

Wright State University
College of Liberal Arts

School of Music

Strategic and Assessment Plan

**WRIGHT STATE UNIVERSITY
SCHOOL OF MUSIC
STRATEGIC AND ASSESSMENT PLAN**

Section 1

1.0.0 **The Wright State University Strategic Plan**

In 2013 WSU unveiled a new strategic plan called *Empower*.

This plan, in effect until 2019, is comprised of a **Mission Statement** that contains four fundamental principles; six core **Values**, and five **Goals** with corresponding objectives. What follows below is the University's Strategic Plan, which provides a foundation for the School of Music Assessment Plan.

1.1.0 **Mission Statement-Empower**

Wright State University, inspired by the creative spirit of the Wright brothers, will be Ohio's most learning-centered and innovative university, known and admired for our inclusive culture that respects the unique value of each of our students, faculty, staff, and alumni and for the positive transformative impact we have on the lives of our students and the communities we serve.

We will:

1. Build a solid foundation for student success at all levels through high-quality, innovative programs;
2. Conduct scholarly research and creative endeavors that impact quality of life;
3. Engage in meaningful community service;
4. Drive the economic revitalization of our region and our state and empower all of our students, faculty, staff, and alumni to develop professionally, intellectually, and personally.

1.2.0 **Values**

Listed below are the values set forth by Wright State University:

1.2.1 People: Success, diversity

Learning: Discovery, innovation, scholarship

Partnerships: Regional, entrepreneurial, global

Relationships: Collegial, professional, ethical

Sustainability: Social justice, economic opportunity, environmental protection

Stewardship: Fiscal, intellectual

1.3.0 **Goals**

Listed below are the goals set forth by Wright State University:

1.3.1 Goal 1: **ACADEMIC DISTINCTIVENESS AND QUALITY**

Enhance our distinctive learning experience to produce talented graduates with the knowledge and skills essential for critical thinking, meaningful civic engagement, international competency, an appreciation for the arts, lifelong learning and the ability to lead and adapt in a rapidly changing world.

Objective A: Ensure the alignment of General Education, the major, assessment, undergraduate and graduate program review, and co-curricular activities with the above goal.

Objective B: Diversify and enrich academic and professional programs, including non-degree.

Objective C: Recruit and retain a nationally/internationally recognized diverse, learning centered faculty and staff.

Objective D: Enhance the quantity and quality of dialogue with our various communities to ensure our academic relevance and distinctiveness.

1.3.2 Goal 2: EDUCATIONAL ATTAINMENT
Enhance student access to and successful participation in higher education through quality and innovative instruction and student life programs that increase graduation and career placement for a diverse student body.

Objective A: Improve the enrollment and retention of direct-from-high-school, graduate and nontraditional student populations.

Objective B: Enhance the academic success of students.

Objective C: Develop effective educational processes to assist students in meeting post-graduate career and educational goals.

1.3.3 Goal 3: RESEARCH AND INNOVATION
Expand our scholarship in innovative and targeted ways to address regional, national and global needs.

Objective A: Build a national and international research reputation

Objective B: Enhance Research and Sponsored Programs infrastructure, leading to more external funding.

Objective C: Foster discovery at all levels in the educational pipeline (K–16+)

1.3.4 Goal 4: COMMUNITY TRANSFORMATION
Provide leadership to promote and support social, cultural and economic development within the region through our collaborations with local, state, national and global partners.

Objective A: Increase the opportunities within the curriculum for community engagement.

Objective B: Enhance the university's presence with the Dayton/West Central Ohio regions, and beyond, in ways that benefit communities.

Objective C: Offer degree and other education programs consistent with regional and state needs.

1.3.5 Goal 5: VALUED RESOURCES
Develop and sustain the human, financial and physical resources required to accomplish the university's strategic goals.

Objective A: Encourage and support the professional development and wellness of faculty and staff

Objective B: Enhance fiscal and operational management.

Objective C: Generate increased revenue.

Objective D: Increase investments in facilities/technologies to achieve strategic goals.

Section 2

2.0.0 College of Liberal Arts (CoLA)-Mission Statement and Strategic Plan-*Empower*

What follows below is the **Mission Statement** of the College of Liberal Arts. It contains five **Goals** with corresponding objectives. It follows closely and serves to elaborate and expand on the mission of the university.

Since the School of Music is part of the College of Liberal Arts, these goals and objectives will also serve as guidelines for the Strategic Plan and Assessment Plan for the School of Music.

2.1.0 Mission Statement

We transform the lives of our students and the communities we serve. We will: Engage CoLA students in exceptional undergraduate and graduate programs that advance their aspirations and future endeavors; provide all students with a superior general education program as a foundation for their educational and life success; and engage in creative, innovative, and applied scholarship and professional service that benefit the community, the region, and the world.

2.2.0 Values-Not Specifically Stated

2.3.0 **Goals**

Listed below are the goals set forth by the College of Liberal Arts:

2.3.1 **Goal 1: ACADEMIC QUALITY AND PROGRAM DISTINCTIVENESS**

Enhance distinctive learning experiences to produce talented graduates with the knowledge, skills, and dispositions essential for lifelong learning and the ability to lead and adapt in a rapidly changing world.

Objective A: Enhance curricula to engage students in discovery, creativity, communities, professions, the arts, scholarship and world affairs.

Objective B: Expand capacity for interdisciplinary majors, minor and certificates. Promote curricular collaboration.

Objective C: Grow study abroad participation and recruit and support international students Action: Increase funding for study abroad scholarships

Objective D: Recruit, develop, and retain an accomplished, diverse, and learning-centered faculty and staff

2.3.2 **Goal 2: STUDENT ACCESS AND EDUCATIONAL ATTAINMENT**

Enhance student access and success of a diverse student body through quality and innovative instruction that leads to graduation and career placement.

Objective A: Improve enrollment of direct-from-high-school, transfer, graduate, nontraditional, and international student populations

Objective B: Improve retention and degree completion of direct-from-high-school, graduate, nontraditional, and international student populations

Objective C: Develop effective educational processes to assist students in meeting post- graduation career and educational goals

2.3.3 **Goal 3: RESEARCH AND INNOVATION**

Attain regional and national prominence and leadership in creative, use-inspired research, scholarship, and entrepreneurship.

Objective A: Enhance the pipeline of opportunities and incentive for faculty and student research.

