Annual Academic Assessment Report Cover Sheet

Program Information:

<table>
<thead>
<tr>
<th>Program Assessed</th>
<th>Master of Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>School of Music</td>
</tr>
<tr>
<td>College</td>
<td>Fine Arts</td>
</tr>
<tr>
<td>Department Chair</td>
<td>Susan Mueller</td>
</tr>
<tr>
<td>Assessment Coordinator</td>
<td></td>
</tr>
<tr>
<td>Date Submitted</td>
<td>Dec. 16, 2015</td>
</tr>
</tbody>
</table>

Contact Person for This Report

<table>
<thead>
<tr>
<th>Name</th>
<th>Susan Mueller</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>895-5776</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:Susan.mueller@unlv.edu">Susan.mueller@unlv.edu</a></td>
</tr>
</tbody>
</table>

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.
  Students graduating from the UNLV Department of Music with a Master of Music degree will:
  1. demonstrate advanced competencies in the area of specialization requisite for artistic expression;
  2. display the ability to work in the area of specialization with a broad range of knowledge, skills, and perspectives within a full range of musical styles, including the capacities to engage musically, artistically, and intellectually beyond the area of specialization;
  3. develop advanced capabilities to work independently and make effective artistic and intellectual judgments and professional decisions in the area of specialization;
  4. synthesize performance, historical, stylistic, analytical, and technological information to form musical interpretations and inform scholarly research, and
  5. demonstrate broad graduate-level perspectives on contemporary issues and problems in music education, including curriculum development, teaching methodology, educational innovation, etc. (Music Education Only)

- Which learning outcomes were assessed?
1. demonstrate advanced competencies in the area of specialization requisite for artistic expression;
2. display the ability to work in the area of specialization with a broad range of knowledge, skills, and perspectives within a full range of musical styles, including the capacities to engage musically, artistically, and intellectually beyond the area of specialization;

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

Recital Evaluation – preparation and performance
Recitals are expected to cover a variety of musical styles, periods, and genres, appropriate to the discipline. A grade of B or above is required.

• Undergraduate programs should assess at least one University Undergraduate Learning Outcome (UULO) each year, which may or may not overlap with a program learning outcome.
• Graduate programs should assess at least one outcome related to one of the following graduate level requirements each year:
  o student engagement in research, scholarship, creative expression and/or appropriate high-level professional practice.
  o activities requiring originality, critical analysis and expertise.
  o the development of extensive knowledge in the field under study.

• What was learned from the assessment results?
Those admitted to the program display a high degree of skill in their principal performance medium. All students pursuing the degrees Master of Music in Performance, Master of Music in Theory/Composition, and Master of Music in Conducting, enroll in private study (applied music) in their principal performance medium and are required to perform a recital as partial fulfillment of the requirements for these degrees. Master’s students must receive a grade of B or above in all coursework in the area of concentration. Course enrollments in music analysis and historical study include students pursuing both the master’s and doctoral degrees. Most students meet faculty expectations as indicated by their grades, as well as the culminating experience and exam. Their performances are usually outstanding. School of Music studio instructors deliver and students achieve a high level of performance excellence during the course of their matriculation at UNLV.

• How did the program respond to what was learned?
It is noted, that many students still struggle with theory and history assessments and we are looking into a better mechanism to both remediate and authentically access these areas.