The development of discipline knowledge in music theory, constitutes a primary outcome for undergraduate degree seeking students, and an excellent indicator of students’ ability to succeed in a music degree in the School of Music. Our first goal reads, for example, “We expect our students who successfully complete our music theory sequence to demonstrate functional knowledge of the theory and structure of music in written, applied, and aural media. Students complete a designated block of undergraduate music theory and class piano courses.” To assess student progress in this specific area over time, we annually have reported data from written and oral midterm and final exams in all undergraduate music theory courses. For example, in the 2012-13 cycle, we reported, “Faculty members (N = 5) reported embedded assessment data (midterm exams and final exams) for Spring Semester undergraduate music theory courses (MUS 117, MUS 217, MUS 307) for undergraduate music theory students (N = 116). Aggregate findings demonstrated that 78% of students met the minimum benchmark of 70% for mid term examinations and 94% of students met the minimum benchmark of 70% for final examinations.” Early in the assessment cycle, SOM faculty members concluded that the School of Music retention rate was slightly lower than the overall Department of Arts and Sciences retention rate and the University-wide retention rate. To better understand the reasons for this circumstance, selected faculty members used assessment findings to calculate the number of undergraduate students who met the benchmark in Music Theory. We found that the number of students who met the benchmark in MUS 115 has increased incrementally over past years, but remains lower than desirable. We also concluded that in order to improve SOM retention rates we should better identify students who possess the potential to succeed in the program. We did so by increasing the percentage of matriculating students who attempted the School of Music Audition Diagnostic Exam from 46% in 2008 to nearly 100% in 2013. We now use individual Diagnostic Exam scores to assist studio faculty in (a) decisions about accepting students into the School of Music, (b) awarding scholarships, and (c) identifying students who might require some remediation before they arrive. For example, the current conditional acceptance letter reads in part, “Based on an assessment of your written music fundamentals exam, administered at the time of your performance audition, we have identified certain deficiencies in your background and want to assist you in correcting those prior to your enrollment next fall. In order to improve the basic skills necessary for entrance into and success in MUS 115 (Freshman Music Theory I, required of all music majors), we encourage you to do further study relative to the identification of pitches on both the treble and bass clef staves, and the notation of meter and rhythm. Our theory faculty has recommended the following resources that may be of help to you: a) Joseph Straus, Elements of Music, Prentice Hall, ISBN: 0130343412, and b) www.musictheory.net.

Mission / Purpose
The mission of The University of Alabama School of Music is to preserve and enhance the finest traditions of our rich and varied musical heritage by providing a comprehensive music program that serves the educational and artistic needs of the community, state, region, and beyond through teaching, research, creative activity, and service by providing a comprehensive educational experience, grounded in theoretical, historical, and artistic elements, for the brightest and most talented music students from the state, region, nation, and world.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans
SLO 1: Discipline Knowledge
We expect our students who successfully complete our music theory sequence to demonstrate functional knowledge of the theory and structure of music in written, applied, and aural media. Students will complete a designated block of undergraduate music theory and class piano courses.

Connected Document
Music BA Curriculum Maps

Relevant Associations:
Student Learning Outcome #1 Improvement Action(s) to be advanced (copied from 2010-11 report):

We intend to continue to use the same imbedded assessments in music theory courses so that we can compare future assessment findings to the current data. We also intend to seek outside data sources that can facilitate comparison of our students to students nationally.

Related Measures
M 1: Written and Aural Examinations of Music Theory
Students are regularly assessed in music theory courses, relative to their appropriate level, using written and aural examinations.
**SLO 2: Discipline Methodological Skills**
We expect our Bachelor of Music students at the undergraduate level to perform appropriate repertoire in their specific performance medium, demonstrating stylistic insight, technical proficiency, and musical artistry that is appropriate for their specific program year.

**Connected Document**
Music BA Curriculum Maps

**Relevant Associations:**
Student Learning Outcome #2 Improvement Action(s) to be advanced (copied from 2010-11 report):

We intend to use the same performance assessment rubric in 2012-13, but we will make some changes in distribution and collection protocols to better insure that all students are assessed. We intend to include data from makeup sophomore qualifying exams in fall 2012 and regularly scheduled exams in spring 2013 to the School of Music Assessment Report for 2013.

**Related Measures**

**M 3: Performance Jury Exam**
Students will complete a performance jury examination at the end of each semester. A representative faculty panel will conduct the performance jury examination. Success in reaching performance benchmarks will be determined by a performance assessment form or rubric and through collaborative discussions among the faculty panel, and through student self-assessment.

Source of Evidence: Performance (recital, exhibit, science project)

**Target:**
Minimum of ninety percent success rate.

**Related Action Plans (by Established cycle, then alpha):**

**Applied Lesson Technology**

We have begun an action plan to better utilize iPad technology in applied lessons for graduate and undergraduate students.

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Annual Assessments | **Outcome/Objective:** Technology Applications
- **Measure:** Performance Jury Exam | **Outcome/Objective:** Discipline Methodological Skills
- **Measure:** Sophomore Qualifying Exam | **Outcome/Objective:** Discipline Methodological Skills

**Implementation Description:** A rubric has been developed to assist applied instructors in assessing studio lessons and performance juries.

**Responsible Person/Group:** Dr. Carl Hancock
**Additional Resources:** None

**M 4: Sophomore Qualifying Exam**

Students will complete a sophomore qualifying examination at the end of their second year. A representative faculty panel will conduct the sophomore qualifying examination. Success in reaching performance benchmarks will be determined by a performance assessment form or rubric and through collaborative discussions among the faculty panel, and through student self-assessment.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
Minimum of ninety percent success rate.

**Related Action Plans (by Established cycle, then alpha):**

**Applied Lesson Technology**

We have begun an action plan to better utilize iPad technology in applied lessons for graduate and undergraduate students.

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** High
Relationships (Measure | Outcome/Objective):
- Measure: Annual Assessments | Outcome/Objective: Technology Applications
- Measure: Performance Jury Exam | Outcome/Objective: Discipline Methodological Skills
- Measure: Sophomore Qualifying Exam | Outcome/Objective: Discipline Methodological Skills

Implementation Description: A rubric has been developed to assist applied instructors in assessing studio lessons and performance juries.
Responsible Person/Group: Dr. Carl Hancock
Additional Resources: None

Efficacy of ACT Test Scores and Music Audition Diagnostic Exam Scores as Predictors of Student Success in MUS 115

Current data suggest that the School of Music retention rate is slightly lower than the overall Department of Arts and Sciences retention rate and the University-wide retention rate. Over the past few years, SOM faculty members have expressed a desire to improve SOM retention rates by better identifying students who possess the potential to succeed in the program. As a response to such circumstances, this inquiry sought to assess the level of efficacy of incoming student ACT Test scores and the University of Alabama School of Music Audition Diagnostic Exam scores as predictors of student success in MUS 115, Music Theory, during the academic years of 2008-12.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
- Measure: Monitor Improved Quality of Students | Outcome/Objective: Program Outcome: Sustain Optimal Level of Enrollment
- Measure: Number of Undergraduate Majors | Outcome/Objective: Program Outcome: Sustain Optimal Level of Enrollment
- Measure: Practical Application | Outcome/Objective: Functional Knowledge of Music
- Measure: Sophomore Qualifying Exam | Outcome/Objective: Discipline Methodological Skills

Implementation Description: As a response to such circumstances, we will assess the level of efficacy of incoming student ACT Test scores and the University of Alabama School of Music Audition Diagnostic Exam scores as predictors of student success in MUS 115, Music Theory, during the academic years of 2008-12. Data will be (a) student ACT Test scores, (b) SOM Audition Diagnostic Exam scores and (c) final grades for students who registered in MUS 115 during the years 2008-12.
Responsible Person/Group: Dr. Latimer
Additional Resources: None

SLO 3: Functional Knowledge of Music

We expect our students to demonstrate functional knowledge of music in world cultures and the history of music through a comprehensive understanding of defined stylistic periods, major composers, and compositional styles.

Connected Document
Music BA Curriculum Maps

Relevant Associations:
Student Learning Outcome #3 Improvement Action(s) to be advanced (copied from 2010-11 report):

We intend to continue 2011 imbedded assessment protocols as referenced above and add embedded assessments for all Music History courses.

Related Measures

M 5: Music in World Cultures and History
Students will complete a designated block of undergraduate music in world cultures and music history courses. Students are regularly assessed in music in world cultures and music history courses, relative to their appropriate level, using written examinations.

Source of Evidence: Written assignment(s), usually scored by a rubric
Target: Minimum of ninety percent success rate.

M 6: Practical Application
Students are regularly assessed in applied studios to determine their practical application of stylistic elements that are directly related to their knowledge of stylistic periods, major composers, and compositional styles.

Source of Evidence: Academic direct measure of learning - other
Target: No target established.

Related Action Plans (by Established cycle, then alpha):
Efficacy of ACT Test Scores and Music Audition Diagnostic Exam Scores as Predictors of Student Success in MUS 115

Current data suggest that the School of Music retention rate is slightly lower than the overall Department of Arts and Sciences retention rate and the University-wide retention rate. Over the past few years, SOM faculty members have expressed a desire to improve SOM retention rates by better
identifying students who possess the potential to succeed in the program. As a response to such circumstances, this inquiry sought to assess the level of efficacy of incoming student ACT Test scores and the University of Alabama School of Music Audition Diagnostic Exam scores as predictors of student success in MUS 115, Music Theory, during the academic years of 2008-12.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Monitor Improved Quality of Students | Outcome/Objective: Program Outcome: Sustain Optimal Level of Enrollment
Measure: Number of Undergraduate Majors | Outcome/Objective: Program Outcome: Sustain Optimal Level of Enrollment
Measure: Practical Application | Outcome/Objective: Functional Knowledge of Music
Measure: Sophomore Qualifying Exam | Outcome/Objective: Discipline Methodological Skills

Implementation Description: As a response to such circumstances, we will assess the level of efficacy of incoming student ACT Test scores and the University of Alabama School of Music Audition Diagnostic Exam scores as predictors of student success in MUS 115, Music Theory, during the academic years of 2008-12. Data will be (a) student ACT Test scores, (b) SOM Audition Diagnostic Exam scores and (c) final grades for students who registered in MUS 115 during the years 2008-12.

Responsible Person/Group: Dr. Latimer
Additional Resources: None

SLO 4: Technology Applications
We expect our students to demonstrate a functional knowledge of the use of appropriate technology for both theoretical and applied applications.

Connected Document
Music BA Curriculum Maps

Relevant Associations:
Student Learning Outcome #4 Improvement Action(s) to be advanced (copied from 2010-11 report):
Survey findings from the 2010 Student and Faculty Technology Surveys will provide future direction toward a better understanding of specific needs of both faculty and students. Primary among faculty suggestions was a need for access to improved means of recording applied lessons. We anticipate that iBooks recently provided to Arts and Sciences faculty members will serve to facilitate that need. Primary among student suggestions was a need for more MIDI equipped pianos.

Related Measures

M 7: Annual Assessments
We will conduct annual assessments of faculty and student use of technology through faculty surveys, student surveys, and perusal of course syllabi.

Source of Evidence: Academic indirect indicator of learning - other
Target: No target established.

Related Action Plans (by Established cycle, then alpha):

Applied Lesson Technology
We have begun an action plan to better utilize iPad technology in applied lessons for graduate and undergraduate students.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Annual Assessments | Outcome/Objective: Technology Applications
Measure: Performance Jury Exam | Outcome/Objective: Discipline Methodological Skills
Measure: Sophomore Qualifying Exam | Outcome/Objective: Discipline Methodological Skills

Implementation Description: A rubric has been developed to assist applied instructors in assessing studio lessons and performance juries.

Responsible Person/Group: Dr. Carl Hancock
Additional Resources: None

M 8: Integrate Technology Proficiency Component into Class Sequence
We will integrate a technology proficiency component into our sequence of class piano courses.

Source of Evidence: Academic indirect indicator of learning - other
Target: No target established.
OthOtcm 5: Program Outcome: High Level of Recognized Quality
The program will improve and sustain a high level of recognized quality.

Relevant Associations:
Program Outcome #1 Improvement Action(s) to be advanced:
The course MUS 250, Music in World Cultures, which is required of all music majors, has been expanded to include an introductory level component in all appropriate aspects of music technology, including, but not limited to, pedagogical software for performers, pedagogical software for music theory applications, fundamentals of recording technology, fundamentals of playback amplification, and on line music reference sources. In addition, extensive use of computer hardware and software has been implemented in undergraduate theory and music history courses. In applied studios, various recording and playback techniques have been incorporated into methods of student instruction and assessment.

Related Measures
M 9: NASM Program Review Strengths
National Association of Schools of Music (NASM) Program Review strengths.

Source of Evidence: Professional standards
Target: No target established.

M 10: NASM Program Review Opportunities
NASM Program Review opportunities for improvement.
Source of Evidence: Professional standards
Target: No target established.

OthOtcm 6: Program Outcome: Sustain Optimal Level of Enrollment
The program will build and sustain an optimal level of annual program enrollments and degree completions.

Relevant Associations:
Program Outcome #2 Improvement Action(s) to be advanced:
In order to realistically attain optimal levels, the School of Music continues to actively seek additional funding in order to support undergraduate scholarships. Furthermore, the school of Music considers such efforts to be supported by a robust team effort. Therefore, a priority element, integral to the success of the enrollment goals outlined, will be the adequate funding necessary to secure the minimum number of quality students in each studio or area.

Related Measures
M 11: Number of Undergraduate Majors
Number of undergraduate majors in the School of Music for the last three fall semesters.

Source of Evidence: Activity volume
Target: No target established.

Related Action Plans (by Established cycle, then alpha):
Efficacy of ACT Test Scores and Music Audition Diagnostic Exam Scores as Predictors of Student Success in MUS 115
Current data suggest that the School of Music retention rate is slightly lower than the overall Department of Arts and Sciences retention rate and the University-wide retention rate. Over the past few years, SOM faculty members have expressed a desire to improve SOM retention rates by better identifying students who possess the potential to succeed in the program. As a response to such circumstances, this inquiry sought to assess the level of efficacy of incoming student ACT Test scores and the University of Alabama School of Music Audition Diagnostic Exam scores as predictors of student success in MUS 115, Music Theory, during the academic years of 2008-12.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
- Measure: Monitor Improved Quality of Students | Outcome/Objective: Program Outcome: Sustain Optimal Level of Enrollment
- Measure: Number of Undergraduate Majors | Outcome/Objective: Program Outcome: Sustain Optimal Level of Enrollment
- Measure: Functional Knowledge of Music |
- Measure: Sophomore Qualifying Exam |

Implementation Description: As a response to such circumstances, we will assess the level of efficacy of incoming student ACT Test scores and the University of Alabama School of Music Audition...
Diagnostic Exam scores as predictors of student success in MUS 115, Music Theory, during the academic years of 2008-12. Data will be (a) student ACT Test scores, (b) SOM Audition Diagnostic Exam scores and (c) final grades for students who registered in MUS 115 during the years 2008-12.

**Responsible Person/Group:** Dr. Latimer

**Additional Resources:** None

**M 12: Number of Degrees Awarded**
Number of undergraduate degrees awarded in the School of Music for the last three years.

Source of Evidence: Activity volume

**Target:**
No target established.

**M 13: Monitor Improved Quality of Students**
We will monitor improved quality in students accepted into the School of Music. Those data will include results of Music Theory entrance examinations and the percentage of students who achieve first semester success in Music Theory classes.

Source of Evidence: Academic direct measure of learning - other

**Target:**
No target established.

**Related Action Plans (by Established cycle, then alpha):**

**Efficacy of ACT Test Scores and Music Audition Diagnostic Exam Scores as Predictors of Student Success in MUS 115**

Current data suggest that the School of Music retention rate is slightly lower than the overall Department of Arts and Sciences retention rate and the University-wide retention rate. Over the past few years, SOM faculty members have expressed a desire to improve SOM retention rates by better identifying students who possess the potential to succeed in the program. As a response to such circumstances, this inquiry sought to assess the level of efficacy of incoming student ACT Test scores and the University of Alabama School of Music Audition Diagnostic Exam scores as predictors of student success in MUS 115, Music Theory, during the academic years of 2008-12.

