Office of the Provost and Vice President for Academic Affairs

School of Music
Academic Year 2014-15 Assessment Report

MISSION STATEMENT

The mission of the School of Music is to provide a comprehensive instructional program in music that will develop teachers, performers, composers, scholars, and informed audiences. In addition, we strive to set and maintain high standards of musical excellence for a broad and diverse community of constituents. At the same time we acknowledge the value to ourselves and our students in interaction with other departments on campus in the belief such efforts will broaden our sphere of influence resulting in promotion of the role of arts in our culture. Finally we recognize a responsibility to be of service to the greater region by providing leadership and public service to students and teachers in schools and communities.

The School of Music and the other units of the College of Visual and Performing Arts were recently recognized by the Northwest Accreditation Association as being "a jewel in the crown of The University of Montana." The School of Music offers both professional and liberal arts degrees in music at the undergraduate and graduate levels. An academic minor is also available to students majoring in other disciplines. Clearly the mission and objectives of the School of Music are directly related to those of this specific institution as well as the Montana University System. Recognizing this University's strong commitment to providing a broad-based liberal arts education, the School of Music and College of Visual and Performing Arts have further been charged with serving as the principal location for professional training in fine arts.

Through its historic mission and proven reputation for offering high quality education, the School of Music continues in its role as the provider of the state's only graduate level programs in music. In 2009, the music unit at the University of Montana realized a morale boost for our image in that the name was changed from a School of Music to a School of Music. In addition, The School of Fine Arts name was changed to a College of Visual and Performing Arts, and includes also a School of Art, School of Theatre & Dance, and a School of Media Arts. This change was approved by the Board of Regents. These Schools function in every way like the other professional schools on campus, the School of Business, The School of Journalism, The Phyllis J. Washington College of Education and Human Sciences and the Skaggs School of Pharmacy. Renaming the departments aligned it with the reality of its actual structure and performance, internally and externally with the umbrella being the College of Visual and Performing Arts. There were no funding reallocations or increases associated with this change, and the basic structure of governance did not change. Department chairs became directors, and area coordinators became division chairs.

The goals of the School of Music at The University of Montana are aligned with the mission statement and are fourfold: -to provide a comprehensive instructional program in music for music majors, music minors, and general education students at The University of Montana which will develop teachers, performers, composers, scholars, and informed audiences; -to set standards of musical excellence for the University, the Missoula Community, the State of Montana, and the region through performances by students, faculty, and guest artists; -to interact with other departments within the university in developing interdisciplinary curricular approaches, and to
MISSION STATEMENT

broaden our sphere of influence within the university and larger community in exploring and promoting the role of the arts in culture; and, to serve the region by providing artistic, cultural, and pedagogical leadership as well as public service to schools and communities. The School of Music offers professional and liberal arts degrees in music at the undergraduate level and professional degrees at the graduate level. An academic minor is also available to students majoring in other disciplines.

Department Educational Objectives

1) Preparation for individual goals. -Teach music in elementary and secondary schools, colleges and universities, and private studios. -Performing as a professional musician in orchestral, band, choral, chamber music, and other professional settings. -Creating original musical works and arranging and orchestrating pieces previously conceived. -Laying a foundation for further work and study in such fields as music education, music history, music theory, composition, ethnomusicology and performance as well as in those disciplines recognizing completion of an undergraduate music degree as pre-professional preparation appropriate for study in a variety of other disciplines. -Attainment of knowledge and skills required for achievement in work utilizing technology relating to the field of music.

2) Providing a rich musical background for other kinds of related career opportunities, in fields such as: -Music and Arts Administration -Music of the World’s Peoples and Cultures -Music Publishing -Music for “live” Productions and Films -Technology -Church Music -Music Industry Merchandising -Recording Technician

For the at-large, on-campus university student population the objectives are to: 1) Provide instruction in basic musicianship and teaching methodology for elementary classroom teachers. 2) Provide musical enrichment and learning through ensemble participation, individual performance study for the non-major, and opportunities to witness high quality performances 3) Provide general education courses in the expressive arts, historical, and literary perspectives and non-western cultures 4) Cooperate with other faculties within the University to provide joint projects in performance and interdisciplinary unites and courses where the art of music is substantial. To satisfy General Education Requirements expected for all students at The University of Montana, the School of Music provides courses in the symbolic systems of music notation, development of writing skills, music as an expressive art and music as a literary and artistic study, music in the context of Western European history and music in global and indigenous cultures.

