

Music Education – Bachelor of Music

Current Compliance Year: 2023-2024

Mid-Cycle Review

Recent Recommendations

Feedback will include recommendations from the last Expedited Review or from your most recent review by your school or college. You may not see any feedback or recommendations until you have completed your first full or mid-cycle review.

Response to Previous Recommendations (if any):

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Student Learning Outcomes

The previous Student Learning Outcomes Assessment has been submitted as its own report. Going forward you will use the following prompts to discuss the success of your most recent SLOA plan and address your assessment activities since your last SLOA report (typically the past two years or since your last program review).

Learning outcomes feedback from last review:

Feedback will be provided once you have completed a full or mid-cycle review.

Discuss your SLOA findings, changes you are making and what you hope to see as a result:

All outcomes were achieved by students, except for 1 failure in the following assessments: MUS 132, MUED 110, MUED 201, MUED 310, and Praxis Writing. These failures constitute 25% or less of the sample size, so that 70% achievement rate was maintained.

See Artifact/Rubric/Student Data for in-depth numbers.

It was decided that due to curriculum updates in the MUED classroom courses that they would provide a more well-rounded view of student progress, unlike MUED 315 courses where participation was often a major factor in student success rather than development of skills or knowledge.

Discuss the curricular changes made based on assessing your SLO. If you haven't made any curricular changes, please explain why not and address what you did notice in the review, including strengths of your curriculum through the assessment of your outcomes:

Numerous changes have already been implemented during this period due to the new Music Education instructor and program lead, as well as new instructors in Music Theory and Music History. It was felt best to accumulate another cycle of data before discussing any SLOA-related changes, especially since the pass rate is already within acceptable parameters.

Are communication outcomes embedded in the SLOA Plan?

As of 2017 all Baccalaureate programs were required to embed the communication outcomes within their SLOA Plans, this is optional for non-Baccalaureate programs.

Embedded

Student Success

To access the Student Success Dashboard please sign into a UA computer with VPN connection (if not on campus). You will need your UA credentials and it is best accessed with the most updated version of Chrome, Edge, Firefox or Safari browsers; Internet Explorer is not supported. You will need to filter the data to see your programs. If you need assistance in finding the data for your programs, please contact your data liaison or Julia Manfredini in the PAIR office.

Data Liaisons

Each school or college has a team of Data Liaisons to help you analyze the data provided in the portal and may be able to help you see your data in multiple contexts. You can find a list of data liaisons on the resources page for Program Review.

The college or school level committee will also have access to this data with the goal that by providing these visualizations data availability will be increased.

Data supplied within the dashboard linked below is intended for Academic Program Review and not for any other purpose.

Student Success Data Dashboard

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

Student Success Data Trends: (please indicate the trends that apply to your program)

Increase in majors, Equity gaps, Decline in SCH, No change in degrees awarded, Increase in persistence, No change in pass rates

If equity gaps were found in any of your disaggregated student success data, please explain how you plan to address those gaps. Please contact your data liaison or make an appointment with Julia Manfredini to learn more about analyzing your data.

Since 2019, the portion of UAF students who are first generation college students enrolled as a major has declined slightly from 45.6% to 41.87%. During this same timeframe, the UAF Music Department's first generation degree-seeking majors has increased from 11.6% to 28.9%. While this shows improvement, it is still below the level of the university at large. Being admitted as a music major is often very difficult for [REDACTED] students due to the level of skill expected of applicants. To aid in the quality of music students available in the local Fairbanks area, and in light of budget cuts to music in local public schools, the Music Department is piloting a Music Community School to provide private music instruction to local students. This program offers low-cost music instruction that we believe will over the course of time expand the pool of viable candidates of [REDACTED] college students.

Optional Data Explanation

Feel free to share more of your thoughts on the data provided.

High Impact Practices

According to the AAC&U, High-Impact Educational Practices "have been widely tested and have been shown to be beneficial to college students from many backgrounds." UAF is particularly interested in Undergraduate Research and/or Scholarly Activity because it is one of our mission

fulfillment indicators, but all of these researched High-Impact Educational Practices should be reflected in your program's student learning outcomes and curriculum.

