

Wichita State University  
School of Music  
Graduate Assessment Plan Master of Music Education 2006-07  
Submitted, November 1, 2006

**Music Graduate Program Assessment Plan**

Master of Music Education; thesis and non-thesis tracks (G16D, G16E, G16F, G16G, G16H)

**Program Mission Statement:**

Graduate Degree programs in the School of Music are designed to extend and broaden the professional competency of those desiring careers in music. The strategic vision of the College of Fine Arts is “to foster educational excellence in and through the arts.”

**Program Constituents:**

The Master of Music Education (MME) graduate program provides continuing education for persons already licensed as music teachers and those seeking a graduate music education degree with Kansas licensure.

**Program Objectives:**

- Admit ten to fifteen qualified students into the program each year.
- Attract and maintain highly qualified faculty.
- Provide students with adequate access to appropriate research materials
- Offer core and elective courses within a two year cycle.
- Maintain a curriculum that reflects the skills and knowledge necessary for a wide range of employment choices and /or further graduate study.

**Educational Student Outcomes:** from NASM (National Association of Schools of Music) Master of Music and Master of Music Education Outcomes

The student will demonstrate:

- individual talents, interests and philosophies which can be used creatively both to preserve and extend our cultural heritage.
- professional competence in such disciplines as composition and performance interpretation, and evaluation of knowledge.
- scholarly competence in the organization, interpretation, and evaluation of knowledge.
- professional competence in communication and dissemination of knowledge.
- potential to solve contemporary problems in various aspects of music.

**Assessment of Program Objectives:**

Program Objective: Admit ten to fifteen qualified students into the program each year.

In addition to Graduate school requirements, the School of Music requires an undergraduate degree in music, or the equivalent, from an accredited institution for admission into the MME program. Some degree tracks may require departmental approval by audition. These auditions may include voice, instrumental and/or conducting.

Assessment/data sources:

1. Monitoring the academic quality of students admitted to each program and maintaining the minimum number of qualified graduating students.
2. Review of “program approval” forms as signed by appropriate faculty and administration.
3. Graduate School data base

Program Objective: Attract and maintain highly qualified faculty.

Assessment/data sources:

1. Music faculty will have appropriate graduate faculty standing  
Data source: Graduate faculty review rotation

2. Yearly review of School of Music faculty to assess quality of teaching and research/creative activity.  
Data source: Annual faculty activity report (Chair/ School of Music), results of graduate student exit surveys.

Program Objective: Provide students with adequate support and access to appropriate research materials.

1. Students electing thesis, research seminar, recital or extra hours option will have qualified faculty to serve as directors or advisors.
2. The Music Administration Council will periodically assess library holdings in appropriate areas.
3. The School of Music will provide financial support for graduate students who travel to perform or present at approved conferences.

Assessment/data sources:

1. Graduate coordinator will select advisors and committees as appropriate for each graduate candidate.
2. Graduate coordinator will review School of Music records of travel and research funding.
3. Results of graduate student exit surveys.

Program Objective: Offer core and elective within a two year cycle.

1. Students can access appropriate course work to complete degree requirements in two academic years.
2. Classes have sufficient enrollment to justify course offerings.

Assessment/data sources:

1. Ongoing review, by graduate coordinator, of course offerings and enrollments. (Graduate school data base)
2. Monitoring, by graduate coordinator, of student progress to completion of program.(Graduate school data base)

Program Objective: Maintain a curriculum that reflects the skills and knowledge necessary for a wide range of employment choices and /or further graduate study.

1. The student can access the appropriate courses and faculty to increase understanding and skills for current opportunities in music.
2. The student will have opportunities to perform with and/or conduct university ensembles appropriate to their area of concentration.

Assessment/data sources:

1. Yearly review by MAC and Graduate music education faculty of course offerings.
2. Faculty will have appropriate graduate faculty standing  
Data source: Graduate faculty review rotation
3. Periodic review of faculty to assess quality of teaching and research/creative activity.  
Data source: Annual faculty activity report (Chair of School)
4. Results of graduate student exit surveys.

### **Assessment of Student Outcome Objectives.**

Outcome Objective: The student will demonstrate individual talents, interests and philosophies which can be used creatively both to preserve and extend our cultural heritage.

Assessments/ data sources:

1. Music Proficiency Evaluation administered upon entry into the degree program along with assignments and examinations in period music history courses. (MUS C 893-897)

*Assignment* from Music History:

Analyze a work appropriate to the musical time period you are studying. Identify the techniques used in the specific time period, such as modality, counterpoint, tonality, figured bass, partwriting, modulation, chromatic harmony, and form.

