

CALIFORNIA ARTS UNIVERSITY

ASSESSMENT PLAN

2022-2023

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1. INTRODUCTION

The purpose of this assessment plan is to generate appropriate information to evaluate if California Arts University is achieving its institutional mission and educational objectives. The assessment plan is comprehensive in that it covers the following areas:

- Board and administration
- Programs and student learning
- Student services
- Finances
- Facilities and equipment

The assessment plan is an important part of Cal Arts' commitment to establish a culture of assessment. Throughout the assessment process we try to involve regularly our key constituencies—students, faculty, administrators, staff, and alumni—and actively promote their awareness of the assessment issues.

We are committed to integrating the assessment and planning processes. We embrace, as a normative practice, interpretation and application of the assessment information in various meetings and in such contexts as long-term planning, program design and revision, faculty recruitment and development, and budget priorities and allocation.

2. BOARD AND ADMINISTRATION

2.1 Board of Trustees Performance

The purpose of the Board of Trustees evaluation is to identify areas of board functioning that are working well and those that may need improvement. It is an opportunity for an open and candid discussion about trustees' responsibilities and their interests and desires for California Arts University. Exploring these areas fosters communication among trustees and leads to a more cohesive board. The desired outcomes of a board self-evaluation include:

- a summary of what the board does well and its accomplishments;
- a better understanding of what is needed from each trustee and the CEO to be an effective board and board/CEO team;
- an assessment of progress on the prior year's goals and identify what needs to be completed;
- and goals and tasks for the coming year related to board

performance. Appendix A: Board Self-Evaluation Form

2.2 Administrator Performance

California Arts University encourages its faculty and staff to make their voices heard through an anonymous evaluation process of the key administrators to collaborate in improving the quality of the administration of our University.

Administrator Evaluation Criteria

- Criteria for an academic administrator evaluation include job descriptions and duties performed at the level of the position.
- Criteria may include such professional skills as effective communication, planning and organizing, problem analysis and decision making, administration, coordinating and controlling resources, teamwork and team building, mentoring and developing, and external relations.
- The assessment of academic administrators should also include
 - Support for quality teaching,
 - Academic program development,
 - Shared governance,
 - The fair resolution of student concerns,
 - Enrollment management,
 - Faculty workload and course scheduling,
 - Involvement in university affairs and
 - The recruitment, evaluation, and development of faculty and staff.

2.3 Employee Satisfaction

The annual employee satisfaction survey is used to assess important perceptions of job satisfaction, climate, and supervisor effectiveness among our employees. Faculty and staff members play a critical role at our seminary, and their opinions and thoughts about their level of satisfaction are important as we strive to make our campus a great place to work.

Appendix B: Employee Satisfaction Survey Form

2.4 Policies and Publication Evaluation Process

Although changes to our policies documents may be made as needed, our assessment plan contains a schedule for the evaluation of all policies on an annual basis. In addition, the evaluating, revising, and approving procedure of all institutional publications are scheduled for every year of the assessment plan. The schedule is as follows:

Month	Assessment	Responsible Parties
January	Bylaw and Board Policies Evaluation	Board of Trustees
	Policies Manual Evaluation	Director of Operations
February	Finance Policies Evaluation	CFO
	Academic Policies and Catalog Evaluation	Academic Dean
March	Faculty Policies and Handbook Evaluation	Academic Dean
	Student Policies and Handbook Evaluation	Director of Student Affairs
April	Facilities & Equipment Policies Evaluation	Director of Operations
	Library Policies and Handbook Evaluation	Director of Library Services
May	Final evaluating, revising, and approving of all institutional policies and publications	Board of Trustees

3. PROGRAMS AND STUDENT LEARNING

3.1 Assessment Approach and Oversight

Assessment is a strategy for understanding, confirming, and improving student learning through a continuous, systematic process. Assessment of student learning takes place throughout the program and occurs in all courses. All student learning outcomes for the degree programs are assessed based on annual cycle, using direct and indirect methods. Direct and indirect evidence of student learning is analyzed and interpreted at a faculty meeting in spring.

The degree program directors cooperate with the director of assessment and planning. It is the responsibility of the program director to monitor the activities of assessment that occur in the program. The program director leads the assessment conversation held each spring and writes the assessment report due to the university at the end of the academic year.

Use of Assessment Data

The degree programs use the assessment data to make evidence-based improvements to the program.