Objective B: Broaden the participation of faculty, staff, and students in community engaged research and service

Objective C: Promote and enhance innovative faculty scholarship and collaborations.

2.3.4 **Goal 4: COMMUNITY AND ECONOMIC DEVELOPMENT**

Promote educational, social, cultural, economic and sustainable development with local, state, national and global partners through our leadership or supportive collaborations. Create a campus culture that values and supports community engagement and economic development.

Objective A: Increase opportunities within the curriculum for community engagement, service learning, and internships.

Objective B: Enhance our presence within the Dayton/west central Ohio regions and beyond in ways that are important to the community

Objective C: Offer degree and other education programs consistent with regional and state needs.

2.3.5 **Goal 5: COMMUNICATION AND ENGAGEMENT**

Communicate research, scholarship, creative activity, and other accomplishments to a broad regional, national, and international audience; and engage productively with our stakeholders

Objective A: Develop strong multi-platform communication venues for CoLA accomplishments and activities

Objective B: Create opportunities to engage with and thank our donors, alumni, and community partners

2.3.6 Goal 6: ESSENTIAL RESOURCES
Develop and maintain the human, fiscal, and physical resources required to accomplish our strategic goals.

- Objective A: Enhance fiscal and operational management
- Objective B: Enhance revenue generation
- Objective C: Increase fundraising support
- Objective D: Increase investments in and maintenance of facilities

Section 3

3.0.0 School of Music-Mission Statement-*Empower*

What follows below is the **Mission Statement** of the School of Music. It contains five **Goals** with corresponding objectives. It follows closely and serves to illuminate and expand on the mission of the University and the College of Liberal Arts. Since the School of Music is part of the College of Liberal Arts, these goals and objectives will also serve as guidelines for the Strategic Plan and Assessment Plan for the School of Music.

3.1.0 Mission Statement

The School of Music is a community whose members create a dynamic environment for the arts in which students are inspired and equipped to become lifelong performers, educators, creators, and learners in music. Inspired by the creative spirit of the Wright Brothers, each discipline strives to maintain a unique identity and is strengthened by opportunities for collaboration in our continuous drive to be Ohio's most innovative and learning centered School of Music. The School of Music endorses fully the University and College strategic plans and strives to embrace and elaborate many of the guiding principles of "Empower."

3.2.0 Values

Listed below are the values set forth by the School of Music:

3.2.1 Value 1: PEOPLE

The School of Music serves the University, the College of Liberal Arts, and the community at large, by providing a wide variety of musical and education experiences to a diverse population, and to train the next generation of successful arts professionals.

3.2.2 Value 2: LEARNING (discovery/innovation/scholarship)

The School of Music provides scholarship and performance opportunities for students and faculty in each of the disciplines within the school. The school also promotes the discovery and development of innovative modes of performance and scholarship within the curriculum as well as performance and promotional activities.

3.2.3 Value 3: PARTNERSHIPS

The School of Music actively promotes collaborations and entrepreneurial relationships with a diverse and wide ranging set of regional, national, and global partners.

3.2.4 Value 4: RELATIONSHIPS

The School of Music engages in and promotes collegial, professional, and ethical behaviors among its faculty, students, and staff, and with its many collaborators and other stakeholders both on and off campus.

3.2.5 Value 5: SUSTAINABILITY

The School of Music provides performances and educational experiences, that celebrate and promotes social justice, economic opportunity, and respect for the environment.

3.2.6 Value 6: STEWARDSHIP

The School of Music maintains a rigorous oversight of all financial matters pertaining to the operation of the school its program and its faculty. In addition, the school maintains clear and up to date records concerning university property and equipment. The school actively engages in the protection of intellectual property and academic freedom.

3.3.0 **Goals**

Listed below are the goals set forth by the School of Music

3.3.1 **Goal 1: ACADEMIC QUALITY AND PROGRAM DISTINCTIVENESS**

Enhance distinctive learning experiences to produce talented music graduates with the knowledge, skills, and dispositions essential for a lifelong commitment to performing, educating, learning, and with the ability to lead and adapt in a rapidly changing world.

Objective A: Enhance curricula to engage students in creativity, scholarship, performance, and education.

Objective B: Expand capacity for interdisciplinary majors, minor and certificates. Promote curricular collaboration.

Objective C: Communicate the importance of music as a component in a liberal arts education. [MUS 2140]

Objective D: Grow study abroad and recruit and support international students. [Greece]

Objective E: Recruit, develop, and retain an accomplished, diverse, and learning-centered faculty and staff.

3.3.2 **Goal 2: STUDENT ACCESS AND EDUCATIONAL ATTAINMENT**

Enhance student access and success of a diverse student body through quality and innovative instruction that leads to graduation and career placement.

Objective A: Expand and further support the music recruitment plan.

Objective B: Continue to engage in recruitment activities that attract highly talented and accomplished students.

Objective C: Expand and improve existing music marketing strategies to reach a wider audience.

Objective D: Enhance retention and degree completion. [see grad. statistics]

Objective E: Expand diverse course delivery options. [Skype/2140 development QM]

Objective F: Continue current successful educational processes that assist music students in meeting their post-graduation career and educational goals. [mock interviews]

3.3.3 **Goal 3: RESEARCH AND INNOVATION**

Attain greater national prominence through increased high visibility performances, creative scholarship, and music-centered entrepreneurship.

Objective A: Enhance the pipeline of opportunities and incentives for faculty and student research. [devt. funds]

Objective B: Broaden the participation of faculty, staff, and students in collaborative research programs. [poetry night]

Objective C: Promote and enhance innovative faculty scholarship and collaborations. [CELIA]

Objective D: Foster an environment that encourages creativity through performance, research, and entrepreneurial endeavors.

Objective E: Broadly communicate research, scholarship and creative activities. [marketing plan]

3.3.4 **Goal 4: COMMUNITY AND ECONOMIC DEVELOPMENT**

Promote educational, social, cultural, economic and sustainable development with local, state, national and global partners through our leadership or supportive collaborations. Create a culture within the School of Music that values and supports community engagement and economic development.

Objective A: Increase opportunities within the curriculum for community engagement, service learning, and internships. [Christman -Children's Music Director Intern]

Objective B: Enhance our presence within the community in ways that are important to the community. [UC orch.]

Objective C: Offer degree and other education programs consistent with regional and state needs.

