



WILLIAM WOODS
UNIVERSITY

Music Annual Assessment 2021-2022

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Annual Assessment 2021-2022

Music

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	Student Minors
2020-2021	-	3
2021-2022	-	2

Concentrations 2020-2021

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

Not applicable

Concentrations 2021-2022

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 the persistence numbers what the program expected? If not, how could the numbers improve?

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. We are not satisfied with the number of music minors knowing that there are many students on campus who have been exposed to and participated in music in their previous academic experiences. Students would be more likely to take this minor if they had more on-campus opportunities to perform - especially in choir and other specialty groups. We also have many former marching/concert band members who would love the opportunity to perform, but we have very little to offer them.

Optimal Enrollment

Considering current human and physical resources, what is the optimal enrollment for the program?

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

Admissions and Marketing Materials

Reflect on the current marketing materials used for the program. Please attach screen shots of the website or any material you are referencing in this section. What changes, if any, should be made to the material? Are there recommendations on how to modify the current material?

Not applicable

Marketing Material

Program Assessment

Standard/Outcome

Identifier	Description
WWU2021.1	Knowledge and Scholarship: Demonstrate current knowledge and educational expertise in an academic or professional discipline engaging students in the process of academic discovery.

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.

Alignment to the University Objectives

Please discuss the Program alignment to the University Objectives. Specific evidence is not to be uploaded, but discussion is expected of the assignment, and intentionality of how the objective is met with 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 is good music 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 Program Objectives? What courses within the program build upon skills learned from general education courses (please list the program course and the general education criteria)? The General Education clusters are attached to the document below.

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 the program integrate the three NSSE objectives determined by the faculty in the fall of 2019? 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 postmortem 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
MUS.1 Demonstrate competencies in music performance.	I			R	R	R	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.	I	R	R	R	R	R	M, A	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	M, A	R
MUS.4 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

Standard/Outcome

MUS.1 Demonstrate competencies in music performance.

Assessment Measures

MUS 222				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion 80% must have at least 75% or better. been met yet? Not met	Due to Covid and loss of adjunct faculty this course has not been offered for the past two years.		

Standard/Outcome

MUS.2 Produce and critique works of musical art, showing development of an aesthetic philosophy and appreciation of different music styles and works.

Assessment Measures

MUS 222				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion 80% must have at least 75% or better. been met yet? Not met	Due to Covid and loss of adjunct faculty this course has not been offered for the past two years.		

Standard/Outcome

MUS.3 Recognize and demonstrate the elements of music and music terminology as they apply to the various music periods.

Assessment Measures

MUS 222				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion 80% must have at least 75% or better. been met yet? Not met	Due to Covid and loss of adjunct faculty this course has not been offered for the past two years.		

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program uses coursework and or Student Performance Review for program wide assessment. Note any changes that occurred to the process since the previous year. Discuss what activities were successful 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 Covid and loss of adjunct faculty, the performance courses which include both voice and piano have been put on hold for the past two years. We have continued to offer the "non-performance" courses with good success.

Improvement Narrative List

Assessment Findings for the Assessment Measure level

No improvement narratives have been added.

Program Activities

Student Performance Review

Describe the department Student Performance Review activities if not already articulated. Please describe the nature of the assessments conducted as well as the process of assessment happening 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 this now a stand-alone 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/Symposium

Describe program activities used to highlight Senior achievement. What benefit does the program gain from the activities? What if any assessment of students happens during this event?

Once in a while we do have a senior student who wants to 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 due to covid 19 we have no student performances.

Tools used for Assessment

Upload rubrics or other Assessment based tools used by the program that are important to the assessment process.

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?

Co-Curricular and LEAD Events

Describe Co-Curricular and LEAD events sponsored by program faculty. This includes LEAD and other events meant to engage students and foster learning outside of the classroom.

No L.E.A.D. events were presented due to Covid Protocols regarding the singing and playing of music.

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 accomplishment a student achieved outside of course work or the normal expectation of student success.

Not applicable

Alumni Accomplishments

Please highlight special examples of any successes of recently graduated alumni (acceptance or graduation graduate school, employment or professional milestones).

Not applicable

Faculty Accomplishments

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

Joe Potter - Last year I was in charge of getting the Cutlip Auditorium organ repaired and re-tuned. While in process working with the organ tuner, I did research on the history of the organ, including its age and components parts and the family who donated the organ to William Woods University.

