

2017-2018 Assessment Cycle ARTS_Music M in Music

Mission (due 12/4/17)

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 / VP and Program / Department Mission

Mission of College or VP-area

Provide the mission for the College or VP-area in the space provided. If none is available, write "None Available in 2017-2018."

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.

Mission of Program / Department

Provide the program / department mission in the space provided. The mission statement should concisely define the purpose, functions, and key constituents. If none is available, write "None Available in 2017-2018."

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.

Attachment (optional)

Upload any documents which support the program / department assessment process.

Assessment Plan (due 12/4/17)

Assessment Plan (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.(Imported) | | | | | | | | | | |
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| Goal/Objective | To be familiar with music literature from the Middle Ages through the 21st century.(Imported) | | | | | | | | | | |
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| Goal/Objective | We would like all our students to have a basic piano proficiency by graduation.(Imported) | | | | | | | | | |
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Program / Department Assessment Narrative

The primary purpose of assessment is to use data to inform decisions and improve programs (student learning) and departments (operations); this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. In the space below, describe the program's or department's overall plan for improving student

learning and/or operations (the "assessment plan"). Consider the following:

- 1) What strategies exist to assess the outcomes?
- 2) What does the program/department expect to achieve with the goals and objectives identified above?
- 3) How might prior or current initiatives (improvements) influence the anticipated outcomes this year?
- 4) What is the plan for using data to improve student learning and/or operations?
- 5) How will data be shared within the Program/Department (and, where appropriate, the College/VP-area)?

Assessment Process

Results & Improvements (due 9/15/18)

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.(Imported)

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| | | | | | |
|--|--|------------------------|--|--|--|
| | | project. been met yet? | | | |
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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.(Imported)

| Goal/Objective | To be familiar with music literature from the Middle Ages through the 21st century.(Imported) | | | | | | | | | | |
|-------------------------------|---|--|--|--------------------|-------------|--------------------------|--|-------------------------------|--|--------------------------|---|
| Legends | SLO - Student Learning Outcome/Objective (academic units); | | | | | | | | | | |
| Standards/Outcomes | <table border="1"> <thead> <tr> <th>Identifier</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>NASM-2016.III.B.5</td> <td>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>NASM-2016.IX.O.3.e-1-d</td> <td>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>NASM-2016.XII.A.2</td> <td>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. |
| Identifier | Description | | | | | | | | | | |
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Assessment List Findings for the Assessment Measure level for We would like all our students to have a basic piano proficiency by graduation.(Imported)

| | | | | | |
|---------------------|---|--|--|---------------------------------------|-------------------------------|
| Goal/Objective | We would like all our students to have a basic piano proficiency by graduation.(Imported) | | | | |
| Legends | SLO - Student Learning Outcome/Objective (academic units); | | | | |
| Standards/Outcomes | 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. | | |
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| Assessment Measures | Assessment Measure | | Criterion | | |
| | Direct - Performance (recital/exhibit/science project) | | 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 Improvisation based upon the specific concentration within the MM. The tests for each concentration are posted online at http://music.louisiana.edu/music/masters 70% of students will pass this test on their first attempt. | | |
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| | | | | | |
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|--|--|--|--|--|--|

Reflection (Due 9/15/18)

Reflection

The primary purpose of assessment is to use data to inform decisions and improve programs and operations; this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. Recalling this purpose, respond to the questions below.

1) How were assessment results shared in the program / department?

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?

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) Consider the impact of prior applied changes. Specifically, compare current results to previous results to evaluate the impact of a previously reported change. Demonstrate how the use of results improved student learning and/or operations.

Students are passing exams and graduating.

5) Over the past three assessment cycles, what has been the overall impact of "closing the loop"? Provide examples of improvements in student learning, program quality, or department operations that are directly linked to assessment data and follow-up analysis.

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

Attachments (optional)

Upload any documents which support the program / department assessment process.