Annual Academic Assessment Report Cover Sheet

Assessment reports are due the 1st Wednesday after the Fall Term

Email to: assessment@unlv.edu

Program Information:

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<th>Program Assessed</th>
<th>Bachelor of Music</th>
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<tr>
<td>Department</td>
<td>School of Music</td>
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<td>College</td>
<td>Fine Arts</td>
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<td>Date Submitted</td>
<td>Dec. 16, 2015</td>
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- What are the student learning outcomes? Please provide a numbered list.

Students graduating from the UNLV Department of Music with a Bachelor of Music degree will:
1. perform in one primary performance medium, at a level appropriate for the area of specialization, with sufficient technical and musical skills requisite for artistic self expression;
2. demonstrate broad working knowledge of the solo repertoire for their primary performance medium, at a level appropriate for the area of specialization, and display essential skills to interpret a range of styles within that repertoire;
3. perform in solo and ensemble (large and small) settings at a level appropriate for the area of specialization, with sufficient technical and musical skills requisite for artistic self expression;
4. read solo and ensemble (large and small) literature at sight with fluency demonstrating both general musicianship and, in the primary performance medium, a skill level relevant to professional standards appropriate for the area of concentration;
5. demonstrate in written, verbal, aural, and visual methods knowledge of styles, composers, genres, forms and processes of Western European art music.
through present time, Office of Academic Assessment 10/2014 2 including contributions to this tradition made by composers of both genders and multicultural societies;

6. demonstrate knowledge of the principles of harmony, musical form, and compositional process, and the ability to use this knowledge in written, verbal, aural, and visual analyses;

7. demonstrate fluency in written fundamentals and aural comprehension of music theory (including aural dictation);

8. utilize the piano for personal music study and instruction;

9. synthesize performance, historical, stylistic, analytical, and technological information to solve artistic problems and form musical interpretations, and convincingly communicate these solutions and interpretations in written, verbal, aural, and visual methods.

- Which learning outcomes were assessed?

3. demonstrate knowledge of the principles of harmony, musical form, and compositional process, and the ability to use this knowledge in written, verbal, aural, and visual analyses;

4. demonstrate fluency in written fundamentals and aural comprehension of music theory (including aural dictation);

- How were they assessed? (Programs must use at least one direct assessment of student learning.)

In-class singing quizzes and exams, written exams.

A new pedagogical approach using solfege (hand sign system to show pitch) that uses a combination of fixed Do and moveable Do was instituted to assist students that were struggling in aural dictation and sight-singing. Once a week the class also meets in the piano lab to assist students kinesthetically and visually connect ear training and sight singing.

The addition of the theory class meeting in the piano lab once a week was met positively.

1. It helped students visualize on the keyboard ideas and concepts that we discuss very often in class.

2. The exercises in figured bass helped them to think about voice leading in a practical way.

3. This practice makes it clear to the students that basic keyboard skills are necessary to all music majors, independently of their main instrument.

4. Some students mentioned to me that playing at the keyboard these exercises helped them with their aural and notational understanding.
Undergraduate programs should assess at least one University Undergraduate Learning Outcome (UULO) each year, which may or may not overlap with a program learning outcome.

**Inquiry and Critical Thinking**

Graduates are able to identify problems, articulate questions, and use various forms of research and reasoning to guide the collection, analysis, and use of information related to those problems. Specific outcomes for all students include:

1. Identify problems, articulate questions or hypotheses, and determine the need for information.
2. Access and collect the needed information from appropriate primary and secondary sources.
3. Use quantitative and qualitative methods, including the ability to recognize assumptions, draw inferences, make deductions, and interpret information to analyze problems in context, and then draw conclusions.
4. Recognize the complexity of problems, and identify different perspectives from which problems and questions can be viewed.
5. Evaluate and report on conclusions, including discussing the basis for and strength of findings, and identify areas where further inquiry is needed.
6. Identify, analyze, and evaluate reasoning, and construct and defend reasonable arguments and explanations.

- What was learned from the assessment results?
- How did the program respond to what was learned?

For future assessment it also revealed:
1. their level of keyboard skills is low (most of them), even though some had passed the piano proficiency test.
2. the theory classes and the keyboard classes are just requirements and they seem unaware of their importance and practical application in their professional lives.

As theory instructors:

The use of the keyboard lab this semester was a welcomed experiment that I think should continue. After this short experience, instructors need to plan the level exercises and skills that they want to make part of each one of our courses and a way to assess them in a consistent and uniform manner.