

Unit Effectiveness Plan for 2003-2004
Department(Unit): Music
College (Division): Dean - College of Liberal Arts

Unit Mission or Purpose:

Humans have always sought to enrich and improve life through the creative arts. The art of music holds a prominent place in this historical quest. The desire for music is basic and universal--to experience it and to express oneself through it. We can experience things and express things through art that we cannot experience and express in our lives. The mission of the Music Department is to further the quest for enrichment and to nurture beauty, knowledge, and excellence through studying and experiencing the science and art of music.

Articulation of how unit mission/purpose relates to University mission:

The Department of Music supports the University mission by preparing its students for successful careers in music through rigorous curricula focused on professional as well as personal growth.

Intended outcome	Related Institutional Goal/Objective/Strategy	Action Steps	Method of Assessment (Who, What, When)	Results of Assessment	Proposed Changes and Recommendations for Improvement	Resources Needed for Proposed Changes
1. Faculty will disseminate musical knowledge and understanding through publications, presentations and performances at the state, national and international levels, resulting in more visibility and exposure for the university.	4.A.	Identify faculty with active research goals who show evidence of continued scholarly activity and reduce their teaching loads and/or committee responsibilities.	The average number of publications, presentations and performances (and other relevant creative activities) by tenured and tenure-track faculty will be calculated from the most recent available Yearly Report of faculty Activities. Average will be tallied and compared to previous year's average. A member of the UEP committee will collect and analyze the data.	The average number publications, presentations, and performances by tenured and tenure-track faculty was 13.6 based on the 2002-03 yearly Activities Reports, a drop of 3.3 average publications/performances from an average of 16.9 on the 2001-02 Activities Reports.	This decrease in creative activity from our tenured and tenure-track faculty is likely related to the large increase in enrollment and larger class sizes. Additional funds are needed to hire new faculty to help teach these larger classes.	Additional funding would free up faculty for more creative activities. These funds will be requested for the next budget cycle.

<p>2. Faculty will engage in service relevant to their profession and academic area.</p>	<p>3.C.</p>	<p>Identify the level of service commitments among faculty. Adjust teaching loads and committee responsibilities accordingly.</p>	<p>The department chair with input from the ACTP will track the service activities of tenured and tenure-track faculty based on the most recent available Yearly Report of Faculty Activities.</p>	<p>The average number of service activities of tenured and tenure-track faculty was 6.8 per member for the 2002-03 academic year.</p>	<p>None</p>	<p>The Music Department will continue to support faculty members who engage in service activities, however, additional funds are needed to move these faculty from their current 4:3 load to a 3:3 load which will bring them more in line with the rest of the University. These funds will be requested for the next budget cycle.</p>
<p>3. Students will receive relevant information on degree options, and will take courses relevant and appropriate to the degree option they are pursuing.</p>	<p>2.B.</p>	<p>Through the use of posted memoranda and class announcements, the Undergraduate Advisor will disseminate information regarding degree plans, changes in curriculum, and registration information. The advisor will post the times that she is available for appointments.</p>	<p>The Undergraduate Advisor will distribute advising surveys to a cross-section of undergraduate music majors (both in terms of degree options pursued, and in class level). Nine questions will be rated on a scale of 1 to 4. 1=poor; 2=fair; 3=good; 4=excellent. She will</p>	<p>Results from the undergraduate music department advising survey indicated that students are generally receiving good advising. The six questions that directly relate to the advisor range from fair to good. Two areas for improvement are the following: (1) advisors</p>	<p>Proposed Improvements: Assessment of feedback has been provided to the music advisor and will place emphasis on improving in those areas marked as "fair".</p>	<p>None.</p>

			monitor student-advising surveys to determine ways advising can be improved. The UEP Committee will evaluate the results and make recommendations for improvement.	knowledge of degree program, and (2) advisor ability to clarify educational goals.		
BM - Music						
Student Competencies:						
4. Students majoring in music will have demonstrable computer skills in word processing, spreadsheet preparation, internet use, e-mail, library online search ability, music notation, and sequencing software.	2.A.	As of 1999, all entering freshmen music majors will be required to successfully complete either: MUSI 3394, CSE 1301, or BUSA 2303 OR demonstrate competency via the university use competency exam or a similar exam offered by the Music Department.	The instructor uses a checklist of desired results to assess the computer competency of each student. 80% of music majors will demonstrate proficiency in each area of computer operation. A student will have to have displayed proficiency in 5 of 7 areas in order to be considered proficient.	All students (100%) demonstrated proficiency in 5 of 7 areas (note: proficiency in music sequencing could not be measured because the software was not available.)	none.	Computer Software for music sequencing
5. Students will demonstrate proficiency in oral communication including interaction in classroom settings to meet the needs of coursework and the use of acceptable grammar and pronunciation in formal presentations.	2.B.	As of 1999 all entering freshmen music majors will be required to successfully complete either (a) MUSI 3208 or 3209; or (b) successfully complete SPCH 1301, 2305, 3302, Or 3315.	The instructor uses a checklist of desired results to assess the oral competency of each student: diction, delivery, correct grammar, and expressive delivery. 80% of majors will display proficiency in oral communication.	88% of students in Choral Conducting classes demonstrated proficiency in oral communication (9% more than our minimal intended outcome) 80% of students in Instrumental Conducting courses demonstrated	Assessment of feedback has been provided to Music Department faculty. Instructors of Instrumental and Choral Conducting will place increased emphasis on those areas in which students	None