Objective D: Expand the support of research that impacts our community. [Music/Medicine Symposium]

Objective E: Develop new programs to meet market demand. [recording major]

3.4.5 **Goal 5: ESSENTIAL RESOURCES**

Develop and maintain the human, fiscal, and physical resources required to accomplish our strategic goals.

Objective A: Enhance responsible and sustainable fiscal and operational management of the School of Music.

Objective B: Enhance revenue generation through student and faculty support teams. [power lunches]

Objective C: Increase fundraising support through full cooperation with faculty and students. [Arts Gala]

Objective D: Increase investments in and maintenance of facilities. [Schuster Hall, new pianos, recording studio]

Section 4

4.0.0 **Role of the Music Program**

The role of the Music Program is to establish cultural, historical, pedagogical, and theoretical contexts in which students have opportunities to develop the highest levels of musical independence and musicianship through performing, creating, and listening. This mission is supported by the faculty's commitment to quality research, creative and artistic endeavors, collaboration, and community service.

4.1.0 Music Program curricula are designed to foster the musical skills and understandings necessary for students pursuing:

- Pre-professional and professional education as performers (and composers)
- Pre-service and in-service education as school music teachers, studio teachers, and entrepreneurs
- Music teacher education and music education research
- A liberal arts education with an emphasis in music

4.2.0 The Music Program also provides:

- An arts component in the general education program for all WSU undergraduate students
- A comprehensive series of musical performances for the Wright State University community
- Performances and educational opportunities for the Dayton area community at large
- Sponsorship of musical experiences for the community and region

Section 5

5.0.0 **Learning Objectives of Specific Music Degree Programs**

Listed below are the specific learning objectives for each degree program in the School of Music:

For a more detailed description of all degree plans and requirements please see the School of Music website under the "program" and "advising" tabs.

[U = University-Specified Goals; A, B, C, etc., represent corresponding Objectives]

[C = College of Liberal Arts-Specified Goals]

5.1.0 **Bachelor of Arts in Music (BA)**

The Bachelor of Arts in Music degree offers an opportunity to study music within a liberal arts framework. Emphasis is dependent on the needs and desires of the individual student and objectives set forth by the College of Liberal Arts.

The degree program serves students seeking a broad, general education in music. Bachelor of Arts in Music students are expected to meet all of the General Program Goals of the Music Program (listed above).

Students will:

Objective A: Learn to develop a degree of musicianship that will enable him or her to function as a performer.

[U: 1.3.1A; 1.3.1B; 1.3.1D; 1.3.2B]

[C: 2.3.1A; 2.3.1B; 2.3.1C; 2.3.2C; 2.3.3A]

Objective B: Develop an understanding of the principles and processes of music as it occurs within a variety of cultural and historical settings.

[U: 1.3.1A; 1.3.1B; 1.3.1D; 1.3.2B]

[C: 2.3.1A; 2.3.1B; 2.3.1C; 2.3.2C; 2.3.3A]

Objective C: The degree program serves students seeking a broad, general education in music rather than one of intensive musical study leading to a professional degree.

[U: 1.3.1A; 1.3.1B; 1.3.1D; 1.3.2B]

[C: 2.3.1A; 2.3.1B; 2.3.1C; 2.3.2C; 2.3.3A]

Objective D: Achieve proficiency in a foreign language and expand their appreciation of global perspectives in music.

[U: 1.3.1A; 1.3.1B; 1.3.1D; 1.3.2B]

[C: 2.3.1A; 2.3.1B; 2.3.1C; 2.3.2C; 2.3.3A; 2.3.3B; 2.3.4A]

Objective E: Critical thinking and problem solving through a more diverse selection of Liberal Arts course offerings.

[U: 1.3.1A; 1.3.1B; 1.3.1D; 1.3.2B; 1.3.2C; 1.3.3A; 1.3.4C]

[C: 2.3.1A; 2.3.1B; 2.3.2C; 2.3.2C; 2.3.3B; 2.3.4C; 2.3.4A]

Objective F: Cultivate an understanding of qualitative and quantitative research methods.

[U: 1.3.1A; 1.3.1B; 1.3.1D; 1.3.2B; 1.3.2C; 1.3.3A; 1.3.4C]

[C: 2.3.1A; 2.3.1B; 2.3.1C; 2.3.2C; 2.3.3A; 2.3.3B; 2.3.4A;]

5.2.0 Bachelor of Music in Music History and Literature (BM)

The Bachelor of Music degree in Music History and Literature is designed for a student who desires to obtain an advanced degree in musicology. The Bachelor of Music degree in Music History and Literature is not a terminal degree, and students should expect to continue at the graduate level. It is critical for the student's future success that they understand that this is a pre-professional degree plan. Therefore, students should consult with the appropriate faculty advisor before entering.

Students will:

- Objective A: Develop a comprehensive understanding of the relationships among historical perspectives, theoretical analysis and performance practice in music.
[U: 1.3.1A; 1.3.1D; 1.3.2B; 1.3.2C]
[C: 2.3.1A; 2.3.1B; 2.3.1C; 2.3.3B; 2.3.4A]
- Objective B: Incorporate an understanding of music in its historical and cultural context such as it enables them to support the growth of their musicianship and enables them to have better understanding of the music they hear, perform, and/or create.
[U: 1.3.1A; 1.3.1B; 1.3.1D; 1.3.2B; 1.3.2C; 1.3.3A; 1.3.4C]
[C: 2.3.1A; 2.3.1B; 2.3.1C; 2.3.3A; 2.3.3B; 2.3.4B; 2.3.4C]
- Objective C: Develop a firm grasp of the basic principles of the structure, design, and language of music in the Western musical tradition.
[U: 1.3.1A; 1.3.1B; 1.3.1D; 1.3.2B; 1.3.2C; 1.3.3A; 1.3.4C]
[C: 2.3.1A; 2.3.1B; 2.3.1C; 2.3.3A; 2.3.3B; 2.3.3C; 2.3.4C]
- Objective D: Acquire the knowledge and vocabulary sufficient to approach music of any period, style or genre.
[U: 1.3.1C; 1.3.2B]
[C: 2.3.1A; 2.3.1B; 2.3.2]
- Objective E: Pursue a proficiency of technology appropriate to and connection with their field of specialization.
[U: 1.3.1A; 1.3.1C; 1.3.2B; 1.3.2C]
[C: 2.3.1A; 2.3.1B; 2.3.2C; 2.3.2C; 2.3.3A; 2.3.3B; 2.3.4A; 2.3.4B; 2.3.4C]
- Objective F: Acquire the knowledge of a diverse catalogue of representative works in all major genres and representing all historical and interpretive styles.
[U: 1.3.1A; 1.3.1B; 1.3.1D; 1.3.2B; 1.3.2C; 1.3.3A; 1.3.4C]
[C: 2.3.1A; 2.3.1B; 2.3.2C; 2.3.3A; 2.3.4C]
- Objective G: Acquire a proficiency in current research methods and trends including all forms and technologies available for the study of music.
[U: 1.3.1A; 1.3.1B; 1.3.1D; 1.3.2B; 1.3.3A; 1.3.3B]
[C: 2.3.1A; 2.3.1B; 2.3.2C; 2.3.4C]

