



2024-2025

ANNUAL ASSESSMENT REPORT

Music

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MISSION AND INTRODUCTION	2
INTRODUCTION	2
PROGRAM MISSION STATEMENT	2
ALIGNMENT TO INSTITUTION MISSION	2
STUDENT LEARNING OUTCOMES ASSESSMENT AND CURRICULUM	2
PROGRAM STUDENT LEARNING OUTCOMES	2
CURRICULUM MAP	3
MEASURES AND RESULTS	3
PARTICIPATION IN ASSESSMENT	4
ACTION ITEMS AND USE OF RESULTS	4
GEN ED	5
NSSE FOCUSED ACTIVITIES	5
CONCENTRATIONS	6
CONCENTRATION INFORMATION	6
FACULTY QUALIFICATIONS, ACTIVITIES AND SCHOLARSHIP	6
SCHOLARSHIP AND RESEARCH	6
FACULTY AWARDS AND HONORS	6
TEACHING SUPPORT AND MONITORING TEACHING QUALITY	6
PROGRAM DATA: STUDENT EXPERIENCE	6
ENROLLMENT AND RECRUITMENT	6
RETENTION	7
CURRICULUM/COURSE RETENTION AND SUCCESS	7
COMPLETION	7
COURSE EVALUATION DATA	8
STUDENT ADVISING	8
STUDENT AWARDS AND ACHIEVEMENTS	8
PROGRAM ANALYSIS	8
SWOT ANALYSIS	8
INDUSTRY AND PROGRAM TRENDS	9
SENIOR EXIT SURVEYS	9
RECOMMENDATIONS FROM PREVIOUS ANNUAL ASSESSMENT REPORTS	9

2024-2025 Assessment Narrative on Findings

Music (BA)

Mission and Introduction

Introduction

1. Provide an overview of the program and the context of where it's housed within the institution (what department, etc.).

Narrative:

Graduates of the BA in Music (housed in the Music Department) demonstrate professional and musical excellence, creative and analytical thinking, and articulate and thoughtful communication, all while maintaining awareness of the connection between traditional and commercial music. This is a 30-credit degree program that allows individualized degree outcomes based on the minor selected.

Program Mission Statement

1. What changes has the program made to the mission statement over the course of this cycle? Why were these changes made? Are any revisions planned?

Narrative:

No changes were made to the program mission statement as this was the first year in use.

Alignment to Institution Mission

1. How does the mission of the program align with the mission of the institution?

Narrative:

The program mission statement aligns with the institution mission creating a student-centered learning environment truly focused on creativity and intellectual inquiry.

Student Learning Outcomes Assessment and Curriculum

Program Student Learning Outcomes

1. Describe how these outcomes pertain to the program's mission. Have any changes been made to these outcomes over the course of this cycle? Why or why not?

2. Describe the extent to which students in the program have met these outcomes.

Narrative:

1. Students will perform music on a primary instrument or voice from a broad historical and stylistic range of solo and ensemble repertoire with technique, accuracy, expressivity, stage presence, and creativity.

This pertains to the mission because students are performing concerts with and for others to create a music community. (Fall and Spring Concerts)

2. Students will identify musical elements and organizational patterns through aural and visual analysis.

This pertains to the mission because when teaching music theory, yes, we are teaching it in the traditional since, but we are then showing students how it is used in today's music. (Theory 1 Final)

3. Students will demonstrate the application of knowledge related to the history of music, including various time periods, historical figures, styles and genres in Western and non-Western musical traditions.

This pertains to the mission because students are seeing how music has developed through time and how the past has influenced today's music. (these courses have not been taught yet)

4. Students will demonstrate proficiency in keyboard techniques and fingerings through the performance of scales, sight-reading, prepared musical pieces, harmonization, and improvisation.

This pertains to the mission because students are learning traditional keyboard skills and applying it to popular music.

