Missouri Valley College

Academic Program
Assessment and Planning Report

Due date: June 1

Year: 2013-2014
Academic Program: General Music/Music Education
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 and appreciates 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 and theory
- Ensure that students have an understanding of the role of music within society
- Develop motivation, independent thinking and self discipline
- Ensure that 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>
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<tbody>
<tr>
<td>MU 110: Class Piano I</td>
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<td>MU 111: Class Piano II</td>
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<tr>
<td>Ensembles: Choir/Band</td>
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<tr>
<td>App Voice/Instrument</td>
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<td>MU 250: Music Theory I</td>
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<td>MU 251: Aural Trng I</td>
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<td>MU 252: Music Theory II</td>
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<td>MU 253: Aural Trng II</td>
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<td>MU 320: Music Theory III</td>
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<td>MU 321: Music Theory IV</td>
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<td>MU 350: Conducting I</td>
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<td>MU 351: Composition</td>
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<tr>
<td>MU 352: Conducting II</td>
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<td>MU 370: Music History I</td>
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<td>MU 371: Music History II</td>
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V. Assessment tools
SLO 1: exit exam
SLO 3, 4, 5: Student Juries
SLO 2, 3, 4, 5: Senior Recital

VI. Summary of findings/Level of achievement of student learning outcomes

- **SLO 1: exams**
  Our four seniors took a standardized music exam this year, rather than the in-house exam that was given last year. This is the same exam that other colleges are using for assessment purposes. The exam covered history, literature, theory and also had a listening component. To date, we have not received scores for this test, so we cannot discuss the findings yet. We will update this report and the test results as soon as they are received.

  Three of our four graduates had to take the Praxis exam for certification. All three had to take the exam more than once and are still waiting to get the results of the last exam.

- **SLO 3,4,5: student juries**
  We are still exploring how we can best utilize and measure our student juries for assessment purposes. We feel that the juries definitely measure the growth of our students’ instrumental or vocal skills and assess SLO 3,4,5. We need to discover how we can best chart/show this growth/development from year to year.

  We can state the following observations from our four seniors’ juries.
  - All majors participated in yearly student juries to measure their musical growth.
    Instrumental students do end-of-semester juries. Vocal students do one jury in March. All four graduates have clearly demonstrated growth over the past four years. The level of achievement is clearly at a higher/more challenging level than when they started as freshmen. The quality of performance has improved greatly over the past four years. The four seniors demonstrated that they understand how to apply proper musical technique/skills vocally or instrumentally; that they understand what creates an aesthetic quality in music; and that they have the ability to use ideas, interpretations and judgements within their music.

- **SLO 2,3,4,5: Senior Recital**
  We required a Senior Recital for our graduates this year. The students had to select, prepare, and perform musical selections for the recital. Since this was the first time we have required a recital of this nature, some faculty assistance was given. In the future, students will be required to work together to structure and organize the recital, to do the publicity/program for the recital and to make decisions on the programming for the recital.

  The four seniors selected and prepared all the pieces that were performed. Three of the four chose to perform with a small ensemble as well as presenting solo work. They demonstrated that they understand the collaborative process by selecting musicians to work with them, by selecting music that is challenging but within the skills of the musicians they selected, by coordinating rehearsal sessions, by teaching and preparing the music to performance readiness. The music chosen was challenging and well executed. The students taught and utilized proper music technique and skills. They demonstrated that they have achieved the ability to make choices and interpretations for their music.
VII. Analysis/Interpretation

Three of our four seniors are music education majors (2 are instrumental, 1 is choral). The fourth major is a general music major. These are our first graduates to take the Praxis exam. We recognize that we need to find better ways to prepare our students for the education exams (Praxis) that must be taken for certification purposes since they seemed to struggle with this exam.

We feel that all four students have achieved the student learning outcomes for the program. They have demonstrated this through their coursework and exam work, through their jury work, and through their recital/performance work. All four are leaving at a higher level of artistry than when they began as freshmen.

