

Academic year 2024-2025

Master of Music in Performance - MM-MMUP Learning Outcomes

Implementation of Content

Upon completion of the program, the student will demonstrate knowledge and skills in performance.
 NASM accreditation standards XIV.B.6.b and XIV.E.1



MEASURES	RESULTS	ACTIONS
<div>Degree Full Recital</div> <div>The student performs a one-hour degree recital in their final semester using a repertoire agreed upon by the major professor, the area performance faculty, and the student. A rubric assessment of that performance evaluating a variety of musical characteristics follows.</div> <div>Direct - Presentation</div> <div>Field Study and Capstone: MUAP 5301</div> <div>Target</div> <div>75% of students will score 75% or higher on the rubric for public performance.</div> <div>performance recital rubric.docx</div>	<div>MET</div> <div>Degree Full Recital</div> <div><div>Exceeded</div><div>Not Met</div></div> <div><div></div></div> <div>0%100%</div> <div>Values are not shown when too close to each other. Click or use arrow keys to see details.</div> <div><div>Exceeded:67%</div><div>Not Met:33%</div></div> <div><div>Met Total:67%</div><div>Not Met Total:33%</div></div> <div>Analysis</div> <div>The two students who completed their recital exceeded expectations on the rubric. The one who did not actually did not perform and cancelled the recital at the instructor's discretion because he wasn't ready to play. He took an I in the course and will have to complete the recital in Fall 2025. The department takes the one failure (our first in many years) as a positive sign that the department is holding to its exit expectations regarding the level of performance expected of students completing their capstone experience.</div>	<div>Maintain Assessment Strategy</div> <div>See Analysis for further information; the current system shows that we're holding our students to a high standard for their capstone experience.</div>
<div>Degree Lecture-Recital</div> <div>The student gives a one-hour lecture recital (approximately half performance and half presentation) on a topic of their choosing as approved by their major professor. A three-faculty jury composed of professors from the student's major performance area evaluates the presentation using a rubric.</div> <div>Direct - Presentation</div> <div>Target</div> <div>75% of students will score 75% or higher on the rubric for lecture-recital.</div> <div>performance lecture-recital rubric.docx</div>	<div>MET</div> <div>Degree Lecture-Recital</div> <div><div>Exceeded</div><div>Met</div></div> <div><div></div></div> <div>0%100%</div> <div>Values are not shown when too close to each other. Click or use arrow keys to see details.</div> <div><div>Exceeded:67%</div><div>Met:33%</div></div> <div><div>Met Total:100%</div><div>Not Met Total:</div></div> <div>Analysis</div>	<div>Maintain Assessment Strategy</div> <div>Keep the rubric as-is. The program graduated all its students in S25 but admitted 7 students for Fall 2025, so we do not expect to have any numbers for 2025-26, and then a large batch for 2026-27.</div>

	All students scored as proficient or higher on the rubric. Given the small number of students involved, and the one-on-one nature of the lecture-recital, plus the NASM reaccreditation response coming over summer 2025, we do not currently have any recommended changes.	
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Professional Competence

Upon completion of the program, the student will demonstrate professional competence by articulating how to adapt concepts and theories from coursework to possible real-life situations in music performance.