Evidence:

- [Music \(BA\) 2024-2025 Curriculum and Assessment Findings 2024-2025](#)
- [Music Annual Assessment 2023_2024](#)

Curriculum Map

1. Describe the course pathway students take to achieve this program degree. Highlighting any key or core courses, have any changes been made to this pathway or degree requirements over the course of this cycle? Why or why not?

Narrative:

No changes have been made, and the curriculum map will most likely not change until we have gone through a full cycle (4 years).

Measures and Results

1. Discuss the measures you've selected or developed to measure this outcome. Why were these measures chosen? Were any measures or assessment instruments changed over the course of this cycle? Why or why not? Will different measures be chosen the next time this

outcome is assessed?

2. Summarize and discuss the results of the program's measures over the course of this cycle. Have the results demonstrated improvement or mastery of this outcome? Why or why not?

Narrative:

Keyboard Techniques Final: Students have to play a chord progression in any given key. The chord progression that is used is very common in popular music, and this allows them to be able to play most pop songs as well as accompany themselves. The results did measure both improvement and mastery.

Theory 1 Final: Students were to compose their own 16 measure composition. This was chosen because it is a project that incorporates almost all aspects of Theory 1 learned through the semester. The results showed mastery.

Concerts: Concerts are a great way to measure performance skills and are typically at the end of each semester (sometimes more than one a semester). It shows mastery.

Evidence:

- [Music \(BA\) 2024-2025 Curriculum and Assessment Findings 2024-2025](#)

Participation in Assessment

1. How do program faculty participate in assessment? What is the process? Have any changes been made to encourage participation over the course of this cycle?

Narrative:

Faculty are typically guiding students through the semester, as our large assessments are almost all performance based.

Keyboard: The chord progressions are taught and rehearsed in class leading to the final.

Concerts: Music is rehearsed throughout the semester. Music can be rehearsed as a full ensemble or in sectionals.

Theory: The Theory 1 Final involves a lot of collaboration between the faculty and students and also student to student. Since there really is "no" wrong answer with theory if you can explain yourself, the collaboration becomes a brainstorming session of how to implement different techniques.

Action Items and Use of Results

1. Summarize or highlight action items taken as a result of program's assessment results. How have the results driven improvement over the course of this cycle?

Narrative:

The only one that has truly run its course would be Objective 4. From the final assessment after keyboard 2, students were able to play a chord progression that fits most popular songs.

I do think it would be a good idea in the future to highlight more of this in earlier western music as well to show how it developed more throughout time.

Evidence:

- [Music \(BA\) 2024-2025 Curriculum and Assessment Findings 2024-2025](#)

Gen Ed

1. What courses in your program are tied to general education requirements at the institution? How many students from outside the department are taking courses in the program to fulfill gen ed requirements?

Graduate Programs please note NA in this section as it does not apply to your program.

Narrative:

NA

NSSE Focused Activities

In the Spring of 2024, the faculty voted on the following NSSE objectives for focus.

2B - Connected your learning to societal problems or issues.

2F - Learned something that changed the way you understand an issue or concept.

9A - Identified Key information from reading assignments.

6A - Reached conclusions based on your own analysis of numerical information (numbers, graphs statistics, ...)

How has your program incorporated these learning objectives into the program curriculum?

Graduate Programs please note NA in this section as it does not apply to your program.

Narrative:

2B: Concerts-With choral music especially, we like to create themed concerts that are relevant to events happening around us. This causes to choose music that reflects the theme and this allows students to reflect on why the music was chosen for the theme.

2F: Keyboard Final-With students learning a progression that they can use in every key it allows them to easily sight-read chord charts.

9A: Theory-identifying notes, rhythms, chords, and so much more.

6A: Theory-identify chord progressions using roman numerals.

Concentrations

Concentration Information

Please list the concentrations that relate to your program. If you do not have any Concentrations, please note N/A in the text box.

