

2007 MASTER PLAN/PROGRESS REPORT

Academic Program: BM Music Performance **Band or Orchestral Instrument Concentration**
Music Theatre Concentration
Piano Concentration
Piano Pedagogy Concentration
Voice Concentration

Person Responsible: Dr. Christy Vogt, Dr. Michael Buckles, Dr. Carol Lines

Date Submitted: July 31, 2007

Mission: The Music Performance Program provides the major initial professional competence in the chosen area of performance specialization that leads to advanced graduate studies with application to a career in university and/or private studio teaching and/or a professional career. Program graduates demonstrate 1) significant technical mastery, 2) a broad knowledge of music and music literature, 3) the capability to produce work and solve problems independently, 4) the ability to integrate musical knowledge and skills and communicate musical ideas and concepts, and 5) a coherent set of artistic/intellectual goals which are evident in their work. Five performance concentrations are provided for: Orchestral/Band Instrument, Music Theatre, Piano, Piano Pedagogy and Voice.

Institutional Mission Reference: The Music Performance Program supports the university's mission by 1) providing a baccalaureate curriculum with numerous concentrations distinguished by academic excellence and reflective of the best current professional practices in design and pedagogy; 2) promoting major success through excellence in teaching, effective integration of current technology into its course work, continuous program assessment, effective academic advising, and individual student mentoring; 3) establishing and maintaining university-community collaboration through the program's cultural and educational objectives and projects; 4) maintaining a sense of community that encourages intellectual-creative endeavor, ethical and civic responsibility, and respect for cultural diversity; 5) cultivating the skills necessary for critical and effective expression through general studies course work and varied performance and teaching experiences; and 6) promoting an understanding of the global multicultural community through course work and performance projects.

Assessment Methods Utilized:

- Standardized Exam (nationally normed)
- Standardized Exam (state-normed)
- Major Field Examination
- Internally-developed Examination (Performance Boards)

- Student Opinion Survey (SOS)
- National Survey of Student Engagement (NSSE)
- Employer Survey
- Graduate Survey
- Alumni Survey
- Exit Survey/Interview/Exam
- Program-specific Survey
- Scoring of Essay
- Portfolio Evaluation

Data Repository Location:

- _____
- _____
- _____
- SFA 203 – Music Performance Handbook, Student Academic Files ,
Department of Performing Arts Office
- _____
- _____
- SFA 203 – Department of Performing Arts Office
- SFA 203 – Department of Performing Arts Office
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Capstone Project/Evaluation Form MUSC 492 -Senior Recital Evaluation Form
Presentation

Research Paper/Evaluation Form - MUSC 491

Research Project – MUSC 492 - Program Notes and Evaluation Form

Course Summary

Excel Spreadsheet – results of assessment data

Access Database

Other - Please describe:

1. Entrance Performance Diagnostic Audition (Form)
2. Listening Analysis Project Evaluation (MUSC 261)
3. MUSC 200 Evaluation Form
4. PIAN 216 Barrier Evaluation Form
5. Junior Performance Evaluation (300-level Performance study)

SFA 203 – Student Academic Files in Department of Performing Arts Office

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Student Learning Outcome 1: Graduates apply critical thinking in academic and professional environments.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p><i>NOTE: Re-designed B.M. in Performance degree commenced with the 2005-06 MSU catalog. In fall 2006, sophomore-level courses were rotated into the course sequence. In fall 2007, freshmen-, sophomore- and junior-level courses will be offered.</i></p> <div style="border: 1px solid black; padding: 5px;"> <p><u>Critical Thinking Achievement Defined in Music Performance Program</u> Program Completers possess</p> <ol style="list-style-type: none"> 1. the ability to form and defend value judgments about music; 2. the ability to produce musical work and solve professional problems independently; 3. an understanding of procedures for realizing a variety of musical styles; 4. a developed set of artistic/intellectual goals which are evident in their own work. </div> <p><u>Entrance Evaluation</u> •70% of first-time program candidates (freshmen and transfers) earn a score of 70% or above on the three indicators (musicianship; expression/musicality; sight-reading) related to critical thinking evaluated as a component of the entrance diagnostic performance audition.</p> <div style="border: 1px solid black; padding: 5px;"> <p><u>Performance Evaluation:</u> a performance presentation before the appropriate instrument/keyboards/vocal performance board that provides a formal review of the program candidate's acquired technical and musical skills, stylistic and repertoire knowledge, and ability to interpret and communicate through their medium.</p> </div> <p><u>Sophomore Performance Evaluation - MUSC 200</u> •75% of program candidates earn a score of 70% or</p>	<p>In fall 2006, 87% of first-time program candidates earned a score of 70% or above and were placed in the 101-level or above (based on accomplishment) to earn credit in major performance study.</p> <p>In spring 2007, two program candidates undertook the MUSC 200 requirement; 100% completed on the first</p>	<p>A Course Summary Forms will be utilized in MUSC and performance courses identified for use in program assessment beginning fall 2007 to better track program candidate accomplishments through all objectives.</p> <p>R Revised evaluation tool, created by the Music Performance Coordinators Committee (MPCC), was used in measuring this achievement beginning spring 2007; data will be reported in 2007-08 master plan.</p> <p>A/D 100-level performance study will be available in fall 2007 for those students deemed not ready to begin credit study. Entering program candidates not earning a 70% score are placed into the 100-level of major performance study; credit may not be used to satisfy program requirements.</p> <p>R New evaluation tool was utilized in spring 2007. There were inconsistencies among faculty assessment</p>

above on the three indicators (musicianship; expression/musicality; sight-reading) related to critical thinking evaluated as a component of the MUSC 200 Board (Admission to Upper-Division Performance Study); 75% of program candidates complete MUSC 200 requirement on first attempt.

Recital Evaluation: an advertised public presentation, evaluated by the appropriate performance board, that provides a formal review of the program candidate's acquired technical and musical skills, repertoire, musical styles and performance practices knowledge, and ability to interpret and communicate through their medium.