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

High-Impact Practices Used in this Program

Please use the following fields to discuss how your program is using the high-impact practices, successes and known issues and solutions, or ways you are considering incorporating them in the future. If you are not using any of the high-impact practices listed, please use the "Other or None of These," field to share what your program is doing to help students be successful.

High Impact Practices that currently apply to your program:

Capstone Courses and Projects, Collaborative Assignments and Projects, Diversity/Global Learning, ePortfolios, First-Year Seminars and Experiences, Internships, "Service Learning, Community-based Learning", Undergraduate Research, Writing-Intensive Courses

Collaborative Assignments & Projects

Students are involved in multiple group collaborative projects throughout the Music Education curriculum, especially in MUED 201, 309, and 405. Students are also evaluated in MUED 110, 201, 309, 310, 316, 406, and ED 245, 316, 420, 452, 453, 454 using the Professional Characteristics Form, or PCF.

Undergraduate Research

The Junior Recital is an intense scholarly creative activity that involves the research and intense preparation for solo performance of at least 30 minutes of music. Students must spend very large amounts of time preparing for a final graded performance. This includes study of historical sources, historical practices, and research into contemporary understandings.

Diversity/Global Learning

Diversity and global learning are addressed at the curriculum level of the Music Education program. Students are provided viewpoints on these issues, discuss them in class, and create projects which directly relate to diversity in programming, student management, student inclusion, and especially as these relate to [REDACTED] students (ANS 242, ED 420, MUS 223).

ePortfolios

Music Education majors are required to create, update, and improve an online website portfolio as an end of semester assignment in MUED 110, 201, 309, and 405. This portfolio helps students see their progress towards successful professional teaching and can be used as a resume in future professional applications.

First-Year Seminars & Experiences

All first year Music Education students are required to be members of the UAF Collegiate chapter of the National Association for Music Educators (NAfME). Members of NAfME engage in a wide-variety of learning experiences including presentations from local professional teachers, participation in fundraising activities, community service, and professional service, especially to the Alaska Music Educators Association (AMEA).

Writing-Intensive Courses

Music Education students are expected to write intensely in MUED 201 and 405. These courses have many written assignments and are graded at a very high level in order to help students develop writing skills suitable for professional teaching careers and graduate level research in the field of education.

Service-Learning and/or Community-based Learning

All Music Education students are required to be members of the UAF Collegiate chapter of the National Association for Music Educators (NAfME). Members of NAfME engage in community service through a variety of ways, serving the Fairbanks Symphony Orchestra, the Alaska Music Educators Association, local public schools, the UAF Bunnell House Early Childhood Lab School, and the Fairbanks Music Advocacy group.

Internships

The Music Education program makes use of official practicums in 5 courses, unofficial practicums in 2 other courses, and culminates in a semester-long internship. These experiences provide intensive preparation over the program for professional employment as a public school music teacher. These have been extremely helpful to students, providing first-hand experiences with real K–12 students, interactions with active professional K–12 teachers, and application of material learned in classrooms.

Capstone Courses & Projects

The Music Education program concludes with an internship semester known as Student Teaching. This fulfills the UAF bachelorette capstone requirement and requires all skills and knowledge from previous course work in order to successfully complete.

Other or None of these (explain)

Submission

Submitter & Collaborator Names

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Submitter Email

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College or School Review Committee

The college or school committees set the tone for helping each program feel seen during this process. We have provided you with strength-based feedback tags to attach to this program review. Please select as many as applicable.

