

**Assurance of Student Learning
2019-2020**

Potter College of Arts and Letters

Department of Music

Music 593 Bachelor of Music

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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 Direct: Capstone Oral Presentation

Instrument 2 Indirect: Annual Student Survey

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 technical proficiency on their applied instrument.

Instrument 1 Direct: Jury Performance

Instrument 2 Indirect: Annual Student Survey

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.

Met

Not Met

Student Learning Outcome 3: (BM - music education specific) Students will demonstrate comprehensive proficiency in state music education standards.

Instrument 1 Direct: PRAXIS Exam

Instrument 2 Indirect: Annual Student Survey

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.

Met

Not Met

Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)

The Bachelor of Music program (with tracks in Music Education and Performance) continues to produce solid musicians and artist teachers. This is a new assessment process with more defined outcomes, measurements, and targets reported for the first time in 2019-20. Two of the three SLOs were “not met” but that was due largely to student survey responses. Based on these results the department will be working to better synthesize academic and performance areas, student survey participation, and PRAXIS exam preparation.

Student Learning Outcome 1

Student Learning Outcome	Students will demonstrate written/oral analytical processes in musicianship.		
Measurement Instrument 1	<p>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.</p> <p>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.</p> <p>Capstone Presentation and Outline Contents:</p> <ul style="list-style-type: none"> • 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 <p>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.</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 Capstone Project requirement.		
Program Success Target for this Measurement	75% of students completing the Capstone are expected to receive “4’s” specifically in Theoretical Analysis, Composer Content, and Organization and Presentation.	Percent of Program Achieving Target	Students receiving “4’s”: 1. in Theoretical Analysis 77% 2. in Composer Content 74% 3. in Organization/Presentation 79%
Methods	Nineteen (19) students completed their Capstone Project and graduated in 2019-20 (130 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. These 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 courses in Music History and Music Theory as “Good” or “Outstanding”	Percent of Program Achieving Target	52% of students surveyed rated courses in Music History as Good or Outstanding (8% Outstanding); 92% of students surveyed rated courses in Music Theory as Good or Outstanding (65% 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 Sp2020 seventy-six students (42% 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: Assessment plan is new beginning in 2019-20. Actions have not yet been taken to improve results.			
Follow-Up			
<p><i>Measurement 1:</i> 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 and Music Theory.</p> <p><i>Measurement 2:</i> 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 search for a new Music Historian is planned for 2020-21 as long-time faculty are retiring. In addition, we will push for higher participation in the survey by the student body through marketing and direct communication.</p> <p>Follow-up will occur as the next assessment cycle documents any changes in student outcomes and measurements – summer 2021.</p>			
Next Assessment Cycle Plan: As this is the first cycle for assessing these student outcomes and measurements the process will be completed again in 2020-21.			

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)		
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	94% of students earned an average of 3 or above in their jury performance. 64% earned a 4 in Technique and 61% earned a 4 in Interpretation/Phrasing.
Methods	Jury forms for 40 students (130 students in the program; 31% 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. These 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	97% of students surveyed rated Applied Lessons as Good or Outstanding (72% 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 Sp2020 seventy-six students (42% 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: Assessment plan is new beginning in 2019-20. Actions have not yet been taken to improve results.			
Follow-Up			
<p><i>Measurement 1:</i> students by and large perform very well in their end of semester juries. While this is expected (due to intense and individual one-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 2020-21.</p> <p><i>Measurement 2:</i> 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.</p> <p>Follow-up will occur as the next assessment cycle documents any changes in student outcomes and measurements – summer 2021.</p>			
Next Assessment Cycle Plan: As this is the first cycle for assessing these student outcomes and measurements the process will be completed again in 2020-21.			

Student Learning Outcome 3			
Student Learning Outcome	(BM - music education specific) Students will demonstrate comprehensive proficiency in state music education standards.		
Measurement Instrument 1	Direct: PRAXIS Exam – Prior to receiving their Kentucky State Teaching Certificate, music education students must pass the Music: Content and Instruction (5114) portion of the PRAXIS exam series.		
Criteria for Student Success	A score of 162 or higher is required to pass.		
Program Success Target for this Measurement	90% of students will pass on their first attempt	Percent of Program Achieving Target	92% of students passed on their first attempt
Methods	Students register for and take the PRAXIS Music Content and Instruction exam. Individual results are gathered and collated to determine success rate. Twelve students took the exam – 11 first times and 1 repeat; 10 of the first times passed.		

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 courses in Music Education and General Education as “Good” or “Outstanding”	Percent of Program Achieving Target	82% of students surveyed rated courses in Music Education as Good or Outstanding (47% Outstanding); 59% of students surveyed rated courses in General Education as Good or Outstanding (20% 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 Sp2020 seventy-six students (42% of music majors) completed the survey. The survey includes rating course specific topic areas like Music Education and General Education. Only students who participate in those courses rate said courses so the percentage markers are specific to students in the Music Education BM.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.		Met	Not Met
Actions: Assessment plan is new beginning in 2019-20. Actions have not yet been taken to improve results.			
Follow-Up			
<p><i>Measurement 1:</i> these are the highest PRAXIS results in a number of years. In the past two years new faculty have developed unique study materials and hosted review sessions to improve exams pass rates. While this assessment process is new, the department notes that these scores reflect moving in a very positive direction. Sustainability is now important and will be recognized in future assessment cycles.</p> <p><i>Measurement 2:</i> while students rate their music education courses highly, ratings for general education courses (as required by the state and College of Education) are notably lower. The COE updated their core education curriculum to go in effect in 2020-21. Ratings for the new course sequence will begin to be noted next summer. In addition, we will push for higher participation in the survey by the student body through marketing and direct communication.</p> <p>Follow-up will occur as the next assessment cycle documents any changes in student outcomes and measurements – summer 2021.</p>			
Next Assessment Cycle Plan: As this is the first cycle for assessing these student outcomes and measurements the process will be completed again in 2020-21.			