Junior Recital Evaluation – 300-level

•80% of program candidates earn a score of 75% or above on the two indicators (musicianship; expression/musicality) related to critical thinking evaluated as a component of the 300-level Junior Recital; 85% of program candidates complete this requirement on first attempt.

Senior Recital Evaluation – MUSC 492

•85% of program completers earn a score of 80% or above on the two indicators (musicianship; expression/musicality) related to critical thinking evaluated as a component of the MUSC 492 (Senior Recital for Music Performance); 90% of program completers pass the MUSC 492 requirement on first attempt.

attempt.

Critical Thinking Indicators

<i>Concentration</i>	<i>Number of Candidates</i>	<i>Score in Percentage</i>
Instrumental Total	1	73%
Music Theatre Total	0	NA
Piano/Piano Pedagogy Total	0	NA
Voice Total	1	89%
Program Total	2	81%

All indicators were met in spring 2007.

In 2006-07, four program candidates undertook the Junior Recital as part of 300-level performance study requirement; 100% completed this requirement on the first attempt.

Critical Thinking Indicators

<i>Concentration</i>	<i>Number of Candidates</i>	<i>Score in Percentage</i>
Instrumental Total	3	93%
Candidate 1		100%
Candidate 2		*90%
Candidate 3		*90%
Music Theatre Total	0	NA
Piano/Piano Pedagogy Total	1	*85%
Voice Total	0	NA
Program Total	4	91%

*** Fall 2006: old assessment tool.**

All indicators were met in 2006-2007.

In 2006-07, nine program completers undertook the MUSC 492 requirement; 100% completed this requirement on the first attempt.

Critical Thinking Indicators

<i>Concentration</i>	<i>Number of Completers</i>	<i>Score in Percentage</i>
Instrumental Total	5	84%
Completer 1		*80%
Completer 2		*90%
Completer 3		*75%

levels and it appears that the sight-reading component is weighted too heavily. These issues should be addressed by the MPCC and adjusted for fall 2007. Data from new evaluation rubric will be compiled, studied and related to future outcomes.

R New evaluation tool was utilized in spring 2007. There were inconsistencies among faculty assessment levels. These issues should be addressed by the MPCC and adjusted for the next board in fall 2007. Data from new evaluation rubric will be compiled, studied and related to future outcomes.

A/D MUSC 399 (Junior Recital for Music Performance) will be offered in the B.M. program course rotation in fall 2008 as part of a redesign initiative. This course will replace the 300-level experience. In addition to a formal public performance, MUSC 399 will require a written research project in the form of recital program notes. An assessment rubric with indicators in the area of critical thinking will be developed.

R New evaluation tool was utilized in spring 2007. There were inconsistencies among faculty assessment levels. These issues should be addressed by the MPCC and adjusted fall 2007. Data from new evaluation rubric will be compiled, studied and related to future outcomes.

A/D In fall 2008, a research/synthesis project (program research and resulting notes) will be added to the requirements of MUSC 492 replacing the MUSC 491 project. An assessment rubric will be developed for this

•85% of program completers earn a score of 80% or above on the MUSC 491 (Directed Research in Music) evaluation which measures the program candidate's ability to synthesize their knowledge of theoretical analysis techniques, historic/style elements, and research skills into a written project or public lecture-recital.

•75% of program candidates earn a score of 70% or above on the MUSC 202 (Advanced Theory II-Contemporary Music Style) final research project which measures the program candidate's ability to synthesize their knowledge of theoretical analysis techniques, historic/style elements, and research skills into a written project utilizing technology.

Completer 4		93%
Completer 5		84%
Music Theatre Total	0	NA
Piano/Piano Pedagogy Total	2	*90%
Completer 1		*95%
Completer 2		*90%
Voice Total	2	*90%
Completer 1		*90%
Completer 2		*90%
Program Total	9	87%

** Fall 2006: old assessment tool.*

In 2006-07, one program completer did not meet expected level of achievement.

In 2006-07, nine program completers undertook the MUSC 491 requirement.

Critical Thinking Indicators

<i>Concentration</i>	<i>Number of Completors</i>	<i>Score in Percentage</i>
Instrumental Total	5	88%
Completer 1		80%
Completer 2		90%
Completer 3		90%
Completer 4		90%
Completer 5		90%
Music Theatre Total	Not Required	NA
Piano/Piano Pedagogy Total	2	80%
Completer 1		70%
Completer 2		90%
Voice Total	2	90%
Completer 1		90%
Completer 2		90%
Program Total	9	87%

In 2006-07, one program completer did not meet expected level of achievement.

No data available. Project currently being administered but not assessed through an appropriate rubric.

Four program candidates enrolled in MUSC 202 in spring 2007. 75% of program candidates earned a score of 70% or above (92% mean score).

project which includes evaluation indicators related to critical thinking. In accord with the B.M. re-design, MUSC 491 will be deleted from the program at that time.

A MUSC 491 will be deleted in fall 2008 when a synthesis/research component will be added to MUSC 492 (Senior Recital for Music Performance).

R A more detailed interim assessment rubric has been developed for use in MUSC 491 until the course is deleted.

D The MPCC recommended a rubric be designed and implemented by the music theory faculty with specific application to critical thinking indicators for use in assessing the final project in MUSC 202.

A Low level achievement in MUSC 201 and 202 prompted the addition of MUSC 100 (Fundamentals of Music). In fall 2007, first-time freshmen must take a theory diagnostic examination. Failure to earn a score of 70% will result in placement into MUSC 100. Candidates must pass the final of MUSC 100 with a score of 75% or above in order to gain entrance to

•80% of program candidates earn a score of 75% or above on the MUSC 344 (Music History II) final research paper.

•4.00/5.00 mean response on the Graduating Student Exit Survey (GSES) on two questions relating to the program completer's ability to use critical thinking as a musician and performer.

