

COVER SHEET
OUTCOMES ASSESSMENT REPORT
2007-2008

Music _____ **Performance Maj/Min** _____ **BA** _____
Department Program (major or minor) (Degree)

Dr. Andre Garcia-Nuthmann _____ **February 18, 2009** _____
Assessment Coordinator (Print) Signature Date

David Lobdell _____ **February 18, 2009** _____
Program Chair (Print) Signature Date

Program Starting Date; only needed if within the past three years: **N/A** _____
semester year

I. NMHU Mission

NMHU is a diverse comprehensive university serving the global community by integrating education, research, public service, and economic development, while celebrating our distinctive New Mexico cultures and traditions. We achieve this through a University-wide commitment to quality student-centered education.

II. Program Goals

Departmental Mission Reference for Communications and Fine Arts

“...Cultivation of the human mind and spirit... Faculty and staff readily interact with students... relate to the rich heritage of Hispanic and Native American cultures that are distinctive to the State of New Mexico... Excellence in teaching, discovering, preserving and applying knowledge... Develop broadly literate students and leaders, educated in analytical and critical thought and in the appreciation of the arts and sciences.”

1. To inspire students to make creative and expressive ideas the foundation of their lives and in their work, which is the essence of the “cultivation of the human mind and spirit.”
2. To provide opportunities for students to work closely with faculty and staff in its academic courses, thus demonstrating that “faculty and staff readily interact with students.”
3. To incorporate appropriate elements from northern New Mexico’s artistic, theatrical, and musical culture in its courses, its productions, and its presentations which relate to the “rich heritage of Hispanic and Native American cultures that are distinctive of the State of New Mexico.
4. To prepare its students for an active professional life in each discipline through the knowledge, creativity, teaching skills and dedication of its faculty and staff, showing “excellence in teaching, discovering, preserving, and applying knowledge.”
5. To develop knowledge and skill literary and historical backgrounds and ethical applications of communication and the arts, in order to “develop broadly literate students and leaders, educated in analytical and critical thought and in the appreciation of the arts and sciences.

III. Student Outcomes

For Music Students:

1. Creativity, Originality, Expressiveness

The students are expected to demonstrate clear signs of solving the artistic problems in his/her choice of music with creativity, originality and expressiveness. This is accomplished by the student through motivation and self discipline.

2. Knowledge of Style

The students are expected to demonstrate a clear understanding of the appropriate style and context of music chosen for the performances.

3. Technical Competence

The students are expected to perform the music chosen for the recital with technical competence, according to the instrument and the level of difficulty of each piece.

IV. Means of Assessment

Method – As a requirement for completion of degree every Music Performance major must give a Senior Recital (Exit Recital). To prepare for the Senior Recital, every performance major must take up to eight semesters of Applied Lessons and “Juries” to achieve the ability to accomplish the recital. We reinstated the Jury method in Fall 2008.

A. Applied Lessons- applied lessons are one on one student/instructor courses specifically designed to train a musician on his/her chosen instrument. In the applied lesson, the students were supervised by the instructor on an individual basis once a week.

B. Jury- As part of the preparation for the recital, each student taking applied lessons was required to perform for the entire music faculty at the end of every semester. This performance is known as a “jury”. At the “jury” each faculty member filled out an evaluation sheet based on the Program

Student Outcomes criteria: (refer to III. Student Outcomes)

1. Creativity, originality, and expressiveness

2. Knowledge of Style

3. Technical Competence

C. Senior Recital - After the eight semesters of Applied Lessons and Juries, with the approval of the faculty, the students presented his/her Senior

Recital on the individuals chosen instrument, including voice. The senior recital is required to be about an hour in length performed entirely and solely by the student. Some collaboration with other musicians is permitted, such as an accompanist if necessary. At the recital, the performance was monitored and evaluated by the music faculty. After the recital each evaluator must present his/her results to the outcome of the recital. Not until a unanimous decision is made to pass the recital can a music performance student complete the degree.

Criteria – The most important criteria for evaluation at the Senior Recital and at the Jury is based on the Program Student Outcomes as stated in III. Student Outcomes. An evaluation scale of the following three dimensions is used to assess student’s performance in the program. A total of 10 points is assigned to each dimension for a total of 30 points over all. A six or higher in each category is considered appropriate for maintaining excellence in the program.

