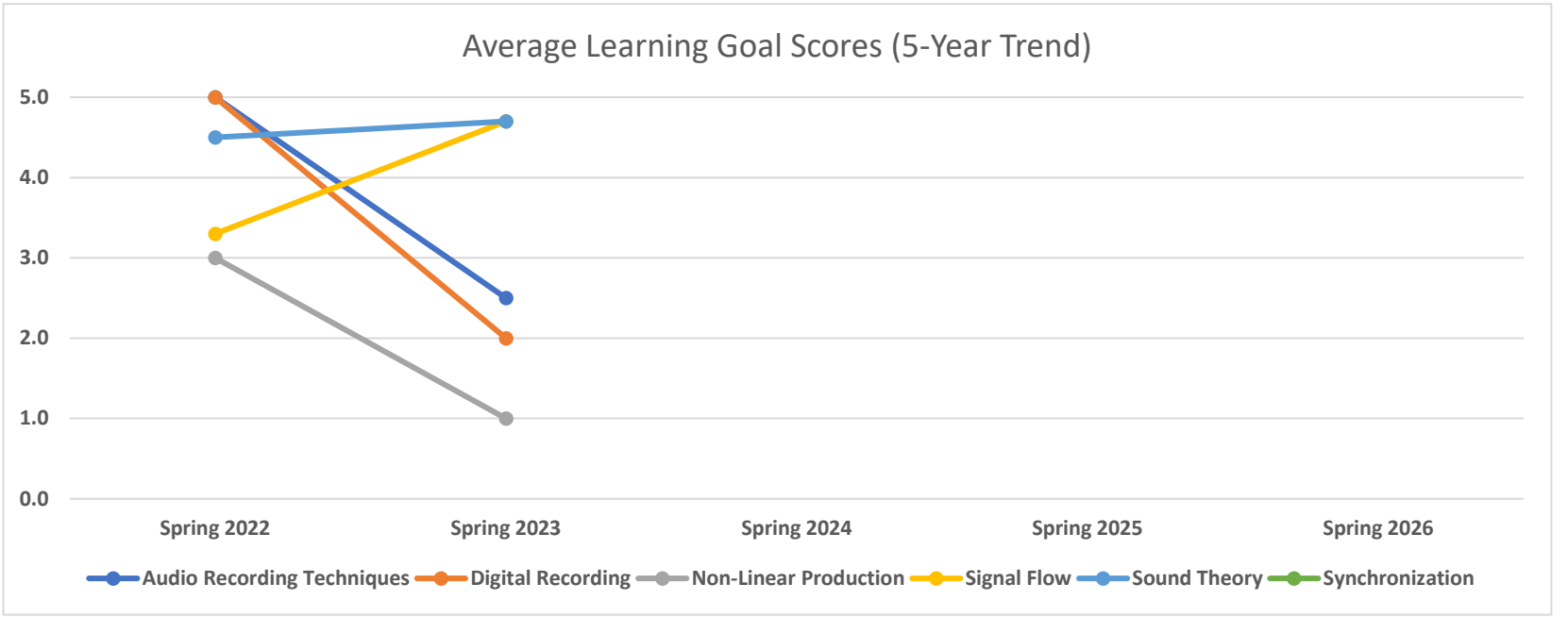

# BS Mass Communication, Audio Recording Technology Concentration (Spring 2023)

| | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Learning Goal** | N | % | N | % | N | % | N | % | N | % | N | |
| *Audio Recording Techniques* | 1 | 50.0% | 0 | 0.0% | 0 | 0.0% | 1 | 50.0% | 0 | 0.0% | 2 | **2.5** |
| *Digital Recording* | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | **2.0** |
| *Non-Linear Production* | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | **1.0** |
| *Signal Flow* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 33.3% | 2 | 66.7% | 3 | **4.7** |
| *Sound Theory* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 33.3% | 2 | 66.7% | 3 | **4.7** |
| *Synchronization* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |



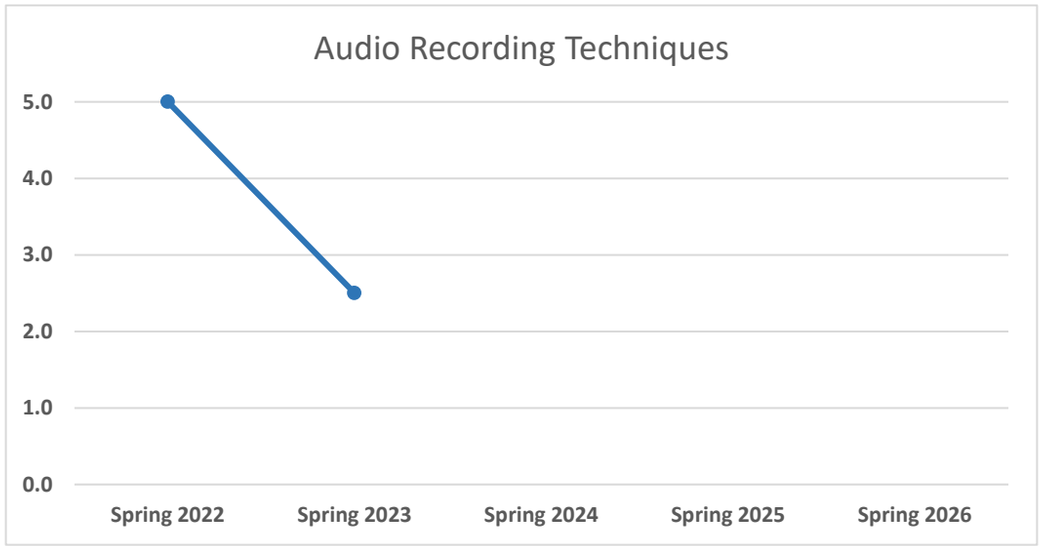
## BS Mass Communication, Audio Recording Technology Concentration (5-Year Trend)

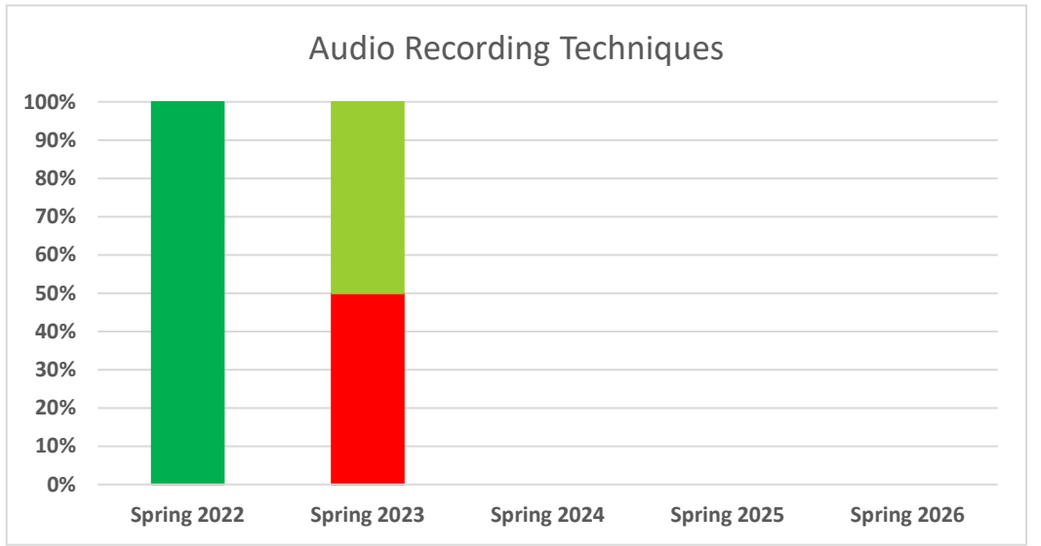
| | Average Score by Semester | | | | |
|---|---|---|---|---|---|
| **Learning Goal** | **Spring 2022** | **Spring 2023** | **Spring 2024** | **Spring 2025** | **Spring 2026** |
| *Audio Recording Techniques* | 5.0 | 2.5 | | | |
| *Digital Recording* | 5.0 | 2.0 | | | |
| *Non-Linear Production* | 3.0 | 1.0 | | | |
| *Signal Flow* | 3.3 | 4.7 | | | |
| *Sound Theory* | 4.5 | 4.7 | | | |
| *Synchronization* | | | | | |



## Learning Goal: Audio Recording Techniques (BS Mass Communication Program)

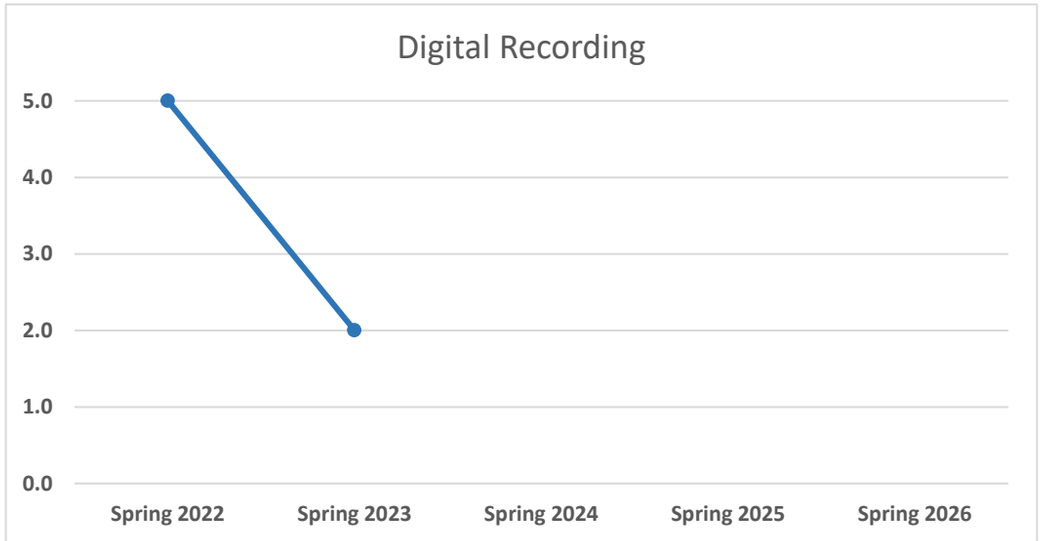
| Recorded in: AUD201 - Recording Studio Operations<br>Artifact: Final Examination Practicum | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates the ability to apply recording techniques to the digital recording environment. Students also demonstrate the ability to perform proper recording procedures, set professional level with use of metering, recording compression techniques, independent headphone mixing systems, and playback mixing.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 1 | **5.0** |
| | *Spring 2023* | 1 | 50.0% | 0 | 0.0% | 0 | 0.0% | 1 | 50.0% | 0 | 0.0% | 2 | **2.5** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

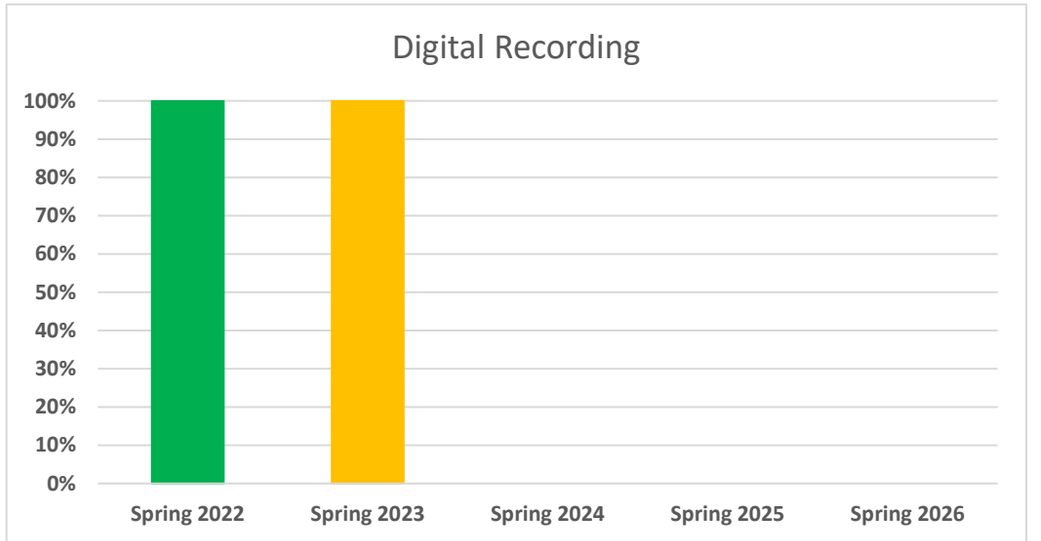


## Learning Goal: Digital Recording (BS Mass Communication Program)

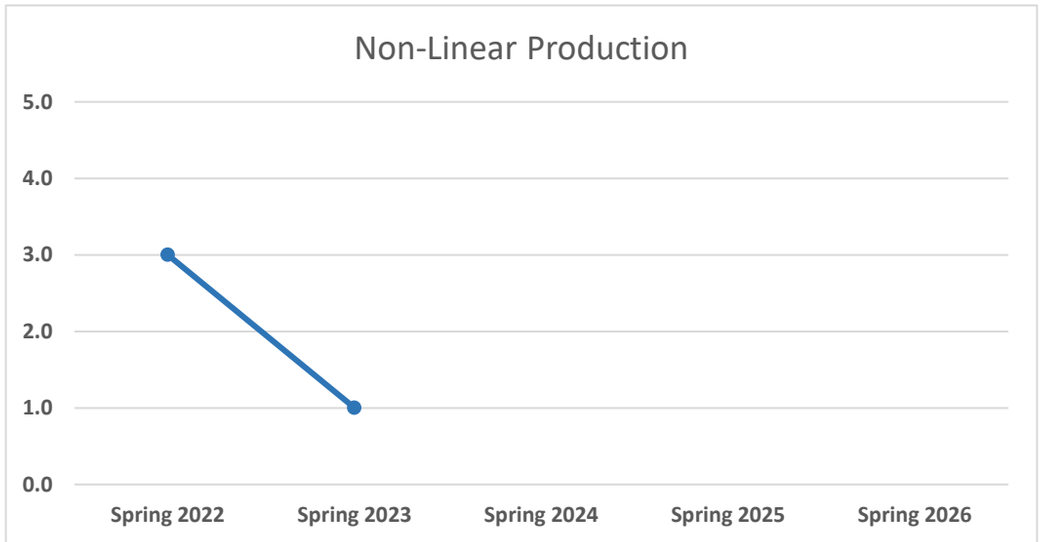
| Recorded in: AUD303 - MIDI Applications<br>Artifact: Quiz | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates the ability to record and manipulate Musical Instrument Digital Interface (MIDI) data for music sequencing and composition.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 1 | **5.0** |
| | *Spring 2023* | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | **2.0** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

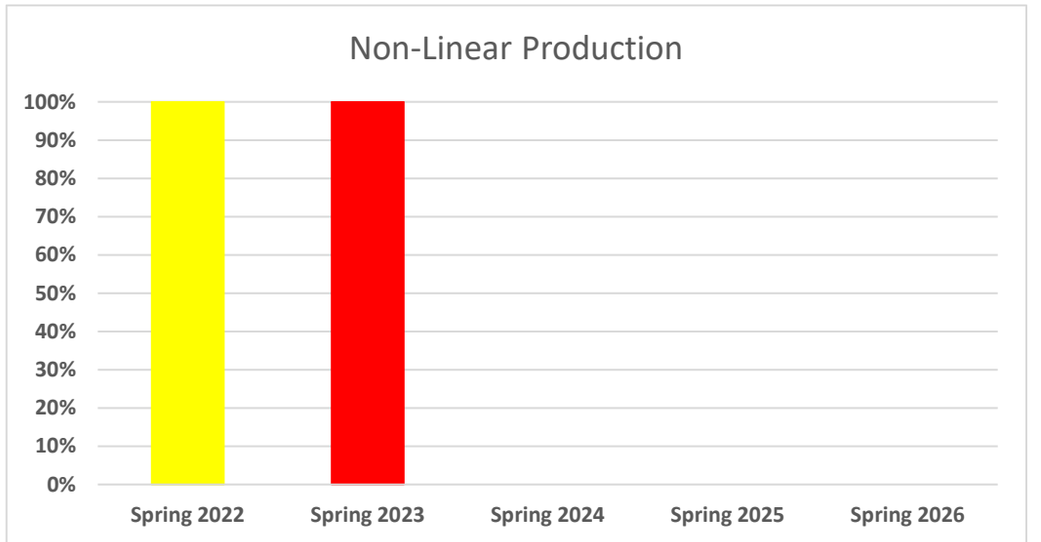


## Learning Goal: Non-Linear Production (BS Mass Communication Program)

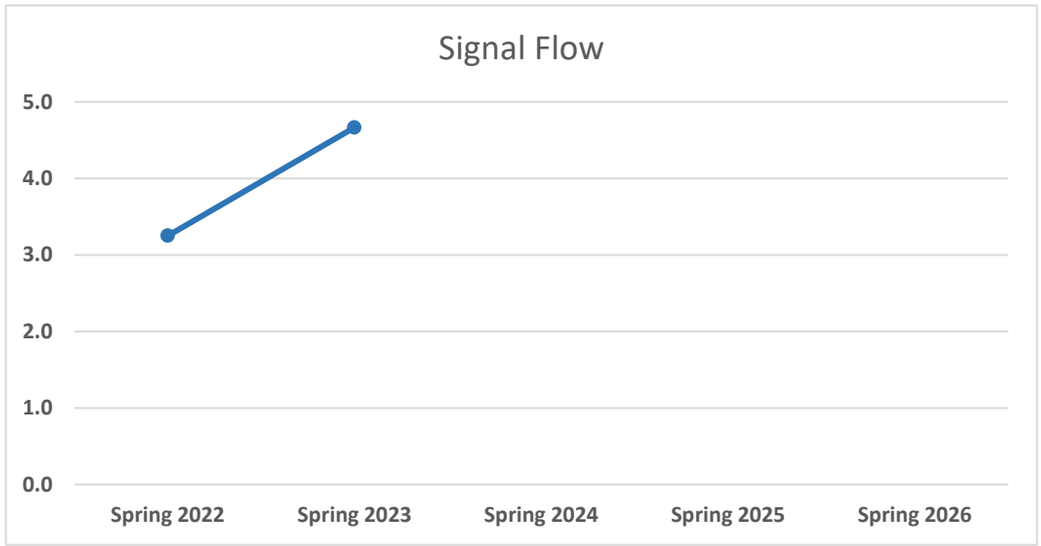
| Recorded in: AUD304 - Nonlinear Recording<br>Artifact: Quiz | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates an ability to operate digital audio recording workstations, including plug-ins and control surfaces, to record, mix, edit, and store a production into a tangible medium of expression.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 1 | **3.0** |
| | *Spring 2023* | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | **1.0** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

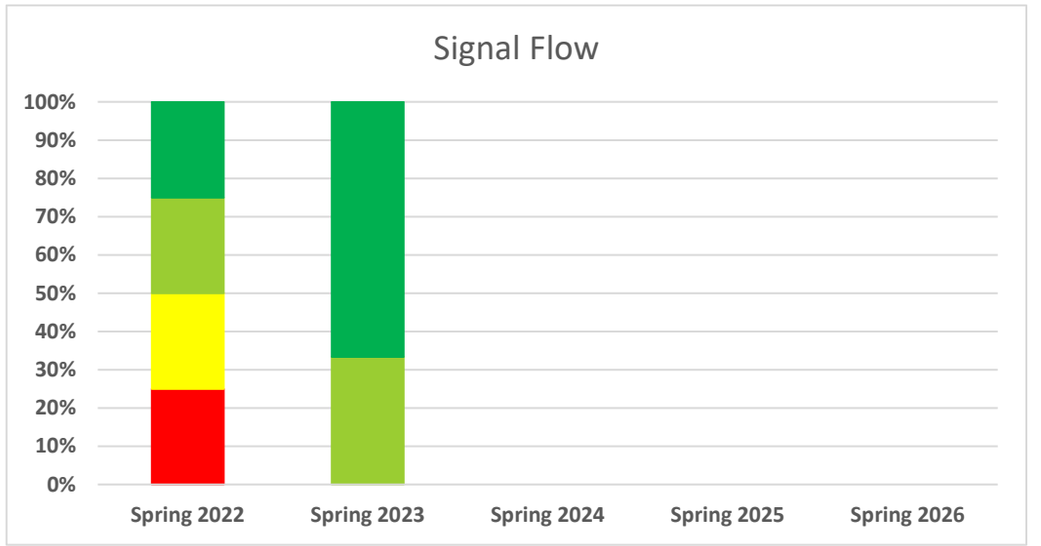


## Learning Goal: Signal Flow (BS Mass Communication Program)

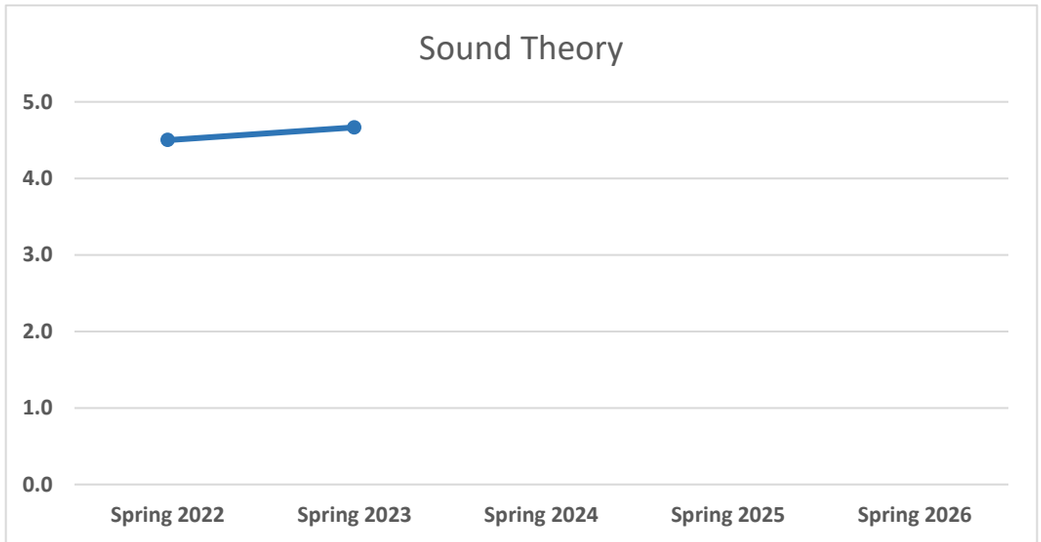
| Recorded in: AUD202 - Advanced Audio Production<br>Artifact: The Practical in the Final Examination | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates an ability to operate a wide variety of equipment commonly found in modern recording environments and to manipulate signal flow, including microphones, patch bays, mixing consoles, and effects processors.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 1 | 25.0% | 0 | 0.0% | 1 | 25.0% | 1 | 25.0% | 1 | 25.0% | 4 | **3.3** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 33.3% | 2 | 66.7% | 3 | **4.7** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

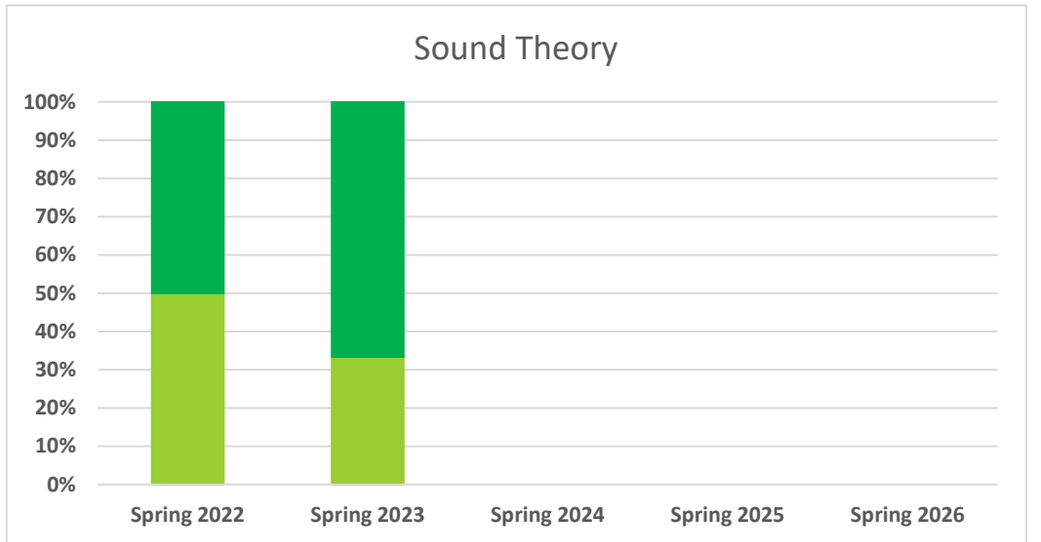


## Learning Goal: Sound Theory (BS Mass Communication Program)

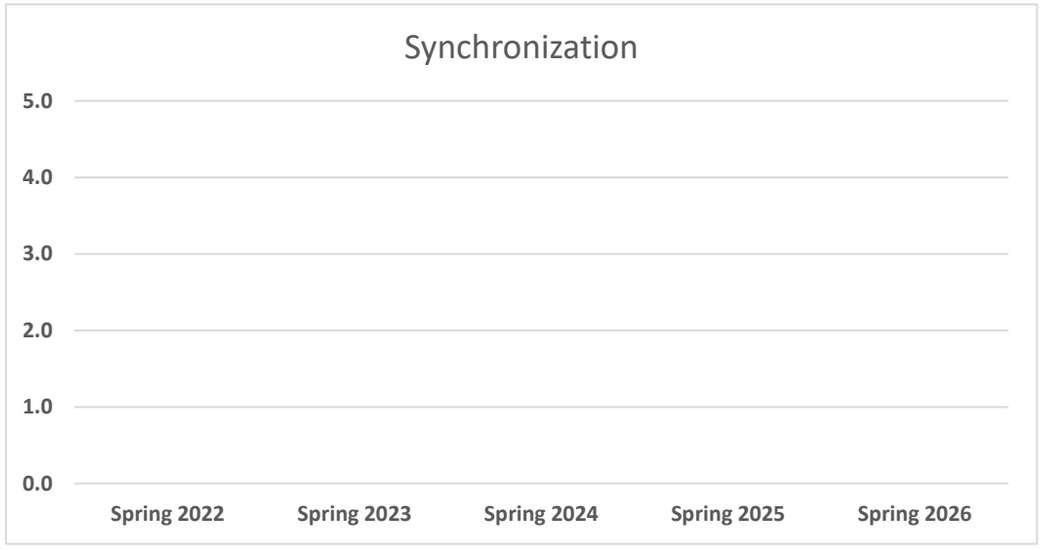
| Recorded in: AUD101 - Audio Recording Theory<br>Artifact: Quiz | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates an understanding of audio and acoustic theory and an ability to apply that understanding to audio recording technologies.* | N | % | N | % | N | % | N | % | N | % | N | |
| *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 50.0% | 1 | 50.0% | 2 | **4.5** |
| *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 33.3% | 2 | 66.7% | 3 | **4.7** |
| *Spring 2024* | | | | | | | | | | | | |
| *Spring 2025* | | | | | | | | | | | | |
| *Spring 2026* | | | | | | | | | | | | |



## Learning Goal: Synchronization (BS Mass Communication Program)

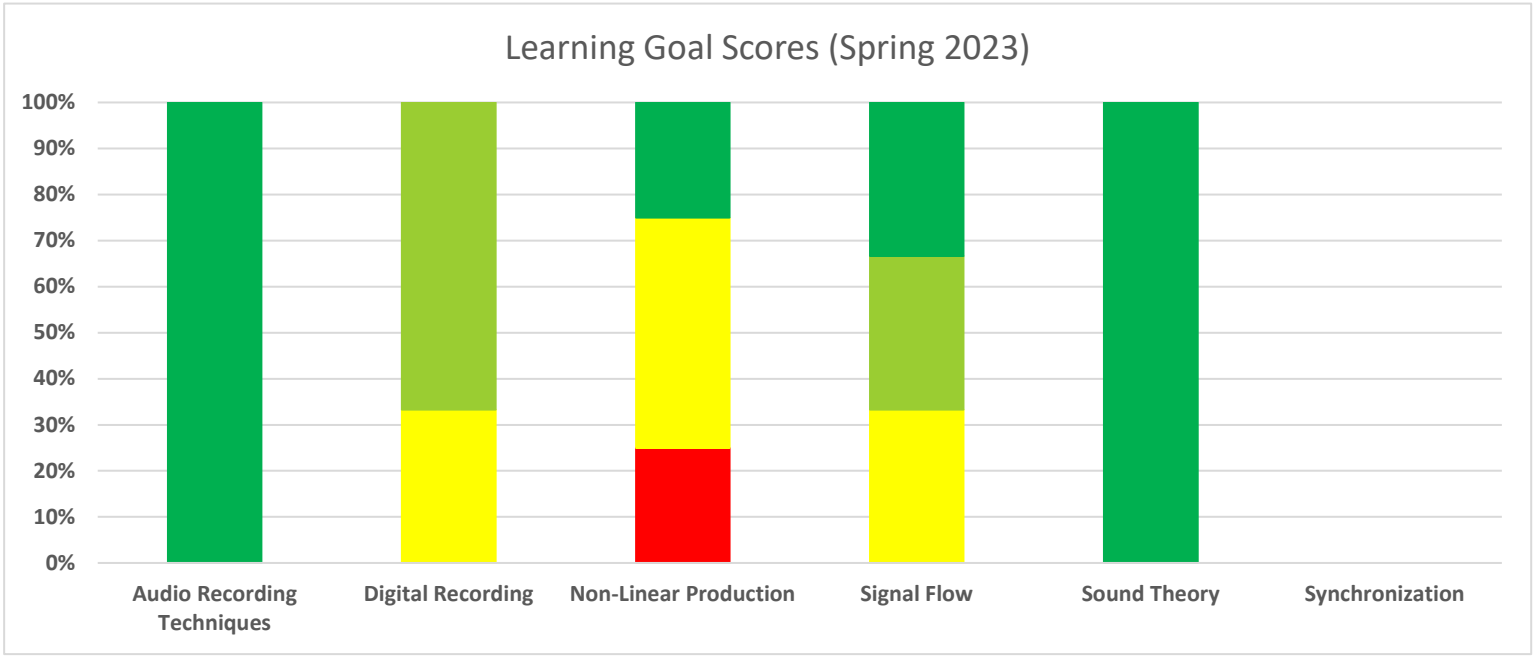
| Recorded in: AUD401 - Audio/Video Post-Production<br>Artifact: Quiz | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates an ability to create and synch a soundtrack to motion pictures.* | N | % | N | % | N | % | N | % | N | % | N | |
| *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Spring 2024* | | | | | | | | | | | | |
| *Spring 2025* | | | | | | | | | | | | |
| *Spring 2026* | | | | | | | | | | | | |





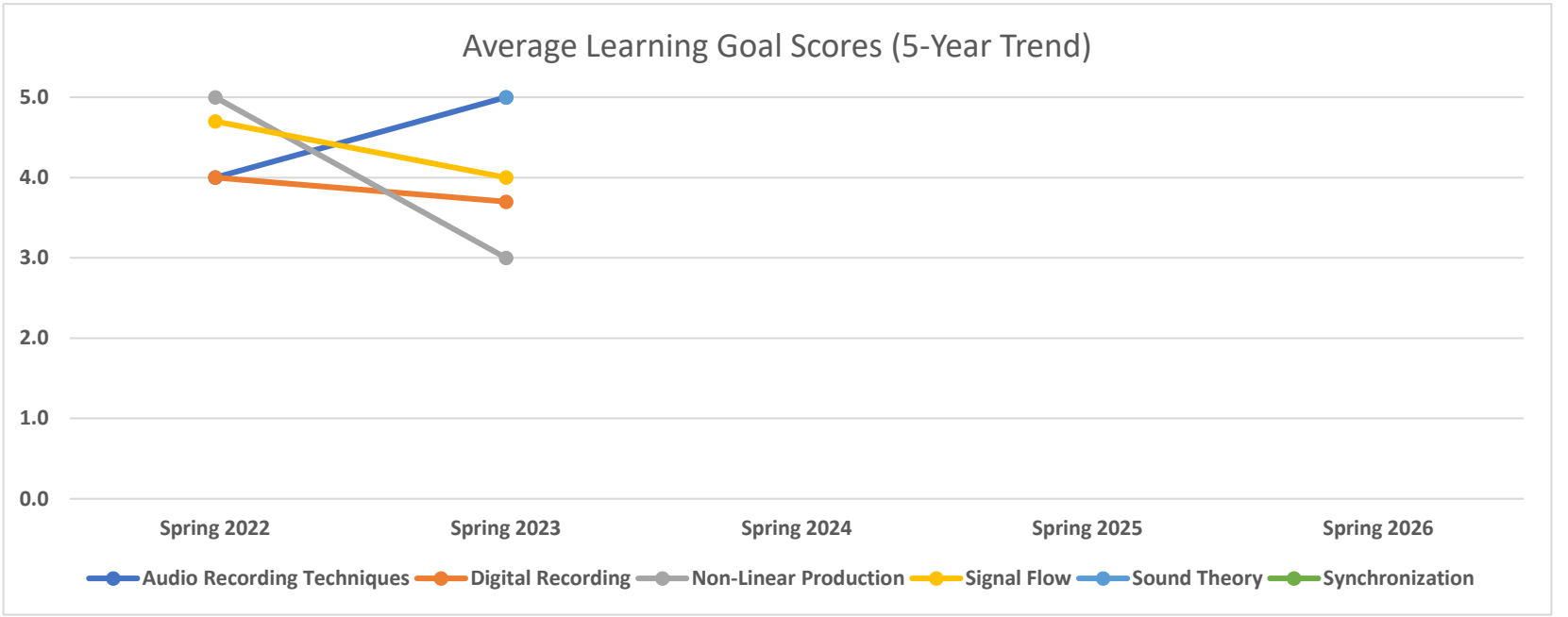

## MusB Performance, Audio Recording Technology Concentration (Spring 2023)

| | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Learning Goal** | N | % | N | % | N | % | N | % | N | % | N | |
| *Audio Recording Techniques* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 1 | **5.0** |
| *Digital Recording* | 0 | 0.0% | 0 | 0.0% | 1 | 33.3% | 2 | 66.7% | 0 | 0.0% | 3 | **3.7** |
| *Non-Linear Production* | 1 | 25.0% | 0 | 0.0% | 2 | 50.0% | 0 | 0.0% | 1 | 25.0% | 4 | **3.0** |
| *Signal Flow* | 0 | 0.0% | 0 | 0.0% | 1 | 33.3% | 1 | 33.3% | 1 | 33.3% | 3 | **4.0** |
| *Sound Theory* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 1 | **5.0** |
| *Synchronization* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |



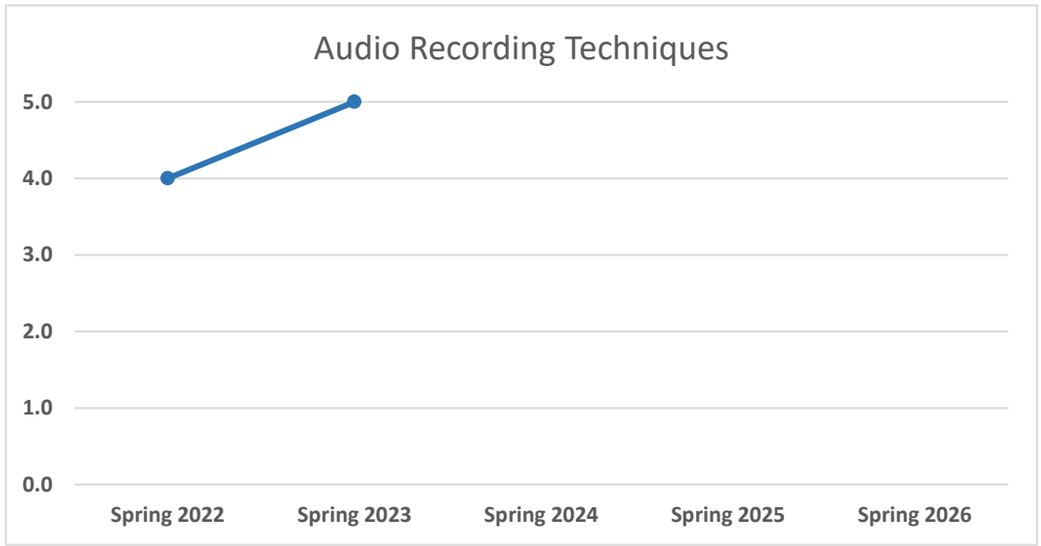
## MusB Performance, Audio Recording Technology Concentration (5-Year Trend)

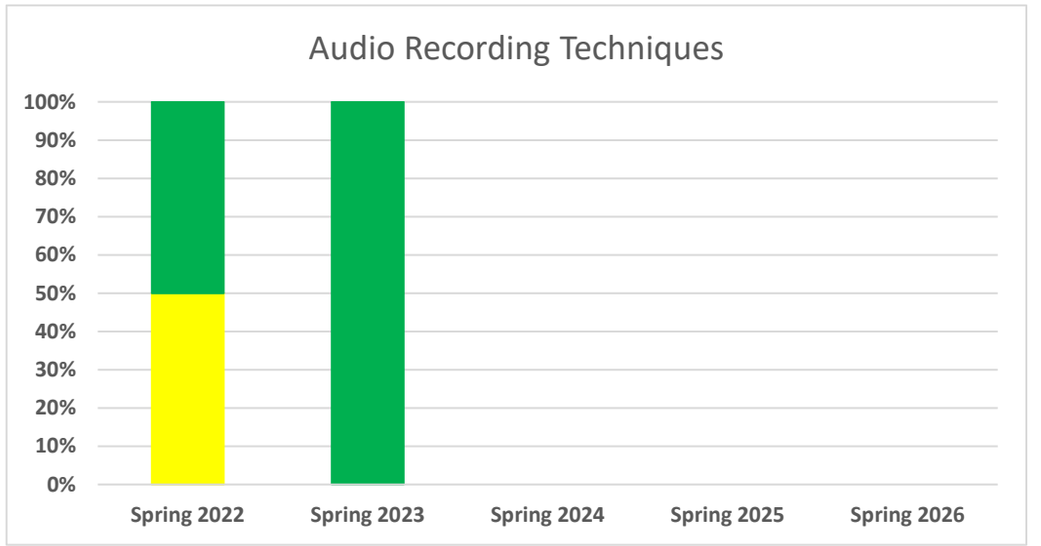
| | Average Score by Semester | | | | |
|---|---|---|---|---|---|
| **Learning Goal** | **Spring 2022** | **Spring 2023** | **Spring 2024** | **Spring 2025** | **Spring 2026** |
| *Audio Recording Techniques* | 4.0 | 5.0 | | | |
| *Digital Recording* | 4.0 | 3.7 | | | |
| *Non-Linear Production* | 5.0 | 3.0 | | | |
| *Signal Flow* | 4.7 | 4.0 | | | |
| *Sound Theory* | | 5.0 | | | |
| *Synchronization* | | | | | |



## Learning Goal: Audio Recording Techniques (MusB Performance Program)

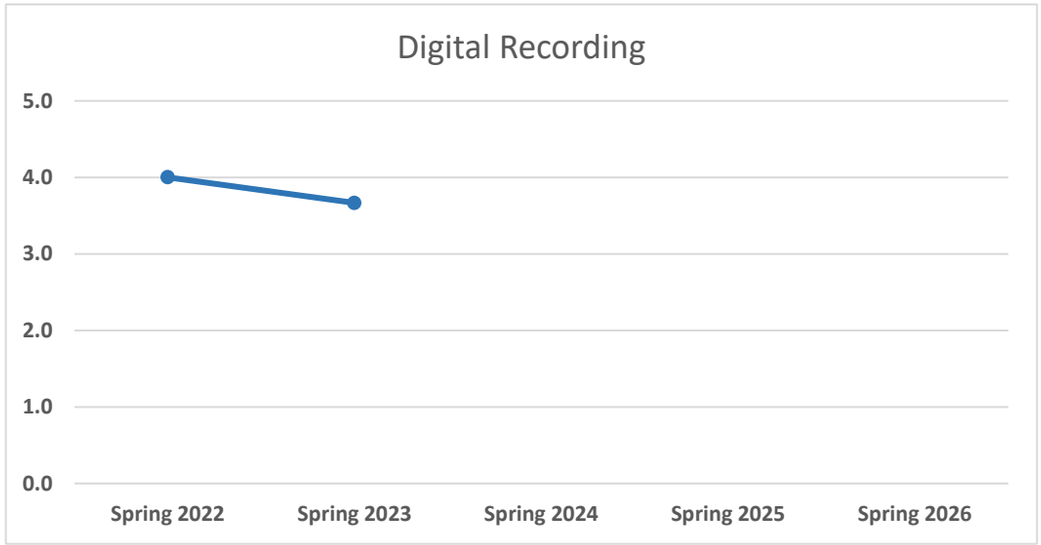
| Recorded in: AUD201 - Recording Studio Operations<br>Artifact: Final Examination Practicum | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates the ability to apply recording techniques to the digital recording environment. Students also demonstrate the ability to perform proper recording procedures, set professional level with use of metering, recording compression techniques, independent headphone mixing systems, and playback mixing.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 1 | 50.0% | 0 | 0.0% | 1 | 50.0% | 2 | **4.0** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 1 | **5.0** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

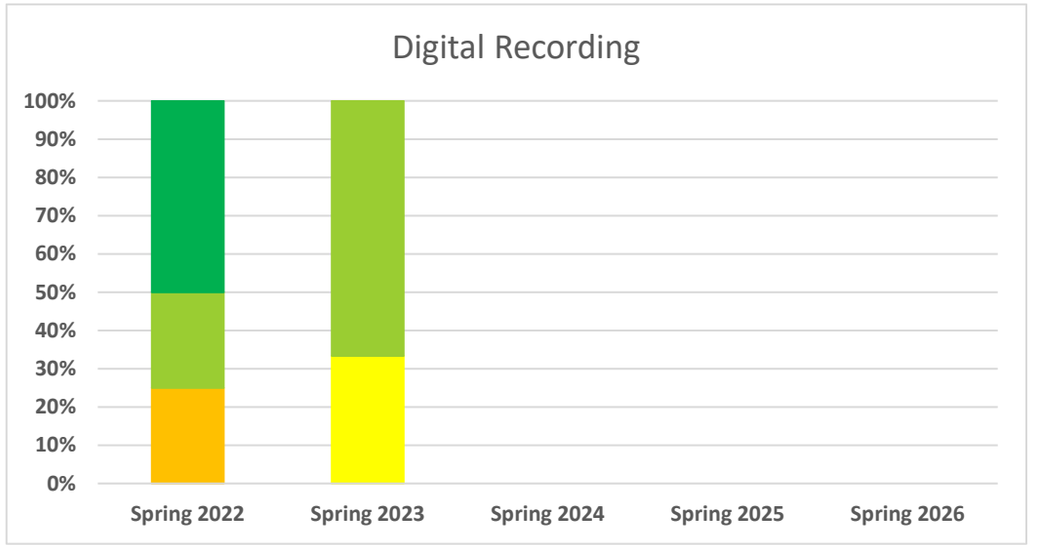


## Learning Goal: Digital Recording (MusB Performance Program)

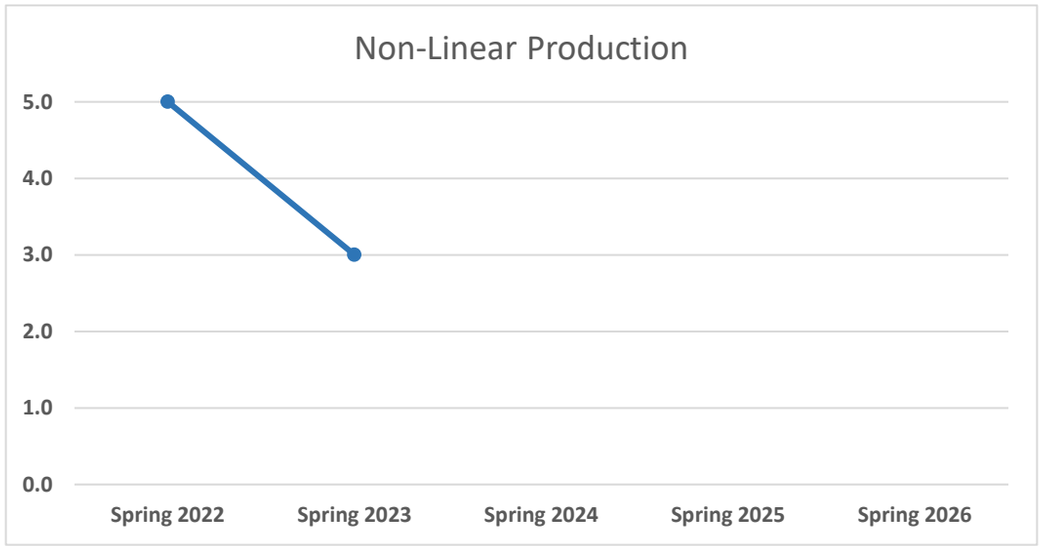
| Recorded in: AUD303 - MIDI Applications<br>Artifact: Quiz | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates the ability to record and manipulate Musical Instrument Digital Interface (MIDI) data for music sequencing and composition.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 1 | 25.0% | 0 | 0.0% | 1 | 25.0% | 2 | 50.0% | 4 | **4.0** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 1 | 33.3% | 2 | 66.7% | 0 | 0.0% | 3 | **3.7** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

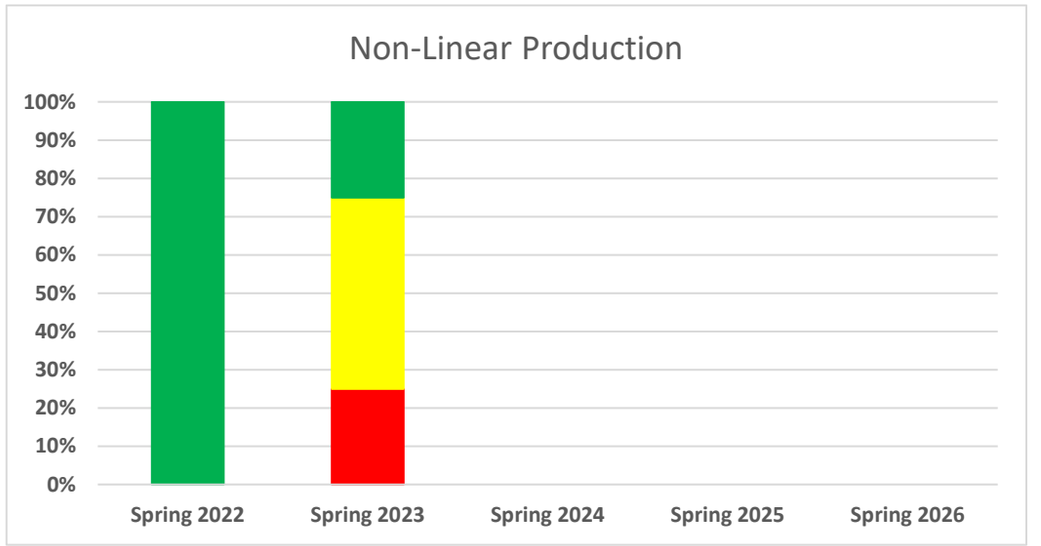


## Learning Goal: Non-Linear Production (MusB Performance Program)

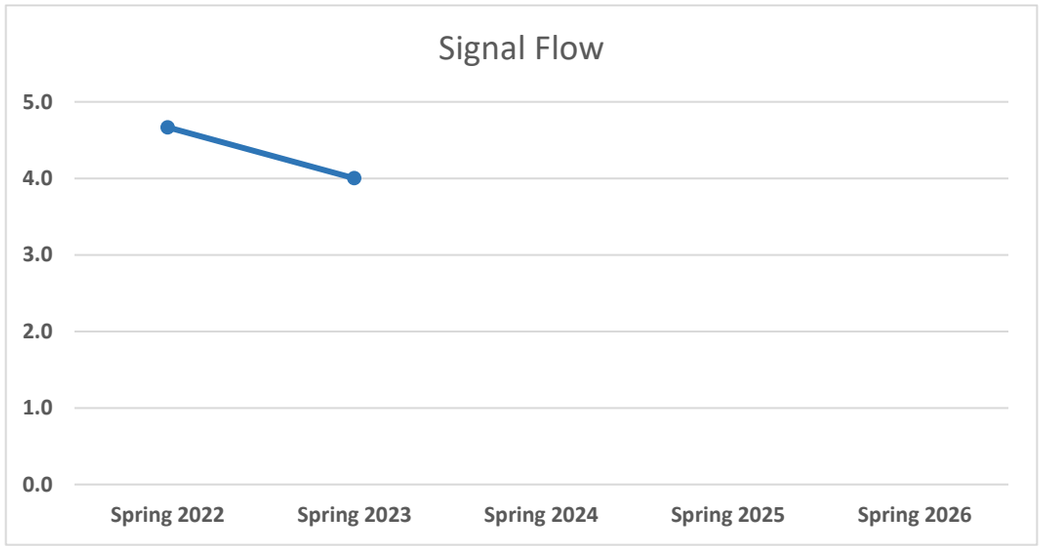
| Recorded in: AUD304 - Nonlinear Recording<br>Artifact: Quiz | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates an ability to operate digital audio recording workstations, including plug-ins and control surfaces, to record, mix, edit, and store a production into a tangible medium of expression.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 1 | **5.0** |
| | *Spring 2023* | 1 | 25.0% | 0 | 0.0% | 2 | 50.0% | 0 | 0.0% | 1 | 25.0% | 4 | **3.0** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

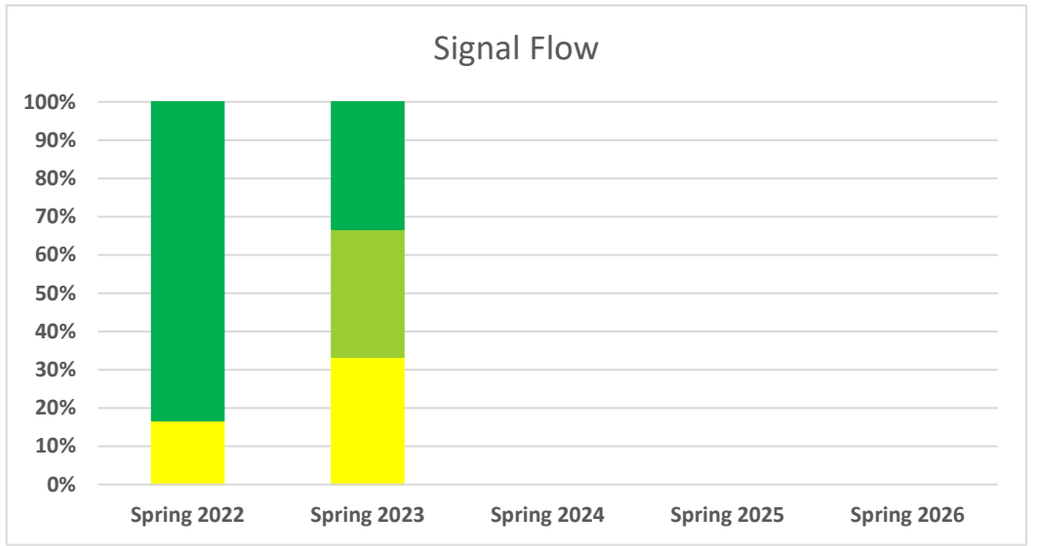


## Learning Goal: Signal Flow (MusB Performance Program)

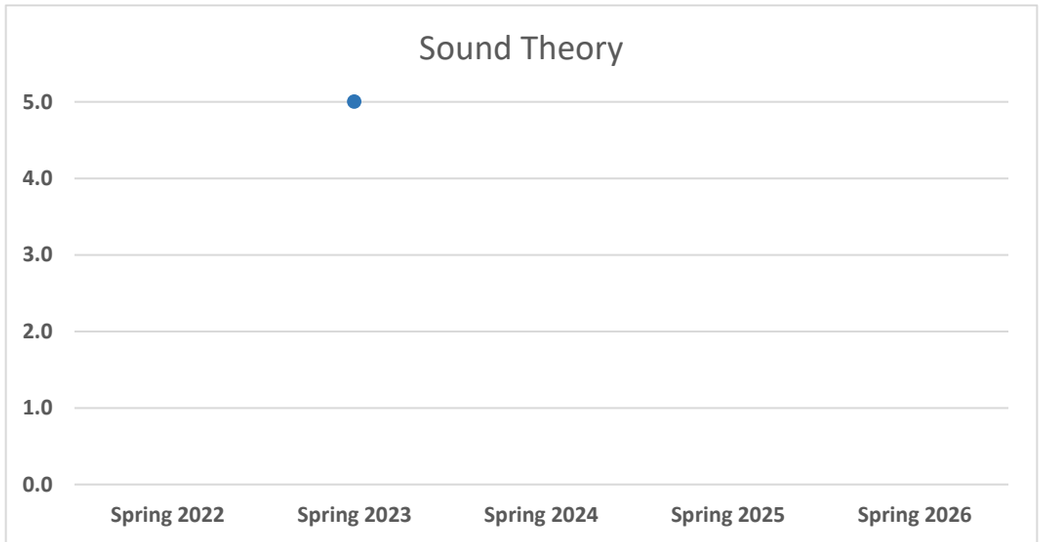
| Recorded in: AUD202 - Advanced Audio Production<br>Artifact: The Practical in the Final Examination | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates an ability to operate a wide variety of equipment commonly found in modern recording environments and to manipulate signal flow, including microphones, patch bays, mixing consoles, and effects processors.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 1 | 16.7% | 0 | 0.0% | 5 | 83.3% | 6 | **4.7** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 1 | 33.3% | 1 | 33.3% | 1 | 33.3% | 3 | **4.0** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

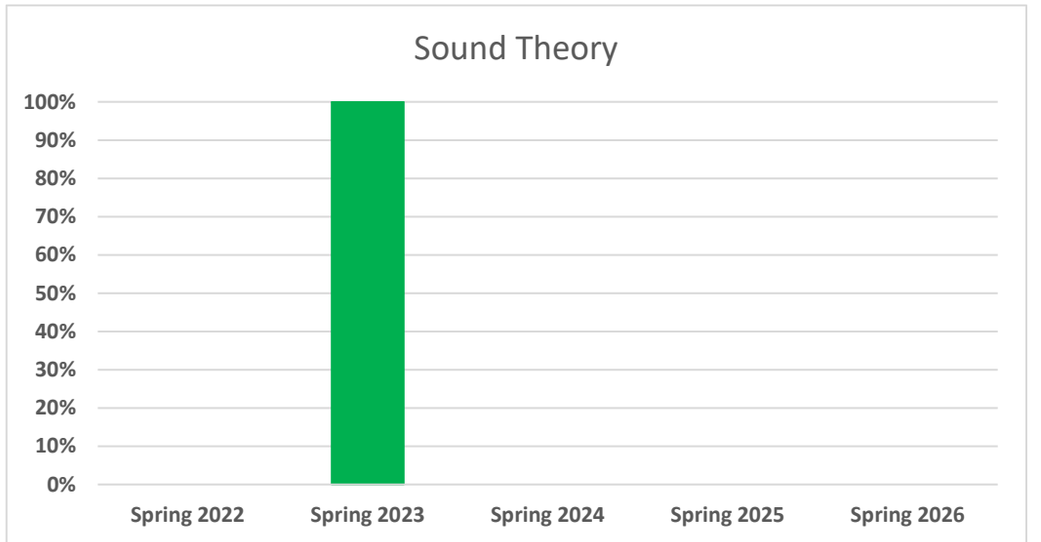


## Learning Goal: Sound Theory (MusB Performance Program)

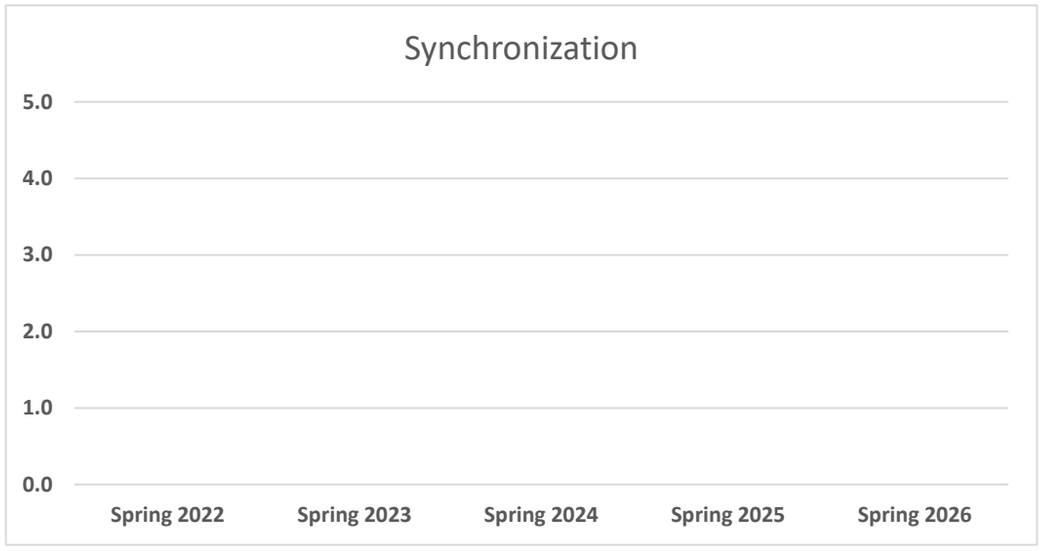
| Recorded in: AUD101 - Audio Recording Theory<br>Artifact: Quiz | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates an understanding of audio and acoustic theory and an ability to apply that understanding to audio recording technologies.* | N | % | N | % | N | % | N | % | N | % | N | |
| *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 1 | **5.0** |
| *Spring 2024* | | | | | | | | | | | | |
| *Spring 2025* | | | | | | | | | | | | |
| *Spring 2026* | | | | | | | | | | | | |



## Learning Goal: Synchronization (MusB Performance Program)

| Recorded in: AUD401 - Audio/Video Post-Production<br>Artifact: Quiz | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates an ability to create and synch a soundtrack to motion pictures.* | N | % | N | % | N | % | N | % | N | % | N | |
| *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Spring 2024* | | | | | | | | | | | | |
| *Spring 2025* | | | | | | | | | | | | |
| *Spring 2026* | | | | | | | | | | | | |



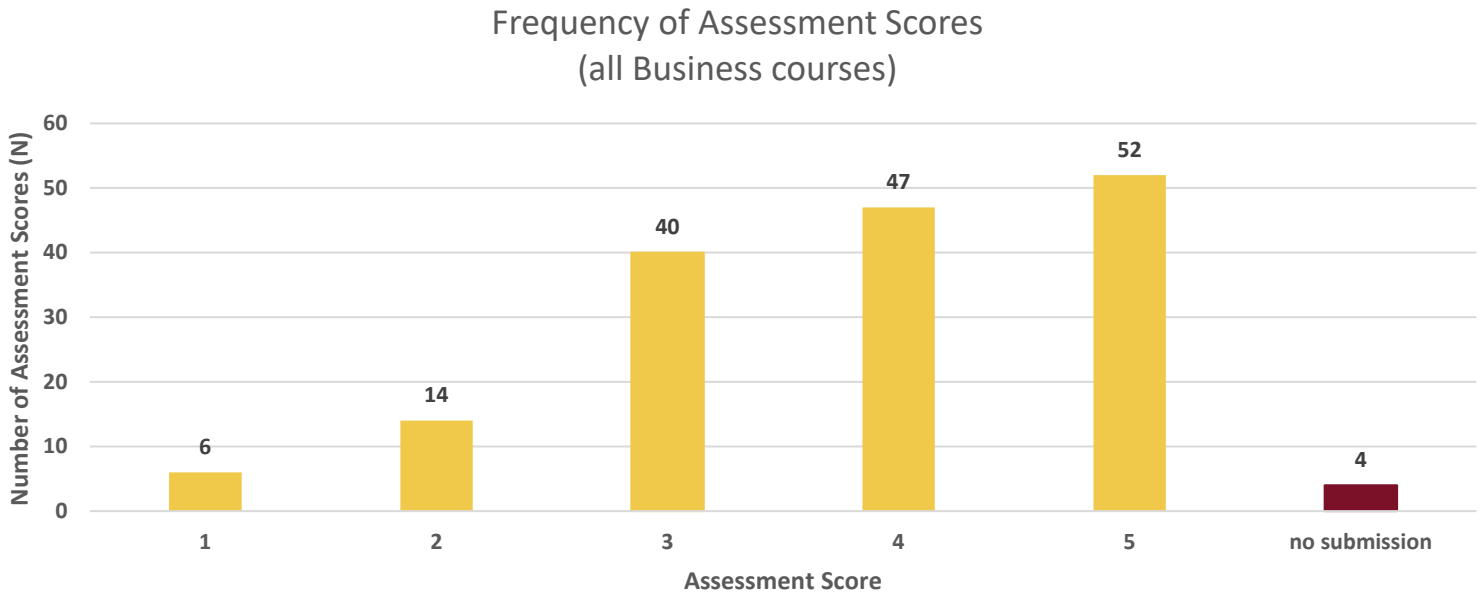



Business

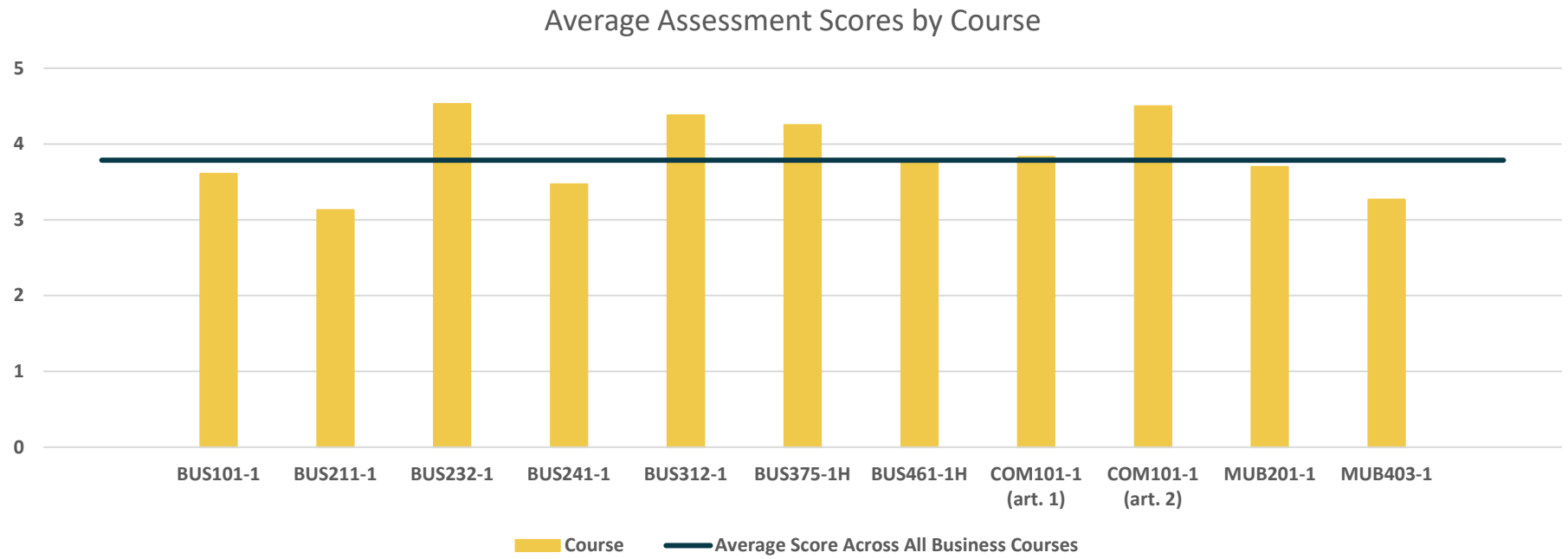
# Artifact Scores by Course

# SPRING 2023 STUDENT LEARNING ASSESSMENT SUMMARY

| FREQUENCY DISTRIBUTION TABLE (assessment scores across all Business courses) | |
|---|---|
| **SCORE** | **N** |
| 1 | 6 |
| 2 | 14 |
| 3 | 40 |
| 4 | 47 |
| 5 | 52 |
| no submission | 4 |
| Total | 163 |
| Submissions Scored (Total minus No Submissions) | 159 |
| **AVERAGE SCORE** | **3.79** |



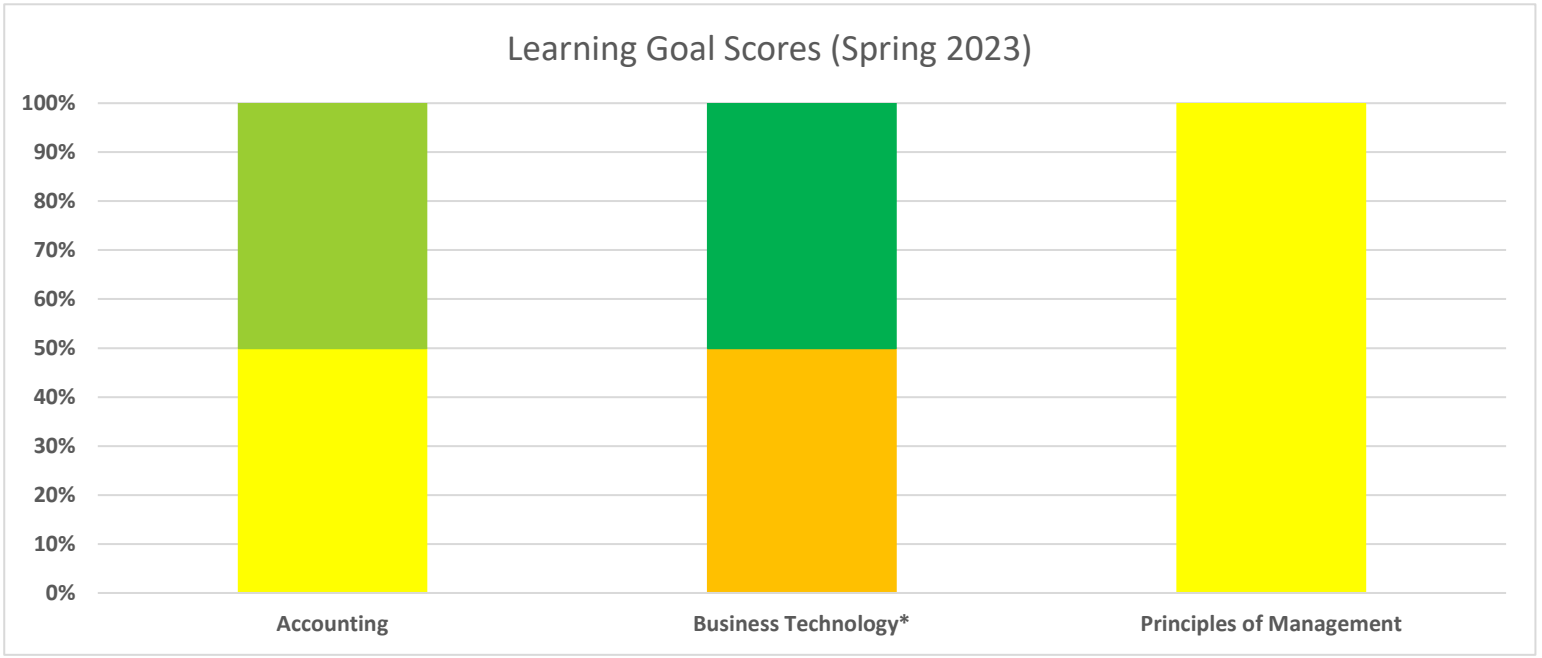
| AVERAGE ASSESSMENT SCORES BY COURSE | |
|---|---|
| **COURSE** | **AVERAGE ASSESSMENT SCORE** |
| BUS101-1 | 3.61 |
| BUS211-1 | 3.13 |
| BUS232-1 | 4.53 |
| BUS241-1 | 3.47 |
| BUS312-1 | 4.38 |
| BUS375-1H | 4.25 |
| BUS461-1H | 3.75 |
| COM101-1 (art. 1) | 3.83 |
| COM101-1 (art. 2) | 4.50 |
| MUB201-1 | 3.70 |
| MUB403-1 | 3.27 |
| **AVERAGE SCORE ACROSS ALL BUSINESS COURSES** | **3.79** |



# Artifact Scores by Program and Learning Goal

# AS Business Administration (Spring 2023)

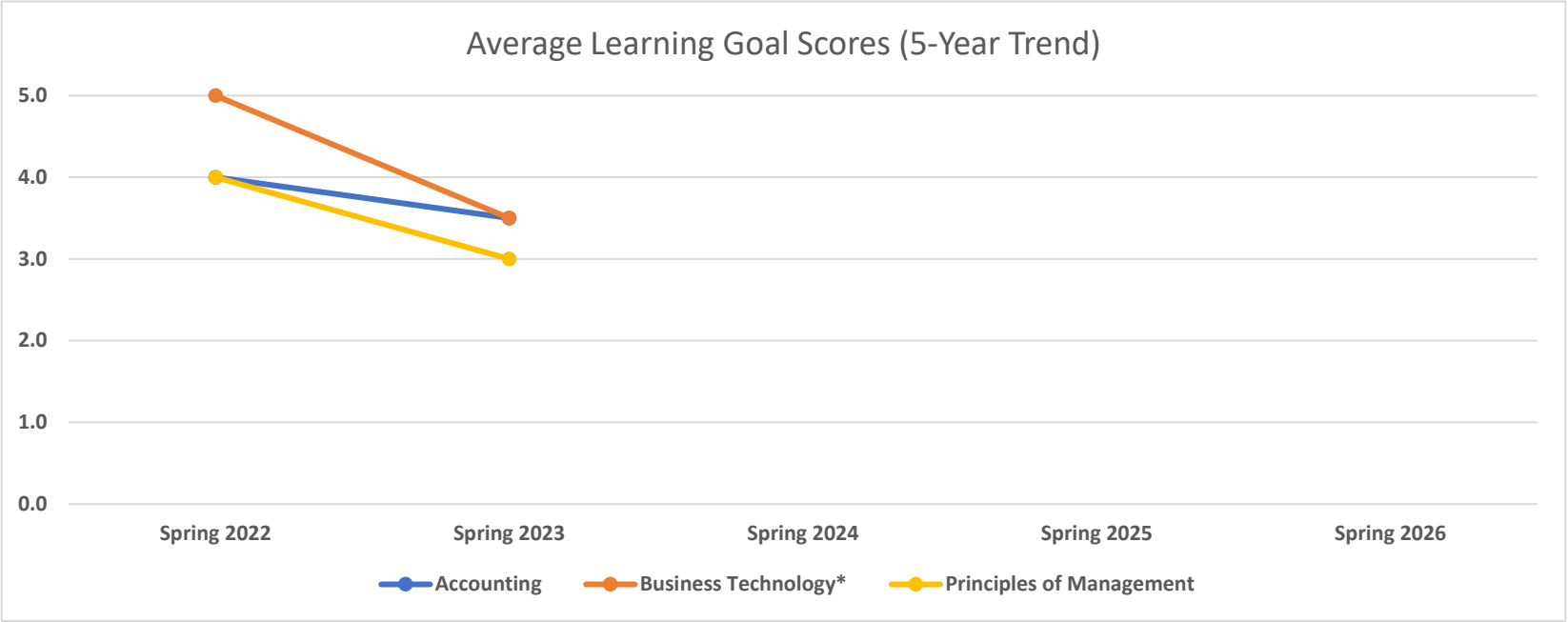
| | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Learning Goal** | N | % | N | % | N | % | N | % | N | % | N | |
| *Accounting* | 0 | 0.0% | 0 | 0.0% | 1 | 50.0% | 1 | 50.0% | 0 | 0.0% | 2 | **3.5** |
| *Business Technology** | 0 | 0.0% | 1 | 50.0% | 0 | 0.0% | 0 | 0.0% | 1 | 50.0% | 2 | **3.5** |
| *Principles of Management* | 0 | 0.0% | 0 | 0.0% | 2 | 100.0% | 0 | 0.0% | 0 | 0.0% | 2 | **3.0** |




* The Business Technology learning goal has two separate artifacts. The score listed here is the combined average score for both artifacts. Separate breakdowns for each artifact are provided on the following pages.

# AS Business Administration (5-Year Trend)

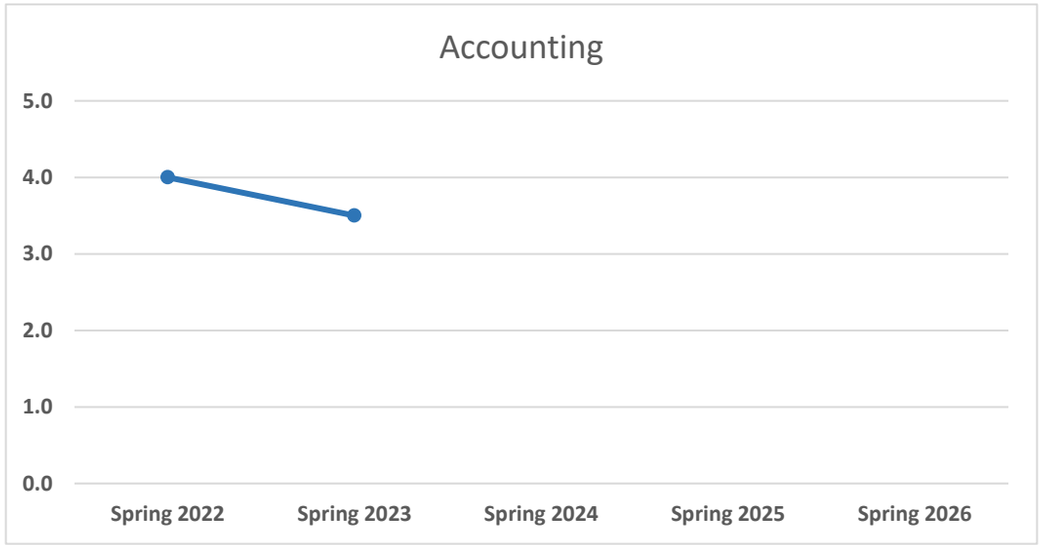
| | Average Score by Semester | | | | |
|---|---|---|---|---|---|
| **Learning Goal** | **Spring 2022** | **Spring 2023** | **Spring 2024** | **Spring 2025** | **Spring 2026** |
| *Accounting* | 4.0 | 3.5 | | | |
| *Business Technology** | 5.0 | 3.5 | | | |
| *Principles of Management* | 4.0 | 3.0 | | | |

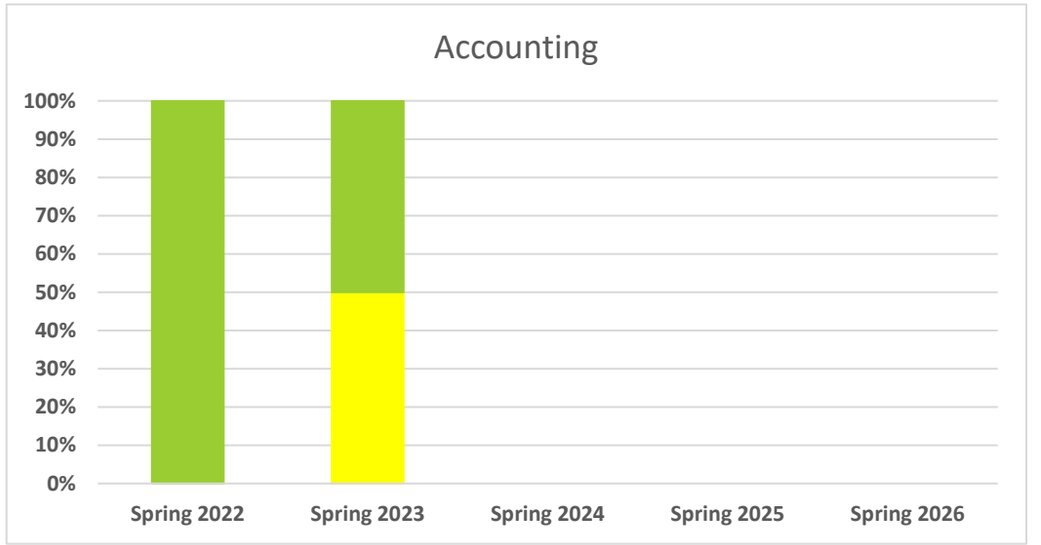



* The Business Technology learning goal has two separate artifacts. The score listed here is the combined average score for both artifacts. Separate breakdowns for each artifact are provided on the following pages.

## Learning Goal: Accounting (AS Business Administration Program)

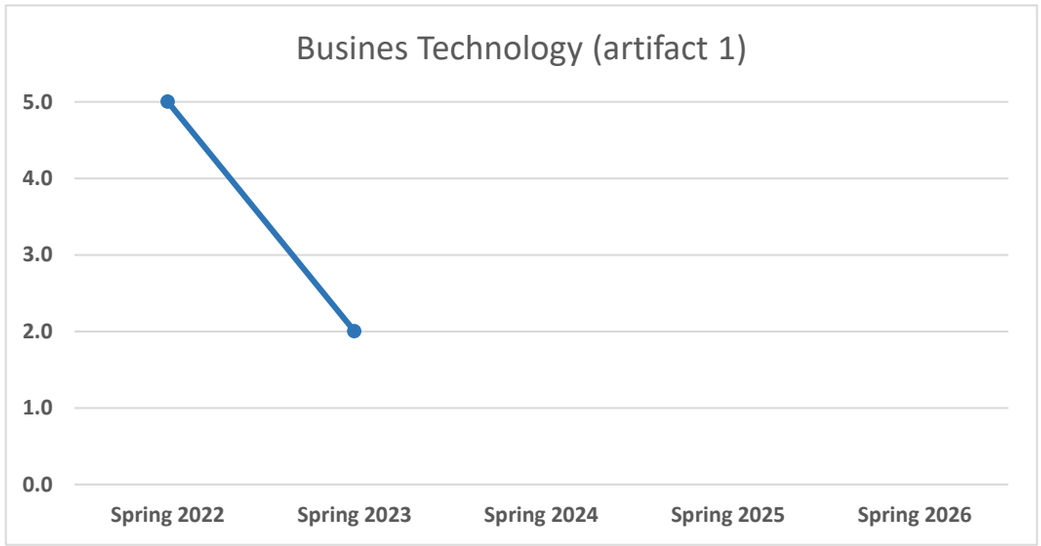
| Recorded in: BUS101 - Accounting 1<br>Artifact: The Accounting Project | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Demonstrates the knowledge, skills, and applications required for basic accounting principles and techniques in an accounting cycle.* | N | % | N | % | N | % | N | % | N | % | N | |
| *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 1 | **4.0** |
| *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 1 | 50.0% | 1 | 50.0% | 0 | 0.0% | 2 | **3.5** |
| *Spring 2024* | | | | | | | | | | | | |
| *Spring 2025* | | | | | | | | | | | | |
| *Spring 2026* | | | | | | | | | | | | |

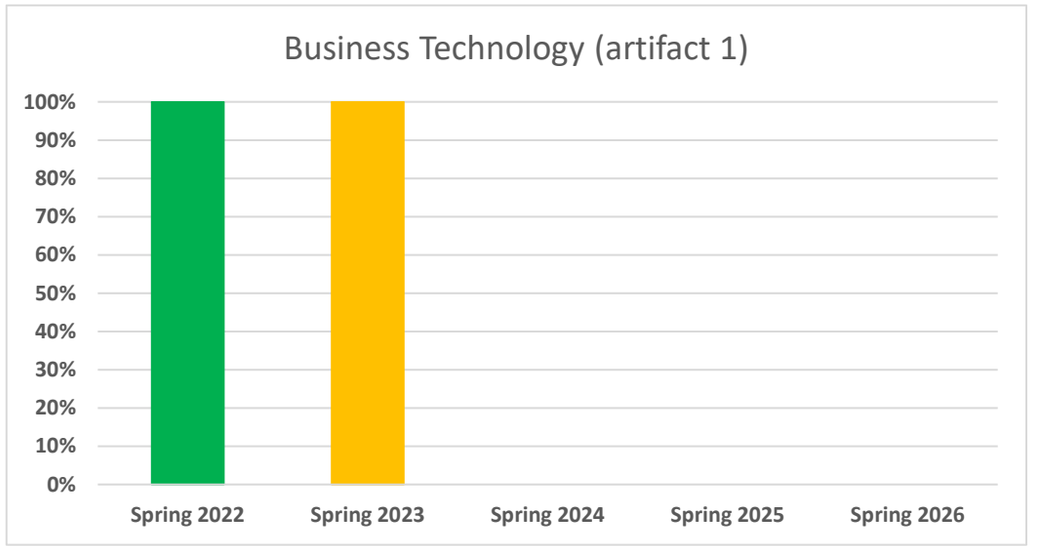


## Learning Goal: Business Technology - artifact 1 (AS Business Administration Program)

| Recorded in: COM101 - Computers in Business<br>Artifact: The Midsemester Examination Lab | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Demonstrate the use of basic office software applications utilized in organizations or personal productivity, include, but not limited to, spreadsheets, presentation programs, and word processing.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 1 | **5.0** |
| | *Spring 2023* | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | **2.0** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |



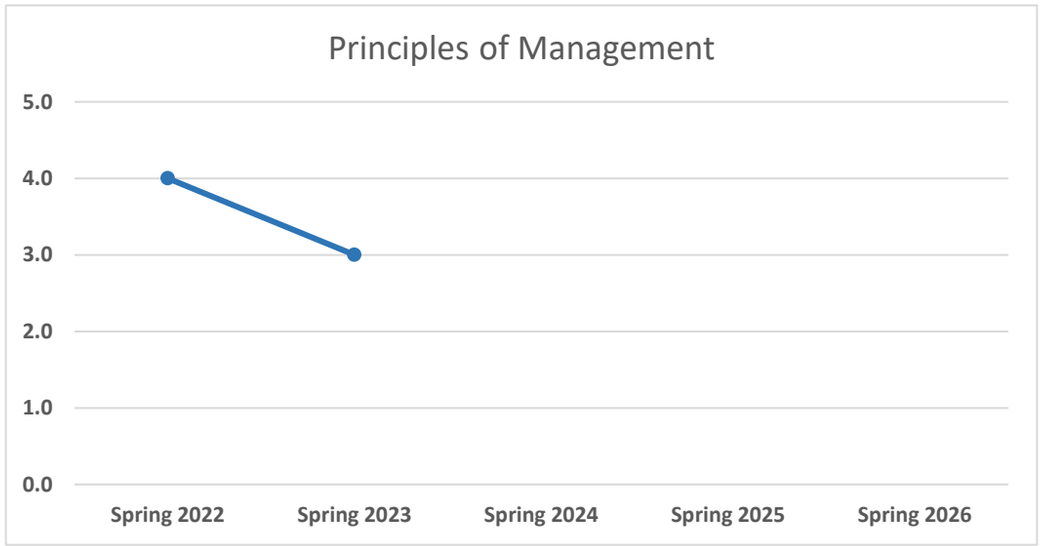



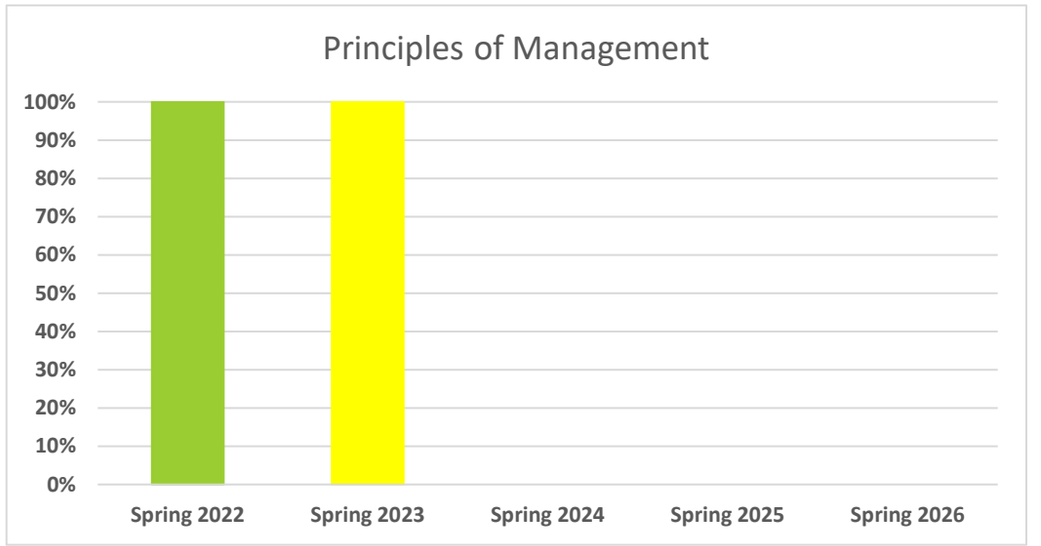
## Learning Goal: Business Technology - artifact 2 (AS Business Administration Program)

| Recorded in: COM101 - Computers in Business<br>Artifact: The Final Examination Lab | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Demonstrate the use of basic office software applications utilized in organizations or personal productivity, include, but not limited to, spreadsheets, presentation programs, and word processing.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 1 | **5.0** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 1 | **5.0** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

## Learning Goal: Principles of Management (AS Business Administration Program)

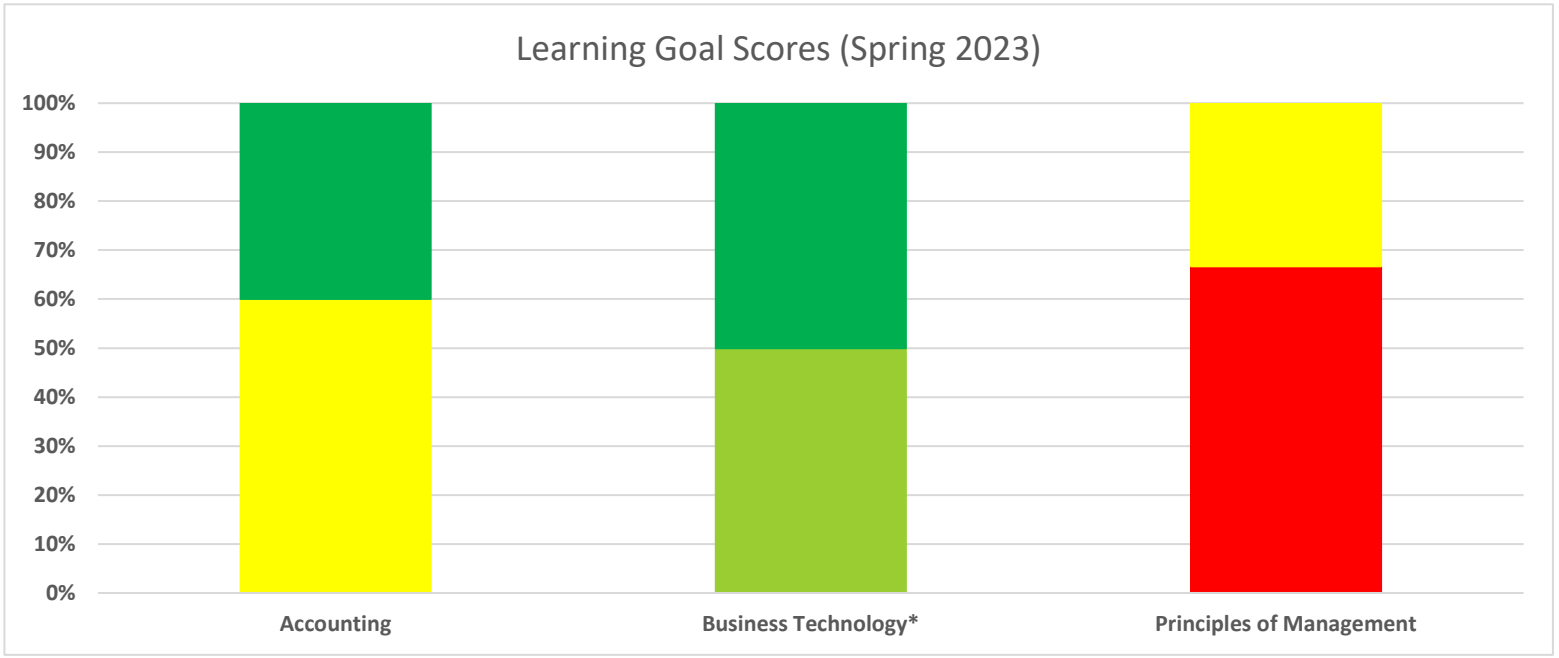
| Recorded in: BUS211 - Principles of Management<br>Artifact: The Final Management Project | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Demonstrate the ability to use sound management principles as they relate to the planning, organizing, managing, and evaluation of managerial activities and in the decision-making process within an organization.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 1 | **4.0** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 2 | 100.0% | 0 | 0.0% | 0 | 0.0% | 2 | **3.0** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |



# AAS Business Management, Core Courses (Spring 2023)

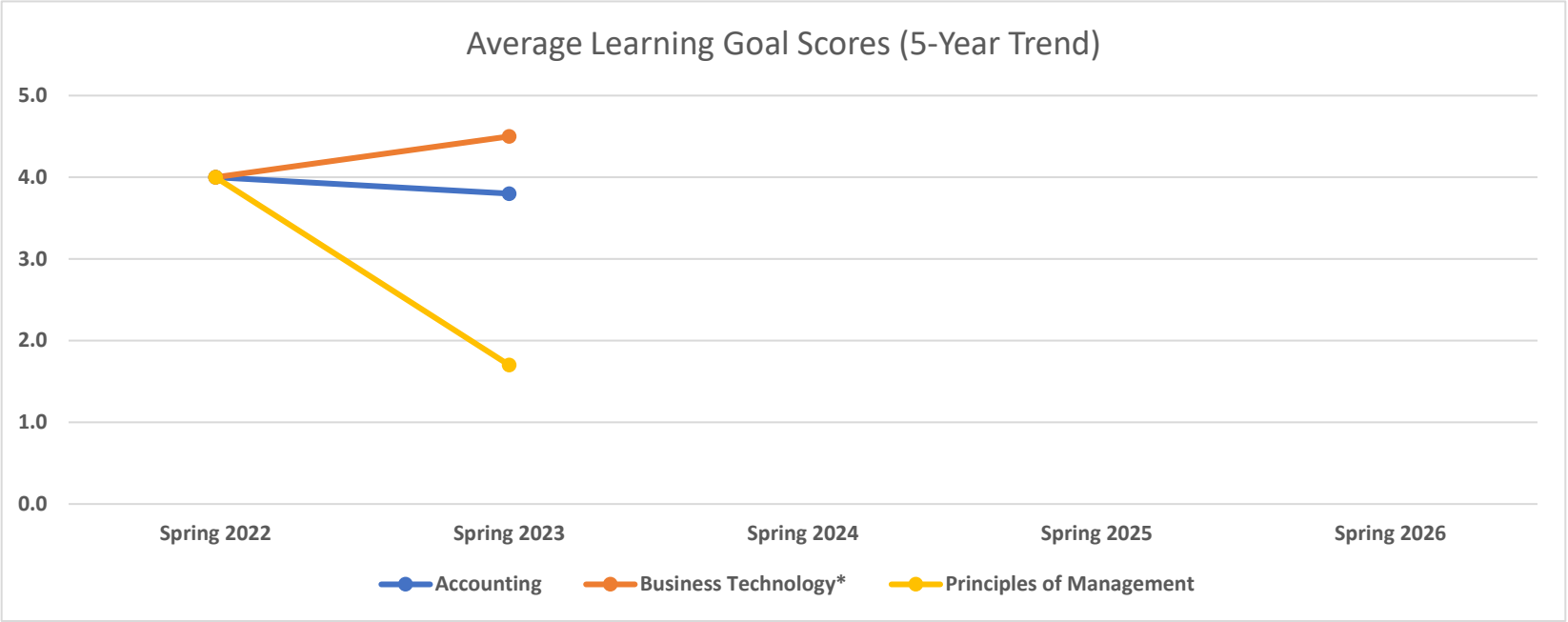
| | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Learning Goal** | N | % | N | % | N | % | N | % | N | % | N | |
| *Accounting* | 0 | 0.0% | 0 | 0.0% | 3 | 60.0% | 0 | 0.0% | 2 | 40.0% | 5 | **3.8** |
| *Business Technology** | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 50.0% | 1 | 50.0% | 2 | **4.5** |
| *Principles of Management* | 2 | 66.7% | 0 | 0.0% | 1 | 33.3% | 0 | 0.0% | 0 | 0.0% | 3 | **1.7** |




* The Business Technology learning goal has two separate artifacts. The score listed here is the combined average score for both artifacts. Separate breakdowns for each artifact are provided on the following pages.

## AAS Business Management, Core Courses (5-Year Trend)

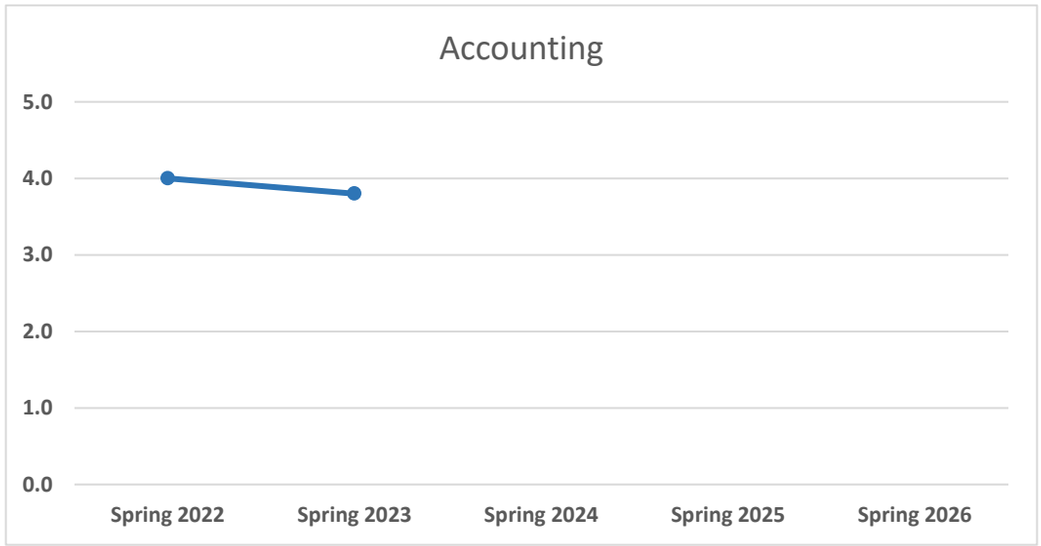
| | Average Score by Semester | | | | |
|---|---|---|---|---|---|
| **Learning Goal** | **Spring 2022** | **Spring 2023** | **Spring 2024** | **Spring 2025** | **Spring 2026** |
| *Accounting* | 4.0 | 3.8 | | | |
| *Business Technology** | 4.0 | 4.5 | | | |
| *Principles of Management* | 4.0 | 1.7 | | | |

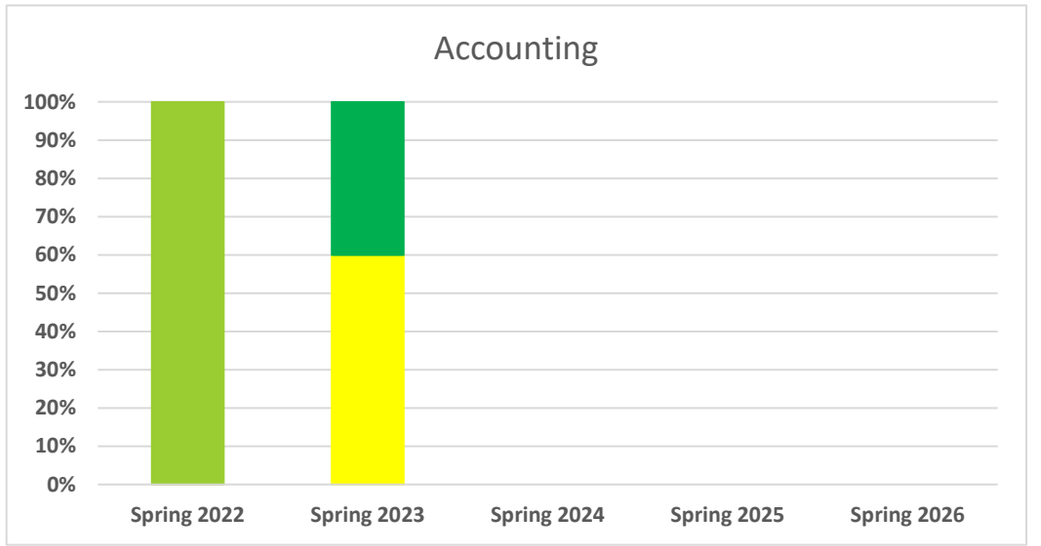



* The Business Technology learning goal has two separate artifacts. The score listed here is the combined average score for both artifacts. Separate breakdowns for each artifact are provided on the following pages.

## Learning Goal: Accounting (AAS Business Management Program, Core Courses)

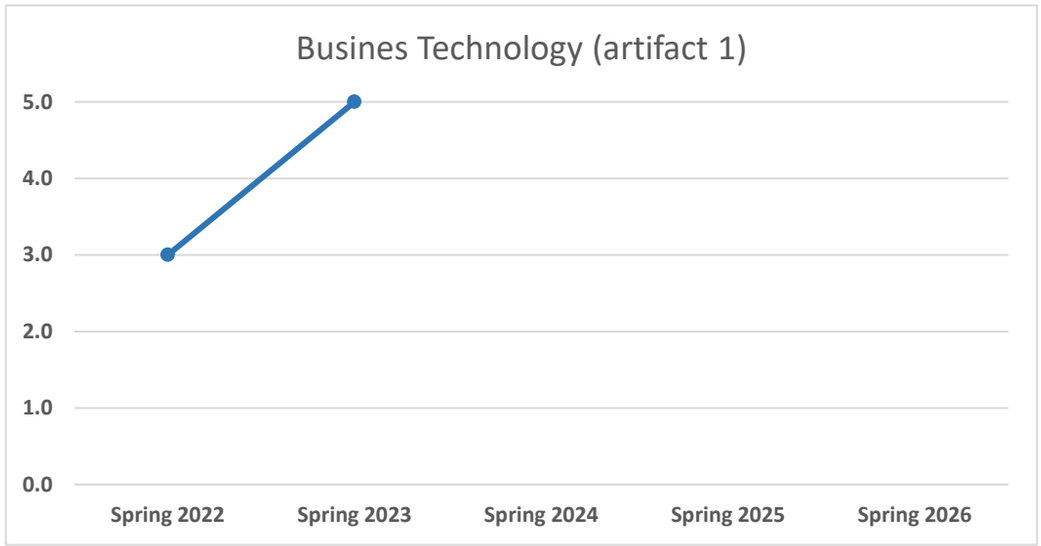
| Recorded in: BUS101 - Accounting 1<br>Artifact: The Accounting Project | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Demonstrates the knowledge, skills, and applications required for basic accounting principles and techniques in an accounting cycle.* | N | % | N | % | N | % | N | % | N | % | N | |
| *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 1 | **4.0** |
| *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 3 | 60.0% | 0 | 0.0% | 2 | 40.0% | 5 | **3.8** |
| *Spring 2024* | | | | | | | | | | | | |
| *Spring 2025* | | | | | | | | | | | | |
| *Spring 2026* | | | | | | | | | | | | |

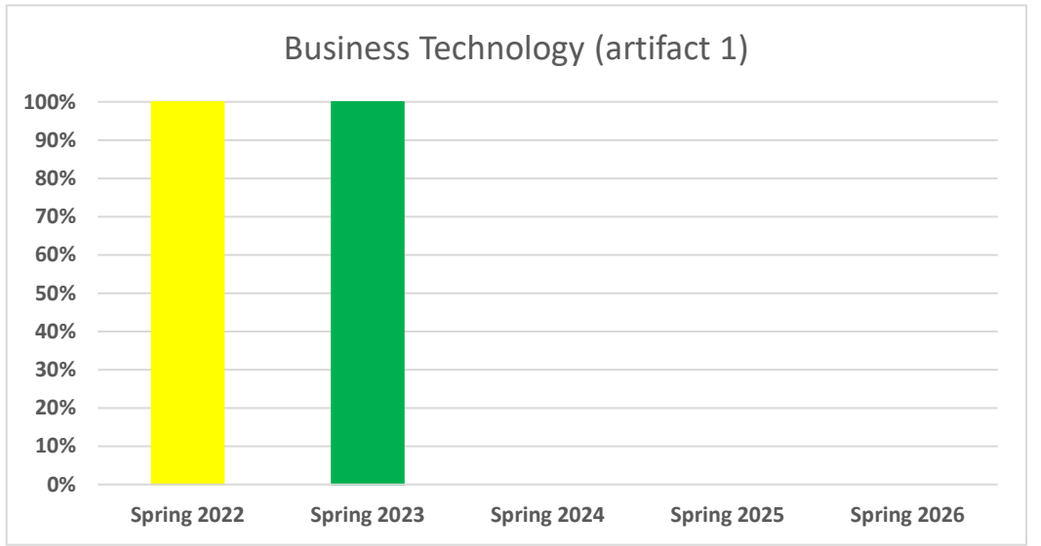


## Learning Goal: Business Technology - artifact 1 (AAS Business Management Program, Core Courses)

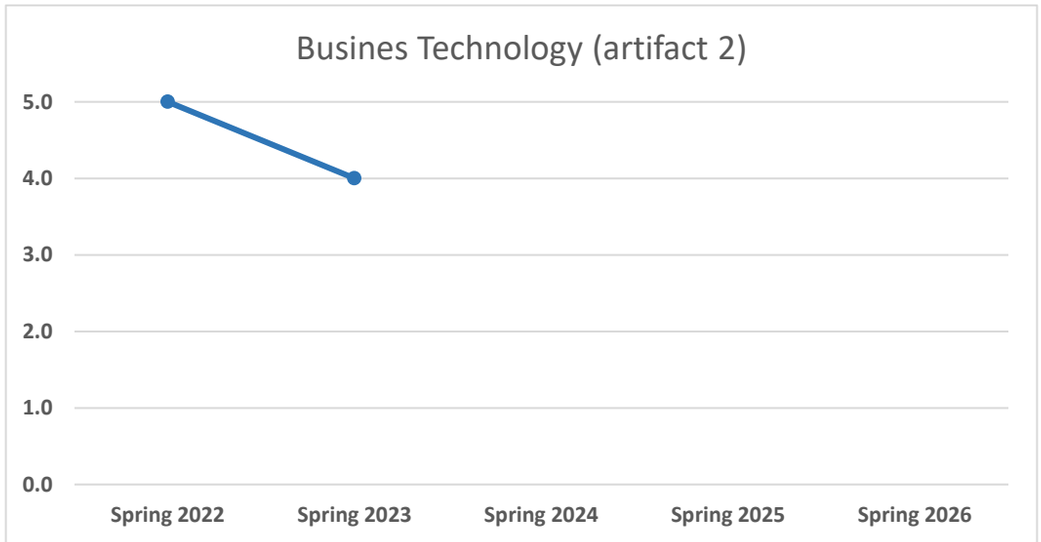
| Recorded in: COM101 - Computers in Business<br>Artifact: The Midsemester Examination Lab | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Demonstrate the use of basic office software applications utilized in organizations or personal productivity, include, but not limited to, spreadsheets, presentation programs, and word processing.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 1 | **3.0** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 1 | **5.0** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

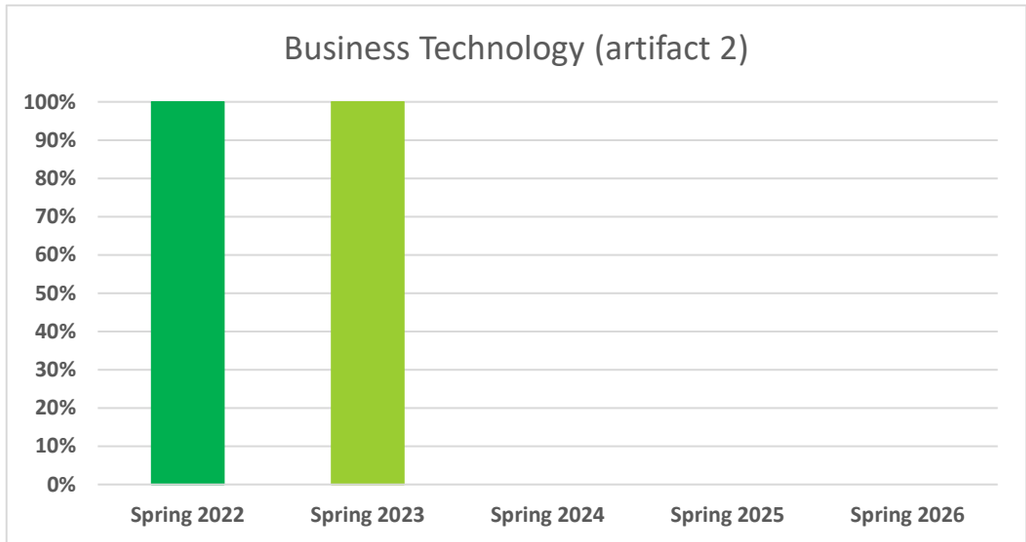


## Learning Goal: Business Technology - artifact 2 (AAS Business Management Program, Core Courses)

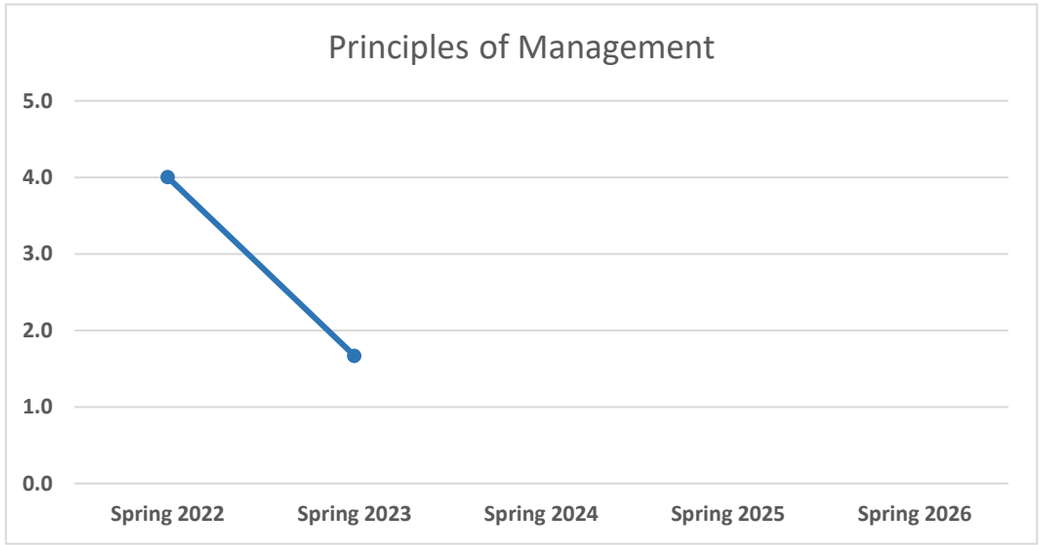
| Recorded in: COM101 - Computers in Business<br>Artifact: The Final Examination Lab | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Demonstrate the use of basic office software applications utilized in organizations or personal productivity, include, but not limited to, spreadsheets, presentation programs, and word processing.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 1 | **5.0** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 1 | **4.0** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

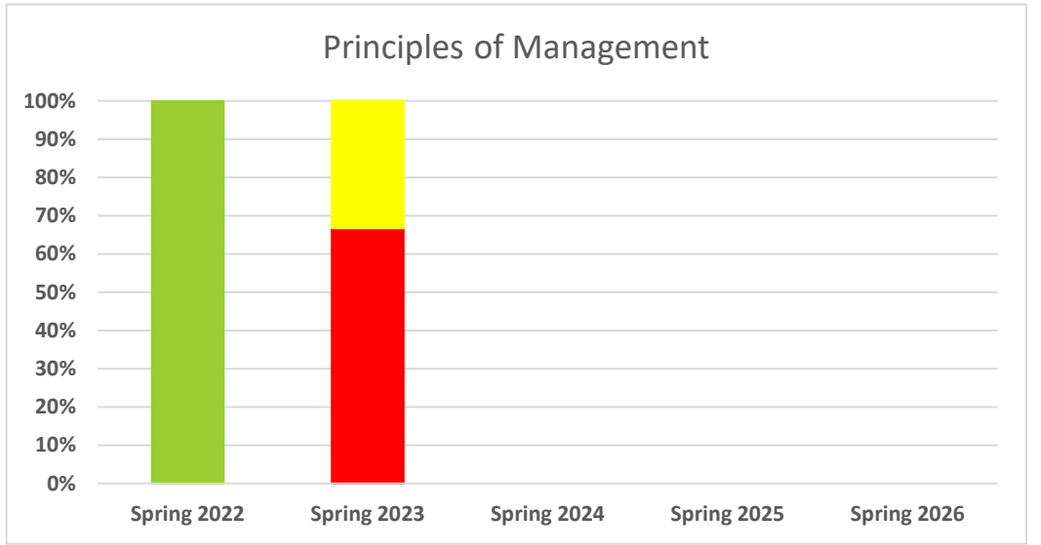


## Learning Goal: Principles of Management (AAS Business Management Program, Core Courses)

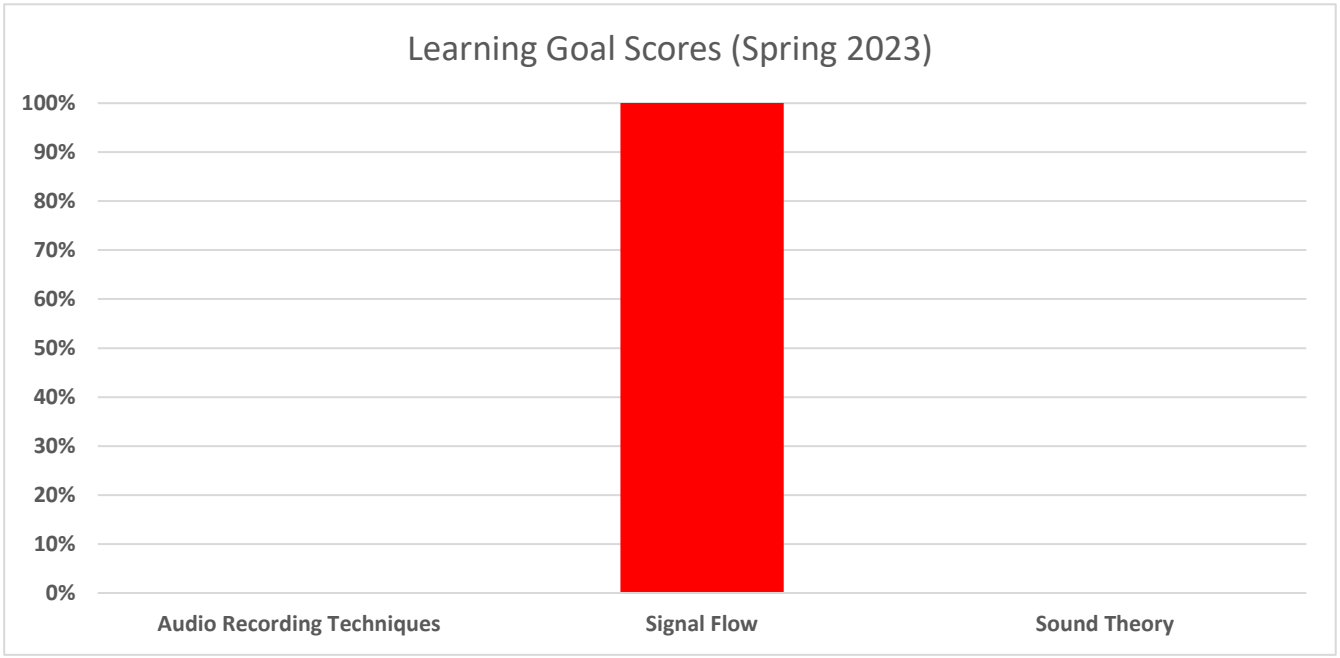
| Recorded in: BUS211 - Principles of Management<br>Artifact: The Final Management Project | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Demonstrate the ability to use sound management principles as they relate to the planning, organizing, managing, and evaluation of managerial activities and in the decision-making process within an organization.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 1 | **4.0** |
| | *Spring 2023* | 2 | 66.7% | 0 | 0.0% | 1 | 33.3% | 0 | 0.0% | 0 | 0.0% | 3 | **1.7** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |



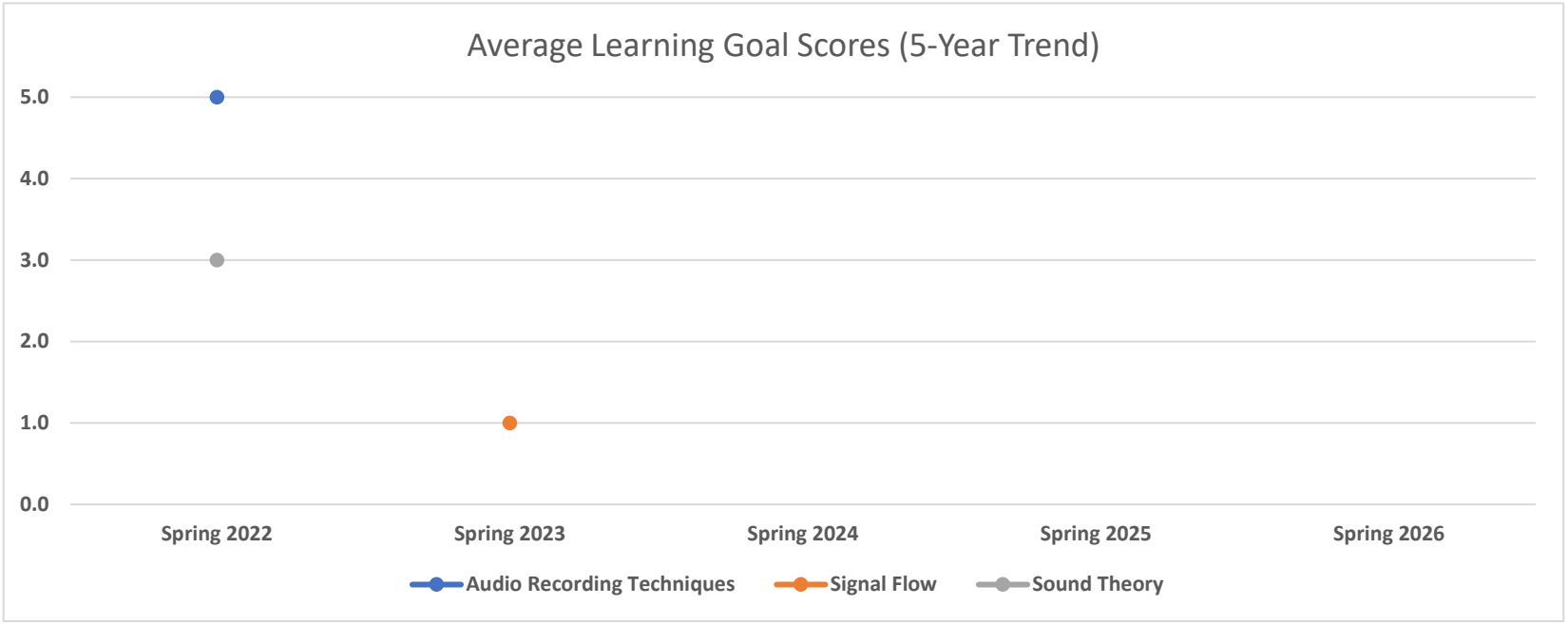
# AAS Business Management, Audio Recording Technology Concentration (Spring 2023)

| | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Learning Goal** | N | % | N | % | N | % | N | % | N | % | N | |
| *Audio Recording Techniques* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Signal Flow* | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | **1.0** |
| *Sound Theory* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |



