2016-2017 Assessment Cycle ARTS_Music M in Music

Mission (due 1/20/17)

University Mission

The University of Louisiana at Lafayette offers an exceptional education informed by diverse worldviews grounded in tradition, heritage, and culture. We develop leaders and innovators who advance knowledge, cultivate aesthetic sensibility, and improve the human condition.

University Values

We strive to create a community of leaders and innovators in an environment that fosters a desire to advance and disseminate knowledge. We support the mission of the university by actualizing our core values of equity, integrity, intellectual curiosity, creativity, tradition, transparency, respect, collaboration, pluralism, and sustainability.

University Vision

We strive to be included in the top 25% of our peer institutions by 2020, improving our national and international status and recognition.

College / Department / Program Mission

College Mission

Provide the college mission in the space provided. If none is available, write "None Available in 2016-2017."

Mission: The College of the Arts prepares students to be creative, critical and responsive professionals through our fine arts, design and performance programs. We serve our students and communities by means of collaborative, experiential, innovative, and globally relevant learning opportunities and partnerships.

Vision: The College of the Arts seeks to create a bridge between the arts and cultures of the world and the unique context and traditions of Acadiana.

1. Values:

2. We are passionate about delivering exceptional teaching and mentoring, supported by faculty research and creative activity.

3. We foster individual as well as collaborative initiatives in the arts, among the arts, and with other disciplines.

4. We encourage teaching and learning rooted in traditional approaches and integrating evolving concepts and technologies.

5. We strive to attract, build and celebrate a diverse body of students, faculty and staff.

6. We enhance the cultural, civic and artistic environment of Lafayette, Acadiana, and all of Louisiana through community engagements of students, faculty and alumni.

7. We seek to achieve the highest standards of professionalism in all that we produce.

Department / Program Mission

Provide the department / program mission in the space provided. If none is available, write "None Available in 2016-2017".

The Master of Music degree is a professional program with primary emphasis on development of the skills, concepts, and knowledge essential to the professional life of the musician. The MM degree has five possible concentrations: Performance, Conducting, Performance Pedagogy, Music Education, and Theory/Composition.

Assessment Plan (due 1/20/17)

Assessment List (Goals / Objectives, Assessment Measures and Criteria for Success)

Goal/Objective		ts in Music will achieve a professional level on their final project v nposition, thesis or special project.	vhether it be a
Legends	SLO - Student Le	earning Outcome/Objective (academic units);	
Standards/Outcomes			
	Identifier	Description	
	NASM- 2016.III.B.5	Professional undergraduate and graduate programs in music the realities and expectations in the field to seek the developr competencies at the highest possible levels. At these levels, of are far beyond minimum learning expectations and are usuall amenable to evaluation in purely mathematical terms. The hig of achievement, the more each work is judged by experts on expectations it sets for itself.	nent of competencies y not gher the level
	NASM- 2016.IX.O.3.e- 1-d	Expectations for the development of artistic, intellectual, and p competencies, and specifically, what students must know and in order to graduate from the program.	
	NASM- 2016.XII.A.2	Major Field or Specialization, Supportive Studies in Music, Stu Fields. Each graduate student is engaged in concentrated, ac baccalaureate study in a major field or specialization, and in s the major that support the major either directly or by developin competence.	lvanced post- studies beyond
Assessment Measures	Assessment Measure	Criterion	Attachments
	Direct - Thesis	This learning goal is assessed through the presentation of the Recital Hearing, the thesis defense meeting of the candidate's graduate committee, or the coursework associated with the supervised special project. This goal is assessed during the course of the last two semesters of the student's curriculum. The recital hearing, thesis, or special project represents the culmination of supervised research/creative activity. The goal will be assessed in the thesis defense meeting (for the Theory/Composition concentration of the MM), the Recital Hearing (for Performance Pedagogy, Conducting, and Performance concentrations of the MM) and by the coursework associated with the supervised special project. The thesis defense meeting occurs during the last semester of attendance. The Recital Hearing occurs during the last semester of attendance. The special project coursework occurs during the final two semesters of attendance. 80% of	

