

# **Texas A&M International University**

## **Annual Institutional Effectiveness Review (AIER)**

**Date Submitted** January 31, 2007

**Assessment Period Covered (2006)**

**Academic Program/AES Unit** Department of Fine and Performing Arts/Bachelor of Arts in Music.

**Person(s) Preparing Review** Dr. Gilberto D. Soto

**Provide summary of the last cycle's use of results and changes implemented**

FPA faculty members met and recommended that more data is necessary to analyze and use results as two graduates on this degree last year represented limited data. This degree was approved in fall 2002.

Section I: Planning and Implementation

**Institutional Mission**

Texas A&M International University, a Member of The Texas A&M University System, prepares students for leadership roles in their chosen profession in an increasingly complex, culturally diverse state, national, and global society ... Through instruction, faculty and student research, and public service, Texas A&M International University embodies a strategic point of delivery for well-defined programs and services that improve the quality of life for citizens of the border region, the State of Texas, and national and international communities.

**Academic Program or Administrative/Educational Support Unit Mission**

Department of Fine and Performing Arts/Bachelor of Arts in Music.

Department/College/University Goal(s) Supported:

To fulfill the University mission in offering baccalaureate programs in the arts, as well as the commitment to the preparation of students for leadership roles in professions related to the fine and performing arts. (1) The students' knowledge and appreciation of culture, fine arts, social integration, and self-realization.

**Identify outcomes and the relationship to Strategic Plan**

**Outcome 1**

**Is this outcome related to writing (QEP)?**

Students completing the Bachelor of Arts in Music will acquire satisfactory musical knowledge and skills in addition to a basic liberal arts education. These outcomes will draw on competency based standards derived from the most recent edition available of the Handbook of the National Association of Schools of Music (NASM).

**Identify Strategic Plan Goal related to Outcome 1**

Goal 1 Academics

**Identify Strategic Plan Objective related to Outcome 1**

2.12 To provide quality instruction to prepare graduates for leadership roles in their chosen profession. Furthermore, to fulfill the University mission in offering baccalaureate programs in the arts, as well as the commitment to the preparation of students for leadership roles in professions related to the fine and performing arts. (1) The student's knowledge and appreciation of culture, fine arts, social integration, and self-realization.

**Identify methods of assessment to be used**

Locally generated music exams.

**Indicate when assessment will take place**

Annual

**Criteria/Benchmark**

Bachelor of Arts in Music graduates will be measured using a departmental comprehensive exam in which students must score 70% or higher. Results will be compared from based standards derived from the most recent edition available of the Handbook of the National Association of Schools of Music (NASM).

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**Outcome 2**

**Is this outcome related to writing (QEP)?**

Students completing the Bachelor of Arts in Music will be proficient on the performance skills on one major instrument (at a minimum). These outcomes will draw on competency based standards derived from the most recent edition available of the Handbook of the National Association of Schools of Music (NASM).

**Identify Strategic Plan Goal related to Outcome 2**

Goal 1 Academics

**Identify Strategic Plan Objective related to Outcome 2**

2.12 To provide quality instruction to prepare graduates for leadership roles in their chosen profession. Furthermore, to fulfill the University mission in offering baccalaureate programs in the arts, as well as the commitment to the preparation of students for leadership roles in professions related to the fine and performing arts. (1) The student's knowledge and appreciation of culture, fine arts, social integration, and self-realization

**Identify methods of assessment to be used**

Music performance examination

**Indicate when assessment will take place**

Annual

**Criteria/Benchmark**

Students completing the Bachelor of Arts in Music degree will demonstrate their proficiency on a major instrument before a panel of music instructors (Final Juries). Results will be compared

from based standards derived from the most recent edition available of the Handbook of the National Association of Schools of Music (NASM).

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**Outcome 3**

**Is this outcome related to writing (QEP)?**

Students completing the Bachelor of Arts degree in Music will be prepared to attain professional positions in music related fields.