**Established in Cycle:** 2011-2012

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Monitor Improved Quality of Students | **Outcome/Objective:** Program Outcome: Sustain Optimal Level of Enrollment
- **Measure:** Number of Undergraduate Majors | **Outcome/Objective:** Program Outcome: Sustain Optimal Level of Enrollment
- **Measure:** Practical Application | **Outcome/Objective:** Functional Knowledge of Music
- **Measure:** Sophomore Qualifying Exam | **Outcome/Objective:** Discipline Methodological Skills

**Implementation Description:** As a response to such circumstances, we will assess the level of efficacy of incoming student ACT Test scores and the University of Alabama School of Music Audition Diagnostic Exam scores as predictors of student success in MUS 115, Music Theory, during the academic years of 2008-12. Data will be (a) student ACT Test scores, (b) SOM Audition Diagnostic Exam scores and (c) final grades for students who registered in MUS 115 during the years 2008-12.

**Responsible Person/Group:** Dr. Latimer

**Additional Resources:** None

**OthOtcn 7:** Program Outcome: Highly Valued by Graduates and Constituencies
The program will be highly valued by its program graduates and other key constituencies it serves.

**Relevant Associations:**

Program Outcome #3 Improvement Action(s) to be advanced (copied from 2010-11 report):

According to the most recent NSSE data, the aggregate School of Music figure was 58.5%. That figure compares favorably with the aggregate figures of 37.33% for the College of Arts and Sciences, 45.33% for the University of Alabama, and 38.66% nationally. Such data support the notion that the University of Alabama School of Music is providing an exceptional music education product for its student constituency.

**Related Measures**

**M 14: Graduating Senior Survey**
Results from University-wide Graduating Senior Survey for senior department majors.

Source of Evidence: Student course evaluations on learning gains made

**Target:**
No target established.

**M 15: NSSE Results**
Results from the NSSE for department senior majors.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
No target established.
**Applied Lesson Technology**

We have begun an action plan to better utilize iPad technology in applied lessons for graduate and undergraduate students.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Annual Assessments  |  **Outcome/Objective:** Technology Applications
- **Measure:** Performance Jury Exam  |  **Outcome/Objective:** Discipline Methodological Skills
- **Measure:** Sophomore Qualifying Exam  |  **Outcome/Objective:** Discipline Methodological Skills

**Implementation Description:** A rubric has been developed to assist applied instructors in assessing studio lessons and performance juries.

**Responsible Person/Group:** Dr. Carl Hancock  
**Additional Resources:** None

**Efficacy of ACT Test Scores and Music Audition Diagnostic Exam Scores as Predictors of Student Success in MUS 115**

Current data suggest that the School of Music retention rate is slightly lower than the overall Department of Arts and Sciences retention rate and the University-wide retention rate. Over the past few years, SOM faculty members have expressed a desire to improve SOM retention rates by better identifying students who possess the potential to succeed in the program. As a response to such circumstances, this inquiry sought to assess the level of efficacy of incoming student ACT Test scores and the University of Alabama School of Music Audition Diagnostic Exam scores as predictors of student success in MUS 115, Music Theory, during the academic years of 2008-12.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Monitor Improved Quality of Students  |  **Outcome/Objective:** Program Outcome: Sustain Optimal Level of Enrollment
- **Measure:** Number of Undergraduate Majors  |  **Outcome/Objective:** Program Outcome: Sustain Optimal Level of Enrollment
- **Measure:** Practical Application  |  **Outcome/Objective:** Functional Knowledge of Music
- **Measure:** Sophomore Qualifying Exam  |  **Outcome/Objective:** Discipline Methodological Skills

**Implementation Description:** As a response to such circumstances, we will assess the level of efficacy of incoming student ACT Test scores and the University of Alabama School of Music Audition Diagnostic Exam scores as predictors of student success in MUS 115, Music Theory, during the academic years of 2008-12. Data will be (a) student ACT Test scores, (b) SOM Audition Diagnostic Exam scores and (c) final grades for students who registered in MUS 115 during the years 2008-12.

**Responsible Person/Group:** Dr. Latimer  
**Additional Resources:** None
Mission / Purpose

The mission of The University of Alabama School of Music is to preserve and enhance the finest traditions of our rich and varied heritage by providing a comprehensive music program that serves the educational and artistic needs of the community, state, region, and beyond through teaching, research, creative activity, and service by providing a comprehensive educational experience, grounded in theoretical, historical, and artistic elements, for the brightest and most talented music students from the state, region, nation, and world.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Discipline Knowledge
We expect our students who successfully complete our music theory sequence to demonstrate functional knowledge of the theory and structure of music in written, applied, and aural media. Students will complete a designated block of undergraduate music theory and class piano courses.

Connected Document
Music BA Curriculum Maps

Relevant Associations:
Student Learning Outcome #1 Improvement Action(s) to be advanced (copied from 2010-11 report):

We intend to continue to use the same imbedded assessments in music theory courses so that we can compare future assessment findings to the current data. We also intend to seek outside data sources that can facilitate comparison of our students to students nationally.

Related Measures

M 1: Written and Aural Examinations of Music Theory
Students are regularly assessed in music theory courses, relative to their appropriate level, using written and aural examinations.

Source of Evidence: External report
Target:
Minimum of ninety percent success rate.
Finding (2012-2013) - Target: Met

Faculty members (N = 5) reported embedded assessment data (midterm exams and final exams) for Spring Semester Undergraduate Music Theory Courses (MUS 117, MUS 217, MUS 307) for undergraduate music theory students (N = 116). Aggregate findings demonstrated that 78% of students met the minimum benchmark of 70% for midterm examinations and 94% of students met the minimum benchmark of 70% for final examinations. Participation for faculty members in reporting data was high with 100% of Undergraduate Music Theory faculty reporting. Interpretations and Conclusions: Current data suggest that the School of Music retention rate is slightly lower than the overall Department of Arts and Sciences retention rate and the University-wide retention rate. Over the past few years, SOM faculty members have expressed a desire to improve SOM retention rates by better identifying students who possess the potential to succeed in the program through administration of a School of Music Diagnostic Exam prior to students' matriculating into the program. The above finding of 95% success in undergraduate music theory students suggests that retention rates likely will improve.

M 2: Piano Assessment
Students are regularly assessed in class piano, relative to their appropriate level, using preliminary diagnostic examinations, written examinations, and keyboard proficiency examinations.

Source of Evidence: External report
Target:
Minimum of ninety percent success rate.
Finding (2012-2013) - Target: Met

In the Spring of 2013, faculty members (N = 1) reported embedded assessment data (midterm exams and final exams) for Spring Semester Undergraduate Class Piano (MUA 124) for undergraduate music major students (N = 33). Aggregate findings demonstrated that 100% of students (N = 33) met the minimum benchmark of 70% for final examinations in MUA 124 and 100% of students (N = 33) met the minimum benchmark of 70% for final examinations in MUA 24. Participation for faculty members in reporting data was high with 100% of Undergraduate Musicology faculty reporting. Interpretations and Conclusions: The above finding of 100% in MUA 124 suggests that the program is meeting the needs of the students generally.

M 3: Outside Data
Outside data sources that reflect national trends in music major student success in music theory courses.

Source of Evidence: External report
Target:
No target established.
Finding (2012-2013) - Target: Not Reported This Cycle
We continue to seek outside data sources that reflect national trends in music major student success in music theory courses.

SLO 2: Discipline Methodological Skills
We expect our Bachelor of Music students at the undergraduate level to perform appropriate repertoire in their specific performance medium, demonstrating stylistic insight, technical proficiency, and musical artistry that is appropriate for their specific program year.

Connected Document
Music BA Curriculum Maps

Relevant Associations:
Student Learning Outcome #2 Improvement Action(s) to be advanced (copied from 2010-11 report):

We intend to use the same performance assessment rubric in 2012-13, but we will make some changes in distribution and collection protocols to better insure that all students are assessed. We intend to include data from makeup sophomore qualifying exams in fall 2012 and regularly scheduled exams in spring 2013 to the School of Music Assessment Report for 2013.

Related Measures
M 4: Performance Jury Exam
Students will complete a performance jury examination at the end of each semester. A representative faculty panel will conduct the performance jury examination. Success in reaching performance jury benchmarks will be determined by a performance assessment form or rubric and through collaborative discussions among the faculty panel, and through student self-assessment.

Source of Evidence: Performance (recital, exhibit, science project)
Target:
Minimum of ninety percent success rate.

Finding (2012-2013) - Target: Not Met
During the 2012-2013 academic year, we were in the process of instituting a digital performance jury assessment protocol. Because it was in the testing phase, we did not gather jury data in the spring of 2013. The new protocol will be fully operational in the spring of 2014 and findings will be reported at that time.

Related Action Plans (by Established cycle, then alpha):
Applied Lesson Technology
We have begun an action plan to better utilize iPad technology in applied lessons for graduate and undergraduate students.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: Annual Technology Assessments | Outcome/Objective: Technology Applications
Measure: Performance Jury Exam | Outcome/Objective: Discipline Methodological Skills
Measure: Sophomore Qualifying Exam | Outcome/Objective: Discipline Methodological Skills

Implementation Description: A rubric has been developed to assist applied instructors in assessing students’ work.
Responsible Person/Group: Dr. Carl Hancock
Additional Resources: None

M 5: Sophomore Qualifying Exam
Students will complete a sophomore qualifying examination at the end of their second year. A representative faculty panel will conduct the sophomore qualifying examination. Success in reaching performance benchmarks will be determined by a performance assessment form or rubric and through collaborative discussions among the faculty panel, and through student self-assessment.

Source of Evidence: Comprehensive/end-of-program subject matter exam
Target:
Minimum of ninety percent success rate.

Finding (2012-2013) - Target: Not Met
Faculty members (N = 5) reported embedded assessment data for Spring Semester Undergraduate Sophomore Qualifying Exams (MUA 199) for undergraduate music major students (N = 46) in the areas of voice, string, woodwind, brass, keyboard, and percussion. Aggregate findings demonstrated that 78.3% of students (N = 36) met expectations for their Sophomore Qualifying Exams. Interpretations and Conclusions: The above finding suggests a significant decline in the number of students meeting minimum expectations as compared to the previous year.

Related Action Plans (by Established cycle, then alpha):
Applied Lesson Technology
We have begun an action plan to better utilize iPad technology in applied lessons for graduate and undergraduate students.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: Annual Technology Assessments | Outcome/Objective: Technology Applications
Measure: Performance Jury Exam | Outcome/Objective: Discipline Methodological Skills
Measure: Sophomore Qualifying Exam | Outcome/Objective: Discipline Methodological Skills

Implementation Description: A rubric has been developed to assist applied instructors in assessing students’ work.
Responsible Person/Group: Dr. Carl Hancock
Additional Resources: None

Efficacy of ACT Test Scores and Music Audition Diagnostic Exam Scores as Predictors of Student Success in MUS 115
Current data suggest that the School of Music retention rate is slightly lower than the overall Department of Arts and Sciences retention rate and the University-wide retention rate. Over the past few years, SOM faculty members have expressed a desire to improve SOM retention rates by better identifying students who possess the potential to succeed in the program. As a response to such circumstances, this inquiry sought to assess the level of efficacy of incoming student ACT Test scores and the University of Alabama School of Music Audition Diagnostic Exam scores as predictors of student success in MUS 115, Music Theory, during the academic years of 2008-12.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: Monitor Improved Quality of Students | Outcome/Objective: Program Outcome - Sustain Optimal Level of Enrollment
Measure: Number of Undergraduate Majors | Outcome/Objective: Program Outcome - Sustain Optimal Level of Enrollment
Measure: Practical Application | Outcome/Objective: Functional Knowledge of Music Disciplines
Measure: Sophomore Qualifying Exam | Outcome/Objective: Discipline Methodological Skills

Implementation Description: As a response to such circumstances, we will assess the level of efficacy of incoming student ACT Test scores and the University of Alabama School of Music Audition Diagnostic Exam scores as predictors of student success in MUS 115, Music Theory, during the academic years of 2008-12. Data will be (a) student ACT Test scores, (b) SOM Audition Diagnostic Exam scores and (c) final grades for students who registered in MUS 115 during the years 2008-12.
Responsible Person/Group: Dr. Latimer
Additional Resources: None

M 6: Data from Assessments
Data from performance assessment rubrics for juries and sophomore qualifying examinations.
Source of Evidence: Academic indirect indicator of learning - other
Target:
No target established.
Finding (2012-2013) - Target: Not Met
Faculty members (N = 5) reported embedded assessment data for Spring Semester Undergraduate Sophomore Qualifying Exams (MUA 199) for undergraduate music major students (N = 46) in the areas of voice, string, woodwind, brass, keyboard, and percussion. Aggregate findings demonstrated that 78.3% of students (N = 36) met expectations for their Sophomore Qualifying Exams. Interpretations and Conclusions: The above finding suggests a significant decline in the number of students meeting minimum expectations as compared to the previous year.
students (N = 36) met expectations for their Sophomore Qualifying Exams. Interpretations and Conclusions: The above finding of suggests a significant decline in the number of students meeting minimum expectations as compared to the previous year.

SLO 3: Functional Knowledge of Music
We expect our students to demonstrate functional knowledge of music in world cultures and the history of music through a comprehensive understanding of defined stylistic periods, major composers, and compositional styles.

Connected Document
Music BA Curriculum Maps

Relevant Associations:
Student Learning Outcome #3 Improvement Action(s) to be advanced (copied from 2010-11 report):
We intend to continue 2011 imbedded assessment protocols as referenced above and add imbedded assessments for all Music History courses.

Related Measures
M 7: Music in World Cultures and History
Students will complete a designated block of undergraduate music in world cultures and music history courses. Students are regularly assessed in music in world cultures and music history courses, relative to their appropriate level, using written examinations.

Source of Evidence: Written assignment(s), usually scored by a rubric
Target:
Minimum of ninety percent success rate.

Finding (2012-2013) - Target: Met
Results Summary: Faculty members (N = 3) reported embedded assessment data (midterm exams and final exams) for Spring Semester Undergraduate Music History and Music in World Cultures Courses (MUS 250, MUS 252) for undergraduate music major students (N = 169). Aggregate findings demonstrated that 94% of students (N = 158) met the minimum benchmark of 60% for final examinations in MUS 250. Participation for faculty members in reporting data was high with 100% of Undergraduate Musicology faculty reporting.

Interpretations and Conclusions: The above finding of 94% in MUS 250 and MUS 252 suggests that the program is meeting the needs of the students generally.

M 8: Practical Application
Students are regularly assessed in applied studios to determine their practical application of stylistic elements that are directly related to their knowledge of stylistic periods, major composers, and compositional styles.

Source of Evidence: Academic direct measure of learning - other
Target:
No target established.

Finding (2012-2013) - Target: Not Reported This Cycle
During the 2012-2013 academic year, we were in the process of instituting a digital performance jury assessment protocol. Because it was in the testing phase, we did not gather jury data in the spring of 2013. The new protocol will be fully operational in the spring of 2014 and findings will be reported at that time.

Related Action Plans (by Established cycle, then alpha):
Efficacy of ACT Test Scores and Music Audition Diagnostic Exam Scores as Predictors of Student Success in MUS 115
Current data suggest that the School of Music retention rate is slightly lower than the overall Department of Arts and Sciences retention rate and the University-wide retention rate. Over the past few years, SOM faculty members have expressed a desire to improve SOM retention rates by better identifying students who possess the potential to succeed in the program. As a response to such circumstances, this inquiry sought to assess the level of efficacy of incoming student ACT Test scores and the University of Alabama School of Music Audition Diagnostic Exam scores as predictors of student success in MUS 115, Music Theory, during the academic years of 2008-12.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Objective): Program Outcome |Course Embedded Assessment |Practical Application |
Measure: Monitor Improved Quality of Students |Outcome/Objective: Program Outcome: Sustain Optimal Level of Enrollment |
Measure: Number of Undergraduate Majors |Outcome/Objective: Program Outcome: Sustain Optimal Level of Enrollment |
Measure: Practical Application |Outcome/Objective: Functional Knowledge of Music |
Measure: Sophomore Qualifying Exam |Outcome/Objective: Discipline Methodological Skills |
Implementation Description: As a response to such circumstances, we will assess the level of efficacy of incoming student ACT Test scores and the University of Alabama School of Music Audition Diagnostic Exam scores as predictors of student success in MUS 115, Music Theory, during the academic years of 2008-12.