# AAS Business Management, Audio Recording Technology Concentration (5-Year Trend)

| | Average Score by Semester | | | | |
|---|---|---|---|---|---|
| **Learning Goal** | **Spring 2022** | **Spring 2023** | **Spring 2024** | **Spring 2025** | **Spring 2026** |
| *Audio Recording Techniques* | 5.0 | | | | |
| *Signal Flow* | | 1.0 | | | |
| *Sound Theory* | 3.0 | | | | |



## Learning Goal: Audio Recording Techniques (AAS Business Management Program, Audio Recording Technology Concentration)

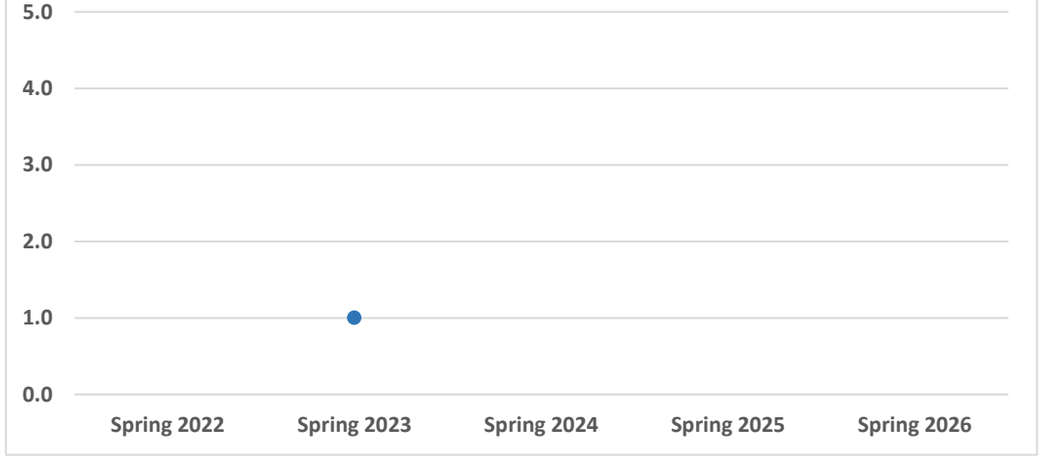
| Recorded in: AUD201 - Recording Studio Operations<br>Artifact: Final Examination Practicum | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates the ability to apply recording techniques to the digital recording environment. Students also demonstrate the ability to perform proper recording procedures, set professional level with use of metering, recording compression techniques, independent headphone mixing systems, and playback mixing.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 1 | **5.0** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

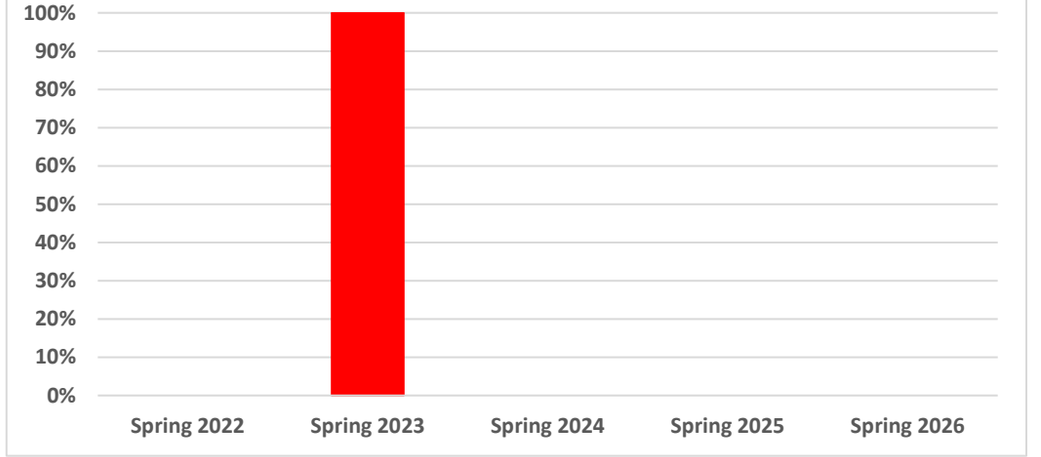





## Learning Goal: Signal Flow (AAS Business Management Program, Audio Recording Technology Concentration)

| Recorded in: AUD202 - Advanced Audio Production<br>Artifact: The Practical in the Final Examination | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates an ability to operate a wide variety of equipment commonly found in modern recording environments and to manipulate signal flow, including microphones, patch bays, mixing consoles, and effects processors.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | **1.0** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |



## Learning Goal: Sound Theory (AAS Business Management Program, Audio Recording Technology Concentration)

| Recorded in: AUD101 - Audio Recording Theory<br>Artifact: Quiz | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates an understanding of audio and acoustic theory and an ability to apply that understanding to audio recording technologies.* | N | % | N | % | N | % | N | % | N | % | N | |
| *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 1 | **3.0** |
| *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Spring 2024* | | | | | | | | | | | | |
| *Spring 2025* | | | | | | | | | | | | |
| *Spring 2026* | | | | | | | | | | | | |





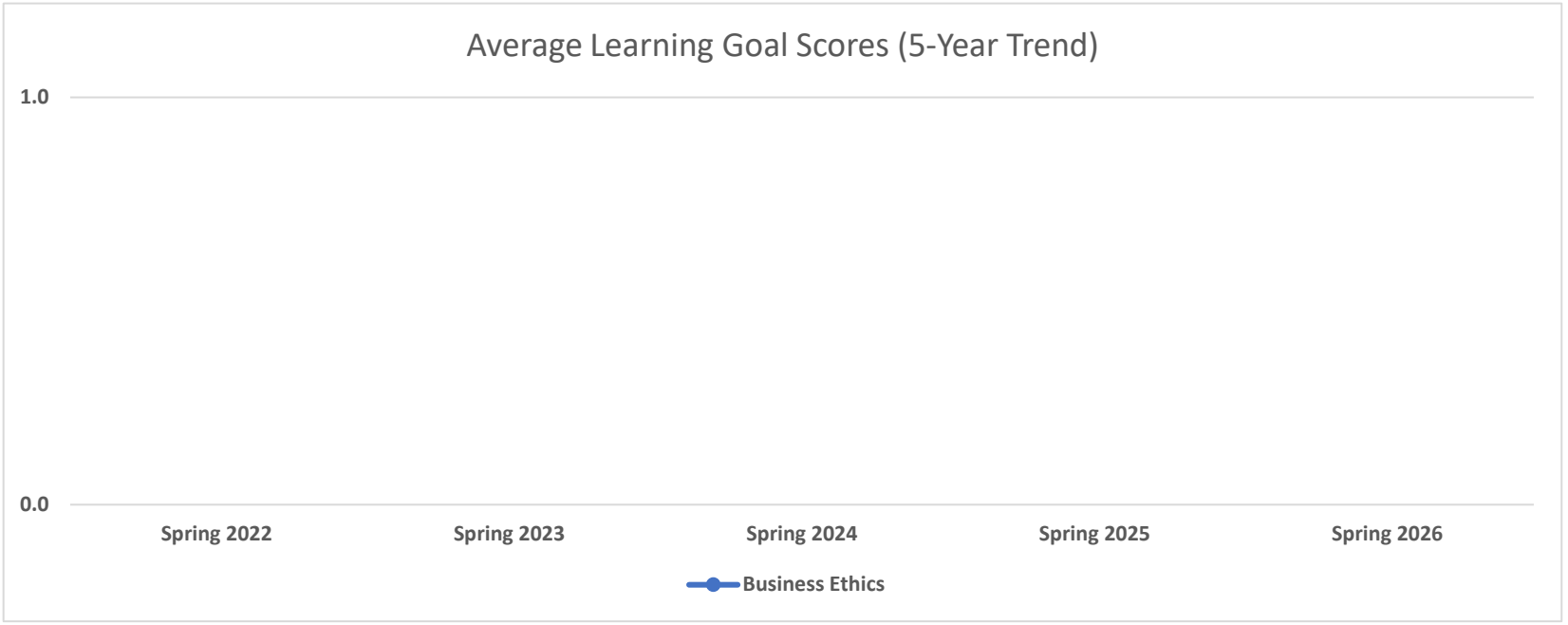

# AAS Business Management, Business Management Concentration (Spring 2023)

| | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Learning Goal** | N | % | N | % | N | % | N | % | N | % | N | |
| *Business Ethics* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |



# AAS Business Management, Business Management Concentration (5-Year Trend)

| | Average Score by Semester | | | | |
|---|---|---|---|---|---|
| **Learning Goal** | **Spring 2022** | **Spring 2023** | **Spring 2024** | **Spring 2025** | **Spring 2026** |
| *Business Ethics* | | | | | |



## Learning Goal: Business Ethics (AAS Business Management Program, Business Management Concentration)

| Recorded in: BUS232 - Business Ethics<br>Artifact: An Ethical Dilemma, Paper | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Demonstrate an understanding of ethical issues in the context of organizational ethics.* | N | % | N | % | N | % | N | % | N | % | N | |
| *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Spring 2024* | | | | | | | | | | | | |
| *Spring 2025* | | | | | | | | | | | | |
| *Spring 2026* | | | | | | | | | | | | |





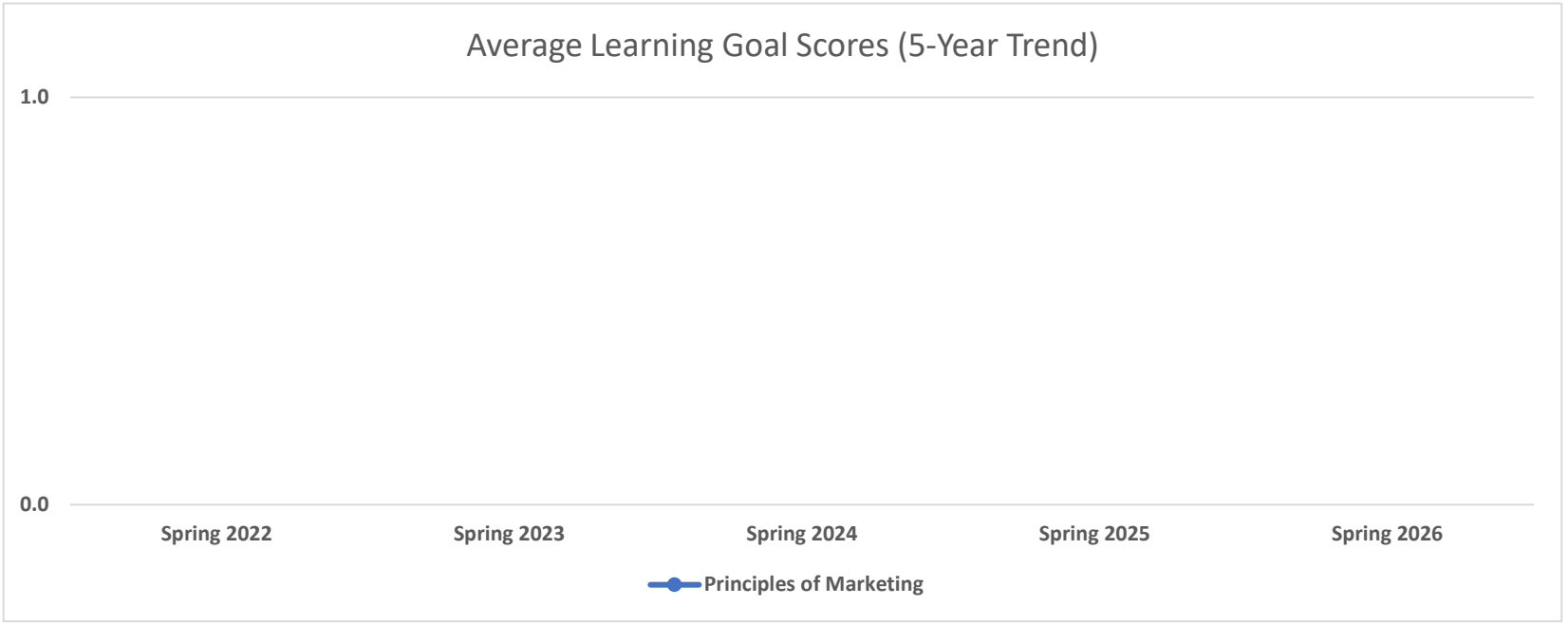

# AAS Business Management, Business Marketing Concentration (Spring 2023)

| | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Learning Goal** | N | % | N | % | N | % | N | % | N | % | N | |
| *Principles of Marketing* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |



# AAS Business Management, Business Marketing Concentration (5-Year Trend)

| | Average Score by Semester | | | | |
|---|---|---|---|---|---|
| **Learning Goal** | **Spring 2022** | **Spring 2023** | **Spring 2024** | **Spring 2025** | **Spring 2026** |
| *Principles of Marketing* | | | | | |



## Learning Goal: Principles of Marketing (AAS Business Management Program, Business Marketing Concentration)

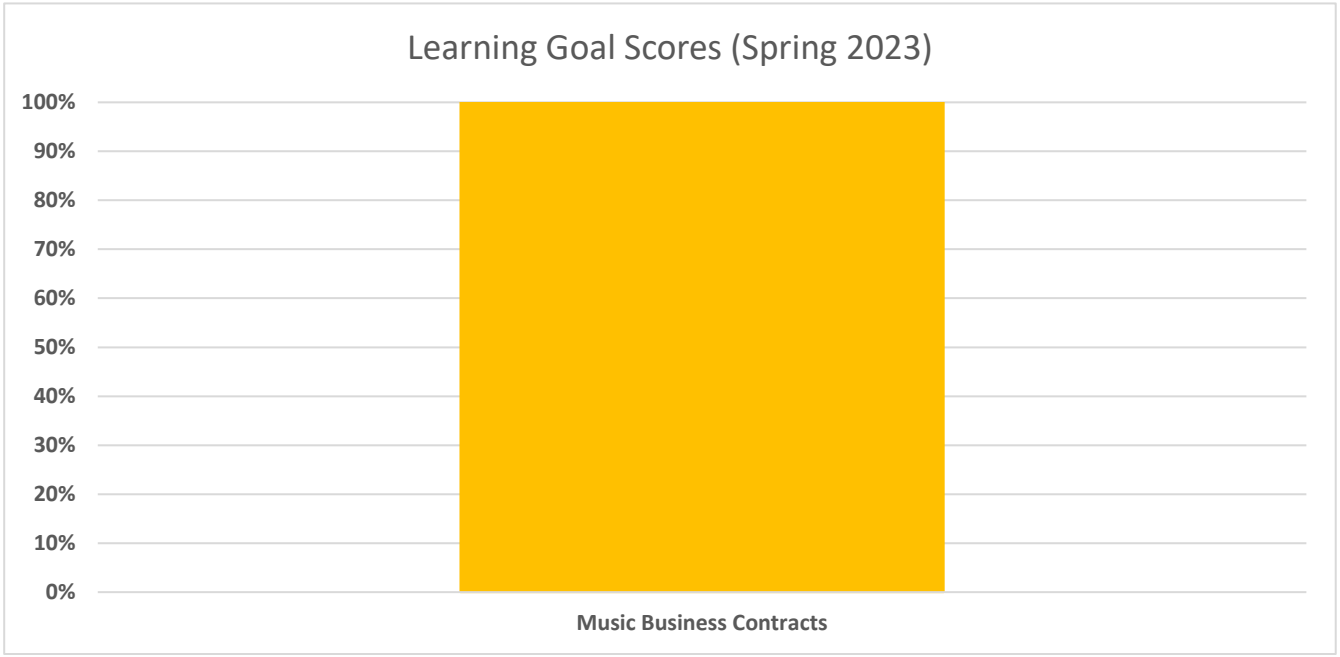
| Recorded in: BUS241 - Principles of Marketing<br>Artifact: Mid-semester Exam Essay Question | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Demonstrate an understanding of market segmentation and describing the four major categories of variable that can be used to segment the consumer markets.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |





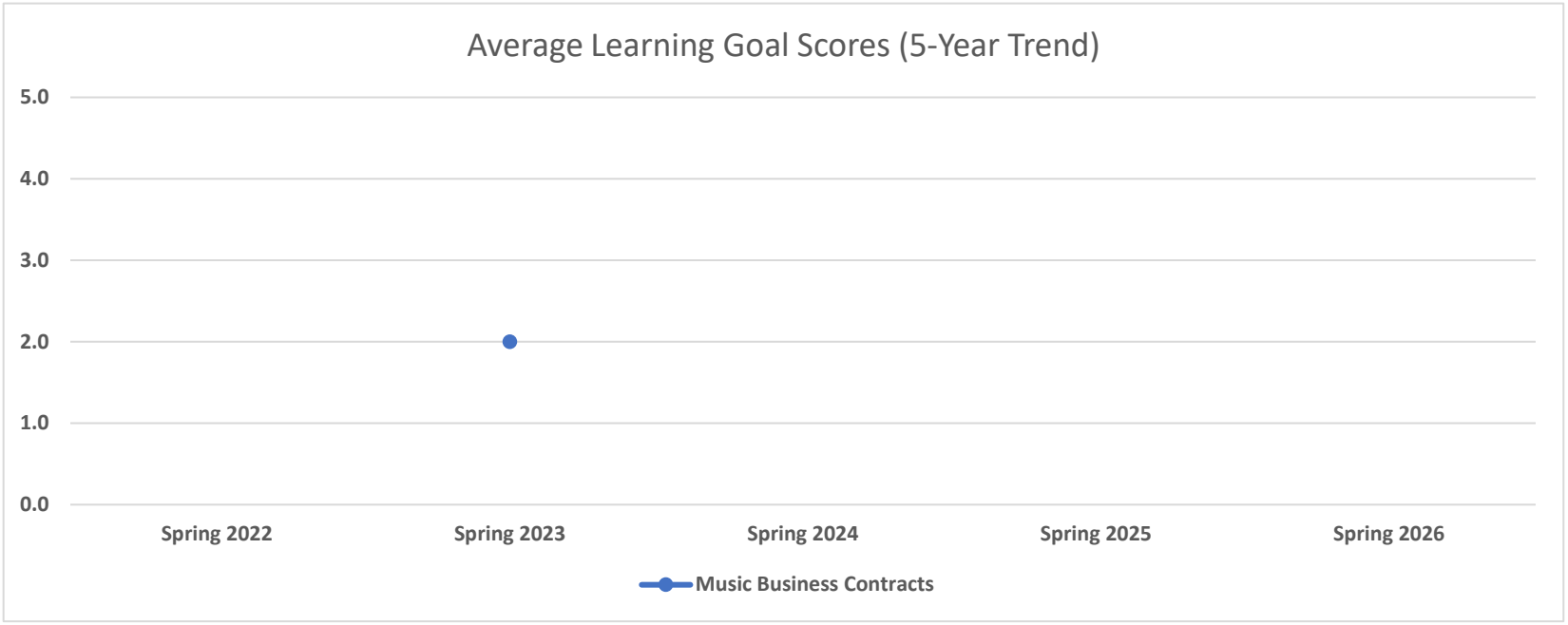

# AAS Business Management, MEIS Concentration (Spring 2023)

| | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Learning Goal** | N | % | N | % | N | % | N | % | N | % | N | |
| *Music Business Contracts* | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | **2.0** |



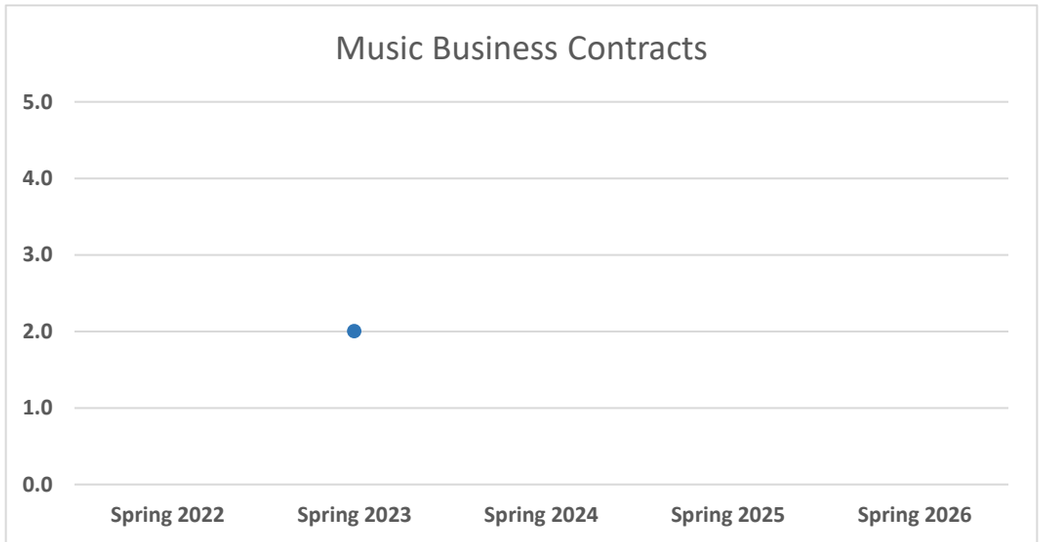
# AAS Business Management, MEIS Concentration (5-Year Trend)

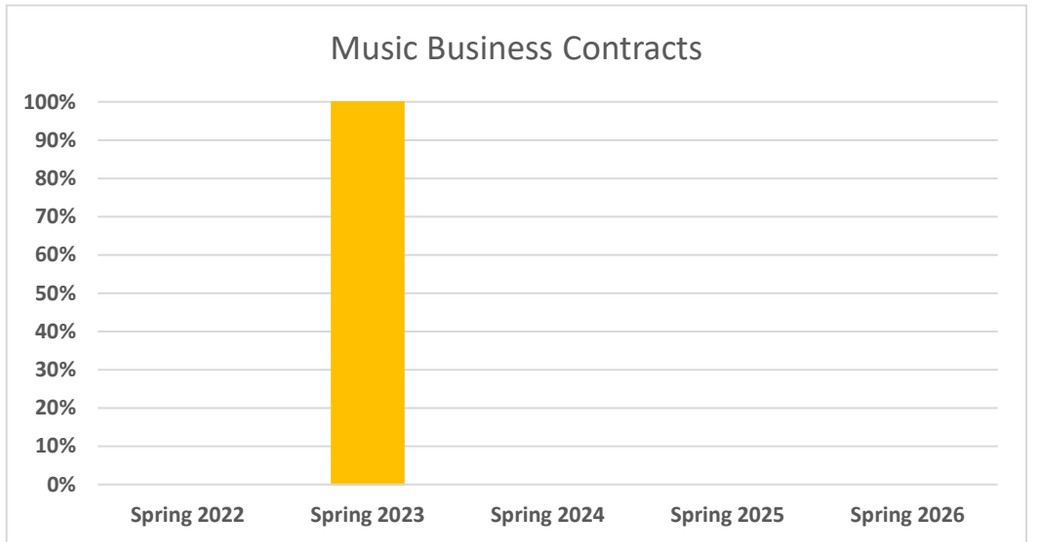
| | Average Score by Semester | | | | |
|---|---|---|---|---|---|
| **Learning Goal** | **Spring 2022** | **Spring 2023** | **Spring 2024** | **Spring 2025** | **Spring 2026** |
| *Music Business Contracts* | | 2.0 | | | |



## Learning Goal: Music Business Contracts (AAS Business Management Program, MEIS Concentration)

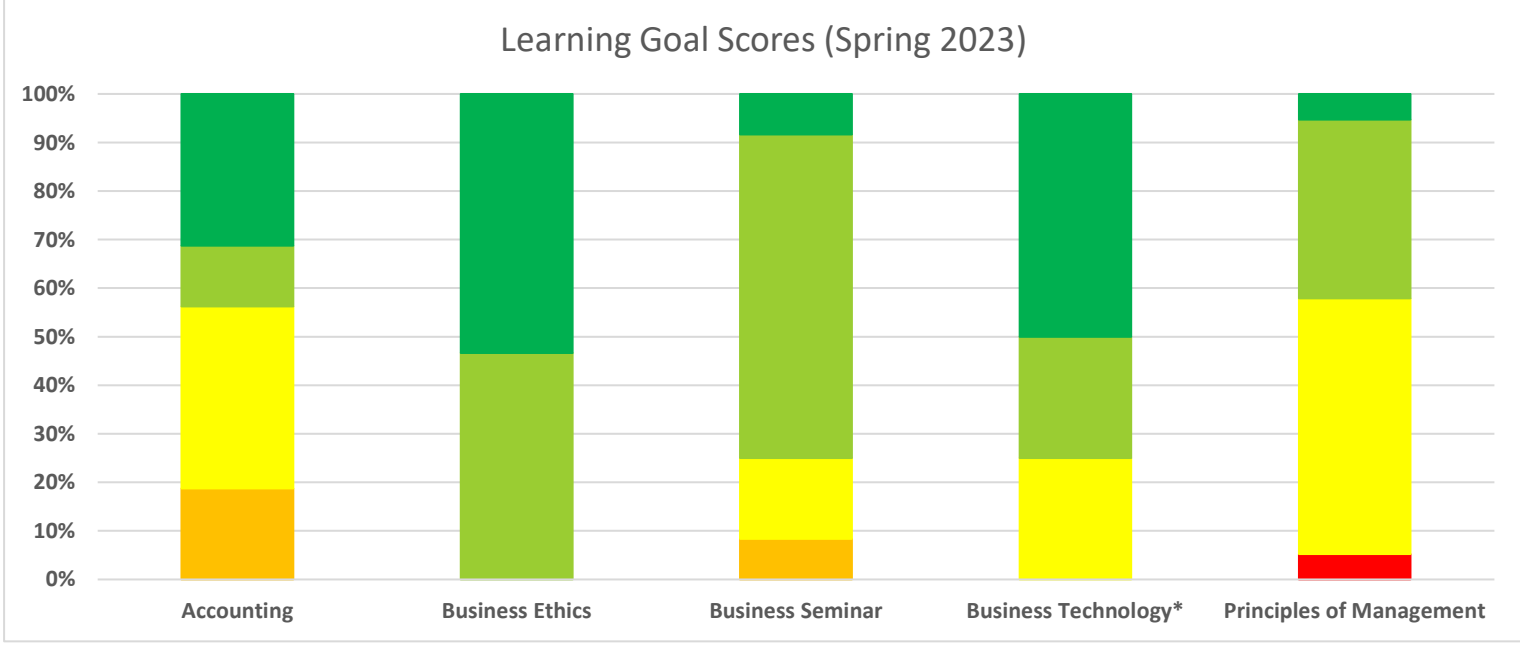
| Recorded in: MUB202 - Music Business Contracts<br>Artifact: The Music Business Contracts Project | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Review and discuss the major elements of business agreements and contracts commonly used in the music and entertainment industry.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | **2.0** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |



## BBA Business Management, Core Courses (Spring 2023)

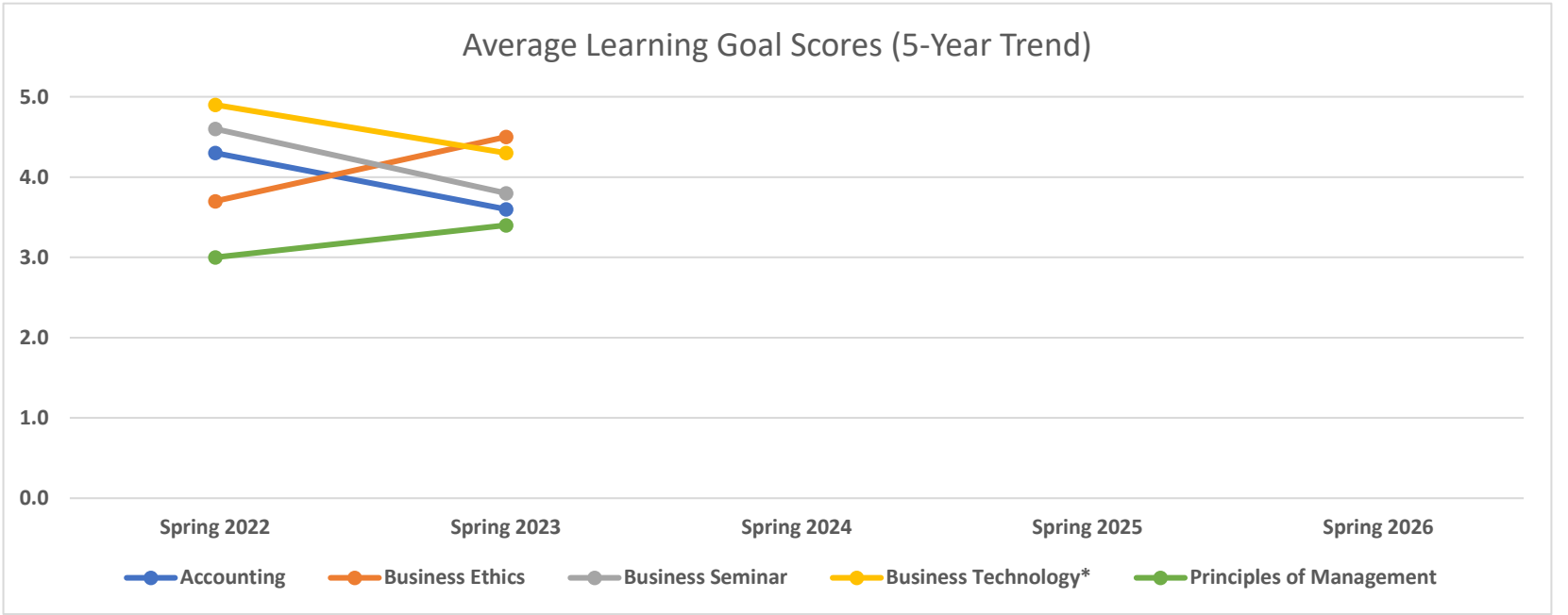
| | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Learning Goal** | N | % | N | % | N | % | N | % | N | % | N | |
| *Accounting* | 0 | 0.0% | 3 | 18.8% | 6 | 37.5% | 2 | 12.5% | 5 | 31.3% | 16 | **3.6** |
| *Business Ethics* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 7 | 46.7% | 8 | 53.3% | 15 | **4.5** |
| *Business Seminar* | 0 | 0.0% | 1 | 8.3% | 2 | 16.7% | 8 | 66.7% | 1 | 8.3% | 12 | **3.8** |
| *Business Technology** | 0 | 0.0% | 0 | 0.0% | 2 | 25.0% | 2 | 25.0% | 4 | 50.0% | 8 | **4.3** |
| *Principles of Management* | 1 | 5.3% | 0 | 0.0% | 10 | 52.6% | 7 | 36.8% | 1 | 5.3% | 19 | **3.4** |




* The Business Technology learning goal has two separate artifacts. The score listed here is the combined average score for both artifacts. Separate breakdowns for each artifact are provided on the following pages.

## BBA Business Management, Core Courses (5-Year Trend)

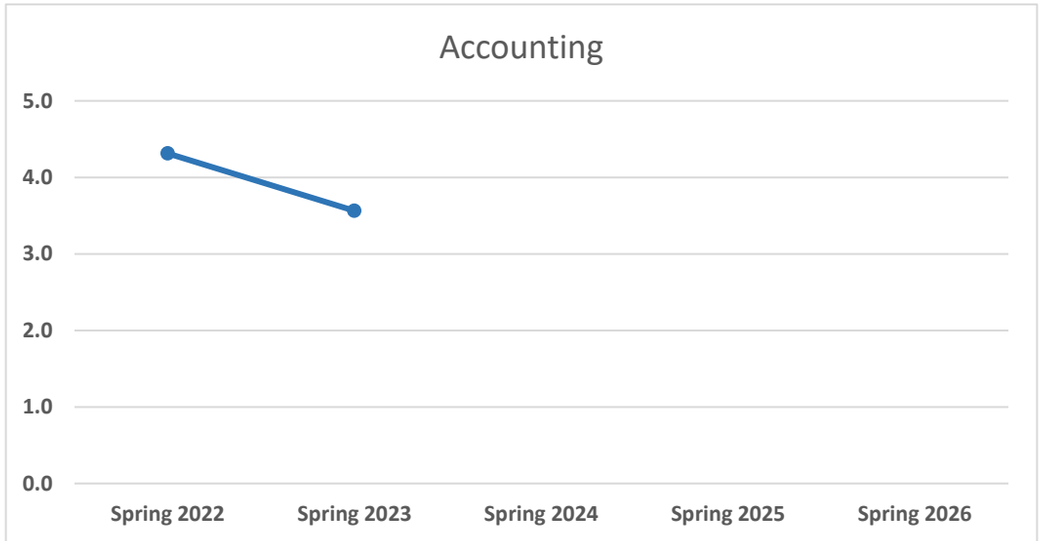
| | Average Score by Semester | | | | |
|---|---|---|---|---|---|
| **Learning Goal** | **Spring 2022** | **Spring 2023** | **Spring 2024** | **Spring 2025** | **Spring 2026** |
| *Accounting* | 4.3 | 3.6 | | | |
| *Business Ethics* | 3.7 | 4.5 | | | |
| *Business Seminar* | 4.6 | 3.8 | | | |
| *Business Technology** | 4.9 | 4.3 | | | |
| *Principles of Management* | 3.0 | 3.4 | | | |

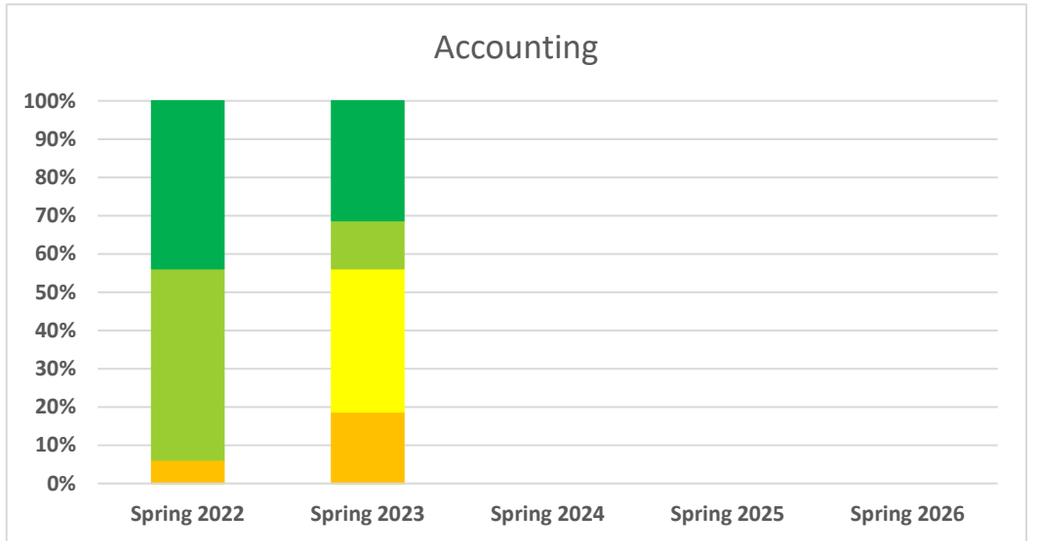



* The Business Technology learning goal has two separate artifacts. The score listed here is the combined average score for both artifacts. Separate breakdowns for each artifact are provided on the following pages.

## Learning Goal: Accounting (BBA Business Management Program, Core Courses)

| Recorded in: BUS101 - Accounting 1<br>Artifact: The Accounting Project | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Demonstrates the knowledge, skills, and applications required for basic accounting principles and techniques in an accounting cycle.* | N | % | N | % | N | % | N | % | N | % | N | |
| *Spring 2022* | 0 | 0.0% | 1 | 6.3% | 0 | 0.0% | 8 | 50.0% | 7 | 43.8% | 16 | **4.3** |
| *Spring 2023* | 0 | 0.0% | 3 | 18.8% | 6 | 37.5% | 2 | 12.5% | 5 | 31.3% | 16 | **3.6** |
| *Spring 2024* | | | | | | | | | | | | |
| *Spring 2025* | | | | | | | | | | | | |
| *Spring 2026* | | | | | | | | | | | | |

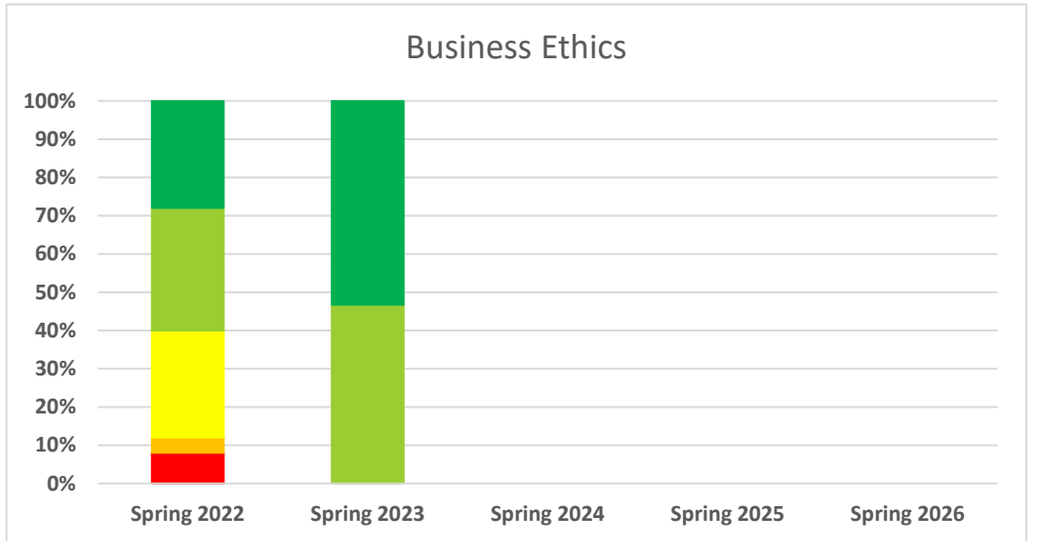


## Learning Goal: Business Ethics (BBA Business Management Program, Core Courses)

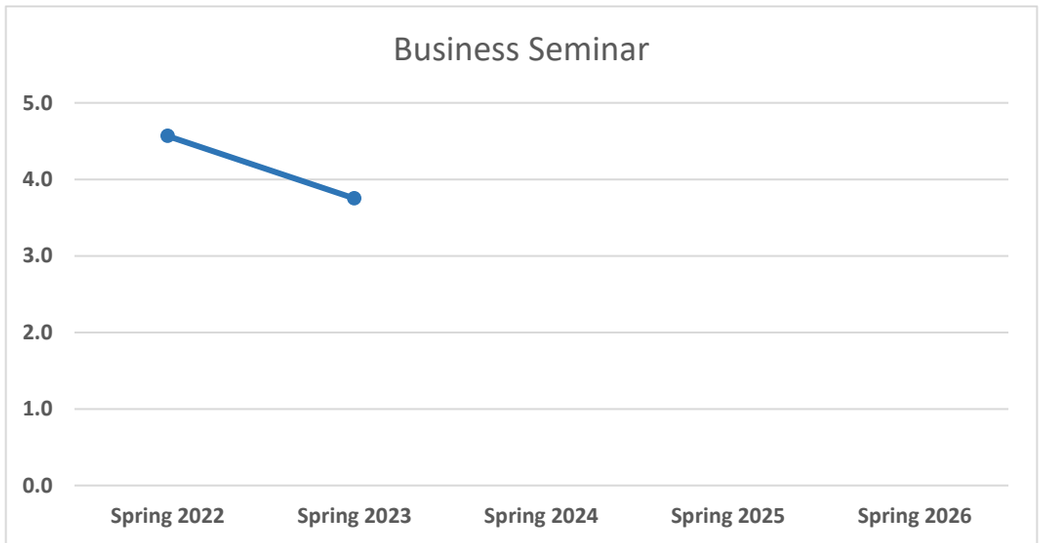
| Recorded in: BUS232 - Business Ethics<br>Artifact: An Ethical Dilemma, Paper | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Demonstrate an understanding of ethical issues in the context of organizational ethics.* | N | % | N | % | N | % | N | % | N | % | N | |
| *Spring 2022* | 2 | 8.0% | 1 | 4.0% | 7 | 28.0% | 8 | 32.0% | 7 | 28.0% | 25 | **3.7** |
| *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 7 | 46.7% | 8 | 53.3% | 15 | **4.5** |
| *Spring 2024* | | | | | | | | | | | | |
| *Spring 2025* | | | | | | | | | | | | |
| *Spring 2026* | | | | | | | | | | | | |

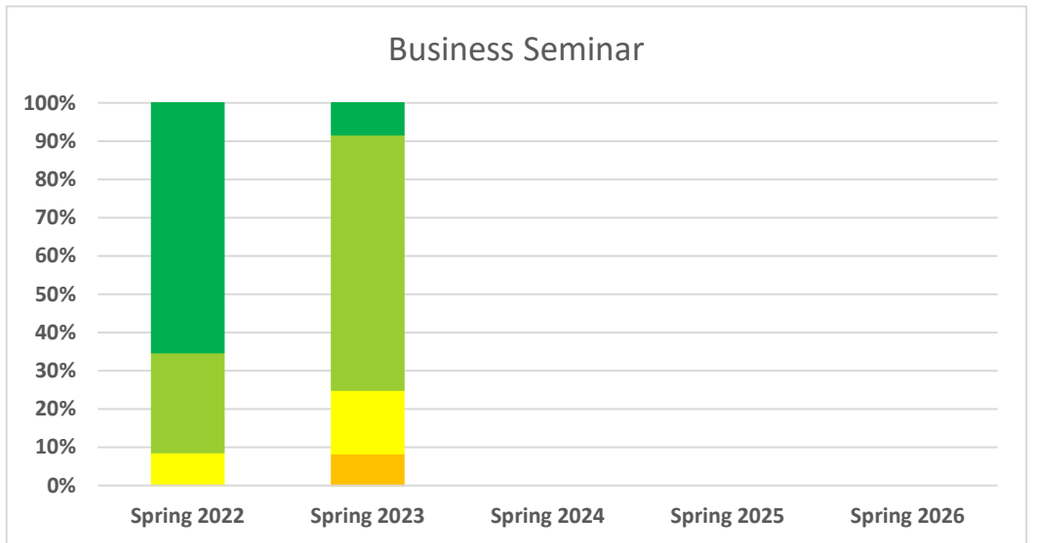


## Learning Goal: Business Seminar (BBA Business Management Program, Core Courses)

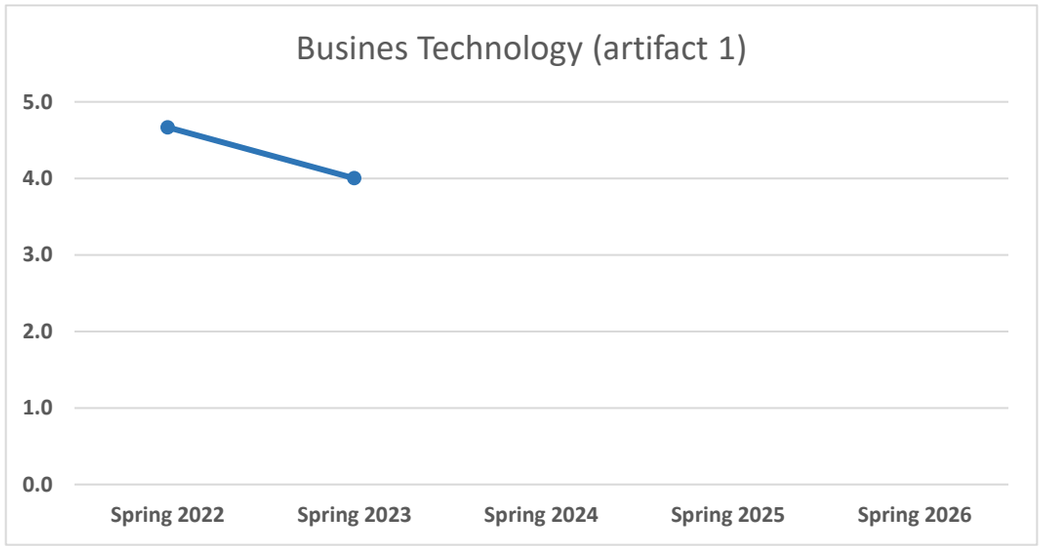
| Recorded in: BUS461 - Business Seminar<br>Artifact: Entrepreneurial Quiz | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Recognize the importance of entrepreneurship and identify an entrepreneur and their impact within their industry.* | N | % | N | % | N | % | N | % | N | % | N | |
| *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 2 | 8.7% | 6 | 26.1% | 15 | 65.2% | 23 | **4.6** |
| *Spring 2023* | 0 | 0.0% | 1 | 8.3% | 2 | 16.7% | 8 | 66.7% | 1 | 8.3% | 12 | **3.8** |
| *Spring 2024* | | | | | | | | | | | | |
| *Spring 2025* | | | | | | | | | | | | |
| *Spring 2026* | | | | | | | | | | | | |

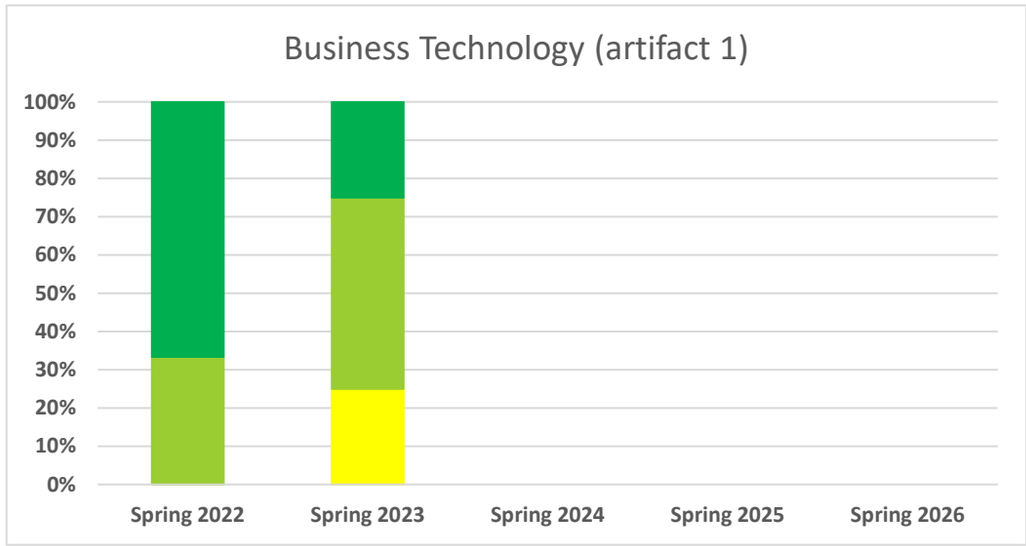


## Learning Goal: Business Technology - artifact 1 (BBA Business Management Program, Core Courses)

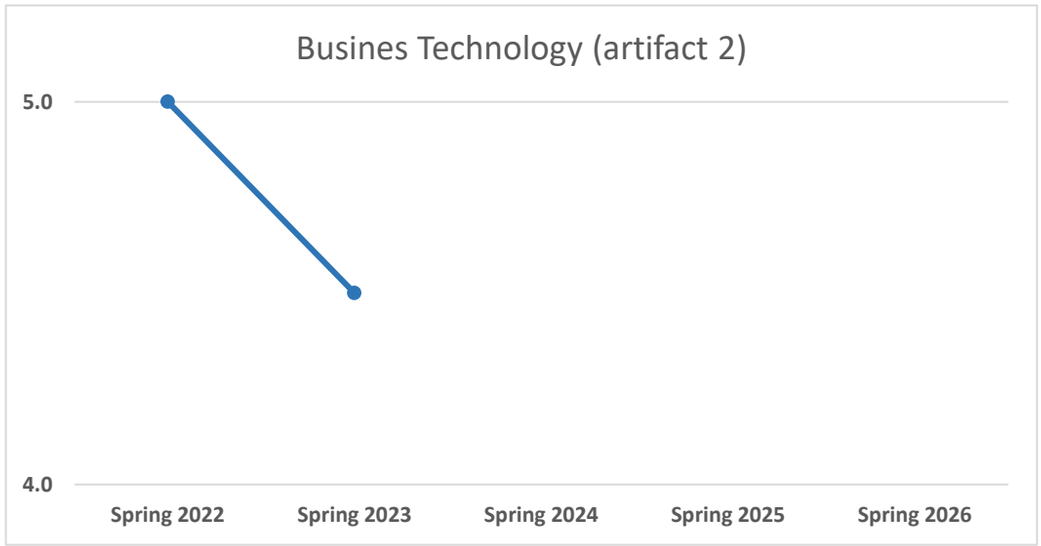
| Recorded in: COM101 - Computers in Business<br>Artifact: The Midsemester Examination Lab | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Demonstrate the use of basic office software applications utilized in organizations or personal productivity, include, but not limited to, spreadsheets, presentation programs, and word processing.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 33.3% | 2 | 66.7% | 3 | **4.7** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 1 | 25.0% | 2 | 50.0% | 1 | 25.0% | 4 | **4.0** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

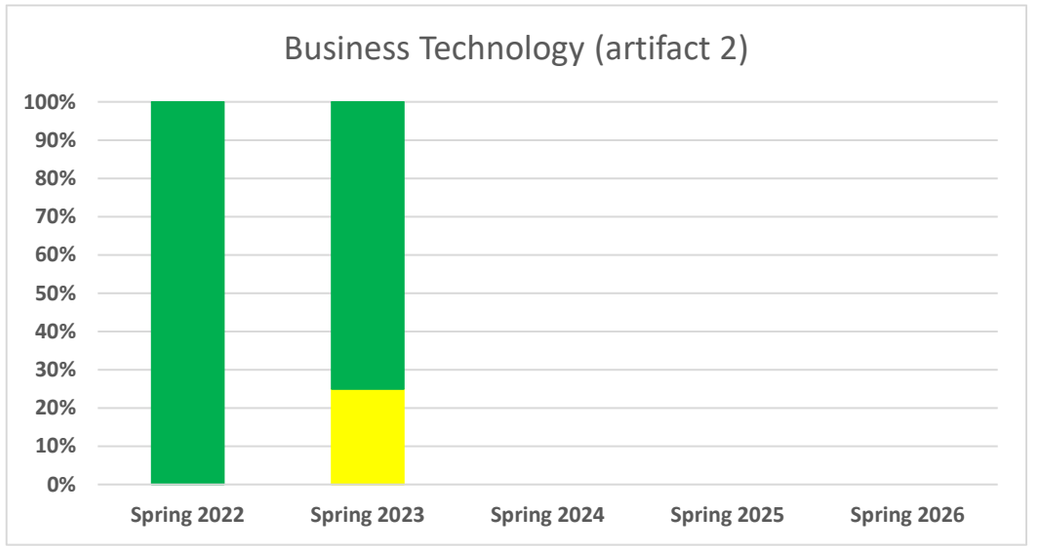


## Learning Goal: Business Technology - artifact 2 (BBA Business Management Program, Core Courses)

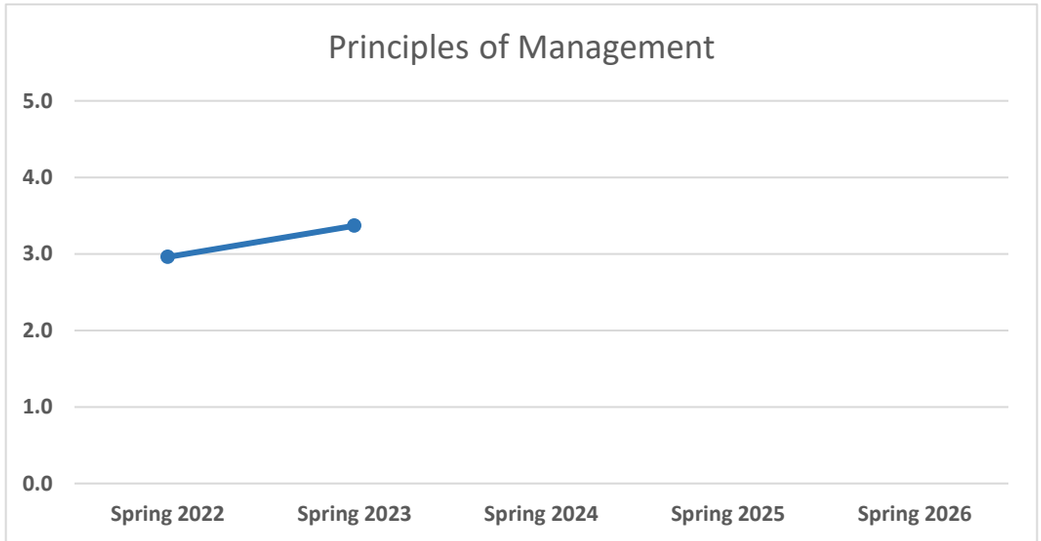
| Recorded in: COM101 - Computers in Business<br>Artifact: The Final Examination Lab | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Demonstrate the use of basic office software applications utilized in organizations or personal productivity, include, but not limited to, spreadsheets, presentation programs, and word processing.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 4 | 100.0% | 4 | **5.0** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 1 | 25.0% | 0 | 0.0% | 3 | 75.0% | 4 | **4.5** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

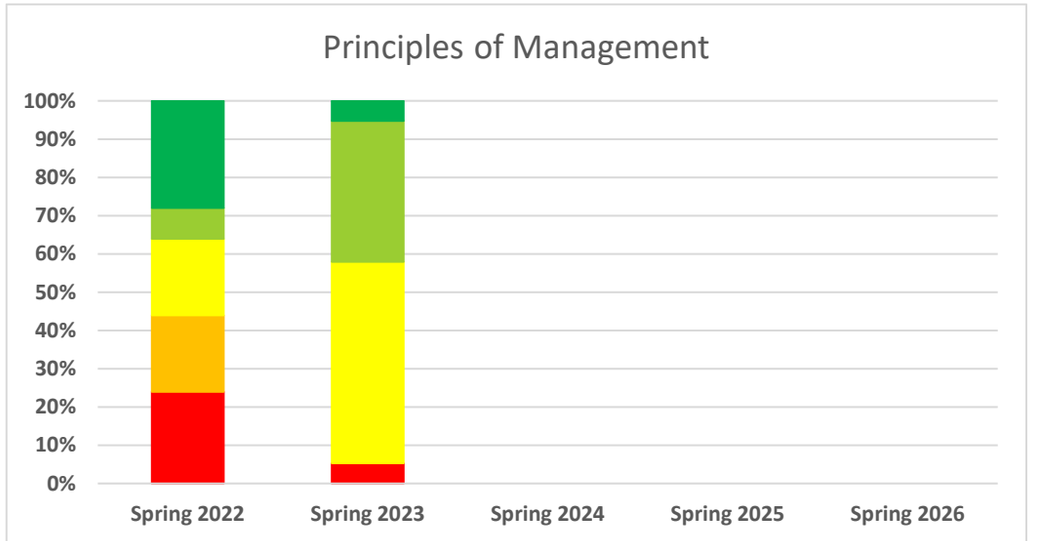


## Learning Goal: Principles of Management (BBA Business Management Program, Core Courses)

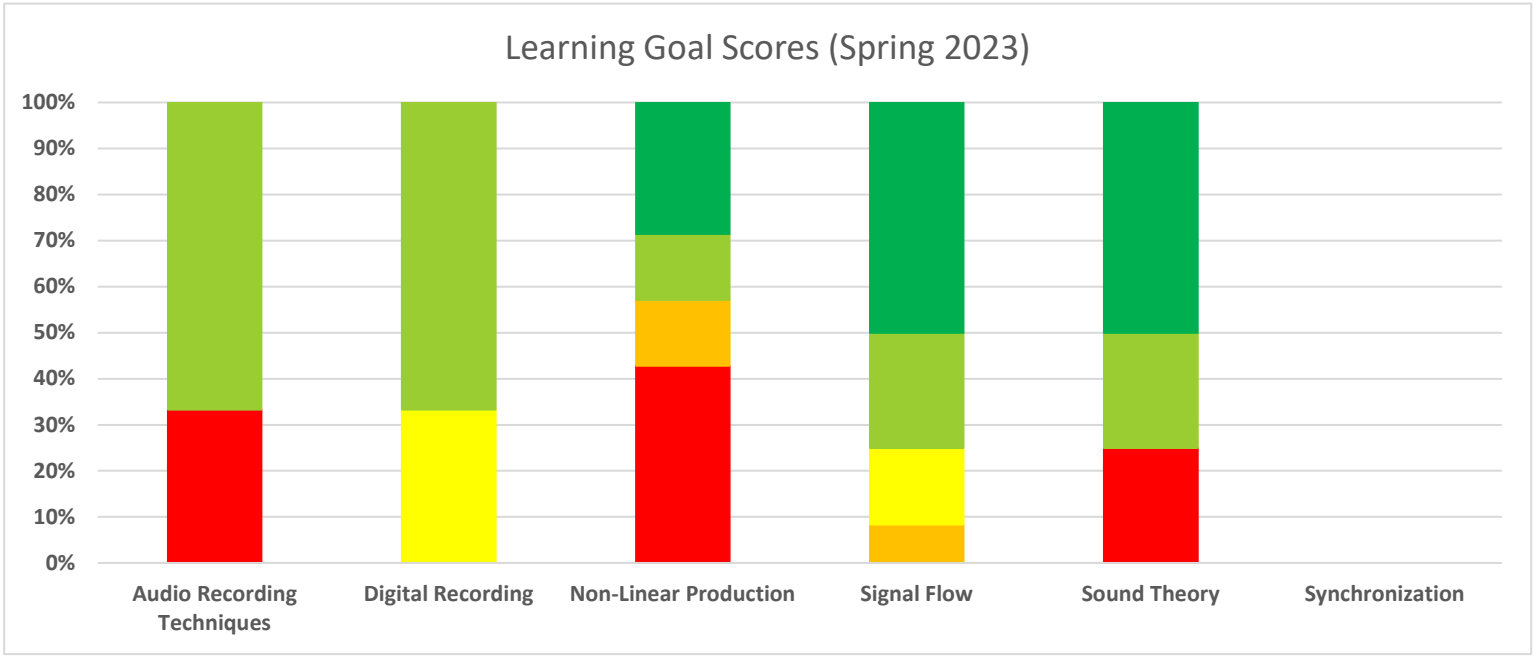
| Recorded in: BUS211 - Principles of Management<br>Artifact: The Final Management Project | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Demonstrate the ability to use sound management principles as they relate to the planning, organizing, managing, and evaluation of managerial activities and in the decision-making process within an organization.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 6 | 24.0% | 5 | 20.0% | 5 | 20.0% | 2 | 8.0% | 7 | 28.0% | 25 | **3.0** |
| | *Spring 2023* | 1 | 5.3% | 0 | 0.0% | 10 | 52.6% | 7 | 36.8% | 1 | 5.3% | 19 | **3.4** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |



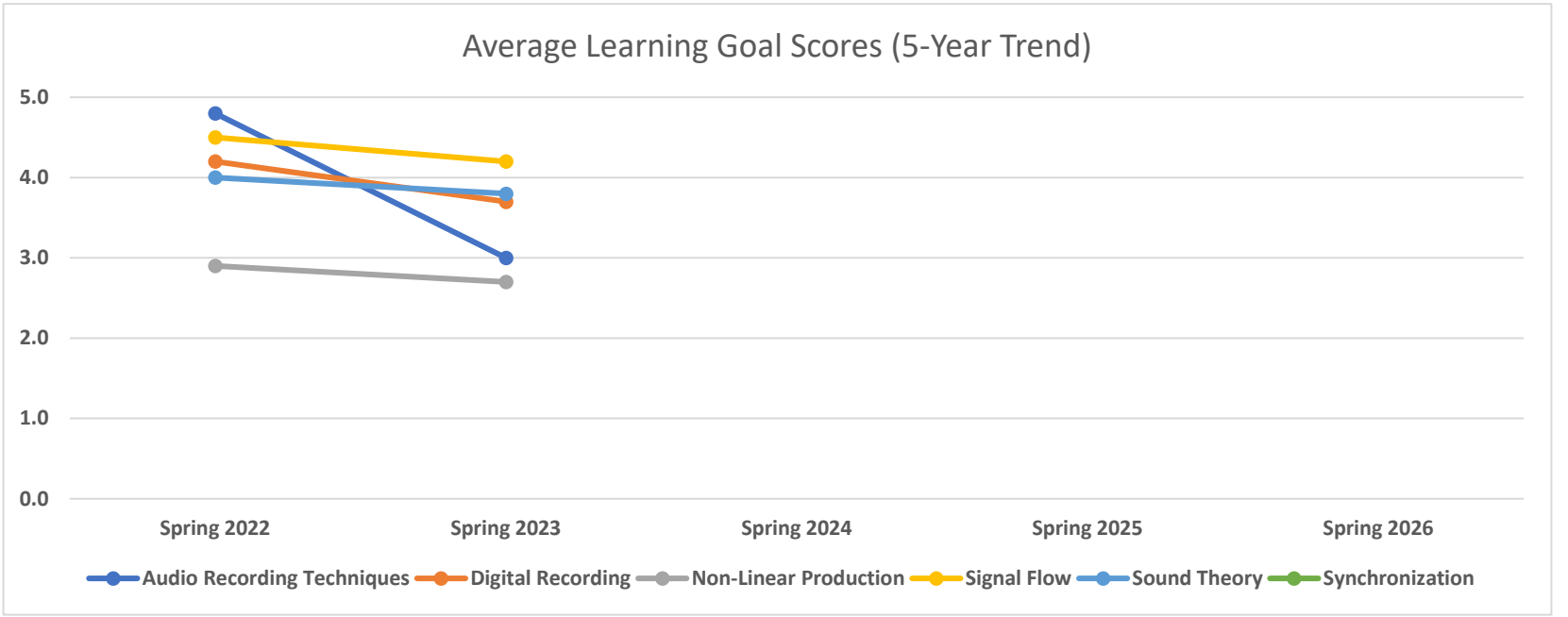
# BBA Business Management, Audio Recording Technology Concentration (Spring 2023)

| | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Learning Goal** | N | % | N | % | N | % | N | % | N | % | N | |
| *Audio Recording Techniques* | 1 | 33.3% | 0 | 0.0% | 0 | 0.0% | 2 | 66.7% | 0 | 0.0% | 3 | **3.0** |
| *Digital Recording* | 0 | 0.0% | 0 | 0.0% | 1 | 33.3% | 2 | 66.7% | 0 | 0.0% | 3 | **3.7** |
| *Non-Linear Production* | 3 | 42.9% | 1 | 14.3% | 0 | 0.0% | 1 | 14.3% | 2 | 28.6% | 7 | **2.7** |
| *Signal Flow* | 0 | 0.0% | 1 | 8.3% | 2 | 16.7% | 3 | 25.0% | 6 | 50.0% | 12 | **4.2** |
| *Sound Theory* | 1 | 25.0% | 0 | 0.0% | 0 | 0.0% | 1 | 25.0% | 2 | 50.0% | 4 | **3.8** |
| *Synchronization* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |



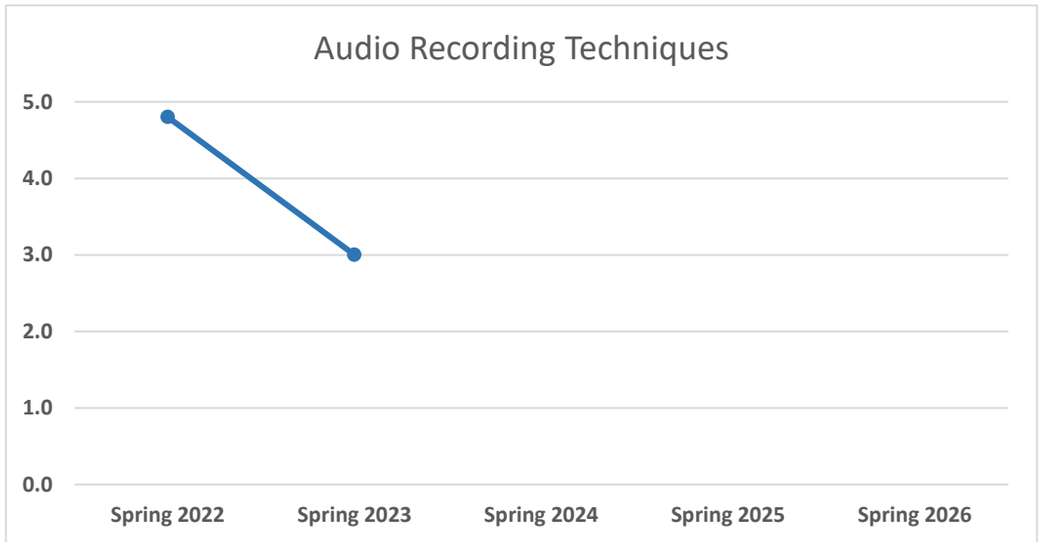
## BBA Business Management, Audio Recording Technology Concentration (5-Year Trend)

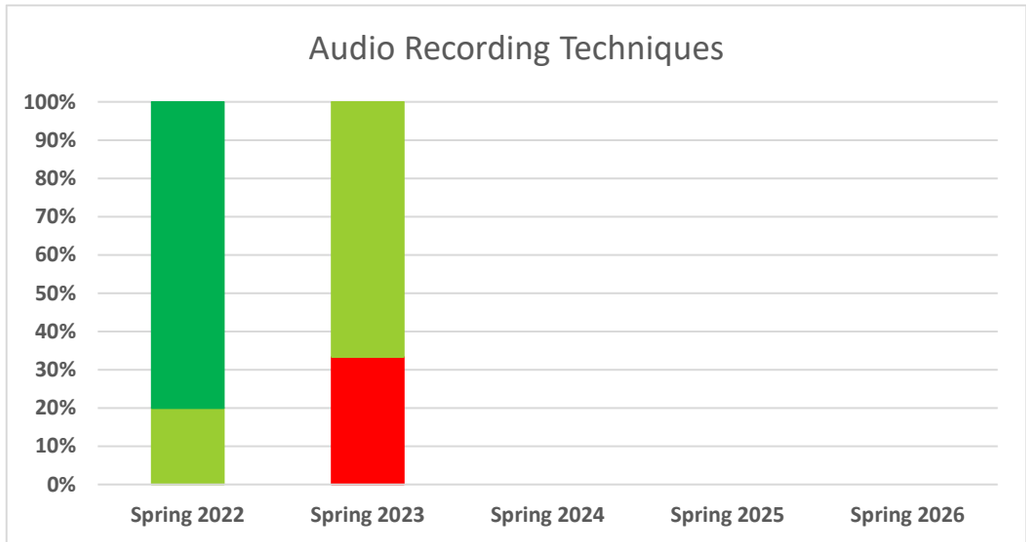
| | Average Score by Semester | | | | |
|---|---|---|---|---|---|
| **Learning Goal** | **Spring 2022** | **Spring 2023** | **Spring 2024** | **Spring 2025** | **Spring 2026** |
| *Audio Recording Techniques* | 4.8 | 3.0 | | | |
| *Digital Recording* | 4.2 | 3.7 | | | |
| *Non-Linear Production* | 2.9 | 2.7 | | | |
| *Signal Flow* | 4.5 | 4.2 | | | |
| *Sound Theory* | 4.0 | 3.8 | | | |
| *Synchronization* | | | | | |



## Learning Goal: Audio Recording Techniques (BBA Business Management Program, Audio Recording Technology Concentration)

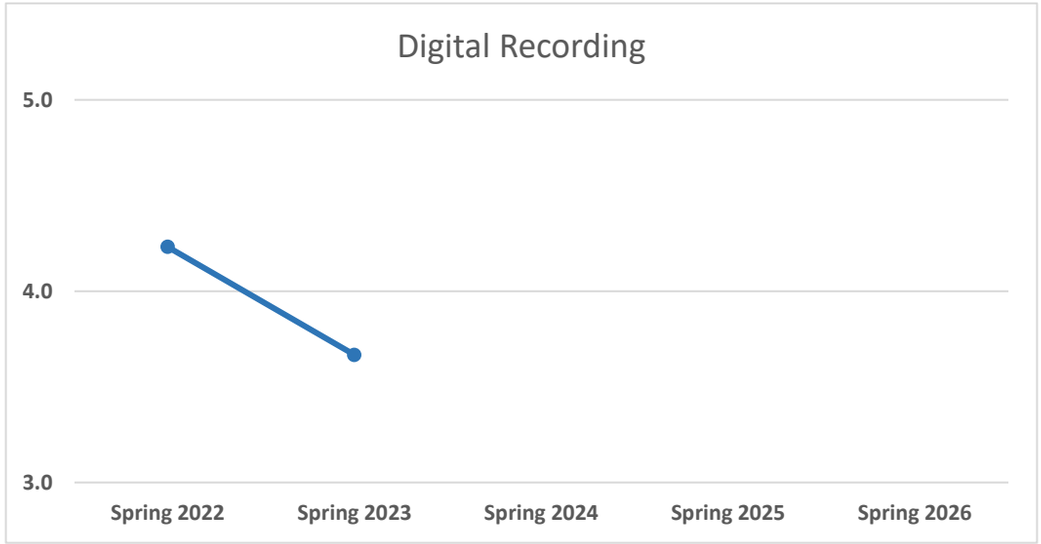
| Recorded in: AUD201 - Recording Studio Operations<br>Artifact: Final Examination Practicum | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates the ability to apply recording techniques to the digital recording environment. Students also demonstrate the ability to perform proper recording procedures, set professional level with use of metering, recording compression techniques, independent headphone mixing systems, and playback mixing.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 20.0% | 4 | 80.0% | 5 | **4.8** |
| | *Spring 2023* | 1 | 33.3% | 0 | 0.0% | 0 | 0.0% | 2 | 66.7% | 0 | 0.0% | 3 | **3.0** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

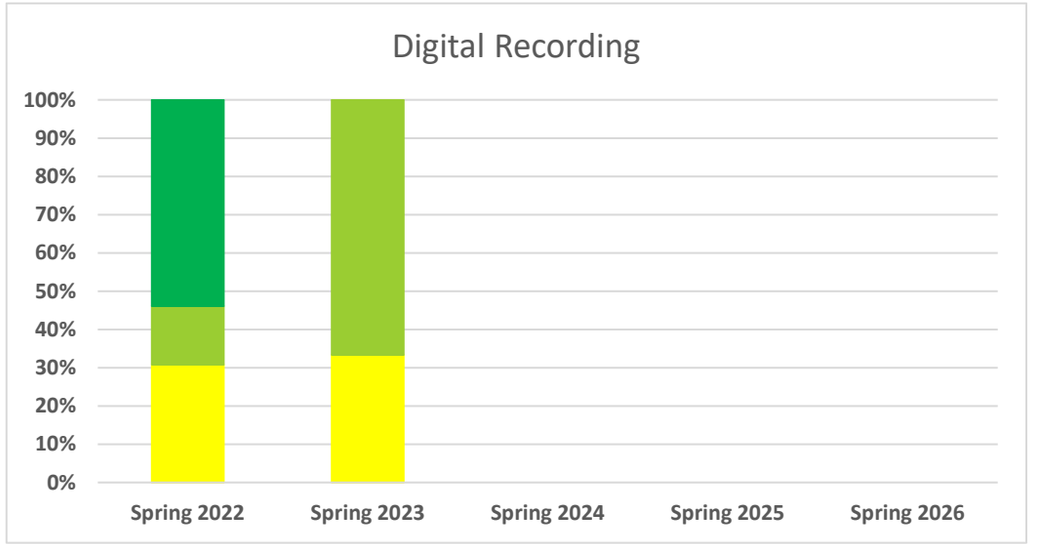


## Learning Goal: Digital Recording (BBA Business Management Program, Audio Recording Technology Concentration)

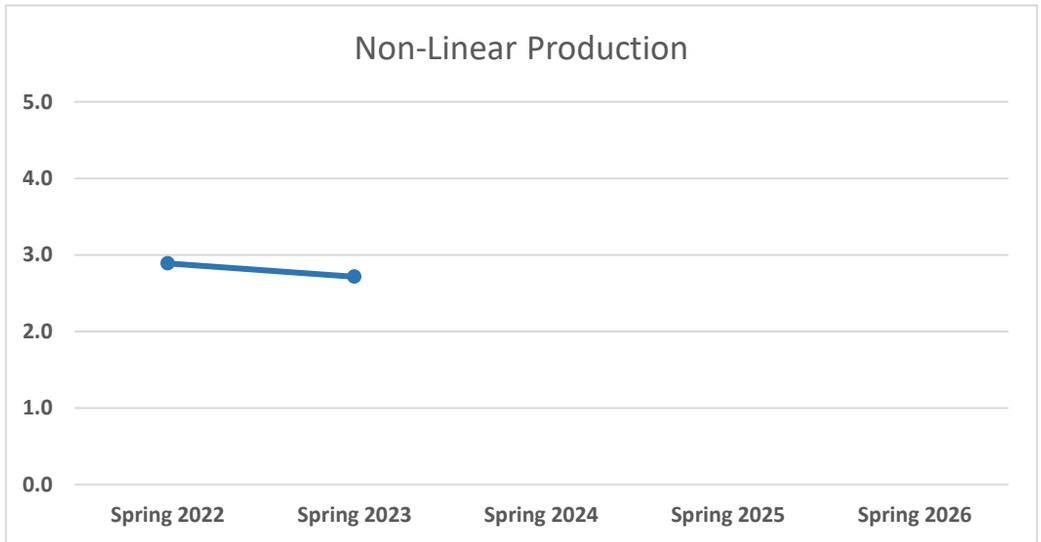
| Recorded in: AUD303 - MIDI Applications<br>Artifact: Quiz | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates the ability to record and manipulate Musical Instrument Digital Interface (MIDI) data for music sequencing and composition.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 4 | 30.8% | 2 | 15.4% | 7 | 53.8% | 13 | **4.2** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 1 | 33.3% | 2 | 66.7% | 0 | 0.0% | 3 | **3.7** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

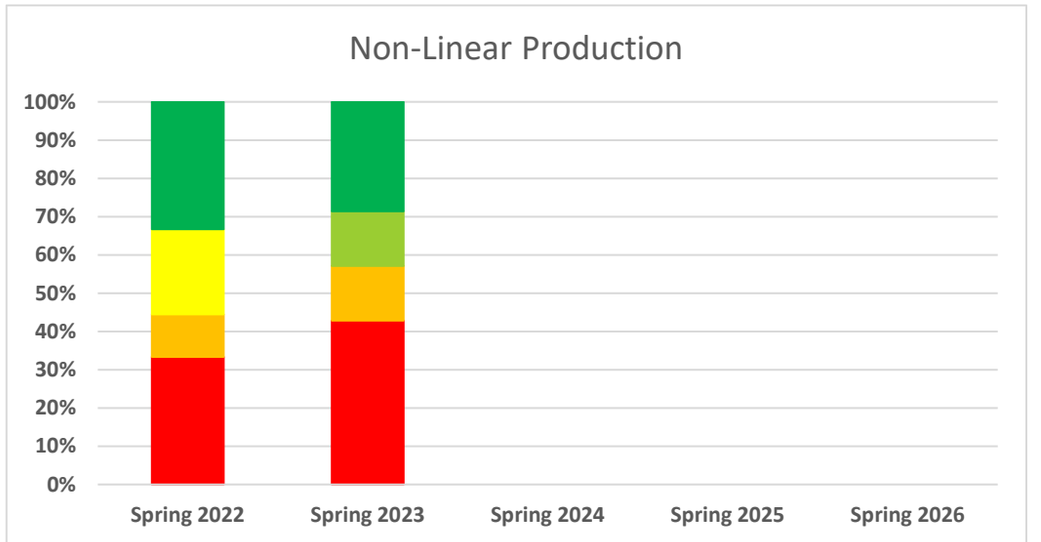


## Learning Goal: Non-Linear Production (BBA Business Management Program, Audio Recording Technology Concentration)

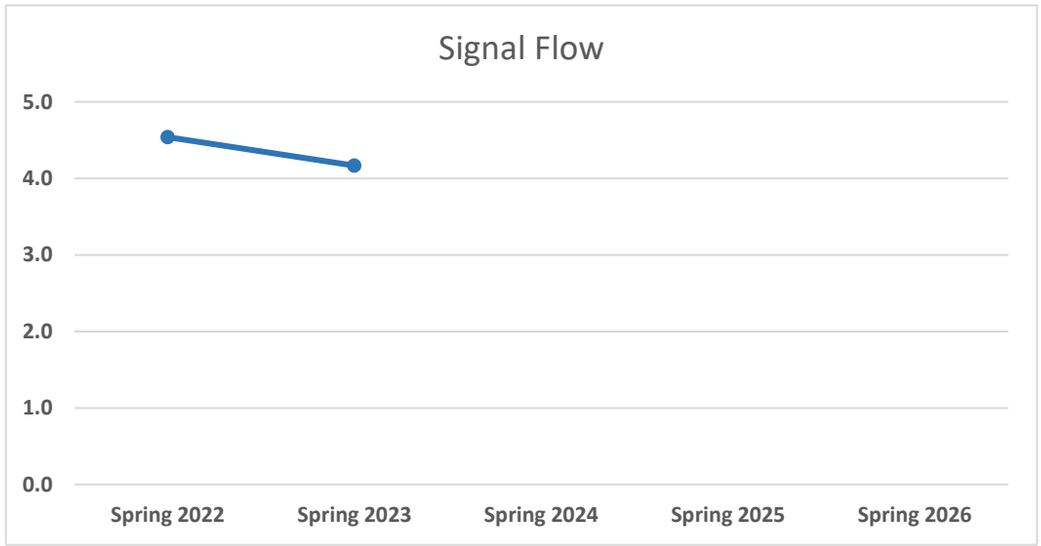
| Recorded in: AUD304 - Nonlinear Recording<br>Artifact: Quiz | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates an ability to operate digital audio recording workstations, including plug-ins and control surfaces, to record, mix, edit, and store a production into a tangible medium of expression.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 3 | 33.3% | 1 | 11.1% | 2 | 22.2% | 0 | 0.0% | 3 | 33.3% | 9 | **2.9** |
| | *Spring 2023* | 3 | 42.9% | 1 | 14.3% | 0 | 0.0% | 1 | 14.3% | 2 | 28.6% | 7 | **2.7** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

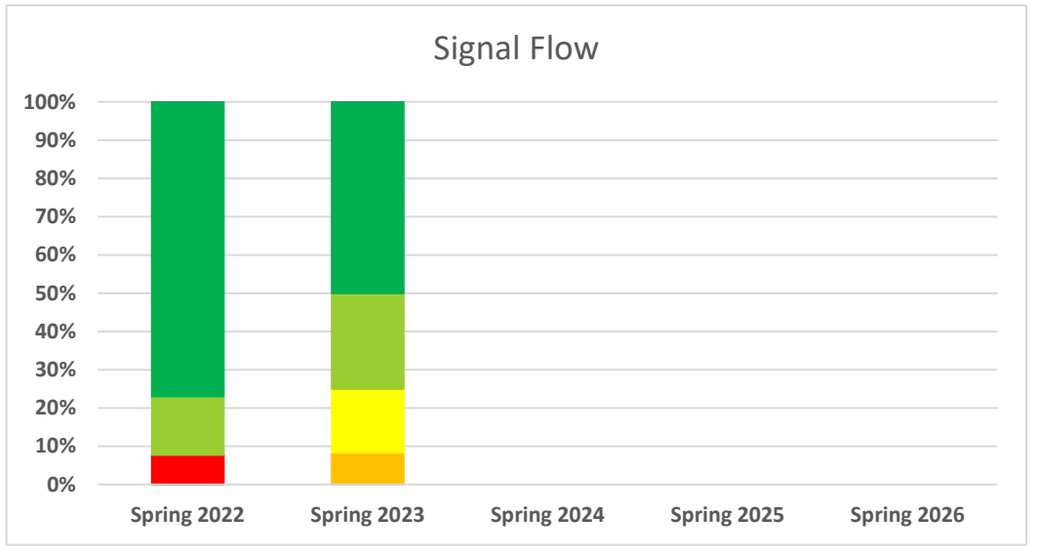


## Learning Goal: Signal Flow (BBA Business Management Program, Audio Recording Technology Concentration)

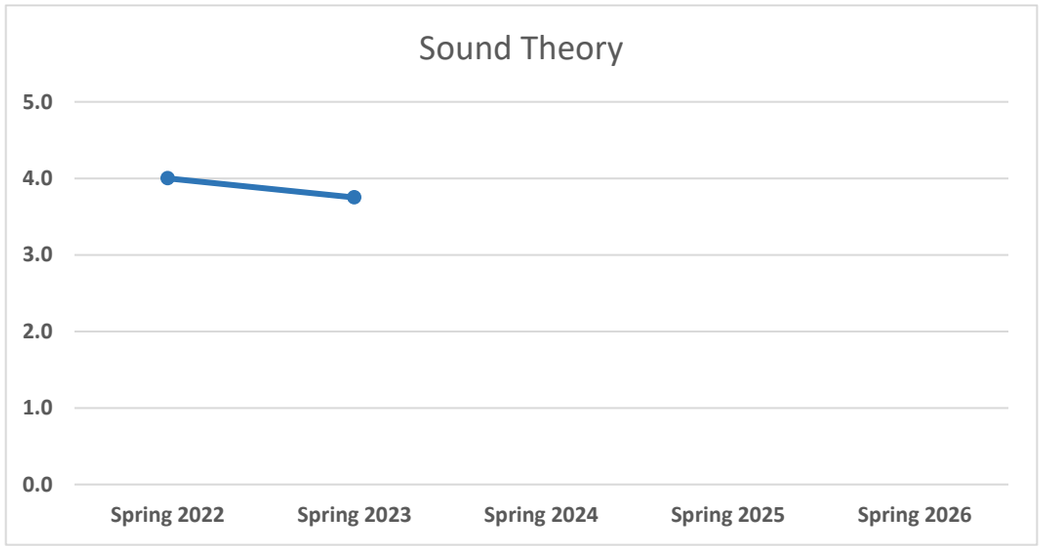
| Recorded in: AUD202 - Advanced Audio Production<br>Artifact: The Practical in the Final Examination | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates an ability to operate a wide variety of equipment commonly found in modern recording environments and to manipulate signal flow, including microphones, patch bays, mixing consoles, and effects processors.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 1 | 7.7% | 0 | 0.0% | 0 | 0.0% | 2 | 15.4% | 10 | 76.9% | 13 | **4.5** |
| | *Spring 2023* | 0 | 0.0% | 1 | 8.3% | 2 | 16.7% | 3 | 25.0% | 6 | 50.0% | 12 | **4.2** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

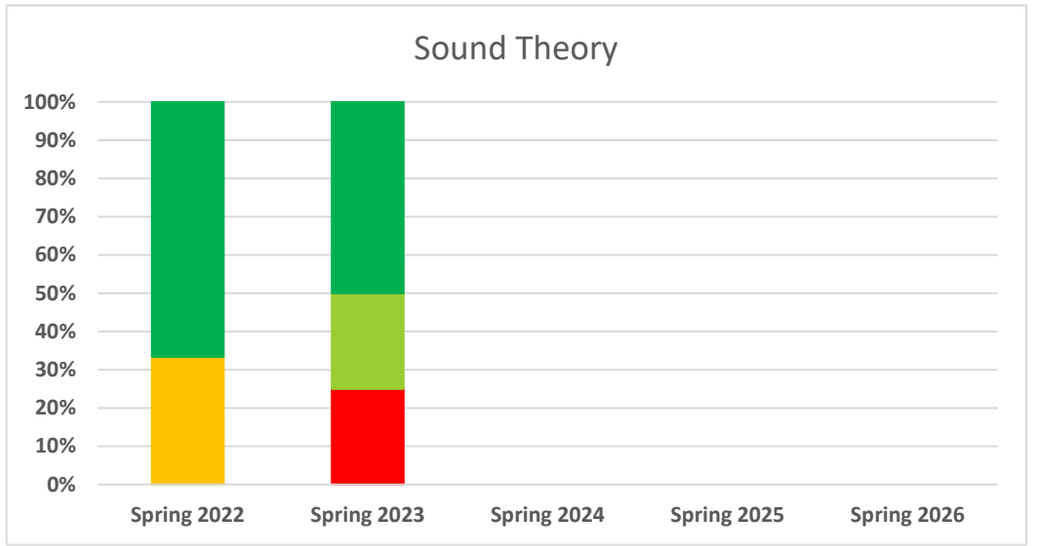


## Learning Goal: Sound Theory (BBA Business Management Program, Audio Recording Technology Concentration)

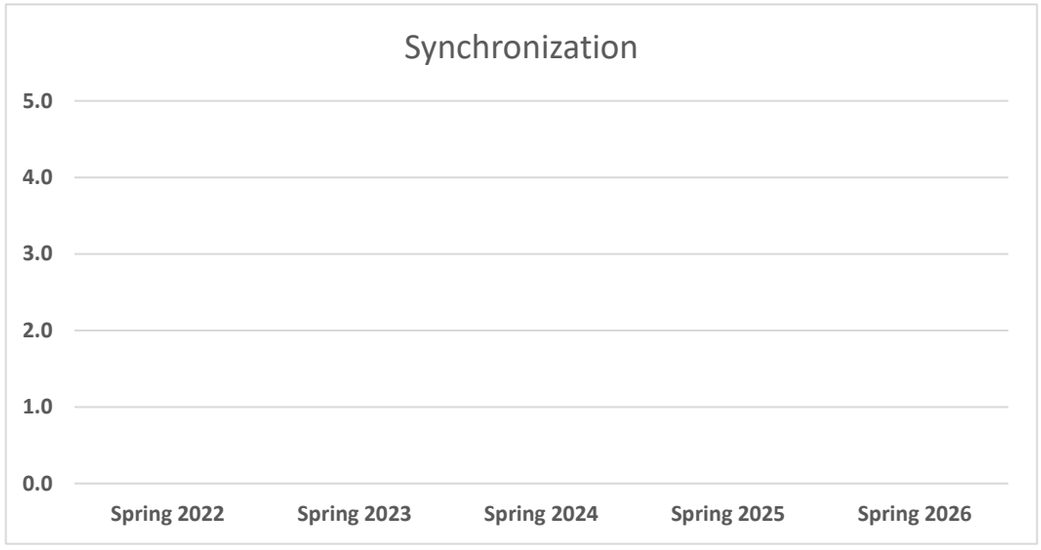
| Recorded in: AUD101 - Audio Recording Theory<br>Artifact: Quiz | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates an understanding of audio and acoustic theory and an ability to apply that understanding to audio recording technologies.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 1 | 33.3% | 0 | 0.0% | 0 | 0.0% | 2 | 66.7% | 3 | **4.0** |
| | *Spring 2023* | 1 | 25.0% | 0 | 0.0% | 0 | 0.0% | 1 | 25.0% | 2 | 50.0% | 4 | **3.8** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |



## Learning Goal: Synchronization (BBA Business Management Program, Audio Recording Technology Concentration)

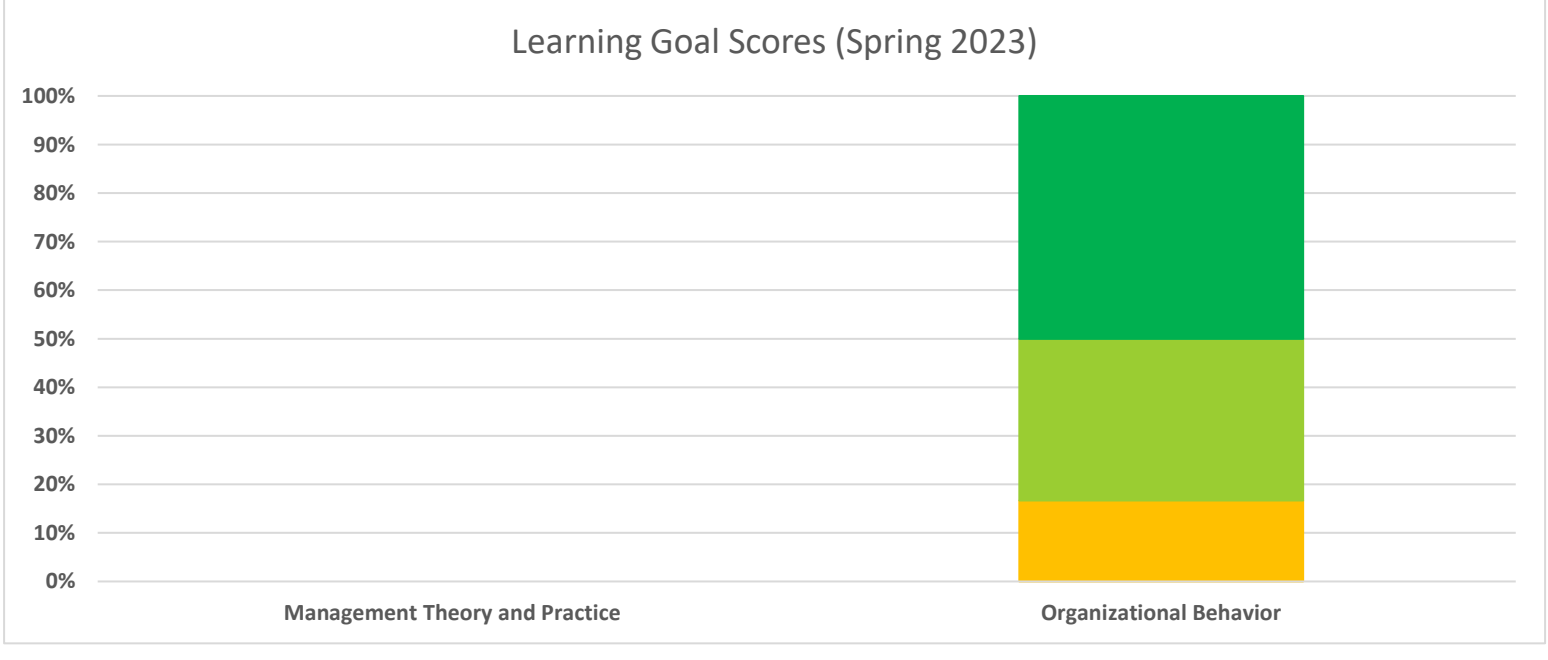
| Recorded in: AUD401 - Audio/Video Post-Production<br>Artifact: Quiz | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates an ability to create and synch a soundtrack to motion pictures.* | N | % | N | % | N | % | N | % | N | % | N | |
| *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Spring 2024* | | | | | | | | | | | | |
| *Spring 2025* | | | | | | | | | | | | |
| *Spring 2026* | | | | | | | | | | | | |






# BBA Business Management, Business Management Concentration (Spring 2023)

| | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Learning Goal** | N | % | N | % | N | % | N | % | N | % | N | |
| *Management Theory and Practice* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Organizational Behavior* | 0 | 0.0% | 1 | 16.7% | 0 | 0.0% | 2 | 33.3% | 3 | 50.0% | 6 | **4.2** |



## BBA Business Management, Business Management Concentration (5-Year Trend)

| | Average Score by Semester | | | | |
|---|---|---|---|---|---|
| **Learning Goal** | **Spring 2022** | **Spring 2023** | **Spring 2024** | **Spring 2025** | **Spring 2026** |
| *Management Theory and Practice* | | | | | |
| *Organizational Behavior* | 3.8 | 4.2 | | | |



## Learning Goal: Management Theory and Practice (BBA Business Management Program, Business Management Concentration)

| Recorded in: BUS310 - Management Theory and Practice<br>Artifact: Essay Questions Final Exam | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Describe the changes that take place in a business's organizational structure as it grows in size, geographical dispersion, and complexity.* | N | % | N | % | N | % | N | % | N | % | N | |
| *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Spring 2024* | | | | | | | | | | | | |
| *Spring 2025* | | | | | | | | | | | | |
| *Spring 2026* | | | | | | | | | | | | |






## Learning Goal: Organizational Behavior (BBA Business Management Program, Business Management Concentration)

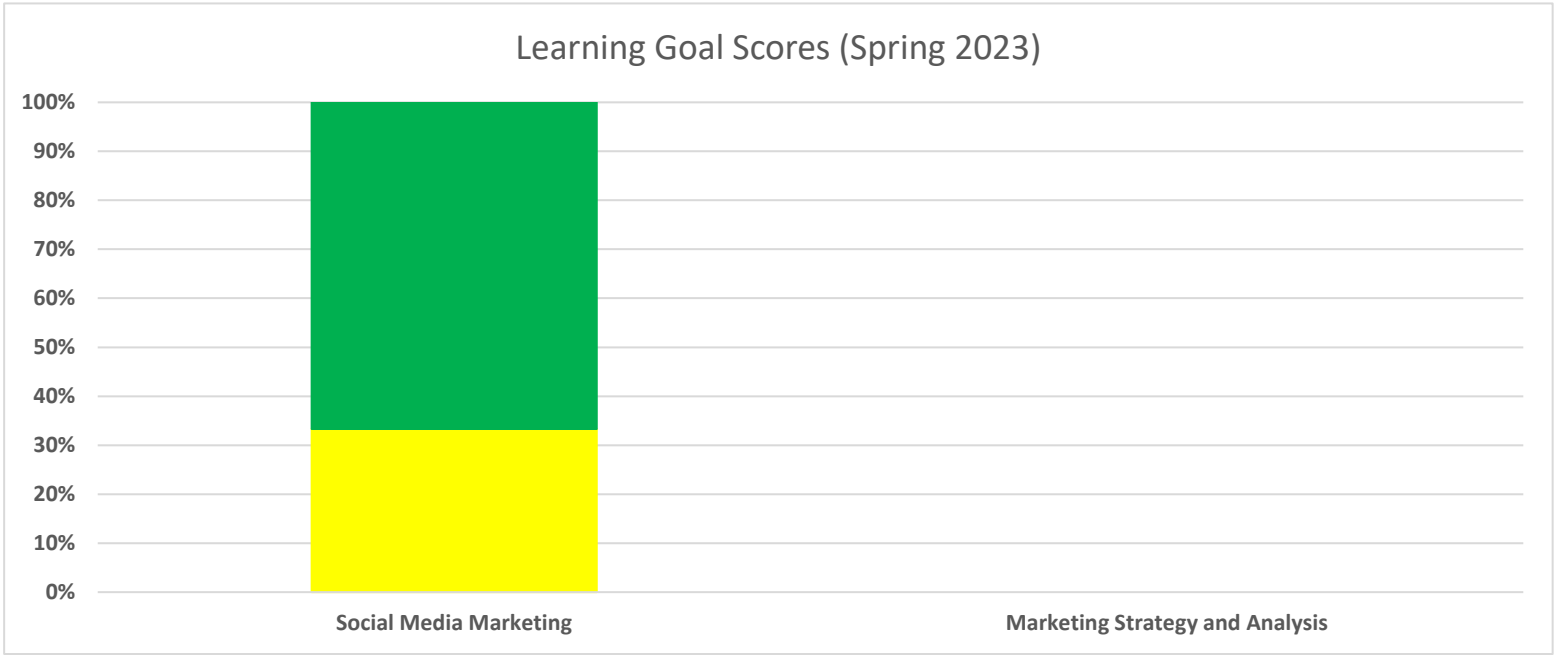
| Recorded in: BUS312 - Organizational Behavior<br>Artifact: Research paper | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Demonstrate an understanding of the theories of organizational behavior.* | N | % | N | % | N | % | N | % | N | % | N | |
| *Spring 2022* | 0 | 0.0% | 1 | 25.0% | 1 | 25.0% | 0 | 0.0% | 2 | 50.0% | 4 | **3.8** |
| *Spring 2023* | 0 | 0.0% | 1 | 16.7% | 0 | 0.0% | 2 | 33.3% | 3 | 50.0% | 6 | **4.2** |
| *Spring 2024* | | | | | | | | | | | | |
| *Spring 2025* | | | | | | | | | | | | |
| *Spring 2026* | | | | | | | | | | | | |





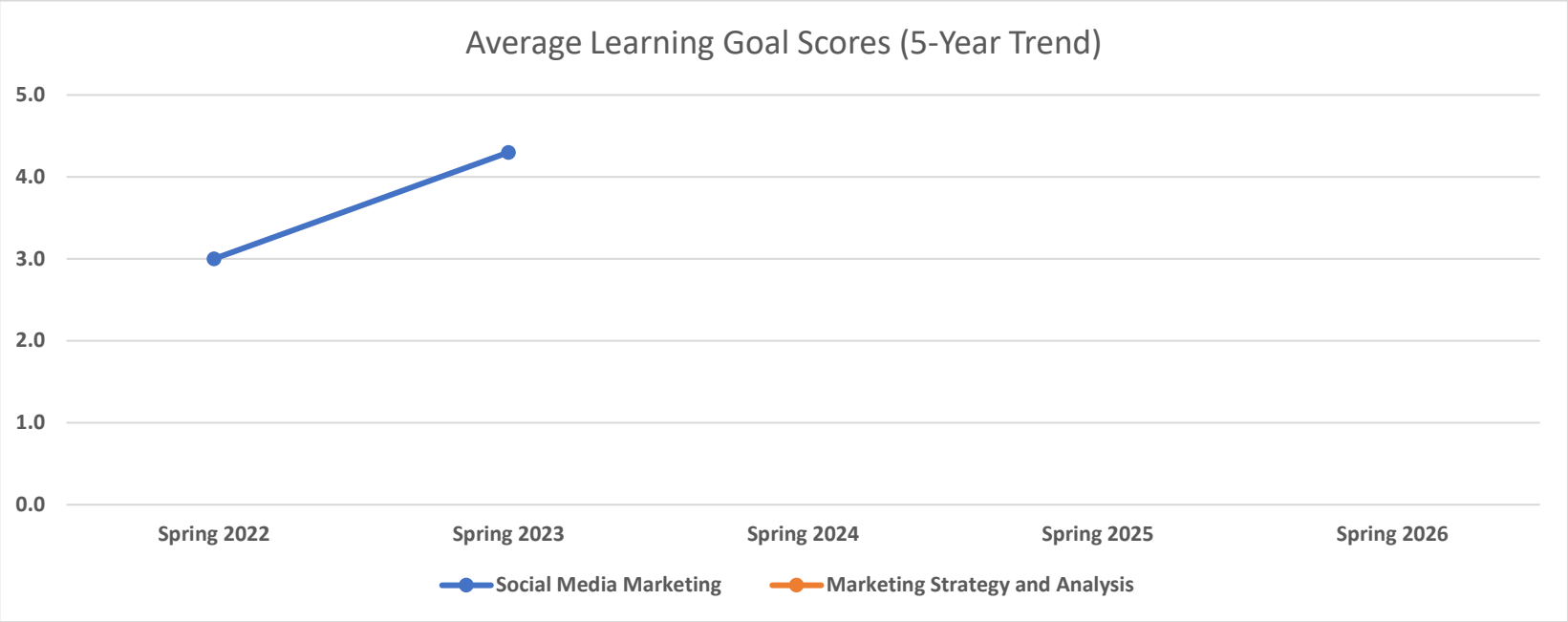

# BBA Business Management, Business Marketing Concentration (Spring 2023)

| | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Learning Goal** | N | % | N | % | N | % | N | % | N | % | N | |
| *Social Media Marketing* | 0 | 0.0% | 0 | 0.0% | 2 | 33.3% | 0 | 0.0% | 4 | 66.7% | 6 | **4.3** |
| *Marketing Strategy and Analysis* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |



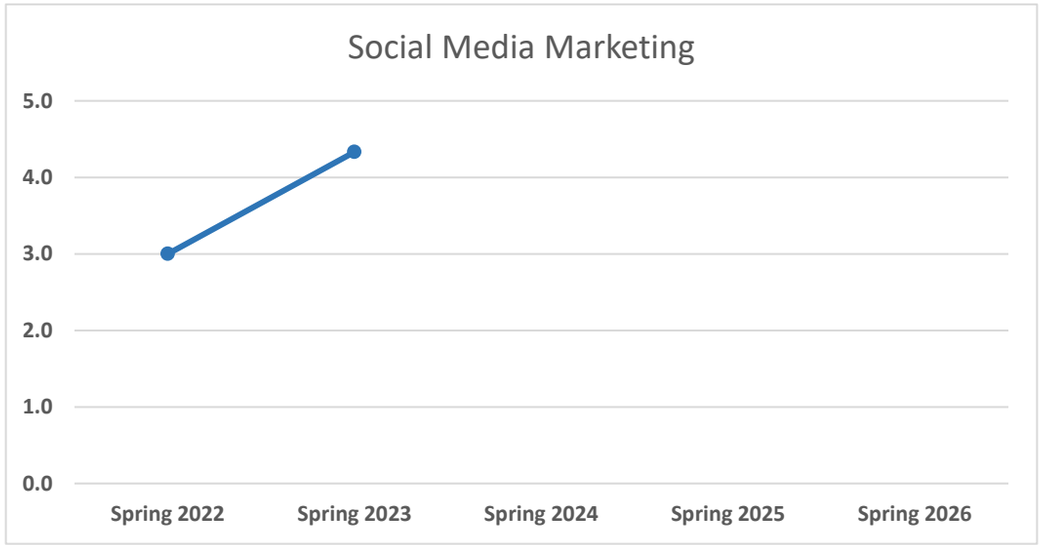
## BBA Business Management, Business Marketing Concentration (5-Year Trend)

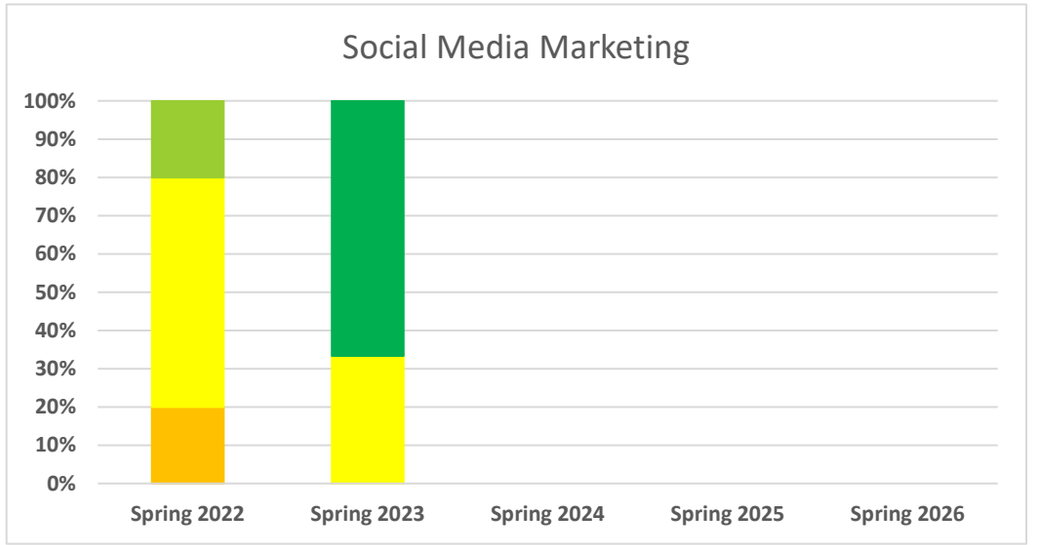
| | Average Score by Semester | | | | |
|---|---|---|---|---|---|
| **Learning Goal** | **Spring 2022** | **Spring 2023** | **Spring 2024** | **Spring 2025** | **Spring 2026** |
| *Social Media Marketing* | 3.0 | 4.3 | | | |
| *Marketing Strategy and Analysis* | | | | | |



## Learning Goal: Social Media Marketing (BBA Business Management Program, Business Marketing Concentration)

| Recorded in: BUS375 - Social Media Marketing<br>Artifact: Social Media Marketing plan | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates an understanding of the effects of social media in a marketing plan.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 1 | 20.0% | 3 | 60.0% | 1 | 20.0% | 0 | 0.0% | 5 | **3.0** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 2 | 33.3% | 0 | 0.0% | 4 | 66.7% | 6 | **4.3** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |



## Learning Goal: Marketing Strategy and Analysis (BBA Business Management Program, Business Marketing Concentration)

| Recorded in: MKT420 - Marketing Strategy and Analytics<br>Artifact: Marketing Strategy Project | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Demonstrate an understanding of marketing strategies and resource allocation decisions drive by quantitative analysis.* | N | % | N | % | N | % | N | % | N | % | N | |
| *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Spring 2024* | | | | | | | | | | | | |
| *Spring 2025* | | | | | | | | | | | | |
| *Spring 2026* | | | | | | | | | | | | |





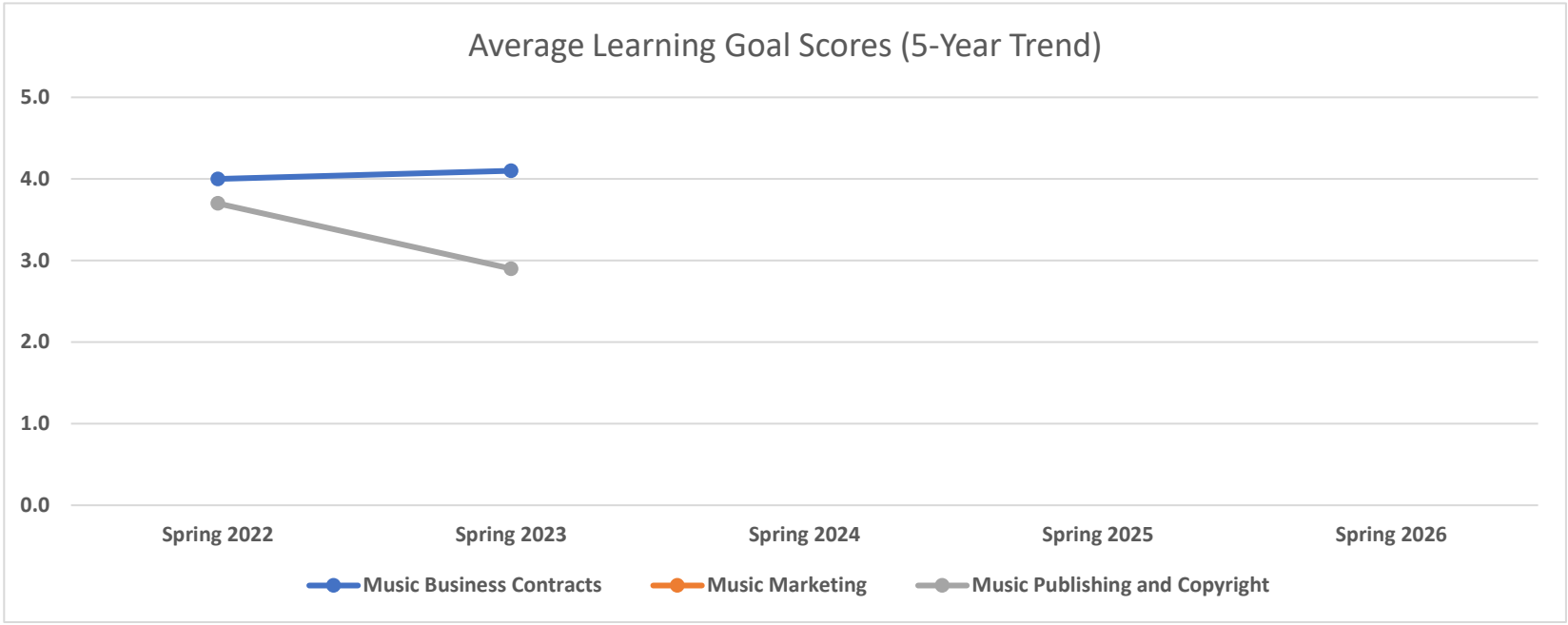

# BBA Business Management, MEIS Concentration (Spring 2023)

| | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Learning Goal** | N | % | N | % | N | % | N | % | N | % | N | |
| *Music Business Contracts* | 0 | 0.0% | 0 | 0.0% | 1 | 14.3% | 4 | 57.1% | 2 | 28.6% | 7 | **4.1** |
| *Music Marketing* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Music Publishing and Copyright* | 0 | 0.0% | 3 | 37.5% | 3 | 37.5% | 2 | 25.0% | 0 | 0.0% | 8 | **2.9** |



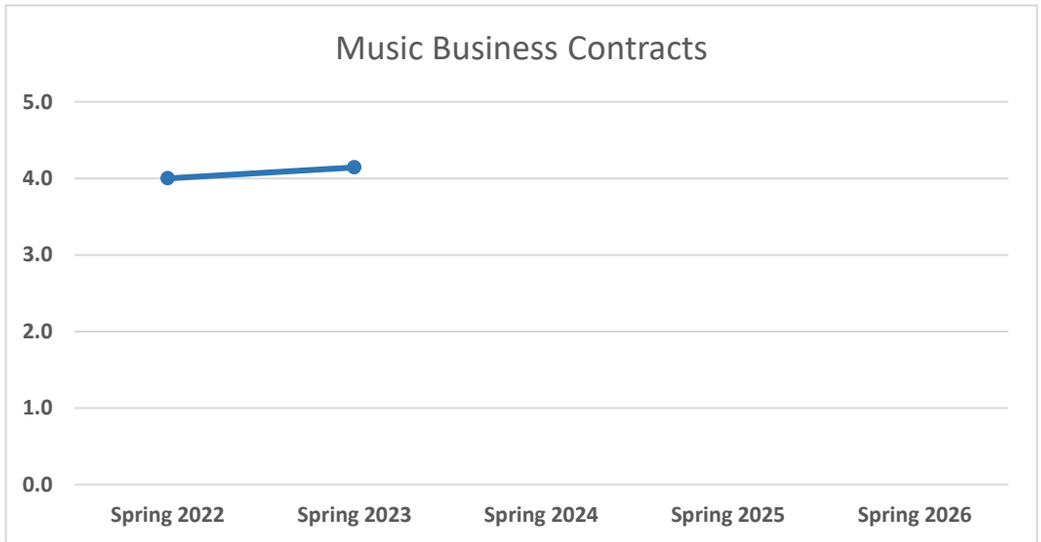
# BBA Business Management, MEIS Concentration (5-Year Trend)

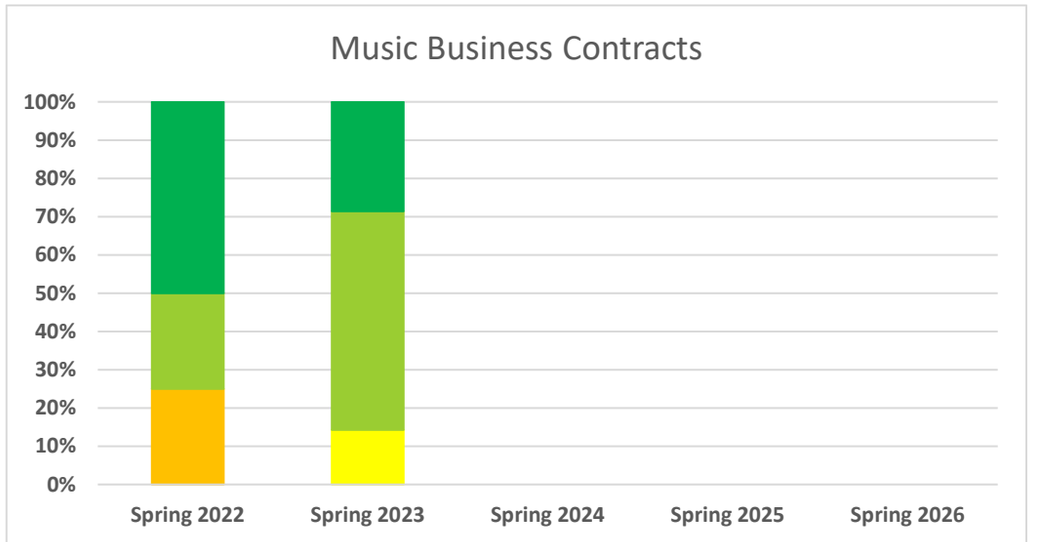
| | Average Score by Semester | | | | |
|---|---|---|---|---|---|
| **Learning Goal** | **Spring 2022** | **Spring 2023** | **Spring 2024** | **Spring 2025** | **Spring 2026** |
| *Music Business Contracts* | 4.0 | 4.1 | | | |
| *Music Marketing* | | | | | |
| *Music Publishing and Copyright* | 3.7 | 2.9 | | | |



## Learning Goal: Music Business Contracts (BBA Business Management Program, MEIS Concentration)

| Recorded in: MUB202 - Music Business Contracts<br>Artifact: The Music Business Contracts Project | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Review and discuss the major elements of business agreements and contracts commonly used in the music and entertainment industry.* | N | % | N | % | N | % | N | % | N | % | N | |
| *Spring 2022* | 0 | 0.0% | 1 | 25.0% | 0 | 0.0% | 1 | 25.0% | 2 | 50.0% | 4 | **4.0** |
| *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 1 | 14.3% | 4 | 57.1% | 2 | 28.6% | 7 | **4.1** |
| *Spring 2024* | | | | | | | | | | | | |
| *Spring 2025* | | | | | | | | | | | | |
| *Spring 2026* | | | | | | | | | | | | |



## Learning Goal: Music Marketing (BBA Business Management Program, MEIS Concentration)

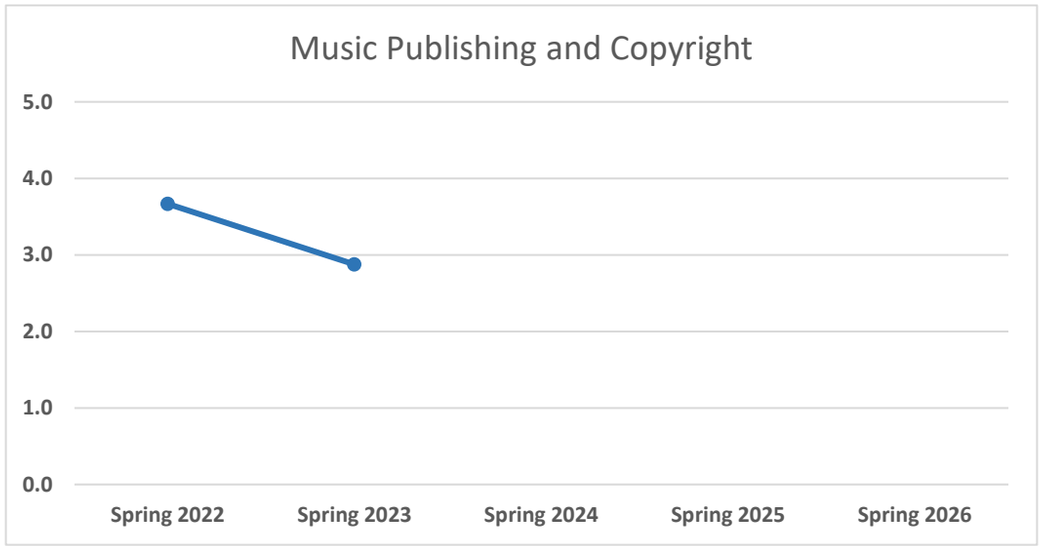
| Recorded in: MUB401 - Music Marketing<br>Artifact: The Research Paper | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Identify and describe the basic processes by which music in all its forms (tangible and intangible) are professionally promoted and marketed.* | N | % | N | % | N | % | N | % | N | % | N | |
| *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Spring 2024* | | | | | | | | | | | | |
| *Spring 2025* | | | | | | | | | | | | |
| *Spring 2026* | | | | | | | | | | | | |

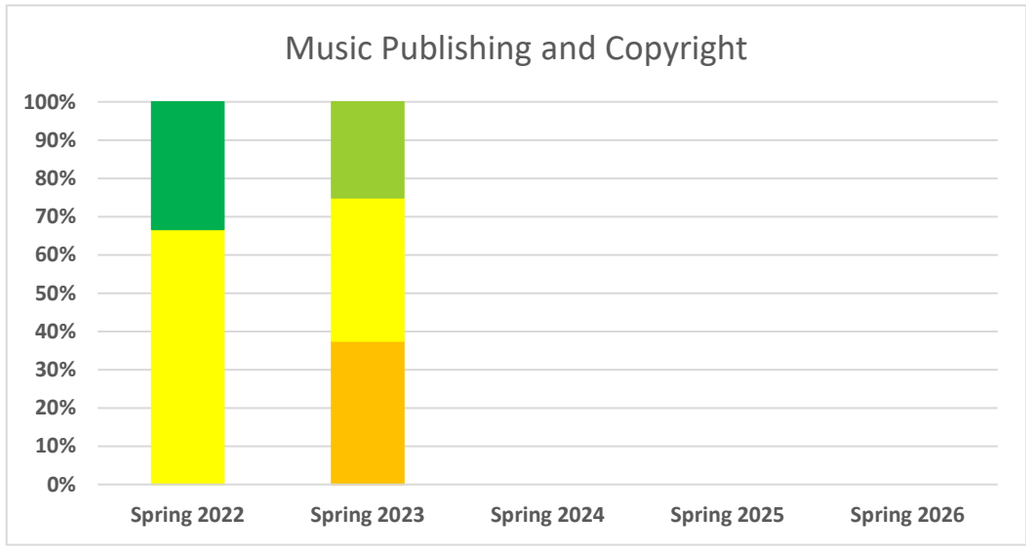





## Learning Goal: Music Publishing and Copyright (BBA Business Management Program, MEIS Concentration)

| Recorded in: MUB403 - Advanced Music Publishing<br>Artifact: The Research Paper | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Identify and describe how the major collaborative songwriters and publishers utilize an understanding of basic copyright law and music licenses to generate value from the rights they control.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 2 | 66.7% | 0 | 0.0% | 1 | 33.3% | 3 | **3.7** |
| | *Spring 2023* | 0 | 0.0% | 3 | 37.5% | 3 | 37.5% | 2 | 25.0% | 0 | 0.0% | 8 | **2.9** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |



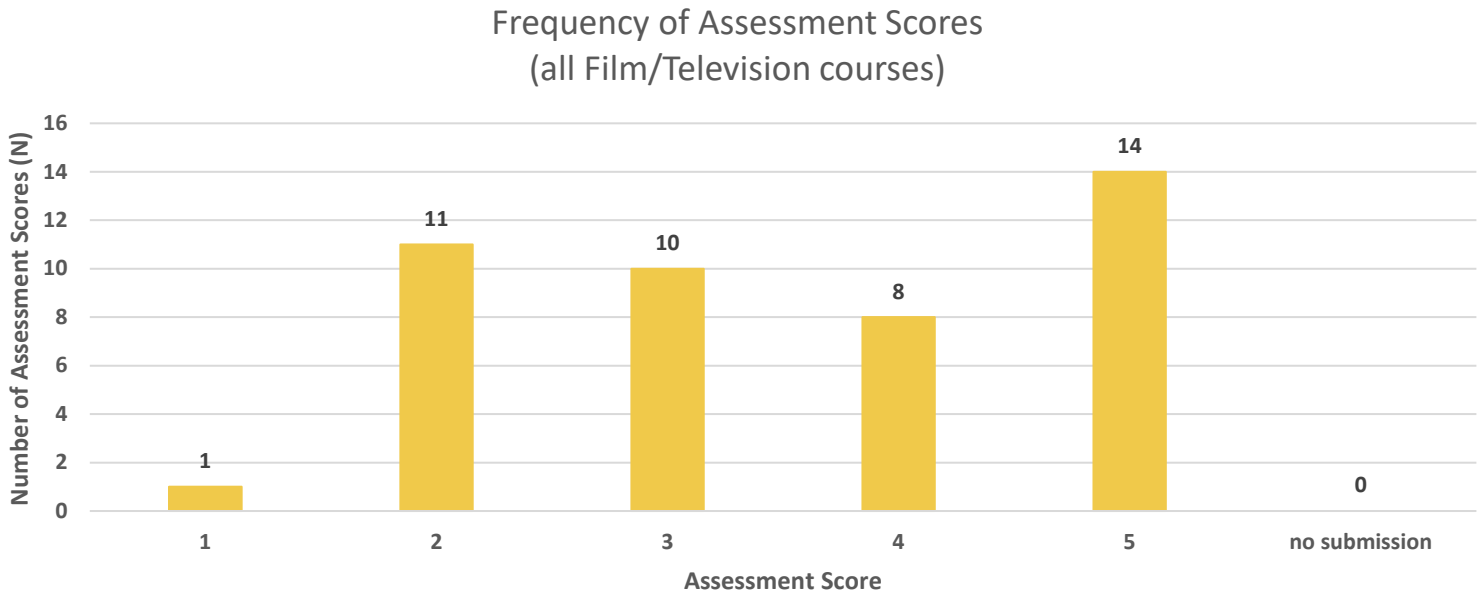



# Film/Television

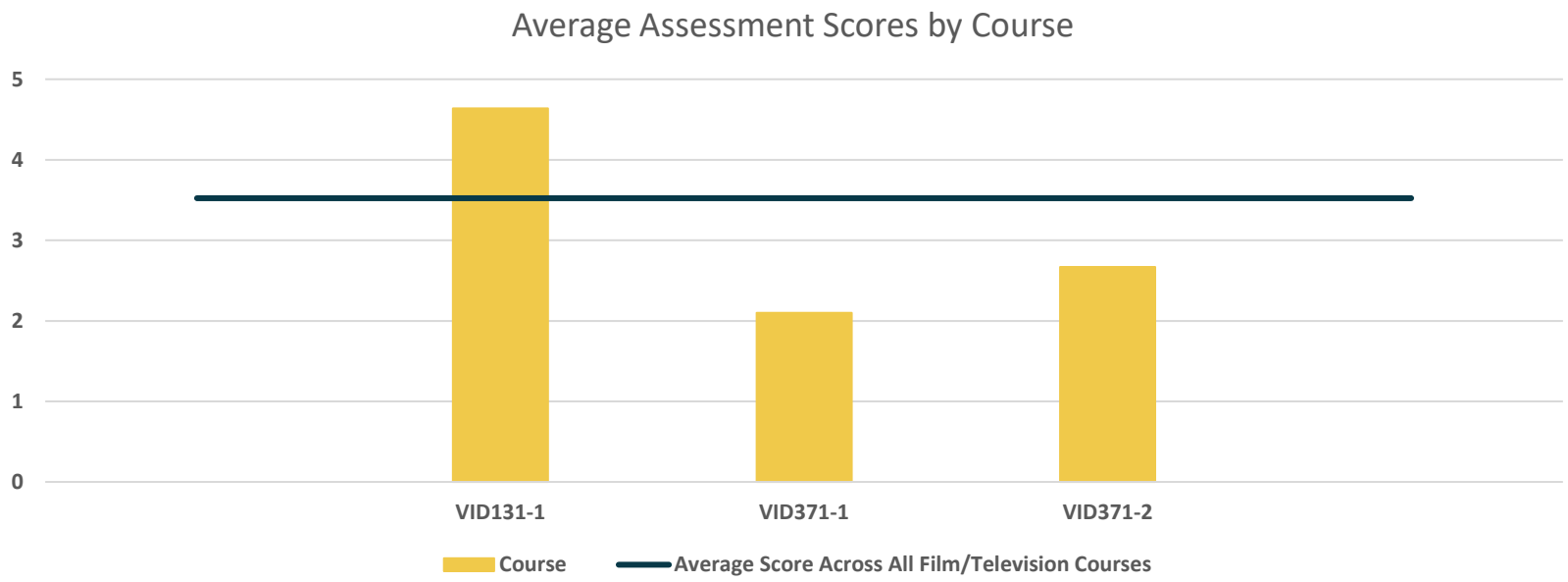
# Artifact Scores by Course

# SPRING 2023 STUDENT LEARNING ASSESSMENT SUMMARY

| FREQUENCY DISTRIBUTION TABLE (assessment scores across all Film/Television courses) | |
|---|---|
| **SCORE** | **N** |
| 1 | 1 |
| 2 | 11 |
| 3 | 10 |
| 4 | 8 |
| 5 | 14 |
| no submission | 0 |
| Total | 44 |
| Submissions Scored (Total minus No Submissions) | 44 |
| **AVERAGE SCORE** | **3.52** |



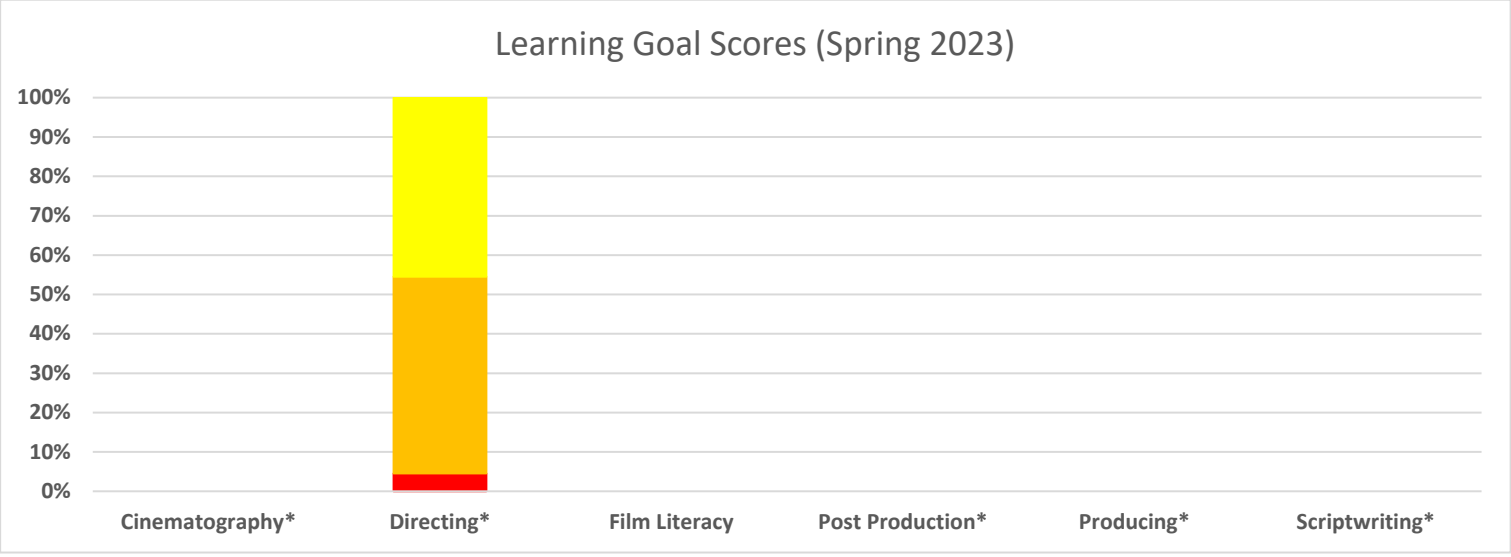
| AVERAGE ASSESSMENT SCORES BY COURSE | |
|---|---|
| **COURSE** | **AVERAGE ASSESSMENT SCORE** |
| VID131-1 | 4.64 |
| VID371-1 | 2.10 |
| VID371-2 | 2.67 |
| **AVERAGE SCORE ACROSS ALL FILM/TELEVISION COURSES** | **3.52** |



# Artifact Scores by Program and Learning Goal

# BFA Film/Television (Spring 2023)

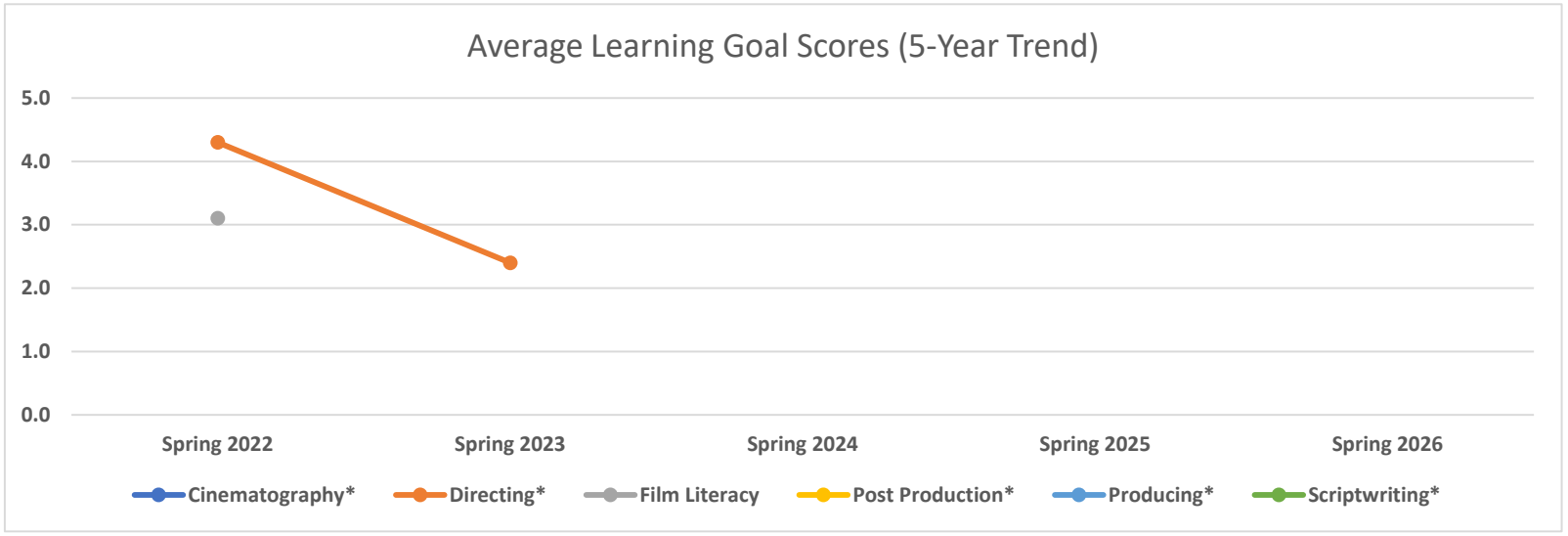
| | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Learning Goal** | N | % | N | % | N | % | N | % | N | % | N | |
| *Cinematography** | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Directing** | 1 | 4.5% | 11 | 50.0% | 10 | 45.5% | 0 | 0.0% | 0 | 0.0% | 22 | **2.4** |
| *Film Literacy* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Post Production** | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Producing** | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Scriptwriting** | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |




* The Cinematography, Directing, Post Production, Producing, and Scriptwriting learning goals can be assessed in multiple courses. The score listed here is the combined average score for all assessed artifacts for the stated learning goal. Separate breakdowns for each artifact are provided on the following pages.