5.3.0 Bachelor of Music in Performance (BM)

The Bachelor of Music in Performance degree is offered by the School of Music in the following areas of performance: Bassoon, clarinet, classical guitar, euphonium or baritone horn, flute, horn, jazz guitar, oboe, organ, percussion, piano, saxophone, string bass, trombone, trumpet, tuba, viola, violin, violoncello, and voice. With departmental permission, students may major in fields other than those listed. Students must study continuously in their chosen disciplines until they meet all graduation requirements, including satisfactory public performance of specified recitals during the junior and senior years.

Students will:

- Objective A: Develop the ability to prepare successful and musically satisfying performances.
[U: 1.3.1A; 1.3.2B; 1.3.4B]
[C: 2.3.1A; 2.3.2C; 2.3.3B]
- Objective B: Develop efficient and effective practice skills for learning/memorizing music.
[U: 1.3.1A; 1.3.2B; 1.3.4B]
[C: 2.3.1A; 2.3.2C; 2.3.3B]
- Objective C: Develop technical proficiency, artistic integrity, and intellectual acuity on their instrument.
[U: 1.3.1A; 1.3.2B; 1.3.4B]
[C: 2.3.1A; 2.3.2C; 2.3.3B]
- Objective D: Expand their knowledge of music literature and genres.
[U: 1.3.1A; 1.3.1D; 1.3.2B; 1.3.4B]
[C: 2.3.1A; 2.3.2C; 2.3.3B]

- Objective E: Learn and apply theoretical concepts to music.
[U: 1.3.1A; 1.3.2B; 1.3.4B]
[C: 2.3.1A; 2.3.2C; 2.3.3B]
- Objective F: Learn a diverse repertoire representing many historical and interpretive styles.
[U: 1.3.1A; 1.3.1D; 1.3.2B; 1.3.4B]
[C: 2.3.1A; 2.3.2C; 2.3.3B]
- Objective G: Develop collaborative skills with other musicians.
[U: 1.3.1A; 1.3.1D; 1.3.2B; 1.3.2C; 1.3.4A; 1.3.4B]
[C: 2.3.1A; 2.3.1B; 2.3.2C; 2.3.3C; 2.3.4A; 2.3.4C]
- Objective H: Develop the ability to sight-read music of diverse styles and genres, as well as to learn appropriate use of improvisation within historical context.
[U: 1.3.1A; 1.3.1D; 1.3.2B; 1.3.2C; 1.3.4A; 1.3.4B]
[C: 2.3.1A; 2.3.2C; 2.3.3C; 2.3.4A; 2.3.4C]
- Objective H: Demonstrate (where degree-appropriate) involvement in operatic productions.
[U: 1.3.1A; 1.3.2B; 1.3.4B]
[C: 2.3.1A; 2.3.1B; 2.3.1D; 2.3.2C; 2.3.3B; 2.3.3C; 2.3.4A; 2.3.4B; 2.3.5B;]

5.4.0 Bachelor of Music in Music Education (BM)

The Bachelor of Music in Music Education degree emphasizes a comprehensive approach to learning, encouraging music majors to apply their knowledge of pedagogy, literature, conducting into project-based outcomes. Music education degrees are offered in the following areas: Instrumental Band; Instrumental Orchestra; and Choral-Vocal.

Students will:

- Objective A: Pursue an understanding of how to design and carry out instruction that enables learners to develop musical understanding and musicianship.
[U: 1.3.1A; 1.3.2B; 1.3.2C; 1.3.4C]
[C: 2.3.1A; 2.3.1B; 2.3.1C; 2.3.2C; 2.3.3A; 2.3.3B; 2.3.4A; 2.3.4B; 2.3.4C]
- Objective B: Achieve personal music performance skills and skills in sight-singing, ear-training, improvisation, and composition to a level of proficiency and expertise necessary to pursue a career in music education.
[U: 1.3.1A; 1.3.2B]
[C: 2.3.1A; 2.3.2C; 2.3.3B; 2.3.4A]
- Objective C: Formulate a personal philosophy of learning and teaching and understand how that philosophy will affect the choices they make in practice.
[U: 1.3.1A; 1.3.2B]
[C: 2.3.1A; 2.3.2B; 2.3.2C; 2.3.3B; 2.3.4A]
- Objective D: Develop an understanding of teaching/learning theory and practice and understand how the student's personal beliefs about the nature of teaching and learning will affect the choices they make in practice.
[U: 1.3.1A; 1.3.2B 1.3.2C; 1.3.3C]
[C: 2.3.1A; 2.3.2C; 2.3.3B; 2.3.4A]
- Objective E: Acquire the ability to teach, respect, and value a diverse population of students, with respect to diversity of cultural, social and economic background, prior experience, and ways of learning.
[U: 1.3.1A; 1.3.2A; 1.3.2B 1.3.2C; 1.3.3C; 1.3.4A; 1.3.4C]
[C: 2.3.1A; 2.3.1D; 2.3.2B; 2.3.2C; 2.3.3B; 2.3.4A; 2.3.4B; 2.3.4C; 2.3.5B]
- Objective F: Demonstrate an understanding of how to provide all students with the capacity to use music as a means for personal expression and creativity.
[U: 1.3.1A; 1.3.2B 1.3.2C; 1.3.3C; 1.3.4A; 1.3.4C]
[C: 2.3.1A; 2.3.1C; 2.3.2A; 2.3.3B; 2.3.4A; 2.3.4B; 2.3.4C]
- Objective G: Show a propensity for professional growth.
[U: 1.3.1A; 1.3.2A; 1.3.2B 1.3.2C; 1.3.3C; 1.3.4A; 1.3.4B; 1.3.4C]
[C: 2.3.1A; 2.3.1B; 2.3.2C]
- Objective H: Demonstrate the ability to reflect on and assess the effectiveness of their own teaching with an eye toward self-improvement.
[U: 1.3.1A; 1.3.2A; 1.3.2B 1.3.2C; 1.3.3C; 1.3.4A; 1.3.4B; 1.3.4C]
[C: 2.3.1A; 2.3.1B; 2.3.2C; 2.3.3B]