Data will be (a) student ACT Test scores, (b) SOM Audition Diagnostic Exam scores and (c) final grades for students who registered in MUS 115 during the years 2008-12.

Responsible Person/Group: Dr. Latimer
Additional Resources: None

M 9: Course-embedded Assessment
Data from embedded assessments in Music History courses.

Source of Evidence: Academic direct measure of learning - other
Target:
Minimum of ninety percent success rate.

Finding (2012-2013) - Target: Met
Results Summary: Faculty members (N = 3) reported embedded assessment data (midterm exams and final exams) for Spring Semester Undergraduate Music History and Music in World Cultures Courses (MUS 250, MUS 252) for undergraduate music major students (N = 169). Aggregate findings demonstrated that 94% of students (N = 158) met the minimum benchmark of 60% for final examinations in MUS 250. Participation for faculty members in reporting data was high with 100% of Undergraduate Musicology faculty reporting.

Interpretations and Conclusions: The above finding of 94% in MUS 250 and MUS 252 suggests that the program is meeting the needs of the students generally.

SLO 4: Technology Applications
We expect our students to demonstrate a functional knowledge of the use of appropriate technology for both theoretical and applied applications.

Connected Document
Music BA Curriculum Maps

Relevant Associations:
Student Learning Outcome #4 Improvement Action(s) to be advanced (copied from 2010-11 report):
Survey findings from the 2010 Student and Faculty Technology Surveys will provide future direction toward a better understanding of specific needs of both faculty and students. Primary among faculty suggestions was a need for access to improved means of recording applied lessons. We anticipate that iBooks recently provided to Arts and Sciences faculty members will serve to facilitate that need. Primary among student suggestions was a need for more MIDI equipped pianos.
Related Measures

M 10: Annual Technology Assessments
We will conduct annual assessments of faculty and student use of technology through faculty surveys, student surveys, and renewal of course syllabi.

Source of Evidence: Academic indirect indicator of learning - other
Target: No target established.
Finding (2012-2013) - Target: Mat
According to the 2012-13 NASM Visitors Report, “The School of Music is an important resource for, and contributor to, the regional artistic and educational communities. Faculty and students perform as members of the Tuscaloosa Symphony Orchestra and other professional performing organizations in the region. The University of Alabama, as are all public higher education institutions in the state, is bound by regulations of the State of Alabama Articulation and General Studies Committee (AGSC) and Statewide Transfer and Reporting System (STARs) [SS, MDP IV – http://stars.troy.edu/agreement.htm]. AGSC/STARs is designed to facilitate students transferring between state-supported institutions in Alabama as seamlessly as possible. All applicable NASM standards in this area appear to be met.

Related Action Plans (by Established cycle, then alpha):

Applied Lesson Technology
We have begun an action plan to better utilize iPad technology in applied lessons for graduate and undergraduate students.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
- Measure: Annual Technology Assessments | Outcome/Objective: Technology Applications
- Measure: Performance Jury Exam | Outcome/Objective: Discipline Methodological Skills
- Measure: Sophomore Qualifying Exam | Outcome/Objective: Discipline Methodological Skills
Implementation Description: A rubric has been developed to assist applied instructors in assessing studio lessons and performance juries.
Responsible Person/Group: Dr. Carl Hancock
Additional Resources: None

M 11: Integrate Technology Proficiency Component into Class Piano Sequence
We will integrate a technology proficiency component into our sequence of class piano courses.

Source of Evidence: Academic indirect indicator of learning - other
Target: No target established.
Finding (2012-2013) - Target: Mat
With the renovation of our piano lab in 2012, we have begun to integrate the use of technology in all Piano Lab courses and in MUE 107 Music Fundamentals. Specifically, teachers use synchronized keyboards, and overhead displays to enhance the demonstration of various techniques and concepts.

M 12: Technology Survey
Findings from a follow-up Technology Survey to be conducted in December. Allocation of funding for renovation of the Piano Lab.
Source of Evidence: Academic indirect indicator of learning - other
Target: No target established.
Finding (2012-2013) - Target: Mat
According to the 2012-13 SOM Self Study, “Regarding technology, the University of Alabama has made impressive steps forward in recent years. In addition to office desktop computers or laptops (the choice is offered to the user), fully appointed sound systems, software, and additional equipment purchased by request, each faculty member is provided with an iPad and related items. The use of this specific (and all other) technology is encouraged, and the University periodically offers workshops on the use of technology in the office and the classroom. The introduction and integration of this equipment (specifically the iPad) into the program has made possible new and highly productive approaches to teaching in both the applied studio and classroom settings. In addition, digital recording equipment is available in most applied teaching studios and is used on a regular basis. Students are instructed in the techniques of digital recording and are encouraged to incorporate this into their practice and preparation.”

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

M 13: NASM Program Review Strengths
The program will improve and sustain a high level of recognized quality.

Source of Evidence: Professional standards
Target: No target established.
Finding (2012-2013) - Target: Mat
On April 7-10, 2013 Robert Walzel, visiting team chair, University of Kansas Antonius Bittman, graduate programs, Rutgers University John VanderHeg, undergraduate programs, Wayne State University visited the University of Alabama School of Music. They submitted their findings in the form of a NASM Visitor’s Report. They reported the following primary strengths: Dedicated and highly qualified faculty The Director and his administrative staff have provided outstanding leadership and realized a number of important organizational accomplishments since the last review. High quality large ensembles, especially choirs and bands Overall, good faculty (condition, layout, consent and rehearsal facilities), notwithstanding overwhelming concerns Highly engaged and motivated students who are enthusiastic about their experiences Fully engaged in local community as an outstanding town-and-gown organization Most classrooms equipped with modern equipment, with immediate plans to complete upgrades to rooms/spaces not yet addressed Excellent teaching

M 14: NASM Program Review Opportunities
NASM Program Review opportunities for improvement.
Source of Evidence: Professional standards
Target: No target established.
The program will build and sustain an optimal level of annual program enrollments and degree completions.

**Related Measures**

**Source of Evidence:** Professional standards

**Target:** No target established.

**Finding (2012-2013) - Target: Not Met**

On April 7-10, 2013 Robert Wadie, visiting team chair, University of Kansas Antonius Bittman, graduate programs, Rutgers University John VanderWeg, undergraduate programs, Wayne State University visited the University of Alabama School of Music. They submitted their findings in the form of a NASM Visitor's Report. They recommended the following primary recommendations for improvement: Complete technology upgrades for all classroom and rehearsal spaces. Piano maintenance Examine and reconsider the structure for music theory and aural skills in the undergraduate freshman and sophomore levels. Also, remediate theory and aural skills deficiencies prior to the first semester of enrollment. Consider ways to increase student support for academic programs at the graduate and undergraduate levels. Consider ways to supplement available accommodations. Develop a strategic policy for new faculty mentorship. Review expectations for achieving tenure & promotion.

**M 15: Improvements Currently in Place**

These improvements are currently in place and will be reflected in the upcoming NASM Program Report.

**Source of Evidence:** Professional standards

**Target:** No target established.

**Finding (2012-2013) - Target: Met**

According to the 2013 NASM Visitors Report, "The BA in Music and BA in Music with Arts Administration Concentration appear to meet all applicable standards with respect to competencies developed through General Education, Musicianship, and Performance and Music Electives. The professional undergraduate degrees (both BM and BAP) appear to meet all applicable standards with respect to competencies developed through General Studies and the Common Body of Knowledge and Skills."

**Relevant Associations:**

**Source of Evidence:**

Music Theory entrance examinations and the percentage of students who achieve first semester success in Music Theory.

We will monitor improved quality in students accepted into the School of Music. Those data will include results of ACT Test scores, (b) SOM Audition Diagnostic Exam scores and (c) final grades for students who registered in MUS 115 during the years 2008-12. Data will be (a) student ACT Test scores, (b) SOM Audition Diagnostic Exam scores as predictors of student success in MUS 115, Music Theory, during the academic years of 2008-12.

**Finding:**

To address this question, a study was conducted in 2012-13 to assess the level of efficacy of incoming student ACT Test scores and the University of Alabama School of Music Audition Diagnostic Exam scores as predictors of student success in MUS 115, Music Theory, during the academic years of 2008-12. Data were (a) student ACT Test scores, (b) SOM Audition Diagnostic Exam scores and (c) final grades for students who registered in MUS 115 during the years 2008-11. The findings are as follows: (a) The number of students who met the benchmark in MUS 115 has increased incrementally in the last four years from 51% to 67%. On average, 55% of students who take MUS 115 after failing to reach the benchmark on the first try achieve the benchmark on their second try. Findings related to students who take MUS 115 a third time after failing to reach the benchmark in MUS 115 are not available. The University of Alabama School of Music must file this information annually as a part of our HEADS (Higher Education arts data service) report. The number of undergraduates receiving degrees in the past three years is as follows: 2011-12 = 38; 2010-11 = 32; 2009-2010 = 35. The total for the three-year span = 105.

**Finding (2012-2013) - Target: Partially Met**

**Activity volume**

**Finding:**

According to our 2013 NASM Self-Study, "The School of Music at the University of Alabama currently has sufficient strength to sustain the program, realize its overall mission, and meet its stated goals. Substantial improvement has been realized in overall enrollment during the most recent NASM accreditation cycle (2003-2013). Whereas the average student enrollment in the early years of the past decade ranged between 180 and 220, current annual numbers are above 345 and consistently and steadily increasing. This growth in enrollment is the result of a number of factors, including a demonstrable increase in faculty recruiting efforts, an increasing public recognition of the quality of our programs, and the visible success of many of our graduates. These and other factors have led not only to a greater number of applications but to a higher quality applicant pool, allowing the School of Music to focus its attention not only on the number of applicants but on their quality as well."

**Related Action Plans: (by Established cycle, then alpha):**

**Efficacy of ACT Test Scores and Music Audition Diagnostic Exam Scores as Predictors of Student Success in MUS 115**

Current data suggest that the School of Music retention rate is slightly lower than the overall Department of Arts and Sciences retention rate and the University-wide retention rate. Over the past few years, SOM faculty members have expressed a desire to improve SOM retention rates by better identifying students who possess the potential to succeed in the program. As a response to such circumstances, this inquiry sought to assess the level of efficacy of incoming student ACT Test scores and the University of Alabama School of Music Audition Diagnostic Exam scores as predictors of student success in MUS 115, Music Theory, during the academic years of 2008-12.

**Established in Cycle:** 2011-2012

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Monitor Improved Quality of Students | Outcome/Objective: Program Outcome: Sustain Optimal Level of Enrollment

**Measure:** Number of Undergraduate Majors | Outcome/Objective: Program Outcome: Sustain Optimal Level of Enrollment

**Measure:** Practical Application | Outcome/Objective: Functional Knowledge of Music

**Measure:** Sophomore Qualifying Exam | Outcome/Objective: Discipline Methodological Skills

**Implementation Description:** As a response to such circumstances, we will assess the level of efficacy of incoming student ACT Test scores and the University of Alabama School of Music Audition Diagnostic Exam scores as predictors of student success in MUS 115, Music Theory, during the academic years of 2008-12. Data will be (a) student ACT Test scores, (b) SOM Audition Diagnostic Exam scores and (c) final grades for students who registered in MUS 115 during the years 2008-12.

**Responsible Person/Group:** Dr. Latimer

**Additional Resources:** None

**M 16: Number of Undergraduate Majors**

Number of undergraduate majors in the School of Music for the last three fall semesters.

**Source of Evidence:** Activity volume

**Target:** No target established.

**Finding (2012-2013) - Target: Met**

This finding is as follows: 2011-2012 = 38; 2010-11 = 32; 2009-2010 = 35. the total for the three-year span = 105.

**M 17: Number of Degrees Awarded**

Number of undergraduate degrees awarded in the School of Music for the last three years.

**Source of Evidence:** Activity volume

**Target:** No target established.

**Finding (2012-2013) - Target: Not Met**

The University of Alabama School of Music must file this information annually as a part of our HEADS (Higher Education arts data service) report. The number of undergraduates receiving degrees in the past three years is as follows: 2011-12 = 38; 2010-11 = 32; 2009-2010 = 35. the total for the three-year span = 105.

**M 18: Monitor Improved Quality of Students**

We will monitor improved quality in students accepted into the School of Music. Those data will include results of Music Theory entrance examinations and the percentage of students who achieve first semester success in Music Theory classes.

**Source of Evidence:** Academic direct measure of learning - other

**Target:** No target established.

**Finding (2012-2013) - Target: Partially Met**

To address this question, a study was conducted in 2012-13 to assess the level of efficacy of incoming student ACT Test scores and the University of Alabama School of Music Audition Diagnostic Exam scores as predictors of student success in MUS 115, Music Theory, during the academic years of 2008-11. Data were (a) student ACT Test scores, (b) SOM Audition Diagnostic Exam scores and (c) final grades for students who registered in MUS 115 during the years 2008-11. The findings are as follows: (a) The number of students who met the benchmark in MUS 115 has increased incrementally in the last four years from 51% to 67%. On average, 55% of students who take MUS 115 after failing to reach the benchmark on the first try achieve the benchmark on their second try. Findings related to students who take MUS 115 a third time after failing to reach the benchmark in MUS 115 are not available.
Details of Action Plans for This Cycle (by Established cycle, then alpha):

Applied Lesson Technology

The program will be highly valued by its program graduates and other key constituencies it serves.

Related Action Plans (by Established cycle, then alpha):

Efficacy of ACT Test Scores and Music Audition Diagnostic Exam Scores as Predictors of Student Success in MUS 115

Current data suggest that the School of Music retention rate is slightly lower than the overall Department of Arts and Sciences retention rate and the University-wide retention rate. Over the past few years, SOM faculty members have expressed a desire to improve SOM retention rates by better identifying students who possess the potential to succeed in the program. As a response to such circumstances, this inquiry sought to assess the level of efficacy of incoming student ACT Test scores and the University of Alabama School of Music Audition Diagnostic Exam scores as predictors of student success in MUS 115, Music Theory, during the academic years of 2008-12.

Established in Cycle: 2011-2012

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Monitor Improved Quality of Students | Outcome/Objective: Program Outcome: Sustain Optimal Level of Enrollment

Measure: Number of Undergraduate Majors | Outcome/Objective: Program Outcome: Sustain Optimal Level of Enrollment

Measure: Practical Application | Outcome/Objective: Functional Knowledge of Music

Measure: Sophomore Qualifying Exam | Outcome/Objective: Discipline Methodological Skills

Implementation Description: As a response to such circumstances, we will assess the level of efficacy of incoming student ACT Test scores and the University of Alabama School of Music Audition Diagnostic Exam scores as predictors of student success in MUS 115, Music Theory, during the academic years of 2008-12.

Responsibility Person/Group: Dr. Latimer

Additional Resources: None

Related Measures

M 19: Graduating Senior Survey

Results from University-wide Graduating Senior Survey for senior department majors.

Source of Evidence: Student course evaluations on learning gains made

Target: No target established.

Finding (2012-2013) - Target: Not Met

The University of Alabama as a greater community, nor the school of music as an individual component has instituted a detailed survey of graduating seniors. This is a goal to be implemented in future years. Within the school of music, the first incarnation of this survey will occur in April of 2014.

M 20: NSSE Results

Results from the NSSE for department senior majors.

Source of Evidence: Academic indirect indicator of learning - other

Target: No target established.

Finding (2012-2013) - Target: Not Reported This Cycle

<table>
<thead>
<tr>
<th>Question</th>
<th>N</th>
<th>Mean</th>
<th>Std</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>The overall quality of your major was</td>
<td>11</td>
<td>1.73</td>
<td>0.65</td>
<td>36.40%</td>
<td>54.50%</td>
<td>9.10%</td>
<td>0.00%</td>
</tr>
<tr>
<td>The quality of courses as preparation for employment after graduation in your major was</td>
<td>11</td>
<td>1.91</td>
<td>0.83</td>
<td>36.40%</td>
<td>36.40%</td>
<td>27.30%</td>
<td>0.00%</td>
</tr>
<tr>
<td>The quality of courses as preparation for graduate or professional school in your major was</td>
<td>11</td>
<td>1.64</td>
<td>0.51</td>
<td>36.40%</td>
<td>63.60%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

Majors: PERF (10), MUTY (1)

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Applied Lesson Technology

We have begun an action plan to better utilize iPad technology in applied lessons for graduate and undergraduate students.