- Meet with students directly to discuss their performance.
- Analyze and discuss trends with the faculty.
- Analyze and report to the university.
- Analyze and report to accrediting bodies.
- Make improvements in curricular requirements.
- Make improvements in course content, delivery and learning activities.
- Make improvements in learning facilities, equipment, and resources.
- Periodically confirm that current curriculum and courses are facilitating student attainment of program expectations.

3.2 BAM Outcomes and Curriculum Mapping

BAM has a set of measurable outcomes indicating how students can demonstrate their learning. Most program learning outcomes are written in a way that encourages students to contextualize what they are learning, as well as indicates to faculty what evidence they need to collect to evaluate the outcomes.

BAM Program Learning Outcomes

When students complete the Bachelor of Arts in Music (BAM), they will have the ability to:

1. Demonstrate academic knowledge in music history – its composers, literature and stylistic connections, from ancient music to contemporary work;
2. Demonstrate a suitable level of performance proficiency on their major instruments;
3. Demonstrate professional knowledge in their concentrated field of study;
4. Demonstrate knowledge of the elements of musical structure, and show proficiency in music theory and basic composition; and
5. Demonstrate the ability to critically analyze and solve problems that are characteristic in the study of music.

Curriculum Mapping

The student learning outcomes of the BAM program are generally aligned with the required curriculum. Cal Arts uses curriculum mapping which allows faculty to indicate which of the outcomes each of their courses addresses. Generally, the course learning outcomes stated in course syllabi are more or less aligned with the appropriate program learning outcomes. The stated course learning outcomes are useful in creating curriculum maps.

Curriculum Maps of BAM

INSTITUTIONAL LEARNING OUTCOMES (ILO)	1. Demonstrate firm knowledge of theory, history, and performance of musical practice.	2. Show ability to play selected musical pieces.		3. Demonstrate professional level of technical, artistic knowledge and proficiency in performance with composition and recording abilities.	4. Show sufficient music business skills with the leadership in religious settings.
BAM PROGRAM LEARNING OUTCOMES (PLO)	1. Demonstrate academic knowledge in music history – its composers, literature and stylistic connections, from ancient music to contemporary work.	2. Demonstrate a suitable level of performance proficiency on their major instruments.	3. Demonstrate professional knowledge in their concentrated field of study.	4. Demonstrate knowledge of the elements of musical structure, and show proficiency in music theory and basic composition.	5. Demonstrate the ability to critically analyze and solve problems that are characteristic in the study of music.
Course Code & Course Title	INSTRUMENTS & MEASURES				
MUHL 101 History of Western Music	Direct				
MUHL 201 History of Contemporary Music	Direct				
MUET 101 Ear Training I	Indirect				
MUET 201 Ear Training II	Direct				
MUPF 110 Reading and Groove		Direct			
MUPF 111 Keyboard Lab		Direct			
MUPF 210 Vocal and Choir		Direct			
MUPF 310 Group Performance Workshop		Direct			
MUPF 311 Improvisation Concepts		Direct			
MUEN 101/102/201 /202/301/302 Ensemble I-VI		Direct			
MUS 110/120/210/220 /310/320/410 Individual Instruction			Direct		

I-VII					
MUS 420 Senior Project			Direct		
MUS 450 Graduation Recital and Portfolio			Direct		
MUCO 101 Music Theory				Direct	
MUCO 201 Tonal Harmony				Direct	
MUCO 210 Arranging I				Indirect	
MUCO 220 Jazz Harmony I				Indirect	
MUCO 310 Arranging II				Direct	
MUCO 320 Jazz Harmony II				Direct	
MUCO 401 Songwriting				Direct	
MUCO 411 Songwriting for Commercial Music				Direct	
MUCO 421 Orchestration				Direct	
MTEC 101 Techniques of Recording I					Indirect
MTEC 201 Techniques of Recording II					Direct
MUCD 251 Conducting					Direct
MIND 401 Music Business					Direct
MUCH 411 Music Ministry and the Worship Arts					Direct

3.3 MACMP Outcomes and Curriculum Mapping

MACMP has a set of measurable outcomes indicating how students can demonstrate their learning. Most program learning outcomes are written in a way that encourages students to contextualize what they are learning, as well as indicates to faculty what evidence they need to collect to evaluate the outcomes.

