

## STUDENT LEARNING ASSESSMENT PROGRAM SUMMARY FORM

Program Name: Master of Arts in Music – Performance Concentration (Keyboard, Voice, Instrumental, Conducting, Composition)

Dept: Music

College: Liberal Arts and Sciences

Submitted by: Prof. Jamie V. Ryan

### Part 1:

CGS Learning Goal #1 A depth of content knowledge	Program Learning Goal(s): Apply accepted research practices to the study of Music.
How are learners assessed?	Graduate recital program notes, oral comprehensive exams evaluated by graduate faculty on graduate examination committees
What are the expectations for the students?	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.
What are the expectations for the program?	Students must receive a unanimous Pass on oral examinations and program notes from all faculty evaluators.
What were the results?	<b>AY 21-22</b> – Five students submitted Recital Program Notes. All students achieved the minimum level of 9/12 and above. This is well within acceptable achievement levels in our evaluation system. Five students held Oral Examinations. All five candidates achieved Pass or Conditional Pass (one case) on the Oral Exam. All expectations were eventually met.
How are the results shared? How will these results be used?	The graduate examining committee formed for each student performs the evaluations and reports results to the Graduate Coordinator. For <b>AY 21-22</b> the exit survey will be distributed anonymously and electronically in the fall of 2022. The Graduate Coordinator will report on the results from all students to the Chair and Graduate Committee (GC). Graduate Coordinator compiles results and distributes to Graduate Faculty. 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.
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CGS Learning Goal #2: Critical thinking and problem-solving skills	Program Learning Goal(s): Demonstrate a scholarly approach to the study of music history, literature, and analysis through Program Notes and Oral Exam.
How are learners assessed?	Graduate recital program notes, oral comprehensive exams evaluated by graduate faculty on graduate examination committees
What are the expectations for the students?	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.
What are the expectations for the program?	Students must receive a unanimous Pass on oral examinations and program notes from all faculty evaluators.
What were the results?	Five out of five students achieved Pass or Conditional Pass on the Program Notes and Oral Exam. All expectations were eventually met.
How are the results shared? How will these results be used?	See #1 above.

CGS Learning Goal #3: Effective oral and written communication skills	Program Learning Goal(s): Write in depth Program Notes to accompany Graduate Performance Project and complete Oral Exam.
How are learners assessed?	Graduate recital program notes, oral comprehensive exams evaluated by graduate faculty on graduate examination committees
What are the expectations for the students?	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.
What are the expectations for the program?	Students must receive a unanimous Pass on oral examinations and program notes from all faculty evaluators.
What were the results?	Five out of five students achieved Pass or Conditional Pass on the Program Notes and Oral Exam. All expectations were eventually met.

How are the results shared? How will these results be used?	See #1 above.
CGS Learning Goal #4: Evidence of advanced scholarship through research and/or creative activity.	Program Learning Goal(s): Demonstrate a level of competency as a performer, conductor, or composer appropriate for developing a career or further graduate study
How are learners assessed?	The Graduate Performance Project requires a pre-performance preview jury. In all other semesters, faculty evaluate graduate performance students through juries using basic, universal criteria.
What are the expectations for the students?	Students must pass these juries with a minimum score of 12/24 and the consensus of the faculty jury.
What are the expectations for the program?	Students must pass all juries, including the pre-performance recital jury.
What were the results?	All students passed their juries.
How are the results shared? How will these results be used?	The Graduate Coordinator collects all jury evaluations from applied faculty and shares it with individual students and faculty as needed.

CGS Learning Goal #5: Ethics and Professional Responsibility	Program Learning Goal(s): Graduate students understand professional ethics.
How are learners assessed?	Each music graduate assistant must complete ethics training.
What are the expectations for the students?	Complete the ethics training.
What are the expectations for the program?	The Graduate Committee will develop specific ethics goals in 2022-23.
What were the results?	N/A
How are the results shared? How will these results be used?	The Graduate Committee will develop specific ethics goals in 2022-23 and share them to the Graduate School and music faculty.

Part 2

Describe what your program's assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the Graduate Assessment Summary Response from last year's report or simply describe what assessment work was initiated, continued, or completed.

Performance, conducting, and composition concentrations: We continued 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. Additionally, we used the recently-developed tool so it can also be used for lecture-recitals. We developed a rubric and assessment tool for the oral presentation component of a lecture-recital.

### Part 3

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?

No change in assessment. The Graduate Committee will develop specific ethics goals in 2022-23 and share them to the Graduate School and music faculty.