Objective I: Acquire a proficiency in current research methods and trends including all forms and technologies available for the study of music, and to be able to justify teaching strategies and support those views with this knowledge.
[U: 1.3.1A; 1.3.1B; 1.3.1D; 1.3.2B; 1.3.3A; 1.3.3B]
[C: 2.3.1A; 2.3.1B; 2.3.1D; 2.3.2C; 2.3.3A; 2.3.4C]

5.5.0 **Minor in Music**

The Minor in Music is a program designed to encourage an appreciation and knowledge of the basic components of music. It is hoped that the knowledge acquired in the Minor in Music will equip and enhance the student's abilities within his/her chosen major field of study.

Objective A: Develop basic skills and knowledge of the fundamentals of music theory and general musicianship skills like ear training, dictation and sight-singing.
[U: 1.3.1A; 1.3.1B; 1.3.1D; 1.3.2B]
[C: 2.3.1A; 2.3.1B; 2.3.1C; 2.3.2C; 2.3.4A; 2.3.4B; 2.3.4C]

Objective B: Demonstrate a basic knowledge of music history, specifically the music of western culture.
[U: 1.3.1A; 1.3.1B; 1.3.1D; 1.3.2B]
[C: 2.3.1A; 2.3.1B; 2.3.1C; 2.3.2C; 2.3.4A; 2.3.4B; 2.3.4C]

Objective C: Collaborate with music majors in large ensembles such as orchestra and/or choir.
[U: 1.3.1A; 1.3.1B; 1.3.1D; 1.3.2A; 1.3.2B]
[C: 2.3.1A; 2.3.1B; 2.3.1C; 2.3.2C; 2.3.4A; 2.3.4B; 2.3.4C]

Objective D: Demonstrate proficiency on the keyboard as well as in a specific applied area of their choice.
[U: 1.3.1A; 1.3.1B; 1.3.1D; 1.3.2A; 1.3.2B]
[C: 2.3.1A; 2.3.1B; 2.3.1C; 2.3.2C; 2.3.4A; 2.3.4B; 2.3.4C]

5.6.0 **Master of Music in Performance-Conducting Emphasis (MM)**

The Master of Music in Performance is a degree program designed to prepare graduates for professional careers as performing musicians and/or those who seek to pursue further study in music at the doctoral level. Areas of study include solo performance in the instrumental or vocal areas, and conducting in the instrumental or choral areas. The following objectives relate to the Master of Music in Performance with Conducting Emphasis.

Students will:

Objective A: Possess knowledge of all instruments and the voice, with special emphasis on the ensemble(s) of specialization.
[U: 1.3.1B; 1.3.1D; 1.3.2B; 1.3.2C]
[C: 2.3.1A; 2.3.1B; 2.3.1C; 2.3.2C; 2.3.3A; 2.3.4C]

Objective B: Demonstrate a grasp of string-instrument techniques.
[U: 1.3.1B; 1.3.1D; 1.3.2B; 1.3.2C]
[C: 2.3.1A; 2.3.1B; 2.3.1C; 2.3.2C; 2.3.3A; 2.3.4C]

Objective C: Achieve fluency in clefs and transpositions.
[U: 1.3.1B; 1.3.1D; 1.3.2B; 1.3.2C]
[C: 2.3.1A; 2.3.1B; 2.3.1C; 2.3.2C; 2.3.3A; 2.3.4C]

Objective D: Demonstrate familiarity with representative works of the concert repertoire, with broader and greater knowledge of the literature in their concentration.
[U: 1.3.1B; 1.3.1D; 1.3.2B; 1.3.2C; 1.3.3A]
[C: 2.3.1A; 2.3.1B; 2.3.1C; 2.3.2C; 2.3.3A; 2.3.4C]

Objective E: Learn various methodologies involving a variety of approaches to score study and preparation.
[U: 1.3.1B; 1.3.1D; 1.3.2B; 1.3.2C; 1.3.3A]
[C: 2.3.1A; 2.3.1B; 2.3.2A; 2.3.2C; 2.3.3A; 2.3.3B; 2.3.4C]

Objective F: Demonstrate the ability to prepare and lead a successful rehearsal through careful planning and effective execution of that plan.
[U: 1.3.1B; 1.3.1D; 1.3.2B; 1.3.2C; 1.3.3A; 1.3.4B; 1.3.4C]
[C: 2.3.1A; 2.3.1C; 2.3.2C; 2.3.3B; 2.3.4A; 2.3.4C;]

Objective G: Develop strategies of how to devise good programs, as well as a series of programs, appropriate to a given

ensemble, taking into account the nature of the ensemble, its development, and the development of the individuals who are members.

[U: 1.3.1B; 1.3.1D; 1.3.2B; 1.3.2C; 1.3.3A; 1.3.4B; 1.3.4C]

[C: 2.3.1A; 2.3.1C; 2.3.2C; 2.3.3B; 2.3.4A; 2.3.4B; 2.3.4C; 2.3.5B]

Objective H: Be able to lead a group in accompanying a soloist.

[U: 1.3.1B; 1.3.1D; 1.3.2B; 1.3.2C]

[C: 2.3.1A; 2.3.1B; 2.3.2C; 2.3.3A; 2.3.4C]

Objective I: Demonstrate the ability to listen and hear accurately, and communicate well to the ensemble to elicit musical responses.

[U: 1.3.1B; 1.3.1D; 1.3.2B; 1.3.2C]

[C: 2.3.1A; 2.3.1B; 2.3.2C; 2.3.3A; 2.3.4C]

Objective J: Maintain expertise in the practical aspects and routines of running an orchestra, band, or chorus.

