

2021 ANNUAL ACADEMIC ASSESSMENT REPORT FORM
(Due October 15 to the dean)

The Faculty Senate Academic Assessment Committee (AAC) is committed to a vision of assessment that leads to continuous program improvements and benefits students. Annual assessment reporting informs decision making and resource allocation aimed at improving student learning and success. It also enables the AAC to analyze assessment across the institution and to respond to UA System, Board of Regents, legislative, and Northwest Commission on Colleges and Universities (NWCCU) requests. We thank you for your continued support of and participation in this annual activity.

Starting in Spring 2021, UAA is moving to one academic assessment reporting mechanism. The below form merges and streamlines the former Annual Academic Assessment Survey and the Annual Academic Assessment Report. It also incorporates questions about how academic programs contribute to student achievement of institutional core competencies and to student success.

This annual report will be due to the dean on October 15. Programs with suspended admissions and new programs in the first year of implementation are not required to complete this form.

These reports are public documents and will be posted on the assessment website. Responses are to be narrative only, and must be ADA and FERPA compliant. Do not embed any links, including to webpages or other documents. To be FERPA compliant, do not include the names of any current or former students. Rather, use statements such as, "In AY21 four program graduates were accepted to graduate programs in the field." Programs with specialized accreditation or other external recognitions must comply with restrictions regarding what can be published, as per the accreditor or external organization. Do not include appendices. Appendices to this form will not be accepted.

The form uses narrative, text, and drop-down boxes. Narrative boxes have a character limit, which includes spaces. When using text and drop-down boxes, if you want to undo an answer, press "Control-Z" or "Command-Z."

For technical assistance with this form, email Academic Affairs (uaa.oaa@alaska.edu).

PROGRAM SECTION (Due to the dean on October 15)

After completing the Program Section, the program should email this form to the dean, with a copy to the appropriate community campus director(s) if the program is delivered on a community campus.

Submission date: October 15, 2021

Submitted by: Dr. Armin Abdihodzic, Associate Professor of Music, aabdihodzic@alaska.edu.

Program(s) covered in this report: Music BA/BM

College: College of Arts and Sciences

Campuses where the program(s) is delivered: Anchorage KOD KPC MSC PWSC

Specialized accrediting agency (if applicable): National Association of Schools of Music (NASM).

If explanation is necessary, such as only some of the certificates and degrees are covered by the specialized accreditation, briefly describe:

INSTITUTIONAL STUDENT LEARNING CORE COMPETENCIES

In 2020, UAA launched a consensus-based, deliberative process to identify the key skillsets that help students achieve academic and post-graduation success. After a year-long process that included students, faculty, staff, administrators, alumni, and employers, the UAA community identified four “core competencies” at the heart of a quality UAA education. Students develop mastery of these competencies through curricular (e.g., courses), co-curricular (e.g., internships, conferences), and extra-curricular (e.g., student clubs) learning experiences.

After the stakeholder-based process in AY20, UAA conducted a pilot project focusing on the core competency of Personal, Professional, and Community Responsibility (PPCR). This decision was based on input from the 2020 Annual Academic Assessment Retreat.

Question #1 below is designed to engage program faculty in thinking about how they can or already do promote student learning in this core competency.

- 1. Personal, Professional, and Community Responsibility: The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.**
 - **What would you hope a student would say if asked where in your program or support service they had the opportunity to develop proficiency in this Core Competency? (500 characters or less)**

We have a variety of courses in our curriculum that offer opportunities to students to learn about and develop all three areas of this particular Core Competency. In Private Lessons and Master Class, faculty work with students on developing personal and professional skills that will allow students to successfully transition into being a music major. Apart from working on their technical and musical skills, students gain knowledge about organizing their schedules, structuring their practice time, meeting performance

deadlines, and overall improving their personal excellence. Large Ensembles and Chamber Music Courses further supplement students' developments with opportunities to work in group settings and learn how to master challenges that such environments bring. All of these are very useful for their post-graduation careers.

- **Do you have an example that could be a model for the university of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency?** Yes No

If yes, please briefly describe. (500 characters or less)

Our Masterclass courses offer the best examples of activities that target this particular core competency. A good example comes from MUS 466 (String, Wind, Guitar and Percussion Master Class), where several years ago our faculty added a component of "orchestral excerpts." Every student enrolled has to select and prepare several professional orchestral excerpts that are used for orchestra auditions. Through this exercise, students learn about the repertoire, where to find it, and how to best prepare it for a professional audition. By examining this specific repertoire, students get a better understanding of the criteria that apply to professional excellence on their selected instruments. They are also provided an opportunity to supplement their technical and musical development by studying repertoire that is not normally addressed in their private lessons, in which the primary focus is on mastery of the core solo repertoire for their individual instruments.