4.00/5.00 mean response on the Graduate Survey (GS) and Employer Survey (ES) [voluntary] on questions relating to critical thinking skills outcomes and their long term impact on the graduates' effectiveness as a musician and teacher.

No data available. Project currently being administered but not assessed through an appropriate rubric.

Five program candidates enrolled in MUSC 344 in spring 2007. 20% of program candidates earned a score of 75% or above in the course (80% mean score).

In 2006-07, eight program completers responded to questions on the GSES.

Critical Thinking/Problem Solving Questions

<i>Concentration</i>	<i>Response #</i>	<i>Mean Score</i>
Instrumental Total	4	4.13
Music Theatre Total	0	NA
Piano/Piano Pedagogy Total	2	4.25
Voice Total	2	4.50
Program Total	8	4.25

Evaluation indicator was met in 2006-07.

No data available. The GS and ES are on a five-year rotation and will be distributed next in January 2008.

MUSC 101. Credit for MUSC 100 may not apply to degree requirements.

A MUSC 261 was taught as a requirement of the B.M. curriculum for the first time in spring 2007. This course is intended to better prepare students for the music history sequence (including MUSC 344 [MUSC 363]) required at the junior-level.

A/D In 2007-08 MUSC 344 (Music History III) will be replaced by MUSC 363 (MUSC History II) as part of the redesign initiative. A final research paper will be required. The MPCC recommended an assessment rubric be designed and implemented by the music history faculty for this project which will include evaluation indicators related to critical thinking. (•80% of program candidates earn a score of 75% or above on the critical thinking indicators of the MUSC 363 (Music History II) final research paper evaluation.

D MUSC 485 (Senior Music Seminar: Issues of the Profession) will be offered in the B.M. program course rotation in fall 2008 as part of the redesign initiative. Course projects will provide additional assessment opportunities of critical thinking skills.

R The GSES will be revised by the PART department head in collaboration with all program coordinators to update specific questions for use in fall 2007 concerning critical thinking outcomes.

A/R The GS and ES will be revised and mailed as well as posted on the PART website in January 2008.

Student Learning Outcome 2: Graduates formulate and express ideas effectively through oral, written, and/or technological communications in academic and professional environments.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>																											
<p data-bbox="86 370 703 738"> <u>Communication and Technology Achievements</u> <u>Defined within Music Performance Program</u> Program completers possess 1. the technical and musical skills requisite for artistic self-expression in the concentration area; 2. the ability to communicate musical ideas, concepts, and requirements to music professionals and lay persons related to the practice of the major field; 3. the ability to defend musical judgments through oral and written communication; and 4. the ability to use technologies current to concentration area. </p> <p data-bbox="86 771 703 982"> <u>Junior Recital Evaluation – 300-level</u> •80% of program candidates earn a score of 75% or above on the indicator (expression/musicality; written program notes) related to communication evaluated as a component of the 300-level Junior Recital; 85% of program candidates complete this requirement on first attempt. </p> <p data-bbox="86 1372 703 1502"> <u>Senior Recital Evaluation – MUSC 492</u> •85% of program completers earn a score of 80% or above on the two indicators (expression/musicality; analysis and written program notes) related to MUSC </p>	<p data-bbox="716 771 1346 885"> In 2006-07, four program candidates undertook the Junior recital as part of 300-level performance study requirement; 100% completed this requirement on the first attempt. </p> <p data-bbox="716 885 1346 917"> <u>Communication Indicators</u> </p> <table border="1" data-bbox="716 917 1346 1201"> <thead> <tr> <th><i>Concentration</i></th> <th><i>Number of Candidates</i></th> <th><i>Score in Percentage</i></th> </tr> </thead> <tbody> <tr> <td>Instrumental Total</td> <td>3</td> <td>93%</td> </tr> <tr> <td>Candidate 1</td> <td></td> <td>100%</td> </tr> <tr> <td>Candidate 2</td> <td></td> <td>*90%</td> </tr> <tr> <td>Candidate 3</td> <td></td> <td>*90%</td> </tr> <tr> <td>Music Theatre Total</td> <td>0</td> <td>NA</td> </tr> <tr> <td>Piano/Piano Pedagogy Total</td> <td>1</td> <td>*80%</td> </tr> <tr> <td>Voice Total</td> <td>0</td> <td>NA</td> </tr> <tr> <td>Program Total</td> <td>4</td> <td>90%</td> </tr> </tbody> </table> <p data-bbox="716 1201 1346 1266"> * Fall 2006: old assessment tool. All indicators were met in 2006-2007. </p> <p data-bbox="716 1372 1346 1469"> In 2006-07, nine program completers undertook the MUSC 492 requirement; 100% completed this requirement on the first attempt. </p>	<i>Concentration</i>	<i>Number of Candidates</i>	<i>Score in Percentage</i>	Instrumental Total	3	93%	Candidate 1		100%	Candidate 2		*90%	Candidate 3		*90%	Music Theatre Total	0	NA	Piano/Piano Pedagogy Total	1	*80%	Voice Total	0	NA	Program Total	4	90%	<p data-bbox="1346 397 2007 738"> A/D MPCC recommended that a <i>Program Philosophy Statement</i> be required upon entrance to the program (60% of first-time program candidates earn a score of 70% or above on the initial program philosophy statement evaluation) and refined at the conclusion of 200-level study performance study (75% of program candidates earn a score of 75% or above on MUSC 200 philosophy statement evaluation) and at the time of program completion (85% of program completers earn of score of 85% or above on MUSC 485 philosophy statement evaluation). </p> <p data-bbox="1346 771 2007 950"> R New evaluation tool was utilized in spring 2007. There were inconsistencies among faculty assessment levels. These issues should be addressed by the MPCC and adjusted for the next board in fall 2007. Data from new evaluation rubric will be compiled, studied and related to future outcomes. </p> <p data-bbox="1346 982 2007 1193"> A/D MUSC 399 (Junior Recital for Music Performance) will be offered in the B.M. program course rotation in fall 2008 as part of a redesign initiative. This course will replace the 300-level experience. In addition to a formal public performance, MUSC 399 will require a written research project in the form of recital program notes (written communication and technology utilization). </p> <p data-bbox="1346 1226 2007 1339"> D The MPCC recommended that a separate rubric be developed to evaluate the program notes-research project required as part of MUSC 399. To be developed for spring 2008. </p> <p data-bbox="1346 1372 2007 1521"> R New evaluation tool was utilized in spring 2007. There were inconsistencies among faculty assessment levels. These issues should be addressed by the MPCC and adjusted fall 2007. Data from new evaluation rubric will be compiled, studied and related to future outcomes. </p>
<i>Concentration</i>	<i>Number of Candidates</i>	<i>Score in Percentage</i>																											
Instrumental Total	3	93%																											
Candidate 1		100%																											
Candidate 2		*90%																											
Candidate 3		*90%																											
Music Theatre Total	0	NA																											
Piano/Piano Pedagogy Total	1	*80%																											
Voice Total	0	NA																											
Program Total	4	90%																											

