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| **Assurance of Student Learning Report****2022-2023** |
| *PCAL* | *MUSIC* |
| *Master of Music 0453* |
| *Catherine Wilson*  |
| ***Is this an online program***? Yes [ ]  No[x]  | Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here [x]  Yes, they match!  |

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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. Add more Outcomes as needed.*** |
| **Program Student Learning Outcome 1:** Demonstrate written/oral analytical processes in musicianship. |
| **Instrument 1** | **Exit Oral Exam** |
| **Instrument 2** | **Annual Student Survey** |
| **Instrument 3** |  |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | **[x]  Met** | **[ ]  Not Met** |
| **Program Student Learning Outcome 2: Demonstrate degree level proficiency in applied area of study/performance.** |
| **Instrument 1** | **Capstone Project**  |
| **Instrument 2** | **Annual Student Survey**  |
| **Instrument 3** |  |
| **Based on your results, check whether the program met the goal Student Learning Outcome 2.** | **[x]  Met** | **[ ]  Not Met** |
| **Assessment Cycle Plan:**  |
| For the next assessment cycle there are no plans to change learning outcomes concerning the capstone project and oral exam. However, the annual student survey is not gathering enough data from the student body. The annual survey has never garnered responses from more than 50% of music majors. While the department still plans on deploying the survey to gather data, it is unsure if the survey provides an accurate enough picture of whether or not a program is meeting student learning outcomes. The department would like to discuss the topic of assessment instruments for the master of music program and if there is a more valuable instrument that could be utilized in future assessment cycles.  |

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| **Program Student Learning Outcome 1** |
| **Program Student Learning Outcome**  | Demonstrate written/oral analytical processes in musicianship |
| **Measurement Instrument 1**  | **Direct: Exit Oral Exam** - A comprehensive approach to problem solving in the discipline of music, which includes historical, analytical and pedagogical applications. **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).  **Format for the exam**Students prepare a 20 minute power-point presentation for the oral exam (total – including both pieces of music). Discussion questions from the committee follow the presentation.  |
| **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. Success for assessment purposes is defined as a total score greater than 3. Areas of assessment on the Oral Exam are theoretical analysis, historical and biographical information on the composer, pedagogical applications, and synthesis of graudate course ework with presentation. With seven assessment indicators for the oral exam, a score of 3 or higher would render a score of 21 or more points.  |
| **Program Success Target for this Measurement** | 75% of students completing the Exit Oral Exam will receive an overall score greater than “3” or more than 21 points.  | **Percent of Program Achieving Target** | 50% (5 out of 8) of students earned an overall score above “3” or above 21 points. The remaining three students achieved a score of “3” or 21 points. 100% of students passed the Oral Exam.  |
| **Methods**  | Eight (8) students completed their Exit Oral Exam and graduated in 2022-23 (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, averaged, reported to the Graduate School, and stored in the department office. |
| **Measurement Instrument 2** | Annual Student Survey  |
| **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 the overall quality of their WKU education as “Good” or “Outstanding” | **Percent of Program Achieving Target** | 80% of students surveyed rated the overall quality of their WKU education as “Good” or “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 Sp2023 sixty students (32% of music majors and minors) completed the survey. The survey includes rating course specific topic areas like Music History, Music Theory, experience in ensembles, and overall satisfaction of their experience within the department. Four students in the MM degree completed the survey. |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | **[x]  Met** | **[ ]  Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** |
| The exit Oral Exam process has not changed in the 2022-23 cycle. The admissions process with writing sample and interview to better review the background and potential for quality writing and research is now in it’s second year. The program has seen an increase in the quality of students admitted since the implementation of these admissions standards. The annual student survey has been in place for four years with consistently asked questions. 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 2023. Administration is beginning to question the overall value of the student survey. *Measurement 1:* percentages are achieving the target of 75, due in large part to more effective admission reviews and the ability for increased interpersonal engagement and on campus opportunities for graduate students. *Measurement 2;* student participation continues to be very limited (MM specific) and those students who did participate did not fully complete the survey. The survey is proving to be inviable as a long-term measurement tool. The department will seek input from faculty and college administration on increasing communication and dissemination of the survey, if not other instruments to develop/target as measurement tools.  Plans for the next assessment cycle are to work with graduate faculty on standardizing the curriculum cycle for graduate coursework for all concentrations. The hope is that this will provide stability in the completion of graduate coursework and balance in the workload of graduate faculty. Department administration is also working with the Master of Music coordinator to develop an all on-line MM program. Finally, the installment of the new tenure track musicologist in the department means that the graduate curriculum in research methods and literature will increase. This will continue to strengthen our graduate faculty and continue to produce quality graduate student work.  |

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| **Program Student Learning Outcome 2** |
| **Program Student Learning Outcome**  | **Demonstrate degree level proficiency in applied area of study/performance.** |
| **Measurement Instrument 1** | **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: Conducting Concentration(s):  Prerequisite MUS 518Student must prepare and present a concert-length public performance or lecture-recital with an ensemble approved by the conducting faculty including program notes* 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)