Friday Student Recital is another activity that showcases students personal flourishing and professional excellence. This activity is offered for the last ten weeks of the semester and the students get a chance to practice their performance skills and prepare for important events, such as auditions or junior and senior recitals.

Do you have any ideas about where your program or the university might develop other intentionally designed opportunities for students to develop proficiency in this core competency? Yes No

If yes, please briefly describe. (500 characters or less)

The UAA Music Department currently has several important relationships with local performing arts organizations, some formal (such as our collaboration with the Sitka Chamber Music Festival), and others on a more ad hoc basis. Many of our more advanced students have been able to supplement their large ensemble experience by successfully auditioning for the Anchorage Symphony Orchestra, where they receive invaluable professional experience as performers. Our Sinfonia class had a productive collaboration with the Anchorage Civic Orchestra several years ago, but when we lost several critical full-time faculty positions, this collaboration was abandoned. We are currently exploring the creation of additional formal collaborations with our local performing arts community. One of the exciting new opportunities that we are developing is the establishment of a student internship program, working with Dr. Bruce Wood, the new conductor of the Anchorage Youth Symphony. We are hoping to

implement this collaboration during the Spring semester 2022. These types of projects provide our students opportunities to work on their community engagement skills, and to practice the professional etiquette expected in larger ensembles.

PROGRAM STUDENT LEARNING OUTCOMES

- 2. Please list the Program Student Learning Outcomes your program assessed in AY21. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.**

Example: Communicate effectively in a variety of contexts and formats – Exceeded faculty expectations.

- Demonstrate technical proficiency on a chosen instrument appropriate to the degree with an attendant functional proficiency on piano - Met faculty expectations
- Demonstrate and analyze through musical literacy the basic technical principles used in the construction of music and its basic forms - Met faculty expectations
- Communicate a knowledge of the various musical periods and representative forms from those periods in the social, artistic and political context of each - Met faculty expectations

- 3. Describe your assessment process in AY21 for these program student learning outcomes, including the collection of data, analysis of data, and faculty (and other, e.g., advisory board) conversations around the findings. (750 characters or less)**

Junior and Senior Recitals serve as an effective assessment tool for our first PSLO. The pre-recital jury, which occurs at least six weeks before the scheduled recital date, helps to guide the students through the preparation process and provides valuable feedback from a larger number of faculty members. On the other hand, faculty members look at the proposed programs and assess if necessary changes need to be made to make sure that the quality level is appropriate to the degree level. Faculty decided that no further changes need to be made for this particular PSLO.

We have several assessment tools in place for our second PSLO. Every student completes a Theory Placement Exam as they enter our program. These findings give us an updated picture of the level of our incoming students and we use this information to plan and structure our Music Theory courses to best accommodate the level of our students and to target their weaknesses. Our capstone course, Form and Analysis, captures the data as students complete their Music Theory courses and serves as a mid-degree “exit exam.” Faculty uses this data to further streamline our Music Theory courses and to make sure that any weak spots in students’ musical literacy are addressed in the other upper level courses appropriate to the area. Faculty are currently looking into possible scheduling options to try to raise the level of students going into the second year of their Music Theory courses.

Our last PSLO offers different ways of assessment, but we have been looking into structuring a larger assessment tool that would not only better capture student learning for this area, but also give us adequate data and a reasonable time frame to strengthen students' weaknesses if necessary. We have been looking at our Honors Exam and playing with the idea of an Exit Exam. Faculty are actively looking into possible formats and timelines of such an exam and we hope we can use it already next academic year.

**4. What are the findings and what do they tell the faculty about student learning in your program?
(750 characters or less)**

We feel confident that all three of our PSLOs are assessed regularly throughout the year and through different formats. Our student and ensemble recitals demonstrate publicly the student learning that occurs in the area of instrumental development. Our Theory Placement Exam and Form and Analysis provide adequate entrance and exit information about students' musical literacy and we believe that the overall level of performance is higher by the year. Additionally, students' abilities to demonstrate musical knowledge in various social, artistic, and political contexts is pretty strong and we hope to capture the data even better through a possible incorporation of "exit" exams.

5. Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the program student learning outcomes? Please describe the recommended action, what improvement in student learning the program hopes to see with this change, the proposed timeline, and how the program will know if the change has worked. If no recommendations for changes were made, please explain that decision. (750 Characters or less)

The faculty made recommendations to incorporate an Exit Exam to better understand and improve students' abilities to communicate a knowledge of the various musical periods and representative forms from those periods in the social, artistic and political context of each. We will use this year to work on the format of the exam. The exam would be offered in the academic year 2022-23 and we would use the data from the exam and compare it to students' grades in applicable courses and assess if changes can be made to help the students even more.