[U: 1.3.1B; 1.3.1D; 1.3.2B; 1.3.2C]

[C: 2.3.1A; 2.3.1C; 2.3.2C; 2.3.3B; 2.3.3C; 2.3.4A; 2.3.4B; 2.3.4C; 2.3.5B]

Objective K: Acquire a proficiency in current research methods and trends including all forms and technologies available for the study of music.

[U: 1.3.1A; 1.3.1B; 1.3.1D; 1.3.2B; 1.3.2C; 1.3.3A; 1.3.3B; 1.3.4A; 1.3.4B; 1.3.4C]

[C: 2.3.1A; 2.3.1B; 2.3.1C; 2.3.2C; 2.3.3A; 2.3.3B; 2.3.4A; 2.3.4B; 2.3.4C]

5.7.0 Master of Music in Performance-Solo Performance Emphasis (MM)

The Master of Music in Performance is a degree program designed to prepare graduates for professional careers as performing musicians and/or those who seek to pursue further study in music at the doctoral level. Areas of study include solo performance in the instrumental or vocal areas, and conducting in the instrumental or choral areas.

The following objectives relate to the Master of Music in Performance with Vocal, Instrumental or Piano Emphasis.

Students will:

Objective A: Be able to perform with a high degree of musicianship, technical security, and artistry.

[U: 1.3.1B; 1.3.1D; 1.3.2B; 1.3.2C]

[C: 2.3.1A; 2.3.1B; 2.3.2C; 2.3.3A; 2.3.3B; 2.3.4C]

Objective B: Be familiar with a wide range of repertoire appropriate for their instrument or voice.

[U: 1.3.1B; 1.3.1D; 1.3.2B; 1.3.2C]

[C: 2.3.1A; 2.3.1B; 2.3.2C; 2.3.3A; 2.3.3B; 2.3.4C]

Objective C: Be able to perform in both solo and ensemble settings and be familiar with successful rehearsal techniques appropriate to each setting.

[U: 1.3.1A; 1.3.1D; 1.3.2B; 1.3.2C; 1.3.4A]

[C: 2.3.1A; 2.3.1B; 2.3.2C; 2.3.3A; 2.3.4C]

Objective D: Be aware of appropriate pedagogical strategies and techniques to enable them to function as studio teachers.

[U: 1.3.1A; 1.3.1D; 1.3.2B; 1.3.2C; 1.3.3A; 1.3.3B; 1.3.3C; 1.3.4A]

[C: 2.3.1A; 2.3.2C; 2.3.3B; 2.3.4A; 2.3.4B; 2.3.4C]

Objective E: Acquire a proficiency in current research methods and trends including all forms and technologies available for the study of music.

[U: 1.3.1A; 1.3.1D; 1.3.2B; 1.3.2C; 1.3.3A; 1.3.3B; 1.3.3C; 1.3.4A]

[C: 2.3.1A; 2.3.1B; 2.3.1C; 2.3.2C; 2.3.3A; 2.3.4A; 2.3.4B]

Objective F: Develop the ability to sight-read music of diverse styles and genres, as well as to learn appropriate use of improvisation within historical context.

[U: 1.3.1A; 1.3.1B; 1.3.2B; 1.3.2C]

[C: 2.3.1A; 2.3.2C; 2.3.3A; 2.3.4C]

Objective G: Enhance collaborative skills through performance with chamber music (duets, trios, duo-piano, etc.).

[U: 1.3.1A; 1.3.1B; 1.3.2B; 1.3.2C; 1.3.3B]

[C: 2.3.1A; 2.3.1B; 2.3.2C; 2.3.3C; 2.3.4A; 2.3.4B; 2.3.4C]

Objective H: Demonstrate (where degree-appropriate) ability and proficiency in operatic singing.

[U: 1.3.1A; 1.3.1B; 1.3.2B; 1.3.2C; 1.3.3B; 1.3.4A; 1.3.4B; 1.3.4C]

[C: 2.3.1A; 2.3.1B; 2.3.1C; 2.3.3A; 2.3.3C; 2.3.4A; 2.3.4B; 2.3.4C; 2.3.5B]

5.8.0 **Master of Music in Music Education (MM)**

The Master of Music in Music Education degree is a professional degree which emphasizes a comprehensive approach to learning, and that encourages students to apply their knowledge of pedagogy, literature, and conducting into project-based outcomes. The Master of Music in Music Education degree encourages a deeper understanding of current trends of educational research methodologies and resources.

Students will:

