

Music Performance – Master of Music

Current Compliance Year: 2023-2024

Mid-Cycle Review

Recent Recommendations

Feedback will include recommendations from the last Expedited Review or from your most recent review by your school or college. You may not see any feedback or recommendations until you have completed your first full or mid-cycle review.

Response to Previous Recommendations (if any):

N/A

Student Learning Outcomes

The previous Student Learning Outcomes Assessment has been submitted as its own report. Going forward you will use the following prompts to discuss the success of your most recent SLOA plan and address your assessment activities since your last SLOA report (typically the past two years or since your last program review).

Learning outcomes feedback from last review:

Feedback will be provided once you have completed a full or mid-cycle review.

Discuss your SLOA findings, changes you are making and what you hope to see as a result:

Since its inception at UAF, the Master of Music in Performance degree has been extremely successful in our department. Due to budgetary cuts, this degree program was placed on suspension for more than 5 years. In the Fall 2022 we were allowed to admit Master's degree students into our program. For this reason, we do not have recent data about the SLOA outcome of this program. In the Fall of 2022, we had two graduate students admitted into our program, in piano and flute. The piano student is a full-time TA who is slated to graduate with a degree in December 2024. The flute student is a part-time student who is slated to graduate in the Spring of 2025. In the Fall of 2023, we offered another TA to a Master of Music in Violin Performance student. This student is expected to graduate in the Spring 2025.

Discuss the curricular changes made based on assessing your SLO. If you haven't made any curricular changes, please explain why not and address what you did notice in the review, including strengths of your curriculum through the assessment of your outcomes:

No changes have been made. The current curriculum has been successful. Master of Music students have consistently shown academic growth and musical development.
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Are communication outcomes embedded in the SLOA Plan?

As of 2017 all Baccalaureate programs were required to embed the communication outcomes within their SLOA Plans, this is optional for non-Baccalaureate programs.

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Student Success

To access the Student Success Dashboard please sign into a UA computer with VPN connection (if not on campus). You will need your UA credentials and it is best accessed with the most updated version of Chrome, Edge, Firefox or Safari browsers; Internet Explorer is not supported. You will need to filter the data to see your programs. If you need assistance in finding the data for your programs, please contact your data liaison or Julia Manfredini in the PAIR office.

Data Liaisons

Each school or college has a team of Data Liaisons to help you analyze the data provided in the portal and may be able to help you see your data in multiple contexts. You can find a list of data liaisons on the resources page for Program Review.

The college or school level committee will also have access to this data with the goal that by providing these visualizations data availability will be increased.

Data supplied within the dashboard linked below is intended for Academic Program Review and not for any other purpose.

Student Success Data Dashboard

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

Student Success Data Trends: (please indicate the trends that apply to your program)

Increase in majors

If equity gaps were found in any of your disaggregated student success data, please explain how you plan to address those gaps. Please contact your data liaison or make an appointment with Julia Manfredini to learn more about analyzing your data.

N/A very little data at current.

Optional Data Explanation

Feel free to share more of your thoughts on the data provided.

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High Impact Practices

According to the AAC&U, High-Impact Educational Practices "have been widely tested and have been shown to be beneficial to college students from many backgrounds." UAF is particularly interested in Undergraduate Research and/or Scholarly Activity because it is one of our mission fulfillment indicators, but all of these researched High-Impact Educational Practices should be reflected in your program's student learning outcomes and curriculum.

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

High-Impact Practices Used in this Program

Please use the following fields to discuss how your program is using the high-impact practices, successes and known issues and solutions, or ways you are considering incorporating them in the future. If you are not using any of the high-impact practices listed, please use the "Other or None of These," field to share what your program is doing to help students be successful.

High Impact Practices that currently apply to your program:

Collaborative Assignments and Projects, "Service Learning, Community-based Learning", Capstone Courses and Projects, Writing-Intensive Courses

Collaborative Assignments & Projects

Chamber music is offered to Master of Music students in their disciplines. Students are able to choose between different chamber ensembles from duos to quintets. A Master's recital and a final project is required. This project is defended by the student to their graduate committee. These recitals are assessed Pass/Fail by a music faculty panel.

Undergraduate Research

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Diversity/Global Learning

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ePortfolios

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First-Year Seminars & Experiences

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Writing-Intensive Courses

Introduction to Graduate Studies and Advanced History Courses are writing-intensive courses.

Service-Learning and/or Community-based Learning

Master of Music students have the opportunity to participate in large ensembles, such as the Fairbanks Symphony Orchestra.

Internships

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Capstone Courses & Projects

A Master's recital and a final project is required. This project is defended by the student to their graduate committee. These recitals are assessed Pass/Fail by a music faculty panel.

Other or None of these (explain)

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Submission

Submitter & Collaborator Names

Yue Sun, Dario Martin, Eduard Zilberkant

Submitter Email

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College or School Review Committee

The college or school committees set the tone for helping each program feel seen during this process. We have provided you with strength-based feedback tags to attach to this program review. Please select as many as applicable.