NASM accreditation standards XII.B.1 and XIV.A.2 and XIV.E.3

MEASURES	RESULTS	ACTIONS
<p>Comprehensive Examination Section on Music Performance</p> <p>The comprehensive exam is given to graduating students in their final semester of studies. A three-person faculty committee administers and oversees the oral or written exam, which is performed either in person or in an "organization" space on Blackboard. Students are given a set of at least 6 questions, with a minimum of 2 designated as in the domain of music performance (the others being in music history and music theory). For written exams they have two hours to answer the questions, and for in-person oral exams the discussion lasts for approximately one hour or until the committee is satisfied. After the exam ends the student is scored by the committee.</p> <p>Direct - Exam (Certification/ Licensure)</p> <p>Target</p> <p>Score of 75% (acceptable/pass) or higher on an exam question in the field of music performance as chosen by the major applied professor and/or chair of the examination committee.</p> <p>Graduate Comprehensive Exams Performance Rubric.docx</p>	<p>MET</p> <p>Comprehensive Examination Section on Music Performance</p> <p>■ Exceeded ■ Met</p>  <p>0% 100%</p> <p><i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i></p> <p>Exceeded: 50% Met: 50%</p> <p>Met Total: 100% Not Met Total:</p> <p>Analysis</p> <p>Both students (2/2) scored "met" on the rubric, with one of those scoring higher than 85% (exceeded).</p> <p>We recently hired a new percussion professor, who oversaw one of the two students. Since there were only two students involved, we're not sure there's any real statistical reason to undertake additional changes (especially given the change in professors).</p>	<p>Maintain Assessment Strategy</p> <p>We're recommending to maintain because of a new professor and only two students being assessed this AY.</p>
<p>Comprehensive Exam Section on Music History and Theory</p> <p>The comprehensive exam is given to graduating students in their final semester of studies. A three-person faculty committee administers and oversees the written exam, which is performed in an "organization" space on Blackboard. Students are given a set of at least 6 questions, with a minimum of 2 designated as in the domain of music history and/or music theory (the others being in music education). They have two hours to answer the</p>	<p>MET</p> <p>Comprehensive Exam Section on Music History and Theory</p> <p>■ Exceeded ■ Met</p>  <p>0% 100%</p> <p><i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i></p>	<p>Maintain Assessment Strategy</p> <p>Two courses have been QM reviewed and revised since they enrolled, so we intend to keep our goals in place and unchanged. Since there were only two students involved, we're not sure there's any real statistical reason to undertake additional changes.</p>

<p>questions, after which they are scored by the committee and either passed or asked additional questions as follow-ups.</p> <p>Direct - Exam (Certification/ Licensure)</p> <p>Target</p> <p>75% of students will score 75% (acceptable/pass) or higher on an exam question in the field of music history/theory as chosen by the music history/theory representative on the committee.</p> <p>Graduate Comprehensive Exams History and Theory Rubric.docx</p>	<p>Exceeded: 50%</p> <p>Met: 50%</p> <p>Met Total: 100%</p> <p>Not Met Total:</p> <p>Analysis</p> <p>Both students (2/2) scored "met" on the rubric, with one of those scoring higher than 85% (exceeded).</p> <p>Two courses have been QM reviewed and revised since they enrolled, so we intend to keep our goals in place and unchanged. Since there were only two students involved, we're not sure there's any real statistical reason to undertake additional changes.</p>	
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Critical Thinking

Upon completion of the program, the student will articulate and write on factors relating to comprehension, pedagogy, or appreciation of an issue in music education or performance.

NASM accreditation standards XIV.B.6.d and XIV.E.2

MEASURES	RESULTS	ACTIONS
<p>Rubric-scored research paper</p> <p>Students submit a term paper with full (~25 source) bibliography and complete short-form Chicago-Turabian footnote citations. Expected prose length is 3,500-4,000 words (conference paper length). Previous assignments in the course deal with bibliographic references, finding sources using library databases, and proper scholarly writing (a first draft).</p> <p>Direct - Assignment</p> <p><i>Music Ref Resrch & Writing: MUED 5320</i></p> <p>Target</p> <p>80% of students will score 80% or higher on the research paper rubric.</p> <p>MUED 5320 Term Paper Rubric.docx</p>	<p>MET</p> <p>Analysis</p> <p>No students in the Music Performance degree were enrolled in the Fall 2024 offering of the course (all had previously completed it in Fall 2023 and it will not be offered again until Fall 2025).</p>	<p><i>No actions have been added.</i></p>
<p>Video Presentation of Research</p> <p>Students either create a video presentation or a radio show (to air on KVLU) based on their paper. If they choose the video presentation (which is the only one rubric scored), they make a 10 minute video including powerpoint slides as if they were presenting a mini-talk or poster session at an academic conference. If they choose the radio show, they (with the professor and a radio producer at KVLU) create a 55-minute radio segment on their</p>	<p>MET</p> <p>Analysis</p> <p>No music performance students were enrolled in MUED 5320 in Fall 2024 (only offering for AY 2024-25) as all three had taken the course in a previous academic year. The next time the course is offered will be Fall 2025; goals and benchmarks will be retained.</p>	<p><i>No actions have been added.</i></p>

<p>topic, edited, and aired on a scheduled Sunday at noon.</p> <p>Direct - Assignment</p> <p><i>Music Ref Resrch & Writing: MUED 5320</i></p> <p>Target</p> <p>80% of students will score 80% or higher on a rubric-scored research presentation.</p> <p>MUED 5320 Presentation Rubric.docx</p>		
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