

Operational Plan for Commercial Music Performance Program

Section A

Program Coordinator: Grace Denton

Date: May 18, 2022

Associated Faculty: Grace Denton, Paul Sunderland, Joe Bures, Alex Kirby, Don Frazure

Full Time: Gary Erickson (Audio Engineering and Live Sound classes), Grace Denton (Voice Lessons, Theory, History of American Pop, Performance coaching). Worship Arts: Paul Sunderland (Theory and Guitar within both the Audio Engineering and Commercial Music Performance degrees)

Adjunct: Joe Bures (drum lessons), Don Frazure (Choral Director and voice lessons)

Welcome to Commercial Music Performance!

Commercial Music Performance is a broad area that covers all aspects of music performance including vocal and instrumental musicianship, stage presence, artistry, studio recording, producing, live audio sound reinforcement, and live performances of all commercial musical styles. This degree is a pre-professional degree with the intent of providing a strong foundational education in a main area of interest and study with the flexibility to add other areas of specific interest and suit their future needs. Our graduates work in all aspects of the music industry at the highest levels and are desired for their capabilities as well as their character! All information within the degree is provided in a hands-on format as a primary way of integrating the skills, and the students are connected every semester to the degree, beginning on the very first day of classes as a freshman or transfer student. The flexibility of

the degree, cooperation with related areas, the ability to craft a degree that fits future goals, along with all the resources (5 recording studios, multiple performing facilities, touring systems (audio, staging and lighting)), all add up to a great opportunity for the student to become well prepared to move directly to the industry as they graduate.

Program Mission Statement

The Commercial Music Performance major will prepare the student for a variety of jobs upon graduation through a very broadbased set of skills and flexibility. Today's market requires an employee to be well versed in many aspects, not to be a "master of one." The program is designed with the Projects course as the centerpiece of the degree where all of the areas (studio, live audio, songwriting, performing, promotion, touring) all work in a tight, integrative manner, dependent upon each area to work towards a common goal. All courses are designed to build individual areas to connect through the Projects course as an integral part of the whole. Students will not only hone their craft but will also work to integrate Christian values at the core of what they do and to be able to present themselves as moral and responsible Christian professionals. Students who successfully complete the Commercial Performance major can expect entry level professional positions.

Programmatic Faith Integration

Faith Integration is quite important in both the Audio Engineering and Commercial Music Performance degrees. We heavily emphasize being more than just “3 minutes of entertainment.” Many, many people can create something that is catchy, fun, etc., but to what end? Simply to earn money? We speak frequently about the opportunity we have as musicians, performers, songwriters, and engineers to use our time and talents to reach others in a way that only music can. If we have an audience, whether it be in concert, in the studio, a recording, or other live performance... we encourage them to say something of worth and use their platform to benefit others. That is part of what makes our program unique. All faculty related to the Commercial Music Performance degree have this as a core concept and infuse it within their classes, either through content or by direct interactions with the students as we coach and lead them.

We begin this process in students’ very first semester by having them take a course called MUSG 150: Faith, Music, Culture with the main goal of introducing them to the ideas of working to be the best artists they can be and to create something of worth that positively affects their culture around them—wherever that is for them. This could be in one person, a small group, or a large audience. All are important. The information is then infused into the rest of the classes, and we also bookend the degree with a course called MUSG 350 Faith, Music, Culture Senior Seminar. It could be described as a “final tune-up” in how to interact with the world as a Christian musician, just as they are graduating.

Faith Integration is clearly at the heart of what we do within the Commercial Music Performance program, as this is what produces quality musicians and makes a difference in the world. We are regularly reminded of this importance through stories of our students' character as they interact in internships and jobs upon graduation. We have a great reputation for people of service and character!!

Section B

Program/Major Objectives: *Qualities and competencies expected in graduates from this program/major*

At the close of their degree, students should be able to:

1. Cultivate a strong foundation of musicianship, performance adeptness, and artistry.
2. Foster their ability to create and recreate music (theory, songwriting, arranging, producing, creative music performance, etc.)
3. Demonstrate an ability to listen critically and analyze a studio recording or live concert.
4. Understand the professional environment, career marketability, and industry structure as well as demonstrate an ability to be successful in a professional setting and knowledgeable of the industry.
5. Create a professional live or studio portfolio for use in performing, recordings, marketing, and promotional material.
6. Demonstrate a self-awareness and connection of their faith to their music/skills and understand how they come together to affect a positive change in their culture.

