

ASSESSMENT REPORT 2015-2016

Music, Visual & Performing Arts
(Instructional Degree Program)

AA, BA, BFA
(Degree Level)

Program Mission:

Music Program at New Mexico Highlands University provides our students with exceptional educational experiences, fostering creative talent through the performance and creation of musical art. Working closely with faculty, music students transform into capable musicians as they create, perform, and critically examine diverse music from the past, present, and across the globe.

Student Learning Outcome 1:

Creativity, Originality, and Expressiveness

NMHU Traits Specifically Linked to Student Learning Outcome 1

- Mastery of Content Knowledge and Skills
- Critical and Reflective Thinking Skills
- Effective Communication Skills

First Means of Assessment for Outcome 1:

For voice and instrumental music students, the particular aspects of performance assessed for this area are Musicianship and Presentation. Musicianship includes the performer's ability to express the emotional content of the music. Emotion may be communicated with facial expressions, body movements, physical actions that convey meaning, dynamic fluctuations in the music (loudness and quietness), and articulation (the envelope of notes or syllables). Presentation includes the deportment and decorum of the musicians as they perform, and student collaboration with accompanists or other performers.

Music Technology, Composition, or Production students may perform alone, with other musicians, or present audio recordings of their studio productions. The particular aspects of performance or presentation assessed in this area are Dynamic and Aesthetic Content. Dynamics (loudness and quietness) and changes in dynamics is a fundamental technique by which musicians communicate emotional meaning in music. Although the principles underlying the musician's works may vary, the existence of aesthetic content must be presented in the work in an integral way that may be recognized by a knowledgeable listener.

The program goal will be considered met if the percentage of students meeting this criteria is greater than 90%.

Summary of Data:

[Creativity, Originality, Expressiveness, Fall 2015(18) - Spring 2016(17)]

Number of Students Meeting Criterion:	33	Number of Students Not Meeting Criterion:	2
Total Number of Students Assessed:	35	Percent of Students Meeting Criterion:	94.3%

Interpretation of Results for Outcome 1:

With this outcome criterion met, Music faculty will identify, discuss, and reinforce the positive methods and activities thought to have supported success. Faculty will identify the individual students not meeting the criterion will make efforts to identify possible courses of action that may guide faculty and students toward success.

Student Learning Outcome 2:

Knowledge of style

NMHU Traits Specifically Linked to Student Learning Outcome 2

- Mastery of Content Knowledge and Skills
- Critical and Reflective Thinking Skills
- Effective Communication Skills

First Means of Assessment for Outcome 2:

For voice and instrumental music students, the particular aspects of performance assessed for this area are Pitch Accuracy and Tone Production/Quality. Pitch accuracy is an essential skill for every musician. Stated negatively, pitch inaccuracy has the capacity to produce intense discomfort in the listener. Pitch accuracy requires skillful control of musical audio frequencies while the musician is in the act of performing a musical work. Similarly, tone production is the “color” of sound, which may be altered with seemingly insignificant alterations in the musician’s posture, breath control, or hand position. The development of skills in these areas is vital to the development of successful musicians.

Music Technology, Composition, or Production students are assessed in Melody/Harmony and Rhythm for Outcome 2. The focal point in music is the melody, and therefore is a prominent feature in musical works. Harmony is the accompanying notes that support or create tension with the melody. Rhythm is the occurrence of these elements across time. The competence of the songwriter or composer to manage the combination of these three elements is assessed in this outcome.

The program goal will be considered met if the percentage of students meeting this

criteria is greater than 90%.

Summary of Data

[Knowledge of Style, Fall 2015(18) - Spring 2016(17)]

Number of Students Meeting Criterion:	33	Number of Students Not Meeting Criterion:	2
Total Number of Students Assessed:	35	Percent of Students Meeting Criterion:	94.3%

Interpretation of Results for Outcome 2:

With this outcome criterion met, Music faculty will identify, discuss, and reinforce the positive methods and activities thought to have supported success. Faculty will identify the individual students not meeting the criterion will make efforts to identify possible courses of action that may guide faculty and students toward success.

Student Learning Outcome 3:

Technical Competence

NMHU Traits Specifically Linked to Student Learning Outcome 3

- Mastery of Content Knowledge and Skills
- Effective use of Technology

First Means of Assessment for Outcome 3:

For voice and instrumental music students, the particular aspects of performance assessed for this area are Rhythm and Basic Technical Competence. Rhythm is the occurrence of musical elements across time, and it is imperative that the musician possess an exactitude of pulse that is necessary for an effective musical performance. Musicians may refer to this skill as an internal clock, which provides a level of precise timing needed in order to provide the listener with a gratifying experience. Technical requirements for effective musicianship include breath control and a kinesthetic facility that is particular to the student's instrument or voice.

Music Technology, Composition, or Production students, the particular aspects of performance or presentation assessed for this area are Timbre/Balance and Form. Timbre is the "color" of a particular note, and occurs when a compendium of overtones resonate along with a fundamental pitch. Timbre is the characteristic that enables a listener to identify a piano from a trumpet, even though they play the same pitch. The timbral palate is virtually limitless considering the large numbers of orchestral and synthetic instruments, as well as the possible combinations, available to contemporary musicians. Form is sectionalization, repetition, and order of musical building blocks

presented in a work. Form in music has the function of piquing and holding the interest of the listener, which usually involves variations in the density of texture, variations within repeated sections, and contrasts in implications of character in the various sections of music.

The program goal will be considered met if the percentage of students meeting this criteria is greater than 90%.

Summary of Data

[Technical Competence, Fall 2015(18) - Spring 2016(17)]

Number of Students Meeting Criterion:	32	Number of Students Not Meeting Criterion:	3
Total Number of Students Assessed:	35	Percent of Students Meeting Criterion:	91.4%

Interpretation of Results for Outcome 3:

With this outcome criterion met, Music faculty will identify, discuss, and reinforce the positive methods and activities thought to have supported success. Faculty will identify the individual students not meeting the criterion will make efforts to identify possible courses of action that may guide faculty and students toward success.

Utilization of Results:

Plans for using these results include the following:

- Faculty will discuss (in Departmental or Program meetings) specific shortfalls, and develop ideas and proactive actions that may lead to better success in the future.
- For students not meeting the criterion, faculty will meet with the students individually to discuss the specific shortfalls in their achievements and development as musicians, and suggest methods that will likely lead to better success in the future.
- For students meeting the criterion, faculty will identify and reinforce the positive methods and activities thought to have supported success.
- Faculty will meet to discuss any improvements in syllabi, teaching materials, Convocations, concerts, and related curriculum that may lead to better success in the future.
- Faculty will meet to discuss any possible enhancements to appealing to students learning modalities, i.e., incorporating visual, auditory, reading/writing, collaborative, imaging, and/or tactile/kinesthetic approaches that may better appeal to student's cognitive strengths or preferences.