Music Department LEAP Action Plan – Report, June 1, 2011
Initial plan laid out by Mike Allsen, Julie Cross, Mike Dugan – January 2011
ELO = LEAP “Essential Learning Outcomes” / HIP = LEAP “High Impact Practices”

The proposed actions laid out below were presented to the Music faculty in February 2011, with the brief explanations (in *italics*) laid out below. The OUTCOMES are the Music LEAP team’s assessment of where we stand as of late May 2011.

Actions for Spring 2011

1) Articulate how Music is already meeting LEAP ELOs and using HIPs.
   
   *As we discussed the items in the LEAP materials, we found that many of the outcomes and practices are reflected in what we are already doing.*

   OUTCOME: In draft form. This material will be incorporated both into the forthcoming NASM (National Association of Schools of Music) Self-Study and the 2013 Audit & Review.

2) Map ELOs and HIPs on to competencies demonstrated in Music’s existing degree programs.
   
   *Follows from No. 1.*

   OUTCOME: Also in progress – will form a sizable appendix in Music NASM Study.

3) Create central D2L site for collection of LEAP and NASM materials.
   
   *Essentially to start using the one we have already. Allows easy access for all faculty.
   Would also serve as repository for department documents.*

   OUTCOME: Site has been requested.

4) Integrate requirement for formal program notes into Music’s performance-based capstone experience (senior recital).
   
   *Integrates performance and academic sides of what we do — requires “buy in” by all faculty.*

   OUTCOME: Largely in place, though we will bring this before the faculty in August to make it a formal departmental requirement. This represents a nice crossover between the academic and studio sides of what our majors do. They study this style of writing during their first semester of Music History, and then will combine this with the musical capstone of their program.

5) Create “Music Aptitude Student Survey” (MASS) – graduation survey of benchmarks for musical achievement.

   *OK, after two days of LEAP, we were a little acronym-happy, but the idea is to lay out what we see as Music’s essential outcomes (what competencies should a student who graduates from UWW have?). This would not actually test the competencies—students would self-evaluate their achievement as part of their Exit Interview. Might also be given as a kind “pre-test” to incoming freshmen. Would draw upon No. 1 and 2, and on outcomes reported in Music Audit & Review Document.*

   OUTCOME: In progress – again, this is something the LEAP team will bring to the faculty for approval in August. We have unique opportunity to administer this as a “pre-test” this coming Fall, as most Music freshmen will be in a single *New Student Seminar* class.
Actions for 2011-12

1) Articulate LEAP goals at opening Department Convocation and other Dept. communications.
   *This will be part of a University-wide effort.*
   OUTCOME: Will be part of both our August faculty meeting, and the September Convocation that is required of all Music students.

2) Institute Music Major-specific section of New Student Seminar.
   *Already in negotiations – reflection of LEAP HIPs.*
   OUTCOME: Accomplished! Prof. Allsen will pilot the first section in Fall 11. We will raise the cap of the NSS section to allow for our entire incoming crop of freshmen to be in the class. This will provide all of the benefits and background of a normal NSS class, but will allow us also to address issues and challenges specific to Music majors. There is strong buy-in and enthusiasm from the Music faculty as a whole, and there will be several guest appearances from our colleagues dealing with topics ranging from performance anxiety and rehearsal techniques to advising issues specific to Music.

3) Institute open forums for students with alumni and professionals.
   *Closely tied with No.4 below.*
   OUTCOME: In progress. We had a very successful forum this Spring with 1996 grad Nathanael May, who was on campus to accept a Distinguished Alumnus Award. We plan to follow this up with more, working these into Music’s well-established convocation program.

4) Alumni survey. What did you learn in your program that is useful in your professional life? What do you wish you’d learned?
   *Part of ongoing engagement with our alumni — benefits not only assessment, but is a clear outreach to alumni.*
   OUTCOME: In progress. We hope to present this to faculty in August, and put this online as a “Survey Monkey” in October, at which time Prof. Allsen always reaches out to all Music alumni, and can put out a call for participation.

5) Integrate LEAP assessments (including Alumni Survey and MASS) into 2012 NASM Self-Study and 2013 UWW Audit and Review.
   *LEAP will be part of the Audit and Review process, and there are clear benefits in the NASM process as well.*
   OUTCOME: In progress.

In discussing our efforts, we viewed our work with LEAP so far to be encouraging, if clearly a work in progress. Lessons learned include:

- The degree to which what we are doing in Music already lines up with LEAP. For example, with respect to Learning Communities as a HIP, Music majors and faculty are in fact already a “Learning Community” in all but name: our students are engaged together in classes and ensembles from Day 1 to a far greater extent than any LC across campus, and there is a “built in” personal engagement with faculty in the guise of
individual studio lessons, and relatively small freshman Music core classes (Theory, Aural Skills, Class Piano, and Class Voice).

- The close interaction between LEAP goals and the standards by which Music’s coursework is already assessed: NASM standards, DPI (WI Department of Public Instruction).
- The need for more formal assessment tools and the articulation of assessments already in place.
- The need for more regularly-scheduled meetings of the LEAP team, in associate with the somewhat larger NASM Self-Study group that includes all three team members.

While there is not yet a particularly strong or enthusiastic “buy-in” to LEAP from the Music faculty as a whole, neither does there seem to be any resistance (aside from a few cynical comments to the effect “We’ve done this sort of thing before and will probably be back to this under a different name in five years.”) We do expect more enthusiasm when it becomes clear how closely LEAP can be worked into our NASM Accreditation, which will be a major focus of effort this year. We feel that we have what we need to accomplish the actions outlined above within normal departmental service expectations. The primary barrier/difficulty we face (no surprise) is time. All LEAP team members were heavily involved with fairly complex searches and other departmental activities this spring, and feel that we did not achieve all that we could have.

Respectfully submitted,
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