Music Education Concentration:  Prerequisite MUS 511Student must prepare and present a Music Education Action Research Project* 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)

Pedagogy Concentration:  Prerequisite MUS 520Student must prepare and present a Lecture Recital and corresponding Research Paper OR Pedagogy Action Research Project (15-20 pages with references).* 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
 |
| **Criteria for Student Success** | Three areas are assessed for the project including: purpose of the research project, processes used to research the information, and results of the research project. Students must earn an overall score of at least “3” or 9 points on a 0-4 scale in order to pass the Capstone Project requirement. Success for assessment purposes, however, is defined as a score above “3” or higher than 9 points.  |
| **Program Success Target for this Measurement** | 75% of students completing the Capstone Project will receive an overall score above “3” or 9 points  | **Percent of Program Achieving Target** | 75% (6 out of 8) of students earned an overall score above “3” or 9 points (other two students earned a “3”/9 points)  |
| **Methods**  | Eight (8) students completed their Capstone Project and graduated in 2022-23 (15 total students in the program). Each student prepared for their project 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** | 100% 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 Sp2023 sixty students (32% of music majors and minors) completed the survey. The survey includes rating courses in applied disciplines (music education, applied, conducting). Four students in the MM degree completed the survey and all four answered the question above (100%). |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | **[x]  Met** | **[ ]  Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** |
| The Capstone Project process has not changed in the 2022-2023 assessment cycle. The admissions process with writing sample and interview to better review the background and potential for quality writing and research is now in it’s second year. The program has seen an increase in the quality of students admitted since the implementation of these admissions standards. The annual student survey has been in place for four years with consistently asked questions. 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 2023. Administration is beginning to question the overall value of the student survey. *Measurement 1:* Percentages for achievement in the Capstone Project have increased since the last assessment cycle , reaching the target of 75. This is due in large part to more effective admission reviews and the ability for increased interpersonal engagement and on campus opportunities for graduate students. *Measurement 2;* student participation continues to be very limited (MM specific) and those students who did participate did not fully complete the survey. The survey is proving to be inviable as a long-term measurement tool. The department will seek input from faculty and college administration on increasing communication and dissemination of the survey, in addition to targeting other instruments to develop as measurement tools.  Plans for the next assessment cycle are to work with graduate faculty on standardizing the curriculum cycle for graduate coursework for all concentrations. The hope is that this will provide stability in the completion of graduate coursework and balance in the workload of graduate faculty. Department administration is also working with the Master of Music coordinator to develop an all on-line MM program. Finally, the installment of the new tenure track musicologist in the department means that the graduate curriculum in research methods and literature will increase. This will continue to strengthen our graduate faculty and continue to produce quality graduate student work.   |

**\*\*\* Please include Curriculum Map (below/next page) as part of this document**

Curriculum Map MUS 453 Master of Music in Pedagogy (6/2023)

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| --- | --- |
|  | MUS 453 Master of Music in Pedagogy Program Learning Outcomes  |
|  | Program Learning Outcome #1Students will demonstrate written/oral analytical processes in musicianship. | Program Learning Outcome #2Students will demonstrate degree level proficiency in their applied area of study/performance. |
| MUS 500 Theory Seminar | R/A |  |
| MUS 511 Research Methods in Music   | R/A |  |
| MUS 513 Ind. Dir. Study/Pedagogy |  | R/A |
| MUS 520 Advanced Pedagogy |  | R/A |
| MUS 525 Music & the Human Experience | R/A |  |
| MUS 530 Music Literature | R/A |  |
|  |  |  |
| MUS 553 Applied Music Principal   |  | R/A |
| MUS 553 Applied Music Principal  |  | R/A |
| MUS 553 Applied Music Principal |  | R/A |
|  |  |  |
| MUS XXX Ensemble or Music Elective  |  | R/A |
| MUS XXX Ensemble or Music Elective |  | R/A |
| MUS XXX Ensemble or Music Elective |  | R/A |
| MUS XXX Ensemble or Music Elective |  | R/A |
|  |  |  |
| MUS 625 Graduate Capstone Project  | M | M |
|  |  |  |
| Electives: |  |  |
| MUS 512 Music Education Workshop  |  |  |
| MUS 513 Ind. Dir. Study Pedagogy |  |  |
| MUS 538 Ind. Dir. Study Theory-Lit |  |  |
| MUS 550 Applied Music Secondary |  |  |
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| Ensembles:  |  |  |
| MUS 540 Chorale/University Singers/Choral Society |  |  |
| MUS 544 University Orchestra |  |  |
| MUS 547 Wind Ensemble  |  |  |
| MUS 548 Symphonic Band  |  |  |
| MUS 571 Jazz Ensemble |  |  |
| MUS 574 Opera Theater |  |  |

Curriculum Map MUS 453 Master of Music in Music Education Teacher Leader (6/2023)