PROGRAM IMPROVEMENTS AND ASSESSING IMPACT ON STUDENT LEARNING

6. In the past academic year, how did your program use the results of previous assessment cycles to make changes intended to improve student achievement of the program student learning outcomes? Please check all that apply.

- Course curriculum changes
- Course prerequisite changes

- Changes in teaching methods
- Changes in advising
- Degree requirement changes
- Degree course sequencing
- Course enrollment changes (e.g., course capacity, grading structure [pass/fail, A-F])
- Changes in program policies/procedures
- Changes to Program Student Learning Outcomes (PSLOs)
- College-wide initiatives (e.g., High Impact Practices)
- Faculty, staff, student development
- Other
- No changes were implemented in AY21.

If you checked “Other” above, please describe. (100 characters or less)

- 7. Do you have any information about how well these or other past improvements are working? Are they achieving their intended goals? Please include any data or assessment results that help you demonstrate this. (750 characters or less)**

We do not have any available data yet since some changes are pretty challenging to structure and take a long time to incorporate into our existing curriculum and practices. One of the biggest challenges for faculty this year is updating our assessment plan and making sure that our assessment tools are providing us with high quality data. While we are working on this, we hope that some new changes will take effect and then we will be able to assess those and see if the improvements are working or if they need to be streamlined more.

STUDENT SUCCESS AND THE CLOSING OF EQUITY GAPS

Programs are not required to respond to question #8 below for their report due on October 15, 2021. Question #8 will be required for the next round and moving forward.

- 8. Respond to at least one of the following metrics. Student success depends on many aspects of a student’s experience. On the academic program level, it can relate to correct placement, course sequencing, standardized pre-requisites, the intentional use of high impact practices, proactive advising, course scheduling practices, etc. UAA is using the following two metrics in its cyclical Program Review process, as well as in its reaffirmation of accreditation process. These data are included in the most recent IR-Reports Program Review dashboard. Please**

review these data for your program, note any equity gaps, and describe steps you are taking or plan to take to close those gaps.

Metric	Definition	Rationale
JUNIOR GRADUATION RATE - BACCALAUREATE	The percentage of students who graduate with a bachelor's degree within four years of first reaching junior class status (60 credits). <i>Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.</i>	Junior graduation rate (after 60 credits) can reflect a department's success in helping students complete their degrees. Within their first 60 credits, students typically focus on completing GERs and often switch majors. Tracking how long it takes students to complete their degrees after 60 credits, when many students have likely committed to a specific major, can provide actionable information for departments.
COURSE PASS RATES BY COURSE LEVEL (Undergraduate lower-division, undergraduate upper-division, and graduate).	The percentage of students who receive a passing grade (A, B, C, P) for all undergraduate students and (A, B, P) for graduate students in a course offered by a program compared to the same rate calculated for all courses at that level. Based on a 5-year trend. Included in the denominator for undergraduate courses are the grades D, F, W, I, NP, NB. Included in the denominator for graduate level are the grades C, D, F, W, I, NP, NB. Discipline acts as a proxy for a program. <i>Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.</i>	Low pass rates are one critical way to identify courses that are barriers to student success and degree completion. Failing key courses correlates with low retention and more major switching. Mitigation strategies can be internal or external to the course itself, including, among other things, the use of high-impact pedagogical practices, appropriate placement, course sequencing, tutoring, and other means to ensure student success within a particular course. This metric and the disaggregation of the data can inform planning, decision making, and the allocation of resources to programs and services designed to mitigate gaps in achievement and equity.

- 9. Do you have any examples of post-graduate success you want to highlight? For example, major scholarships, the percent of students who pass licensure examinations, the percent of students accepted to graduate programs, the percent in post-graduation employment in the field or a related field. (750 characters or less)**

DEAN SECTION (Due to the program on January 15)

After completing the Dean Section and signing it, the dean should email this form to the program, and copy uaa_oaa@alaska.edu for posting. If the program is delivered on one or more community campus, the dean should consult with the appropriate community campus director(s) on the response and copy the appropriate community campus director(s) when emailing the response to the program.

1. Based on the program's responses above, what guidance and support do you have for the program moving forward? Is there a particular area the program should focus on?

The Department is encouraged to continue work on degree requirements and curricular restructuring to best serve the students' needs.

It is recommended that all programs review their Program Assessment Plan to ensure clear inclusion of the new UAA Core Competencies and in particular to address the closing of any equity gaps in the program.

2. Is there something the program is doing particularly well in terms of its processes for the assessment and improvement of student learning, including the closing of equity gaps, that might serve as a model for other programs? If yes, please explain. You may skip this question.

The Department does a good job of assessing students' performance skills in both primary and secondary areas as required by departmental accreditation.

Dean's signature: *Jenny McNulty*

Date: December 14, 2021