MACMP Program Learning Outcomes

When students complete the Master of Arts degree in Contemporary Music Performance, they will have the ability to:

1. Synthesize the harmonic and stylistic practices in their chosen area of performance;
2. Synthesize the skills required of performers in a variety of contemporary music settings;
3. Perform music in contemporary musical styles;
4. Synthesize their artistic identity, vision, and intent in performance work; and
5. Apply technology to recording and distributing music.

Curriculum Mapping

The student learning outcomes of the MACMP program are generally aligned with the required curriculum. Cal Arts uses curriculum mapping which allows faculty to indicate which of the outcomes each of their courses addresses. Generally, the course learning outcomes stated in course syllabi are more or less aligned with the appropriate program learning outcomes. The stated course learning outcomes are useful in creating curriculum maps.

Curriculum Maps of MACMP

INSTITUTIONAL LEARNING OUTCOMES (ILO)		1. Demonstrate firm knowledge of theory, history, and performance of musical practice.	2. Show ability to play selected musical pieces.	3. Demonstrate their professional level of technical and artistic knowledge and proficiency in performance and composition occupations.	4. Show sufficient music business skills, including praise leadership in religious settings.	
MACMP PROGRAM LEARNING OUTCOMES (PLO)		Synthesize the harmonic and stylistic practices in the area of performance.	Synthesize the skills required of performers in contemporary music settings.	Perform music in contemporary musical styles.	Apply technology to recording and distributing music.	Synthesize their artistic identity, vision, and intent in performance work.
CODE	COURSE TITLE	INSTRUMENTS & MEASURES				
MUET-401	Sight Singing & Ear Training	Direct				
MUCD-451	Advanced Conducting	Direct				
MUS-501	Individual Instruction I		Indirect			
MUS-502	Individual Instruction II		Indirect			
MUS-601	Individual Instruction III		Direct			
MUS-602	Individual Instruction IV		Direct			
MUEN-411	Ensemble Performance			Direct		
MUEN-421	Ensemble I			Indirect		
MUEN-422	Ensemble II			Direct		
MUCO-431	Advanced Jazz Harmony I				Indirect	
MUCO-432	Advanced Jazz Harmony II				Direct	
MUCO-511	Advanced Songwriting				Direct	
MTEC-451	Studio Recording					Indirect
MTEC-452	Music Production					Direct
MUS-650	Graduation Recital Project					Direct

3.4 DMA Outcomes and Curriculum Mapping

DMA has a set of measurable outcomes indicating how students can demonstrate their learning. Most program learning outcomes are written in a way that encourages students to contextualize what they are learning, as well as indicates to faculty what evidence they need to collect to evaluate the outcomes.

DMA Program Learning Outcomes

When students complete the Doctor of Musical Arts (DMA) in Applied Music, they will have the ability to:

1. Applying the foundation to each style of music in theoretical, historical, and musical approaches;
2. Synthesize the skills required for performers in various music settings;
3. Perform music in various musical styles;
4. Apply technology to recording and distributing music; and
5. Synthesize their artistic identity, vision, and intent in performance work.

Curriculum Mapping

The student learning outcomes of the DMA program are generally aligned with the required curriculum. Cal Arts uses curriculum mapping which allows faculty to indicate which of the outcomes each of their courses addresses. Generally, the course learning outcomes stated in course syllabi are more or less aligned with the appropriate program learning outcomes. The stated course learning outcomes are useful in creating curriculum maps.

Curriculum Maps of DMA

INSTITUTIONAL LEARNING OUTCOMES (ILO)		1. Demonstrate firm knowledge of theory, history, and performance of musical practice.	2. Show ability to play selected musical pieces.	3. Demonstrate professional level of technical, artistic knowledge and proficiency in performance with composition and recording abilities.	4. Show sufficient music business skills with the leadership in religious settings.
DMA PROGRAM LEARNING OUTCOMES (PLO)		1. Laying the foundation to each style of music in theoretical, historical, and musical approaches.	2. Synthesize the skills required for performances in various musical settings.	3. Perform music in various musical styles.	4. Apply technologies to recordings and distributing music. 5. Synthesize religious identity, vision, and intent in performances.
CODE	COURSE TITLE	INSTRUMENTS & MEASURES			
MUCO-551	Advanced Sight Singing and Ear Training	Direct			
MUCO-552	Analytical Approaches to Tonal Music	Indirect			
MUCO-553	Songwriting and Arranging I	Direct			
MUCO-554	Songwriting and Arranging II	Direct			
MUCO-555	Modern Improvisation Techniques for Worship				Direct
MUHL-551	Music History I	Indirect			
MUHL-552	Music History II	Indirect			
MUHL-553	Research and Writing Seminar	Direct			
MUHL-554	Music Appreciation and Criticism	Direct			
MUPF-551	The Trend of Contemporary Music			Indirect	
MUPF-552	Science of Rhythm			Direct	
MTEC-551	Music Technology and Production I				Indirect
MTEC-552	Music Technology and Production II				Indirect
MTEC-553	Computer Assisted Recording and Editing				Direct
MUCD-551	Chamber Choir and Conducting I		Indirect		
MUCD-552	Chamber Choir and Conducting II		Direct		
MUEN-551	Ensemble I		Indirect		
MUEN-552	Ensemble II		Direct		

