

DEPARTMENT OF MUSIC

Assessment in the Department of Music:

Department Mission Statement:

It is the mission of the Department of Music at Winthrop University to:

- provide opportunities for music students to develop their creative and musical potentials
- acquire skills in and expand their knowledge of performance, musicianship, analysis and synthesis
- prepare music students for professional careers in music or advanced studies in music
- continue its historic leadership role in music education in the region
- serve the campus community by offering musical experiences and the opportunity to develop musical knowledge and skills to non-music majors
- serve the larger community through programs of national distinction
- be responsive to change, and
- be committed to on-going self-evaluation.

Program Mission Statements:

BA, Music: The purpose of the BA degree with a major in Music is to provide a general music education within a liberal arts setting. Students acquire and expand their knowledge of musicianship and performance which serve to develop their creative and musical potentials.

BM, Performance: The purpose of the BM degree in performance is to provide students with a comprehensive music program of study where they will have the opportunity to develop their creative and musical potentials; acquire skills in and expand their knowledge of performance, musicianship, analysis, and synthesis; and prepare them for a performing career or advanced study in music.

BME, Choral Music: The purpose of the BME CHOR degree is to provide students with a comprehensive music program of study where they will have the opportunity to develop their creative and musical potentials; acquire skills in and expand their knowledge of performance, musicianship, analysis, and synthesis; and to prepare them for a career in music education or advanced study in music.

BME, Instrumental Music: The purpose of the BME INST degree is to provide students with a comprehensive music program of study where they will have the opportunity to develop their creative and musical potentials; acquire skills in and expand their knowledge of performance, musicianship, analysis, and synthesis; and to prepare them for a career in music education or advanced study in music.

MM, Conducting: The purpose of the MM degree in conducting is to provide students an opportunity to work independently and make effective artistic and intellectual judgments and professional decisions in the area of specialization, while preparing them for professional careers and doctoral programs.

MME, Music Education: The purpose of the MME MUED degree is to provide music students the opportunity to work independently and make effective artistic and intellectual judgments and professional decisions in the area of music education.

MM, Performance: The purpose of the MM degree in performance is to provide students an opportunity to work independently and make effective artistic and intellectual judgments and professional decisions in the area of specialization, while preparing them for professional careers and doctoral programs.

Assessment

Include a narrative of how assessment is conducted within the department. This should include a summary of student learning outcomes for each program and, if appropriate, unit goals. (Unit goals can focus on areas such as recruitment of students, advising, retention, faculty development, etc.)

Assessment of student learning outcomes in the Department of Music occurs within the context of the following general principles:

1. Ongoing assessment takes place in the classroom and private studio learning environments. These may include, but are not limited to, evaluation of homework, grading of individual private lessons weekly, written and oral exams, papers, projects, and performances.
2. The department offers three undergraduate degree programs (a Bachelor of Arts degree, a Bachelor of Music Education degree with two concentrations, and a Bachelor of Music degree in Performance with two tracks), and three master's degree programs (a Master of Music Education degree, a Master of Music in Performance degree with two tracks, a Master of Music in Conducting with two tracks, and a Master of Arts in Teaching degree for initial certification offered through the College of Education. Although there are similar learning objectives for all these degree programs (e.g., music theory competency, music history competency, performance competency), each program has distinct objectives.
3. Academic assessment does not replace curricular, departmental, and other types of ongoing review for improvement, but serves to supplement and improve it.
4. Faculty ownership of and participation in assessment activities are essential. Assessment is embedded in the culture of the entire teaching/learning enterprise of the department. All faculty in the department are involved in the assessment process.

5. The department has a history of making programmatic changes based on assessment results.

Description of a few examples of assessment measures can demonstrate how the above general principles translate into concrete form at the broader, departmental level.

DEPARTMENT LEVEL ASSESSMENT

Accreditation Reviews and Annual HEADS Reports

Winthrop is accredited by the National Association of Schools of Music. The last 10-year review was completed in 2013. We received final approval in January 2016. Program success is evaluated based on compliance with a set number of accreditation standards and data compiled in the annual HEADS reports. We still have to address several issues mentioned previously.

Quality of our Graduates

Assessment of the quality of our graduates takes on many forms: ability to place our music education graduates in schools, readiness of our graduates to attend graduate music programs, and success of our graduates in other areas of employment. Placement of graduates from the school in professional companies, internships, and graduate programs is considered in the assessment of school goals.

