Music offers opportunities for students to develop their creative and critical thinking skills. As a discipline, it forces individuals to reconcile diverse ideas, and develop acute skills of cooperation and collaboration. Music opens doorways to careers in performance, music education, composition, musicology, ethnomusicology, and other fields that value creativity, discipline and collaboration.

At Weber State University, students receive individualized attention and experience a wide variety of opportunities to perform, chances to travel to conferences and festivals as well as possibilities to tour nationally and internationally. Students experience a diversity of learning and practical experiences that help them develop as musicians, teachers, and scholars.

Department/Program: Music
Academic Year of Report: 2013-2014
Date Submitted: November, 2013
Report author: Thom Priest

Contact Information:
Phone: 801-626-7181
Email: tpriest@weber.edu
A. **Brief Introductory Statement:**
   Please review the Introductory Statement and contact information for your department displayed on the assessment site: [http://www.weber.edu/portfolio/departments.html](http://www.weber.edu/portfolio/departments.html) - if this information is current, please indicate as much. No further information is needed. We will indicate “Last Reviewed: [current date]” on the page.
   If the information is not current, please provide an update:

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B. Mission Statement

Please review the Mission Statement for your department displayed on the assessment site:
http://www.weber.edu/portfolio/departments.html - if it is current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.
If the information is not current, please provide an update:

This information is current.
C. Student Learning Outcomes
Please review the Student Learning Outcomes for your department displayed on the assessment site:
http://www.weber.edu/portfolio/departments.html - if they are current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.
If they are not current, please provide an update:

This information is current.
D. Curriculum
Please review the Curriculum Grid for your department displayed on the assessment site:
http://www.weber.edu/portfolio/departments.html - if it is current, please indicate as much; we will mark the web page as “Last Reviewed: [current data]”. No further information is needed.
If the curriculum grid is not current, please provide an update:

This information is current.

E. Assessment Plan
Please review the Assessment Plan for your department displayed on the assessment site:
http://www.weber.edu/portfolio/departments.html - if the plan current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

If the plan is not current, please provide an update:

The site should contain an up-to-date assessment plan with planning going out a minimum of three years beyond the current year. Please review the plan displayed for your department at the above site. The plan should include a list of courses from which data will be gathered and the schedule, as well as an overview of the assessment strategy the department is using (for example, portfolios, or a combination of Chi assessment data and student survey information, or industry certification exams, etc.).

Please be sure to include your planned assessment of any general education courses taught within your department. This information will be used to update the General Education Improvement and Assessment Committee’s planning documentation.

Any student entering or currently attending Weber State University may declare a major in music and begin the first year music curriculum. However, completion of a degree in music requires being accepted, by an audition, into the appropriate performance, pedagogy, or music education program.

All major programs and the music minor require an audition for admission. This audition normally takes prior to the beginning of the term in which the student enrolls or at the first master class of the semester. Students who do not pass the audition may continue to take academic courses in the major field for one year and may then audition again. If this audition is not passed the student is not allowed to continue in the program.
Students who apply for admission to the Music Education program must have completed the following requirements.

- Minimum GPA of 2.75 for academic music courses
- Minimum GPA of 3.0 for ensembles
- Minimum GPA of 3.0 for private lessons
- Completion of the Piano Proficiency Exam
- Recommendation of private instructor
- Completion of MUSC 1110/1130, 1120/1140, 1901, 2110/2130, and 2120/2140.
- Overall GPA of 3.0 or better.
- Admission to 2000-level of private instruction
- Interview with Director of Music Education
- Admission to the Teacher Education Program in the College of Education.

Admission to the Teacher Education Programs in the College of Education is a separate process from general university admission. The Teacher Education programs maintain a competitive admissions process. A specific number of applicants are admitted each semester after having made application and met the minimum admission criteria. These criteria are published in the university catalog.

3. Retention

Student retention in the music major programs is good. There is normally a reduction in major numbers from the first semester to the second, and from the end of the first year to the second. This however is expected since the level of success in the basic core of first year classes and lessons is usually a reliable indicator of future success in the program. Occasionally marriage and having families will interfere with schooling, but more and more married students are postponing having families until the completion of school.

The faculty and staff in the Department of Performing Arts strive to be responsive to the needs of the students within the department. This translates into more comfortable relationships within the department and shows that satisfied students are more easily retained in the programs.