**Identify Strategic Plan Goal related to Outcome 3**

Goal 1 Academics

**Identify Strategic Plan Objective related to Outcome 3**

2.12 To provide quality instruction to prepare graduates for leadership roles in their chosen profession. Furthermore, to fulfill the University mission in offering baccalaureate programs in the arts, as well as the commitment to the preparation of students for leadership roles in professions related to the fine and performing arts. (1) The student's knowledge and appreciation of culture, fine arts, social integration, and self-realization

**Identify methods of assessment to be used**

Local Generated Survey

**Indicate when assessment will take place**

Annual

**Criteria/Benchmark**

Bachelor of Arts in Music graduates will be surveyed one year after graduation by the Department to gather supporting data concerning whether or not the student was able to gain employment in the music field. Benchmark for employment success is at least 70%.

## Section II: Analysis of Results

### **When (term/date) was assessment conducted?**

#### **Outcome 1**

Fall 2006

#### **Outcome 2**

Fall 2006

#### **Outcome 3**

Fall 2006

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### **What were the results attained (raw data)?**

#### **Outcome 1**

As concluded by the departmental assessment committee, the data obtained still is limited as this degree was implemented in 2003. To the date, 4 students have graduated with this degree. Their senior comprehensive examinations however has shown a 100% success compared to the benchmark.

#### **Outcome 2**

As concluded by the departmental assessment committee, the data obtained still is limited as this degree was implemented in 2003. To the date, 4 students have graduated with this degree. All students demonstrated their proficiency on a major instrument before a panel of music instructors (Final Juries). This showed a 100% success compared to the benchmark.

#### **Outcome 3**

As concluded by the departmental assessment committee, the data obtained still is limited as this degree was implemented in 2003. To the date, 4 students have graduated with this degree. The limited data shows two students were able to gain employment in the music field and two students currently in graduate studies.

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### **Who (specify names) conducted analysis of data?**

#### **Outcome 1**

Gilberto D. Soto

#### **Outcome 2**

Gilberto D. Soto

#### **Outcome 3**

Gilberto D. Soto

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**When were the results and analysis shared and with whom (department chair, supervisor, staff, external stakeholders)? Submit minutes with data analysis to [assessment@tamiu.edu](mailto:assessment@tamiu.edu) (Please use Minutes Template located on the **Project INTEGRATE** web page.)**

Department Chair and assessment committee/faculty members of the music area.

**NOTE: Submit all assessment documentation (i.e., surveys, rubrics, course exams with embedded questions, etc.) to the Office of Institutional Effectiveness and Planning.**

**Use of Results: Indicate whether criteria were met/not met and what changes, if any, have been identified based on the data collected?**

**Outcome 1**

Met    Not Met

Provide narrative: N/A

**Outcome 2**

Met    Not Met

Provide narrative: N/A

**Outcome 3**

Met    Not Met

Provide narrative: N/A

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**How have these data-based changes improved your program/unit?**

N/A

Section III: Programmatic Review

**Are resources affected by the changes identified in Section II?**    Yes    No

**If so, specify the effect(s) using the chart below:**

Funding	Physical	Other
<input type="checkbox"/> New resources required	<input type="checkbox"/> New or reallocated space	<input type="checkbox"/> Primarily faculty/staff time
<input type="checkbox"/> Reallocation of current funds		<input type="checkbox"/> University rule/procedure change only
		<input type="checkbox"/> Other:

**Provide a narrative description and justification for requested resources (include linkage to Strategic Plan)**

N/A

<b>Identify proposed outcomes for the next assessment cycle:</b>
Continuation of present outcome(s) – (Indicate reason for continuation): Limited data is collected to this date due to the fact that this degree has been in existence for only three years.
New Outcome(s) – (List outcomes below): N/A
Modification of present outcome(s) – (Indicate reason for modification): N/A

**\*\*\*\* This section to be completed by dean/director/vice-president \*\*\*\***

**Are resources requested a priority for the academic program/AES unit?**

Yes    No

**Comments:**

Enter text here

**If funding, physical or other resources were requested, what is the impact of the budget decisions on the academic program/AES unit?**

Enter text here