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|  | MUS 453 Master of Music in Conducting Program Learning Outcomes  |
|  | Program Learning Outcome #1Students will demonstrate written/oral analytical processes in musicianship. | Program Learning Outcome #2Students will demonstrate degree level proficiency in their applied area of study/performance. |
| TCHL 500 Foundations in Teacher Leadership |  | R |
| MUS 500 Music Theory Seminar | R/A |  |
| MUS 509 Elem/Mid. Music Curriculum |  | R/A |
| MUS 511 Research Methods in Music   | R/A |  |
| MUS 512 Music Education Workshop  |  | R/A |
| MUS 514 Secondary Music Curriculum |  | R/A |
| MUS 525 Music & the Human Experience | R/A |  |
| MUS 530 Music Literature | R/A |  |
| MUS XXX Music Elective |  | R/A |
|  |  |  |
| MUS 625 Graduate Capstone Project  | M | M |
|  |  |  |
| Electives: |  |  |
| MUS 512 Music Education Workshop  |  |  |
| MUS 513 Ind. Dir. Study Pedagogy |  |  |
| MUS 538 Ind. Dir. Study Theory-Lit |  |  |
| MUS 550 Applied Music Secondary |  |  |
|  |  |  |
| Ensembles:  |  |  |
| MUS 540 Chorale/University Singers/Choral Society |  |  |
| MUS 544 University Orchestra |  |  |
| MUS 547 Wind Ensemble  |  |  |
| MUS 548 Symphonic Band  |  |  |
| MUS 571 Jazz Ensemble |  |  |
| MUS 574 Opera Theater |  |  |

Legend: I = introduced; R = reinforced; M = mastered; A = assessed

Curriculum Map MUS 453 Master of Music in Conducting (6/2023)

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|  | MUS 453 Master of Music in Conducting Program Learning Outcomes  |
|  | Program Learning Outcome #1Students will demonstrate written/oral analytical processes in musicianship. | Program Learning Outcome #2Students will demonstrate degree level proficiency in their applied area of study/performance. |
| MUS 500 Theory Seminar | R/A |  |
| MUS 511 Research Methods in Music   | R/A |  |
| MUS 513 Ind. Dir. Study/Pedagogy |  | R/A |
| MUS 525 Music & the Human Experience | R/A |  |
| MUS 530 Music Literature | R/A |  |
|  |  |  |
| MUS 518 Advanced Conducting |  | R/A |
| MUS 518 Advanced Conducting |  | R/A |
| MUS 518 Advanced Conducting |  | R/A |
|  |  |  |
| MUS 519 Advanced Conducting  |  | R/A |
| MUS 519 Advanced Conducting |  | M/A |
|  |  |  |
| MUS XXX Music Elective  |  | R/A |
| MUS XXX Music Elective |  | R/A |
| MUS XXX Ensemble  |  | R/A |
|  |  |  |
| MUS 625 Graduate Capstone Project  | M | M |
|  |  |  |
| Electives: |  |  |
| MUS 512 Music Education Workshop  |  |  |
| MUS 513 Ind. Dir. Study Pedagogy |  |  |
| MUS 538 Ind. Dir. Study Theory-Lit |  |  |
| MUS 550 Applied Music Secondary |  |  |
|  |  |  |
| Ensembles:  |  |  |
| MUS 540 Chorale/University Singers/Choral Society |  |  |
| MUS 544 University Orchestra |  |  |
| MUS 547 Wind Ensemble  |  |  |
| MUS 548 Symphonic Band  |  |  |
| MUS 571 Jazz Ensemble |  |  |
| MUS 574 Opera Theater |  |  |

Legend: I = introduced; R = reinforced; M = mastered; A = assessed

Curriculum Map MUS 453 Master of Music in Conducting Teacher Leader (6/2023)

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|  | MUS 453 Master of Music in Conducting Teacher Leader Program Learning Outcomes  |
|  | Program Learning Outcome #1Students will demonstrate written/oral analytical processes in musicianship. | Program Learning Outcome #2Students will demonstrate degree level proficiency in their applied area of study/performance. |
| TCHL 500 Foundations in Teacher Leadership |  | R |
| MUS 500 Music Theory Seminar | R/A |  |
| MUS 509 Elem/Mid. Music Curriculum |  | R/A |
| MUS 511 Research Methods in Music   | R/A |  |
| MUS 512 Music Education Workshop  |  | R/A |
| MUS 514 Secondary Music Curriculum |  | R/A |
| MUS 518 Advanced Conducting |  | R/A |
| MUS 519 Conducting Seminar |  | R/A |
| MUS 519 Conducting Seminar |  | M/A |
| MUS 525 Music & the Human Experience | R/A |  |
| MUS 530 Music Literature | R/A |  |
|  |  |  |
| MUS 625 Graduate Capstone Project  | M | M |
|  |  |  |

Legend: I = introduced; R = reinforced; M = mastered; A = assessed