

Student Learning Outcomes Assessment Summary

Bachelor of Music in Education, BM

School of Music/College of Liberal Arts

AY 2014-2015

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1. Assessment information collected

A. Theoretical and Historical Knowledge

- a. Diagnostic Tool: A written entrance examination is collected from all entering freshman at the beginning of the year. Students either begin the music theory sequence with MUS131 or take Music Fundamentals, MUS103, for remedial work.
- b. Exit Level Assessment: Final examinations are collected at the end of each semester for the courses in the music theory sequence, MUS131, 132, 231 and 232, and courses in the music history sequence, MUS221 and 222.

B. Applied Knowledge

- a. Exit Level Assessment for Applied Lessons: A jury performance in front of music faculty is required at the end of each semester of private lessons. Using a jury rubric, the faculty recommends a final semester grade for each student. (MUS161, 162, 261, 262, 361, 362)
- b. Exit Level Assessment for Junior Recital: Students give a recital performance and a faculty panel submits the grade. (MUS390)
- c. Exit Level Assessment for Piano Proficiency: Each student completes a final examination by the instructor at the end of each semester of the sequence. (MUS152, 153, 154)

C. Core Music Education Sequences

- a. Exit Level Assessment: Exams and written and oral presentations are collected and graded by the instructor at the end of each semester for all courses in the sequence. (MUS309, 315, 351, 405)

D. Student Internships

- a. Reviews are written and submitted by the cooperating teachers and the university supervisor at the end of the semester. (ED454)

E. Student Employment

- a. A survey is administered by the Music Education faculty after the completion of ED454 and graduation.

2. Conclusions drawn from the information summarized above

During the 2014-15 school year, there were 19 Music Education majors, 9 Performance majors (4 who were double MUED majors) and 17 BA majors.

Freshman – 3 students

100%, 3 of 3 – On track in theory, piano proficiency and applied lessons.

Sophomore – 2 students

100%, 2 of 2 – On track in theory, history, piano proficiency, music education classes and applied lessons.

Junior – 5 students

40%, 2 of 5 – On track in the music theory sequence.

60%, 3 of 5 – On track in the music history sequence.

60%, 3 of 5 – On track in piano proficiency and MUED classes.

100%, 5 of 5 – On track in applied lessons.

40%, 2 of 5 – Performed Junior Recital.

**There is one 5th year student with a Junior standing in the core music and music education classes.

Senior (4 year) – 1 student

100%, 1 of 1 – On track in theory, history, piano proficiency, MUED classes, applied lessons and Junior Recital.

**Will take ED454 (student teaching) second semester of 5th year because of a double major in performance.

Senior (5th year) – 4 students

2 students took ED454 the second semester of their 5th year and graduated Spring 2015. One student has a double business major and the other a double performance degree.

1 student will take ED454 in the Fall 2015. They have a double major in geology.

1 student took ED454 in the Fall 2014 because he was an exchange student for one year. He graduated Fall 2014.

Senior (6th year) – 2 students

Both took ED454 in the fall of their 6th year. One gave their Junior Recital in their 5th year and the other took supplemental classes. Both graduated Fall 2014.

Senior (7th year) – 1 student

Student will take ED454 in the Fall 2015. They failed music history twice and gave a Junior Recital in the 5th year.

Senior (8th year) – 1 student

Student was behind in music and MUED sequences and Junior Recital. Graduated Spring 2015.

Conclusions:

63%, 12 of 19 graduated or on track to graduate in 5 years.

Five of the 19 MUED students are double performance majors.

Seven of the 19 students graduated in 2014-15, one a double performance major.

Of the 10 music degrees awarded in 2015, 70% (7) were BM in Music Education.

The five Freshmen and Sophomores are on track for all of the core sequences and piano proficiency.

Three of five Juniors are most likely going to graduate in their 6th year, or later because of failing grades in the core music sequences.

It seems common for Music Education majors to graduate in their 5th year because of student teaching, which takes an entire semester. Also, some of the students have double majors, which takes an extra year.

However, as evidenced by the 7th and 8th year graduates, the music faculty still needs to do a better job advising and monitoring students. Teachers need to identify struggling students earlier in the semester in order to assign tutors.

Also, sometimes there is a big discrepancy between the ability to play an instrument and the ability to be a successful student, and vice versa. In these instances, the students need extra time to be successful. The faculty can be better at spotting these students and giving them the help they need.

The department needs to recruit more music education majors, especially if it will be one of only two music degree programs. If we are to grow the program, UAF will need to hire a full-time Music Education professor.

Curricular changes resulting from conclusions drawn above

None

3. Identify the faculty members involved in reaching the conclusions drawn above and agreeing upon the curricular changes resulting

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