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| **Assurance of Student Learning Report**  **2020-2021** | |
| *Potter College of Arts and Letters* | *Department of Music* |
| *Music 583 Bachelor of Arts (Liberal Arts/Music)* | |
| *Scott Harris* | |

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| ***Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.*** | | | |
| **Student Learning Outcome 1:**  Students will demonstrate written/oral analytical processes in musicianship. | | | |
| **Instrument 1** | Capstone Oral Presentation | | |
| **Instrument 2** | Annual Student Survey | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | | **Met** | **Not Met** |
| **Student Learning Outcome 2:**  Students will demonstrate technical proficiency on their applied instrument. | | | |
| **Instrument 1** | Jury Performance | | |
| **Instrument 2** | Annual Student Survey | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 2.** | | **Met** | **Not Met** |
| **Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)** | | | |
| The Bachelor of Arts (Liberal Arts/Music) program continues to produce solid musicians and future citizens. This is the second year for this assessment process with more defined outcomes, measurements, and targets (reported for the first time in 2019-20). Little to no actions were taken in 2020-21 largely due to navigating the COVID-19 pandemic. One SLO was “not met” in part due to student survey responses. Based on these results the department will be working to better synthesize academic and performance areas and student survey participation. | | | |

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| **Student Learning Outcome 1** | | | | | | | |
| **Student Learning Outcome** | Students will demonstrate written/oral analytical processes in musicianship. | | | | | | |
| **Measurement Instrument 1** | **Direct: Capstone Performance and Presentation –** *(from the music student handbook)* in the 7th semester of the BM in Music Education or Performance programs, students are required to prepare and present a Capstone Project for the final jury of their undergraduate degree. This project consists of an oral presentation based upon an accompanying outline document related to one of the pieces being performed by the student in that jury. The oral summary presentation should last no more than the duration of one additional jury performance time slot (Capstone students schedule 2 adjacent time slots). The outline document should contain the basic speaking points needed to address the content requirements. The presentation is to be strictly oral with no audio or visual aids allowed.  The Capstone Project is meant to demonstrate the student’s ability to bring together skills and understandings from the theory/composition, history/literature, and performance aspects of the undergraduate program and apply those to a selection he/she is presenting in performance. For those reasons the student must have completed MUS 200 and at least 2 semesters of Music History at the time the Capstone Jury is undertaken.  Capstone Presentation and Outline Contents:   * Basic Theory and Form analysis information * Composer information * Details about the text (vocal only) * Reference List (3-4 items minimum) * Music Scores must be provided for jury panelists   In addition to these required content items the project will be graded on organization and presentation and on the quality of the student’s performance of the selection. Students must earn an overall score of at least 3 on a 0-4 scale in order to pass the Capstone Project requirement.  Students must earn an overall score of at least 3 on a 0-4 scale in order to pass the Capstone Project requirement. | | | | | | |
| **Criteria for Student Success** | Success for the purposes of this assessment differs from a passing grade; here, students must earn an overall score of 4 on a 0-4 scale in the specific categories of Theoretical Analysis, Composer Content, and Organization/Presentation. | | | | | | |
| **Program Success Target for this Measurement** | | | 75% | | **Percent of Program Achieving Target** | Students receiving “4’s”:  1. in Theoretical Analysis 85%  2. in Composer Content 70%  3. in Organization/Presentation 100% | |
| **Methods** | 10 students completed their Capstone Project and graduated in 2020-21 (41 total students in the program). Each student presented their Capstone Project to a faculty committee of 2-4 members. Each faculty member completed a form that includes a 0-4 scale as noted above and in the specific categories of Theoretical Analysis, Composer Content, and Organization/Presentation. The scores are averaged, and the forms are then collated, copied/shared with students, and stored in the department office. | | | | | | |
| **Measurement Instrument 2** | **Indirect: Annual Student Survey** – at the end of the spring semester all music majors are given the opportunity to complete a broad suvey regarding their program, individual classes/ensembles/experiences, advising, and the overall department. | | | | | | |
| **Criteria for Student Success** | 75% of students will rate the overall quality of their WKU education as “Good” or “Outstanding” | | | | | | |
| **Program Success Target for this Measurement** | | 75% of students will rate their courses in Music History and Music Theory as “Good” or “Outstanding” | | **Percent of Program Achieving Target** | | 27% of students surveyed rated courses in Music History as Good or Outstanding (5% Outstanding); 89% of students surveyed rated courses in Music Theory as Good or Outstanding (70% Outstanding) | |
| **Methods** | WKU Music Majors (BA, BM, and MM) are asked to complete a broad department survey at the end of the spring semester every year. In Sp2021 seventy-two students (45% of music majors) completed the survey. The survey includes rating course specific topic areas like Music History and Music Theory. While the survey includes students from different programs, all music majors take the same required courses in Music History and Theory; therefore, percentages are reasonably accurate for this individual program and measurement. | | | | | | |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | | | | | | **Met** | **Not Met** |
| **Actions** | | | | | | | |
| No actions were taken to revise the Capstone process in 2020-21 (largely due to COVID-19). The annual student survey has been in place for three years now with consistently asked questions (except for the addition of COVID specific questions in 2020-21). While no action was taken to alter the survey, additional prompts through email were sent to students encouraging them to complete the survey in April/May 2021. | | | | | | | |
| **Follow-Up** | | | | | | | |
| *Measurement 1:* percentages are just above (or slightly below) the target of 75%. A Capstone information session is offered each fall by respective area faculty. This session will be reviewed to better connect applied teachers and student performers with the content areas/teachers in Music History (specifically Composer Content) and Music Theory.  *Measurement 2;* students are not connecting as well with Music History as hoped/expected. While this is a natural aspect of the subject matter (compared to more active areas like performance) the department will work with history faculty on student engagement and synthesis. A new Music Historian is joining the faculty in Fall 2021. In addition, we will push for higher participation in the survey (specifically regarding Music History) by the student body through marketing and direct communication.  Follow-up will occur as the next assessment cycle documents any changes in student outcomes and measurements – summer 2022. | | | | | | | |
| **Next Assessment Cycle Plan** | | | | | | | |
| Assessment of Student Learning Outcome 1 will be completed again in 2021-22. The department head and music office collect Capstone documents each semester, and conduct the student survey annually at the end of the spring semester. | | | | | | | |

