

**Assurance of Student Learning
2019-2020**

Potter College of Arts and Letters

Department of Music

Music 0453 Master of Music

Scott Harris

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: Exit Oral Exam

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 degree level proficiency in their applied area of study/performance.

Instrument 1 Direct: Capstone Project

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

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

The Master of Music program continues to produce solid musicians, artistic teachers, and conductors. This is a new assessment process with more defined outcomes, measurements, and targets reported for the first time in 2019-20. The SLOs were “not met” in part due to student survey responses and a cohort of students who may have had limited backgrounds in writing/research. Based on these results the department will be working to better synthesize academic and performance areas, admissions procedures, and student survey participation.

Student Learning Outcome 1

Student Learning Outcome	Students will demonstrate written/oral analytical processes in musicianship.		
Measurement Instrument 1	<p>Direct: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	75% of students completing the Exit Oral Exam will receive an overall score of “4”	Percent of Program Achieving Target	33% (2 out of 6) of students earned an overall score of “4” (other 4 students earned a “3”)
Methods	Six (6) students completed their Exit Oral Exam and graduated in 2019-20 (15 total students in the program). Each student prepared for their exam and then presented it to a faculty committee of 3-4 members. Each faculty member completed a form that includes a 0-4 scaled rubric. These forms are then collated, reported to the Graduate School, 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	67% of students surveyed rated courses in Music History and Music Theory as Good or Outstanding (all 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. Six students in the MM degree completed the survey and four answered the question above (67%).		
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			
<i>Measurement 1:</i> percentages are low and well below the target of 75%. The department is looking closely at admissions procedures. Concerns have been raised about the quality of accepted students and their ability to succeed in the program, specifically in regards to writing and research. Those concerns were highlighted with this individual graduating class. Future cohorts are expected to perform better.			

Measurement 2: student participation was limited (MM specific) and those students who did participate did not fully complete the survey. This will need to be looked as a survey may not be a viable measurement tool long-term. The department 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 2021.

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 degree level proficiency in their applied area of study/performance.
Measurement Instrument 1	<p>Direct: 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	75% of students completing the Capstone Project will receive an overall score of “4”	Percent of Program Achieving Target	50% (3 out of 6) of students earned an overall score of “4” (other 3 students earned a “3”)
Methods	Six (6) students completed their Exit Oral Exam and graduated in 2019-20 (15 total students in the program). Each student prepared for their exam and then presented it to a faculty committee of 3-4 members. Each faculty member completed a form that includes a 0-4 scaled rubric. These form are then collated, reported to the Graduate School, 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 courses in their applied discipline as “Good” or “Outstanding”	Percent of Program Achieving Target	67% of students surveyed rated courses in their applied discipline as Good or Outstanding (all 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 courses in applied disciplines (music education, applied, conducting). Six students in the MM degree completed the survey and four answered the question above (67%).		
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> while better than the Oral Exam, percentages are low and below the target of 75%. The department is looking closely at admissions procedures. Concerns have been raised about the quality of accepted students and their ability to succeed in the program, specifically in regards to writing and research. Those concerns were highlighted with this individual graduating class. Future cohorts are expected to perform better.</p> <p><i>Measurement 2:</i> student participation was limited (MM specific) and those students who did participate did not fully complete the survey. This will need to be looked as a survey may not be a viable measurement tool long-term. The department 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.			