Established in Cycle: 2011-2012

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Annual Technology Assessments | Outcome/Objective: Technology Applications

Measure: Performance Jury Exam | Outcome/Objective: Discipline Methodological Skills

Measure: Sophomore Qualifying Exam | Outcome/Objective: Discipline Methodological Skills
Implementation Description: A rubric has been developed to assist applied instructors in assessing studio lessons and performance juries.

Responsible Person/Group: Dr. Carl Hancock

Additional Resources: None

Efficacy of ACT Test Scores and Music Audition Diagnostic Exam Scores as Predictors of Student Success in MUS 115

Current data suggest that the School of Music retention rate is slightly lower than the overall Department of Arts and Sciences retention rate and the University-wide retention rate. Over the past few years, SOM faculty members have expressed a desire to improve SOM retention rates by better identifying students who possess the potential to succeed in the program. As a response to such circumstances, this inquiry sought to assess the level of efficacy of incoming student ACT Test scores and the University of Alabama School of Music Audition Diagnostic Exam scores as predictors of student success in MUS 115, Music Theory, during the academic years of 2008-12.

Established in Cycle: 2011-2012

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):
- Measure: Monitor Improved Quality of Students | Outcome/Objective: Program Outcome: Sustain Optimal Level of Enrollment
- Measure: Number of Undergraduate Majors | Outcome/Objective: Program Outcome: Sustain Optimal Level of Enrollment
- Measure: Practical Application | Outcome/Objective: Functional Knowledge of Music
- Measure: Sophomore Qualifying Exam | Outcome/Objective: Discipline Methodological Skills

Implementation Description: As a response to such circumstances, we will assess the level of efficacy of incoming student ACT Test scores and the University of Alabama School of Music Audition Diagnostic Exam scores as predictors of student success in MUS 115, Music Theory, during the academic years of 2008-12. Data will be (a) student ACT Test scores, (b) SOM Audition Diagnostic Exam scores and (c) final grades for students who registered in MUS 115 during the years 2008-12.

Responsible Person/Group: Dr. Latimer

Additional Resources: None
University of Alabama

Detailed Assessment Report
2012-2013 Music B.M.
As of: 9/04/2014 11:09 AM CENTRAL

Mission / Purpose

The mission of The University of Alabama School of Music is to preserve and enhance the finest traditions of our rich and varied musical heritage by providing a comprehensive music program that serves the educational and artistic needs of the community, state, region, and beyond through teaching, research, creative activity, and service by providing a comprehensive educational experience, grounded in theoretical, historical, and artistic elements, for the brightest and most talented music students from the state, region, nation, and world.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Discipline Knowledge
We expect our students who successfully complete our music theory sequence to demonstrate functional knowledge of the theory and structure of music in written, applied, and aural media. Students will complete a designated block of undergraduate music theory and class piano courses.

Connected Document
Music BM Curriculum Maps

Relevant Associations:
Student Learning Outcome #1 Improvement Action(s) to be advanced (copied from 2010-11 report):

We intend to continue to use the same imbedded assessments in music theory courses so that we can compare future assessment findings to the current data. We also intend to seek outside data sources that can facilitate comparison of our students to students nationally.

Related Measures

M 1: Music Theory Assessment
Students are regularly assessed in music theory courses, relative to their appropriate level, using written and aural examinations.

Source of Evidence: Written assignment(s), usually scored by a rubric
Target:
No target established.

Finding (2012-2013) - Target: Met
Faculty members (N = 5) reported embedded assessment data (midterm exams and final exams) for Spring Semester Undergraduate Music Theory Courses (MUS 117, MUS 217, MUS 307) for undergraduate music theory students (N = 116). Aggregate findings demonstrated that 78% of students met the minimum benchmark of 70% for mid term examinations and 94% of students met the minimum benchmark of 70% for final examinations. Participation for faculty members in reporting data was high with 100% of Undergraduate Music Theory faculty reporting. Interpretations and Conclusions: Current data suggest that the School of Music retention rate is slightly lower than the overall Department of Arts and Sciences retention rate and the University-wide retention rate. Over the past few years, SOM faculty members have expressed a desire to improve SOM retention rates by better identifying students who possess the potential to succeed in the program through administration of a School of Music Diagnostic Exam prior to students’ matriculating into the program. The above finding of 95% success in undergraduate music theory students suggests that retention rates likely will improve.

Related Action Plans (by Established cycle, then alpha):

Efficacy of ACT Test Scores and Music Audition Diagnostic Exam Scores as Predictors of Student Success in MUS 115

Current data suggest that the School of Music retention rate is slightly lower than the overall Department of Arts and Sciences retention rate and the University-wide retention rate. Over the past few years, SOM faculty members have expressed a desire to improve SOM retention rates by better identifying students who possess the potential to succeed in the program. As a response to such circumstances, this inquiry sought to assess the level of efficacy of incoming student ACT Test scores and the University of Alabama School of Music Audition Diagnostic Exam scores as predictors of student success in MUS 115, Music Theory, during the academic years of 2008-12.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Improvements Currently in Place | Outcome/Objective: Program Outcome: High Level of Recognized Quality
Measure: Monitor Improved Quality of Students | Outcome/Objective: Sustain Optimal Level of Enrollment
Measure: Music Theory Assessment | Outcome/Objective: Discipline Knowledge  
Sustain Optimal Level of Enrollment  

Implementation Description: As a response to such circumstances, we will assess the level of efficacy of incoming student ACT Test scores and the University of Alabama School of Music Audition Diagnostic Exam scores as predictors of student success in MUS 115, Music Theory, during the academic years of 2008-12. Data will be (a) student ACT Test scores, (b) SOM Audition Diagnostic Exam scores and (c) final grades for students who registered in MUS 115 during the years 2008-12.  
Responsible Person/Group: Dr. Latimer  
Additional Resources: None  

M 2: Class Piano Assessment  
Students are regularly assessed in class piano, relative to their appropriate level, using preliminary diagnostic examinations, written examinations, and keyboard proficiency examinations.  

Source of Evidence:  Academic direct measure of learning - other  
Target:  No target established.  
Finding (2012-2013) - Target: Met  
In the spring of 2013, faculty members (N = 1) reported embedded assessment data (midterm exams and final exams) for Spring Semester Undergraduate Class Piano (MUA 124) for undergraduate music major students (N = 33). Aggregate findings demonstrated that 100% of students (N = 33) met the minimum benchmark of 70% for final examinations in MUA 124 and 100% of students (N = 33) met the minimum benchmark of 70% for final examinations in MUA 124. Participation for faculty members in reporting data was high with 100% of Undergraduate Musicology faculty reporting. Interpretations and Conclusions: The above finding of 100% in MUA 124 suggests that the program is meeting the needs of the students generally.  
Faculty members (N = 1) reported embedded assessment data for Spring Semester Undergraduate Piano Proficiency Exams (MUA 299) for undergraduate music major students (N = 22). Aggregate findings demonstrated that 100% of students (N = 27) met expectations for their Piano Proficiency Exams. Interpretations and Conclusions: The above finding of 100% in MUA 299 suggests that the program is meeting the needs of the students generally.  

M 3: Outside Data  
Outside data sources that reflect national trends in music major student success in music theory courses.  

Source of Evidence:  Academic indirect indicator of learning - other  
Target:  No target established.  
Finding (2012-2013) - Target: Not Reported This Cycle  
We continue to seek outside data sources that reflect national trends in music major student success in music theory courses.  

SLO 2: Discipline Methodological Skills  
We expect our Bachelor of Music students at the undergraduate level to perform appropriate repertoire in their specific performance medium, demonstrating stylistic insight, technical proficiency, and musical artistry that is appropriate for their specific program year.  

Connected Document  
Music BM Curriculum Maps  

Relevant Associations:  
Student Learning Outcome #2 Improvement Action(s) to be advanced (copied from 2010-11 report):  
We intend to use the same performance assessment rubric in 2012-13, but we will make some changes in distribution and collection protocols to better insure that all students are assessed. We intend to include data from makeup sophomore qualifying exams in fall 2012 and regularly scheduled exams in spring 2013 to the School of Music Assessment Report for 2013.  

Related Measures  

M 4: Performance Jury Exam  
Students will complete a performance jury examination at the end of each semester. A representative faculty panel will conduct the performance jury examination. Success in reaching performance benchmarks will be determined by a performance assessment form or rubric and through collaborative discussions among the faculty panel, and through student self-assessment.  

Source of Evidence:  Performance (recital, exhibit, science project)  
Target:  No target established.  
Finding (2012-2013) - Target: Not Met  
During the 2012-2013 academic year, we were in the process of instituting a digital performance jury assessment protocol. Because it was in the testing phase, we did not gather jury data in the spring of 2013. The new protocol will be fully operational in the spring of 2014 and findings will be reported at that time.  
Finding (2012-2013) - Target: Not Met  
During the 2012-2013 academic year, we were in the process of instituting a digital performance jury
assessment protocol. Because it was in the testing phase, we did not gather jury data in the spring of 2013.

The new protocol will be fully operational in the spring of 2014 and findings will be reported at that time.

**Related Action Plans (by Established cycle, then alpha):**

**Applied Lesson Technology**

We have begun an action plan to better utilize iPad technology in applied lessons for graduate and undergraduate students.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Annual Technology Assessments  
  **Outcome/Objective:** Technology Use  
- **Measure:** Performance Jury Exam  
  **Outcome/Objective:** Discipline Methodological Skills  
- **Measure:** Practical Application  
  **Outcome/Objective:** Demonstrate Functional Knowledge of Music  
- **Measure:** Sophomore Qualifying Exam  
  **Outcome/Objective:** Discipline Methodological Skills

**Implementation Description:** A rubric has been developed to assist applied instructors in assessing studio lessons and performance juries.

**Responsible Person/Group:** Dr. Carl Hancock  
**Additional Resources:** None

**M 5: Sophomore Qualifying Exam**

Students will complete a sophomore qualifying examination at the end of their second year. A representative faculty panel will conduct the sophomore qualifying examination. Success in reaching performance benchmarks will be determined by a performance assessment form or rubric and through collaborative discussions among the faculty panel, and through student self-assessment.

**Source of Evidence:** Comprehensive/end-of-program subject matter exam  
**Target:**  
  No target established.

**Finding (2012-2013) - Target: Not Met**

Faculty members (N = 5) reported embedded assessment data for Spring Semester Undergraduate Sophomore Qualifying Exams (MUA 199) for undergraduate music major students (N = 46) in the areas of voice, string, woodwind, brass, keyboard, and percussion. Aggregate findings demonstrated that 78.3% of students (N = 36) met expectations for their Sophomore Qualifying Exams. Interpretations and Conclusions: The above finding of suggests a significant decline in the number of students meeting minimum expectations as compared to the previous year.

**Related Action Plans (by Established cycle, then alpha):**

**Applied Lesson Technology**

We have begun an action plan to better utilize iPad technology in applied lessons for graduate and undergraduate students.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Annual Technology Assessments  
  **Outcome/Objective:** Technology Use  
- **Measure:** Performance Jury Exam  
  **Outcome/Objective:** Discipline Methodological Skills  
- **Measure:** Practical Application  
  **Outcome/Objective:** Demonstrate Functional Knowledge of Music  
- **Measure:** Sophomore Qualifying Exam  
  **Outcome/Objective:** Discipline Methodological Skills

**Implementation Description:** A rubric has been developed to assist applied instructors in assessing studio lessons and performance juries.

**Responsible Person/Group:** Dr. Carl Hancock  
**Additional Resources:** None

**M 6: Assessment Rubrics and Exams**

Data from performance assessment rubrics for juries and sophomore qualifying examinations.

**Source of Evidence:** Academic direct measure of learning - other

**Target:**  
  No target established.

**Finding (2012-2013) - Target: Not Reported This Cycle**

Faculty members (N = 5) reported embedded assessment data for Spring Semester Undergraduate Sophomore Qualifying Exams (MUA 199) for undergraduate music major students (N = 46) in the areas of voice, string, woodwind, brass, keyboard, and percussion. Aggregate findings demonstrated that 78.3% of students (N = 36) met expectations for their Sophomore Qualifying Exams. Interpretations and Conclusions: The above finding of suggests a significant decline in the number of students meeting minimum expectations as compared to the previous year.

**SLO 3: Demonstrate Functional Knowledge of Music**

We expect our students to demonstrate functional knowledge of music in world cultures and the history of music through a comprehensive understanding of defined stylistic periods, major composers, and compositional styles.
We intend to continue 2011 imbedded assessment protocols as referenced above and add embedded assessments for all Music History courses.

**Related Measures**

**M 7: Music in World Cultures and History**
Students will complete a designated block of undergraduate music in world cultures and music history courses. Students are regularly assessed in music in world cultures and music history courses, relative to their appropriate level, using written examinations.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**
No Target Established.

**Finding (2012-2013) - Target: Met**
Results Summary: Faculty members (N = 3) reported embedded assessment data (midterm exams and final exams) for Spring Semester Undergraduate Music History and Music in World Cultures Courses (MUS 250, MUS 252) for undergraduate music major students (N = 169). Aggregate findings demonstrated that 94% of students (N = 158) met the minimum benchmark of 60% for final examinations in MUS 250. Participation for faculty members in reporting data was high with 100% of Undergraduate Musicology faculty reporting. Interpretations and Conclusions: The above finding of 94% in MUS 250 and MUS 252 suggests that the program is meeting the needs of the students generally.

**M 8: Practical Application**
Students are regularly assessed in applied studios to determine their practical application of stylistic elements that are directly related to their knowledge of stylistic periods, major composers, and compositional styles.

Source of Evidence: Academic direct measure of learning - other

**Target:**
No target established.

**Finding (2012-2013) - Target: Not Reported This Cycle**
During the 2012-2013 academic year, we were in the process of instituting a digital performance jury assessment protocol. Because it was in the testing phase, we did not gather jury data in the spring of 2013. The new protocol will be fully operational in the spring of 2014 and findings will be reported at that time.

**Related Action Plans (by Established cycle, then alpha):**

**Applied Lesson Technology**

We have begun an action plan to better utilize iPad technology in applied lessons for graduate and undergraduate students.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
- Measure: Annual Technology Assessments | Outcome/Objective: Technology Use
- Measure: Performance Jury Exam | Outcome/Objective: Discipline Methodological Skills
- Measure: Practical Application | Outcome/Objective: Demonstrate Functional Knowledge of Music
- Measure: Sophomore Qualifying Exam | Outcome/Objective: Discipline Methodological Skills

Implementation Description: A rubric has been developed to assist applied instructors in assessing studio lessons and performance juries.

Responsible Person/Group: Dr. Carl Hancock
Additional Resources: None

**M 9: Course-embedded Assessment**
Data from embedded assessments in Music History courses.

Source of Evidence: Academic direct measure of learning - other

**Target:**
No Target Established

**Finding (2012-2013) - Target: Met**
Results Summary: Faculty members (N = 3) reported embedded assessment data (midterm exams and final exams) for Spring Semester Undergraduate Music History and Music in World Cultures Courses (MUS 250, MUS 252) for undergraduate music major students (N = 169). Aggregate findings demonstrated that 94% of students (N = 158) met the minimum benchmark of 60% for final examinations in MUS 250. Participation for faculty members in reporting data was high with 100% of Undergraduate Musicology faculty reporting. Interpretations and Conclusions: The above finding of 94% in MUS 250 and MUS 252 suggests that the program is meeting the needs of the students generally.
SLO 4: **Technology Use**

We expect our students to demonstrate a functional knowledge of the use of appropriate technology for both theoretical and applied applications.

**Connected Document**

[Music BM Curriculum Maps](#)

**Relevant Associations:**

Student Learning Outcome #4 Improvement Action(s) to be advanced (copied from 2010-11 report):

Survey findings from the 2010 Student and Faculty Technology Surveys will provide future direction toward a better understanding of specific needs of both faculty and students. Primary among faculty suggestions was a need for access to improved means of recording applied lessons. We anticipate that eBooks recently provided to Arts and Sciences faculty members will serve to facilitate that need. Primary among student suggestions was a need for more MIDI equipped pianos.