- Objective A: Develop an understanding of the philosophical bases of learning and musical learning approaches, their roots, assumptions, and implications for music education practice.
[U: 1.3.1A; 1.3.1B; 1.3.1D; 1.3.2B; 1.3.2C; 1.3.3A; 1.3.3C; 1.3.4A]
[C: 2.3.1A; 2.3.1B; 2.3.2A; 2.3.2C; 2.3.3A; 2.3.3B; 2.3.4A; 2.3.4B; 2.3.4C]
- Objective B: Develop an awareness of their personal philosophy of learning and teaching and understand how that philosophy affects the choices they make in practice.
[U: 1.3.1A; 1.3.1B; 1.3.1D; 1.3.2B; 1.3.2C; 1.3.3A; 1.3.3C; 1.3.4A]
[C: 2.3.1A; 2.3.1B; 2.3.2A; 2.3.2C; 2.3.3A; 2.3.3B; 2.3.4A; 2.3.4B; 2.3.4C]
- Objective C: Develop an understanding of theories of learning and musical learning, their roots, assumptions, and implications for music education practice.
[U: 1.3.1A; 1.3.1B; 1.3.1D; 1.3.2B; 1.3.2C; 1.3.3A; 1.3.3C; 1.3.4A]
[C: 2.3.1A; 2.3.1B; 2.3.2A; 2.3.2C; 2.3.3A; 2.3.3B]
- Objective D: Develop an awareness of their personal beliefs about the nature of learning and teaching and understand how those beliefs affect the choices they make in practice.
[U: 1.3.1A; 1.3.1B; 1.3.1D; 1.3.2B; 1.3.2C; 1.3.3A; 1.3.3C]
[C: 2.3.1A; 2.3.1B; 2.3.2A; 2.3.2C; 2.3.3A; 2.3.3B; 2.3.4A; 2.3.4B; 2.3.4C]
- Objective E: Develop a historical perspective of the roles the various philosophical ideas and psychological theories have played in changes in practice and climate in American schools over the past 100 years.
[U: 1.3.1A; 1.3.1B; 1.3.1D; 1.3.2B]
[C: 2.3.1A; 2.3.1B; 2.3.1C; 2.3.2A; 2.3.2C; 2.3.3B; 2.3.3C; 2.3.4A; 2.3.4C; 2.3.5B]
- Objective F: Improve and expand upon their knowledge of teaching methods and materials, including the influences of technology and multiculturalism in the learning process.
[U: 1.3.1A; 1.3.1B; 1.3.1D; 1.3.2B; 1.3.3A; 1.3.3B; 1.3.4A; 1.3.4B; 1.3.4C]
[C: 2.3.1A; 2.3.1.C; 2.3.1D; 2.3.2A; 2.3.2C; 2.3.3A; 2.3.3B; 2.3.4A; 2.3.4B; 2.3.4C]
- Objective G: Develop an understanding of current trends and methodologies in education and music education.
[U: 1.3.1A; 1.3.1B; 1.3.1D; 1.3.2B; 1.3.2C; 1.3.3A; 1.3.3B; 1.3.4A; 1.3.4B; 1.3.4C]
[C: 2.3.1A; 2.3.1.C; 2.3.1D; 2.3.2A; 2.3.2C; 2.3.3A; 2.3.3B; 2.3.4A; 2.3.4B; 2.3.4C]
- Objective H: Find solutions to current problems in education and music education by increasing their understanding of these situations.
[U: 1.3.1A; 1.3.1B; 1.3.1D; 1.3.2B; 1.3.2C; 1.3.3A; 1.3.3B; 1.3.4A; 1.3.4B; 1.3.4C]
[C: 2.3.1A; 2.3.1.C; 2.3.1D; 2.3.2A; 2.3.2C; 2.3.3A; 2.3.3B; 2.3.4A; 2.3.4B; 2.3.4C]
- Objective I: Develop an understanding of education research methodologies and resources and of their potential for improving the effectiveness of music education.
[U: 1.3.1A; 1.3.1B; 1.3.1D; 1.3.2B; 1.3.2C; 1.3.3A; 1.3.3B; 1.3.4A; 1.3.4B; 1.3.4C]
[C: 2.3.1A; 2.3.1B; 2.3.1C; 2.3.2C; 2.3.3A; 2.3.2B; 2.3.4C]

Section 6

6.0.0 **Music Program Assessment Instruments**

6.1.0 **Performance Juries**

At the end of each fall and spring semester, each undergraduate music major performs on his or her major instrument or voice before a jury of at least three faculty with expertise in the performance area. This jury makes a qualitative assessment of the student's performance and progress in comparison to the previous end-of-semester performance. Results are reported to the student: These results may contain a rubric that contains descriptions of criteria, and/or comments that provide qualitative feedback, and grades. These results are then delivered to the students in a letter shortly after the jury process. Copies of these letters are kept in the student's file. Students also have opportunities to receive verbal feedback on performances throughout each fall and spring semester during master classes and studio classes in their particular instrument or voice.

Since most undergraduate music majors participate in at least 8 performance juries before they graduate, these experiences allow faculty to assess student progress through the degree. Students must perform two satisfactory juries at each level in order to qualify for the next level of applied lessons (e.g., two 3000-level juries must be passed successfully before a student may enroll in study at the 4000-level of literature difficulty and technical difficulty).

Performance juries provide an opportunity for an overview or "snapshot" of the success of the performance program-enabling faculty to make judgments and decisions about the program on a regular basis. Juries also provide an opportunity for full-time faculty with expertise in each area to assess the teaching of the part-time applied faculty in that area. All oboe students, for example, study with the same adjunct applied instructor. If a large number of the oboe students showed through their performance juries that they were not making satisfactory progress, the full-time faculty who coordinate the woodwind jury would likely discuss the matter with the applied teacher and, if warranted, take appropriate action to help the teacher achieve greater success. [A more detailed description of the jury process can be found in the Applied Policy Document located on the School of Music website.]

6.2.0 **Student Teaching (Music Education)**

The last semester of the Bachelor of Music in Music Education program is the Music Education Internship, which consists of student teaching in a K-12 public school full time under the supervision of a public school cooperating teacher, a university supervisor, and a full-time music education faculty member. All music teacher certification candidates must engage in this internship in order to become certified teachers. Student performance as a teacher is assessed throughout the experience through self-assessment (reflection on videotapes of teaching), informal and formal feedback from the cooperating teacher, university supervisor, and the full-time music education faculty member who is responsible for the internship seminar that semester. During the internship, students are formally assessed three times. Assessment rubrics for these three assessments are used and serve as a prompt for discussion among all parties involved. If student performance is not at a sufficient level by the end of the internship, the student is not certified. Student success in the internship is also a measure of the effectiveness of the music education program. [A more complete description of the student teaching process can be found on our School of Music website in the area of Music Education.]

6.3.0 **Degree Recitals**

All Bachelor of Music students, with the exception of those majoring in Music History and Literature, are required to perform a Senior recital on their major instruments or voice. Performance majors are also required to perform a Junior recital. The student chooses and prepares a program with the applied instructor. The recital committee then approves the program. This recital committee is selected by the student and is comprised of 3 faculty, 1 of whom is the applied teacher. The student then performs an approval jury (called a pre-hearing). Once the recital is approved, the student presents a public recital. The recital committee attends the recital and provides verbal and/or written feedback to the student. The student's performance must earn a passing grade in order to qualify for the degree sought. Student success in the recital is also a measure of the effectiveness of the music performance program. [A more detailed description of the recital process can be found in the School of Music Applied Policy Document located on the School of Music website.]

6.4.0 **Direct Measures**

6.4.1 **Master's Thesis or Project and Oral Examination**

When the coursework for the Master of Music degree is complete or near completion, all graduate music majors engage in research and/or preparation that lead directly to a thesis, a project, or a recital. Music education students often write a thesis that is based on a research study though this is not mandatory. Each student selects a topic under the guidance of the thesis or project adviser, writes a proposal, and selects a committee. The student then submits a proposal to the committee, completes the project, recital, or thesis, and then presents their recital, project, or research findings. The oral examination also provides an opportunity for an informal exit interview in that the committee and student generally discuss the student's success in the program as part of their conversations.