FACULTY EFFECTIVENESS ASSESSMENT

Annual Review of Music Faculty

The Chair of the Department of Music reviews each faculty member's goals and record of accomplishments in May for the previous calendar year. Evaluation criteria include Student Intellectual Development, Creative/Scholarly Activity, Academic Responsibility, and Professional Development. Samples of student work and performance are also considered in the evaluation process and appear in OARS. Based on this assessment, faculty members and the Chair collaboratively consider and design new goals and objectives for the faculty member and for the department.

Classroom Observation of Teaching

The department chair and other faculty members observe the instruction of probationary and adjunct faculty. Performance faculty are also evaluated on the quality of the performance of their ensembles and private students each semester. A meeting is held with the instructor to review the evaluation of teaching and performances.

CHAIR EFFECTIVENESS ASSESSMENT

Evaluation of the Chair

All faculty members in the department have an opportunity to submit a written evaluation of the department Chair annually. The dean reviews the evaluations annually with the chair.

The Assessment Map in the Department of Music

Assessment Activity/Tool	Assessment Results	Frequency of Assessment	Results Used to Initiate Change	Assessment Results Evaluated	*Assessment Activity/Tool Evaluated
DEPARTMENTAL LEVEL					
Course evaluations	Student feedback of instructor and course	Every semester	Curriculum changes; faculty teaching assignments	Every year	Every 5 years (2015)
Committee meetings	Minutes of meetings	Every semester	Curriculum, policies and procedures ongoing	Every Year	
Department meetings	Minutes of meetings	4-6 times per year	Curriculum, policies and procedures ongoing	Every Year	Every 5 years
NASM Self-Study	Recommendation	Every 10 years	Curriculum, policies, programs, facilities	Every 10 years	Every 10 years (Jan. 2016)
Ad hoc committees	Minutes of meetings	As often as necessary to address current issues	Curriculum, policies and procedures ongoing	As necessary	
Classroom observation of instruction	Information gathered by chair and other faculty followed by a meeting with adjunct or non-tenured faculty member	Every semester or as often as required	Pedagogy and content ongoing	Every Year	Every 5 years
Chair's Student Advisory Committee	Minutes of meetings	3-4 times per year	Program improvement	Every Year	

PROGRAM LEVEL					
Music Theory Placement Examination	Taken by all entering freshmen – more freshmen are not passing the exam, and those who do are not well equipped to handle MUST 111 & 113	During the Summer Freshman Orientations	We increased the passing score required	Every year	Every year (2016)
Entrance Auditions	Evaluation of each student's performance in specific areas entered on rubric	Beginning of every semester	Entrance audition requirements reviewed annually	Every Year	Every 5 years (2015 ULC evaluation included)
Applied Music Juries	Evaluation of each student's performance in specific areas entered on rubric	End of every semester	Pedagogy and content ongoing	Every Year	Every 5 years (2015)
Junior and Senior Recital Hearings	Evaluation of each student's performance in specific areas entered on rubric	Continuous	Pedagogy and content ongoing	Every Year	Every 5 years (2015)
Sophomore Music Education Review	Evaluation of each student's first two years of progress in music courses, general education, and education core courses	End of each semester	Pedagogy and content ongoing, program improvement	Every Year	Every 5 years (2015)
Sophomore Music Performance Review	Evaluation of each student's first two years of progress in performance in their major instrument	End of each semester	Pedagogy and content ongoing, program improvement	Every Year	Every 5 years (began in 2016)
Piano Proficiency	Evaluation of each student's performance in keyboard skills – rubric completed	End of each semester	Pedagogy and content ongoing, program improvement	Every Year	Every 5 years
MUST 306 – major paper	Evaluation of each student's understanding of concepts of music history and writing a major paper – rubric completed	End of the spring semester each year	Pedagogy and content ongoing, program improvement	Every Year	Every 5 years
MUST 411 – major analysis project	Evaluation of each student's understanding of concepts of music theory in producing a major analysis project – rubric completed	End of each semester	Pedagogy and content ongoing, program improvement	Every Year	Every 5 years

<p>EDUC 401 Student Internship & EDUC 402 Capstone</p>	<p>Midterm and Final evaluation report at www2.winthrop.edu/rex/rex/downloads.html</p>	<p>Every semester</p>	<p>Pedagogy and practice in planning, instruction, teaching environment, professionalis m and music content area standards</p>	<p>Every year</p>	
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**NOTE: The NASM Self-Study process counts for the assessment activities in the 5-year cycle of the
Assessment Activity/Tool Evaluated section above.

