

# Student Learning Outcomes Assessment Summary

## ***Bachelor of Music Education, BM***

*School of Music, College of Liberal Arts*

**AY 2014-2016**

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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**

### **2014-2015**

In the Year 2014-15 there were 19 MUED students, 5 of whom were also Performance majors.

Freshman - 3 students

67%, 2 of 3 – On track for Theory, applied lessons and piano proficiency.

One student dropped out of UAF after the freshman year.

Sophomore – 2 students

100%, 2 of 2 - On track for Theory, history, applied lessons, piano proficiency and MUED core sequences.

Junior – 5 students

20%, 1 of 5 – On track in Theory, history, applied lessons, piano proficiency, core MUED core sequences and Junior recital.

1 student – Behind in Junior recital and university requirements.

1 student – One year behind in all music and MUED core sequences.

2 students – More than 2 years behind in all music and MUED core sequences.

Senior – 9 students

44%, 4 of 9 - On track in core music and MUED sequences. Three (3) did their Junior recitals in their Senior year, which is common because of the extra MUED courses. One (1) did her Student Internship (ED454) a year later because she changed her major.

6<sup>th</sup> Year – One student was one year behind in music and MUED core.

7<sup>th</sup> Year – Two students, one was behind in lessons and the Junior recital, and another was behind in her university requirements.

8<sup>th</sup> Year – One student behind in music and MUED core and gave their Junior recital in their seventh year.

**Conclusions:**

Of the nineteen students (19), 47% (9 of 19) are on track in their degree requirements. The music department needs to continue to implement a more rigorous audition process for incoming freshman, as well as improving the mentoring and advising of music students.

Of the nine seniors, 22% (2 of 9) graduated in the 5<sup>th</sup> year, which is on track for MUED majors.

Five of nine, or 56% graduated one or more years late.

Of the seven graduates, four are teaching in the public schools, one has decided not to teach and one is in graduate school. We do not have information on one student.

**2015-2016**

In the year 2015-2016, there were thirteen (13) MUED students, three of whom were also Performance majors.

Freshman – 3 students

33%, 1 of 3 - On track in the music theory classes and applied lessons.

Two (2) students did MUS103, Music Fundamentals and one student took one year of MUS151, or Class Voice. This will improve chances of success in the music core curriculum.

Sophomore – 2 students

0%, 0 of 2 - On track in the core music and MUED classes.

One student changed her major in December of 2015.

Junior – 4 students

50%, 2 of 4 - On track in all of the core music and MUED classes.

One student is one full year behind in the music and MUED core classes.

One student is more than 2 years behind in the music and MUED classes.

Senior – 4 students

25%, 1 of 4 – One on track to graduate in 4 and ½ years, a double Performance major, and one on track to graduate in 5 and ½ years, also a double Performance major.

Two students will take an extra year to graduate, one because she has had three private voice teachers in five years and one is behind in her university requirements.

One student is more than 2 years behind in her music and MUED core curriculum.

**Conclusions:**

Of the thirteen (13) students, 31% (4 of 9) students are on track in their degree requirements. This is an even lower percentage than the previous year. As stated previously, it is important to continue to improve the advising and mentoring process, as well as the implementation of early progress reports.

There were no MUED graduates this year.

**Overall conclusions:**

In 2012-2014, there were 29 MUED students, in 2014-2015, 19 students and in 2015-2016, 12 students. The numbers in 2016 are less than half the numbers in 2012. If we cannot fill our empty tenure-track faculty positions, one of which is the Music Education Faculty position, these numbers will continue to plummet. The budget crisis and lack of support for public education in Alaska also will continue to be a detriment to student numbers.

The percentage of students who are on track in their MUED and music core requirements has actually risen from 2012-2014. The number of graduates working in their field remains about the same. The percentage of students graduating after 5 years continues to be a problem.

**3. Curricular changes resulting from conclusions drawn above**

None

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

Dr. Lorna Eder