

## Systematic Program Review

**Name of Unit: Music Department**  
**Reporting Official: Chair of Music - Dahlia Guerra**

### Item 1

Is your program (undergraduate, master's or doctoral program, academic support unit, service unit, center, administrative/staff department/unit) currently reviewed on a regular basis (e.g., annually, biennially, every 5 years)? Examples of systematic review include, but are not limited to: academic program review, internal audits, external accreditation, external review by a consultant, peer review, etc.

Yes     No

**If "YES", go to Item 2. If "NO", check that box and return form to OIRE.**

### Item 2

Type an "X" next to the type(s) of program review that applies to your unit, the date of your last review and the date of the next expected review:

	Date of last review	Date of next review
<input checked="" type="checkbox"/> academic program review	4/27/04	<a href="#">during the second cycle of academic program review</a>
<input type="checkbox"/> internal audit	_____	_____
<input type="checkbox"/> external accrediting agency	_____	_____
<input type="checkbox"/> external consultant	_____	_____
<input type="checkbox"/> peer review	_____	_____
<input type="checkbox"/> other: _____	_____	_____

### Item 3

**Describe how your unit has used/is using the findings/recommendations *from its last review* to improve the effectiveness of the unit. Include references to goals or objectives listed in recent planning documents, and examples of the use of assessment to improve your programs/services.**

1. Ensure that all information in the *Undergraduate Catalog* for the Undergraduate Music Program is current and complete, including information about the courses offered by the program and course requirements. (2)

The Music Department has been working with the catalogue coordinator for an accurate reprint in the future.

2. Develop and implement a formal process for periodically evaluating the curriculum in the Undergraduate Music Program and documenting any changes to improve the curriculum. (6c)

The Music Department engages in Annual Assessments, Student Learning Outcomes Assessment, and Assessment of the Graduates, and follows a formal Strategic Plan. All Music Syllabi were aligned to ExCET (TEXES) and THECB objectives.

The Music Department appointed a curriculum committee in Fall 2004. The committee met numerous times 2004-2006 to develop curriculum revisions and a proposal for a Bachelor of Music in Performance and Music Education. The proposal is under review by the administration and will be presented to the

UTPA Curriculum Committee early Fall 2006.

A Student Learning Outcomes (SLO) assessment plan was developed and implemented in Fall 2005 with revisions to SLO and narrative reports made in Fall 2005.

Effectiveness of student learning improvement plans in the 2005-2006 Annual Assessment has been compiled and submitted.

New sections of gatekeeper courses (Music Theory) added in Fall 2005. The goal of completing Piano Proficiency requirements in a timely manner (by end of 4<sup>th</sup> semester) was enforced. Plans to improve time-to-graduation rates have been implemented.

A Music Theory Entrance Exam has been designed for implementation Fall 2006.

In early Spring 2006, the Music Department Faculty defined and compiled an official definition of student success with a list of factors contributing to student success in academic programs.

3. Develop, implement and evaluate regularly an orientation program for majors and minors that will enhance the recruitment and retention efforts of the Undergraduate Music Program. (11c)

The advisement process is much improved with the addition of an undergraduate advisor who meets regularly with all the majors and minors by appointment. In addition, the Chair meets with students, and the majors and minors meet weekly as a group on Thursday noon (Music Lab) during the semester for additional advisement.

4. Develop and implement procedures for the training of advisers in the Undergraduate Music Program. (12a)

Advisement is conducted by a trained undergraduate advisor, the Chair, and only the applied teachers who are experienced in the music program and are screened by the Chair for advisement eligibility.

5. Collaborate with the Academic Advisement Center to improve the advisement of entering freshmen and transfer students who are interested in majoring in music. (12a)

The Chair of Music has collaborated on numerous occasions with the Academic Advising Center to improve the advisement of entering freshmen and transfer students.

6. Systematically evaluate the advisement process for the Undergraduate Music Program and document how the results of the evaluations are used to improve the process. (12c)

A Student Learning Outcomes (SLO) assessment plan was developed and implemented in Fall 2005.

In early Spring 2006, the Music Department Faculty defined and compiled an official definition of student success with a list of factors contributing to student success in academic programs.

Graduation rates (assessment of time to graduation) will evaluate the success of the advising process. In January 2006, reports were submitted detailing the time-to-graduation baseline for each degreed program.

7. Address the issue of the availability and utility of space in its strategic planning process. (31d)

The Music Department has addressed the lack of space and the administration is planning to deal with the issue in the near future. A new Fine Arts Complex has been approved for construction. All available space is presently being utilized.

8. Disseminate the mission statement and goals of the Undergraduate Music Program on the web, in the *Undergraduate Catalog*, and in future departmental publications. (39d)

The Music website has been revised and the new one has been implemented. The new website includes the mission statement and goals of the Undergraduate music program.

9. Develop and implement a formal planning and evaluation process. (40)

The Music Department engages in Annual Assessments, Student Learning Outcomes Assessment, and Assessment of the Graduates, and follows a formal Strategic Plan. All Music Syllabi were aligned to ExCET (TEXES) and THECB objectives.

10. Systematically assess and document the progress of the Undergraduate Music Program in achieving its goals. (41)

The Undergraduate Music Program is documenting the progress in achieving its goals since the 2004 review which include:

- 5 new musical ensembles were developed
- New faculty positions include a PhD in Music Theory, a PhD in Musicology, a PhD in Music Education, and new full time Assistant Professors in Percussion, Low Brass, Guitar, Woodwinds, Music Education, and a Music Appreciation Generalist
- Measures have been implemented to identify and assess the program quality
- Most students pass the music section of the State Certification Exam on the first attempt
- Computer assisted instruction is now embedded in the curriculum
- Some of the equipment has been upgraded
- Library holdings have increased
- The revised workload policy has been implemented to allow for faculty to pursue research or creative activity
- Curriculum revisions for a new Bachelor of Music along-side a Bachelor of Arts will be submitted for approval Fall 2006
- Professional Achievement of Faculty: Faculty involvement in scholarly research and creative activity in AY 2005-2006 as compared to AY 2004-2005 shows data that the Music Department faculty exceeded its expected outcome in scholarly and creative productivity by more than 10%
- Student success is evident in public performances and competitive events at local, state, national, and international levels
- The employability of graduates is 100%