# BFA Film/Television (5-Year Trend)

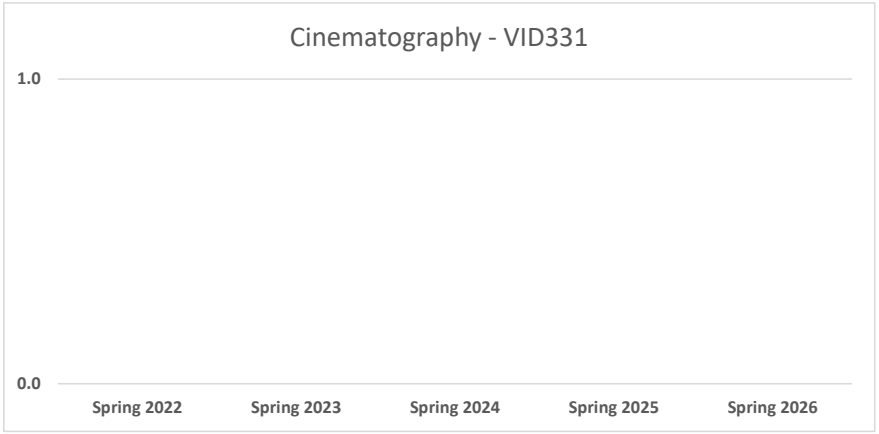
| | Average Score by Semester | | | | |
|---|---|---|---|---|---|
| **Learning Goal** | **Spring 2022** | **Spring 2023** | **Spring 2024** | **Spring 2025** | **Spring 2026** |
| *Cinematography** | | | | | |
| *Directing** | 4.3 | 2.4 | | | |
| *Film Literacy* | 3.1 | | | | |
| *Post Production** | | | | | |
| *Producing** | | | | | |
| *Scriptwriting** | | | | | |

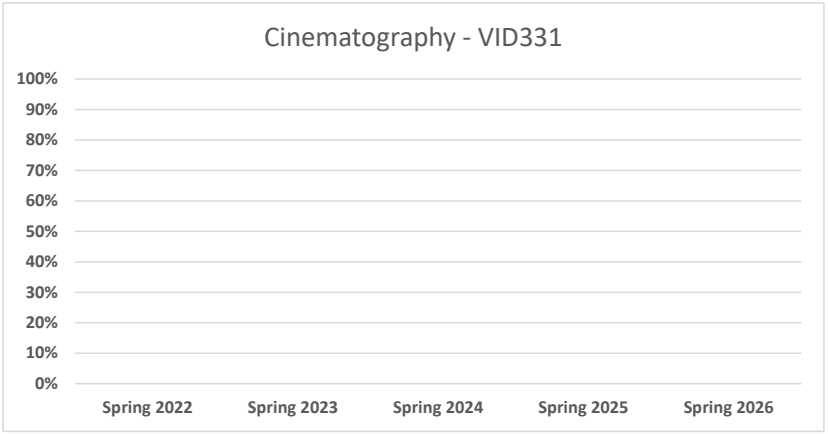



* The Cinematography, Directing, Post Production, Producing, and Scriptwriting learning goals can be assessed in multiple courses. The score listed here is the combined average score for all assessed artifacts for the stated learning goal. Separate breakdowns for each artifact are provided on the following pages.

## Learning Goal: Cinematography - VID331 (BFA Film/Television Program)

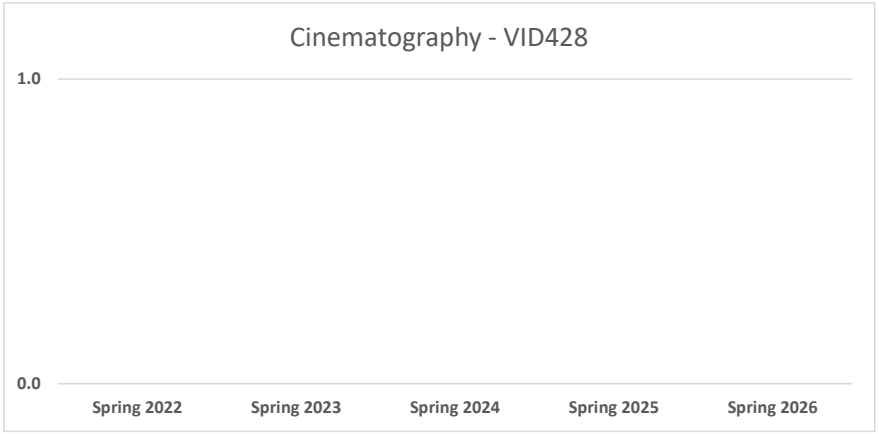
| Recorded in: VID331 - Cinematography 2<br>Artifact: Individual Project as Cinematographer | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student will be able to select camera, codec, or film stock, light and expose scenes effectively, execute camera movements smoothly, and determine and utilize workflow for post production.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

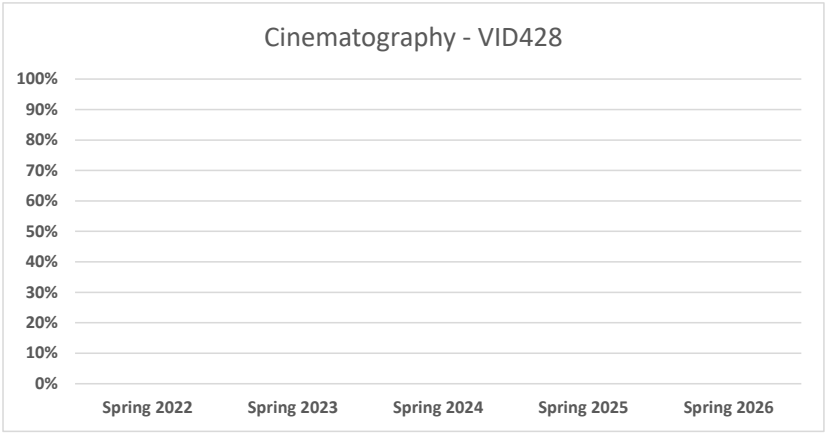


## Learning Goal: Cinematography - VID428 (BFA Film/Television Program)

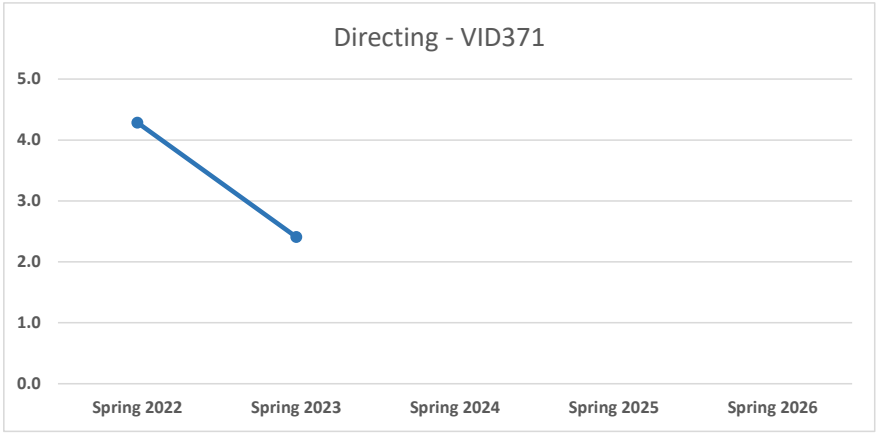
| Recorded in: VID428 - Senior Project<br>Artifact: Complete Production Package + Scenes from Film Project | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student will be able to select camera, codec, or film stock, light and expose scenes effectively, execute camera movements smoothly, and determine and utilize workflow for post production.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

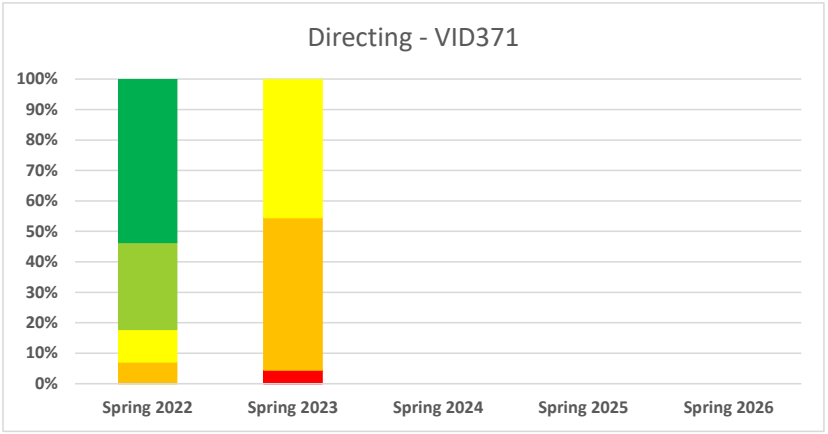


## Learning Goal: Directing - VID371 (BFA Film/Television Program)

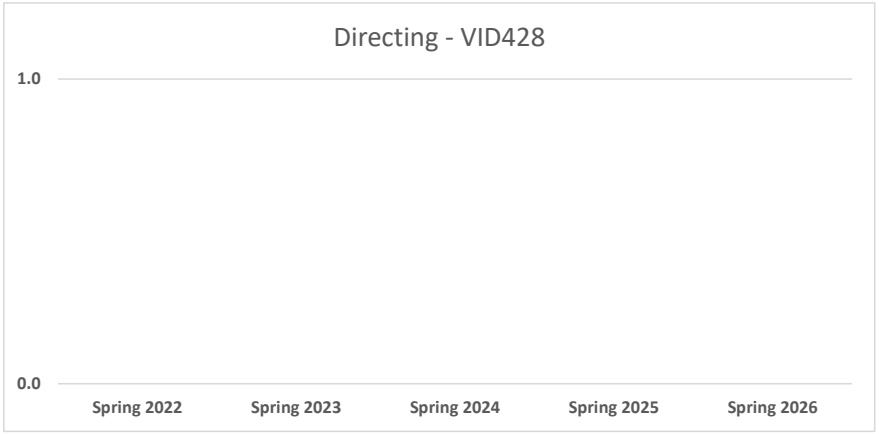
| Recorded in: VID371 - Directing I<br>Artifact: Individual Project as Director | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student will be able to develop, articulate, and execute the vision of a film from script to screen.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 2 | 7.1% | 3 | 10.7% | 8 | 28.6% | 15 | 53.6% | 28 | **4.3** |
| | *Spring 2023* | 1 | 4.5% | 11 | 50.0% | 10 | 45.5% | 0 | 0.0% | 0 | 0.0% | 22 | **2.4** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

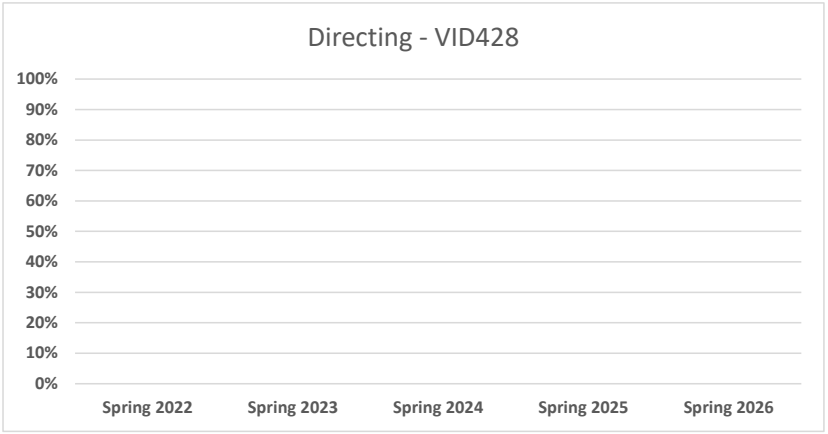


## Learning Goal: Directing - VID428 (BFA Film/Television Program)

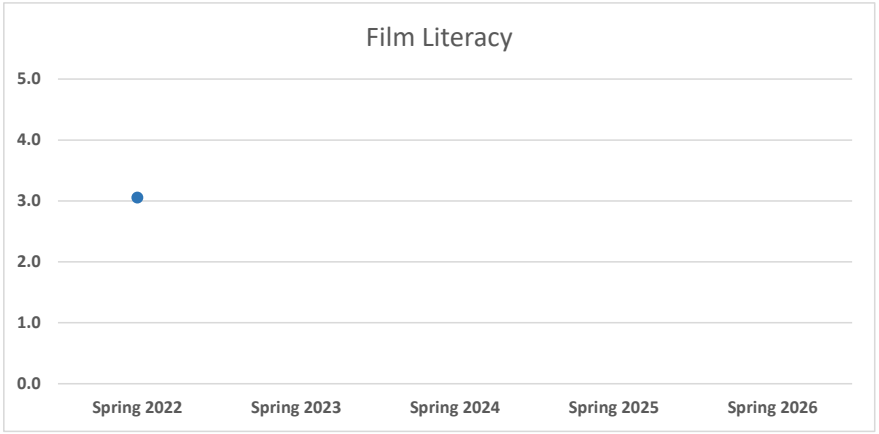
| Recorded in: VID428 - Senior Project<br>Artifact: Complete Production Package + Scenes from Film Project | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student will be able to develop, articulate, and execute the vision of a film from script to screen.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

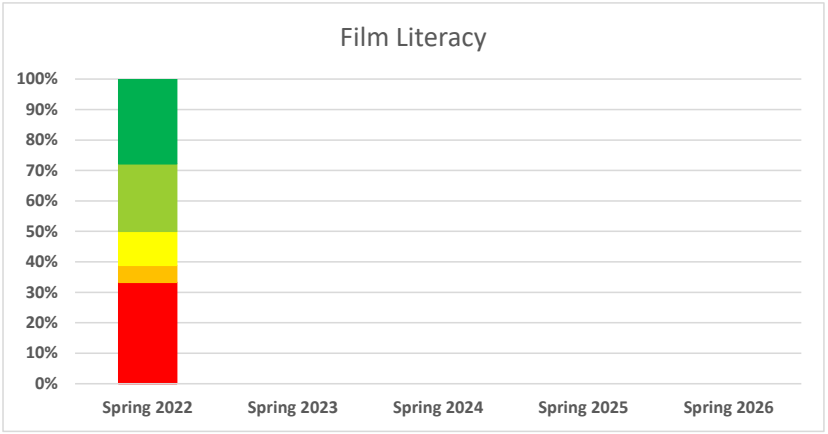


## Learning Goal: Film Literacy (BFA Film/Television Program)

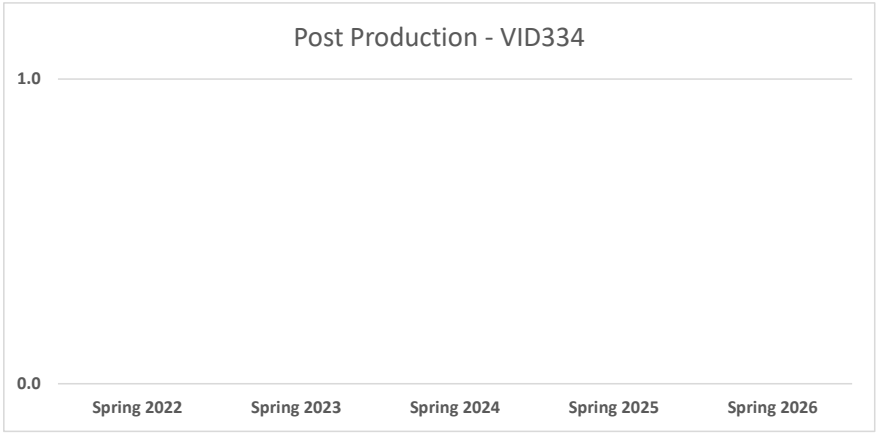
| Recorded in: HIS202 - Film History<br>Artifact: Essay, Video Essay, or Research Paper | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *By applying logical reasoning skills, the student will be able to understand, critique, categorize, and evaluate films.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 6 | 33.3% | 1 | 5.6% | 2 | 11.1% | 4 | 22.2% | 5 | 27.8% | 18 | **3.1** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

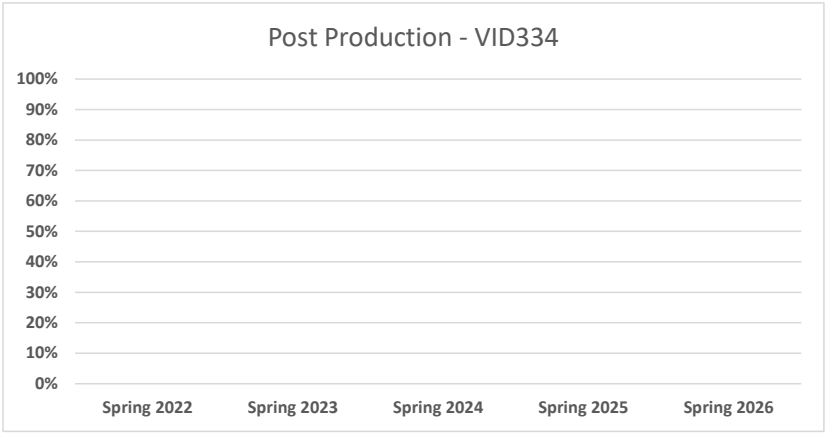


## Learning Goal: Post Production - VID334 (BFA Film/Television Program)

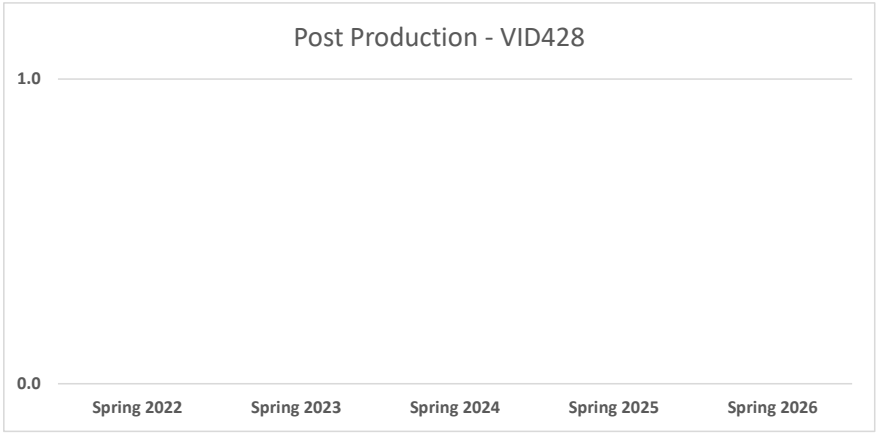
| Recorded in: VID334 - Motion Picture Editing 2<br>Artifact: Individual Project as Editor | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student will be able to utilize post production software and apply techniques in workflow, narrative editing, sound design, and visual effects to carry a project from production to delivery.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

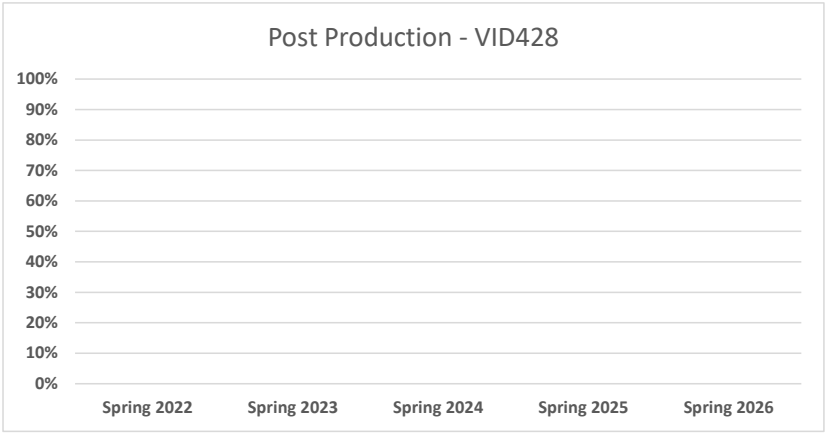


## Learning Goal: Post Production - VID428 (BFA Film/Television Program)

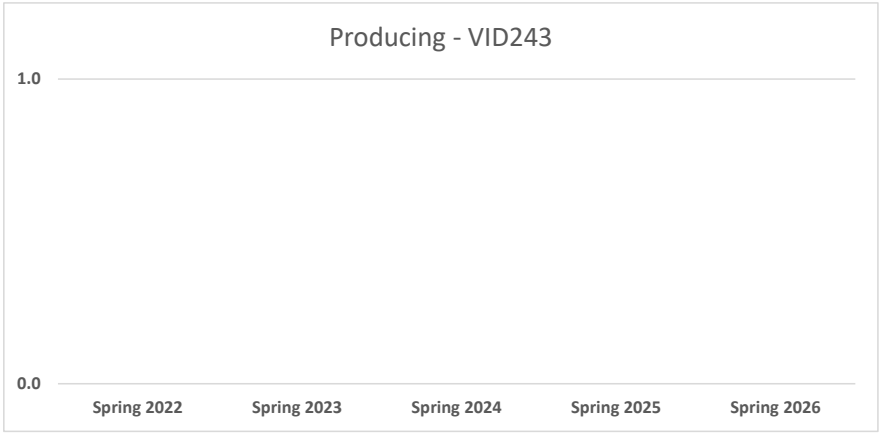
| Recorded in: VID428 - Senior Project<br>Artifact: Complete Production Package + Scenes from Film Project | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student will be able to utilize post production software and apply techniques in workflow, narrative editing, sound design, and visual effects to carry a project from production to delivery.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

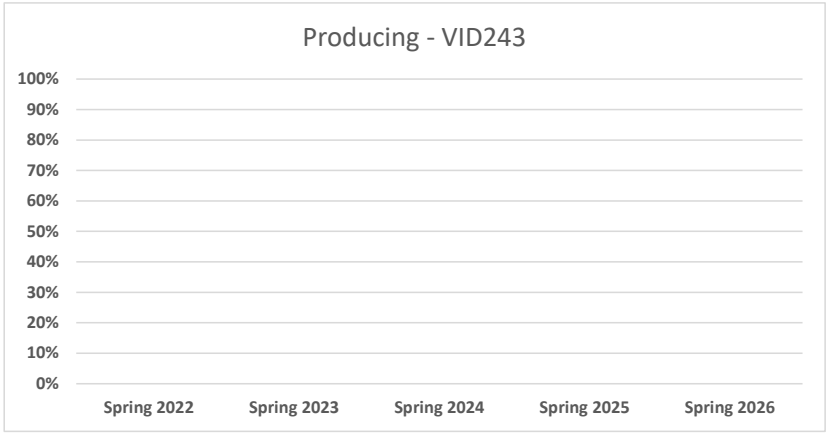


## Learning Goal: Producing - VID243 (BFA Film/Television Program)

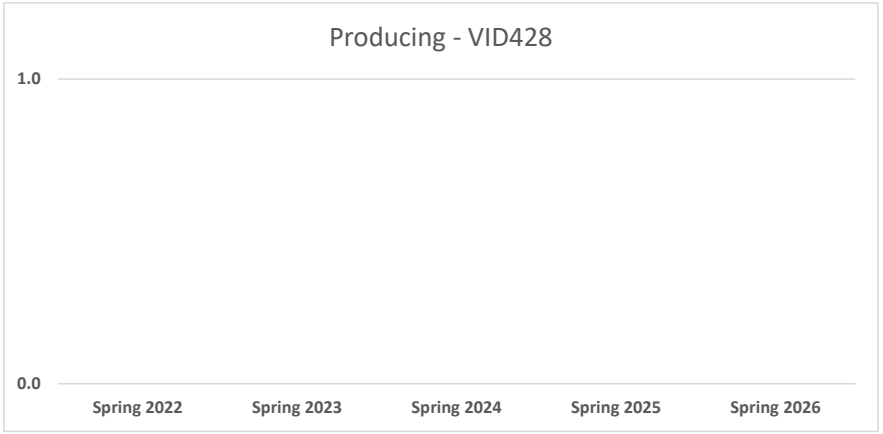
| Recorded in: VID243 - Producing<br>Artifact: Pitch Deck | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student will be able to organize the complete production and completion of a film from concept to distribution.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

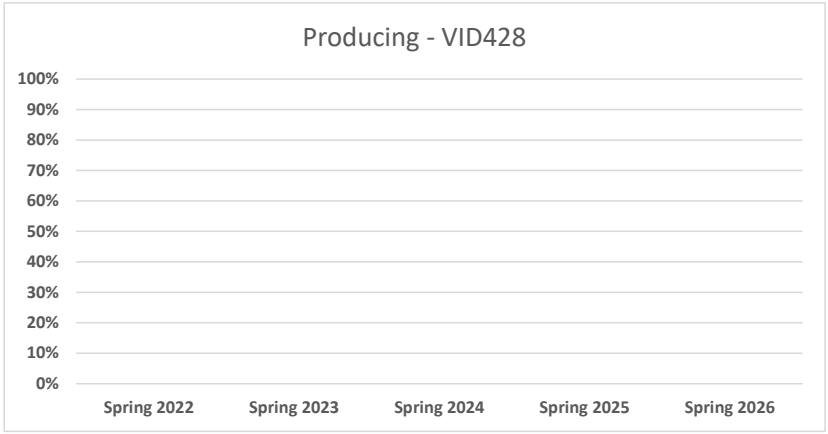


## Learning Goal: Producing - VID428 (BFA Film/Television Program)

| Recorded in: VID428 - Senior Project<br>Artifact: Complete Production Package + Scenes from Film Project | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student will be able to organize the complete production and completion of a film from concept to distribution.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

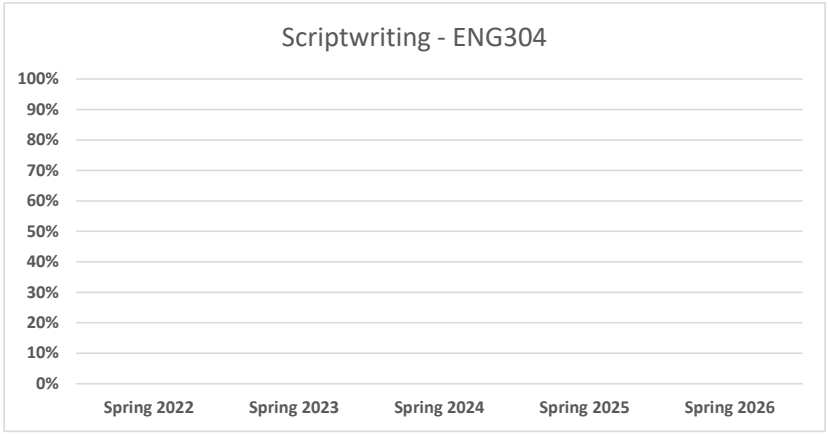


## Learning Goal: Scriptwriting - ENG304 (BFA Film/Television Program)

| Recorded in: ENG304 - Screenwriting<br>Artifact: Final Draft of Script | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student will be able to express themselves and work creatively through the key concepts of screenwriting craft, most importantly theme, tone, setting, conflict, plot, and character development.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |



## Learning Goal: Scriptwriting - VID428 (BFA Film/Television Program)

| Recorded in: VID428 - Senior Project<br>Artifact: Complete Production Package + Scenes from Film Project | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student will be able to express themselves and work creatively through the key concepts of screenwriting craft, most importantly theme, tone, setting, conflict, plot, and character development.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |



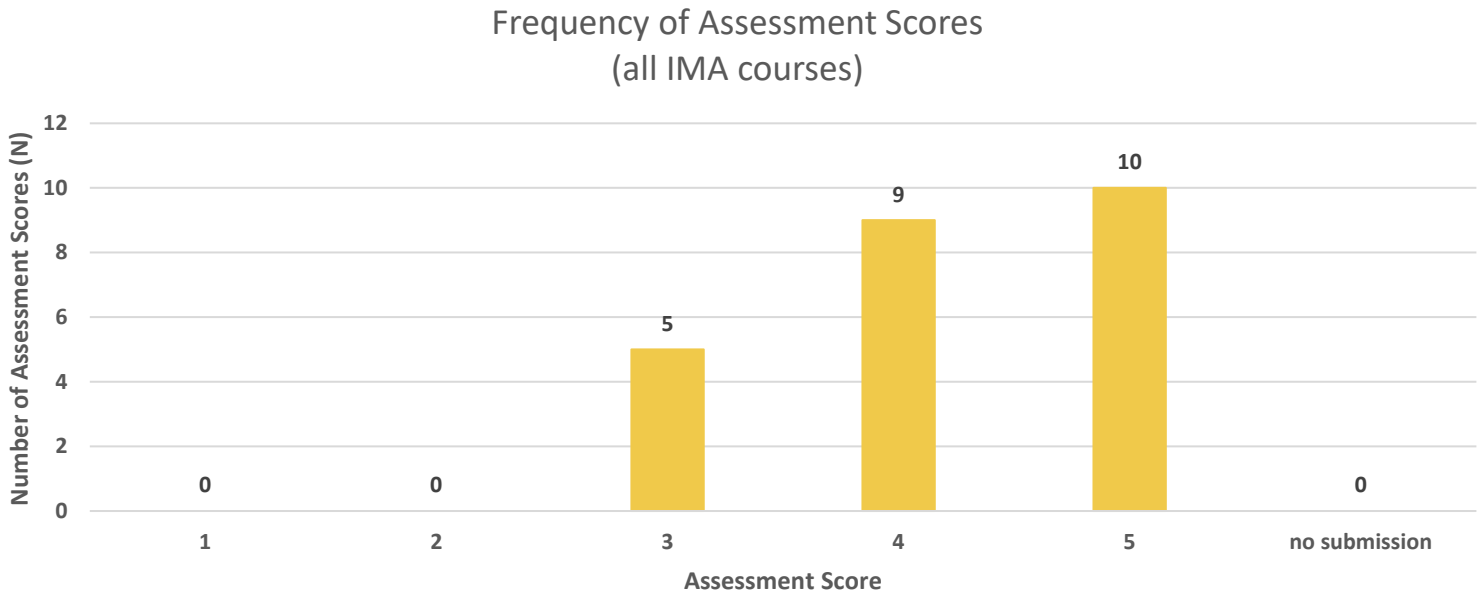



# Interactive Media Arts

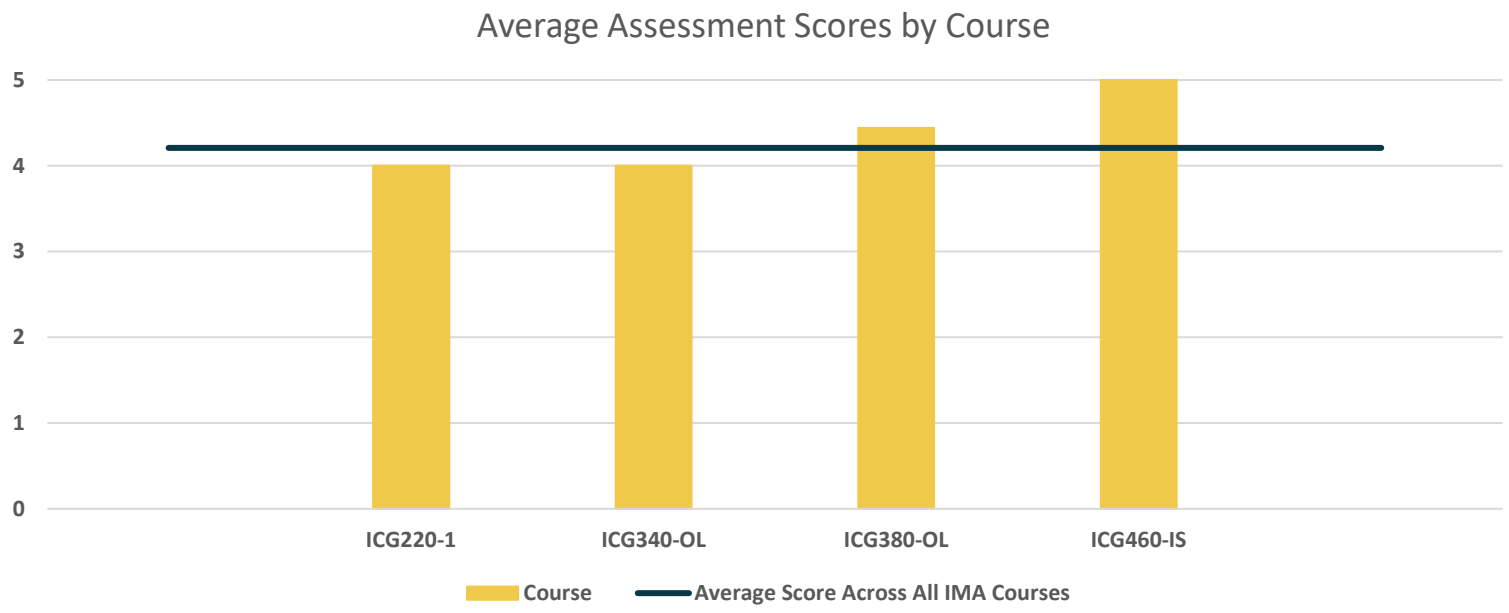
# Artifact Scores by Course

# SPRING 2023 STUDENT LEARNING ASSESSMENT SUMMARY

| FREQUENCY DISTRIBUTION TABLE (assessment scores across all IMA courses) | |
|---|---|
| **SCORE** | **N** |
| 1 | 0 |
| 2 | 0 |
| 3 | 5 |
| 4 | 9 |
| 5 | 10 |
| no submission | 0 |
| Total | 24 |
| Submissions Scored (Total minus No Submissions) | 24 |
| **AVERAGE SCORE** | **4.21** |



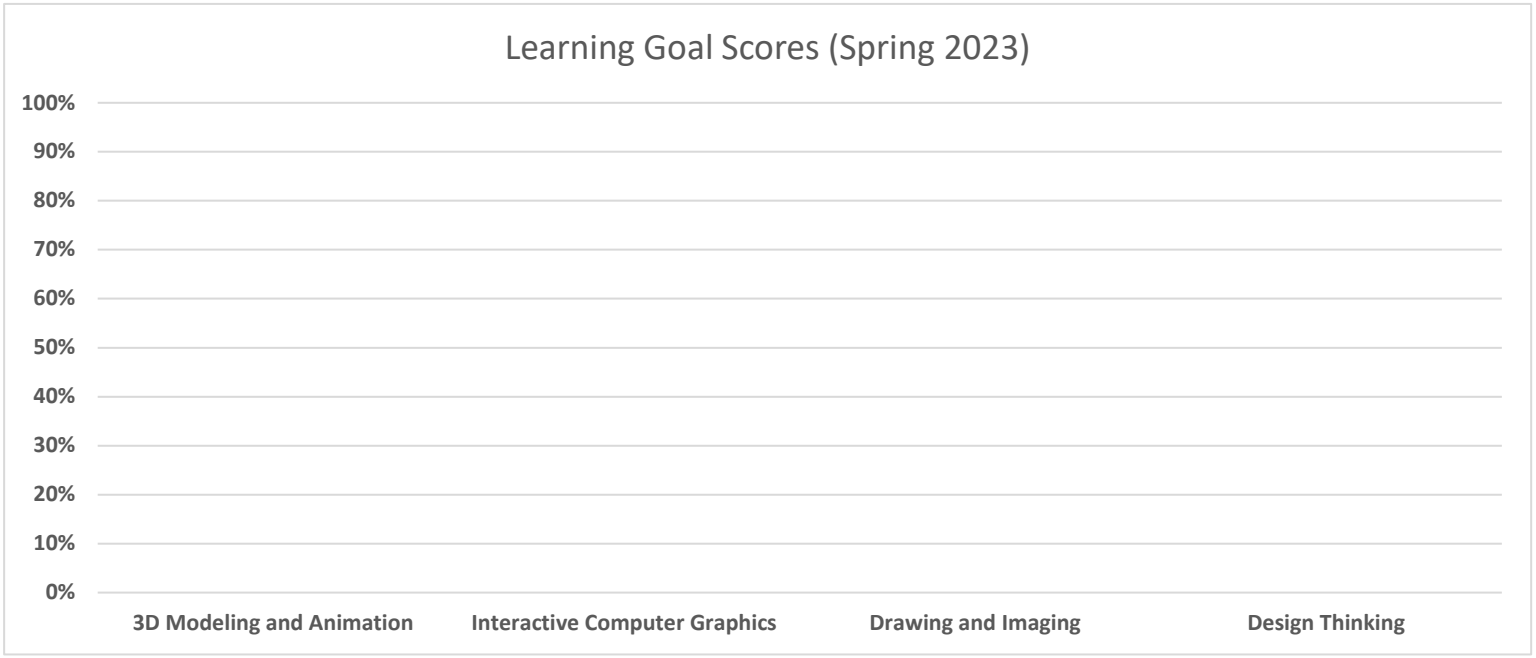
| AVERAGE ASSESSMENT SCORES BY COURSE | |
|---|---|
| **COURSE** | **AVERAGE ASSESSMENT SCORE** |
| ICG220-1 | 4.00 |
| ICG340-OL | 4.00 |
| ICG380-OL | 4.44 |
| ICG460-IS | 5.00 |
| **AVERAGE SCORE ACROSS ALL IMA COURSES** | **4.21** |



# Artifact Scores by Program and Learning Goal

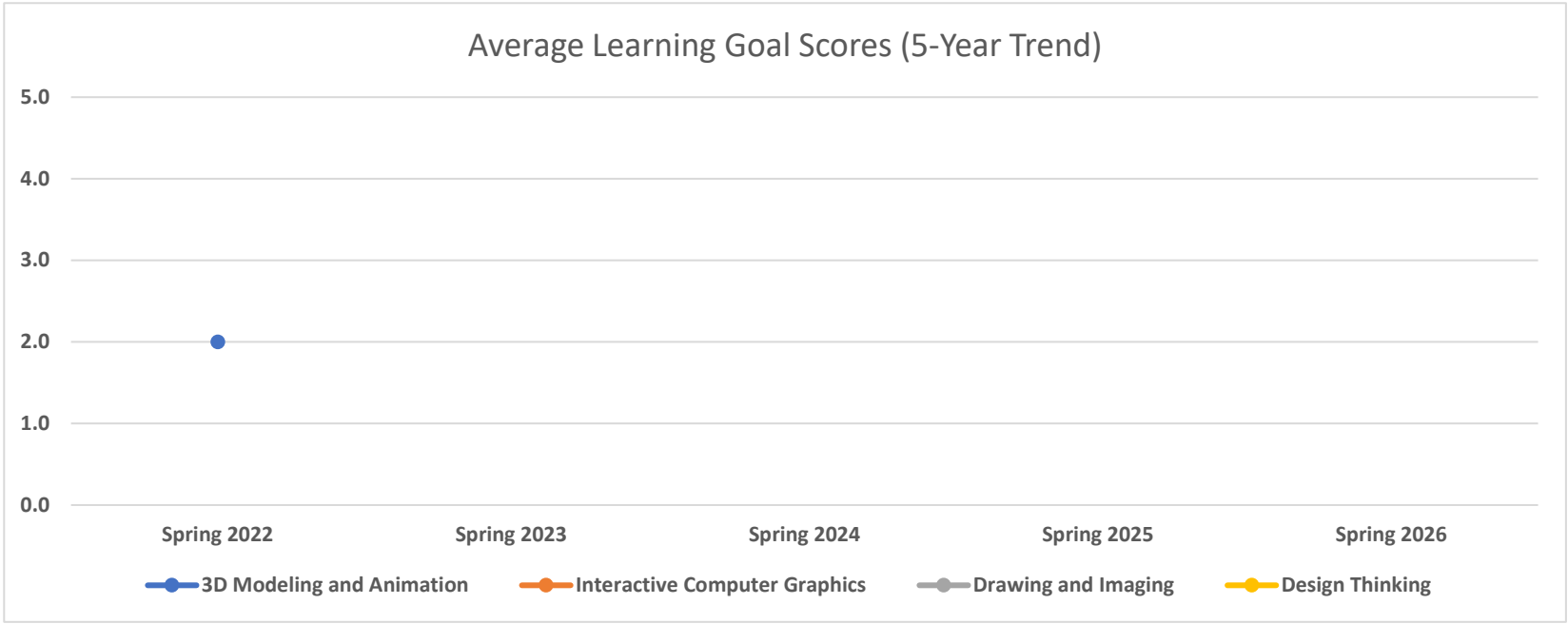
# AAS Interactive Media Arts (Spring 2023)

| | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Learning Goal** | N | % | N | % | N | % | N | % | N | % | N | |
| *3D Modeling and Animation* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Interactive Computer Graphics* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Drawing and Imaging* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Design Thinking* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |



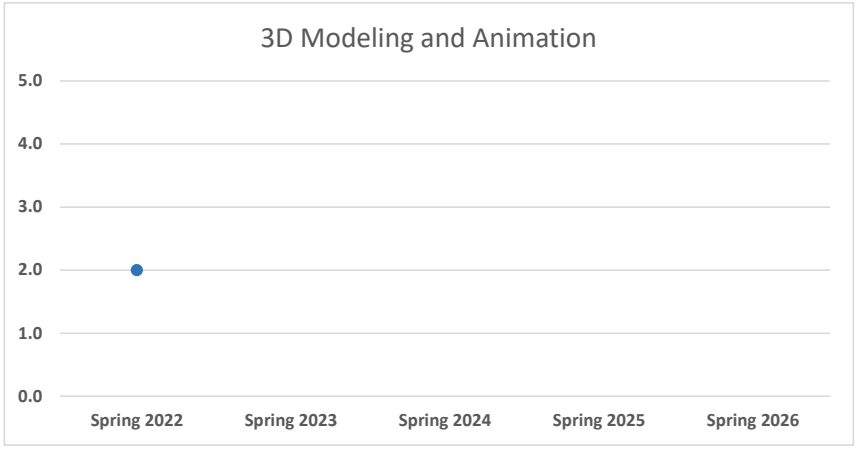
# AAS Interactive Media Arts (5-Year Trend)

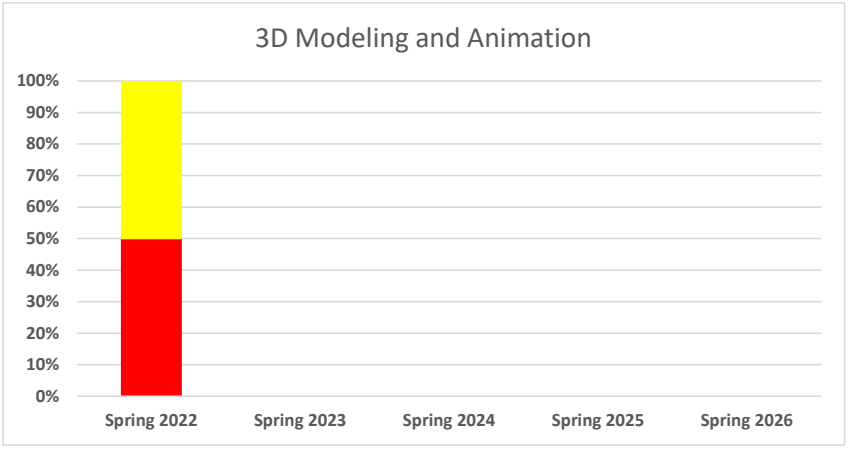
| | Average Score by Semester | | | | |
|---|---|---|---|---|---|
| **Learning Goal** | **Spring 2022** | **Spring 2023** | **Spring 2024** | **Spring 2025** | **Spring 2026** |
| *3D Modeling and Animation* | 2.0 | | | | |
| *Interactive Computer Graphics* | | | | | |
| *Drawing and Imaging* | | | | | |
| *Design Thinking* | | | | | |



## Learning Goal: 3D Modeling and Animation (AAS Interactive Media Arts Program)

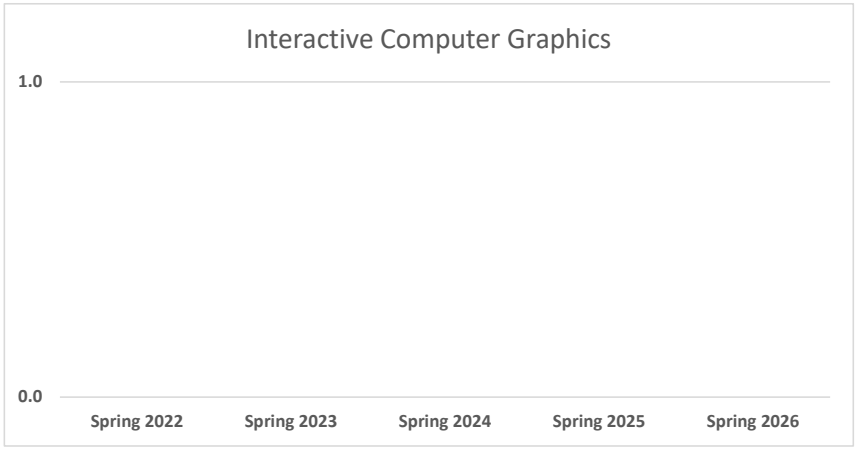
| Recorded in: ICG220 - Motion Design 2<br>Artifact: Students will create an After Effects animation to convey a social message using multiple layers to include background elements, shapes, effects, presets, and keyframes and animation | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Students will create custom 3D models with materials, lights, and animation. Students will use compositing and animation tools such as Adobe After Effects and 3ds Max to create motion graphics projects for broadcast and film.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 1 | 50.0% | 0 | 0.0% | 1 | 50.0% | 0 | 0.0% | 0 | 0.0% | 2 | **2.0** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

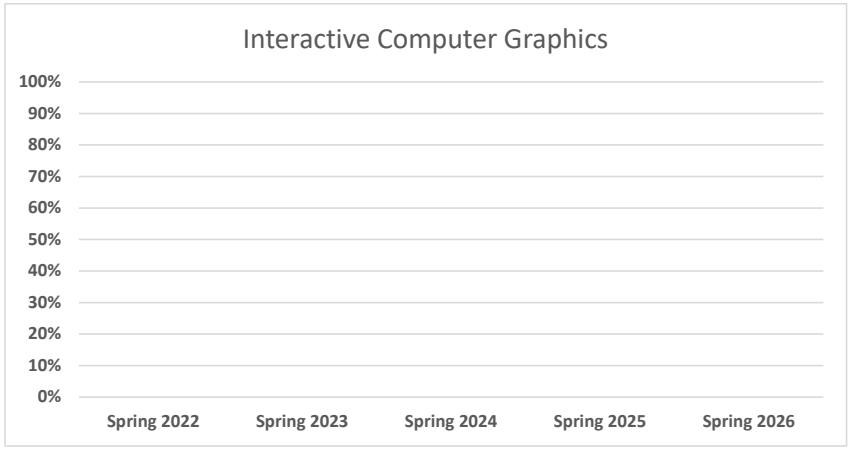


## Learning Goal: Interactive Computer Graphics (AAS Interactive Media Arts Program)

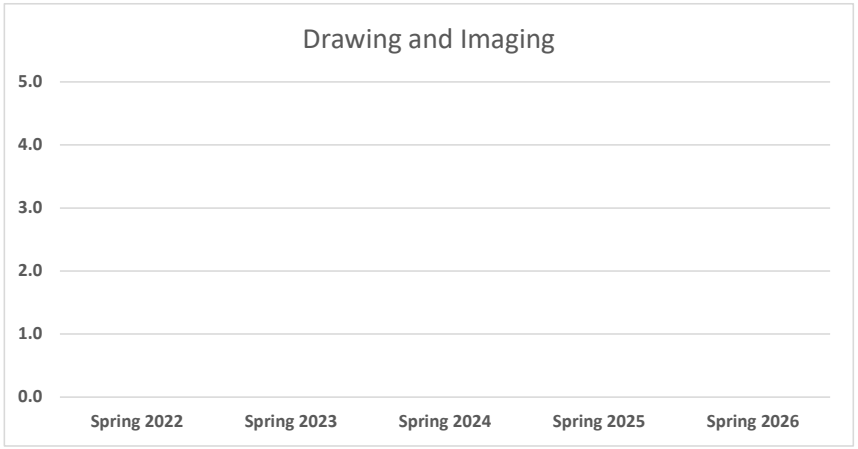
| Recorded in: ICG150 - Interactive Computer Graphics 1<br>Artifact: Students will create an interface capable of traversing information visually | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Students will use industry standard coding software to create an interface capable of traversing information visually.* | N | % | N | % | N | % | N | % | N | % | N | |
| *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Spring 2024* | | | | | | | | | | | | |
| *Spring 2025* | | | | | | | | | | | | |
| *Spring 2026* | | | | | | | | | | | | |

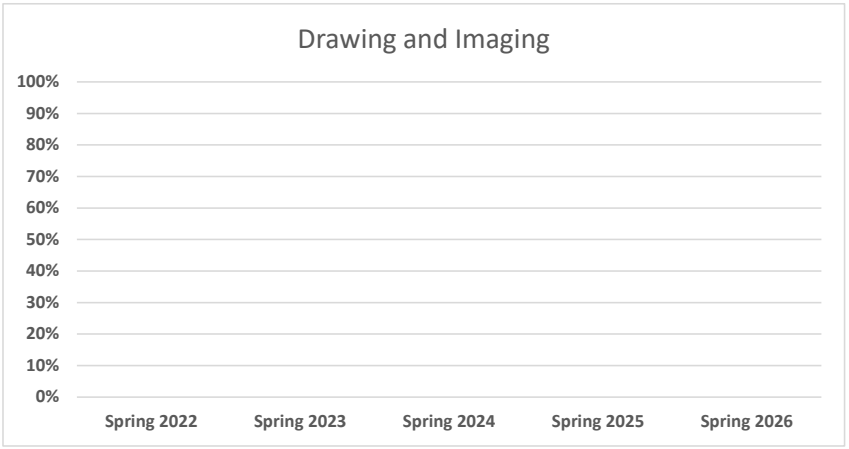


## Learning Goal: Drawing and Imaging (AAS Interactive Media Arts Program)

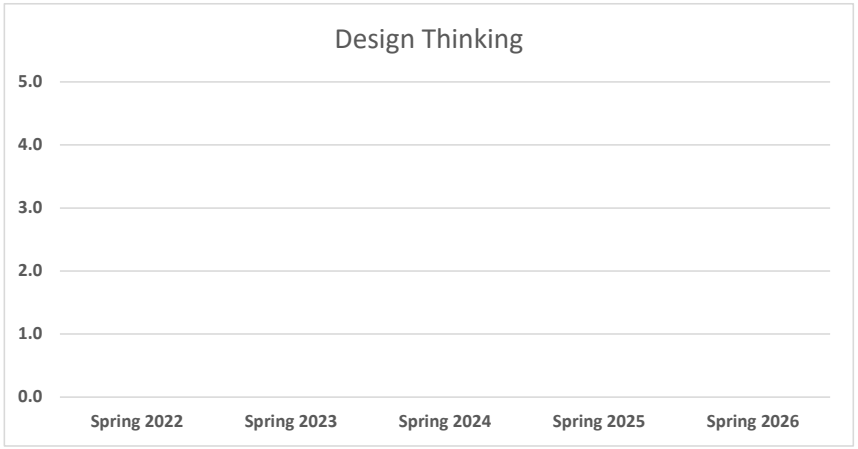
| Recorded in: ICG215 - Drawing and Imaging 2<br>Artifact: Students will render an object in full color from observation using digital tools | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Based on ideation and sketches using digital and analog tools, students will accurately render objects in full color from observation using digital software.* | N | % | N | % | N | % | N | % | N | % | N | |
| *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Spring 2024* | | | | | | | | | | | | |
| *Spring 2025* | | | | | | | | | | | | |
| *Spring 2026* | | | | | | | | | | | | |

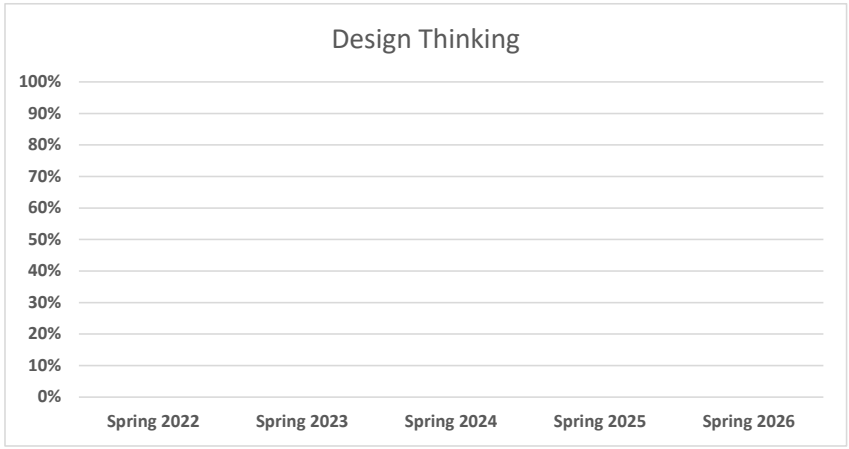


## Learning Goal: Design Thinking (AAS Interactive Media Arts Program)

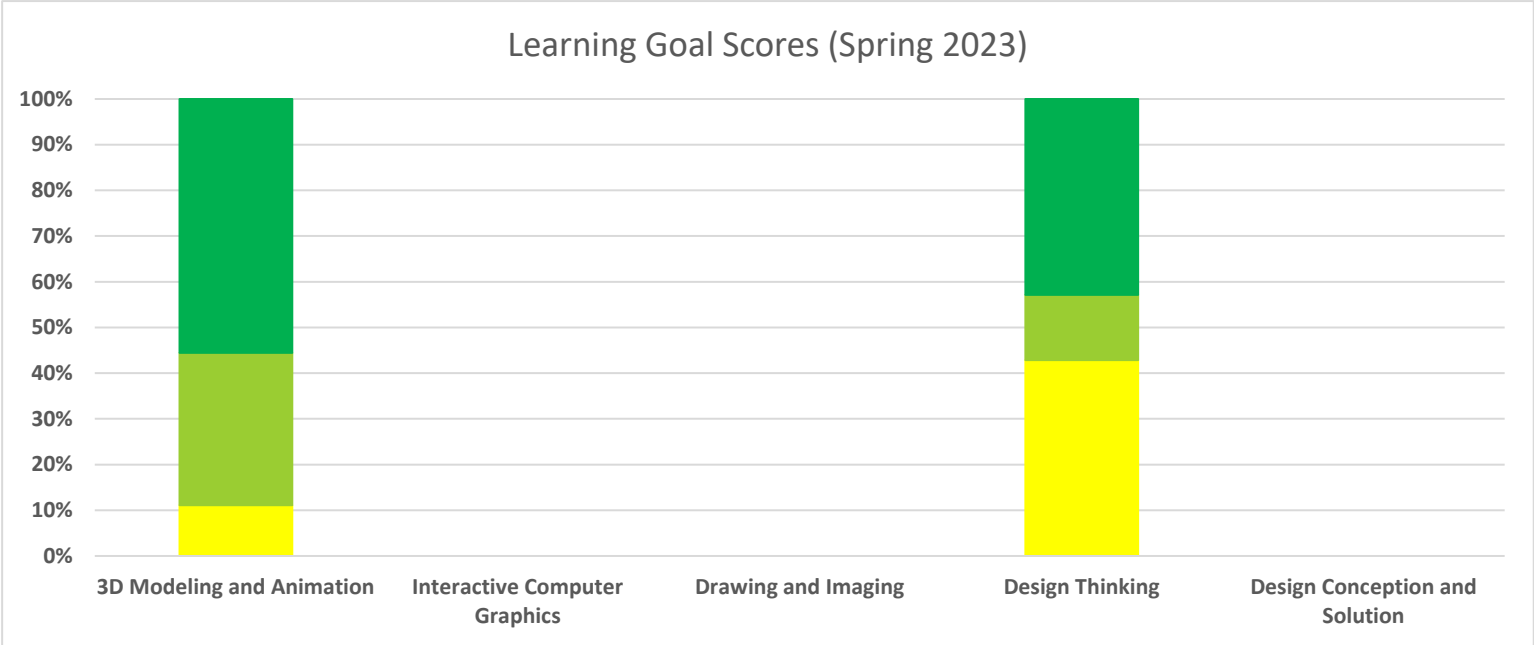
| Recorded in: ICG240 - Design Thinking 1<br>Artifact: Students wil employ the design process and thinking to design a mobile app that is user-friendly and effectively supports a business | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Students will employ the design thinking process and incorporate the principles of human-centered design to create digital, interactive experiences that focus on the end-user.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |



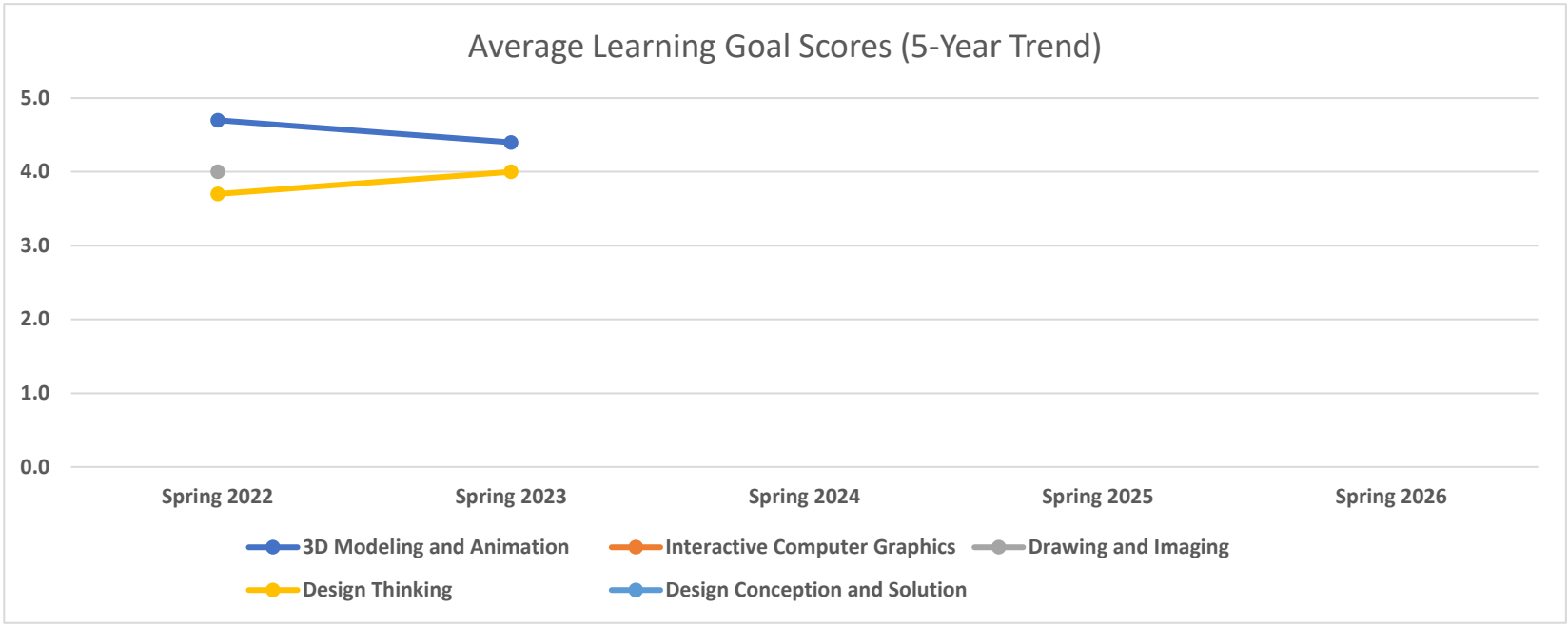
# BFA Interactive Media Arts (Spring 2023)

| | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Learning Goal** | N | % | N | % | N | % | N | % | N | % | N | |
| *3D Modeling and Animation* | 0 | 0.0% | 0 | 0.0% | 1 | 11.1% | 3 | 33.3% | 5 | 55.6% | 9 | **4.4** |
| *Interactive Computer Graphics* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Drawing and Imaging* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Design Thinking* | 0 | 0.0% | 0 | 0.0% | 3 | 42.9% | 1 | 14.3% | 3 | 42.9% | 7 | **4.0** |
| *Design Conception and Solution* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |



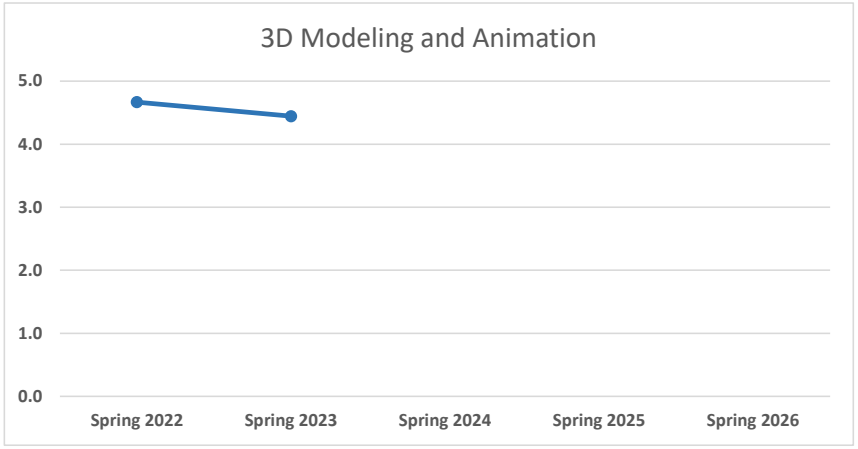
# BFA Interactive Media Arts (5-Year Trend)

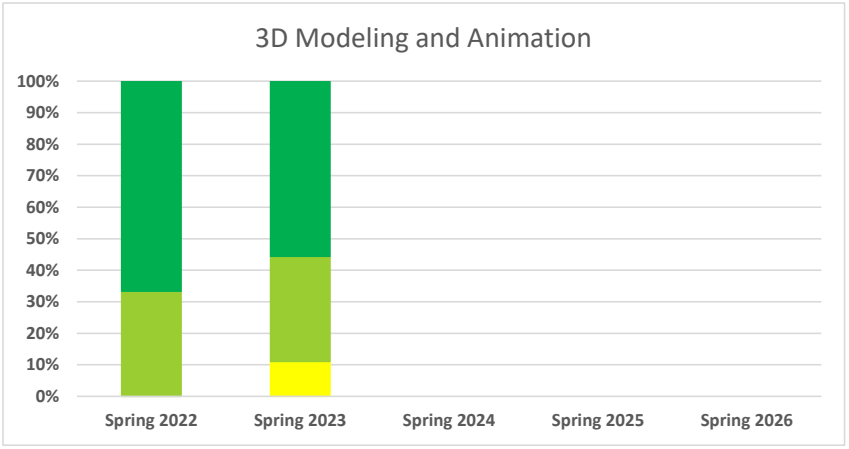
| | Average Score by Semester | | | | |
|---|---|---|---|---|---|
| **Learning Goal** | **Spring 2022** | **Spring 2023** | **Spring 2024** | **Spring 2025** | **Spring 2026** |
| *3D Modeling and Animation* | 4.7 | 4.4 | | | |
| *Interactive Computer Graphics* | | | | | |
| *Drawing and Imaging* | 4.0 | | | | |
| *Design Thinking* | 3.7 | 4.0 | | | |
| *Design Conception and Solution* | | | | | |



## Learning Goal: 3D Modeling and Animation (BFA Interactive Media Arts Program)

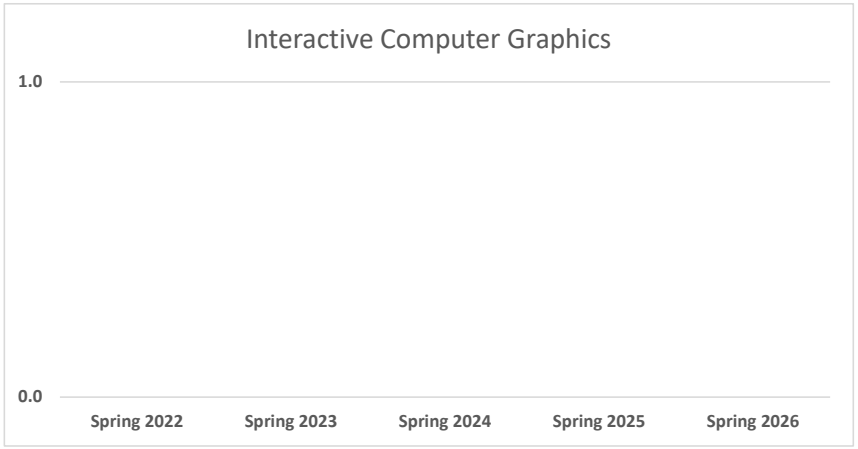
| Recorded in: ICG380 - Apprenticeship - Experience Lab<br>Artifact: Students will work independently and as a team to create a 3D model, an animated walk through, mood boards, texture maps, logo treatments, branded advertisements, and motion design for a fictitious company product and project | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Students will create custom 3D models with materials, lights, and animation based on physical reality or fantasy environments for use in architecture, engineering, games and movies. They will use compositing and animation tools such as Adobe After Effects and 3ds Max to create motion graphics projects for broadcast, web and film.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 3 | 33.3% | 6 | 66.7% | 9 | **4.7** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 1 | 11.1% | 3 | 33.3% | 5 | 55.6% | 9 | **4.4** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

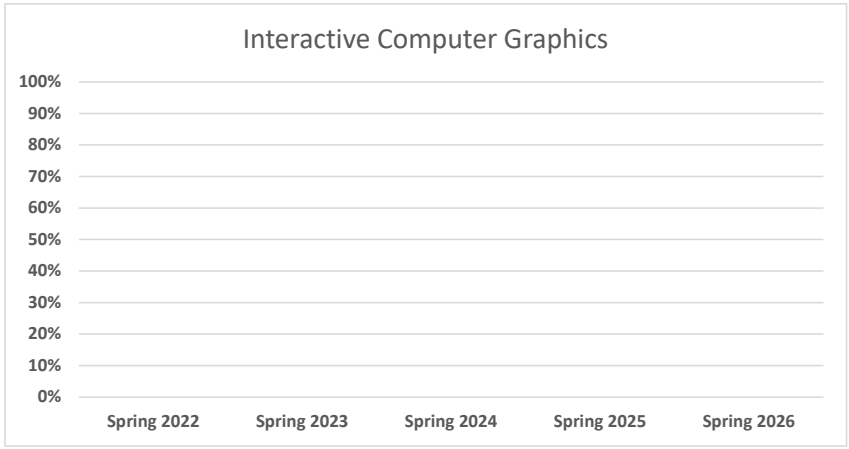


## Learning Goal: Interactive Computer Graphics (BFA Interactive Media Arts Program)

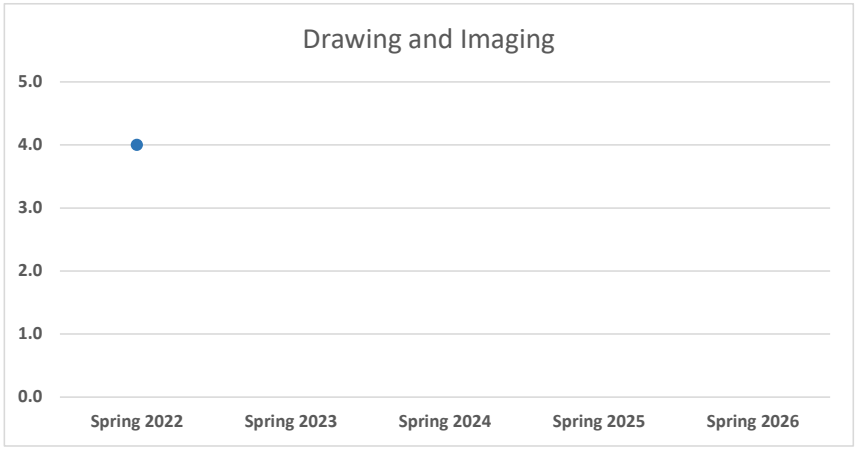
| Recorded in: ICG150 - Interactive Computer Graphics 1<br>Artifact: Students will create an interface capable of traversing information visually | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Students will use industry standard coding software to create an interface capable of traversing information visually.* | N | % | N | % | N | % | N | % | N | % | N | |
| *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Spring 2024* | | | | | | | | | | | | |
| *Spring 2025* | | | | | | | | | | | | |
| *Spring 2026* | | | | | | | | | | | | |

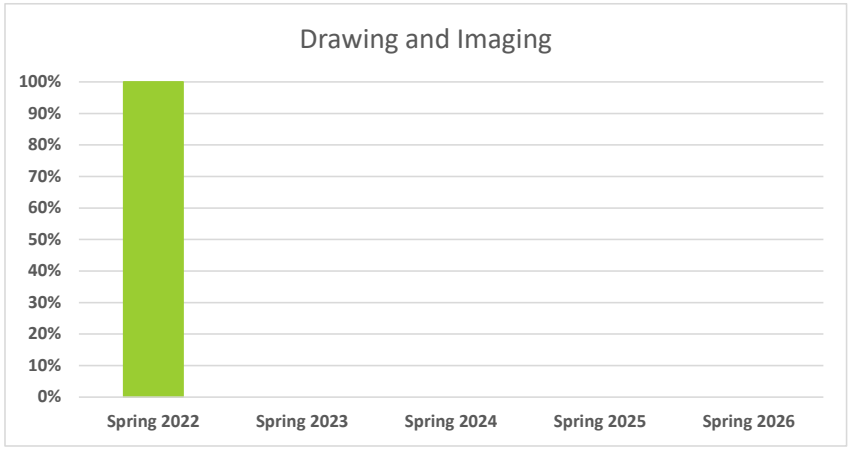


## Learning Goal: Drawing and Imaging (BFA Interactive Media Arts Program)

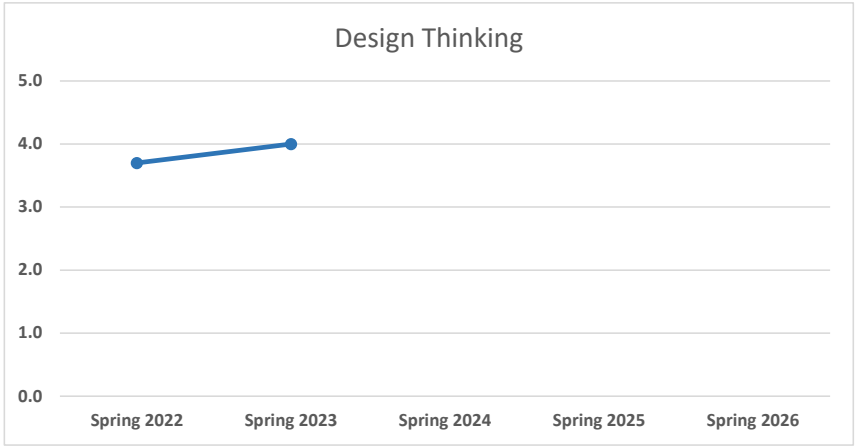
| Recorded in: ICG215 - Drawing and Imaging 2<br>Artifact: Students will render an object in full color from observation using digital tools | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Based on ideation and sketches using digital and analog tools, students will accurately render objects in full color from observation using digital software.* | N | % | N | % | N | % | N | % | N | % | N | |
| *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 1 | **4.0** |
| *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Spring 2024* | | | | | | | | | | | | |
| *Spring 2025* | | | | | | | | | | | | |
| *Spring 2026* | | | | | | | | | | | | |

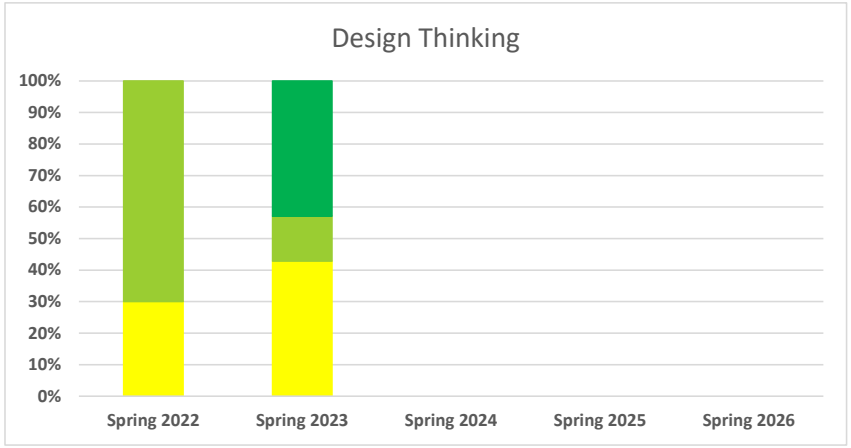


## Learning Goal: Design Thinking (BFA Interactive Media Arts Program)

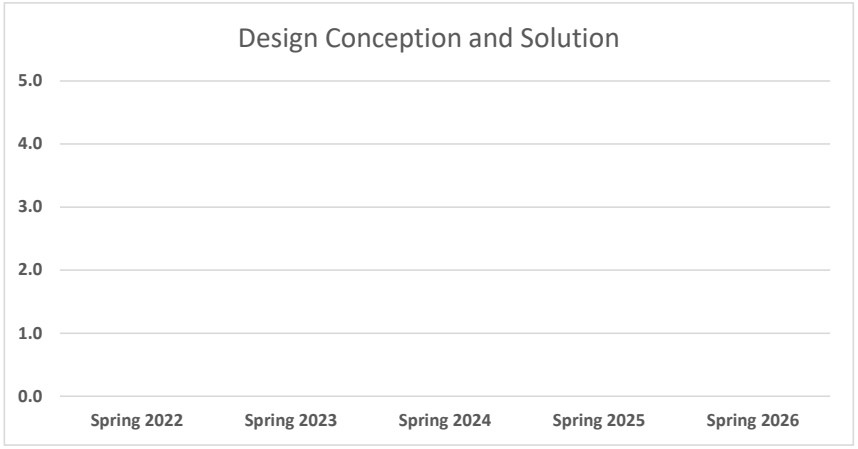
| Recorded in: ICG340 - Design Thinking 2<br>Artifact: Students will design a website landing page incorporating critical Ui and UX elements that demonstrates the principles of design | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Students will employ the design thinking process and incorporate the principles of design and UI/UX elements to create digital and interactive graphics.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 3 | 30.0% | 7 | 70.0% | 0 | 0.0% | 10 | **3.7** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 3 | 42.9% | 1 | 14.3% | 3 | 42.9% | 7 | **4.0** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

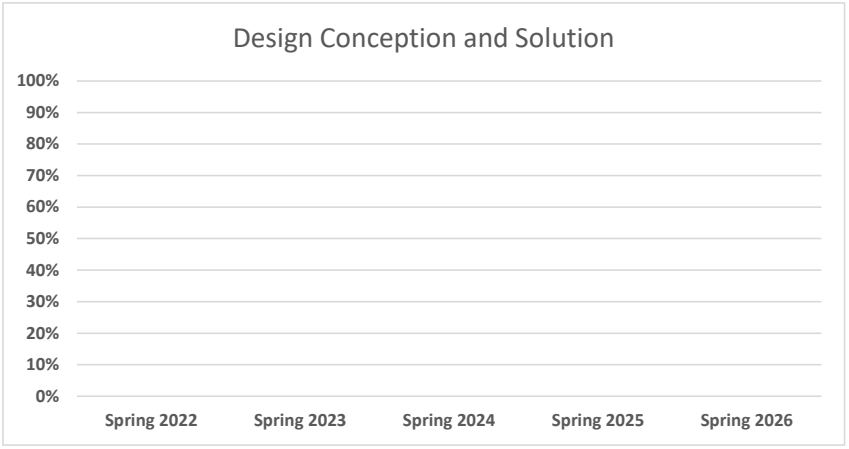


## Learning Goal: Design Conception and Solution (BFA Interactive Media Arts Program)

| Recorded in: ICG460 - Experience Lab<br>Artifact: Students will serve as team leaders to concept and create a one to two-minute television/film sequence, present, and defend their work baed on both research and design decisions | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | N | % | N | % | N | % | N | % | N | % | N | |
| *Based on real-world projects and industry standard software and skills, students will work both individually and collaboratively to conceptualize, ideate, and create viable design solutions to address client and project needs. Students will assess and critique industry and peer work based on design theory and critical analysis.* | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |



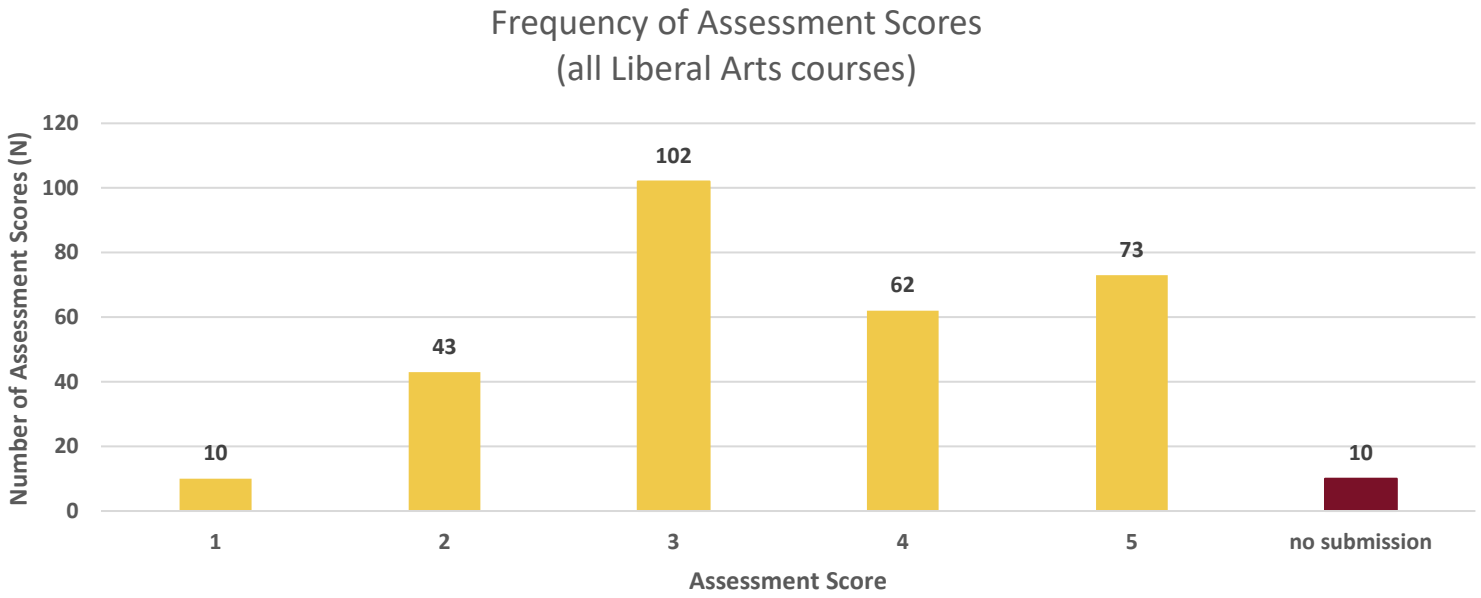



# Liberal Arts

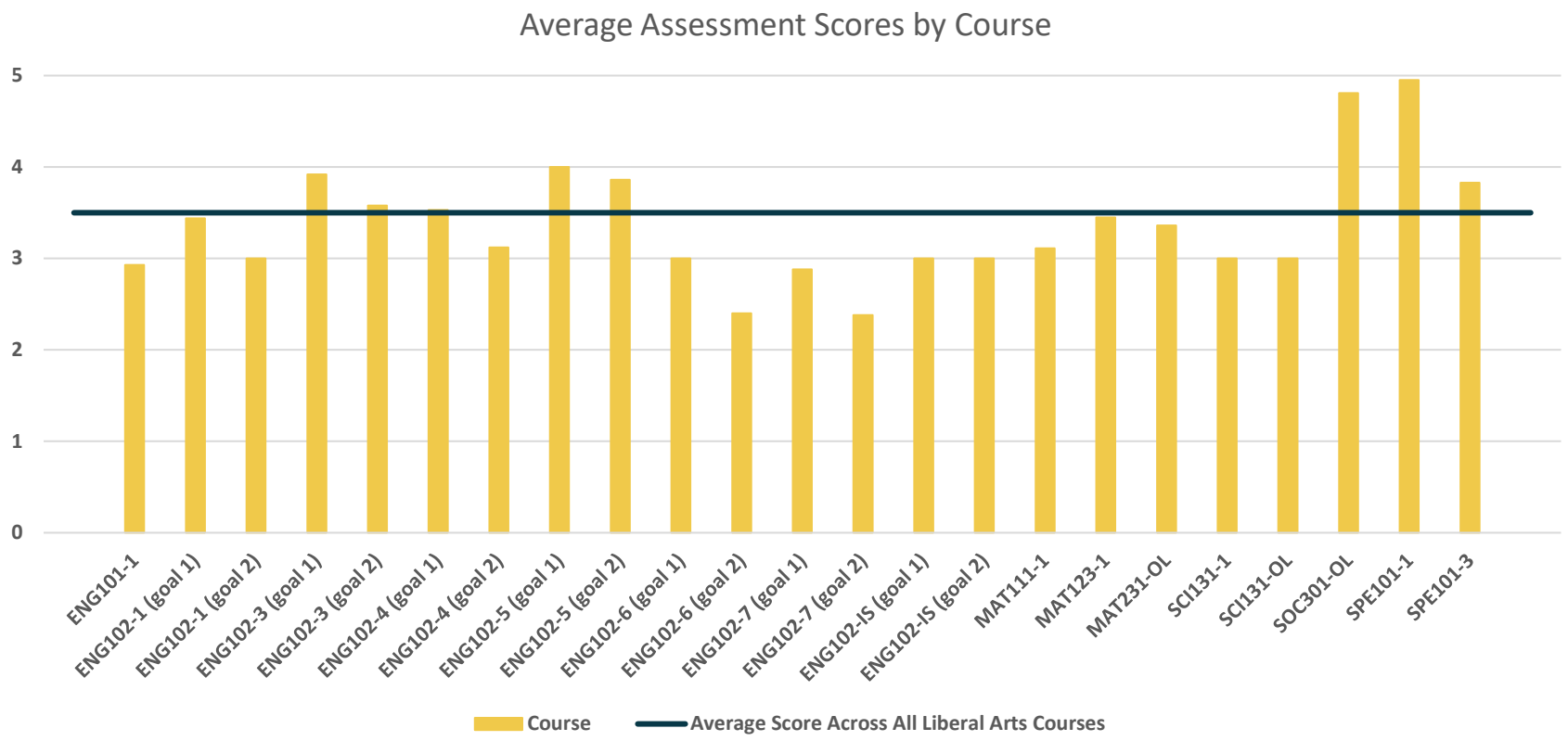
# Artifact Scores by Course

# SPRING 2023 STUDENT LEARNING ASSESSMENT SUMMARY

| FREQUENCY DISTRIBUTION TABLE (assessment scores across all Liberal Arts courses) | |
|---|---|
| **SCORE** | **N** |
| 1 | 10 |
| 2 | 43 |
| 3 | 102 |
| 4 | 62 |
| 5 | 73 |
| no submission | 10 |
| Total | 300 |
| Submissions Scored (Total minus No Submissions) | 290 |
| **AVERAGE SCORE** | **3.50** |



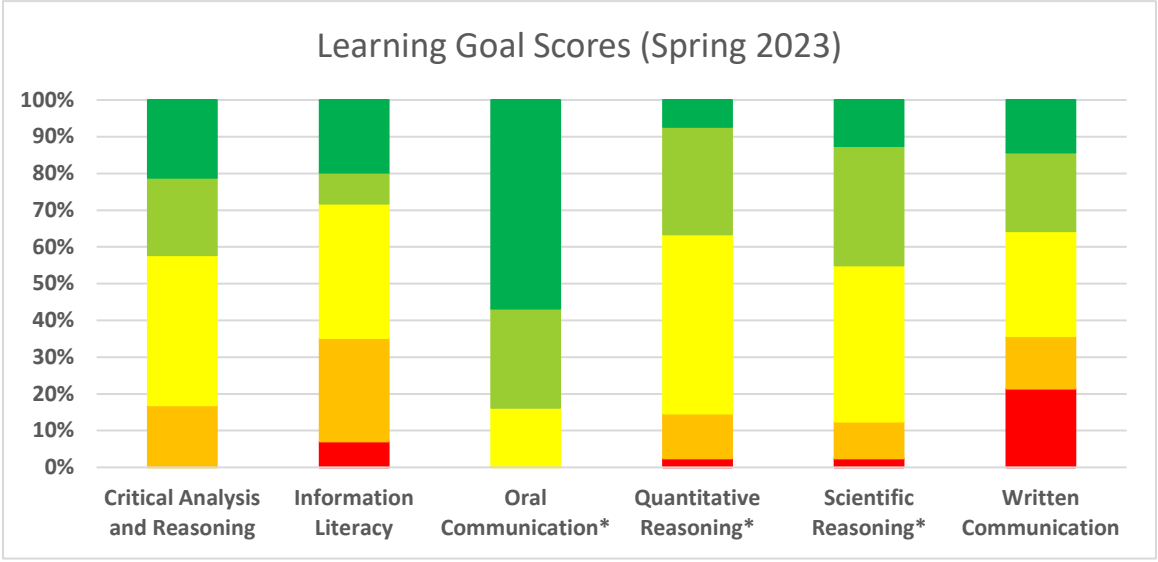
| AVERAGE ASSESSMENT SCORES BY COURSE | |
|---|---|
| **COURSE** | **AVERAGE ASSESSMENT SCORE** |
| ENG101-1 | 2.93 |
| ENG102-1 (goal 1) | 3.44 |
| ENG102-1 (goal 2) | 3.00 |
| ENG102-3 (goal 1) | 3.92 |
| ENG102-3 (goal 2) | 3.58 |
| ENG102-4 (goal 1) | 3.53 |
| ENG102-4 (goal 2) | 3.12 |
| ENG102-5 (goal 1) | 4.00 |
| ENG102-5 (goal 2) | 3.86 |
| ENG102-6 (goal 1) | 3.00 |
| ENG102-6 (goal 2) | 2.40 |
| ENG102-7 (goal 1) | 2.88 |
| ENG102-7 (goal 2) | 2.38 |
| ENG102-IS (goal 1) | 3.00 |
| ENG102-IS (goal 2) | 3.00 |
| MAT111-1 | 3.11 |
| MAT123-1 | 3.45 |
| MAT231-OL | 3.36 |
| SCI131-1 | 3.00 |
| SCI131-OL | 3.00 |
| SCI201-1 | 4.30 |
| SOC301-OL | 4.81 |
| SPE101-1 | 4.95 |
| SPE101-3 | 3.83 |
| **AVERAGE SCORE ACROSS ALL LIBERAL ARTS COURSES** | **3.50** |


Average Assessment Scores by Course
5
4
3
2
1
0
ENG101-1
ENG102-1 (goal 1)
ENG102-1 (goal 2)
ENG102-3 (goal 1)
ENG102-3 (goal 2)
ENG102-4 (goal 1)
ENG102-4 (goal 2)
ENG102-5 (goal 1)
ENG102-5 (goal 2)
ENG102-6 (goal 1)
ENG102-6 (goal 2)
ENG102-7 (goal 1)
ENG102-7 (goal 2)
ENG102-IS (goal 1)
ENG102-IS (goal 2)
MAT111-1
MAT123-1
MAT231-OL
SCI131-1
SCI131-OL
SOC301-OL
SPE101-1
SPE101-3
Course
Average Score Across All Liberal Arts Courses

# Artifact Scores by Program and Learning Goal

# General Education Requirements / AA Liberal Arts, Core Courses (Spring 2023)

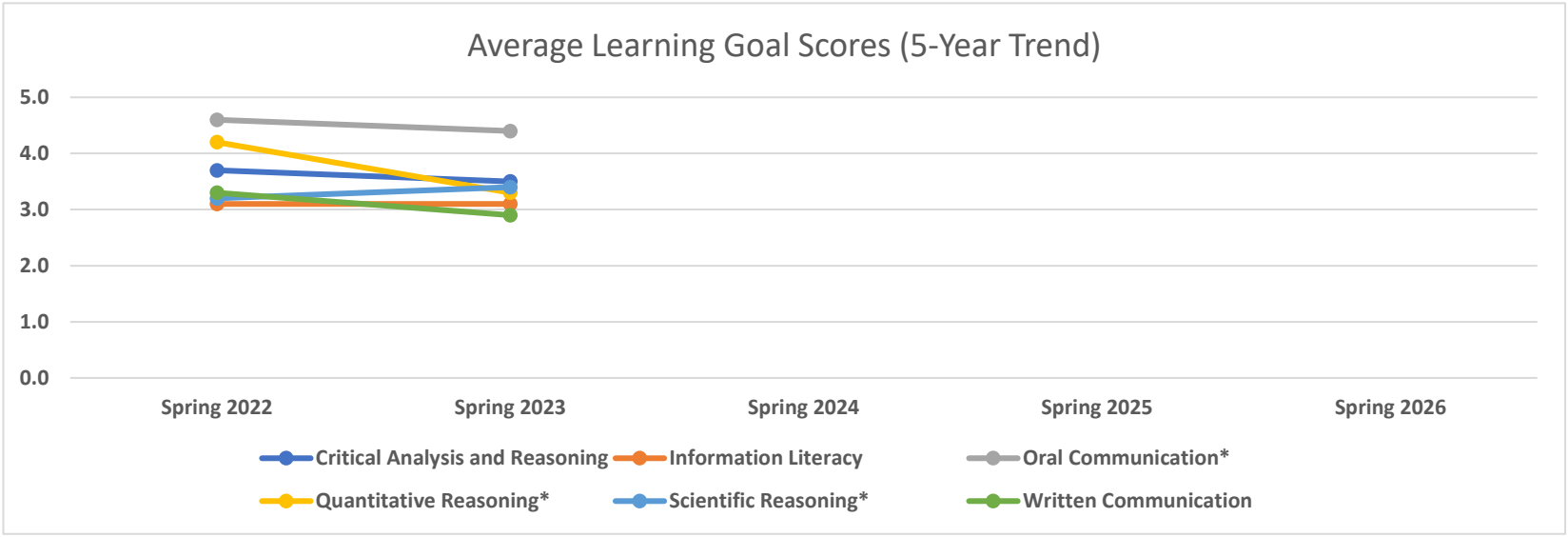
| | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Learning Goal** | N | % | N | % | N | % | N | % | N | % | N | |
| *Critical Analysis and Reasoning* | 0 | 0.0% | 12 | 16.9% | 29 | 40.8% | 15 | 21.1% | 15 | 21.1% | 71 | **3.5** |
| *Information Literacy* | 5 | 7.0% | 20 | 28.2% | 26 | 36.6% | 6 | 8.5% | 14 | 19.7% | 71 | **3.1** |
| *Oral Communication** | 0 | 0.0% | 0 | 0.0% | 6 | 16.2% | 10 | 27.0% | 21 | 56.8% | 37 | **4.4** |
| *Quantitative Reasoning** | 1 | 2.4% | 5 | 12.2% | 20 | 48.8% | 12 | 29.3% | 3 | 7.3% | 41 | **3.3** |
| *Scientific Reasoning** | 1 | 2.5% | 4 | 10.0% | 17 | 42.5% | 13 | 32.5% | 5 | 12.5% | 40 | **3.4** |
| *Written Communication* | 3 | 21.4% | 2 | 14.3% | 4 | 28.6% | 3 | 21.4% | 2 | 14.3% | 14 | **2.9** |




* The Oral Communication, Quantitative Reasoning, and Scientific Reasoning learning goals are assessed in multiple courses. The score listed here is the combined average score for all assessed artifacts for the stated learning goal. Separate breakdowns for each artifact are provided on the following pages.

## General Education Requirements / AA Liberal Arts, Core Courses (5-Year Trend)

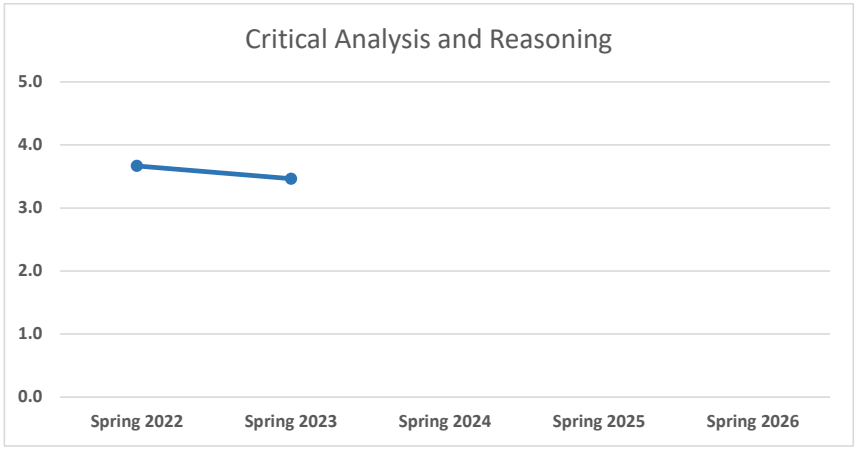
| | Average Score by Semester | | | | |
|---|---|---|---|---|---|
| **Learning Goal** | **Spring 2022** | **Spring 2023** | **Spring 2024** | **Spring 2025** | **Spring 2026** |
| *Critical Analysis and Reasoning* | 3.7 | 3.5 | | | |
| *Information Literacy* | 3.1 | 3.1 | | | |
| *Oral Communication** | 4.6 | 4.4 | | | |
| *Quantitative Reasoning** | 4.2 | 3.3 | | | |
| *Scientific Reasoning** | 3.2 | 3.4 | | | |
| *Written Communication* | 3.3 | 2.9 | | | |

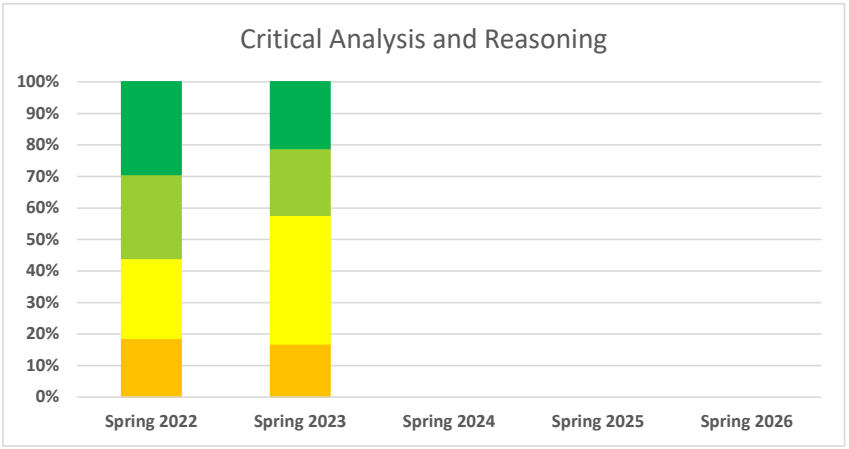



* The Oral Communication, Quantitative Reasoning, and Scientific Reasoning learning goals are assessed in multiple courses. The score listed here is the combined average score for all assessed artifacts for the stated learning goal. Separate breakdowns for each artifact are provided on the following pages.