Appendix

Annual Assessment Rubric 2022				26,000 pts 54.17%
Clear	3.00 Exceeds	2.00 Meets	1.00 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	✓ 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.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	✓ The mission statement is minimal at best.	✓ N/A
Comment:				
Reflection on Student Demographics, Retention, and Degree Completion Data weight: 1.000	✓ The program provides a detailed description on the enrollment, retention, persistence and degree completion 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.	✓ The program provides a basic reflection on enrollment, retention, persistence, and degree completion data provided.	✓ The program does not reflect on enrollment, retention, persistence, and degree completion data in a detailed way.	✓ N/A
Comment:				
Marketing Materials weight: 1.000	✓ The program outlines the successes and needs in regards to marketing. Detailed suggestions on how to market the program and what niche areas that are program specific would benefit the marketing strategy.	✓ The program discussed the general marketing strategy for the program.	✓ The program provided little to no discussion on the marketing materials or approach to how to market the program.	✓ N/A
Comment:	there are no marketing materials at this time for the minor			
Alignment to University Objectives weight: 1.000	✓ The program provides a detailed explanation of how program courses align to the Institutional Objectives. This explanation details specific courses, or activities that coordinate with the intent of the Institutional Objectives.	✓ The program provides a basic explanation of how program courses align to the Institutional Objectives. This explanation provides a minimal understanding of how the program is aligned to the Institutional Objectives.	✓ The program provides little to no explanation of how program courses align to the Institutional Objectives.	✓ N/A
Comment:	the program is aligned to the old mission - only objective 1 applies to the new mission.			
General Education alignment clearly explained weight: 1.000	✓ The program provides a detailed explanation of the General Education criteria 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.	✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ N/A
Comment:				
NSSE Objectives weight: 1.000	✓ The program provided a detailed listing of activities and assessments used within the program that focused on the Identified NSSE objectives. The activities and assessments were divided out within the curriculum and impacted different cohort groups.	✓ The program provided a basic explanation of the activities and assessments used within the program that focused on the Identified NSSE objectives.	✓ The program provided minimal explanation of the activities and assessments used within the program that focused on the Identified NSSE objectives.	✓ N/A
Comment:				
Curriculum Map alignment and changes weight: 1.000	✓ The curriculum map is detailed and complete. All Changes made to the curriculum map are detailed with supporting rationale for the decision..	✓ The curriculum map is complete. Changes made to the curriculum map are explained with some explanation as to why the changes were implemented.	✓ The curriculum map is not complete and little to no explanation on curricular changes was provided.	✓ N/A
Comment:	no curriculum changes for the academic year			
Assessment Map weight: 1.000	✓ 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.	✓ 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.	✓ 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.	✓ N/A
Comment:	for a minor program, each objective is assessed at least once. objective 4 needs to have the assessment activity described - the program needs to review the assessment options to classes that will make and be taught so that data and understanding of the program are captured.			

Data Driven Decision-making is explained weight: 1.000	✓ An overview of program assessment is provided with details on the specific successes and challenges from the year. A detailed review of how assessment was administered over the academic year is clearly outlined.	✓ A basic overview of program assessment is provided with some details on the successes and challenges from the year. A basic review of how assessment was administered over the academic year is outlined.	✓ A basic overview of program assessment is not provided with little to no discussion on the administration of assessment over the academic year.	✓ N/A
Comment:				
Documentation provided on assessment findings weight: 1.000	✓ 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.	✓ The program uploads all rubric and support information to support the claims in assessment findings.	✓ The program did not upload the data to support assessment claims in the assessment findings.	✓ N/A
Comment:	assessment did not happen in the classes due to no faculty to teach			
Analysis of Assessment weight: 1.000	✓ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	✓ The program completed the assessment findings for each component and provided a summary for each assessment measure.	✓ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	✓ N/A
Comment:				
Improvement narratives are selected with intentionality weight: 1.000	✓ The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	✓ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	✓ The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	✓ N/A
Comment:				
Student Performance Review weight: 1.000	✓ The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	✓ The program provided the schedule and a brief description of Student Performance Review with data of the results.	✓ The program did not provide complete explanation on Student Performance Review nor did they provide data results.	✓ N/A
Comment:	this is a minor so students are not expected to participate.			
Senior Showcase weight: 1.000	✓ The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	✓ The program described the Senior showcase activities and provided some evidence of what was presented.	✓ Little to no content of Senior showcase was provided.	✓ N/A
Comment:	this is a minor so students are not expected to participate.			
Co Curricular and LEAD activities weight: 1.000	✓ The program detailed the activities of LEAD and other co-curricular programming that was provided throughout the year. They provided numerous events for students.	✓ The program provided a listing of LEAD events and activities provided.	✓ The program provided little to no description of the Co-curricular activities provided throughout the year.	✓ N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	✓ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	✓ The program provided a listing of information on Students, Alumni, and faculty accomplishments.	✓ The program provided little to no data on students, alumni, faculty accomplishments.	✓ N/A
Comment:				