

Student Learning Outcomes Assessment Summary

Bachelor of Music in Performance, BM

College of Liberal Arts, Department of Music

AY 2014-2015

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1. Assessment information collected

A. Music Theory

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.

B. Music History

a. Exit Level Assessment: Final examinations are collected at the end of each semester for the courses in the music history sequence, MUS221 and 222.

C. Applied Lessons

a. Exit Level Assessment: 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, 461, 462)

D. Piano Proficiency

a. Exit Level Assessment: Each student does an examination by a faculty panel at the end of each semester. (MUS152, 153, 154)

E. Junior and Senior Level Recitals

a. Exit Level Assessment: Each student performs a recital in their Junior and Senior years. These recitals are evaluated pass/fail by a faculty panel. (MUS390 and 490)

2. Conclusions drawn from the information summarized above

Freshman: 1 student

100%, 1 of 1, on track in music theory, piano proficiency and applied lessons.

Sophomore: 1 student

100%, 1 of 1, on track in music theory, history, piano proficiency and applied lessons.

Junior: 3 students

100%, 3 of 3, on track in music theory, history, piano proficiency, applied lessons and Junior recital.

* One student transferred spring semester to another school.

Senior (4th year) – 2 students

100%, 2 of 2, on track in music theory, history, piano proficiency, applied lessons and Junior recital.

0%, 0 of 2, on track for Senior recital.

*One student is a double major in music education and both students needed an extra year of lessons in order to perform a successful senior recital.

Senior (5th year) – 1 student

Gave Senior recital and took ED454 (student teaching) in the 5th year because of a double major in music education. Graduated Spring 2015.

Senior (6th year) – 1 student

Is not on track because failed music history multiple times. Therefore, has not given Junior recital at this time. Was not registered for classes spring semester.

Conclusions:

There were 9 Performance majors in 2014-15. Four (4) are double majors in music education.

One (1) student graduated in five years with a double major in music education.

Five (4) students are on track to graduate in four years. One (1) transferred.

Two (2) students are on track to graduate in five years.

One (1) student is not on track to graduate at this time.

The Performance degree program is successful but has a low numbers. Some of this is due to the fact that high school students in Alaska who want to pursue a performance degree often want to go out of state. Another reason is that the UAF music department has lost five tenure track positions in the last two years. As a rule, adjunct faculty does not have the terminal degree or reputation to attract performance majors. Unlike other students who are attracted to a degree program, performance majors go to schools to study because of a specific teacher.

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

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