For the off-campus constituency of Missoula, the state, and region the objectives are to: 1) Inspire and educate audiences of beginning and experienced performers, teacher, arts enthusiasts, and the general public through quality solo and ensemble concerts by faculty and student musicians both on the campus and throughout the region. 2) Provide educational opportunities through the organization and hosting of on-campus festivals, workshops, and summer music programs 3) Render service to the region through guest conducting, adjudicating, presentation of in-service workshops to music teachers, and other forms of outreach activity.

The mission and objectives of the School of Music are directly related to those of this specific institution as well as the Montana University System. Recognizing this University’s strong commitment to providing a broad-based liberal arts education, the School of Music and College of Visual and Performing Arts have further been charged with serving as the principal location for professional training in music and the other arts. Through its historic mission and proven reputation for offering a quality education, the School of Music continues in its role as the provider of the state’s only graduate level programs in music. For the on-campus constituency of music majors and minors the broad objective is to prepare musicians for the diverse range to which they aspire while providing a solid fundamental background of musicianship and scholarship.
DEPARTMENT OBJECTIVES and ALIGNMENT WITH STRATEGIC ISSUES

1. Strategic Goal 1: Partnering for Student Success:

   Prepare K-12 Students
   Help Students transition to college
   Engage students
   Strengthen student support
   Emphasize faculty and staff development

School of Music and College Issues:

   ➢ Educational Trends, Realities and Culture: Faculty in the School of Music and College recognize that before students enter into the university, they are more likely to be prepared to take tests, but not to be creative thinkers. They might view technology as a toy and not a tool. The faculty wish for students to become more powerful and efficient artist/teachers, learning traditional methods and styles and having the courage to move into the future. Faculty also want the students to be aware of connection and care from the faculty. In the age of Facebook and tweets, impersonal communication can be counterproductive in the Arts.

   ➢ Retention: Issues were discussed and faculty found that it was critical that retention efforts were maintained throughout the first year of study. Creating “First Year Experiences” such as freshman interest groups, peer to peer support and mentoring program with upper classmen would assist in retention efforts.

   ➢ UM Indicators of Success: Freshman Retention and Graduation Rate.
     - Incoming academic credentials (GPA, test scores) Strategic Target: 3.5 GPA; 24 ACT
     - School of Music: Maintain rigorous entrance audition/music theory placement exam.

   • College continuation rates
     - Strategic Target: 70%
     - School of Music: Maintain “Early Alert” notification system for students who are not doing well within the first four weeks of class; Continue School of Music’s successful advising protocols; Improve facilities: rehearsal halls, practice rooms; meet safety codes for disabled students; retain and attract quality faculty; continue to improve technology.

   • Freshman success (GPA and first-year retention rates)
     - Strategic Target: 3.25; 83%
     - School of Music: Retain and attract high quality faculty; continue to improve technology such as wireless and smart classrooms.

   • Declaration of major
     - Strategic Target: 100% by 45th credit hour completed;
     - School of Music meets this target. 100% of students declare music major status in order to enter in freshman level music theory and applied lessons.

   • Enrollment in freshman seminars and experiential opportunities
     - Strategic Target: 50% of freshman class
     - School of Music: Mentoring programs and Freshman Interest Groups are in place. In addition, the School of Music and the CVPA (College of Visual and Performing Arts) holds artist in residence, guest artist series and collaborative experiences for freshman.
DEPARTMENT OBJECTIVES and ALIGNMENT WITH STRATEGIC ISSUES

