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**ASSESSMENT REPORT**

**DIVISION OF MUSIC**

**2013**

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## DIVISION OF MUSIC ASSESSMENT REPORT 2013

**1. What are the Student Learning Outcomes (SLOs) for your unit? How do you inform the public and other stakeholders (students, potential students, the community) about your SLOs?**

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 learning outcomes are in the UAM catalogue (see Appendix A), on all course syllabi (see appendix B), and on the Division website:

<http://www.uamont.edu/Music/pdf/Music%202011%20ASSESSMENT%20REPORT.pdf>

**2. Describe how your unit’s Student Learning Outcomes fit into the mission of the University.**

The SLOs of the Music program are clearly consistent with the following portions of the university mission: “to enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought”; “to [educate people to] synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures.”

	UAM MISSION STATEMENT	Unit Learning Outcomes
1	The mission of the University of Arkansas at Monticello shares with all universities the commitment to search for truth, understanding through scholastic endeavor.	Goals 1, 2, 3, 4
2		
3		
4	The University seeks to enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought.	Goals 1, 2, 3, 4
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6		
7	The University provides learning experiences that enable students to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and	Goals 1,2,3,4
8		
9		

10	responsibility, and act creatively within their own and other	
11	cultures.	
12	The University strives for excellence in all its endeavors.	
13	Educational opportunities encompass the liberal arts, basic	
14	and applied sciences, selected professions, and vocational/	
15	technical preparation.	
16	These opportunities are founded in a strong program of	
17	general education and are fulfilled through contemporary	
18	disciplinary curricula, certification programs, and	
19	vocational/technical education or workforce training.	
20	The University assures opportunities in higher education for	
21	both traditional and non-traditional students and strives to	
22	provide an environment that fosters individual achievement	
23	and personal development.	

**3. Provide an analysis of the student learning data from your unit. How is this data used as evidence of learning?**

**Pre-tests, post-tests:** A music theory pre-test and a music history pre-test are administered in MUS 1023 Theory I. The post-test for music theory is administered at the conclusion of MUS 2223 Theory IV, and the post-test for music history is administered in MUS 3573 History of Music II. All of these classes are required of all Music majors (see Student Learning Outcomes number 2 and 4).

**Data: Music Theory**

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 2012-2013**

<u>Student I.D.</u>	<u>Pre-test score</u>	<u>Post-test score</u>	<b>Music Theory</b>
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
<b>Average:</b>	<b>18.5%</b>	<b>90.2%</b>

**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	
<b>Average:</b>	<b>24.9%</b>	<b>93.3%</b>	

**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	
<b>Average:</b>	<b>15.0%</b>	<b>94.7%</b>	

**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	











































