

## SUMMARY OF CONCLUSIONS FROM THE 2005 DEPARTMENT OF MUSIC MAJOR FIELD ASSESSMENT ANALYSIS

A review of the data from the Department of Music 2005 Major Field Assessment does not reveal any drastic problems, but the following items from each of the three degree programs offered by the department resulted in an average score of less than 3.0. These results may merit further examination.

BM students perceive a problem with their advisors' knowledge of requirements (item 26, 2.8). *More advisor training may need to be enacted.*

BM students are dissatisfied with opportunities for study abroad and the existing Honors Program (item 34 and 35 both 1.4). *As with the graduate students, undergraduates can take advantage of the study abroad program that has existed for the past two years.*

BM students are dissatisfied with their music history courses (item 40 2.5). *Changes in personnel should rectify this situation.*

BME students are generally dissatisfied with the quality of the degree program (item 24 2.3) even though the responses up to that point were 3.0 or better.

BME students are dissatisfied with opportunities for study abroad and the existing Honors Program (item 34 and 35 both 1.0). *As with the graduate students, undergraduates can take advantage of the study abroad program that has existed for the past two years.*

BME students perceive a problem with their music history and theory courses (items 40 and 41 2.7 and 2.3 respectively). *Changes in personnel should rectify this situation.*

MM students are rather dissatisfied with professional activities, associations or clubs (item 8 2.8). *Graduate students are free to join the two music fraternities, College Music Society, etc. The opportunities for this sort of activity exist in this department's world as much as anywhere else.*

MM students are dissatisfied with opportunities for meaningful participation with faculty in research or other scholarly activities (item 10 2.5). *Graduate students might need to be reminded on this question that primary faculty research in the field of music is performance. Grad students perform with faculty all the time.*

MM students are quite dissatisfied with the availability of elective courses they wanted to take in their major (item 12 1.3).

MM students are not satisfied with the encouragement they received from faculty in their department with regard to finding employment in their field (item 22 2.5).

MM students are extremely dissatisfied with opportunities for study abroad and the existing Honors Program (item 34 and 35 both 1.0). *It should be noted that no honors program exists for the graduate program. Graduate students have also been offered the opportunity for study abroad for the last two years, but none have availed themselves of it. This item may speak more to the department's success in "getting the word out."*

The most serious complaint among undergraduates seems to center around the theory and history programs and the opportunity for study abroad and the Honors program. The graduate students have the widest variety of complaints and the respondent who wrote the narrative comments was probably correct in his overall assessment of the graduate program. It should be noted that the graduate program has undergone reorganization, which has resulted in a new graduate handbook that is placed in the hand of each grad student.

The undergraduate narrative responses also revolve around the perceived inadequacies of the theory and history classes.

The scores for major field testing are difficult to interpret without more information about the scoring system. Taken at face value, our students mostly fall somewhere below the mean as I interpret it. Without data from a larger pool of students, it is difficult to interpret.

The MM degree's first goal is adequately suited for measurement by the exit survey as is the BM degree's third goal. The BME degree's first goal is not. The exit survey must include (and now includes) the question, "How satisfied are you with your undergraduate training at SLU and its preparation of you for your first teaching position?"

It appears that the senior exit survey is somewhat useful in measuring the goals of the music department. The criteria from the survey instrument have been used for three years and the question pertaining to the Bachelor of Music Education program does not appear on the survey though that situation was corrected in 2003. Nevertheless, the information gleaned from the results may aid the department in its quest to improve specific areas of the degree programs.