

**Music Department Assessment Plan, 2004-2005**

**Expanded Statement of Institutional Purpose**

**Mission Statement:**

The principal focus of our University's curricular program is undergraduate education in the liberal arts and sciences.

The mission of the Music Department is to provide students with a personalized learning environment to foster meaningful cultural experiences in the performance, understanding, and appreciation of the discipline and art of music.

<b><u>Goal Statement:</u></b>	<b><u>Program Intended Education Outcomes:</u></b>	<b><u>Means of Program Assessment and Criteria for Success:</u></b>	<b><u>Summary of Data Collected</u></b>	<b><u>Use of Results</u></b>
All graduates of baccalaureate level will have developed a depth of understanding in their major field.	Analytical, creative, and intuitive understanding and practice of artistic musical performance.	Maintaining National Association of Schools of Music standards and accreditation. Our curriculum and the resulting performance experiences are prescribed and approved by NASM.	A report is filed each spring by the department chair as outlined by NASM	The report is designed to ensure compliance with NASM standards.

		Students are required to pass an audition in an applied area before being allowed to enter the program as music majors.	All 40 students admitted as freshmen in the fall of 2004 passed an audition in order to get into the program.	The auditioning of students to get into the program enables the department to better determine the probability of success for the student.
		Students must maintain a high level of performance in the applied area through a requirement of at least a "B" average for 4 hours at each level of applied study in order to advance to the next level	In the 2004-2005 year 95% of applied students in either the vocal or instrumental area maintained an average of at least a "B." average for 4 hours at each level of applied study in order to advance to the next level.	The semester jury system is effective in identifying student weaknesses and in measuring progress in mastery of the student's ability in their applied area. The jury system requires continual progress and reinforces standards in each applied area. It allows the faculty in addition to the student's applied teacher to offer input which will help the student to continue improving his or her skills level. It has proven to be highly effective.

		<p>Students must receive a grade of “C” or higher each semester of Music Theory and Sight-singing and aural skills in order to advance to the next level</p>	<p>Fall semester 2004 (Music Theory 1110) 74% of the students earned a grade of “C” or better. Sight-singing and Aural Skills (Music 1130) 77% of the students earned a “C” or better</p> <p>Spring Semester 2005 (Music Theory 1120) 93% earned a “C” or better. (Music 1140) Sight-singing and Aural Skills 88% earned a grade of “C” or higher</p> <p>During the 2004-2005 (Music Theory 2110 and 2120 ) 100% of the students earned a grade of “C” or higher and in Sight-singing &amp; Aural Skills (Music 2130 and 2140 )100% earned a grade of “C” or above</p>	<p>Theory and sight-singing and aural skills are critical to the overall musicianship of each student in the program. It is the foundation upon which the overall success of the student will be determined. By the end of the first semester the grades in this area help to determine whether the student has the scholastic ability and understanding to succeed in the field of music. The percentage of students succeeding generally goes up in the second year. The process is designed to select the students with the necessary aptitude for further study in the field.</p>
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