\*\*You must have the professor's approval of the musical work to be analyzed.

Passing Criteria: Student must score at least 3 on a 5-point scale on the proficiency rubric.

2. Degree recitals: a committee of three faculty members adjudicate degree recitals and semester jury performance evaluations. Written feedback and a proficiency rubric are a part of each process.
3. Oral examination by three faculty members upon completion of course work and terminal option. Written feedback and a proficiency rubric are a part of this process.

Outcome Objective: The student will demonstrate professional competence in such disciplines as composition and performance interpretation, and evaluation of knowledge.

Assessments/data sources:

1. Music Proficiency Evaluation administered upon entry into the degree program along with assignments and examinations in Mus C 830 Seminar in Music Theory.  
*assignment* from Mus C 830 Seminar in Music Theory  
Using “Divertimento for Band, op. 42” by Vincent Persichetti, listen to movement three, “Dance” using the score. Based on the listening, analyze the score for formal structure, discussing form, harmonic analysis, and musical expression.  
Passing Criteria: Student must score at least 3 on a 5-point scale on the proficiency rubric.
2. Oral examination by three faculty members upon completion of course work and terminal option. Written feedback and a proficiency rubric are a part of this process.

Outcome Objective: The student will demonstrate scholarly competence in the organization, interpretation, and evaluation of knowledge.

Assessments/data sources:

1. Music Proficiency Evaluation taken upon entry into the degree program along with presentation evaluations, mid-term and final examination in Mus C 852 Introduction to Bibliography and Research.  
*Sample assignment* from Mus C 852 Introduction to Bibliography and Research.  
Develop a thesis statement utilizing facts to support an opinion you have formed regarding some aspect of music history. The facts MUST be the foundation for the opinion. Passing Criteria: Student must score at least 3 on a 5-point scale on the proficiency rubric.
3. Oral examination by three faculty members upon completion of course work and terminal option. Written feedback and a proficiency rubric are a part of this process.

Outcome Objective: The student will demonstrate the continued development professional competence in communication and dissemination of knowledge.

Assessments:

1. Music Proficiency Examination taken upon entry into the degree program, along with class presentation evaluations, mid-term and final examination in Mus C 852 Introduction to Bibliography and Research, Mus C 893-897 Music History, Mus E 851 Psychology of Music

*Assignment* from Mus C 852 Introduction to Bibliography and Research.

In groups of three or more, develop an annotated bibliography (N= 15) for a significant event in music history. Use the various sources we have discussed in class, in addition to new sources your groups finds. If possible, link the event of the “past” to the “present” events in music history. This must be a collaborative assignment!

*Sample assignment* from Mus C 851 Psychology of Music

Develop an outline for the final research project, using current methods and statistical procedures for research in music education. Include all components of the study (Review of Literature, Method, Results, and Discussion) in addition to the proper experimental research vocabulary (Hypothesis, Null Hypothesis, Chi-Square, Sample, Data, and such)

2. Oral examination by three faculty members upon completion of course work and terminal option. Written feedback and a proficiency rubric are a part of this process.

Objective: The students will demonstrate the potential to solve contemporary problems in various aspects of music.

Assessments/ data sources:

1. Presentations, mid-term and final examination in Mus E 871 History and Philosophy of Music Education  
*Assignment* from Mus C 871 History and Philosophy of Music Education

- Select a current trend in music teaching, review the literature concerning that trend, and present a personal viewpoint on this trend. You must identify the trend by surveying periodicals concerned with music teaching for the past 5 years. The project should include a title page, a description of material surveyed, trend identified and a basis for trend selection, a review of literature on the selected trend, a projection of future trends, and a reference section. Passing Criteria: Student must score at least 3 on a 5-point scale on the proficiency rubric.
2. Oral examination by three faculty members upon completion of course work and terminal option. Written feedback and a proficiency rubric are a part of this process.

### **Feedback into Program**

The Music Administration Council (MAC) and music education graduate faculty will develop guidelines for evaluation of the Master of Music Education to include:

- Consideration of Graduate school database
- Review of Graduate student exit surveys
- Suggestions to bring course syllabi in line with NASM, NCATE practices.

The Music Administration Council (MAC) the School of Music and music education graduate faculty will review assessment procedures to assure that:

- Stated goals and outcomes for the MME are met
- Course offerings meet the requirements for maintaining the MME program
- Career goals are tied to degree requirements as outlined in this document

The Music Administration Council (MAC) will amend graduate music assessment procedures as needed and will make recommendations to revise the MME program when revision is warranted.