

***STUDENT LEARNING ASSESSMENT PROGRAM  
SUMMARY FORM AY 2020-21***

**Degree and Program Name:**

Master of Arts in Music (Performance, Composition, Conducting)

**Submitted By:**

Jamie V. Ryan, on-campus program coordinator

Please complete a separate worksheet for each academic program (major, minor) at each level (undergraduate, graduate) in your department.

**Please use size 10 font or larger.**

**PART ONE**

What are the learning objectives?	How, where, and when are they assessed?	What are the expectations?	What are the results?	Committee/ person responsible? How are results shared?
1. Apply accepted research practices to the study of Music.	1. Graduate recital program notes, oral comprehensive exams evaluated by graduate faculty on graduate examination committees.	1. Students must achieve a <i>Superior</i> on our evaluation rubric—average 12/12 points—in order to receive Superior ranking; Students receive <i>Good</i> or better on our evaluation rubric— with min. 9/12— in order to receive a Good ranking.  Rubrics for comprehensive Oral Exam evaluations indicate that a student receives Pass (100%), Conditional Pass, or Not	1. <b>AY 20-21</b> – Four students submitted Recital Program Notes; Four students held Oral Examinations (by Zoom). All students turned in Recital Program Notes. Rubrics for graduate Recital Program Notes indicated students achieved a majority of Superior rankings, with all students achieving Superior or Good rankings on all areas. This is well within acceptable achievement levels in our evaluation system.	The graduate examining committee formed for each student performs the evaluations and reports results to the Graduate Coordinator.  The Graduate Coordinator and Graduate Committee are responsible for making any consequent modifications to the assessment process and for formulating any consequent

	<p>2. Exit surveys conducted upon completion of the program, into Fall 2021.</p>	<p>Pass; Oral Examinations must be approved unanimously by the Graduate examination committee, and were approved.</p> <p>2. Awaiting exit survey results. Exit survey questions are expected to give the Graduate Coordinator feedback to share with faculty for purposes of improving the program.</p>	<p><b>AY 20-21</b> Oral comprehensive examinations: All four candidates achieved Pass on the Oral Exam. All expectations were eventually met.</p> <p>2. Awaiting exit survey results.</p>	<p>curricular modifications and presenting them to the faculty. Assessment report is posted on the department of music faculty website.</p>
<p>2. Demonstrate a scholarly approach to the study of music history, literature, and analysis.</p>	<p>1. Graduate recital program notes (Performance, conducting and composition concentrations only), oral comprehensive exams evaluated by graduate faculty on graduate examination committees (Performance, conducting, composition concentrations only);</p>	<p>1. Rubrics for graduate Recital Program Notes with the percentage of students expected to be at each level in parentheses: Superior (50%), Good (50%), Developing (0%), Not Acceptable (0%); [Students must achieve a <i>Superior</i> on our</p>	<p>1. <b>AY 20-21</b> Four students submitted Recital Program Notes; Four students held Oral Examinations.</p> <p><b>AY 20-21</b> Four students received the minimum 9/12 or higher on their Program Notes. This meets the graduate</p>	<p>The graduate examining committee formed for each student performs the evaluations and reports results to the Graduate Coordinator. Graduate Coordinator compiles results and distributes to Graduate Faculty.</p>

	<p>2. Exit surveys conducted upon completion of the program, into Fall 2021.</p>	<p>evaluation rubric– average 12/12 points–in order to receive Superior ranking; Students receive <i>Good</i> or better on our evaluation rubric– with min. 9/12– in order to receive a Good ranking.</p> <p>Rubrics for comprehensive Oral Exam evaluations indicate that a student receives Pass (100%), Conditional Pass, or Not Pass; Oral Examinations must be approved unanimously by the Graduate examination committee;</p> <p>2. Awaiting exit survey results.</p>	<p>program’s expectations.</p> <p><b>AY 20-21</b> Oral comprehensive examinations: Four out of four students achieved Pass or Conditional Pass on the Oral Exam.</p> <p>2. Awaiting exit survey results.</p>	<p>The Graduate Coordinator and Graduate Committee are responsible for making any consequent modifications to the assessment process and for formulating any consequent curricular modifications and presenting them to the faculty. Assessment report is posted on the department of music faculty website.</p>
--	--	---	--	--