			<p>A student will have to have displayed proficiency in 3 or 4 areas in order to be considered proficient.</p>	<p>proficiency in oral communication (our intended outcome). Combined outcomes in both Choral and Instrumental Conducting revealed: 100% of students were proficient in: diction 81% of students were proficient in: delivery 81% of students were proficient in: correct grammar 71% of students were proficient in: expressive delivery</p>	<p>demonstrated the least proficiency.</p>	
<p>6. Aural skills competency Prior to registering for 3000 or 4000 level theory or composition classes, all resident and transfer undergraduate music students will demonstrate competency in: (a) harmonic dictation involving major and minor diatonic harmony; (b) melodic dictation involving major and minor diatonic scales; (c) rhythmic dictation of common rhythmic patterns in simple meter;</p>	<p>2.B.</p>	<p>The minimum curricular requirement in aural skills for resident or transfer music majors is the successful completion of at least two semesters of ear-training and sight-singing, MUSI 1185 and MUSI 1186.</p>	<p>Prior to Fall 2003 final exams, the Theory/Composition Division will develop an aural skills competency exam to measure student competencies appropriate to second semester aural skills. This exam will be administered two weeks prior to final exam week during the Spring 04 semester and assessed by the division coordinator or an appropriate divisional faculty member. All resident and transfer students will be required to pass the aural</p>	<p>The average test score of the students who took an ear training barrier exam was 87.2%. The weakest areas on the test were melodic dictation and interval identification. Students need to be able to practice their aural skills, especially these problem areas, outside the classroom using the required software used in conjunction with our classes.</p>	<p>Based on the results of this test, and the aptitude and experience of the students involved, we recommend the lowest acceptable passing score be set at 65% for this particular test instrument. In order to maintain a high standard of aural skills, we need to make our current MIDI lab accessible to all music students.</p>	<p>Funds for our computer lab are needed to help the students with their aural skills development, using software such as MacGamut, Finale, and Sibelius.</p>

<p>(d) identification of intervals; and e) identification of chords (triads and seventh chords in all positions).</p>			<p>competency exam prior to registering for 3000- or 4000- level theory or composition classes. Results from the initial aural skills competency exam (Spring 2004) will establish baseline data for future assessments. These results will be used to establish a reasonable expectation for percentage of passing students.</p>		<p>Internet access in this lab and funding for proper maintenance and operation of this lab (such as monitors and student workers) is necessary.</p>	
<p>7. Theory Competency Prior to registering for 3000 or 4000 level theory or composition classes all resident and transfer undergraduate music students will demonstrate competency in: (a) diatonic and chromatic harmony from the common practice period; (b) formal elements including cadences and phrase structure; (c) part-writing procedures for common practice period chorale style writing; and (d) compositional procedures and devices of twentieth-century music.</p>	<p>2.B.</p>	<p>The minimum curricular requirement in music theory for resident or transfer music majors is the successful completion of at least four semesters of music theory, MUSI 1325, MUSI 1326, MUSI 2325, and MUSI 2326.</p>	<p>Prior to Fall 2003 final exams, the Theory/Composition Division will develop a music theory competency exam to measure student competencies appropriate to fourth semester theory skills. This exam will be administered two weeks prior to final exam week during the Spring 04 semester and assessed by the division coordinator or an appropriate divisional faculty member.</p> <p>All resident and transfer students will be required to pass the theory competency exam prior to registering for 3000- or 4000- level theory or composition classes.</p>	<p>The average test score of the students taking the music theory barrier exam was 63.9%.</p>	<p>The results of the test point to several questions that are vague and need to be reworded. These questions should be reworded or eliminated. Bearing in mind the rusty skills of the test participants, and the six or seven questions that need to be changed, 85% would be a fair passing grade. The test should be rewritten and administered to a different cohort group to establish better baseline data. Also, the</p>	<p>Funds for our computer lab are needed to help the students with their aural skills development, using software such as MacGamut, Finale, and Sibelius.</p>

			Results from the initial theory competency exam (Spring 2004) will establish baseline data for future assessments. These results will be used to establish a reasonable expectation for percentage of passing students.		Music Lab (see #6) would be of great assistance in helping increase student's quality of work and abilities in Music Theory.	
8. Performance Competency Prior to registering for 3000 or 4000 level private lessons all resident and transfer undergraduate music students will demonstrate competency in: (a) technique; (b) musicianship; and (c) literature; appropriate to their major instrument.	2.B.	The minimum curricular requirement for resident or transfer music majors before registering for upper level performance courses is the successful completion of at least four semesters of private lessons on their major instrument or voice.	Prior to Fall 2003 final exams, each division coordinator (keyboard, strings, vocal, winds and percussion) will review the current fourth semester performance division exam and revise where necessary. This exam will be administered and assessed by a division jury during the spring 04 final exam week to measure student competencies appropriate to fourth semester performance expectations. All resident and transfer students will be required to pass the appropriate divisional exam prior to registering for 3000- or 4000- level private lessons. The primary evaluator from each division will collect and assess data for all students	For the academic year 2003/2004: 72% of students passed the technique proficiency 74% of students passed the musicianship proficiency 79% of students passed the literature proficiency These findings are all slightly below the desired level of 80%.	None.	A substantive change to vocal syllabus in the Fall of 2004 will help to ensure that the vocal division's unit-effectiveness numbers will reflect the rest of the department in the future, as music business and music media majors are no longer required to pass a barrier exam. This change in practice will bring the voice division in line with the other disciplines of study within the department of

			taking the fourth semester performance exam in their area.			music and should raise these numbers into the desired range.
MM - Music Education						
Student Competencies:						

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