MUS-651	Individual Instruction I			Direct		
MUS-652	Individual Instruction II			Direct		
MUS-653	Individual Instruction III			Direct		
MUS-654	Individual Instruction VI			Direct		
MUS-655	Individual Instruction V			Direct		
MUS-720	Advanced Major Seminar					Indirect
MUS-750	DMA Lecture Recital		Direct			
MUS-751	DMA Solo Recital			Direct		

3.5 Educational Effectiveness Instrument List

Instruments	Direct Measures	Indirect Measures
Institutional Level	<ul style="list-style-type: none"> • Institutional Objective Evaluation • Institutional Learning Outcomes Assessment • Benchmarking TRACS Statistical Report • Comprehensive Exams • Student Success Indicators (retention, graduation, and job placement rate) 	<ul style="list-style-type: none"> • Student Institutional Achievement Survey • Exit Survey • Alumni Survey • Peer Review • Mission Statement Survey • Staff Evaluation Survey • Library Review • Evaluation of the Board • Evaluation of the President by the Board • Noel Levitz Student Satisfaction Inventory (SSI)
Program Level	<ul style="list-style-type: none"> • Data Based Academic Assessment • Program Review • Program Level Learning Outcome Assessment • Benchmarking TRACS Statistical Report • Signature Assignments • Progress Checklist Portfolio • Capstone Courses • Recitals • Research Paper Project • Oral Defense • Portfolio 	<ul style="list-style-type: none"> • Student Program Achievement Survey • Annual Faculty Evaluation • Peer Review • Employer Survey • Community Service Survey • Alumni Survey
Course Level	<ul style="list-style-type: none"> • Class Level Learning Outcomes Assessment • Signature Assignment • Weekly Juried Review for Individual Instruction • Pre and post tests • Portfolio evaluation 	<ul style="list-style-type: none"> • Student Evaluation of Course Instruction • Class Grade Reports • Faculty Report on Graduating Students • Knowledge Survey • IDEA Course Evaluation

3.5.1 Direct Assessment

Capstone Courses

Cal Arts has identified capstone courses for the purpose of assessing students' achievement of a specific program learning outcome. Each outcome is assessed when the corresponding capstone course is offered. The assessment of the individual outcomes involves embedded assignments or capstone experiences (e.g., ministry projects, recitals, dissertations). It also includes analysis and implementation of improvements.

Weekly Juried Review for Individual Instruction

Evaluation is carried out at the conclusion of the weekly private lesson with the instructor.

Research Paper Project

All DMA students must submit the research paper to DMA director for graduation requirement.

Recitals & Portfolio

Through recitals or portfolio, students' achievement of professional-level competence in their area of performance will be evaluated. Recitals and portfolio will be juried by the academic committee. B or better grade must be achieved for the student to receive credit for the recital.

3.5.2 Indirect Assessment

Student Evaluation of Course Instruction

Students evaluate courses and instructors at the end of the semester or session.

- Appendix C: Evaluation of Course Instruction Form

Student Exit Survey

Graduating students are asked to participate in an evaluation of their experience in the degree program. The goal is to improve the program ensuring that future students have a useful and rewarding experience at Cal Arts. Students may choose an exit interview which generally lasts about 30 minutes. Two members of the faculty conduct the in-person exit interview in an effort to find out what has been working well and what needs to be improved.