<p>3. Demonstrate a level of competency as a performer, conductor, or composer appropriate for developing a career or further graduate study (performance, composition, conducting concentrations only)</p>	<p>1. Graduate Performance Project (for all degree concentrations):</p> <p>a. Vocal/Instrumental/Keyboard Performance Concentrations: Recital performances and Graduate Recital with program notes, semester and jury performances are assessed using performance assessment forms that include basic, universal criteria used to evaluate all performances as well as instrument-specific criteria. The Graduate Performance Project requires a pre-performance preview jury.</p> <p>b. Conducting majors do not give a recital as such, but prepare a compilation DVD for the Capstone Project</p> <p>c. Composition majors are not required to have a recital of composed works but may do so if they choose.</p> <p>d. Graduate recital program notes (Performance, conducting and composition</p>	<p>1. Performance assessment forms use the following levels, with the percentage of students expected to be at each level in parentheses:</p> <p>Professional level (50%), Highly Competent (50%), Competent (0%), Unacceptable (0%).</p> <p>The universal criteria used to evaluate performances are all the same for musicians. The expectations for graduate performances in all areas are higher than for undergraduates.</p> <p>b. Conducting DVDs are assessed as part of the Capstone project</p> <p>c. Assessment of a recital is not made since this is not a requirement.</p> <p>d. Rubrics for graduate Recital Program Notes with the percentage of</p>	<p>1. <b>AY 20-21</b></p> <p>a. Performances and recitals by graduate students in the program consistently rank at Professional level and Highly Competent level. 21/24 and above is considered Professional level. 17/24 and above is considered Highly Competent. 15/24 and above is considered competent. Data from Departmental Performance Assessment tool, used for each recital preview, provides this information.</p> <p>b. N/A</p> <p>c. In <b>AY 20-21</b> composition graduate student choose to assemble a virtual recital.</p> <p>d.. <b>AY 20-21</b> – Four students submitted Recital Program Notes; Four</p>	<p>Appropriate applied faculty evaluate juries and recital previews, and the graduate examining committee formed for each student performs academic evaluations. The Graduate Coordinator evaluates the data and reports to the Chair and the Graduate Committee (GC). The Graduate Coordinator and Graduate Committee are responsible for making any consequent modifications to the assessment process and for formulating any consequent curricular modifications and presenting them to the faculty. Assessment report is posted on the department of music faculty website.</p>
---	--	---	---	--

	<p>concentrations), Oral comprehensive exams evaluated by graduate faculty on graduate examination committees (Performance, conducting, composition concentrations only); for performance students presenting a recital or lecture-recital for the Graduate Performance Project, the Graduate</p> <p>2. Exit surveys conducted upon completion of the program, into Fall 2021.</p>	<p>students expected to be at each level in parentheses: Superior (50%), Good (50%), Developing (0%), Not Acceptable (0%); [Students must achieve a <i>Superior</i> on our evaluation rubric—average 12/12 points—in order to receive Superior ranking; Students receive <i>Good</i> or better on our evaluation rubric— with min. 9/12—in order to receive a Good ranking.</p> <p>Rubrics for comprehensive Oral Exam evaluations indicate that a student receives Pass (100%), Conditional Pass, or Not Pass; Oral Examinations must be approved unanimously by the Graduate examination committee;</p> <p>2. Awaiting exit survey results.</p>	<p>students held Oral Examinations. Students achieved Superior or Good ratings on all program notes.</p> <p><b>AY 20-21</b> Oral comprehensive examinations: Four out of four students achieved Pass on the Oral Exam.</p> <p>2. Exit surveys: Awaiting survey results.</p>	
--	--	---	---	--