One student has secured a teaching position in Blackburn, MO; one will continue on in grad school, one has secured a job with one of the Branson, MO shows, and the fourth is still working to secure a teaching position for next year.

We know that we still need to make improvements to the assessment tools used to measure our program and plan to continue working on this. This will be an ongoing process for us. We will begin our Senior Assessment course next year, which will include a culmination of all jury work, the senior exit interview, the senior recital, resume work, job preparation skills, etc.

VIII. Action plan/Closing the loop

PERSONNEL: We were allowed to hire another full time faculty position this year, which has proved beneficial to the program. The individual we hired brings a good background in theory, composition and piano to the program. This background compliments and expands the background of the existing full time and adjunct faculty.

EQUIPMENT: For the past four years the college has provided a budget to purchase instruments for the instrumental program. Due to this monetary support (and the support of other donors) we have been able to build a good instrumental inventory. We hope that the college will continue to support the growth of this inventory as needs arise.

RECRUITING: All full time faculty have been involved in recruiting throughout the school year (as time allows). Clinics have been provided to area high schools, we were available to visit with students who visited campus, we made personal contacts, we participated in open houses and all registration days, and assisted Admissions however we could. Admissions does provide some monetary support for recruiting, which helps but doesn’t cover all the expenses needed for recruiting activities.

• It is our goal to continue increasing the number of majors and participants in the music program, however we don’t always have enough time in our schedules to devote to the kind of work that is needed to be completely successful and self-sufficient with recruiting activities. It’s really a full time job.
  o It would be beneficial to have a qualified recruiter for the Fine Arts Division. When Anna was working with us we noticed a great deal of activity, which resulted in a good number of new students this year. While we may have a counselor assigned to us from Admissions, we have seen far less activity, campus visits, or prospective names coming our way this year. We do not hear from Admissions on a regular basis, so we don’t really know what our incoming class looks like.
We need a recruiter who knows how to talk to fine art students, who will work closely with the faculty, who will get students here for campus visits, and who will follow up on scholarship/package offers.

FACILITY: We have been stating for the past few years that our facility is perhaps the main thing that could prevent the program from growing. Student involvement and majors/minors have grown over the past few years, yet the facilities have not been enlarged or improved. It makes it difficult to recruit and compete with other colleges when our facilities and resources are not adequate or competitive.

- During Senior Exit Interviews we asked our graduating seniors to provide suggestions for improving the curriculum, the program, facilities, etc. All four seniors indicated that the thing that was most needed was access to the building, adequate practice rooms and adequate classroom/ensemble spaces. We had more than twenty majors this year and only one actual practice room. The only other place for students to practice is MR 100, MR 101, MR 102 (all classrooms) and the instrument storage room. The building is closed most of the weekend, unless faculty come and unlock it. The one practice room and the instrumental storage room are so cold in the winter that it is hard to work in there. There is no heat in either space.

- We have discussed the need for sound proofing our classrooms, but to date, nothing has been addressed. The walls are so thin that both classrooms interfere with each other. These are classrooms where music is being played, so it presents problems for those holding classes at the same time.

- Afternoon and evening practice times continue to be frustrating for our students because of the athletic activities that are scheduled in the upstairs gym. The noise that is created from the gym activities is very disruptive to students trying to work downstairs. We hope that the new building will elevate this problem during the evening hours since intramurals will move to that building.

- We do not have separate ensemble rooms for our choral and instrumental ensembles which creates problems. We work in MR 100 for all ensembles, except Concert Band, which has to meet off campus at the Bueker Middle School since we do not have accommodations for this group. It is difficult to configure this one room (MR 100) to meet the needs of three completely different styles of ensembles. We need an ensemble room for choir and an ensemble room for drumline and jazz band. Having two separate spaces would allow us to set the ensemble rooms up properly for the group that works in that space. It would also allow small student groups to practice in an appropriate space instead of trying to set something up wherever they can find a bit of room.

