

2012-2013 Master of Music Academic Assessment Plan

College of Fine Arts
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Office of the Provost

*University of
Florida*

*Institutional
Assessment*

*Continuous Quality
Enhancement*

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Academic Assessment Plan for Master of Music

College of Fine Arts

A. Mission

Master of Music program graduates are prepared to assume professional performance positions, college and secondary education teaching, and/or allied fields. The degree challenges and focuses the advanced artist-scholar through a rigorous course of study in the classroom, laboratory, studio, and performance.

The Master of Music degree supports the college’s primary mission to “to produce artists, performers, scholars, teachers, and practitioners who combine the qualities of academic and professional excellence” (College of Fine Arts Mission Statement).

The program supports the University of Florida mission to “to lead and serve the state of Florida, the nation and the world by pursuing and disseminating new knowledge while building upon the experiences of the past...to advance by strengthening the human condition and improving the quality of life.” (University of Florida Mission Statement).

B. Student Learning Outcomes and Assessment Measures

SLO Type	Student Learning Outcome	Assessment Method	Degree Delivery
Knowledge	1. Identify and carry out a research project or recital that is appropriate and contributes to the area of emphasis within the discipline of music.	All students in this program will conceptualize, realize, and defend a thesis or a project-in-lieu-of-thesis. The student’s supervisory committee will evaluate all projects according to established guidelines.	Campus or Online
Knowledge	2. Discuss trends, theories, and practices surrounding a specific area of expertise in music.	All students in this program must pass an oral examination. In addition, they must pass a pre-recital hearing or defend their thesis.	Campus or Online
Skills	3. Translate knowledge into practical application in the context of live performance, composition, or	Presentation of a thesis or a project-in-lieu-of-thesis as the capstone project of the degree. This project will be evaluated	Campus or Online

	written scholarship.	by a supervisory committee.	
Skills	4. Identify and develop essential techniques of performance, research, and theory relevant to their area of expertise.	Presentation of a thesis or a project-in-lieu-of-thesis as the capstone project of the degree. This project will be evaluated by a supervisory committee.	Campus or Online
Professional Behavior	5. Develop ethical behaviors, cultural sensitivity, teamwork skills, collegiality, and communication skills relevant to working in the music profession.	The student's supervisory committee will evaluate these behaviors during the oral examinations.	Campus or Online

C. Research

Students in the Master of Music program begin to develop a research agenda through a common core of applied study, research and bibliography instruction, as well as specialized topic courses, preparing them for the demands of professional performing, scholarly, and academic careers.

The specific nature of the research is dependent upon the area of specialization. For example, musicologists and ethnomusicologists prepare scholarly papers to be presented in professional venues; music educators are expected to develop and perform research on pedagogical issues and present their results; performers establish a vocabulary of performance practices and contextual knowledge that will allow them to accurately and coherently realize historical masterworks and works by contemporary composers, including faculty and graduate students.

The thesis or project-in-lieu-of-thesis is a culmination of the student's experiences throughout the program and serves as the primary source for assessment data.

After the thesis or project-in-lieu-of-thesis is completed, each student will be evaluated through a final comprehensive oral examination before the supervisory committee. The examination may include, but is not limited to, a defense of the final project, as well as aural and visual recognition of musical scores. Questions will cover the student's principal area of concentration and areas covered in the program coursework.

D. Assessment Timeline

Program Master of Music

College of Fine Arts

SLO	Time of Assessment	Assessment Tool
Knowledge		
#1	Final Semester	Comprehensive Oral Examination
#2	Final Semester	Comprehensive Oral Examination
Skills		
#3	Final Semester	Thesis or a Project-in-Lieu-of-Thesis
#4	Final Semester	Thesis or a Project-in-Lieu-of-Thesis
Professional Behavior		
#5	Final Semester	Comprehensive Oral Examination

E. Assessment Cycle

Assessment Cycle for: Master of Music College of Fine Arts
 Data Collection (C)
 Analysis and Interpretation (A)
 Program Review, Revision, and Dissemination (R)

SLOs	Year	12-13	13-14	14-15	15-16	16-17	17-18
Content Knowledge							
#1		A	R	C	A	R	C
#2		A	R	C	A	R	C
Skills							
#3		R	C	A	R	C	A
#4		R	C	A	R	C	A
Professional Behavior							
#5		C	A	R	C	A	R

F. Measurement Tools

SLO achievement will be assessed during the two capstone experiences of the master's program: the thesis or project-in-lieu-of-thesis and the comprehensive oral examination. In both cases, the assessment will be performed by the student's supervisory committee. This committee is comprised of faculty members chosen for their area(s) of expertise and qualifications to evaluate the student's abilities.