492 (Senior Recital for Music Performance); 90% of program completers pass the MUSC 492 requirement on first attempt.

•85% of program completers earn a score of 80% or above on two indicators related to communication and technology evaluated as a component of MUSC 491 (Directed Research in Music).

•75% of program candidates earn a score of 70% or above on the MUSC 202 (Advanced Theory II) final research project which measures the program candidate's ability to synthesize their knowledge of contemporary theoretical analysis techniques, historic/style elements,

Communication/Technology Indicators

<i>Concentration</i>	<i>Number of Completers</i>	<i>Score in Percentage</i>
Instrumental Total	5	85%
Completer 1		*80%
Completer 2		*90%
Completer 3		*75%
Completer 4		93%
Completer 5		87%
Music Theatre Total	0	NA
Piano/Piano Pedagogy Total	2	*90%
Completer 1		*95%
Completer 2		*90%
Voice Total	2	*90%
Completer 1		*90%
Completer 2		*90%
Program Total	10	88%

* Fall 2006: old assessment tool.

In 2006-07, one program completer did not meet expected level of achievement.

In 2006-07, nine program completers undertook their MUSC 491 requirement.

Communication/Technology Indicators

<i>Concentration</i>	<i>Number of Completers</i>	<i>Score in Percentage</i>
Instrumental Total	5	88%
Completer 1		80%
Completer 2		90%
Completer 3		90%
Completer 4		90%
Completer 5		90%
Music Theatre Total	Not Required	NA
Piano/Piano Pedagogy Total	2	80%
Completer 1		70%
Completer 2		90%
Vocal	2	90%
Completer 1		90%
Completer 2		90%
Program Total	9	96%

In 2006-07, one program completer did not meet expected level of achievement.

No data available. Project currently being administered but not assessed through an appropriate rubric.

Four program candidates enrolled in MUSC 202 in spring 2007. 75% of program candidates earned a score

A In fall 2008, a research/synthesis project (program research and notes) will be added to the requirements of MUSC 492 replacing the MUSC 491 project. An assessment rubric will be developed for this project which includes evaluation indicators related to communication. In accord with the B.M. re-design, MUSC 491 will be deleted from the program at that time.

A MUSC 491 will be deleted in fall 2008 when a synthesis/research component resulting in written program notes will be added to MUSC 492 (Senior Recital for Music Performance).

D A more detailed interim assessment rubric has been developed for use in MUSC 491 until the course is deleted.

A MUSC 485 (Senior Music Seminar: Issues of the Profession) will be offered in the B.M. program course rotation in fall 2008 as part of a redesign initiative. Projects and essays will provide additional assessment opportunities of written and oral communication and technology skills including a senior program philosophy statement.

D The MPCC recommended a rubric be designed and implemented by the music theory faculty with specific application to communication and technology indicators for use in assessing the final project in MUSC 202.

<p>and research skills into a written project utilizing technology.</p> <p>•4.00/5.00 mean response on the GSES on questions relating to the program completer's ability to communicate and use technology as a professional musician.</p> <p>4.00/5.00 mean response on the GS and E) on questions relating to communication and technology outcomes and their long term impact on the graduates' effectiveness as a musician and teacher.</p>	<p>of 70% or above (92% mean score).</p> <p>No data available. Questions relating to this objective will be introduced on the GSES in fall 2007.</p> <p>No data available. The GS is on a five-year rotation and will be distributed next in January 2008.</p>	<p>R The GSES will be revised by the PART department head in collaboration with all program coordinators to update specific questions for use in fall 2007 including questions concerning communication skills and technology outcomes.</p> <p>A/R The GS and ES will be revised and mailed as well as posted on the PART website in January 2008.</p>	
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Student Learning Outcome 3: Graduates analyze the global community to make sound judgments in academic and professional environments.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p data-bbox="100 375 701 435"><u>Global Perspective Defined in Music Performance Program</u></p> <p data-bbox="100 435 701 802">Program completers possess</p> <ol data-bbox="100 467 701 802" style="list-style-type: none"> 1. an understanding of current musical thought and practice as it relates to the professional musician and the evolution of contemporary world music and culture; 2. an understanding of music and music literature within its global cultural and historic contexts; 3. an ability to evaluate, understand, and respect a variety of musical repertoires. 4. an understanding of significant ethical and professional issues related to a career of performance and music teaching within a global arena. <p data-bbox="100 834 701 922">75% of program candidates earn a score of 70% or above on the embedded listening analysis projects in MUSC 261 (Introduction to Music History and Literature).</p> <p data-bbox="100 1110 701 1354">•75% of program candidates earn a score of 70% or above on the MUSC 202 (Advanced Theory II- Contemporary Music Practice) final research project which measures the program candidate’s ability to synthesize their knowledge of theoretical analysis techniques, historic/style elements, technology, and research skills into a project focusing on contemporary repertoire and practice.</p> <p data-bbox="100 1386 701 1474">•80% of program candidates earn a score of 75% or above on the MUSC 344 (Music History II) final research paper.</p>	<p data-bbox="730 834 1346 954">Twelve program candidates enrolled in MUSC 261 in spring 2007. 83% of program candidates earned a score of 70% or above on the embedded listening analysis projects.</p> <p data-bbox="730 1110 1346 1166">No data available. Project currently being administered but not assessed through an appropriate rubric.</p> <p data-bbox="730 1208 1346 1295">Four program candidates enrolled in MUSC 202 in spring 2007. 75% of program candidates earned a score of 70% or above (92% mean score).</p> <p data-bbox="730 1386 1346 1442">No data available. Project currently being administered but not assessed through an appropriate rubric.</p> <p data-bbox="730 1484 1346 1503">Five program candidates enrolled in MUSC 344 in</p>	<p data-bbox="1375 834 1995 922">C The music history faculty will continue to monitor, assess, and evaluate results until data is sufficient in amount to warrant recommendations.</p> <p data-bbox="1375 954 1995 1075">D A pre-test and post-test will be developed for MUSC 263 to measure program candidates’ understanding of music’s function and nature in its historic and contemporary contexts.</p> <p data-bbox="1375 1107 1995 1227">D The MPCC recommended a rubric be designed and implemented by the music theory faculty with specific application to contemporary music practice indicators for use in assessing the final project in MUSC 202.</p> <p data-bbox="1375 1383 1995 1503">A MUSC 261 (Introduction to Music History/Literature) was taught as a requirement of the B.M. curriculum for the first time in spring 2007. This course is intended to better prepare students for the music history sequence</p>

