

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)

Assessment List

Goal/Objective	Graduate students in Music will achieve a professional level on their final project whether it be a performance, composition, thesis or special project.										
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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.

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

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Standards/Outcomes	<table border="1"> <thead> <tr> <th data-bbox="334 520 565 558">Identifier</th> <th data-bbox="570 520 1528 558">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="334 564 565 753">NASM-2016.III.B.5</td> <td data-bbox="570 564 1528 753">Professional undergraduate and graduate programs in music are shaped by the realities and expectations in the field to seek the development of competencies at the highest possible levels. At these levels, competencies are far beyond minimum learning expectations and are usually not amenable to evaluation in purely mathematical terms. The higher the level of achievement, the more each work is judged by experts on the terms and expectations it sets for itself.</td> </tr> <tr> <td data-bbox="334 760 565 856">NASM-2016.IX.O.3.e-1-d</td> <td data-bbox="570 760 1528 856">Expectations for the development of artistic, intellectual, and pedagogical competencies, and specifically, what students must know and be able to do in order to graduate from the program.</td> </tr> <tr> <td data-bbox="334 863 565 1018">NASM-2016.XII.A.2</td> <td data-bbox="570 863 1528 1018">Major Field or Specialization, Supportive Studies in Music, Studies in Other Fields. Each graduate student is engaged in concentrated, advanced post-baccalaureate study in a major field or specialization, and in studies beyond the major that support the major either directly or by developing breadth of competence.</td> </tr> </tbody> </table>					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 the highest possible levels. At these levels, competencies are far beyond minimum learning expectations and are usually not amenable to evaluation in purely mathematical terms. The higher the level of achievement, the more each work is judged by experts on the terms and expectations it sets for itself.	NASM-2016.IX.O.3.e-1-d	Expectations for the development of artistic, intellectual, and pedagogical competencies, and specifically, what students must know and be able to do in order to graduate from the program.	NASM-2016.XII.A.2	Major Field or Specialization, Supportive Studies in Music, Studies in Other Fields. Each graduate student is engaged in concentrated, advanced post-baccalaureate study in a major field or specialization, and in studies beyond the major that support the major either directly or by developing breadth of competence.		
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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.

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)