

Weber State University
Annual Assessment of Evidence of Learning

Department/Program: Performing Arts/School of Music
Academic Year of Report: 2014/15
Date Submitted: November 16, 2015
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A. Brief Introductory Statement:

Please review the Introductory Statement and contact information for your department displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if this information is current, please place an 'X' below. No further information is needed. We will indicate "Last Reviewed: [current date]" on the page.

Information is current; no changes required.

Information is not current; updates below.

Update:

Music offers opportunities for students to develop their creative and critical thinking skills. As a discipline, it compels individuals to reconcile diverse ideas, and develop acute skills of collaboration. Music opens doorways to careers in performance, pedagogy, music education, composition, conducting, musicology/ethnomusicology, music therapy and other fields that value creativity, discipline and collaboration.

At Weber State University, students receive individualized attention and experience a wide variety of opportunities to perform, chances to travel to conferences and festivals as well as possibilities to tour nationally and internationally. Students experience a diversity of learning and practical experiences that help them develop as a musicians, teachers, and scholars.

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B. Mission Statement

Please review the Mission Statement for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if it is current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed. If the information is not current, please provide an update:

Information is current; no changes required.

Information is not current; updates below.

Update:

The School of Music at WSU educates students holistically in order for them to succeed in today’s wide-ranging professional environment by fostering creativity, critical thinking, and collaboration while respecting diverse musical traditions.

C. Student Learning Outcomes

Please review the Student Learning Outcomes for your department displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if they are current, please indicate as much; we will mark the web page as “Last Reviewed [November 16, 2015]”. No further information is needed.

If they are not current, please provide an update:

Information is current; no changes required.

Information is not current; updates below.

Measurable Learning Outcomes

Update:

MUSIC MAJOR CORE GENERAL OUTCOMES

Graduates with a major in any music program will:

1. **Employ** writing and research skills to **examine** and communicate ideas about music.
2. **Demonstrate** competency as performers through the preparation of repertoire and technical studies.
3. **Synthesize** skills of performance, aural analysis, score analysis, technology, musicology, improvisation and composition.

D. Curriculum

Please review the Curriculum Grid for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if it is current, please indicate as much; we will mark the web page as “Last Reviewed: [current data]”. No further information is needed. If the curriculum grid is not current, please provide an update:

Information is current; no changes required.

Information is not current; updates below

Curriculum Map

	Department/Program Learning Outcomes		
	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3
Core Courses in Music Program			
MUSC 1006, Concert Attendance I			I
MUSC 1110, Music Theory I	I, E, U & A		I, E, U & A
MUSC 1120, Music Theory II	I, E, U & A		I, E, U & A
MUSC 1130, Sight-Singing & Aural Skills I		I, E, U & A	I, E, U & A
MUSC 1140, Sight-Singing & Aural Skills II		I, E, U & A	I, E, U & A
MUSC 1901, Music: The First-Year Experience	I	I	I
MUSC 1911, Introduction to Music Technology			I, E & U
MUSC 2006, Concert Attendance II			I
MUSC 2110, Music Theory III	I, E, U & A		I, E, U & A
MUSC 2120, Music Theory IV	I, E, U & A		I, E, U & A
MUSC 2130, Sight-Singing & Aural Skills III		I, E, U & A	I, E, U & A
MUSC 2140, Sight-Singing & Aural Skills IV		I, E, U & A	I, E, U & A
MUSC 3205, Music History I: Medieval and Renaissance Music	I, E, U & A		I, E, U & A
MUSC 3206, Music History II: Baroque and Classical Music	I, E, U & A		I, E, U & A

MUSC 3207, Music History III: Music of the 19th through the 21st Centuries	I, E, U & A		I, E, U & A
MUSC 3208, World Music	I, E, U & A	I	I, E, U & A
MUSC 3840, Form and Analysis	I, E, U & A		I, E, U & A

I = Introduced, E = Emphasized, U = Utilized, A = Assessed Comprehensively

1. **Employ** writing and research skills to **examine** and communicate ideas about music.
2. **Demonstrate** competency as performers through the preparation of repertoire and technical studies.
3. **Synthesize** skills of performance, aural analysis, score analysis, technology, musicology, improvisation and composition.

E. Assessment Plan

Beginning in the Fall of 2014, data from Student Proficiency Exams are being systematically collected and recorded. Student Proficiency exams are always evaluated by a committee of faculty and each score reflects the average score for each exam. There are separate committees for Voice, Piano, Winds & Percussion, and Strings.