spring 2007. 20% of program candidates earned a score of 75% or above in the course (80% mean score).

(including MUSC 344 [MUSC 363]) required at the junior-level.

A/D In 2007-08 MUSC 344 (Music History III) will be replaced by MUSC 363 (MUSC History II) as part of the redesign initiative. A final research paper will be required. The MPCC recommended an assessment rubric be designed and implemented by the music history faculty for this project which will include evaluation indicators related to this global objective. (•80% of program candidates earn a score of 75% or above on the indicators related to global comprehension of the MUSC 363 [Music History II] final research paper evaluation.)

D A pre-test and post-test will be utilized in MUSC 447 (Literature of the Performance Major) beginning fall 2007.

D MUSC 485 (Senior Music Seminar: Issues of the Profession) will be offered in the B.M. program course rotation in fall 2008 as part of a redesign initiative. Content will include global perspective issues. Projects and essays will provide additional assessment opportunities of this objective. A comprehensive examination (non-grade impact) in music history and listening will be administered to ascertain accomplishment levels and identify deficiencies and areas for improvement.

R The GSES will be revised by the PART department head in collaboration with all program coordinators to update specific questions for use in fall 2007 including questions concerning global perspective outcomes.

•4.00/5.00 mean response on the GSES on question relating to tolerance and diversity and questions on the quality of instruction in music history and literature courses.

Tolerance/Diversity Awareness Evaluation Question

<i>Concentration</i>	<i>Response #</i>	<i>Mean Score</i>
Instrumental Total	4	4.00
Music Theatre Total	0	NA
Piano/Piano Pedagogy Total	2	5.00
Vocal Total	1 (1NA)	5.00
Program Total	7 (1NA)	4.43

Evaluation indicator was met in 2006-07.

Quality of Instruction: Music History/Literature Evaluation Questions

<i>Concentration</i>	<i>Response #</i>	<i>Mean Score</i>
Instrumental Total	4	4.50
Music Theatre Total	0	NA
Piano/Piano Pedagogy Total	2	4.00
Vocal	2	4.00

<p>4.00/5.00 mean response on the GS and ES on questions relating to global perspective outcomes and their impact on the graduates' effectiveness as a musician and teacher.</p>	<table border="1" data-bbox="730 94 1344 126"> <tr> <td data-bbox="730 94 1062 126">Program Total</td> <td data-bbox="1062 94 1205 126">8</td> <td data-bbox="1205 94 1344 126">4.38</td> </tr> </table> <p>Evaluation indicator was met in 2006-07.</p> <p>No data available. The GS and ES are on a five-year rotation and will be distributed next in January 2008.</p>	Program Total	8	4.38	<p>A/R The GS and ES will be revised and mailed as well as posted on the PART website in January 2008.</p>
Program Total	8	4.38			

