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| **Assurance of Student Learning Report**  **2020-2021** | |
| *Potter College of Arts and Letters* | *Department of Music* |
| *Music 0453 Master of Music* | |
| *Scott Harris* | |

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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: Exit Oral Exam | | |
| **Instrument 2** | Indirect: Annual Student Survey | | |
| **Based on your results, check 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, check 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 the second year for this assessment process with more defined outcomes, measurements, and targets (reported for the first time in 2019-20). Little to no actions were taken in 2020-21 largely due to navigating the COVID-19 pandemic. The SLOs were “not met” in part due to low survey responses, but they are improving. Based on these results the department will continue to improve academic and performance areas (synthesis), admissions procedures, and student survey participation. | | | |

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| **Student Learning Outcome 1** | | | | | | | |
| **Student Learning Outcome** | Students will 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, however, is defined as a score of 4. | | | | | | |
| **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** | 50% (3 out of 6) of students earned an overall score of “4” (other three students earned a “3”) | |
| **Methods** | Six (6) students completed their Exit Oral Exam and graduated in 2020-21 (14 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** | **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** | | 33% of students surveyed rated courses in Music History and Music Theory 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 Sp2021 seventy-two students (45% of music majors) completed the survey. The survey includes rating course specific topic areas like Music History and Music Theory. Three students in the MM degree completed the survey and two answered the question(s) above (67%). | | | | | | |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | | | | | | **Met** | **Not Met** |
| **Actions** | | | | | | | |
| No actions were taken to revise the Exit Oral Exam process in 2020-21 (largely due to COVID-19). The admissions process, however, now includes a writing sample and interview to better review the background and potential for quality writing and research. The annual student survey has been in place for three years now with consistently asked questions (except for the addition of COVID specific questions in 2020-21). 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 2021. | | | | | | | |
| **Follow-Up** | | | | | | | |
| *Measurement 1:* percentages are low and still below the target of 75%; however, improvement was made from the previous year (due in large part to more effective admission reviews). We will continue to review.  *Measurement 2;* student participation was very limited (MM specific) and those students who did participate did not fully complete the survey. This will need to be looked at 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** | | | | | | | |
| Assessment of Student Learning Outcome 1 will be completed again in 2021-22. The department head and music office collects Capstone documents each semester, and conducts the student survey annually at the end of the spring semester. | | | | | | | |

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| **Student Learning Outcome 2** | | | | | | | |
| **Student Learning Outcome** | Students will demonstrate degree level proficiency in their 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 511 Student 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 * 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. Success for assessment purposes, however, is defined as a score of 4.. | | | | | | |
| **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** | 67% (4 out of 6) of students earned an overall score of “4” (other two students earned a “3”) | |
| **Methods** | Six (6) students completed their Capstone Project and graduated in 2020-21 (14 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 Sp2021 seventy-two students (45% of music majors) completed the survey. The survey includes rating courses in applied disciplines (music education, applied, conducting). Three students in the MM degree completed the survey and all three answered the question above (100%). | | | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | | | | | | **Met** | **Not Met** |
| **Actions** | | | | | | | |
| No actions were taken to revise the Capstone Project in 2020-21 (largely due to COVID-19). The admissions process, however, now includes a writing sample and interview to better review the background and potential for quality writing and research. The annual student survey has been in place for three years now with consistently asked questions (except for the addition of COVID specific questions in 2020-21). 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 2021. | | | | | | | |
| **Follow-Up** | | | | | | | |
| *Measurement 1:* while better than the Oral Exam, percentages are still below the target of 75%; however, improvement was made from the previous year (due in large part to more effective admission reviews). We will continue to review.  *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 at 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** | | | | | | | |
| Assessment of Student Learning Outcome 2 will be completed again in 2021-22. The department head and music office collects jury documents each semester, and conducts the student survey annually at the end of the spring semester. | | | | | | | |