Texas Southern University Assessment Narrative Academic Year 2007-08 thru 2009-10

COLLEGE OF LIBERAL ARTS AND BEHAVIORAL SCIENCES

Program: Bachelors of Arts in Music THECP CIP Code 50.0901.0

The primary mission of the Music Area of the Department of Fine Arts is to provide students with fundamentals, theories, and skills necessary to cultivate their artistic and professional abilities. Accordingly, creativity and aesthetic experiences are indispensable components of musical instruction. Solo and ensemble performances are required of all music majors. Curricular offerings are designed to produce artists, performers and directors as well as provide a broad liberal arts education. Students are provided with a strong undergraduate education upon which to base the pursuit to advanced or graduate study. Faculty members in the Music Area are committed to providing an educational environment where aspiring performing artists can develop in the understanding and mastering of creative techniques; where all students may gain an appreciation of the cultural, historical and educational values of the musical arts; and where cultural awareness translates to the community.

Goal 1

The goal of the Bachelor of Arts in Music program is to produce graduates with comprehensive knowledge of theory, aural skills, and history of Western Music from the Medieval through Contemporary period.

Outcome 1.1 – Students will categorize features of musical style, composers, genres of music, social and cultural events, and identify recorded examples according to historical periods

The ETS Major Field Test and exit assessment scores on selected questions are the metrics used to measure success of this outcome. The Exit exam assesses the retention of knowledge and application of skills related to theory, aural skills and music history. The target for 2007-2008 ETS Major Field test was that 80 percent of graduating seniors would score in the 50 percentile range or better. For 2008-2009 and 2009-2010, the targets were that 80 percent of graduating seniors would score a 70% or better on related questions on the exit assessment.

Findings (2008-2010)

In fall 2008, an Educational Testing Service (ETS) exam was administered for the first time to two graduating seniors. The target was that the participating students would score in the 50 percentile

or above based on national standards. Students met the target for knowledge of history but fell far below the target for theory and aural skills.

To better determine whether low scores were due to student retention or program content, the department decided to gather data based on a department-developed exit exam for a two-year period with a target of 80% of graduating seniors scoring 70% or better on the three outcome areas of theory, history and aural skills. Results for 2008-2009 and 2009-2010 assessment periods fell below the targets. In 2008-2009, 33 percent of the 6 graduating seniors tested demonstrated competency in aural skills as they related to Music History while 11% of the 6 graduating seniors tested demonstrated competency in content area questions as they related to Music History. In 2009-2010, 11% of the 9 graduating seniors tested demonstrated competency in aural skills as they related to Music History while 33 percent of the 9 graduating seniors tested demonstrated competency in content area questions as they related to Music History.

Action Plan Summary

The department continues to work on improving review strategies including earlier notification and distribution of review materials and the recommendation for enrollment in the Music Capstone course. With aural skills repeatedly appearing as the weakest area in the graduating students, the department will continue to seek funding for construction and outfitting of a fully functional music listening lab to provide help in this area. Action plans for each year's findings are summarized below for this student learning outcome.

2007-2008

• Worked on developing a departmental exit exam for clarity in assessing retention of knowledge and skills as taught in department courses.

2008-2009

- Students received earlier notice of exam date.
- Students were given access to review guides earlier in the semester.
- Students planning to take the exit exam are actively encouraged to enroll in Capstone (Music 401).

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2009-2010

• The department continues to seek funding for construction and outfitting of a fully functional listening lab to provide help in aural skills.

Goal 2

To produce graduates with knowledge and technical performance skills in at least one musical performance area.

Outcome 2.1 – The student will perform a solo recital or recitals demonstrating an appropriate level of technical, repertoire, and interpretive and artistic skills

A senior recital represents an accumulation of four years of development on a musical instrument demonstrating an appropriate level of repertoire, technical, interpretive and artistic skills. The recital score is the metric used to measure success for this learning outcome. The target for the three-year period was that 100% of seniors who have taken and passed the pre-recital jury (where a pass is defined as an average score from all faculty jury members of 24-30 using the recital grading rubric) will perform a solo recital demonstrating appropriate levels of performance skills.

