

Outcomes Assessment, 2002

UNIVERSITY MISSION STATEMENT, 1982

Bucknell University is a highly selective, primarily undergraduate institution offering a broad curriculum of studies in the humanities, social sciences, and natural sciences, as well as professional studies in engineering, education, and management. Bucknell benefits from its focus in the liberal arts and the professions, its modest size, its location, and the large number of qualified applicants attracted by the competitive environment of the private colleges along the East Coast. The university's primary responsibility is to provide wide educational opportunities within a collegiate setting to a controlled number of talented men and women.

Bucknell expects its students to be concerned with two closely related types of development: that of the productive citizen and that of the person working toward intellectual maturity and self-awareness. Bucknell's educational program stresses the preparation of its students for the exercise of high responsibility in all phases of society. The undergraduate experience serves as a catalyst for the student's intellectual development and as a means of fostering the growth of each individual's capacity for self-awareness and sustained commitment to learning.

Because our society presents continuing challenges to values, students are encouraged to cultivate respect for other individuals and cultures, enhancing in the course of this pursuit their own moral sensitivity, personal creativity, and emotional stability. At the same time, Bucknell's residential character provides a matrix within which institutional programs and practices that exemplify compassion, civility, and a sense of justice form an aspect of the educational experience.

INSTITUTIONAL GOALS

1. To provide a broad curriculum which includes the humanities, social sciences, natural sciences, and professional studies in engineering, education, and management.
2. To recruit a diverse student body of controlled size composed of talented men and women.
3. To educate students for the exercise of high responsibility in all phases of society.
4. To develop in students the qualities of self-awareness, personal creativity, and a life-long interest in learning.

5. To develop in students broad analytical and transferable habits of thought.
6. To develop new experiences that will enable students to grow in moral sensitivity and in respect for other persons.
7. To engage in institutional programs and practices that exemplify compassion, civility, and a sense of justice.

PROPOSED UNIVERSITY MISSION STATEMENT, 2002

Bucknell University is committed to providing, as its primary responsibility, exceptional educational experiences that stimulate both intellectual and personal growth in a diverse and predominantly undergraduate student body of talented men and women. The high quality of a Bucknell education is fostered by a faculty of dedicated teacher-scholars, dynamic student-faculty collaboration, curricula in both liberal arts and professional studies, and an institutional size small enough to provide a highly personal education, but large enough to afford extensive academic, cultural, and extracurricular opportunities. Bucknell's residential character provides a matrix within which institutional programs and practices exemplify compassion, justice, and mutual respect.

DEPARTMENT OF MUSIC MISSION STATEMENT

The Department of Music of Bucknell University provides a professional music program in an outstanding liberal-arts setting by focusing on primary musical skills in the context of significant theoretical, historical, and cultural studies. The Department's primary responsibility is to provide wide educational opportunities within the liberal-arts environment, both for the music major and for the wider student body.

STATEMENT OF DEPARTMENT GOALS

1. To provide opportunities for students throughout the campus to collectively and individually develop technical excellence and musical understanding through participation in a wide variety of musical ensembles, lessons, and independent projects.
2. To engage students in musical learning experiences necessary to the development of professional-level musical skills and understandings. Learning experiences include those that develop technical proficiencies, grounding in the theoretical and historical musical traditions, and an understanding of the professional requirements in music disciplines.

3. To promote a disposition of lifelong learning in music, the liberal arts, and sciences.
4. To contribute to the cultural enrichment of all Bucknell students and the larger community by providing a wide range of opportunities to attend concerts and lectures, and opportunities to enrich scholarship through classes in music theory, history, and composition.
5. To foster the long-range appreciation of music and the other arts by encouraging students to carry into their post-college lives an enhanced understanding that they may, in turn, pass on to others through participation in formal and informal musical activities such as performing, teaching, composing, and scholarly endeavors.

OBJECTIVES AND OUTCOMES

1. Students who are music majors will develop technical mastery in a primary instrument, keyboard, ear-training, and conducting.

Students will demonstrate technical proficiency on primary instruments through public performance and juried recitals. Students will demonstrate technical proficiencies in ear-training, keyboard performance through a proficiency exam, and conducting through class testing.

2. Students who are music majors will develop conceptual understandings of music theory and music history.

Students will demonstrate mastery of theoretical and historical musical traditions through class testing and through performance juries analyzing their artistic interpretations of musical works from a variety of genres and historic periods.

3. Students who are music majors will develop a professional disposition with an understanding of the professional requirements of their chosen discipline.

Students will demonstrate an understanding of the professional requirements of their discipline by developing a professional portfolio of learned repertoire, compositions, lesson plans, or any other work pertinent to their chosen discipline.

4. Students throughout the Bucknell community (music majors and non-majors) will have opportunity to participate in musical ensembles with regularly scheduled performances.

