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**WILLIAM WOODS  
UNIVERSITY**

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**Music Annual Assessment 2019-2020**

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## Annual Assessment 2019-2020

### 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

##### Student Majors 2018-19

##### Student Minors 2018-19

2

##### Students Majors 2019-2020

##### Student Minors 2019-20

3

##### Concentrations 2018-19

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

Not applicable

##### Concentrations 2019-20

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

Not applicable

#### Student Demographics

*What are the program goals for student retention, persistence and degree completion? 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

### **Marketing Materials**

*Please reflect on the current marketing materials used for the program. Detail what documents you are reviewing and attach a screenshot of any webpages or materials that you cannot include as a document. What changes, if any should be made to the material? Are there recommendations for how or where to market the program?*

Not applicable

### **Marketing Material**

## **Program Assessment**

### **Standard/Outcome**

<b>Identifier</b>	<b>Description</b>
<b>WWU2016.1</b>	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
<b>WWU2016.2</b>	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.
<b>WWU2016.3</b>	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
<b>WWU2016.4</b>	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**

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

### **Alignment to the University Objectives**

*Please discuss the program alignment to the University Objectives. We do not need an artifact for each objective, but a*

*discussion on how the program uses the Institutional Objectives as an anchor for their program curriculum.*

WWU #1 - Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery. - Coursework, assignments, production work is crafted to give the student both the general knowledge and appreciation for the role music plays in the greater fabric of the world.

WWU #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. - Throughout the classroom and production experience students are taught the value of communication, chain of command and artistic challenge. They are taught to define what good music is and how to approach the creation of that music through the creative process. Constructive criticism and self-reflection of artistic achievement is a major part of the teaching/learning process. We spend a lot of time discussing the ideas of professionalism and how one presents themselves.

WWU #3 - Self Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions. Music students are taught to creatively think about production problems and challenges and apply their artistic skills and knowledge base to those challenges. Their knowledge base is comprised of their personal production experiences, their knowledge of music history and literature and their ability to creatively think.

WWU #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. Music is the universal language that crosses boundaries and communicates ideas and needs. Students gain a better understanding of that knowledge through continued exploration of a variety of musical genres. We stress to students throughout the curriculum the value of listening to, playing and singing music from other cultures and genres.

### **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.*

**Critical Analysis: (9 credit hours)** - Students apply logical and analytical reasoning skills to diverse source materials in the interest of discerning and debating aesthetic, thematic, and ethical content.. **MUS 103, MUS 111**

**Creative Expression: (12 credit hours)** Students develop the ability to express ideas and concepts, both logically and creatively, through written, oral, reflective, and aesthetic practices utilizing various media forms. **MUS 211, MUS 212, MUS 221, MUS 222, MUS 241**

**Quantitative Inquiry: (10 credit hours)** Students will develop and practice quantitative problem-solving skills in order to analyze and critically evaluate information in a larger context. **MUS 101**

**Society & the Individual: (12 credit hours)** Students integrate knowledge to articulate an understanding of diverse cultures, historical contexts, and human behaviors. **MUS 103, MUS 111**

GE\_Cluster\_Descriptions\_FINAL\_Version\_Approved.docx

### **NSSE Objectives Discussed Fall 2019**

#### **Program Alignment to NSSE Objectives**

*How did your program integrate the three NSSE objectives determined by the faculty this fall. The objectives were to 1) integrate more interdisciplinary work within the curriculum, 2) to connect learning to societal problems or issues, and 3) to examine the strengths and weaknesses of their (students) own views on a topic or issue. Please articulate which courses, and what assignments were assigned and how the work was assessed. Were the assignments successful? What could*

have made them more successful?

**1) Integrate more interdisciplinary work within the curriculum**, Music students and faculty work together to present musicals and plays with music as well as special music performances as required. Group cross-over between such groups as First Impressions, Jameson Singers and theatre student are quite common.

