

Department of Music
Academic Assessment Report, 2016

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There are various capstone experiences built into all programs. For performance, composition and conducting, students successfully present one or two recital(s). A panel of three music faculty adjudicate each recital performance. For music education, students successfully complete a semester internship in both elementary and secondary. There is a University supervisor and two cooperating teachers who decide on the success of the student intern. In the masters program in music education, students complete a project/thesis graded by a committee of three faculty. For music theory and music history, there is a final project or thesis graded by a committee. All masters' candidates do a recital, project, or thesis and a final written and oral examination.

This year 54 (out of 56) students successfully completed their recitals (96%). All music education students successfully completed their internships and will apply for licensure (100%). There was one master's theory student and one master of music history student who successfully completed a thesis and final examination to graduate (100%)

All graduating music students are invited to an exit interview with the department chair. In the spring of 2016, ten of forty graduating students attended a face-to-face interview; one student filled out the survey.

The results of the survey suggest that the survey questions can be refined in future years to present more actionable data. In particular, we plan to add questions that can be answered with a number scale so that results can be more easily compared between years. Since graduation, we have investigated presenting the questionnaire through the university Qualtrix survey site. This should help with the response rate to the questions.

The responses we did get suggested that people are very satisfied with the faculty. Several faculty members were mentioned for their superb teaching, both in the specific degree program courses and in the core music courses.

A few areas of improvement came up in the exit interviews:

1. Two students mentioned that conflicts between music areas sometimes impacted students. As a result, the department will discuss ways to keep students out of the middle of faculty disagreements.
2. One student recommended better resources for creating a C.V. and applying to graduate school.
3. One student discussed the need for more time management resources. The introduction of the Living Learning Community this year will provide a place to discuss and monitor such skills going forward.

4. Advising. It is hoped that as department areas revisit their curriculum, the web resources for students and faculty can be improved and made consistent over the next year.

Several students mentioned areas that have been improved greatly or where important changes have been made over the last few years, including the conducting program and aural skills program.

Appendix I

Music Department

2016 Graduation Survey

Sent in email to all graduating seniors and master's students
(changes are anticipated for the 2017 Survey)

Name:

What was your degree plan?

What are your plans after graduation?

Share your most positive experience in the music department.

What are five things you learned in your program that you will use in your future?

Who was your most influential music professor?

If we could make changes to improve your experiences, describe the changes.

On a scale of 1 to 5 with 5 (being the most prepared) rate your level of confidence in your preparation for the next stages of your career.