**Related Measures**

**M 10: Annual Technology Assessments**

We will conduct annual assessments of faculty and student use of technology through faculty surveys, student surveys, and perusal of course syllabi.

**Source of Evidence:** Curriculum/syllabus analysis of course to program

**Target:**
No target established.

**Finding (2012-2013) - Target: Met**

According to the 2012-13 SOM Self Study, "Regarding technology, the University of Alabama has made impressive steps forward in recent years. In addition to office desktop computers or laptops (the choice is offered to the user), fully appointed sound systems, software, and additional equipment purchased by request, each faculty member is provided with an iPad and related items. The use of this specific (and all other) technology is encouraged, and the University periodically offers workshops on the use of technology in the office and the classroom. The introduction and integration of this equipment (specifically the iPad) into the program has made possible new and highly productive approaches to teaching in both the applied studio and classroom settings. In addition, digital recording equipment is available in most applied teaching studios and is used on a regular basis. Students are instructed in the techniques of digital recording and are encouraged to incorporate this into their practice and preparation."

**Related Action Plans (by Established cycle, then alpha):**

**Applied Lesson Technology**

We have begun an action plan to better utilize iPad technology in applied lessons for graduate and undergraduate students.

**Established in Cycle:** 2011-2012

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

- **Measure:** Annual Technology Assessments | **Outcome/Objective:** Technology Use
- **Measure:** Performance Jury Exam | **Outcome/Objective:** Discipline Methodological Skills
- **Measure:** Practical Application | **Outcome/Objective:** Demonstrate Functional Knowledge of Music
- **Measure:** Sophomore Qualifying Exam | **Outcome/Objective:** Discipline Methodological Skills

**Implementation Description:** A rubric has been developed to assist applied instructors in assessing studio lessons and performance juries.

**Responsible Person/Group:** Dr. Carl Hancock

**Additional Resources:** None

**M 11: Integrate Technology Proficiency Component into Class Piano Sequence**

We will integrate a technology proficiency component into our sequence of class piano courses.

**Source of Evidence:** Curriculum/syllabus analysis of course to program

**Target:**
No target established.

**Finding (2012-2013) - Target: Met**

With the renovation of our piano lab in 2012, we have begun to integrate the use of technology in all Piano Lab courses and in MUE 107 Music Fundamentals. Specifically, teachers use synchronized keyboards, and overhead displays to enhance the demonstration of various techniques and concepts.

**M 12: Follow Up on Technology Survey**

Findings from a follow up Technology Survey to be conducted in December. Allocation of funding for renovation of the Piano Lab.

**Source of Evidence:** Academic indirect indicator of learning - other

**Target:**
No target established.
Finding (2012-2013) - Target: Not Reported This Cycle

Two additional classrooms were equipped with technology in the summer of 2013.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 5: Program Outcome: High Level of Recognized Quality
The program will improve and sustain a high level of recognized quality.

Relevant Associations:
Program Outcome #1 Improvement Action(s) to be advanced:

The course MUS 250, Music in World Cultures, which is required of all music majors, has been expanded to include an introductory level component in all appropriate aspects of music technology, including, but not limited to, pedagogical software for performers, pedagogical software for music theory applications, fundamentals of recording technology, fundamentals of playback amplification, and online music reference sources. In addition, extensive use of computer hardware and software has been implemented in undergraduate theory and music history courses. In applied studios, various recording and playback techniques have been incorporated into methods of student instruction and assessment.

Related Measures

M 13: NASM Program Review Strengths
National Association of Schools of Music (NASM) Program Review strengths.

Source of Evidence: Professional standards

Target: 2013 NASM Visitor's Report

Finding (2012-2013) - Target: Met
On April 7-10, 2013 Robert Walzel, visiting team chair, University of Kansas Antonius Bittman, graduate programs, Rutgers University John VanderWeg, undergraduate programs, Wayne State University visited the University of Alabama School of Music. They submitted their findings in the form of a NASM Visitor's Report. They reported the following primary strengths:

- Dedicated and highly qualified faculty
- The Director and his administrative team have provided outstanding leadership and realized a number of important organizational accomplishments since the last review.
- High quality large ensembles, especially choirs and bands
- Overall, good music facility (condition, layout, concert and rehearsal facilities), notwithstanding overcrowding concerns
- Highly engaged and motivated students who are enthusiastic about their experiences
- Fully engaged in local community as an outstanding town-and-gown organization
- Most classrooms equipped with modern equipment, with immediate plans to complete upgrades to rooms/spaces not yet addressed
- Excellent teaching

M 14: NASM Program Review Opportunities
NASM Program Review opportunities for improvement.

Source of Evidence: Professional standards

Target: Completion of NASM self study report.

Finding (2012-2013) - Target: Not Met
On April 7-10, 2013 Robert Walzel, visiting team chair, University of Kansas Antonius Bittman, graduate programs, Rutgers University John VanderWeg, undergraduate programs, Wayne State University visited the University of Alabama School of Music. They submitted their findings in the form of a NASM Visitor's Report. They reported the following primary recommendations for improvement:

- Complete technology upgrades for all classroom and rehearsal spaces.
- Piano maintenance
- Examine and reconsider the structure for music theory and aural skills in the undergraduate
freshman and sophomore levels. Also, remediate theory and aural skills deficiencies prior to the first semester of enrollment.

- Consider ways to increase staff support for academic programs at the graduate and undergraduate levels.
- Consider ways to supplement available accompanists.
- Develop a strategic policy for new faculty mentorship. Review expectations for achieving Tenure & Promotion.

M 15: Improvements Currently in Place
These improvements are currently in place and will be reflected in the upcoming NASM Program Report.

Source of Evidence: Professional standards

Target:
Target not reported this cycle.

Finding (2012-2013) - Target: Met
According to the 2013 NASM Visitors Report, "The BA in Music and BA in Music with Arts Administration Concentration appear to meet all applicable standards with respect to competencies developed through General Education, Musicianship, and Performance and Music Electives. The professional undergraduate degrees (both BM and BS) appear to meet all applicable standards with respect to competencies developed through General Studies and the Common Body of Knowledge and Skills."

Related Action Plans (by Established cycle, then alpha):
Efficacy of ACT Test Scores and Music Audition Diagnostic Exam Scores as Predictors of Student Success in MUS 115

Current data suggest that the School of Music retention rate is slightly lower than the overall Department of Arts and Sciences retention rate and the University-wide retention rate. Over the past few years, SOM faculty members have expressed a desire to improve SOM retention rates by better identifying students who possess the potential to succeed in the program. As a response to such circumstances, this inquiry sought to assess the level of efficacy of incoming student ACT Test scores and the University of Alabama School of Music Audition Diagnostic Exam scores as predictors of student success in MUS 115, Music Theory, during the academic years of 2008-12.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Improvements Currently in Place | Outcome/Objective: Program Outcome: Sustain Optimal Level of Enrollment
Measure: Monitor Improved Quality of Students | Outcome/Objective: Program Outcome: Sustain Optimal Level of Enrollment
Measure: Music Theory Assessment | Outcome/Objective: Disciplined Knowledge
Measure: Number of Undergraduate Majors | Outcome/Objective: Program Outcome: Sustain Optimal Level of Enrollment

Implementation Description: As a response to such circumstances, we will assess the level of efficacy of incoming student ACT Test scores and the University of Alabama School of Music Audition Diagnostic Exam scores as predictors of student success in MUS 115, Music Theory, during the academic years of 2008-12. Data will be (a) student ACT Test scores, (b) SOM Audition Diagnostic Exam scores and (c) final grades for students who registered in MUS 115 during the years 2008-2012. Responsible Person/Group: Dr. Latimer

Additional Resources: None

Related Measures

M 16: Number of Undergraduate Majors
Number of undergraduate majors in the School of Music for the last three fall semesters.
Source of Evidence: Activity volume

Target:
Target not reported this cycle.

Finding (2012-2013) - Target: Met
According to our 2013 NASM Self Study, "The School of Music at the University of Alabama currently has sufficient enrollment to sustain the program, realize its overall mission, and meet its stated goals. Substantial improvement has been realized in overall enrollment during the most recent NASM accreditation cycle (2003-2013). Whereas the average student enrollment in the early years of the past decade ranged between 180 and 220, current annual numbers are above 345 and consistently and steadily increasing. This growth in enrollment is the result of a number of factors, including a demonstrable increase in faculty recruiting efforts, an increasing public recognition of the quality of our programs, and the visible success of many of our graduates. These and other factors have led not only to a greater number of applications but to a higher quality applicant pool, allowing the School of Music to focus its attention not only on the number of applicants but on their quality as well."

Related Action Plans (by Established cycle, then alpha):

Efficacy of ACT Test Scores and Music Audition Diagnostic Exam Scores as Predictors of Student Success in MUS 115

Current data suggest that the School of Music retention rate is slightly lower than the overall Department of Arts and Sciences retention rate and the University-wide retention rate. Over the past few years, SOM faculty members have expressed a desire to improve SOM retention rates by better identifying students who possess the potential to succeed in the program. As a response to such circumstances, this inquiry sought to assess the level of efficacy of incoming student ACT Test scores and the University of Alabama School of Music Audition Diagnostic Exam scores as predictors of student success in MUS 115, Music Theory, during the academic years of 2008-12.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Improvements Currently in Place | Outcome/Objective: Program Outcome: High Level of Recognized Quality
Measure: Monitor Improved Quality of Students | Outcome/Objective: Program Outcome: Sustain Optimal Level of Enrollment
Measure: Music Theory Assessment | Outcome/Objective: Discipline Knowledge
Measure: Number of Undergraduate Majors | Outcome/Objective: Program Outcome: Sustain Optimal Level of Enrollment

Implementation Description: As a response to such circumstances, we will assess the level of efficacy of incoming student ACT Test scores and the University of Alabama School of Music Audition Diagnostic Exam scores as predictors of student success in MUS 115, Music Theory, during the academic years of 2008-12. Data will be (a) student ACT Test scores, (b) SOM Audition Diagnostic Exam scores and (c) final grades for students who registered in MUS 115 during the years 2008-12.

Responsible Person/Group: Dr. Latimer
Additional Resources: None

M 17: Number of Degrees Awarded

Number of undergraduate degrees awarded in the School of Music for the last three years.

Source of Evidence: Activity volume

Target:
Target not reported this cycle.

Finding (2012-2013) - Target: Met
The University of Alabama school of music must file this information annually as a part of our HEADS (higher education arts data service) report. The number of undergraduates receiving degrees in the past three years is as follows: 2011-12 = 38 ; 2010-11 = 32 ; 2009-2010 = 35. the total for the three-year span = 105.

M 18: Monitor Improved Quality of Students

We will monitor improved quality in students accepted into the School of Music. Those data will include results of Music Theory entrance examinations and the percentage of students who achieve first semester success in Music Theory classes.

Source of Evidence: Academic indirect indicator of learning - other

Target:
Target not reported this cycle.

Finding (2012-2013) - Target: Partially Met
To address this question, a study was conducted in 2012-13 to assess the level of efficacy of incoming student ACT Test scores and the University of Alabama School of Music Audition Diagnostic Exam scores as predictors of student success in MUS 115, Music Theory, during the academic years of 2009-11. Data were (a) student ACT Test scores, (b) SOM Audition Diagnostic Exam scores and (c) final grades for students who registered in MUS 115 during the years 2008-11. The findings are as follows: (a) The number of students who met the benchmark in MUS 115 has increased incrementally in the last four years from 51% to 67%. On average, 55% of students who retake MUS 115 after failing to reach the benchmark on the first try achieve the benchmark on their second try. Findings related to students who retake MUS 115 a third time after failing to reach the benchmark on their second try are inconclusive due to limited sample size, (b) The percentage of matriculating students who attempted the Audition Diagnostic Exam increased incrementally from 46% in 2008 to 71% in 2011. This finding implies a concomitant relationship between the percentage of students who attempted the exam and the percentage of students who met the MUS 115 benchmark, though a causal connection cannot be drawn in that regard. (c) The ACT Test score of 26.57 for students who met the MUS 115 benchmark is significantly higher than the mean ACT Test score of 23.7 for students who did not meet the benchmark (p < .001). This finding, though revealing, does not appear to be as robust as the mean Audition Diagnostic Exam
finding. However, the inter-quartile range of 24-30 suggests that an ACT Test score figure of 24 could represent a reasonable cut score for predicting success in reaching the MUS 115 benchmark. (d) The mean Audition Diagnostic Exam score of 71.41% for students who met the MUS 115 benchmark is significantly higher than the Mean Audition Diagnostic Exam score of 50.55 for students who did not meet the benchmark (p < .001). The lower quartile range of 19-52 is quite interesting in that it appears notably wider than the other quartile ranges. This finding suggests a wider dispersion of scores in the lower quartile implying less predictability in that portion of the sample when compared to the middle and upper quartiles. That notion also is supported by the disparity between the lower quartile standard deviation of 8.20 as compared with the upper quartile standard deviation of 2.97. (e) The inter-quartile range of 53-89 appears to be the most revealing finding. By definition, the inter-quartile range reflects the range of scores that is less likely to be influenced by outliers, or, the range where one would expect most of those students who experience success in reaching the benchmark in MUS 115 to score. Of particular note in this regard is the bottom figure of the inter-quartile range of 53. Arguably, that figure could represent a reasonable cut score for predicting success in reaching the benchmark in MUS 115. (f) In sum, one could argue from these findings that the Audition Diagnostic Exam appears to possess validity as a predictor of success in MUS 115, perhaps more so than ACT Test score, which also appears to possess validity as a predictor of success in MUS 115. One also could argue from these findings that implementing a target score of approximately 50 on the Audition Diagnostic Exam could increase the percentage of students meeting the MUS 115 benchmark and perhaps positively influence retention rates among future School of Music students.

**Related Action Plans (by Established cycle, then alpha):**

**Efficacy of ACT Test Scores and Music Audition Diagnostic Exam Scores as Predictors of Student Success in MUS 115**

Current data suggest that the School of Music retention rate is slightly lower than the overall Department of Arts and Sciences retention rate and the University-wide retention rate. Over the past few years, SOM faculty members have expressed a desire to improve SOM retention rates by better identifying students who possess the potential to succeed in the program. As a response to such circumstances, this inquiry sought to assess the level of efficacy of incoming student ACT Test scores and the University of Alabama School of Music Audition Exam scores as predictors of student success in MUS 115. Music Theory, during the academic years of 2008-12.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Improvements Currently in Place  | **Outcome/Objective:** Program Outcome: High Level of Recognized Quality
- **Measure:** Monitor Improved Quality of Students  | **Outcome/Objective:** Program Outcome: Sustain Optimal Level of Enrollment
- **Measure:** Music Theory Assessment  | **Outcome/Objective:** Discipline Knowledge
- **Measure:** Number of Undergraduate Majors  | **Outcome/Objective:** Program Outcome: Sustain Optimal Level of Enrollment

**Implementation Description:** As a response to such circumstances, we will assess the level of efficacy of incoming student ACT Test scores and the University of Alabama School of Music Audition Diagnostic Exam scores as predictors of student success in MUS 115, Music Theory, during the academic years of 2008-12. Data will be (a) student ACT Test scores, (b) SOM Audition Diagnostic Exam scores and (c) final grades for students who registered in MUS 115 during the years 2008-12.

**Responsible Person/Group:** Dr. Latimer  
**Additional Resources:** None

**OthOtcm 7: Program Outcome: Highly Valued by Graduates and Constituencies**

The program will be highly valued by its program graduates and other key constituencies it serves.

**Relevant Associations:**

Program Outcome #3 Improvement Action(s) to be advanced (copied from 2010-11 report): According to the most recent NSSE data, the aggregate School of Music figure was 58.5%. That figure compares favorably with the aggregate figures of 37.33% for the College of Arts and Sciences, 45.33% for the University of Alabama, and 38.66% nationally. Such data support the notion that the University of Alabama School of Music is providing an exceptional music education product for its student constituency.