## Learning Goal: Critical Analysis and Reasoning (General Education Requirements / AA Liberal Arts Program, Core Courses)

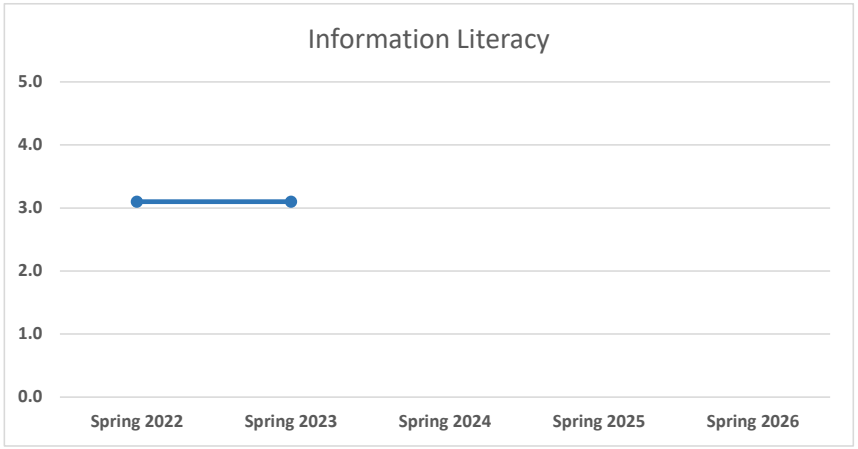
| Recorded in: ENG102 - English Composition 2<br>Artifact: Research Paper | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Explain, interpret, and assess through academic writing the ability to understand and successfully analyze the theme, organization, style, evidence, andstrength of argumentative and creative texts presented.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 14 | 18.7% | 19 | 25.3% | 20 | 26.7% | 22 | 29.3% | 75 | **3.7** |
| | *Spring 2023* | 0 | 0.0% | 12 | 16.9% | 29 | 40.8% | 15 | 21.1% | 15 | 21.1% | 71 | **3.5** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

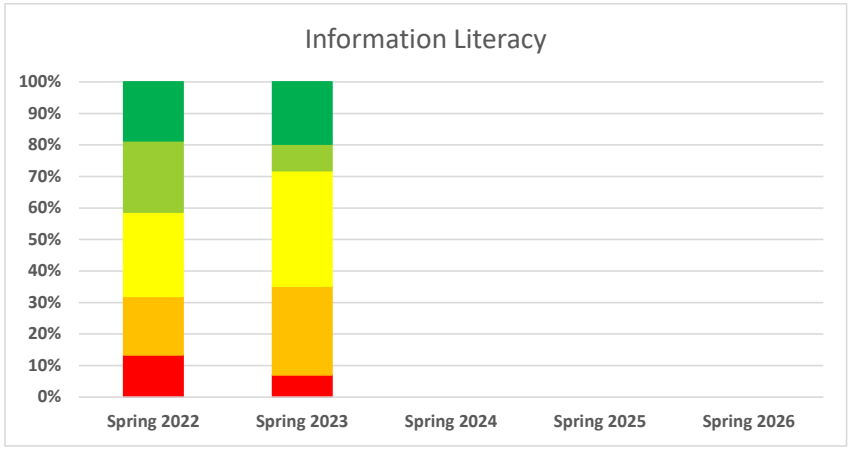


## Learning Goal: Information Literacy (General Education Requirements / AA Liberal Arts Program, Core Courses)

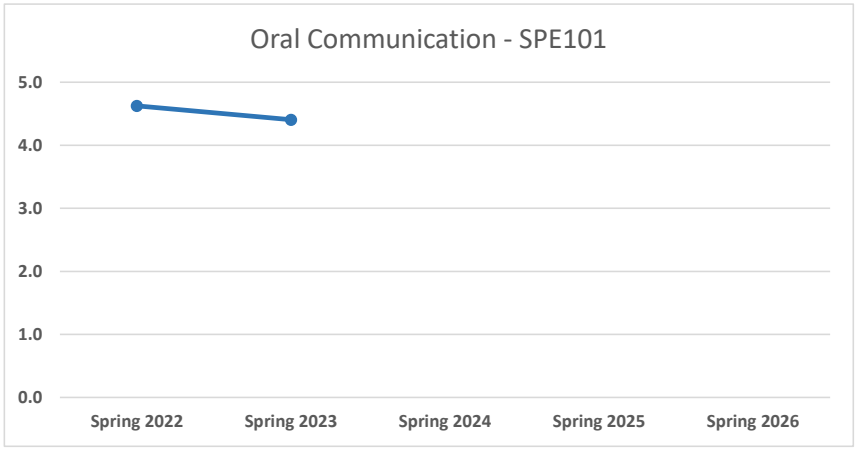
| Recorded in: ENG102 - English Composition 2<br>Artifact: Research Paper | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Identify, locate, evaluate, and utilize reputable sources to support thesis-driven writing and cite such sources according to institutional standards.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 10 | 13.3% | 14 | 18.7% | 20 | 26.7% | 17 | 22.7% | 14 | 18.7% | 75 | **3.1** |
| | *Spring 2023* | 5 | 7.0% | 20 | 28.2% | 26 | 36.6% | 6 | 8.5% | 14 | 19.7% | 71 | **3.1** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

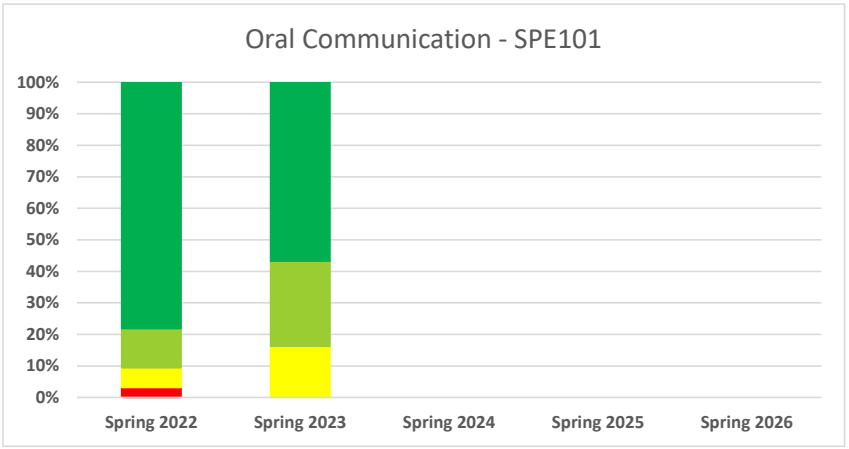


## Learning Goal: Oral Communication - SPE101 (General Education Requirements / AA Liberal Arts Program, Core Courses)

| Recorded in: SPE101 - Fundamentals of Speech<br>Artifact: Speech #2 | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Develop a meaningful and effective voice in order to deliver a well-organized, content-rich, and articulated public presentation.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 1 | 3.1% | 0 | 0.0% | 2 | 6.3% | 4 | 12.5% | 25 | 78.1% | 32 | **4.6** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 6 | 16.2% | 10 | 27.0% | 21 | 56.8% | 37 | **4.4** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |



## Learning Goal: Oral Communication - SPE131 (General Education Requirements / AA Liberal Arts Program, Core Courses)

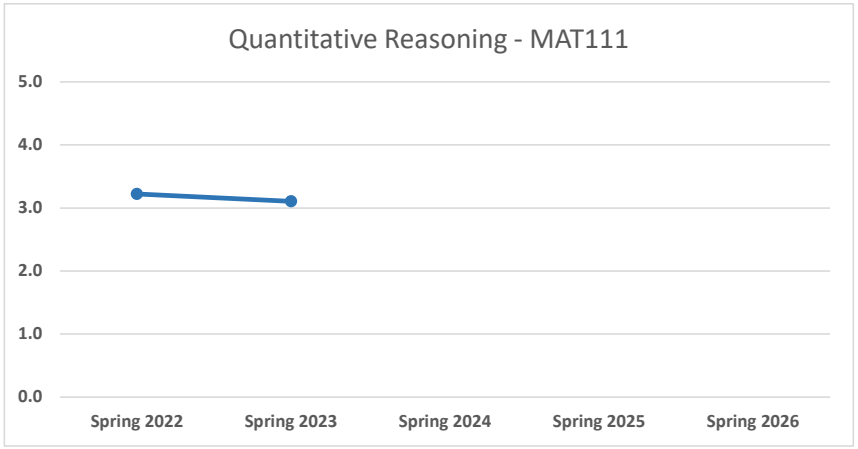
| Recorded in: SPE131 - Intro to Public Speaking<br>Artifact: Speech #6 | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Develop a meaningful and effective voice in order to deliver a well-organized, content-rich, and articulated public presentation.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

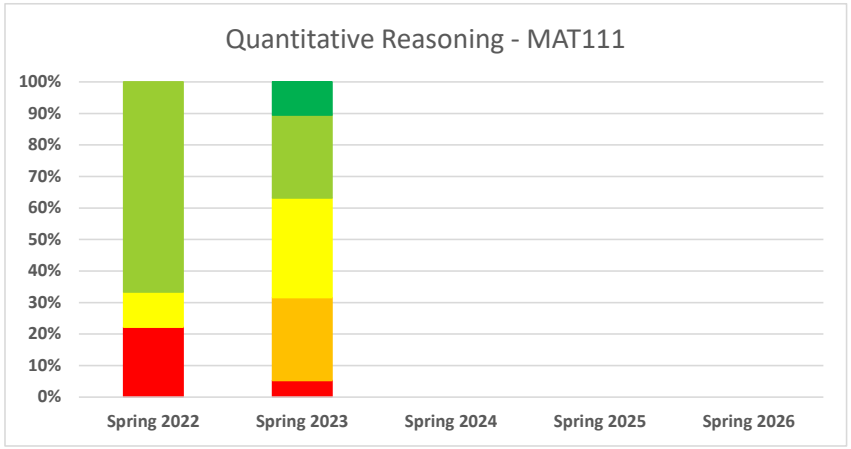





## Learning Goal: Quantitative Reasoning - MAT111 (General Education Requirements / AA Liberal Arts Program, Core Courses)

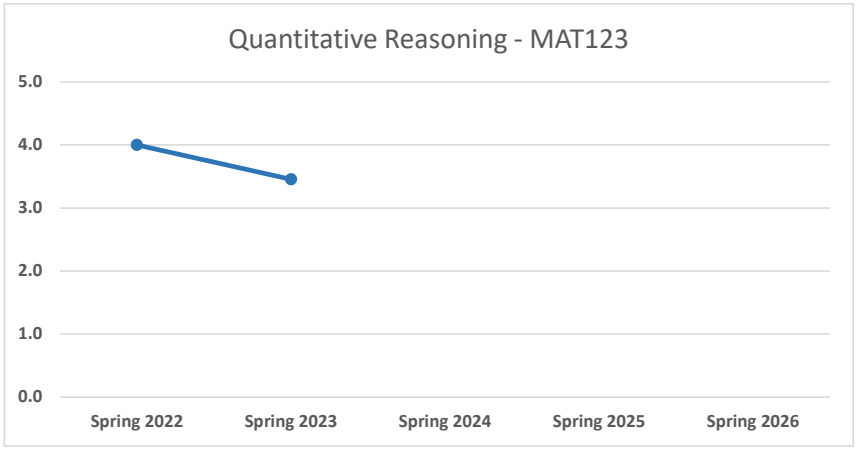
| Recorded in: MAT111 - Mathematical Reasoning<br>Artifact: Written Test or Project | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *To develop the quantitative and analytical reasoning skills of all students in order to solve real world problems.* | N | % | N | % | N | % | N | % | N | % | N | |
| *Spring 2022* | 2 | 22.2% | 0 | 0.0% | 1 | 11.1% | 6 | 66.7% | 0 | 0.0% | 9 | **3.2** |
| *Spring 2023* | 1 | 5.3% | 5 | 26.3% | 6 | 31.6% | 5 | 26.3% | 2 | 10.5% | 19 | **3.1** |
| *Spring 2024* | | | | | | | | | | | | |
| *Spring 2025* | | | | | | | | | | | | |
| *Spring 2026* | | | | | | | | | | | | |

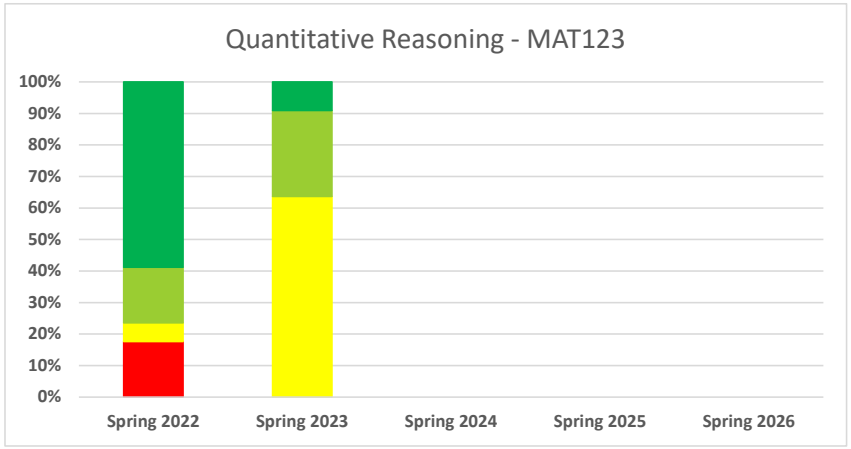


## Learning Goal: Quantitative Reasoning - MAT123 (General Education Requirements / AA Liberal Arts Program, Core Courses)

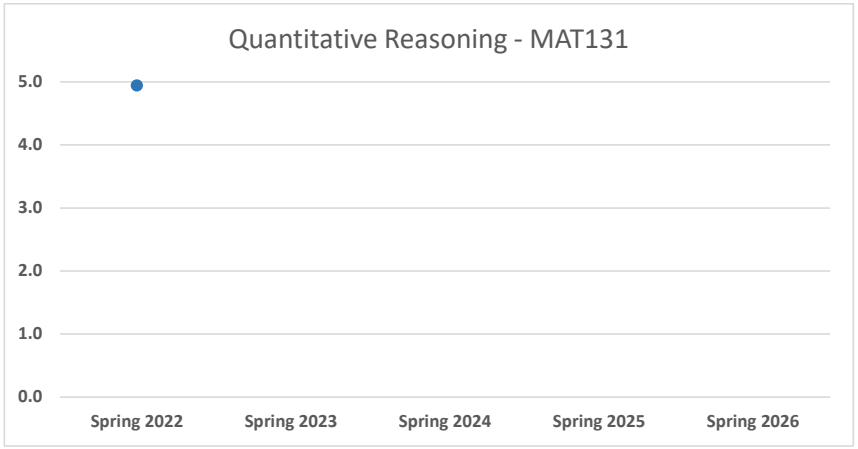
| Recorded in: MAT123 - College Algebra<br>Artifact: Written Test or Project | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *To develop the quantitative and analytical reasoning skills of all students in order to solve real world problems.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 3 | 17.6% | 0 | 0.0% | 1 | 5.9% | 3 | 17.6% | 10 | 58.8% | 17 | **4.0** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 7 | 63.6% | 3 | 27.3% | 1 | 9.1% | 11 | **3.5** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

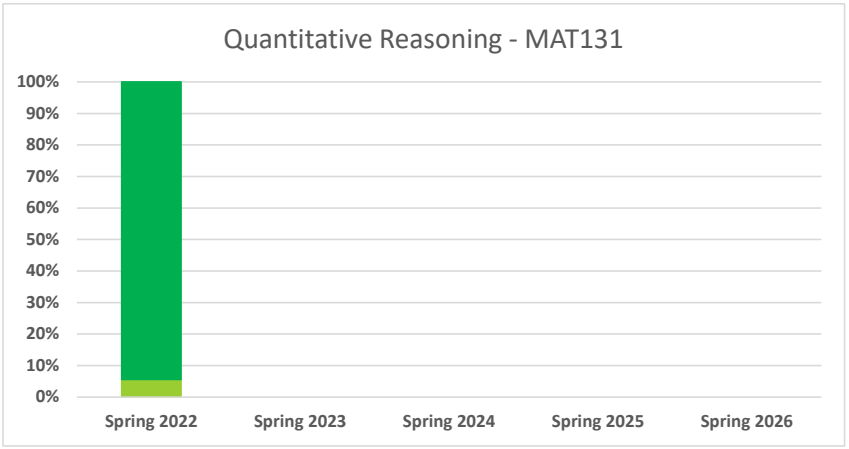


## Learning Goal: Quantitative Reasoning - MAT131 (General Education Requirements / AA Liberal Arts Program, Core Courses)

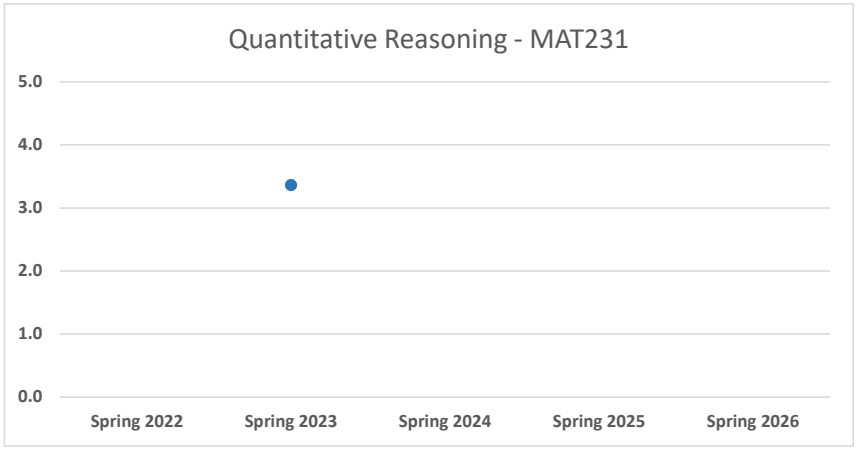
| Recorded in: MAT131 - Business Mathematics<br>Artifact: Written Test or Project | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *To develop the quantitative and analytical reasoning skills of all students in order to solve real world problems.* | N | % | N | % | N | % | N | % | N | % | N | |
| *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 5.6% | 17 | 94.4% | 18 | **4.9** |
| *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Spring 2024* | | | | | | | | | | | | |
| *Spring 2025* | | | | | | | | | | | | |
| *Spring 2026* | | | | | | | | | | | | |

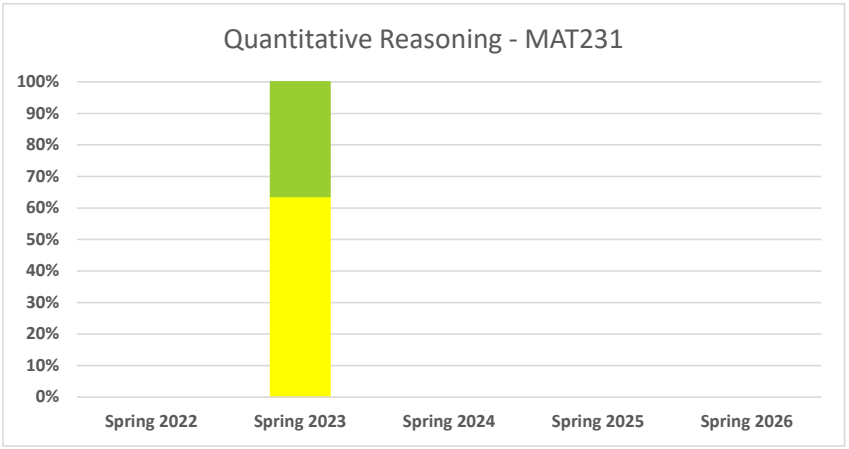


## Learning Goal: Quantitative Reasoning - MAT231 (General Education Requirements / AA Liberal Arts Program, Core Courses)

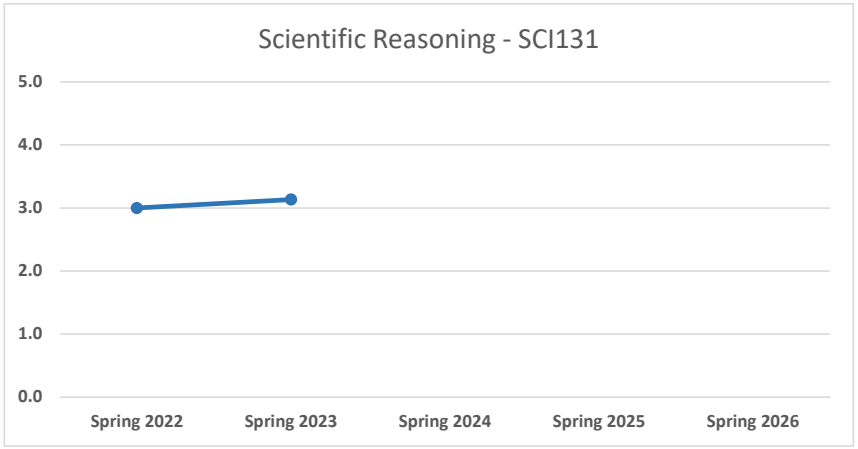
| Recorded in: MAT231 - Intro to Statistics<br>Artifact: Written Test or Project | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *To develop the quantitative and analytical reasoning skills of all students in order to solve real world problems.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 7 | 63.6% | 4 | 36.4% | 0 | 0.0% | 11 | **3.4** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

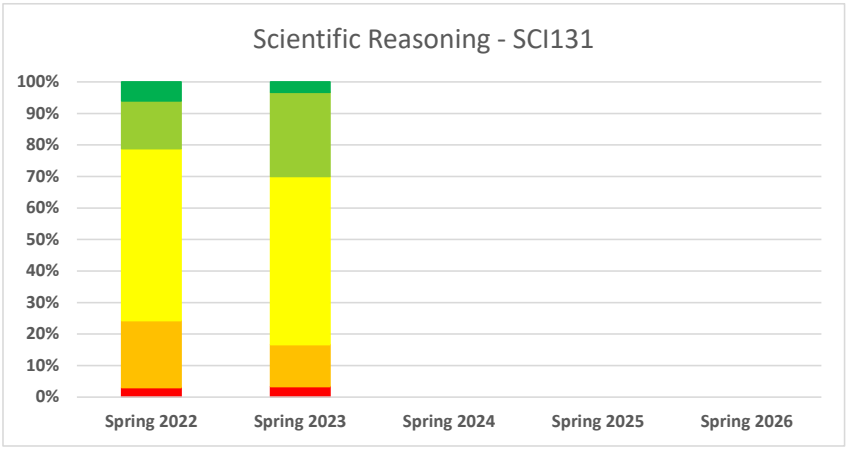


## Learning Goal: Scientific Reasoning - SCI131 (General Education Requirements / AA Liberal Arts Program, Core Courses)

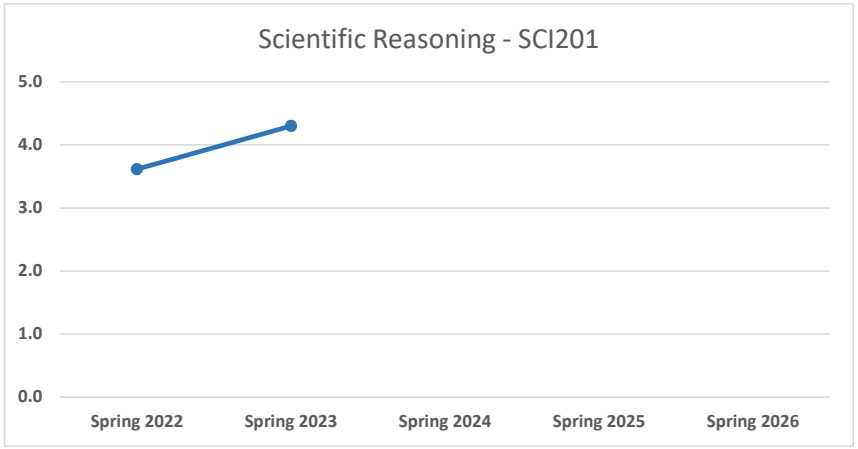
| Recorded in: SCI131 - Human Biology<br>Artifact: Project | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *A hands-on, inquiry-based approach to the scientific method (observation, experimentation, application, analysis, synthesis, and evaluation) which relies upon empirical evidence and testable hypotheses to describe, understand, predict, and control natural phenomena.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 1 | 3.0% | 7 | 21.2% | 18 | 54.5% | 5 | 15.2% | 2 | 6.1% | 33 | **3.0** |
| | *Spring 2023* | 1 | 3.3% | 4 | 13.3% | 16 | 53.3% | 8 | 26.7% | 1 | 3.3% | 30 | **3.1** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

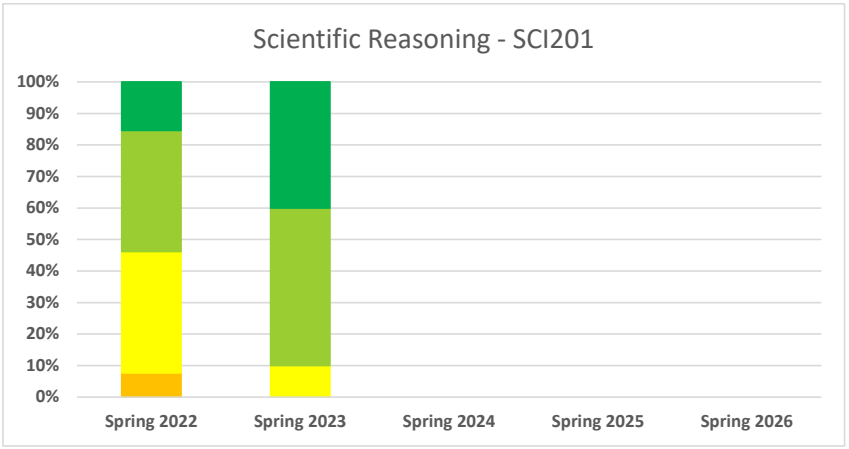


## Learning Goal: Scientific Reasoning - SCI201 (General Education Requirements / AA Liberal Arts Program, Core Courses)

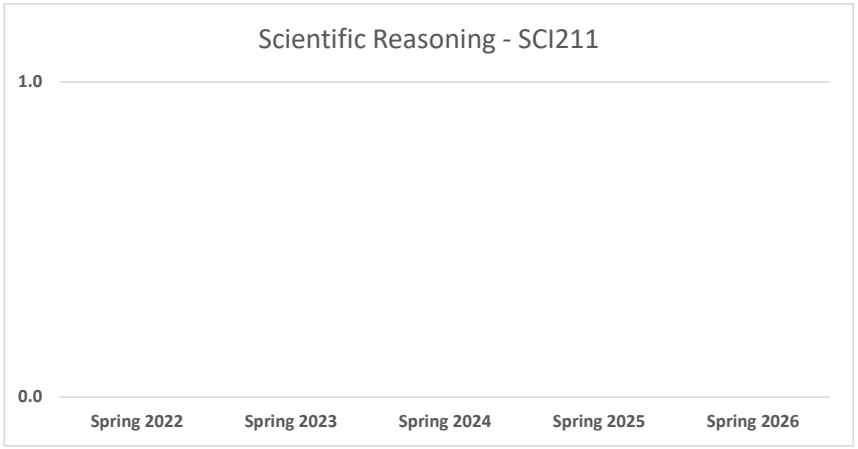
| Recorded in: SCI201 - Oceanography<br>Artifact: Project | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *A hands-on, inquiry-based approach to the scientific method (observation, experimentation, application, analysis, synthesis, and evaluation) which relies upon empirical evidence and testable hypotheses to describe, understand, predict, and control natural phenomena.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 1 | 7.7% | 5 | 38.5% | 5 | 38.5% | 2 | 15.4% | 13 | **3.6** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 1 | 10.0% | 5 | 50.0% | 4 | 40.0% | 10 | **4.3** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

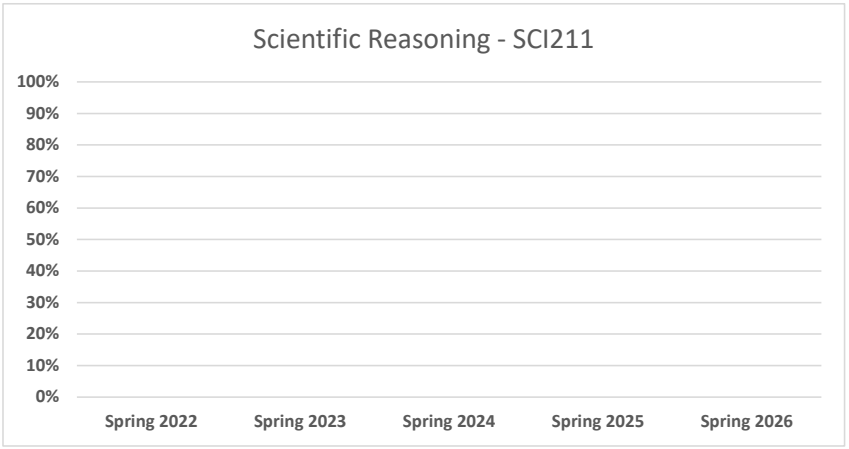


## Learning Goal: Scientific Reasoning - SCI211 (General Education Requirements / AA Liberal Arts Program, Core Courses)

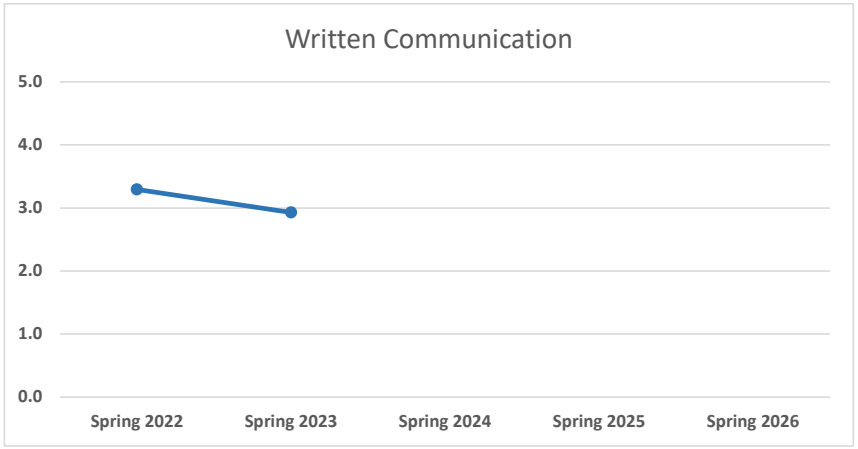
| Recorded in: SCI211 - Environmental Science<br>Artifact: Project | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *A hands-on, inquiry-based approach to the scientific method (observation, experimentation, application, analysis, synthesis, and evaluation) which relies upon empirical evidence and testable hypotheses to describe, understand, predict, and control natural phenomena.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

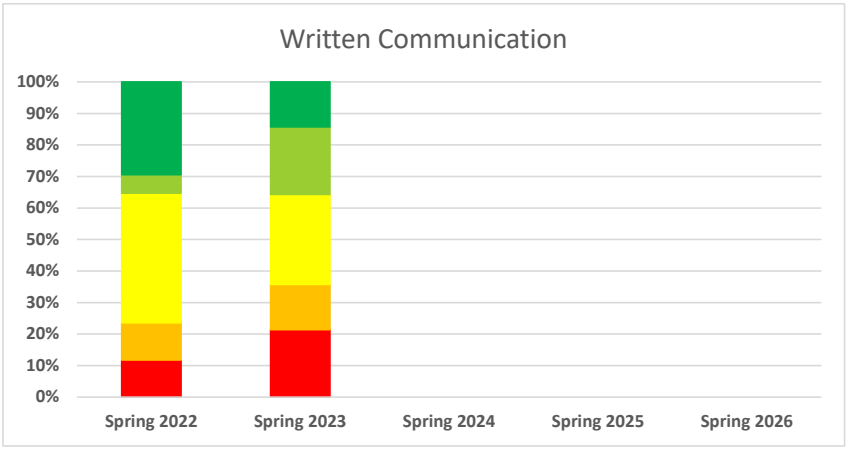


## Learning Goal: Written Communication (General Education Requirements / AA Liberal Arts Program, Core Courses)

| Recorded in: ENG101 - English Composition 1<br>Artifact: Essay | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Write clear and concise, thesis-driven essays supported by evidence and logic with proficiency in spelling, grammar, and syntax.* | N | % | N | % | N | % | N | % | N | % | N | |
| *Spring 2022* | 2 | 11.8% | 2 | 11.8% | 7 | 41.2% | 1 | 5.9% | 5 | 29.4% | 17 | **3.3** |
| *Spring 2023* | 3 | 21.4% | 2 | 14.3% | 4 | 28.6% | 3 | 21.4% | 2 | 14.3% | 14 | **2.9** |
| *Spring 2024* | | | | | | | | | | | | |
| *Spring 2025* | | | | | | | | | | | | |
| *Spring 2026* | | | | | | | | | | | | |



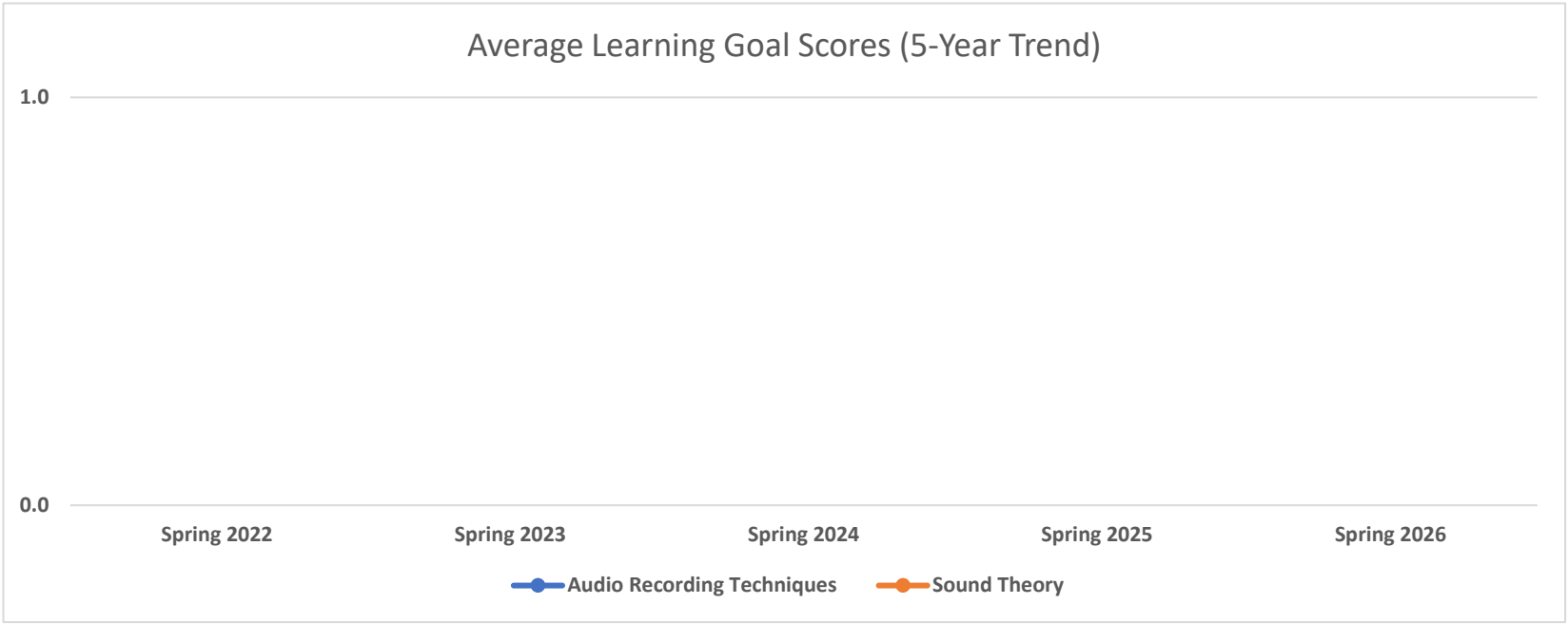
# AA Liberal Arts, Audio Recording Technology Concentration (Spring 2023)

| | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Learning Goal** | N | % | N | % | N | % | N | % | N | % | N | |
| *Audio Recording Techniques* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Sound Theory* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |



# AA Liberal Arts, Audio Recording Technology Concentration (5-Year Trend)

| | Average Score by Semester | | | | |
|---|---|---|---|---|---|
| **Learning Goal** | **Spring 2022** | **Spring 2023** | **Spring 2024** | **Spring 2025** | **Spring 2026** |
| *Audio Recording Techniques* | | | | | |
| *Sound Theory* | | | | | |



## Learning Goal: Audio Recording Techniques (AA Liberal Arts Program, Audio Recording Technology Concentration)

| Recorded in: AUD201 - Recording Studio Operations<br>Artifact: Final Examination Practicum | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates the ability to apply recording techniques to the digital recording environment. Students also demonstrate the ability to perform proper recording procedures, set professional level with use of metering, recording compression techniques, independent headphone mixing systems, and playback mixing.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

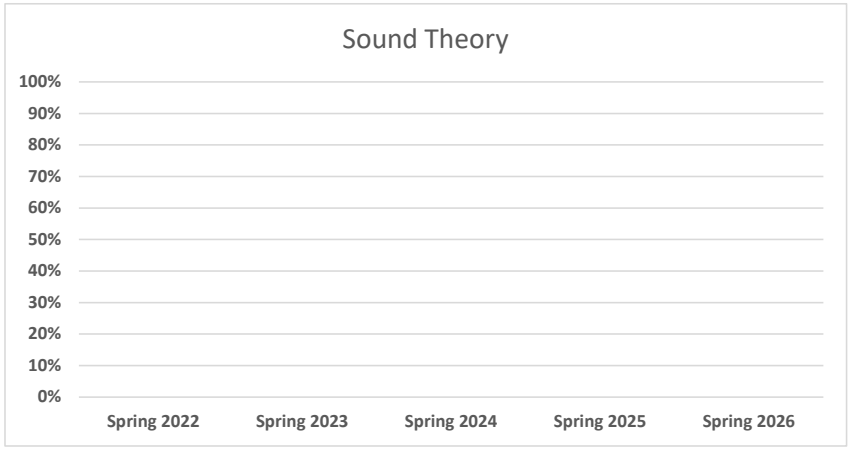





## Learning Goal: Sound Theory (AA Liberal Arts Program, Audio Recording Technology Concentration)

| Recorded in: AUD101 - Audio Recording Theory<br>Artifact: Quiz | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates an understanding of audio and acoustic theory and an ability to apply that understanding to audio recording technologies.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |



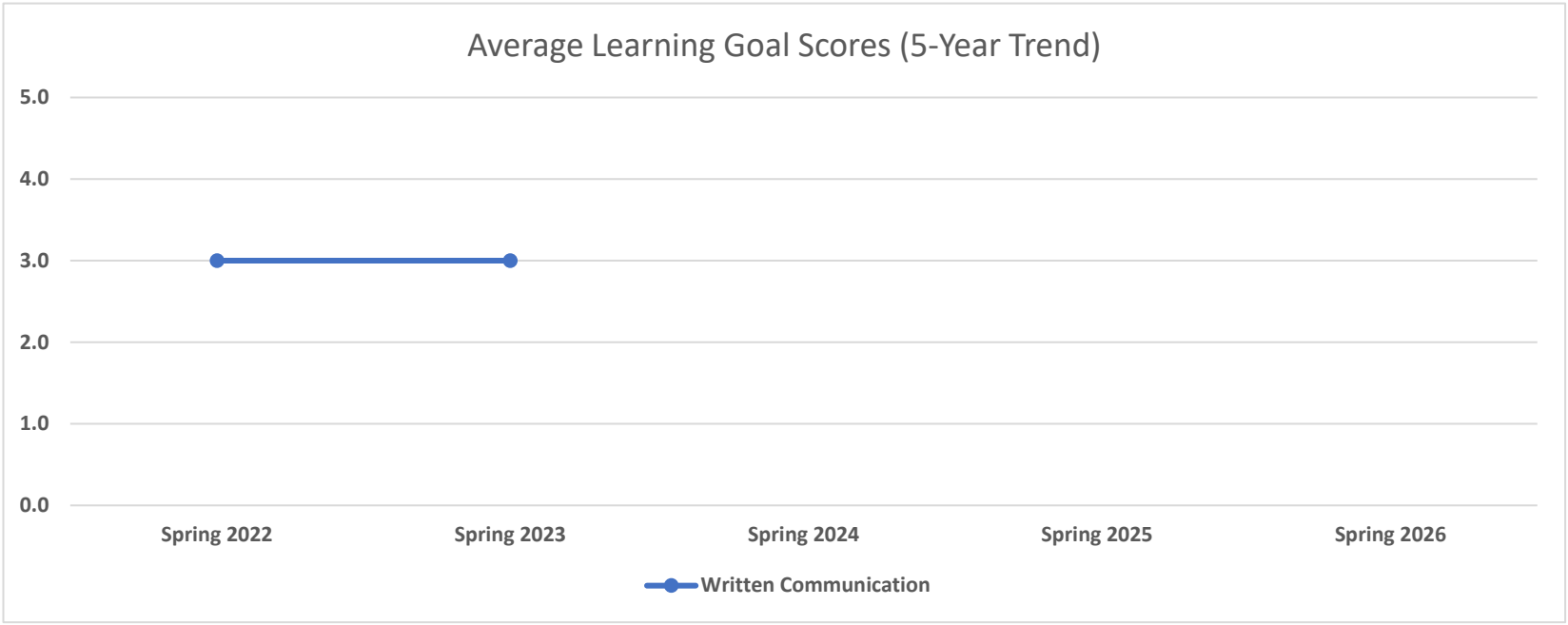
# AA Liberal Arts, Liberal Arts Concentration (Spring 2023)

| | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Learning Goal** | N | % | N | % | N | % | N | % | N | % | N | |
| *Written Communication* | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 1 | **3.0** |



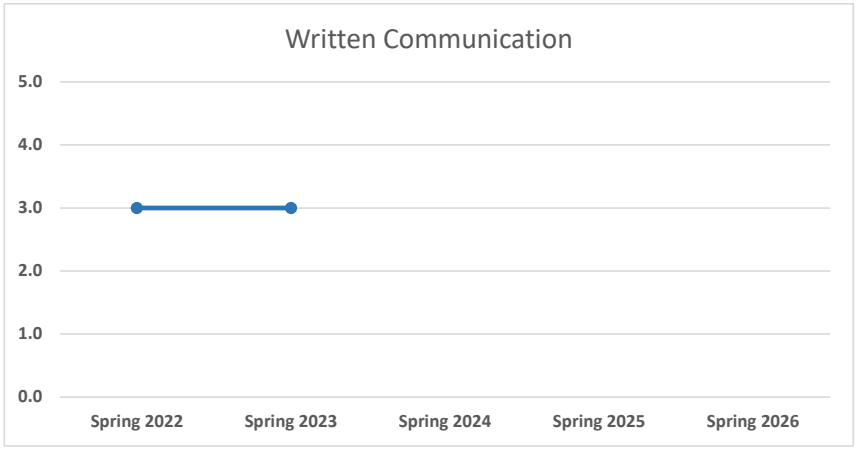
# AA Liberal Arts, Liberal Arts Concentration (5-Year Trend)

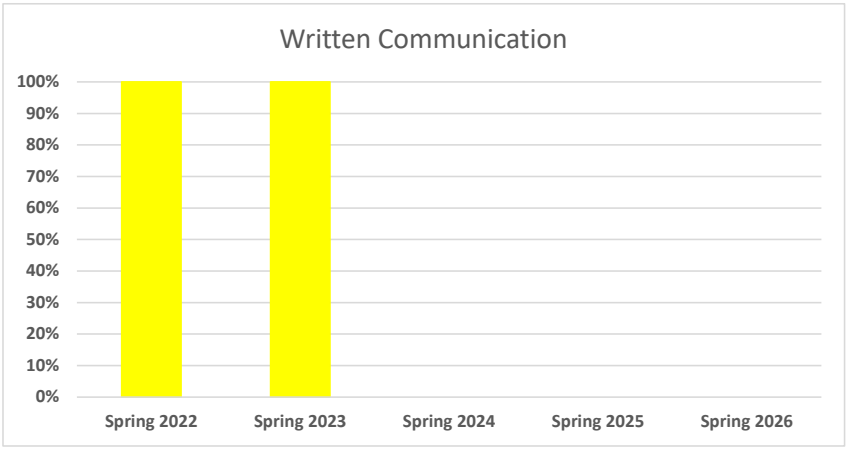
| | Average Score by Semester | | | | |
|---|---|---|---|---|---|
| **Learning Goal** | **Spring 2022** | **Spring 2023** | **Spring 2024** | **Spring 2025** | **Spring 2026** |
| *Written Communication* | 3.0 | 3.0 | | | |



## Learning Goal: Written Communication (AA Liberal Arts Program, Liberal Arts Concentration)

| Recorded in: ENG101 - English Composition 1<br>Artifact: Essay | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Write clear and concise, thesis-driven essays supported by evidence and logic with proficiency in spelling, grammar, and syntax.* | N | % | N | % | N | % | N | % | N | % | N | |
| *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 1 | **3.0** |
| *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 1 | **3.0** |
| *Spring 2024* | | | | | | | | | | | | |
| *Spring 2025* | | | | | | | | | | | | |
| *Spring 2026* | | | | | | | | | | | | |



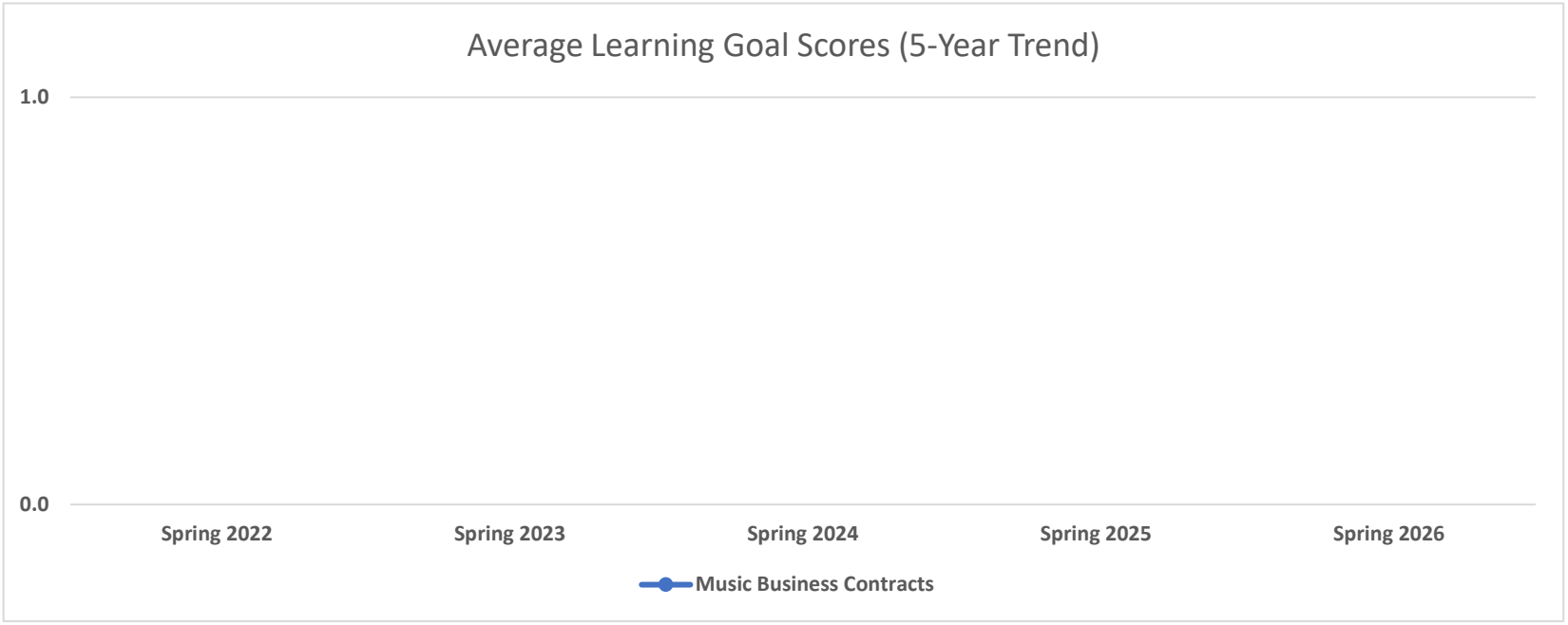
# AA Liberal Arts, MEIS Concentration (Spring 2023)

| | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Learning Goal** | N | % | N | % | N | % | N | % | N | % | N | |
| *Music Business Contracts* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |



# AA Liberal Arts, MEIS Concentration (5-Year Trend)

| | Average Score by Semester | | | | |
|---|---|---|---|---|---|
| **Learning Goal** | **Spring 2022** | **Spring 2023** | **Spring 2024** | **Spring 2025** | **Spring 2026** |
| *Music Business Contracts* | | | | | |



## Learning Goal: Music Business Contracts (AA Liberal Arts Program, MEIS Concentration)

| Recorded in: MUB202 - Music Business Contracts<br>Artifact: The Music Business Contracts Project | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Review and discuss the major elements of business agreements and contracts commonly used in the music and entertainment industry.* | N | % | N | % | N | % | N | % | N | % | N | |
| *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Spring 2024* | | | | | | | | | | | | |
| *Spring 2025* | | | | | | | | | | | | |
| *Spring 2026* | | | | | | | | | | | | |






# AA Liberal Arts, Theatre Arts Concentration (Spring 2023)

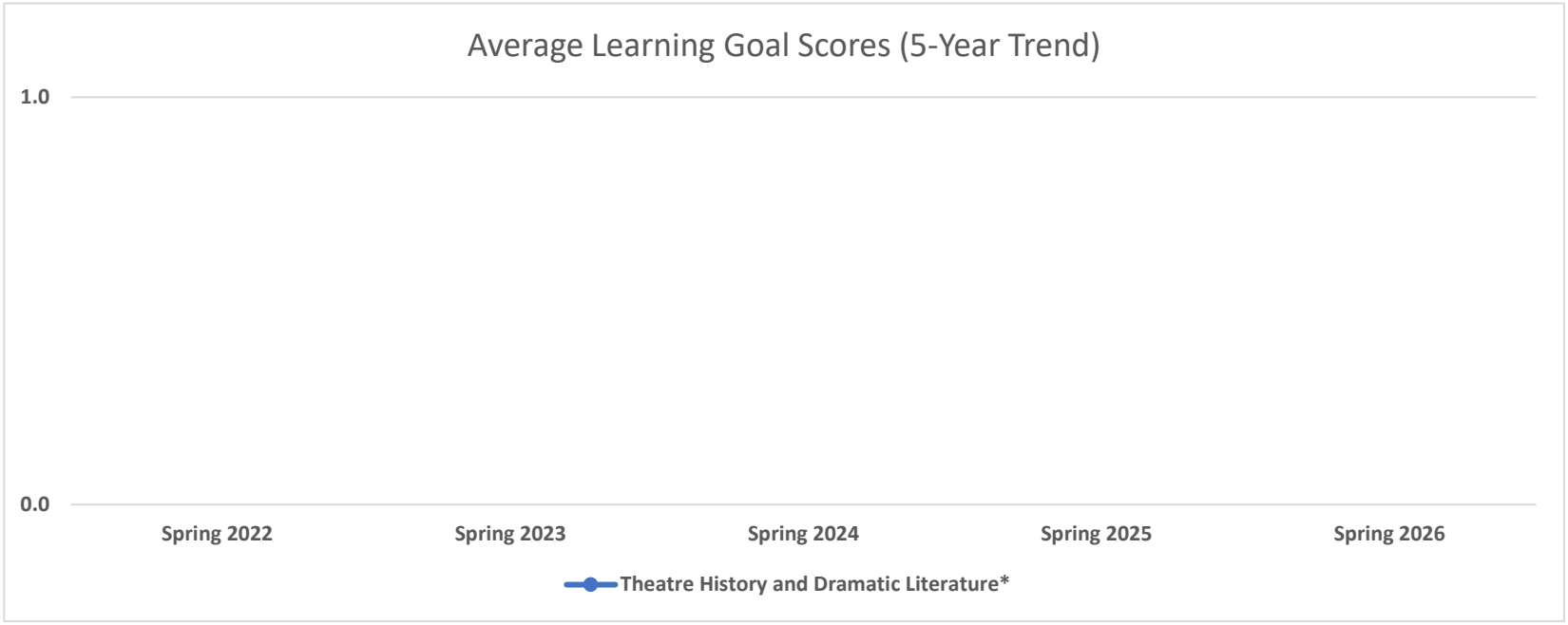
| | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Learning Goal** | N | % | N | % | N | % | N | % | N | % | N | |
| *Theatre History and Dramatic Literature** | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |




* The Theatre History and Dramatic Literature learning goal can be assessed in multiple courses. The score listed here is the combined average score for all assessed artifacts for the stated learning goal. Separate breakdowns for each artifact are provided on the following pages.

# AA Liberal Arts, Theatre Arts Concentration (5-Year Trend)

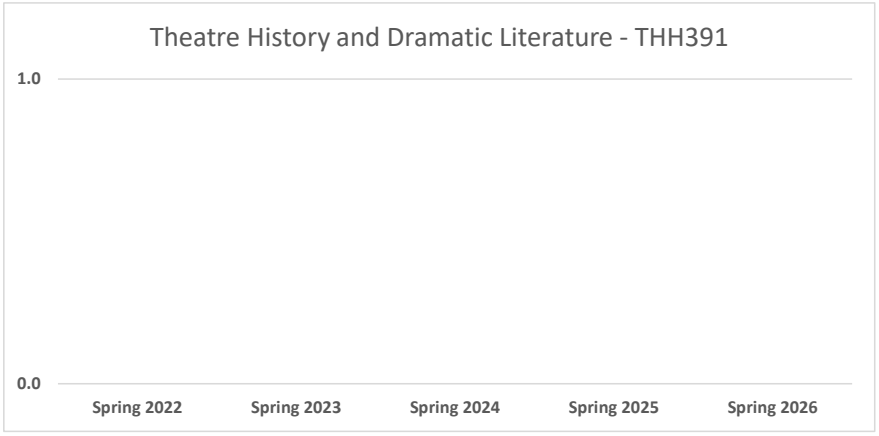
| | Average Score by Semester | | | | |
|---|---|---|---|---|---|
| **Learning Goal** | **Spring 2022** | **Spring 2023** | **Spring 2024** | **Spring 2025** | **Spring 2026** |
| *Theatre History and Dramatic Literature** | | | | | |

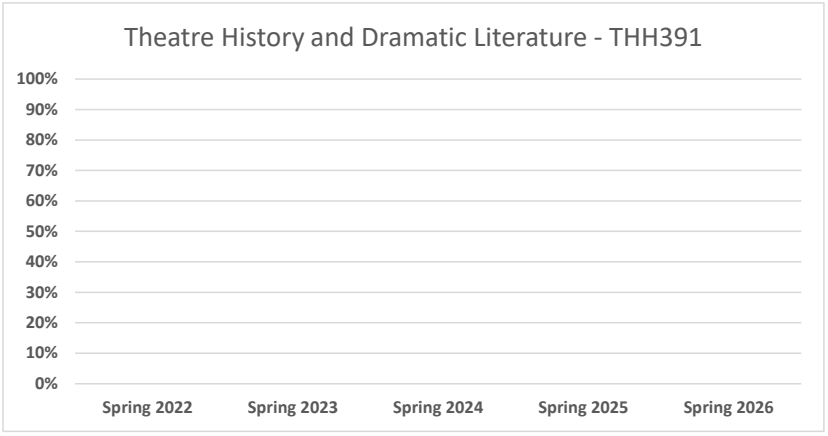



* The Theatre History and Dramatic Literature learning goal can be assessed in multiple courses. The score listed here is the combined average score for all assessed artifacts for the stated learning goal. Separate breakdowns for each artifact are provided on the following pages.

## Learning Goal: Theatre History and Dramatic Literature - THH391 (AA Liberal Arts Program, Theatre Arts Concentration)

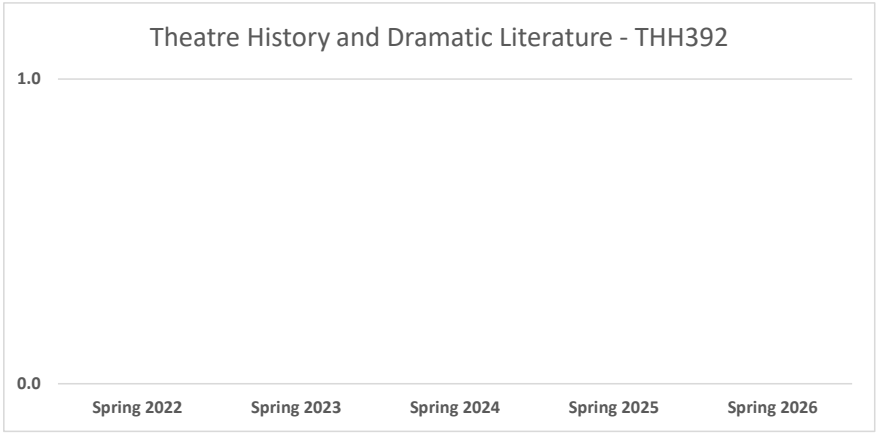
| Recorded in: THH 391 - Theatre History Before 1900<br>Artifact: Feedback in essay writing | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Demonstrate an ability to analyze a dramatic text for conflict characterization, theatricality, social and historical context, and the aims of the playwright.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

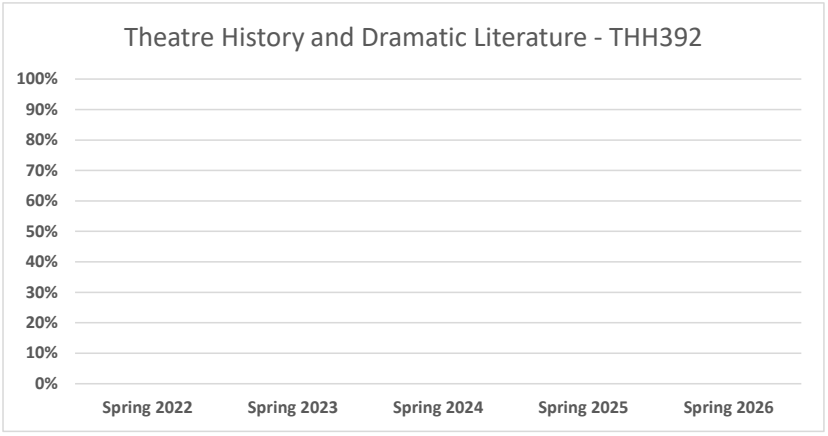


## Learning Goal: Theatre History and Dramatic Literature - THH392 (AA Liberal Arts Program, Theatre Arts Concentration)

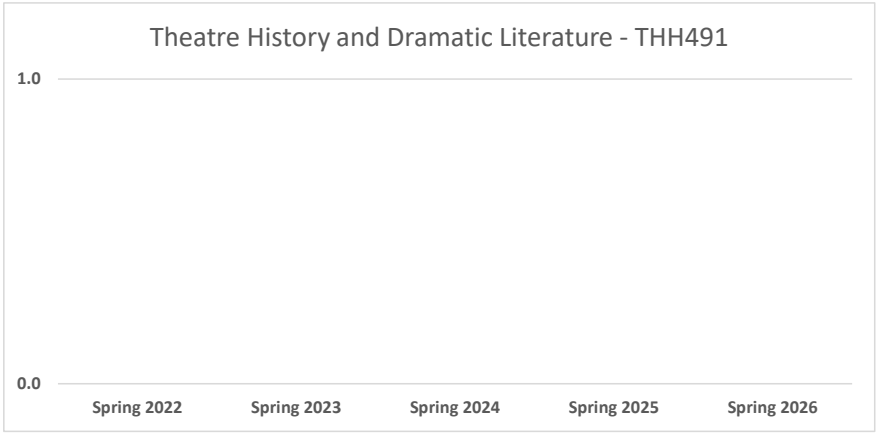
| Recorded in: THH 392 - Theatre History After 1900<br>Artifact: Feedback in essay writing | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Demonstrate an ability to analyze a dramatic text for conflict characterization, theatricality, social and historical context, and the aims of the playwright.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

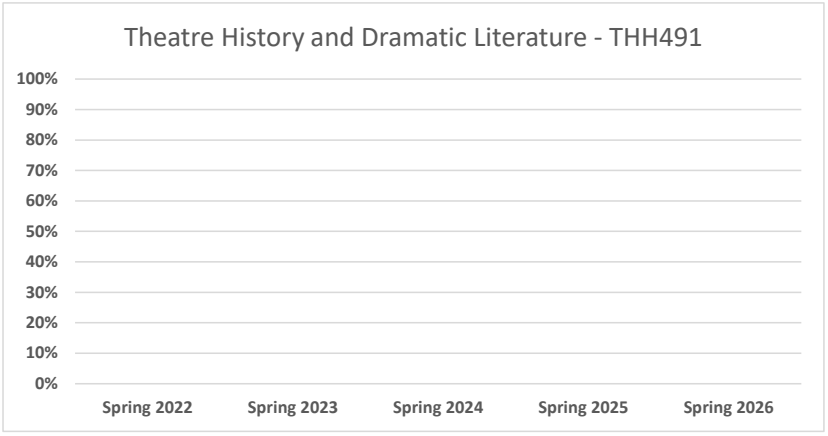


## Learning Goal: Theatre History and Dramatic Literature - THH491 (AA Liberal Arts Program, Theatre Arts Concentration)

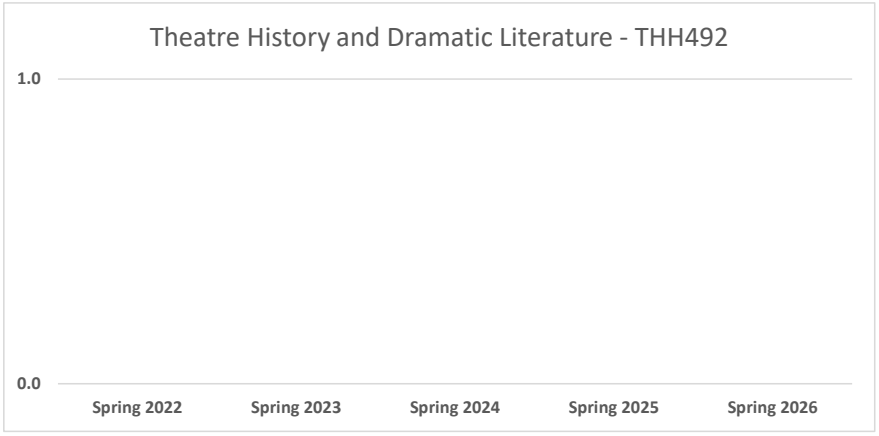
| Recorded in: THH491 - Golden Age of American Musicals<br>Artifact: Feedback in essay writing | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Demonstrate an ability to analyze a dramatic text for conflict characterization, theatricality, social and historical context, and the aims of the playwright.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

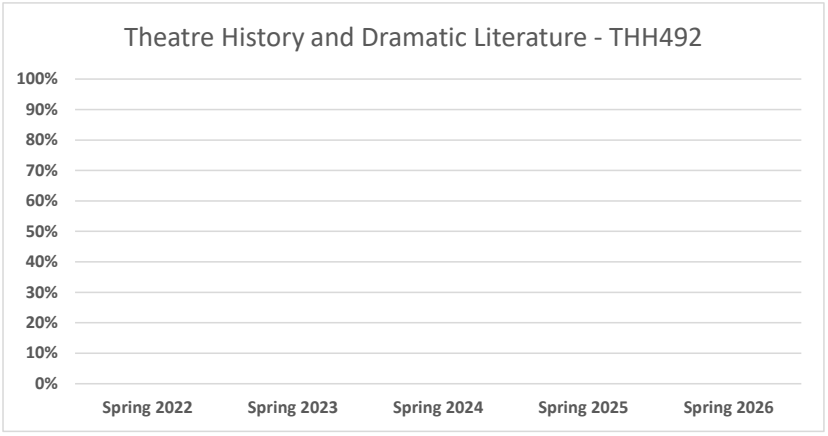


## Learning Goal: Theatre History and Dramatic Literature - THH492 (AA Liberal Arts Program, Theatre Arts Concentration)

| Recorded in: THH492 - Modern American Musicals<br>Artifact: Feedback in essay writing | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Demonstrate an ability to analyze a dramatic text for conflict characterization, theatricality, social and historical context, and the aims of the playwright.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |



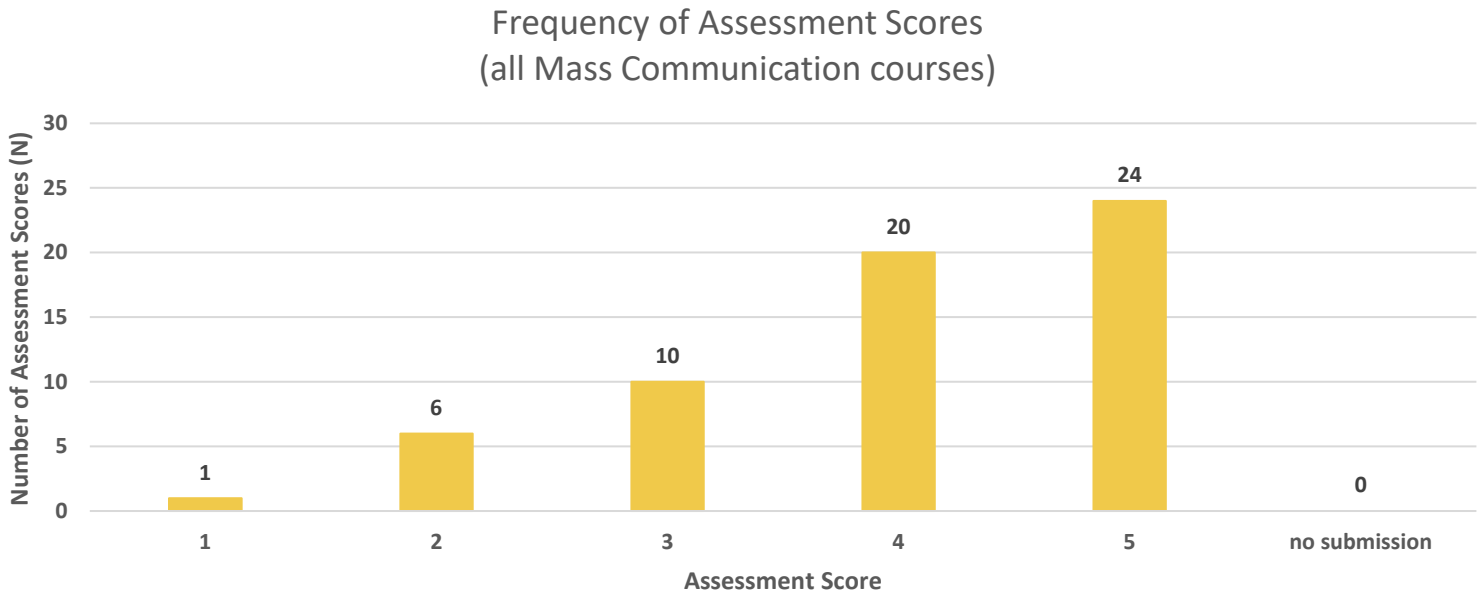



# Mass Communication

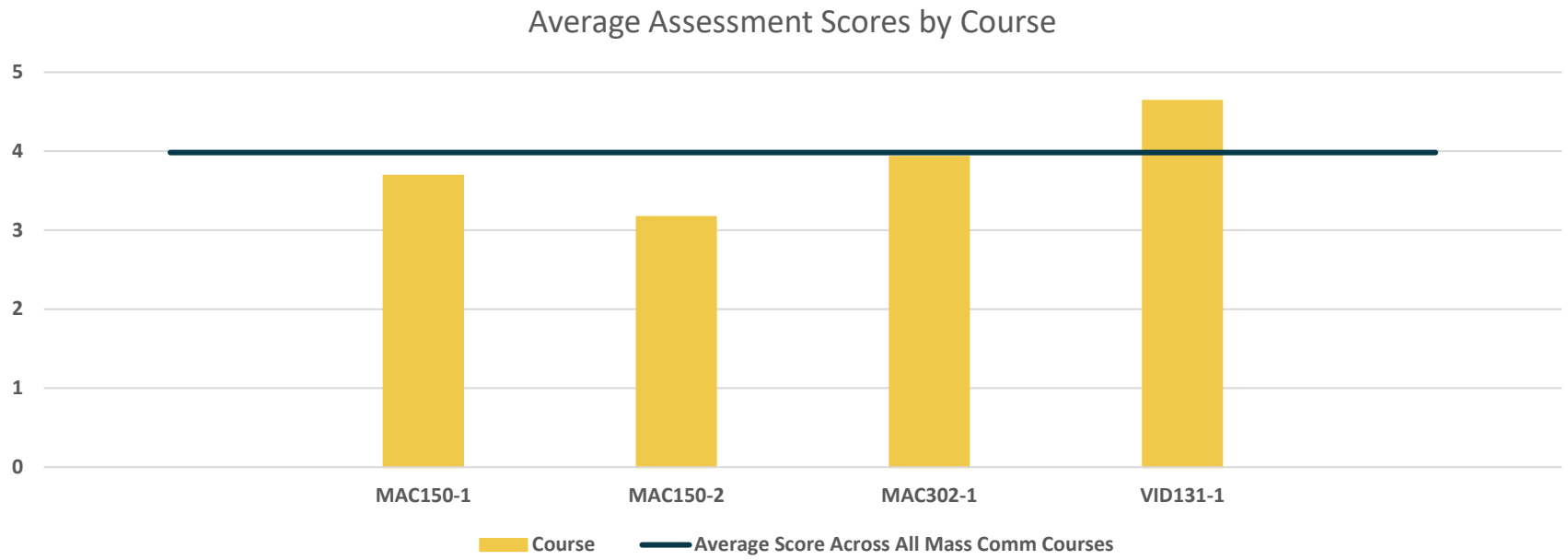
# Artifact Scores by Course

# SPRING 2023 STUDENT LEARNING ASSESSMENT SUMMARY

| FREQUENCY DISTRIBUTION TABLE (assessment scores across all Mass Communication courses) | |
|---|---|
| **SCORE** | **N** |
| 1 | 1 |
| 2 | 6 |
| 3 | 10 |
| 4 | 20 |
| 5 | 24 |
| no submission | 0 |
| Total | 61 |
| Submissions Scored (Total minus No Submissions) | 61 |
| **AVERAGE SCORE** | **3.98** |



| AVERAGE ASSESSMENT SCORES BY COURSE | |
|---|---|
| **COURSE** | **AVERAGE ASSESSMENT SCORE** |
| MAC150-1 | 3.69 |
| MAC150-2 | 3.17 |
| MAC302-1 | 3.93 |
| VID131-1 | 4.64 |
| **AVERAGE SCORE ACROSS ALL MASS COMM COURSES** | **3.98** |



# Artifact Scores by Program and Learning Goal

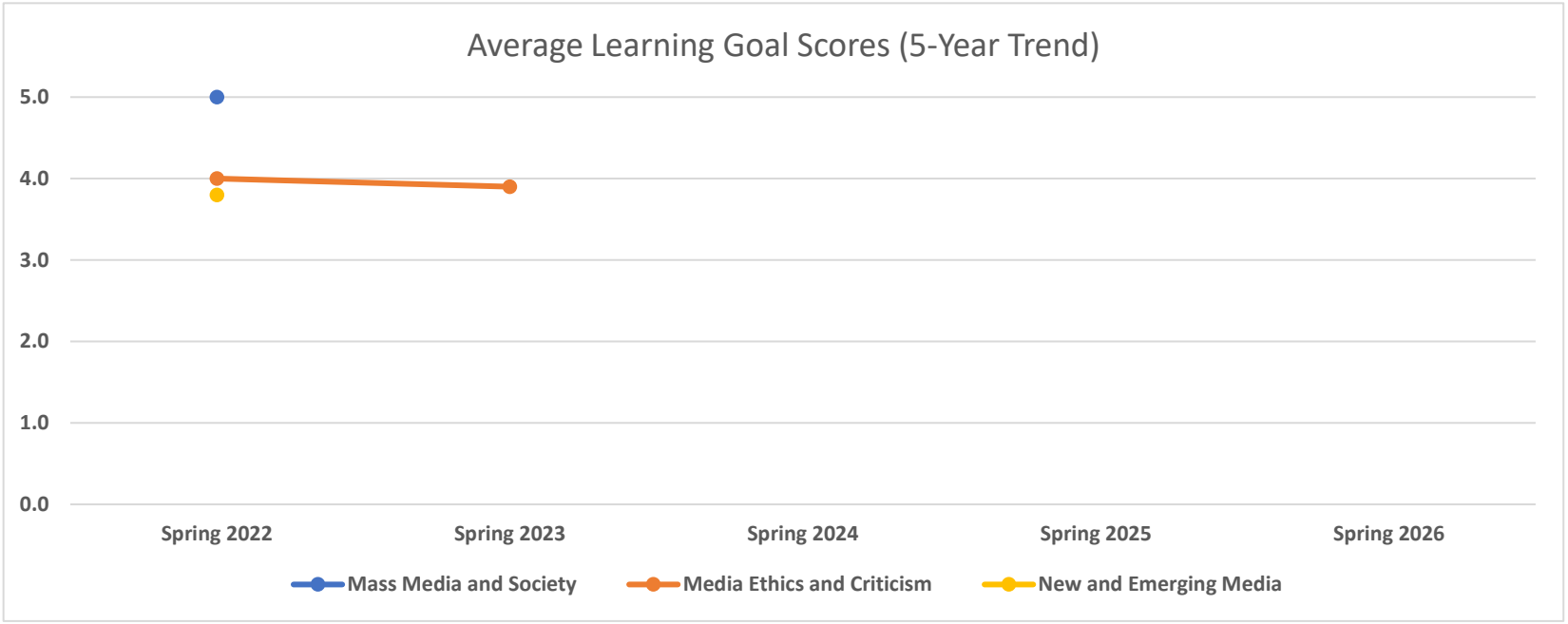
# BS Mass Communication, Core Courses (Spring 2023)

| | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Learning Goal** | N | % | N | % | N | % | N | % | N | % | N | |
| *Mass Media and Society* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Media Ethics and Criticism* | 0 | 0.0% | 1 | 7.1% | 4 | 28.6% | 4 | 28.6% | 5 | 35.7% | 14 | **3.9** |
| *New and Emerging Media* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |



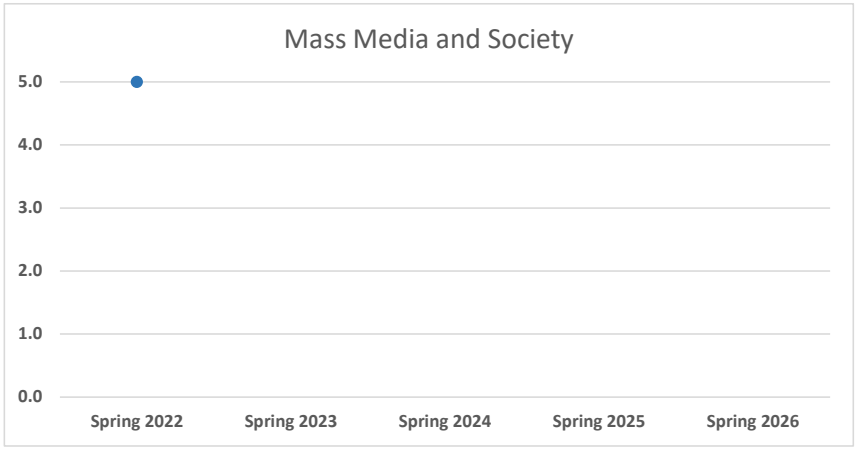
## BS Mass Communication, Core Courses (5-Year Trend)

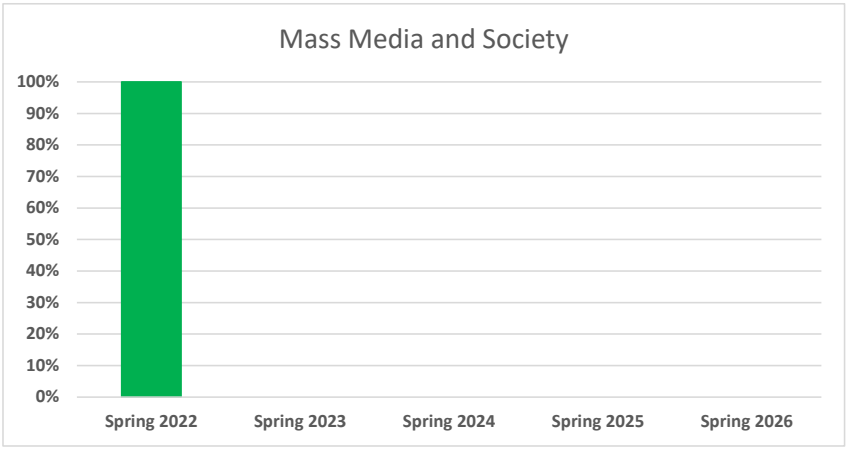
| | Average Score by Semester | | | | |
|---|---|---|---|---|---|
| **Learning Goal** | **Spring 2022** | **Spring 2023** | **Spring 2024** | **Spring 2025** | **Spring 2026** |
| *Mass Media and Society* | 5.0 | | | | |
| *Media Ethics and Criticism* | 4.0 | 3.9 | | | |
| *New and Emerging Media* | 3.8 | | | | |



## Learning Goal: Mass Media and Society (BS Mass Communication Program, Core Courses)

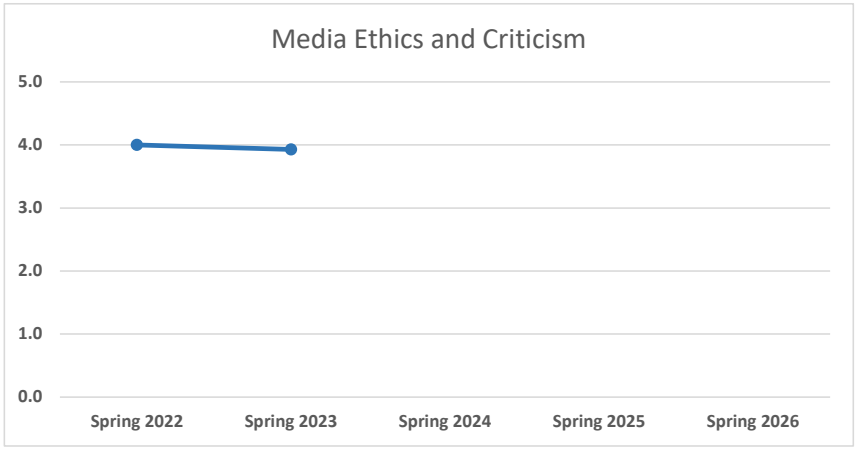
| Recorded in: MAC101 - Mass Communication<br>Artifact: An Assignment | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Demonstrates an ability to recognize how print and non-print media inform and entertain, while being able to critique the impact of public relations, advertising, and various other forms of journalism and media on social and cultural life, including the ability to understand and evaluate current mass media practices and policies in an historical, cultural, and legal context.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 1 | **5.0** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

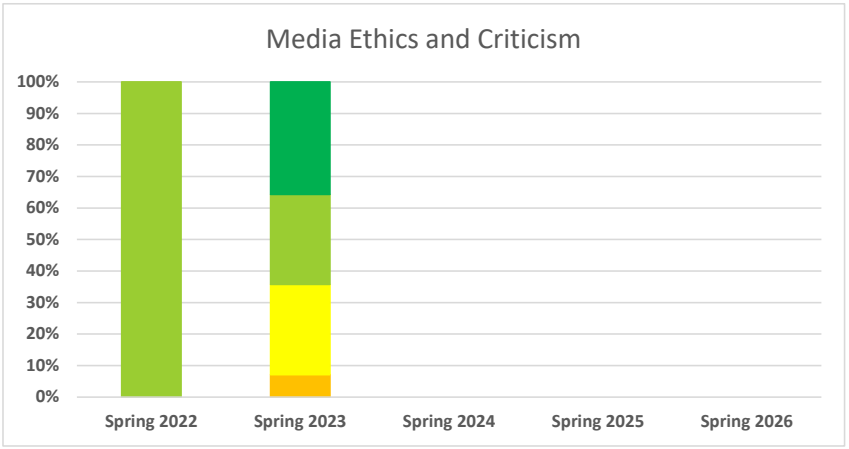


## Learning Goal: Media Ethics and Criticism (BS Mass Communication Program, Core Courses)

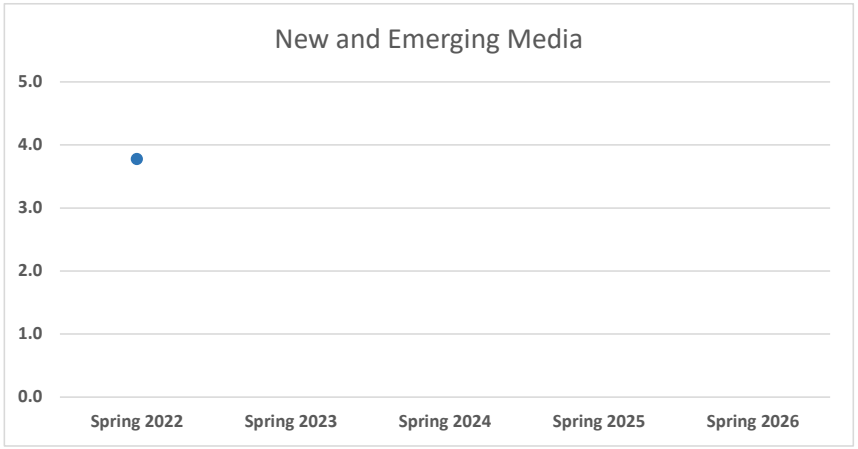
| Recorded in: MAC302 - Media Ethics and Criticism<br>Artifact: The Research Project | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Demonstrates in writing and appreciation of the moral and ethical dilemmas faced by media journalists in relation to the freedom of speech and fake news.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 1 | **4.0** |
| | *Spring 2023* | 0 | 0.0% | 1 | 7.1% | 4 | 28.6% | 4 | 28.6% | 5 | 35.7% | 14 | **3.9** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

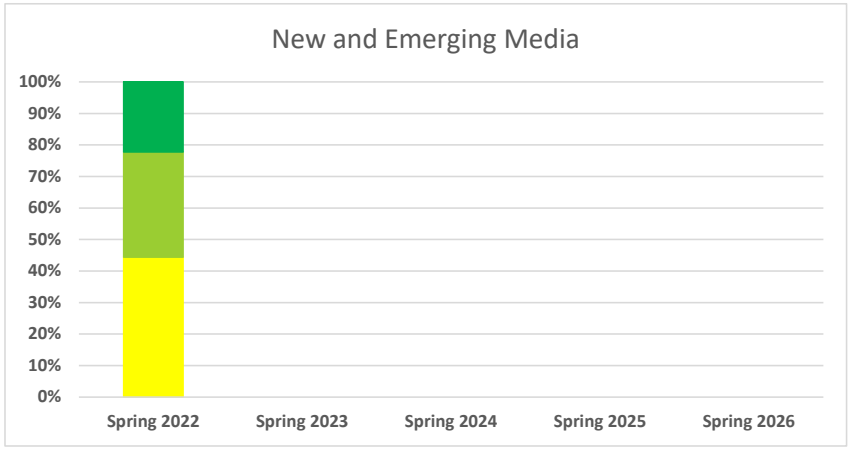


## Learning Goal: New and Emerging Media (BS Mass Communication Program, Core Courses)

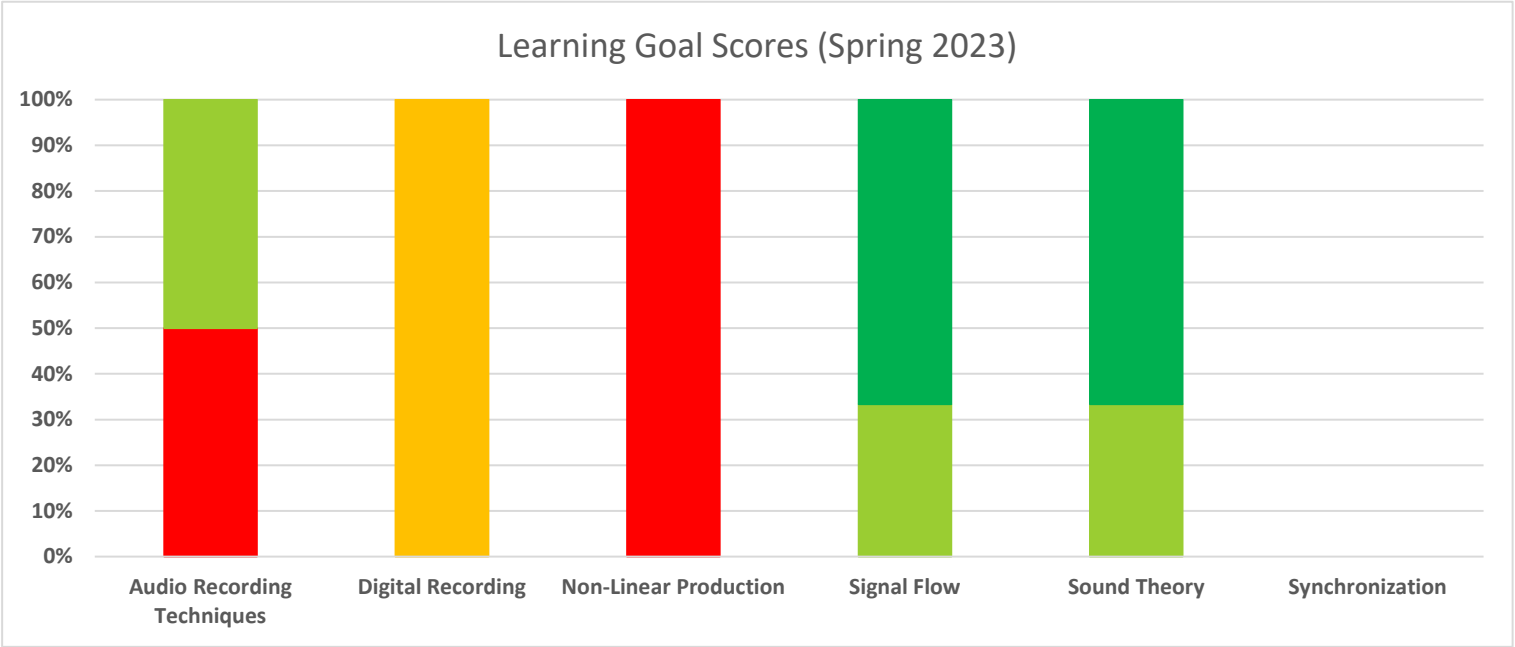
| Recorded in: MAC301 - New and Emerging Media<br>Artifact: The Research Project | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Demonstrates the ability to use new and emerging media technologies with print, visual, and audio components. Also demonstrates knowledge of the ethical considerations of new and emerging media.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 4 | 44.4% | 3 | 33.3% | 2 | 22.2% | 9 | **3.8** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |



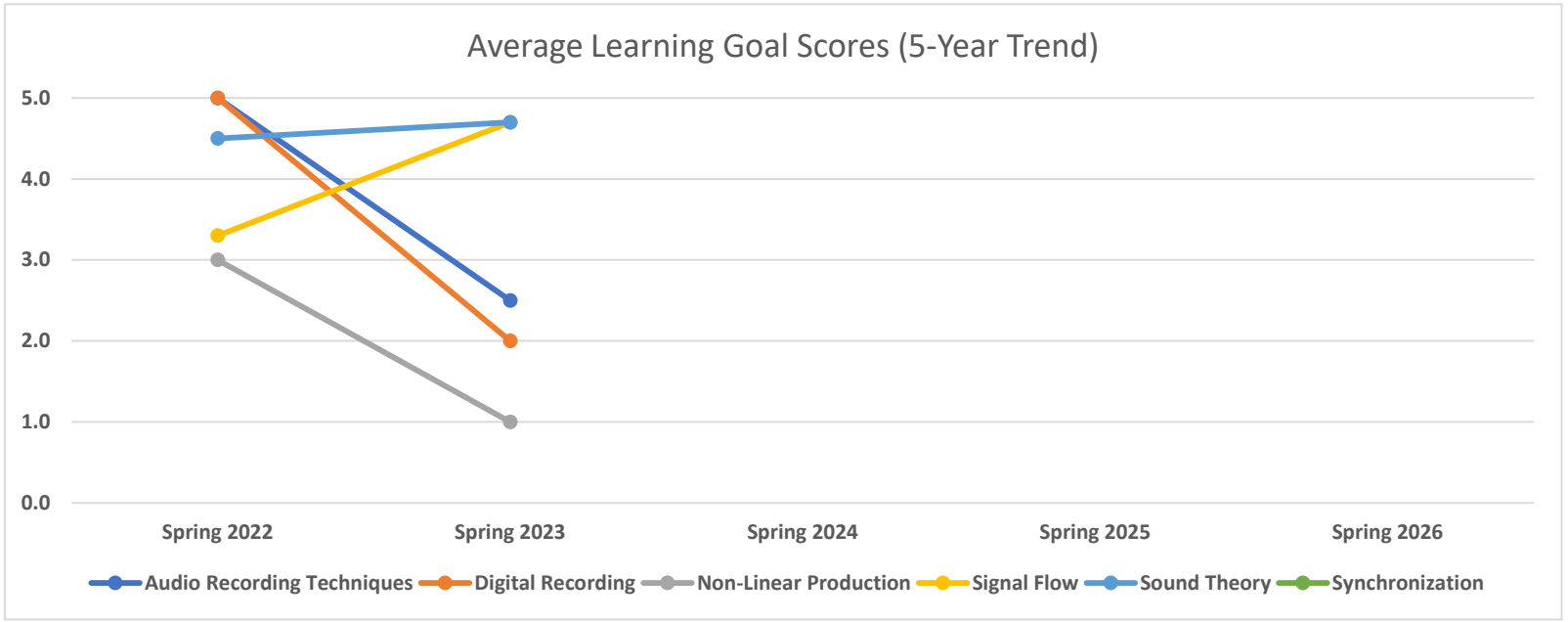
# BS Mass Communication, Audio Recording Technology Concentration (Spring 2023)

| | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Learning Goal** | N | % | N | % | N | % | N | % | N | % | N | |
| *Audio Recording Techniques* | 1 | 50.0% | 0 | 0.0% | 0 | 0.0% | 1 | 50.0% | 0 | 0.0% | 2 | **2.5** |
| *Digital Recording* | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | **2.0** |
| *Non-Linear Production* | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | **1.0** |
| *Signal Flow* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 33.3% | 2 | 66.7% | 3 | **4.7** |
| *Sound Theory* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 33.3% | 2 | 66.7% | 3 | **4.7** |
| *Synchronization* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |



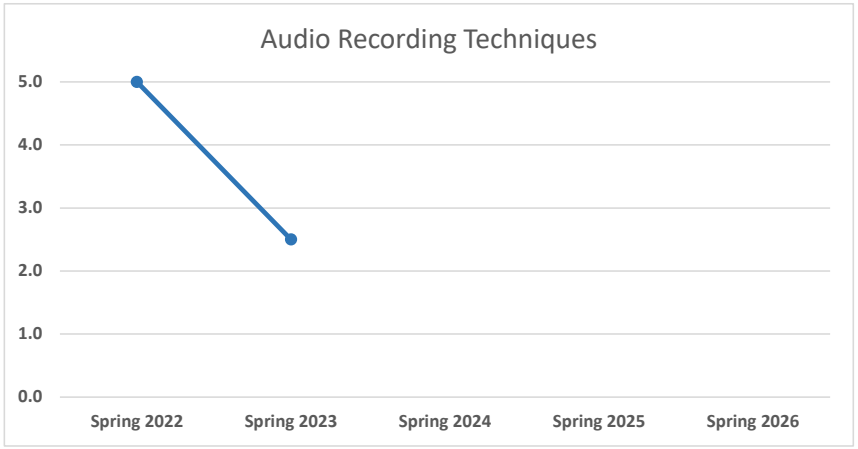
## BS Mass Communication, Audio Recording Technology Concentration (5-Year Trend)

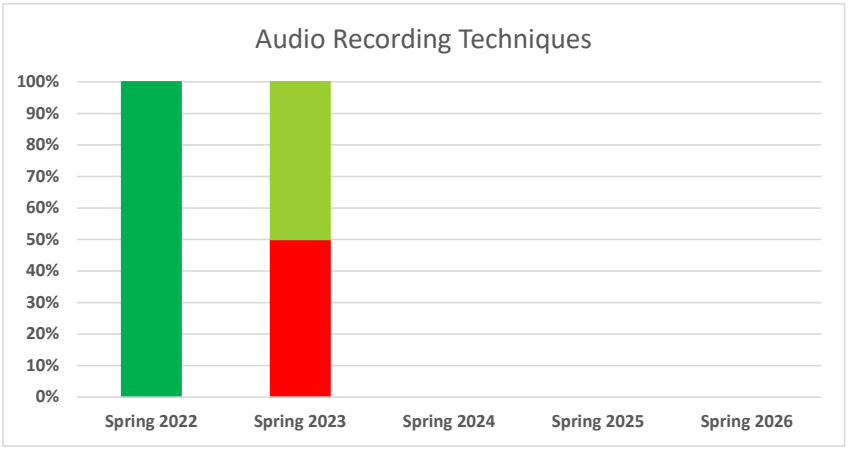
| | Average Score by Semester | | | | |
|---|---|---|---|---|---|
| **Learning Goal** | **Spring 2022** | **Spring 2023** | **Spring 2024** | **Spring 2025** | **Spring 2026** |
| *Audio Recording Techniques* | 5.0 | 2.5 | | | |
| *Digital Recording* | 5.0 | 2.0 | | | |
| *Non-Linear Production* | 3.0 | 1.0 | | | |
| *Signal Flow* | 3.3 | 4.7 | | | |
| *Sound Theory* | 4.5 | 4.7 | | | |
| *Synchronization* | | | | | |



## Learning Goal: Audio Recording Techniques (BS Mass Communication Program, Audio Recording Technology Concentration)

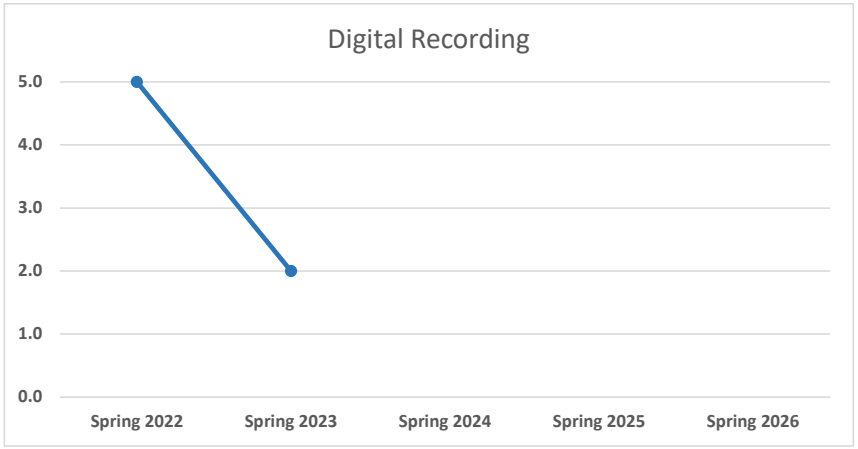
| Recorded in: AUD201 - Recording Studio Operations<br>Artifact: Final Examination Practicum | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates the ability to apply recording techniques to the digital recording environment. Students also demonstrate the ability to perform proper recording procedures, set professional level with use of metering, recording compression techniques, independent headphone mixing systems, and playback mixing.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 1 | **5.0** |
| | *Spring 2023* | 1 | 50.0% | 0 | 0.0% | 0 | 0.0% | 1 | 50.0% | 0 | 0.0% | 2 | **2.5** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

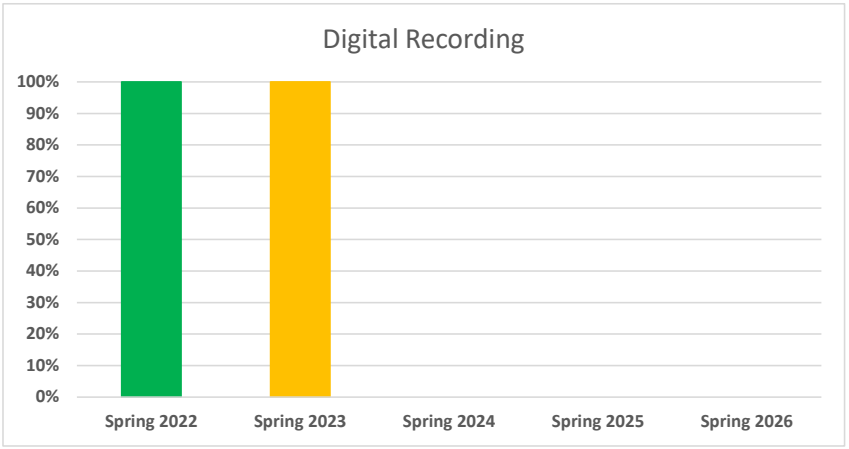


## Learning Goal: Digital Recording (BS Mass Communication Program, Audio Recording Technology Concentration)

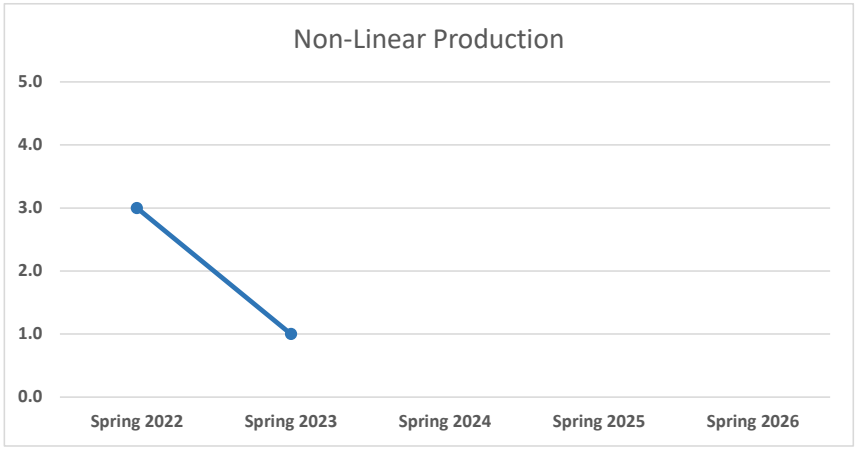
| Recorded in: AUD303 - MIDI Applications<br>Artifact: Quiz | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates the ability to record and manipulate Musical Instrument Digital Interface (MIDI) data for music sequencing and composition.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 1 | **5.0** |
| | *Spring 2023* | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | **2.0** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

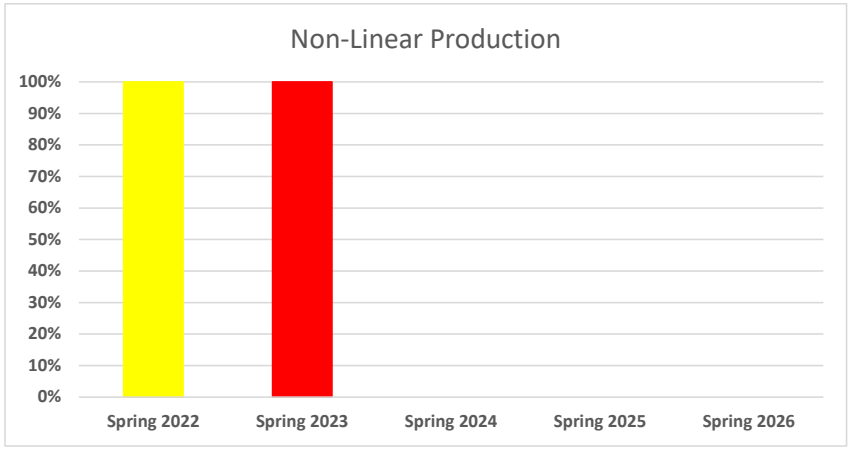


## Learning Goal: Non-Linear Production (BS Mass Communication Program, Audio Recording Technology Concentration)

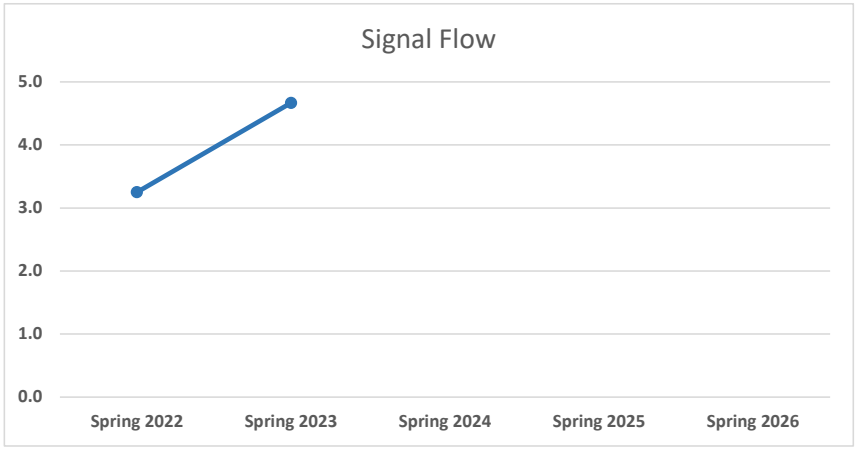
| Recorded in: AUD304 - Nonlinear Recording<br>Artifact: Quiz | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates an ability to operate digital audio recording workstations, including plug-ins and control surfaces, to record, mix, edit, and store a production into a tangible medium of expression.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 1 | **3.0** |
| | *Spring 2023* | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | **1.0** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

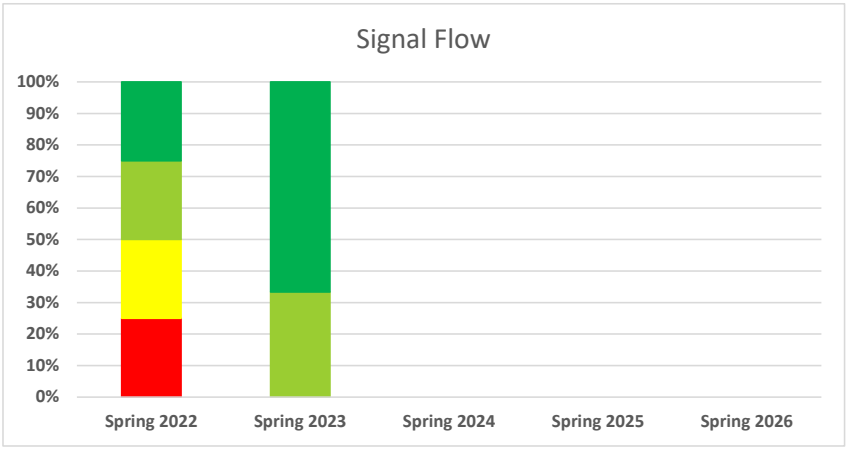


## Learning Goal: Signal Flow (BS Mass Communication Program, Audio Recording Technology Concentration)

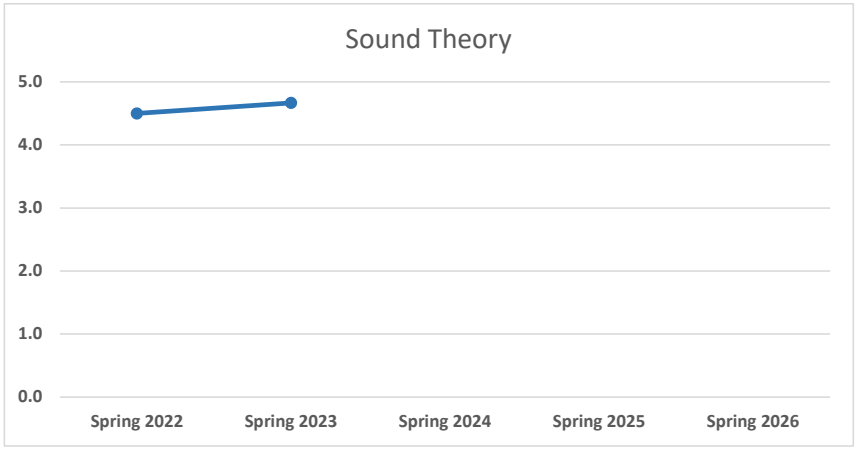
| Recorded in: AUD202 - Advanced Audio Production<br>Artifact: The Practical in the Final Examination | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates an ability to operate a wide variety of equipment commonly found in modern recording environments and to manipulate signal flow, including microphones, patch bays, mixing consoles, and effects processors.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 1 | 25.0% | 0 | 0.0% | 1 | 25.0% | 1 | 25.0% | 1 | 25.0% | 4 | **3.3** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 33.3% | 2 | 66.7% | 3 | **4.7** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

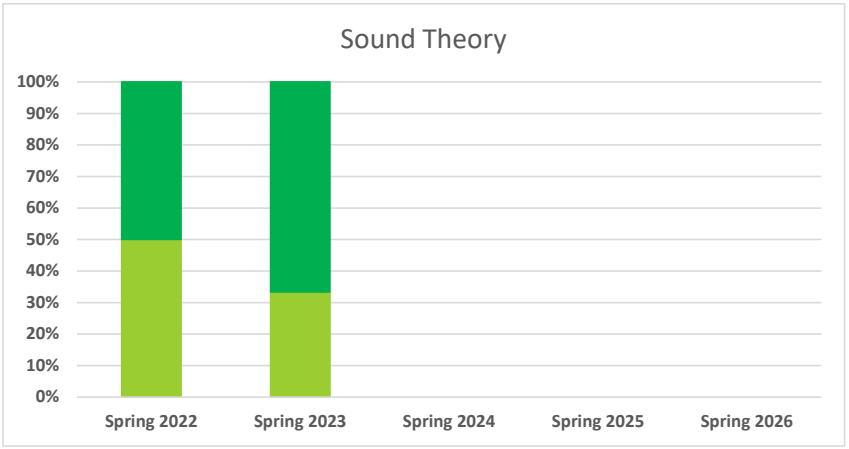


## Learning Goal: Sound Theory (BS Mass Communication Program, Audio Recording Technology Concentration)

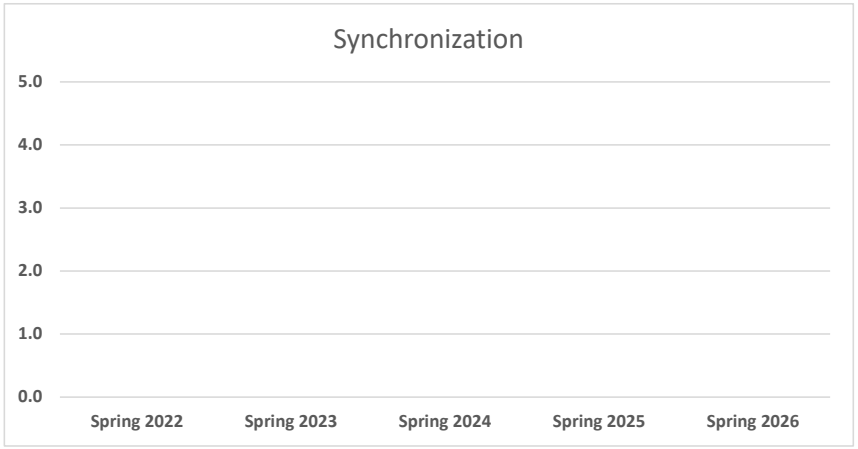
| Recorded in: AUD101 - Audio Recording Theory<br>Artifact: Quiz | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates an understanding of audio and acoustic theory and an ability to apply that understanding to audio recording technologies.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 50.0% | 1 | 50.0% | 2 | **4.5** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 33.3% | 2 | 66.7% | 3 | **4.7** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

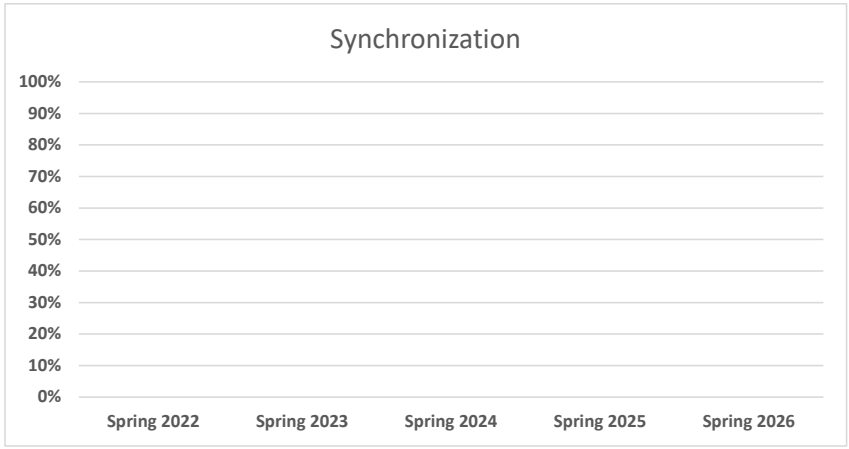


## Learning Goal: Synchronization (BS Mass Communication Program, Audio Technology Concentration)

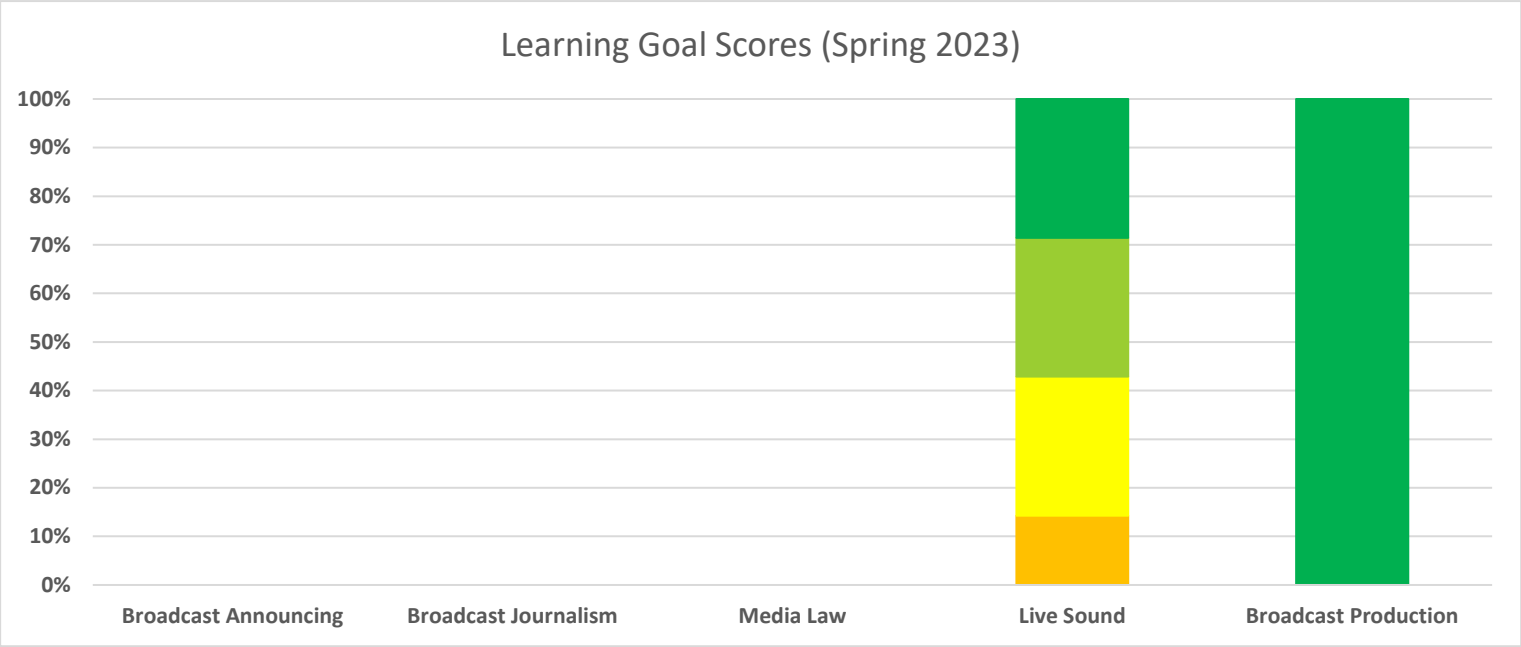
| Recorded in: AUD401 - Audio/Video Post-Production<br>Artifact: Quiz | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates an ability to create and synch a soundtrack to motion pictures.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |



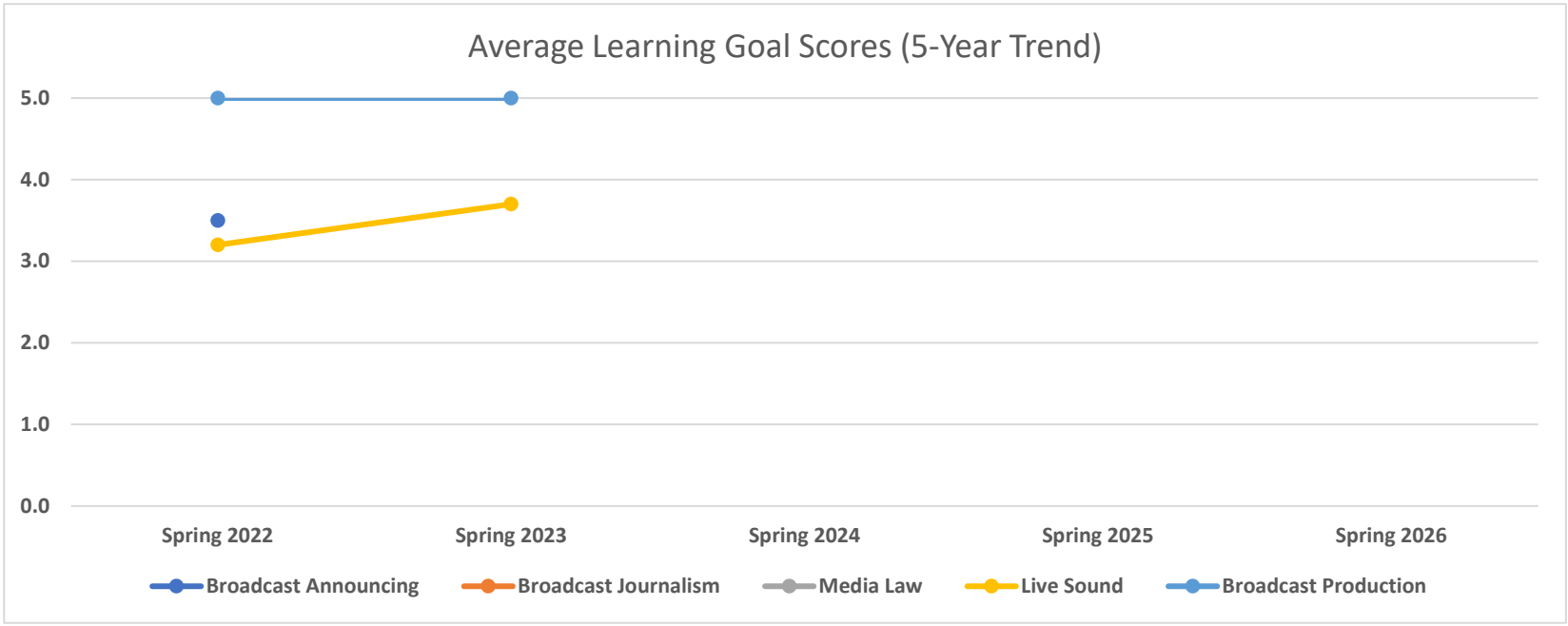
# BS Mass Communication, Broadcasting Concentration (Spring 2023)

| | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Learning Goal** | N | % | N | % | N | % | N | % | N | % | N | |
| *Broadcast Announcing* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Broadcast Journalism* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Media Law* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Live Sound* | 0 | 0.0% | 1 | 14.3% | 2 | 28.6% | 2 | 28.6% | 2 | 28.6% | 7 | **3.7** |
| *Broadcast Production* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 2 | 100.0% | 2 | **5.0** |



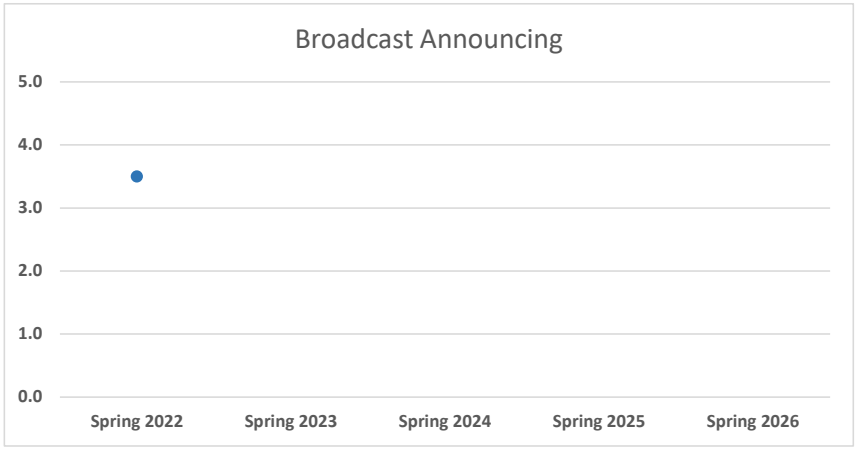
# BS Mass Communication, Broadcasting Concentration (5-Year Trend)