- Appendix D: Exit Survey Form

Alumni Survey

- Appendix E: Alumni Survey Form

3.6 Peer Review of Teaching

Cal Arts requires peer reviews of teaching for all full-time faculty. Peer Review, which involves in-class observations and collegial discussion, helps prompt continuous learning and development among faculty. These interactions create opportunities for faculty members to reflect on and adapt their teaching practices in order to become better teachers and increase student learning. Specific criteria for peer reviews reflect five important aspects of teaching:

- Intellectual content of the material taught, including relevance, breadth and depth.
- Instructor's grasp of the material; ability to present content clearly and logically, to place specific material within thematic contexts and to demonstrate the significance and relevance of course content.
- Instructor's ability to engage and challenge students and to teach critical thinking and questioning skills.
- Instructor's ability to provide intellectual inspiration and leadership and to awaken new interests.
- Instructor's use of innovative approaches to teaching and/or use of instructional technology to enhance the learning process.

Appendix F: Peer Review Form

4. STUDENT SERVICES

4.1 Student Satisfaction

Each year, the degree program administers an anonymous survey of student satisfaction. This survey for students collects both quantitative and qualitative data, and samples the following domains: interactions with faculty, staff and students, course content and materials, enrollment and advising, financial aid, library resources, and technical support.

Appendix G: Student Satisfaction Survey Form

5. FINANCES

5.1 Financial Reviews

The purpose of financial reviews is to ensure financial resources are sufficient to support educational programs and student services. The on-going process of financial analysis involves regular reviews of the following items.

1. The institution follows accounting practices that conform to accepted standards.
2. The institution prepares timely financial statements including the balance sheet and statement of revenue and expense and submits them to the president, board, and other designated personnel.
3. The institution prepares financial statements on a budget versus actual and/or comparative basis to achieve a better understanding of the finances.
4. The institution develops an annual comprehensive operating budget that includes costs for all programs, management and fundraising and all sources of funding.
5. The institution prepares cash flow projections.
6. The institution reconciles all cash accounts monthly.
7. Payroll is prepared following appropriate state and federal regulations and organizational policy.
8. The institution has a written fiscal policy and procedure manual.
9. The institution has documented a set of internal controls, including the handling of cash and deposits, approval over spending, and disbursements.

6. FACILITIES AND EQUIPMENT

6.1 Facilities and Equipment Evaluation Plan

The purpose of facilities and equipment evaluation is to ensure physical resources are sufficient to support educational programs and student services. The California Arts University annually evaluates the adequacy of facilities and equipment for the following items.

1. The facilities are efficiently used and controlled by the institution
2. Classroom space is adequate for the programs offered.
3. The library is adequate, providing space for holdings.
4. There is a secure place for the permanent academic records.
5. There is an off-site location for duplicate copy of the academic records.
6. There is an up-to-date master facilities plan for the institution.
7. There are budget considerations for equipment that supports programs.
8. Emergency procedures are clearly outlined and displayed in the buildings.
9. All facilities have been approved in writing by the appropriate state and local agencies.

6.2 Library Materials and Learning Resources Evaluation Process

Area of Assessment	Instruments	Responsible Parties
<p><u>Library</u> In order to assess and evaluate the library services, California Arts University utilizes following instruments:</p> <ol style="list-style-type: none"> 1. Student Satisfaction Survey Students annually assess the library in the Student Satisfaction Survey 2. Librarian Report The librarian prepares a report for the Academic Dean which includes the following: <ul style="list-style-type: none"> - Library materials catalogued - Annual expenditure - Circulation & Inter-library loan - Information Literacy Instruction - Challenges and Goals for the coming year 	<p>Student Satisfaction Survey Librarian Report</p>	<p>Director of Student Services Librarian</p>

APPENDICES

APPENDIX A: BOARD SELF-EVALUATION FORM

Please rate your level of agreement with the following criteria:

- 5 = Strongly Agree 4 = Agree 3 = Neutral
2 = Disagree 1 = Strongly Disagree

I. Mission, Planning, and Policy

1. The board assures that there is an effective planning process and is appropriately involved in the process.
2. The board regularly reviews the university's mission and goals and monitors progress toward the goals.
3. The board fulfills its policy role and its policies are up-to-date and regularly reviewed.

II. Board–CEO Relations

4. The board maintains an excellent working relationship with the CEO.
5. The board sets clear expectations for and effectively evaluates the CEO.
6. The board delegates authority to and supports the CEO.

III. Educational Programs and Quality

7. The board effectively monitors the quality and effectiveness of programs and services.
8. Board members are knowledgeable about educational programs and services.

IV. Fiduciary Role

9. The board assures the fiscal stability and health of the university.
10. The board monitors implementation of the facilities plan.

