

**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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Discipline/Program: Bachelor of Art in Music

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

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			2007-08	2008-09	2009-10	2007-08	2008-09	2009-10		
<b>Goal 2</b> To produce graduates with knowledge and technical performance skills in at least one musical performance area	<b>SLO 2.1</b> The student will perform a solo recital or recitals demonstrating an appropriate level of technical, repertoire, and interpretive and artistic skills	Senior Recital Project scores	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	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	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	100% of students performing senior recitals who passed the pre-recital jury demonstrated the appropriate levels of performance skills	100% of the 12 senior recitals that passed the pre-recital hearing performed a recital demonstrating the appropriate level of performance skills	100% of the 8 senior recitals that passed the pre-recital hearing performed a recital demonstrating the appropriate level of performance skills	<b>Based on 2007-08 Findings</b> Developed a standardized assessment tool for all pre-recital hearings and final recital regardless of instrument for greater consistency between all applied areas	<b>R2.1</b> Recital grading rubric

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			2007-08	2008-09	2009-10	2007-08	2008-09	2009-10		
<b>Goal 2</b> To produce graduates with knowledge and technical performance skills in at least one musical performance area	<b>SLO 2.2</b> The student will demonstrate a basic level of piano proficiency	400 Level Jury assessment scores	80% of students will demonstrate proficiency in 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	80% of students will demonstrate proficiency in 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	80% of students will demonstrate proficiency in 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	60% of the 5 students taking the proficiency exam passed by 2nd attempt	71% of the 7 students taking the proficiency exam passed by 2nd attempt	11% of the 9 students taking the proficiency exam passed by 2nd attempt	<p><b>Based on 2007-2008 Findings</b> Sought funding to improve piano lab facilities enhanced group instruction</p> <p><b>Based on 2008-2009 Findings</b> Implemented early identification and appropriate advising of students with piano deficiencies</p> <p>Restructured 200 level piano courses to class lab format for consistency of course content and goal achievement</p> <p><b>Based on 2009-2010 Findings</b> Increased the priority of advisement in the area of consistent registration in applied classes both on major instrument and piano</p>	<b>R2.2</b> 411K Jury assessment form