- A. Creativity, originality, and expressiveness – The students were expected to demonstrate clear signs of solving the artistic problems in his/her choice of music with creativity, originality, and expressiveness. This was accomplished by the students through motivation and self-discipline. At the Senior Recital the students did not rely solely on mechanical or technical instructions in the performance of the music, but the performance demonstrated genuine thought and feeling in the interpretation. The students are trained to expressive in the Applied Lesson. At each lesson the instructor guided and pointed out methods to improve ways of expression.
- B. Knowledge of Style – The students were expected to demonstrate a clear understanding of the appropriate style and context of the music chosen for the recital. Aside from being able to rely on mechanical and technical instructions in musical performance, the students were expected to recognize style and context of music to be performed in reference to period in history and regional characteristics that shape the music in regard to time and place which give it a very specific “style.” Style is therefore determined by history and geography. This information enhances the performance and serves to widen the student’s scope on understanding in general. A basis of this knowledge is achieved in the Music History and Music Theory courses.
- C. Technical Competence – The students were expected to perform the music chosen for this recital with a certain technical competence, according to the instrument and the level of difficulty of each piece. Although rudimentary and mechanical aspects are only part of the entire picture,

technical competence is of utmost importance. Technical competence on the part of the student is the result of extensive practice and rehearsal. It is here where attention to detail must be given a priority. As part of the instruction of the Applied Lesson, the instructor constantly challenges the students with musical pieces of progressively technical difficulties.

Type of Data – A file on each student is kept throughout the student's tenure in the Music Program. The file includes the data provided by the instructor during the Applied Lessons, the Jury evaluations provided at the end of each semester, and the evaluations of the Senior Recital provided by the music faculty. The evaluations were studied and compared to the level of the other students in the program and then the results are compared to other music programs in selected music programs at other universities. The evaluations were studied; the weakness and strengths were pointed out to the individual student. The students received the results from the main advising instructor at which point the results are discussed in detail prior to completion of the program.

V. Summary of Data Results

The students were supervised by the Applied Lesson instructor on an individual basis once a week as a preparation for the Senior Recital. Each student evaluation portfolio was studied and summarized in a final report. Results are described below:

Using the scale below:

1. Creativity, originality, expressiveness = 10 points, highest
2. Knowledge of Style = 10 points, highest
3. Technical Competence = 10 points, highest

a student must achieve a score of at least 6 in each area to be considered maintaining standards of acceptability.

The students were supervised in class and in rehearsals so that in addition to performance ability he/she was equipped with information pertinent to the specific pieces chosen for the recital. The student was critiqued intensively by the instructor on creativity, originality, expressiveness, knowledge of style and technical competence throughout the total preparation of the recital. The students were guided as to how to improve his/her ability on a constant basis. The students were encouraged to feel that although the level of performance required was demanding, it was none the less attainable.

Each applied lesson was analyzed by the instructor at which time weaknesses and strengths were pointed out to the student; the student was then guided as to how to improve his/her creativity, originality, expressiveness, knowledge of style and technical competence. The instructor encouraged the student on motivation and self-discipline. Student evaluations were studied to determine additional guidance for the preparation into graduate schools or as a professional musician.

The music discipline revised the “jury” evaluation form to create a better matrix based on the music program student outcomes. It also matches what other music programs in universities are using for their evaluation forms. With this form we can better compare our results to other schools and have a wider evaluation area. This will enable us to see how we can continue to guide our students into their next level of achievement as professional musicians; after all, the arts are highly competitive and in order for our students to have a greater chance for success we need to know what other programs are accomplishing for their students. We are still utilizing this “jury” form.

VI. Use of Results from Program Data

After using the jury evaluation form and after compiling our results we have discovered that the majority of our students are doing well in comparison to similar programs in the area; in fact, in some areas our students are getting a rounder and more personalized education that suits their needs. This is the form used as part of the evaluation process during “juries”. Each member of the jury is given a “jury sheet”. Every student participating during juries must perform a certain number of pieces which in turn are evaluated by the jury. The jury consists of departmental music professor and music instructors. Each student is evaluated by instrument and by how many semesters he/she have studied their particular instrument. Advanced students, meaning those that have had several semesters of instruction, are evaluated on a higher level of expectation. The jurors are asked to evaluate the outcome of every student’s performance based on:

1. Creativity, originality, expressiveness = 10 points, highest
2. Knowledge of Style = 10 points, highest
3. Technical Competence = 10 points, highest

A student must achieve a score of at least 6 in each area to be considered maintaining standards of acceptability.