V. Human Resources and Staff Relations

11. Board members refrain from attempting to manage employee work.
12. The board respects faculty, staff, and student participation in decision-making.

VI. Board Leadership

13. The board understands and fulfills its roles and responsibilities.
14. The board expresses its authority only as a unit.
15. The board regularly reviews and adheres to its code of ethics or standards of practice.
16. Board members avoid conflicts of interest and the perception of such conflicts.

VII. Board Education

17. New members receive orientation to board roles and the university.
18. Board members participate in trustee development activities.
19. The board evaluation process helps the board enhance its performance.

APPENDIX B: EMPLOYEE SATISFACTION SURVEY FORM

What is your position at this institution?

Faculty () Staff () Administrator () Full-time () Part-time ()

How long have you worked at this institution?

1 year () 1-3 years () 4-6 years () 7-9 years () 10 years or more () Scale:

1=Not satisfied at all, 2=Not satisfied, 3=Neutral, 4=Satisfied, 5=Very Satisfied

Overall Satisfaction

Rate your overall satisfaction with your employment here so far:

Campus Culture and Policies

1. The mission and goals of this institution are well understood by most employees
2. Most employees are generally supportive of the mission and goals of this institution
3. The leadership of this institution has a clear sense of purpose
4. This institution does a good job of meeting the needs of its faculty
5. This institution does a good job of meeting the needs of staff
6. This institution does a good job of meeting the needs of administrators
7. This institution makes sufficient budgetary resources available to achieve objectives
8. This institution makes sufficient staff resources available to achieve objectives
9. There is good communication between the faculty and the administration
10. There is good communication between staff and the administration
11. There is a spirit of teamwork and cooperation at this institution
12. Employee suggestions are used to improve our institution
13. This institution consistently follows clear processes for selecting new employees
14. This institution consistently follows processes for orienting, training new employees
15. This institution follows processes for recognizing employee achievements

Work Environment

1. It is easy for me to get information at this institution
2. I have the information I need to do my job well
3. My job responsibilities are communicated clearly to me
4. My supervisor pays attention to what I have to say
5. My supervisor helps me improve my job performance
6. My department meets as a team to plan and coordinate work
7. My department has the staff needed to do its job well
8. I am paid fairly for the work I do
9. The employee benefits available to me are valuable
10. The employee benefits available to me are fair
11. I have adequate opportunities for advancement
12. I have adequate opportunities for training to improve my skills
13. The type of work I do on most days is personally rewarding
14. The work I do is appreciated by my supervisor
15. The work I do is valuable to the institution

APPENDIX C: EVALUATION OF COURSE INSTRUCTION FORM

Instructor	Course Number & Title	Date
Please check the appropriate box		
This course is: My major requirement <input type="checkbox"/> Elective <input type="checkbox"/>		

Please read carefully and answer honestly and thoughtfully. Your responses to these statements will provide valuable information to your instructor and the school. Circle the number that best represents your experience in this course, according to the following scale
 1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree NA=Not Applicable

Teaching Effectiveness

1. The instructor was well prepared for each class session.	1	2	3	4	5
2. The instructor presented and explained the concepts clearly.	1	2	3	4	5
3. The instructor demonstrated extensive knowledge of course content.	1	2	3	4	5
4. The instructor presented competing viewpoints on course material.	1	2	3	4	5 NA
5. The instructor was transparent in recognizing his/her own limitations.	1	2	3	4	5
6. The instructor showed enthusiasm for the content being taught.	1	2	3	4	5
7. The instructor used various teaching methods and class activities.	1	2	3	4	5
8. The instructor encouraged student questions and discussion in class.	1	2	3	4	5
9. The instructor encouraged students to relate course content to real-life situations where appropriate.	1	2	3	4	5
10. Are you satisfied with the instructor overall?	1	2	3	4	5

Interaction with Students

11. The instructor demonstrated genuine interest in student learning.	1	2	3	4	5
12. The instructor was helpful and actively concerned about student's academic needs in meeting the learning objectives of the course.	1	2	3	4	5
13. The instructor was open to the perspectives of students from diverse backgrounds and experiences.	1	2	3	4	5
14. The instructor was available and responsible to student inquiries outside of class (Email or online board).	1	2	3	4	5

Student Learning

Course Learning Objectives (CLOs)					
15. The CLOs were clearly stated and explained early in the course.	1	2	3	4	5
16. Overall, I learned what this course was designed to teach (CLOs).	1	2	3	4	5
17. If you had difficulty achieving any of the CLOs listed above, indicate which objective(s) you had difficulty achieving. Suggest what the instructor could do differently in the future.					

