

**Texas A&M International University
Annual Institutional Effectiveness Review (AIER)
for Academic Programs**

Program: Bachelor of Arts in Music

Assessment Period Covered: January 1, 2009 to January 31, 2010

Program Coordinator (Preparer of Report) Dr. Gilberto D. Soto

List Other Program Faculty:

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Reviewed by Chair: Name _____ Date _____

Reviewed by Dean: Name _____ Date _____

The Annual Institutional Effectiveness Review for Academic Programs is directed at Goal 1: Academics of the Texas A&M International University 2006-2010 Strategic Plan:

Develop, maintain, assess, and improve academic programs, administrative/educational support services and student services, to admit, retain, and graduate students who achieve established learning outcomes designed to prepare them for success in their chosen careers.

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 Mission

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.

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

Program faculty should evaluate the former cycle. This statement should specify if the outcomes addressed were a continuation of previous ones, new outcomes, or modified versions of previous outcomes. In addition, the statement should include a concise analysis of the assessment data collected during the previous year, a brief explanation of actions taken to address specific outcomes, an evaluation of how these actions contributed to the improvement of the program, and any recommendations formulated. Assessment data—including actual samples of student work—must be viewed and discussed by program faculty during this process.

To the date, 9 students have graduated with this degree. Their senior comprehensive examinations and final juries examinations however has shown a 100% success compared to the benchmark. The degree, however, was revised last year in order to comply with the 120 credit hours rule. It is recommended at least a three-year data from the time this degree was revised to obtain more comprehensive analysis of the results.

Selected list of program-level intended student learning outcomes (*It is recommended that programs rotate through their entire set of outcomes over a multi-year period. Programs may focus on one or two outcomes each year, as deemed appropriate*).

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).

- 2.
- 3.
- 4.
- 5.

Section I: Planning and Implementation

Outcome(s)

Identify the outcome(s) that will be focused upon this year.

Student Learning Outcomes 1 & 2

Please indicate if the outcome(s) is (are) related to writing (QEP).

Yes

Methods of assessment to be used: *The explanation should identify and describe the type of assessment(s) that will be used (e.g., survey, questionnaire, observation instrument, test, rubric to evaluate performance, standardized examination, action research, interviews, etc.), who will provide the information, and how the data will be obtained.*

Jury performance examinations and junior and senior recitals.

Indicate when assessment(s) will take place

Juries every semester. Junior recital during the student's junior year and senior recital during the student's senior year and/or a year before student is scheduled for graduation.

Criteria/Benchmark(s): *[Specify, if deemed appropriate to assess outcome(s). Criteria/ benchmark(s) may be optional, especially if qualitative measures are used for data collection.]*

Outcome # 1: Students completing the Bachelor of Arts in Music degree will demonstrate their proficiency on a major instrument before a panel of music instructors every semester during performance juries and during the junior recital and senior recital years. 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).

Section II: Analysis of Results

What were the results attained?

Describe the primary results or findings from your analysis of the information collected. This section should include an explanation of any strength(s) or weakness(es) of the program suggested by the results.

As concluded by the departmental assessment committee, to this date, 9 students have graduated with this degree. Their senior comprehensive examinations and final juries examinations however has shown a 100% success compared to the benchmark.

What were the conclusions reached?

Should include a brief description of the procedure used for reaching the conclusion(s) based on the evidence collected and describe the process used to disseminate the information to other individuals. For example, if the discussion took place during the annual spring retreat, include a summary from those deliberations using the Meeting Minutes template found on the Project Integrate web page at <http://www.tamtu.edu/integrate/docs/Minutes-Template.doc>. Once completed, submit the minutes to assessment@tamtu.edu.

The degree was being revised last year in order to comply with the 120 credit hours rule. It is recommended at least a three-year data from the time this degree was revised to obtain more comprehensive analysis of the results.

Describe the action plan formulated. (The plan may be multi-year in nature.)

Based on the conclusion(s), describe the action plan to be implemented to improve or maintain student learning, including a timeline for implementation.

Comparison of the data received before the curriculum changes made last year to comply with the 120 credit hour rule with the updated curriculum within a three year mainframe.

Section III: Resources

Resource(s) to implement action plan:

Describe the resources that will be needed to implement the action plan. Also indicate if the resources are currently available, or if additional funds will be needed to obtain these resources.

Funding N/A

- New Resources Required
- Reallocation of current funds

Physical N/A

- New or reallocated space

Other N/A

- Primarily faculty/staff time
- University/rule procedure change only

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

N/A

Identify proposed outcomes for the next assessment cycle:

N/A

Continuation of present outcome(s) – (Indicate reason for continuation):

To collect sufficient data based on a three year plan from the time this degree was revised.

New Outcome(s) – (List outcomes below):

N/A

Modification of present outcome(s) – (Indicate reason for modification):

N/A

Date Completed: March 12, 2010

Submit completed form to integrate@tamiu.edu.

Updated 09/03/2009