



WILLIAM WOODS
UNIVERSITY

Music Annual Assessment 17-18

Annual Assessment 17-18

Music Minor

Program Profile

Program Mission Statement

Please insert your program mission statement here

The purpose of this minor is to provide students an opportunity to develop basic competencies in the history, aesthetics, and performance of music. In addition we believe that the study of music in all forms enriches the student's general education. In that regard many courses can be taken to fulfill common studies requirements. The study of music and the cultural history of people who produce it can be self-liberating. The music minor is also an important aspect of the education of our theatre majors. The program provides classes that are integral to the objectives of that program.

Program Data

Delivery Method

Traditional On Campus (selected)

Online

Hybrid

	Minors
2017-18	2
2016-17	3

Concentrations 2016-17

If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

not applicable

Concentrations 2017-18

If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.

not applicable

Student Demographics

Program goals for student retention, persistence and degree completion are? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be

improved? What is the optimal enrollment for the program?

We strive to keep students academically and artistically challenged by giving them all the performance experience we can. In addition the non-performance based courses give students a variety of exposures to the arts.

Is the Program Externally Accredited

Yes

No (selected)

External Accreditation

Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?

not applicable

Program Assessment

Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

Additional Standards/Outcomes

Identifier	Description
MUS.1	Demonstrate competencies in music performance.
MUS.2	Produce and critique works of musical art, showing development of an aesthetic philosophy and appreciation of different music styles and works.
MUS.3	Recognize and demonstrate the elements of music and music terminology as they apply to the various music periods.
MUS.4	Demonstrate knowledge of the history of music and the music of other cultures.

General Education Alignment to Program

How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The

General Education clusters are: Critical Analysis, Creative Expression, Quantitative Inquiry, and Society & the Individual. See attached for more detailed breakdown.

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

Curriculum Map

A - Assessed

R - Reinforced

I - Introduced

M - Master

Music Minor(Imported)

	MUS 101	MUS 103	MUS 111	MUS 211	MUS 212	MUS 221
MUS.1 Demonstrate competencies in music performance.	I			R	R	R
MUS.2 Produce and critique works of musical art, showing development of an aesthetic philosophy and appreciation of different music styles and works.	I	R	R	R	R	R
MUS.3 Recognize and demonstrate the elements of music and music terminology as they apply to the various music periods.	I	R	R	R	R	R
MUS.4 Demonstrate knowledge of the history of music and the music of other cultures.		I	R			

	MUS 222	MUS 271
MUS.1 Demonstrate competencies in music performance.	M, A	R
MUS.2 Produce and critique works of musical art, showing development of an aesthetic philosophy and appreciation of different music styles and works.	M, A	R
MUS.3 Recognize and demonstrate the elements of music and music terminology as they apply to the various music periods.	M, A	R
MUS.4 Demonstrate knowledge of the history of music and the music of other cultures.		M, A

Assessment Map

Assessment Map for Music Minor(Imported)

Assessment Findings

Assessment Findings for the Assessment Measure level for Music Minor(Imported)

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

Due to these courses being taught by adjunct faculty there is very little assessment of music students that is happening. If a theatre major is a musical theatre concentration student then they are assessed at the portfolio review using the musical theatre rubric. They also are likely to perform a final music recital. We have not had any musical theatre students to assess this year. Changes that need to happen -

- a better way for the adjunct music faculty to assess their students on a regular yearly basis.
- encourage the adjunct faculty to take a more proactive assessment posture.

Improvement Narrative List

Program Activities

Student Performance Review

Describe the department assessment day activities if not already described previously. Please articulate the nature of the assessments are conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

Some students provide special music for campus events. We also measure our musical theatre concentration students during portfolio reviews.

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

Senior Showcase

Describe program Senior Showcase activities if not detailed previously in the report? What benefit does the program gain from the activities? What if any assessment of students happens during this event? What changes if any will occur due to what is learned by faculty on Senior Showcase?

Some students choose to sing as part of their final one-person senior project performance. If so, they are encouraged to perform both up tempo and ballad style music as well as classical vs. contemporary. These students are assessed by the faculty/staff.

Assessment Rubrics

Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.

[Musical_Theatre_rubric_2015.pdf](#)

Service Learning

Does the Program include projects/ course content that uses the philosophy of service learning?

Yes

No (selected)

Service Learning Component

If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

none

LEAD Events

Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the past academic year. Include a total number of lead events program faculty sponsored.

None

Student Accomplishments

Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishments that a student achieved outside of course work or the normal expectations of student success.