6.4.2 **Master's Recital and Oral Examination**

During the last semester of the Master of Music in Performance and Conducting programs, all graduate performance and conducting majors perform a master's recital. Performers present a one-hour solo recital. Conductors generally have opportunities to conduct individual works performed by WSU ensembles. The student chooses and prepares a program with the applied instructor or conducting mentor. A recital committee is then selected. The student then performs a recital pre-hearing. Once the recital is approved, the student presents a public recital. The recital jury attends the recital and provides verbal and written feedback to the student. At the oral examination that follows the recital, the student may be asked to share with the committee his or her process of preparation, knowledge of the literature performed, self-critique of the performance, as well as broader questions about the field of music and their chosen specialization. Student success in the recital is also a measure of the effectiveness of the graduate music performance and conducting programs. The oral examination also provides an opportunity for an informal exit interview in that the committee generally discuss the student's success in the program as part of their conversations.

6.4.3 **Student Performance in General Education Courses: Direct Measures**

The School of Music has a separate assessment plan for general education courses - in the format requested by the General Education Committee. The General Education Assessment Report was completed and handed in at the same time as we did this report on our offerings for music majors.

6.5.0 **Program Evaluation: Indirect Measures**

6.5.1 **Graduate/Alumni survey:** Every 10 years National Association of Schools of Music Survey is administered. Every 10 years, coinciding with self-studies surveys are required for continued accreditation. In recent years we asked the same questions through Survey Monkey, contacting alumni through email and Facebook.

6.5.2 **NASM Evaluation Visits**

6.5.3 **Reports from students after internship experience**

Music Education Interns assess their university supervisors and cooperating teachers.

6.5.4 **Graduate School Placement**

The School of Music keeps an informal record of graduate school placement of graduating seniors.

6.5.5 **Job Placement**

The music unit keeps an informal record of job placement of graduating seniors.

The music education faculty also tracks the success of graduates as they enter the education job market.

6.5.6 **Responses from Employers**

Such responses are informal. For example, when school principals and central office personnel call for references for candidates applying for music teaching jobs in their districts, they often comment about how pleased they have been with our teachers or interns in the past. That they call us personally to ask for our graduates is also a measure of this. K-12 schools throughout Ohio heavily seek after WSU music teachers. Calls generally come from all over the state.

6.6.0 **DIRECT MEASURES OF STUDENT PERFORMANCE**

6.6.1 **B.A. & B.M. CANDIDATES**

Measure	When Administered & by Whom	For Which Students	How Evaluated & Reported
Univ goals CoLA goals SoM goals All goals listed in specific degree plans	Finals week, Fall & Spring Semesters Monitored by full-time performance Faculty	All B.A. & B.M. Candidates	A committee of at least 3 faculty with expertise in the performance area listens to each performance jury. Information is reported to the student and faculty on the Jury letter. Assessment of overall quality of completed juries is reported to music faculty and discussed at a music program faculty meeting.
See specific degree plans	Offered every fall and spring. Monitored by music education coordinator	All B.M. in Music Education candidates	Students are evaluated by their university supervisors, the public school cooperating teacher, and the departmental internship coordinator (Jobert). Students also evaluate their placements and supervisors. All information is assembled and reviewed by the music education faculty. Assessment of overall quality of completed internships is reported to music faculty and discussed at a music program faculty meeting.
See specific degree plans	Offered every fall and spring.	All B.M in Performance candidates	A committee of at least 3 faculty with expertise in the performance area approves the recital jury and attends the recital. Information is reported to the student verbally.

6.6.2 **M.M. CANDIDATES**

Measure	When Administered & by Whom	For Which Students	How Evaluated & Reported
Univ goals CoLA goals SoM goals See Program Goals listed above in degrees	Upon completion of program coursework – administered by committee of 3 faculty chosen by the student.	All M.M. in Music Education (thesis) and Pedagogy (project) candidates	Student writes a proposal, selects a committee of 3 or more faculty, submits a proposal to the committee, completes thesis or project with guidance from committee, and, ultimately, participates in oral examination. Assessment of quality of completed theses, projects, and orals is reported to music faculty and discussed annually at a music program faculty meeting.
See Specific Program goals listed in degrees	Upon completion of program coursework – administered by committee of 3 faculty chosen by the student.	All M.M. in Performance and Conducting candidates	A committee of at least 3 faculty with expertise in the performance area approves the recital jury and attends the recital. Information is reported to the student and faculty verbally.

6.6.3 **INDIRECT MEASURES OF STUDENT LEARNING/SATISFACTION AND PERCEPTION/SATISFACTION OF EMPLOYERS**

MEASURE	How Often Implemented & By Whom	Source of Information	How Evaluated & Reported
NASM Survey of Alumni	every calendar year	Alumni from who we have current addresses	Data summarized and analyzed for emergent themes by the authors of the NASM report. Discussed by all music faculty and with external evaluators from accrediting agency (NASM).
NASM Evaluation Visits	every 10 years	External evaluators with expertise in music in higher education	NASM evaluators visit campus and spend 2 days gathering data about the programs and school. SoM also does an extensive self-study report that the evaluators have received prior to visit. Based on assessment of report and data collected during onsite visit, evaluators prepare a Report that is given to the president and provost, CoLA Dean, SoM chair, and shared with all faculty and staff.
Number of graduates of undergraduate programs successful in admission to graduate programs in music or securing positions as music teachers in K-12 schools	Informally every year, collected by music faculty	Graduates themselves, employers and schools contacting dept. for recommendations, interactions with colleagues in the field	Records kept, discussed, and evaluated annually by music faculty at a music program faculty meeting.

7.0.0 Annual School of Music Assessment Schedule-Tentative

- Year 1 Graduate Program (intensive-sub review annually) (2019-20)
- Year 2 Bachelor of Arts Degree Program and the Music Minor (2020-21)
- Year 3 Bachelor of Music Performance Program (2021-22)
- Year 4 Bachelor of Music in Music Education Program (2022-23)
- Year 5 Bachelor of Music in Music History and Literature Program (2023-24)
- Year 6 Class Piano (2024-25)
- Year 7 Improvisation/Jazz/Multicultural Music (2021-22)
- Year 8 Skills in Music Theory and Musicianship (2016-17) Included in Self-Study 2018
- Year 9 General Education in Music (2017-18) Included in Self Study 2018
- Year 10 Opera (2018-19)