

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:

All students taking the comprehensive exams passed all three component areas on their first attempt.

RELATED ITEM LEVEL 3

Comprehensive Exam

Action Description:

Since 100% pass rate was achieved this year, no further action for assessment at this time is required.

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

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 total recital hearings for MM students in AY 23, three in the fall and 10 in the spring. All 13 recital hearings were passed successfully on the first attempt.

Attached Files

 [Graduate Level Recital Hearings Results.pdf](#)

Pre-Recital Hearing

Action Description:

All MM students met the goal of passing their recital hearing on the first attempt in AY 23.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

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.

Update of Progress to the Previous Cycle's PCI:

The School of Music did hire Dr. Lesley Hughes, who has been integral into the musicology curriculum and served on a number of graduate comprehensive exams. In addition, a Graduate Handbook was created and the expectations and requirements were made explicitly clear at the beginning of the degree, as reiterated a full semester prior to the comprehensive exam. This communication has made the exam process more successful than it has been in the past, and all students attempting their exam were able to complete them and pass on the first attempt.

The recital hearing benchmark has been very successful, as the students are all passing on their first attempt. However, one data point that has not been included is that when a student isn't ready for the recital, they often postpone the recital date, and therefore the hearing isn't attempted until closer to the newly scheduled date. So while it is true that all attempts were successful, this assessment does not capture the recitals where the original recital date was delayed.

New Plan for Continuous Improvement Item

Closing Summary:

The School of Music will continue to work to find more effective ways to communicate the comprehensive exam requirements and expectations. We just hired a new music theory faculty, who will also contribute to the graduate theory curriculum and will likely serve on exam committees.

We are currently looking at course offerings to see if there is a better sequence in which to offer the MM core courses, so that students can have the core requirements completed before the semester of the comprehensive exam.

While the Recital Hearing will continue to be a benchmark for performance assessment, we will start tracking data on recital postponements to see if there are any consistent trends or patterns, or if the few that have occurred are simply anomalies.