Effectiveness of Assignments

18. The assigned readings helped my learning and achieving the CLOs.	1	2	3	4	5
19. IF TESTS were given, they contributed toward accomplishing the CLOs.	1	2	3	4	5 NA
20. IF WRITTEN ASSIGNMENTS were given, the written assignments contributed toward accomplishing the CLOs.	1	2	3	4	5 NA
21. IF PROJECTS were given, the projects contributed toward accomplishing the learning objectives of this course.	1	2	3	4	5 NA
22. Instructor provided feedback on assignments on a timely manner.	1	2	3	4	5
23. Instructor's feedback on course assignments was clear and beneficial.	1	2	3	4	5
24. Instructor's grading practices were fair and reasonable.	1	2	3	4	5
25. I would recommend this course to a friend.	1	2	3	4	5

1=Much Less than 2=Less than 3=About Average 4=More than 5=Much More than

The Course Workload

26. Amount of reading for this course	1	2	3	4	5
27. Amount of work excluding reading	1	2	3	4	5
28. Difficulty of the course material	1	2	3	4	5

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree NA=Not Applicable

Comments

29. What are the strengths of the instructor?
30. How could the instructor improve his or her teaching?
31. What are the strengths of the course?
32. How could this course be improved?
33. What did you learn from this course? How did this course change you?
34. What are the strengths of the course materials and assignments?
35. Any areas for improvement
36. Please indicate the grade you expect to receive in this course.

Thank you for taking the time to share your experience!

APPENDIX D: EXIT SURVEY FORM

California Arts University requests your participation in an evaluation of your experience in the program. Our goal is to improve the program and your help in this process will help ensure that future students have a useful and rewarding experience here.

If you prefer, you may schedule an exit interview by telephoning or emailing the program director for an appointment. An exit interview generally lasts about 30 minutes. Three members of the faculty will conduct the in-person exit interview in an effort to find out what has been working well and what needs to be improved.

First Name:

Last Name:

Email:

Program:

Phone No:

Citizenship:

ADVISING

What did you need to know from your advisor that you did not feel informed about?

In what way(s) do you think advising can be improved?

CURRICULUM

Were your courses relevant?

Yes ___ No ___

Did you reassess the relevance of any course as you progressed through your degree program?

Yes ___ No ___

What was your assessment?

What do you wish had been included in the major curriculum?

What do you wish had been excluded from the major curriculum?

What were the most/least valuable things you learned?

COMMUNICATION

Did you feel appropriately informed of events, program policy, etc.?

Yes ___ No ___

If you answered "no" to the last question, why? How can we be better?

GENERAL

What attracted you to the degree program at California Arts University?

What were your best and worst experiences in the degree program?

What were your best and worst experiences in California Arts University?

Would you recommend this program to your friends or students?

Yes ___ No ___

If you answered “no” to the last question, would you mind sharing why?

CULTURE AND CLIMATE IN THE UNIVERSITY

Do you believe that you have ever been subjected to bias or discrimination by a student, faculty, or staff member in the degree program?

Yes ___ No ___

If you answered “yes,” please share the detail if you feel comfortable doing so.

If ever subjected to bias or discrimination, did you know where to report the incident or how to inform others of this matter?

Yes ___ No ___

Did the courses in the program provide you with a broad experience/range of topics, groups, and cultures that offered you a sense of diversity?

Yes ___ No ___

Does the environment in the program foster a sense of community and acceptance?

Yes ___ No ___

Can you elaborate on your last answer?