- Participation in student success initiatives (e.g., tutoring, mentoring, early alert, Math Pilot, Study JAM, career counseling services, online training)
  - Strategic Target: 30% increase in utilization
  - School of Music meets this target. Early Alert, career counseling and tutoring are offered to all music students each semester.
- Provision of tailored services to meet diverse student needs
  - Strategic Target: 100% of students rating services satisfactory or better
  - School of Music: The School of Music is insisting that our facilities be upgraded in order to serve students. This includes providing an elevator suitable for handicapped use to replace the current freight elevator. A plan has been proposed to convert the existing freight elevator into a passenger/freight elevator. We await approval of this plan from the UM administration.
  - A plan has been submitted to expand the School of Music that will include a larger choral room and band/orchestra rehearsal space, more practice rooms, storage, seminar rooms and faculty offices. Currently the enrollments in large ensembles exceed the safety codes for the current spaces. For example, the University Choir is at 118 members. The choral rehearsal space has a fire/safety code limit of 70. In addition the plan also includes an increase of practice room space. Please see attached music building expansion document

2. Strategic Goal 2: Education for the Global Century

   Strengthen foundational academic programs
   Generate responsive two-year programming
   Promote global engagement and leadership at the baccalaureate level
   Enhance discovery and innovation through graduate research

School of Music and College Issues: Defining Global:

- Faculty believe that global education involves interconnectivity and interdisciplinary programming within and among the campus community, as well as locally, regionally, nationally and globally. Global education also includes diversity of thought, cultural richness and continuous pursuit of world views. The goal is to enhance our programs to ensure students are prepared to live in a world with unlimited connectivity. This will be achieved through study abroad opportunities, enhancing virtual classrooms and connecting faculty and student to the world society.

- Key principles: School of Music faculty view sustainability, collaboration, community as key principles and broad goals. In addition, providing culturally broad experiences both the classes and with outside opportunities are strong aspects of the current School of Music mission. Examples include study abroad programs in Vienna and Bali, world music guest artists, international creative activity by faculty in diverse places in the world, integration with the Irish Studies program, collaboration with the School of Theatre & Dance, Media Arts and Art, as well as community involvement with charity groups such as the Lions Club and Missoula Food Bank and International Choral Festival-Missoula. Faculty are concerned and interested in bringing principles and global issues into the curriculum and faculty experiences in to the classroom. The School of Music and the Missoula Community encourage open-mindness and involvement, and this is evident especially in our Bachelor of Arts programs across campus.

- UM Indicators of Success
  - 50% of students should have study abroad, service learning, co-curricular experience
DEPARTMENT OBJECTIVES and ALIGNMENT WITH STRATEGIC ISSUES

- School of Music: Of the 300 music majors, 50 were able to participate in the Vienna Program 2010 and over 40 participated in the 2012 Vienna and Bali study abroad experiences. Internships have been developed with the Missoula Symphony Orchestra.
- 100% funding of graduate TAs, 40 as a number in the College
  - School of Music: Currently the School has five GTA (Graduate Teaching Assistants). The Director of the School of Music has proposed an increase in the number of teaching assistants supported by the Graduate School. The Provost is considering an increase in GTAs for the School of Music.
- Strategic target of international research fellowship: Every faculty should be financially supported to study/teach abroad once every seven years.
  - School of Music: The School’s study abroad program encourages every faculty member to participate in teaching in the existing Vienna Program or to develop a program such as the Bali study abroad experience. In 2010, seven School of Music faculty taught in the Vienna, and in the summer of 2012, eight faculty participated as teachers in music study abroad programs. It is the hope of the School that all faculty will rotate through the Vienna Program as lectures, conductors and performers every two years. In 2015, twelve faculty will teach in Vienna.

3. Strategic Goal 3: Discovery and Creativity to Serve Montana and the World

- Enhance contribution by faculty through research
- Expand knowledge and cultural richness through creative scholarship
- Advance today’s discoveries to create tomorrow’s products

School of Music and College issues:

- Expectations are too great to accomplish creative work. Workloads need to be reviewed and revised. School of Music facilities need to be upgraded and expanded. Better promotions mechanisms need to be created so that the UM campus, Missoula community and region are aware of our presentations, exhibits, concerts, especially the Board of Regents. Continued collaboration outside of UM and community groups. Enable students and faculty to showcase work from study abroad experiences. The School of Music has hired a full-time Promotions Coordinator in 2012.