- We had the impression that once the new student center building was in place that all other “gym” activities would be moving – opening up Morrison to become an actual Fine Arts building. The gym space would have provided room for the music and dance programs to expand and grow. We have learned that this will not be happening, so we continue to be faced with limited space and inadequate facilities for growth.

- We continue to request that our faculty be put together in the upstairs office suite. We feel this would be a positive move. It would be a suite for our two full time and two adjunct
faculty. This would be a good time to transition offices since there will be a change in the cheerleading coach staff.

CURRICULUM (discussion from Senior Exit Interviews)
- Our seniors indicated that they felt confident with the music curriculum and instruction that they received at Missouri Valley. One of our seniors transferred in his last theory course from Southwest MO State and stated that he felt he was somewhat ahead of their students and had no difficulties with the coursework.

- Our seniors indicated that they preferred the “hands-on, individualized” approach that is provided within our music program. Small classes was also a plus for them.

- The opportunity to explore many different areas was discussed by our seniors. They felt this was a positive opportunity for students – to be given the opportunity to participate in a variety of ensembles (both choir and band). Some stated that it allowed them to explore and grow in all aspects of their musical interests, which they have appreciated. It allowed them to grow in areas they had not experienced before. This, in turn, will benefit their future careers.

- It was suggested that students would benefit from more opportunities to direct and take leadership roles in ensemble or even classroom work. Education majors stated that having more opportunities to teach/tutor would be beneficial for them.

- It was suggested that another faculty in the vocal area would be helpful to Malan since there is more than one faculty in the instrumental side of the program, but only one in the vocal side of the program.

ACTION PLAN:
- In an effort to make Morrison more available to students, we are looking into a “keyed/card” style of entry for the outside door. Only approved students would have a card that would give them access to the downstairs space. It would also allow students to lock the door behind them making a more secure space for them to work in.

- Look into sound proofing for our classrooms and other spaces that are conflicting with each other.

- Move our faculty into the upstairs office space so they can create a multi-purpose suite which would provide the following: a place to visit with prospective students, to give student lessons, to conference with each other and students, etc. It would also assure that the space would be secure since instruments, resource materials, etc are housed in that space.

- Install baseboard heaters in all rooms that do not have heating: downstairs office, downstairs practice room, instrumental storage room.

- Address the “lack of ventilation” problems that affect MR 101 and 102. This is a problem that continues to affect both faculty and students who have classes in these rooms.
• Clean out the downstairs janitor closet to create more storage room. Right now there is a lot of “stuff” still sitting around taking up space (i.e. several old TVs that are taking up space on shelves that could be used for other storage things). We thought that this was suppose to be additional space for our music library and instrumental storage, but it hasn’t turned out that way. It’s a space that can be shared, but it needs to cleaned up and organized for better, more efficient use by all concerned.

• We have discussed curriculum suggestions/concerns and plan to implement the following:
  o Begin providing more opportunities for students to do ensemble directing during their junior/senior year, and to take on leadership roles within the program.
  o We plan to start a tutor program for our students, especially in theory and piano.
  o Applied vocal lessons will be taught by an adjunct this fall, which will add another faculty to the vocal side of the program.
  o We are discussing adding a Piano Proficiency course for education majors. This course must be passed in order to obtain MO certification.

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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Division</th>
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<tbody>
<tr>
<td>Garry Anders</td>
<td>Fine Arts</td>
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<td>Diana Malan</td>
<td>Fine Arts</td>
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<tr>
<td>Michael Martin</td>
<td>Fine Arts</td>
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<tr>
<td>Milena Simic</td>
<td>Business</td>
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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.

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<tbody>
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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: 2

Table 2. Student Profile

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<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
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<tr>
<td>Majors</td>
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<td>Graduating seniors</td>
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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

Michael Martin: Lecturer, Music