

**Music Department Assessment Report, 2005-2006**

**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.	Ten students graduated spring 2006. Each student had to perform a senior recital in their applied area which included analytical, creative, and practice in musical performance. Each graduate passed a juried exam consisting of all of their recital materials. Each voice student had to write a program with program notes included on each piece performed and	This process ensures that degree candidates can demonstrate technical and artistic proficiency. This is necessary for professional success either in education, entering graduate school or as performers in the field.

			<p>on each composer performed. This adheres to NASM accrediting standards. Each student was required to pass their theory and history classes with a grade of “C” or better in all of their major classes. This data will be submitted to a Heads Report in December 2006 for NASM.</p>	
		<p>Students are required to pass an audition in an applied area before being allowed to enter the program as music majors.</p>	<p>All 44 students admitted as freshmen in 2005 passed an audition in order to get into the program.</p>	<p>The auditioning of students to get into the program enables the department to better determine the probability of success for the student.</p>
		<p>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</p>	<p>In the 2005-2006 year 94% 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.</p>	<p>The semester jury system is effective in identifying student weaknesses in measuring progress in mastery of the student’s ability in the applied area. The jury system requires continual progress and</p>

				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 skill level. It has proven to be highly effective.
		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>Fall semester 2005 (Music Theory I 1110) 67% of the students earned a grade of "C" or better. Sight-singing and Aural Skills I (Music 1130) 87% of the students earned a "C" or better.</p> <p>Spring Semester 2006 (Music Theory II Music 1120) 85% earned a grade of "C" or better. Sight-singing and Aural Skills II (Music 1140) 72% earned a grade of "C" or higher.</p> <p>Fall semester 2005 Music Theory III</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 determine whether the student has the scholastic ability and understanding to succeed in the field of music. The percentage of students succeeding generally goes</p>

			<p>(Music 2110) 88% earned a grade of "C" or higher. Sight-singing and Aural Skills III (Music 2120) 82% earned a grade of "C" or higher. Spring Semester 2006 Music Theory IV (Music 2120) 92% earned a grade of "C" or higher.</p> <p>Sight-singing and Aural skills IV (Music 2140) 92% earned a grade of "C" or higher. Fall Semester 2005 Music History I (Music 3500) 54% of students earned a grade of "C" or higher. Spring Semester 2006 Music History II (Music 3510) 91% of students earned a grade</p>	<p>up in the second year. The process is designed to select the students with the necessary aptitude for further study in the field. Music History allows the student to understand musical style in its historical context. . allows the student more in depth knowledge in performing music and making informed stylistic choices.</p>
			<p>grade of "C" or higher. Sight-singing and Aural skills IV (Music 2140)</p>	

			<p>92% earned a grade of “C” or higher.</p> <p>Fall Semester 2005</p> <p>Music History I (Music 3500)</p> <p>54% of students earned a grade of “C” or higher.</p> <p>Spring Semester 2006</p> <p>Music History II (Music 3510)</p> <p>91% of students earned a grade of “C” or higher</p>	
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		<p>Students are required to research, perform, and pass a recital jury before the performance of a junior or senior recital.</p> <p>Dependent on degree requirements,</p>	<p>Fall Semester 2005</p> <p>3 students passed junior recital jury for a degree in performance emphasis.</p> <p>5 students passed senior recital jury requirements in either education or performance emphasis tracks.</p> <p>The student who needed to complete the preview from the 2005 spring semester did a senior recital jury, passed, and perform the recital in October 2005.</p>	<p>This process ensures that degree candidates can demonstrate technical and artistic proficiency.</p> <p>This is necessary for professional success in the educational and performing fields.</p>
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			<p>Spring semester 2006  7 students passed junior recital jury requirements for a degree in performance emphasis. 6 students passed senior recital jury in either education or performance emphasis tracks. Only one student has not passed a recital preview for 2006.</p> <p>ill be scheduled</p>	
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		<p>Students must pass a sophomore assessment gateway at the end of the sophomore year in order to register for upper division courses. The standards for this assessment are determined by the applied faculty in their respective areas of instrument knowledge and expertise.  “C” or higher.  Sight-singing</p>	<p>17 students passed the sophomore assessment gateway in the spring semester of 2006</p>	<p>Students who pass the sophomore assessment gateway gain a better understanding of the serious nature of being scholastically ready for upper division classes as well as becoming proficient technically on their applied instruments. Students also demonstrate their artistic understanding at this time as well</p>
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		and ear training		as their artistic choices in performing their literature..
		All music students must perform at least once a semester in departmental recitals which are held on Friday afternoon at 2:00 p.m. in order to display musical proficiency at the appropriate level.	All music majors with the exception of one student performed at least once in departmental recitals during 2005-2006.	Performing on regularly scheduled Friday afternoon recitals allows the student to gain more confidence in performing.

Music Department will create a self-study in order to be re-evaluated by NASM to renew departmental re-accreditation which will involve examining the current curriculum as well as other issues pertaining to maintaining accreditation	Re-accreditation of the music department will be determined by an on-sight visit in October of 2006.	The self-study is an extensive and comprehensive study of the department resources, curriculum, degree requirements and how the department stacks up against other similarly accredited departments in other colleges and universities.	The self-study comes to over 300 pages.	To determine the needs and strategic plans for the future of the music department.
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