Student Learning Outcome 4: Graduates possess 1) a conceptual understanding of music theory, musical forms and processes; 2) aural and analytical comprehension as applied to performance and repertory study; and 3) composition and improvisation abilities appropriate to the concentration major, as these areas of music study form a basis for listening, composing, and performing.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>																																													
<p><u>Junior Recital Evaluation – 300-level</u> •80% of program candidates earn a score of 75% or above on the two indicators (musicianship; expression/musicality) related to Outcome 4 evaluated as a component of the 300-level Junior Recital; 85% of program candidates complete this requirement on first attempt.</p>	<p>In 2006-07, four program candidates undertook the Junior recital as part of 300-level performance study requirement; 100% completed this requirement on the first attempt.</p> <p>Outcome Four Indicator</p> <table border="1" data-bbox="730 553 1346 829"> <thead> <tr> <th><i>Concentration</i></th> <th><i>Number of Candidates</i></th> <th><i>Score in Percentage</i></th> </tr> </thead> <tbody> <tr> <td>Instrumental Total</td> <td>3</td> <td>93%</td> </tr> <tr> <td>Candidate 1</td> <td></td> <td>100%</td> </tr> <tr> <td>Candidate 2</td> <td></td> <td>*90%</td> </tr> <tr> <td>Candidate 3</td> <td></td> <td>*90%</td> </tr> <tr> <td>Music Theatre Total</td> <td>0</td> <td>NA</td> </tr> <tr> <td>Piano/Piano Pedagogy Total</td> <td>1</td> <td>*80%</td> </tr> <tr> <td>Voice Total</td> <td>0</td> <td>NA</td> </tr> <tr> <td>Program Total</td> <td>4</td> <td>90%</td> </tr> </tbody> </table> <p>* Fall 2006: old assessment tool. All indicators were met in 2006-2007.</p>	<i>Concentration</i>	<i>Number of Candidates</i>	<i>Score in Percentage</i>	Instrumental Total	3	93%	Candidate 1		100%	Candidate 2		*90%	Candidate 3		*90%	Music Theatre Total	0	NA	Piano/Piano Pedagogy Total	1	*80%	Voice Total	0	NA	Program Total	4	90%	<p>R New evaluation tool was utilized in spring 2007. There were inconsistencies among faculty assessment levels. These issues should be addressed by the MPCC and adjusted for the next board in fall 2007. Data from new evaluation rubric will be compiled, studied and related to future outcomes.</p>																		
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<p><u>Senior Recital Evaluation – MUSC 492</u> •85% of program completers earn a score of 80% or above on the two indicators (musicianship; expression/musicality) related to Outcome 4 evaluated as a component of the MUSC 492 (Senior Recital for Music Performance); 90% of program completers pass the MUSC 492 requirement on first attempt.</p>	<p>In 2006-07, nine program completers undertook the MUSC 492 requirement; 100% completed this requirement on the first attempt.</p> <p>Outcome Four Indicators</p> <table border="1" data-bbox="730 1049 1346 1479"> <thead> <tr> <th><i>Concentration</i></th> <th><i>Number of Completers</i></th> <th><i>Score in Percentage</i></th> </tr> </thead> <tbody> <tr> <td>Instrumental Total</td> <td>5</td> <td>85%</td> </tr> <tr> <td>Completer 1</td> <td></td> <td>*80%</td> </tr> <tr> <td>Completer 2</td> <td></td> <td>*90%</td> </tr> <tr> <td>Completer 3</td> <td></td> <td>*75%</td> </tr> <tr> <td>Completer 4</td> <td></td> <td>93%</td> </tr> <tr> <td>Completer 5</td> <td></td> <td>87%</td> </tr> <tr> <td>Music Theatre Total</td> <td>0</td> <td>NA</td> </tr> <tr> <td>Piano/Piano Pedagogy Total</td> <td>2</td> <td>*90%</td> </tr> <tr> <td>Completer 1</td> <td></td> <td>*95%</td> </tr> <tr> <td>Completer 2</td> <td></td> <td>*90%</td> </tr> <tr> <td>Voice Total</td> <td>2</td> <td>*90%</td> </tr> <tr> <td>Completer 1</td> <td></td> <td>*90%</td> </tr> <tr> <td>Completer 2</td> <td></td> <td>*90%</td> </tr> <tr> <td>Program Total</td> <td>9</td> <td>88%</td> </tr> </tbody> </table> <p>* Fall 2006: old assessment tool.</p>	<i>Concentration</i>	<i>Number of Completers</i>	<i>Score in Percentage</i>	Instrumental Total	5	85%	Completer 1		*80%	Completer 2		*90%	Completer 3		*75%	Completer 4		93%	Completer 5		87%	Music Theatre Total	0	NA	Piano/Piano Pedagogy Total	2	*90%	Completer 1		*95%	Completer 2		*90%	Voice Total	2	*90%	Completer 1		*90%	Completer 2		*90%	Program Total	9	88%	<p>R New evaluation tool was utilized in spring 2007. There were inconsistencies among faculty assessment levels. These issues should be addressed by the MPCC and adjusted fall 2007. Data from new evaluation rubric will be compiled, studied and related to future outcomes.</p> <p>A/D In fall 2008, a research/synthesis project (program research and notes) will be added to the requirements of MUSC 492 replacing the MUSC 491 project. An assessment rubric will be developed for this project which includes evaluation indicators related to critical thinking. In accord with the B.M. re-design, MUSC 491 will be deleted from the program at that time.</p>
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•85% of program completers earn a score of 80% or above on the MUSC 491 (Directed Research in Music) evaluation which measures the program candidate's ability to synthesize their knowledge of theoretical analysis techniques, historic/style elements, and research skills into a written project and optional public presentation.

•75% of program candidates earn a score of 70% or above on the MUSC 201 (Advanced Theory I) final project.

•75% of program candidates earn a score of 70% or above on the MUSC 202 (Advanced Theory II-Contemporary Music Practice) final research project which measures the program candidate's ability to synthesize their knowledge of theoretical analysis techniques, historic/style elements, technology, and research skills into a project focusing on contemporary repertoire and practice.

•75% of program candidates earn a score of 70% or above on the MUSC 202L (sight-reading/ear training) proficiency examination evaluation; 75% of program candidates complete proficiency requirement on first attempt.

In 2006-07, one program completer did not meet expected level of achievement.

In 2006-07, nine program completers undertook their MUSC 491 requirement.

Communication/Technology Indicators

<i>Concentration</i>	<i>Number of Completers</i>	<i>Score in Percentage</i>
Instrumental Total	5	88%
Completer 1		80%
Completer 2		90%
Completer 3		90%
Completer 4		90%
Completer 5		90%
Music Theatre Total	Not Required	NA
Piano/Piano Pedagogy Total	2	80%
Completer 1		70%
Completer 2		90%
Vocal	2	90%
Completer 1		90%
Completer 2		90%

In 2006-07, one program completer did not meet expected level of achievement.

No data available. Project currently being administered but not assessed through an appropriate rubric.

Four program candidates enrolled in MUSC 201 in spring 2007. 75% of program candidates earned a score of 70% or above in the course (92% mean score).

No data available. Project currently being administered but not assessed through an appropriate rubric.

Four program candidates enrolled in MUSC 202 in spring 2007. 75% of program candidates earned a score of 70% or above (92% mean score).