None

Faculty Accomplishments

Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature.

Rebecca Talbert directs the Jefferson City Children's Opera Company

Marlene Railton directs the Jameson Singers who give a choir concert each semester

	3.00 Assessment Reflects Best Practices	2.00 Assessment Meets the Expectations of the University	1.00 Assessment Needs Development	0.00 Assessment Is Inadequate	N/A
Learning Objectives weight: 1.000	<ul style="list-style-type: none"> • Detailed, measurable program learning objectives • Objectives are shared with students and faculty 	<ul style="list-style-type: none"> ✓ • Measurable program learning objectives. • Learning objectives are available to students. 	<ul style="list-style-type: none"> • Program learning objectives are identified and are generally measurable 	<ul style="list-style-type: none"> • Program learning objectives are not clear or measurable 	N/A
Comment:					
Assessment Measures weight: 1.000	<ul style="list-style-type: none"> • Multiple measures are used to assess student-learning objectives. • Rubrics or guides are used for the measures. • All measurements are clearly described. • External evaluation of student learning included. 	<ul style="list-style-type: none"> • Assessment measures relate to program learning objectives. • Various measures are used to assess student learning. • Measures chosen provide useful information about student learning. 	<ul style="list-style-type: none"> • Assessment focuses on class content only. • Minimal description of how the assessment relates to the objective. • Minimal assessment measures established. 	<ul style="list-style-type: none"> ✓ • Assessment measures not connected to objectives. • Assessment measures are not clear. • No assessment measures are established. 	N/A
Comment:	Is marked that assessment will happen in MUS 222, but there is no description on what the assessment is or what it will look like? the lack of description eliminates the ability of the faculty to complete the assessment findings. The assignment has to be defined before the system will continue to prompt for data on the results of the activity.				
Assessment Results weight: 1.000	<ul style="list-style-type: none"> • All objectives are assessed annually, or a rotation schedule is provided. • Data are collected and analyzed to show learning over time. • Standards for performance and gaps in student learning are clearly identified. 	<ul style="list-style-type: none"> • Most objectives assessed annually. • Data collected and analyzed showing an annual snapshot of student learning. • Data are used to highlight gaps in student learning. • Some data from non-course based content. 	<ul style="list-style-type: none"> • Data collected for at least one program objective. • Data collection is incomplete. • Gaps in student learning not identified. • Lacking external data to support course data. 	<ul style="list-style-type: none"> ✓ • Learning objectives are not routinely assessed. • Routine data is not collected. • No discussion on gaps in student learning. • No use of external data to support student learning. • Assessment data not yet collected. 	N/A
Comment:	Note by the faculty in charge that the assessment needs to be implemented and set up for the faculty who teach this program as it is a predominantly adjunct program.				
Faculty Analysis and Conclusions weight: 1.000	<ul style="list-style-type: none"> • Data is shared that incorporates multiple faculty from the program. • Discussions on data results incorporate multiple faculty. • Opportunities for adjunct faculty to participate. • Includes input from external sources when possible. 	<ul style="list-style-type: none"> • Multiple program faculty receive assessment results. • Assessment results are discussed. • Specific conclusions about student learning are made based on the available assessment results. 	<ul style="list-style-type: none"> ✓ • Minimal faculty input about results is sought. • Data not used to determine success or not to the objective. • Minimal conclusions made. 	<ul style="list-style-type: none"> • Faculty input is not sought. • Conclusions about student learning are not identified. • N/A Program recently started or too few graduates to suggest any changes. 	N/A
Comment:					
Actions to Improve Learning and Assessment weight: 1.000	<ul style="list-style-type: none"> • All assessment methods, timetable for assessing, and evaluating the effectiveness modifications are included. • Changes to assessment are inclusive of multiple faculty. • Description of changes is detailed and linked to assessment results. 	<ul style="list-style-type: none"> ✓ • More than one change to assessment is proposed, timetable for assessment, and evaluating the change is provided. • Changes to assessment measures is highlighted. • Changes are realistic, with a good probability of improving learning or assessment. 	<ul style="list-style-type: none"> ✓ • At least one change to improve learning or assessment is identified. • The proposed action(s) relates to faculty conclusions about areas for improvement. • Adjustments to the assessment are proposed but not clearly connected to data 	<ul style="list-style-type: none"> • Lacking actions to improve student learning. • Actions discussed lack supportive data. • Lacking discussion of the effectiveness of the assessment plan 	N/A
Comment:					