Beginning in the Spring of 2015, the music faculty met frequently to discuss what data are being gathered and what data are reported. All music majors and minors complete a proficiency exam (also known as juries) at the end of Fall and Spring semesters except when they complete the Junior or Senior Recital. Since jury scores make up 25% of students final grade for the applied music lessons, the faculty has agreed to use a 25 point scale to report these findings. Poor performance on a jury, however, also keeps students from moving to the next level of lessons. In order to move to the 3000 level of lessons, students must also successfully complete the Piano Proficiency Exam. After comparing data gathered during the 2014-2015 Academic Year, the faculty has agreed to use a 25 point scale and report the highest, lowest and mean scores for each level of lessons (1000, 2000, 3000 & 4,000). Faculty will also report the percentage of students that move to the next level of lessons.

Beginning in the Fall semester of 2015, faculty teaching Music Theory, Sighting-Singing and Aural Skills are gathering data using pre-test/post-test design. This data will be reported in November of 2016.

Beginning in the Fall semester of 2016, we will begin gathering data from Performing Ensembles, General Education Courses, Music History Classes, and World Music Classes. We will report this data in November of 2017.

Beginning in the Fall semester of 2017, we will begin gathering data from music courses not in the Core curriculum. We plan to report this data in November of 2018.

F. Report of assessment results for the most previous academic year:

Evidence of Learning: Courses within the Major					
Measurable Learning Outcome: Students will...	Method of Measurement*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 3: Synthesize skills of performance, aural analysis, score analysis, technology, musicology, improvisation and composition.	Juries (Performance Proficiency)	Determined by Area Faculty Committee's averaged score.	85 % of students advanced to next level	Students successfully demonstrated performance skills to advance to next level	Measure 1: No curricular or pedagogical changes needed at this time
		Completion of Piano Proficiency (Piano III for Bachelor of Arts Students) is needed to advance to 3000 level of Private lessons.	15 % of students did not advance	Students successfully demonstrated performance skills at current level.	Measure 2: Students will be given more opportunity to practice performance skills with immediate feedback.

b. Evidence of Learning: High Impact or Service Learning

All music students complete at least one recital, and most complete two. Evaluation of recitals is done by a committee of faculty. Students must complete a recital preview at least two weeks before their performance. At the preview the faculty committee provides useful feedback to the student. The faculty also determines whether or not the student is ready to offer the performance.

Music Education and Pedagogy students also complete internships as part of their degree program. Internships provide a practical synthesis and application of knowledge and skills gained in pedagogy and methods courses. Students plan and implement lessons, document progress and evaluate their teaching assignments in group or private settings.

Music Education majors have the option of completing a senior project in lieu of the senior recital. The project requires the completion of a project proposal that must be approved by a faculty committee. The student then completes the project in consultation with the faculty.

Appendix A

Most departments or programs receive a number of recommendations from their Five-Year Program Review processes. This page provides a means of updating progress towards the recommendations the department/program is acting upon.

Date of Program Review: Oct 12, 2015	Recommendation	Progress Description
Recommendation 1	Finalize the mission statement and report that in the next annual assessment report (if possible by Nov, 2015; otherwise by Nov, 2016)	Completed. The new mission is included in this report.
Recommendation 2	As part of a five-year strategic plan, address plans for assessment and streamlining of curriculum. Please provide a status of this recommendation in the November, 2016 annual assessment report.	In progress
Recommendation 3	The Program Review Committee is interested in knowing what the plans are for realigning the values of the faculty with the curriculum, in response to the departmental survey. This response can be provided in an upcoming annual assessment report.	In progress

Appendix B

Please provide the following information about the full-time and adjunct faculty contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five Year Program Review document that is shared with the State Board of Regents.

Faculty	
Headcount	
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	12
Full-time Tenured	10
Full-time Non-Tenured (includes tenure-track)	2
Part-time	
With Master's Degrees	10
Full-time Tenured	
Full-time Non-Tenured	
Part-time	10
With Bachelor's Degrees	9
Full-time Tenured	
Full-time Non-tenured	
Part-time	9
Other	
Full-time Tenured	
Full-time Non-tenured	
Part-time	
Total Headcount Faculty	31
Full-time Tenured	10
Full-time Non-tenured	2

Please respond to the following questions.

- 1) Based on your program's assessment findings, what subsequent action will your program take?

We will continue to collect data and examine the findings.

- 2) Are there assessment strategies within your department or program that you feel are particularly effective and/or innovative? If so, what are those strategies and what do you learn about your students by using them?

Students complete many creative products in the form of musical improvisations, compositions, analyses and performances. Students also produce examples of teaching practice in the form of instructional plans and teaching internships. These creative products are evaluated in the context of their coursework.