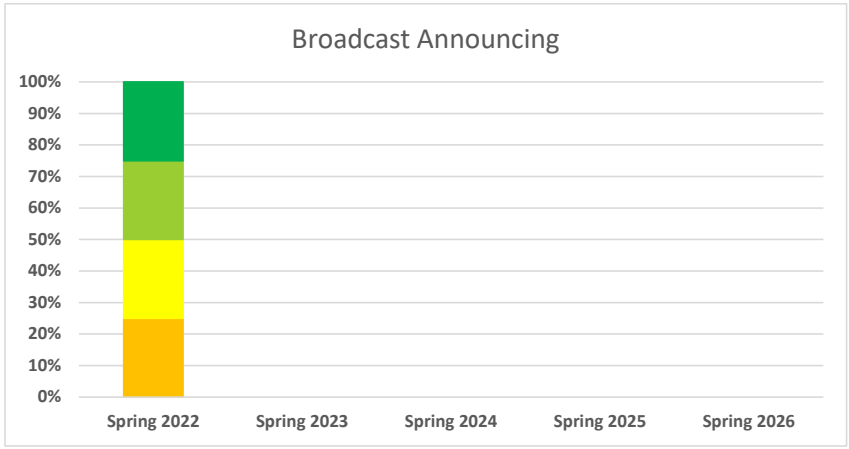
| | Average Score by Semester | | | | |
|---|---|---|---|---|---|
| **Learning Goal** | **Spring 2022** | **Spring 2023** | **Spring 2024** | **Spring 2025** | **Spring 2026** |
| *Broadcast Announcing* | 3.5 | | | | |
| *Broadcast Journalism* | | | | | |
| *Media Law* | | | | | |
| *Live Sound* | 3.2 | 3.7 | | | |
| *Broadcast Production* | 5.0 | 5.0 | | | |



## Learning Goal: Broadcast Announcing (BS Mass Communication Program, Broadcasting Concentration)

| Recorded in: BRD212 - Broadcast Announcing<br>Artifact: The Workshop Project | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Demonstrate techniques in voice and diction necessary to perform as announcers and professional communicators for electronic media.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 1 | 25.0% | 1 | 25.0% | 1 | 25.0% | 1 | 25.0% | 4 | **3.5** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

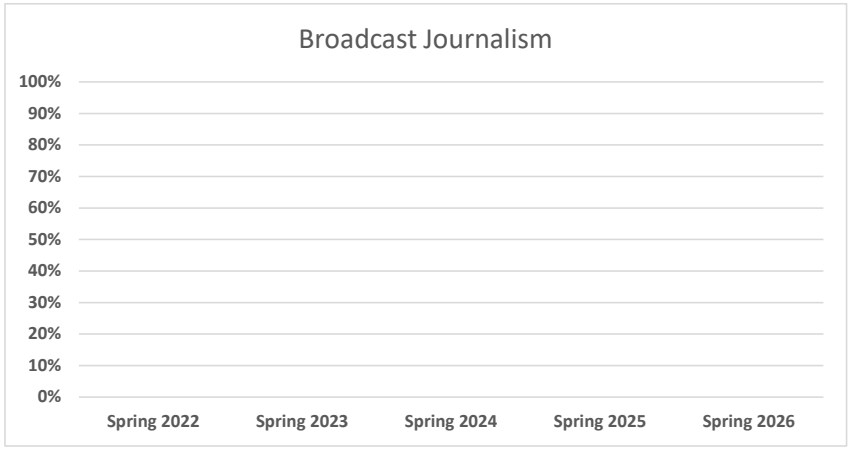


## Learning Goal: Broadcast Journalism (BS Mass Communication Program, Broadcasting Concentration)

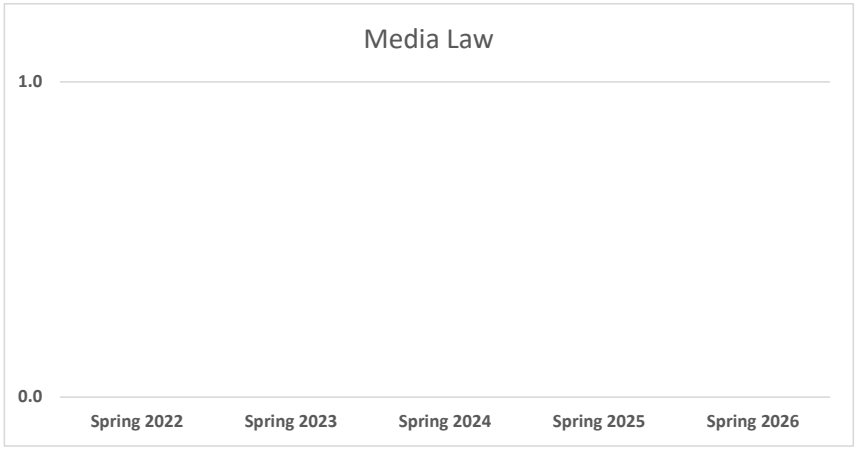
| Recorded in: ENG202 - Broadcast Newswriting and Reporting<br>Artifact: The Reporting Project | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Demonstrate the ability to write, edit, and report news and entertainment for broadcast television and news outlets, including the application of appropriate interviewing and reporting techniques.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |



## Learning Goal: Media Law (BS Mass Communication Program, Broadcasting Concentration)

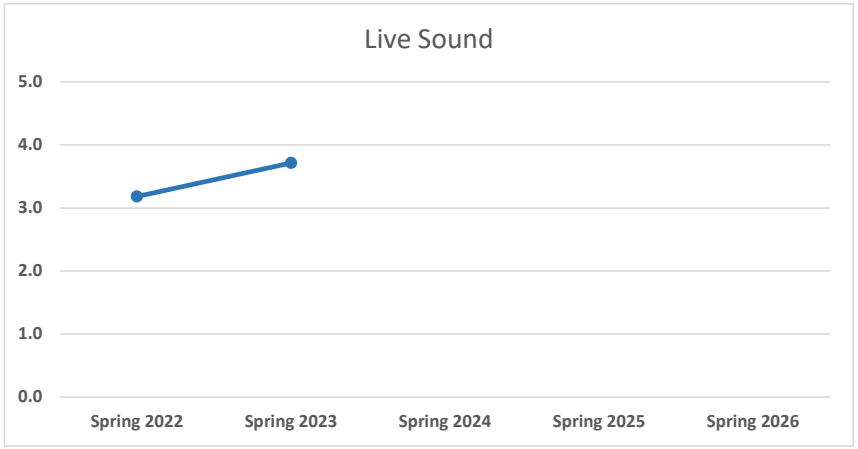
| Recorded in: MAC202 - History and Application of Media Law<br>Artifact: The Research Paper | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Demonstrate an understanding of the legal concepts associated with the freedom of speech and the governmental regulation of media and the ability to apply these concepts and principles to the broadcasting industry.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

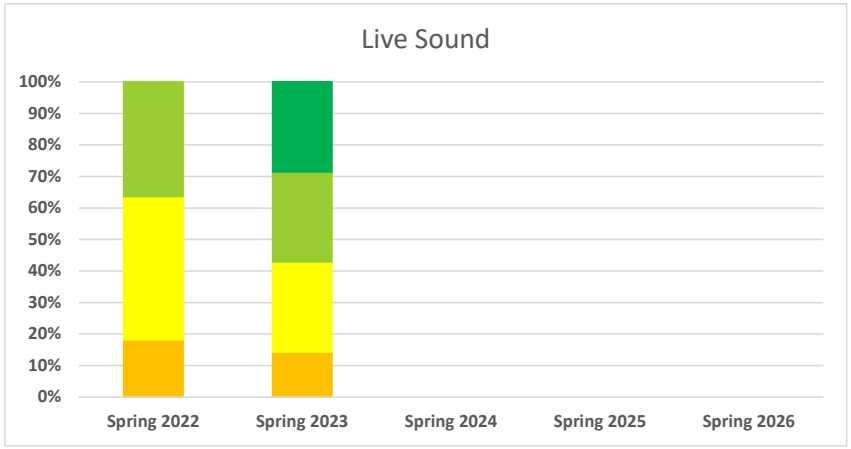





## Learning Goal: Live Sound (BS Mass Communication Program, Broadcasting Concentration)

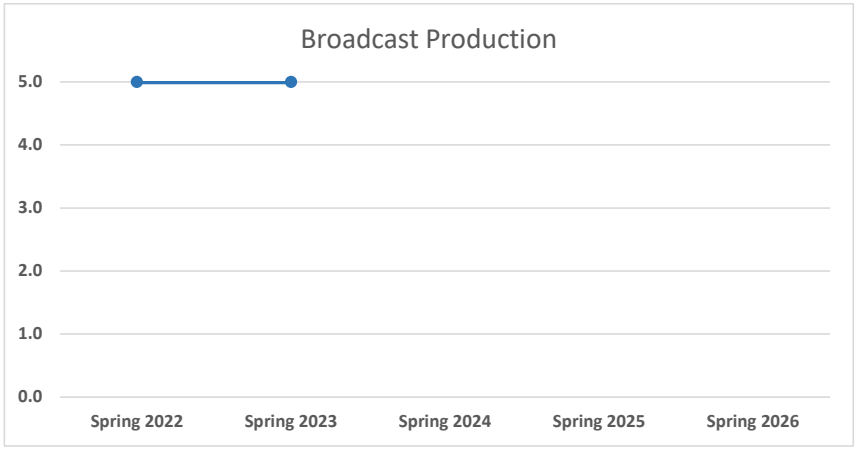
| Recorded in: MAC150 - Introduction to Live Sound<br>Artifact: Quiz | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Demonstrate an understanding of audio equipment, signal flow, and theory. Students also develop an ability to apply that understanding to audio productions for radio, television, and live events.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 2 | 18.2% | 5 | 45.5% | 4 | 36.4% | 0 | 0.0% | 11 | **3.2** |
| | *Spring 2023* | 0 | 0.0% | 1 | 14.3% | 2 | 28.6% | 2 | 28.6% | 2 | 28.6% | 7 | **3.7** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

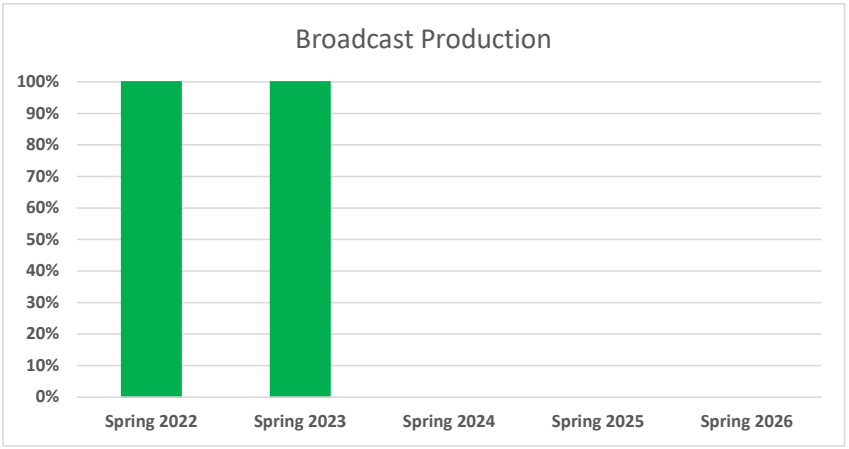


## Learning Goal: Broadcast Production (BS Mass Communication Program, Broadcasting Concentration)

| Recorded in: VID131 - Television Workshop<br>Artifact: Group Project Evaluation | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Identify and assemble the technical and creative elements to produce a three-camera broadcast style television production.* | N | % | N | % | N | % | N | % | N | % | N | |
| *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 2 | 100.0% | 2 | **5.0** |
| *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 2 | 100.0% | 2 | **5.0** |
| *Spring 2024* | | | | | | | | | | | | |
| *Spring 2025* | | | | | | | | | | | | |
| *Spring 2026* | | | | | | | | | | | | |



# BS Mass Communication, Journalism Concentration (Spring 2023)

| | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Learning Goal** | N | % | N | % | N | % | N | % | N | % | N | |
| *Feature and Magazine Writing* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Photojournalism* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Editorial and Review Writing* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |



# BS Mass Communication, Journalism Concentration (5-Year Trend)

| | Average Score by Semester | | | | |
|---|---|---|---|---|---|
| **Learning Goal** | **Spring 2022** | **Spring 2023** | **Spring 2024** | **Spring 2025** | **Spring 2026** |
| *Feature and Magazine Writing* | | | | | |
| *Photojournalism* | | | | | |
| *Editorial and Review Writing* | | | | | |



## Learning Goal: Feature and Magazine Writing (BS Mass Communication Program, Journalism Concentration)

| Recorded in: JRN210 - Feature and Magazine Writing<br>Artifact: Final Written News Project | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Demonstrate news reporting skills, including editing, proofreading, layout, and practical grammar and demonstrate knowledge of the functions and ethical responsibilities of magazine and feature reporters.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |






## Learning Goal: Photojournalism (BS Mass Communication Program, Journalism Concentration)

| Recorded in: ENG302 - Photojournalism<br>Artifact: The Final Project/Portfolio | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Demonstrate an understanding of digital photography for mass media, including the ability to capture and edit images and video, and the ability to critique photojournalism utilizing industry terminology and historical contexts.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |






## Learning Goal: Editorial and Review Writing (BS Mass Communication Program, Journalism Concentration)

| Recorded in: JRN404 - Editorial and Review Writing<br>Artifact: The Writing Project | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Demonstrate training in the writing of editorials and reviews of plays, movies, books, records, and film. Students analyze examples of the best writings in these forms and produce their own editorials and reviews.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |





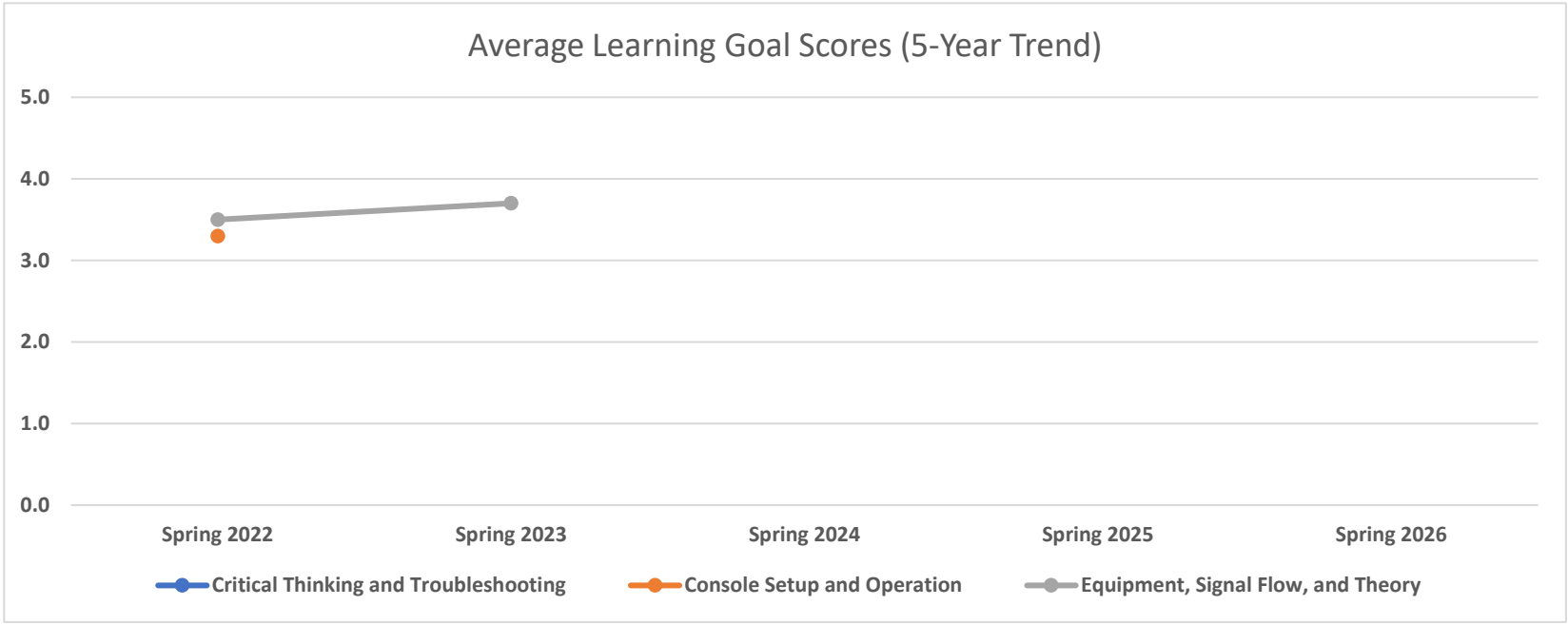

# BS Mass Communication, LEMP Concentration (Spring 2023)

| | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Learning Goal** | N | % | N | % | N | % | N | % | N | % | N | |
| *Critical Thinking and Troubleshooting* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Console Setup and Operation* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Equipment, Signal Flow, and Theory* | 0 | 0.0% | 0 | 0.0% | 1 | 33.3% | 2 | 66.7% | 0 | 0.0% | 3 | **3.7** |



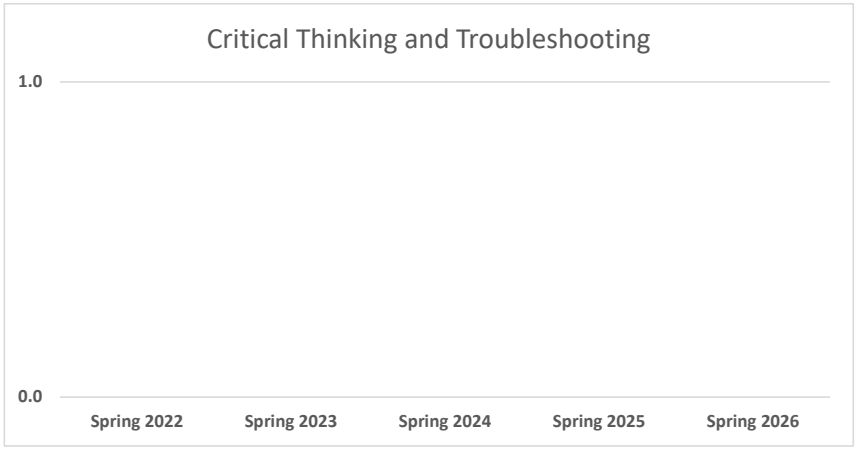
# BS Mass Communication, LEMP Concentration (5-Year Trend)

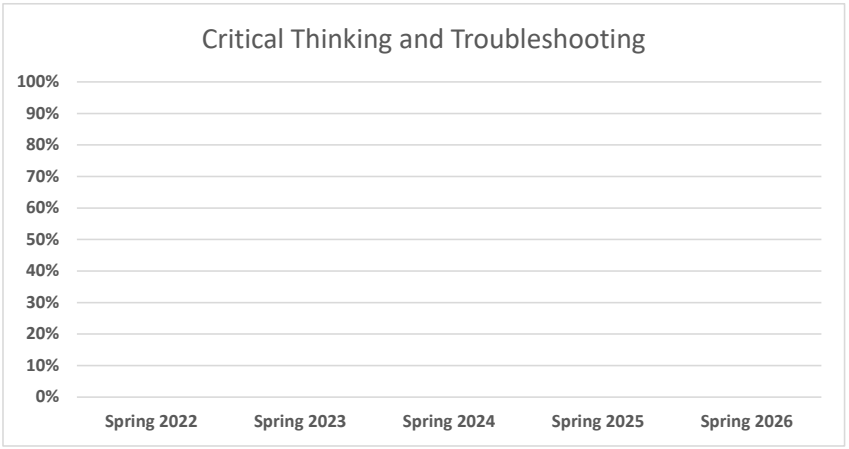
| | Average Score by Semester | | | | |
|---|---|---|---|---|---|
| **Learning Goal** | **Spring 2022** | **Spring 2023** | **Spring 2024** | **Spring 2025** | **Spring 2026** |
| *Critical Thinking and Troubleshooting* | | | | | |
| *Console Setup and Operation* | 3.3 | | | | |
| *Equipment, Signal Flow, and Theory* | 3.5 | 3.7 | | | |



## Learning Goal: Critical Thinking and Troubleshooting (BS Mass Communication, LEMP Concentration)

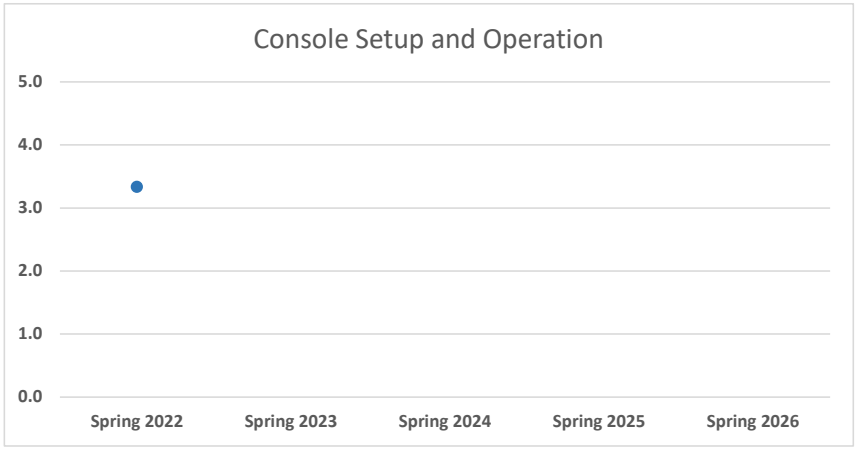
| Recorded in: PRD257 - Live Event Management/Producing<br>Artifact: Multi-camera Production Project | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Demonstrate critical thinking and trouble-shooting techniques to solve industry-related problems on productions in collaboration with other students.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

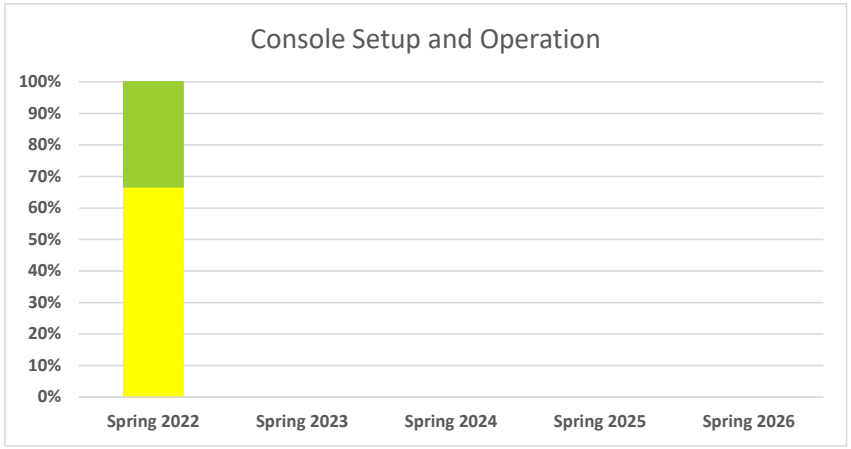


## Learning Goal: Console Setup and Operation (BS Mass Communication, LEMP Concentration)

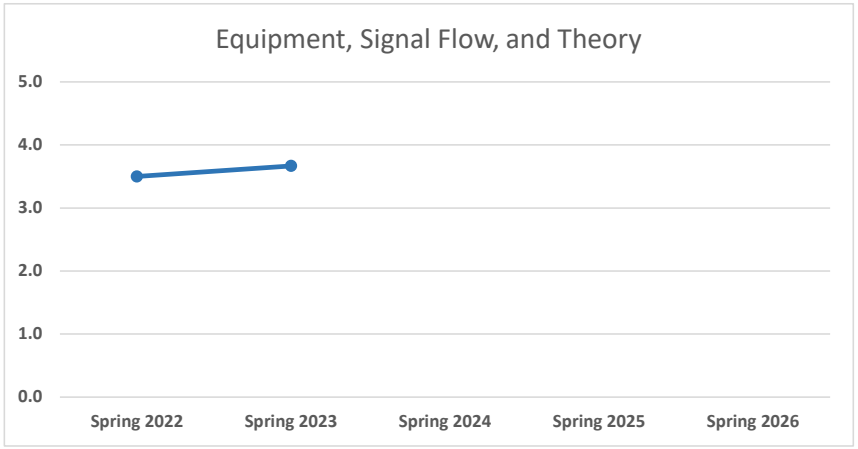
| Recorded in: PRD243 - Audio and Visual Technologies<br>Artifact: Technical Proficiency Project | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Demonstrate the ability to setup and operate multiple audio/visual equipment consoles and presentation software for live events.* | N | % | N | % | N | % | N | % | N | % | N | |
| *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 2 | 66.7% | 1 | 33.3% | 0 | 0.0% | 3 | **3.3** |
| *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Spring 2024* | | | | | | | | | | | | |
| *Spring 2025* | | | | | | | | | | | | |
| *Spring 2026* | | | | | | | | | | | | |

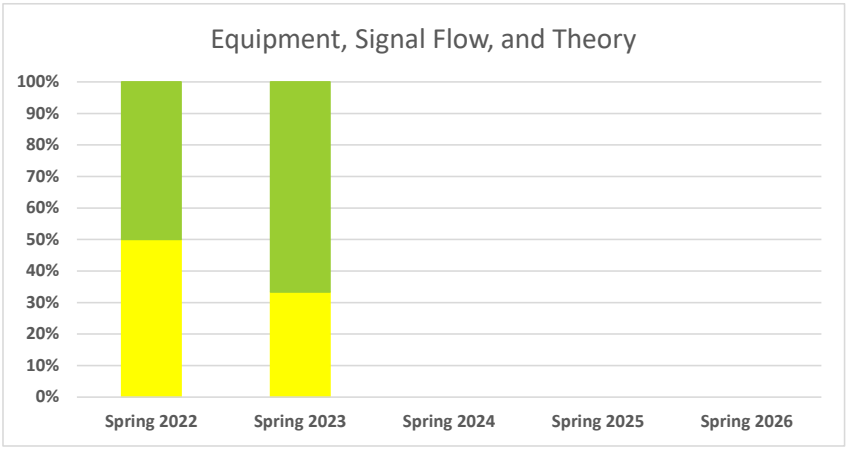


## Learning Goal: Equipment, Signal Flow, and Theory (BS Mass Communication, LEMP Concentration)

| Recorded in: MAC150 - Introduction to Live Sound<br>Artifact: Quiz | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Demonstrate an understanding of audio equipment, signal flow, and theory. Students also develop an ability to apply that understanding to audio productions for radio, television, and live events.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 1 | 50.0% | 1 | 50.0% | 0 | 0.0% | 2 | **3.5** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 1 | 33.3% | 2 | 66.7% | 0 | 0.0% | 3 | **3.7** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |



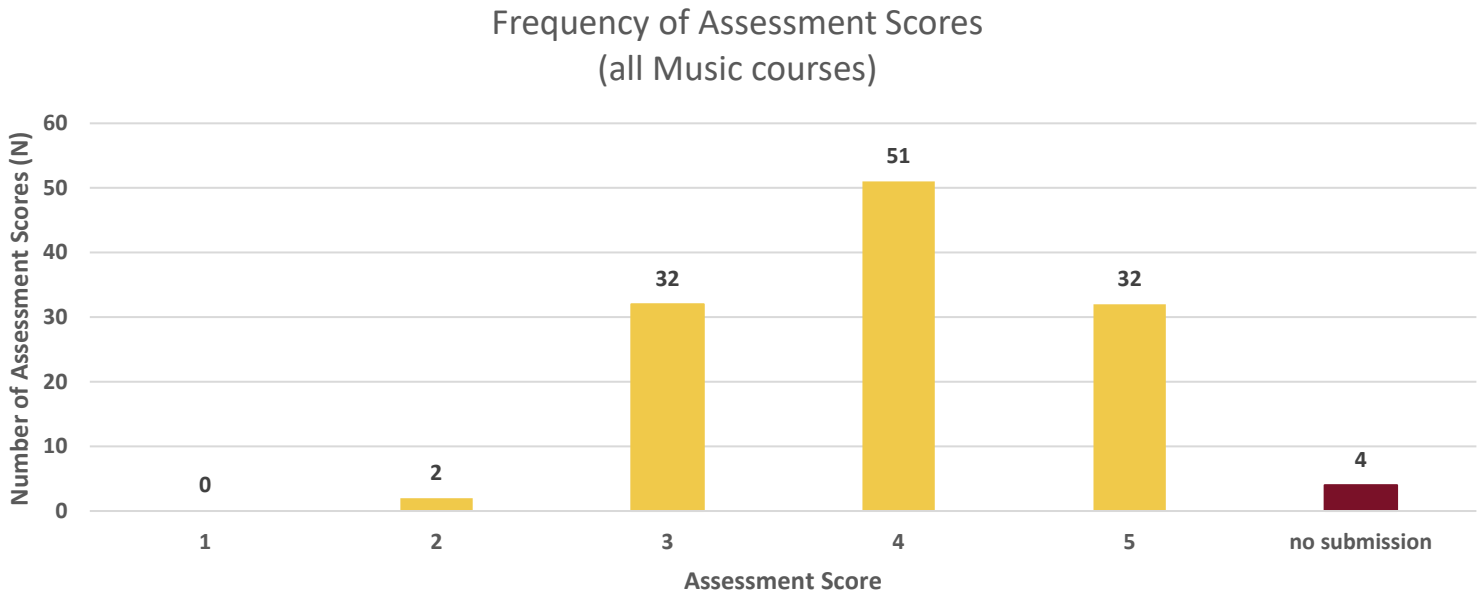



Music

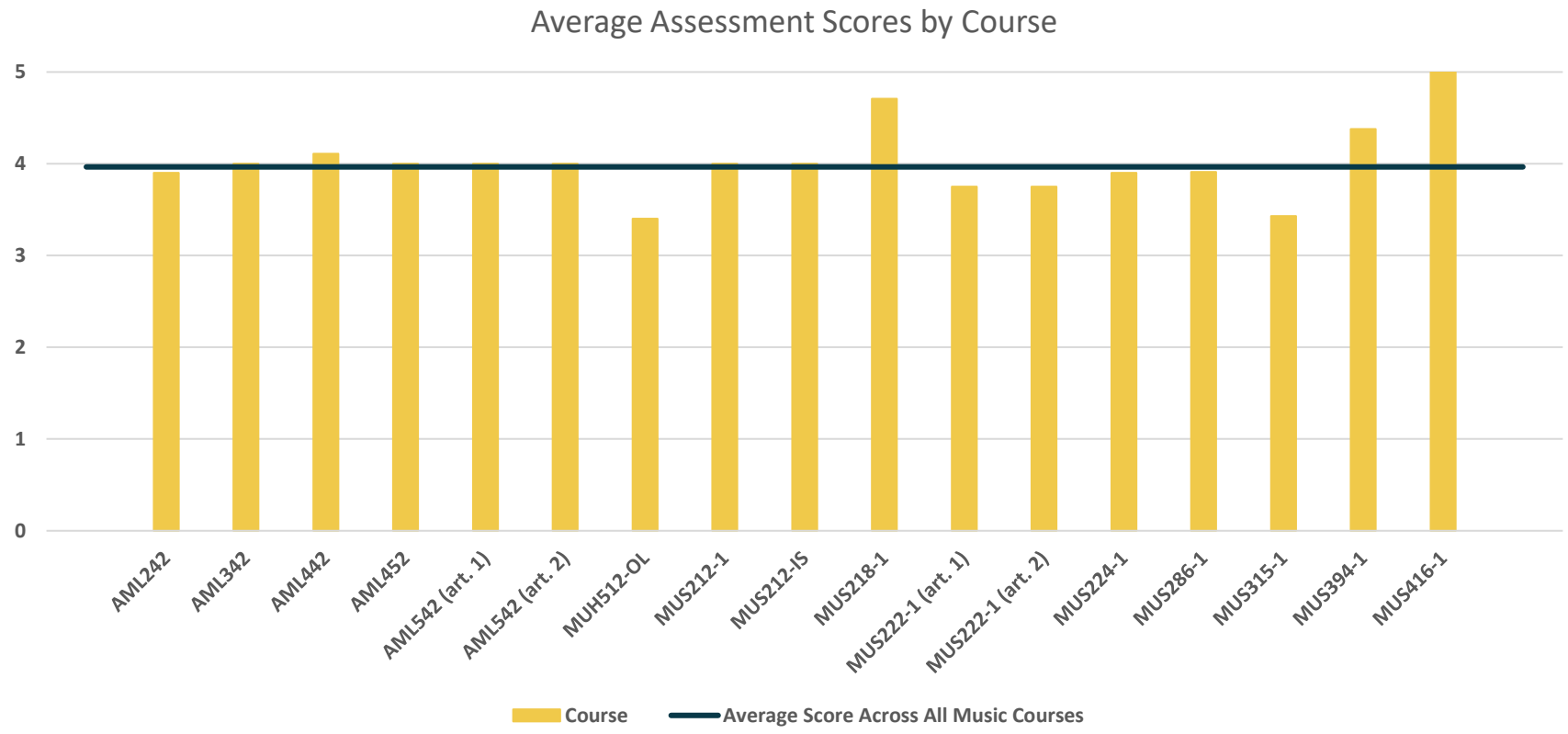
# Artifact Scores by Course

# SPRING 2023 STUDENT LEARNING ASSESSMENT SUMMARY

| FREQUENCY DISTRIBUTION TABLE (assessment scores across all Music courses) | |
|---|---|
| **SCORE** | **N** |
| 1 | 0 |
| 2 | 2 |
| 3 | 32 |
| 4 | 51 |
| 5 | 32 |
| no submission | 4 |
| Total | 121 |
| Submissions Scored (Total minus No Submissions) | 117 |
| **AVERAGE SCORE** | **3.97** |



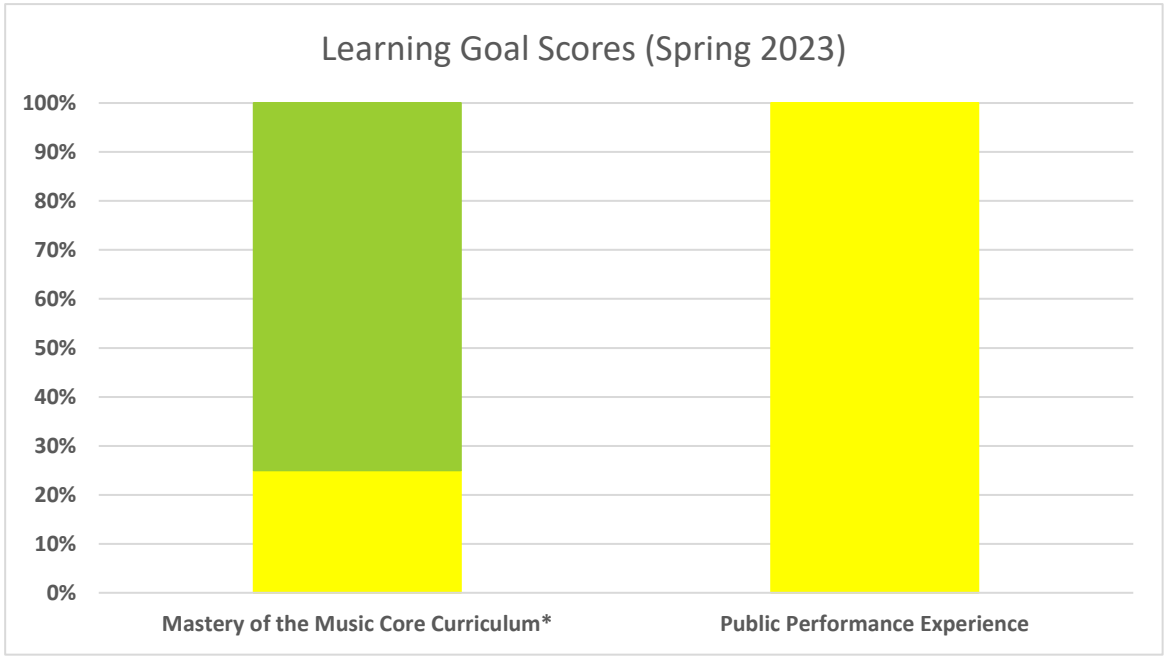
| AVERAGE ASSESSMENT SCORES BY COURSE | |
|---|---|
| **COURSE** | **AVERAGE ASSESSMENT SCORE** |
| AML242 | 3.90 |
| AML342 | 4.00 |
| AML442 | 4.11 |
| AML452 | 4.00 |
| AML542 (art. 1) | 4.00 |
| AML542 (art. 2) | 4.00 |
| MUH512-OL | 3.40 |
| MUS212-1 | 4.00 |
| MUS212-IS | 4.00 |
| MUS218-1 | 4.71 |
| MUS222-1 (art. 1) | 3.75 |
| MUS222-1 (art. 2) | 3.75 |
| MUS224-1 | 3.90 |
| MUS286-1 | 3.91 |
| MUS315-1 | 3.43 |
| MUS393-IS | 4.00 |
| MUS394-1 | 4.38 |
| MUS416-1 | 5.00 |
| **AVERAGE SCORE ACROSS ALL MUSIC COURSES** | **3.97** |


Average Assessment Scores by Course
5
4
3
2
1
0
AML242
AML342
AML442
AML452
AML542 (art. 1)
AML542 (art. 2)
MUH512-OL
MUS212-1
MUS212-IS
MUS218-1
MUS222-1 (art. 1)
MUS222-1 (art. 2)
MUS224-1
MUS286-1
MUS315-1
MUS394-1
MUS416-1
Course
Average Score Across All Music Courses

# Artifact Scores by Program and Learning Goal

# AAS Performance (Spring 2023)

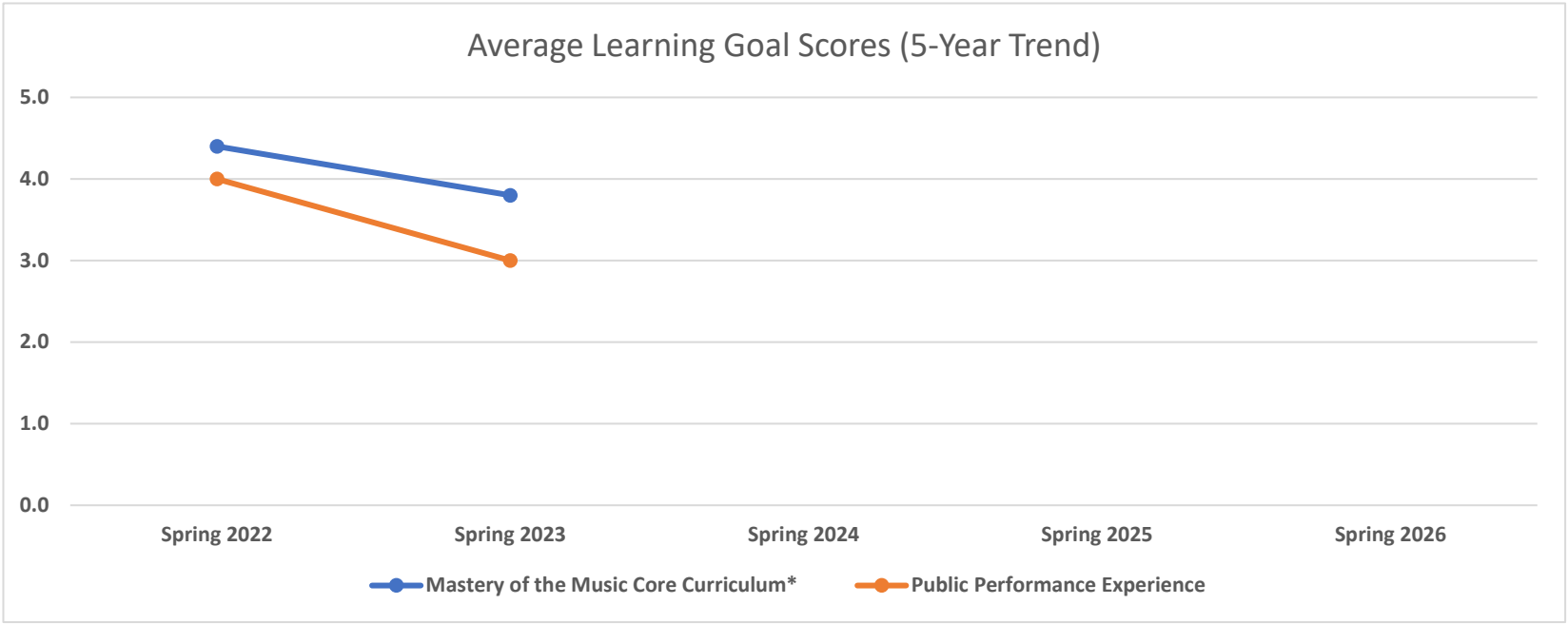
| | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Learning Goal** | N | % | N | % | N | % | N | % | N | % | N | |
| *Mastery of the Music Core Curriculum** | 0 | 0.0% | 0 | 0.0% | 1 | 25.0% | 3 | 75.0% | 0 | 0.0% | 4 | **3.8** |
| *Public Performance Experience* | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 1 | **3.0** |




* Mastery of the Music Core Curriculum is composed of four separate artifacts collected in Harmony 4, Ear Training 4, Keyboard Skills 4, and Sight Singing 4. The score listed here is the combined average score across all four artifacts. Separate breakdowns for each artifact are provided on the following pages.

## AAS Performance (5-Year Trend)

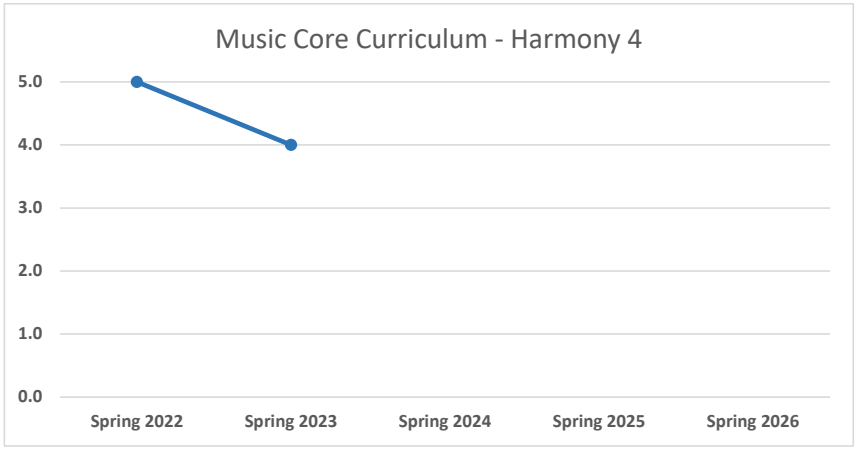
| | Average Score by Semester | | | | |
|---|---|---|---|---|---|
| **Learning Goal** | **Spring 2022** | **Spring 2023** | **Spring 2024** | **Spring 2025** | **Spring 2026** |
| *Mastery of the Music Core Curriculum** | 4.4 | 3.8 | | | |
| *Public Performance Experience* | 4.0 | 3.0 | | | |

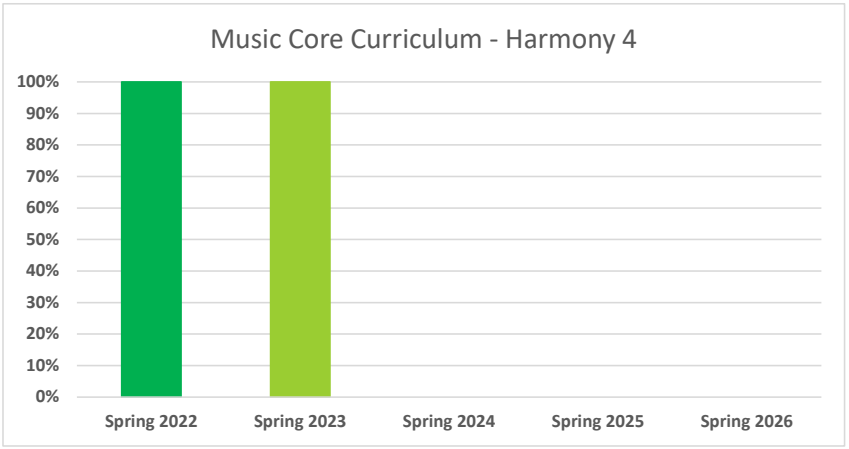



* Mastery of the Music Core Curriculum is composed of four separate artifacts collected in Harmony 4, Ear Training 4, Keyboard Skills 4, and Sight Singing 4. The score listed here is the combined average score across all four artifacts. Separate breakdowns for each artifact are provided on the following pages.

## Learning Goal: Mastery of the Music Core Curriculum - Harmony 4 (AAS Performance Program)

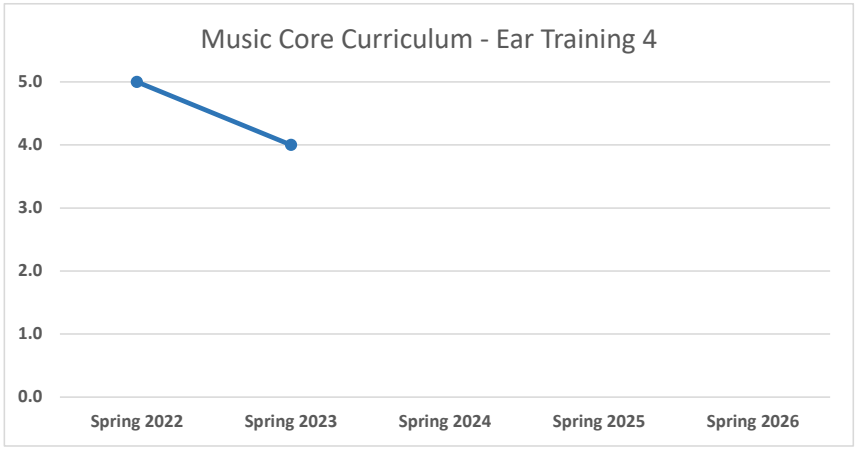
| Recorded in: MUS212 - Harmony 4<br>Artifact: Week 10 Assessment | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Completion of Harmony 4, Ear Training 4, Sight Singing 4, and Keyboard Skills 4 and all appropriate pre-requisites with at least a grade of C in each area. Overall measurement will be in the Sophomore Review.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 2 | 100.0% | 2 | **5.0** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 1 | **4.0** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

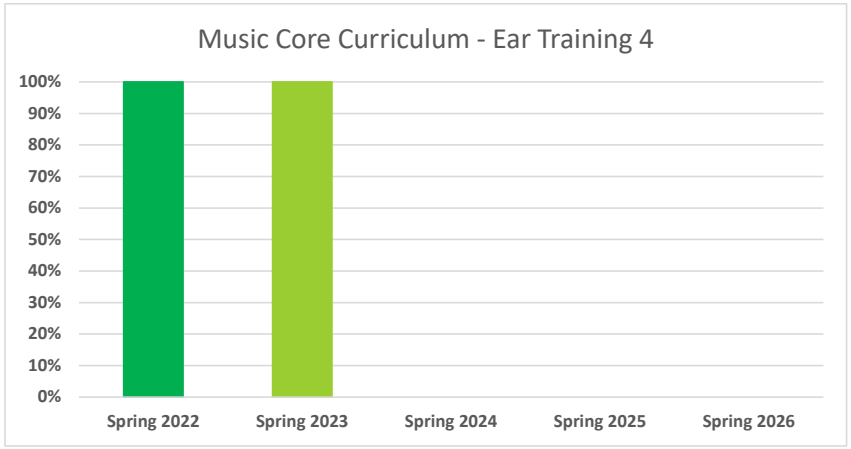


## Learning Goal: Mastery of the Music Core Curriculum - Ear Training 4 (AAS Performance Program)

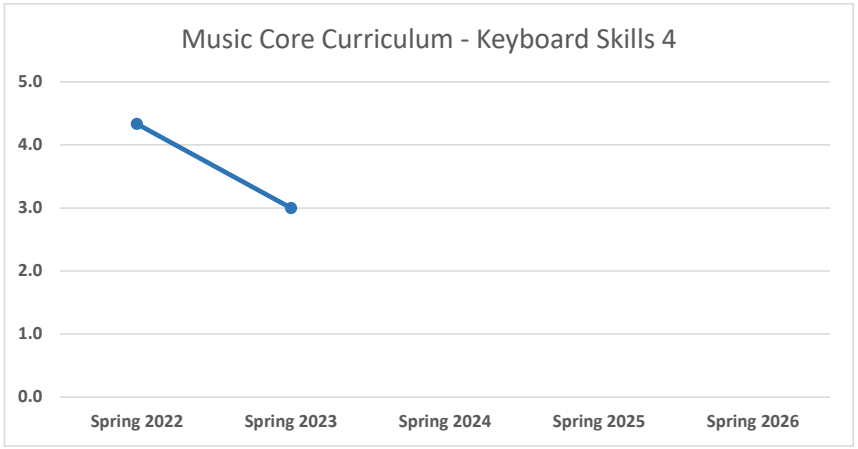
| Recorded in: MUS224 - Ear Training 4<br>Artifact: Week 10 Assessment | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Completion of Harmony 4, Ear Training 4, Sight Singing 4, and Keyboard Skills 4 and all appropriate pre-requisites with at least a grade of C in each area. Overall measurement will be in the Sophomore Review.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 1 | **5.0** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 1 | **4.0** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

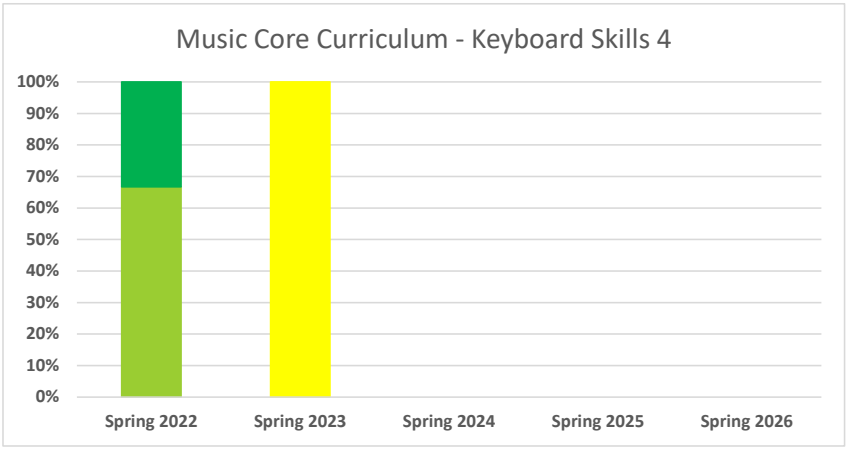


## Learning Goal: Mastery of the Music Core Curriculum - Keyboard Skills 4 (AAS Performance Program)

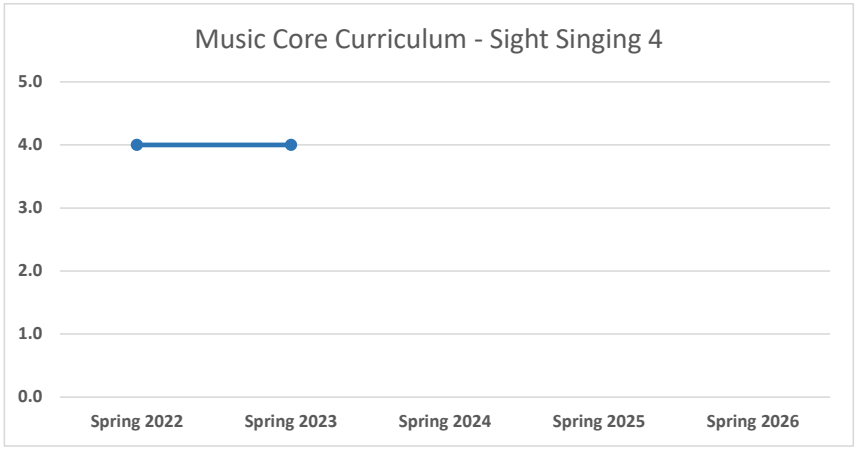
| Recorded in: MUS286 - Keyboard Skills 4<br>Artifact: Piano Performance | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Completion of Harmony 4, Ear Training 4, Sight Singing 4, and Keyboard Skills 4 and all appropriate pre-requisites with at least a grade of C in each area. Overall measurement will be in the Sophomore Review.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 2 | 66.7% | 1 | 33.3% | 3 | **4.3** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 1 | **3.0** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

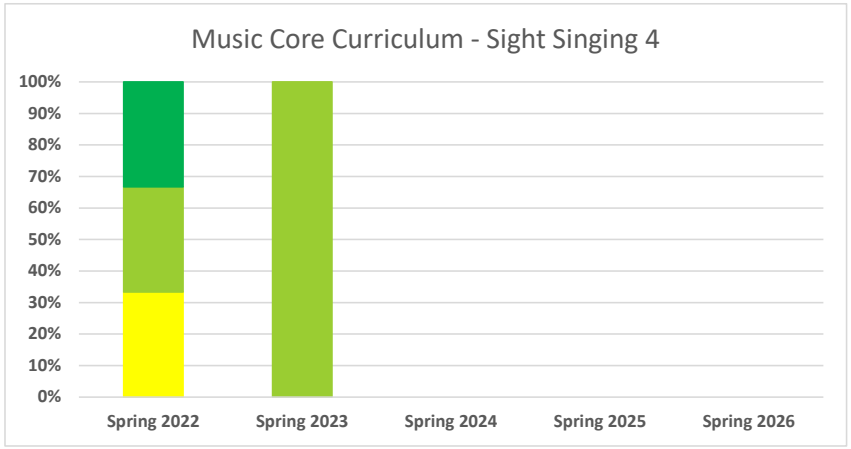


## Learning Goal: Mastery of the Music Core Curriculum - Sight Singing 4 (AAS Performance Program)

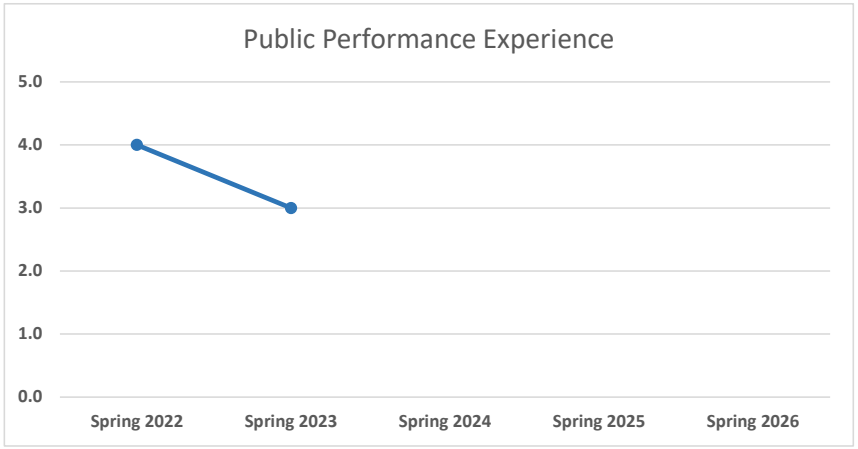
| Recorded in: MUS222 - Sight Singing 4<br>Artifact: Performance at sight of a melody and rhythmic exercise | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Completion of Harmony 4, Ear Training 4, Sight Singing 4, and Keyboard Skills 4 and all appropriate pre-requisites with at least a grade of C in each area. Overall measurement will be in the Sophomore Review.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 1 | 33.3% | 1 | 33.3% | 1 | 33.3% | 3 | **4.0** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 1 | **4.0** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

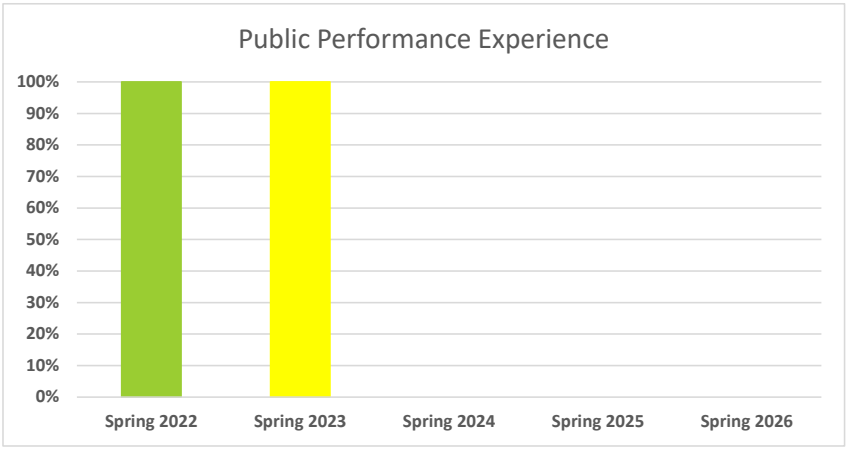


## Learning Goal: Public Performance Experience (AAS Performance Program)

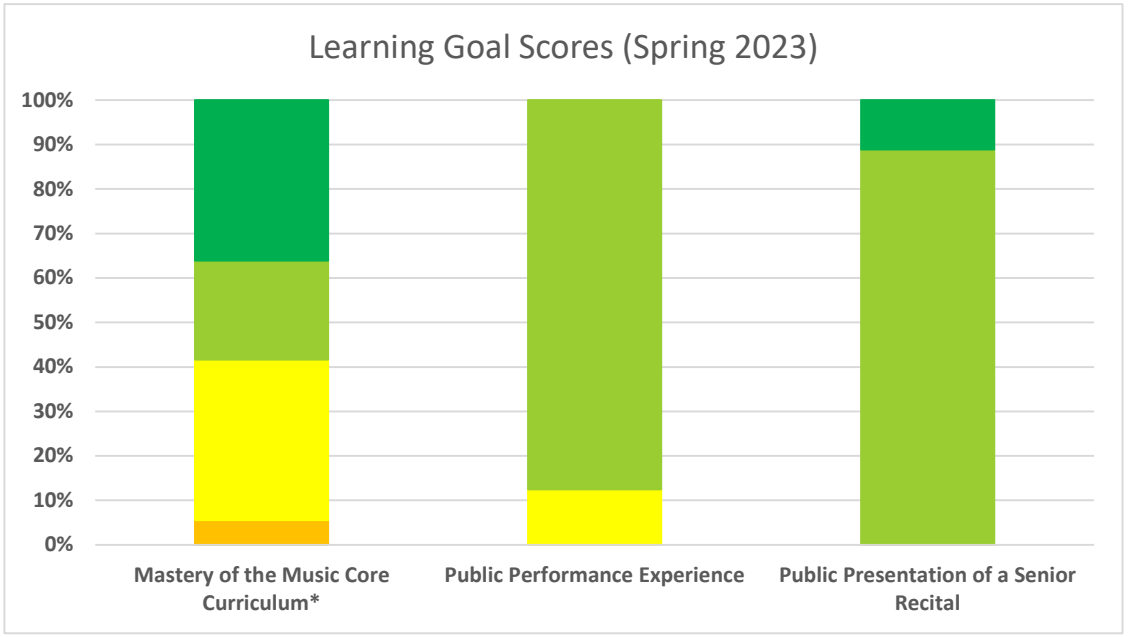
| Recorded in: AML242 - Applied Music Lesson 4 (music performance elective)<br>Artifact: Performance on major instrument / voice | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Compilation of juries, performance class performances, ensemble repertoire, performances of new student works, and performances at college sponsored events.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 3 | 100.0% | 0 | 0.0% | 3 | **4.0** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 1 | **3.0** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |



## MusB Performance, Core Courses (Spring 2023)

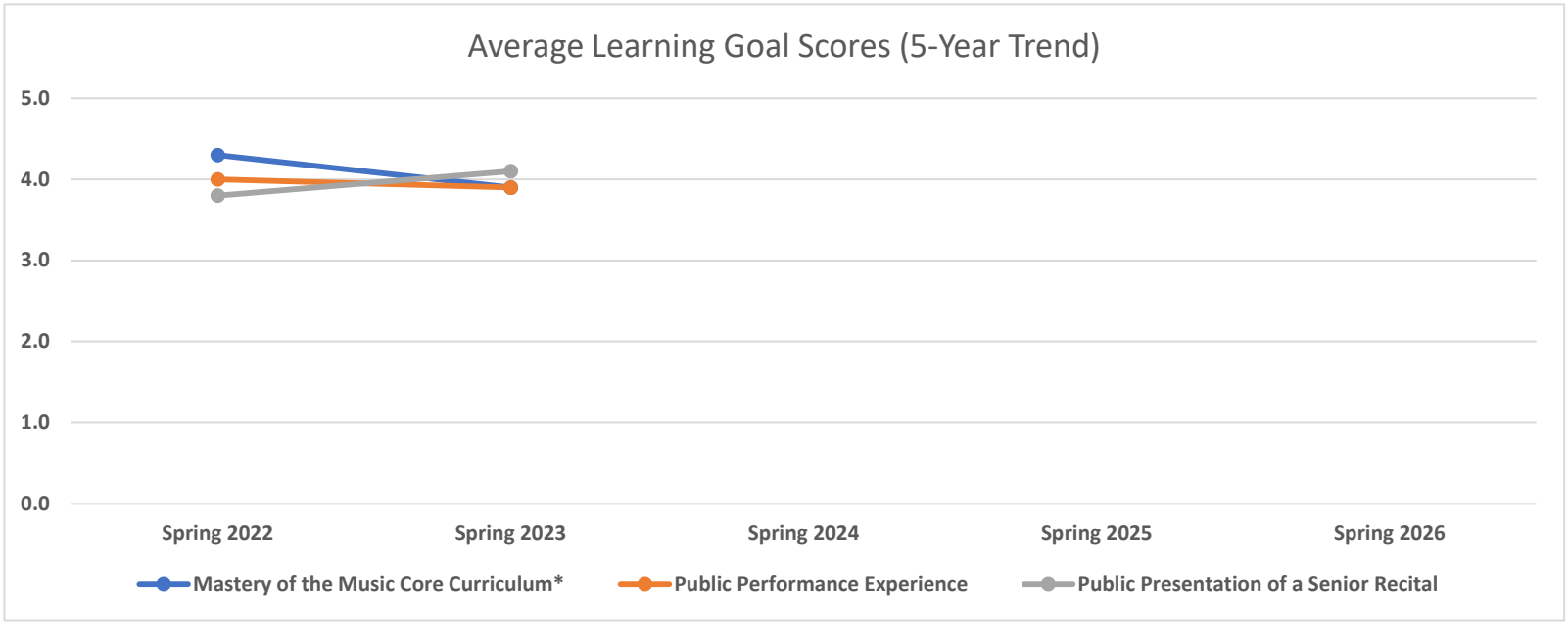
| | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Learning Goal** | N | % | N | % | N | % | N | % | N | % | N | |
| *Mastery of the Music Core Curriculum** | 0 | 0.0% | 2 | 5.6% | 13 | 36.1% | 8 | 22.2% | 13 | 36.1% | 36 | **3.9** |
| *Public Performance Experience* | 0 | 0.0% | 0 | 0.0% | 1 | 12.5% | 7 | 87.5% | 0 | 0.0% | 8 | **3.9** |
| *Public Presentation of a Senior Recital* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 8 | 88.9% | 1 | 11.1% | 9 | **4.1** |




* Mastery of the Music Core Curriculum is composed of four separate artifacts collected in Harmony 4, Ear Training 4, Keyboard Skills 4, and Sight Singing 4. The score listed here is the combined average score across all four artifacts. Separate breakdowns for each artifact are provided on the following pages.

## MusB Performance, Core Courses (5-Year Trend)

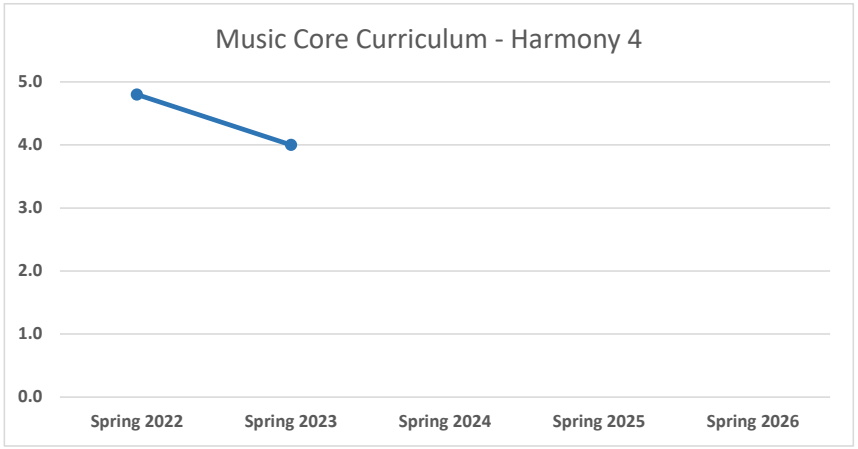
| | Average Score by Semester | | | | |
|---|---|---|---|---|---|
| **Learning Goal** | **Spring 2022** | **Spring 2023** | **Spring 2024** | **Spring 2025** | **Spring 2026** |
| *Mastery of the Music Core Curriculum** | 4.3 | 3.9 | | | |
| *Public Performance Experience* | 4.0 | 3.9 | | | |
| *Public Presentation of a Senior Recital* | 3.8 | 4.1 | | | |

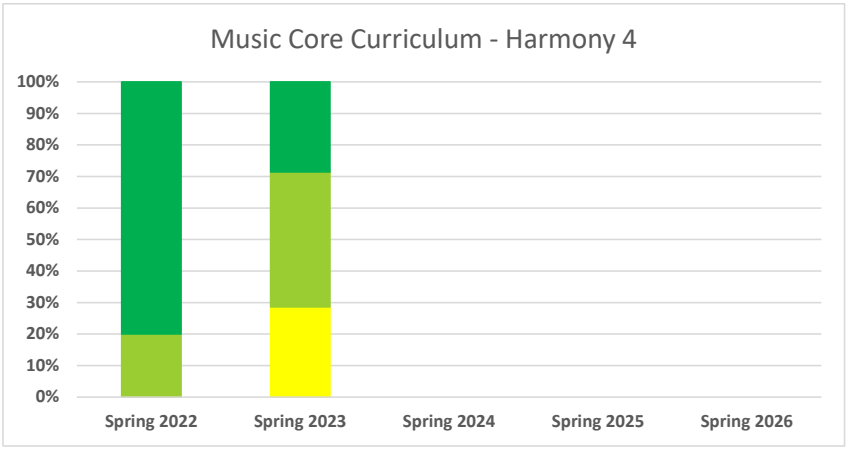



* Mastery of the Music Core Curriculum is composed of four separate artifacts collected in Harmony 4, Ear Training 4, Keyboard Skills 4, and Sight Singing 4. The score listed here is the combined average score across all four artifacts. Separate breakdowns for each artifact are provided on the following pages.

## Learning Goal: Mastery of the Music Core Curriculum - Harmony 4 (MusB Performance Program, Core Courses)

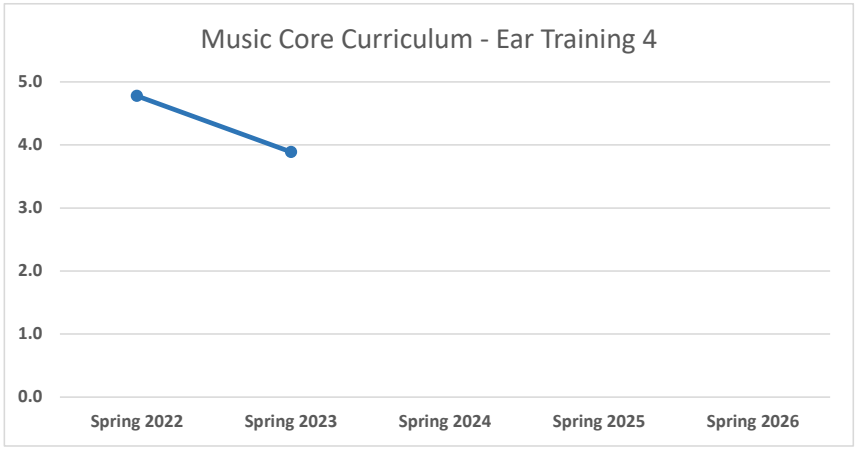
| Recorded in: MUS212 - Harmony 4<br>Artifact: Week 10 Assessment | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Completion of Harmony 4, Ear Training 4, Sight Singing 4, and Keyboard Skills 4 and all appropriate pre-requisites with at least a grade of C in each area. Overall measurement will be in the Sophomore Review.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 20.0% | 4 | 80.0% | 5 | **4.8** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 2 | 28.6% | 3 | 42.9% | 2 | 28.6% | 7 | **4.0** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

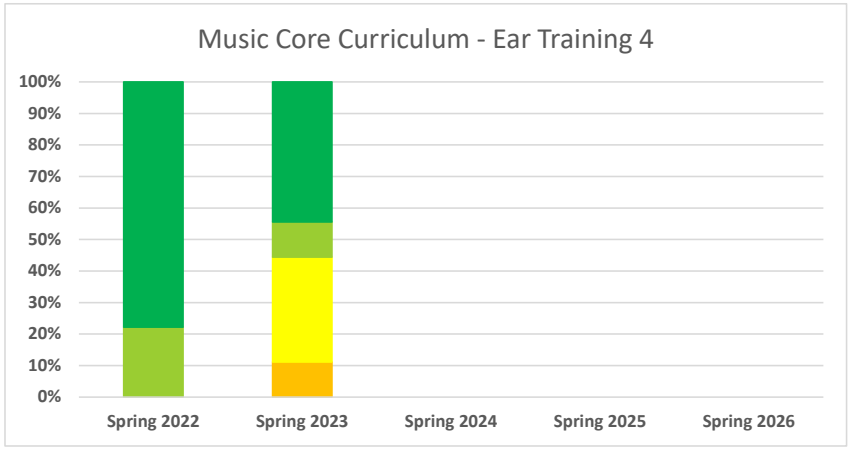


## Learning Goal: Mastery of the Music Core Curriculum - Ear Training 4 (MusB Performance Program, Core Courses)

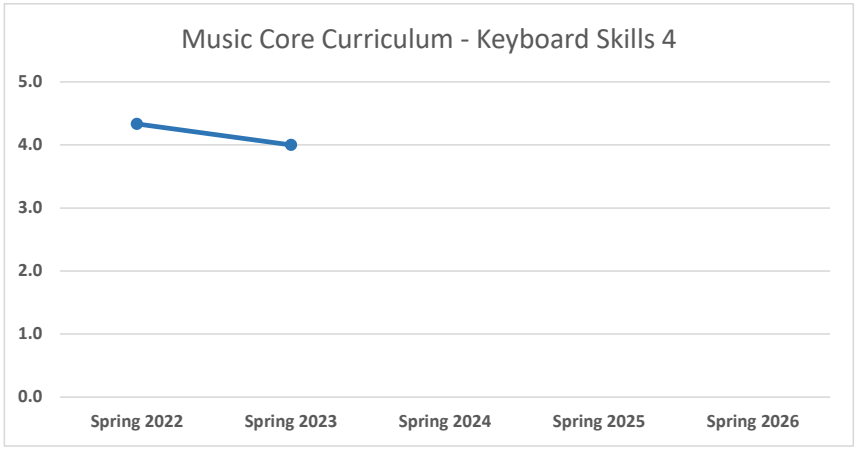
| Recorded in: MUS224 - Ear Training 4<br>Artifact: Week 10 Assessment | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Completion of Harmony 4, Ear Training 4, Sight Singing 4, and Keyboard Skills 4 and all appropriate pre-requisites with at least a grade of C in each area. Overall measurement will be in the Sophomore Review.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 2 | 22.2% | 7 | 77.8% | 9 | **4.8** |
| | *Spring 2023* | 0 | 0.0% | 1 | 11.1% | 3 | 33.3% | 1 | 11.1% | 4 | 44.4% | 9 | **3.9** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

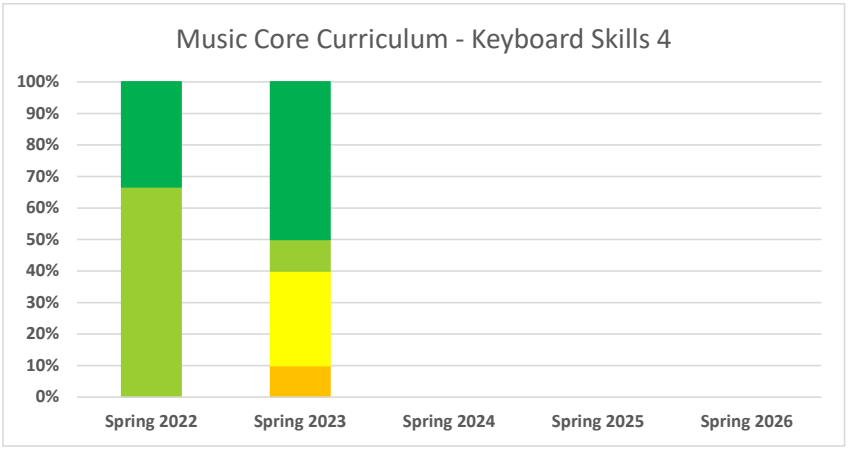


## Learning Goal: Mastery of the Music Core Curriculum - Keyboard Skills 4 (MusB Performance Program, Core Courses)

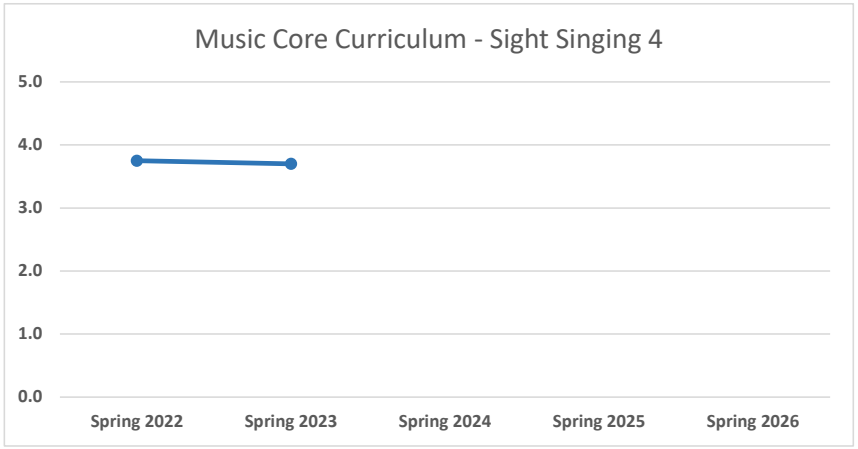
| Recorded in: MUS286 - Keyboard Skills 4<br>Artifact: Piano Performance | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Completion of Harmony 4, Ear Training 4, Sight Singing 4, and Keyboard Skills 4 and all appropriate pre-requisites with at least a grade of C in each area. Overall measurement will be in the Sophomore Review.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 6 | 66.7% | 3 | 33.3% | 9 | **4.3** |
| | *Spring 2023* | 0 | 0.0% | 1 | 10.0% | 3 | 30.0% | 1 | 10.0% | 5 | 50.0% | 10 | **4.0** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

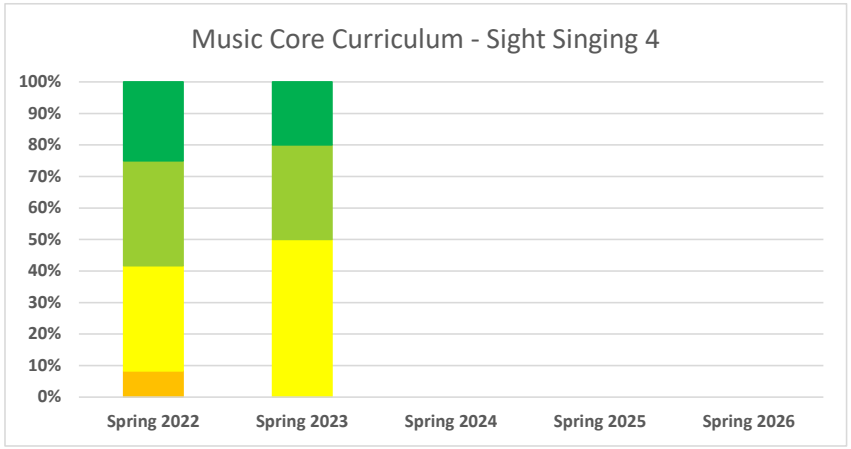


## Learning Goal: Mastery of the Music Core Curriculum - Sight Singing 4 (MusB Performance Program, Core Courses)

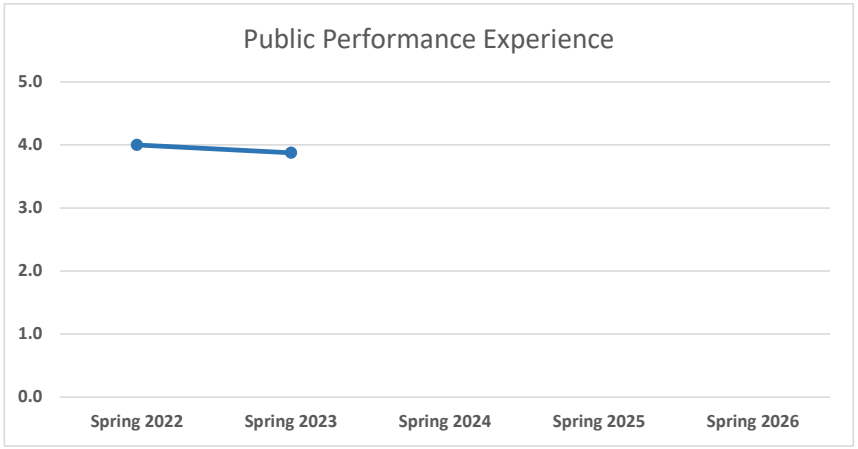
| Recorded in: MUS222 - Sight Singing 4<br>Artifact: Performance at sight of a melody and rhythmic exercise | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Completion of Harmony 4, Ear Training 4, Sight Singing 4, and Keyboard Skills 4 and all appropriate pre-requisites with at least a grade of C in each area. Overall measurement will be in the Sophomore Review.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 1 | 8.3% | 4 | 33.3% | 4 | 33.3% | 3 | 25.0% | 12 | **3.8** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 5 | 50.0% | 3 | 30.0% | 2 | 20.0% | 10 | **3.7** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

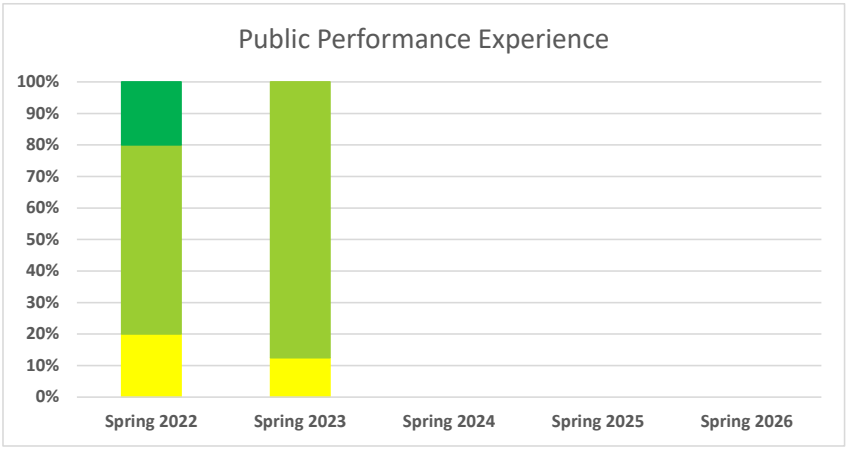


## Learning Goal: Public Performance Experience (MusB Performance Program, Core Courses)

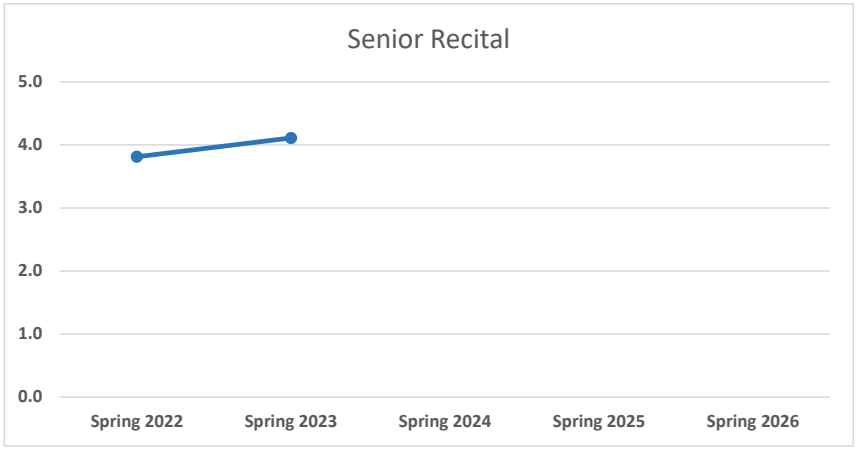
| Recorded in: AML242 - Applied Music Lesson 4 (music performance elective)<br>Artifact: Performance on major instrument / voice | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Compilation of juries, performance class performances, ensemble repertoire, performances of new student works, and performances at college sponsored events.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 2 | 20.0% | 6 | 60.0% | 2 | 20.0% | 10 | **4.0** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 1 | 12.5% | 7 | 87.5% | 0 | 0.0% | 8 | **3.9** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

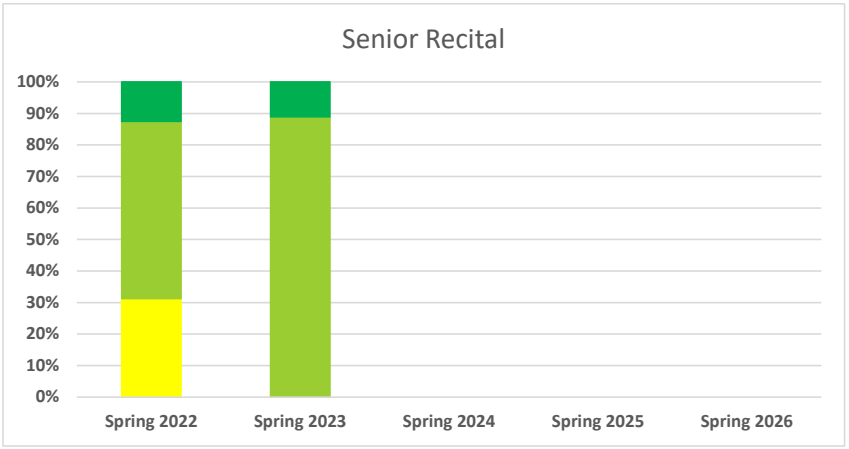


## Learning Goal: Public Presentation of a Senior Recital (MusB Performance Program, Core Courses)

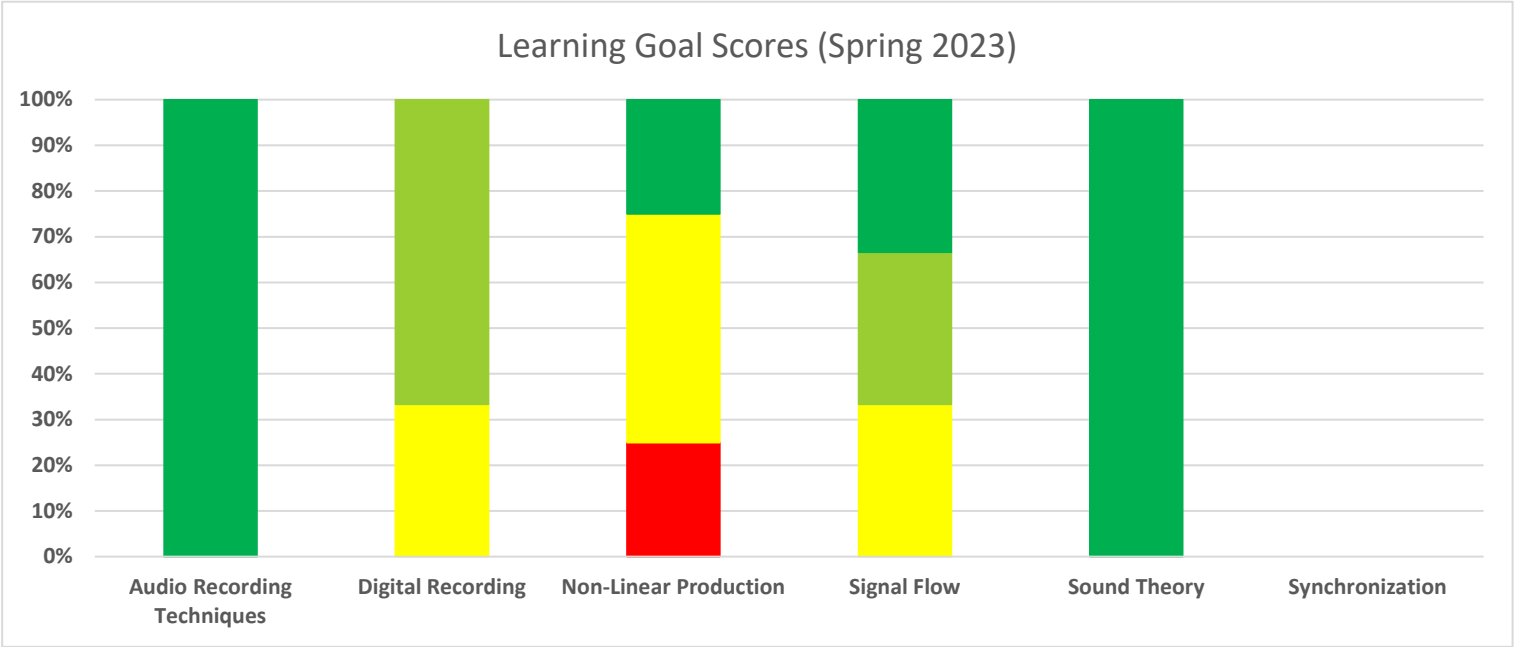
| Recorded in: AML442 - Applied Music Lesson 8 (senior recital)<br>Artifact: Recital application and recital | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Capstone performance on the student's major instrument to include a collaborative performance and introductory remarks explaining each piece to the audience. Program notes that provide analytical, historical, and an interpretive explanation of each piece on the program will be submitted at the beginning of the recital semester for approval.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 5 | 31.3% | 9 | 56.3% | 2 | 12.5% | 16 | **3.8** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 8 | 88.9% | 1 | 11.1% | 9 | **4.1** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |



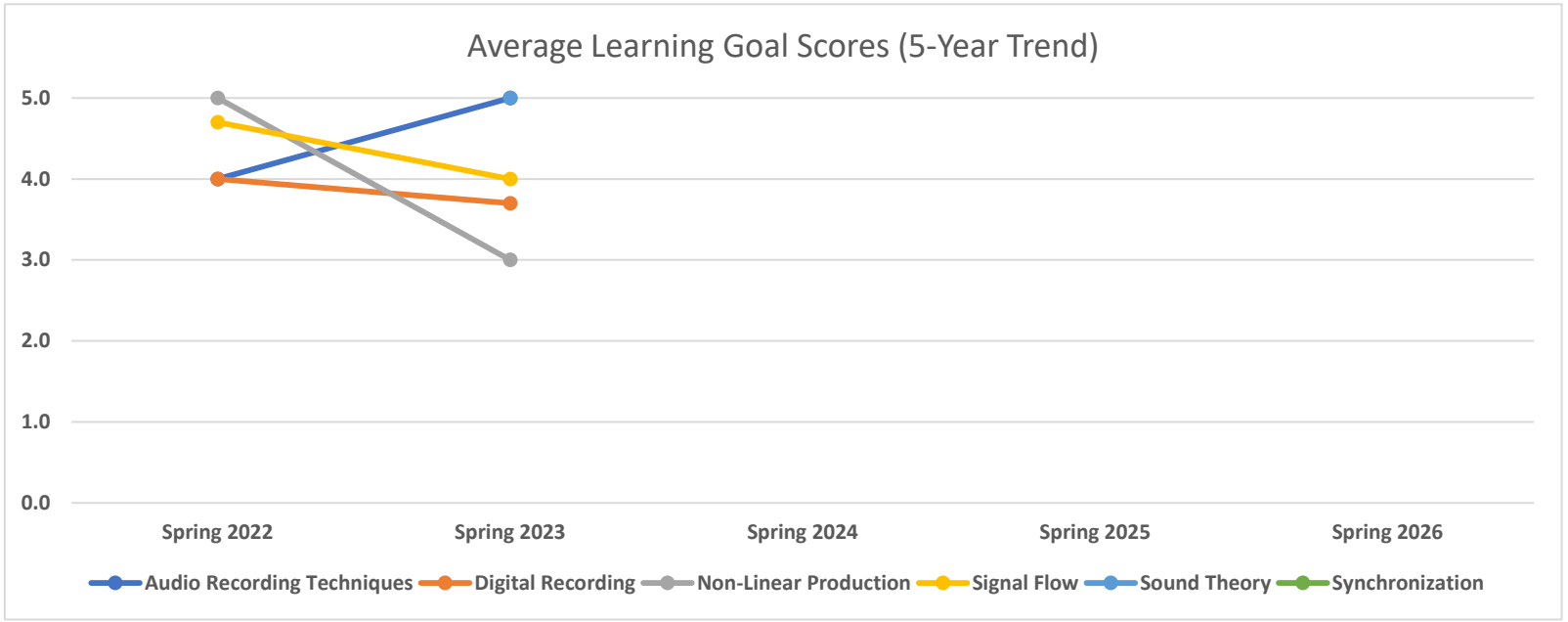
## MusB Performance, Audio Recording Technology Concentration (Spring 2023)

| | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Learning Goal** | N | % | N | % | N | % | N | % | N | % | N | |
| *Audio Recording Techniques* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 1 | **5.0** |
| *Digital Recording* | 0 | 0.0% | 0 | 0.0% | 1 | 33.3% | 2 | 66.7% | 0 | 0.0% | 3 | **3.7** |
| *Non-Linear Production* | 1 | 25.0% | 0 | 0.0% | 2 | 50.0% | 0 | 0.0% | 1 | 25.0% | 4 | **3.0** |
| *Signal Flow* | 0 | 0.0% | 0 | 0.0% | 1 | 33.3% | 1 | 33.3% | 1 | 33.3% | 3 | **4.0** |
| *Sound Theory* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 1 | **5.0** |
| *Synchronization* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |



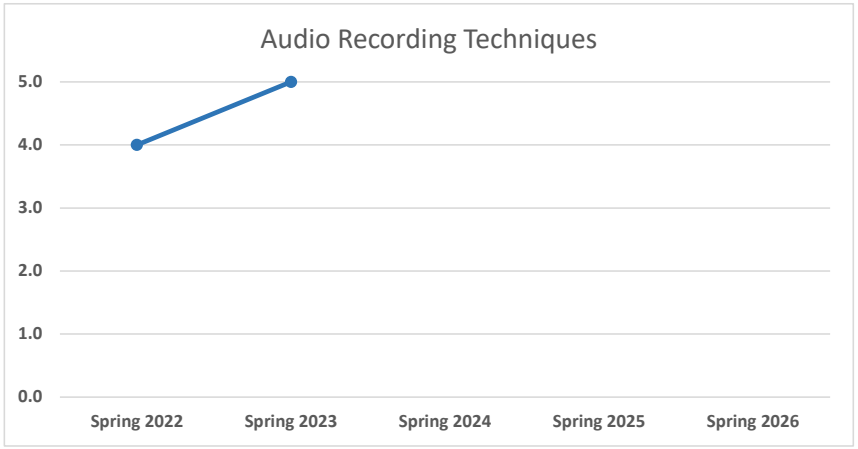
## MusB Performance, Audio Recording Technology Concentration (5-Year Trend)

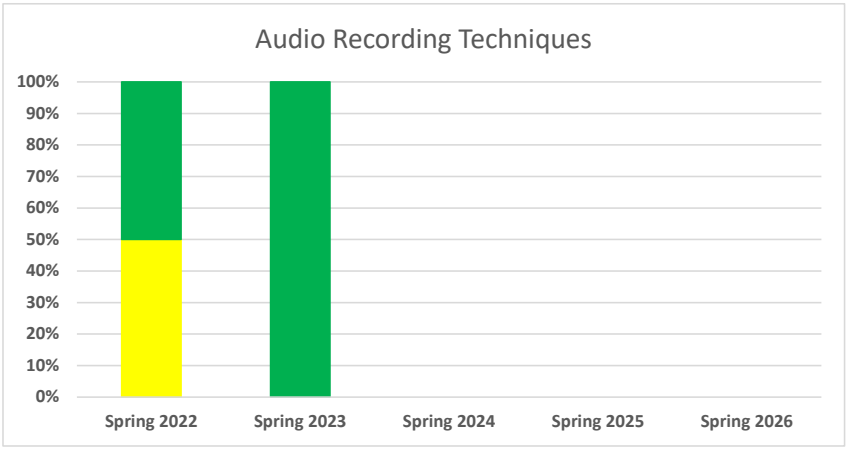
| | Average Score by Semester | | | | |
|---|---|---|---|---|---|
| **Learning Goal** | **Spring 2022** | **Spring 2023** | **Spring 2024** | **Spring 2025** | **Spring 2026** |
| *Audio Recording Techniques* | 4.0 | 5.0 | | | |
| *Digital Recording* | 4.0 | 3.7 | | | |
| *Non-Linear Production* | 5.0 | 3.0 | | | |
| *Signal Flow* | 4.7 | 4.0 | | | |
| *Sound Theory* | | 5.0 | | | |
| *Synchronization* | | | | | |



## Learning Goal: Audio Recording Techniques (MusB Performance Program, Audio Recording Technology Concentration)

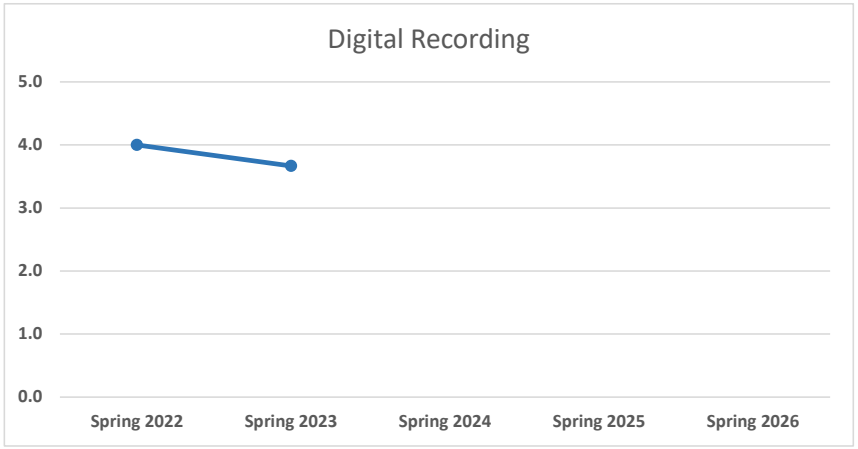
| Recorded in: AUD201 - Recording Studio Operations<br>Artifact: Final Examination Practicum | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates the ability to apply recording techniques to the digital recording environment. Students also demonstrate the ability to perform proper recording procedures, set professional level with use of metering, recording compression techniques, independent headphone mixing systems, and playback mixing.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 1 | 50.0% | 0 | 0.0% | 1 | 50.0% | 2 | **4.0** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 1 | **5.0** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

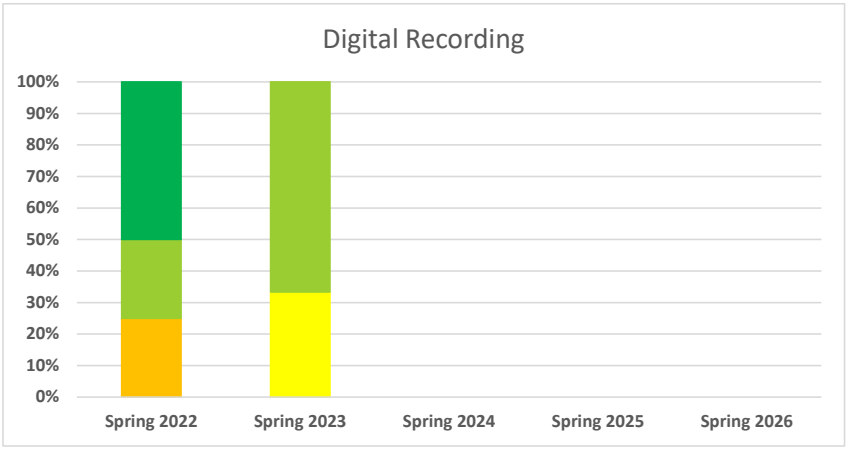


## Learning Goal: Digital Recording (MusB Performance Program, Audio Recording Technology Concentration)

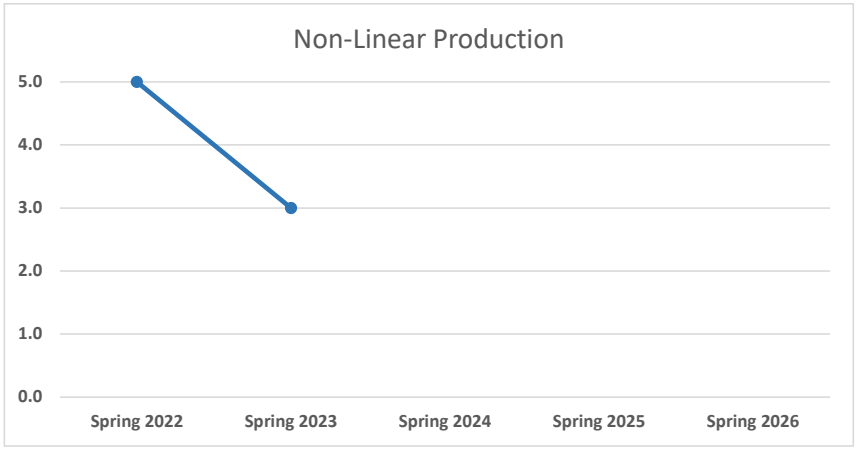
| Recorded in: AUD303 - MIDI Applications<br>Artifact: Quiz | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates the ability to record and manipulate Musical Instrument Digital Interface (MIDI) data for music sequencing and composition.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 1 | 25.0% | 0 | 0.0% | 1 | 25.0% | 2 | 50.0% | 4 | **4.0** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 1 | 33.3% | 2 | 66.7% | 0 | 0.0% | 3 | **3.7** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

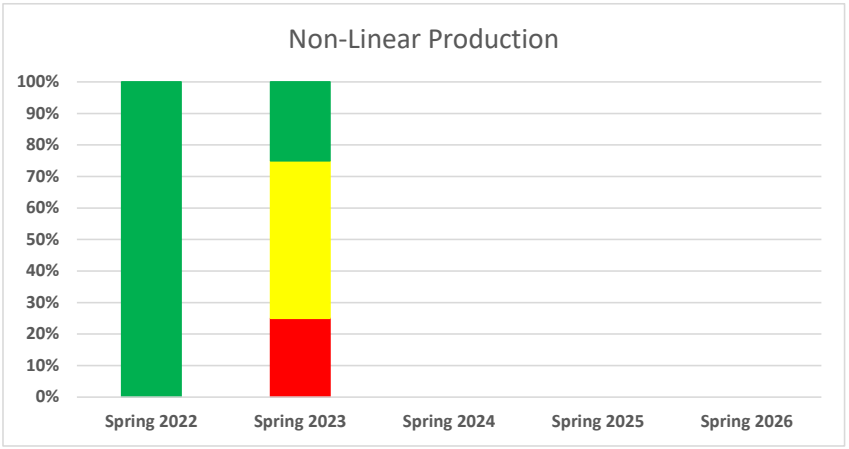


## Learning Goal: Non-Linear Production (MusB Performance Program, Audio Recording Technology Concentration)

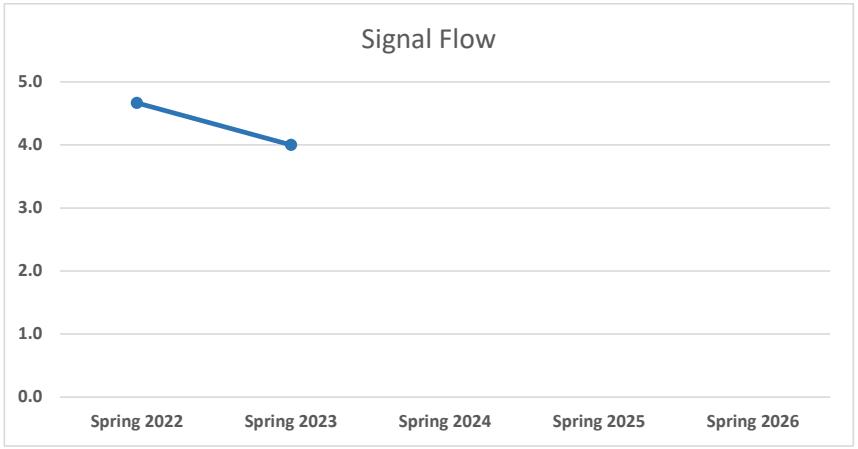
| Recorded in: AUD304 - Nonlinear Recording<br>Artifact: Quiz | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates an ability to operate digital audio recording workstations, including plug-ins and control surfaces, to record, mix, edit, and store a production into a tangible medium of expression.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 1 | **5.0** |
| | *Spring 2023* | 1 | 25.0% | 0 | 0.0% | 2 | 50.0% | 0 | 0.0% | 1 | 25.0% | 4 | **3.0** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

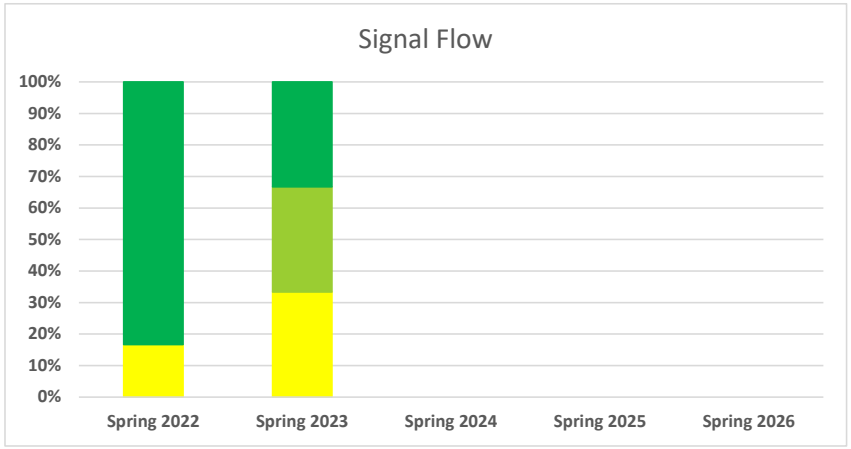


## Learning Goal: Signal Flow (MusB Performance Program, Audio Recording Technology Concentration)

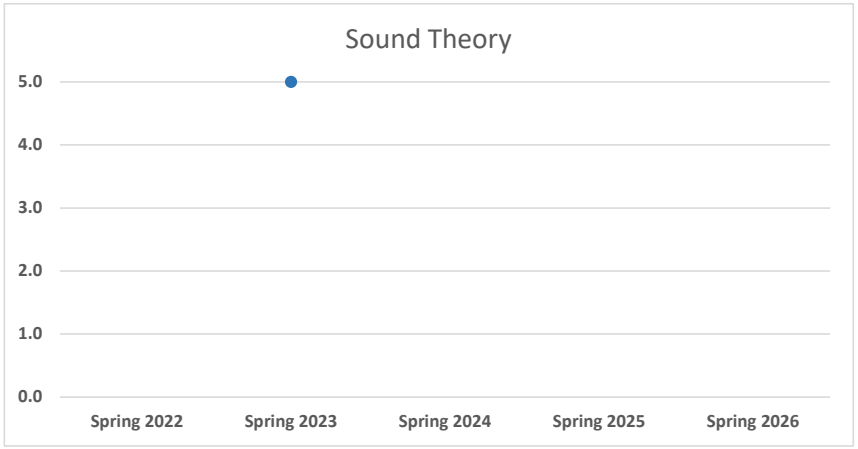
| Recorded in: AUD202 - Advanced Audio Production<br>Artifact: The Practical in the Final Examination | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates an ability to operate a wide variety of equipment commonly found in modern recording environments and to manipulate signal flow, including microphones, patch bays, mixing consoles, and effects processors.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 1 | 16.7% | 0 | 0.0% | 5 | 83.3% | 6 | **4.7** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 1 | 33.3% | 1 | 33.3% | 1 | 33.3% | 3 | **4.0** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

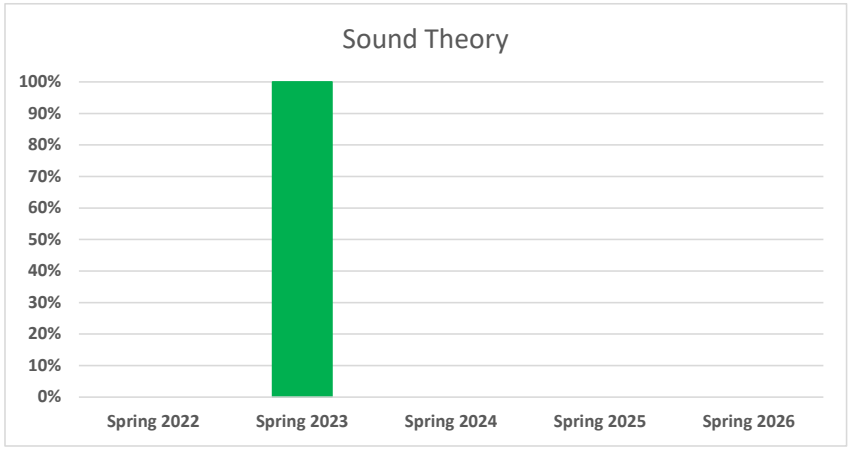


## Learning Goal: Sound Theory (MusB Performance Program, Audio Recording Technology Concentration)

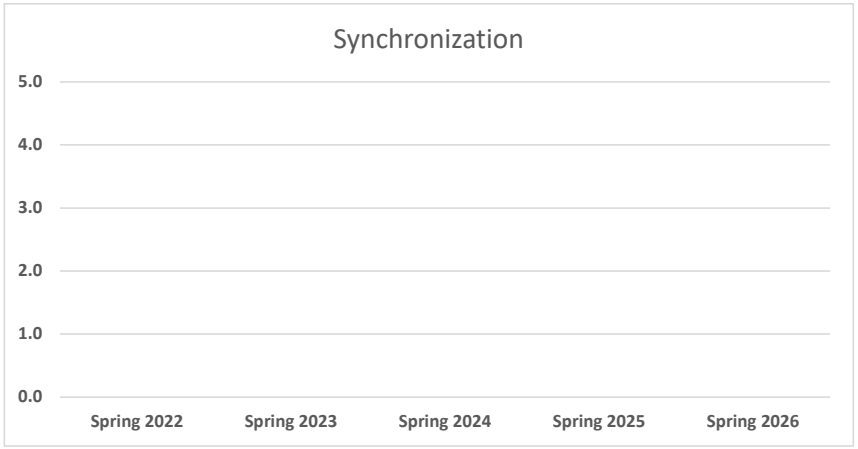
| Recorded in: AUD101 - Audio Recording Theory<br>Artifact: Quiz | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates an understanding of audio and acoustic theory and an ability to apply that understanding to audio recording technologies.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 1 | **5.0** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

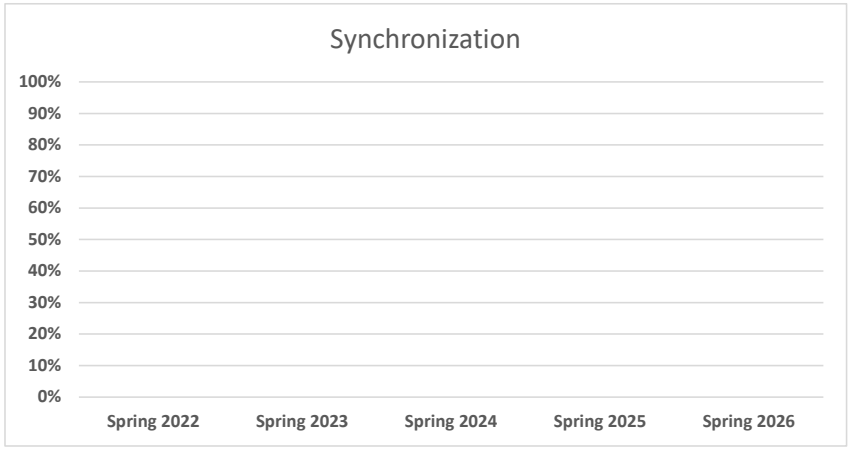


## Learning Goal: Synchronization (MusB Performance Program, Audio Recording Technology Concentration)

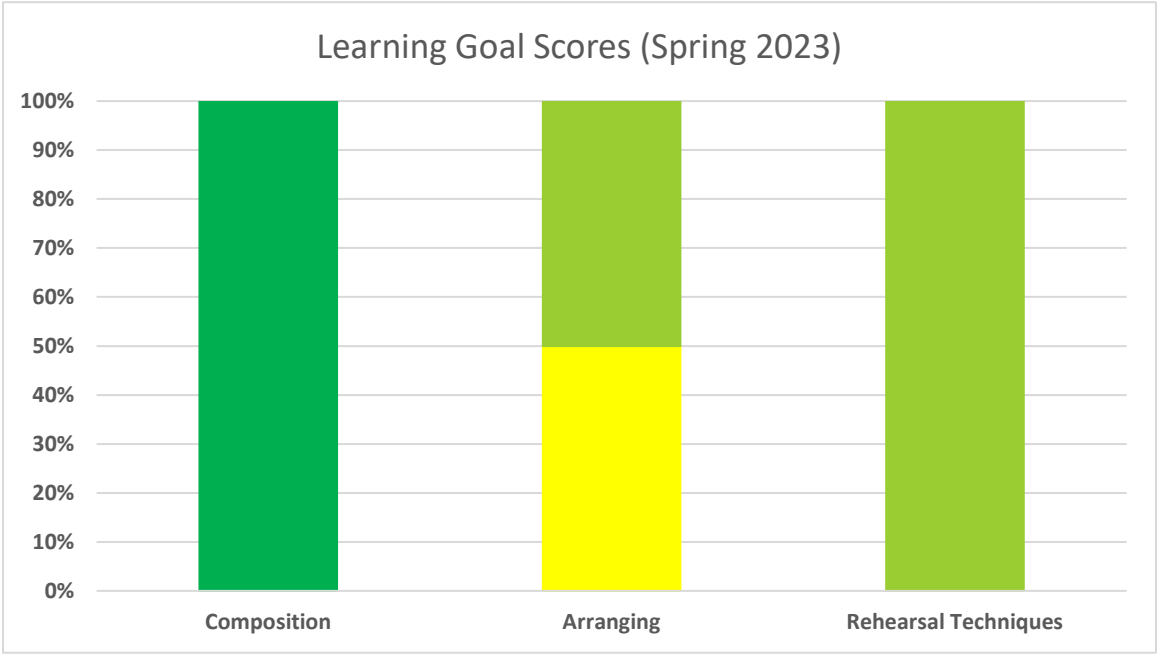
| Recorded in: AUD401 - Audio/Video Post-Production<br>Artifact: Quiz | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates an ability to create and synch a soundtrack to motion pictures.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |



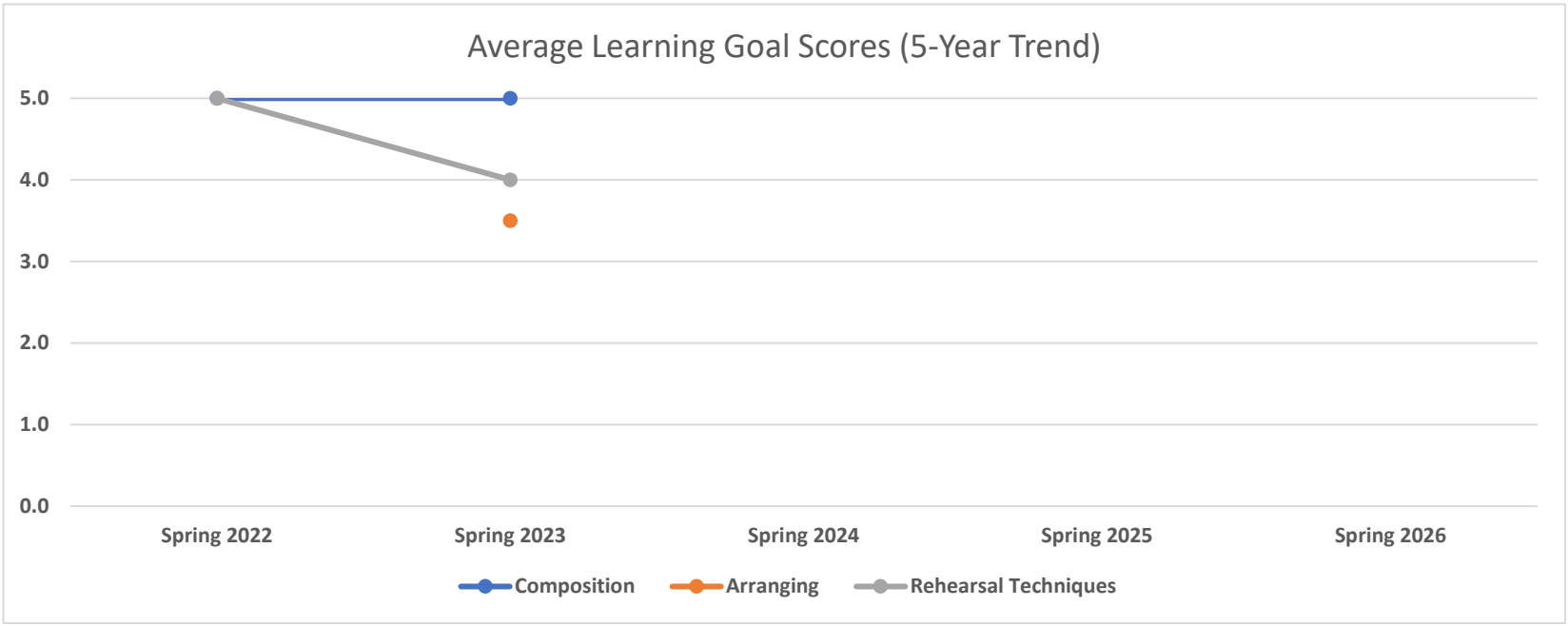
# MusB Performance, Composition Concentration (Spring 2023)

| | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Learning Goal** | N | % | N | % | N | % | N | % | N | % | N | |
| *Composition* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 1 | **5.0** |
| *Arranging* | 0 | 0.0% | 0 | 0.0% | 1 | 50.0% | 1 | 50.0% | 0 | 0.0% | 2 | **3.5** |
| *Rehearsal Techniques* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 1 | **4.0** |