Overall Recommendations

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Explanation of Recommendations

The review panel acknowledges the time and effort that went into preparing the mid-cycle program review for the Music BA program. Further, the review panel appreciated that the program has a strong SLOA assessment plan and provided a well-developed narrative for each of the HIPs (high-impact practices).
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Learning Outcomes Feedback

Requires Minor Revision

Student Learning Outcomes Assessment Feedback (tags)

"Clear, concise presentation of findings", Strong alignment with SLOA plan
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Student Learning Outcomes Assessment Feedback (narrative)

The program provided 5 SLOs (with several sub-SLOs) for the Music Education BM SLOA plan. There is evidence that program faculty are working collaboratively on assessing SLOs. The review panel offers the following recommendations to improve upon the program's SLOAs: - SLO #s 1-4 were appropriate as measures of student learning. - SLO #5 is a program outcome and not tied to student learning. This SLO is valuable for program outcome tracking and the review panel encourages the program to retain it for that purpose. However, it is not a SLO that can be used as part of the SLOA plan. - The recommendation from the review panel is to reduce the number of SLOs from 5 to 4 by eliminating SLO #5. Per guidance from the NWCCU for accreditation purposes, they recommend that degree programs have between 3-5 SLOs per program (so 4 SLOs would meet that requirement). The program provided well-developed rubrics and artifacts. The program should consider reviewing the types of evidence used for some of the assessments that rely primarily on course quizzes and exams. The program might consider selecting fewer assignments, such as the projects listed on the SLOs to assess student learning. On the other hand, the jury evaluation forms for applied knowledge is a strong measure of student learning and clearly involves faculty collaboration. The program is using national exams to assess the education portion of the program. That is appropriate and necessary for the students, so it makes sense to not develop any additional assessments on top of that. The program noted several curricular changes. For the full review, more detail could be provided linking the curricular changes more directly to the analysis for student data. For example, how did evaluation of the SLOs lead to the curricular changes and then what is the evaluation of those changes (what did that assessment yield)? Following NWCCU guidance, SLOA plans must emphasize "closing the loop" and continuous improvement, ensuring each SLO within the plan is assessed individually to verify alignment with program objectives. If a SLO fails to produce the expected assessment outcome, adjustments to SLO language, substantial changes to the SLO, or revisions to data collection rubrics are necessary to ensure alignment and facilitate program improvement.

Student Success & Equity Feedback

The program noted an increase in majors (14 to 21) and persistence (73 to 95%) and a decline in SCH (30 to 27). The program did not note equity gaps but included the low number of [REDACTED] students in the narrative and actions to try to increase enrollment of this demographic, particularly locally in Fairbanks.

In the years between this mid-cycle review and the full program review (in 2 year's time), the program will need to focus on collecting and analyzing student success data.

High-Impact Practices Feedback

The program identified capstone courses/projects, diversity/global learning, collaborative assignments and projects, ePortfolios, first-year seminars and experiences, internships, undergraduate research, writing-intensive courses, and service/community-based learning as HIPs and provided a strong overview of each as well as how they fit into the program.

While the overview and description for each HIP are detailed, please provide specific examples for each HIP.

The review panel recognizes that the HIPs employed by the Music program are all positive and meaningful in preparing students to enter the workforce.

UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
Bachelor of Music Education
 School of Music/College of Liberal Arts
 October 29, 2023

Expanded Statement of Institutional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
MISSION STATEMENT: The University of Alaska Fairbanks Department of Music reflects the diverse and rich culture of Alaska with a heritage of artistic and academic excellence. The Department also develops musicians and educators destined to become tomorrow's cultural leaders – those who will help shape the course of music not only in Alaska, but nationally and worldwide. GOAL STATEMENT: The Bachelor of Music Education degree program will create highly qualified music teachers who will possess the necessary skills for successful careers in the field of music education.	1. Theoretical and Historical Knowledge a. Music Theory: Students will demonstrate knowledge of the rudiments of music, followed by mastery of analysis of tonal and chromatic harmony and form. b. Music History: Students will demonstrate a comprehensive knowledge of Western Art Music from antiquity to the present.	<u>Assessment:</u> Final Exam & Project <u>Rubric:</u> abstract building and chord id: accuracy of chord ID and correct pitchin chord building; music analysis: identifying terminology discussed throughout the semester - accuracy of correct function in roman numeral analysis, non-chord tones and key ID Project: Analyzing the form of an entire work: accuracy of form ID and the aspects of the form – key areas and unique features; analyzing pop music – accuracy in identifying different parts of the pop song; accuracy in basic chord progression ID in any given pop song <u>Min. Standard:</u> 70% of students meet or exceed expectations <u>Assessment:</u> 2 quizzes, 2 exams, final paper/presentation. <u>Rubric:</u> consisting of listening identification, multiple choice, T/F, short answer, and essay. Final paper/presentation is graded based on clarity of writing, organization of material, thoroughness of research, analysis, and strength of conclusion	The exams are administered by the course instructor at the end of the semester for all courses in the sequence. (MUS 131, 132, 231, 232) The quizzes/exams are administered by the course instructor throughout the semester (quiz 1 week 4, midterm week 6, quiz 2 week 10, final exam (MUS 221, 222) Data is collected at the end of each semester, assessment every other year by AOL (Assurance of Learning) committee.

