

Texas A&M International University
Annual Institutional Effectiveness Review (AIER)
(Transition Period)

Date Submitted November 30, 2005

Assessment Period Covered (FY 2005)

Budget Period Covered (FY 2005)

Academic Program/AES Unit Bachelor of Music

Person 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 one graduate represented limited data. This degree was approved in fall 2002.

Provide summary of budget decisions and their impact on your program/division.

The data collected from these assessments brought attention regarding the future projected assessments and the proper organization for the collection of such data, as the enrollment of music majors will increase and proper resources and efforts will play a significant role in these assessments identified for this program.

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/Administrative/Educational Support Unit Mission

Department of Fine and Performing Arts/Bachelor of 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 relationship to Strategic Plan

Outcome 1

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 2 Academic

Identify Strategic Plan Objective and Strategy related to Outcome 1 (Appendix A – Strategic Goals)

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

Methods of assessment

Locally generated music exams.

Frequency of administration

Annual.

Criteria/Benchmark

Graduates will be measured using a departmental-administered comprehensive music examination. Students must score at least 70% on the examination. 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).

Outcome 2

Students completing the Bachelor of Music will obtain a satisfactory level of performance ability in their major instrument. This outcome 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 2 Academic

Identify Strategic Plan Objective and Strategy related to Outcome 2 (Appendix A – Strategic Goals)

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

Methods of assessment

Jury Performance Examinations

Frequency of administration

Each Semester

Criteria/Benchmark

Students completing the Bachelor of Music 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).

Outcome 3

Students completing the Bachelor of Music will be prepared to attain professional positions in music related fields, and or gain admission to graduate level programs in music.

Identify Strategic Plan Goal related to Outcome 3

Goal 2 Academic

Identify Strategic Plan Objective and Strategy related to Outcome 3 (Appendix A – Strategic Goals)

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

Methods of assessment

Local Generated Survey

Frequency of administration

Annual

Criteria/Benchmark

Bachelor of 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 education field. Benchmark for employment success is at least 70%.

Section II: Analysis of Results

When (term/date) was assessment conducted?

Outcome 1

Spring 2005/ April 7, 2005

Outcome 2

Spring 2005/ April 7, 2005

Outcome 3

Spring 2005/ April 7, 2005

What were the results attained (raw data)?

Outcome 1

Insufficient data was collected as one student has graduated from this program during the assessment period. Department and degrees were approved during Fall 2002.

Outcome 2

Insufficient data was collected as one student has graduated from this program during the assessment period. Department and degrees were approved during Fall 2002.

Outcome 3

Insufficient data was collected as one student has graduated from this program during the assessment period. Department and degrees were approved during Fall 2002.

Who (specify names) conducted analysis of data?

Outcome 1

Dr. Gilberto D. Soto

Dr. Susan Berdahl

Outcome 2

Dr. Gilberto D. Soto

Dr. Susan Berdahl

Outcome 3

Dr. Gilberto D. Soto

Dr. Susan Berdahl

When were the results and analysis shared with the department chair/director? Minutes with data analysis submitted to assessment@tamiu.edu? (Please use Minutes Template)

Results were shared immediately because the chair is a direct part of any degree assessment. Minutes of meetings in which this subject occurred were already turned in over a year ago.

Has the assessment documentation (i.e., surveys, rubrics, course exams with embedded questions, etc.) been submitted to the Office of Institutional Effectiveness and Planning?

No, because the collection of data is very limited due to the fact this degree is new.

What changes, if any, based on the data have been recommended?

Outcome 1

None, as FPA faculty members met and recommended that more data is necessary to analyze and use results as one graduate represented limited data.

Outcome 2

None, as FPA faculty members met and recommended that more data is necessary to analyze and use results as one graduate represented limited data.

Outcome 3

None, as FPA faculty members met and recommended that more data is necessary to analyze and use results as one graduate represented limited data.

Section III: Programmatic Review

What are the implications of the recommended changes?

Please see above.

Will resources be affected by the recommended changes? Yes No

If so, specify the anticipated 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: Enter text here

Narrative description and justification for request including related strategy (Attach Budget Request 'Form B' and/or 'Form C')

n/a

What is the impact of budget decisions on program/division?

n/a

In the box below, provide information on the outcomes for the next assessment cycle:

Outcomes for Next Assessment Cycle
Continuation of previous outcome(s) - (Indicate reason for continuation): New Degree Program
New Outcome(s) – (List outcomes below): n/a
Reason for changing outcome(s) – (How have the data gathered from current assessments influenced the change in outcomes?): n/a