

**Assurance of Student Learning
2018-2019**

Potter College of Arts & Letters

Music

Music 593

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 proficiency in musicianship and the application of analytical and reflective thinking processes through performing music literature representative of historical periods and world cultures.

Instrument 1 Capstone Performance

Instrument 2 Capstone Written Report

Instrument 3 Capstone Oral Report

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 participate in a variety of civic-community performances (solo/ensemble) engagements that will prepare them to contribute as scholarly musicians in our current global society and ever-changing world.

Instrument 1 Participation in MUS 155: Performance Attendance

Instrument 2 Participation in Major Ensembles

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.)

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.

In particular, we are considering:

1. Simplifying SLO 1 to a single measurable outcome. Draft for this is “students will demonstrate written/oral analytical and reflective processes in musicianship.”
2. Adding detail to the methods, including a rubric with numerical values.
3. Dispensing with SLOs like SLO 2, that assess participation rather than learning.
4. Linking additional SLOs to accreditation competencies. Draft so far includes: “students will demonstrate technical and musical proficiency on piano as well as they individual applied instrument,” and for the “Students will demonstrate proficiency in state education standards and the ability to present music concepts to a classroom.”
5. Considering how the data gathered by assessment can help us with program improvement.

Student Learning Outcome 1

Student Learning Outcome	Students will demonstrate proficiency in musicianship and the application of analytical and reflective thinking processes through performing music literature representative of historical periods and world cultures.		
Measurement Instrument 1	<p>Capstone Performance – <i>(from the music student handbook)</i> 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	90-100%	Percent of Program Achieving Target	100%
Methods	In Fall 2018 eighteen students (18) presented their Capstone Project and in Spring 2019 nine (9) students presented their Capstone (this includes both BA and BM programs). All twenty-seven students completed the project with a score of 3 or higher (out of 4), therefore meeting department measurement targets at 100%.		

Measurement Instrument 2	Capstone Written Report – see above		
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 eighteen students (18) presented their Capstone Project and in Spring 2019 nine (9) students presented their Capstone (this includes both BA and BM programs). All twenty-seven students completed the project with a score of 3 or higher (out of 4), therefore meeting department measurement targets at 100%.		
Measurement Instrument 3	Capstone Oral Report – see above		
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 eighteen students (18) presented their Capstone Project and in Spring 2019 nine (9) students presented their Capstone (this includes both BA and BM programs). All twenty-seven 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
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. While the Capstone Project is an ideal measurement for student learning and synthesis, the current SLO and measurement language is not consistent with actual reporting – specifically “through performing music literature representative of historical periods and world cultures”. Specificity to the professional program (versus the BA) is also a consideration.			
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 participate in a variety of civic-community performances (solo/ensemble) engagements that will prepare them to contribute as scholarly musicians in our current global society and ever-changing world.		
Measurement Instrument 1	<p>Participation in MUS 155: Performance Attendance – (from the music student handbook) Music majors are required to register for MUS 155 (Performance Attendance) each semester as required by their degree (seven-eight semesters for the BM). Students enrolled are required to attend fourteen (14) approved performances during the semester.</p> <p>Additional Performance Attendance expectations are noted below:</p> <ul style="list-style-type: none"> • Students may count seven (7) events where they are performing towards the Performance Attendance Requirement • Students are expected to attend at least four (4) of the 11:30 Student Recital Labs* • Students should make every effort to attend a variety of events: lg ens/chamber/solo; band/choir/strings; classical/contemporary/pop • Significant and appropriate off-campus events can be counted with the written endorsement of a faculty member 		
Criteria for Student Success	Students must participate in/attend 14 different music events each semester.		
Program Success Target for this Measurement	90% of enrolled students will PASS	Percent of Program Achieving Target	Fall 2018 – 86% Spring 2019 – 92%
Methods	Attendance is taken at each approved recital or concert. In order to receive attendance credit, students are required to attend the recital from beginning to end. Once the recital has finished, students swipe their ID card with an usher, which will form the basis for receiving credit for that event. Attendance is tracked in the music office on Blackboard and on a separate office Excel spreadsheet. This includes all enrolled students from <u>both</u> the BA and BM degrees.		
Measurement Instrument 2	Participation in Major Ensembles – All music majors are required to participate in a major ensemble as determined by Degree Program (seven-eight semesters for the BM) and Principal or Major instrument/voice. Each ensemble usually presents two-four (2-4) public performances each semester.		
Criteria for Student Success	Meeting all rehearsal, performance, and attendance requirements of the ensemble.		
Program Success Target for this Measurement	Each semester all major ensembles will present 2-4 performances at varied venues and with different programming	Percent of Program Achieving Target	100%
Methods	Ensemble directors meet each fall to plan the performance calendar for the following year. In addition to regular concerts, presentations include recruiting tours, conference invitations, special events (PRISM, Winterfest, Opera/Musical, Choral Masterworks) and coordinating with community and athletic calendars.		
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.			

Master of Music: Exit Oral Comprehensive Exam

Scoring Rubric

Name _____ Exam Date _____

Please circle the appropriate program concentration:

Conducting TL Education TL Conducting Pedagogy

SELECTION 1	4	3	2	1	0	N/A
Theoretical analysis						
Historical and composer information						
Pedagogical applications						
SELECTION 2	4	3	2	1	0	N/A
Theoretical analysis						
Historical and composer information						
Pedagogical applications						
Synthesis of graduate course work with presentation						

Comments:

CAPSTONE ORAL PRESENTATION ASSESSMENT

STUDENT: _____ Oral Presentation Date: _____

July in (give instrument or voice part): _____

ORAL PRESENTATION	4	3	2	1	0	N/A
Theoretical analysis content:						
Empirical content:						
Form and function content:						
Detail about the work (for example) etc.						
Organization and presentation:						
Citation with references provided:						
Music Samples Provided:						
Selection is Performance-Ready:						
OVERALL SCORE: (Minimum Passing Score = 3)						

- 4 (4) - All required music elements present and correct. Form and function, content, and presentation appropriate.
 - 3 (3) - Most required music elements present with minor omissions. Form and function, content, and presentation are generally appropriate.
 - 2 (2) - There are significant omissions of multiple required elements and/or significant form, terminology, pronunciation, and/or content errors.
 - 1 (1) - There are significant omissions within two or more basic elements and multiple problems with form, content, terminology, pronunciation, and/or content.
 - 0 (0) - The majority of the basic elements are missing and/or the presentation is incomplete (less than 50%).
- A satisfactory passing grade with a musical score of 2 (out of 4) will be required for oral summary presentation.

COMMENTS:

TURN IN THE OUTLINE TO THE OFFICE FOR STUDENT FILE.

Examiner: _____ Circle 0 PASS FAIL
 Overall Score = (3 or more) (Less than 3)