



- 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.

Twenty-six degree-seeking MM students were admitted to WSU in 2007, six in opera performance, nineteen in instrumental performance, and one in piano pedagogy. Additionally, there were 6 non-degree MM students admitted.

All student applicants were screened by the graduate coordinator for academic credentials; one applicant was denied admission on this basis. Applicants were also positively verified by departmental audition. 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%

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

It was recommended by the faculty that the course requirements for the MM in Organ Performance be revised. This revision was undertaken by Profs. Reed and Davis and is now pending review. A recommendation that the School of Music create a new major concentration in chamber music is being acted upon by Prof. Consiglio with members of the local music community; a formal plan is near completion.

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 MM 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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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.

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 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.

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.

3. 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.

### **Feedback into Program**

The Music Administration Council (MAC) and music education graduate faculty will develop guidelines for evaluation of the Master of Music 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 graduate faculty will review assessment procedures to assure 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.