Indicators of Success Discussion

- Funding: external and internal grants
  - School of Music: Currently, the School has very limited opportunities in this area, however, internal funding by way of faculty development grants and research grants has been somewhat successful.
- Publications, Noteworthy Performance
  - School of Music scholars and performers are extremely productive in this area. As active performers and scholars, the School meets the target of the 2020 goal. However, this is done with little or no load relief, time or significant funding for faculty or students. A proposed revised School of Music workload plan is being developed by the School of Music Executive Committee this semester, for consideration by the Dean of the College of Visual and Performing Arts.
DEPARTMENT OBJECTIVES and ALIGNMENT WITH STRATEGIC ISSUES

- Currently, the College published a 12 page newsletter each fall, both hard copy and online that promotes the accomplishments of faculty, students, staff and alumni of the College. In addition, beginning this fall, legislators and Board of Regents members are given a personalized invitation to every outreach activity that occurs in their district.

### 4. Strategic Goal 4: Dynamic Learning Environment

- **People** - Lead in recruiting, retaining and developing the highest-quality students, faculty and staff
- **Programs** - Provide programs of distinction, including outstanding cultural and entertainment opportunities.
- **Infrastructure** - Use technologies and practices that optimize the learning experience while modeling sustainability.
- **Culture** - Inspire and atmosphere where engagement and passion for learning thrive
- **Place** - Integrate the character of the campus environment into discovery and instruction

**School of Music and College issues:** The facilities that currently house the School of Music provide challenges beyond our capacity to achieve. The need for rehearsal space, practice rooms, studio space and storage negatively impacts the ability to continue to provide programs of distinction and provide outstanding cultural opportunities, as well as the possible future ability to recruit and retain the highest quality students, faculty and staff. This also includes the need to upgrade the infrastructure, specifically spaces for technology labs, and the purchase and maintenance of instruments. Currently, the keyboard area has increased its inventory by the donation of a beautiful tracker organ, and is embarking on a well-supported fundraising campaign to replace the Steinway concert grand piano in the Music Recital Hall.

- The School of Music is proud to have attracted and retained some of the best faculty in the nation. Award-winning consummate scholars and artist/teachers, the faculty have been able to attract top students from the region. Despite overwhelming workloads and no release time for research and creative activity, the School of Music continues to be considered a leader in the Pacific Northwest.
- The School will use The University of Montana UM 2010: Building a University for the Global Century Strategic Plan as a basis for maintaining, building and facilitating its programs, recruiting and retaining students, faculty and staff, and educating the administration, campus community, local, regional, national and international communities of the vast musical riches found within our walls.

### 5. Strategic Goal 5: The Planning-Assessment Continuum

School of Music leadership provides mission-driven goals and accountability. Key leadership bodies in the School includes the Director, Music Executive Committee, Curriculum Committee, Music Education Committee, Unit Standards Committee, the Music Building Expansion Committee, Vienna Planning Committee, Graduate Committee and Division groups with Chairs (brass, percussion, woodwind, keyboard, string, academic areas, voice and piano). Student committees include the Music Union and ASUM committee groups within each major ensemble and degree program. Each of these groups provide meaningful input and serve as advisory groups. Many serve as implementation teams for School of Music initiatives. Examples include:

- **Music Building Expansion Teams:** Develop goals and director for expansion to best serve current and future students. Teams are divided into rehearsal room, practice room, storage, classroom, technology, office and seminar space groups. They have been charged with assisting architects and designed in realizing goals to serve 300-400 music students, provide a safe and healthy environment for performance, rehearsal and practice, create spaces that are dynamic and meet the current and future needs of technology and program development.
### DEPARTMENT OBJECTIVES and ALIGNMENT WITH STRATEGIC ISSUES

- Curriculum, Graduate, Music Education committees are charged with reviewing programs to maintain accreditation, encourage innovation, attract prospective students, maintain leadership in developments in high education with respect to music programs.
- Music Executive Committee: Charged with reviewing and overseeing faculty committee proposals, initiatives and innovations, assisting in communication with faculty groups and committees.
- Division groups and Chairs: Charged with curriculum development, innovation, new ideas and other important development to enhance the pedagogy in each division.
- Student Music Union: Charged with facilitating budgeting of ASUM funds for their peers in music.