**2) Connect learning to societal problems or issues** - Our mainstage productions directors, casts and crews discuss the societal issues/history behind the music being performed from the musical scripts/librettos and choir music. We have our students research their characters in the context of the script and its time frame and societal issues of both script and music.

**3) To examine the strengths and weaknesses of their (students) own views on a topic or issue.** - This is accomplished through the production/performance process and followed up by the post mortem discussion on the effectiveness of the production/performance.

## Curriculum Map

A - Assessed

R - Reinforced

I - Introduced

M - Master

### Music Minor

	MUS 101	MUS 103	MUS 111	MUS 211	MUS 212	MUS 221	MUS 222	MUS 271
<b>MUS.1</b> Demonstrate competencies in music performance.	I			R	R	R	M, A	R
<b>MUS.2</b> 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	M, A	R
<b>MUS.3</b> Recognize and demonstrate the elements of music and music terminology as they apply to the various music periods.	I	R	R	R	R	R	M, A	R
<b>MUS.4</b> Demonstrate knowledge of the history of music and the music of other cultures.		I	R					M, A

### Changes to Curriculum

Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?

No changes at this time.

## Assessment Findings

### Assessment Findings for the Assessment Measure level for Music Minor

MUS.1 Demonstrate competencies in music performance.				
<b>MUS 222</b>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Presentation	Has the criterion 80% or students must have 75% or better been met yet? Met			

MUS.2 Produce and critique works of musical art, showing development of an aesthetic philosophy and appreciation of different music styles and works.				
<b>MUS 222</b>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Presentation	Has the criterion 80% of the students must have a 75% or better been met yet? Met			

MUS.3 Recognize and demonstrate the elements of music and music terminology as they apply to the various music periods.				
<b>MUS 222</b>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Presentation	Has the criterion 80% of the students must have a 75% or better been met yet? Met			

MUS.4 Demonstrate knowledge of the history of music and the music of other cultures.				
MUS 271				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion This course has been eliminated from the catalogue been met yet?			

### 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.

Students are assessed in their final vocal presentations in classes. The faculty teaching the courses determine the final grade for the student. No changes are needed at this time.

### Improvement Narrative List

#### Assessment Findings for the Assessment Measure level

No improvement narratives have been added.

## 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?

Because there is no longer a musical theatre emphasis component of the theatre major and because this now a standalone minor we do not have a specific assessment of music students outside of the regular classes.

### 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?*

Once in a while we do have a senior student who wants to perform in a showcase of his/her music abilities. This is purely optional on their part and is arranged by the faculty member in charge of the student. This year we did not have any students who chose to publically perform.

### **Assessment Rubrics**

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

### **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?*

### **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.*

No L.E.A.D. events were presented.

### **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.*

Not applicable

### **Alumni Accomplishments**

*Please highlight special examples of any successes of recent graduated alumni (acceptance or graduation graduate school, employment or professional milestones. Include recent graduates.*

