

**Assurance of Student Learning
2018-2019**

Potter College of Arts & Letters

Music

Music 0453 Master of Music

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 knowledge of music content and pedagogy to become successful music educators in Primary-12 school settings, private studios, and conductors for private and public music ensembles in our culturally diverse and ever-changing society.

Instrument	Exit Oral Exam
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Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.

Met

Not Met

Student Learning Outcome 2: Students will demonstrate life-long professional development and civic/community contributions in relationship to diverse professions in music education (Primary-12 school settings, private studios, and conductors for private and public music ensembles).

Instrument	Capstone Project
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Based on your results, circle or highlight 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.)

In particular, we are considering:

1. Simplifying SLO 1.
2. Adding detail to the methods, including a rubric with numerical values.
3. Rewriting SLO 2, which is very difficult to measure as written.
4. Linking additional SLOs to accreditation competencies.
5. Considering how the data gathered by assessment can help us with program improvement.

These two SLOs have been in place for over seven years. Some data was not collected during administrative transitions, was not reported as we moved away from Digital Measures, or was combined with other program data in catching up with reporting. We are now engaged, with the rest of the university, in reviewing and updating our SLOs and reporting measures to better reflect student learning as well as actions for improvement, specific to the department and individual programs.

Student Learning Outcome 1

Student Learning Outcome	Students will demonstrate knowledge of music content and pedagogy to become successful music educators in Primary-12 school settings, private studios, and conductors for private and public music ensembles in our culturally diverse and ever-changing society.		
Measurement Instrument	<p>Exit Oral Exam - A comprehensive approach to problem solving in the discipline of music, which includes historical, analytical and pedagogical applications.</p> <p>Specific Criteria for the Master of Music Oral Exam The appropriate program director (choral, winds/percussion, orchestra, pedagogy, music education) will select two contrasting musical selections, or select one and the candidate selects one, appropriate for the selected area of performance or teaching. Students will present the analytical, historical, and pedagogical applications for each selection and synthesize how specifics from graduate course work enhanced understanding of each component (analytical, historical, pedagogical).</p> <p>Format for the exam Students prepare a 20 minute power-point presentation for the oral exam (total – including <u>both</u> pieces of music). Discussion questions from the committee follow the presentation.</p>		
Criteria for Student Success	Students must earn an overall score of at least 3 on a 0-4 scale in order to pass the Oral Exam requirement.		
Program Success Target for this Measurement	90-100%	Percent of Program Achieving Target	100%
Methods	In Fall 2018 one student (1) presented their Exit Oral Exam and in Spring 2019 eight (8) students presented their Exit Oral Exam. All nine students completed the project with a score of 3 or higher (out of 4), therefore meeting department measurement targets at 100%.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.			Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
The Department of Music is reviewing its assessment practices and hopes to have an updated list of SLOs as well as measurements for 2019-20 defined prior to the spring 2020 semester. As we are currently midway through the 2019-20 academic year, assessment measures will reflect current student projects and experiences. After we work through the reporting process in summer 2020 additional adjustments to both the assessment process and measurement instruments may be made.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
Follow-up will occur in 2020-21 after the updated SLOs and measurement instruments are in place and a reporting year (2019-20) has been completed.			

Student Learning Outcome 2

Student Learning Outcome	Students will demonstrate life-long professional development and civic/community contributions in relationship to diverse professions in music education (Primary-12 school settings, private studios, and conductors for private and public music ensembles).
Measurement Instrument	<p>MUS 625 Capstone MUS 625 Capstone is taken during the final semester of study. The Capstone Committee includes three graduate faculty (typically the student's mentor and two faculty they have taken courses with). The Capstone includes a specific project as defined below:</p> <p>Conducting Concentration(s): Prerequisite MUS 518 Student must prepare and present a concert-length public performance or lecture-recital with an ensemble approved by the conducting faculty including program notes</p> <ul style="list-style-type: none"> ● Selection of appropriate repertoire to be approved by the conducting faculty mentor ● Score analysis and rehearsal preparation ● Public Performance including Capstone Committee ● Concert planning to include facilities, personnel, rehearsal schedule, equipment needs, program and program notes ● Program notes and specifications will be submitted as a separate document (APA style formatting, approximately 12-15 pages with references) <p>Music Education Concentration: Prerequisite MUS 511 Student must prepare and present a Music Education Action Research Project</p> <ul style="list-style-type: none"> ● Project must be in APA style and thoroughly state the purpose, method of study and results, conclusions. ● Format: Times New Roman 12 pt. font, double spaced, with title page and running head, approximately 15-20 pages in length, including references. ● Oral Presentation of Research Findings to Capstone Committee (20min) <p>Pedagogy Concentration: Prerequisite MUS 520 Student must prepare and present a Lecture Recital and corresponding Research Paper OR Pedagogy Action Research Project (15-20 pages with references).</p> <ul style="list-style-type: none"> ● Project must be in APA style and thoroughly state the purpose, method of study and results, conclusions ● Format: Times New Roman 12 pt. font, double spaced, with title page and running head, approximately 10-12 pages for Lecture Recital and 15-20 pages with references for the Action Research Project ● Oral Presentation of Research Findings to the Capstone Committee (20min) ● (Lecture Recital) Selection of appropriate repertoire to be approved by the pedagogy faculty mentor; score analysis and rehearsal preparation; Public Performance including Capstone Committee; concert planning to include facilities, personnel, rehearsal schedule, equipment needs, and program
Criteria for Student Success	Students must earn an overall score of at least 3 on a 0-4 scale in order to pass the Capstone Project requirement.

Program Success Target for this Measurement	90-100%	Percent of Program Achieving Target	100%
Methods	In Fall 2018 one student (1) presented their Capstone Project and in Spring 2019 eight (8) students presented their Capstone Project. All nine students completed the project with a score of 3 or higher (out of 4), therefore meeting department measurement targets at 100%.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.		Met	Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
The Department of Music is reviewing its assessment practices and hopes to have an updated list of SLOs as well as measurements for 2019-20 defined prior to the spring 2020 semester. As we are currently midway through the 2019-20 academic year, assessments measures will reflect current student projects and experiences. After we work through the reporting process in summer 2020 additional adjustments to both the assessment process and measurement instruments may be made.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
Follow-up will occur in 2020-21 after the updated SLOs and measurement instruments are in place and a reporting year (2019-20) has been completed.			

Graduate Capstone Action Research Project Scoring Rubric

Student Name _____ ID _____

Scoring	1 Low	2	3	4 High
Purpose of the research project				
Processes used to research information				
Results of the research project				

Wholistic score _____

Comments:

Faculty Reviewer: _____