

Music Assessment Report 2019

Program Student Learning Outcomes

A student who graduates from the Division of Music should be able to:

1. Demonstrate proficiency in voice performance or on an instrument;
2. Use knowledge of musical history for contextual understanding of forms, genres, performance practice, notation, and biographical information from ancient times up to the present day;
3. Organize and administer a school music program (only required of Music Education majors);
4. Demonstrate knowledge of musical theory and apply that knowledge in music performance.

These Student Learning Outcomes conform to the expectations of the Music program's accrediting body, the [National Association of Schools of Music](#). These learning outcomes are in the UAM catalogue and on all course syllabi (see appendix B).

Data: Music Theory

A music theory pre-test is administered in MUS 1023 Theory I. The post-test for music theory is administered at the conclusion of MUS 223 Theory IV. Our assumption is that after four semesters of theory classes, a student's post-test score should be significantly higher than his/her pre-test performance. The results have met our expectations for the past several years.

For 2018-2019

<u>Student I.D.</u>	<u>Pre-test score</u>	<u>Post-test score</u>	<u>Music Theory</u>
Student #19-01	21	96	
Student #19-02	10	90	
Student #19-03	16	97	
Student #19-04	11	80	
Student #19-05	21	98	
Student #19-06	21	98	
Student #19-07	13	93	
Student #19-08	21	93	
Student #19-09	8	99	
Student #19-10	13	98	
Student #19-11	15	100	
Student #19-12	9	87	
Student #19-13	11	91	
Student #19-14	33	100	
Student #19-15	33	99	
Student #19-16	39	100	

Average: 17.80% 94.9%

For 2016-2017

<u>Student I.D.</u>	<u>Pre-test score</u>	<u>Post-test score</u>	<u>Music Theory</u>
Student #17-01	29	98	
Student #17-02	8	94	
Student #17-03	19	97	
Student #17-04	73	99	
Student #17-05	11	92	
Student #17-06	20	88	
Student #17-07	51	98	
Student #17-08	16	98	
Student #17-09	16	95	
Student #17-10	27	97	
Student #17-11	12	91	
Student #17-12	87	98	
Student #17-13	18	93	
Student #17-14	15	97	
Student #17-15	16	93	
Student #17-16	13	95	
Student #17-17	8	97	
Student #17-18	16	93	
Student #17-19	86	100	

Average: 28.0% 95.2%

For 2015-2016

<u>Student I.D.</u>	<u>Pre-test score</u>	<u>Post-test score</u>	<u>Music Theory</u>
Student #16-01	19	98	
Student #16-02	21	99	
Student #16-03	25	94	
Student #16-04	12	91	
Student #16-05	25	94	
Student #16-06	12	95	
Student #16-07	3	91	
Student #16-08	14	94	
Student #16-09	8	91	
Student #16-10	11	93	

Average: 15.0% 94.0%

For 2014-2015

<u>Student I.D.</u>	<u>Pre-test score</u>	<u>Post-test score</u>	<u>Music Theory</u>
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Student #15-01	45	97
Student #15-02	30	96
Student #15-03	25	94
Student #15-04	35	100
Student #15-05	34	98
Student #15-06	26	98
Student #15-07	89	100
Student #15-08	80	97
Student #15-09	12	92
Student #15-10	7	94
Student #15-11	9	87
Student #15-12	9	96

Average: 33.6% 95.5%

For 2013-2014

<u>Student I.D.</u>	<u>Pre-test score</u>	<u>Post-test score</u>	<u>Music Theory</u>
Student #14-01	73	92	
Student #14-02	74	99	
Student #14-03	13	99	
Student #14-04	36	91	
Student #14-05	17	97	
Student #14-06	17	97	
Student #14-07	21	95	
Student #14-08	15	95	
Student #14-09	47	98	
Student #14-10	25	99	
Student #14-11	29	100	

Average: 30.7% 96.5%

For 2012-2013

<u>Student I.D.</u>	<u>Pre-test score</u>	<u>Post-test score</u>	<u>Music Theory</u>
Student #13-01	19	92	
Student #13-02	13	87	
Student #13-03	33	96	
Student #13-04	16	81	
Student #13-05	17	87	
Student #13-06	11	83	
Student #13-07	6	91	
Student #13-08	11	90	
Student #13-09	14	88	
Student #13-10	15	93	
Student #13-11	35	99	
Student #13-12	21	85	

Student #13-13	14	95
Student #13-14	27	92
Student #13-15	26	94
Average:	18.5%	90.2%

For 2011-2012

<u>Student I.D.</u>	<u>Pre-test score</u>	<u>Post-test score</u>	<u>Music Theory</u>
Student #12-01	10	99	
Student #12-02	23	81	
Student #12-03	18	98	
Student #12-04	19	96	
Student #12-05	96	100	
Student #12-06	6	91	
Student #12-07	25	99	
Student #12-08	23	88	
Student #12-09	11	87	
Student #12-10	18	94	
Average:	24.9%	93.3%	

