

Assurance of Student Learning Reflection 2024-2025	
PCAL	Department of Music
Bachelor of Arts 583	
Zachary Lopes	
Is this an online program? ☐ Yes ☒ No	Please make sure the Program Learning Outcomes listed match those in CourseLeaf. Indicate verification here ☒ Yes, they match! (If they don't match, explain on this page under Evaluation)

Instructions: For the 2024-25 assessment, we are asking you to reflect on the last three-year cycle rather than collect data. It's important to take time to look over the results from the last assessment cycle and really focus on a data-informed direction going forward. In collaboration with your assessment team and program faculty, review each submitted template from 2021-2024 and consider the following for each Program Learning Outcome, add your narrative to the template, and submit the draft to your **ASL Rep** by **May 15, 2025**.

Program Student Learning Outcome 1	
Program Student Learning Outcome	Students will demonstrate written/oral analytical processes in musicianship.
Evaluation	This program learning outcome remains relevant and accurately reflects the core competencies expected of graduates. It is measurable and appropriately framed, with a focus on the analytical and presentational skills integral to musicianship. Based on the last three cycles, this outcome should remain unchanged as it continues to capture essential skills that the program aims to develop.
Measurement Instruments	The primary measurement instruments include the Capstone Oral Presentation (direct) and the Annual Student Survey (indirect). The instruments appear to effectively measure students' analytical and oral communication skills. The Capstone Presentation, evaluated by faculty using a rubric, remains the most reliable measure. However, there is variation in grading rigor as different groups of students are assessed by different faculty. The Annual Student Survey provides additional context but has shown limitations due to low response rates and inconsistencies, particularly in assessing the Music History component.
Criteria & Targets	The success criteria of 75% achieving a score of 3 or above on the Capstone Presentation has been consistently appropriate. As this target is often met or exceeded, a more challenging target may be considered to better reflect high-achieving students. For the Annual Student Survey, the criterion remains 50% of students rating their core music courses as "Good" or "Outstanding." This may be a low bar and we should consider evaluating a different benchmark for this instrument.
Results & Conclusion	Results: The Capstone Presentation results have met the target consistently, potentially indicating the instructional approach and the applied teacher/mentorship model are effective. However, the Annual Student Survey results have varied, with consistent underperformance in Music History ratings across all three cycles. Conclusions: The primary challenge lies in maintaining stable faculty for Music History, as turnover and inconsistency have contributed to lack of student engagement and performance. While the department will strive to ensure more consistency in the music history faculty, this

	is somewhat out of our control. These courses are currently taught by an adjunct instructor with no full-time position in sight. Additionally, the student survey has had inconsistent response rates, which are further hindered by the subjective nature of the instrument.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	In the next assessment cycle, we will work to improve consistency in Music History instruction and enhance the practical application of content to students' capstone projects. This will include creating a direct link between classroom curriculum and the final capstone presentation. To increase student engagement with the Annual Survey, we will implement targeted outreach, offer incentives, and extend the completion period. Additionally, we will explore more nuanced scoring methods for the Capstone to better capture high-achieving students. Data gathered will guide strategies for enhancing instructional continuity and fostering greater student engagement in Music History courses.

Program Student Learning Outcome 2	
Program Student Learning Outcome	Students will demonstrate technical proficiency on their applied instrument.
Evaluation	This outcome remains relevant and clearly aligned with the program's goals of developing technically proficient musicians. The outcome is well-defined, measurable, and accurately framed within the program's expectations.
Measurement Instruments	The primary instruments are the Jury Performance (direct) and the Annual Student Survey (indirect). The Jury Performance serves as a robust measurement tool, demonstrating the impact of one-on-one instruction on advancing student technical proficiency. Again, there may be variations in grading rigor based on faculty and applied instrument area. The Annual Student Survey is supportive but less reliable due to participation challenges and the subjective nature of a student survey.
Criteria & Targets	The criteria for success, where 75% of students are expected to achieve a jury score of 3 or above, have been consistently met. Given the high achievement rate, there may be value in raising the target (85%) to differentiate higher proficiency levels.
Results & Conclusion	<u>Results:</u> Students consistently meet or exceed the expected technical proficiency levels. High scores on juries reflect successful applied one-on-one instruction. <u>Conclusions:</u> One-on-one instruction has proven to be a key factor in achieving technical proficiency and serving the needs of a diverse body of students. Students enter college with disparate ability levels that are best addressed through one-on-one instruction. Continued support for this model is recommended. Low survey response rates continue to be an issue, impacting the reliability of this data. Additionally, the target of 75% of students marking their core courses as "good" or "outstanding" may difficult to achieve considering the nature of the courses and variability of instructors. Perhaps questions around applicability of content to musical skills or career goals would be better suited for the survey.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	In the next assessment cycle, we will continue to prioritize one-on-one instruction, as it has proven effective in fostering technical proficiency and accommodating diverse student abilities. To address the persistent issue of low survey response rates, we will implement strategies such as administering surveys during class and offering small incentives. Additionally, we will revise survey questions to better reflect the applicability of course content to musical skills and career goals. Data from the revised surveys will be analyzed to identify trends and inform future instructional practices. The results will be shared with faculty to support ongoing improvements in teaching and curriculum design.

To add more outcomes, if needed, select the table above and copy & paste below.