Annual Academic Assessment Report Cover Sheet
Assessment reports are due the 1st Wednesday after the Fall Term
Email to: assessment@unlv.edu

Program Information:

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<th>Program Assessed</th>
<th>Doctor of Musical Arts</th>
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<tr>
<td>Department</td>
<td>School of Music</td>
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<tr>
<td>College</td>
<td>Fine Arts</td>
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<tr>
<td>Department Chair</td>
<td>Susan Mueller</td>
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<td>Assessment Coordinator</td>
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<td>Date Submitted</td>
<td>Dec. 16, 2015</td>
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Contact Person for This Report

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<th>Susan Mueller</th>
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Please attach a narrative (not to exceed 4 pages, excluding appendices) addressing the following:

- **What are the student learning outcomes? Please provide a numbered list.**
  1. perform or conduct and rehearse in an area of specialization at the highest level of professional practice;
  2. demonstrate historical and theoretical knowledge supportive of the development of individualized interpretations within a full range of musical styles;
  3. display a thorough understanding of the history of their instrument or conducting medium and a comprehensive knowledge of the repertoire and literature specific to the area of specialization;
  4. demonstrate a knowledge of general bibliographical resources in music and research skills appropriate to the area of specialization, and the ability to present and defend the results of scholarly research;
  5. show sufficient writing and speaking skills to give oral and written presentations of works for their medium which synthesize performance, historical, stylistic, analytical, and technological information;
6. employ advanced writing and speaking skills to communicate clearly and effectively to members of the scholarly and the wider communities;
7. demonstrate the ability to select appropriate literature for teaching and to articulate appropriate teaching strategies;

8. **Which learning outcomes were assessed?**

2. demonstrate historical and theoretical knowledge supportive of the development of individualized interpretations within a full range of musical styles;
3. show sufficient writing and speaking skills to give oral and written presentations of works for their medium which synthesize performance, historical, stylistic, analytical, and technological information;

Prior to matriculation, graduate students must complete diagnostic examinations in music theory, sight-singing, and music history through a new system exam, established by ETS.org, which measures appropriate student preparation for doctoral level educational pursuits to determine that students admitted to graduate study in music shall demonstrate at least baccalaureate-level competence in those areas considered common to all undergraduate study in music.

- **How were they assessed?** (Programs must use at least one direct assessment of student learning.)

Doctoral students complete written and oral qualifying examinations for candidacy and a second oral examination in defense of the required lecture-recital and document.

- Graduate programs should assess at least one outcome related to one of the following graduate level requirements each year:
  - student engagement in research, scholarship, creative expression and/or appropriate high-level professional practice.
  - activities requiring originality, critical analysis and expertise.
  - the development of extensive knowledge in the field under study.

- **What was learned from the assessment results?**

As of Fall 2015 there were approximately 50 students in the DMA program in the concentrations mentioned above. The school examined the size and scope of the program and the available credentialed faculty in theory and history to deliver the content. The recently added an Assistant Professor of Musicology, as well as and Faculty in Resident ethnomusicologist. With the addition of these new musicologists, and two Visiting Lecturers in Music Theory and Composition we are able to deliver Doctoral level courses in Music History and Music Theory in order to provide advanced level courses beyond the Master’s level.

However, upon reviewing the results of the qualifying exams of graduate students in Music History especially, students are as fluent in their written work demonstrating...
their knowledge, synthesis of the history of music. They are better when taking the oral exams.

- **How did the program respond to what was learned?**

  The Graduate Committee and the faculty are examining the process for the written and oral exams, redefining the course work preparing the students as well as the need for a writing class pertaining to music history. This also will better assess the development of critical analysis and expression.