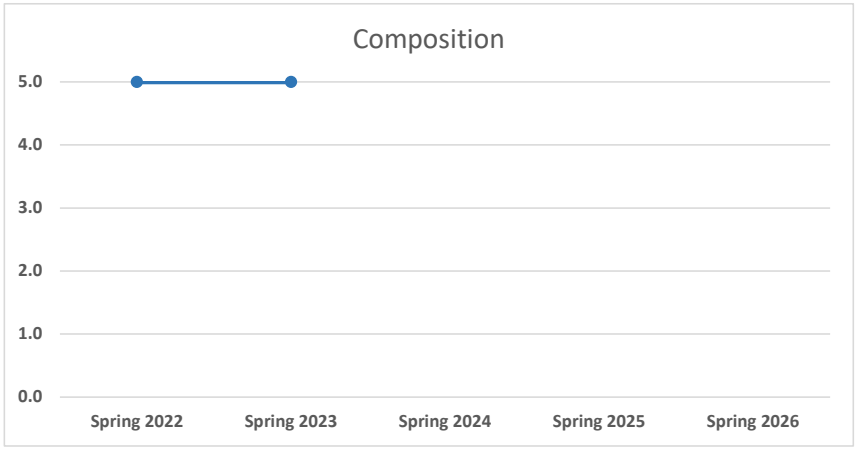
## MusB Performance, Composition Concentration (5-Year Trend)

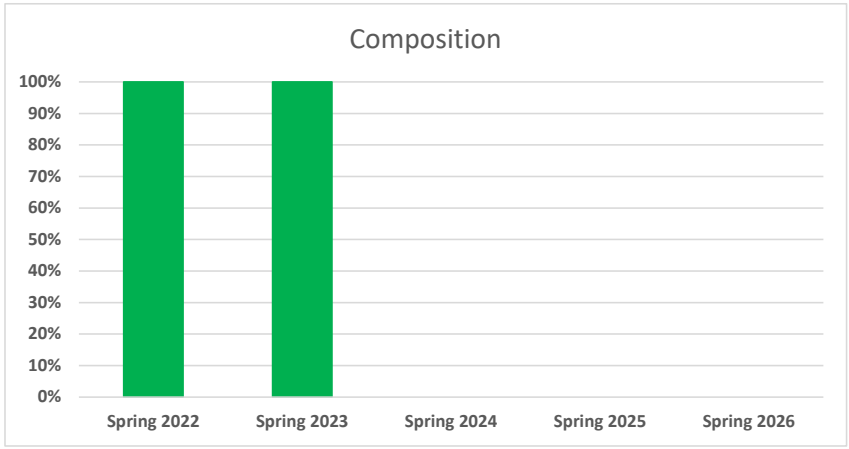
| | Average Score by Semester | | | | |
|---|---|---|---|---|---|
| **Learning Goal** | **Spring 2022** | **Spring 2023** | **Spring 2024** | **Spring 2025** | **Spring 2026** |
| *Composition* | 5.0 | 5.0 | | | |
| *Arranging* | | 3.5 | | | |
| *Rehearsal Techniques* | 5.0 | 4.0 | | | |



## Learning Goal: Composition (MusB Performance Program, Composition Concentration)

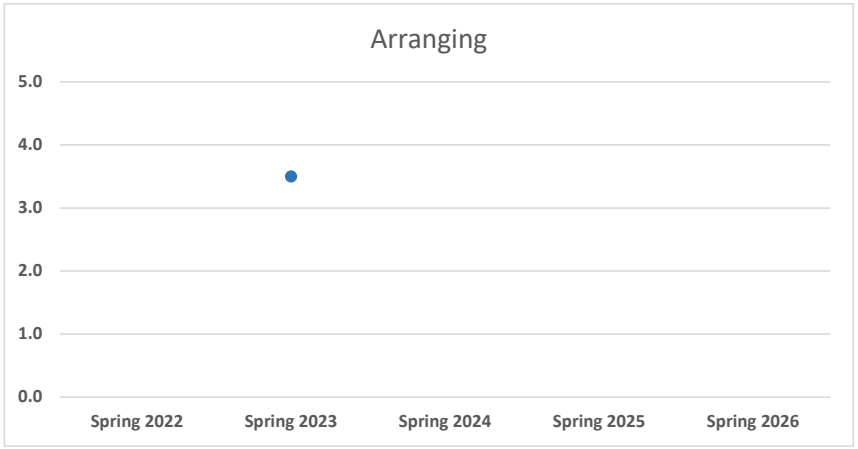
| Recorded in: MUS416 - Studio Composition<br>Artifact: Capstone Project | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Compose music that displays creativity, sophisticated ideas, utilizing various technical skills, employing both solo instruments and ensembles.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 2 | 100.0% | 2 | **5.0** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 1 | **5.0** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

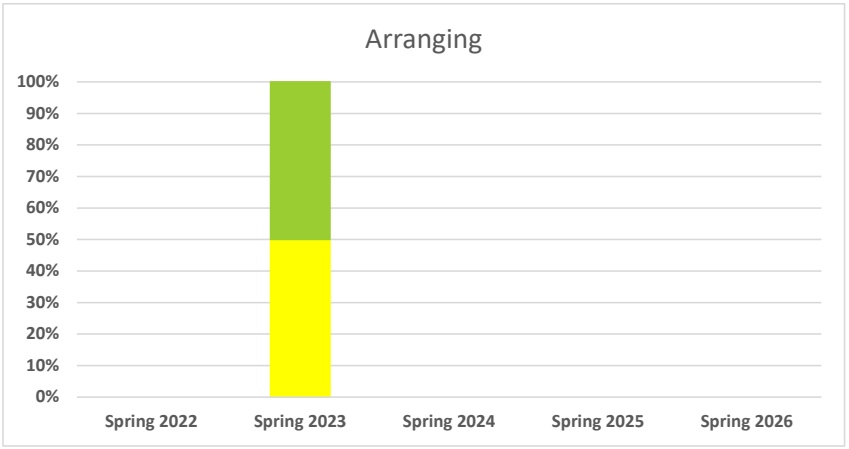


## Learning Goal: Arranging (MusB Performance Program, Composition Concentration)

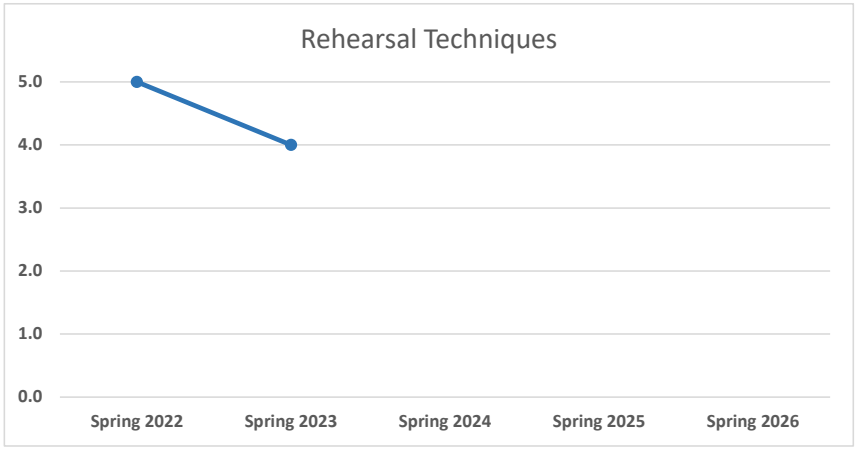
| Recorded in: MUS315 - Commercial Arranging<br>Artifact: Final Project | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Create arrangements that demonstrate the knowledge of transposition, line writing, and score preparation.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 1 | 50.0% | 1 | 50.0% | 0 | 0.0% | 2 | **3.5** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

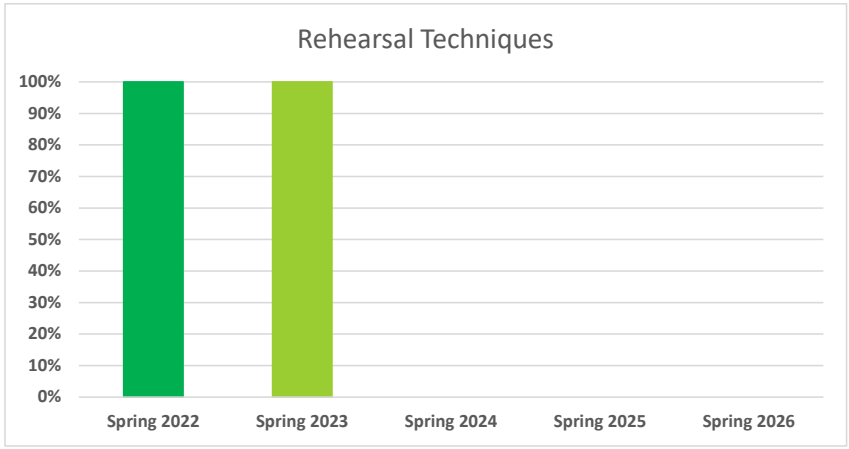


## Learning Goal: Rehearsal Techniques (MusB Performance Program, Composition Concentration)

| Recorded in: AML452 - Applied Composition Lesson<br>Artifact: Final Project | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Organize, rehearse, and conduct with an informed musical narrative.* | N | % | N | % | N | % | N | % | N | % | N | |
| *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 1 | **5.0** |
| *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 1 | **4.0** |
| *Spring 2024* | | | | | | | | | | | | |
| *Spring 2025* | | | | | | | | | | | | |
| *Spring 2026* | | | | | | | | | | | | |



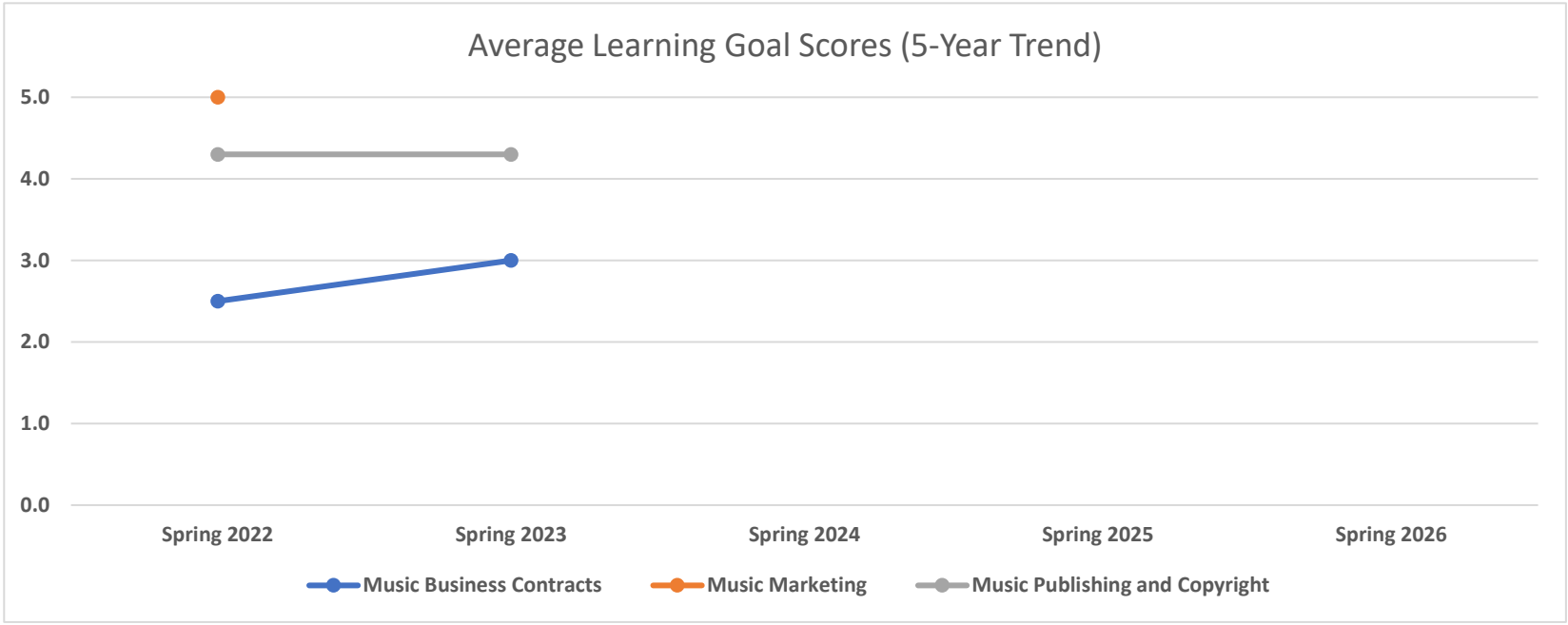
## MusB Performance, MEIS Concentration (Spring 2023)

| | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Learning Goal** | N | % | N | % | N | % | N | % | N | % | N | |
| *Music Business Contracts* | 1 | 50.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 50.0% | 2 | **3.0** |
| *Music Marketing* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Music Publishing and Copyright* | 0 | 0.0% | 0 | 0.0% | 1 | 33.3% | 0 | 0.0% | 2 | 66.7% | 3 | **4.3** |



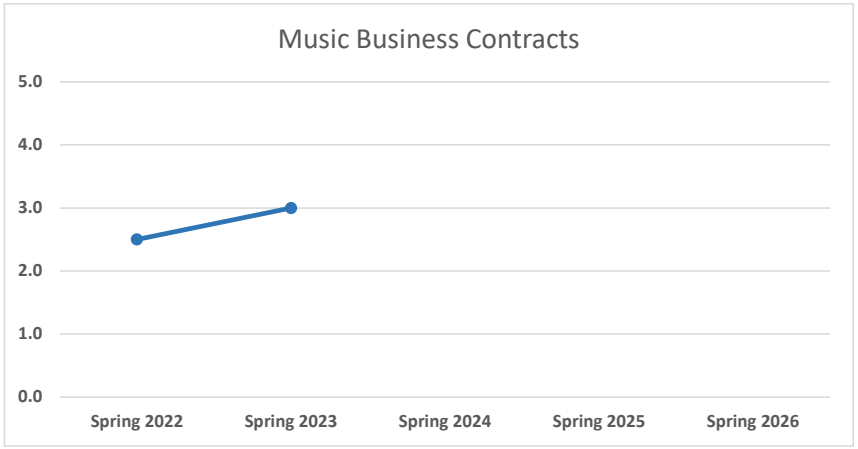
## MusB Performance, MEIS Concentration (5-Year Trend)

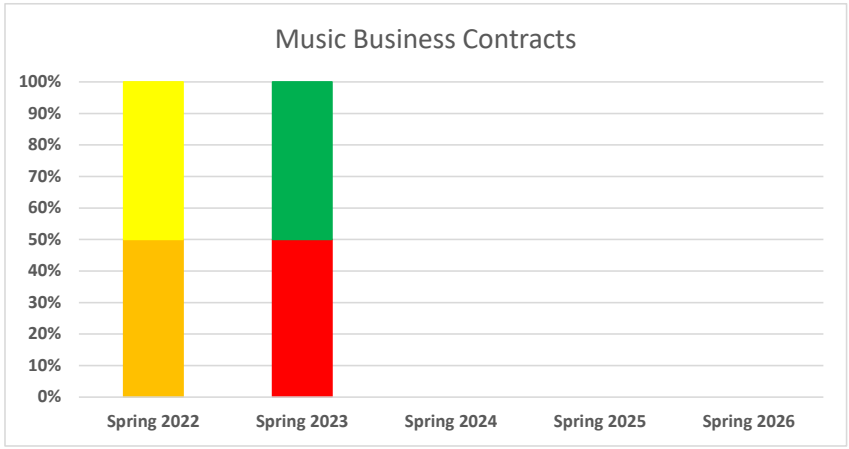
| | Average Score by Semester | | | | |
|---|---|---|---|---|---|
| **Learning Goal** | **Spring 2022** | **Spring 2023** | **Spring 2024** | **Spring 2025** | **Spring 2026** |
| *Music Business Contracts* | 2.5 | 3.0 | | | |
| *Music Marketing* | 5.0 | | | | |
| *Music Publishing and Copyright* | 4.3 | 4.3 | | | |



## Learning Goal: Music Business Contracts (MusB Performance Program, MEIS Concentration)

| Recorded in: MUB202 - Music Business Contracts<br>Artifact: The Music Business Contracts Project | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Review and discuss the major elements of business agreements and contracts commonly used in the music and entertainment industry.* | N | % | N | % | N | % | N | % | N | % | N | |
| *Spring 2022* | 0 | 0.0% | 1 | 50.0% | 1 | 50.0% | 0 | 0.0% | 0 | 0.0% | 2 | **2.5** |
| *Spring 2023* | 1 | 50.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 50.0% | 2 | **3.0** |
| *Spring 2024* | | | | | | | | | | | | |
| *Spring 2025* | | | | | | | | | | | | |
| *Spring 2026* | | | | | | | | | | | | |



## Learning Goal: Music Marketing (MusB Performance Program, MEIS Concentration)

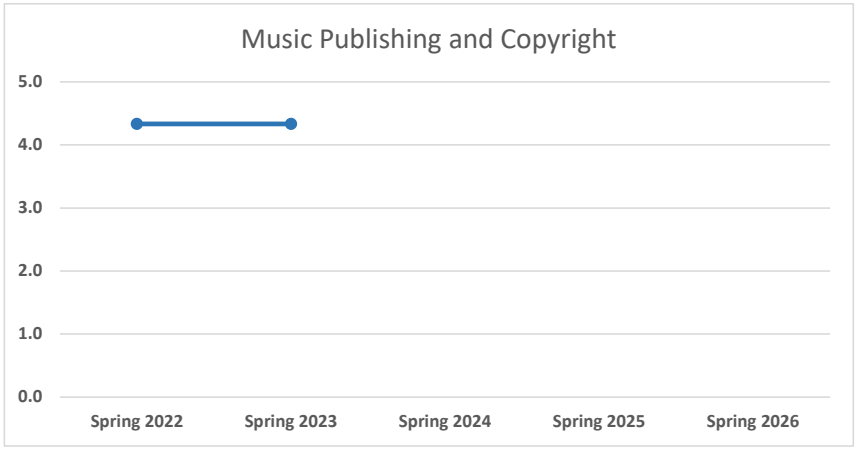
| Recorded in: MUB401 - Music Marketing<br>Artifact: The Research Paper | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Identify and describe the basic processes by which music in all its forms (tangible and intangible) are professionally promoted and marketed.* | N | % | N | % | N | % | N | % | N | % | N | |
| *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 1 | **5.0** |
| *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Spring 2024* | | | | | | | | | | | | |
| *Spring 2025* | | | | | | | | | | | | |
| *Spring 2026* | | | | | | | | | | | | |

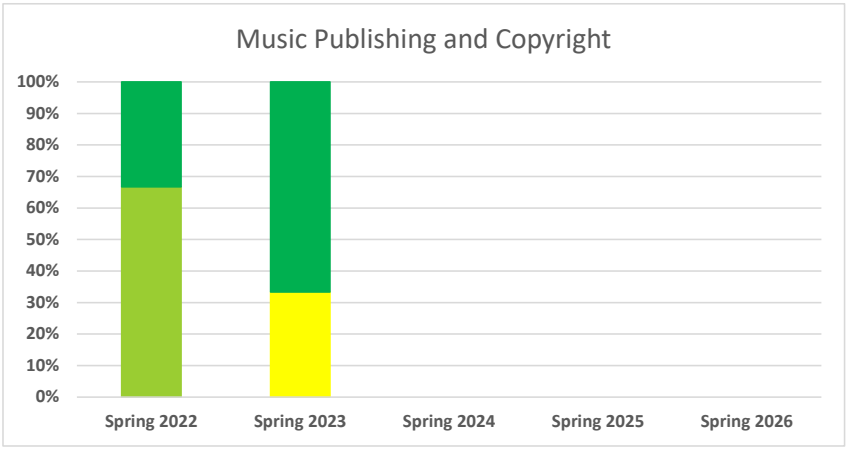





## Learning Goal: Music Publishing and Copyright (MusB Performance Program, MEIS Concentration)

| Recorded in: MUB403 - Advanced Music Publishing<br>Artifact: The Research Paper | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Identify and describe how the major collaborative songwriters and publishers utilize an understanding of basic copyright law and music licenses to generate value from the rights they control.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 2 | 66.7% | 1 | 33.3% | 3 | **4.3** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 1 | 33.3% | 0 | 0.0% | 2 | 66.7% | 3 | **4.3** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |



## MusB Performance, Performance Concentration (Spring 2023)

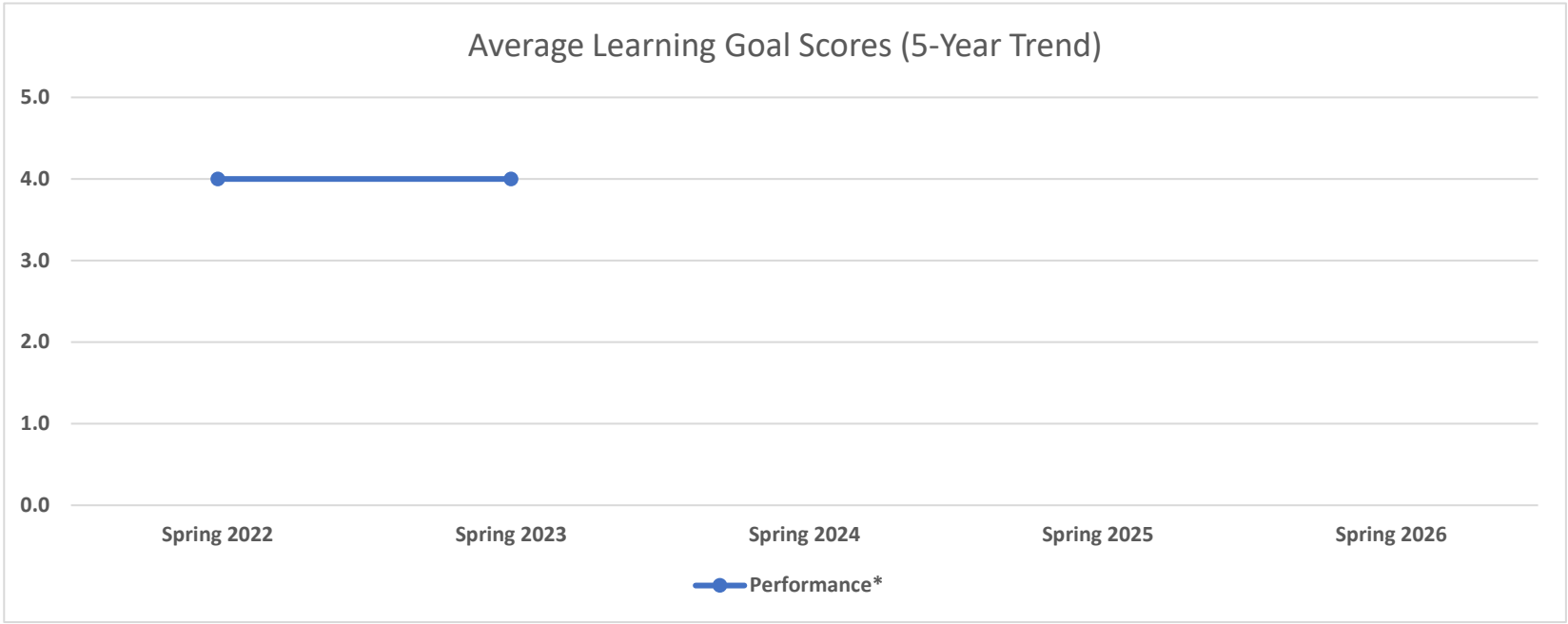
| | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Learning Goal** | N | % | N | % | N | % | N | % | N | % | N | |
| *Performance** | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 3 | 100.0% | 0 | 0.0% | 3 | **4.0** |




* The Performance learning goal is measured with artifacts in two different courses (Junior Recital and Senior Recital). The score listed here is the combined average score across both courses. Separate breakdowns for each artifact are provided on the following pages.

## MusB Performance, Performance Concentration (5-Year Trend)

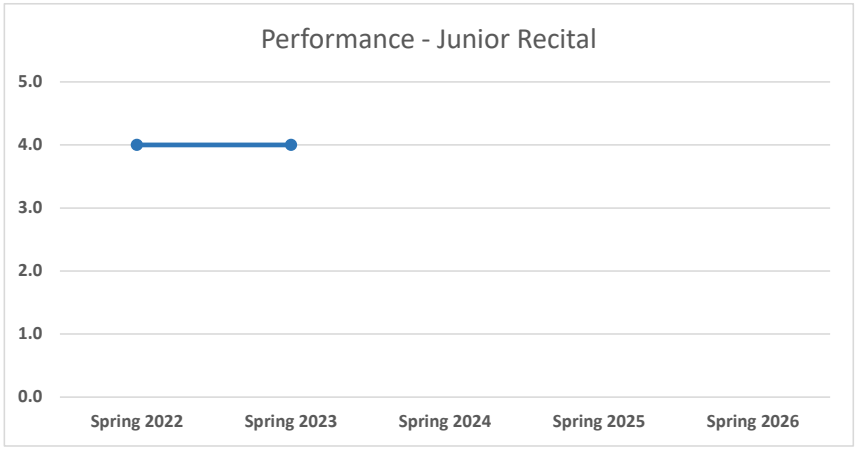
| | Average Score by Semester | | | | |
|---|---|---|---|---|---|
| **Learning Goal** | **Spring 2022** | **Spring 2023** | **Spring 2024** | **Spring 2025** | **Spring 2026** |
| *Performance** | 4.0 | 4.0 | | | |

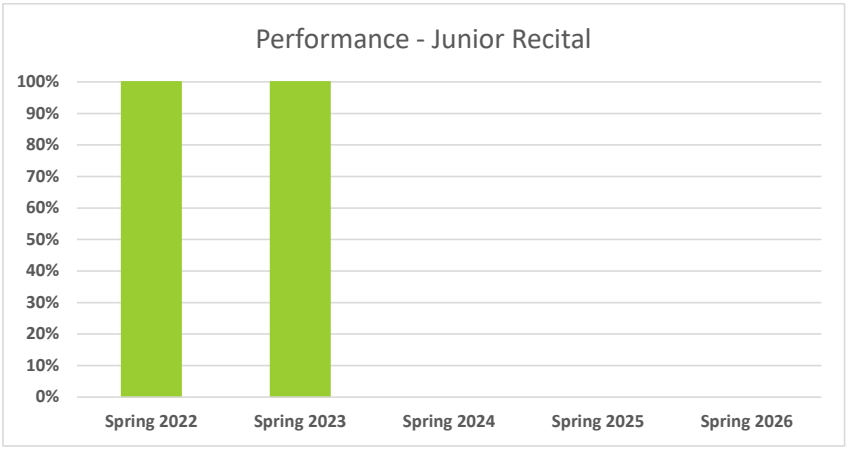



* The Performance learning goal is measured with artifacts in two different courses (Junior Recital and Senior Recital). The score listed here is the combined average score across both courses. Separate breakdowns for each artifact are provided on the following pages.

## Learning Goal: Performance - Junior Recital (MusB Performance Program, Performance Concentration)

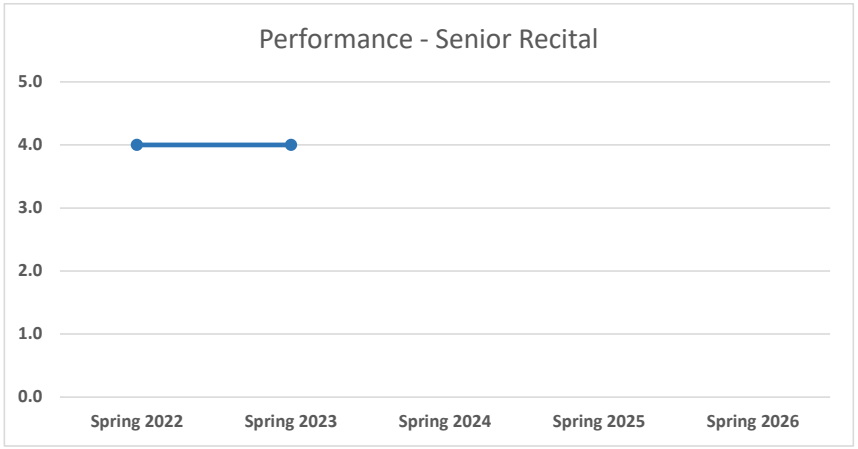
| Recorded in: AML342 - Applied Music Lesson 6 (Junior Recital)<br>Artifact: Recital | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Perform solo and ensemble repertoire at a professional level.* | N | % | N | % | N | % | N | % | N | % | N | |
| *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 1 | **4.0** |
| *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 1 | **4.0** |
| *Spring 2024* | | | | | | | | | | | | |
| *Spring 2025* | | | | | | | | | | | | |
| *Spring 2026* | | | | | | | | | | | | |

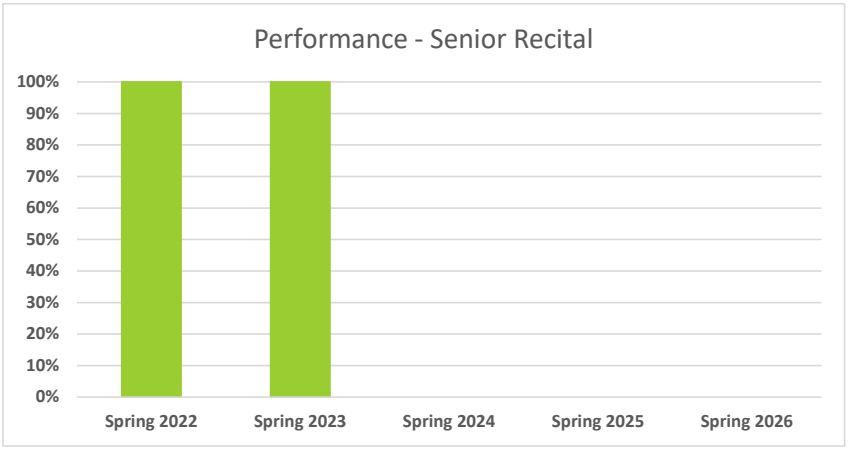


## Learning Goal: Performance - Senior Recital (MusB Performance Program, Performance Concentration)

| Recorded in: AML442 - Applied Music Lesson 8 (Senior Recital)<br>Artifact: Recital | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Perform solo and ensemble repertoire at a professional level.* | N | % | N | % | N | % | N | % | N | % | N | |
| *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 3 | 100.0% | 0 | 0.0% | 3 | **4.0** |
| *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 2 | 100.0% | 0 | 0.0% | 2 | **4.0** |
| *Spring 2024* | | | | | | | | | | | | |
| *Spring 2025* | | | | | | | | | | | | |
| *Spring 2026* | | | | | | | | | | | | |



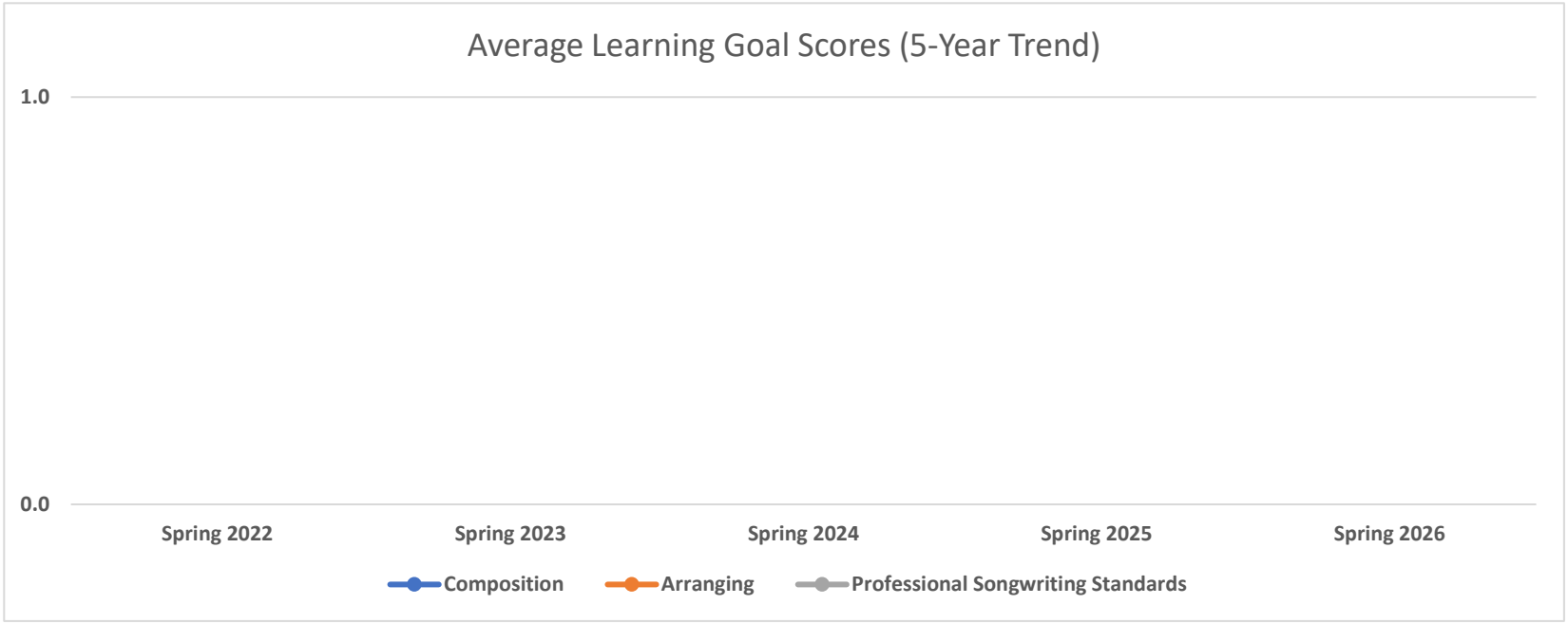
# MusB Performance, Songwriting Concentration (Spring 2023)

| | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Learning Goal** | N | % | N | % | N | % | N | % | N | % | N | |
| *Composition* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Arranging* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Professional Songwriting Standards* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |



## MusB Performance, Songwriting Concentration (5-Year Trend)

| | Average Score by Semester | | | | |
|---|---|---|---|---|---|
| **Learning Goal** | **Spring 2022** | **Spring 2023** | **Spring 2024** | **Spring 2025** | **Spring 2026** |
| *Composition* | | | | | |
| *Arranging* | | | | | |
| *Professional Songwriting Standards* | | | | | |



## Learning Goal: Composition (MusB Performance Program, Songwriting Concentration)

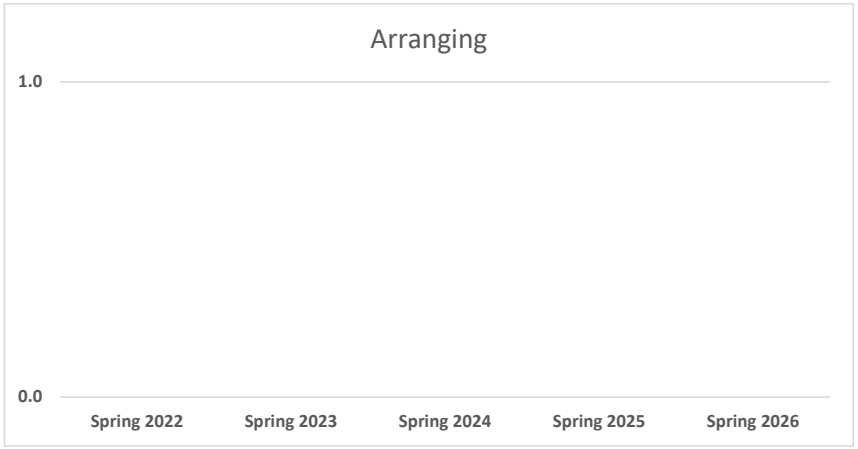
| Recorded in: MUS415 - Popular Songwriting 1<br>Artifact: Final Project | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Compose music that displays creativity, sophisticated ideas, and utilizing various technical skills, employing both solo instruments and ensembles.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

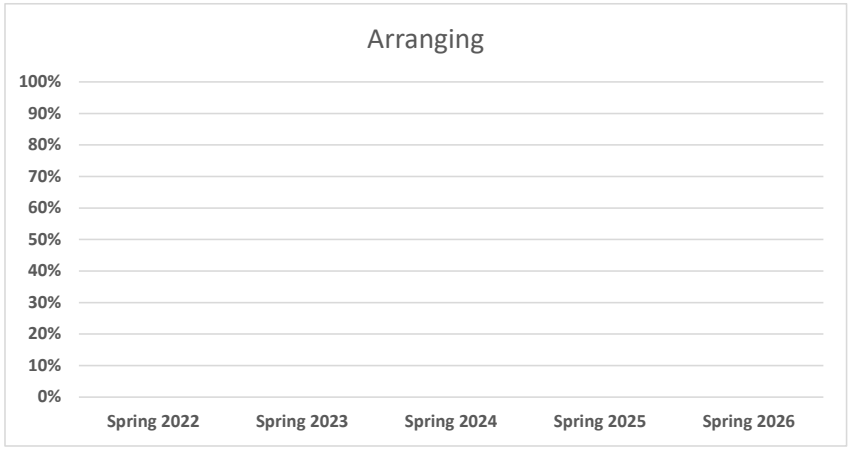





## Learning Goal: Arranging (MusB Performance Program, Songwriting Concentration)

| Recorded in: MUS365 - Vocal Arranging<br>Artifact: Final Project | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Create arrangements that demonstrate the knowledge of transposition, line writing, and score preparation.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |



## Learning Goal: Professional Songwriting Standards (MusB Performance Program, Songwriting Concentration)

| Recorded in: AML452 - Applied Composition Lesson<br>Artifact: Final Project | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Demonstrate discernment regarding current professional standards relating to stylistically appropriate song structures as well as the performance and recording quality of a final song product.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |






# MM Composition (Spring 2023)

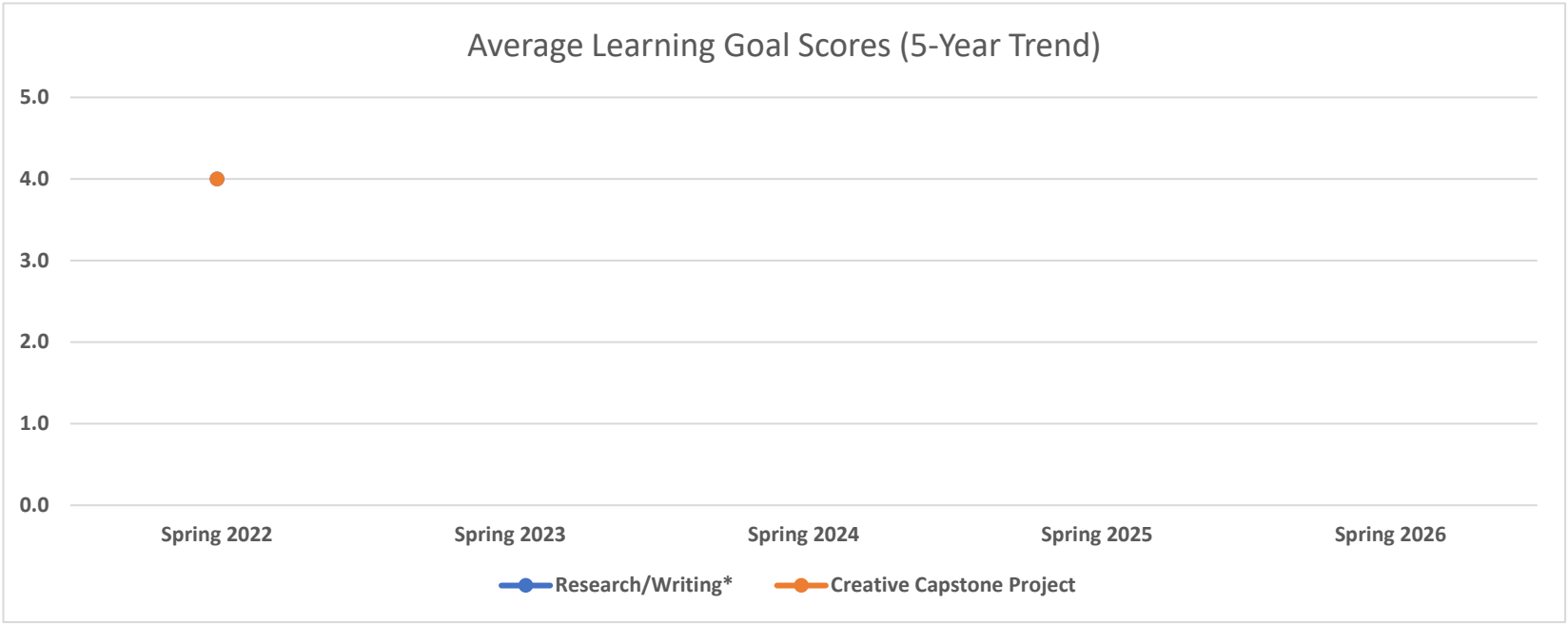
| | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Learning Goal** | N | % | N | % | N | % | N | % | N | % | N | |
| *Research/Writing** | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Creative Capstone Project* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |




* The Research/Writing learning goal is composed of artifacts from multiple courses. The score listed here is the combined average score of all artifacts for the learning goal. Separate breakdowns for each artifact are provided on the following pages.

## MM Composition (5-Year Trend)

| | Average Score by Semester | | | | |
|---|---|---|---|---|---|
| **Learning Goal** | **Spring 2022** | **Spring 2023** | **Spring 2024** | **Spring 2025** | **Spring 2026** |
| *Research/Writing** | 4.0 | | | | |
| *Creative Capstone Project* | 4.0 | | | | |

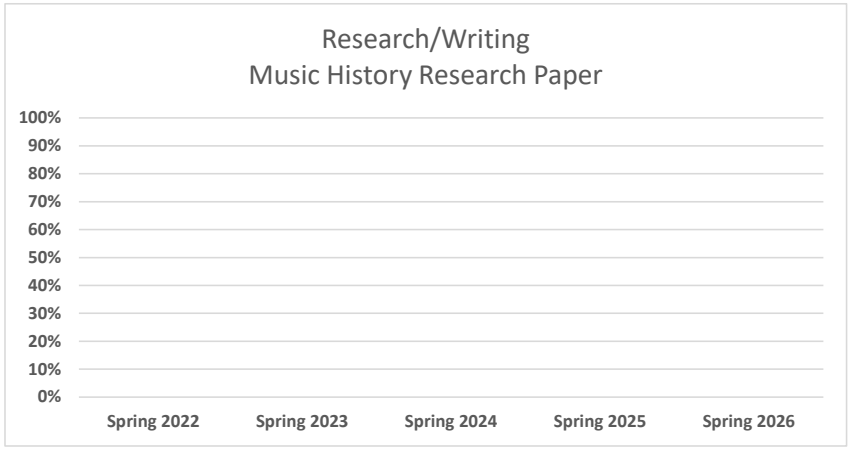



* The Research/Writing learning goal is composed of artifacts from multiple courses. The score listed here is the combined average score of all artifacts for the learning goal. Separate breakdowns for each artifact are provided on the following pages.

## Learning Goal: Research/Writing - artifact 1 (MM Composition Program)

| Recorded in: MUH___ (music history elective)<br>Artifact: Music History Research Paper | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Demonstrate the ability to research and write a paper with an original thesis including a bibliography and appropriate citations. Demonstrate the ability to write scholarly essays on composition, music history, and music theory. Prepare Program notes that describe their compositional process.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |



## Learning Goal: Research/Writing - artifact 2 (MM Composition Program)

| Recorded in: AML641 - Applied Music Lesson 3 (Composition Recital)<br>Artifact: Composition Recital Program Notes | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Demonstrate the ability to research and write a paper with an original thesis including a bibliography and appropriate citations. Demonstrate the ability to write scholarly essays on composition, music history, and music theory. Prepare Program notes that describe their compositional process.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 1 | **4.0** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

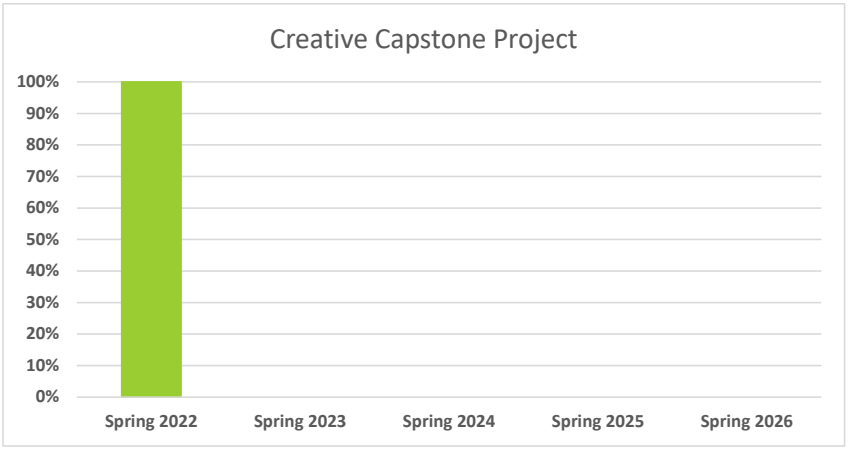





## Learning Goal: Creative Capstone Project (MM Composition Program)

| Recorded in: AML641 - Applied Music Lesson 3 (Composition Recital)<br>Artifact: Recorded recital and scores | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Demonstrate the ability to compose original music in a variety of mediums that presents creativity, formal coherence, and a personal style. Display the ability to orchestrate, arrange, prepare scores and parts, and proficiently manage rehearsals.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 1 | **4.0** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |



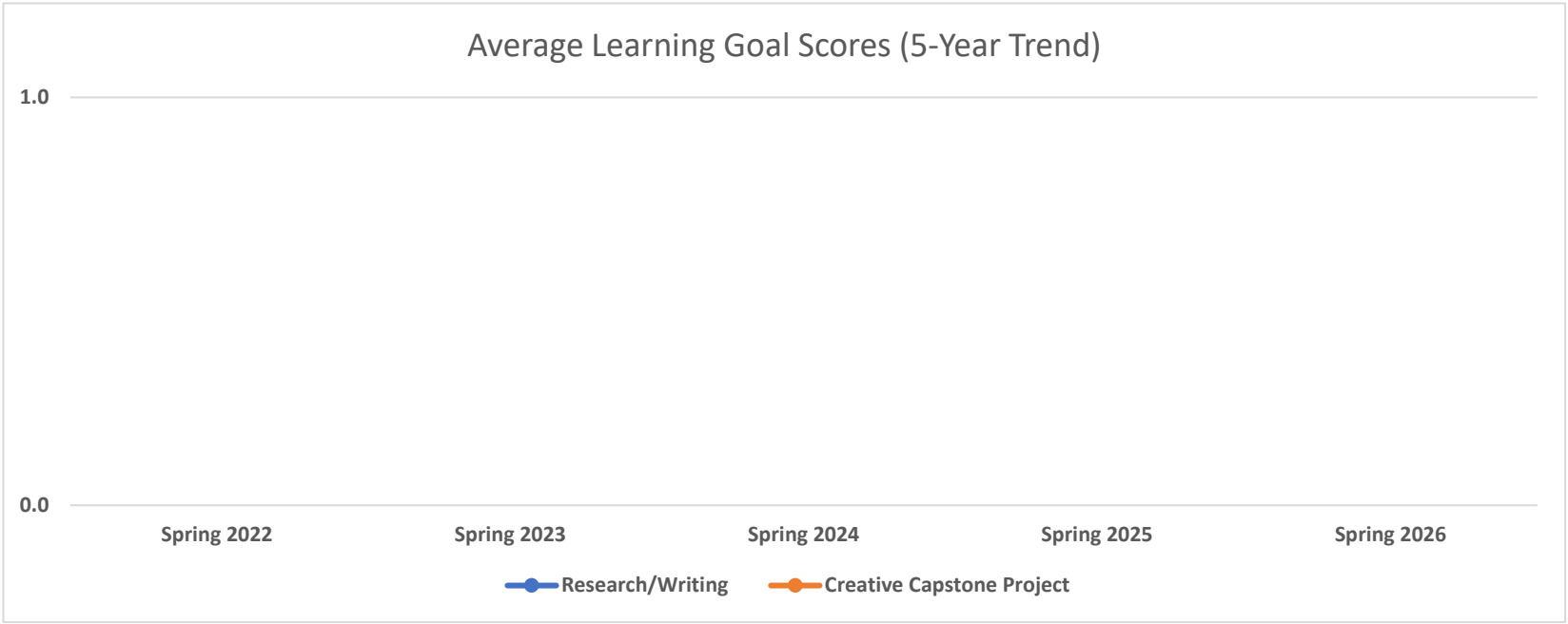
# MM Music History (Spring 2023)

| | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Learning Goal** | N | % | N | % | N | % | N | % | N | % | N | |
| *Research/Writing* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Creative Capstone Project* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |



# MM Music History (5-Year Trend)

| | Average Score by Semester | | | | |
|---|---|---|---|---|---|
| **Learning Goal** | **Spring 2022** | **Spring 2023** | **Spring 2024** | **Spring 2025** | **Spring 2026** |
| *Research/Writing* | | | | | |
| *Creative Capstone Project* | | | | | |



## Learning Goal: Research/Writing (MM Music History Program)

| Recorded in: MUS552 - Project Seminar<br>Artifact: Music History Thesis | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Demonstrate the ability to research and write a paper with an original thesis including a bibliography and appropriate citations. Demonstrate the ability to write scholarly essays on music history and music theory.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |






## Learning Goal: Creative Capstone Project (MM Music History Program)

| Recorded in: MUS552 - Project Seminar<br>Artifact: Music History Thesis | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Prepare, present, and defend a scholarly thesis that makes an original contribution to the field of knowledge in American jazz, popular music, or contemporary styles.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |





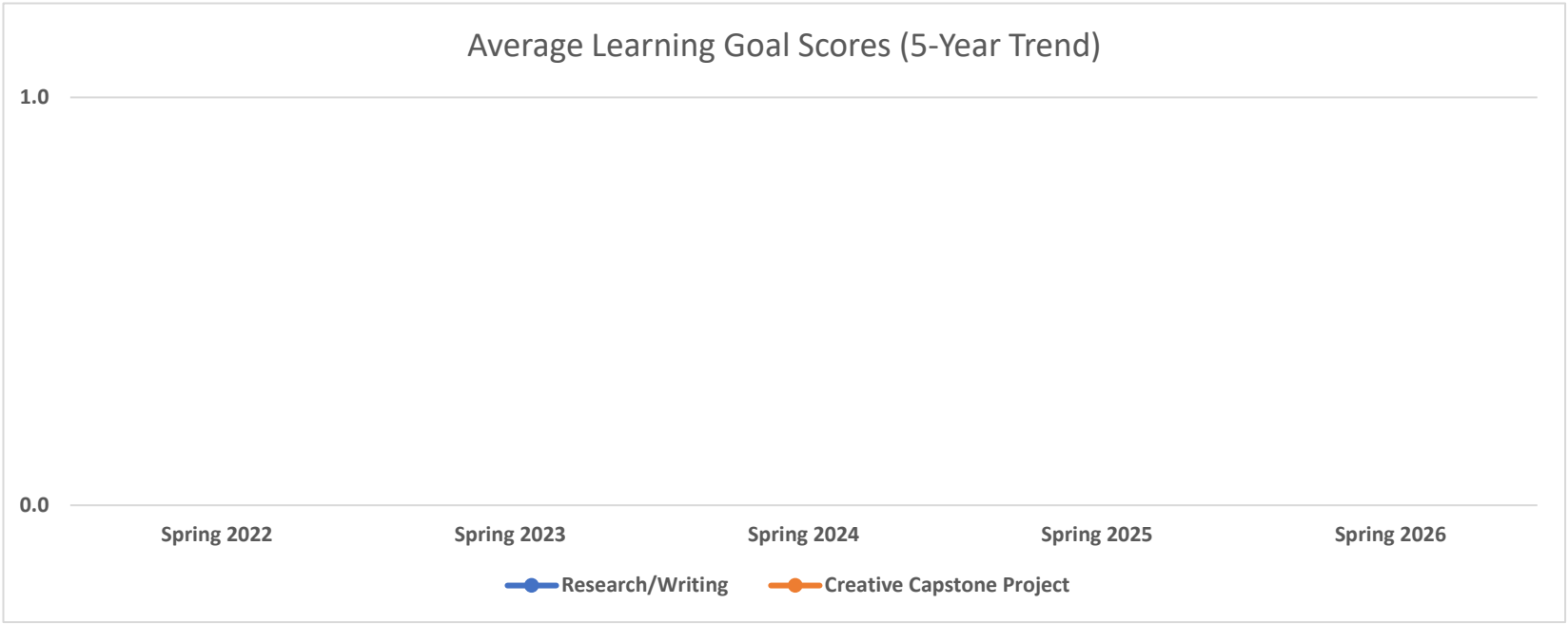

# MM Music Technology (Spring 2023)

| | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Learning Goal** | N | % | N | % | N | % | N | % | N | % | N | |
| *Research/Writing* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Creative Capstone Project* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |



# MM Music Technology (5-Year Trend)

| | Average Score by Semester | | | | |
|---|---|---|---|---|---|
| **Learning Goal** | **Spring 2022** | **Spring 2023** | **Spring 2024** | **Spring 2025** | **Spring 2026** |
| *Research/Writing* | | | | | |
| *Creative Capstone Project* | | | | | |



## Learning Goal: Research/Writing (MM Music Technology Program)

| Recorded in: MUH___ - Music History Elective<br>Artifact: Music History Research Paper | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Demonstrate the ability to research and write a paper with an original thesis including a bibliography and appropriate citations. Demonstrate the ability to write scholarly essays on music technology, music history, and music theory.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |






## Learning Goal: Creative Capstone Project (MM Music Technology Program)

| Recorded in: MUS552 - Project Seminar<br>Artifact: Music Technology Thesis or Audio Recording Capstone Project | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Prepare, present, and defend a scholarly thesis that makes an original contribution to the field of music or prepare and present an original technology project.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |






# MM Performance (Spring 2023)

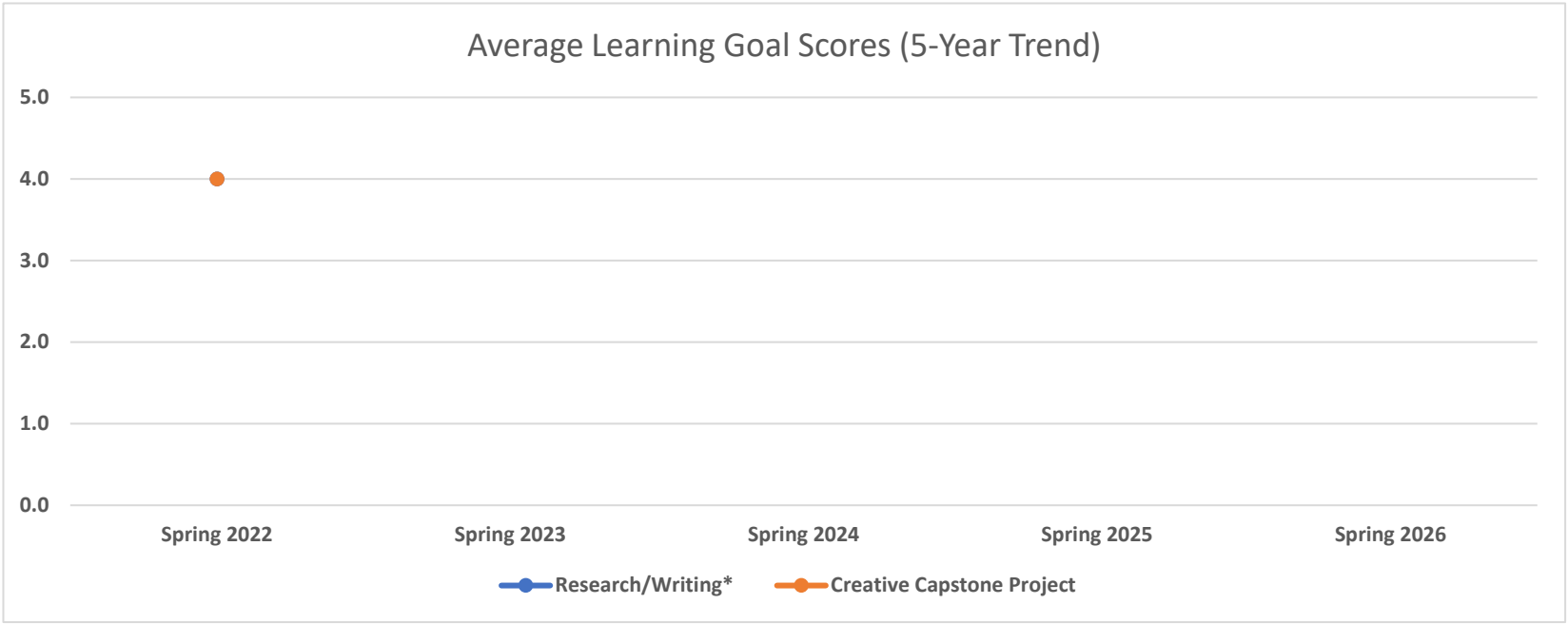
| | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Learning Goal** | N | % | N | % | N | % | N | % | N | % | N | |
| *Research/Writing** | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Creative Capstone Project* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |




* The Research/Writing learning goal is composed of artifacts from multiple courses. The score listed here is the combined average score of all artifacts for the learning goal. Separate breakdowns for each artifact are provided on the following pages.

## MM Performance (5-Year Trend)

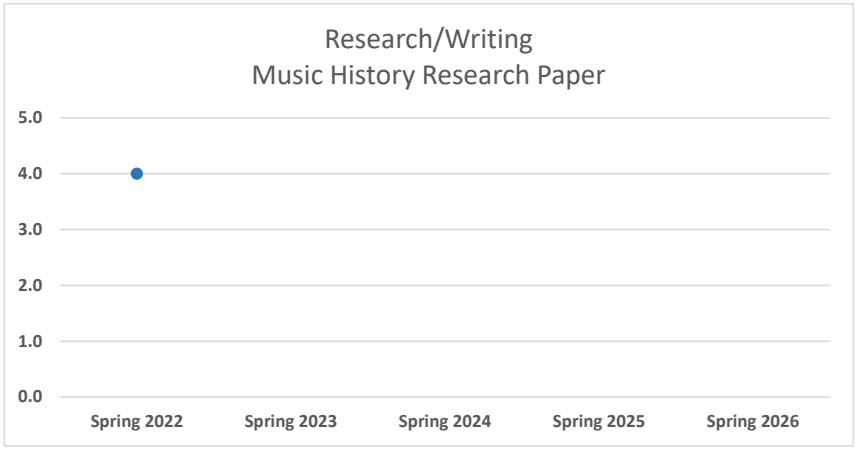
| | Average Score by Semester | | | | |
|---|---|---|---|---|---|
| **Learning Goal** | **Spring 2022** | **Spring 2023** | **Spring 2024** | **Spring 2025** | **Spring 2026** |
| *Research/Writing** | 4.0 | | | | |
| *Creative Capstone Project* | 4.0 | | | | |

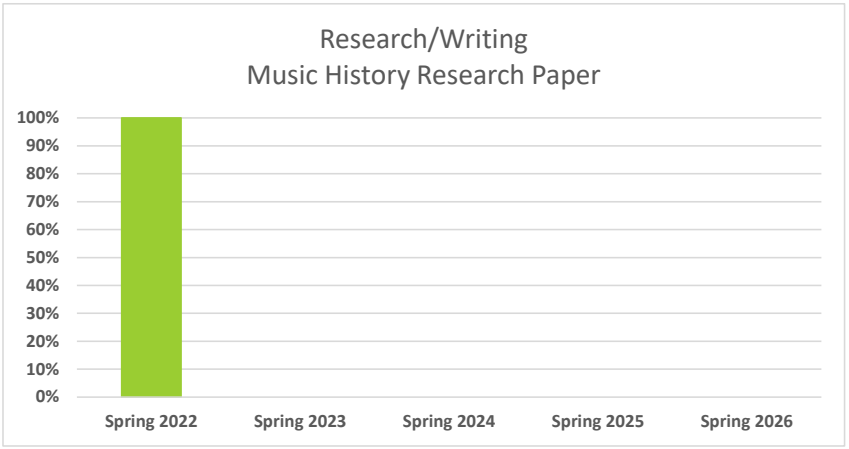



* The Research/Writing learning goal is composed of artifacts from multiple courses. The score listed here is the combined average score of all artifacts for the learning goal. Separate breakdowns for each artifact are provided on the following pages.

## Learning Goal: Research/Writing - artifact 1 (MM Performance Program)

| Recorded in: MUH___ (music history elective)<br>Artifact: Music History Research Paper | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Demonstrate the ability to research and write a paper with an original thesis including a bibliography and appropriate citations. Demonstrate the ability to write scholarly essays on performance, music history, and music theory. Prepare Program notes that clearly articulate the historical context of the selection including summaries of translations when appropriate.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 2 | 100.0% | 0 | 0.0% | 2 | **4.0** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |



## Learning Goal: Research/Writing - artifact 2 (MM Performance Program)

| Recorded in: AML641 - Applied Music Lesson 3 (Recital)<br>Artifact: Recital Program Notes | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Demonstrate the ability to research and write a paper with an original thesis including a bibliography and appropriate citations. Demonstrate the ability to write scholarly essays on performance, music history, and music theory. Prepare Program notes that clearly articulate the historical context of the selection including summaries of translations when appropriate.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 1 | **4.0** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

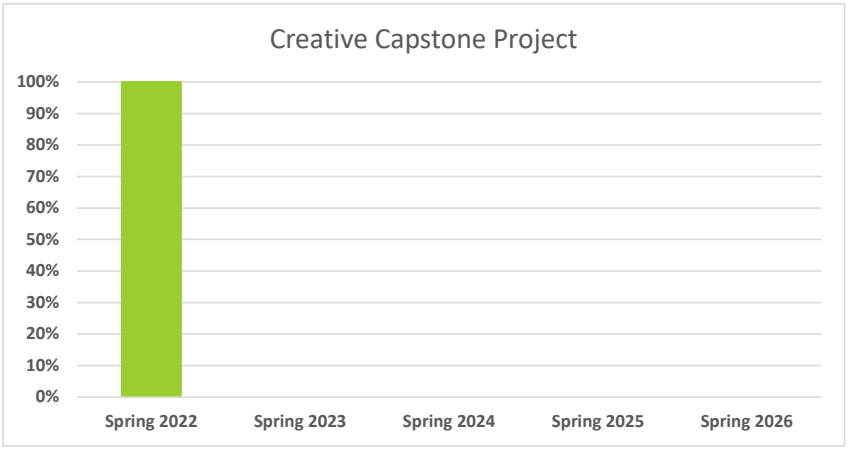





## Learning Goal: Creative Capstone Project (MM Performance Program)

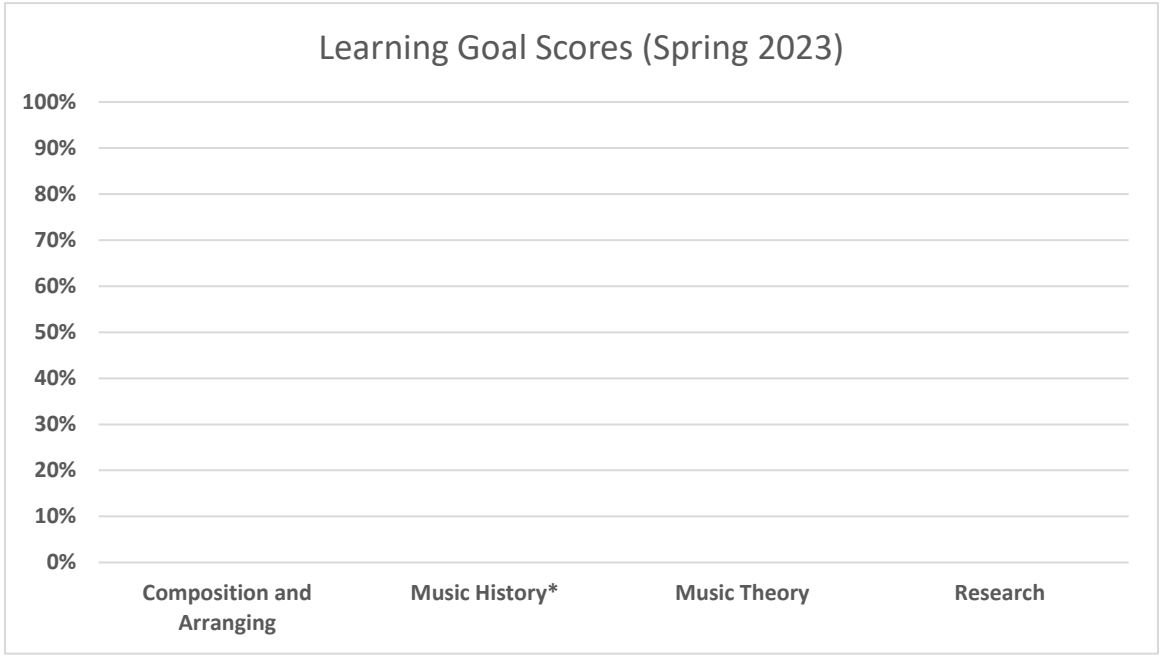
| Recorded in: AML641 - Applied Music Lesson 3 (Recital)<br>Artifact: Recorded recital | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Demonstrate the skills necessary to perform musical works at an advanced level, characterized by accurate stylistic treatment and artistry while communicating a personal music aesthetic.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 1 | **4.0** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |



# DMA Composition and Arranging (Spring 2023)

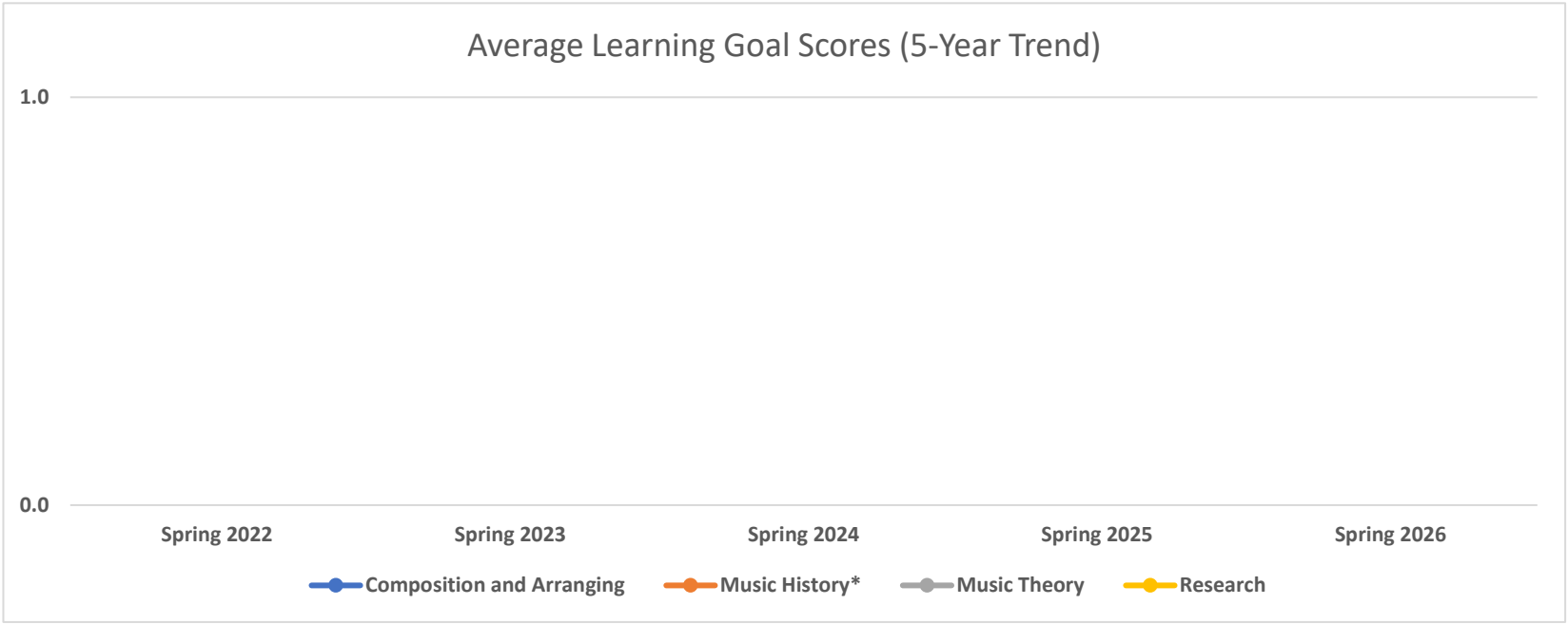
| | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Learning Goal** | N | % | N | % | N | % | N | % | N | % | N | |
| *Composition and Arranging* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Music History** | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Music Theory* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Research* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |




* The Music History learning goal measures two portions of the comprehensive exam. The score listed here is the c ombined average score across both portions of the exam. Separate breakdowns for each portion are provided on the following pages.

# DMA Composition and Arranging (5-Year Trend)

| | Average Score by Semester | | | | |
|---|---|---|---|---|---|
| **Learning Goal** | **Spring 2022** | **Spring 2023** | **Spring 2024** | **Spring 2025** | **Spring 2026** |
| *Composition and Arranging* | | | | | |
| *Music History** | | | | | |
| *Music Theory* | | | | | |
| *Research* | | | | | |

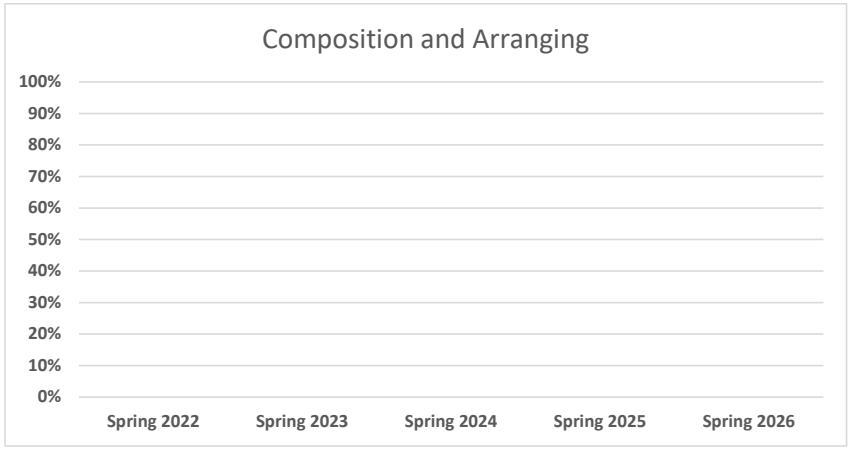



* The Music History learning goal measures two portions of the comprehensive exam. The score listed here is the combined average score across both portions of the exam. Separate breakdowns for each portion are provided on the following pages.

## Learning Goal: Composition and Arranging (DMA Composition and Arranging Program)

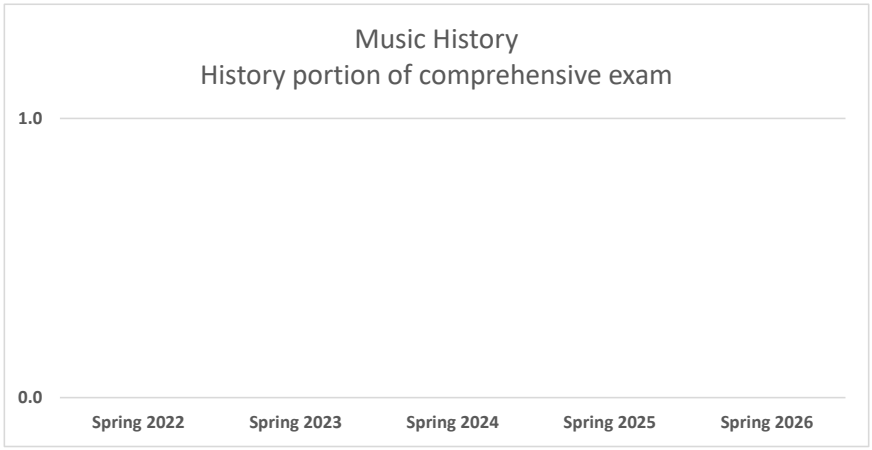
| Recorded in: Composition Recital<br>Artifact: Two recorded recitals and scores | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates the ability to compose highly creative music in a variety of mediums with a definite personal aesthetic that is translatable in sound, including the ability to accurately describe their composition process and historical influences.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

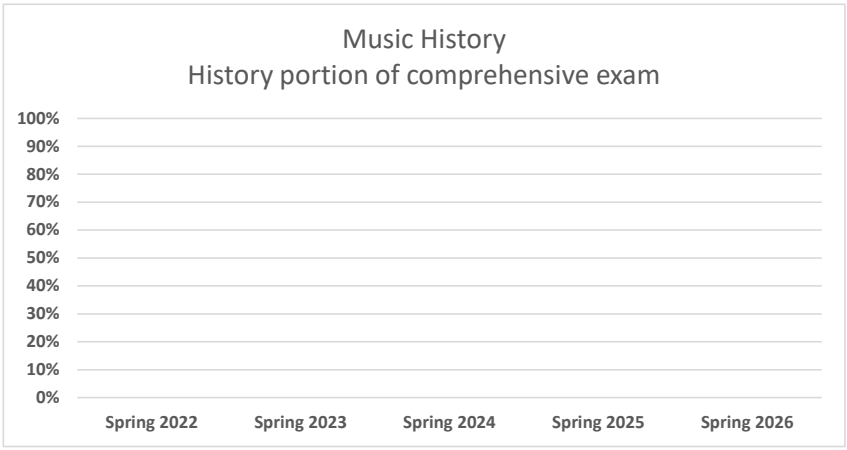


## Learning Goal: Music History - History portion of comprehensive exam (DMA Composition and Arranging Program)

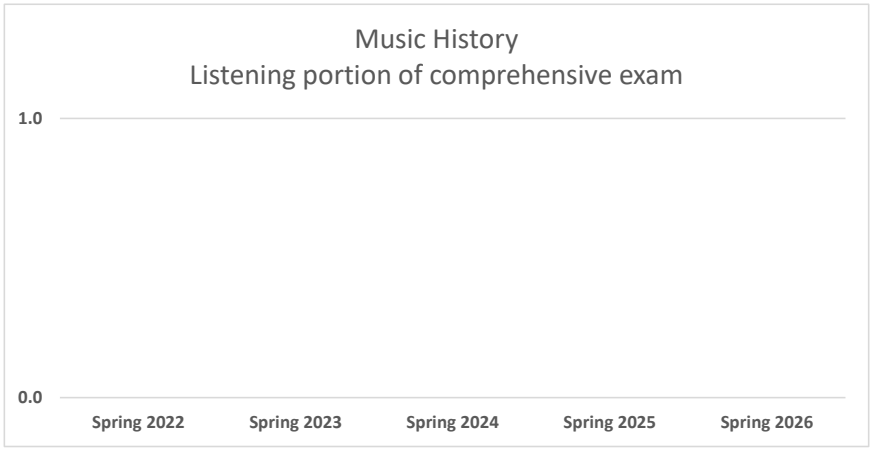
| Recorded in: Comprehensive Exam<br>Artifact: History portion of the Comprehensive Exam | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates the ability to identify and describe 20th and 21st-century musical styles, with a particular emphasis on jazz/commercial music, including knowledge of influential artists, compositions, trends, and events.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

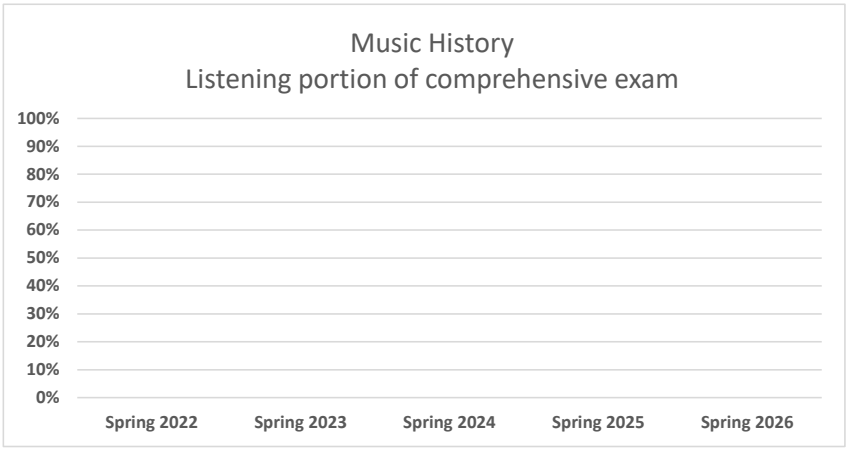


## Learning Goal: Music History - Listening portion of comprehensive exam (DMA Composition and Arranging Program)

| Recorded in: Comprehensive Exam<br>Artifact: Listening portion of the Comprehensive Exam | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates the ability to identify and describe 20th and 21st-century musical styles, with a particular emphasis on jazz/commercial music, including knowledge of influential artists, compositions, trends, and events.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |



## Learning Goal: Music Theory (DMA Composition and Arranging Program)

| Recorded in: Comprehensive Exam<br>Artifact: Music Theory/Analysis portion of the Comprehensive Exam | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates the ability to identify, construct, and apply analytical techniques to music.* | N | % | N | % | N | % | N | % | N | % | N | |
| *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Spring 2024* | | | | | | | | | | | | |
| *Spring 2025* | | | | | | | | | | | | |
| *Spring 2026* | | | | | | | | | | | | |

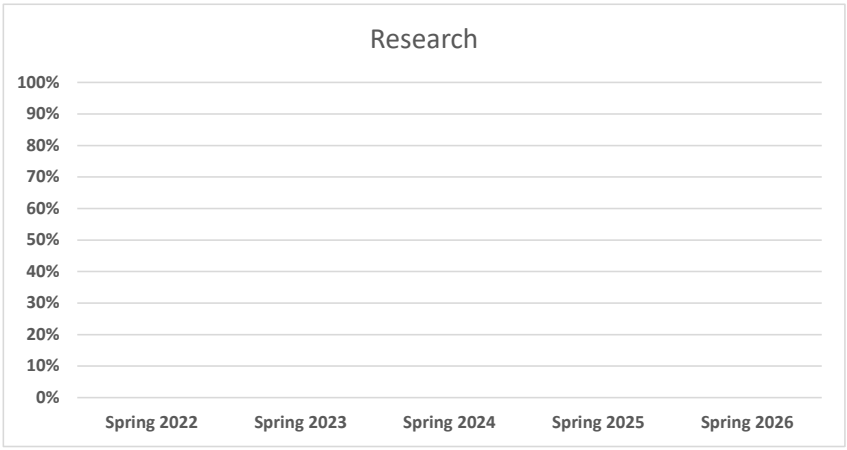





## Learning Goal: Research (DMA Composition and Arranging Program)

| Recorded in: Dissertation<br>Artifact: Dissertation | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Prepare, present, and defend a scholarly document that accurately describes the dissertation composition process and historical influences.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |



# DMA Music History and Literature (Spring 2023)

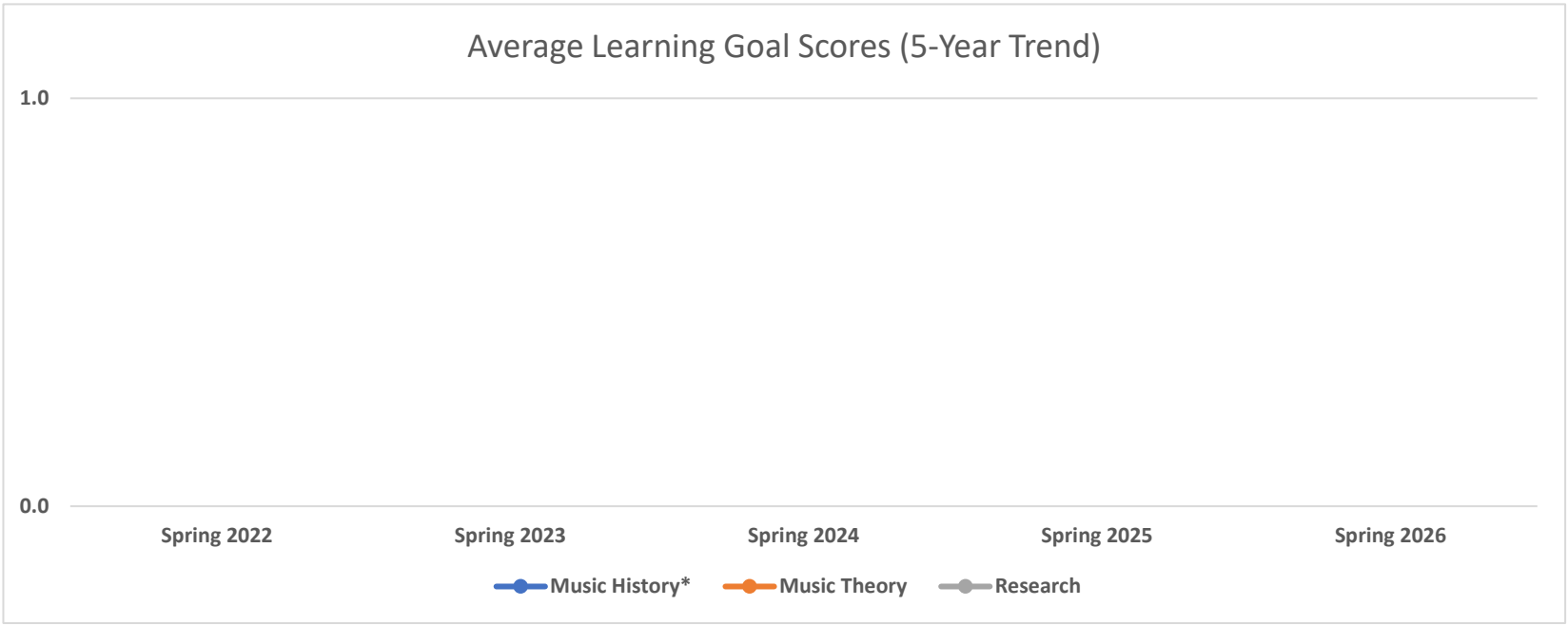
| | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Learning Goal** | N | % | N | % | N | % | N | % | N | % | N | |
| *Music History** | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Music Theory* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Research* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |




* The Music History learning goal measures two portions of the comprehensive exam. The score listed here is the c ombined average score across both portions of the exam. Separate breakdowns for each portion are provided on the following pages.

# DMA Music History and Literature (5-Year Trend)

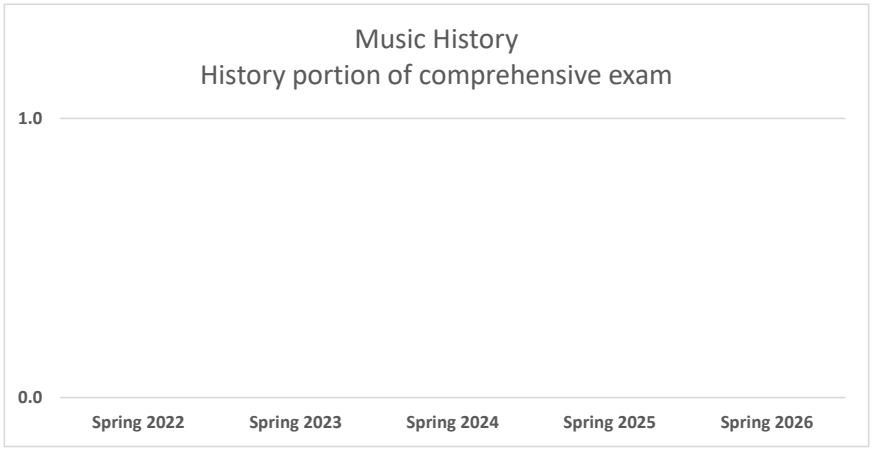
| | Average Score by Semester | | | | |
|---|---|---|---|---|---|
| **Learning Goal** | **Spring 2022** | **Spring 2023** | **Spring 2024** | **Spring 2025** | **Spring 2026** |
| *Music History** | | | | | |
| *Music Theory* | | | | | |
| *Research* | | | | | |

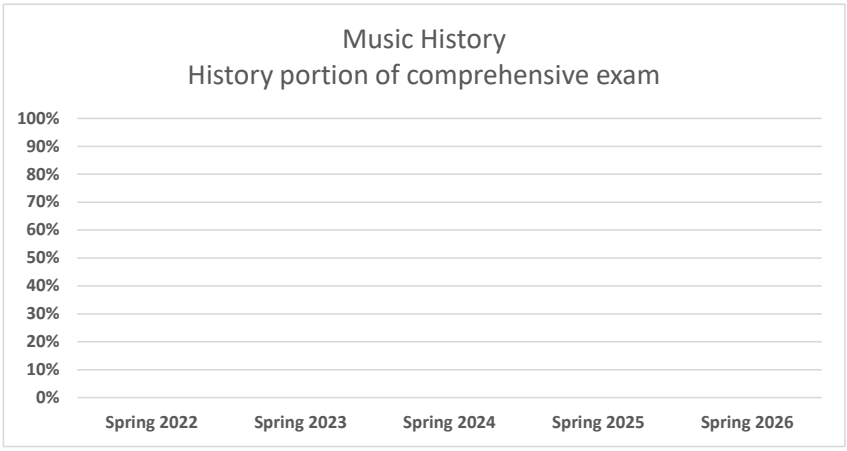



* The Music History learning goal measures two portions of the comprehensive exam. The score listed here is the combined average score across both portions of the exam. Separate breakdowns for each portion are provided on the following pages.

## Learning Goal: Music History - History portion of comprehensive exam (DMA Music History and Literature Program)

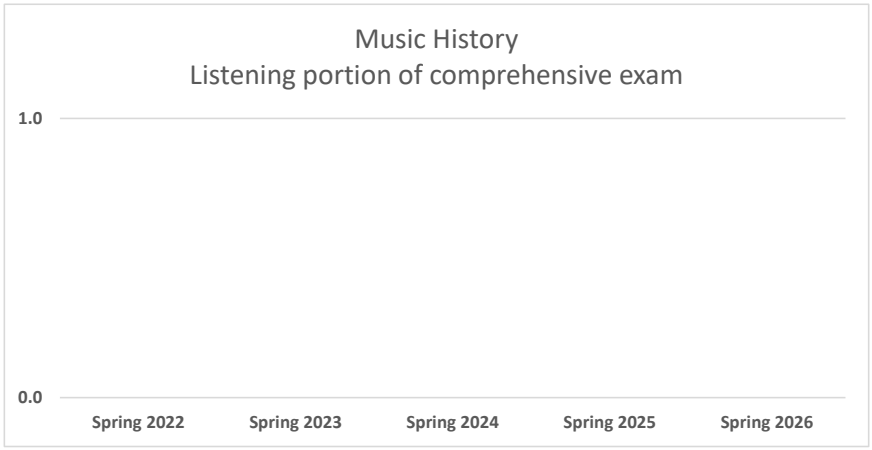
| Recorded in: Comprehensive Exam<br>Artifact: History portion of the Comprehensive Exam | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates the ability to identify and describe 20th and 21st-century musical styles, with a particular emphasis on jazz/commercial music, including knowledge of influential artists, compositions, trends, and events.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

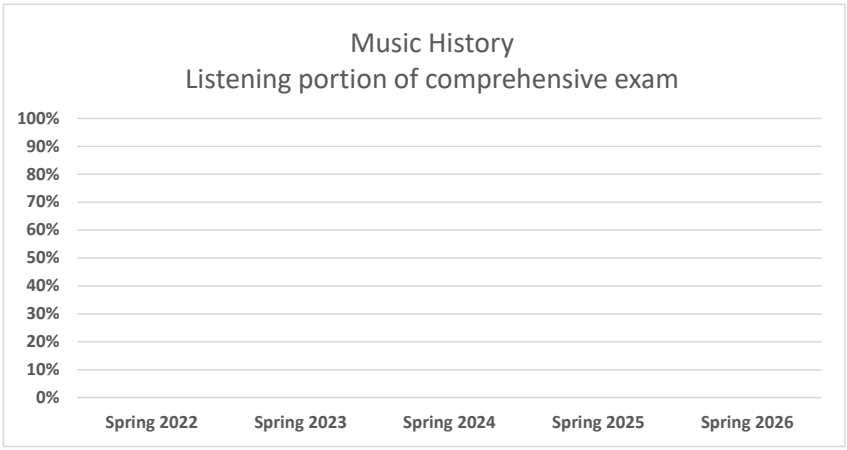


## Learning Goal: Music History - Listening portion of comprehensive exam (DMA Music History and Literature Program)

| Recorded in: Comprehensive Exam<br>Artifact: Listening portion of the Comprehensive Exam | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates the ability to identify and describe 20th and 21st-century musical styles, with a particular emphasis on jazz/commercial music, including knowledge of influential artists, compositions, trends, and events.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |



## Learning Goal: Music Theory (DMA Music History and Literature Program)

| Recorded in: Comprehensive Exam<br>Artifact: Music Theory/Analysis portion of the Comprehensive Exam | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates the ability to identify, construct, and apply analytical techniques to music.* | N | % | N | % | N | % | N | % | N | % | N | |
| *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Spring 2024* | | | | | | | | | | | | |
| *Spring 2025* | | | | | | | | | | | | |
| *Spring 2026* | | | | | | | | | | | | |

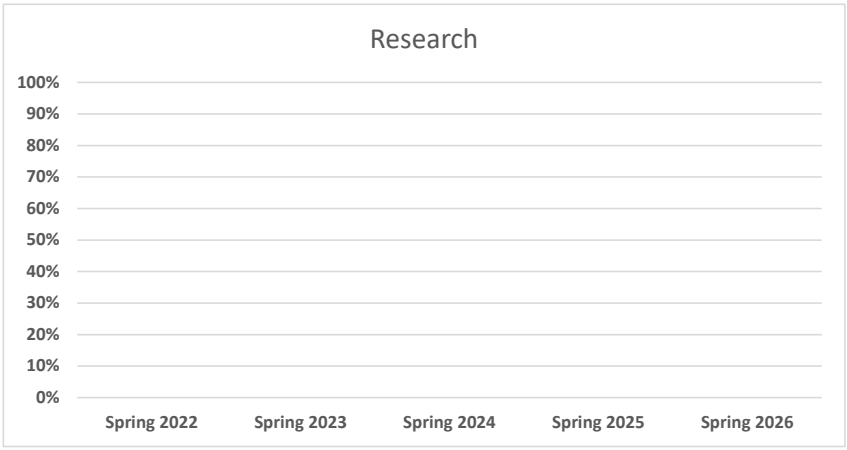





## Learning Goal: Research (DMA Music History and Literature Program)

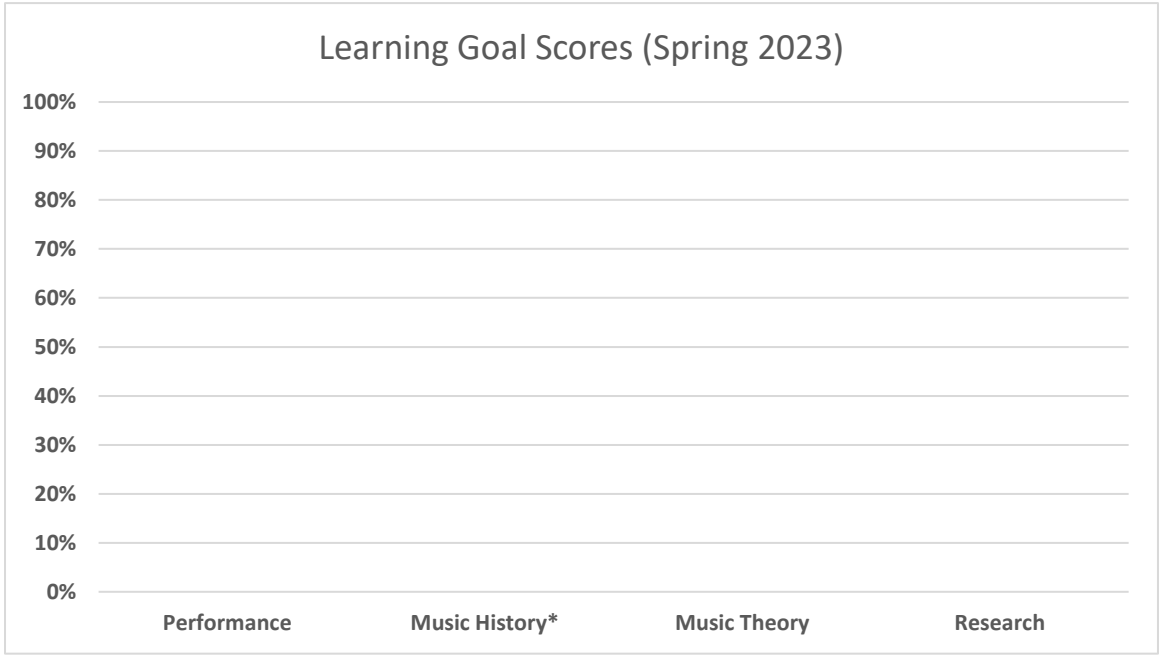
| Recorded in: Dissertation<br>Artifact: Dissertation | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Prepare, present, and defend a scholarly dissertation that makes an original contribution to the field of knowledge in music history and literature.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |



# DMA Music Performance (Spring 2023)

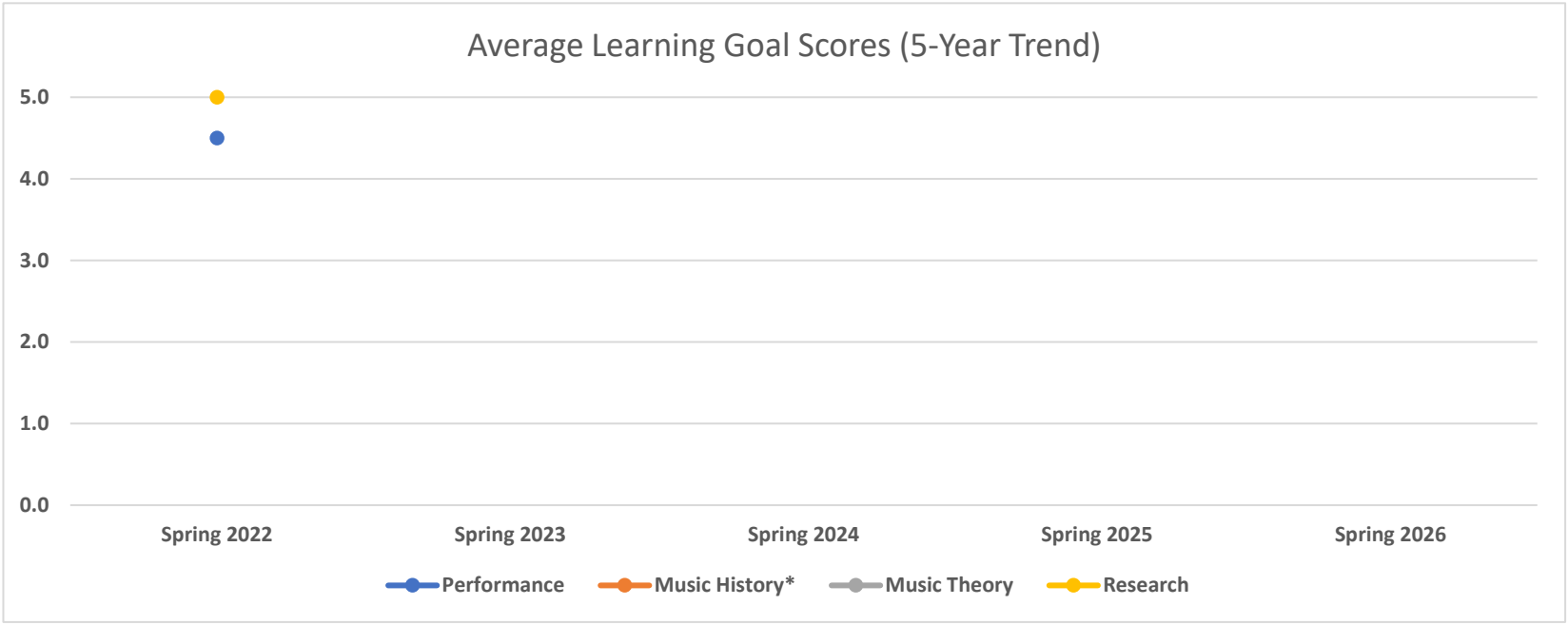
| | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Learning Goal** | N | % | N | % | N | % | N | % | N | % | N | |
| *Performance* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Music History** | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Music Theory* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Research* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |




* The Music History learning goal measures two portions of the comprehensive exam. The score listed here is the c ombined average score across both portions of the exam. Separate breakdowns for each portion are provided on the following pages.

# DMA Music Performance (5-Year Trend)

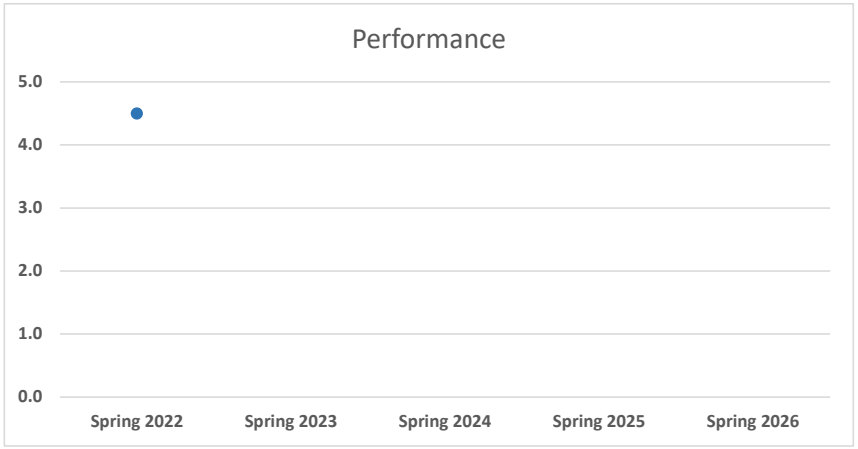
| | Average Score by Semester | | | | |
|---|---|---|---|---|---|
| **Learning Goal** | **Spring 2022** | **Spring 2023** | **Spring 2024** | **Spring 2025** | **Spring 2026** |
| *Performance* | 4.5 | | | | |
| *Music History** | | | | | |
| *Music Theory* | | | | | |
| *Research* | 5.0 | | | | |

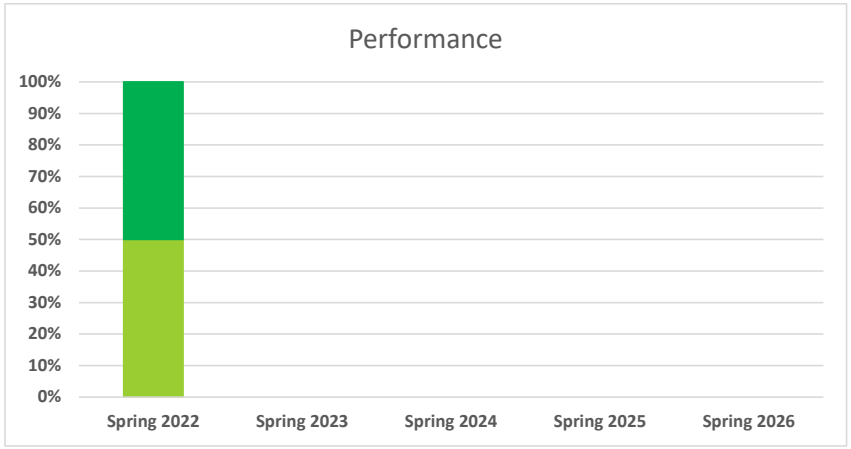



* The Music History learning goal measures two portions of the comprehensive exam. The score listed here is the combined average score across both portions of the exam. Separate breakdowns for each portion are provided on the following pages.

## Learning Goal: Performance (DMA Music Performance Program)

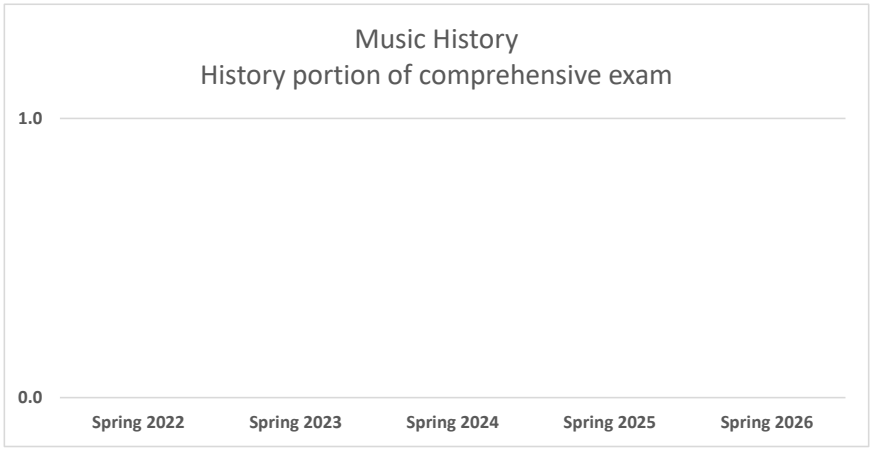
| Recorded in: Three Recitals<br>Artifact: Three Recitals | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates the knowledge, skills, and dispositions necessary to perform musical works at an advanced level, characterized by accurate stylistic treatment and artistry while communicating a personal musical aesthetic.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 2 | 50.0% | 2 | 50.0% | 4 | **4.5** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

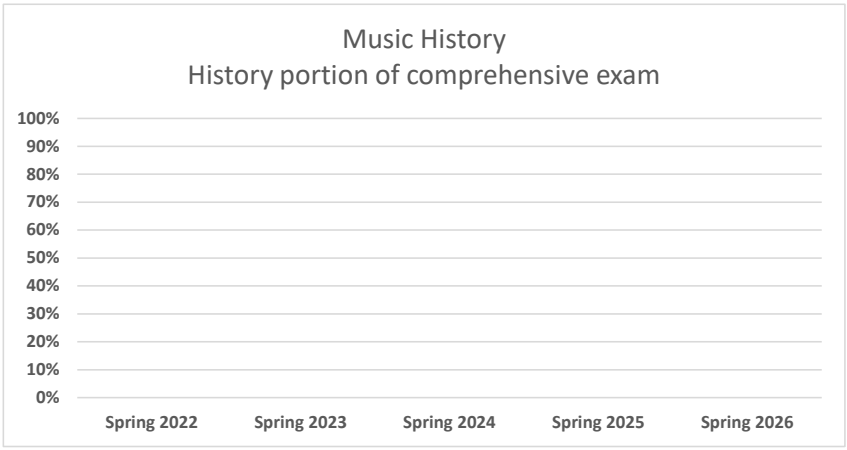


## Learning Goal: Music History - History portion of comprehensive exam (DMA Music Performance Program)

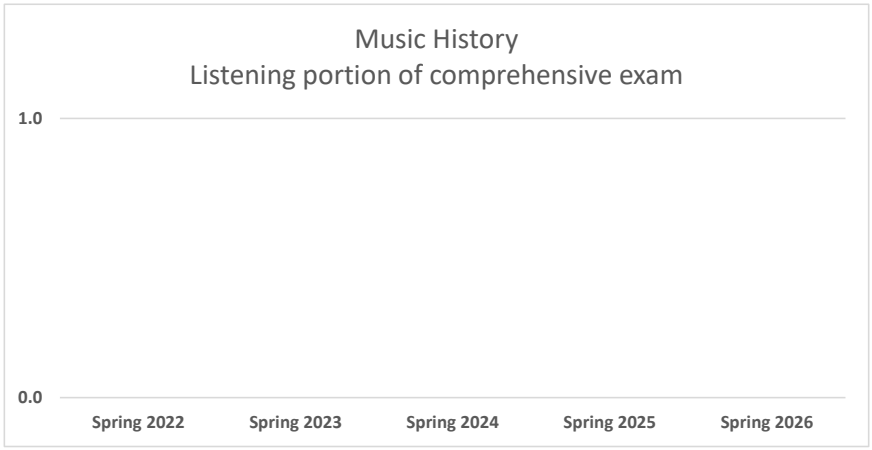
| Recorded in: Comprehensive Exam<br>Artifact: History portion of the Comprehensive Exam | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates the ability to identify and describe 20th and 21st-century musical styles, with a particular emphasis on jazz/commercial music, including knowledge of influential artists, compositions, trends, and events.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

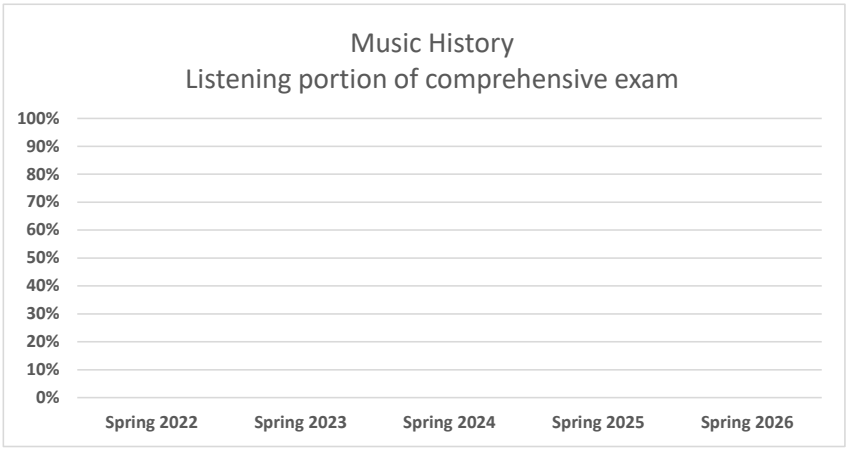


## Learning Goal: Music History - Listening portion of comprehensive exam (DMA Music Performance Program)

| Recorded in: Comprehensive Exam<br>Artifact: Listening portion of the Comprehensive Exam | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates the ability to identify and describe 20th and 21st-century musical styles, with a particular emphasis on jazz/commercial music, including knowledge of influential artists, compositions, trends, and events.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |



## Learning Goal: Music Theory (DMA Musical Performance Program)

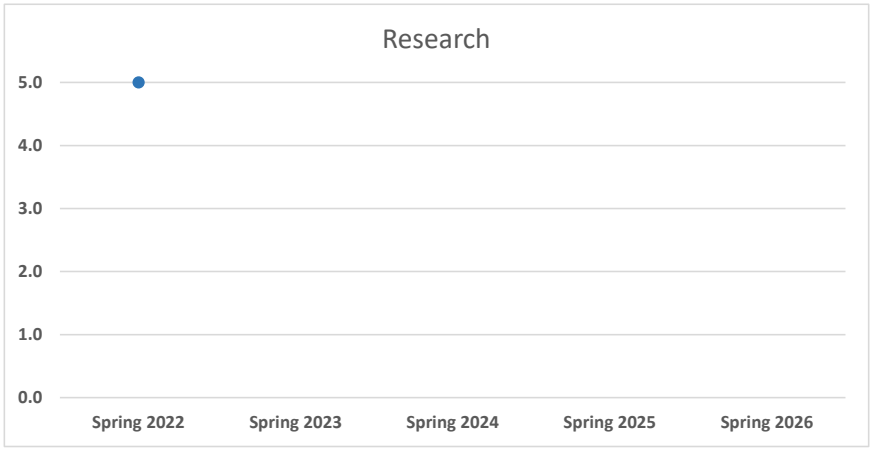
| Recorded in: Comprehensive Exam<br>Artifact: Music Theory/Analysis portion of the Comprehensive Exam | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates the ability to identify, construct, and apply analytical techniques to music.* | N | % | N | % | N | % | N | % | N | % | N | |
| *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Spring 2024* | | | | | | | | | | | | |
| *Spring 2025* | | | | | | | | | | | | |
| *Spring 2026* | | | | | | | | | | | | |

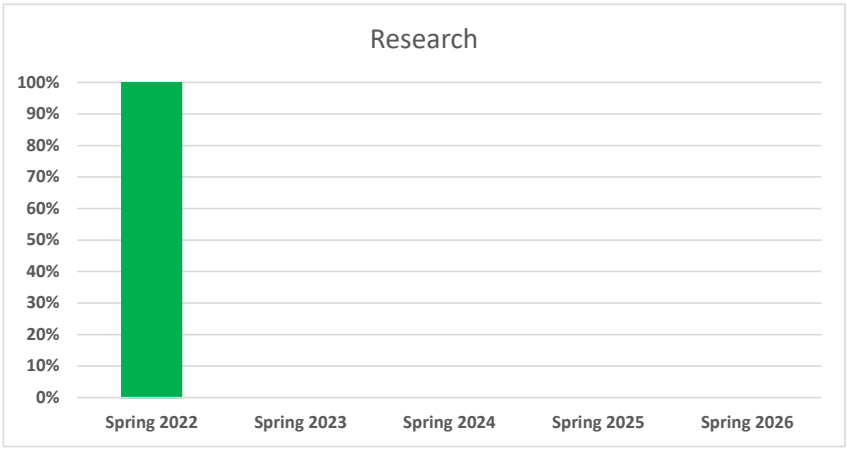





## Learning Goal: Research (DMA Musical Performance Program)

| Recorded in: Dissertation<br>Artifact: Dissertation | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Prepare, present, and defend a scholarly dissertation that makes an original contribution to the field of knowledge on an aspect of performance.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 1 | **5.0** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |



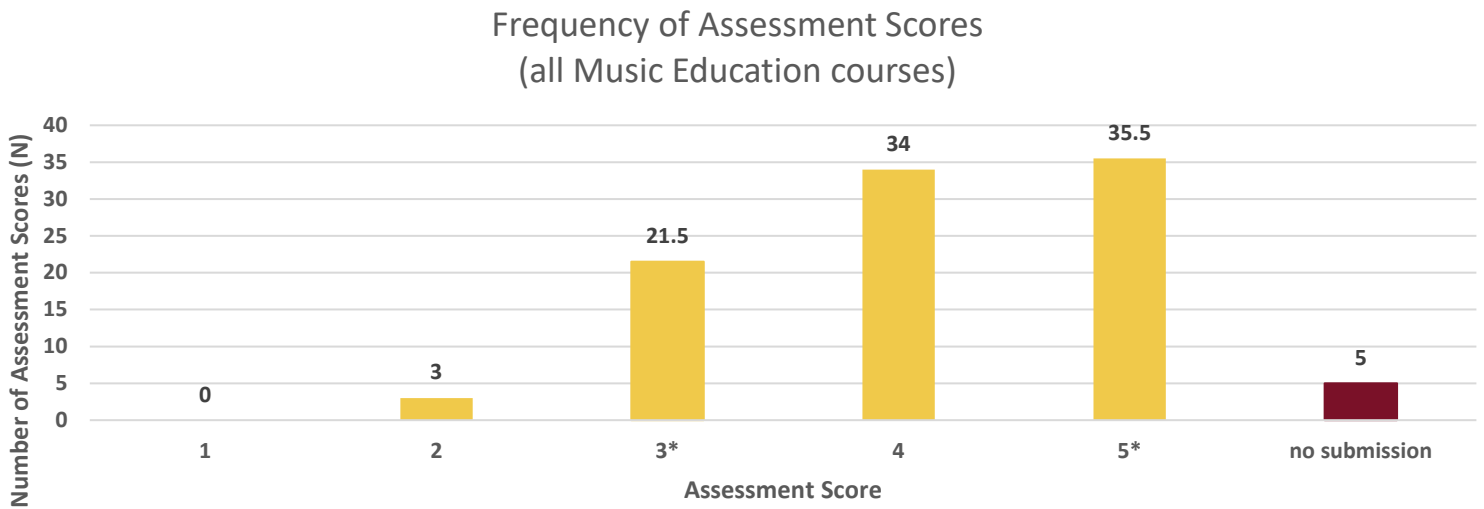
# Music Education

# Artifact Scores by Course

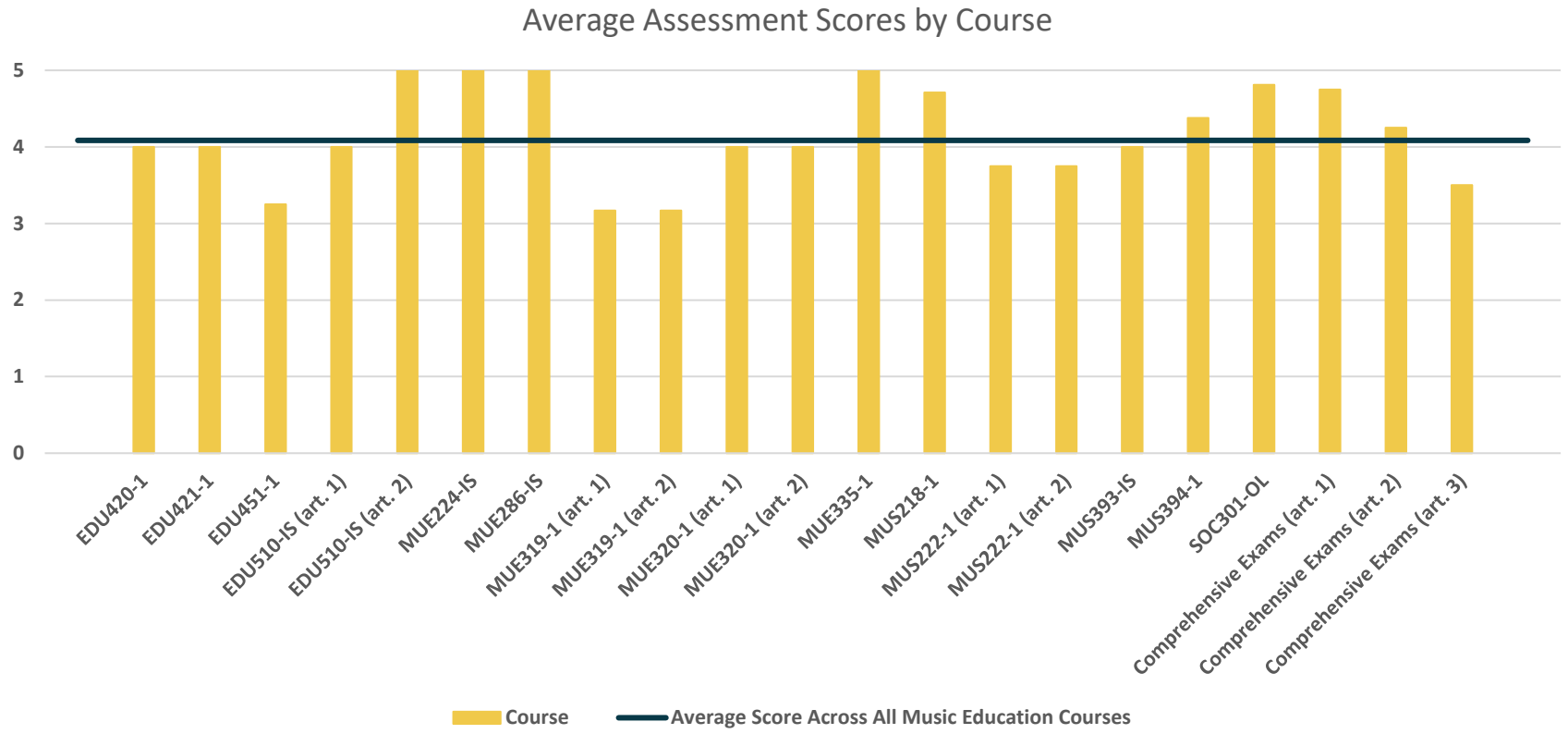
# SPRING 2023 STUDENT LEARNING ASSESSMENT SUMMARY

| FREQUENCY DISTRIBUTION TABLE (assessment scores across all Music Education courses) | |
|---|---|
| **SCORE** | **N** |
| 1 | 0 |
| 2 | 3 |
| 3* | 21.5 |
| 4 | 34 |
| 5* | 35.5 |
| no submission | 5 |
| Total | 99 |
| Submissions Scored (Total minus No Submissions) | 94 |
| **AVERAGE SCORE** | **4.09** |

* Two students took the DMA comprehensive exams, which are scored by two reviewers, and received half-point scores (e.g., 3.5, 4.5, etc.). A single, whole number artifact score is used in this analysis, and thus the half scores have been split between the nearest whole number categories (e.g., a score of 3.5 is counted as half an artifact in the 3.0 scoring category and half an artifact in the 4.0 category).



| AVERAGE ASSESSMENT SCORES BY COURSE | |
|---|---|
| **COURSE** | **AVERAGE ASSESSMENT SCORE** |
| EDU420-1 | 4.00 |
| EDU421-1 | 4.00 |
| EDU451-1 | 3.25 |
| EDU510-IS (art. 1) | 4.00 |
| EDU510-IS (art. 2) | 5.00 |
| MUE224-IS | 5.00 |
| MUE286-IS | 5.00 |
| MUE319-1 (art. 1) | 3.17 |
| MUE319-1 (art. 2) | 3.17 |
| MUE320-1 (art. 1) | 4.00 |
| MUE320-1 (art. 2) | 4.00 |
| MUE335-1 | 5.00 |
| MUS218-1 | 4.71 |
| MUS222-1 (art. 1) | 3.75 |
| MUS222-1 (art. 2) | 3.75 |
| MUS393-IS | 4.00 |
| MUS394-1 | 4.38 |
| SOC301-OL | 4.81 |
| Comprehensive Exams (art. 1) | 4.75 |
| Comprehensive Exams (art. 2) | 4.25 |
| Comprehensive Exams (art. 3) | 3.50 |
| **AVERAGE SCORE ACROSS ALL MUSIC EDUCATION COURSES** | **4.09** |


Average Assessment Scores by Course
5
4
3
2
1
0
EDU420-1
EDU421-1
EDU451-1
EDU510-IS (art. 1)
EDU510-IS (art. 2)
MUE224-IS
MUE286-IS
MUE319-1 (art. 1)
MUE319-1 (art. 2)
MUE320-1 (art. 1)
MUE320-1 (art. 2)
MUE335-1
MUS218-1
MUS222-1 (art. 1)
MUS222-1 (art. 2)
MUS393-IS
MUS394-1
SOC301-OL
Comprehensive Exams (art. 1)
Comprehensive Exams (art. 2)
Comprehensive Exams (art. 3)
Course
Average Score Across All Music Education Courses

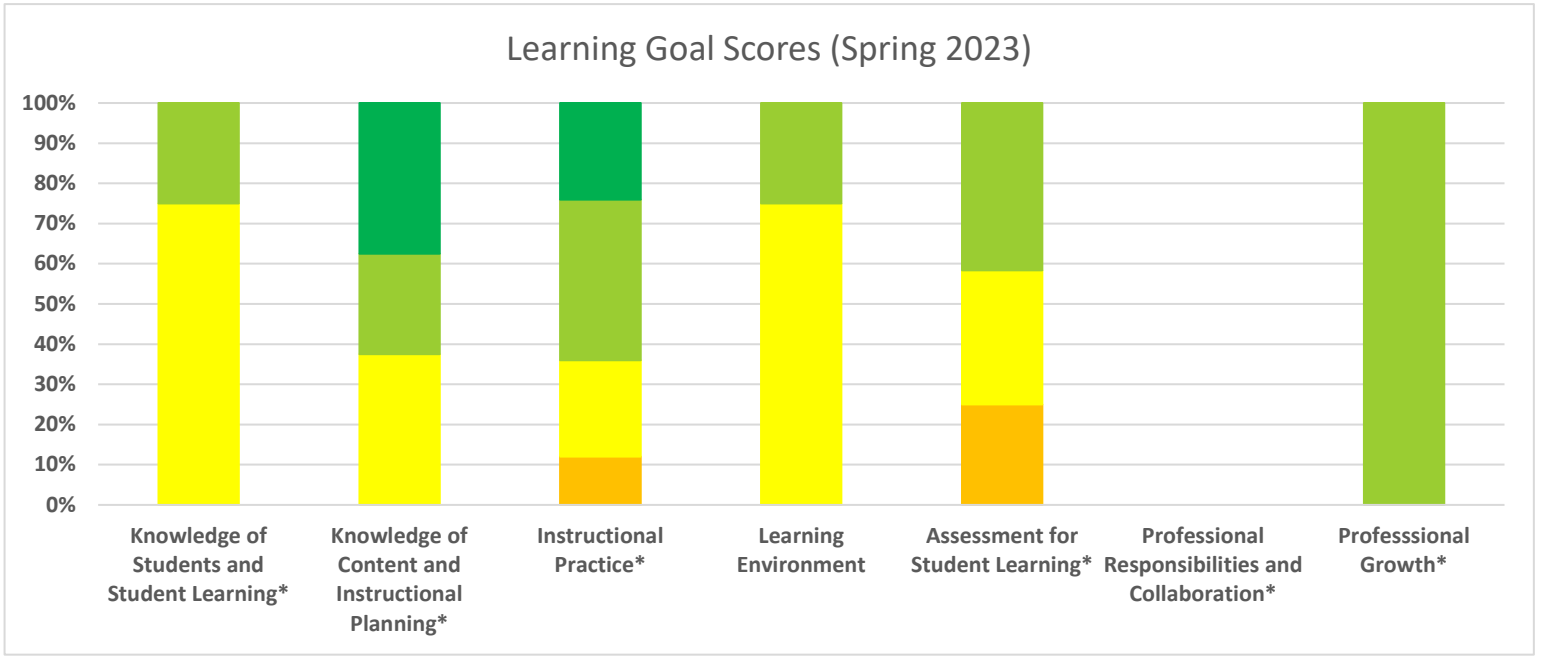
# Artifact Scores by Program and Learning Goal

# MusB Music Education (Spring 2023)

| | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Learning Goal** | N | % | N | % | N | % | N | % | N | % | N | |
| *Knowledge of Students and Student Learning** | 0 | 0.0% | 0 | 0.0% | 3 | 75.0% | 1 | 25.0% | 0 | 0.0% | 4 | **3.3** |
| *Knowledge of Content and Instructional Planning** | 0 | 0.0% | 0 | 0.0% | 3 | 37.5% | 2 | 25.0% | 3 | 37.5% | 8 | **4.0** |
| *Instructional Practice** | 0 | 0.0% | 3 | 12.0% | 6 | 24.0% | 10 | 40.0% | 6 | 24.0% | 25 | **3.8** |
| *Learning Environment* | 0 | 0.0% | 0 | 0.0% | 3 | 75.0% | 1 | 25.0% | 0 | 0.0% | 4 | **3.3** |
| *Assessment for Student Learning** | 0 | 0.0% | 3 | 25.0% | 4 | 33.3% | 5 | 41.7% | 0 | 0.0% | 12 | **3.2** |
| *Professional Responsibilities and Collaboration** | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Professsional Growth** | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 4 | 100.0% | 0 | 0.0% | 4 | **4.0** |

* The Knowledge of Students and Student Learning, Knowledge of Concent and Instructional Planning, Instructional Practice, Assessment for Student Learning, and Professional Growth learning goals all have multiple artifacts collected across multiple courses. The Professional Responsibilities and Collaboration learning goal is assessed with a four-step Critical Dispositions Review that takes places once each year in the program by multiple reviewers. The score listed here is the combined average score across all artifacts for each listed learning goal. Separate breakdowns for each artifact are provided on the following pages.