SLOs pertaining to Knowledge will be directly assessed during the oral examination as students answer questions about general knowledge in the field, specific information about their project or thesis and the methods they used to develop and prepare it. (A sample rubric for knowledge assessment can be found in Appendix A). Indirect program assessment will also be collected during the exam through the student's self-report on the extent and value of the educational experience and how these experiences contributed to their capstone project.

SLOs pertaining to Skills will be directly assessed through the thesis or project-in-lieu-of-thesis as the committee evaluates it for preparation, depth of knowledge, and level of skill using guidelines appropriate to the area of specialization.

The SLO pertaining to Professional Behavior will be directly assessed during the comprehensive oral examination (and the recital in performance specialization) using guidelines appropriate to the area of specialization. The student will also offer a self-report on the level of professional preparation and guidance they received during the course of the program.

G. Assessment Oversight

Here, list the names and contact information of those who oversee the assessment process in your program. Add or delete rows as needed.

Name	Department Affiliation	Email Address	Phone Number
Dr. Margaret S. Mertz	Associate Dean, College of Fine Arts	mmertz@arts.ufl.edu	(352) 273-1484
Dr. John Duff	Director, School of Music	jduff@ufl.edu	(352) 392-8506
Dr. Charles W. Pickeral	Director of Operations, School of Music	cpickeral@ufl.edu	(352) 273-3165

APPENDIX A: Sample Rubric for Knowledge Assessment (SLOs 1 & 2)

Criteria	Unsatisfactory (0-1)	Developing (2-3)	Accomplished (4)	Exceptional (5)	SCORE
Identify and carry out a research project or recital that is appropriate and contributes to the area of emphasis within the discipline of music.	Project lacks sufficient knowledge of the subject area. Little or no ability to transfer knowledge to other contexts is evidenced.	Project shows satisfactory knowledge of the subject area. Limited ability to transfer knowledge to unfamiliar contexts is demonstrated.	Project demonstrates competence in the subject area. Some ability to transfer knowledge and develop understanding in unfamiliar contexts is evidenced.	Project demonstrates thorough knowledge of the subject area, including the ability to transfer knowledge and develop understanding in unfamiliar contexts.	
Discuss trends, theories, and practices surrounding a specific area of expertise in music.	The student demonstrates little or no understanding of theoretical, contextual, and practical knowledge in their specific area of expertise.	The student demonstrates satisfactory understanding of theoretical, contextual, and practical knowledge in their specific area of expertise.	The student demonstrates competent understanding of theoretical, contextual, and practical knowledge in their specific area of expertise.	The student demonstrates mastery of theoretical, contextual, and practical knowledge in their specific area of expertise.	

Figure 1. University of Florida Graduate/Professional Program Assessment Plan Review Rubric

Related resources are found at <http://www.aa.assessment.edu>

Program:		Year:			
Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
Mission Statement	Mission statement is articulated clearly.				
	The program mission clearly supports the College and University missions, and includes specific statements describing how it supports these missions.				
Student Learning Outcomes (SLOs) and Assessment Measures	SLOs are stated clearly.				
	SLOs focus on demonstration of student learning.				
	SLOs are measurable.				
	Measurements are appropriate for the SLO.				
Research	Research expectations for the program are clear, concise, and appropriate for the discipline.				
Assessment Map	The Assessment Map indicates the times in the program where the SLOs are assessed and measured.				
	The Assessment Map identifies the assessments used for each SLO.				
Assessment Cycle	The assessment cycle is clear.				
	All student learning outcomes are measured.				
	Data is collected at least once in the cycle.				
	The cycle includes a date or time period for data analysis and interpretation.				
	The cycle includes a date for planning improvement actions based on the data analysis.				

	The cycle includes a date for dissemination of results to the appropriate stakeholders.				
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University of Florida Graduate/Professional Program Assessment Plan Review Rubric, continued

Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
Measurement Tools	Measurement tools are described clearly and concisely.				
	Measurements are appropriate for the SLOs.				
	Methods and procedures reflect an appropriate balance of direct and indirect methods.				
	The report presents examples of at least one measurement tool.				
Assessment Oversight	Appropriate personnel (coordinator, committee, etc.) charged with assessment responsibilities are identified				