**Related Measures**

**M 19: Graduating Senior Survey**  
Results from University-wide Graduating Senior Survey for senior department majors.

**Source of Evidence:** Student course evaluations on learning gains made  
**Target:**  
Target not reported this cycle.

**Finding (2012-2013) - Target: Partially Met**  
The University of Alabama as a greater community, nor the school of music as an individual component has instituted a detailed survey of graduating seniors. This is a goal to be implemented in future years. Within the school of music, the first incarnation of this survey will occur in April of 2014.

**M 20: NSSE Results**  
Results from the NSSE for department senior majors.

**Source of Evidence:** Academic indirect indicator of learning - other  
**Target:**
Target not reported this cycle.

**Finding (2012-2013) - Target: Not Reported This Cycle**
Response Distribution Question N Mean Std Excellent Good Fair Poor The overall quality of your major was 11 1.73 0.65 36.40% 54.50% 9.10% 0.00% The quality of courses as preparation for employment after graduation in your major was 11 1.91 0.83 36.40% 36.40% 27.30% 0.00% The quality of courses as preparation for graduate or professional school in your major was 11 1.64 0.51 36.40% 63.60% 0.00% 0.00% Majors: PERF (10), MUTFY (1).

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Applied Lesson Technology**
We have begun an action plan to better utilize iPad technology in applied lessons for graduate and undergraduate students.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High  

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Annual Technology Assessments | **Outcome/Objective:** Technology Use  
- **Measure:** Performance Jury Exam | **Outcome/Objective:** Discipline Methodological Skills  
- **Measure:** Practical Application | **Outcome/Objective:** Demonstrate Functional Knowledge of Music  
- **Measure:** Sophomore Qualifying Exam | **Outcome/Objective:** Discipline Methodological Skills  

**Implementation Description:** A rubric has been developed to assist applied instructors in assessing studio lessons and performance juries.  
**Responsible Person/Group:** Dr. Carl Hancock  
**Additional Resources:** None

**Efficacy of ACT Test Scores and Music Audition Diagnostic Exam Scores as Predictors of Student Success in MUS 115**

Current data suggest that the School of Music retention rate is slightly lower than the overall Department of Arts and Sciences retention rate and the University-wide retention rate. Over the past few years, SOM faculty members have expressed a desire to improve SOM retention rates by better identifying students who possess the potential to succeed in the program. As a response to such circumstances, this inquiry sought to assess the level of efficacy of incoming student ACT Test scores and the University of Alabama School of Music Audition Diagnostic Exam scores as predictors of student success in MUS 115, Music Theory, during the academic years of 2008-12.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High  

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Improvements Currently in Place | **Outcome/Objective:** Program Outcome: High Level of Recognized Quality  
- **Measure:** Monitor Improved Quality of Students | **Outcome/Objective:** Program Outcome: Sustain Optimal Level of Enrollment  
- **Measure:** Music Theory Assessment | **Outcome/Objective:** Discipline Knowledge  
- **Measure:** Number of Undergraduate Majors | **Outcome/Objective:** Program Outcome: Sustain Optimal Level of Enrollment  

**Implementation Description:** As a response to such circumstances, we will assess the level of efficacy of incoming student ACT Test scores and the University of Alabama School of Music Audition Diagnostic Exam scores as predictors of student success in MUS 115, Music Theory, during the academic years of 2008-12. Data will be (a) student ACT Test scores, (b) SOM Audition Diagnostic Exam scores and (c) final grades for students who registered in MUS 115 during the years 2008-12.  
**Responsible Person/Group:** Dr. Latimer  
**Additional Resources:** None
Mission / Purpose

The mission of The University of Alabama School of Music is to preserve and enhance the finest traditions of our rich and varied musical heritage by providing a comprehensive music program that serves the educational and artistic needs of the community, state, region, and beyond through teaching, research, creative activity, and service by providing a comprehensive educational experience, grounded in theoretical, historical, and artistic elements, for the brightest and most talented music students from the state, region, nation, and world.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Discipline Knowledge

We expect our students who successfully complete our music theory sequence to demonstrate functional knowledge of the theory and structure of music in written, applied, and aural media. Students will complete a designated block of undergraduate music theory and class piano courses.

Connected Document

Music BM Curriculum Maps

Relevant Associations:

Student Learning Outcome #1 Improvement Action(s) to be advanced (copied from 2010-11 report):

We intend to continue to use the same imbedded assessments in music theory courses so that we can compare future assessment findings to the current data. We also intend to seek outside data sources that can facilitate comparison of our students to students nationally.

Related Measures

M 1: Music Theory Assessment

Students are regularly assessed in music theory courses, relative to their appropriate level, using written and aural examinations.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

No target established.

Finding (2011-2012) - Target: Not Reported This Cycle

Results Summary: Faculty members (N = 4) reported embedded assessment data (midterm exams and final exams) for Spring Semester Undergraduate Music Theory Courses (MUS 117, MUS 217, MUS 307) for undergraduate music theory students (N = 155). Aggregate findings demonstrated that 72% of students met the minimum benchmark of 70% for midterm examinations and 95% of students met the minimum benchmark of 70% for final examinations. Participation for faculty members in reporting data was high with 100% of Undergraduate Music Theory faculty reporting.

Interpretations and Conclusions: Current data suggest that the School of Music retention rate is slightly lower than the overall Department of Arts and Sciences retention rate and the University-wide retention rate. Over the past few years, SOM faculty members have expressed a desire to improve SOM retention rates by better identifying students who possess the potential to succeed in the program through administration of a School of Music Diagnostic Exam prior to students’ matriculating into the program. The above finding of 95% success in undergraduate music theory students suggests that retention rates likely will improve.

Related Action Plans (by Established cycle, then alpha):

Efficacy of ACT Test Scores and Music Audition Diagnostic Exam Scores as Predictors of Student Success in MUS 115

Current data suggest that the School of Music retention rate is slightly lower than the overall Department of Arts and Sciences retention rate and the University-wide retention rate. Over the past few years, SOM faculty members have expressed a desire to improve SOM retention rates by better identifying students who possess the potential to succeed in the program. As a response to such circumstances, this inquiry sought to assess the level of efficacy of incoming student ACT Test scores and the University of Alabama School of Music Audition Diagnostic Exam scores as predictors of student success in MUS 115, Music Theory, during the academic years of 2008-12.

Established in Cycle: 2011-2012

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Improvements Currently in Place | Outcome/Objective: Program Outcome: High Level of Recognized Quality
Measure: Monitor Improved Quality of Students | Outcome/Objective: Sustain Optimal Level of Enrollment

Measure: Music Theory Assessment | Outcome/Objective: Discipline Knowledge

Measure: Number of Undergraduate Majors | Outcome/Objective: Sustain Optimal Level of Enrollment

Implementation Description: As a response to such circumstances, we will assess the level of efficacy of incoming student ACT Test scores and the University of Alabama School of Music Audition Diagnostic Exam scores as predictors of student success in MUS 115, Music Theory, during the academic years of 2008-12. Data will be (a) student ACT Test scores, (b) SOM Audition Diagnostic Exam scores and (c) final grades for students who registered in MUS 115 during the years 2008-12.

Responsible Person/Group: Dr. Latimer

Additional Resources: None

M 2: Class Piano Assessment

Students are regularly assessed in class piano, relative to their appropriate level, using preliminary diagnostic examinations, written examinations, and keyboard proficiency examinations.

Source of Evidence: Academic direct measure of learning - other

Target: No target established.

Finding (2011-2012) - Target: Not Reported This Cycle

Faculty members (N = 1) reported embedded assessment data (midterm exams and final exams) for Spring Semester Undergraduate Class Piano (MUA 124) for undergraduate music major students (N = 34). Aggregate findings demonstrated that 100% of students (N = 34) met the minimum benchmark of 70% for final examinations in MUA 124 and 100% of students (N = 34) met the minimum benchmark of 70% for final examinations in MUA 124. Participation for faculty members in reporting data was high with 100% of Undergraduate Musicology faculty reporting. Interpretations and Conclusions: The above finding of 100% in MUA 124 suggests that the program is meeting the needs of the students generally. Faculty members (N = 1) reported embedded assessment data for Spring Semester Undergraduate Piano Proficiency Exams (MUA 299) for undergraduate music major students (N = 22). Aggregate findings demonstrated that 100% of students (N = 22) met expectations for their Piano Proficiency Exams. Interpretations and Conclusions: The above finding of 100% in MUA 299 suggests that the program is meeting the needs of the students generally.

M 3: Outside Data

Outside data sources that reflect national trends in music major student success in music theory courses.

Source of Evidence: Academic indirect indicator of learning - other

Target: No target established.

Finding (2011-2012) - Target: Not Reported This Cycle

We have been unable to locate outside data sources that reflect national trends in music major student success in music theory courses.

SLO 2: Discipline Methodological Skills

We expect our Bachelor of Music students at the undergraduate level to perform appropriate repertoire in their specific performance medium, demonstrating stylistic insight, technical proficiency, and musical artistry that is appropriate for their specific program year.

Connected Document
Music BM Curriculum Maps

Relevant Associations:
Student Learning Outcome #2 Improvement Action(s) to be advanced (copied from 2010-11 report):

We intend to use the same performance assessment rubric in 2011-12, but we will make some changes in distribution and collection protocols to better insure that all students are assessed. We intend to include data from makeup sophomore qualifying exams in fall 2011 and regularly scheduled exams in spring 2012 to the School of Music Assessment Report for 2012.

Related Measures

M 4: Performance Jury Exam

Students will complete a performance jury examination at the end of each semester. A representative faculty panel will conduct the performance jury examination. Success in reaching performance benchmarks will be determined by a performance assessment form or rubric and through collaborative discussions among the faculty panel, and through student self-assessment.

Source of Evidence: Performance (recital, exhibit, science project)

Target: No target established.

Finding (2011-2012) - Target: Not Reported This Cycle

Results Summary: Faculty members (N = 17) reported brass, voice, and woodwind jury results for undergraduate music major students (N = 124). Aggregate findings demonstrated that 82% of brass students (N = 14), 95% of voice students (N = 46), and 97% of woodwind students (N = 42) performed at or above minimum expectations for their respective level of experience. The above finding suggests that the program is meeting the needs of the students generally.
Related Action Plans (by Established cycle, then alpha):

**Applied Lesson Technology**

We have begun an action plan to better utilize iPad technology in applied lessons for graduate and undergraduate students.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Annual Technology Assessments | **Outcome/Objective:** Technology Use
- **Measure:** Performance Jury Exam | **Outcome/Objective:** Discipline Methodological Skills
- **Measure:** Practical Application | **Outcome/Objective:** Demonstrate Functional Knowledge of Music
- **Measure:** Sophomore Qualifying Exam | **Outcome/Objective:** Discipline Methodological Skills

**Implementation Description:** A rubric has been developed to assist applied instructors in assessing studio lessons and performance juries.

**Responsible Person/Group:** Dr. Carl Hancock  
**Additional Resources:** None

**M 5: Sophomore Qualifying Exam**

Students will complete a sophomore qualifying examination at the end of their second year. A representative faculty panel will conduct the sophomore qualifying examination. Success in reaching performance benchmarks will be determined by a performance assessment form or rubric and through collaborative discussions among the faculty panel, and through student self-assessment.

**Source of Evidence:** Comprehensive/end-of-program subject matter exam

**Target:**  
No target established.

**Finding (2011-2012) - Target: Not Reported This Cycle**

Faculty members (N = 6) reported embedded assessment data for Spring Semester Undergraduate Sophomore Qualifying Exams (MUA 199) for undergraduate music major students (N = 46) in the areas of voice, string, woodwind, brass, keyboard, and percussion. Aggregate findings demonstrated that 96% of students (N = 44) met expectations for their Sophomore Qualifying Exams. Interpretations and Conclusions: The above finding of 96% in MUA 199 suggests that the program is meeting the needs of the students generally.

**Related Action Plans (by Established cycle, then alpha):**

**Applied Lesson Technology**

We have begun an action plan to better utilize iPad technology in applied lessons for graduate and undergraduate students.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Annual Technology Assessments | **Outcome/Objective:** Technology Use
- **Measure:** Performance Jury Exam | **Outcome/Objective:** Discipline Methodological Skills
- **Measure:** Practical Application | **Outcome/Objective:** Demonstrate Functional Knowledge of Music
- **Measure:** Sophomore Qualifying Exam | **Outcome/Objective:** Discipline Methodological Skills

**Implementation Description:** A rubric has been developed to assist applied instructors in assessing studio lessons and performance juries.

**Responsible Person/Group:** Dr. Carl Hancock  
**Additional Resources:** None

**M 6: Assessment Rubrics and Exams**

Data from performance assessment rubrics for juries and sophomore qualifying examinations.

**Source of Evidence:** Academic direct measure of learning - other

**Target:**  
No target established.

**Finding (2011-2012) - Target: Not Reported This Cycle**

Faculty members (N = 6) reported embedded assessment data for Spring Semester Undergraduate Sophomore Qualifying Exams (MUA 199) for undergraduate music major students (N = 46) in the areas of voice, string, woodwind, brass, keyboard, and percussion. Aggregate findings demonstrated that 96% of students (N = 44) met expectations for their Sophomore Qualifying Exams. Interpretations and Conclusions: The above finding of 96% in MUA 199 suggests that the program is meeting the needs of the students generally.

**SLO 3: Demonstrate Functional Knowledge of Music**

We expect our students to demonstrate functional knowledge of music in world cultures and the history of music through a comprehensive understanding of defined stylistic periods, major composers, and compositional styles.
Relevant Associations:
Student Learning Outcome #3 Improvement Action(s) to be advanced (copied from 2010-11 report):

We intend to continue 2011 imbedded assessment protocols as referenced above and add embedded assessments for all Music History courses.

Related Measures

M 7: Music in World Cultures and History
Students will complete a designated block of undergraduate music in world cultures and music history courses. Students are regularly assessed in music in world cultures and music history courses, relative to their appropriate level, using written examinations.

Source of Evidence: Written assignment(s), usually scored by a rubric
Target: No Target Established.

Finding (2011-2012) - Target: Not Reported This Cycle
Results Summary: Faculty members (N = 2) reported embedded assessment data (midterm exams and final exams) for Spring Semester Undergraduate Music History and Music in World Cultures Courses (MUS 250, MUS 252) for undergraduate music major students (N = 132). Aggregate findings demonstrated that 89% of students (N = 71) met the minimum benchmark of 60% for final examinations in MUS 250 (midterm data were not collected in MUS 250). Aggregate findings demonstrated that 92% of students (N = 48) met the minimum benchmark of 60% for midterm exams in MUS 252 and 100% of students (N = 52) met the minimum benchmark of 60% for final examinations in MUS 252. Participation for faculty members in reporting data was high with 100% of Undergraduate Musicology faculty reporting. Interpretations and Conclusions: The above finding of 89% in MUS 250 and 100% in MUS 252 suggests that the program is meeting the needs of the students generally.

M 8: Practical Application
Students are regularly assessed in applied studios to determine their practical application of stylistic elements that are directly related to their knowledge of stylistic periods, major composers, and compositional styles.

Source of Evidence: Academic direct measure of learning - other
Target: No target established.

Finding (2011-2012) - Target: Not Reported This Cycle
Results Summary: Faculty members (N = 17) reported brass, voice, and woodwind jury results for undergraduate music major students (N = 124). Aggregate findings demonstrated that 82% of brass students (N = 14), 95% of voice students (N = 46), and 97% of woodwind students (N = 42) performed at or above minimum expectations for their respective level of experience. The above finding suggests that the program is meeting the needs of the students generally.

Related Action Plans (by Established cycle, then alpha):

Applied Lesson Technology
We have begun an action plan to better utilize iPad technology in applied lessons for graduate and undergraduate students.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Annual Technology Assessments | Outcome/Objective: Technology Use
Measure: Performance Jury Exam | Outcome/Objective: Disciplinary Methodological Skills
Measure: Practical Application | Outcome/Objective: Demonstrate Functional Knowledge of Music
Measure: Sophomore Qualifying Exam | Outcome/Objective: Disciplinary Methodological Skills

Implementation Description: A rubric has been developed to assist applied instructors in assessing studio lessons and performance juries.
Responsible Person/Group: Dr. Carl Hancock
Additional Resources: None

M 9: Course-embedded Assessment
Data from embedded assessments in Music History courses.