In 2006-07, four program candidates undertook the proficiency examination; 100% earned a score of 70% or above (94% mean score); 75% of program candidates completed on first attempt.

A MUSC 491 will be deleted in fall 2008 when a synthesis/research component will be added to MUSC 492 (Senior Recital for Music Performance).

R A more detailed interim assessment rubric has been developed for use in MUSC 491 until the course is deleted.

D The MEPC recommended that a rubric be designed and implemented by the music theory faculty for use in assessing the final project in MUSC 201.

A Low level achievement in MUSC 201 and 202 prompted the addition of MUSC 100 (Fundamentals of Music). In fall 2007, first-time freshmen must take a theory diagnostic examination. Failure to earn a score of 70% will result in placement into MUSC 100. Candidates must pass the final of MUSC 100 with a score of 75% or above in order to gain entrance to MUSC 101. Credit for MUSC 100 may not apply to degree requirements.

D The MEPC recommended that a rubric be designed and implemented by the music theory faculty for use in assessing the final project in MUSC 202.

C Coordinator of Theory will continue to compile, study and relate data to future outcomes for improvement. The first-attempt completion rate is below desired outcome. Theory faculty will discuss possible means for improvement in fall 2007.

•80% of program candidates earn a score of 70% or above on the PIAN 216 proficiency examination evaluation; 75% of program candidates complete proficiency requirement on first attempt.

75% of program candidates earn a score of 70% or above on the embedded listening analysis project in MUSC 261 (Introduction to Music History and Literature).

•4.00/5.00 mean response on the GSES on questions relating to the program completer's opinion concerning the quality of instruction in music theory, analysis and composition courses.

•4.00/5.00 mean response on the GS and ES on questions relating to the quality of instruction in music theory, analysis and composition courses and their long term impact on the effectiveness of graduates' effectiveness as a musician and teacher.

In 2006-07 five program candidates undertook the PIAN 216 piano proficiency; all candidates completed on first attempt earning a score of 70% or above.

Two program candidates completed the MUSC 261 project. 83% of program candidates earned a score of 70% or greater on the embedded listening analysis project.

Quality of Instruction: Music Theory/Analysis/Composition Courses Evaluation Questions

<i>Concentration</i>	<i>Response #</i>	<i>Mean Score</i>
Instrumental Total	4	4.00
Music Theatre Total	0	NA
Piano/Piano Pedagogy Total	2	5.00
Voice Total	2	3.50
Total for all Concentrations	8	4.13

Composite mean indicator was met in 2006-07; one concentration segment mean was below desired indicator.

No data available. The GS and ES are a five-year rotation and will be distributed next in January 2008.

R Data from a new performance evaluation rubric will be compiled by the Keyboard Performance Coordinator and then studied and related to future outcomes by the MPCC.

D The music history faculty will continue to monitor, assess, and evaluate the results until data is sufficient in amount to warrant recommendations.

R The GSES will be revised by the PART department head in collaboration with all program coordinators to update specific questions for use in fall 2007.

A/R The GS and ES will be revised and mailed as well as posted on the PART website in January 2008.

Student Learning Outcome 5: Graduates possess professional entry-level competence in the major performance area, including significant technical mastery, knowledge of applicable repertory, capability to produce work and solve professional problems independently, a coherent set of artistic/intellectual goals which are evident in their work, and orientation to and experience in the fundamentals of pedagogy.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>																																													
<p><u>Performance Competencies</u> Program completers possess</p> <ol style="list-style-type: none"> 1. Technical skills requisite for artistic self-expression in the concentration; 2. An overview understanding of the repertory in the major concentration and the ability to perform from a cross-section of that repertory; 3. The ability to read at sight at a level relevant to professional standards appropriate for the particular concentration; 4. Knowledge and skills to work as a leader and in collaborations on matters of musical interpretation; and 5. Keyboard competency. 	<p>In 2006-07, nine program completers undertook the MUSC 492 requirement; 100% completed this requirement on the first attempt.</p> <p><i>Outcome Four Indicators</i></p> <table border="1" data-bbox="730 980 1346 1414"> <thead> <tr> <th><i>Concentration</i></th> <th><i>Number of Completors</i></th> <th><i>Score in Percentage</i></th> </tr> </thead> <tbody> <tr> <td>Instrumental Total</td> <td>5</td> <td>85%</td> </tr> <tr> <td>Completer 1</td> <td></td> <td>*80%</td> </tr> <tr> <td>Completer 2</td> <td></td> <td>*90%</td> </tr> <tr> <td>Completer 3</td> <td></td> <td>*75%</td> </tr> <tr> <td>Completer 4</td> <td></td> <td>93%</td> </tr> <tr> <td>Completer 5</td> <td></td> <td>87%</td> </tr> <tr> <td>Music Theatre Total</td> <td>0</td> <td>NA</td> </tr> <tr> <td>Piano/Piano Pedagogy Total</td> <td>2</td> <td>*90%</td> </tr> <tr> <td>Completer 1</td> <td></td> <td>*90%</td> </tr> <tr> <td>Completer 2</td> <td></td> <td>*90%</td> </tr> <tr> <td>Voice Total</td> <td>2</td> <td>*90%</td> </tr> <tr> <td>Completer 1</td> <td></td> <td>*90%</td> </tr> <tr> <td>Completer 2</td> <td></td> <td>*90%</td> </tr> <tr> <td>Program Total</td> <td>9</td> <td>87%</td> </tr> </tbody> </table> <p>* Fall 2006: old assessment tool. In 2006-07, one program completer did not meet expected level of achievement.</p>	<i>Concentration</i>	<i>Number of Completors</i>	<i>Score in Percentage</i>	Instrumental Total	5	85%	Completer 1		*80%	Completer 2		*90%	Completer 3		*75%	Completer 4		93%	Completer 5		87%	Music Theatre Total	0	NA	Piano/Piano Pedagogy Total	2	*90%	Completer 1		*90%	Completer 2		*90%	Voice Total	2	*90%	Completer 1		*90%	Completer 2		*90%	Program Total	9	87%	<p>R New evaluation tool was utilized in spring 2007. There were inconsistencies among faculty assessment levels. These issues should be addressed by the MPCC and adjusted fall 2007. Data from new evaluation rubric will be compiled, studied and related to future outcomes.</p> <p>A/D In fall 2008, a research/synthesis project (program research and notes) will be added to the requirements of MUSC 492 replacing the MUSC 491 project. An assessment rubric will be developed for this project which includes evaluation indicators related to critical thinking. In accord with the B.M. re-design, MUSC 491 will be deleted from the program at that time.</p>
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•85% of program completers earn a score of 80% or above on the MUSC 491 (Directed Research in Music) evaluation which measures the program candidate's ability to synthesize their knowledge of theoretical analysis techniques, historic/style elements, and research skills into a written project and optional public presentation.