# MusB Music Education (Spring 2023)



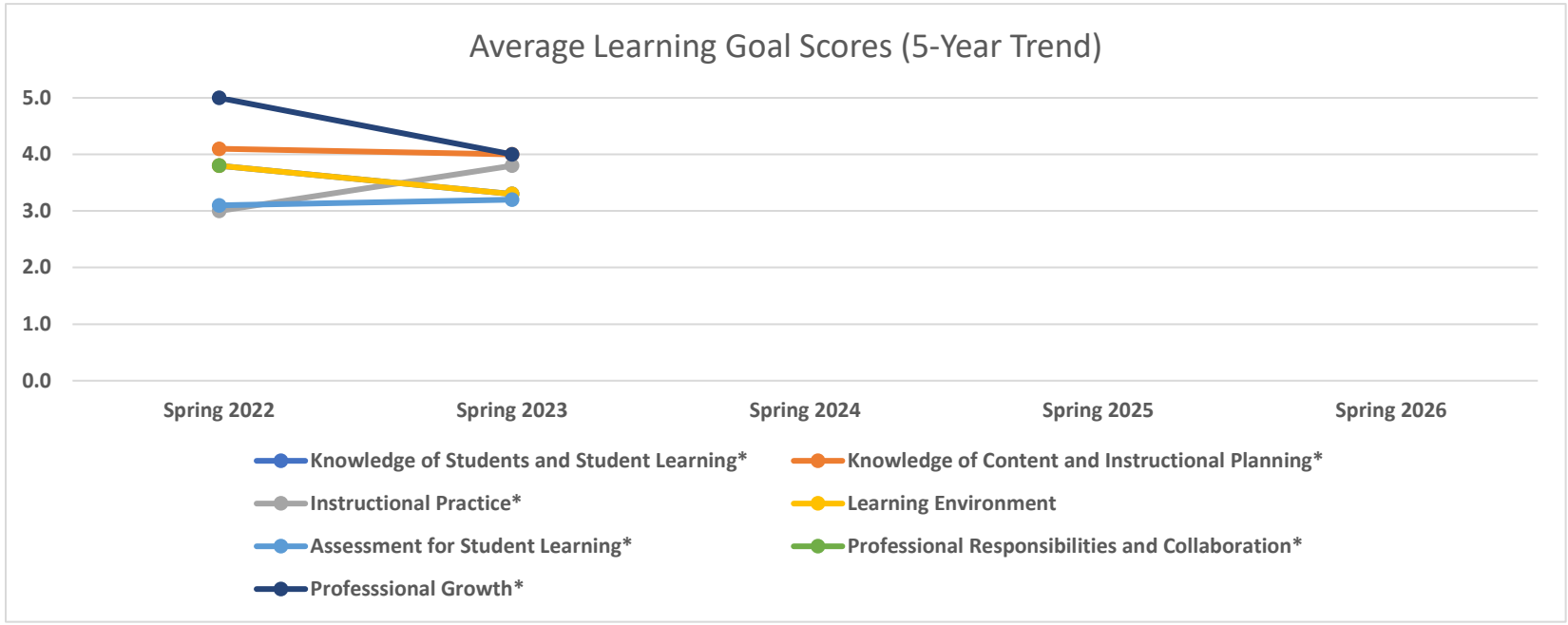

* The Knowledge of Students and Student Learning, Knowledge of Concent and Instructional Planning, Instructional Practice, Assessment for Student Learning, and Professional Growth learning goals all have multiple artifacts collected across multiple courses. The Professional Responsibilities and Collaboration learning goal is assessed with a four-step Critical Dispositions Review that takes places once each year in the program by multiple reviewers. The score listed here is the combined average score across all artifacts for each listed learning goal. Separate breakdowns for each artifact are provided on the following pages.

# MusB Music Education (5-Year Trend)

| | Average Score by Semester | | | | |
|---|---|---|---|---|---|
| **Learning Goal** | **Spring 2022** | **Spring 2023** | **Spring 2024** | **Spring 2025** | **Spring 2026** |
| *Knowledge of Students and Student Learning** | 3.8 | 3.3 | | | |
| *Knowledge of Content and Instructional Planning** | 4.1 | 4.0 | | | |
| *Instructional Practice** | 3.0 | 3.8 | | | |
| *Learning Environment* | 3.8 | 3.3 | | | |
| *Assessment for Student Learning** | 3.1 | 3.2 | | | |
| *Professional Responsibilities and Collaboration** | 3.8 | | | | |
| *Professsional Growth** | 5.0 | 4.0 | | | |

* The Knowledge of Students and Student Learning, Knowledge of Concent and Instructional Planning, Instructional Practice, Assessment for Student Learning, and Professional Growth learning goals all have multiple artifacts collected across multiple courses. The Professional Responsibilities and Collaboration learning goal is assessed with a four-step Critical Dispositions Review that takes places once each year in the program by multiple reviewers. The score listed here is the combined average score across all artifacts for each listed learning goal. Separate breakdowns for each artifact are provided on the following pages.

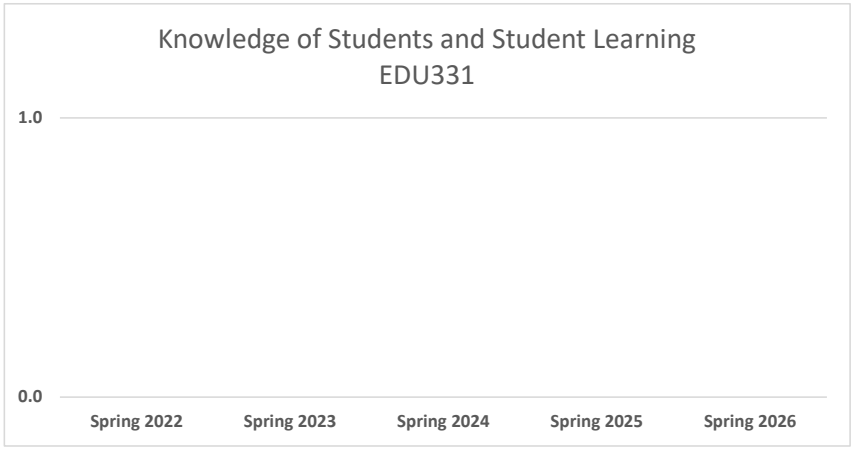
## MusB Music Education (5-Year Trend)

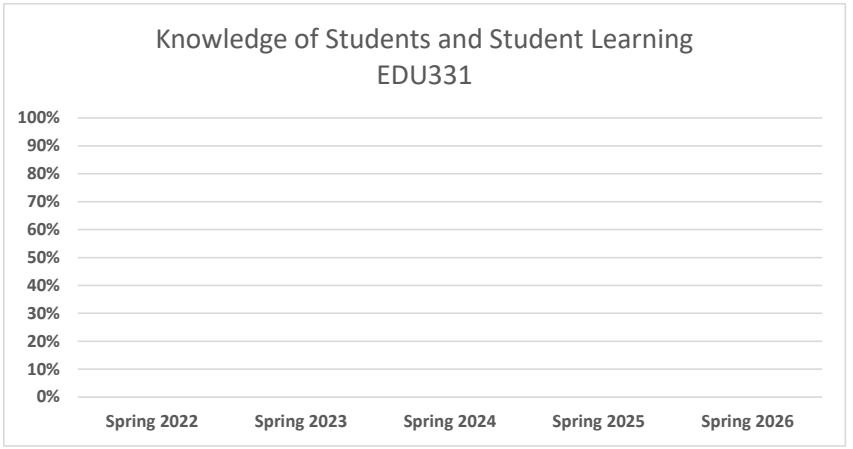



* The Knowledge of Students and Student Learning, Knowledge of Concent and Instructional Planning, Instructional Practice, Assessment for Student Learning, and Professional Growth learning goals all have multiple artifacts collected across multiple courses. The Professional Responsibilities and Collaboration learning goal is assessed with a four-step Critical Dispositions Review that takes places once each year in the program by multiple reviewers. The score listed here is the combined average score across all artifacts for each listed learning goal. Separate breakdowns for each artifact are provided on the following pages.

## Learning Goal: Knowledge of Students and Student Learning - EDU331 (MusB Music Education Program)

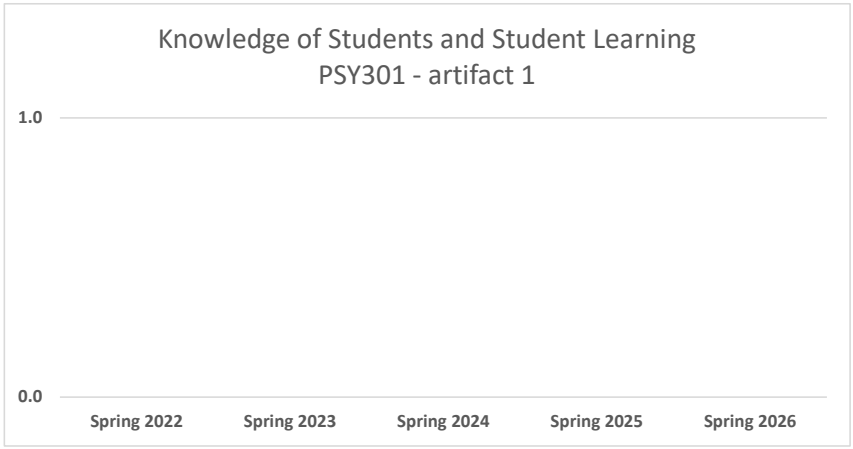
| Recorded in: EDU331 - School and Society<br>Artifact: A philosophy of Education | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Promote the well-being of all students by understanding cognitive, physical, and social-emotional child development theories as well as principles of learning, motivation, and pedagogy so that they may identify the specific contexts in which their students exist.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

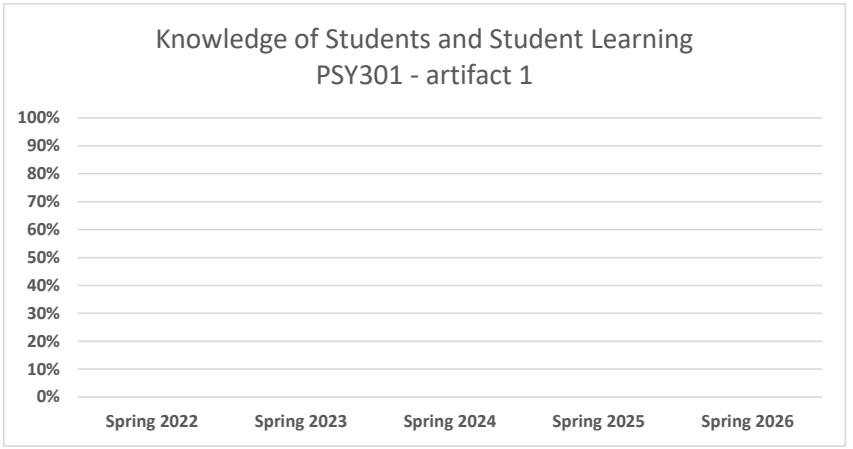


## Learning Goal: Knowledge of Students and Student Learning - PSY301 artifact 1 (MusB Music Education Program)

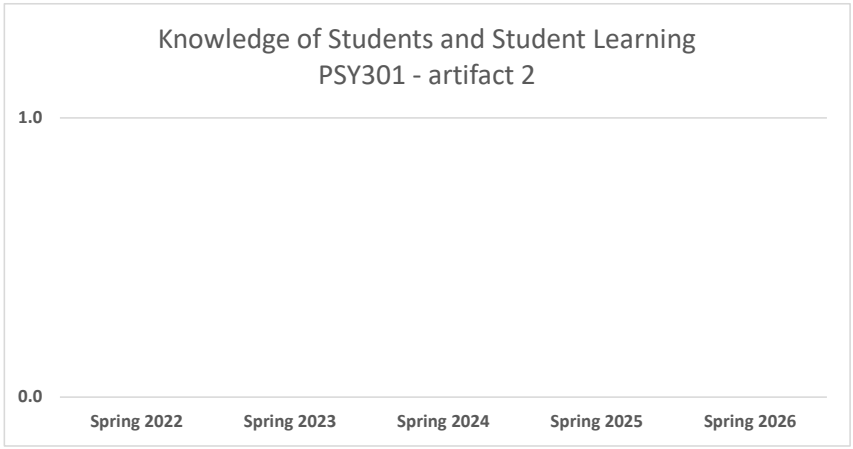
| Recorded in: PSY301 - Educational Psychology<br>Artifact: A midsemester exam | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Promote the well-being of all students by understanding cognitive, physical, and social-emotional child development theories as well as principles of learning, motivation, and pedagogy so that they may identify the specific contexts in which their students exist.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

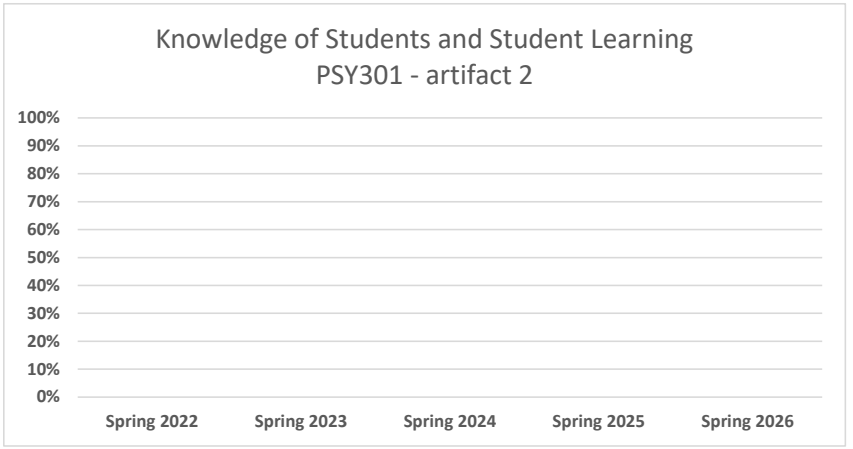


## Learning Goal: Knowledge of Students and Student Learning - PSY301 artifact 2 (MusB Music Education Program)

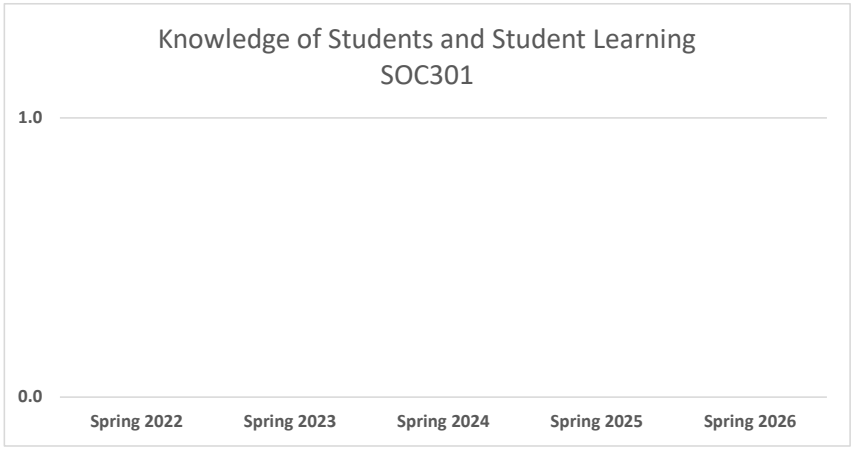
| Recorded in: PSY301 - Educational Psychology<br>Artifact: Child development quiz | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Promote the well-being of all students by understanding cognitive, physical, and social-emotional child development theories as well as principles of learning, motivation, and pedagogy so that they may identify the specific contexts in which their students exist.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

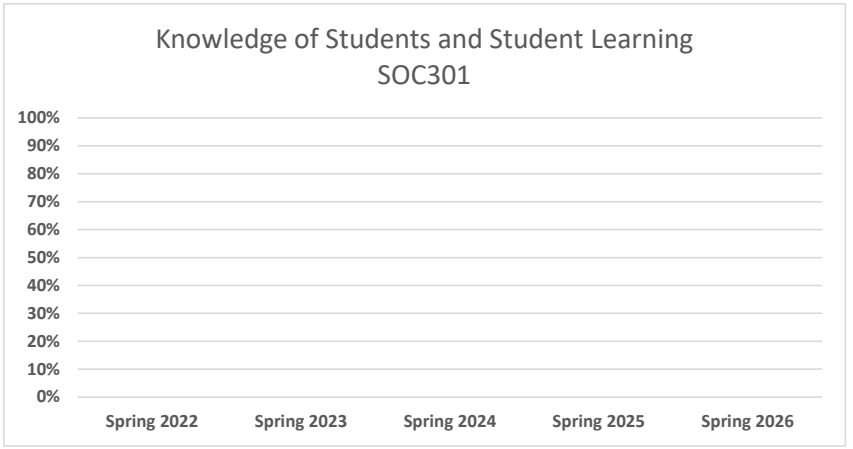


## Learning Goal: Knowledge of Students and Student Learning - PSY301 (MusB Music Education Program)

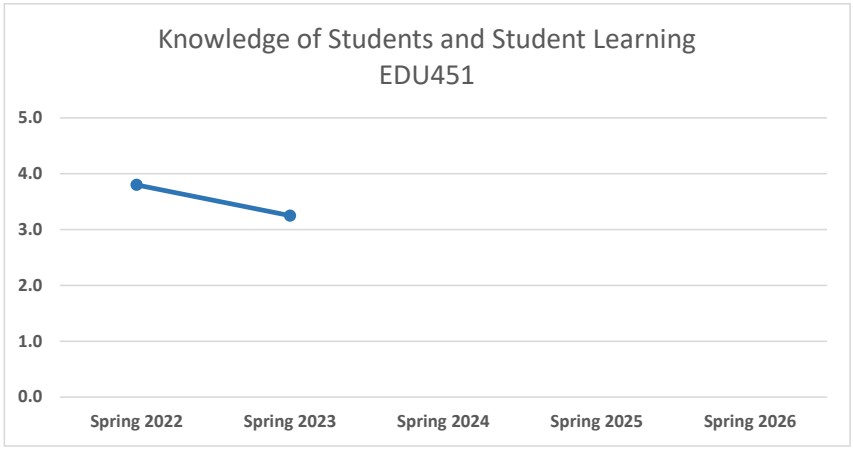
| Recorded in: SOC301 - Cultural Diversity<br>Artifact: Reseach paper (SOC301) | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Promote the well-being of all students by understanding cognitive, physical, and social-emotional child development theories as well as principles of learning, motivation, and pedagogy so that they may identify the specific contexts in which their students exist.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

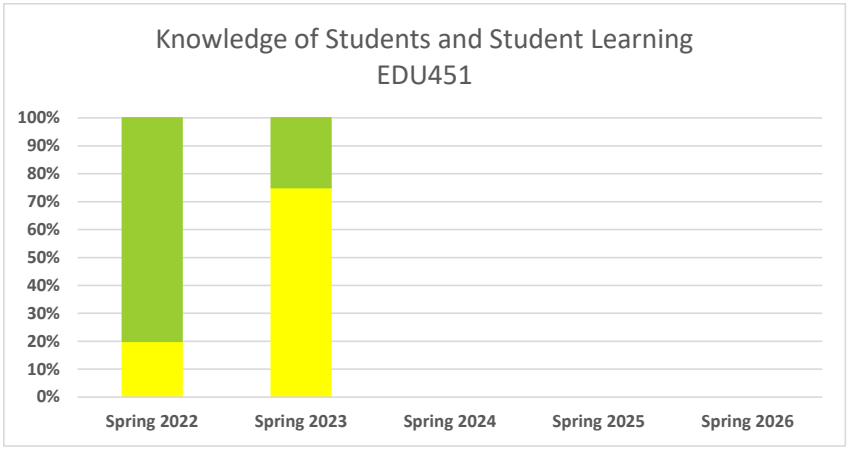


## Learning Goal: Knowledge of Students and Student Learning - EDU451 (MusB Music Education Program)

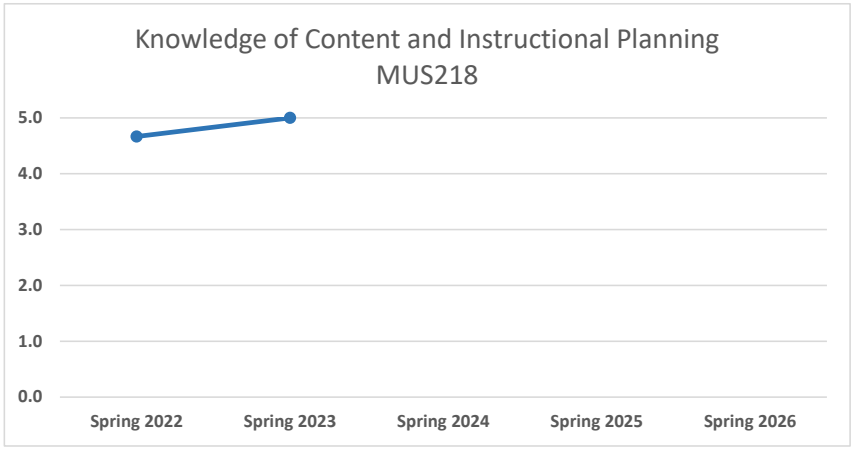
| Recorded in: EDU451 - Health and Learning Disabilities<br>Artifact: Two lesson plans (EDU451) | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Promote the well-being of all students by understanding cognitive, physical, and social-emotional child development theories as well as principles of learning, motivation, and pedagogy so that they may identify the specific contexts in which their students exist.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 1 | 20.0% | 4 | 80.0% | 0 | 0.0% | 5 | **3.8** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 3 | 75.0% | 1 | 25.0% | 0 | 0.0% | 4 | **3.3** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

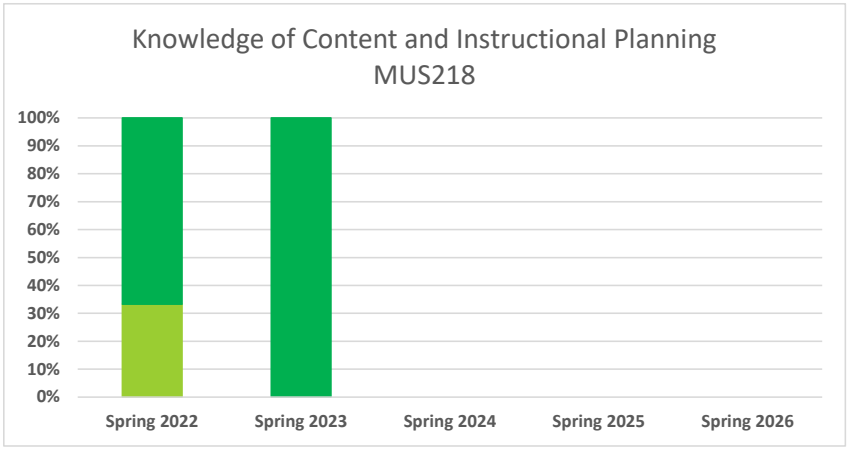


## Learning Goal: Knowledge of Content and Instructional Planning - MUS218 (MusB Music Education Program)

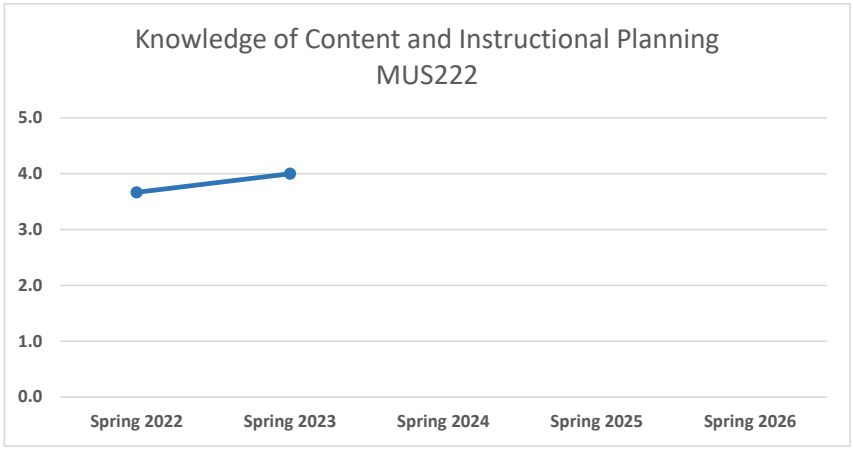
| Recorded in: MUS218 - Form and Analysis<br>Artifact: Sonata-Allegro analysis | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Candidates display an in-depth knowledge of the disciplines they teach and are themselves adept in these subjects, which include the knowledge, skills, and dispositions established for students pursuing a program in Music Education.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 33.3% | 2 | 66.7% | 3 | **4.7** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 1 | **5.0** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

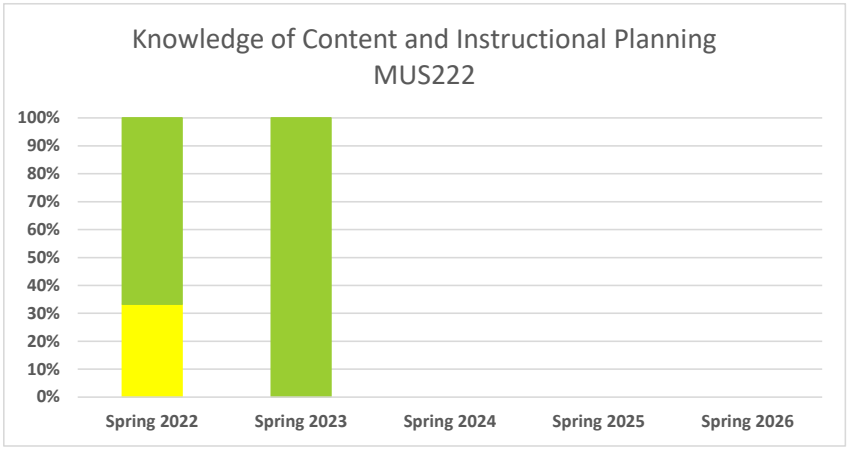


## Learning Goal: Knowledge of Content and Instructional Planning - MUS222 (MusB Music Education Program)

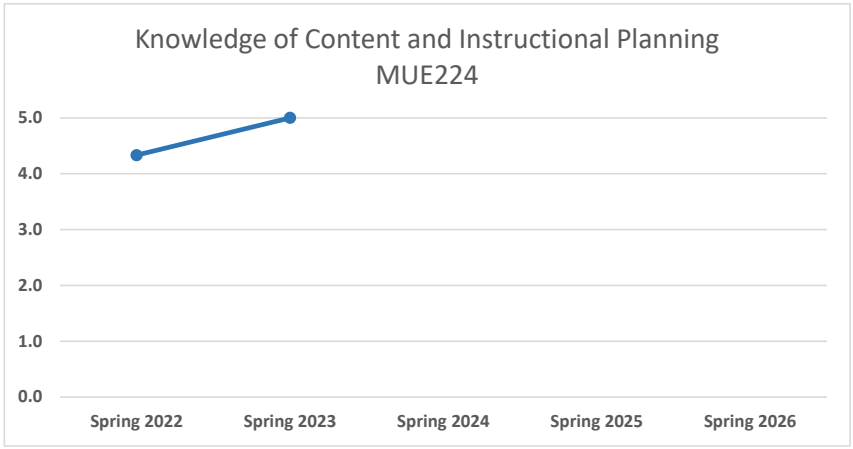
| Recorded in: MUS222 - Sight Singing 4<br>Artifact: Week 10 assessment (video) | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Candidates display an in-depth knowledge of the disciplines they teach and are themselves adept in these subjects, which include the knowledge, skills, and dispositions established for students pursuing a program in Music Education.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 1 | 33.3% | 2 | 66.7% | 0 | 0.0% | 3 | **3.7** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 1 | **4.0** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

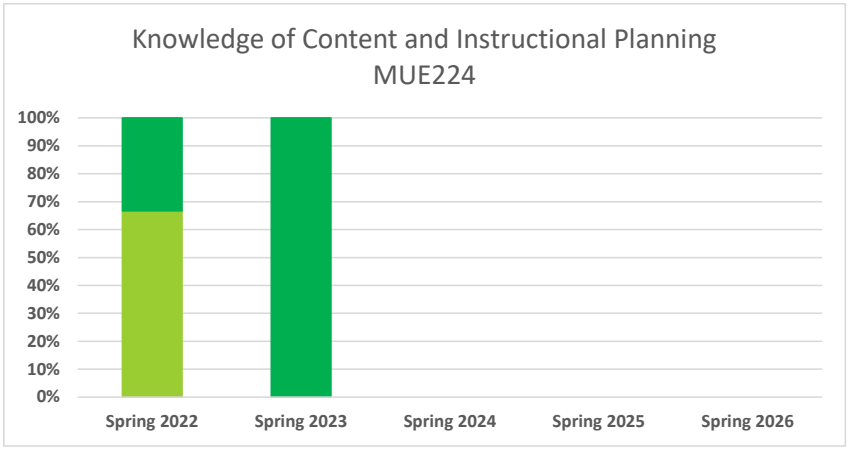


## Learning Goal: Knowledge of Content and Instructional Planning - MUE224 (MusB Music Education Program)

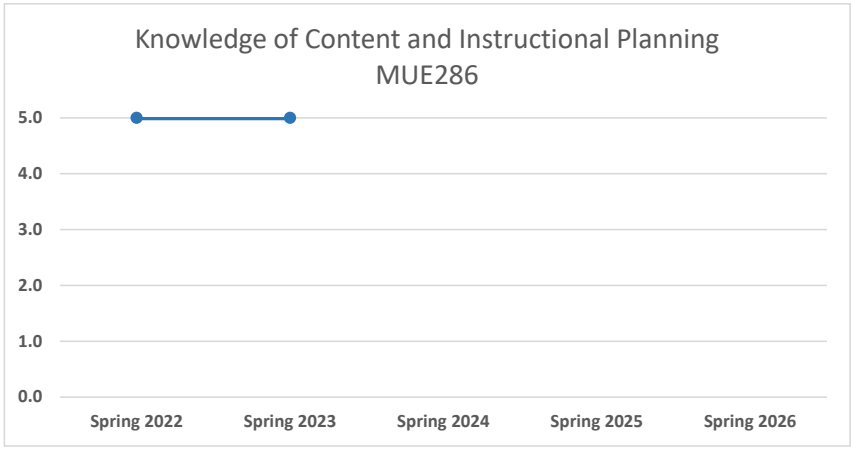
| Recorded in: MUE224 - Ear Training 4<br>Artifact: Week 10 assessment | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Candidates display an in-depth knowledge of the disciplines they teach and are themselves adept in these subjects, which include the knowledge, skills, and dispositions established for students pursuing a program in Music Education.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 2 | 66.7% | 1 | 33.3% | 3 | **4.3** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 1 | **5.0** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

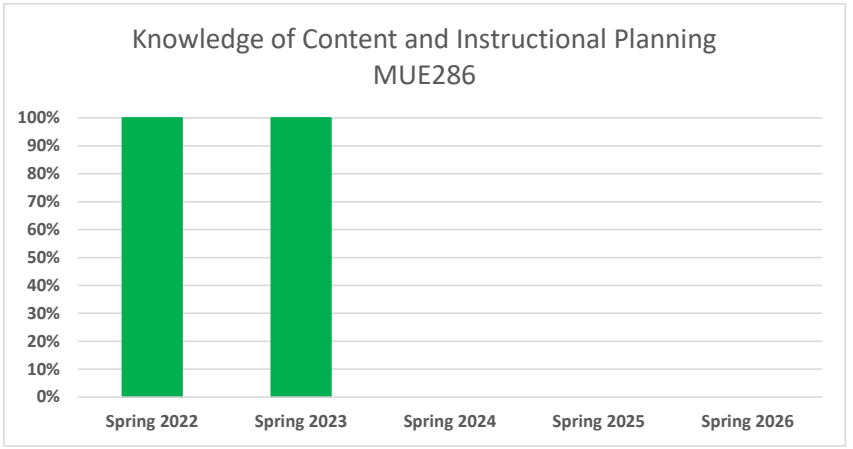


## Learning Goal: Knowledge of Content and Instructional Planning - MUE286 (MusB Music Education Program)

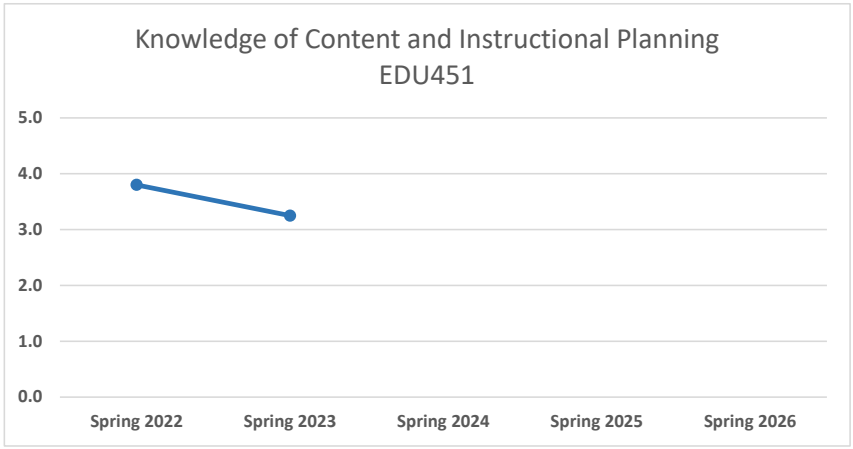
| Recorded in: MUE286 - Keyboard Skills 4<br>Artifact: The Keyboard qualifying exam | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Candidates display an in-depth knowledge of the disciplines they teach and are themselves adept in these subjects, which include the knowledge, skills, and dispositions established for students pursuing a program in Music Education.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 1 | **5.0** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 1 | **5.0** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

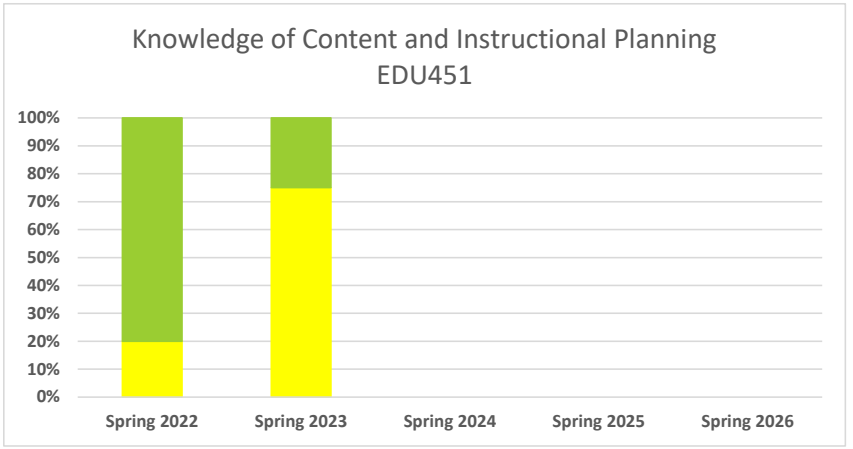


## Learning Goal: Knowledge of Content and Instructional Planning - EDU451 (MusB Music Education Program)

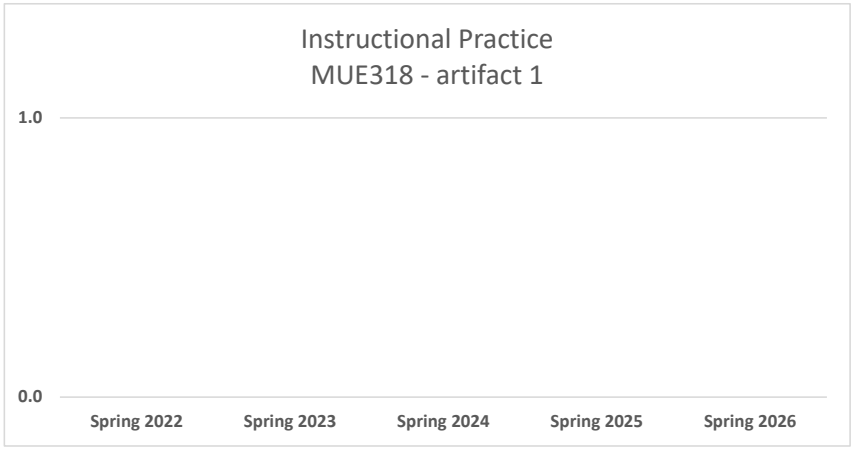
| Recorded in: EDU451 - Health and Learning Disabilities<br>Artifact: Two lesson plans | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Candidates display an in-depth knowledge of the disciplines they teach and are themselves adept in these subjects, which include the knowledge, skills, and dispositions established for students pursuing a program in Music Education.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 1 | 20.0% | 4 | 80.0% | 0 | 0.0% | 5 | **3.8** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 3 | 75.0% | 1 | 25.0% | 0 | 0.0% | 4 | **3.3** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

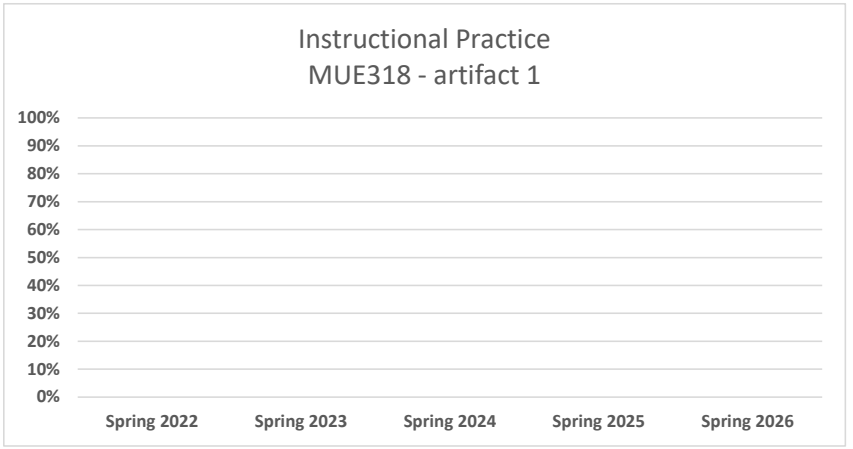


## Learning Goal: Instructional Practice - MUE318 artifact 1 (MusB Music Education Program)

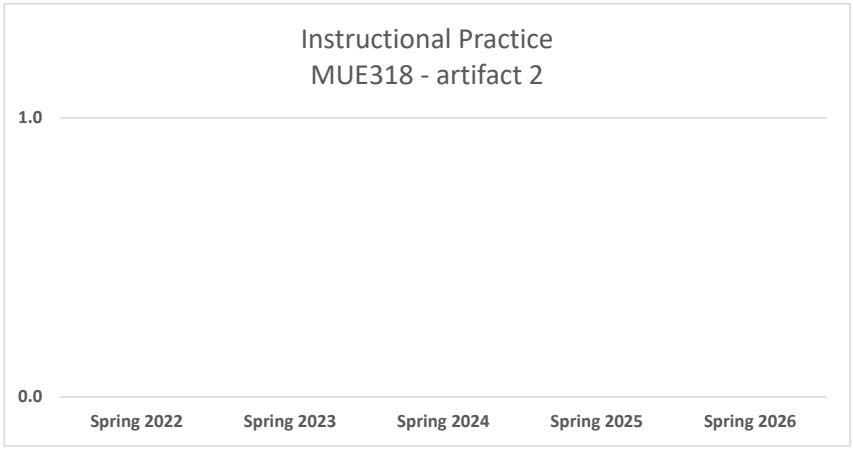
| Recorded in: MUE318 - Elementary Music Education Methods<br>Artifact: Two lesson plans | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Candidates select, design, and use a variety of appropriate instructional processes and strategies to promote student creativity, imagination, problem-solving, and critical thinking abilities as they relate to major and minor instrumental, general, and choral music, including instrumental and choral conducting.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

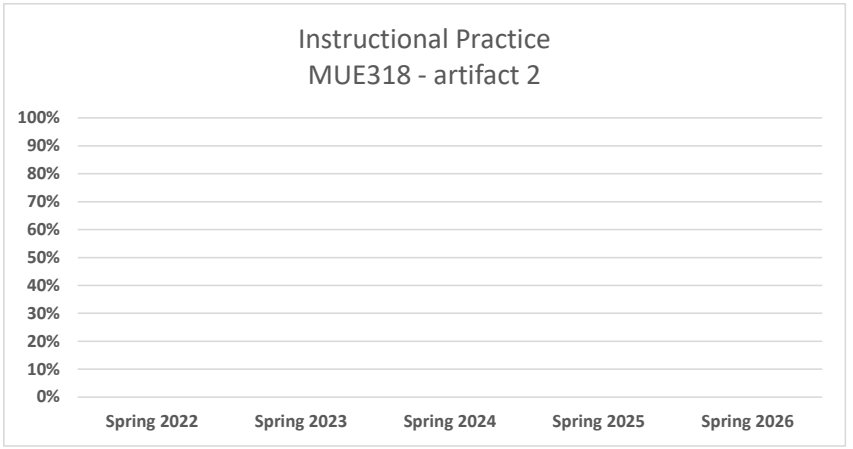


## Learning Goal: Instructional Practice - MUE318 artifact 2 (MusB Music Education Program)

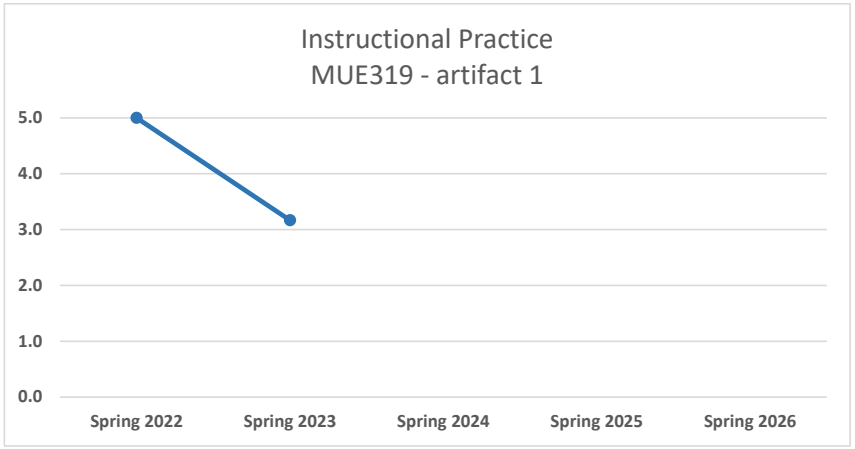
| Recorded in: MUE318 - Elementary Music Education Methods<br>Artifact: Teaching demo-video | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Candidates select, design, and use a variety of appropriate instructional processes and strategies to promote student creativity, imagination, problem-solving, and critical thinking abilities as they relate to major and minor instrumental, general, and choral music, including instrumental and choral conducting.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

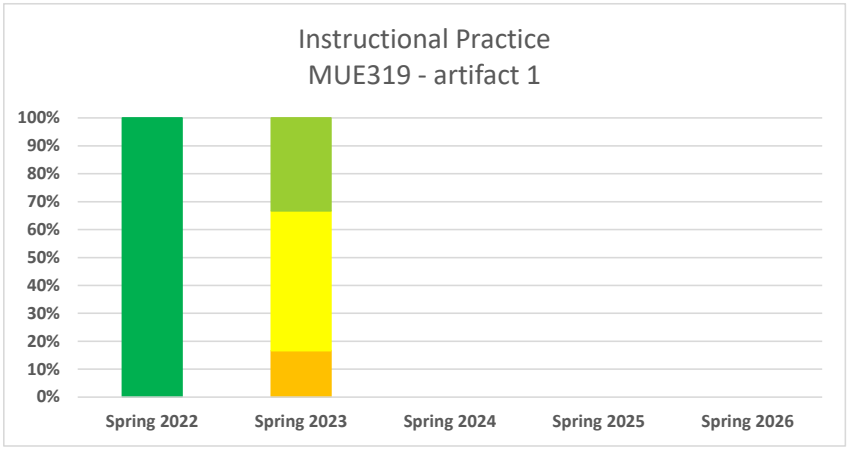


## Learning Goal: Instructional Practice - MUE319 artifact 1 (MusB Music Education Program)

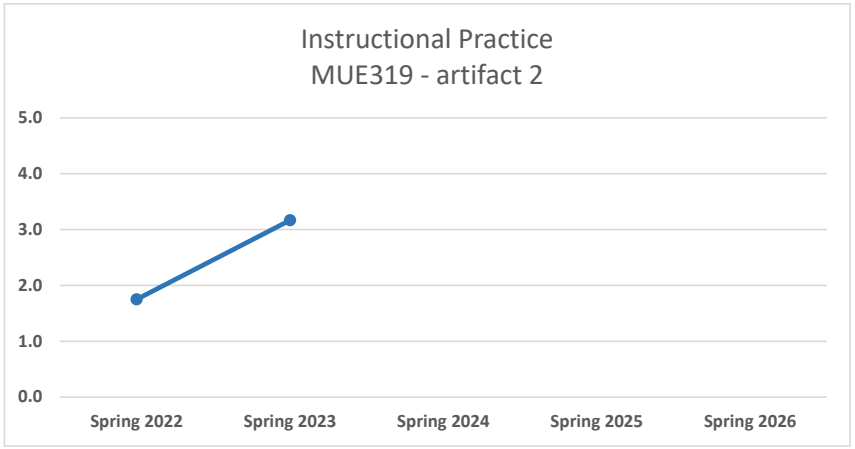
| Recorded in: MUE319 - Secondary Music Education Methods<br>Artifact: Two lesson plans | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Candidates select, design, and use a variety of appropriate instructional processes and strategies to promote student creativity, imagination, problem-solving, and critical thinking abilities as they relate to major and minor instrumental, general, and choral music, including instrumental and choral conducting.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 3 | 100.0% | 3 | **5.0** |
| | *Spring 2023* | 0 | 0.0% | 1 | 16.7% | 3 | 50.0% | 2 | 33.3% | 0 | 0.0% | 6 | **3.2** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

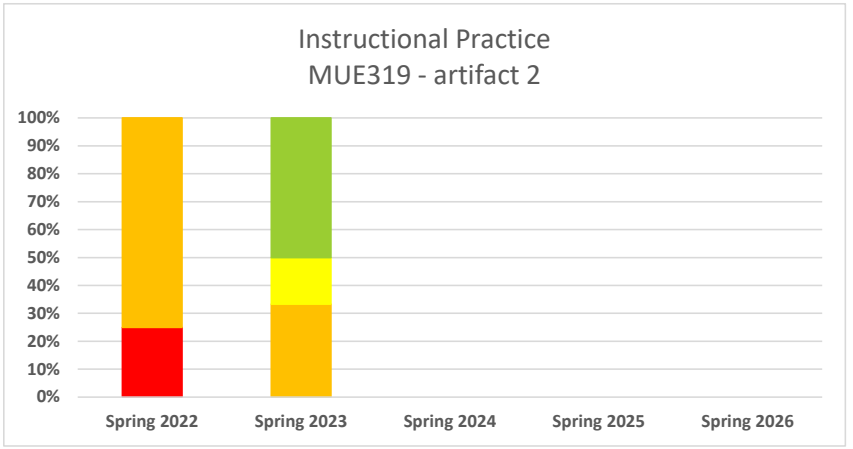


## Learning Goal: Instructional Practice - MUE319 artifact 2 (MusB Music Education Program)

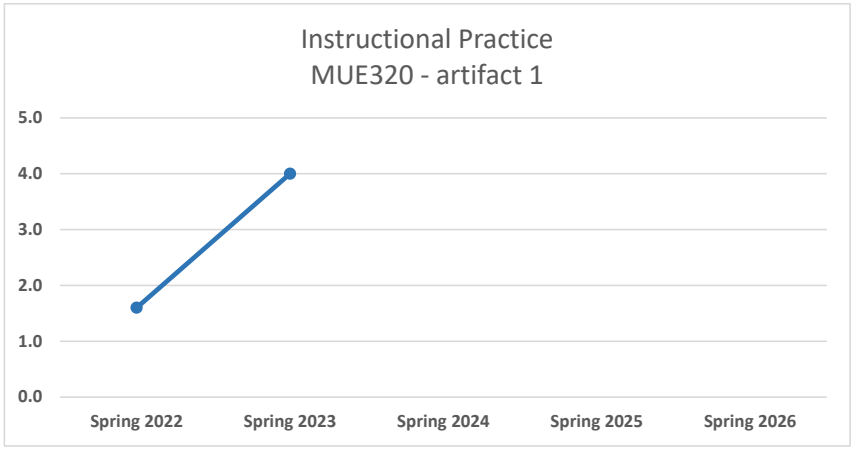
| Recorded in: MUE319 - Secondary Music Education Methods<br>Artifact: Teaching demo-video | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Candidates select, design, and use a variety of appropriate instructional processes and strategies to promote student creativity, imagination, problem-solving, and critical thinking abilities as they relate to major and minor instrumental, general, and choral music, including instrumental and choral conducting.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 1 | 25.0% | 3 | 75.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 4 | **1.8** |
| | *Spring 2023* | 0 | 0.0% | 2 | 33.3% | 1 | 16.7% | 3 | 50.0% | 0 | 0.0% | 6 | **3.2** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

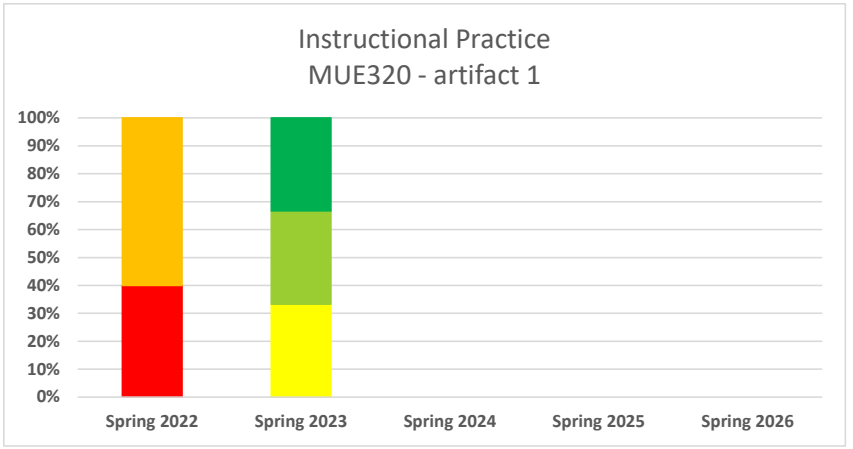


## Learning Goal: Instructional Practice - MUE320 artifact 1 (MusB Music Education Program)

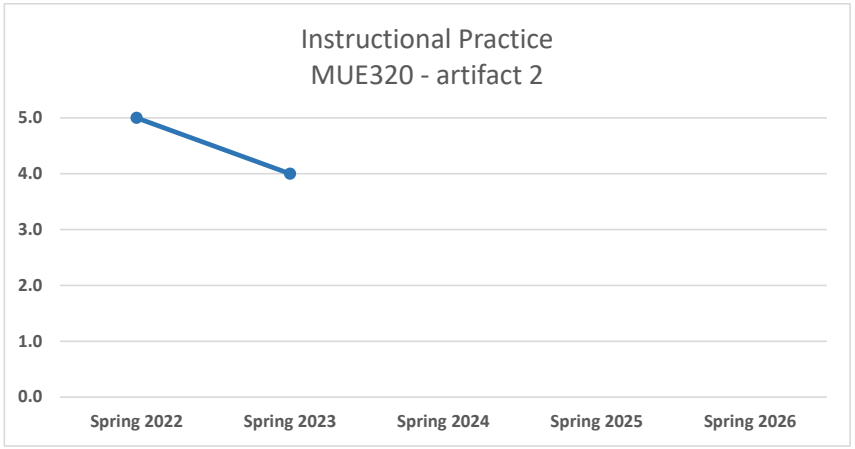
| Recorded in: MUE320 - Choral Music Education Methods<br>Artifact: Video of final evaluation | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Candidates select, design, and use a variety of appropriate instructional processes and strategies to promote student creativity, imagination, problem-solving, and critical thinking abilities as they relate to major and minor instrumental, general, and choral music, including instrumental and choral conducting.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 2 | 40.0% | 3 | 60.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 5 | **1.6** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 1 | 33.3% | 1 | 33.3% | 1 | 33.3% | 3 | **4.0** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

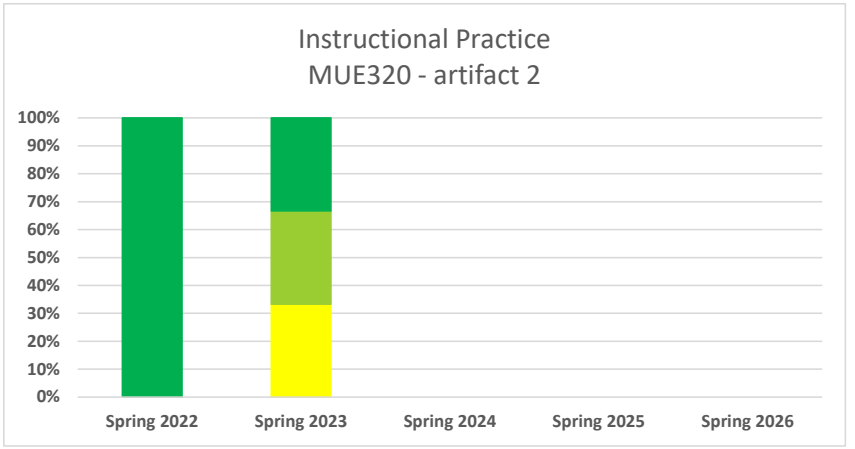


## Learning Goal: Instructional Practice - MUE320 artifact 2 (MusB Music Education Program)

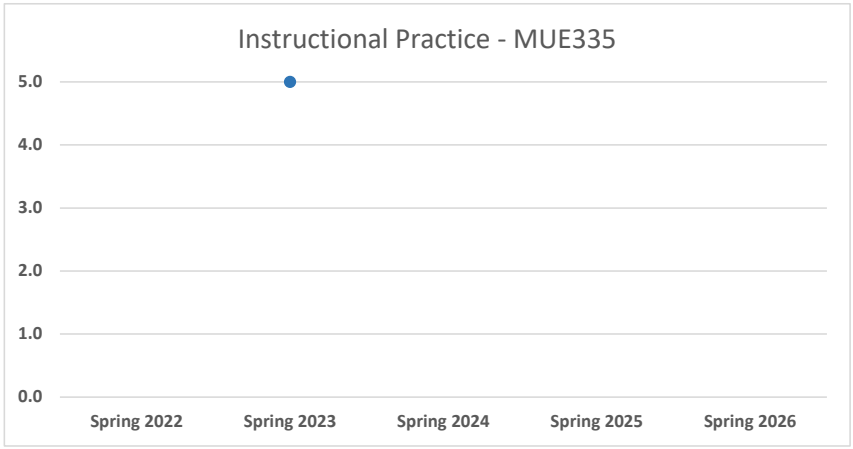
| Recorded in: MUE320 - Choral Music Education Methods<br>Artifact: Self-reflection | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Candidates select, design, and use a variety of appropriate instructional processes and strategies to promote student creativity, imagination, problem-solving, and critical thinking abilities as they relate to major and minor instrumental, general, and choral music, including instrumental and choral conducting.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 4 | 100.0% | 4 | **5.0** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 1 | 33.3% | 1 | 33.3% | 1 | 33.3% | 3 | **4.0** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

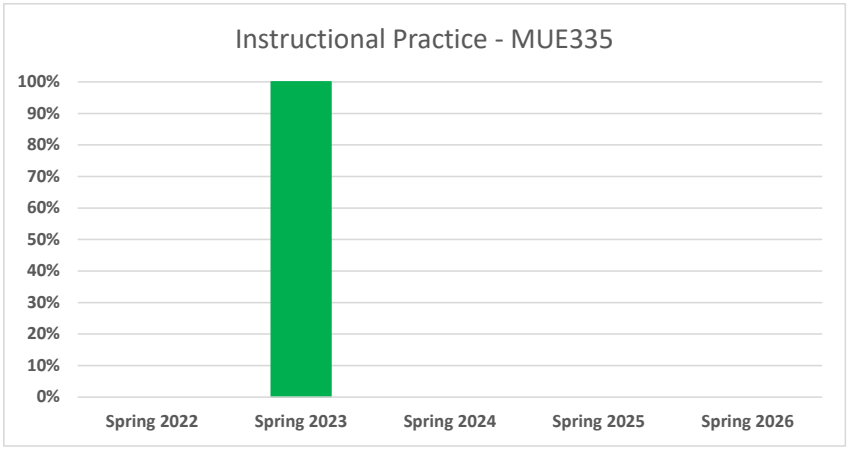


## Learning Goal: Instructional Practice - MUE335 (MusB Music Education Program)

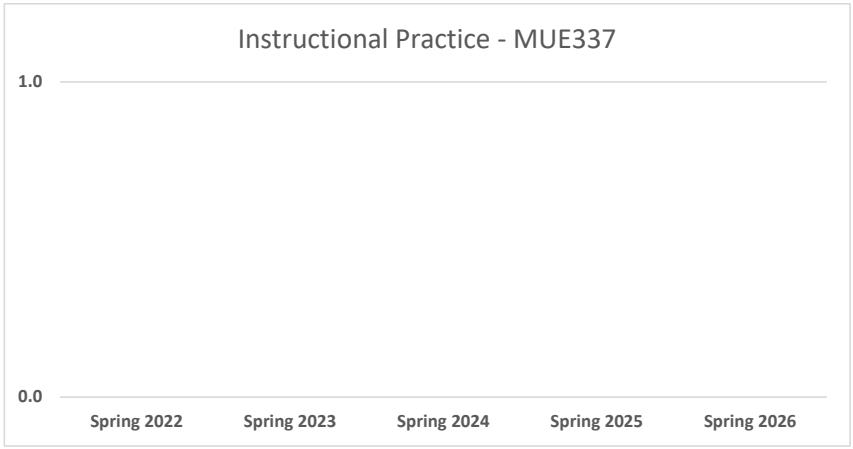
| Recorded in: MUE335 - Instrumental Music Education Band I<br>Artifact: Video of final evaluation | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Candidates select, design, and use a variety of appropriate instructional processes and strategies to promote student creativity, imagination, problem-solving, and critical thinking abilities as they relate to major and minor instrumental, general, and choral music, including instrumental and choral conducting.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 2 | 100.0% | 2 | **5.0** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

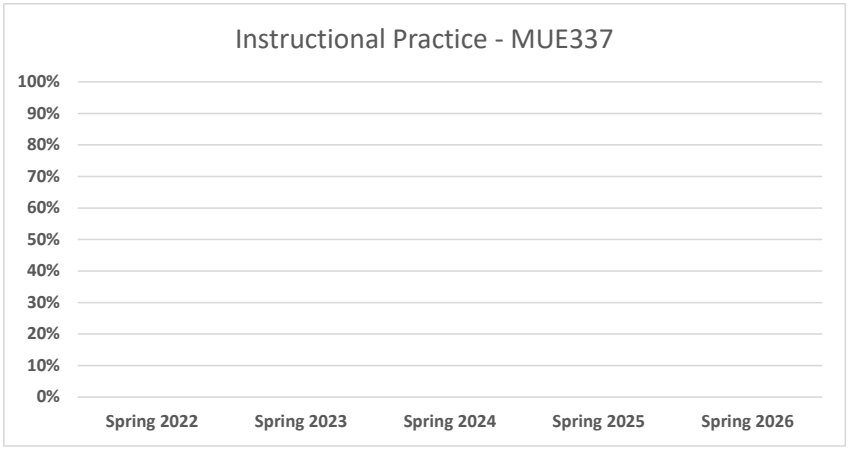


## Learning Goal: Instructional Practice - MUE337 (MusB Music Education Program)

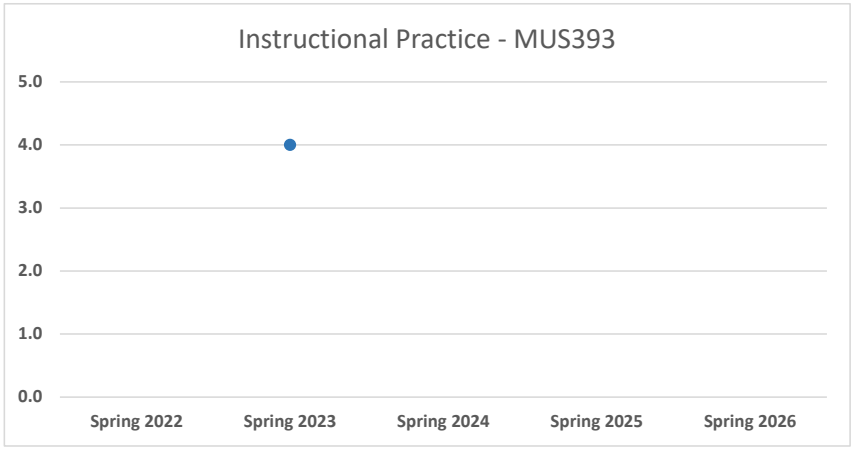
| Recorded in: MUE337 - Instrumental Music Education Strings I<br>Artifact: Video of final evaluation | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Candidates select, design, and use a variety of appropriate instructional processes and strategies to promote student creativity, imagination, problem-solving, and critical thinking abilities as they relate to major and minor instrumental, general, and choral music, including instrumental and choral conducting.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

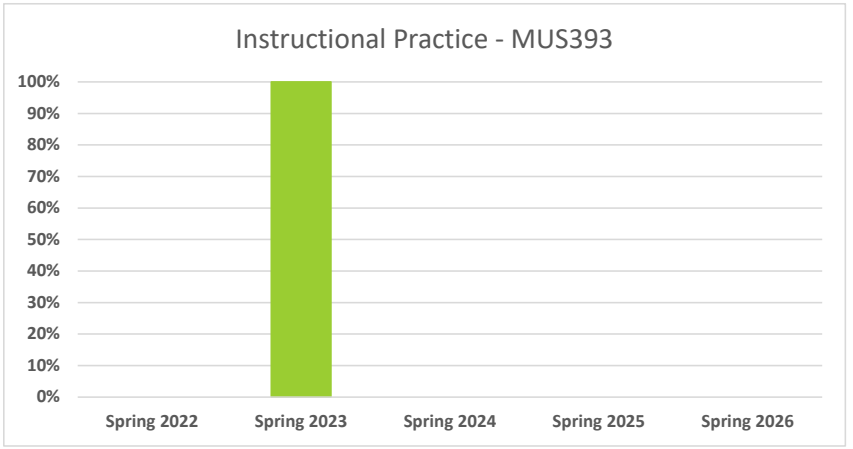


## Learning Goal: Instructional Practice - MUS393 (MusB Music Education Program)

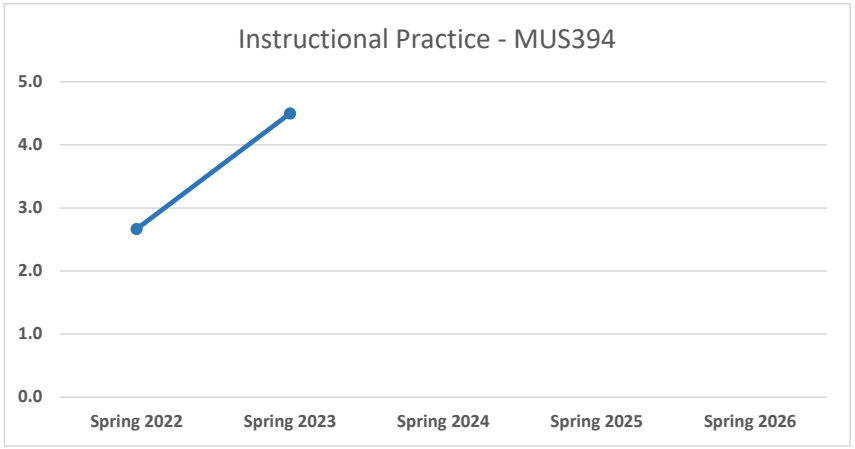
| Recorded in: MUS393 - Instrumetnal Conducting<br>Artifact: Video of final evaluation | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Candidates select, design, and use a variety of appropriate instructional processes and strategies to promote student creativity, imagination, problem-solving, and critical thinking abilities as they relate to major and minor instrumental, general, and choral music, including instrumental and choral conducting.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 1 | **4.0** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

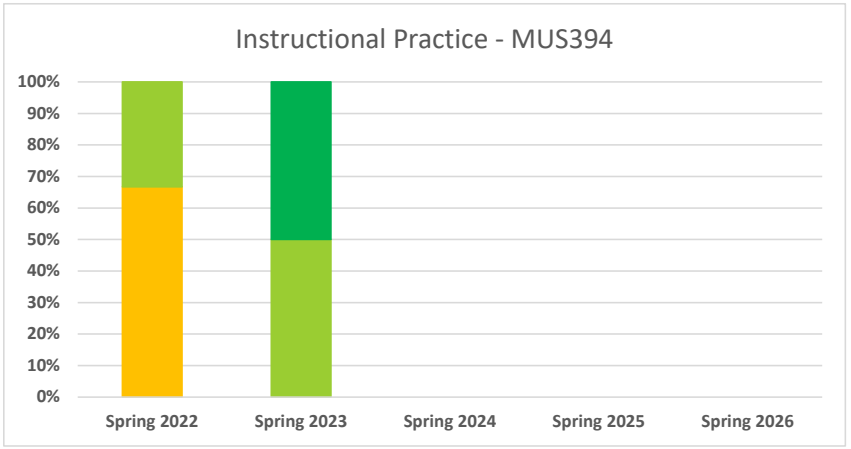


## Learning Goal: Instructional Practice - MUS394 (MusB Music Education Program)

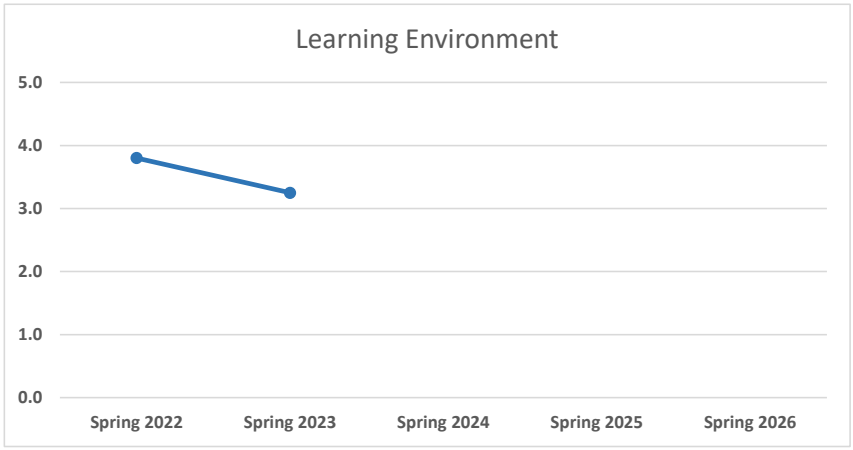
| Recorded in: MUS394 - Choral Conducting<br>Artifact: Video of final evaluation | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Candidates select, design, and use a variety of appropriate instructional processes and strategies to promote student creativity, imagination, problem-solving, and critical thinking abilities as they relate to major and minor instrumental, general, and choral music, including instrumental and choral conducting.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 4 | 66.7% | 0 | 0.0% | 2 | 33.3% | 0 | 0.0% | 6 | **2.7** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 2 | 50.0% | 2 | 50.0% | 4 | **4.5** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

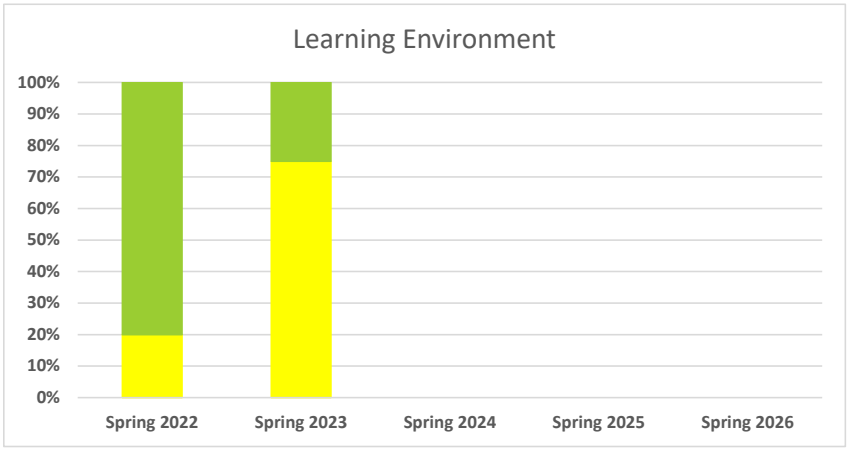


## Learning Goal: Learning Environment (MusB Music Education Program)

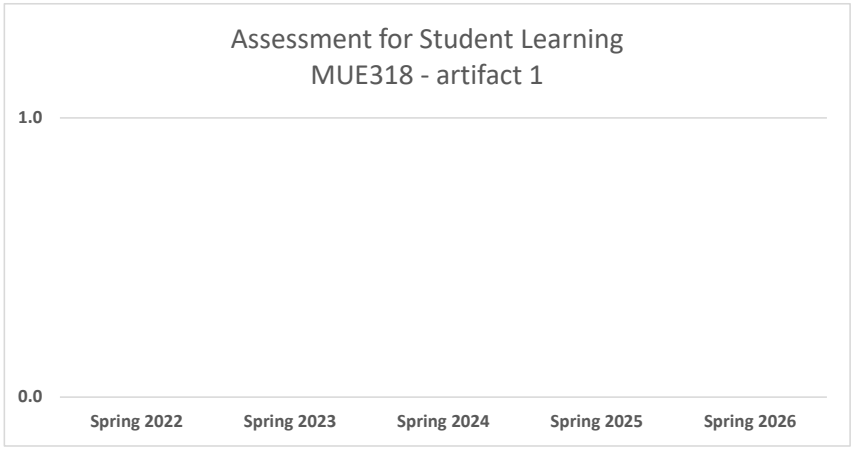
| Recorded in: EDU451 - Health and Learning Disabilities<br>Artifact: Two lesson plans | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Candidates demonstrate knowledge of and ability to create an equitable learning environment sensitive to the needs and strengths of diverse student learners and have the skills to respond with care, concern, and commitment to all learners.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 1 | 20.0% | 4 | 80.0% | 0 | 0.0% | 5 | **3.8** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 3 | 75.0% | 1 | 25.0% | 0 | 0.0% | 4 | **3.3** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

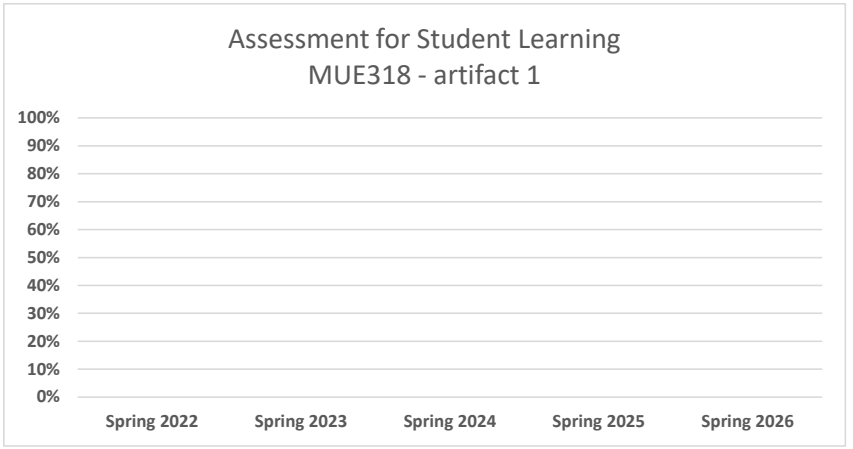


## Learning Goal: Assessment for Student Learning - MUE318 artifact 1 (MusB Music Education Program)

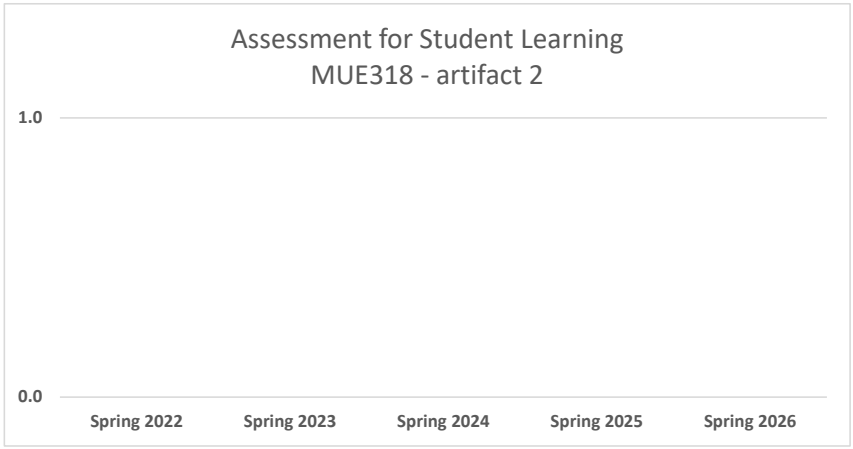
| Recorded in: MUE318 - Elementary Music Education Methods<br>Artifact: Two lesson plans | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Candidates can create multiple and valid measures to evaluate, assess, and document student learning. Candidates can analyze and interpret assessment data to direct and differentiate instruction.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

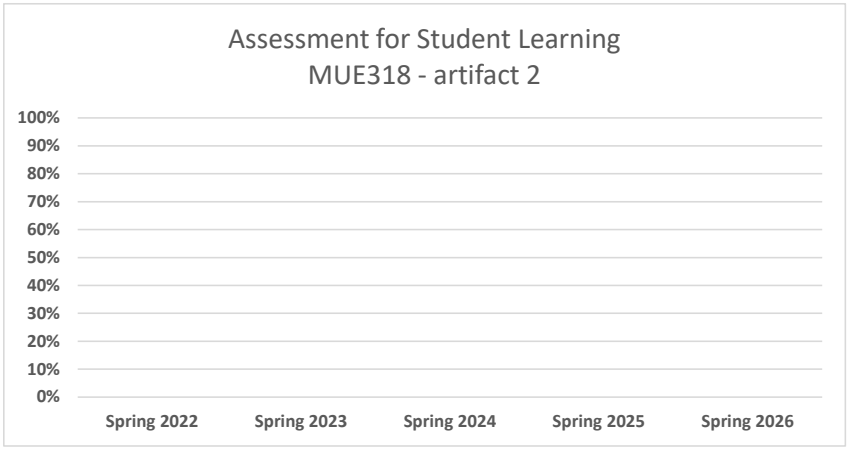


## Learning Goal: Assessment for Student Learning - MUE318 artifact 2 (MusB Music Education Program)

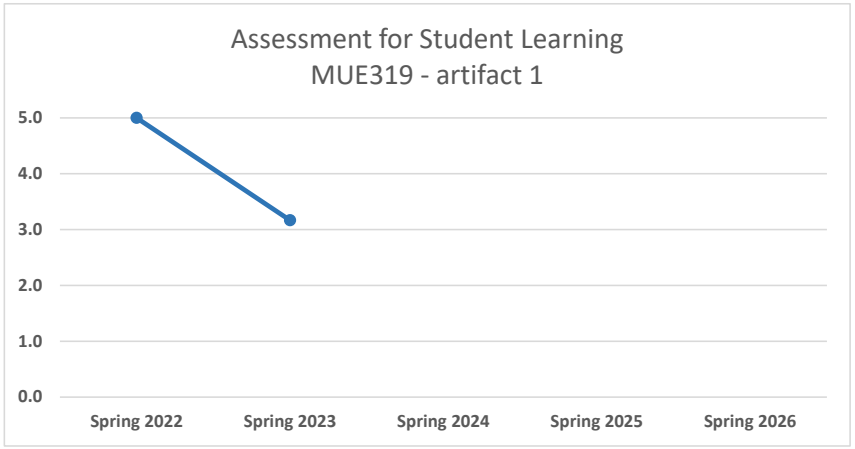
| Recorded in: MUE318 - Elementary Music Education Methods<br>Artifact: Teaching demo-video | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Candidates can create multiple and valid measures to evaluate, assess, and document student learning. Candidates can analyze and interpret assessment data to direct and differentiate instruction.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

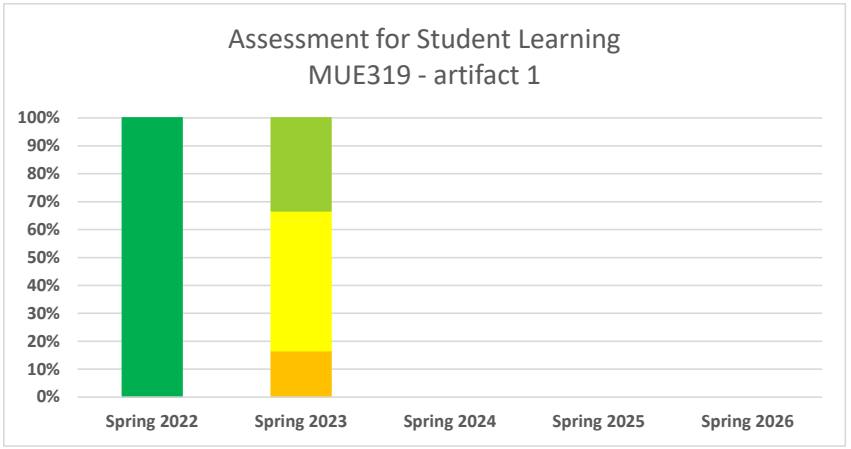


## Learning Goal: Assessment for Student Learning - MUE319 artifact 1 (MusB Music Education Program)

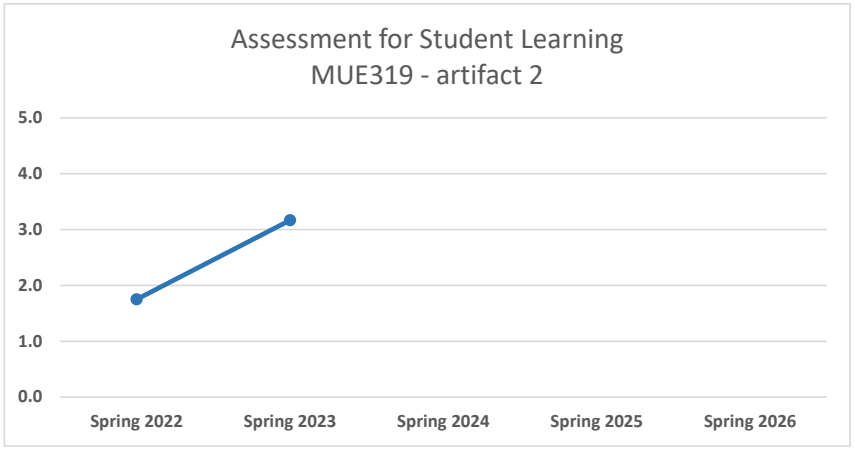
| Recorded in: MUE319 - Secondary Music Education Methods<br>Artifact: Two lesson plans | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Candidates can create multiple and valid measures to evaluate, assess, and document student learning. Candidates can analyze and interpret assessment data to direct and differentiate instruction.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 3 | 100.0% | 3 | **5.0** |
| | *Spring 2023* | 0 | 0.0% | 1 | 16.7% | 3 | 50.0% | 2 | 33.3% | 0 | 0.0% | 6 | **3.2** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

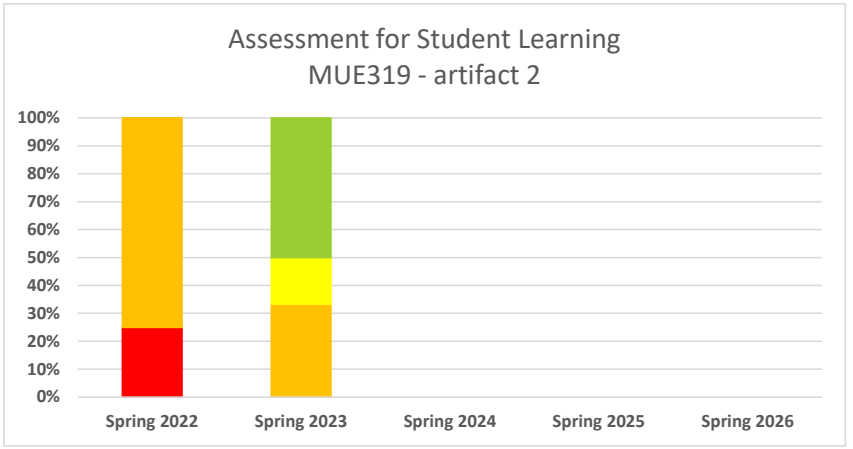


## Learning Goal: Assessment for Student Learning - MUE319 artifact 2 (MusB Music Education Program)

| Recorded in: MUE319 - Secondary Music Education Methods<br>Artifact: Teaching demo-video | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Candidates can create multiple and valid measures to evaluate, assess, and document student learning. Candidates can analyze and interpret assessment data to direct and differentiate instruction.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 1 | 25.0% | 3 | 75.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 4 | **1.8** |
| | *Spring 2023* | 0 | 0.0% | 2 | 33.3% | 1 | 16.7% | 3 | 50.0% | 0 | 0.0% | 6 | **3.2** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |



## Learning Goal: Professional Responsibilities and Collaboration - Critical Dispositions Review, freshman year (MusB Music Education Program)

| Recorded in: Four-step Critical Dispositions Review that takes place once each year in the program by multiple reviewers<br>Artifact: End of Freshman year (self-reflection) | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Candidates practice shared inquiry with colleagues, administrators, parents, and others in the community to foster the well-being of students.* | N | % | N | % | N | % | N | % | N | % | N | |
| *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 1 | **5.0** |
| *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Spring 2024* | | | | | | | | | | | | |
| *Spring 2025* | | | | | | | | | | | | |
| *Spring 2026* | | | | | | | | | | | | |






## Learning Goal: Professional Responsibilities and Collaboration - Critical Dispositions Review, sophomore year (MusB Music Education Program)

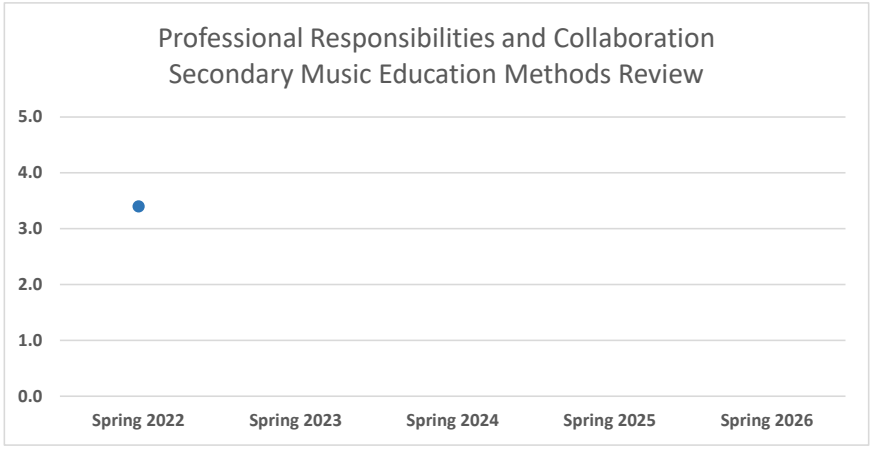
| Recorded in: Four-step Critical Dispositions Review that takes place once each year in the program by multiple reviewers<br>Artifact: Sophomore Review (by core teachers and 2nd semester English professor) | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Candidates practice shared inquiry with colleagues, administrators, parents, and others in the community to foster the well-being of students.* | N | % | N | % | N | % | N | % | N | % | N | |
| *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 1 | 25.0% | 3 | 75.0% | 0 | 0.0% | 4 | **3.8** |
| *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Spring 2024* | | | | | | | | | | | | |
| *Spring 2025* | | | | | | | | | | | | |
| *Spring 2026* | | | | | | | | | | | | |

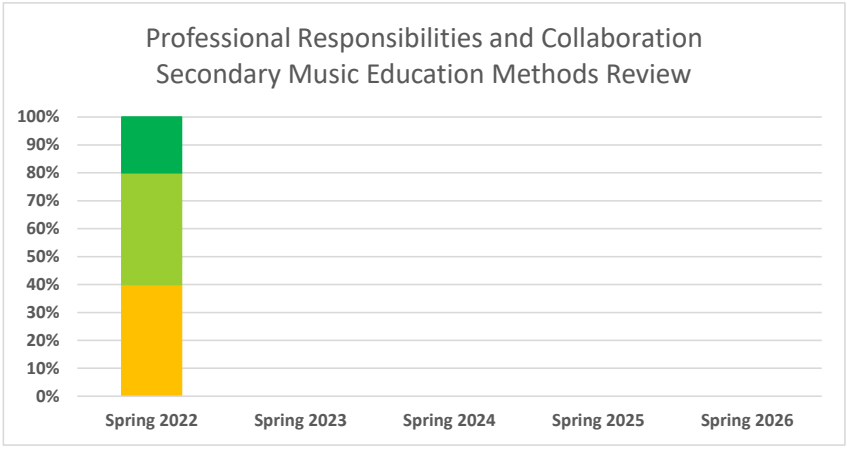





## Learning Goal: Professional Responsibilities and Collaboration - Critical Dispositions Review, junior year (MusB Music Education Program)

| Recorded in: Four-step Critical Dispositions Review that takes place once each year in the program by multiple reviewers<br>Artifact: Secondary Music Education Methods (by course instructor) | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Candidates practice shared inquiry with colleagues, administrators, parents, and others in the community to foster the well-being of students.* | N | % | N | % | N | % | N | % | N | % | N | |
| *Spring 2022* | 0 | 0.0% | 2 | 40.0% | 0 | 0.0% | 2 | 40.0% | 1 | 20.0% | 5 | **3.4** |
| *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Spring 2024* | | | | | | | | | | | | |
| *Spring 2025* | | | | | | | | | | | | |
| *Spring 2026* | | | | | | | | | | | | |



## Learning Goal: Professional Responsibilities and Collaboration - Critical Dispositions Review, senior year (MusB Music Education Program)

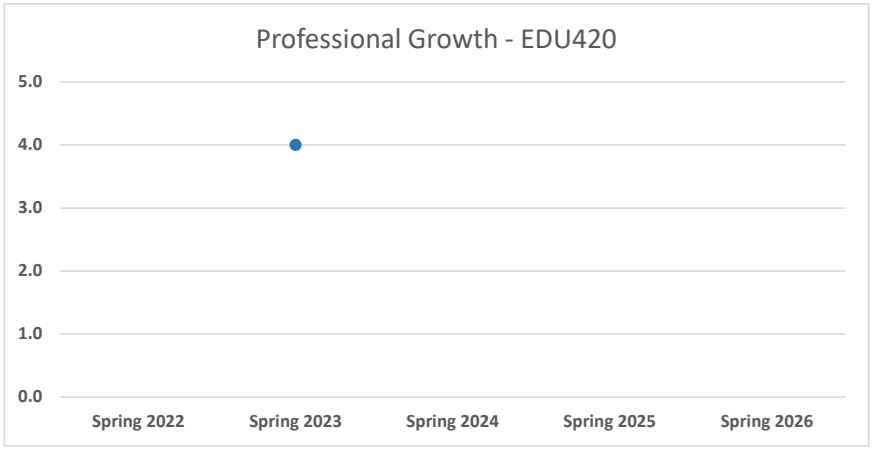
| Recorded in: Four-step Critical Dispositions Review that takes place once each year in the program by multiple reviewers<br>Artifact: Both student teaching placements (by cooperating teachers) | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Candidates practice shared inquiry with colleagues, administrators, parents, and others in the community to foster the well-being of students.* | N | % | N | % | N | % | N | % | N | % | N | |
| *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 1 | **5.0** |
| *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Spring 2024* | | | | | | | | | | | | |
| *Spring 2025* | | | | | | | | | | | | |
| *Spring 2026* | | | | | | | | | | | | |

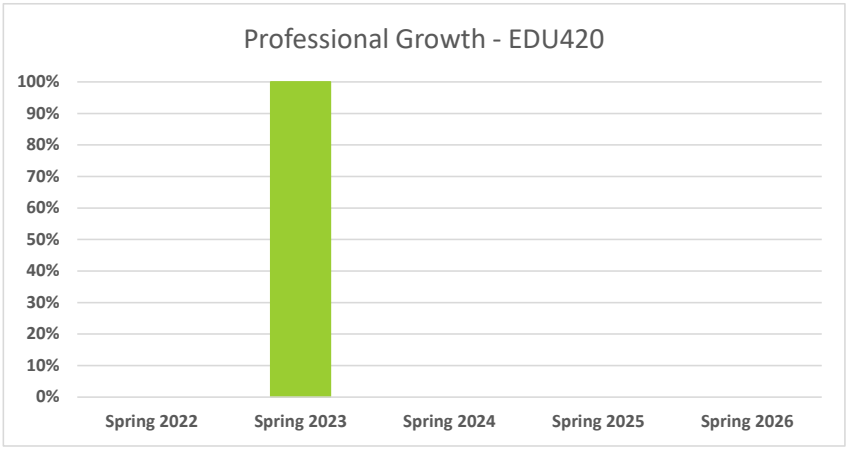





## Learning Goal: Professional Growth - EDU420 (MusB Music Education Program)

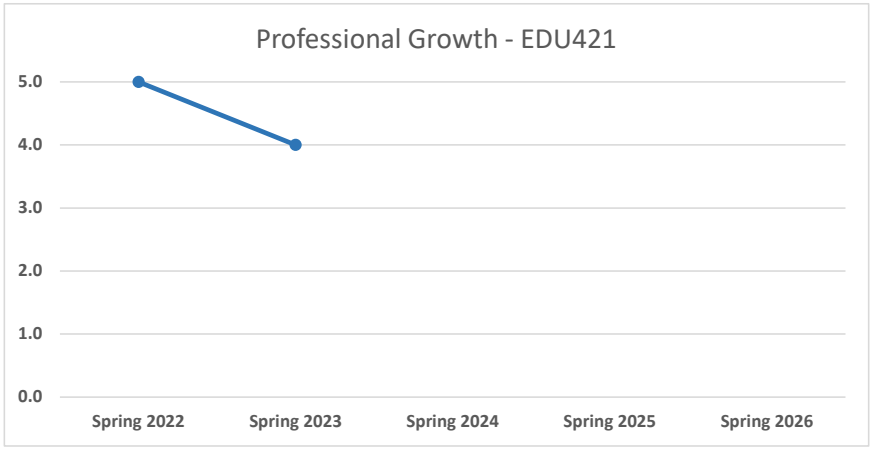
| Recorded in: EDU420 - Teaching Practicum<br>Artifact: Reflective assignment | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Candidates engage in self-reflection to improve teaching methods, strategies, and assessment and take advantage of all learning opportunities to further their personal development as an educator.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 1 | **4.0** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

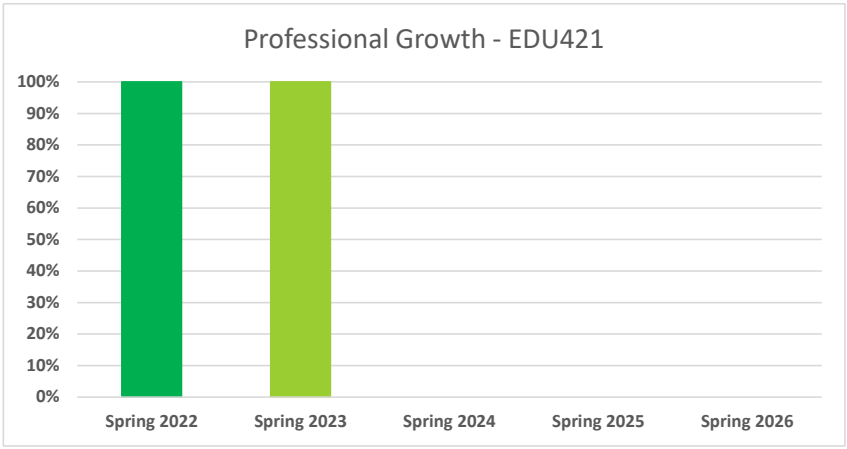


## Learning Goal: Professional Growth - EDU421 (MusB Music Education Program)

| Recorded in: EDU421 - Student Teaching<br>Artifact: Post-observation reflections (4) | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Candidates engage in self-reflection to improve teaching methods, strategies, and assessment and take advantage of all learning opportunities to further their personal development as an educator.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 1 | **5.0** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 3 | 100.0% | 0 | 0.0% | 3 | **4.0** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |



# MM Music Education (Spring 2023)

| | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Learning Goal** | N | % | N | % | N | % | N | % | N | % | N | |
| *Knowledge of Students and Student Learning* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 1 | **4.0** |
| *Knowledge of Content and Instructional Planning* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Instructional Practice** | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 1 | **5.0** |
| *Learning Environment* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 1 | **4.0** |
| *Assessment for Student Learning* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 1 | **5.0** |
| *Professional Responsibilities and Collaboration** | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Professsional Growth* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Research* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |

* The Instructional Practice and Professional Responsibilities and Collaboration learning goals both have multiple artifacts. The score listed here is the combined average score across all artifacts for each listed learning goal. Separate breakdowns for each artifact are provided on the following pages.

## MM Music Education (Spring 2023)



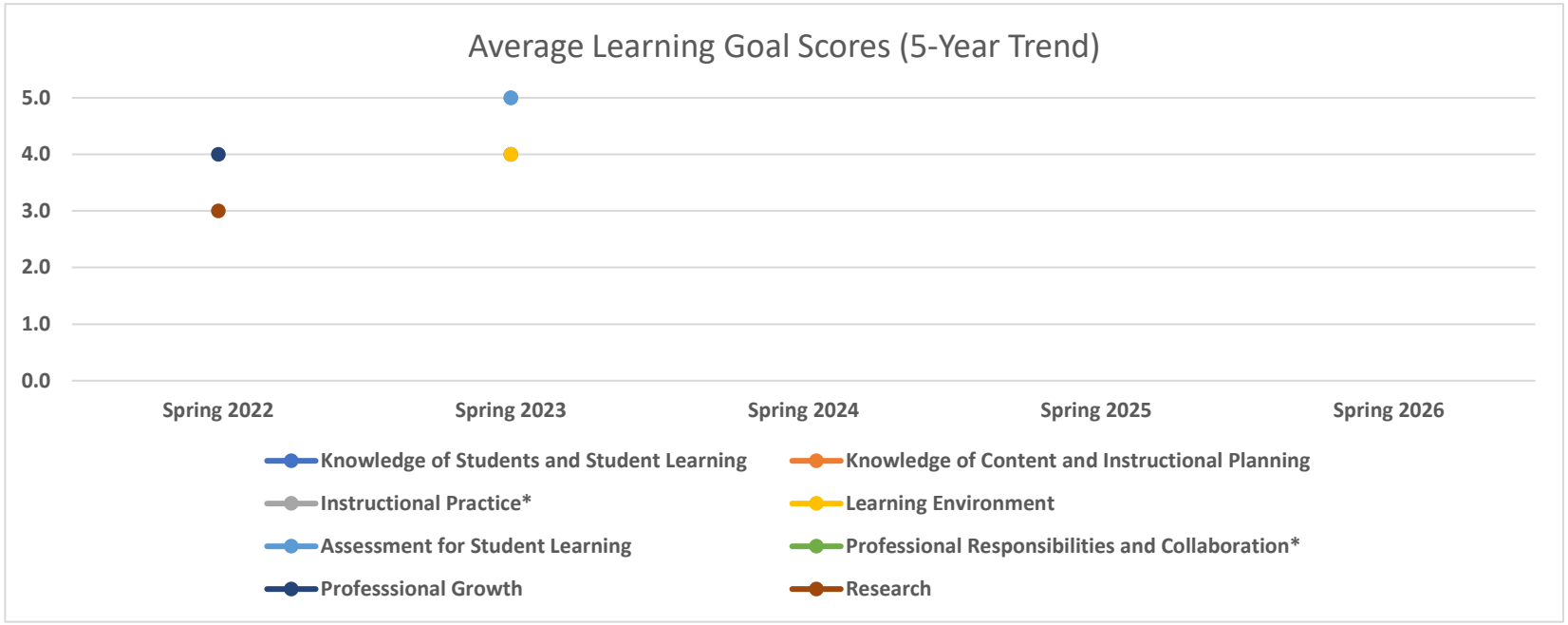

* The Instructional Practice and Professional Responsibilities and Collaboration learning goals both have multiple artifacts. The score listed here is the combined average score across all artifacts for each listed learning goal. Separate breakdowns for each artifact are provided on the following pages.

# MM Music Education (5-Year Trend)

| | Average Score by Semester | | | | |
|---|---|---|---|---|---|
| **Learning Goal** | **Spring 2022** | **Spring 2023** | **Spring 2024** | **Spring 2025** | **Spring 2026** |
| *Knowledge of Students and Student Learning* | | 4.0 | | | |
| *Knowledge of Content and Instructional Planning* | | | | | |
| *Instructional Practice** | | 5.0 | | | |
| *Learning Environment* | | 4.0 | | | |
| *Assessment for Student Learning* | | 5.0 | | | |
| *Professional Responsibilities and Collaboration** | | | | | |
| *Professsional Growth* | 4.0 | | | | |
| *Research* | 3.0 | | | | |

* The Instructional Practice and Professional Responsibilities and Collaboration learning goals both have multiple artifacts. The score listed here is the combined average score across all artifacts for each listed learning goal. Separate breakdowns for each artifact are provided on the following pages.

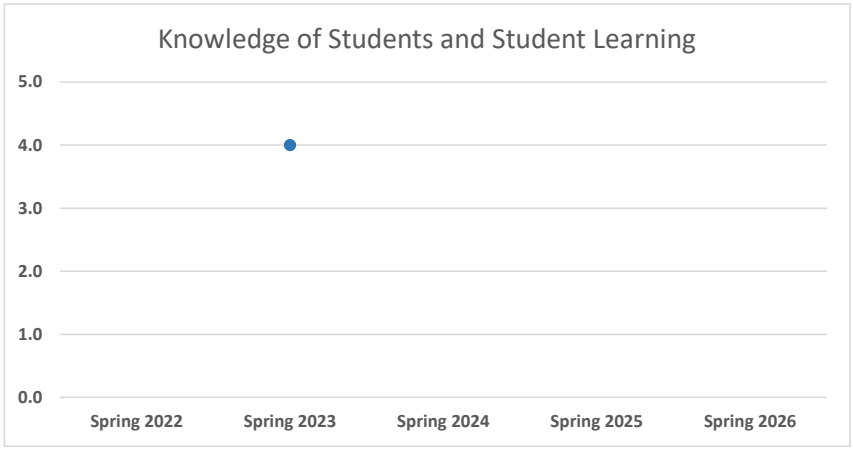
## MM Music Education (5-Year Trend)

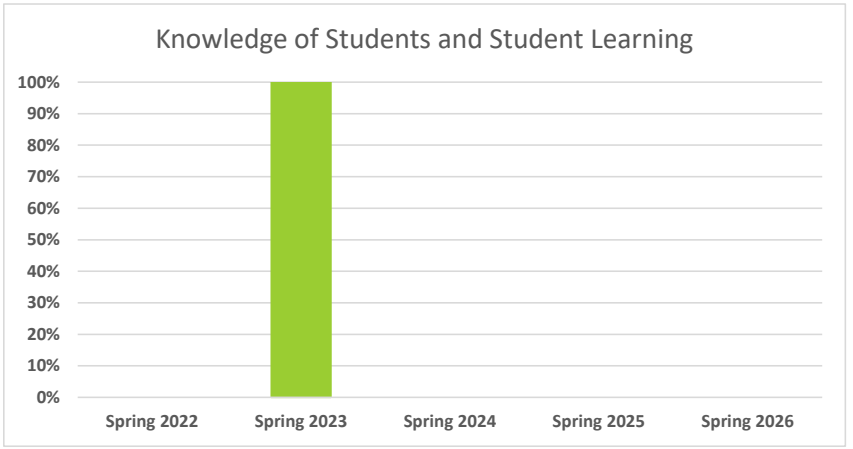



* The Instructional Practice and Professional Responsibilities and Collaboration learning goals both have multiple artifacts. The score listed here is the combined average score across all artifacts for each listed learning goal. Separate breakdowns for each artifact are provided on the following pages.

