

Annual Graduate Assessment Report, AY '06-07
MME Programs
School of Music
Wichita State University
Submitted 9/28/07

This year's report measures the quality of School of Music academic activities and summarizes actions taken toward improving Master of Music Education programs with concentrations in Elementary Music, Choral Music, Instrumental Music, Special Education and Voice.

The Graduate Faculty met for discussion of this assessment on September 21. This assessment was also an agenda item in the Music Activities Counsel meeting on September 20. Survey results were discussed and there was a call for proposals of improvements to the assessment plan. A special meeting between the graduate coordinator and the director of musicology-composition was held on September 27 to discuss results of the entrance exams.

The quality of the WSU School of Music MME program is measured against objectives ("program objectives" and "educational student outcomes") specified in the '06-07 MME assessment plan. These findings are based upon data from graduate student exit surveys, annual faculty activity reports, results from School of Music entrance examinations, samples of academic work from graduate classes, and the graduate school database.

Please note that much of these data are mirrored in this year's Annual Assessment Report for graduate MM programs because the assessment plans are similar, and because a significant portion of the graduate faculty, course offerings, and facilities are shared by both areas. Further, the exit survey data transmitted to us reflect the opinions of students in the MM and MME programs combined from AY '03-04 through AY '06-07. Data for individual programs or years are not available.

The objectives and outcomes from the assessment plan are as follows:

Program Objectives:

1. Admit ten to fifteen qualified students into the program each year.
2. Attract and maintain highly qualified faculty.
3. Provide students with adequate access to appropriate research materials
4. Offer core and elective courses within a two-year cycle.
5. 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 (taken from NASM [National Association of Schools of Music] Master of Music and Master of Music Education Outcomes):

The student will demonstrate:

- 1 individual talents, interests and philosophies which can be used creatively both to preserve and extend our cultural heritage.

- 2 professional competence in such disciplines as composition and performance interpretation, and evaluation of knowledge.
- 3 scholarly competence in the organization, interpretation, and evaluation of knowledge.
- 4 professional competence in communication and dissemination of knowledge.
- 5 potential to solve contemporary problems in various aspects of music.

Implementation of Program Objectives:

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

Eleven degree-seeking MME students were admitted to WSU in 2007 according to the Graduate School database; four in Choral Music, four in Elementary Music, two in Instrumental Music, and one in Special Education. Additionally, there were 7 non-degree MME students admitted.

All student applicants were screened by the graduate coordinator for academic credentials; three applicants were denied admission on this basis. Student academic qualification was measured through a required entrance exam administered by the director of Musicology-Composition. All entering graduate students demonstrated levels above standard minimums.

Program Objective: Attract and maintain highly qualified faculty.

Faculty qualifications were measured by the results of graduate student exit surveys and by the annual faculty activity reports submitted to the School of Music chair. Questions from the exit surveys regarding faculty quality and their results are as follows:

“Your satisfaction with the quality of instruction in courses *required* by your program,” 82.8% responded “satisfied or higher”

“Your satisfaction with the overall course instruction you received in your graduate studies at WSU.” 83.9% responded “satisfied or higher”

The music faculty is monitored by the administration to maintain appropriate graduate faculty standing; participation in graduate final project and oral examination committees without graduate faculty membership is not allowed. The annual faculty activities report verifies faculty achievement in teaching, scholarship/creative activity, and service. School of Music faculty achievements in '07 include (a partial list):

Harold Popp: 3 printed articles, 3 editorials, and 4 music compositions published

Sylvia Coats: Numerous activities in Piano Pedagogy nationwide, named Teacher of the Year by the Kansas Music Teacher's Association

Jakub Omsky: Numerous international performances and classes.

Walter Mays: Numerous international performances and commissions.

Mark Laycock: Guest Conductor of Central Iowa Symphony, granted WSU College of Fine Arts Excellence in Teaching Award.

Thirteen of the instrumental faculty serve as principal players in reviewed performances with the Wichita Symphony Orchestra.