Source of Evidence: Academic direct measure of learning - other
Target: No Target Established

Finding (2011-2012) - Target: Not Reported This Cycle
Results Summary: Faculty members (N = 2) reported embedded assessment data (midterm exams and final exams) for Spring Semester Undergraduate Music History and Music in World Cultures Courses (MUS 250, MUS 252) for undergraduate music major students (N = 132). Aggregate findings demonstrated that 89% of students (N = 71) met the minimum benchmark of 60% for final examinations in MUS 250 (midterm data were not collected in MUS 250). Aggregate findings demonstrated that 92% of students (N = 48) met the minimum benchmark of 60% for midterm exams in MUS 252 and 100% of students (N = 52) met the minimum benchmark of 60% for final examinations in MUS 252. Participation for faculty members in reporting data was high with 100% of Undergraduate Musicology faculty reporting. Interpretations and Conclusions: The above finding of
89% in MUS 250 and 100% in MUS 252 suggests that the program is meeting the needs of the students generally.

**SLO 4: Technology Use**

We expect our students to demonstrate a functional knowledge of the use of appropriate technology for both theoretical and applied applications.

**Connected Document**
Music BM Curriculum Maps

**Relevant Assocations:**
Student Learning Outcome #4 Improvement Action(s) to be advanced (copied from 2010-11 report):

Survey findings from the 2010 Student and Faculty Technology Surveys will provide future direction toward a better understanding of specific needs of both faculty and students. Primary among faculty suggestions was a need for access to improved means of recording applied lessons. We anticipate that iBooks recently provided to Arts and Sciences faculty members will serve to facilitate that need. Primary among student suggestions was a need for more MIDI equipped pianos. We remain hopeful that we soon will receive funds to renovate the piano lab.

**Related Measures**

**M 10: Annual Technology Assessments**
We will conduct annual assessments of faculty and student use of technology through faculty surveys, student surveys, and perusal of course syllabi.

Source of Evidence: Curriculum/syllabus analysis of course to program

**M 11: Integrate Technology Proficiency Component into Class Sequence**
We will integrate a technology proficiency component into our sequence of class piano courses.

Source of Evidence: Curriculum/syllabus analysis of course to program

**M 12: Follow Up on Technology Survey**
Findings from a follow up Technology Survey to be conducted in December. Allocation of funding for renovation of the Piano Lab.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
No target established.

**Finding (2011-2012) - Target: Not Reported This Cycle**
Funding was received for renovation of the piano lab and new instruments, computer hardware, and software were installed in December of 2011.

**Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**OthOtcm 5: Program Outcome: High Level of Recognized Quality**
The program will improve and sustain a high level of recognized quality.

**Relevant Assocations:**
Program Outcome #1 Improvement Action(s) to be advanced:

The course MUS 250, Music in World Cultures, which is required of all music majors, has been expanded to include an introductory level component in all appropriate aspects of music technology, including, but not limited to, pedagogical software for performers, pedagogical software for music theory applications, fundamentals of recording technology, fundamentals of playback amplification, and on line music reference sources. In addition, extensive use of computer hardware and software has been implemented in undergraduate theory and music history courses. In applied studios, various recording and playback techniques have been incorporated into methods of student instruction and assessment.

**Related Measures**

**M 13: NASM Program Review Strengths**
National Association of Schools of Music (NASM) Program Review strengths.

Source of Evidence: Professional standards

**M 14: NASM Program Review Opportunities**
NASM Program Review opportunities for improvement.

Source of Evidence: Professional standards

**M 15: Improvements Currently in Place**
These improvements are currently in place and will be reflected in the upcoming NASM Program Report.

Source of Evidence: Professional standards
OthOtm 6: Program Outcome: Sustain Optimal Level of Enrollment

The program will build and sustain an optimal level of annual program enrollments and degree completions.

Relevant Associations:
Program Outcome #2 Improvement Action(s) to be advanced:

In order to realistically attain optimal levels, the School of Music continues to actively seek additional funding in order to support undergraduate scholarships. Furthermore, the school of Music considers such efforts to be supported by a robust team effort. Therefore, a priority element, integral to the success of the enrollment goals outlined, will be the adequate funding necessary to secure the minimum number of quality students in each studio or area.

Related Measures

M 16: Number of Undergraduate Majors
Number of undergraduate majors in the School of Music for the last three fall semesters.

Source of Evidence: Activity volume

M 17: Number of Degrees Awarded
Number of undergraduate degrees awarded in the School of Music for the last three years.

Source of Evidence: Activity volume

M 18: Monitor Improved Quality of Students
We will monitor improved quality in students accepted into the School of Music. Those data will include results of Music Theory entrance examinations and the percentage of students who achieve first semester success in Music Theory classes.

Source of Evidence: Academic indirect indicator of learning - other

OthOtm 7: Program Outcome: Highly Valued by Graduates and Constituencies

The program will be highly valued by its program graduates and other key constituencies it serves.

Relevant Associations:
Program Outcome #3 Improvement Action(s) to be advanced (copied from 2010-11 report):

According to the most recent NSSE data, the aggregate School of Music figure was 58.5%. That figure compares favorably with the aggregate figures of 37.33% for the College of Arts and Sciences, 45.33% for the University of Alabama, and 38.66% nationally. Such data support the notion that the University of Alabama School of Music is providing an exceptional music education product for its student constituency.

Related Measures

M 19: Graduating Senior Survey
Results from University-wide Graduating Senior Survey for senior department majors.

Source of Evidence: Student course evaluations on learning gains made

M 20: NSSE Results
Results from the NSSE for department senior majors.

Source of Evidence: Academic indirect indicator of learning - other

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Applied Lesson Technology

We have begun an action plan to better utilize iPad technology in applied lessons for graduate and undergraduate students.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Annual Technology Assessments | Outcome/Objective: Technology Use
Measure: Performance Jury Exam | Outcome/Objective: Discipline Methodological Skills
Measure: Practical Application | Outcome/Objective: Demonstrate Functional Knowledge of Music
Measure: Sophomore Qualifying Exam | Outcome/Objective: Discipline Methodological Skills

Implementation Description: A rubric has been developed to assist applied instructors in assessing studio lessons and performance juries.

Responsible Person/Group: Dr. Carl Hancock
Additional Resources: None

Efficacy of ACT Test Scores and Music Audition Diagnostic Exam Scores as Predictors of Student Success in MUS 115

Current data suggest that the School of Music retention rate is slightly lower than the overall Department of Arts and Sciences retention rate and the University-wide retention rate. Over the past few years, SOM faculty members have expressed a desire to improve SOM retention rates by better identifying students who possess the potential to succeed in the program. As a response to such circumstances, this inquiry sought to assess the level of efficacy of incoming student ACT Test scores and the University of Alabama School of Music Audition Diagnostic
Exam scores as predictors of student success in MUS 115, Music Theory, during the academic years of 2008-12.

| Established in Cycle: 2011-2012 |
| Implementation Status: Planned |
| Priority: High |

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Improvements Currently in Place | **Outcome/Objective:** Program Outcome: High Level of Recognized Quality
- **Measure:** Monitor Improved Quality of Students | **Outcome/Objective:** Program Outcome: Sustain Optimal Level of Enrollment
- **Measure:** Music Theory Assessment | **Outcome/Objective:** Discipline Knowledge
- **Measure:** Number of Undergraduate Majors | **Outcome/Objective:** Program Outcome: Sustain Optimal Level of Enrollment

**Implementation Description:** As a response to such circumstances, we will assess the level of efficacy of incoming student ACT Test scores and the University of Alabama School of Music Audition Diagnostic Exam scores as predictors of student success in MUS 115, Music Theory, during the academic years of 2008-12. Data will be (a) student ACT Test scores, (b) SOM Audition Diagnostic Exam scores and (c) final grades for students who registered in MUS 115 during the years 2008-12.

**Responsible Person/Group:** Dr. Latimer

**Additional Resources:** None
Mission / Purpose
The mission of The University of Alabama School of Music is to preserve and enhance the finest traditions of our rich and varied musical heritage by providing a comprehensive music program that serves the educational and artistic needs of the community, state, region, and beyond through teaching, research, creative activity, and service by providing a comprehensive educational experience, grounded in theoretical, historical, and artistic elements, for the brightest and most talented music students from the state, region, nation, and world.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Discipline Knowledge
We expect our students who successfully complete our music theory sequence to demonstrate functional knowledge of the theory and structure of music in written, applied, and aural media. Students will complete a designated block of undergraduate music theory and class piano courses.

Connected Document
Music BA Curriculum Maps

Relevant Associations:
Student Learning Outcome #1 Improvement Action(s) to be advanced (copied from 2010-11 report):
We intend to continue to use the same imbedded assessments in music theory courses so that we can compare future assessment findings to the current data. We also intend to seek outside data sources that can facilitate comparison of our students to students nationally.

Related Measures

M 1: Written and Aural Examinations of Music Theory
Students are regularly assessed in music theory courses, relative to their appropriate level, using written and aural examinations.

Source of Evidence: Academic direct measure of learning - other
Target: No target established.
Finding (2011-2012) - Target: Not Reported This Cycle
Results Summary: Faculty members (N = 4) reported embedded assessment data (midterm exams and final exams) for Spring Semester Undergraduate Music Theory Courses (MUS 117, MUS 217, MUS 307) for undergraduate music major students (N = 155). Aggregate findings demonstrated that 72% of students met the minimum benchmark of 70% for mid term examinations and 95% of students met the minimum benchmark of 70% for final examinations. Participation for faculty members in reporting data was high with 100% of Undergraduate Music Theory faculty reporting. Interpretations and Conclusions: Current data suggest that the School of Music retention rate is slightly lower than the overall Department of Arts and Sciences retention rate and the University-wide retention rate. Over the past few years, SOM faculty members have expressed a desire to improve SOM retention rates by better identifying students who possess the potential to succeed in the program through administration of a School of Music Diagnostic Exam prior to students' matriculating into the program. The above finding of 95% success in undergraduate music theory students suggests that retention rates likely will improve.

M 2: Piano Assessment
Students are regularly assessed in class piano, relative to their appropriate level, using preliminary diagnostic examinations, written examinations, and keyboard proficiency examinations.

Source of Evidence: Academic direct measure of learning - other
Target: No target established.
Finding (2011-2012) - Target: Not Reported This Cycle
Faculty members (N = 1) reported embedded assessment data for Spring Semester Undergraduate Piano Proficiency Exams (MUA 299) for undergraduate music major students (N = 22). Aggregate findings demonstrated that 100% of students (N = 22) met expectations for their Piano Proficiency Exams. Interpretations and Conclusions: The above finding of 100% success in MUA 124 suggests that the program is meeting the needs of the students generally. Faculty members (N = 1) reported embedded assessment data for Spring Semester Undergraduate Piano Proficiency Exams (MUA 299) for undergraduate music major students (N = 22). Aggregate findings demonstrated that 100% of students (N = 22) met expectations for their Piano Proficiency Exams. Interpretations and Conclusions: The above finding of
100% in MUA 299 suggests that the program is meeting the needs of the students generally.

**M 3: Outside Data**
Outside data sources that reflect national trends in music major student success in music theory courses.

Source of Evidence: External report
**Target:**
No target established.
**Finding (2011-2012) - Target: Not Reported This Cycle**
We have been unable to locate outside data sources that reflect national trends in music major student success in music theory courses.

**SLO 2: Discipline Methodological Skills**
We expect our Bachelor of Music students at the undergraduate level to perform appropriate repertoire in their specific performance medium, demonstrating stylistic insight, technical proficiency, and musical artistry that is appropriate for their specific program year.

**Connected Document**
Music BA Curriculum Maps

**Relevant Associations:**
Student Learning Outcome #2 Improvement Action(s) to be advanced (copied from 2010-11 report):
We intend to use the same performance assessment rubric in 2011-12, but we will make some changes in distribution and collection protocols to better insure that all students are assessed. We intend to include data from makeup sophomore qualifying exams in fall 2011 and regularly scheduled exams in spring 2012 to the School of Music Assessment Report for 2012.

**Related Measures**

**M 4: Performance Jury Exam**
Students will complete a performance jury examination at the end of each semester. A representative faculty panel will conduct the performance jury examination. Success in reaching performance benchmarks will be determined by a performance assessment form or rubric and through collaborative discussions among the faculty panel, and through student self-assessment.

Source of Evidence: Performance (recital, exhibit, science project)
**Target:**
No target established.
**Finding (2011-2012) - Target: Not Reported This Cycle**
Results Summary: Faculty members (N = 17) reported brass, voice, and woodwind jury results for undergraduate music major students (N = 124). Aggregate findings demonstrated that 82% of brass students (N = 14), 95% of voice students (N = 46), and 97% of woodwind students (N = 42) performed at or above minimum expectations for their respective level of experience. The above finding suggests that the program is meeting the needs of the students generally.

**Related Action Plans (by Established cycle, then alpha):**

**Applied Lesson Technology**
We have begun an action plan to better utilize iPad technology in applied lessons for graduate and undergraduate students.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Annual Assessments | Outcome/Objective: Technology Applications
Measure: Performance Jury Exam | Outcome/Objective: Discipline Methodological Skills
Measure: Sophomore Qualifying Exam | Outcome/Objective: Discipline Methodological Skills

Implementation Description: A rubric has been developed to assist applied instructors in assessing studio lessons and performance juries.

Responsible Person/Group: Dr. Carl Hancock
Additional Resources: None

**M 5: Sophomore Qualifying Exam**
Students will complete a sophomore qualifying examination at the end of their second year. A representative faculty panel will conduct the sophomore qualifying examination. Success in reaching performance benchmarks will be determined by a performance assessment form or rubric and through collaborative discussions among the faculty panel, and through student self-assessment.

Source of Evidence: Comprehensive/end-of-program subject matter exam
**Target:**
No target established.
**Finding (2011-2012) - Target: Not Reported This Cycle**
Faculty members (N = 6) reported embedded assessment data for Spring Semester Undergraduate
Sophomore Qualifying Exams (MUA 199) for undergraduate music major students (N = 46) in the areas of voice, string, woodwind, brass, keyboard, and percussion. Aggregate findings demonstrated that 96% of students (N = 44) met expectations for their Sophomore Qualifying Exams. Interpretations and Conclusions: The above finding of 96% in MUA 199 suggests that the program is meeting the needs of the students generally.

**Related Action Plans (by Established cycle, then alpha):**

**Applied Lesson Technology**

We have begun an action plan to better utilize iPad technology in applied lessons for graduate and undergraduate students.

- **Established in Cycle:** 2011-2012
- **Implementation Status:** Planned
- **Priority:** High

**Efficacy of ACT Test Scores and Music Audition Diagnostic Exam Scores as Predictors of Student Success in MUS 115**

Current data suggest that the School of Music retention rate is slightly lower than the overall Department of Arts and Sciences retention rate and the University-wide retention rate. Over the past few years, SOM faculty members have expressed a desire to improve SOM retention rates by better identifying students who possess the potential to succeed in the program. As a response to such circumstances, this inquiry sought to assess the level of efficacy of incoming student ACT test scores and the University of Alabama School of Music Audition Diagnostic Exam scores as predictors of student success in MUS 115, Music Theory, during the academic years of 2008-12.

- **Established in Cycle:** 2011-2012
- **Implementation Status:** Planned
- **Priority:** High

**SLO 3: Functional Knowledge of Music**

We expect our students to demonstrate functional knowledge of music in world cultures and the history of music through a comprehensive understanding of defined stylistic periods, major composers, and compositional styles.

**Connected Document**

-Music BA Curriculum Maps-

**Relevant Associations:**

-Student Learning Outcome #3 Improvement Action(s) to be advanced (copied from 2010-11 report):

We intend to continue 2011 imbedded assessment protocols as referenced above and add embedded assessments for all Music History courses.
Related Measures

M 7: Music in World Cultures and History
Students will complete a designated block of undergraduate music in world cultures and music history courses. Students are regularly assessed in music in world cultures and music history courses, relative to their appropriate level, using written examinations.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target: No target established.