Findings (2008-2010)

For 2007-2008, 100% of students performing senior recitals who passed the pre-recital jury demonstrated the appropriate levels of performance skills. For 2008-2009, 100% of the 12 senior recitals that passed the pre-recital hearing performed a recital demonstrating the appropriate level of performance skills. For 2009-2010, 100 percent of the 8 senior recitals that passed the pre-recital hearing performed a recital demonstrating the appropriate level of performance skills.

Action Plan Summary - 2007-2008

• Developed a standardized assessment tool for all pre-recital hearings and final recital regardless of instrument for greater consistency between all applied areas

Outcome 2.2 – The student will demonstrate a basic level of piano proficiency

The metric used to measure the achievement of an acceptable level of proficiency on the piano is the 400 level jury assessment score. Student achievement in piano proficiency is based on a target of 80% of students demonstrating proficiency in five (5) different skill-based areas performed in a comprehensive jury before members of the piano faculty. All areas must receive an average of 4 on a 5 point rubric measurement by the 2nd attempt.

Findings (2008-2010)

Although the target has not yet been met, improvements were shown between the 2007-08 and 2008-09 years, moving from 60% to 71%. The substantial drop to 11% in the 2009-10 is an area of concern. Students who enroll in piano too late in their matriculation or who do not register in consecutive semesters and therefore do not build on skills in a consistent and systematic way may be a contributing factor.

Action Plan Summary

Faculty are working on improving performance for this outcome including increasing the priority of advisement in the area of consistent registration in applied classes both on major instrument and piano and early identification and appropriate advising of students with piano deficiencies.

2007-2008

Sought funding to improve piano lab facilities enhanced group instruction.

2008-2009

- Implemented early identification and appropriate advising of students with piano deficiencies.
- Restructured 200 level piano courses to class lab format for consistency of course content and goal achievement.

2009-2010

• Increased the priority of advisement in the area of consistent registration in applied classes both on major instrument and piano.

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Texas Southern University Assessment Plan Academic Years 2007-08 thru 2009-10

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skills

College/School: College of Liberal Arts and Behavioral Services

Discipline/Program: Bachelor of Art in Music

Findings Student Learning Reference Target Goal **Outcomes/Objectives** 2007-08 2008-09 2009-10 2007-08 2008-09 2009-10 **Action Plan** Metric Document Goal 1 **SLO 1.1** ETS Major Field 80% of 80% of 80% of 33% of the 6 11% of the 9 R1.1 The ETS major Based on 2007-2008 To produce The student will Test and Exit graduating graduating graduating field test was graduating seniors graduating seniors **Findings ETS Data** seniors will Worked on developing a graduates with categorize features of Assessment seniors will seniors will score administered in tested tested comprehensive musical style, scores score in the 50 score a 70% or a 70% or better Fall 2008 to 2 demonstrated demonstrated departmental exit exam knowledge of composers, genres of (Questions. 1-30 percentile better on on related students. Both competency in competency in for clarity in assessing theory, aural music, social and and 61-75) range or better related questions in the students scored aural skills as they retention of knowledge aural skills as they skills and cultural events, and on related in the 1 related to Music and skills as taught in questions in the exit assessment related to Music history of identify recorded questions in exit assessment percentile for History History dept. courses aural skills. The 33% of the 9 Western Music examples according to the exit 17% of the 6 Based on 2008-2009 R1.2 from the historical periods average score for graduating seniors **Findings Exit Assessment** assessment graduating seniors Medieval history content tested tested Students received earlier through was in the 55 demonstrated demonstrated notice of exam date Contemporary percentile competency in competency in period content area content area Students were given questions as they questions as they access to review guides related to Music related to Music earlier in the semester History History Students planning to take the exit exam are actively encouraged to enroll in Capstone (Music 401) Based on 2009-2010 **Findings** The department continues to seek funding for construction and outfitting of a fully functional listening lab to provide help in aural