PROGRAM ASSESSMENT – UNDERGRADUATE DEGREE PROGRAM OUTCOMES

BA Degree in Music (Liberal Arts)

Program Outcomes:

- Students will be able to demonstrate their understanding and progress in musicality/interpretation, technique, rhythm/tempo, accuracy, memorization, diction (voice), articulation (instrumental), tone quality, and intonation through their performances in applied music juries, recital hearings, and recitals.

This outcome is assessed through regular performances on juries at the end of each semester of private lessons (through MUSA-312_). Aggregate results of juries may be found on OARS for each semester. Individual scores for each semester are available in each student's advising folder. In evaluating ULC4, 67% of students received an "exemplary" rating and 32% received a "satisfactory" rating. We are very pleased with the results of this evaluation.

- Students will demonstrate an understanding of the elements of music, including musicianship, analysis, and synthesis.

This outcome is assessed through final grades for exams and projects assigned during the final course in the music theory sequence (MUST-212. Music Theory 4). 75% of students enrolled received a grade of A or A- with 25% of students receiving a grade of B-.

- Students will demonstrate an understanding of the elements of music history, including literature from both Western and non-Western cultures; an ability to synthesize the information; and the ability to defend value judgments about music.

This outcome is assessed through final papers required in MUST 306 (Music 1750-1900). On the major final paper, 74% of students scored in the 90th percentile and 26% of students scored in the 80th percentile. Overall, these are fine results for this intensive writing course. Examples of papers may be found in OARS.

BME Choral or Instrumental Certification

- Students will be able to demonstrate their understanding and progress in musicality/interpretation, technique, rhythm/tempo, accuracy, memorization, diction (voice), articulation (instrumental), tone quality, and intonation through their performances in applied music juries, recital hearings, and recitals.

This outcome is assessed through regular performances on juries at the end of each semester of private lessons (through MUSA-411_) and through successful completion of the senior recital. In evaluating ULC4, 67% of students received an “exemplary” rating and 32% received a “satisfactory” rating. We are very pleased with the results of this evaluation.

95% of students successfully perform their senior recital. The majority of students are evaluated through ULC 4 and received mostly Satisfactory and Exemplary scores.

- Students will demonstrate an understanding of the elements of music, including musicianship, analysis, and synthesis.

This outcome is assessed through projects assigned during the capstone course in the music theory sequence (MUST-411. Form and Analysis). 75% of students enrolled received a grade of A or A- with 25% of students receiving a grade of B-.

- Students will demonstrate an understanding of the elements of music history, including literature from both Western and non-Western cultures; an ability to synthesize the information; and the ability to defend value judgments about music.

This outcome is assessed through final papers required in MUST 306 (Music 1750-1900). On the major final paper, 74% of students scored in the 90th percentile and 26% of students scored in the 80th percentile. Overall, these are fine results for this intensive writing course. Examples of papers may be found in OARS.

- Students will demonstrate competencies in professional education and in specific areas of musicianship to prepare for a career in teaching music (PK-12).

This is measured through the Music Content and Instruction section of the PRAXIS II Exam. For the last four out of five years, 100% of our music education majors taking the test scored 100% passing rate. This indicates to us that our students are meeting the state and national standards. Results are posted on OARS.

BM Performance

- Students will be able to demonstrate their understanding and progress in musicality/interpretation, technique, rhythm/tempo, accuracy, memorization, diction (voice), articulation (instrumental), tone quality, and intonation through their performances in applied music juries, recital hearings, and recitals.

This outcome is assessed through regular performances on juries at the end of each semester of private lessons (through MUSA-411_) and through successful completion of the junior and senior recital. In evaluating ULC4, 67% of students received an “exemplary” rating and 32% received a “satisfactory” rating. We are very pleased with the results of this evaluation. 95% of students successfully performed their junior and senior recital. Results are available in individual advising folders in the Music Office.

- Students will demonstrate an understanding of the elements of music, including musicianship, analysis, and synthesis.

This outcome is assessed through projects assigned during the capstone course in the music theory sequence (MUST-411. Form and Analysis). 75% of students enrolled received a grade of A or A- with 25% of students receiving a grade of B-.