## Learning Goal: Knowledge of Students and Student Learning (MM Music Education Program)

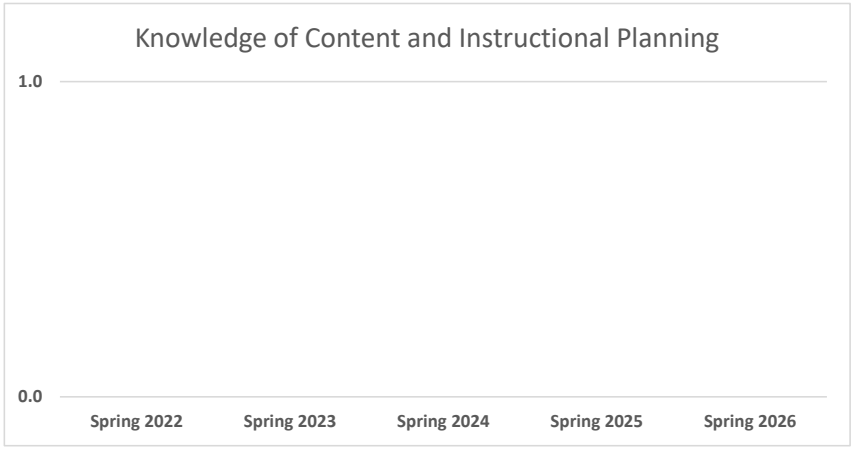
| Recorded in: EDU510 - Music in the Secondary School<br>Artifact: Special Education Paper | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Promote the well-being of all students by understanding cognitive, physical, and social-emotional child development theories as well as principles of learning, motivation, and pedagogy so that they may identify the specific contexts in which their students exist.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 1 | **4.0** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

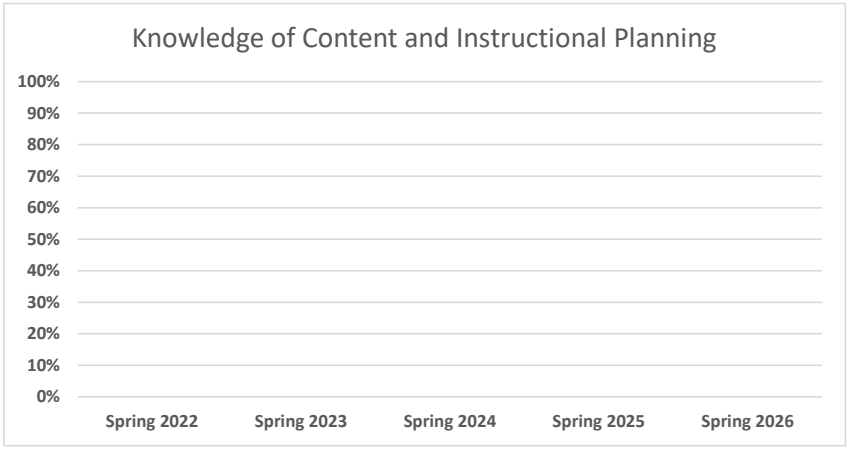


## Learning Goal: Knowledge of Content and Instructional Planning (MM Music Education Program)

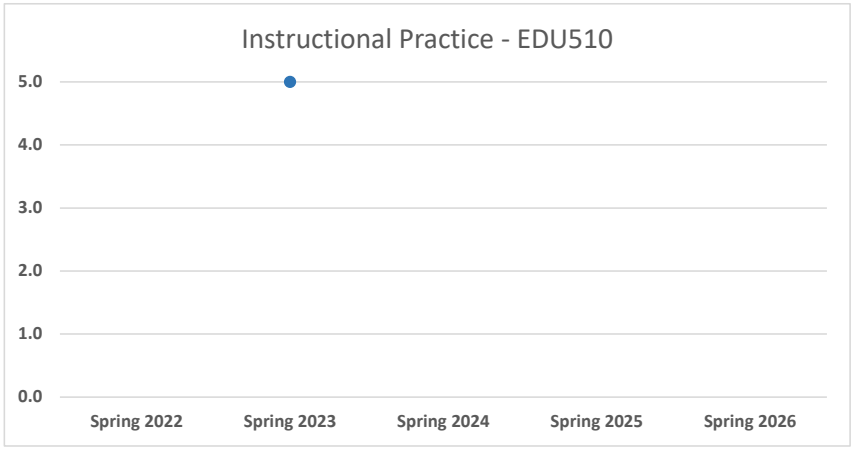
| Recorded in: EDU542 - Music In the Elementary School<br>Artifact: Final Project | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Candidates display an in-depth knowledge of the disciplines they teach and are themselves adept in these subjects, which include the knowledge, skills, and dispositions established for students pursuing a program in Music Education.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

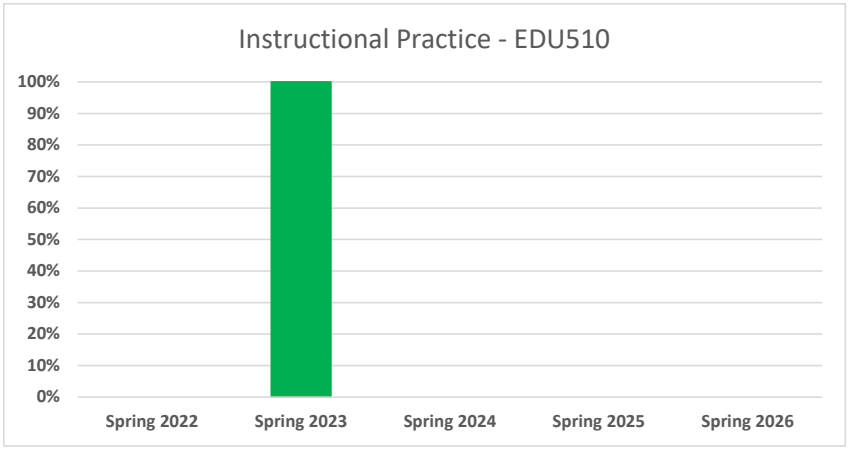


## Learning Goal: Instructional Practice - EDU510 (MM Music Education Program)

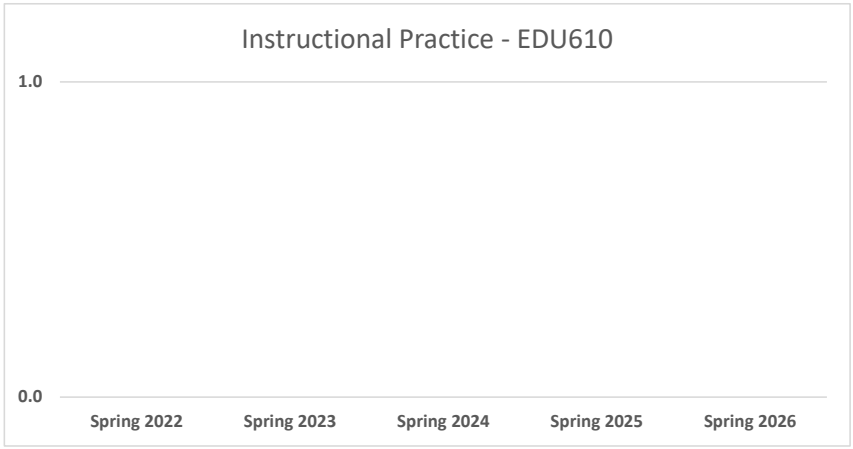
| Recorded in: EDU510 - Music in the Secondary School<br>Artifact: Two lesson plans | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Candidates select, design, and use a variety of appropriate instructional processes and strategies to promote student creativity, imagination, problem-solving, and critical thinking abilities as they relate to major and minor instrumental, general, and choral music, including instrumental and choral conducting.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 1 | **5.0** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

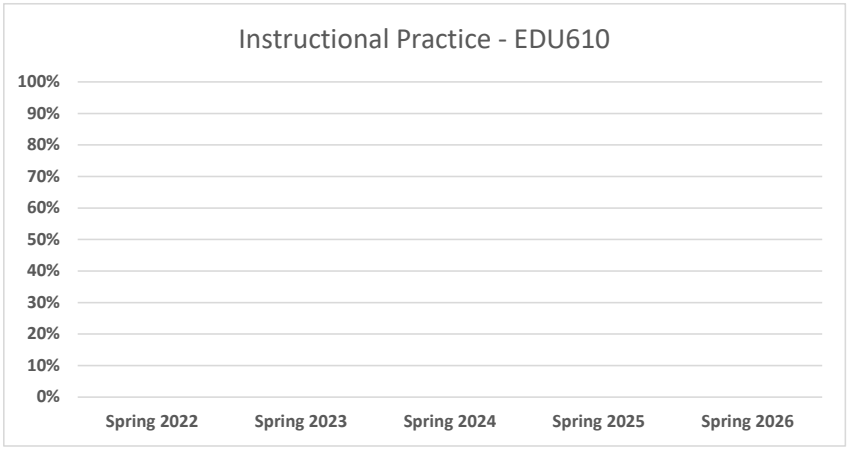


## Learning Goal: Instructional Practice - EDU610 (MM Music Education Program)

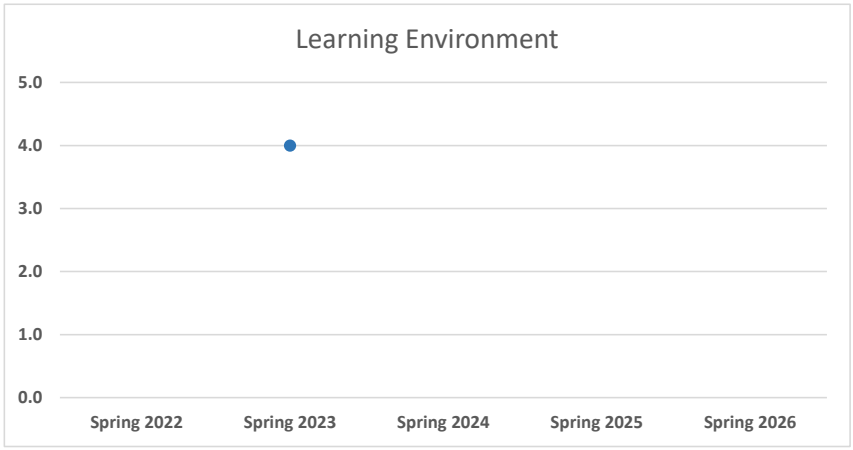
| Recorded in: EDU610 - Music Education Technology<br>Artifact: Mid-term presentation | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Candidates select, design, and use a variety of appropriate instructional processes and strategies to promote student creativity, imagination, problem-solving, and critical thinking abilities as they relate to major and minor instrumental, general, and choral music, including instrumental and choral conducting.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

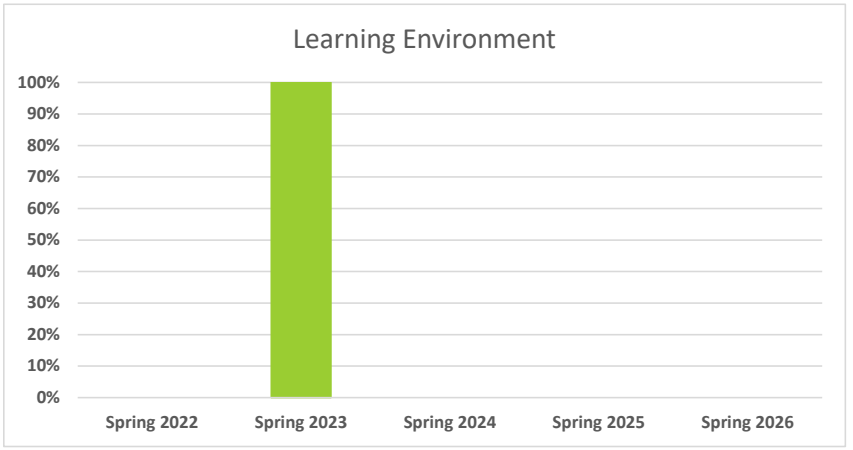


## Learning Goal: Learning Environment (MM Music Education Program)

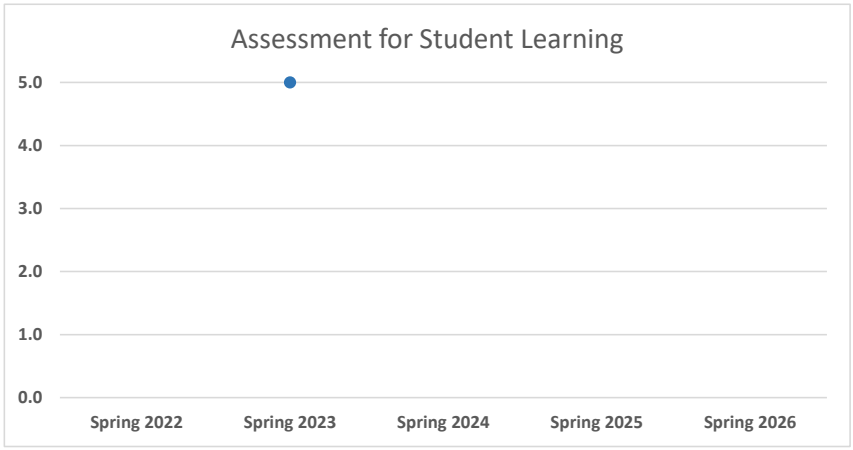
| Recorded in: EDU510 - Music in the Secondary School<br>Artifact: Special Education Paper | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Candidates demonstrate knowledge of and ability to create an equitable learning environment sensitive to the needs and strengths of diverse student learners and have the skills to respond with care, concern, and commitment to all learners.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 1 | **4.0** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

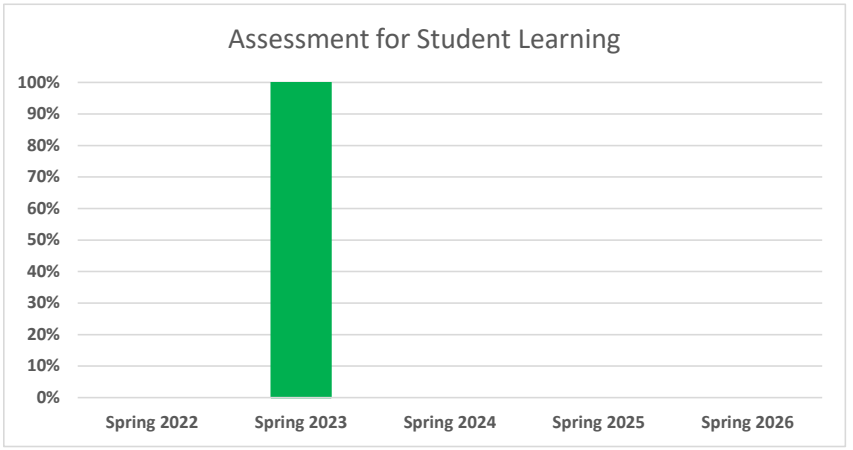


## Learning Goal: Assessment for Student Learning (MM Music Education Program)

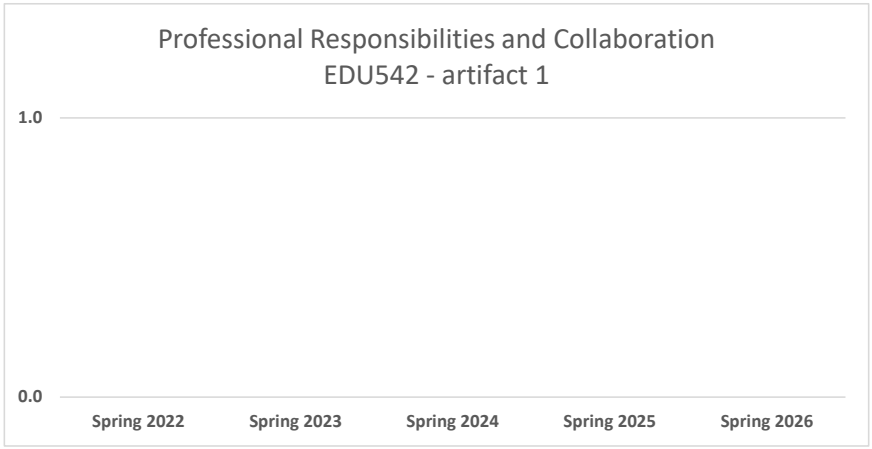
| Recorded in: EDU510 - Music in the Secondary School<br>Artifact: Two lesson plans | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Candidates can create multiple and valid measures to evaluate, assess, and document student learning. Candidates can analyze and interpret assessment data to direct and differentiate instruction.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 1 | **5.0** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

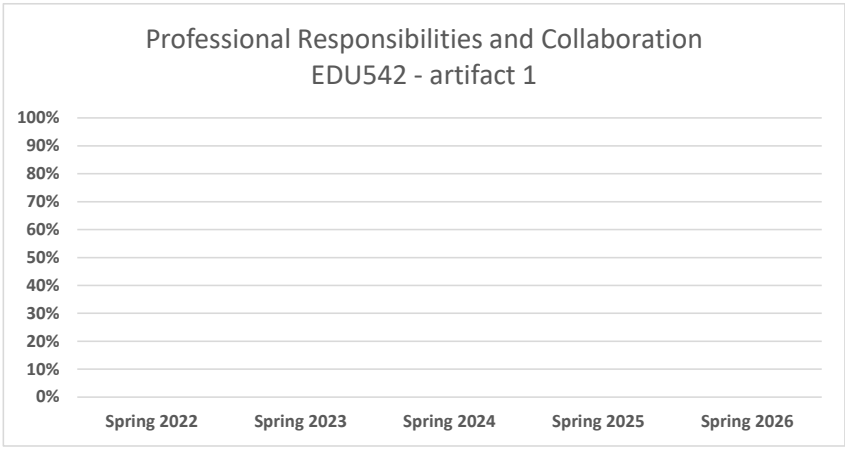


## Learning Goal: Professional Responsibilities and Collaboration - EDU542 artifact 1 (MM Music Education Program)

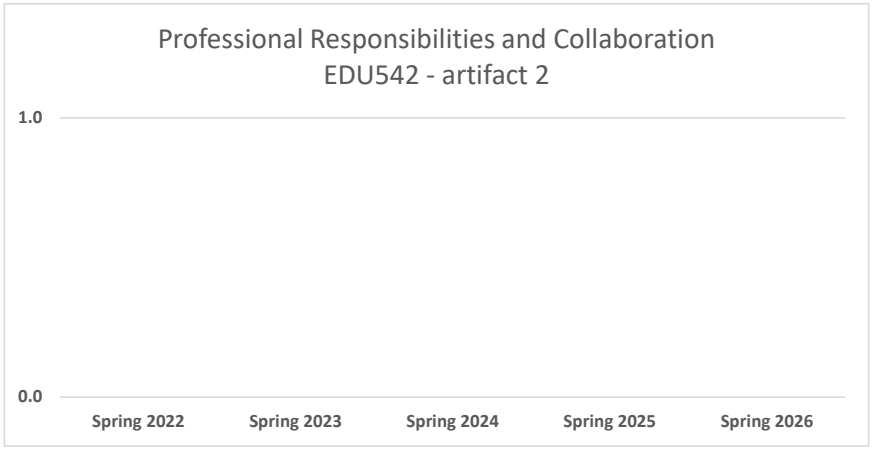
| Recorded in: EDU542 - Music in the Elementary School<br>Artifact: Dispositions Survey returned from current employers | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Candidates practice shared inquiry with colleagues, administrators, parents, and others in the community to foster the well-being of students.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

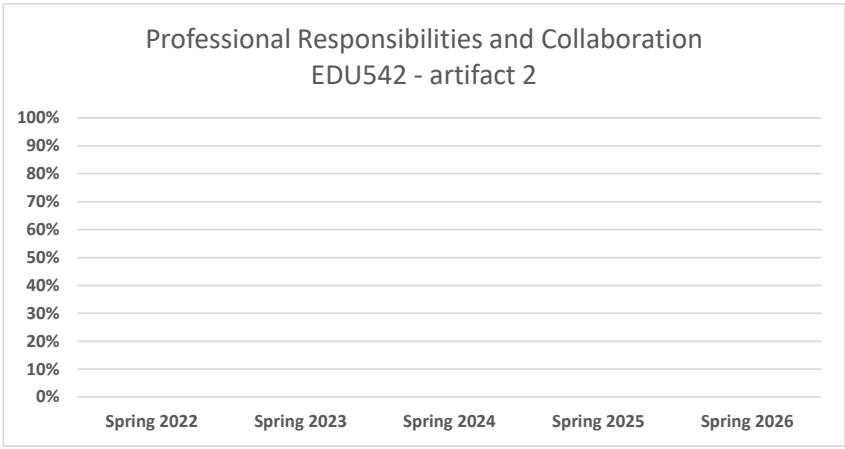


## Learning Goal: Professional Responsibilities and Collaboration - EDU542 artifact 2 (MM Music Education Program)

| Recorded in: EDU542 - Music in the Elementary School<br>Artifact: Interdisciplinary assignment | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Candidates practice shared inquiry with colleagues, administrators, parents, and others in the community to foster the well-being of students.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |



## Learning Goal: Professional Growth (MM Music Education Program)

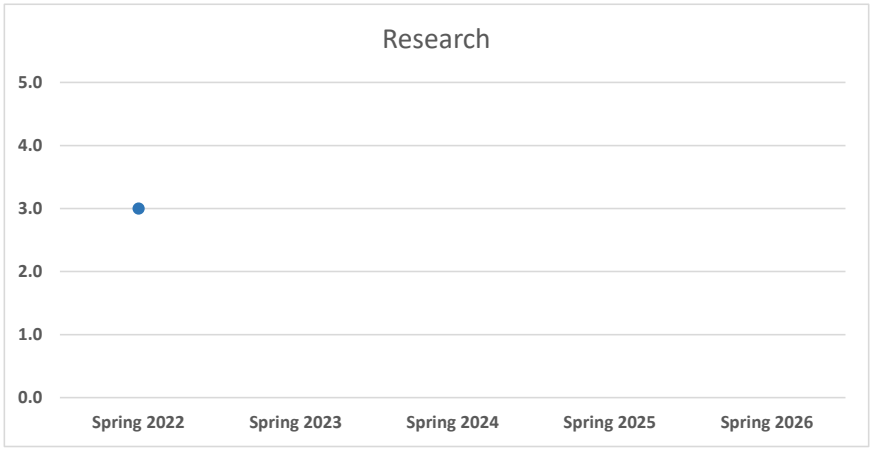
| Recorded in: EDU553 - Project Seminar 2<br>Artifact: Essay / Reflection document | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Candidates engage in self-reflection to improve teaching methods, strategies, and assessment and take advantage of all learning opportunities to further their personal development as an educator.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 1 | **4.0** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

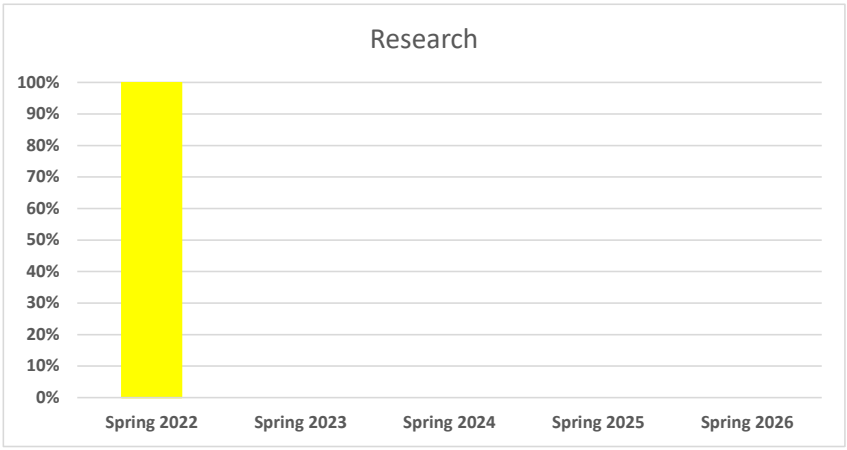





## Learning Goal: Research (MM Music Education Program)

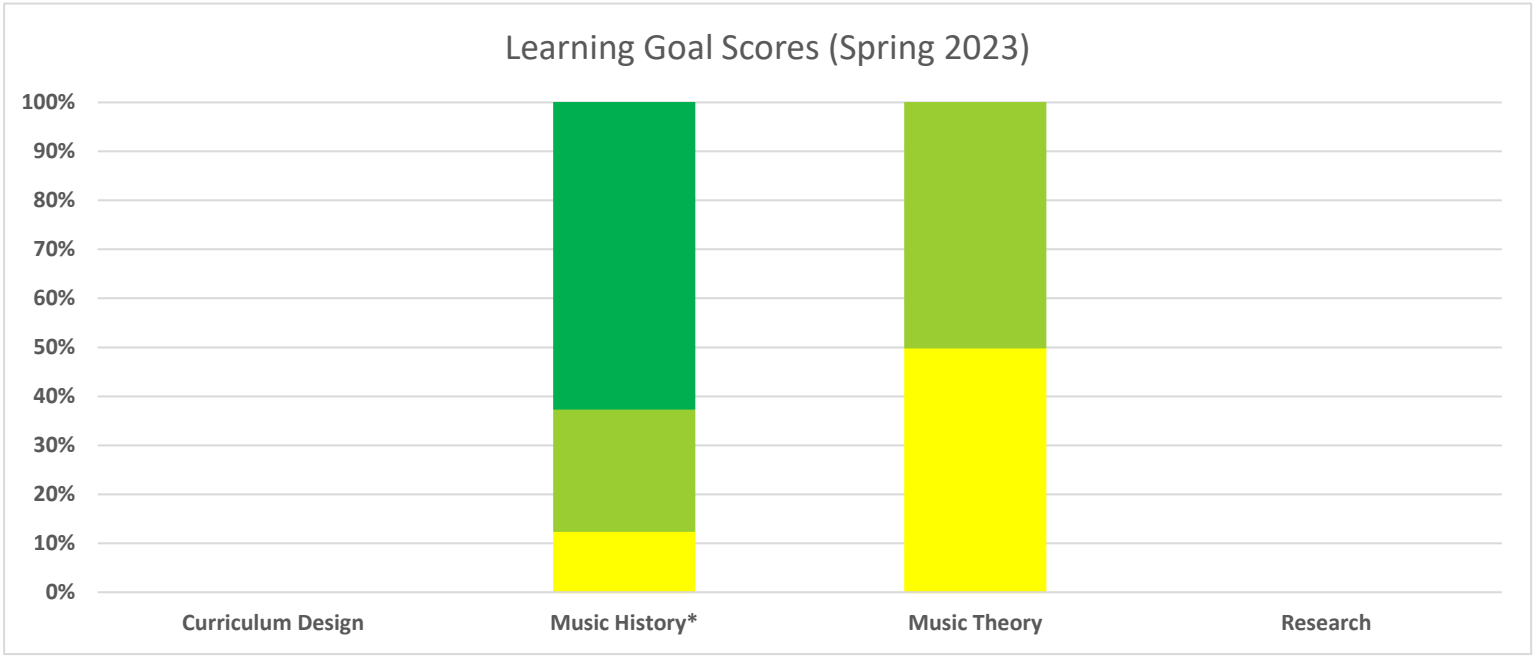
| Recorded in: EDU553 - Project Seminar 2<br>Artifact: Capstone Project / Research Project Thesis | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Demonstrate the ability to prepare a special project by developing an outline, choosing an appropriate methodology and approach for the chosen topic, conducting research, and presenting the research findings in a formal paper with proper documentation of the source material.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 1 | **3.0** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |



# DMA Music Education (Spring 2023)

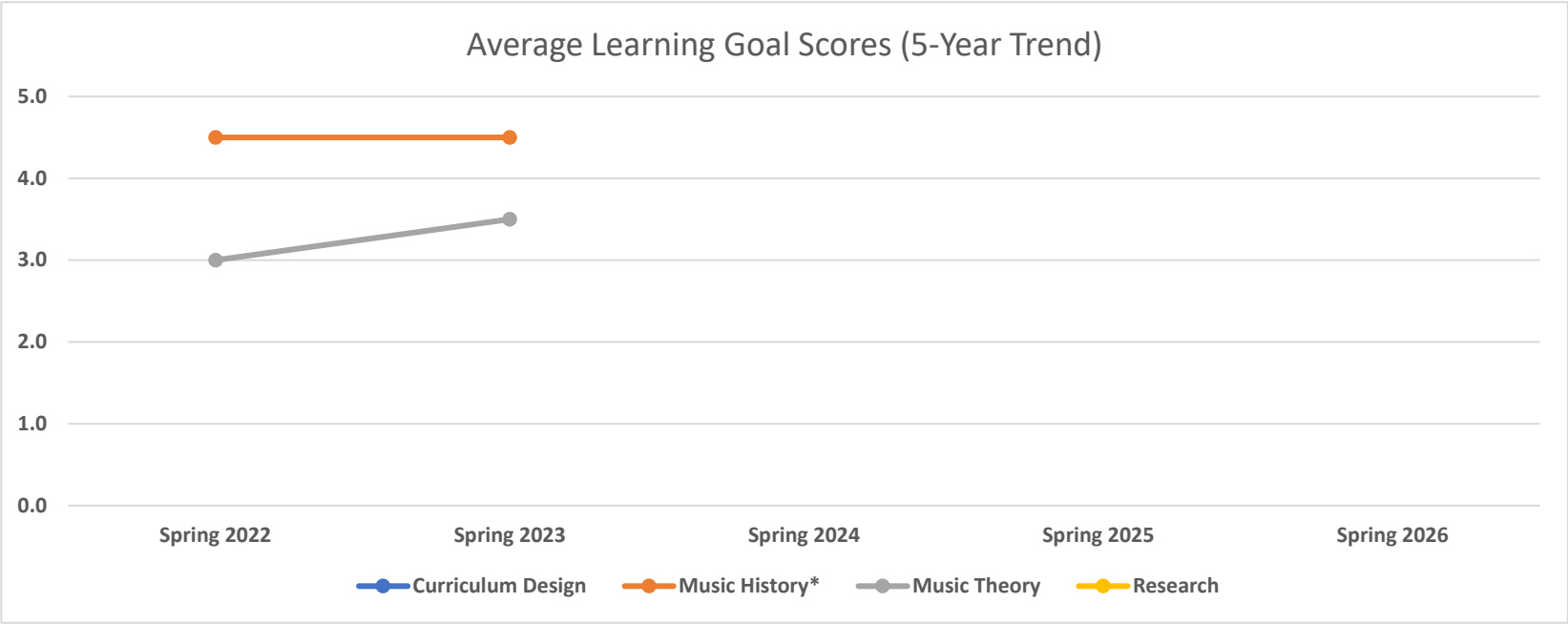
| | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Learning Goal** | N | % | N | % | N | % | N | % | N | % | N | |
| *Curriculum Design* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Music History** | 0 | 0.0% | 0 | 0.0% | 0.5 | 12.5% | 1 | 25.0% | 2.5 | 62.5% | 4 | **4.5** |
| *Music Theory* | 0 | 0.0% | 0 | 0.0% | 1 | 50.0% | 1 | 50.0% | 0 | 0.0% | 2 | **3.5** |
| *Research* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |




* The Music History learning goal measures two portions of the comprehensive exam. The score listed here is the combined average score across both portions of the exam. Separate breakdowns for each portion are provided on the following pages.

# DMA Music Education (5-Year Trend)

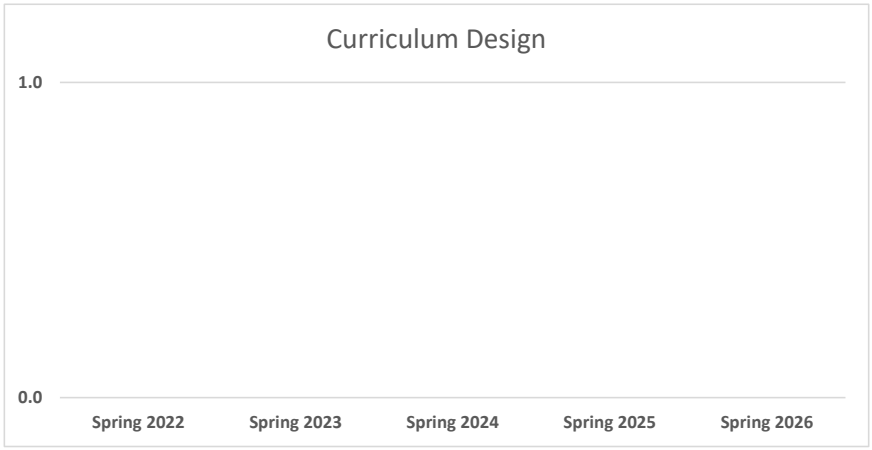
| | Average Score by Semester | | | | |
|---|---|---|---|---|---|
| **Learning Goal** | **Spring 2022** | **Spring 2023** | **Spring 2024** | **Spring 2025** | **Spring 2026** |
| *Curriculum Design* | | | | | |
| *Music History** | 4.5 | 4.5 | | | |
| *Music Theory* | 3.0 | 3.5 | | | |
| *Research* | | | | | |

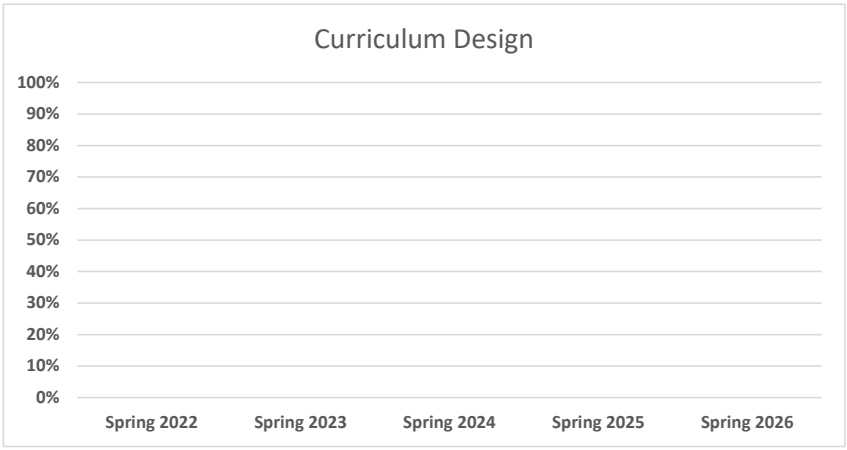



* The Music History learning goal measures two portions of the comprehensive exam. The score listed here is the combined average score across both portions of the exam. Separate breakdowns for each portion are provided on the following pages.

## Learning Goal: Curriculum Design (DMA Music Education Program)

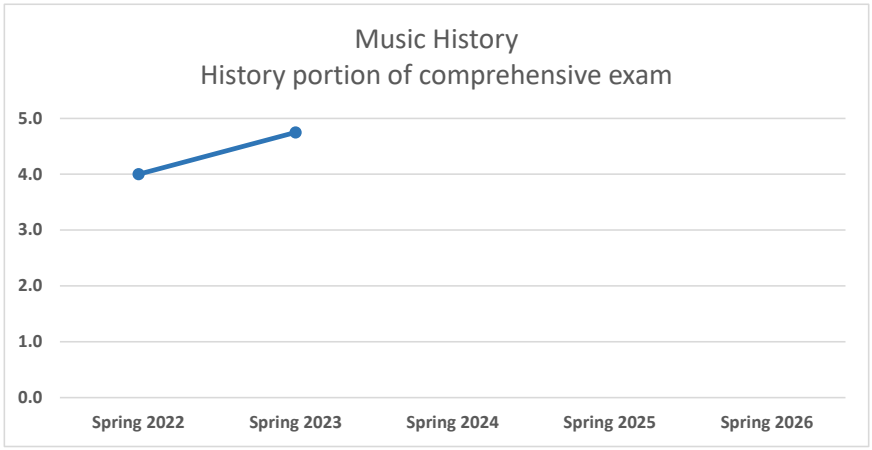
| Recorded in: EDU613 - Music Education Curriculum Design<br>Artifact: Final Project - Develop a Music Curriculum | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Demonstrate the ability to create a Curriculum that could be implemented in a school district, community program, or college.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

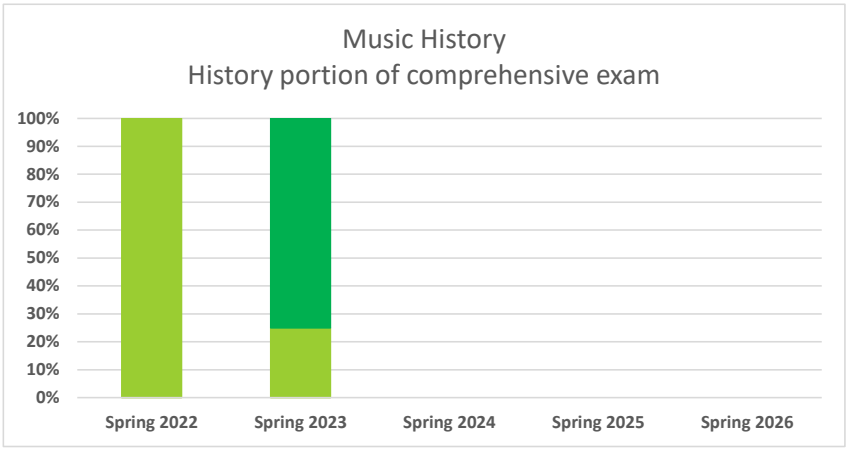


## Learning Goal: Music History - History portion of comprehensive exam (DMA Music Education Program)

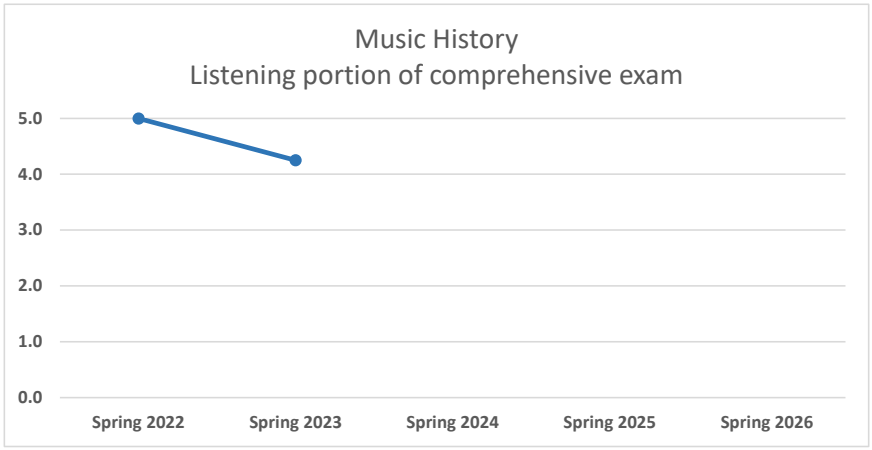
| Recorded in: Comprehensive Exam<br>Artifact: History portion of the Comprehensive Exam | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates the ability to identify and describe 20th and 21st musical styles, with a particular emphasis on jazz/commercial music, including knowledge of influential artists, compositions, trends, and events.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 1 | **4.0** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0.5 | 25.0% | 1.5 | 75.0% | 2 | **4.8** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

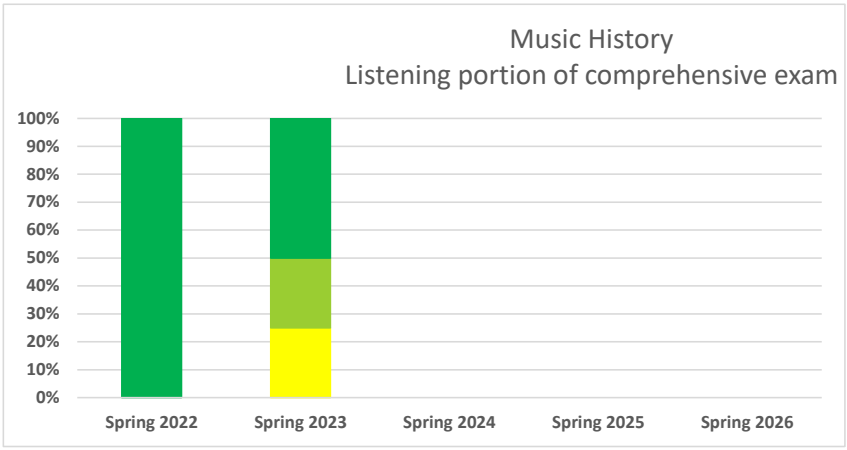


## Learning Goal: Music History - Listening portion of comprehensive exam (DMA Music Education Program)

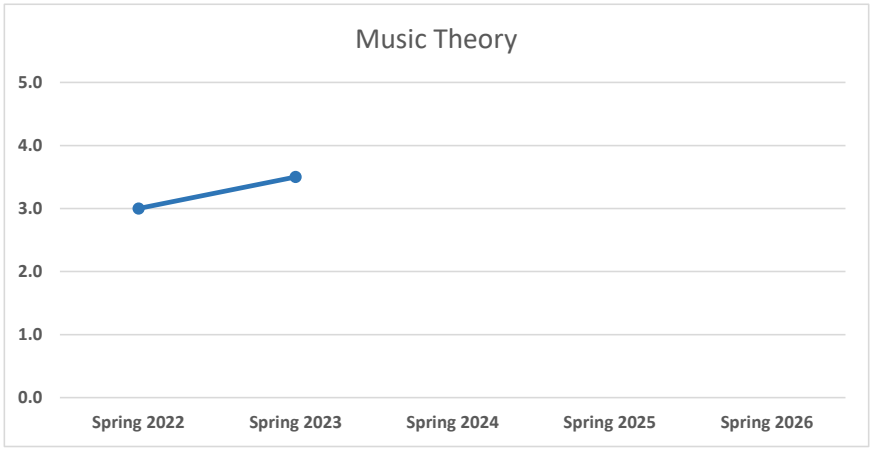
| Recorded in: Comprehensive Exam<br>Artifact: Listening portion of the Comprehensive Exam | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates the ability to identify and describe 20th and 21st musical styles, with a particular emphasis on jazz/commercial music, including knowledge of influential artists, compositions, trends, and events.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 1 | **5.0** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0.5 | 25.0% | 0.5 | 25.0% | 1 | 50.0% | 2 | **4.3** |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

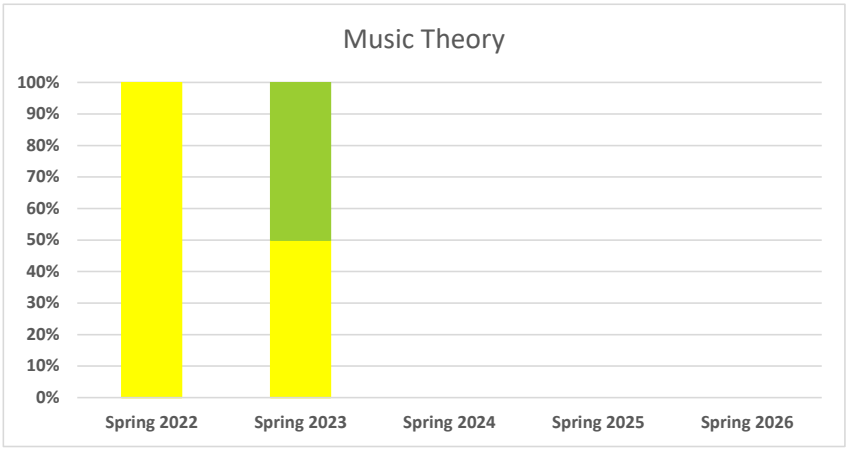


## Learning Goal: Music Theory (DMA Music Education Program)

| Recorded in: Comprehensive Exam<br>Artifact: Music Theory/Analysis portion of the Comprehensive Exam | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Student demonstrates the ability to identify, construct, and apply analytical techniques to music.* | N | % | N | % | N | % | N | % | N | % | N | |
| *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 1 | **3.0** |
| *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 1 | 50.0% | 1 | 50.0% | 0 | 0.0% | 2 | **3.5** |
| *Spring 2024* | | | | | | | | | | | | |
| *Spring 2025* | | | | | | | | | | | | |
| *Spring 2026* | | | | | | | | | | | | |

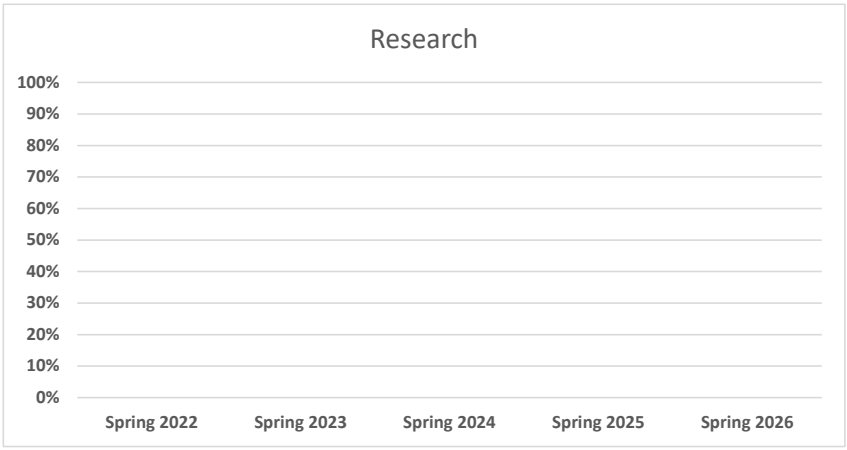


## Learning Goal: Research (DMA Music Education Program)

| Recorded in: Dissertation<br>Artifact: Dissertation | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Prepare, present, and defend a scholarly dissertation that makes an original contribution to the field of knowledge on an aspect of performance.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |



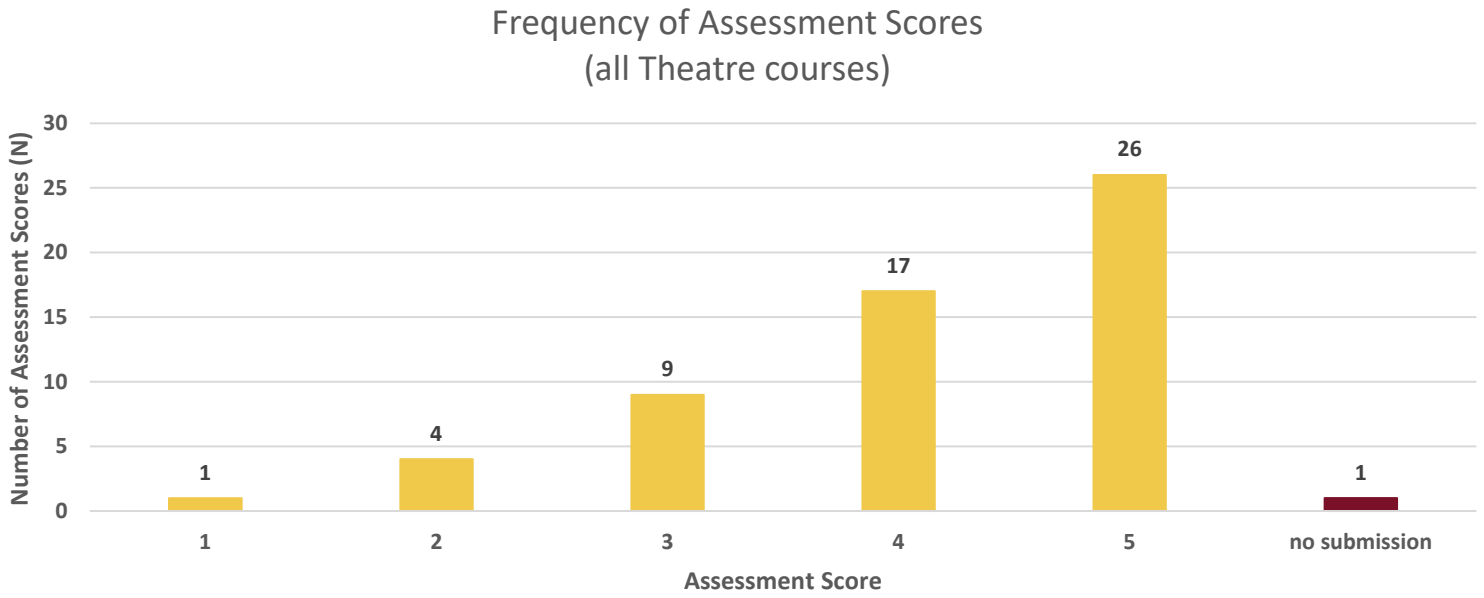



# Theatre Arts

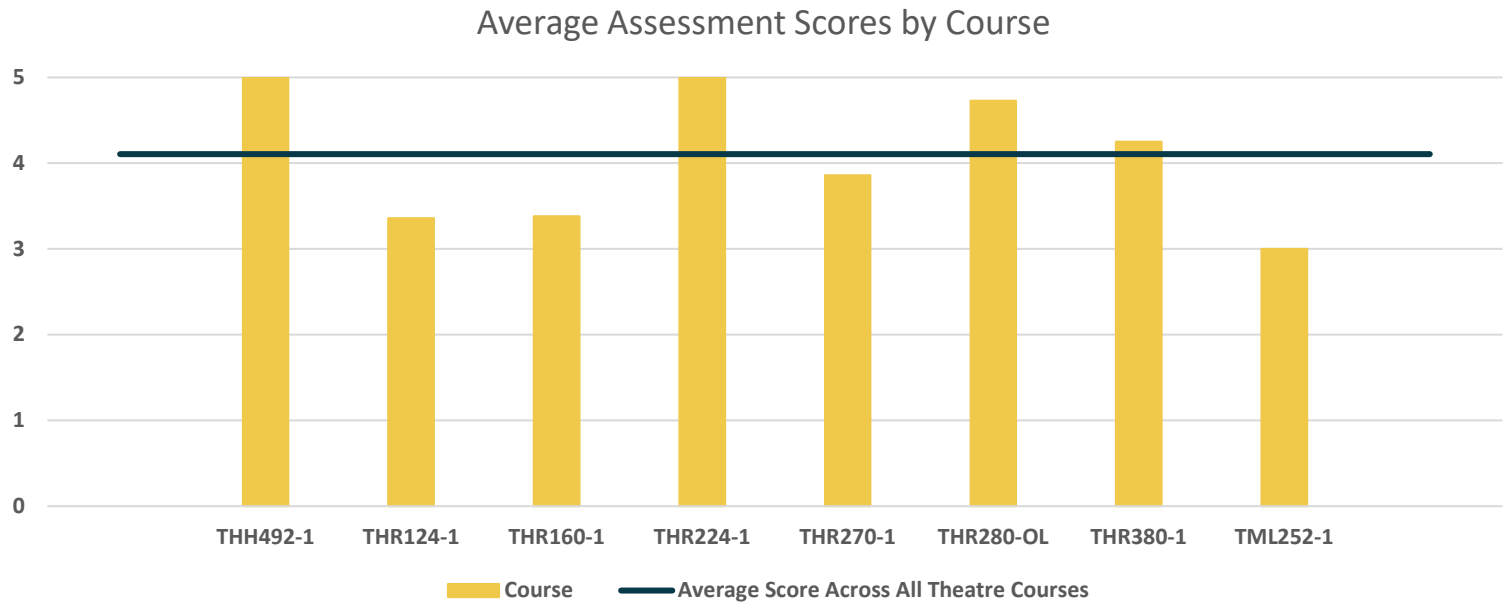
# Artifact Scores by Course

# SPRING 2023 STUDENT LEARNING ASSESSMENT SUMMARY

| FREQUENCY DISTRIBUTION TABLE (assessment scores across all Theatre courses) | |
|---|---|
| **SCORE** | **N** |
| 1 | 1 |
| 2 | 4 |
| 3 | 9 |
| 4 | 17 |
| 5 | 26 |
| no submission | 1 |
| Total | 58 |
| Submissions Scored (Total minus No Submissions) | 57 |
| **AVERAGE SCORE** | **4.11** |



| AVERAGE ASSESSMENT SCORES BY COURSE | |
|---|---|
| **COURSE** | **AVERAGE ASSESSMENT SCORE** |
| THH492-1 | 5.00 |
| THR124-1 | 3.36 |
| THR160-1 | 3.38 |
| THR224-1 | 5.00 |
| THR270-1 | 3.86 |
| THR280-OL | 4.73 |
| THR380-1 | 4.25 |
| TML252-1 | 3.00 |
| **AVERAGE SCORE ACROSS ALL THEATRE COURSES** | **4.11** |



# Artifact Scores by Program and Learning Goal

# BFA Theatre Arts, Core Courses (Spring 2023)

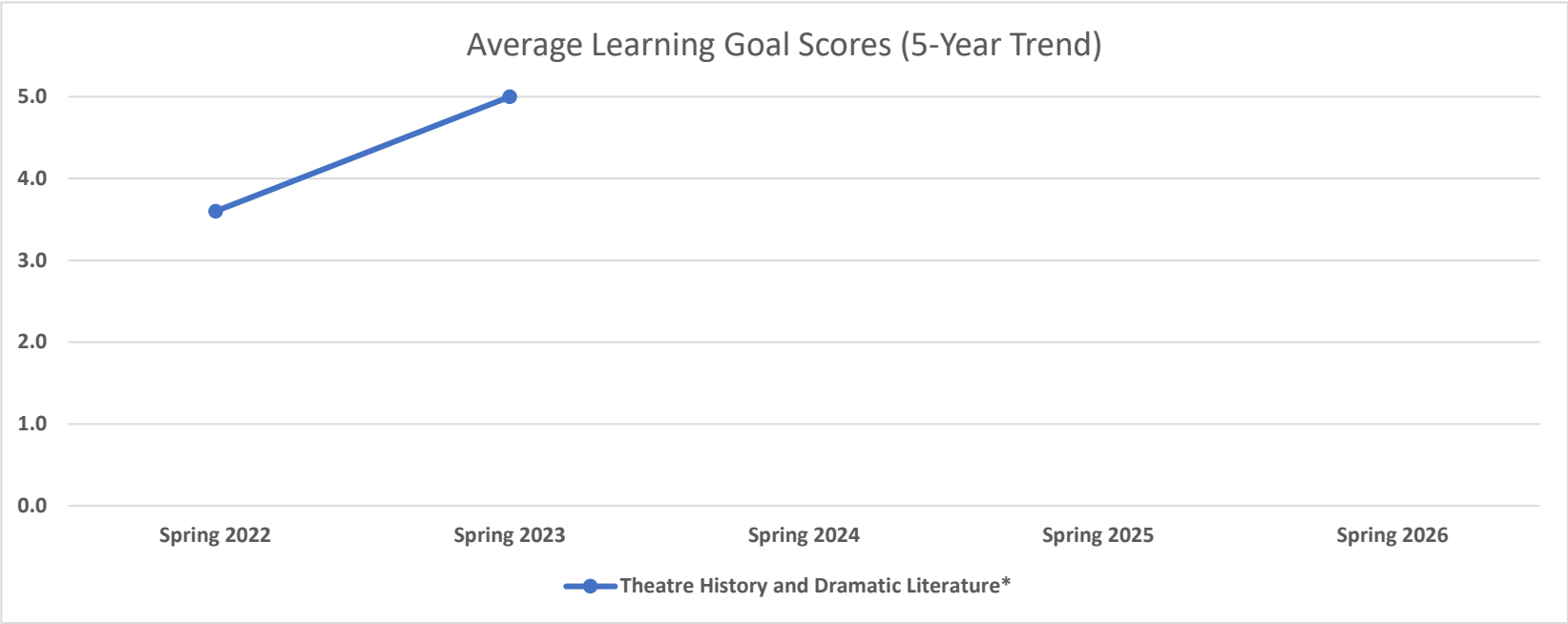
| | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Learning Goal** | N | % | N | % | N | % | N | % | N | % | N | |
| *Theatre History and Dramatic Literature** | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 8 | 100.0% | 8 | **5.0** |




* The Theatre History and Dramatic Literature learning goal can be assessed in multiple courses. The score listed here is the combined average score for all assessed artifacts for the stated learning goal. Separate breakdowns for each artifact are provided on the following pages.

# BFA Theatre Arts, Core Courses (5-Year Trend)

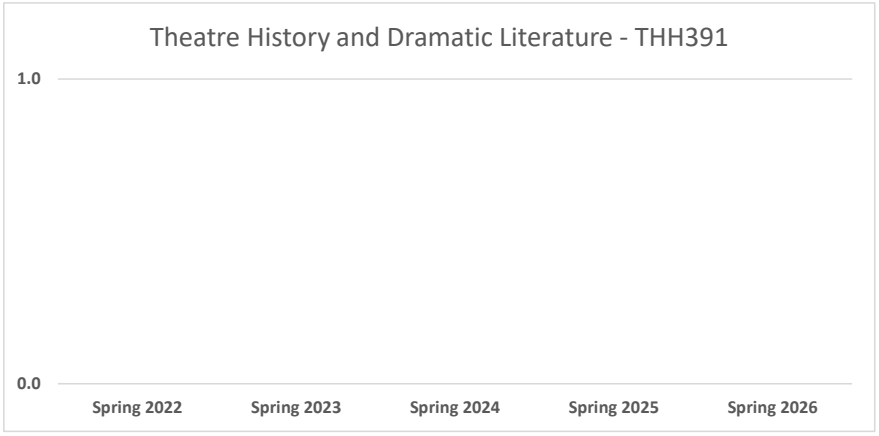
| | Average Score by Semester | | | | |
|---|---|---|---|---|---|
| **Learning Goal** | **Spring 2022** | **Spring 2023** | **Spring 2024** | **Spring 2025** | **Spring 2026** |
| *Theatre History and Dramatic Literature** | 3.6 | 5.0 | | | |

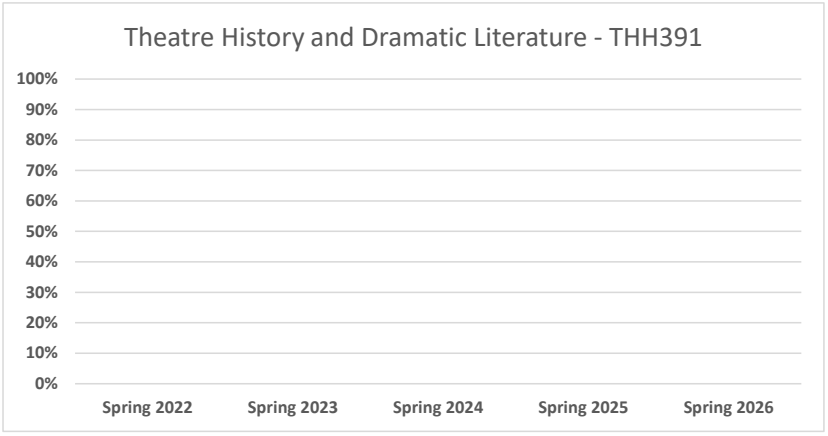



* The Theatre History and Dramatic Literature learning goal can be assessed in multiple courses. The score listed here is the combined average score for all assessed artifacts for the stated learning goal. Separate breakdowns for each artifact are provided on the following pages.

## Learning Goal: Theatre History and Dramatic Literature - THH391 (BFA Theatre Arts Program, Core Courses)

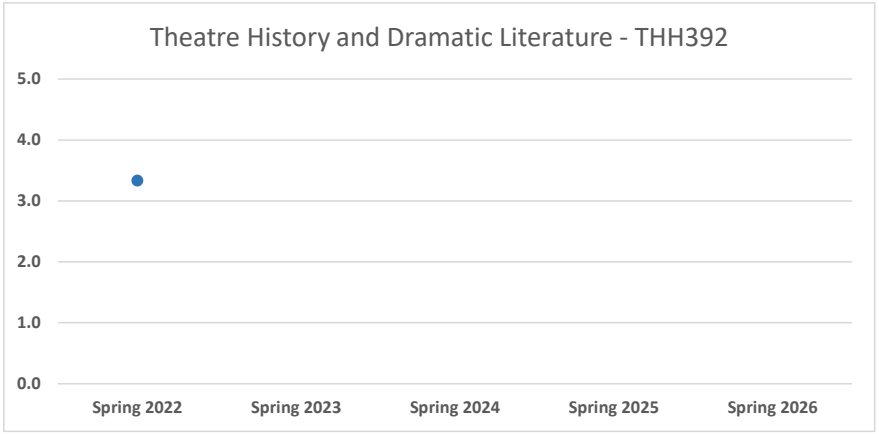
| Recorded in: THH 391 - Theatre History Before 1900<br>Artifact: Feedback in essay writing | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Demonstrate an ability to analyze a dramatic text for conflict characterization, theatricality, social and historical context, and the aims of the playwright.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

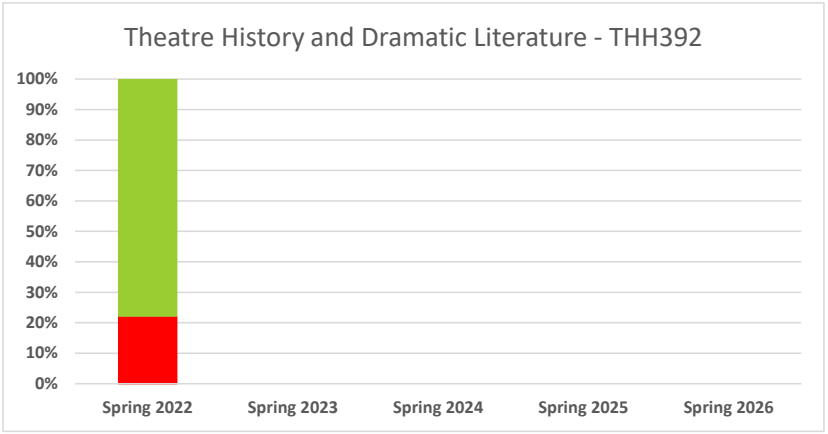


## Learning Goal: Theatre History and Dramatic Literature - THH392 (BFA Theatre Arts Program, Core Courses)

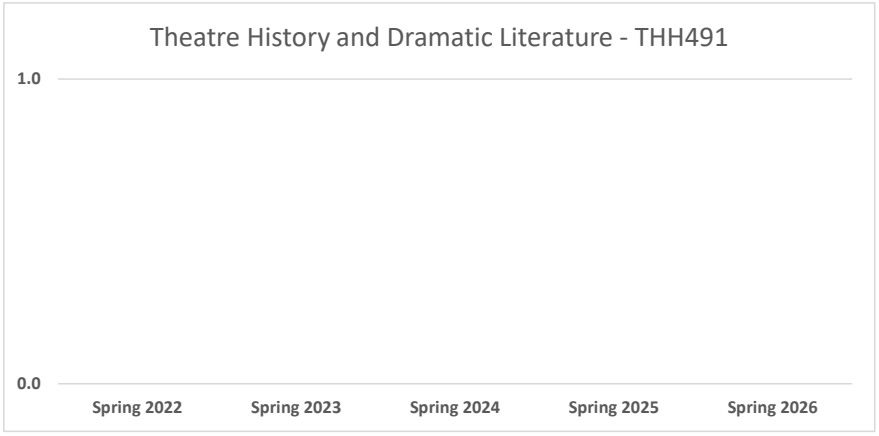
| Recorded in: THH 392 - Theatre History After 1900<br>Artifact: Feedback in essay writing | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Demonstrate an ability to analyze a dramatic text for conflict characterization, theatricality, social and historical context, and the aims of the playwright.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 2 | 22.2% | 0 | 0.0% | 0 | 0.0% | 7 | 77.8% | 0 | 0.0% | 9 | **3.3** |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

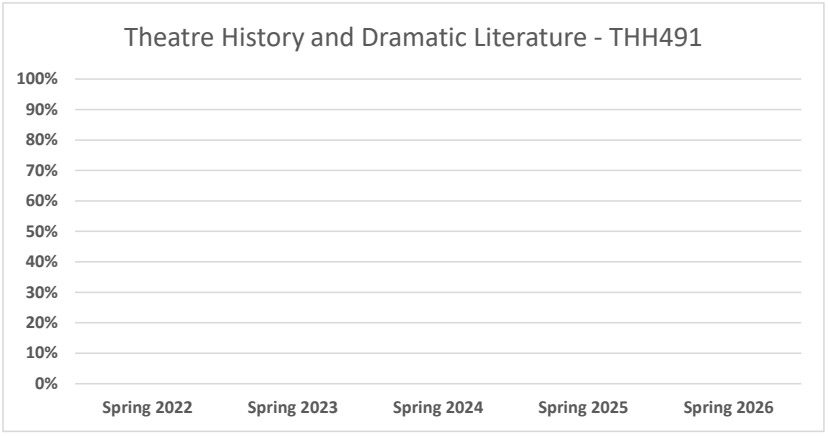


## Learning Goal: Theatre History and Dramatic Literature - THH491 (BFA Theatre Arts Program, Core Courses)

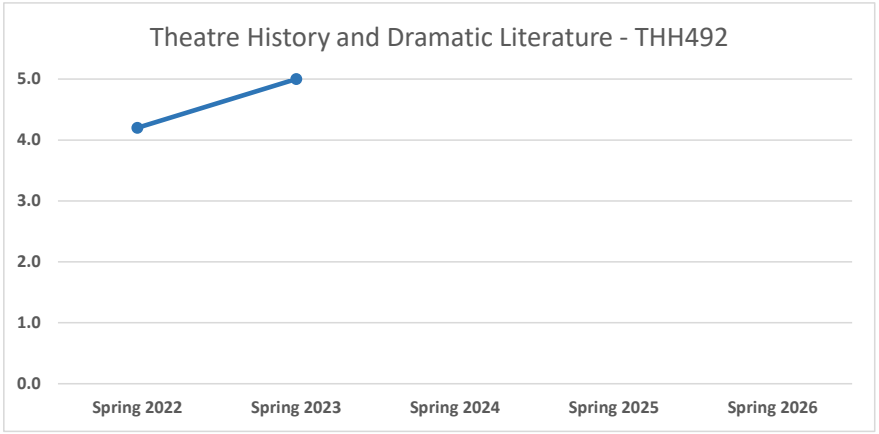
| Recorded in: THH491 - Golden Age of American Musicals<br>Artifact: Feedback in essay writing | | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Demonstrate an ability to analyze a dramatic text for conflict characterization, theatricality, social and historical context, and the aims of the playwright.* | | N | % | N | % | N | % | N | % | N | % | N | |
| | *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| | *Spring 2024* | | | | | | | | | | | | |
| | *Spring 2025* | | | | | | | | | | | | |
| | *Spring 2026* | | | | | | | | | | | | |

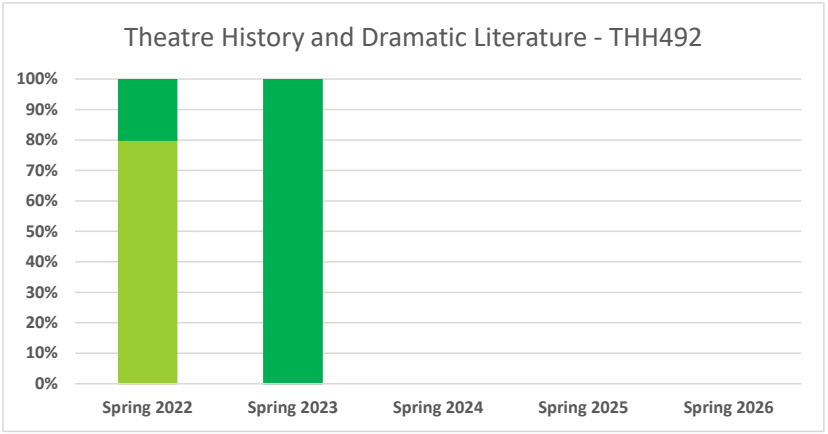


## Learning Goal: Theatre History and Dramatic Literature - THH492 (BFA Theatre Arts Program, Core Courses)

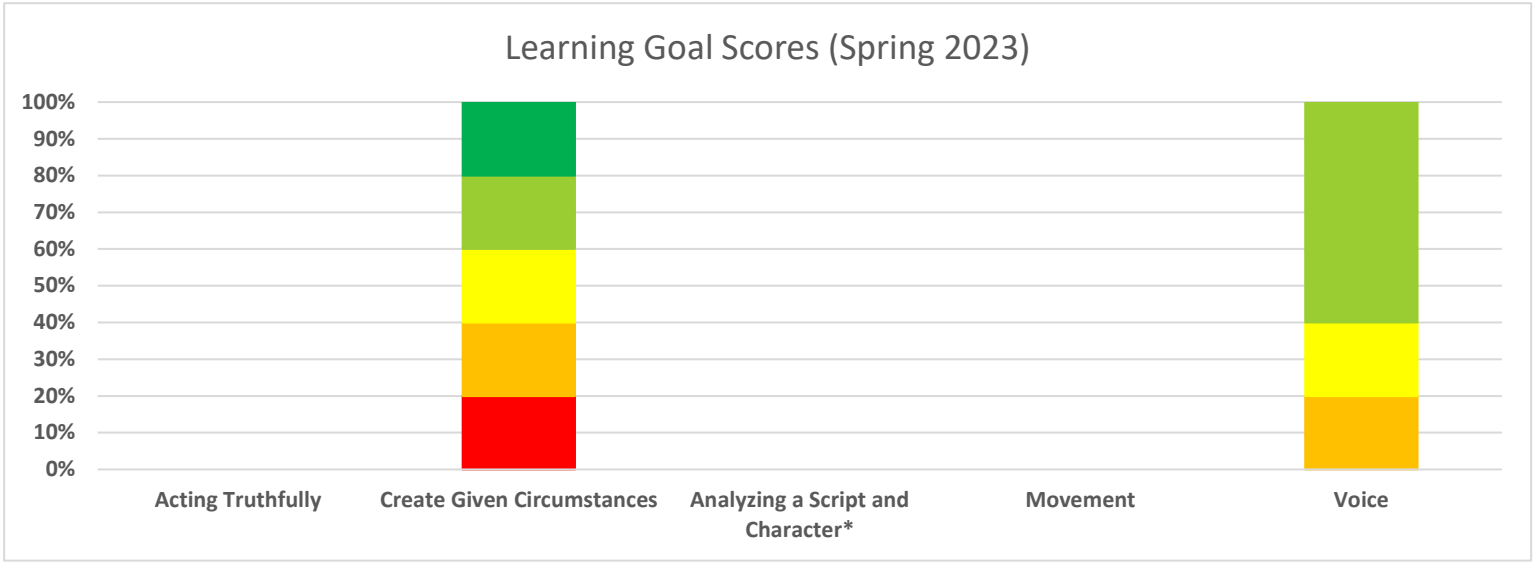
| Recorded in: THH492 - Modern American Musicals<br>Artifact: Feedback in essay writing | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Demonstrate an ability to analyze a dramatic text for conflict characterization, theatricality, social and historical context, and the aims of the playwright.* | N | % | N | % | N | % | N | % | N | % | N | |
| *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 4 | 80.0% | 1 | 20.0% | 5 | **4.2** |
| *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 8 | 100.0% | 8 | **5.0** |
| *Spring 2024* | | | | | | | | | | | | |
| *Spring 2025* | | | | | | | | | | | | |
| *Spring 2026* | | | | | | | | | | | | |



# BFA Theatre Arts, Acting Concentration (Spring 2023)

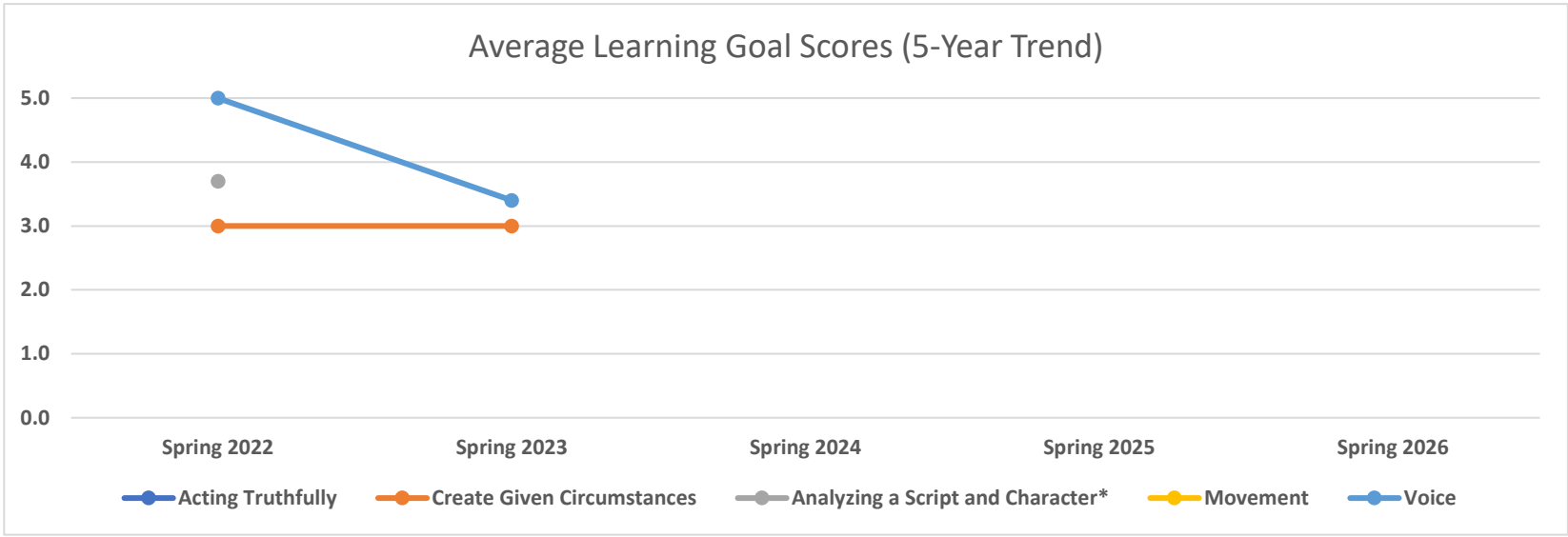
| | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Learning Goal** | N | % | N | % | N | % | N | % | N | % | N | |
| *Acting Truthfully* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Create Given Circumstances* | 1 | 20.0% | 1 | 20.0% | 1 | 20.0% | 1 | 20.0% | 1 | 20.0% | 5 | **3.0** |
| *Analyzing a Script and Character** | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Movement* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Voice* | 0 | 0.0% | 1 | 20.0% | 1 | 20.0% | 3 | 60.0% | 0 | 0.0% | 5 | **3.4** |




* The Analyzing a Script and Character learning goal is assessed in multiple courses. The score listed here is the combined average score for all assessed artifacts for the stated learning goal. Separate breakdowns for each artifact are provided on the following pages.

# BFA Theatre Arts, Acting Concentration (5-Year Trend)

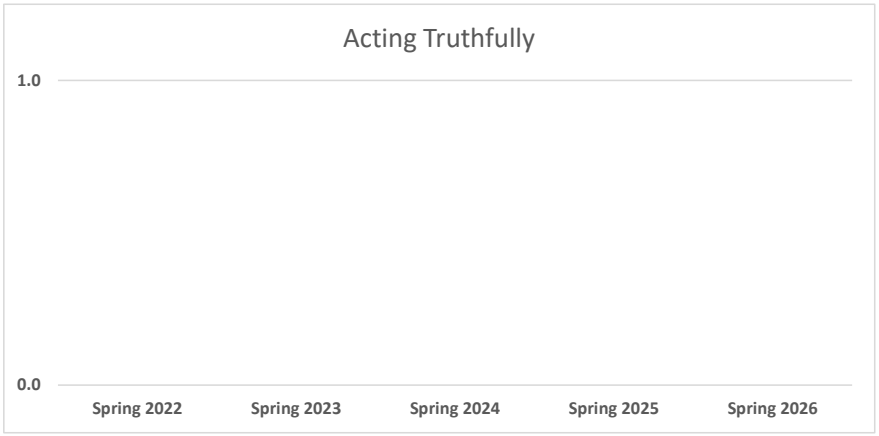
| | Average Score by Semester | | | | |
|---|---|---|---|---|---|
| **Learning Goal** | **Spring 2022** | **Spring 2023** | **Spring 2024** | **Spring 2025** | **Spring 2026** |
| *Acting Truthfully* | | | | | |
| *Create Given Circumstances* | 3.0 | 3.0 | | | |
| *Analyzing a Script and Character** | 3.7 | | | | |
| *Movement* | | | | | |
| *Voice* | 5.0 | 3.4 | | | |

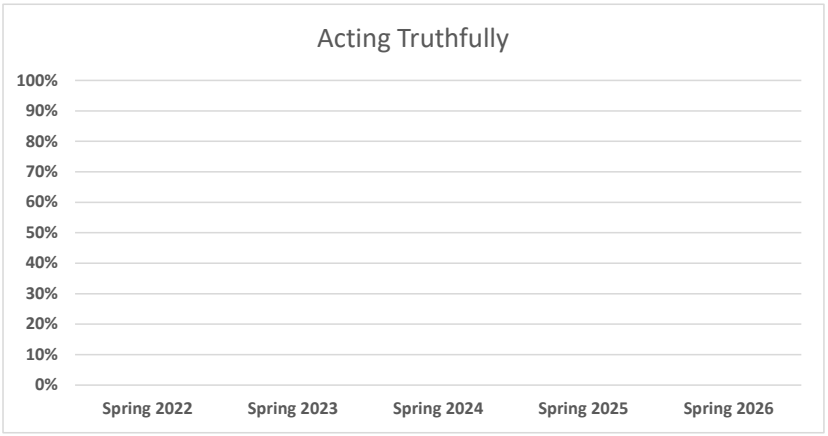



* The Analyzing a Script and Character learning goal is assessed in multiple courses. The score listed here is the combined average score for all assessed artifacts for the stated learning goal. Separate breakdowns for each artifact are provided on the following pages.

## Learning Goal: Acting Truthfully (BFA Theatre Arts Program, Acting Concentration)

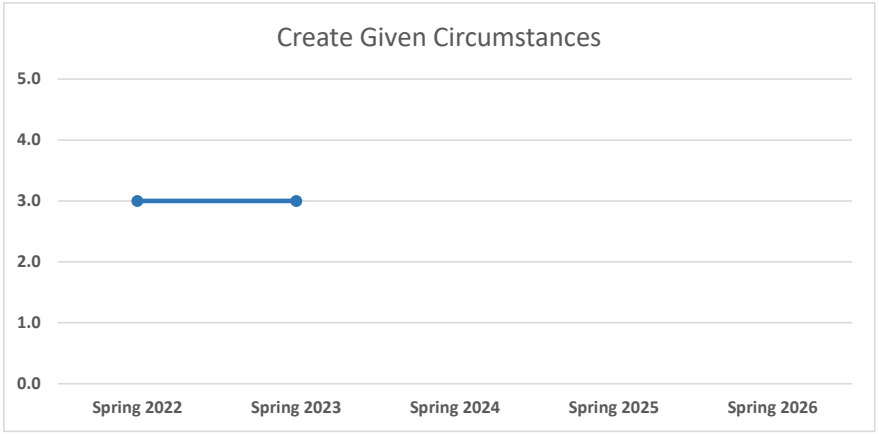
| Recorded in: THR 221 - Acting 3<br>Artifact: Performance Feedback | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Demonstrate the ability to act truthfully and naturally.* | N | % | N | % | N | % | N | % | N | % | N | |
| *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Spring 2024* | | | | | | | | | | | | |
| *Spring 2025* | | | | | | | | | | | | |
| *Spring 2026* | | | | | | | | | | | | |

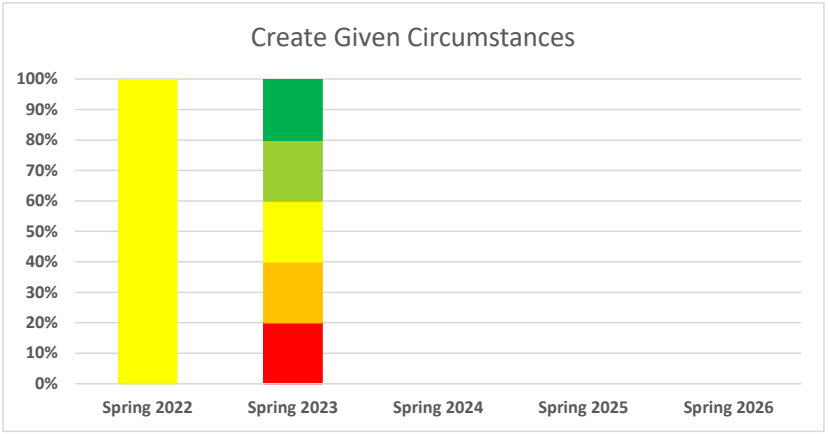


## Learning Goal: Create Given Circumstances (BFA Theatre Arts Program, Acting Concentration)

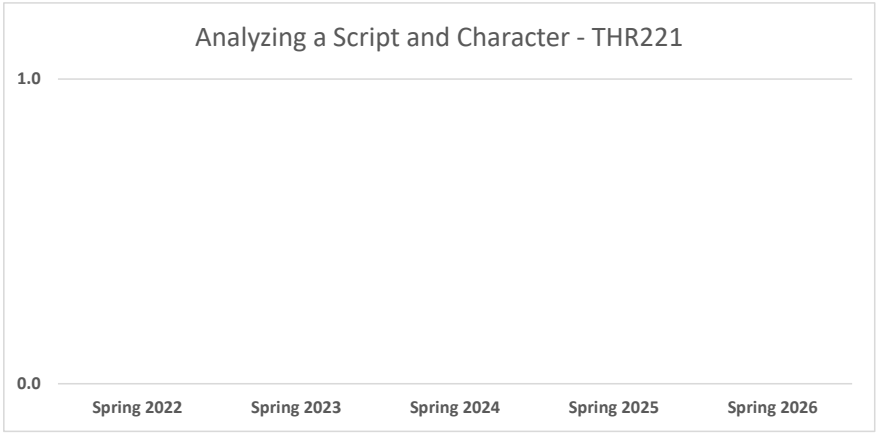
| Recorded in: THR 124 - Acting 2<br>Artifact: Performance Feedback | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Demonstrate the ability to create imaginary circumstances in a natural setting.* | N | % | N | % | N | % | N | % | N | % | N | |
| *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 1 | **3.0** |
| *Spring 2023* | 1 | 20.0% | 1 | 20.0% | 1 | 20.0% | 1 | 20.0% | 1 | 20.0% | 5 | **3.0** |
| *Spring 2024* | | | | | | | | | | | | |
| *Spring 2025* | | | | | | | | | | | | |
| *Spring 2026* | | | | | | | | | | | | |

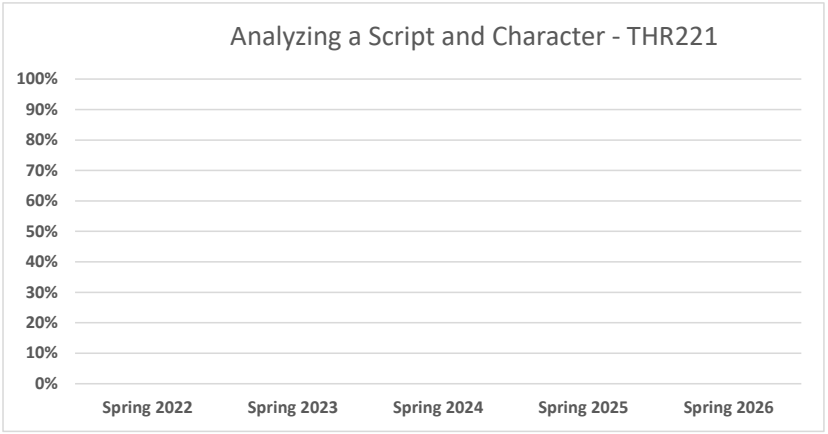


## Learning Goal: Analyzing a Script and Character - THR221 (BFA Theatre Arts Program, Acting Concentration)

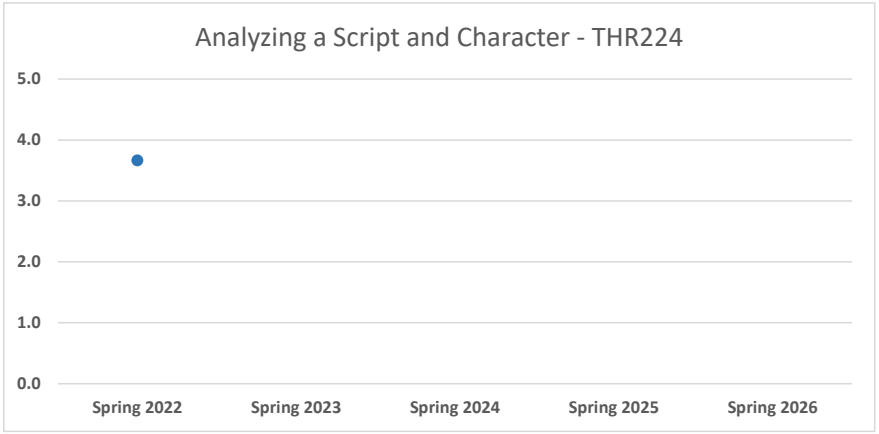
| Recorded in: THR 221 - Acting 3<br>Artifact: Performance Feedback | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Personalize and physicalize the text into real human behavior.* | N | % | N | % | N | % | N | % | N | % | N | |
| *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Spring 2024* | | | | | | | | | | | | |
| *Spring 2025* | | | | | | | | | | | | |
| *Spring 2026* | | | | | | | | | | | | |

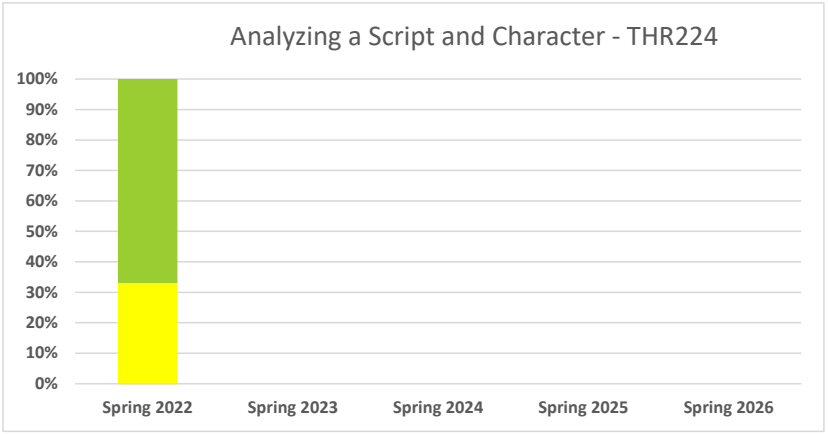


## Learning Goal: Analyzing a Script and Character - THR224 (BFA Theatre Arts Program, Acting Concentration)

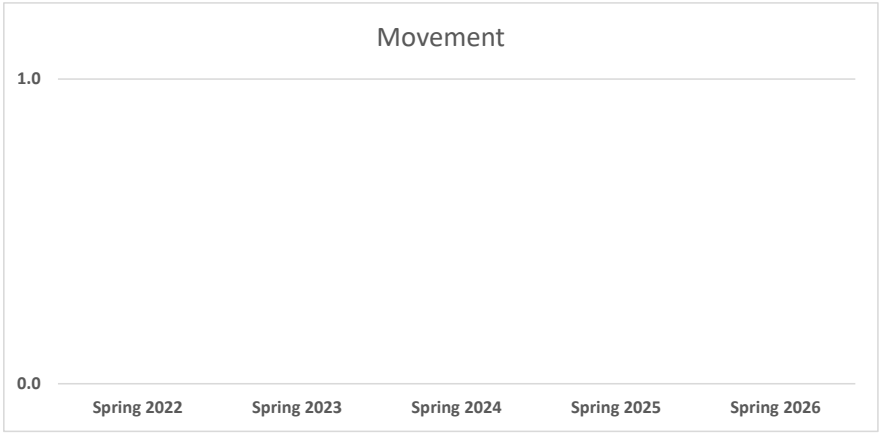
| Recorded in: THR 224 - Acting 4<br>Artifact: Performance Feedback | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Personalize and physicalize the text into real human behavior.* | N | % | N | % | N | % | N | % | N | % | N | |
| *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 1 | 33.3% | 2 | 66.7% | 0 | 0.0% | 3 | **3.7** |
| *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Spring 2024* | | | | | | | | | | | | |
| *Spring 2025* | | | | | | | | | | | | |
| *Spring 2026* | | | | | | | | | | | | |

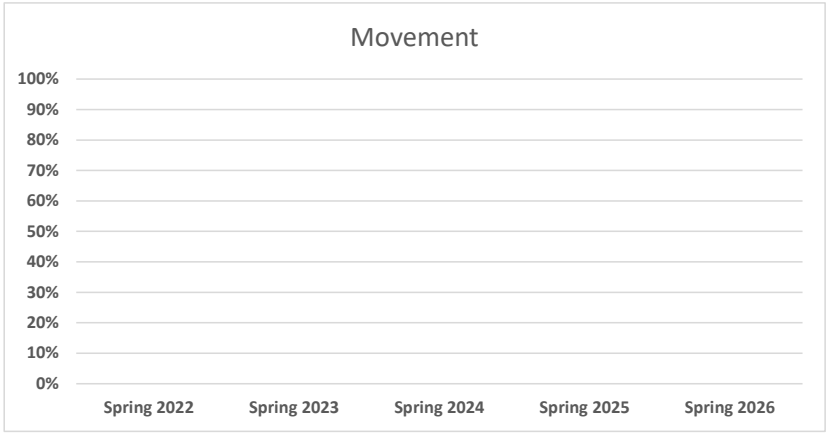


## Learning Goal: Movement (BFA Theatre Arts Program, Acting Concentration)

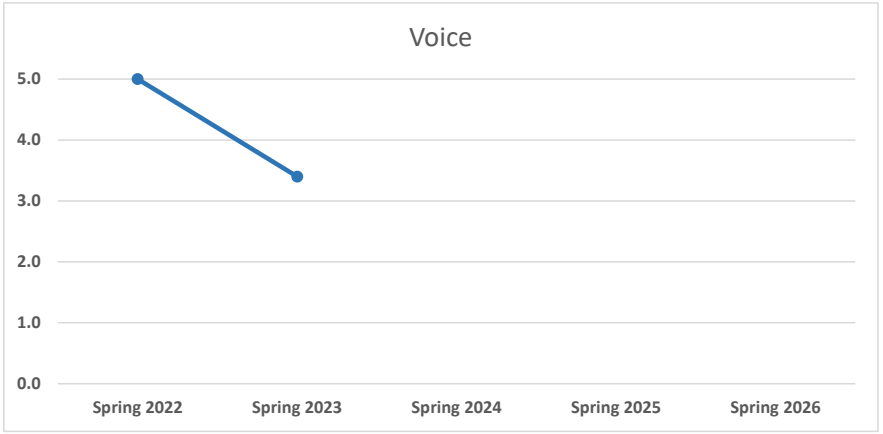
| Recorded in: THR 141 - Movement for Actors<br>Artifact: Performance Feedback | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Demonstrate a flexible, strong, and expressive body.* | N | % | N | % | N | % | N | % | N | % | N | |
| *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Spring 2024* | | | | | | | | | | | | |
| *Spring 2025* | | | | | | | | | | | | |
| *Spring 2026* | | | | | | | | | | | | |

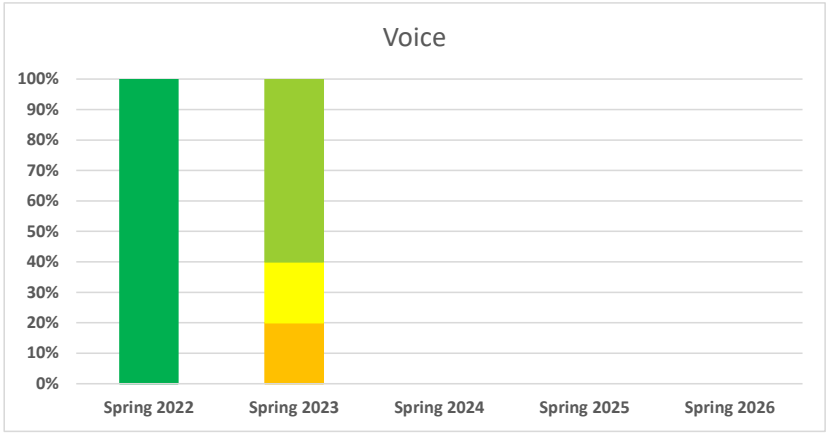


## Learning Goal: Voice (BFA Theatre Arts Program, Acting Concentration)

| Recorded in: THR 160 - Voice and Diction<br>Artifact: Performance Feedback | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Demonstrate a flexible, strong, and expressive voice.* | N | % | N | % | N | % | N | % | N | % | N | |
| *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 2 | 100.0% | 2 | **5.0** |
| *Spring 2023* | 0 | 0.0% | 1 | 20.0% | 1 | 20.0% | 3 | 60.0% | 0 | 0.0% | 5 | **3.4** |
| *Spring 2024* | | | | | | | | | | | | |
| *Spring 2025* | | | | | | | | | | | | |
| *Spring 2026* | | | | | | | | | | | | |



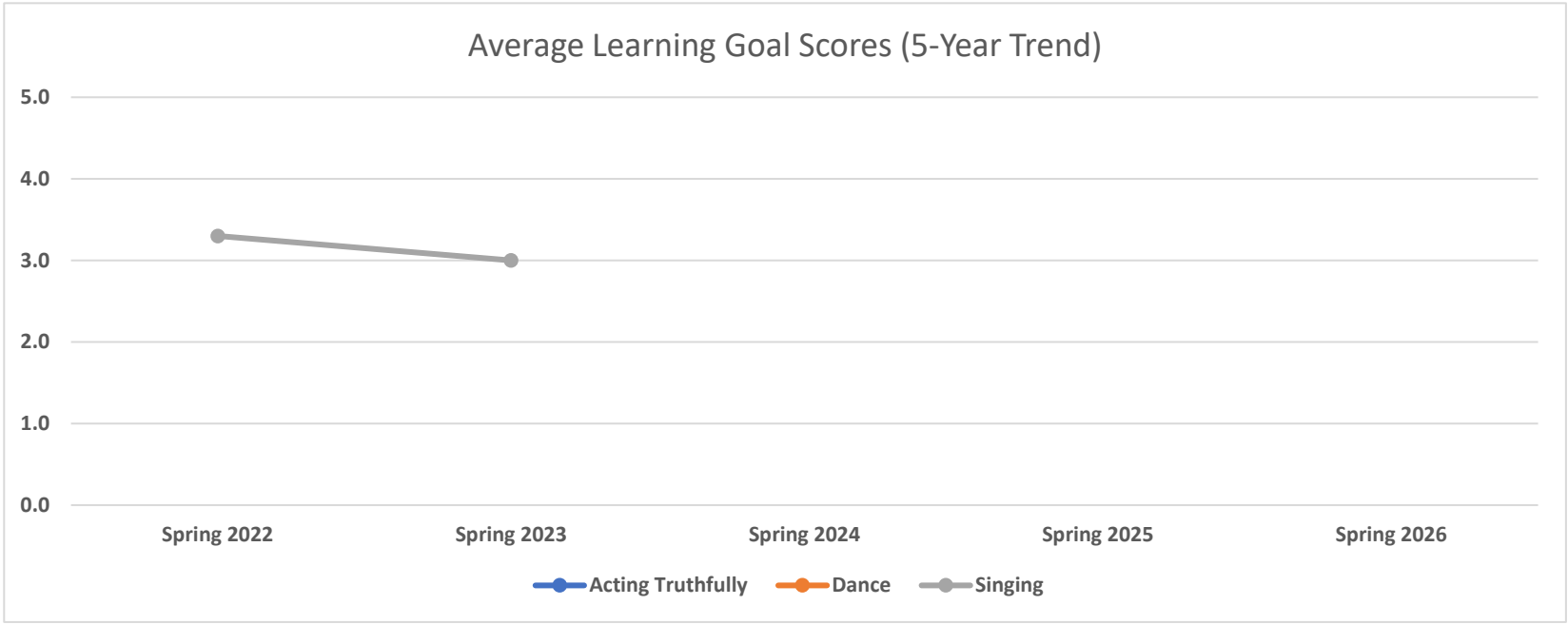
# BFA Theatre Arts, Musical Theatre Concentration (Spring 2023)

| | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Learning Goal** | N | % | N | % | N | % | N | % | N | % | N | |
| *Acting Truthfully* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Dance* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Singing* | 0 | 0.0% | 1 | 33.3% | 1 | 33.3% | 1 | 33.3% | 0 | 0.0% | 3 | **3.0** |



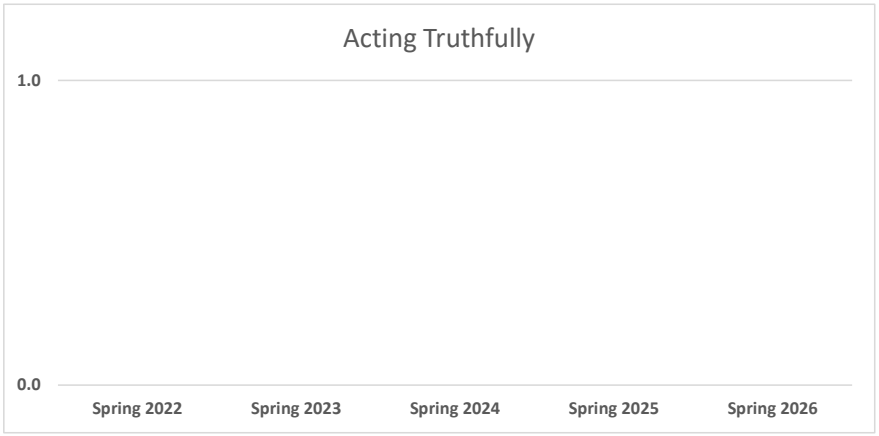
# BFA Theatre Arts, Musical Theatre Concentration (5-Year Trend)

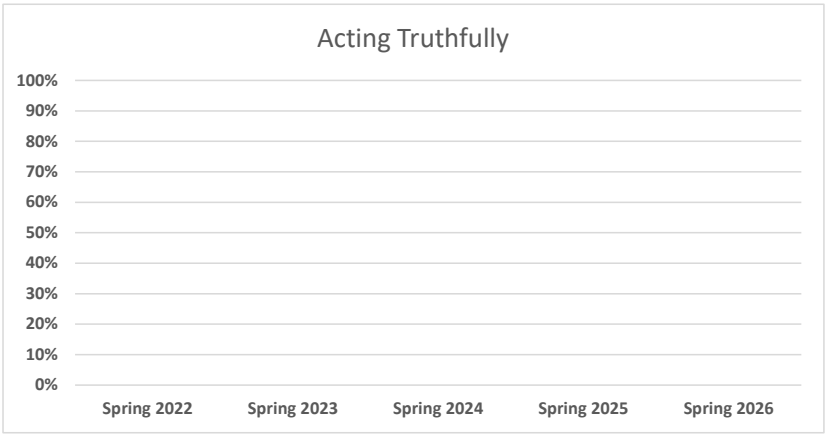
| | Average Score by Semester | | | | |
|---|---|---|---|---|---|
| **Learning Goal** | **Spring 2022** | **Spring 2023** | **Spring 2024** | **Spring 2025** | **Spring 2026** |
| *Acting Truthfully* | | | | | |
| *Dance* | | | | | |
| *Singing* | 3.3 | 3.0 | | | |



## Learning Goal: Acting Truthfully (BFA Theatre Arts Program, Musical Theatre Concentration)

| Recorded in: THR 221 - Acting 3<br>Artifact: Performance Feedback | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Demonstrate the ability to act truthfully and naturally.* | N | % | N | % | N | % | N | % | N | % | N | |
| *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Spring 2024* | | | | | | | | | | | | |
| *Spring 2025* | | | | | | | | | | | | |
| *Spring 2026* | | | | | | | | | | | | |



## Learning Goal: Dance (BFA Theatre Arts Program, Musical Theatre Concentration)

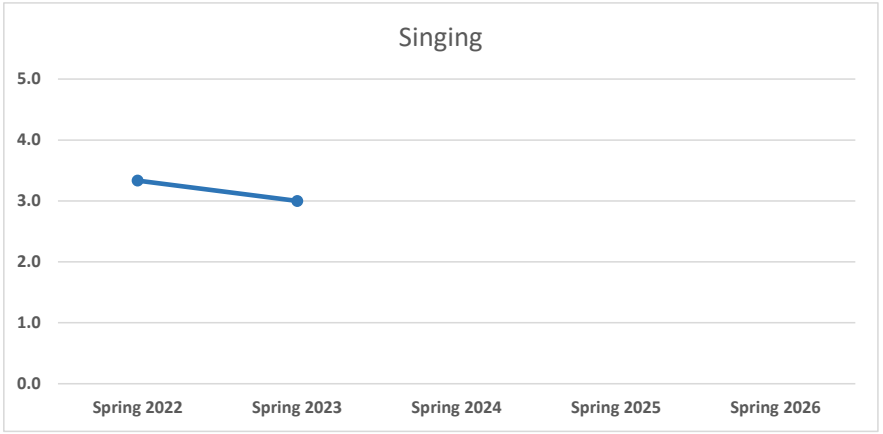
| Recorded in: DAN 334 - Theatrical Dancing<br>Artifact: Performance Feedback | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Execute a sequence of dance movement from various styles of theatrical dance.* | N | % | N | % | N | % | N | % | N | % | N | |
| *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Spring 2024* | | | | | | | | | | | | |
| *Spring 2025* | | | | | | | | | | | | |
| *Spring 2026* | | | | | | | | | | | | |

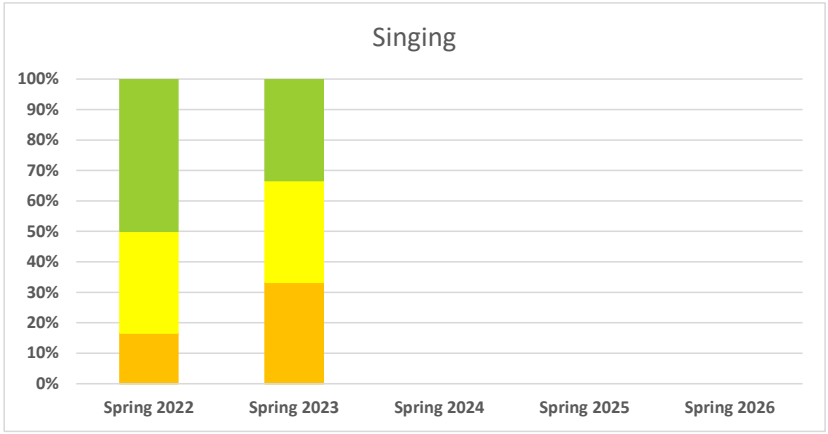





## Learning Goal: Singing (BFA Theatre Arts Program, Musical Theatre Concentration)

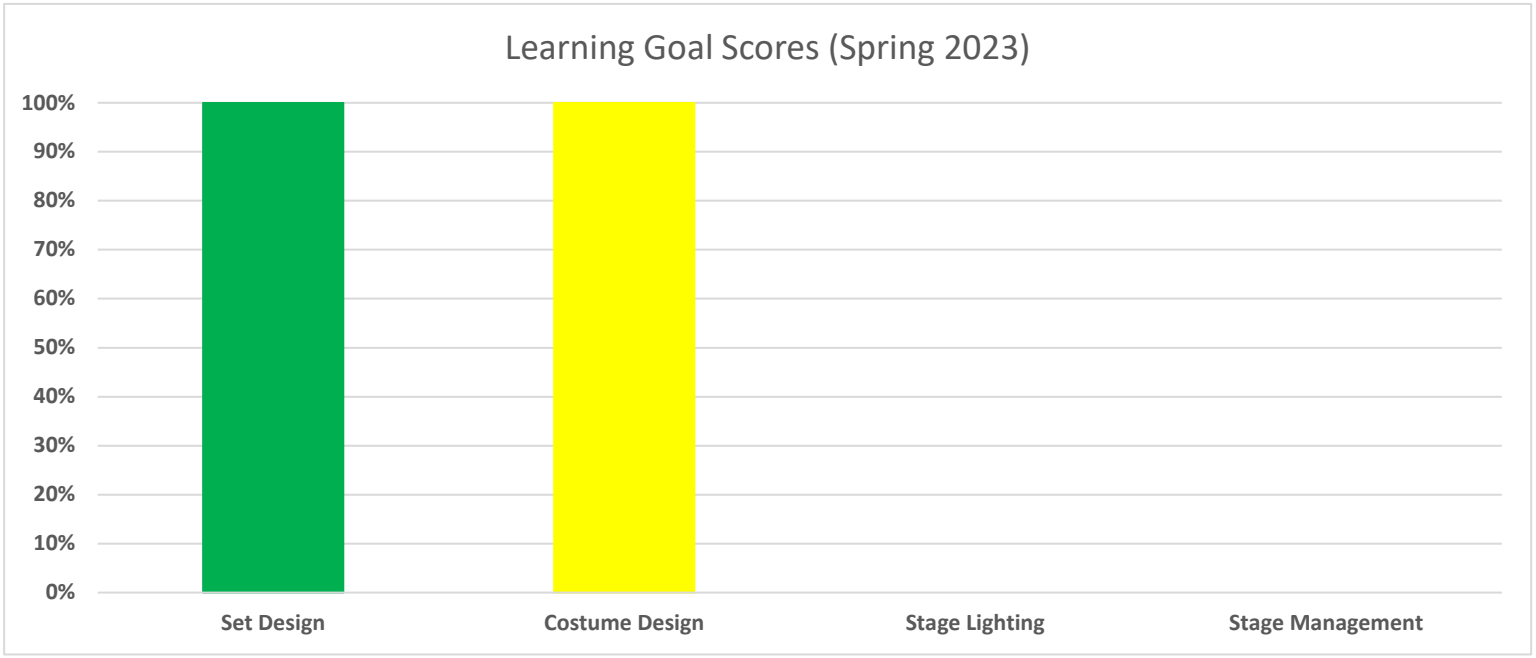
| Recorded in: TML 252 - Voice Lessons for Theatre 4<br>Artifact: Performance Feedback | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Demonstrate the ability to sing two seelctions in various styles and tempos.* | N | % | N | % | N | % | N | % | N | % | N | |
| *Spring 2022* | 0 | 0.0% | 1 | 16.7% | 2 | 33.3% | 3 | 50.0% | 0 | 0.0% | 6 | **3.3** |
| *Spring 2023* | 0 | 0.0% | 1 | 33.3% | 1 | 33.3% | 1 | 33.3% | 0 | 0.0% | 3 | **3.0** |
| *Spring 2024* | | | | | | | | | | | | |
| *Spring 2025* | | | | | | | | | | | | |
| *Spring 2026* | | | | | | | | | | | | |



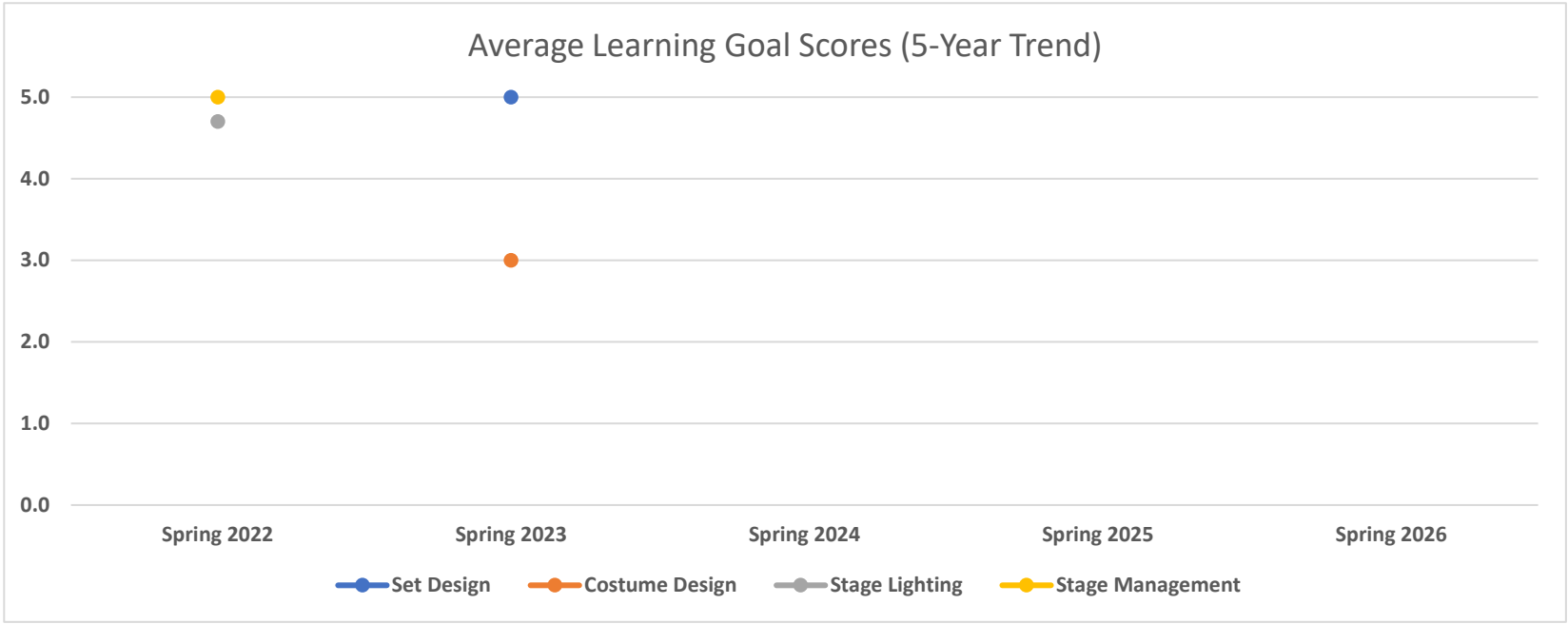
# BFA Theatre Arts, Theatrical Design and Technology Concentration (Spring 2023)

| | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Learning Goal** | N | % | N | % | N | % | N | % | N | % | N | |
| *Set Design* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 1 | **5.0** |
| *Costume Design* | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 1 | **3.0** |
| *Stage Lighting* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Stage Management* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |



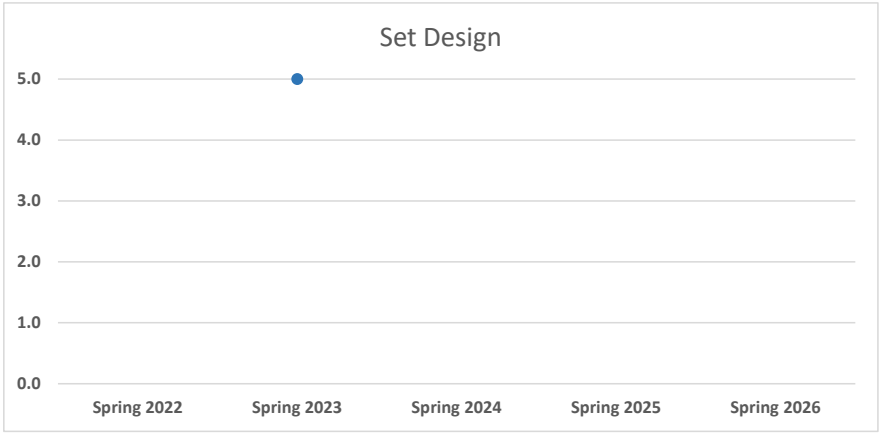
## BFA Theatre Arts, Theatrical Design and Technology Concentration (5-Year Trend)

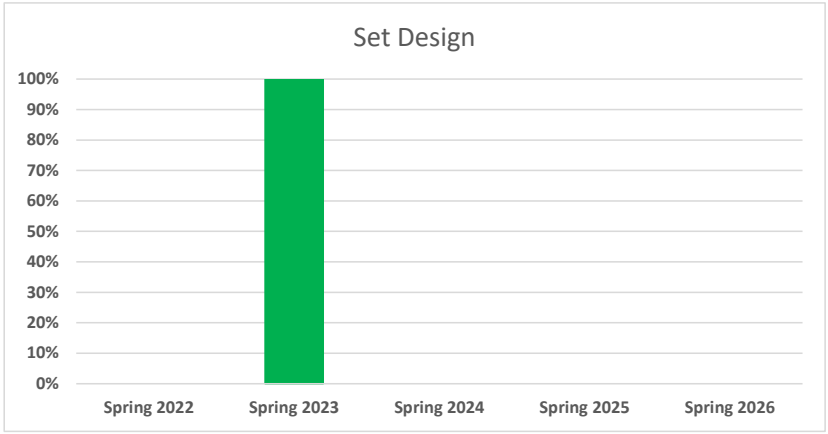
| | Average Score by Semester | | | | |
|---|---|---|---|---|---|
| **Learning Goal** | **Spring 2022** | **Spring 2023** | **Spring 2024** | **Spring 2025** | **Spring 2026** |
| *Set Design* | | 5.0 | | | |
| *Costume Design* | | 3.0 | | | |
| *Stage Lighting* | 4.7 | | | | |
| *Stage Management* | 5.0 | | | | |



## Learning Goal: Set Design (BFA Theatre Arts Program, Theatrical Design and Technology Concentration)

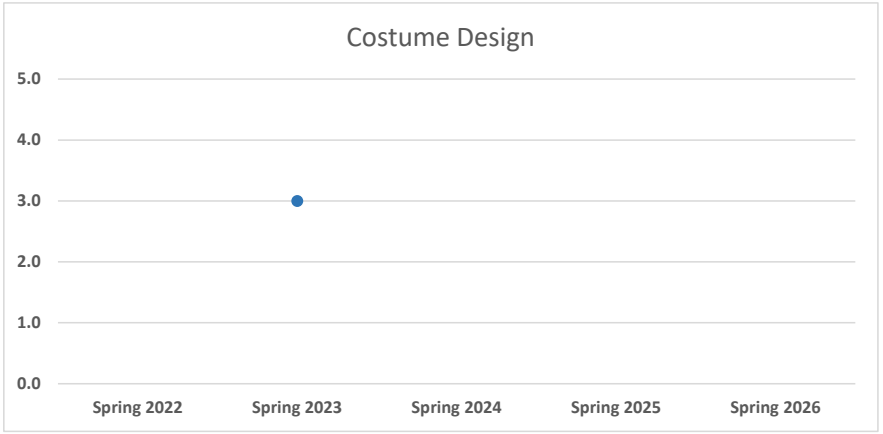
| Recorded in: THR 280 - Set Design<br>Artifact: Model or Ground Plan | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Design the elements of a theatrical set.* | N | % | N | % | N | % | N | % | N | % | N | |
| *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 1 | **5.0** |
| *Spring 2024* | | | | | | | | | | | | |
| *Spring 2025* | | | | | | | | | | | | |
| *Spring 2026* | | | | | | | | | | | | |

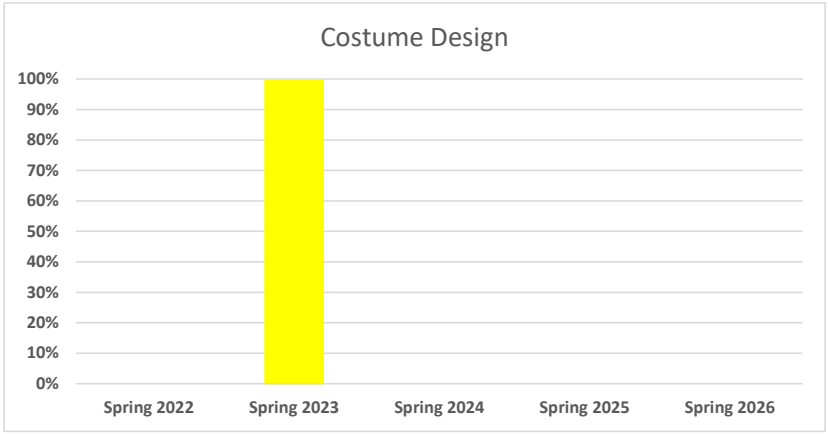


## Learning Goal: Costume Design (BFA Theatre Arts Program, Theatrical Design and Technology Concentration)

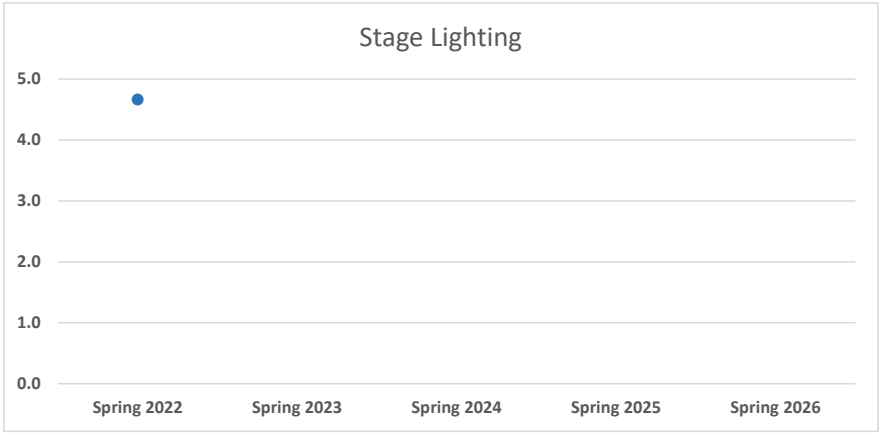
| Recorded in: THR 380 - Costume Design / Makeup<br>Artifact: Costume Design | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Design the elements of theatical costume.* | N | % | N | % | N | % | N | % | N | % | N | |
| *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 1 | **3.0** |
| *Spring 2024* | | | | | | | | | | | | |
| *Spring 2025* | | | | | | | | | | | | |
| *Spring 2026* | | | | | | | | | | | | |

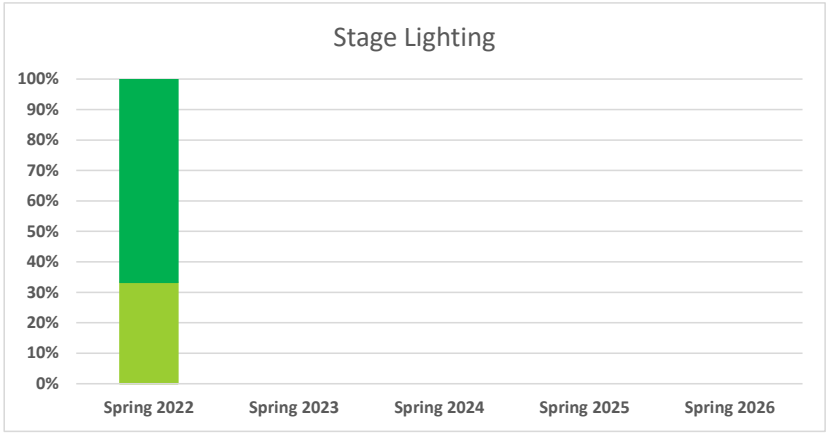


## Learning Goal: Stage Lighting (BFA Theatre Arts Program, Theatrical Design and Technology Concentration)

| Recorded in: THR 388 - Stage Lighting<br>Artifact: Light Plot | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Design the elements of stage lighting.* | N | % | N | % | N | % | N | % | N | % | N | |
| *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 33.3% | 2 | 66.7% | 3 | **4.7** |
| *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Spring 2024* | | | | | | | | | | | | |
| *Spring 2025* | | | | | | | | | | | | |
| *Spring 2026* | | | | | | | | | | | | |



## Learning Goal: Stage Management (BFA Theatre Arts Program, Theatrical Design and Technology Concentration)

| Recorded in: THR 270 - Stage Management<br>Artifact: Promptbook | 1 unacceptable | | 2 emerging | | 3 proficient | | 4 target | | 5 exceeds expectations | | Artifacts Scored | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Demonstrate the ability to stage manage and house manage a theatrical production.* | N | % | N | % | N | % | N | % | N | % | N | |
| *Spring 2022* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 1 | **5.0** |
| *Spring 2023* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | |
| *Spring 2024* | | | | | | | | | | | | |
| *Spring 2025* | | | | | | | | | | | | |
| *Spring 2026* | | | | | | | | | | | | |

