

Academic Year 2025-2026

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
Degree Full Recital 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. Direct - Presentation <i>Field Study and Capstone: MUAP 5301</i> Target 75% of students will score 75% or higher on the rubric for public performance. performance recital rubric.docx	MET Degree Full Recital ■ Met  0% 100% Values are not shown when too close to each other. Click or use arrow keys to see details. Met: 100% Met Total: 100% Not Met Total: Analysis No students took a degree recital in AY 2025-26 as we had no graduating students (all students in the program were first-year). This program required me to enter a number, so I put a placeholder 1 in the section above that is not valid.	Maintain Assessment Strategy Without students to assess this period, no changes can be determined.
Degree Lecture-Recital 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. Direct - Presentation Target 75% of students will score 75% or higher on the rubric for lecture-recital. performance lecture-recital rubric.docx	MET Degree Lecture-Recital ■ Exceeded ■ Met  0% 100% Values are not shown when too close to each other. Click or use arrow keys to see details. Exceeded: 50% Met: 50% Met Total: 100% Not Met Total: Analysis Two students in percussion performance elected to take their lecture-recitals early in order to focus on their degree recital next reporting period. They both passed.	Maintain Assessment Strategy With only two students taking the lecture recital and successful NASM reaccreditation this past reporting period, no changes are recommended at this time.

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
Comprehensive Examination Section on Music Performance 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. Direct - Exam (Certification or Licensure) Target 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. Graduate Comprehensive Exams Performance Rubric.docx	MET Comprehensive Examination Section on Music Performance ■ Met  0% 100% <i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i> Met: 100% Met Total: 100% Not Met Total: Analysis No students took a comprehensive exam in AY 2025-26 as we had no graduating students (all students in the program were first-year). This program required me to enter a number, so I put a placeholder 1 in the section above that is not valid.	Maintain Assessment Strategy Without students to assess this period, no changes can be determined.
Comprehensive Exam Section on Music History and Theory 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 questions, after which they are scored by the committee and either passed or asked additional questions as follow-ups. Direct - Exam (Certification or Licensure) Target 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.	MET Comprehensive Exam Section on Music History and Theory ■ Met  0% 100% <i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i> Met: 100% Met Total: 100% Not Met Total: Analysis No students took a comprehensive exam in AY 2025-26 as we had no graduating students (all students in the program were first-year). This program required me to enter a number, so I put a placeholder 1 in the section above that is not valid.	Maintain Assessment Strategy Without students to assess this period, no changes can be determined.

[Graduate Comprehensive Exams History and Theory Rubric.docx](#)

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
Rubric-scored research paper 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). Direct - Assignment <i>Music Ref Resrch & Writing: MUED 5320</i> Target 80% of students will score 80% or higher on the research paper rubric. MUED 5320 Term Paper Rubric.docx	MET Rubric-scored research paper ■ Exceeded ■ Met ■ Not Met  0% 100% Exceeded: 43% Met: 43% Not Met: 14% Met Total: 86% Not Met Total: 14% Analysis All students save one passed the rubric-scored assignment. An adjunct taught the course in place of faculty on development leave in the fall, making further analysis problematic.	Maintain Assessment Strategy The normal faculty (Proksch) will return to teach the course next fall, at which a better sense of changes will be made.
Video Presentation of Research 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 topic, edited, and aired on a scheduled Sunday at noon. Direct - Assignment <i>Music Ref Resrch & Writing: MUED 5320</i> Target 80% of students will score 80% or higher on a rubric-scored research presentation. MUED 5320 Presentation Rubric.docx	MET Video Presentation of Research ■ Exceeded ■ Met ■ Not Met  0% 100% Exceeded: 29% Met: 57% Not Met: 14% Met Total: 86% Not Met Total: 14% Analysis Goals were met, however changes to departmental resources will require a change in the action plan for next academic year.	Modify Position / Personnel Not Started KVLU has terminated their radio partnership with the department, meaning the video-based assignment will need to be discarded in favor of a new assessment approach to meet this NASM standard next academic year. Recommended Due Date: 06/01/2027

Assessment Report Summary

All of our MM in Music Performance students were new/first-year in this reporting period, therefore no statistics could be gathered for capstone assignments AY 2025-2026. We currently have 7 graduate students in the program, so better statistics could be gathered in the music history part of the course. We anticipate having a large (for us) sample of data for the capstone assessments in the AY 2026-2027 reporting period.