It is a primary goal of the university to see to it that students who begin programs and are qualified to continue in them, are able to finish. Unfortunately it’s a reality that some students are simply not strong enough musicians to complete an intensive music degree program. For this reason there are a number of safeguards in place in the Music Unit.
The purpose of the following safeguards is to help direct students into a different area of study when it is determined by the faculty that they are not capable of successfully completing a degree in music.

- A student may study at the same level of private instruction for three semesters after which time the faculty of the performance area has the option of not allowing that student to continue in the major.
- Students must complete all academic music courses with a grade of “C” or better. This is a university wide requirement.
- No courses with prerequisites may be taken until the prerequisites are fulfilled, regardless of the circumstances.
- The Piano Proficiency Exam must be passed prior to admission to upper division (3000) level standing in private instruction.
- As discussed above, all students must complete an audition or admission process to be accepted into or continue in their chosen area of music.
- Students receiving a grade below a “B” in private lesson study may be asked to leave the program.

The minimum cumulative grade point average (GPA) required at WSU is 2.00 or C. The minimum GPA required by the University for graduation is 2.00; however most majors and minors have a higher requirement. Students with a GPA below 2.00 will receive one of the following notices and should see an advisor immediately.

**Academic Warning**
- Students who have accumulated less than 60 semester credit hours with a cumulative GPA below 2.00 will be placed on academic warning.

**Academic Probation**
- Students who have accumulated less than 60 semester credit hours who earn a semester GPA below 2.00 while on academic warning will be placed on academic probation. They must earn a GPA of at least 2.00 their next semester to avoid suspension.
- Students who have accumulated 60 or more semester credit hours who have a cumulative GPA lower than 2.00 will be placed on academic probation and must earn a GPA of at least 2.50 their next semester to avoid suspension.

**Academic Suspension**
- Students who do not earn the minimum required GPA while on probation will be suspended for a length of time specified according to the number of suspensions:
  - Students suspended for the first time will be required to remain out of school for one semester.
  - Students suspended for the second time must remain out of school for one calendar year.
  - Students suspended for the third time must remain out of school for three years.
4. Record Keeping

Each student, with the help of his/her applied teacher keeps a record of the repertoire covered in that student’s program that includes those works performed and those studied. The students perform a graded proficiency exam at the end of each semester that is evaluated by a committee from the major performance area. This exam grade constitutes twenty-five percent of the final semester private lesson grade. The faculty members write evaluations of each exam and these evaluations are kept in the department office files. The students are encouraged to read the evaluations.

The department keeps a file folder on all students who are majors or minors. This includes a file of inactive students and students who have graduated. In this file is information relating to the students’ progress in performance as mentioned in the previous paragraph and a record of advancement through the four levels of private study. Additional information on Piano Proficiency completion, course waivers, and any other applicable school and degree information is also kept in these files. The university alumni office keeps careful records of graduates in all disciplines.

All students are required to attend twenty-four recitals a year for the first two years of school. The department office staff, using a punch card system, keeps track of this.

5. Advisement

Every student entering as music major or minor must take the class Music: The First Year Experience in the first semester. It is an introduction to the university, the college, and the Music Unit of the department. During the semester the students explore the various areas of music as a profession and have an opportunity to learn the best and worst of their chosen areas. The Student Handbook and the university catalog are the two required texts and are used extensively in the class, especially the handbook. This information in this handbook is explained page by page so that the students completing the class have a thorough understanding of the requirements for completion of their major and the workings of the department.

One of our strongest retention aids is our advising policy. The majority of the faculty members are assigned advising duties. They undergo training each fall semester to be apprised of any changes in the current music programs. An advisor can monitor a student’s progress through the CatTracks system on campus including the student’s grades and other pertinent information.
Every student entering as a music major or minor is automatically assigned a program advisor. Students are then expected to meet with their advisors on a regular basis, once each semester, to assure that they are on track for their programs. To help ensure this, the students receive a Degree Course Outline that shows the progression of courses for each year and each semester. As the courses are completed they are checked off the list.

The department faculty members are responsible only for major/minor advising. The College of Arts and Humanities employs a full-time General Education advisor. This person is responsible for non-major program advisement. This includes the General Education program and any other non-major advising concerns. Since the inception of this advising program three years ago it has proven to be highly effective and has relieved the major area advisors of the task of advising for the General Education program.
F. Report of assessment results for the most previous academic year:

There are a variety of ways in which departments can choose to show evidence of learning. This is one example. The critical pieces to include are 1) what learning outcome is being assessed, 2) what method of measurement was used, 3) what the threshold for 'acceptable performance' is for that measurement, 4) what the actual results of the assessment were, 5) how those findings are interpreted, and 6) what is the course of action to be taken based upon the interpretation.