### STUDENT LEARNING GOALS AND MEASUREMENT TOOLS

<table>
<thead>
<tr>
<th>Learning Goals</th>
<th>Measurement Tools</th>
<th>Measurement Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. To experience a wide varied and diverse selection of musical styles through performance and perception.</td>
<td>Major Paper/Analysis Project/Portfolio: • All students must take three semesters of music history in which two courses must be writing courses in a lower and upper-division music history class. Students must also demonstrate a historical, repertoire and analytical knowledge in area juries, paper and conference presentations, and in preparation of program notes.</td>
<td>• B.A. students music take a year-long Form and Analysis course that includes significant analysis projects.</td>
</tr>
<tr>
<td>3. For B.M.E. students: to develop skills and competencies to gain certification and become outstanding music teachers.</td>
<td>Placement Exam/Written Proficiency Exam: • Students are assessed by audition on their major instrument up entrance into music major and music minor programs. • Students are placed into a Music Theory and Aural Perception based on a placement/written proficiency exam</td>
<td></td>
</tr>
<tr>
<td>Learning Goals</td>
<td>Measurement Tools</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>-------------------</td>
<td></td>
</tr>
<tr>
<td>upon acceptance into the program. A remedial course is required for those who do not meet the minimum requirements of a basic knowledge of music theory and music reading ability. • Students are also given a placement exam evaluating keyboard skills. Students may be placed in beginning keyboard courses, or may be placed in an intermediate skills course depending on their proficiency upon entering the program. Performance Proficiency Assessment: • Each semester of one-on-one pedagogy requires a juried examination assessed by area instructors. Students are expected to pass sight-reading exams during juries as well as pass a pre-Upper Division Recital Program assessment in their sophomore year. • At the end of the sophomore year all School of Music majors must perform and pass an Upper Division Recital Program assessed by the full music faculty. • All students in the B.M. and B.M.E. programs music perform and pass a ten-part piano functional exam by the end of their sophomore year in order to move into upper-division status. B.A. student music complete a minimum of one year of class piano. • B.M.E. students are assessed for competency on all musical instruments, conducting and orchestration. • All music students are required to perform in one large</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Goals</td>
<td>Measurement Tools</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td>ensemble each semester. These ensemble performs several times on campus and often performs a culminating concert presentation. Most large ensemble tour within the state of Montana and the Pacific Northwest region. • Upper-division students perform full or half public recitals (depending on their degree program). These recitals are preceded by a pre-recital hearing assessment by the area faculty. Major Paper/Analysis Project/Portfolio: • All students must take three semesters of music history in which two courses must be writing courses in a lower and upper-division music history class. Students must also demonstrate a historical, repertoire and analytical knowledge in area juries, paper and conference presentations, and in preparation of program notes. • B.M.E. students take and produce major papers for courses in psychology, education, health sciences, education methods and material to achieve their Montana education certification. • B.M.E. students prepare a final portfolio for assessment during the final semester of the program. • All music majors must attend 100 performances to receive a degree in music. Job Placement/Student Evaluations: • Assessment of any university program can be found in job</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Goals</td>
<td>Measurement Tools</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>-------------------</td>
<td></td>
</tr>
<tr>
<td>placement and graduate school placement as it demonstrates the evaluation and assessment of students graduating from its programs. • B.M.E. students are interviewed and find positions in K-12 public school music programs across Montana, the region, nationally and internationally. • Music majors apply for and are accepted into major Schools of Music and conservatory graduate programs in their field. Students must pass performance assessments, music theory and history written exams as well as portfolio assessment.</td>
<td>Applicants whose native language is not English, must submit TOEFL (Test of English as a Foreign Language), IELTS (International English Language Testing System) or MELAB (Michigan English Language Assessment Battery) scores to be admitted as a graduate non-degree or graduate degree seeking student. If the TOEFL score is below 580 (paper-based test), 237 (computer-based test) or 92 (internet based test), the IELTS score is below 7.0 or the MELAB score is below 82, applicants may be admitted provisionally into a graduate program or as a graduate non-degree student.</td>
<td></td>
</tr>
</tbody>
</table>