	To be familiar wit		
Legends	SLO - Student Le	earning Outcome/Objective (academic units);	
Standards/Outcomes			
	Identifier	Description	
	NASM- 2016.III.B.5	Professional undergraduate and graduate programs in music the realities and expectations in the field to seek the developm competencies at the highest possible levels. At these levels, of are far beyond minimum learning expectations and are usually amenable to evaluation in purely mathematical terms. The hig of achievement, the more each work is judged by experts on the expectations it sets for itself.	nent of competencies y not jher the level
	NASM- 2016.IX.O.3.e- 1-d	Expectations for the development of artistic, intellectual, and p competencies, and specifically, what students must know and in order to graduate from the program.	
	NASM- 2016.XII.A.2	Major Field or Specialization, Supportive Studies in Music, Stu Fields. Each graduate student is engaged in concentrated, ad baccalaureate study in a major field or specialization, and in s the major that support the major either directly or by developin competence.	lvanced post- studies beyond
Assessment Measures	Assessment Measure Direct - Writing Exam	Criterion The second learning goal is assessed by a listening/stylistic analysis test. The test is given as part of the comprehensive written examinations for the MM students. This occurs during	Attachments

We would like all our	students to have a basic piano proficiency by graduation.	
SLO - Student Learn	ing Outcome/Objective (academic units);	
Identifier	Description	
2016.III.B.5 t	the realities and expectations in the field to seek the developn competencies at the highest possible levels. At these levels, of are far beyond minimum learning expectations and are usually amenable to evaluation in purely mathematical terms. The hig achievement, the more each work is judged by experts on the	nent of competencies y not her the level of
2016.IX.O.3.e-	competencies, and specifically, what students must know and	
2016.XII.A.2	Fields. Each graduate student is engaged in concentrated, ad baccalaureate study in a major field or specialization, and in s the major that support the major either directly or by developir	vanced post- tudies beyond
Assessment Meas	ure Criterion	Attachments
	SLO - Student Learn Identifier NASM- 2016.III.B.5 NASM- 2016.IX.O.3.e- 1-d NASM- 2016.XII.A.2	NASM- 2016.III.B.5 Professional undergraduate and graduate programs in music the realities and expectations in the field to seek the developm competencies at the highest possible levels. At these levels, or are far beyond minimum learning expectations and are usually amenable to evaluation in purely mathematical terms. The hig achievement, the more each work is judged by experts on the expectations it sets for itself. NASM- 2016.IX.O.3.e- 1-d Expectations for the development of artistic, intellectual, and p competencies, and specifically, what students must know and in order to graduate from the program. NASM- 2016.XII.A.2 Major Field or Specialization, Supportive Studies in Music, Stu Fields. Each graduate study in a major field or specialization, and in s the major that support the major either directly or by developin competence. Assessment Measure (recital/exhibit/science project) Criterion Graduate Faculty administer the piano proficiency test based upon the student's concentration. The student will need to pass all the sections of the piano proficiency test. The sections include Technique, Accompanying, Sightreading, Score Reading, and Excerpt Preparation, Transposition, and Improvisationbased upon the specific concentration within the MM. The tests for each concentration are

Results & Improvements (due 9/15/17)

Results and Improvement Narratives

Assessment List Findings for the Assessment Measure level for Graduate students in Music will achieve a professional level on their final project whether it be a performance, composition, thesis or special project.