Commercial Music Performance Fulfillment of the SLOs

The Commercial Music Performance (CMP) program works within the goals of Greenville University to ‘round out’ the whole of a person by what is learned through coursework and the General Education curriculum. Our students in CMP assimilate GU’s Student Learning Outcomes (SLO’s) in all of the areas; in example, Self-Awareness from SLO# 1 is addressed through the Faith, Music, and Culture courses and all of the introspective work done as musicians and artists. SLO# 2, 3, and 4 are a central part to all we do within the CMP degree, as we are primarily a fully hands-on type degree. Students focus on Knowledge and Skill while working collaboratively across disciplines with our friends in Worship Arts and Digital Media as well as providing services to multiple other areas of campus life. Communication in these settings is vital for successful work just as communication to our audience is critical. The greatest music in the world is of little benefit if not able to be communicated well to an audience! SLO#6 is also fundamental to what we do as that is the overall goal: Application of the Christian Virtues in our graduates. As mentioned previously, “3 minutes of entertainment” is not what we are about. We aim to use our gifts and time to create something of worth for our audience... whatever that audience is!

Commercial Music Performance Connections to Greenville University as a Whole

We work with the University as a partner in the development of the student. We bring very specific, strong, foundational elements of growing the students in skill and knowledge as well as through character. We know we cannot do everything the student needs within our degree alone, the knowledge and character growth transmitted by the other aspects of the University works in tandem to benefit the student as a whole.

Section C.

Program Learning Objectives	Required Courses / Learning Opportunities																					
	MUSG 150	MUSG 226	MUSG 230	MUSG 227	MUSG 111	MUSG 229	MUSG 260	MUTH 110	MUTH 305	MUTH 306	MUAP 110	MUAP 115	MUSG 120	MUSG 220	MUSG 320	MUSG 340	MUSG 330	MUAP xxx lessons	MUENx ensembles	MUSG 350	MUSG 416	MUSG 100
1	I				I								I	D				I	D		M	
2				D		D	I	D	M	I	D	I	D	D	D			I	D		M	
3						D							I	D	D						M	D
4		I	D										I	I	D		D				M	D
5			D		I								I	D	M						M	
6	I												I	D	D	D		D	I	D	M	

Key: I = Introduced D = Developed M = Mastered

Section C

Recommended elective courses (as space allows)

Program Learning Objectives	Area of Concentration Studio Engineer / Producer Track					
	MUSG 242	MUSG 326	MUTH 312	MUSG 327	MUSG 342	
1						
2		D	D		D	
3				M		
4	D					
5						
6						

Key: I = Introduced D = Developed M = Mastered

Section D

Streamlined SLOs	Program Objective	Level of Mastery (IDM)	Term	Course number	Learning Activity	Benchmark	Assessment method
Year One: 2022-2023							
SLO 2	1	I	Fall	MUSG 111	Performance	>70%	Rubric for Final Performance
		I	Fall/Spring	MUSG 120	End of Semester Performance	>70%	Rubric for Final Performance
		D	Fall/Spring	MUEN 168/368	Final Concert	>75%	Rubric
		D	Fall/Spring	MUEN 343	Final Concert	>75%	Rubric
		D	Fall/Spring	MUEN 350	Final Concert	>75%	Rubric
		D	Fall/Spring	MUSG 220	Final Concert		Rubric for Final Performance
		D	Fall/Spring	MUSG 320	Final Concert		Rubric for Final Performance
		M	Fall/Spring	MUSG 416	Senior Concert	>75%	Rubric for Final Presentation of project

SLO 2	2	I	Spring	MUTH 110	Exam scores	>70%	Sum of exam scores
		D	Fall	MUTH 305	Exam scores	>70%	Sum of Exam Scores
		D	Fall/Spring	MUAP 111-412	varies	>70%	Varies

		I	Fall	MUAP 110	Exam scores	>70%	Sum of Exam Scores
		D	Spring	MUAP 115	Exam scores	>70%	Sum of Exam Scores
		D	Fall	MUSG 260	Exam scores	>75%	Sum of exam scores
		D	Fall	MUTH 306	Exam scores	>75%	Sum of exam scores
		D	Spring	MUSG 340	Exam scores	>70%	Sum of exam scores
		M	Fall/Spring	MUSG 416	Senior Concert	>75%	Rubric for Final Presentation of project

Year 2: '23-'24

SLO 2	3	D	Fall	MUSG 229	Exam Scores	>70%	Sum of Exam Scores
		D	Spring	MUSG 227	Final Project	>75%	Rubric
		M	Fall/Spring	MUSG 416	Senior Concert	>75%	Rubric for Final Presentation of project
		D	Fall/Spring	MUSG 100	Recital Class	>70%	Sum of Recital Attendance

SLO 2, 3, 4	4	I	Fall	MUSG 226	Exam scores	>75%	Sum of exam scores
		D	Spring	MUSG 230	Final Project	>75%	Rubric for Final Presentation of project
		D	Fall	MUSG 330	Final Project	>75%	Rubric for Final Presentation of project
		M	Fall/Spring	MUSG 416	Senior Concert	>75%	Rubric for Final Presentation of project
		D	Fall/Spring	MUSG 100	Recital Class	>70%	Sum of Recital Attendance