Overall Recommendations

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Explanation of Recommendations

The review panel acknowledges the time and effort that went into preparing the mid-cycle program review for the Music Performance MM program. Further, the review panel appreciated that the program has strong SLOA and assessment plans and identified and included HIPs (high-impact practices) within the program.
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Learning Outcomes Feedback

Requires Minor Revision

Student Learning Outcomes Assessment Feedback (tags)

Missing curricular connection

Student Learning Outcomes Assessment Feedback (narrative)

The program provided 5 SLOs (with several sub-SLOs) for the Music Performance MM SLOA plan. There is evidence that program faculty are working collaboratively on assessing SLOs. All SLOs are appropriate measures of student learning. The review panel offers the following recommendations to improve upon the program's SLOAs:
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| <ul style="list-style-type: none">- SLO 5 "introduction to graduate studies " is not phrased as a measurable learning outcome.- This sub-SLO will need to be revised or will need to be removed from the SLOA plan. |
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The program provided well-developed rubrics. The rubric for the Music History SLO will need to be developed, so that those data can be collected and analyzed before the full program review. The program should consider reviewing the type of evidence used for some of the assessments that rely mainly on course quizzes and exams (see SLO #2), which are graded solely by the course instructor, rather than in collaboration with other faculty in the program. On the other hand, the jury evaluation forms for applied knowledge is a strong measure of student learning and clearly involves faculty collaboration.
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Additional clarity could be provided on how the data are used to assess the SLOs. The program indicated in the summary of the learning outcome discussion that courses were listed in the SLOA plan (this was indicated in the revised SLOA plan).

The program noted no curricular changes because the program was suspended and just reinstated a couple of years ago. For future reviews, the program is encouraged to consider how their SLOA plan allows for continuous improvement, which is a requirement of accreditation. Collecting and analyzing data will also be important for future reviews.
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Following NWCCU guidance, SLOA plans must emphasize "closing the loop" and continuous improvement, ensuring each SLO within the plan is assessed individually to verify alignment with program objectives. If a SLO fails to produce the expected assessment outcome, adjustments to SLO language, substantial changes to the SLO, or revisions to data collection rubrics are necessary to ensure alignment and facilitate program improvement.

Student Success & Equity Feedback

The program noted an increase in majors (2 in 2022 after having been suspended for 5 years). No other notable data were reported on student success, other than the students will be graduating in 2024-2025. Based on only two students, it is difficult to point to any trends in student success data. This will need to be a focus for future program reviews.

High-Impact Practices Feedback

The program identified service learning, collaborative assignments, writing-intensive courses and capstone courses as HIPs. The short descriptions should be expanded for future reviews to explain how the HIPs fit into the program and by including more specific examples.

In particular, the discussion of collaborative projects is unclear and the description of writing intensive courses could use more detail. More explanation is necessary to understand how participating in a large orchestra is service/community-based learning.

The review panel recognizes that the HIPs employed by the Music program are all positive and meaningful in preparing students to enter the workforce.

UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
Master of Music in Performance
 College of Liberal Arts/Department of Music
 November 11, 2023

Expanded Statement of Institutional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
MISSION STATEMENT: The University Alaska Fairbanks Department of Music reflects the diverse and rich culture of Alaska with a heritage of artistic and academic excellence. The Department develops musicians and educators destined to become tomorrow's cultural leaders who will help shape the course of music not only in Alaska, but nationally and worldwide. The Music Department offers a Masters of Music program in Performance for strings, piano, voice, percussion, and woodwind instruments. In preparing for successful careers in music, students will be enriched by the diversity of their peers, the artistry of the faculty, and the resources of the University at large.	1. Applied Knowledge 1a. Applied Lessons: Students will demonstrate performance skills on their major instrument.	<u>Assessment:</u> Juries <u>Rubric:</u> Jury Evaluation Form <u>Min. Standard:</u> 100% of students should meet or exceed expectations	Juries are administered at the end of each semester by a panel of faculty. MUS 661
	2. Advanced Theoretical and Historical Knowledge 2a. Music Theory: Students will demonstrate advanced knowledge of music theory, followed by mastery of analysis of tonal and chromatic harmony and form. 2b. Music History: Students will demonstrate an advanced knowledge of Western Art Music from antiquity to the present.	<u>Assessment:</u> Final Exam <u>Rubric:</u> Comprehensive written exam <u>Min. Standard:</u> 100% of students should meet or exceed expectations <u>Assessment:</u> Final Exam, Research Paper and Presentation (satisfy completion of communication learning outcome (W + O designations) <u>Rubric:</u> exam <u>Min. Standard:</u> 100% of students should meet or exceed expectations	The exams are administered by the course instructor at the end of the semester for all courses in the sequence. MUS F632 The exams, research paper, and presentation are administered and assessed by the course instructor at the end of the semester for all courses in the sequence. MUS F625
	3. Master Recital: Students will perform a Master recital, a required capstone of the 600-level private lesson sequence.	<u>Assessment:</u> Master's Recital <u>Rubric:</u> Recital grade <u>Min. Standard:</u> 100% of students should meet or exceed expectations	Master's Recitals are graded pass/fail by a panel of faculty. Grading is based on Pass/Fail system.

Submitted by Yue Sun, Eduard Zilberkant, Dario Martin

GOAL STATEMENT: It is the Department's goal that the Master of Music degree program will provide professionally -oriented students with the education, superior musicianship and extensive performance experience required for successful careers as performing artists and studio teachers, or in preparation for pursuing further studies in music performance.	4. Research project: Students will demonstrate their advanced knowledge of music history and theory by writing a research paper based on their recital repertoire.	The student defends their project in front of their graduate committee.	MUS F698
	5. Introduction to Graduate Studies: Provides students with tools necessary for their graduate research project.	-Participation in Discussion -Course Papers -Annotated Bibliography -Final Project, Research Paper	MUS F601