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| **Student Learning Outcome 2** | | | | | | | |
| **Student Learning Outcome** | Students will demonstrate technical proficiency on their applied instrument. | | | | | | |
| **Measurement Instrument 1** | **Direct Jury Performance -** *(from the music student handbook)* at the end of each semester, music majors enrolled in applied lessons are required to take an examination in front of a faculty jury. Each student is evaluated and a grade is recommended to the teacher. Evaluation sheets are made available to each student through the Music Office. During jury examinations, the jury and applied teacher determine if the student should be promoted to the next semester in the applied sequence, or retained at the current level. A student who has received an unsatisfactory or failing grade in his/her applied major or principal for two semesters, or who has been retained at the same level for three semesters, will be advised to drop music as a major. | | | | | | |
| **Criteria for Student Success** | Students must earn an overall score of at least 2 on a 0-4 scale for a jury grade of C (required to pass all music courses). Success here, however, is defined as an average of 3 or higher. | | | | | | |
| **Program Success Target for this Measurement** | | | 75% of students will earn an average of 3 or above in their jury performance. 50% of students will earn a 4 specifically in Technique and Interpretation/Phrasing. | | **Percent of Program Achieving Target** | 100% of students earned an average of 3 or above in their jury performance. 83% earned a 4 in Technique and 75% earned a 4 in Interpretation/Phrasing. | |
| **Methods** | Jury forms for 20 students (41 students in the program; 50% surveyed) were reviewed for this measurement. Each student in the program performs a jury for a faculty committee of 2-4 members every semester. Each faculty member completed a form with a 0-4 scale including the specific categories of Technique and Interpretation/Phrasing. The scores are averaged, and the forms are then collated, copied/shared with students, and stored in the department office. | | | | | | |
| **Measurement Instrument 2** | **Indirect Annual Student Survey** – at the end of the spring semester all music majors are given the opportunity to complete a broad survey regarding their program, individual classes/ensembles/experiences, advising, and the overall department. | | | | | | |
| **Criteria for Student Success** | 75% of students will rate the overall quality of their WKU education as “Good” or “Outstanding” | | | | | | |
| **Program Success Target for this Measurement** | | 75% of students will rate their Applied Lessons as “Good” or “Outstanding” | | **Percent of Program Achieving Target** | | 93% of students surveyed rated Applied Lessons as Good or Outstanding (81% Outstanding) | |
| **Methods** | WKU Music Majors (BA, BM, and MM) are asked to complete a broad department survey at the end of the spring semester every year. In Sp2021 seventy-two students (45% of music majors) completed the survey. The survey includes rating course specific topic areas like Applied Lessons. While the survey includes students from different programs, all music majors take the same required courses in Applied Lessons; therefore, percentages are reasonably accurate for this individual program and measurement. | | | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | | | | | | **Met** | **Not Met** |
| **Actions** | | | | | | | |
| The end of semester jury is a staple of music performance assessment and works very well – no actions were taken to revise the process in 2020-21 (except for integrating COVID-19 virtual performance options).. The annual student survey has been in place for three years now with consistently asked questions (except for the addition of COVID specific questions in 2020-21). While no action was taken to alter the survey additional prompts through email were sent to students encouraging them to complete the survey in April/May 2021. | | | | | | | |
| **Follow-Up** | | | | | | | |
| *Measurement 1:* students by and large perform very well in their end of semester juries. While this is expected (due to intense and individual ono-on-one instruction) the department has wondered about discrepancies across studios and a leaning towards positive scoring. A review of the jury form/scoring/grading is planned for 2021-22 (as we return to some post-COVID normalcy).  *Measurement 2*; students rate their applied lesson experience very high – higher than almost all other areas. Again, this is expected due to the one-on-one connection students/teachers engage in over four years. We may consider altering the target measurement in the hopes of identifying more specific areas that can be improved. In addition, we will push for higher participation in the survey by the student body through marketing and direct communication.  Follow-up will occur as the next assessment cycle documents any changes in student outcomes and measurements – summer 2022. | | | | | | | |
| **Next Assessment Cycle Plan** | | | | | | | |
| Assessment of Student Learning Outcome 2 will be completed again in 2021-22. The department head and music office collect jury documents each semester, and conduct the student survey annually at the end of the spring semester. | | | | | | | |