

**Five Year Assessment Plan template**

PLO's	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<p>PLO 1            Demonstrate mastery of core skills within their primary area of emphasis, i.e. performance, composition, research, analysis, conducting, or teaching;</p>		<p>We seek to assess graduate students with a performance emphasis to assess mastery of their primary instrument. Departmental faculty along with the student's applied teacher will assess students performing their graduate recital audition.</p>			
<p>PLO 2            Apply critical and creative thinking and analytical reasoning to address complex challenges in music creation, performance, and research;</p>	<p>Students entering the graduate program in music are required to take a graduate research methodology course (MUS600). The final project of this course is a research paper that demonstrates both critical</p>				

	<p>thinking and analytical reasoning. These papers will be assessed for the level of mastery in these skills the students have attained in their first quarter in the program.</p>				
<p>PLO 3 Demonstrate an ability to relate musical expression to its historical, social, and cultural contexts;</p>				<p>Graduate students will be assessed in their music history and world music courses on their ability to relate musical expression to its historical, social, and cultural contexts by means of a rubric-guided analysis of students' final papers for these courses.</p>	
<p>PLO 4 Work collaboratively and respectfully with others in classroom and performance settings; and</p>			<p>The directors of the various departmental ensembles and the supervisor of chamber ensembles will assess each graduate student's ability to work</p>		

			collaboratively and respectfully with his or her classmates in musical activities as part of their grade;		
Integrate musical ideas, methods, theory, and practice, and communicate them to others clearly and persuasively in classroom and performance settings.				5-Year Program Review	We plan to examine the final “product” of each graduate student, be this a performance, project, or thesis (part of each student’s academic portfolio), and to assess the degree to which it meets the points listed in the SLO above.

**Closing the Loop:** Programs will provide a narrative discussion of annual assessment results, analysis of those results, and any changes made as a result. This includes curriculum changes, pedagogy changes, changes in PLO’s, course SLO’s, etc. These results will be reported to CAPR.