

Music
2008-09 Assessment Report

Expanded Statement of Institutional Purpose	Program Intended Educational Outcomes	Means of Program Assessment and Criteria for Success	Summary of Data Collected	Use of Results
<p><u>Mission Statement:</u></p> <p>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.</p> <p><u>Goal Statement:</u></p> <p>All graduates of baccalaureate level will have developed a depth of understanding in their major field.</p>	<p>1. Analytical, creative, and intuitive understanding and practice of artistic musical performance</p>	<p>Maintaining National Association of Schools of Music standards and accreditation. Our curriculum and the resulting performance experiences are prescribed and approved by NASM.</p>	<p>Nine students graduated spring 2009. 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</p>	<p>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>

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		<p>Students are required to pass an audition in an applied area before being allowed to enter the program as music majors.</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>recital materials. Each voice student had to write a program with program notes included on each piece performed and on each composer performed. This adheres to NASM accrediting standards. Each student was required to pass theory and history classes with a grade of “C” or better in all major classes. This data was submitted to a Heads Report in April 2009 for NASM.</p> <p>All students admitted as Music Majors in 2007 passed an audition in order to get into the program.</p> <p>In the 2008-2009 year 95% of applied students in either the vocal or</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>The semester jury system is effective in identifying student weaknesses</p>
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		<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>instrumental area maintained at least a “B” average for 4 hours at each level of applied study in order to advance to the next level.</p> <p>Fall semester 2008 (Music Theory I 1110) 89% of the students earned a grade of “C” or better. Sight-singing and Aural Skills I (Music1130) 90% of the students earned a “C” or better. Spring Semester 2009 (Music Theory II Music 1120) 89% earned a grade of “C” or better. Sight-</p>	<p>in measuring progress in mastery of the student’s ability in the 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 skill level. It has proven to be highly effective.</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</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. Dependent on degree requirements,</p>	<p>singing and Aural Skills II (Music 1140) 93% earned a grade of “C” or higher. Fall semester 2008 Music Theory III (Music 2110) 96% earned a grade of “C” or higher. Sight-singing and Aural Skills III (Music 2120) 95% earned a grade of “C” or higher. Spring Semester 2009 Twentieth Century Music: History and Theory (Music 3530) 91% earned a grade of ”C” or higher ”. Sight-singing and Aural skills IV (Music 2140) 91% earned a grade of “C” or higher.</p> <p>In 2008-2009 7 students passed a senior recital jury and 6 students passed a junior recital jury in either education or performance emphasis tracks. <u>All</u></p>	<p>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. 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>This process ensures that degree candidates can demonstrate technical and artistic proficiency. This is necessary for professional success in the educational</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.</p> <p>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.</p>	<p>students who needed to pass the jury did so on either the first or second attempt.</p> <p>22 students attempted the sophomore assessment gateway in 2007-2008, all of which passed or passed provisionally.</p> <p>All music majors performed at least once in departmental recitals during 2008-2009.</p>	<p>and performing fields.</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 as their artistic choices in performing their literature.</p> <p>Performing on regularly scheduled Friday afternoon recitals allows the student to gain more confidence in performing.</p>
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