Goal/Objective Graduate students in Music will achieve a professional level on their final project wheth	ner it be a
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	performance, co	mposition, thesis or special p	roject.		
Legends	SLO - Student Le	earning Outcome/Objective (a	academic units);	
Standards/Outcomes					
	Identifier	Description			
	NASM- 2016.III.B.5	Professional undergradua the realities and expectat competencies at the high are far beyond minimum amenable to evaluation in achievement, the more ea expectations it sets for its	ions in the field est possible le learning expec n purely mathe ach work is jud	to seek the deve vels. At these leve tations and are us matical terms. Th	elopment of els, competencies sually not e higher the level of
	NASM- 2016.IX.O.3.e- 1-d	Expectations for the deve competencies, and specif in order to graduate from	fically, what stu		
	NASM- 2016.XII.A.2	Major Field or Specializat Fields. Each graduate stu baccalaureate study in a the major that support the competence.	ident is engage major field or s	ed in concentrated pecialization, and	d, advanced post- I in studies beyond
Assessment Measures					
	Assessment Measure	Criterion			
	Direct - Thesis	This learning goal is assess Hearing, the thesis defense or the coursework associat assessed during the course curriculum. The recital hear culmination of supervised r in the thesis defense meeti the MM), the Recital Hearin Performance concentration with the supervised special the last semester of attenda semester of attendance. Th final two semesters of atter at the final project.	e meeting of th ed with the sup e of the last two ring, thesis, or research/creating (for the The ng (for Perform (for Perform) of the MM) a project. The the ance. The Reconce special project	e candidate's grad bervised special p o semesters of the special project re- ve activity. The go eory/Composition ance Pedagogy, and by the courses hesis defense me ital Hearing occur ect coursework oc	duate committee, project. This goal is e student's presents the bal will be assessed concentration of Conducting, and work associated eting occurs during rs during the last ccurs during the
Assessment Findings					
	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Direct - Thesis	Has the criterion This learning goal is assessed through the presentation of the Recital Hearing, the	Students meet with graduate faculty		- Assessment Process: Results Discussed / Shared:

final project. been met yet?

Assessment List Findings for the Assessment Measure level for To be familiar with music literature from the Middle Ages through the 21st century.

Goal/Objective	To be familiar wi	th music literature from the Middle Ages through the 21st century.
Legends	SLO - Student L	earning Outcome/Objective (academic units);
Standards/Outc omes		
	Identifier	Description
	NASM- 2016.III.B.5	Professional undergraduate and graduate programs in music are shaped by the realities and expectations in the field to seek the development of competencies at

6

	NASM- 2016.IX.O.3 d NASM- 2016.XII.A.	purely work i 3.e-1- Expect comported order 2 Major Fields bacca major	v mathemat s judged by ctations for etencies, ar to graduate Field or Sp 5. Each grad laureate stu	g expectations and are usually not amenable to evaluical terms. The higher the level of achievement, the respectations in the terms and expectations it sets for its the development of artistic, intellectual, and pedagoon specifically, what students must know and be able from the program. The development is engaged in concentrated, advanced udy in a major field or specialization, and in studies to the major either directly or by developing breadth of the major either directly	nore each elf. gical e to do in Other post- peyond the
Assessment Measures	Assessme	nt Criteric	on		
	Measure Direct - Wri Exam	is given This oc may als on our o student Oral Ex be asse semest rating fo graduat is not a knowled covering	as part of f curs during so be attem graduate str s can pass ams. The re essed in the er of attend or this activities. Additiona chieved, str dge during f g literature	ng goal is assessed by a listening/stylistic analysis te the comprehensive written examinations for the MM the last semester of the candidate's curriculum at th pted earlier in the course of study. The materials for udent website through Moodle. If 70% is not achieve by demonstrating a satisfactory level of knowledge of equired achievement rating for this activity is 70%. T MM test covering literature and analysis given durin ance (usually the 4th semester). The required achieve ity is 70%; that is, all students will score a 70% by th ally we expect 80% of our students to score at least udents can pass by demonstrating a satisfactory level their Oral Exams. The goal will be assessed in the N and analysis given during the final semester of atten mester). Attachments:	students. e latest. It review are d,the during their he goal will og the final vement e time they 75%. If 70% el of IM test
Assessment Findings					
	Assessm ent Measure	Criterion	Summ ary	Attachments of the Assessments	Improvem ent Narrative s
	Direct - Writing Exam	Has the criterion The second learning goal is assessed by a listening/styl istic analysis test. The test is given as part of		Grad_Jazz_Listening_List.pdf Graduate_Listening_FORM_Exam_Addendum.p df Graduate_Listening_List_Default.pdf Listening_List_Grad_Conducting_and_Jazz_Stu dies_Majors.pdf	

the	
comprehens	
ive written	
examination	
s for the	
MM	
students.	
This occurs	
during the	
last	
semester of	
the	
candidate's	
curriculum	
at the latest.	
It may also	
be	
attempted	
earlier in the	
course of	
study. The	
materials for	
review are	
on our	
graduate	
student	
website	
through	
Moodle. If	
70% is not	
achieved,th	
e students	
can pass by	
demonstrati	
ng a	
satisfactory	
level of	
knowledge during their	
during their	
Oral Exams.	
The	
required	
achievemen	
t rating for	
this activity	
is 70%. The	
goal will be	
assessed in	
the MM test	
covering	
literature	
and	
analysis	
given during	
the final	
semester of	
SCHIESIEI UI	

