

Music Performance - 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):

N/A

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:

Our music faculty has updated some of the assessment tools used to grade students. Music theory classes have changed assessment to final exam and project instead of only written final exam. The new assessment method provides students with an opportunity for creative writing and individuality.

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:

No changes have been made. The current curriculum has been successful. Performance majors have consistently shown academic growth and musical development.
--

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.

Not 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 first generation 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 first generation 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," filed to share what your program is doing to help students be successful.

High Impact Practices that currently apply to your program:

Collaborative Assignments and Projects,"Service Learning, Community-based Learning", Writing-Intensive Courses, Capstone Courses and Projects, Undergraduate Research

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 and Senior Recitals are an intense scholarly creative activity that involve the research and intense preparation for solo performance of at least 30 minutes (for Junior) or 60 minutes (for Senior) 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

N/A

ePortfolios

N/A

First-Year Seminars & Experiences

N/A

Writing-Intensive Courses

Our Advanced Music History courses are writing-intensive courses.

Service-Learning and/or Community-based Learning

Performance Majors have the opportunity to participate in large ensembles, such as the Fairbanks Symphony Orchestra, the Northern Lights String Orchestra, Choir of the North, and the Wind Symphony. Thanks to the creation of the Community Music School, our students are able to gain valuable experience teaching their instruments to children and adults of the community.

Internships

N/A

Capstone Courses & Projects

Junior and Senior level degree recitals are required for students in their Junior and Senior year respectively. These recitals are assessed Pass/Fail by a music faculty panel.

Other or None of these (explain)

--

Submission

Submitter & Collaborator Names

Yue Sun Dario Martin Eduard Zilberkant
--

Submitter Email

dmartin26@alaska.edu, ysun12@alaska.edu, ezilberkant@alaska.edu

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

--

Explanation of Recommendations

The review panel acknowledges the time and effort that went into preparing the mid-cycle program review for the Music Performance BM program. Further, the review panel appreciated that the program has strong SLOA and assessment plans and identified and included HIPs (high-impact practices) within the program.
--

Learning Outcomes Feedback

Requires Minor Revision

Student Learning Outcomes Assessment Feedback (tags)

Missing curricular connection

Student Learning Outcomes Assessment Feedback (narrative)

The program provided 3 SLOs (with several sub-SLOs) for the Music Performance BM SLOA plan. There is evidence that program faculty are working collaboratively on assessing SLOs. All SLOs are appropriate measures of student learning. The review panel offers the following recommendations to improve upon the program's SLOAs: - SLO 1.c "students will complete two writing intensive history courses" is not phrased as a measurable learning outcome. - This sub-SLO will need to be revised or will need to be removed from the SLOA plan. The program should consider reviewing the type 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 provided well-developed rubrics. However, additional clarity could be provided on how the data collected from the use of these rubrics are used to assess the SLOs. The program noted no curricular changes because the program has been doing well. For future reviews, the program is encouraged to consider how their SLOA allows for continuous improvement, which is a requirement of accreditation. Collecting and analyzing data will also be important for future reviews, as without analyzing SLOA data, the program cannot provide evidence for the program's success. 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. However, it looks like majors actually declined from 10 to 7. While the program selected an increase in degrees awarded, based on the data, there was actually a decline in this category (from 3 to 1). The program should take another look at the data and select the correct tag in future reviews. This decline in majors is significant and should be discussed, especially since the review states that the program has been working well for the majors. The program noted an increase in persistence (82 to 100%), no change in pass rates, and decline in SCH (21 to 14).

The program noted equity gaps and included the low number of [REDACTED] students in the narrative and actions to try to increase enrollment of this demographic.

The review panel wonders if the program has considered differences in student success data across programs to investigate curricular changes to specific programs. A recommendation would be to conduct this type of assessment (or continue to conduct this type of assessment) and include that information in future program reviews.

High-Impact Practices Feedback

The program identified service learning, collaborative assignments, writing-intensive courses, undergraduate research, and capstone courses as HIPs. The short descriptions should be expanded for future reviews to explain how the HIPs fit into the program and by including more specific examples. 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 in Performance
 College of Liberal Arts/Department of Music
 November 11, 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.	1. Theoretical and Historical Knowledge 1a. Music Theory: Students will demonstrate knowledge of the rudiments of music, followed by mastery of analysis of tonal and chromatic harmony and form.	<u>Assessment:</u> Final Exam & Project <u>Rubric:</u> 1a) abstract building and chord id: accuracy of chord ID and correct pitch in 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	The exams and projects are administered by the course instructor at the end of the semester for all courses in the sequence. (MUS 131, 132, 231, 232)
GOAL STATEMENT: The Bachelor of Music Performance degree program will create highly qualified performers who will possess the necessary Skills for successful careers in the field of music.	1b. Music History: Students will demonstrate a comprehensive knowledge of Western Art Music from antiquity to the present.	<u>Min. Standard:</u> 70% of students should 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, research paper, and presentation are administered and assessed by the course instructor at the end of the semester for all courses in the sequence. (MUS 221, 222)

	1c. 400W History Classes: Students will complete two writing intensive history courses.	<u>Assessment:</u> 3 exams and 1 final paper <u>Rubric:</u> exams consist of listening identification, short answer, and essay. Final paper is graded based on clarity of writing, organization of material, thoroughness of research, analysis, and strength of conclusion <u>Min. Standard:</u> 70% of students should meet or exceed expectations	The exams are administered by the course instructor throughout the semester. Papers are evaluated by the course instructor. (MUS 421W, 422W, 423W, 424W) Data collected at the end of each semester, assessment every other year by the AOL (Assurance of Learning) committee.
	2. Applied Knowledge 2a. Applied Lessons: Students will demonstrate performance skills on their major instrument. 2b. Piano Proficiency: Students will demonstrate knowledge of the keyboard.	<u>Assessment:</u> Juries <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 should meet or exceed expectations <u>Assessment:</u> Final Exam <u>Rubric:</u> Performance examination <u>Min. Standard:</u> 70% of students should 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, 461, 462) The exams are administered by the course instructor at the end of each semester for all courses in the sequence. (MUS 152, 153, 154, 155) Data is collected at the end of each semester, assessment every other year by the AOL committee.
	3a. Junior Recital: Students will perform a Junior recital, a required capstone of the 300- level private lesson sequence. 3b. Senior Recital: Students will perform a Senior recital, a required	<u>Assessment:</u> Junior Recital <u>Rubric:</u> Recital Evaluation Guidelines <u>Min. Standard:</u> 70% of students should meet or exceed expectations <u>Assessment:</u> Senior Recital	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 AOL committee. (MUS 390)

	capstone of the 400- level private lesson sequence.	Rubric: Recital Evaluation Guidelines <u>Min. Standard:</u> 70% of students should meet or exceed expectations	Senior Recitals are graded pass/fail by a panel of faculty. Data is collected at the end of each semester, assessment every other year by AOL committee. (MUS 490)