•85% of program completers earn a score of 80% or above on the MUSC 445 (Pedagogy for Performance Majors) or MUSC 455-456 (Piano Pedagogy Senior-Level Teaching Practicum) evaluation indicators which measures the program candidate's ability to

- 1) synthesize fundamental knowledge of pedagogical methods and repertoire and
- 2) successfully teach in a supervised environment.

Post-Graduation Professional Activity

In 2006-07, nine program completers undertook the MUSC 491 requirement.

<i>Concentration</i>	<i>Number of Completers</i>	<i>Score in Percentage</i>
Instrumental Total	5	88%
Completer 1		80%
Completer 2		90%
Completer 3		90%
Completer 4		90%
Completer 5		90%
Music Theatre Total	Not Required	NA
Piano/Piano Pedagogy Total	2	80%
Completer 1		70%
Completer 2		90%
Voice Total	2	90%
Completer 1		90%
Completer 2		90%
Program Total	9	87%

In 2006-07, one program completer did not meet expected level of achievement.

In 2006-07, nine program completers undertook the MUSC 445 requirement.

<i>Concentration</i>	<i>Number of Completers</i>	<i>Score in Percentage</i>
Instrumental Total	5	90%
Completer 1		90%
Completer 2		90%
Completer 3		90%
Completer 4		90%
Completer 5		90%
Music Theatre Total	Not Required	NA
Piano/Piano Pedagogy Total	2	90%
Completer 1		90%
Completer 2		90%
Voice Total	2	85%
Completer 1		80%
Completer 2		90%
Program Total	9	89%

In 2006-07, all program completers met expected level of achievement.

Nine programs candidates graduated in 2006-07.

- Following auditions, five graduates received multiple acceptances to Master of Music in Performance Graduate Programs at The Ohio State University; Longey Conservatory (Boston), Louisiana State University, Northwestern State University, George

A MUSC 491 will be deleted in fall 2008 when a synthesis/research component will be added to MUSC 492 (Senior Recital for Music Performance).

R A more detailed interim assessment rubric has been developed for use in MUSC 491 until the course is deleted.

R Final examination and teaching lab scores have been used to measure student success; appropriate assessment rubrics (1. pre-test/post-test on knowledge of the nature and function of the instrument/voice; and 2. teaching lab evaluation rubric) will be developed by the MPCC to implement in fall 2007 that will more accurately evaluate and identify deficiencies and areas for improvement.

- 4.00/5.00 mean response on the GSES on questions relating to the program completer's opinion concerning
 - 1) overall quality of performance area;
 - 2) quality of instruction in performance study and pedagogy; and
 - 3) quality of instruction in performance ensemble experiences.

- 4.00/5.00 mean response on the GS and ES on questions relating to the quality of instruction in performance and repertoire and their long term impact on the effectiveness of graduates' effectiveness as a musician and teacher.

Mason University and The Royal Conservatory of Music in Scotland. One is currently enrolled and the other four begin in fall 2007.

- Two graduates opened private performance studios in the South West Louisiana region and one other opened a studio in Austin, Texas. All three are currently teaching.
- One graduate began teaching in spring 2007 in a public secondary school in Southeast Texas on a temporary teaching certificate.

Overall Quality of Performance Program

<i>Concentration</i>	<i>Response #</i>	<i>Mean Score</i>
Instrumental Total	4	4.50
Music Theatre Total	0	NA
Piano/Piano Pedagogy Total	2	5.00
Voice Total	2	5.00
Program Total	8	4.75

Evaluation indicator was met in 2006-07.

Quality of Instruction in Performance Studies (Lessons and MUSC 445)

<i>Concentration</i>	<i>Response #</i>	<i>Mean Score</i>
Instrumental	4	4.75
Music Theatre (Vocal)	0	NA
Piano/Piano Pedagogy	2	4.00
Vocal	2	4.00
Program Total	8	4.38

Evaluation indicator was met in 2006-07.

Quality of Instruction in Performance Ensembles

<i>Concentration</i>	<i>Response #</i>	<i>Mean Score</i>
Instrumental	4	4.25
Music Theatre (Vocal)	0	NA
Piano/Piano Pedagogy	2	4.50
Vocal	2	5.00
Program Total	8	4.50

Evaluation indicator was met in 2006-07.

No data available. The GS and ES are on a five-year rotation and will be distributed next in January 2008.

R The GSES will be revised by the PART department head in collaboration with all program coordinators to update specific questions for use in fall 2007.

A/R The ES and GE will be revised and mailed as well as posted on the PART website in January 2008.

Resources Allocated:

1. \$750 has been set aside to support performance travel for the Student Honors Brass Ensemble to play at high schools in Louisiana and Texas.
 2. \$1500 has been allocated to support guest artist recitals (professional models) for the 2007-08 season.
 3. \$400 (university vehicle fee) has been set-aside to transportation voice students to the Southern Region National Association of Teachers of Singing in order for the students to compete in regional auditions.
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