	attendance	
	(usually the	
	4th	
	semester).	
	The	
	required	
	achievemen	
	t rating for	
	this activity	
	is 70%; that	
	is, all	
	students will	
	score a	
	70% by the	
	time they	
	graduate.	
	Additionally	
	we expect	
	80% of our	
	students to	
	score at	
	least 75%. If	
	70% is not	
	achieved,	
	students	
	can pass by	
	demonstrati	
	ng a	
	satisfactory	
	level of	
	knowledge	
	during their	
	Oral Exams.	
	The goal	
	will be	
	assessed in	
	the MM test	
	covering	
	literature	
	and	
	analysis	
	given during	
	the final	
	semester of	
	attendance	
	(usually the	
	4th	
	semester).	
	Attachment	
	s: been met	
	yet?	

Assessment List Findings for the Assessment Measure level for We would like all our students to have a basic piano proficiency by graduation.

Goal/Objective	We would like all ou	r studer	nts to have a basic piano profici	ency by gra	duation.	
Legends	SLO - Student Learr	ning Ou	tcome/Objective (academic unit	ts);		
Standards/Outco mes						
	Identifier	Descri	ption			
		realities at the h minimu purely i	sional undergraduate and gradu s and expectations in the field to ighest possible levels. At these m learning expectations and ar mathematical terms. The higher judged by experts on the terms	o seek the o levels, cor e usually n r the level o	development of co npetencies are fa ot amenable to ev f achievement, th	ompetencies r beyond valuation in e more each
		compet	ations for the development of a rencies, and specifically, what s o graduate from the program.			
		Fields. baccala	Field or Specialization, Supporti Each graduate student is enga aureate study in a major field or hat support the major either dire tence.	ged in conc specializat	entrated, advance	ed post- s beyond the
Assessment Measures			• * •			
	Assessment Meas Direct - Performand (recital/exhibit/scient project)	ce	Criterion Graduate Faculty administer t student's concentration. The s of the piano proficiency test. T Accompanying, Sightreading, Transposition, and Improvisat within the MM. The tests for e http://music.louisiana.edu/musi test on their first attempt.	student will The sections Score Rea ionbased u ach concer	need to pass all the sinclude Techniq ding, and Excerpt pon the specific cutration are posted	ne sections ue, Preparation, oncentration d online at
Assessment Findings						
	Assessment Measure	Crite	rion	Summa ry	Attachments of the Assessments	Improveme nt Narratives
	Direct - Performance (recital/exhibit/scie nce project)	admi test t conc need the p section Acco	the criterion Graduate Faculty nister the piano proficiency based upon the student's entration. The student will to pass all the sections of iano proficiency test. The ons include Technique, mpanying, Sightreading, e Reading, and Excerpt		jazz_piano.pdf mused_piano. pdf perf_piano.pdf tc_piano.pdf vocal_piano.p df	

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Reflection (Due 9/15/17)

Reflection

1) How were assessment results shared in the unit?

Please select all that apply. If "other", please use the text box to elaborate. Distributed via email (selected) Presented formally at staff / department / committee meetings Discussed informally Other (explain in text box below)

2) How frequently were assessment results shared in the unit?

Frequently (>4 times per cycle) Periodically (2-4 times per cycle) Once per cycle (selected) Results were not shared this cycle

3) With whom were assessment results shared?

Please select all that apply. Department Head (selected) Dean / Asst. or Assoc. Dean Departmental assessment committee Other faculty / staff (selected)

4) What were the measurable or perceivable effects on your current (2016-2017) findings based on prior action plans (created in 2015-2016)?

Students are passing exams and graduating.

5) What has the unit learned from the current assessment cycle?

I sent an email of the cycle results to my Director.

11

Attachments

Attachments

Upload any supporting documents related to your assessment plans, results, or improvements. Documents may include rubrics, survey questions, reports, etc. There is no limit to the number of documents you can upload.

Click "Select File" to upload document(s)