<p>4. Demonstrate critical thinking and problem solving (CGS Learning Objective).</p>	<p>1. Graduate recital program notes oral comprehensive exams evaluated by graduate faculty on graduate examination committees.</p> <p>2. Results of oral comprehensive exams evaluated by graduate faculty on graduate examination committee.</p>	<p>1. Rubrics for graduate Recital Program Notes with the percentage of students expected to be at each level in parentheses: Superior (50%), Good (50%), Developing (0%), Not Acceptable (0%); [Students must achieve a <i>Superior</i> on our evaluation rubric—average 12/12 points—in order to receive Superior ranking; Students receive <i>Good</i> or better on our evaluation rubric— with min. 9/12—in order to receive a Good ranking.</p> <p>2. Rubrics for comprehensive Oral Exam evaluations indicate that a student receives Pass (100%), Conditional Pass, or Not Pass; Oral Examinations must be approved unanimously by the Graduate examination</p>	<p>1. <b>AY 20-21</b> – Four students submitted Recital Program Notes; Four students held Oral Examinations. Students achieved Superior or Good ratings on all program notes.</p> <p>2. <b>AY 20-21</b> Oral comprehensive examinations: Four out of four students achieved Pass Oral Exam.</p>	<p>The graduate examining committee formed for each student performs the evaluations. The Graduate Coordinator evaluates the data and reports to the Chair and the Graduate Committee (GC). The Graduate Coordinator and Graduate Committee are responsible for making any consequent modifications to the assessment process and for formulating any consequent curricular modifications and presenting them to the faculty. Assessment report is posted on the department of music faculty website.</p>

	3. Exit surveys conducted upon completion of the program into Fall 2021.	committee; 3. Awaiting exit survey results.	3. Awaiting exit survey results.	
--	--	--	----------------------------------	--

<p>5. Demonstrate effective writing skills including grammar, syntax, organization, and depth of content (Graduate School standards).</p>	<p>1. Graduate recital program notes, oral comprehensive exams evaluated by graduate faculty on graduate examination committees.</p>	<p>1. Rubrics for graduate Recital Program Notes with the percentage of students expected to be at each level in parentheses: Superior (50%), Good (50%), Developing (0%), Not Acceptable (0%); [Students must achieve a <i>Superior</i> on our evaluation rubric—average 12/12 points—in order to receive Superior ranking; Students receive <i>Good</i> or better on our evaluation rubric— with min. 9/12—in order to receive a Good ranking.</p> <p>2. Rubrics for comprehensive Oral Exam evaluations indicate that a student receives Pass (100%), Conditional Pass, or Not Pass; Oral Examinations must be approved unanimously by the Graduate examination committee;</p>	<p>1. <b>AY 20-21</b> Four students submitted Recital Program Notes. Four students held Oral Examinations. Students achieved Superior or Good ratings on all program notes.</p> <p>2. <b>AY 20-21</b> Oral comprehensive examinations: Four out of four students achieved Pass or Conditional Pass on the Oral Exam</p>	<p>The graduate examining committee formed for each student performs the evaluations. The Graduate Coordinator evaluates the data and reports to the Chair and the Graduate Committee (GC). The Graduate Coordinator and Graduate Committee are responsible for making any consequent modifications to the assessment process and for formulating any consequent curricular modifications and presenting them to the faculty. Assessment report is posted on the department of music faculty website.</p>
---	--	---	---	---



	3. Exit surveys conducted upon completion of the program, into Fall 2021.	3. Awaiting survey results.	3. Awaiting survey results.	
--	---	-----------------------------	-----------------------------	--

## **PART TWO**

*Describe your program's assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the CASA Director's comments on last year's report or simply describe what assessment work was initiated, continued, or completed.*

Performance, conducting, and composition concentrations: We are continuing to use the Performance Assessment Tool for Graduate level juries and recitals in AY 21-22 and are continuing to receive useful data from this tool.

Like the Music Education concentration, we plan to develop measurements to assess the additional graduate learning goals not already addressed for performance, conducting, and composition students: speaking and listening, quantitative reasoning, and responsible citizenship. We also plan to institute some general expectations on the exit surveys for the next round of graduating students (Spring 2022: four students). As graduate coordinator, I will schedule the exit survey for the days following the oral examination, which is usually the last step for a music performance degree candidate.

### **PART THREE**

*Summarize changes and improvements in **curriculum, instruction, and learning** that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the future?*

1. Performance, conducting, and composition concentrations: MA students in the performance, composition, and conducting concentrations are now graduating under the new 32 credit hour program. In the spring of 2021, two students graduated in addition to two others who graduated in the fall of 2020. We are still awaiting results of the exit surveys.

We hope that when those exit surveys are returned that we can confirm that the students appreciate the emphasis on performance in the program. After another year under the new model we will be in a better position to evaluate the recent changes in our program.

Further, the graduate committee is interested in the students' experience in the academic portion of the degree, especially the music theory and history seminars. We may adjust the curriculum in the future to better serve students' needs.