- Students will demonstrate an understanding of the elements of music history, including literature from both Western and non-Western cultures; an ability to synthesize the information; and the ability to defend value judgments about music.

This outcome is assessed through final papers required in MUST 306 (Music 1750-1900). On the major final paper, 74% of students scored in the 90th percentile and 26% of students scored in the 80th percentile. Overall, these are fine results for this intensive writing course. Examples of papers may be found in OARS.

PROGRAM ASSESSMENT – GRADUATE DEGREE PROGRAM OUTCOMES

MME (music education)

- Students will develop and be able to demonstrate advanced competencies in music education including perspectives on contemporary issues and problems in music education.

This competency is measured through the results on the Graduate Comprehensive Exam administered during the final semester of enrollment. The exam contains questions related to professional music education philosophies, foundations, and history. 100% of our graduate music education students pass this exam on their first attempt. Results are available in each student’s advising folder.

- Students will be able to demonstrate the ability to synthesize the elements of music theory beyond the undergraduate level.

All graduate students are required to take a course in the Graduate Theory Seminar series. They also stand for the Graduate Comprehensive Exam that usually includes a question(s) pertaining to music theory. 95% of our graduate students pass this exam on their first attempt. Results are available in each student's advising folder.

- Students will be able to demonstrate the ability to synthesize information regarding music history and literature beyond the undergraduate level.

Students generally take one to three 500-level courses in music history (Renaissance and Medieval, Baroque, Classical, Romantic, 20th Century). Sample of final papers in these courses are available on OARS. They also stand for the Graduate Comprehensive Exam that usually includes a question(s) pertaining to music theory. 95% of our graduate students pass this exam on their first attempt. Results are available in each student's advising folder.

MM (music performance)

- Students will demonstrate an advanced understanding of the elements of music, including musicianship, analysis, and synthesis, including the ability to make artistic and professional judgments based on this understanding.

All graduate students are required to take a course in the Graduate Theory Seminar series. They also stand for the Graduate Comprehensive Exam that usually includes a question(s) pertaining to music theory. 95% of our graduate students pass this exam on their first attempt. Results are available in each student's advising folder.

- Students will be able to demonstrate their advanced understanding and progress in musicality/interpretation, technique, rhythm/tempo, accuracy, memorization, diction (voice), articulation (instrumental), tone quality, and intonation through their performances in applied music juries, recital hearings, and recitals.

Students perform a graduate recital which is evaluated by program faculty. Results of this evaluation may be found in each student's advising folder. This past year, 80% of graduate students passed their graduate recital.

- Students will demonstrate an advanced understanding of the elements of music history and literature and the synthesis of that information, including the ability to make artistic and professional judgments based on this understanding.

Students generally take one to three 500-level courses in music history (Renaissance and Medieval, Baroque, Classical, Romantic, 20th Century). Sample of final papers in these courses are available on OARS. They also stand for the Graduate

Comprehensive Exam that usually includes a question(s) pertaining to music theory. 95% of our graduate students pass this exam on their first attempt. Results are available in each student's advising folder.

MM (conducting: wind/choral)

- Students will be able to demonstrate advanced understanding of the aspects of musicianship, conducting technique, rehearsal technique, and wind or choral literature.

All graduate conducting students perform a graduate recital prior to graduation. Evaluations of these recitals are located in the student's advising folder. 100% of conducting students successfully complete the recital.

- Students will be able to demonstrate their advanced understanding and progress in musicality/interpretation, technique, rhythm/tempo, accuracy, memorization, diction (voice), articulation (instrumental), tone quality, and intonation through their performances in applied music juries, recital hearings, and recitals.

All graduate students are required to take a course in the Graduate Theory Seminar series. They also stand for the Graduate Comprehensive Exam that usually includes a question(s) pertaining to music theory. 95% of our graduate students pass this exam on their first attempt. Results are available in each student's advising folder.

- Students will demonstrate an advanced understanding of the elements of music history and literature and the synthesis of that information, including the ability to make artistic and professional judgments based on this understanding.

Students generally take one to three 500-level courses in music history (Renaissance and Medieval, Baroque, Classical, Romantic, 20th Century). Sample of final papers in these courses are available on OARS. They also stand for the Graduate Comprehensive Exam that usually includes a question(s) pertaining to music theory. 95% of our graduate students pass this exam on their first attempt. Results are available in each student's advising folder.