

# Student Learning Outcomes Assessment Summary

## ***Bachelor of Music in Performance, BM***

*College of Liberal Arts, Department of Music*

**AY 2014-2106**

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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**

### **2014-2015**

In the year 2014-2015, there were 9 Performance majors, three of whom were also Music Education majors.

Freshman – 1 student

100%, 1 of 1 – On track in music theory and applied lessons.

This one student dropped out of UAF after one year.

Sophomore – 1 student

100%, 1 of 1 – On track in the music core curriculum.

Junior – 3 students

100%, 3 of 3 – On track in the music core curriculum.

One student is a double major, and one is a Performance major on two instruments.

Senior – 4 students

0%, 0 of 4 – On track to graduate in four years.

One student graduated in May 2015, her fifth year. This was because of being behind in piano proficiency and she was a double Music Education major and did her student teaching (454) in the Spring of 2015.

One student is behind because she was a transfer student and gave her Junior recital in her Senior year.

One student is behind because she gave her Junior recital in her Senior year and is a double major in Music Education.

One student is behind more than two years and has not given a Junior recital. He discontinued his music studies in May of 2015.

### **Conclusions:**

Performance students tend to be very good academic students and do well in the music core curriculum. The one student who graduated in 2015 in five years

was also a Music Education student. She is now in graduate school in Vocal Performance. Two of the nine students discontinued musical studies.

### **2015-2016**

In the year 2015-2016, there were 9 students, three of whom were double majors in Music Education.

Freshman – 2 students

100%, 2 of 2 – On track in music theory and applied lessons.

Sophomore – 0 students

Junior – 2 students

50%, 1 of 2 – On track in music core curriculum.

One student took a couple of years off and now needs his 400 level applied lessons and Senior recital.

Senior – 5 students

60%, 3 of 5 – Graduated in May 2015, two in four years and one in five. One student will go to graduate school and one will finish student teaching in the Fall 2016. One student will take a year off and re-audition for graduate school next year.

One student will graduate in 4 and ½ years in Dec. 2016 because he is majoring on two instruments.

One student will graduate in 5 and ½ years because she is a double major and because she has had three applied teachers in five years.

### **Conclusions:**

The Performance program is very successful, but traditionally has low numbers. This may be because graduating high school seniors go out of state to study. The UAF Music Department has also lost tenure-track faculty positions and so it is hard to recruit students.

**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