Mission / Purpose

The Music Department offers two degrees: Bachelor of Arts (with emphasis areas in Music Studies and Jazz Studies) and Master of Music (with concentrations in Conducting, Composition, Jazz Studies, and Performance). The creative activity of the Department serves the cultural needs of the community through numerous performances, workshops and visiting artists. The Department's service activity includes support of community music making and a commitment to the development of regional, national, and international partnerships. In addition, the Department serves the needs of non-majors through instruction and performance opportunities designed to nurture lifelong appreciation and support of music. The Master of Music degree is designed to equip graduates with the skills and knowledge necessary for success in the music profession. It is the terminal degree for Jazz Studies and provides preparation for advanced study by all majors.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Analytical and critical thinking skills
Students shall be able to demonstrate analytical and critical thinking skills when writing about music.

Related Measures

M 1: Assessments of essays
Assessments of essays written in 4000 and/or 6000-level music history courses.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target: 80% of students will score satisfactory or above on the rubric.

Finding (2013-14) - Target: Met
Eight graduate students were registered for MUS 5203 (Studies in Baroque Music) and 14 graduate students were registered for MUS 6300 (Seminar in Jazz History). Both courses required written essays/papers that analyzed some aspect of the music from historical period appropriate for the course. Twenty of the 22 students, or 91%, received a grade of satisfactory or higher on their paper. No music history courses were offered during the Spring 2014 semester. One will be offered in Fall 2014.

Related Action Plans (by Established cycle, then alpha):

Continue Assessment
We will continue this assessment in the future. The courses and professors will change next semester, so it is important to acquire more data before making any changes. This assessment is standard for all graduate programs and the skill assessed is essential for success in the field of music. We will continue this assessment in the 2014-15 academic year.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Assessments of essays | Outcome/Objective: Analytical and critical thinking skills

Additional Resources: No additional resources needed.

SLO 2: Oral skills
Students will be able to communicate musical knowledge through oral skills.

Related Measures

M 2: Oral presentation
Panel review of oral presentation in capstone project.

Source of Evidence: Presentation, either individual or group

Target: 80% of students will score satisfactory or above on the rubric.

Finding (2013-14) - Target: Met
Five graduate students completed capstone projects (oral defense of written comprehensive examinations) during the Fall 2013 semester. All five, or 100%, received a score of Satisfactory or better on the rubric as determined by a panel of three faculty members. Eight graduate students completed capstone projects (oral defense of written comprehensive examinations) during the Spring 2014 semester. All eight, or 100%, received a score of Satisfactory or better on the rubric as determined by a panel of three faculty members.

Related Action Plans (by Established cycle, then alpha):

Continue Assessment
The oral presentation as part of the capstone project (Comprehensive Examination) is required of all graduate students in music. We will continue with this assessment and collect more data. With more data, we may better determine any changes that need to be made. We will continue this assessment during the 2014-15 academic year.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Oral presentation | Outcome/Objective: Oral skills

Additional Resources: No additional resources needed.

**SLO 3: Identify important musical works**
Students will be able to identify important musical works in historical context.

**Related Measures**

**M 3: Listening test scores**
Listening test scores from final exams in music history courses.

Source of Evidence: Academic direct measure of learning - other

**Target:**
80% of students will score satisfactory or above on the rubric.

**Finding (2013-14) - Target: Met**
Eight graduate students were registered for MUS 4203 (Studies in Baroque Music) and 14 graduate students were registered for MUS 6300 (Seminar in Jazz History). Twenty-two of the 22 graduate students, or 100%, received a grade of Satisfactory or better (A or B) on the listening portion of their final examination. No music history courses were offered during the Spring 2014 semester.

**Related Action Plans (by Established cycle, then alpha):**

**Continue Assessment**
The listening component of examinations in music history courses is standard in most universities. Although our rate of successful completion of this assessment was very high, we must gather more data from additional music history courses taught by other faculty. We will retain the assessment. We will continue this assessment during the 2014-15 academic year.

**Established in Cycle: 2013-14**
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Listening test scores | Outcome/Objective: Identify important musical works

Additional Resources: No additional resources needed.

**SLO 4: Create high quality music**
Students will be able to create high quality music.

**Related Measures**

**M 4: Panel review**
Panel review of capstone project or juried review of recital.

Source of Evidence: Performance (recital, exhibit, science project)

**Target:**
80% of students will score satisfactory or above on the rubric.

**Finding (2013-14) - Target: Met**
Two graduate students completed recitals during the Fall 2013 semester (MUS 6990). Both (100%) received a grade of Pass for their performances. Six graduate students completed recitals during the Spring 2014 semester (MUS 6990). All six, or 100%, received a grade of Pass for their performances.

**Related Action Plans (by Established cycle, then alpha):**

**Continue Assessment**
All graduate students must complete a performance recital as a part of their degree requirements. We will continue this assessment even if we always achieve 100% success rates because it provides us with the best information about the potential success of our graduates once they enter the music profession. We will continue this assessment during the 2014-15 academic year.

**Established in Cycle: 2013-14**
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Panel review | Outcome/Objective: Create high quality music

Additional Resources: No additional resources needed.

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Continue Assessment**
The listening component of examinations in music history courses is standard in most universities. Although our rate of successful completion of this assessment was very high, we must gather more data from additional music history courses taught by other faculty. We will retain the assessment. We will continue this assessment during the 2014-15 academic year.

**Established in Cycle: 2013-14**
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Listening test scores | Outcome/Objective: Identify important musical works

Additional Resources: No additional resources needed.
### Continue Assessment

All graduate students must complete a performance recital as a part of their degree requirements. We will continue this assessment even if we always achieve 100% success rates because it provides us with the best information about the potential success of our graduates once they enter the music profession. We will continue this assessment during the 2014-15 academic year.

**Established in Cycle:** 2013-14  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
Measure: Panel review  
Outcome/Objective: Create high quality music

**Additional Resources:** No additional resources needed.

### Continue Assessment

The oral presentation as part of the capstone project (Comprehensive Examination) is required of all graduate students in music. We will continue with this assessment and collect more data. With more data, we may better determine any changes that need to be made. We will continue this assessment during the 2014-15 academic year.

**Established in Cycle:** 2013-14  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
Measure: Oral presentation  
Outcome/Objective: Oral skills

**Additional Resources:** No additional resources needed.

### Continue Assessment

We will continue this assessment in the future. The courses and professors will change next semester, so it is important to acquire more data before making any changes. This assessment is standard for all graduate programs and the skill assessed is essential for success in the field of music. We will continue this assessment in the 2014-15 academic year.

**Established in Cycle:** 2013-14  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
Measure: Assessments of essays  
Outcome/Objective: Analytical and critical thinking skills

**Additional Resources:** No additional resources needed.