4. For M.M. in Music Education students: To develop skills and competencies in order to enhance continuing education of music teachers in the field. | Placement Exam/Entrance Requirements: • Those applying for admission to graduate programs in music provide a letter of intent, official transcripts, letters of recommendation and other materials for consideration. Based on those materials careful consideration will be given to those students in determining the applicant’s potential for successful completion of a graduate level degree. • For full admittance to the M.M. in Performance and Musical Theater, the applicant music audition and be accepted into the program. M.M. in Composition/Music Technology applicants submit samples of their previous work for consideration by area faculty prior to acceptance. M.M. | Students in the Master of Music in Music Education degree program are required to prepare and present a professional project related to music education. • Students are required to take a Final Exit Oral Examination Job Placement/Student Evaluations: • Assessment of any university program can be found in job placement and graduate school placement as it demonstrates the evaluation and assessment of students graduating from its programs. • M.M. in Music Education students with certification and licensure are interviewed and find positions in K-
### Student Learning Goals and Measurement Tools

<table>
<thead>
<tr>
<th>Learning Goals</th>
<th>Measurement Tools</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>in Music Education applicant admission is based on the letter of intent, professional goals, and strong consideration is given with respect to letters of reference that speak to the student’s passion for the field of education. The undergraduate transcripts of those wishing to gain admittance in music education are carefully perused with special attention given to accomplishments in related course offerings and experiences at the undergraduate level. • All applicants submit a completed Graduate School application form, financial deposit, copies of all college/university transcripts, three current letters of reference, and a brief statement outlining reasons for wanting to enroll in graduate study. All application materials are accumulated in the School of Music office and forwarded by the Director to the Graduate School along with a recommendation for admission. Remedial course work may be required in specific areas.</td>
<td>degree student and be required to complete English as a Second language course(s) before they can take courses in their major. Applicants who are graduates of English-speaking universities are not required to take the TOEFL, IELTS or MELAB, 12 public school music programs across Montana, the region, nationally and internationally. Those who already are employed by a school district enjoy significant pay increases upon graduating with the M.M. in Music Education degree from The University of Montana. • Music majors apply for and are accepted into major Schools of Music and conservatory doctoral graduate programs in their field. Students must pass performance assessments, music theory and history written exams as well as portfolio assessment.</td>
<td></td>
</tr>
</tbody>
</table>

5. To experience a wide variety of multi-cultural musical presentations and study abroad programs in music. • The School of Music aspires to have at least 50% of its majors to have participated in a study abroad experience • The School of Music offers study abroad opportunities in locations such as Vienna, Austria and Bali. • The School of Music supports international visiting scholars and...
<table>
<thead>
<tr>
<th>Learning Goals</th>
<th>Measurement Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>performing artists • The School of Music provides partial funding each year for faculty and student travel abroad for presentations and performances.</td>
<td></td>
</tr>
<tr>
<td>6. To develop the aural and analytical skills required to enter graduate studies or the professional world of music.</td>
<td></td>
</tr>
<tr>
<td>Placeement Exam/Written Proficiency Exam: • Students are assessed by audition on their major instrument up entrance into music major and music minor programs. • Students are placed into a Music Theory and Aural Perception based on a placement/written proficiency exam upon acceptance into the program. A remedial course is required for those who do not meet the minimum requirements of a basic knowledge of music theory and music reading ability. • Students are also given a placement exam evaluating keyboard skills. Students may be placed in beginning keyboard courses, or may be placed in an intermediate skills course depending on their proficiency upon entering the program. Performance Proficiency Assessment: • Each semester of one-on-one pedagogy requires a juried examination assessed by area instructors. Students are expected to pass sight-reading exams during juries as well as pass a pre- Upper Division Recital Program assessment in their</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Student Learning Goals and Measurement Tools

<table>
<thead>
<tr>
<th>Learning Goals</th>
<th>Measurement Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>sophomore year.  • At the end of the sophomore year all School of Music majors must perform and pass an Upper Division Recital Program assessed by the full music faculty.  • All students in the B.M. and B.M.E. programs music perform and pass a ten-part piano functional exam by the end of their sophomore year in order to move into upper-division status. B.A. student music complete a minimum of one year of class piano.  • B.M.E. students are assessed for competency on all musical instruments, conducting and orchestration.  • All music students are required to perform in one large ensemble each semester. These ensemble performs several times on campus and often performs a culminating concert presentation. Most large ensemble tour within the state of Montana and the Pacific Northwest region.  • Upper-division students perform full or half public recitals (depending on their degree program). These recitals are preceded by a pre-recital hearing assessment by the area faculty.</td>
<td></td>
</tr>
<tr>
<td>Major Paper/Analysis Project/Portfolio:  • All students must take three semesters of music history in which two courses must be writing courses in a lower and upper-division music history class. Students must also demonstrate a historical, repertoire and analytical knowledge in area juries, paper and conference presentations,</td>
<td></td>
</tr>
</tbody>
</table>
### STUDENT LEARNING GOALS AND MEASUREMENT TOOLS

