Missouri Valley College

Academic Program

Assessment and Planning Report

Year: 2012-2013
Academic Program: Music
Division: Fine Arts
Chair/Dean: Diana Malan

I. Mission

The Missouri Valley College Music program is committed to developing the full potential of students by providing a personalized, hands-on learning environment that fosters an appreciation and understanding of music, that encourages musical creativity and artistic expression, that provides a variety of musical opportunities, and that offers an integrated curriculum which prepares students for teaching, graduate school, or careers in music.

II. Goals

- Ensure that students have a solid grounding in music history, literature, theory
- Ensure that students have an understanding of the role of music within society
- Develop motivation, independent thinking and self discipline
- Ensure students understand the collaborative process through performance, teaching and ensemble work
- Ensure students have the knowledge to hone their technical skills

III. Student learning outcomes

1. Students will have a solid grounding in music history, music literature, and music theory

2. Students will have a solid understanding of the collaborative process

3. Students will demonstrate the ability to use critical ideas, interpretations, and judgments orally and in writing

4. Students will develop an understanding of aesthetic qualities

5. Students will demonstrate the ability to apply proper technical skills in their music

IV. Course map

<table>
<thead>
<tr>
<th>COURSE</th>
<th>SLO 1</th>
<th>SLO 2</th>
<th>SLO 3</th>
<th>SLO 4</th>
<th>SLO 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU 110: Class Piano I</td>
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<td></td>
<td>xx</td>
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<tr>
<td>MU 111: Class Piano II</td>
<td>xx</td>
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<tr>
<td>Ensembles: Choir/Band</td>
<td>xx</td>
<td>xx</td>
<td>xx</td>
<td>xx</td>
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<tr>
<td>App Voice/Instrument</td>
<td>xx</td>
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<td>xx</td>
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<td>xx</td>
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<tr>
<td>MU 250: Music Theory I</td>
<td>xx</td>
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<tr>
<td>MU 251: Aural Training I</td>
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<td>xx</td>
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<tr>
<td>MU 252: Music Theory II</td>
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<td>xx</td>
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V. Assessment tools
SLO 1: exit exam
SLO 2,3,4,5: Student Juries

All music majors are assessed through yearly Division of Fine Arts “student juries.” Students focusing in instrumental music participate in end of semester juries. Students focusing in vocal music participate in one jury each year (held in March). We have added a Senior Seminar course for graduating seniors which will replace the jury process in the students senior year. The course will go into effect for students entering during the 2012-2013 year. We gave our first “in-house” assessment exam in the spring of 2013.

VI. Summary of findings/Level of achievement of student learning outcomes
The first exit exam was given to our spring graduate. This was an “in-house” exam combining two major components: theory and history. The exit exam was split evenly between theory, (analysis, part-writing, but no ear training.) 100 points possible in theory, score of 87. History was split between 400 A.D. to 1800 and then 1801 to current. Score on first half of history was 28 of 50 and second half of 42 of 50 for a total of 70 of 100. Total score on exit exam was 157 of 200. The test was extremely broad and the student did a fairly good job scoring a total 79%. Since this was the first time the exam was given, we did not have other graduates to compare his score with.

Student juries have worked well, improving student practice in preparation. All instrumental music students take a jury at the very end of EACH semester that involves scales, etudes, and sight reading. As students progress, more scales are required and sight reading becomes more difficult. Students report that overall they like the format and feel like it motivates them more to practice. They also report that they like feedback that is both immediate and written for further reflection.

Vocal students participate in the Division juries held in March. Our fall graduate was a vocal music major. The results of her juries demonstrated continued improvement in her vocal skills over the course of her studies.

VII. Analysis/Interpretation
These were our first two graduates and we feel that we have a great deal of work to do regarding the assessment of the major and the program. We do not feel that the tools that are presently in place are adequate for assessing the student learning outcomes, nor the overall major/program. We know that we need to look at each learning outcome and make decisions on how we can best assess/measure them. We feel we are not completely accomplishing that right now. While the “in-house” exam gave us some information we want to explore looking into a more standardized test so that we can compare our student results with those of other music majors. We also feel that an ear training component should be included. The Senior Seminar class will become the basis for our senior assessment. We will include a senior recital, the exit exam, and an exit interview.
We anticipate four graduates during the 2013-2014 school year. While they will not be required to take the Senior Seminar class, we do want to require them to participate in the exit exam and the exit interview during the 2013-2014 school year. We have also decided it would good to research what other colleges are doing to assess their programs.