		<u>Min. Standard:</u> 70% of students meet or exceed expectations	
	2. Applied Knowledge a. Applied Lessons: Students will demonstrate performance skills on their major instrument. b. Junior Recital: Students will perform a Junior recital, a required capstone of the private lesson sequence.	<u>Assessment:</u> Jury <u>Rubric:</u> Jury Evaluation Form assesses tone quality, time, dynamics, pitch accuracy, technical facility, articulation, musicality, and intonation <u>Min. Standard:</u> 70% of students meet or exceed expectations <u>Assessment:</u> Jury <u>Rubric:</u> Recital Evaluation Guidelines <u>Min. Standard:</u> 70% of students meet or exceed expectations	Juries are administered at the end of each semester by a panel of faculty. (MUS 161, 162, 261, 262, 361, 362) Junior Recitals are graded pass/fail by a panel of faculty. Data is collected at the end of each semester, assessment every other year by the AOL committee.
	3. Core Music Education Sequences a. Classroom Courses and Practicums: Students will demonstrate fluency in written and oral communication at a level consistent with scholarly standards and expectations in the following courses and practicums. b. Praxis Exams i. Core Academic Skills for Educators: Mathematics (5733) ii. Core Academic Skills for Educators: Reading (5713) iii. Core Academic Skills for Educators: Writing (5723)	<u>Assessment:</u> Final Exams and written and oral presentations/projects <u>Rubric:</u> Scholarly written and oral exam <u>Min. Standard:</u> 70% of students meet or exceed expectations <u>Assessment:</u> National Exam <u>Rubric:</u> Praxis <u>Min. Standard:</u> Passing scores of 150 (5733), 156 (5713), 162 (5723), and 154 (5113)	Exams and written and oral presentations/projects are administered by the course instructor at the end of each semester for Music Education classroom courses and practicums. (MUED 110, 201, 309, 310, 316, 405, 406) Data is collected at the end of each semester, assessment every other year by the AOL committee. The Praxis exams are taken after the completion of the Music Theory and Music History sequences and prior to the Student Internship semester. Praxis Exams are administered by ETS.

	iv. Music Content Knowledge (5113)		
	4. Student Internship a. Students will synthesize and apply the musical knowledge gained (theoretical, historical, academic, applied and/or educational) during their Student Internship.	<u>Assessment:</u> ATCAT <u>Rubric:</u> ATCAT Rubric <u>Min. Standard:</u> 70% of students meet or exceed expectations	The ATCAT is a formal evaluation created by the UAF School of Education to evaluate the teaching ability of preservice teachers during their student internship.. (ED 454) Data is collected at the end of each semester, assessment every other year by the AOL committee.
	5. Post-Bachelor of Music Education a. Students will apply for Masters programs or seek employment in K-12 public schools, parochial, or private schools	<u>Assessment:</u> Tracking of student employment <u>Rubric:</u> Survey of graduates through School of Education <u>Min. Standard:</u> 70% of students meet or exceed expectations	The survey is administered by the School of Education faculty after the completion of ED 454 Data is collected every spring and maintained by the School of Education.