Dean Rodney Miller has made the retention of qualified assistant professors a priority. Three-quarters of the assistant professors in music received a significant incentive increase in salary this year.

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

Regarding whether WSU provides “adequate support and access to appropriate research materials,” this assessment considers data from school records, Music Administration Meetings, faculty activity reports, and exit surveys. The responses to exit survey questions regarding academic and research support are as follows:
“Rate your overall level of satisfaction with the advising you received about your dissertation, thesis, or master's project.” Satisfied or Higher 84.5%
“ On a scale of one (very dissatisfied) to five (very satisfied), rate your overall satisfaction with the WSU technology.” Satisfied or Higher 71.5%
“Library: Overall satisfaction.” Satisfied or Higher 91.1%

Advising and committee assignments continue to be appropriate for each graduate student. Recital, semester jury, and oral examination committees consist of at least three faculty members.

A major upgrade of computer room facilities in Fall '05 is expected to improve exit score averages regarding technology. Dean Rodney Miller has assembled a faculty committee for recommendations regarding improvements in buildings and infrastructure.

Sylvia Coats secured travel grants for students to participate in the MTNA national conference in Austin, TX, March 25-29.

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

The School of Music continues to offer core and elective courses within a two-year cycle. The responses to exit survey questions regarding course availability are as follows:

“Course offerings enabled me to complete my degree in a timely manner.” 91% agree.

“My classes were offered at times convenient to my schedule.” 86% agree.

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

The quality of the MME curricula was assessed in terms of graduate faculty quality (see above), graduate student exit surveys, and through yearly faculty curriculum review.

The responses to an exit survey question regarding program curriculum are as follows:

“On a scale of one (very dissatisfied) to five (very satisfied), rate your overall satisfaction with your program of graduate studies at WSU.” 80.3% satisfied or higher.

The School of Music also facilitates educational experiences beyond academic coursework. An ongoing cooperative arrangement with the Wichita Symphony Orchestra gives graduate instrumental performance majors the opportunity for reviewed performances and career experience at the regional level. Performing opportunities also exist in a full schedule of on-campus opera, ensemble, and chamber music concerts.

Assessment of Student Outcome Objectives.

The sources of data for assessment of Student Outcome Objectives (listed above) include:

1. The Music Proficiency Evaluation administered upon entry into the degree program.
2. Assignments and examinations in classroom courses, specifically:
 - MUS C 893-897 Period Music History courses.
 - Mus C 830 Seminar in Music Theory.
 - Mus C 852 Introduction to Bibliography and Research.
 - Mus E 851 Psychology of Music
 - Mus E 871 History and Philosophy of Music Education
3. Degree recitals: adjudicated by a committee of three faculty members.
4. Semester jury performance evaluations by a committee of at least three faculty members.
5. Oral examination by three faculty members upon completion of course work and terminal option.

The School of Music has begun using written feedback and a proficiency rubric as part of the process for evaluating outcomes in semester juries and oral examinations.

The music proficiency evaluation was administered by Dr. Dean Roush and Dr. Silvia Carruthers, who also taught the assessed classroom classes in musicology and music theory. Mus E 871 was taught by Dr. Marvin Latimer. According to the classroom instructors, the graduate student body in MME programs exceeds standard minimums with respect to all pertinent student outcome objectives. Two entering students were counseled to review undergraduate music theory before

taking Mus C 830 based on the results of the entrance exam. One student failed his first oral examination this year, then passed upon his second attempt.

Feedback from the applied music faculty demonstrates positively that the graduate student body meets or exceeds all performance outcome objectives in entrance auditions, semester juries, degree recitals, and oral examinations.

Feedback into Program

The graduate coordinator will continue to work with the Music Administration Council and music education graduate faculty to ensure that

- Stated goals and outcomes for the MM are met
- Course offerings meet the requirements for maintaining the MM 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 MM program when revision is warranted.

The Graduate Assessment Plan for the MM program as reviewed for AY '07-08 follows.

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Wichita State University
School of Music
Graduate Assessment Plan Master of Music Education 2007-08
Submitted, September 28, '07

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.