Students who elect to do so will be involved in public performances.

5. Students throughout the Bucknell community (music majors and non-majors) will have opportunity to enroll in music history, theory, composition, and education classes as part of their lifelong learning experience and as part of Bucknell University's Common Learning Agenda.

Students who elect such classes will complete those courses for academic credit.

6. All students will have opportunity to attend public lectures and performances offered by the Department of Music.

Students for whom such attendance is part of a curriculum or course assignment will receive appropriate credit.

CRITERIA FOR EVALUATION OF OUTCOMES

1. Demonstration of acceptable standard of performance in jury examinations, keyboard-proficiency exams, and public performances.
2. Demonstration of an acceptable standard of academic conceptual understanding through class testing and through the question-and-answer component of students' jury examinations.
3. Music majors will develop a professional portfolio, beginning with the class of 2006, with representative samples of their academic work, including documentation of their musical performances and samples of written work and final projects in music history, music theory, analysis, or other projects in music.
4. The Department of Music will maintain records that document ensemble and solo performances, as well as performance in all students' course work.
5. Once each decade the Department will conduct a survey of graduates over a ten-year period in conjunction with its Self-Study for NASM accreditation.

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The mission, goals, objectives, and projected outcomes of both Bucknell University and its Department of Music are specifically designed, formulated, and determined to flow organically from

one tier to the next. It is thus that each articulation of purpose is intended to be congruent with and supportive of a corresponding statement on a broader and more specific level.

Although the music program at Bucknell University is classed as a small program, the department is committed to providing as complete and comprehensive a program as possible given the range of the institution's enrollment and resources. The Department of Music is committed to providing a realistic curriculum that serves undergraduate music majors and minors, students with a more general interest in music, as well as students whose interest in music is primarily recreational. This is accomplished through a series of courses for majors, courses about music in general education, and in Bucknell's Common Learning Agenda, as well as a variety of music ensembles that represent an especially wide range for a liberal-arts college, including an active symphony orchestra and a small opera company.

The range of musical opportunities for all Bucknell students is, the department believes, appropriate and adequate for the student demand as well as for faculty professional aspirations. Bucknell typically has between 30 and 40 undergraduate music majors, about 20 music minors, and approximately 400 students who are involved in music in some way or other. It is the department's hope that this critical mass will increase to 60-to-70 majors, and we believe that we have the faculty resources and the physical structure to support an undergraduate program of that size.

In terms of defining the music unit's aspirations for excellence, the department would state that since completion of the new Sigfried Weis Music Building, the focus for the future needs to be trained on curricular excellence, expansion in numbers of music majors, improvement in relations with the Weis Center for the Performing Arts, where the ensemble rehearsal facilities are located, and achieving an effective balance in faculty commitments to the larger enterprise, teaching, and in individual professional goals.

The mission, goals, and objectives of the music unit set a high standard to be met in terms of curriculum, size of the department and numbers of students, and responsible utilization of finances, but the department believes that it possesses an accurate and realistic view of its own strengths and its potential. The department looks forward to an equally realistic assessment of its efficiency, its strengths and weaknesses, and recommendations for improvement from its NASM visits each decade.

Bucknell is committed to realistic evaluation of its performance as a high-quality post-secondary institution. With that in mind, Bucknell has gone on record as an institution committed to

the assessment of learning outcomes. Methods of outcomes assessment will be an important component of all future reviews, even though a large number of faculty in the humanities and social sciences are philosophically opposed to outcomes assessment as a potentially destructive imposition of efforts to quantify types of learning that, being affective and experiential in nature, do not yield to quantifiable analysis. The Department of Music has agreed to comply with the request, although there is opposition to the process in principle from some faculty members.

It is conceivable that the process of defining methods of outcomes assessment that address mission and goals will lead to excellence. Even if that process does not have an obvious and immediate impact, the exercise should serve to help define and focus the priorities for excellence in the department as well as for areas for improvement. At the present stage, it can be said that plans for addressing areas for improvement include the university's mandate for outcomes assessment, compliance with changes in guidelines from the Pennsylvania Department of Education, continual evaluation of all music curricula (most noticeable is the current restructuring of the music-education curriculum), an enhanced approach to the programmatic use of the department's Kushell Music Endowment of Bucknell University for residencies and external programs, and follow-up of Bucknell's staff-planning self study, completed in the summer of 2001.

The Department believes that the number of undergraduate music majors, minors, and music participants is consistent with the minimum standards for a critical mass of students in the programs Bucknell offers. That being said, however, there is a strong belief that Bucknell should accommodate 60–70 music majors, that our faculty, budgets, and facilities would support such numbers. There is a distinct need for more advanced courses in music each semester. The primary problem in this regard is the low enrollment that such courses often draw. On the other hand, Bucknell provides a noticeably larger array of performing ensembles than do most of its frame-of-reference colleges.