For 2010-2011

<u>Student I.D.</u>	<u>Pre-test score</u>	<u>Post-test score</u>	<u>Music Theory</u>
Student #11-01	9	95	
Student #11-02	16	88	
Student #11-03	32	100	
Student #11-04	28	96	
Student #11-05	22	99	
Student #11-06	13	90	
Student #11-07	16	98	
Student #11-08	10	95	
Student #11-09	7	96	
Student #11-10	7	91	
Student #11-11	10	98	
Student #11-12	11	93	
Student #11-13	25	92	
Student #11-14	5	97	
Average:	15.0%	94.7%	

For 2009-2010

<u>Student I.D.</u>	<u>Pre-test score</u>	<u>Post-test score</u>	<u>Music Theory</u>
Student #10-01	7	90	
Student #10-02	37	94	

Student #10-03	22	90
Student #10-04	05	88
Student #10-05	24	99
Student #10-06	17	80
Student #10-07	14	94
Student #10-08	19	93
Student #10-09	19	98
Student #10-10	02	90
Student #10-11	15	94
Average:	16.45%	91.8%

Analysis: Music Theory

It is apparent in the area of music theory that our instruction is effective. Clearly, students begin the course with almost no knowledge of music theory, as evidenced by annual average scores as low as 15% to 16% correct. By the time the students have completed the four theory courses, the scores have improved such that students are consistently scoring, on average, over 90% correct. This increase in scores is statistically significant and represents mastery of a student learning outcome via effective instruction.

Data: Music History

We assume that freshmen Music majors will have a limited knowledge of music history; however, by the end of the Music History II course, they should demonstrate broad knowledge. Effective 2019, an AACU rubric in critical thinking is used for music history assessment. Students are evaluated at the beginning and end of Music History I and Music History II. Both of these courses are required of all music majors.

For Spring 2019 Music History II

	<u>Initial Evaluator</u>	<u>Ending Evaluator</u>
Student #19-01	1	4
Student #19-02	1	3
Student #19-03	1	1
Student #19-04	1	3
Student #19-05	1	2
Student #19-06	1	3
Student #19-07	1	3
Student #19-08	1	2

For 2014-2015

Pre-test High score: no data	Post-test: high score: 96
Pre-test Low score: no data	Post-test: low score: 72
Pre-test Average: no data	Post-test: average: 84.0

For 2012-2013

Pre-test High score: 35	Post-test: high score: 100
Pre-test Low score: 0	Post-test: low score: 46

Pre-test Average: 11.4

Post-test: average: 80.3

For 2010-2011

Pre-test high score: 47

Post-test high score: 66

Pre-test low score: 0

Post-test low score: 32

Pre-test average: 9.1

Post-test average: 49.1

Analysis: Music History

Beginning in Spring 2019, each student was evaluated via an AACU Critical Thinking Value Rubric (See Appendix F). On the initial evaluator for Music History II students scored a “1.” No students were given a 0 which indicates all students met benchmark criteria albeit problems that were considered were stated without clarification or description. At the end of the semester students were evaluated again using the same rubric. Weekly summaries, quizzes, and tests with essay questions were used to determine the ending evaluator. The evaluator score improved significantly with all but one student showing progress. Data is present which shows students are progressing towards departmental Student Learning Outcomes.

Data: Master of Music

Although no data exist currently, beginning in 2019, a pre-test/post-test evaluation was started for the Master of Music program. The pre-test will be given at the beginning of the Jazz Gateway and the post-test will be given at the end of the Jazz Capstone. However, the number of graduates in the Master of Music program has also been healthy with a three year average of 9. This exceeds the average of 4 as required by ADHE for viability:

2018-2019 – 9

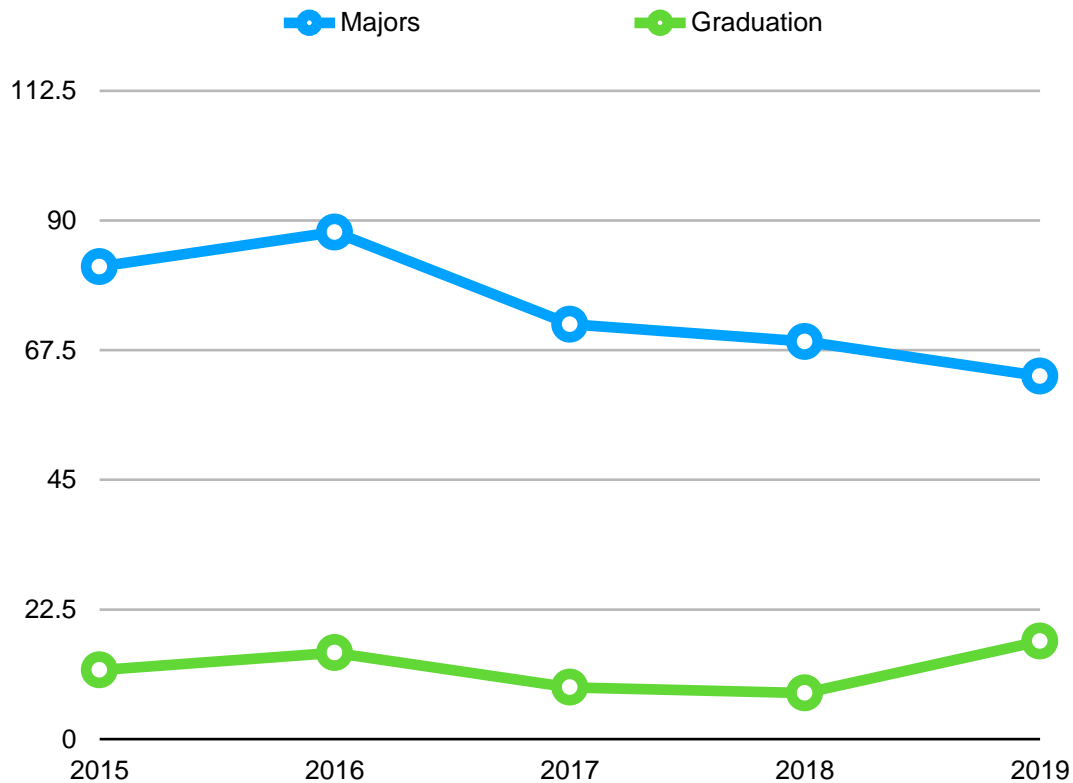
2017-2018 – 9

2016-2017 – 9

Analysis: Master of Music

The division has expanded the advertisement area for the Master of Music program to include ads placed on Texas YellowBoard and the Jazz Education Network National Convention. The division has also placed a booth at the Jazz Education Network national convention. Recruitment and retention for the Master of Music remains high with a record number of students (17) in 2019. This is up from the three year average of 9. It is apparent that expanded recruitment is paying off.

Data: Retention and Graduation



Analysis

The viability of the music program has remained steady over recent years. The number of graduates in music over the past few years has been healthy with a record number of graduates in 2019 with 17. However, the number of music majors has been on a steady decline in recent years. This is due in part to declining campus enrollment but also increased competition with other music programs throughout the state.

Efforts to Improve Based on Data

Music Theory

Music Theory with Lester Pack now boasts an embedded tutor. Students now have tutoring available during class time.

Music History

In 2017-2018 Mr. Justin Anders began teaching Music History I and II. The instructor began implementing weekly summaries in order to better assess writing skills. Additionally, listening quizzes were implemented along with bi-weekly tests that included essay questions. With the addition of “Smart Room” technology, multimedia tools were used to instruct the course. This included information via the text’s website, YouTube, Powerpoint, and other forms of multimedia. Also, all grades were kept via Blackboard so student could see not only upcoming assignments but also their standing in the class. With the implementation of the AACU rubric course material will be adjusted for critical thinking and a comprehensive understanding.

PRAXIS Preparation

With the aide of John Webb, Justin Anders has available to students a PRAXIS II study packet. The content of music courses have been adjusted to cover areas of weaknesses. Additional adjustments will be implemented as needed.

Recruitment

The Division of Music now has their own Facebook page and Twitter account. Pictures of events are posted and discussed among students, faculty, and the community at large. Additionally, the accounts are used to announce the signing of new students to our program. The division is also purchasing equipment that will allow concerts to be live streamed. The items in addition to spending more time with area band directors are hoped to boost recruitment numbers over the next several years.

SKYPE

The faculty has, with success, employed the use of SKYPE technology for private lessons. Because of the popularity of SKYPE lessons the division is developing plans for the creation of a second SKYPE lab. This lab will be located in the VPAC and be open for evening lessons. Currently, the SKYPE lab in the music building is only available until 4:30 p.m. The creation of the second SKYPE lab will aide students whose schedules don't allow them to take lessons during the day.

New Offerings

The division is exploring the addition of an Associate of Arts in Music Industry. The addition of these new courses in music industry should aide students wishing to explore careers not rooted in performance or teaching. Additionally, the music industry course and its discussion of technology and business might aide educators on the PRAXIS II exam.

Strengths of the Program

- Increased graduation numbers
- Increased Master of Music numbers
- Music Theory

Weaknesses of the Program

- Declining enrollment
- Aging equipment