Year 3: '24-'25

SLO 1, 2, 3, 4	5	I	Fall/Spring	MUSG 111	Performance	>70%	Rubric for Final Performance
		I	Fall/Spring	MUSG 120	End of Semester Performance	>70%	Rubric for Final Performance
		D	Fall/Spring	MUEN 168/368	Final Concert	>75%	Rubric

		D	Fall/Spring	MUEN 343	Final Concert	>75%	Rubric
		D	Fall/Spring	MUEN 350	Final Concert	>75%	Rubric
		D	Fall/Spring	MUSG 220	Final Concert		Rubric for Final Performance
		D	Fall/Spring	MUSG 320	Final Concert		Rubric for Final Performance
		D	Fall	MUSG 360	Final Project	>75%	Rubric for Final Presentation of project
		D	Spring	MUSG 230	Final Project	>75%	Rubric for Final Presentation of project
		M	Fall/Spring	MUSG 416	Senior Level Project	>75%	Rubric for Final Presentation of project

SLO 6	6	I	Fall	MUSG 150	Exam scores	>75%	Sum of exam scores
		D	Spring	MUSG 350	Final Project	>75%	Rubric for Final Presentation of project
		D	Fall/Spring	MUSG 320	Final Concert	>75%	Rubric for Faith Integration
		D	Spring	MUSG 340	Exam scores	>70%	Sum of exam scores
		M	Fall/Spring	MUSG 416	Senior Concert	>75%	Rubric for Final Presentation of project

Annual Indirect Assessment Methods

	All		Spring/Summer		Alumni Survey		
--	-----	--	---------------	--	---------------	--	--

Description of Assessment Processes

Within the Commercial Music Performance degree, our students are always creating: songs, performances, recordings, etc. Each element has a slightly different presentation manner whether in live performance, or a recording, both audibly and visually. Each of these elements is assessed according to a rubric fitting for the style of project submission or final performance. We, as faculty, innovate constantly and assess during and at the end of each semester. Students present material throughout the semester, and the Audio Engineering and Commercial Music Performance faculty are always at the performances or showcases either overseeing or as an audience/observer. Although time consuming, this is the way we are able to assess whether the student is meeting their goals. Our program is unique.

Assessment Timetable

Commercial Music Performance is a very vibrant, flexible degree with many related aspects to help the students engage deeply in an area of specific interest (Studio Recording, Live Performance, Songwriting, Playing multiple instruments, etc.). However, the degree is made up of a Core set of classes that all students take. These courses provide strong foundational grounding within the degree. The degree is also currently listed to be a 3 Year Degree, and we have a very set structure for how students get through the degree as each class builds upon the previous and sets the students up for the next course.

The music industry in general is ever-changing, and the need to keep up with current trends is imperative. Moreover, students come in with a variety of skills and personal traits. An entering group of students can have rather dramatic differences in personality and learning styles developed through high school, prompting us to change how we provide material to the students.

Hence, in terms of Assessment, there is rarely a time that we feel we can step away from the reflection and oversight of the degree. It is our intent to do Assessment of all areas offered within the degree each year, as we feel that is important to ensure we are staying current and to accurately provide information of an ever-changing industry to the students. Additionally, we strive to provide it in a manner that will be best “absorbed” by the students. It is necessary to keep a consistent through-line within the degrees as the industry continues to evolve.

Direct Faculty in Audio Engineering and Commercial Music Performance meet weekly (Mon 12:30-1:20) to stay in tight communication with how things are going, discuss any changes that need to be made, or relay any issues with students or resources. We meet approximately 30 times per year. At the end of the Fall semester, we meet to discuss how the semester went, look for issues that need to be addressed, and set plans to address for next time it is offered. We make minor adjustments to courses all the time to make sure that the courses meet the overall Operational Plan! At the end of the school year, AE and Commercial Music Performance faculty meet for an extended time of reflection and plan for changes to be made over the summer in preparation for the

following Fall. Again—we constantly adjust to meet the students' needs based on our discussions as well as direct surveys and conversations with the students. We have a class called MUSG xxx Projects where every student in Audio Engineering and Commercial Music Performance is in attendance. We ask them often how things are going (from a curriculum and resource manner as well as personally since work to address the whole of the person). They are told many times that their voice is essential to helping us shape the future of GU. It is clearly a process that fully includes all aspects of the music industry. Although a hefty task, it is our intent to do a full assessment of all aspects of the degree on a yearly basis. We feel this process is most beneficial to the student's success, which is simply the primary focus we have as educators.