Finding (2011-2012) - Target: Not Reported This Cycle
Results Summary: Faculty members (N = 2) reported embedded assessment data (midterm exams and final exams) for Spring Semester Undergraduate Music History and Music in World Cultures Courses (MUS 250, MUS 252) for undergraduate music major students (N = 132). Aggregate findings demonstrated that 89% of students (N = 71) met the minimum benchmark of 60% for final examinations in MUS 250 (midterm data were not collected in MUS 250). Aggregate findings demonstrated that 92% of students (N = 48) met the minimum benchmark of 60% for midterm exams in MUS 252 and 100% of students (N = 52) met the minimum benchmark of 60% for final examinations in MUS 252. Participation for faculty members in reporting data was high with 100% of Undergraduate Musicology faculty reporting. Interpretations and Conclusions: The above finding of 89% in MUS 250 and 100% in MUS 252 suggests that the program is meeting the needs of the students generally.

M 8: Practical Application
Students are regularly assessed in applied studios to determine their practical application of stylistic elements that are directly related to their knowledge of stylistic periods, major composers, and compositional styles.

Source of Evidence: Academic direct measure of learning - other

Target: No target established.

Finding (2011-2012) - Target: Not Reported This Cycle
Results Summary: Faculty members (N = 17) reported brass, voice, and woodwind jury results for undergraduate music major students (N = 124). Aggregate findings demonstrated that 82% of brass students (N = 14), 95% of voice students (N = 46), and 97% of woodwind students (N = 42) performed at or above minimum expectations for their respective level of experience. The above finding suggests that the program is meeting the needs of the students generally.

M 9: Course-embedded Assessment
Data from embedded assessments in Music History courses.

Source of Evidence: Academic direct measure of learning - other

Target: No target established.

Finding (2011-2012) - Target: Not Reported This Cycle
Results Summary: Faculty members (N = 2) reported embedded assessment data (midterm exams and final exams) for Spring Semester Undergraduate Music History and Music in World Cultures Courses (MUS 250, MUS 252) for undergraduate music major students (N = 132). Aggregate findings demonstrated that 89% of students (N = 71) met the minimum benchmark of 60% for final examinations in MUS 250 (midterm data were not collected in MUS 250). Aggregate findings demonstrated that 92% of students (N = 48) met the minimum benchmark of 60% for midterm exams in MUS 252 and 100% of students (N = 52) met the minimum benchmark of 60% for final examinations in MUS 252. Participation for faculty members in reporting data was high with 100% of Undergraduate Musicology faculty reporting. Interpretations and Conclusions: The above finding of 89% in MUS 250 and 100% in MUS 252 suggests that the program is meeting the needs of the students generally.
not collected in MUS 250). Aggregate findings demonstrated that 92% of students (N = 48) met the minimum benchmark of 60% for midterm exams in MUS 252 and 100% of students (N = 52) met the minimum benchmark of 60% for final examinations in MUS 252. Participation for faculty members in reporting data was high with 100% of Undergraduate Musicology faculty reporting. Interpretations and Conclusions: The above finding of 89% in MUS 250 and 100% in MUS 252 suggests that the program is meeting the needs of the students generally.

**SLO 4: Technology Applications**

We expect our students to demonstrate a functional knowledge of the use of appropriate technology for both theoretical and applied applications.

**Connected Document**

Music BA Curriculum Maps

**Relevant Associations:**

Student Learning Outcome #4 Improvement Action(s) to be advanced (copied from 2010-11 report):

Survey findings from the 2010 Student and Faculty Technology Surveys will provide future direction toward a better understanding of specific needs of both faculty and students. Primary among faculty suggestions was a need for access to improved means of recording applied lessons. We anticipate that iBooks recently provided to Arts and Sciences faculty members will serve to facilitate that need. Primary among student suggestions was a need for more MIDI equipped pianos. We remain hopeful that we soon will receive funds to renovate the piano lab.

**Related Measures**

**M 10: Annual Assessments**

We will conduct annual assessments of faculty and student use of technology through faculty surveys, student surveys, and perusal of course syllabi.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**

No target established.

**Related Action Plans (by Established cycle, then alpha):**

**Applied Lesson Technology**

We have begun an action plan to better utilize iPad technology in applied lessons for graduate and undergraduate students.

Established in Cycle: 2011-2012

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

- Measure: Annual Assessments | Outcome/Objective: Technology Applications
- Measure: Performance Jury Exam | Outcome/Objective: Discipline Methodological Skills
- Measure: Sophomore Qualifying Exam | Outcome/Objective: Discipline Methodological Skills

Implementation Description: A rubric has been developed to assist applied instructors in assessing studio lessons and performance juries.

Responsible Person/Group: Dr. Carl Hancock

Additional Resources: None

**M 11: Integrate Technology Proficiency Component into Class Sequence**

We will integrate a technology proficiency component into our sequence of class piano courses.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**

No target established.

**M 12: Technology Survey**

Findings from a follow up Technology Survey to be conducted in December. Allocation of funding for renovation of the Piano Lab.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**

No target established.

**Finding (2011-2012) - Target: Not Reported This Cycle**

Funding was received for renovation of the piano lab and new instruments, computer hardware, and software were installed in December of 2011.

**Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**OthOtcn 5: Program Outcome: High Level of Recognized Quality**

The program will improve and sustain a high level of recognized quality.
Relevant Associations:

Program Outcome #1 Improvement Action(s) to be advanced:

The course MUS 250, Music in World Cultures, which is required of all music majors, has been expanded to include an introductory level component in all appropriate aspects of music technology, including, but not limited to, pedagogical software for performers, pedagogical software for music theory applications, fundamentals of recording technology, fundamentals of playback amplification, and online music reference sources. In addition, extensive use of computer hardware and software has been implemented in undergraduate theory and music history courses. In applied studios, various recording and playback techniques have been incorporated into methods of student instruction and assessment.

Related Measures

M 13: NASM Program Review Strengths
National Association of Schools of Music (NASM) Program Review strengths.

Source of Evidence: Professional standards
Target: No target established.

M 14: NASM Program Review Opportunities
NASM Program Review opportunities for improvement.

Source of Evidence: Professional standards
Target: No target established.

M 15: Improvements Currently in Place
These improvements are currently in place and will be reflected in the upcoming NASM Program Report.

Source of Evidence: Professional standards
Target: No target established.

OthOtcm 6: Program Outcome: Sustain Optimal Level of Enrollment
The program will build and sustain an optimal level of annual program enrollments and degree completions.

Relevant Associations:

Program Outcome #2 Improvement Action(s) to be advanced:

In order to realistically attain optimal levels, the School of Music continues to actively seek additional funding in order to support undergraduate scholarships. Furthermore, the school of Music considers such efforts to be supported by a robust team effort. Therefore, a priority element, integral to the success of the enrollment goals outlined, will be the adequate funding necessary to secure the minimum number of quality students in each studio or area.

Related Measures

M 16: Number of Undergraduate Majors
Number of undergraduate majors in the School of Music for the last three fall semesters.

Source of Evidence: Activity volume
Target: No target established.

Related Action Plans (by Established cycle, then alpha):

Efficacy of ACT Test Scores and Music Audition Diagnostic Exam Scores as Predictors of Student Success in MUS 115

Current data suggest that the School of Music retention rate is slightly lower than the overall Department of Arts and Sciences retention rate and the University-wide retention rate. Over the past few years, SOM faculty members have expressed a desire to improve SOM retention rates by better identifying students who possess the potential to succeed in the program. As a response to such circumstances, this inquiry sought to assess the level of efficacy of incoming student ACT Test scores and the University of Alabama School of Music Audition Diagnostic Exam scores as predictors of student success in MUS 115, Music Theory, during the academic years of 2008-12.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Monitor Improved Quality of Students | Outcome/Objective: Program Outcome: Sustain Optimal Level of Enrollment
Measure: Number of Undergraduate Majors | Outcome/Objective: Program Outcome: Sustain Optimal Level of Enrollment
Measure: Practical Application | Outcome/Objective: Functional Knowledge of Music
Measure: Sophomore Qualifying Exam | Outcome/Objective: Discipline Methodological Skills

Implementation Description: As a response to such circumstances, we will assess the level of efficacy of incoming student ACT Test scores and the University of Alabama School of Music Audition
Diagnostic Exam scores as predictors of student success in MUS 115, Music Theory, during the academic years of 2008-12. Data will be (a) student ACT Test scores, (b) SOM Audition Diagnostic Exam scores and (c) final grades for students who registered in MUS 115 during the years 2008-12.

**Responsible Person/Group:** Dr. Latimer

**Additional Resources:** None

**M 17: Number of Degrees Awarded**

Number of undergraduate degrees awarded in the School of Music for the last three years.

**Source of Evidence:** Activity volume

**Target:**

No target established.

**M 18: Monitor Improved Quality of Students**

We will monitor improved quality in students accepted into the School of Music. Those data will include results of Music Theory entrance examinations and the percentage of students who achieve first semester success in Music Theory classes.

**Source of Evidence:** Academic direct measure of learning - other

**Target:**

No target established.

**Related Action Plans (by Established cycle, then alpha):**

**Efficacy of ACT Test Scores and Music Audition Diagnostic Exam Scores as Predictors of Student Success in MUS 115**

Current data suggest that the School of Music retention rate is slightly lower than the overall Department of Arts and Sciences retention rate and the University-wide retention rate. Over the past few years, SOM faculty members have expressed a desire to improve SOM retention rates by better identifying students who possess the potential to succeed in the program. As a response to such circumstances, this inquiry sought to assess the level of efficacy of incoming student ACT Test scores and the University of Alabama School of Music Audition Diagnostic Exam scores as predictors of student success in MUS 115, Music Theory, during the academic years of 2008-12.

**Established in Cycle:** 2011-2012

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

- **Measure:** Monitor Improved Quality of Students | **Outcome/Objective:** Program Outcome: Sustain Optimal Level of Enrollment
- **Measure:** Number of Undergraduate Majors | **Outcome/Objective:** Program Outcome: Sustain Optimal Level of Enrollment
- **Measure:** Practical Application | **Outcome/Objective:** Functional Knowledge of Music
- **Measure:** Sophomore Qualifying Exam | **Outcome/Objective:** Discipline Methodological Skills

**Implementation Description:** As a response to such circumstances, we will assess the level of efficacy of incoming student ACT Test scores and the University of Alabama School of Music Audition Diagnostic Exam scores as predictors of student success in MUS 115, Music Theory, during the academic years of 2008-12. Data will be (a) student ACT Test scores, (b) SOM Audition Diagnostic Exam scores and (c) final grades for students who registered in MUS 115 during the years 2008-12.

**Responsible Person/Group:** Dr. Latimer

**Additional Resources:** None

**OthOtm 7: Program Outcome: Highly Valued by Graduates and Constituencies**

The program will be highly valued by its program graduates and other key constituencies it serves.

**Relevant Associations:**

According to the most recent NSSE data, the aggregate School of Music figure was 58.5%. That figure compares favorably with the aggregate figures of 37.33% for the College of Arts and Sciences, 45.33% for the University of Alabama, and 38.66% nationally. Such data support the notion that the University of Alabama School of Music is providing an exceptional music education product for its student constituency.

**Related Measures**

**M 19: Graduating Senior Survey**

Results from University-wide Graduating Senior Survey for senior department majors.

**Source of Evidence:** Student course evaluations on learning gains made

**Target:**

No target established.

**M 20: NSSE Results**

Results from the NSSE for department senior majors.

**Source of Evidence:** Academic indirect indicator of learning - other

**Target:**

No target established.
### Applied Lesson Technology

We have begun an action plan to better utilize iPad technology in applied lessons for graduate and undergraduate students.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High  

**Relationships (Measure | Outcome/Objective):**
- Measure: Annual Assessments  |  Outcome/Objective: Technology Applications  
- Measure: Performance Jury Exam  |  Outcome/Objective: Discipline Methodological Skills  
- Measure: Sophomore Qualifying Exam  |  Outcome/Objective: Discipline Methodological Skills  

**Implementation Description:** A rubric has been developed to assist applied instructors in assessing studio lessons and performance juries.  
**Responsible Person/Group:** Dr. Carl Hancock  
**Additional Resources:** None

### Efficacy of ACT Test Scores and Music Audition Diagnostic Exam Scores as Predictors of Student Success in MUS 115

Current data suggest that the School of Music retention rate is slightly lower than the overall Department of Arts and Sciences retention rate and the University-wide retention rate. Over the past few years, SOM faculty members have expressed a desire to improve SOM retention rates by better identifying students who possess the potential to succeed in the program. As a response to such circumstances, this inquiry sought to assess the level of efficacy of incoming student ACT Test scores and the University of Alabama School of Music Audition Diagnostic Exam scores as predictors of student success in MUS 115, Music Theory, during the academic years of 2008-12.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High  

**Relationships (Measure | Outcome/Objective):**
- Measure: Monitor Improved Quality of Students  |  Outcome/Objective: Program Outcome: Sustain Optimal Level of Enrollment  
- Measure: Number of Undergraduate Majors  |  Outcome/Objective: Program Outcome: Sustain Optimal Level of Enrollment  
- Measure: Practical Application  |  Outcome/Objective: Functional Knowledge of Music  
- Measure: Sophomore Qualifying Exam  |  Outcome/Objective: Discipline Methodological Skills  

**Implementation Description:** As a response to such circumstances, we will assess the level of efficacy of incoming student ACT Test scores and the University of Alabama School of Music Audition Diagnostic Exam scores as predictors of student success in MUS 115, Music Theory, during the academic years of 2008-12. Data will be (a) student ACT Test scores, (b) SOM Audition Diagnostic Exam scores and (c) final grades for students who registered in MUS 115 during the years 2008-12.  
**Responsible Person/Group:** Dr. Latimer  
**Additional Resources:** None
**Curriculum Maps #1 (In which courses are Student Learning Outcomes Addressed)**

Use “Introduce” when outcome is first address; “Reinforce” when outcome is reinforced; and “Master” when outcome is expected to be mastered.

<table>
<thead>
<tr>
<th>Student Learning Outcome 1</th>
<th>Student Learning Outcome 2</th>
<th>Student Learning Outcome 3</th>
<th>Student Learning Outcome 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Proficiency</td>
<td>Theoretical Understanding</td>
<td>Historical Understanding</td>
<td>Technology Proficiency</td>
</tr>
<tr>
<td>Music Theory MUS 117</td>
<td>Introduce</td>
<td>Reinforce</td>
<td></td>
</tr>
<tr>
<td>Music Theory MUS 217</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>World Cultures MUS 250</td>
<td>Master</td>
<td></td>
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</tr>
<tr>
<td>Music History MUS 251</td>
<td></td>
<td>Reinforce</td>
<td></td>
</tr>
<tr>
<td>Music History MUS 252</td>
<td></td>
<td>Master</td>
<td>Reinforce</td>
</tr>
<tr>
<td>Applied Study MUA 170-190</td>
<td>Introduce</td>
<td>Introduce</td>
<td>Reinforce</td>
</tr>
<tr>
<td>Applied Study MUA 270-290</td>
<td>Reinforce</td>
<td>Reinforce</td>
<td>Reinforce</td>
</tr>
<tr>
<td>Sophomore Qualifying MUA 170-190</td>
<td>Reinforce</td>
<td>Reinforce</td>
<td>Reinforce</td>
</tr>
<tr>
<td>Recital MUA 270-290</td>
<td>Master</td>
<td>Master</td>
<td>Master</td>
</tr>
<tr>
<td>Piano MUA 124</td>
<td>Master</td>
<td></td>
<td>Reinforce</td>
</tr>
</tbody>
</table>

**Curriculum Maps #2 (What assessment measures will be employed in which courses for each SLO)**

Indicate which measure is being obtained in which course by typing “Measure n.n” in the appropriate cell. If you’d rather use a description of the measure, that is fine. Also, indicate the year/semester in which the measure will be obtained (e.g., Fall 2011). Student learning outcomes must be assessed at least once within a 2-year period. Note that a measure does not need to be obtained from every course in which an outcome is covered (see Map #1).
<table>
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<td>Faculty and Student Surveys</td>
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</tr>
<tr>
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<td>Piano Proficiency Examination</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Optional Additional Narrative: Use this space to provide any additional detail concerning the 2011-12 Department Assessment Plan. We currently are preparing for our National Association of Schools of Music Program Review, which will occur in 2013. Data from that review will be beneficial to future departmental planning and goal setting.