

Assurance of Student Learning Reflection 2024-2025	
PCAL	Department of Music
Bachelor of Music 593	
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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). Both 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. Another consideration is to merge the performance concentration senior recital and new Music-Ed required recital (Fall 2024 catalogue) with the Capstone requirement. This would eliminate the need for the Capstone "jury." Students would give the oral presentation to a faculty panel at their recital hearing. 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 be 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.

Program Student Learning Outcome 3	
Program Student Learning Outcome	(BM Music Education specific) Students will demonstrate comprehensive proficiency in state music education standards.
Evaluation	This program learning outcome remains relevant and crucial for preparing music educators. It is measurable and appropriately framed to assess students' readiness for teaching certification. No changes are recommended as it accurately reflects the standards expected in the field of music education.
Measurement Instruments	The primary measurement instruments include the PRAXIS Exam (direct) and the Annual Student Survey (indirect). The PRAXIS Exam directly measures students' comprehensive proficiency in music education standards, while the survey captures student perceptions of their educational preparation. The Annual Student Survey is supportive but less reliable due to participation challenges and the subjective nature of a student survey.
Criteria & Targets	The success criterion for the PRAXIS Exam requires 90% of students to pass on their first attempt. This target is challenging yet realistic, given the professional requirements. Survey targets are set at 75% for students rating the quality of their WKU music education as "Good" or "Outstanding."
Results & Conclusion	Results: The target for the PRAXIS Exam was met in both assessment cycles, with a pass rate exceeding 90%. Survey results also indicated that most students rated their educational experience positively. Conclusions: Enhanced PRAXIS preparation, including study groups and targeted content review, has contributed to higher success rates. The structured curriculum and one-on-one instruction continue to support students' readiness for certification.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	In the next assessment cycle, we will continue offering study sessions and practice exams to maintain high PRAXIS pass rates. Emphasis will be placed on integrating certification content into relevant coursework to support student success. To increase survey participation, we will implement direct communication strategies and offer incentives. Data collected will guide ongoing improvements in certification preparation and student engagement.

Program Student Learning Outcome 4	
Program Student Learning Outcome	(BM Performance specific and Education specific as of Fall 2024) Students will demonstrate a high level of technical skills requisite for artistic self - expression and knowledge of solo literature appropriate to their applied instrument in a public performance setting.
Evaluation	This outcome remains relevant and accurately reflects the program's goal of producing technically and musically proficient performers. It is well-defined and directly aligned with the performance concentration.
Measurement Instruments	The primary instruments are the juried solo recitals (direct) and the Annual Student Survey (indirect). The juried recitals, which include a half recital in the 6th semester and a full recital in the 8th semester (half recital in 7 th semester for BM-Ed), effectively assess students' technical and interpretative abilities. The survey provides supplementary insight into students' perceptions of their solo performance

	experiences.
Criteria & Targets	The success criteria include 75% of students achieving an average of 3 or higher on their juried recitals and program notes, with 50% earning a 4. These targets are appropriate given the performance expectations of the concentration.
Results & Conclusion	Results: The juried recital targets were met in all cycles, indicating strong technical and artistic preparation among performance students. However, the survey results on solo performance experiences were slightly below target, suggesting a need to address student perceptions of their performance readiness. Conclusions: The high success rate in juried recitals reflects the effectiveness of individualized instruction and performance-focused curriculum. Lower survey scores may be attributed to the non-specific nature of the questions regarding solo performance experiences. Since the last assessment cycle the department has hired a full-time collaborative pianist and will ramp up collaborative piano services with new college fees. These resources will provide better support to students and undoubtedly improve readiness for junior and senior recitals.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	In the next assessment cycle, we will revise the survey to include questions specifically targeting solo performance experiences among performance students to gain more accurate feedback, as lower survey scores may be due to the non-specific nature of current questions. To support recital preparation and performance readiness, we will enhance collaborative piano services, building on the recent hiring of a full-time collaborative pianist and the introduction of new college fees. These resources, combined with continued individualized instruction, will help maintain the high success rate in juried recitals. Data collected will guide improvements in performance training and student support.

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