

Music MM

Comprehensive Music Knowledge Base

Goal Description:

MM students should obtain a comprehensive knowledge of music beyond their primary area of focus/concentration, building on undergraduate foundations and increasing the *breadth* of their knowledge and abilities. This should include but is not limited to music performance, pedagogy, or therapy; music theory; and music history.

Providing Department: Music MM

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Breadth Of Knowledge

Learning Objective Description:

MM students need to obtain an appropriate level of musical knowledge beyond their primary area of focus/concentration. This should include but is not limited to music performance, pedagogy, or therapy; music theory; and music history.

RELATED ITEM LEVEL 2

Comprehensive Exam

Indicator Description:

Students will take an oral comprehensive exam in their final semester of study. This test will be relevant to all aspects of study that the student has experienced in the program, including performance, pedagogy, or therapy; music theory; and music history. The test will be administered by a minimum of three School of Music faculty from the designated fields of study.

Criterion Description:

Students are scored in three different categories: their applied area, music history, and music theory. A “Pass” on the exam indicates that all three categories were completed successfully. *Students will be allowed to retake a portion or all of their oral exam one time.* The School of Music considers a first-time pass rate of 75% of students to be successful.

Findings Description:

Only one student did not pass Music Theory, Music History, and Music Therapy on their first attempt of taking the comprehensive exam. The student successfully passed all three areas of the comprehensive exam on their second attempt. All remaining students passed all three categories of the comprehensive exam on their first attempt.

RELATED ITEM LEVEL 3

Comprehensive Exam

Action Description:

Based on the satisfactory results of all graduating students successfully passing the comprehensive exam, no further action is required at this time.

Music Performance

Goal Description:

Students studying music performance will perform at a level considered professionally competitive in all types of music literature, including solo works, chamber music, and those pieces written for large ensembles. Through their performance, students will be able to demonstrate a fundamental understanding of all musical stylistic periods by making historically-informed choices regarding specific musical elements (i.e. phrasing, articulation, ornamentation, etc.). This degree plan culminates in a recital, which adheres to the guidelines in the School of Music Student Handbook and is tailored to the student's principle vocal or instrumental concentration.

Providing Department: Music MM

Progress: Completed

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

High Quality Performance Of Standard Literature

Learning Objective Description:

Master's students with a performance emphasis will perform standard literature for their instrument/voice. The music selections will be appropriate to the masters degree level and performance practices at the professional level.

RELATED ITEM LEVEL 2

Pre-Recital Hearing

Indicator Description:

Graduate students studying performance or pedagogy must pass a pre-recital hearing indicating the music required for their recital has been prepared to a professional performance-ready level.

Students will present at least one graduate recital which indicates they have attained the appropriate level of mastery of their instrument/voice at a level which must be consistent with the national standards of the National Association of Schools of Music (NASM).

Masters of Music Pre-Recital Hearing Performance Standards:

The application of performance standards used for each instrument or voice will vary widely based upon composers, periods and styles; nevertheless, the following standard performance qualities are checked by all faculty and assessed in the specific context of the particular performance piece:

Intonation

Rhythmic accuracy

Tone quality

Students must sing/play in turn, with the proper/appropriate intonation and tone quality and within the prescribed rhythmic patterns for the periods and composers and styles of their performance pieces.

Criterion Description:

The ideal is for each student to pass the pre-recital hearing at the first attempt; however, due to the rigorous application of indicator standards that are common to the SHSU Masters Music Program faculty, a high, yet realistically attainable criterion is that Students should pass the pre-recital hearing with no more than three (3) attempts. 100% of students will pass the pre-recital hearing within three attempts and be judged "recital ready." The School of Music considers 95% of the students passing the recital jury on the first attempt to be a success.

Findings Description:

There were 13 MM Recital Hearings attempted in AY 2022 by MM students (all instruments). Of those 13, all 13 passed, for a pass rate of 100%.

Attached Files

 [MM Recital Hearings.pdf](#)

RELATED ITEM LEVEL 3

Pre-Recital Hearing

Action Description:

The School of Music MM students all successfully passed their attempted Recital Hearing in AY 22. The School of Music applied faculty will continue to maintain high standards and recruit high-level musicians to ensure high continued pass rate for attempted MM recital hearings.

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

Covid-19 made assessment of recital hearings a bit challenging. While data was collected, it's viable accuracy may be questioned. The School of Music is currently in the process of solidifying entering diagnostic exam practices, possible remediation for students as appropriate, and the format and content of the comprehensive exams. Thus, the School of Music will continue to collect data of the comprehensive exams and revisit a plan of action if needed in Summer 2021.

Faculty feedback suggests that due to differences in Pre-Recital Hearing requirements across Master of Music concentrations, Pre-Recital Assessment descriptions, indicators, and objectives may need to be different for performance, composition, and conducting students. Faculty will revisit this area and develop possible new assessment goals for AY2021-2022.

Update of Progress to the Previous Cycle's PCI:

The assessment plan was changed this year from a subjective qualitative approach to an objective quantitative approach. Since this assessment includes all instruments and voice, it is difficult to ascribe standards across all applied instruments due to their varying difficulties and expectations. The quantitative approach allows each area faculty to assess the students according to expectations and standards for the individual instrument, with the School of Music desiring a 95% overall pass rate for graduate MM students. This allows the overall School of Music performance assessment to be objective. We feel this is a much more accurate assessment of our students skills in regard to their applied proficiency.

While the benchmark has been reached for student proficiency and passing of the comprehensive exams, the academic faculty will explore options to enhance the academic curricular offerings in the School of Music.

New Plan for Continuous Improvement Item

Closing Summary:

Breadth of Knowledge: The School of Music has hired a new tenure-track musicologist starting Fall 2022. The academic faculty will explore options for course rotation and implementation within the MM curriculum to enhance student knowledge and preparedness for the comprehensive exams.

Performance: The School of Music plans to continue using the recital hearing pass rate as the measurement of performance assessment for next year.

While the comprehensive exam pass rate has been high and the School of Music has consistently maintained the goal pass rate, the process leading up to the comprehensive exams has not always been clear to the students. There have been occasional delays in comprehensive exam attempts due to not fully understanding the requirements and expectations. The School of Music plans to address these situations by reviewing the exam requirements, creating a Graduate Handbook, as well as improving this aspect of advising.