

# Student Learning Outcomes Assessment Summary

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

*Department of Music, College of Liberal Arts*

**AY 2016-2018**

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### **1. Assessment information collected**

#### **a. Theoretical and Historical Knowledge**

- i. 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.
- ii. 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, MUS 221 and 222.

#### **b. Applied Knowledge**

- i. 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 in the following courses – MUS 161, 162, 261, 262, 361, and 362.
- ii. Exit Level Assessment for Junior Recital: Students give a recital performance and a faculty panel submits the grade (MUS390).

#### **c. Core Music Education Sequences**

- i. Exit Level Assessment: Exams and written and oral presentations are collected and graded by the instructor at the end of each semester for all five methods courses in the sequence (MUS315).
- ii. Praxis Exams: Students must pass the three Core Academic Skills for Educators (Mathematics, Reading, and Writing) exams as well as the Music Content Knowledge exam prior to their student internship semester.

#### **d. Student Internship**

- i. Reviews are written and submitted by the cooperating teachers and the university supervisor throughout the semester.

**e. Post-Bachelor of Music Education**

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

**2. Conclusions drawn from the information summarized above**

**a. AY 2016-2017**

- ii. In the AY 2016-2017, there were 14 Music Education majors, 3 of whom were also Music Performance majors.
- iii. Freshmen – 4 students
  - 1. 50%, 2 of 4, on track for Theory and applied lessons
  - 2. 2 students not on track in theory
- iv. Sophomore – 3 students
  - 1. 100%, 3 of 3, on track for Theory, *History*, and applied lessons
- v. Junior – 4 students
  - 1. 100%, 3 of 3, on track for Theory, History, applied lessons, *Junior recital*, and *Core Music Education Sequence*
  - 2. 2 students were also music performance majors
  - 3. 1 student transferred after fall 2016
- vi. Senior – 0 students
- vii. 5<sup>th</sup> year – 2 students
  - 1. 50%, 1 of 2, on track for Theory, History, applied lessons, *Junior recital*, *Core Music Education Sequence*, *Praxis exams*, and *Student Internship*
  - 2. One student is also a music performance major and graduated in December 2017
  - 3. 1 student is in their 5<sup>th</sup> year of the degree, having not completed the Praxis exams or Student Internship
- viii. 6<sup>th</sup> year – 1 student
  - 1. 1 student is in their 6<sup>th</sup> year of the degree, having not completed the Praxis exams or Student Internship
- ix. 7<sup>th</sup> year – 1 student
  - 1. 1 student is in their 7<sup>th</sup> year of the degree, not on track in *junior recital*, *core music education sequence*, *Praxis exams*, or *student internship*
- x. Other
  - 1. 1 student transferred to UAA

**b. Conclusions for AY 2016-2017**

- xi. Of the 14 music education majors, 78% (11 of 14) are on track in their degree requirements.

- xii. The theory and history curriculum keeps students from advancing through the plan in a timely manner. Entrance diagnostic exams may need to be reevaluated.
- xiii. About 29% (14 out of 48 total number of enrolled music students) are Music Education majors.

**c. AY 2017-2018**

- xiv. In the AY 2017-2018, there were 13 Music Education majors, 1 of which was also a Music Performance major.
- xv. Freshmen – 2 students
  - 1. 100%, 2 of 2, on track for Theory, applied lessons.
  - 2. 1 student left the degree after fall 2017. This student already had a music performance degree (BM) as well as a masters degree in music (MM), both from UAF.
- xvi. Sophomore – 4 students
  - 1. 25%, 1 of 4, on track for Theory, *History*, and applied lessons
  - 2. 2 students were not on track in theory and history
  - 3. 1 student left UAF after fall 2017
- xvii. Junior – 3 students
  - 1. 100%, 3 of 3, on track for Theory, History, applied lessons, *Junior recital*, and *Core Music Education Sequence*
- xviii. Senior – 0 students
- xix. 5<sup>th</sup> year – 1 student
  - 1. One student on track in Theory, History, applied lessons, Junior recital, Core Music Education sequence, Praxis exams, and *Student Internship*
  - 2. One student is also a music performance major and graduated from both degrees
- xx. 6<sup>th</sup> year – 1 student
  - 1. 1 student graduated in fall of 2017 having completed the Praxis exams and Student Internship
- xxi. 7<sup>th</sup> year – 1 student
  - 1. 1 student graduated in fall of 2017 having completed the Praxis exams and Student Internship
- xxii. 8<sup>th</sup> year – 1 student
  - 1. 1 student, in the 8<sup>th</sup> year of their degree, while on track for Theory, History, and applied lessons, is not on track in their Junior recital, Core Music Education sequence, Praxis exams, and Student Internship

**Conclusions for AY 2017-2018**

- xxiii. Of the 13 music education majors, 53% (7 of 13) are on track in their degree requirements within 5 years.
- xxiv. The theory and history curriculum continues to be a concern in terms of completing the courses within the first 2 years. Only 3 of 6 students (50%) are on track in these fields.
- xxv. 3 students graduated in 2017-2018; 1 is attending graduate school in Kentucky, 1 is unemployed in the field of music education, and 1 is currently teaching in the Fairbanks North Star Borough School District.

**d. Overall conclusions for AY 2016-2018**

- xxvi. In 2012-2014, there were 29 total music education students. In 2014-2015, there were 19. In 2015-2016, there were 12. In 2016-2017, there were 14, and in 2017-2018, there were 13. While the number has stabilized in the past few years, this is less than half the students in 2012. There are a number of empty tenure-track positions to fulfill the Core Music Education Sequence courses; without which, enrollment will not increase. The continued budget crises and lack of support for public music education in Alaska will also be a detriment in providing crucial educational experiences and opportunities for music education students, as well as discouraging prospective students in seeking out the degree.
- xxvii. The percentage of students on track to complete the music education degree within 5 years could be still be improved with possible revisions to the early theory and history curriculums.

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

- a. None, but suggested changes to entrance diagnostic exams will be explored as a means of revising the theory and history curriculums to help ensure students are able to complete the music education degree within 5 years.

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

- a. Ryan Fitzpatrick, Dr. Lorna Eder, Dr. Paul Krejci, & Dr. William Post (department chair)

**5. Has your SLOA plan been updated to include assessment of the program's Communication Plan, as required by Faculty Senate motion? (required for baccalaureate programs only)**

- a. Yes. The Communication Plan is evident through the applied lesson sequence (MUS 161, 162, 261, 262, 361, 362) as well as the student internship (ED 454). Officially, it is listed as the Conducting class (MUS 351). Students in these courses are constantly verbally and artistically expressing themselves to their teachers and peers, elaborating on their thought and decision making processes. In some cases, this means defending their choices or making thoughtful suggestions to others. In ED 454, UAF student interns are in interacting and communicating with students, administration, cooperating/mentor teachers, colleagues, and their university supervisor on a daily basis.