Narrative:

BA in Music
-general
-vocal performance

Faculty Qualifications, Activities and Scholarship

Scholarship and Research

1. Summarize and highlight key scholarship and research activities conducted by faculty over the course of the review cycle.

Narrative:

NA

Faculty Awards and Honors

1. Discuss and highlight awards and honors received by faculty over the course of the cycle.

Narrative:

NA

Teaching Support and Monitoring Teaching Quality

1. How are faculty being supported to ensure high quality teaching and learning?

Narrative:

The faculty in the music department are lucky to have a Dean that fights for their needs in the classroom and outside of it as well.

We are supported with observations, great communication, and freedom to be the experts in our field at WWU.

Program Data: Student Experience

Enrollment and Recruitment

1. What are the trends with enrollment in this program over the course of the review cycle? How does this compare to institutional trends or similar programs on campus?

2. Describe recruitment efforts or goals such as increased enrollment or diversity. Have these initiatives been successful?

Narrative:

WWU: 2

This is low compared to other institutions are size, but I believe that is due to it being a new program and people not knowing that WWU now has a music degree.

Recruitment efforts: Faculty have recruitment as part of their workload, and we are constantly at schools working with ensembles and talking about the WWU program. These visits have resulted in students coming on campus for events and tours.

Retention

1. Has student retention remained in an acceptable range over the course of the review cycle?

2. Discuss strategies or actions that the program is doing to impact student retention within the program?

Narrative:

No. After this semester, there will only be 1 major. This is due to all of the changes at the university and the students not feeling stable.

The program needs consistency and stability. It also hurts us that we do not have a proper music space to call our own like most universities are size.

Curriculum/Course Retention and Success

1. Describe enrollment trends in the courses within the program.

2. Reflect on the success of the students within the courses over the course of the cycle. Highlight some completion or DFW rates in the core courses. Were these in line with expectations?

3. Assess student performance and success in online vs. on-campus courses.

Narrative:

The music program did not have any students drop courses within their major.

With the small class size, students were not able to hide or fall through the cracks. All students completed with high success their music courses.

Completion

1. How many students are graduating from the program? Have the completion rates been in line with expectations?

2. Describe findings resulting from exit surveys or program alumni surveys that were conducted over the course of the cycle.

Narrative:

NA

Course Evaluation Data

1. What were some positive and negative feedback received from students who completed the courses? Highlight any trends or insights that came from course evaluations over the course of the cycle.

Narrative:

Students really enjoyed the hands-on learning and how courses were very collaborative. Students also mentioned how much they enjoyed the community that was created within the courses (especially ensembles).

A negative that would come up is wanting to perform harder literature. That will change as the program grows in numbers and quality of students.

Student Advising

1. What advising mechanism is in place for the student?

Narrative:

Students follow the 4-year plan that was created. Gen ed courses are talked through with advisees.

Student Awards and Achievements

1. Highlight the accomplishments and external honors received by students in the program over the course of this cycle.

Narrative:

The department this year had 1 student selected the Missouri All-Collegiate Band.

Program Analysis

SWOT Analysis

1. Strengths, Weaknesses, Opportunities, and Threats.

Narrative:

Strengths: small classes, caring faculty, communities created within courses

Weaknesses: numbers of majors, keyboards for piano class, music rehearsal spaces, music specific classroom with appropriate white board/projector/sound system

Opportunities: The program can only grow.

Threats: faculty leaving, stability of the institution

Industry and Program Trends**Senior Exit Surveys**

1. What were some positive and negative feedback received from students as they complete their degrees? Highlight any trends or insights that came from exit surveys over the course of the cycle.

Narrative:

NA

Recommendations from Previous Annual Assessment Reports

1. Summarize Action Items, goals from the program that were listed in the previous Annual Assessment report, describe how/if those recommendations were applied this year.

Narrative:

The music program needs a degree in music education if it is to grow. The program was approved by the state but not through the university. It is a degree with higher credits...but we can't not follow what the state requires for classes and the amount of credits needed.