

Department Learning Outcomes Assessment Report

Version 05.09.22

Assessment Cycle	2021-2022
Department	Music
Date of Departmental Approval	November 1, 2022
Name of Submitter	Marin Jacobson

Programs of Study Assessed by the Department in the Current Assessment Cycle

Which programs of study are you reporting on during the current assessment cycle? Please list those programs of study below. Submit a Program of Study report for each program.

- 1) BA Music
- 2) BSE Music Education

Implications for Department Budget and Resources

The current Music Department PLOs are:

- Students should comprehend and apply the central concepts that emphasize the elements, principles, and cultural contexts of music, and prepare themselves to be performers, teachers, church musicians, and music industry professionals.
- Students should participate in experiences that are characterized by musical excellence and aesthetic expression.
- Students should gain an understanding of their responsibility for stewardship in the fine arts and learn to use their musical talents to express their Christian faith.

First, in order to meaningfully assess PLOs for the Music BA and the Music Education BSE, the PLOs need to be revised as outcome statements with active verbs that identify the ways in which students will demonstrate what they have learned.

Second, the department then needs to identify how and when each PLO will be assessed. The department will identify specific assignments within courses and a system for collecting and saving the data to be assessed. A cycle of assessment will be identified, so that each PLO is evaluated on a regular basis.

Third, revised PLOs will be shared with adjunct faculty for inclusion in course syllabi beginning fall 2023. Instructors will be asked to write Course Learning Outcomes with “Students will” statements and active, demonstrable verbs. Instructors will align Course Learning Outcomes with Program Learning Outcomes in their course syllabi. The department will then be prepared to submit meaningful assessment reports for each Program of Study.

Revising and developing the aforementioned departmental assessment components requires personnel resources. The full-time music faculty (Jacobson, Wyse) and support staff (Linda Hamilton, Brenda Robinson) will participate in the process. Adjunct faculty will be involved as needed.

Action Steps that Have Improved Student Learning

Program Learning Outcome:

- Students should participate in experiences that are characterized by musical excellence and aesthetic expression.

During the 2021-2022 academic year, the full-time music faculty discussed when and how student degree recitals (junior and senior recitals) are evaluated for the BA and BSE. Students performed their recital repertoire for several faculty members 4 weeks prior to the degree recital. Faculty provided feedback using a point system and students received a “pass/no-pass” grade at the recital hearing. The recital performance was not graded, and there was no incentive for students to implement faculty feedback from the recital hearing.

In August 2022, the full-time faculty revised the recital evaluation process to include grading of both the recital hearing and the recital itself. The recital grade reflects student growth based on faculty feedback at the hearing, and the ways in which students have acted on that feedback as evidenced in the recital performance.

During the 2021-2022 academic year, the full-time music faculty identified that BA and BSE students needed additional guidance in preparing for solo performances as part of their applied music studies. One way in which we are addressing this during 2022-2023 is by identifying and discussing characteristics of a well-prepared, technically proficient and artistic performance at all-studio Musicale recitals; students are expected to research the composer and where the composition fits in the composer’s output, style characteristics, and historical context. Vocalists are expected to share a word-for-word and a poetic translation of non-English texts.

Communicating Key Strengths to Relevant Audiences

In the Music BA and the Music Education BSE students develop performance skills through applied lessons, studio classes, Musicale performances, Honor’s recital performances, and degree recitals. Students progress from studio classes to increasingly public performances as appropriate to their developing skills. Students receive faculty feedback at each performance, which contributes to their continued technical and artistic development and area coordinators communicate with applied faculty regarding Musicale and recital performances. The nurturing philosophy of the Malone music department and its low faculty-student ratio ensures that students receive personal attention and ample performance opportunities.