VIII. Action plan/Closing the loop

The music faculty feel that one of the most important things to help improve our program is improving our facilities, which are becoming increasingly inadequate. We have increased student involvement in the music program by roughly 100 percent over the past five years, yet the facilities have not been enlarged or improved.

Practice rooms are inadequate. Sound proofing is non existent. The number of practice rooms are too few. National Association for Music Education recommends one practice room for each 4 students. We have two practice rooms for the 27 majors we have. The building is closed most of the weekend, a time when many students choose to practice.

There is no large facility available for the concert band to rehearse on campus. Students must travel app. one mile to Bueker Middle School. Concert band is limited to one rehearsal a week because of scheduling problems. By comparison, Central Methodist University concert band has adequate facilities and rehearses 90 minutes 5 days a week. MVC concert band is able to rehearse 26 hours a semester. CMU is able to rehearse 105 hours a semester.

Afternoon and evening practice times in Morrison are very frustrating because of athletic events upstairs in the gym and the noise that they create. This is a frustration to the music students. We are the only academic area (except dance who is also housed in Morrison) who has this situation.

We feel that our facility situation is now holding the program back. We can only grow as much as space allows. More students might consider attending Valley for a music degree and/or to participate if our facilities were more adequate. If the athletic activities now housed in Morrison (cheerleading, intramurals) move to the new gym space we could begin plans for the renovation of the upstairs space, which could give the facility improvements that are needed to continue growing this program. Sound proofing needs to be considered between classrooms and the few practice rooms that are available.

Office space is very limited and inadequate. It is impossible to have any type of in depth conversation in Garry's office as it is next to an office that is occupied by someone not in the music department. Conversations are easily over heard. Students are often in the adjoining office. Concern about privacy laws require that any discussion with a student or another faculty member must take place in another room besides his office.

Overall, the college has been supportive in many areas. A new full-time faculty member will be hired beginning in the 2013-2014 school year. Substantial instruments have been added with MVC money and donations in the amount of $60,000 in the past five years. Electric pianos have been added which helps keep costs down in regards to tuning. Productive discussions with Dr. Weiser have taken place over curriculum, staffing, recruitment, etc. Support overall is very good.

The college expects the music program to continue to grow, as it will. But, as of now, we are very limited because our facility is over crowded, lacking in sound proofing, and has no large rehearsal facility adequate for a concert band.
IX. Faculty/Student information
Use Tables 1-2 to provide information on program faculty and students. Program faculty are those who taught at least one course in the program in the past academic year.

IX. Faculty/Student information

Table 1. Program Faculty
Program faculty are those who taught at least one course in the program in the past year.

FULL-TIME*
*The definition of ‘full-time’ for this table coincides with our standard MVC definition. Include all full-time faculty who taught in the program regardless of their division affiliation.

<table>
<thead>
<tr>
<th>Name</th>
<th>Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Garry Anders (Spring 2013)</td>
<td>Fine Arts</td>
</tr>
<tr>
<td>Chuck Appleton (Fall 2012)</td>
<td>Fine Arts</td>
</tr>
<tr>
<td>Diana Malan (Fall/Spring 2012-2013)</td>
<td>Fine Arts</td>
</tr>
<tr>
<td>Milena Simic (Fall/Spring 2012/2013)</td>
<td>Business</td>
</tr>
</tbody>
</table>

ADJUNCT
Include all adjunct faculty who taught at least one course in the program in the past year regardless of their division affiliation. (No list of names required.)

Number of adjunct: 5

Table 2. Student Profile

<table>
<thead>
<tr>
<th></th>
<th>Fall 2012</th>
<th>Spring 2013</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Majors</td>
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<td>8</td>
</tr>
<tr>
<td>Minors</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Graduating seniors</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

X. List of individuals who assisted in the completion of this report
Diana Malan, Division of Fine Arts Chair
Associate Professor, Music/Theatre

Garry Anders, Director of Instrumental Music
Assistant Professor, Music

Updated 9/11/12