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	Student Learning		Target			Findings				Reference
Goal	Outcomes/Objectives	Metric	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	Action Plan	Document
Goal 2 To	SLO 2.1	Senior Recital	100% of seniors	100% of seniors	100% of seniors	100% of students	100% of the 12	100% of the 8	Based on 2007-08	R2.1
produce	The student will	Project scores	who have taken	who have taken	who have taken	performing	senior recitals that	senior recitals that	Findings	Recital grading
graduates with	perform a solo recital		and passed the	and passed the	and passed the	senior recitals	passed the pre-	passed the pre-	Developed a	rubric
knowledge and	or recitals		pre-recital jury	pre-recital jury	pre-recital jury	who passed the	recital hearing	recital hearing	standardized assessment	
technical	demonstrating an		(where a pass	(where a pass	(where a pass is	pre-recital jury	performed a	performed a recital	tool for all pre-recital	
performance	appropriate level of		is defined as an	is defined as an	defined as an	demonstrated	recital	demonstrating the	hearings and final recital	
skills in at least	technical, repertoire,		average score	average score	average score	the appropriate	demonstrating the	appropriate level	regardless of instrument	
one musical	and interpretive and		from all faculty	from all faculty	from all faculty	levels of	appropriate level	of performance	for greater consistency	
performance	artistic skills		jury members	jury members	jury members of	performance	of performance	skills	between all applied	
area			of 24-30 using	of 24-30 using	24-30 using the	skills	skills		areas	
			the recital	the recital	recital grading					
			grading rubric)	grading rubric)	rubric) will					
			will perform a	will perform a	perform a solo					
			solo recital	solo recital	recital					
			demonstrating	demonstrating	demonstrating					
			appropriate	appropriate	appropriate					
			levels of	levels of	levels of					
			performance	performance	performance					
			skills	skills	skills					

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Discipline/Program: Bachelor of Art in Music

	Student Learning		Target			Findings				Reference
Goal	Outcomes/Objectives	Metric	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	Action Plan	Document
Goal 2 To	SLO 2.2	400 Level Jury	80% of	80% of students	80% of students	60% of the 5	71% of the 7	11% of the 9	Based on 2007-2008	R2.2
produce	The student will	assessment	students will	will	will demonstrate	students taking	students taking	students taking the	Findings	411K Jury
graduates with	demonstrate a basic	scores	demonstrate	demonstrate	proficiency in 5	the proficiency	the proficiency	proficiency exam	Sought funding to	assessment
knowledge and	level of piano		proficiency in 5	proficiency in 5	different skill-	exam passed by	exam passed by	passed by 2nd	improve piano lab	form
technical	proficiency		different skill-	different skill-	based areas	2nd attempt	2nd attempt	attempt	facilities enhanced	
performance			based areas	based areas	performed in a				group instruction	
skills in at least			performed in a	performed in a	comprehensive					
one musical			comprehensive	comprehensive	jury before				Based on 2008-2009	
performance			jury before	jury before	members of the				Findings	
area			members of the	members of the	piano faculty. All				Implemented early	
			piano faculty.	piano faculty.	areas must				identification and	
			All areas must	All areas must	receive an				appropriate advising of	
			receive an	receive an	average of 4 on a				students with piano	
			average of 4 on	average of 4 on	5 point rubric				deficiencies	
			a 5 point rubric	a 5 point rubric	measurement by					
			measurement	measurement	the 2nd attempt				Restructured 200 level	
			by the 2nd	by the 2nd					piano courses to class	
			attempt	attempt					lab format for	
									consistency of course	
									content and goal	
									achievement	
									Based on 2009-2010	
									Findings	
									Increased the priority of	
									advisement in the area	
									of consistent registration	
									in applied classes both	
									on major instrument and	
									piano	

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