Not applicable

### **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.*

## Assessment Rubric

	3.000 <u>Exceeds</u>	2.000 <u>Meets</u>	1.000 <u>Falls Below Expectations</u>	N/A
Mission Statement Clearly Articulated weight: 1.000	<input checked="" type="checkbox"/> The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	<input checked="" type="checkbox"/> The mission statement for the program clearly articulated and aligned with the University mission.	<input checked="" type="checkbox"/> The mission statement is minimal at best.	<input checked="" type="checkbox"/> N/A
Comment:				
Reflection on Retention weight: 1.000	<input checked="" type="checkbox"/> The program provides a detailed description on the retention numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	<input checked="" type="checkbox"/> The program provides a basic reflection on the retention data provided.	<input checked="" type="checkbox"/> The program does not reflect on retention data in a detailed way.	<input checked="" type="checkbox"/> N/A
Comment:				
Defines External Accreditation Standards weight: 1.000	<input checked="" type="checkbox"/> The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.	<input checked="" type="checkbox"/> The program provides a basic explanation of the accreditation organizations in the field.	<input checked="" type="checkbox"/> The program fails to provide any accreditation information.	<input checked="" type="checkbox"/> N/A
Comment:				
General Education alignment clearly explained weight: 1.000	<input checked="" type="checkbox"/> The program provides a detailed explanation of the General Education criterial and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	<input checked="" type="checkbox"/> The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	<input checked="" type="checkbox"/> The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	<input checked="" type="checkbox"/> N/A
Comment:	the question is actually asking how students use the skills from GE within the minor, not what GE courses are in the minor program.			
Curriculum Map alignment weight: 1.000	<input checked="" type="checkbox"/> The curriculum map is detailed and complete.	<input checked="" type="checkbox"/> The curriculum map is complete	<input checked="" type="checkbox"/> The curriculum map is not complete	<input checked="" type="checkbox"/> N/A
Comment:				
Assessment of Objectives weight: 1.000	<input checked="" type="checkbox"/> Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	<input checked="" type="checkbox"/> Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	<input checked="" type="checkbox"/> The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	<input checked="" type="checkbox"/> N/A
Comment:	This is a minor, but each objective was assessed only one time as noted in the assessment findings.			
Data Driven Decision-making is explained weight: 1.000	<input checked="" type="checkbox"/> Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made.	<input checked="" type="checkbox"/> Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change.	<input checked="" type="checkbox"/> Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision.	<input checked="" type="checkbox"/> N/A
Comment:	There is no summary or explanation provided in the findings of any of the assessments.			

Documentation provided on assessment findings weight: 1.000	<input checked="" type="checkbox"/> The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	<input checked="" type="checkbox"/> The program uploads all rubric and support information to support the claims in assessment findings.	<input checked="" type="checkbox"/> The program did not upload the data to support assessment claims in the assessment findings.	<input checked="" type="checkbox"/> N/A
Comment:	There is no data uploaded to support claims made in the assessment.			
Analysis of Assessment is complete weight: 1.000	<input checked="" type="checkbox"/> The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	<input checked="" type="checkbox"/> The program completed the assessment findings for each component and provided a summary for each assessment measure.	<input checked="" type="checkbox"/> The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	<input checked="" type="checkbox"/> N/A
Comment:	With this minor being taught by mostly adjuncts and with only a handful of students in the course, it is hard to provide a detailed assessment.			
Improvement narratives are selected with intentionality weight: 1.000	<input checked="" type="checkbox"/> The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	<input checked="" type="checkbox"/> The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	<input checked="" type="checkbox"/> The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	<input checked="" type="checkbox"/> N/A
Comment:				
Student Performance Review weight: 1.000	<input checked="" type="checkbox"/> The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	<input checked="" type="checkbox"/> The program provided the schedule and a brief description of Student Performance Review with data of the results.	<input checked="" type="checkbox"/> The program did not provide complete explanation on Student Performance Review nor did they provide data results.	<input checked="" type="checkbox"/> N/A
Comment:				
Senior Showcase weight: 1.000	<input checked="" type="checkbox"/> The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	<input checked="" type="checkbox"/> The program described the Senior showcase activities and provided some evidence of what was presented.	<input checked="" type="checkbox"/> Little to no content of Senior showcase was provided.	<input checked="" type="checkbox"/> N/A
Comment:				
Co Curricular activities weight: 1.000	<input checked="" type="checkbox"/> The program detailed the activities of LEAD and other co-curricular programing that was provided throughout the year. They provided numerous events for students.	<input checked="" type="checkbox"/> The program provided a listing of LEAD events and activities provided.	<input checked="" type="checkbox"/> The program provided little to no description of the Co-curricular activities provided throughout the year.	<input checked="" type="checkbox"/> N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	<input checked="" type="checkbox"/> The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	<input checked="" type="checkbox"/> The program provided a listing of information on Students, Alumni, and faculty accomplishments.	<input checked="" type="checkbox"/> The program provided little to no data on students, alumni, faculty accomplishments.	<input checked="" type="checkbox"/> N/A
Comment:				