<table>
<thead>
<tr>
<th>Learning Goals</th>
<th>Measurement Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>and in preparation of program notes. • B.M.E. students take and produce major papers for courses in psychology, education, health sciences, education methods and material to achieve their Montana education certification. • B.A. students music take a year-long Form and Analysis course that includes significant analysis projects.</td>
<td></td>
</tr>
</tbody>
</table>

### RESULTS AND MODIFICATIONS

**Students**, while receiving quality instruction and we are realizing a high success in this area, our accrediting body, The National Association of Schools of Music has identified several critical issues with our music building that has negatively impacted the quality of instruction and student success. Specifically:
- **Facilities:**
  - Health and Safety
  - Number of Practice Rooms
  - Technology classroom needs
  - Storage for instruments, music, equipment
  - Student meeting spaces, seminar rooms for graduate classes
  - Large ensemble classroom needs
  - Classroom/performance space needs
- **Faculty**

**Future Plans**
- Music Building Expansion Project to be completed by 2020, adding approx. 40K square feet of usable space (See attached Music Building Expansion Document)
- Add more faculty in the academic core based on new UM funding model.
- Revise curriculum to make better use of current faculty and still support degree programs
- Investigate more online offerings, and perhaps complete online degree delivery of some programs
RESULTS AND MODIFICATIONS

Currently faculty work at overloads in some areas. We have been able to add some adjunct and tenure track lines, however, we still need more faculty and GTA funding and lines to support the degree programs we currently offer.

APPENDICES

1. School of Music Curriculum Matrix
2. School of Music Building Expansion Document
3. Master of Music Final Exit Exam/Interview

FUTURE PLANS FOR CONTINUED ASSESSMENT

Goal 1

Increase faculty lines to support the needs in each division by hiring full-time instructors on each instrument or supporting current instruction with adjuncts

2015-Horn

2015-2016-Trumpet adjunct hire

2015-2016-Musical Theatre/Music Director/Cabaret adjunct hire

Provide opportunities for students to hear world-class performers in a live setting

- Provide master classes and workshop for music students
- Develop our Guest Artist Series by looking for funding outside of UM to bring world class artists to our Missoula
FUTURE PLANS FOR CONTINUED ASSESSMENT

- Connect with Hamilton Concert Series to collaborate in bringing their world-class artists to campus for master classes
- Encourage each Division to have brass, woodwind, percussion, voice, keyboard festivals that bring artists to campus

Create online theory assessment exams for incoming freshman and graduate students

Goal 2

- Encourage a World Music concert series to showcase world music performers touring in Montana, and to showcase our own faculty and students in performance of non-western music.
- Develop the Irish Music component of the Irish Studies program
- Interface with Arabic Studies to start an Arabic Ensemble

Goal 3

Continue to evaluate the B.M.E. program, and its course offerings. For example, re-evaluate the secondary instrument study, include an advanced conducting course, jazz pedagogy, marching band techniques and instrument repair as required classes.

- Faculty will continue to evaluate the curriculum, course of study for studio instruction
- Need to offer more upper-division special topic courses

Goal 4

- Develop entrance theory/form and analysis exam for placement into remedial theory courses, or directly into required graduate level analytical technique classes

Goal 5

- Continue to provide opportunities for music students to participate in at least one study abroad program during their four-year degree program • Seek out funding opportunities to make it possible for students to participate in study abroad programs

Goal 6

- Need for an online Music Theory Entrance exam to be offered as part of UMOnline registration • Need to continually assess curriculum in core music classes to remain with current scholarship in the music theory, history and performance • Need to continually assess current technology in the field of music • Need to increase offerings in the area of upper division music electives.