

## AY19 Program Learning Outcome (PLO) Assessment: CIVIC ENGAGEMENT

### MUSIC

**Assessment Type:** Academic Program

**Year/Term:** AY19

**Level:** MUS 445

**Learning Outcome:** Program Learning Outcomes (PLOs)

**Assessment Method/Tool:** Program Civic Engagement Rubric

**Measurement Scale:** 3-1

**Sample Size:** 7

	Proficient (# of students)		Adequate (# of students)		Developing (# of students)	
<u>Diversity</u> : Working within and learning from diverse communities & cultures to achieve a civic aim.	7	100%	0	0%	0	0%
<u>Civic Communication</u> : Employs oral and written communication strategies to effectively express, listen and adapt to further civic action.	5	71%	2	29%	0	0%
<u>Civic Collaboration</u> : Ability to collaborate across and within community contexts and structures to achieve a civic aim.	7	100%	0	0%	0	0%
<u>Gratitude</u> : Demonstrates how “gratitude” fits into the overall civic engagement model.	7	100%	0	0%	0	0%
<b>Means</b>		100%		0%		0%
<b>% scoring 2 or 3</b>						<b>100%</b>
<b>Benchmark:</b>	<b>100%</b>	Institutional benchmark median percentage of students meeting “Proficient” or “Adequate” levels				
<b>Median % Achieving Benchmark:</b>	<b>100%</b>	percentage of students meeting “Adequate” or “Proficient” levels				

## Closing the Loop Statement

### 1) Summary

The main project for this course involved six learning sessions at Tamarack apartments, which is a 30-room apartment complex run by the regional Housing Authority. Seven students participated in these weekly sessions and the majority of the content was developed and delivered by the students. Normal attendance for these sessions was 14 – 22 people plus the members of the EOU community. The goals of the session included social interaction, music creation, some physical activity and the learning of new musical skills.

Activities included:

- Informal musical presentations
- Specific interview session where students asked questions about each member of the group and learned about their musical background
- Percussion call and response, with various leaders
- Individual performances
- Group songs
- Learning new songs by rote

### 2) Results Analysis

The success of the program was due to our weekly meetings and planning. The students were allowed to experiment and also put in charge to make sure that the event happened each week. I am still unsure if the residents gained any new musical skills, but the social aspect was by far the number one outcome. We attempted to bring the group to EOU for one of the weekly gatherings, but transportation proved to be too difficult. Perhaps that will be accomplished during the next year.

## Action Plan

All of the seven students showed improvements in their leadership and planning of the group sessions. Two of the students were more reluctant to be vocal leaders, but would always participate and integrate into the sessions. Since we were able to repeat the sessions on a weekly basis, the friendships between students and community members increased. We will maintain contact with the Housing Authority administrators and this project will be repeated again next year at Tamarack apartments.

## AY20 Civic Engagement Improvement Plan Recommendation (Office of the Vice Provost for Academic Quality)

MUS's approach to the Program's Civic Engagement outcome represents a solid model in terms of effective design and sequencing of steps, with a clear, succinct, insightful analysis of results, indicating how the outcome aligns with the program's commitment to Civic Engagement. That's has it should be since Civic engagement is at the very center of the program's mission.

The results are very positive.

The AY20 MUS's Civic Engagement Improvement Plan should focus on sharing the results of this assessment with program faculty. Since this was a 400-level course, the program might review ways to enable all its students to become “vocal leaders,” while keeping in mind that not everyone is comfortable with leadership—some people are devout introverts. Insofar as vocal leadership is a central skill for Music majors, the program should consider ways to cultivate that specific skill. The AY20 CE Improvement Plan should report on the results of these efforts and provide data on a course where the improvements have been operationalized.