APPENDIX E: ALUMNI SURVEY FORM

1. Please list your opinions regarding the following areas.	Point
1) Overall quality of this program	
2) Quality of your specific focus of studies	
3) Quality of studies outside of music	
<i>Scale: Low Quality to High Quality (1 to 5)</i>	
2. Please list your opinions regarding the quality of instruction in each area.	Point
1) Individual Lessons	
2) Jazz Ensembles	
3) Advanced Jazz Harmony	
4) Songwriting	
5) Sound Design and Recording	
<i>Scale: Low Quality to High Quality (1 to 5)</i>	
3. What was the influence of the opportunities on your career development?	Point
1) Performance with large ensemble	
2) Performance with small ensemble	
3) Solo performance	
4) Projects (recording, mixing, producing, etc.)	
<i>Scale: No Influence to Tremendous Influence (1 to 5)</i>	
4. How important were each element in your decision to enroll in the program?	Point
1) Location	
2) Cost of tuition	
3) Recommendations of a teacher	
4) Recommendations of an acquaintance	
5) Assistantship/Scholarship	
6) Quality of education	
7) Reputation of the school/program	
8) Presence of particular faculty member(s)	
9) Facilities	
<i>Scale: Not Important to Very Important (1 to 5)</i>	

APPENDIX F: PEER REVIEW FORM

Objectives: To measure educational effectiveness by means of peer evaluations of teaching using the following checklist.

Instructor		Course					
Evaluator		Date					
Estimated number of students in the room:							
<p><i>Mark your responses to each question and then add comments below the table.</i> 1=Poor, 2=Acceptable, 3=Average, 4=Good, 5=Exceptional, N/A=Not applicable</p>							
	Classroom Teaching	1	2	3	4	5	n/a
1	Punctually started and ended the session.						
2	Stated the purpose and overview of this session.						
3	Well prepared for this session.						
4	Demonstrated expertise in the subject matter.						
5	Displayed enthusiasm for teaching.						
6	Arranged the content in a systematic fashion.						
7	Used relevant illustrations/examples.						
8	Made effective use of the board and/or visual aids						
9	Used appropriate voice tone and non-verbal skills.						
10	Encouraged questions from students.						
11	Remained open to differing views & perspectives.						
12	Facilitated class discussion.						
13	Exercised appropriate classroom control						
	Teaching Materials	1	2	3	4	5	n/a
15	Course topics are appropriate and current.						
16	Course content is at an appropriate level.						
17	Course outcomes are clear and appropriate.						
18	Course policies are clear and appropriate.						
19	Assignments are consistent with outcomes.						
20	Assignments & tests are reflective of the content.						
23	Grading rubrics are employed to aid students.						
Comments							
<p>This checklist may be used as a guide for preparing a written report. The report must address (a) strengths of classroom teaching and areas for improvement; (2) strengths of teaching materials and areas for improvement.</p>							

APPENDIX G: STUDENT SATISFACTION SURVEY FORM

Please read carefully and answer honestly and thoughtfully. Your responses to these statements will provide valuable information to the university. Circle the number that best represents your experience according to the following scales.

Importance Scale:

1=Not important at all, 2=Not important, 3=Neutral, 4=Important, 5=Very Important

Satisfaction Scale:

Scale: 1=Not satisfied at all, 2=Not satisfied, 3=Neutral, 4=Satisfied, 5=Very Satisfied

1. Library Services

No.	Item	Importance	Satisfaction
1	The library's book and reference collection is sufficient to support my instructional needs.		
2	Library staff members are able to help me when I need assistance in using the library's resources.		
3	The library has quiet places to study.		

2. Academic Advising

No.	Item	Importance	Satisfaction
1	The advising process met my needs.		
2	I felt comfortable meeting with my advisor.		
3	The advisor provided guidance, but allowed me to make my own decisions.		

3. Admissions and Registrar

No.	Item	Importance	Satisfaction
1	The application process for graduation is clear.		
2	The registration process is clear.		
3	The admissions and registrar staff were helpful.		
4	The bill for tuition and fees was easy to understand.		

4. Career Planning and Placement

No.	Item	Importance	Satisfaction
1	The website provides useful job information.		
2	Printed job search materials provided are useful		
3	Career planning and placement staff are helpful.		

5. Financial Aid

No.	Item	Importance	Satisfaction
1	The financial aid process is easy to understand.		
2	The financial aid staff is professional and helpful.		
3	The financial aid office has helped me to meet my program costs.		

6. Counseling

No.	Item	Importance	Satisfaction
1	The counselor(s) show genuine concern for students.		
2	The counselor(s) communicated effectively with me.		
3	The counselor(s) were open and honest with me.		

7. Facilities and Equipment

No.	Item	Importance	Satisfaction
1	The adequacy of classrooms		
2	The adequacy of student lounge		
3	The adequacy of campus cleanliness		
4	The adequacy of parking space		
5	The adequacy of facility maintenance		
6	The adequacy of technical equipment		
7	The adequacy of non-technical equipment		