Over the last two years, the music area has been monitoring the progress of incoming music majors and minors through the music theory courses. We believe that if students successfully progress through the music theory and aural skills courses, they are more likely to persevere through their degree program. With this in mind, in 2011 we formally initiated a prerequisite to Music Theory I, Sighting-singing & Aural Skills I, and Piano I. The prerequisite consists of passing a Theory Placement test with a score of 70% or higher or completing the remedial course Music Fundamentals with a grade of C or higher.

As we instigated the prerequisite, we also began offering Music Theory I and Sight-singing and Aural Skills I (SS &AS I) during the Spring Semester and Music Theory II and Sight-singing and Aural Skills II (SS & ASII) during the Summer Semester. This change enabled students that did not pass the Theory Placement Exam to take Music Fundamentals in the Fall, Music Theory I and SS & AS I in the Spring and take Music Theory II and SS & AS II in the Summer. This would enable students to essentially catch up with their peers that had already passed the Theory Placement Test upon entry into the program.

In 2012, 73 incoming students were administered the Theory Placement Test. Of those 73 students, 53 passed the test and 20 did not pass. Of those 73 students, 41 enrolled as music majors or minors. Of those 41 students 33 had passed the Theory Placement Exam and 8 had not passed the exam. Of the 33 students that passed the Theory Placement Exam, nine had not taken any Music Theory courses, six were currently enrolled in Music Theory I, eight were currently enrolled in Music Theory II and 10 were currently enrolled in Music Theory III. Of the 8 students that had not passed the Theory Placement Exam, two have not taken any music theory courses, and six are currently enrolled in Music Theory I and SS & AS I.

Although we had hoped to help move students through the Theory and Aural Skills courses in a timely manner, so far we have not seen significant results. Interestingly, however, several Music Majors and Minors that pass the Theory Placement Exam are not progressing through the courses in a timely fashion. Of the 33 students that had passed the Theory Placement Exam, only 10 were currently enrolled in Music Theory III.
Appendix B

Please provide the following information about the full-time and adjunct faculty contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five Year Program Review document that is shared with the State Board of Regents.

<table>
<thead>
<tr>
<th>Music Faculty</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Headcount</td>
<td>12</td>
</tr>
<tr>
<td>With Doctoral Degrees</td>
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</tr>
<tr>
<td>(Including MFA and other terminal</td>
<td></td>
</tr>
<tr>
<td>degrees, as specified by the</td>
<td></td>
</tr>
<tr>
<td>institution)</td>
<td></td>
</tr>
<tr>
<td>Full-time Tenured</td>
<td>10</td>
</tr>
<tr>
<td>Full-time Non-Tenured (includes</td>
<td></td>
</tr>
<tr>
<td>tenure-track)</td>
<td>2</td>
</tr>
<tr>
<td>Part-time</td>
<td></td>
</tr>
<tr>
<td>With Master's Degrees</td>
<td></td>
</tr>
<tr>
<td>Full-time Tenured</td>
<td></td>
</tr>
<tr>
<td>Full-time Non-Tenured</td>
<td></td>
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<tr>
<td>Part-time</td>
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</tr>
<tr>
<td>With Bachelor's Degrees</td>
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<tr>
<td>Full-time Tenured</td>
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<tr>
<td>Full-time Non-tenured</td>
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<tr>
<td>Part-time</td>
<td></td>
</tr>
<tr>
<td>Other</td>
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<td>Full-time Non-tenured</td>
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<tr>
<td>Part-time</td>
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<tr>
<td>Total Headcount Faculty</td>
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</tr>
<tr>
<td>Full-time Tenured</td>
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</tr>
<tr>
<td>Full-time Non-tenured</td>
<td>2</td>
</tr>
<tr>
<td>Part-time</td>
<td></td>
</tr>
</tbody>
</table>
Please respond to the following questions.

1) Reflecting on this year’s assessment(s), how does the evidence of student learning impact your faculty’s confidence in the program being reviewed; how does that analysis change when compared with previous assessment evidence?

We suspect that the LDS change of age for missionary eligibility is having an effect on how are students are proceeding through the music programs. At this time, with our limited set of data, we think we should not make any changes to the current plan.

2) With whom did you share the results of the year’s assessment efforts?

The Music Faculty and the Dean of the College of Arts & Humanities.

3) Based on your program’s assessment findings, what subsequent action will your program take?

None at this time.