

College of Arts and Science

Department of Music

Student Learning Outcome Progress Report

Academic Year: 2007-2008

Date: March 1, 2009

Degree Program: Bachelor of Music Education (CIP Code 13.1312)

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1. Student Learning Outcomes – *List the student learning outcomes that were assessed during the academic year, including those for which data were gathered as well as those for which developmental work was done, such as creation or piloting of assessment measures.*

Outcome #1 The teacher of music has skills in teaching and evaluation techniques.

Outcome #2 The teacher of music has skills in improvising melodies, variations, and accompaniments.

Outcome #3 The teacher of music has skills in composing and arranging music.

Outcome #4 The teacher of music has skills in reading and performing music.

Outcome #5 The teacher of music has skills in listening to, analyzing, and describing music.

Outcome #6 The teacher of music has skills in evaluating music and music performances.

Outcome #7 The teacher of music has an understanding of music in relation to various historical periods and cultures.

Outcome #8 The teacher of music has skills in establishing effective music-learning environments.

Outcome #9 The teacher of music advocates for the school music program in the community at-large.

2. For each learning outcome, describe the measures used (over a three-year period approximately one-half of the measures used are to be direct measures, and at least one direct measure must be used for each student learning outcome), the sample of students from whom data were collected, the timetable for the collection, and the forum in which the measures were administered

Measure used / Sample of students / Timetable / Forum for assessment	
1. Skills in teaching & evaluation techniques	This is a direct measure of assessment based on the design, implementation, assessment and reflection of a multi-week instructional unit by all students in the capstone student teaching course and assessed with a multi-phased rubric. All 13 students were assessed during the student teaching sequence .
2. Skills in improvising	This is a direct measure of assessment of manipulating music elements through improvisation and assessed through instructional planning in peer teaching. All 23 students who were registered for MUSIC 511 completed the assessment during the Spring of 2008.
3. Skills in composing and arranging	This is a direct measure of assessment (composition and transcription) scored using a rubric. This summative assessment occurs during the required capstone course, MUSIC 360 . All 11 students enrolled completed the assessment during
4. Skills in reading and performing	This is a direct measure of assessment (authentic assessment through performance) scored using a rubric. Assessed were all 89 music education students during the spring semester in individual juried performances .
5. Skills in listening to, analyzing, and describing	This is a direct measure of assessment (score analysis and instructional unit) and scores using a rubric. All 13 students enrolled were assessed during the MUS670 .

6. Skills in evaluating	The is a direct measure of assessment scored with a rubric based upon evaluation of music literature appropriate for the disciplinary area of each student. All 13 students were assessed during the MUS670
7. Understands music in relation to various historical periods and cultures	The is a direct measure of assessment (writing assignment) scored with a rubric. Assessed were all 24 Music Education students registered in the required capstone course, MUSIC 532 .
8. Skills in establishing effective music-learning environments	This is a direct measure of assessment based on the written reflections and teacher observation for all students in the capstone student teaching course assessed with a rubric. All 13 students were assessed during the student teaching sequence
9. Advocates for the school music program	This is a direct measure of assessment based on the written reflections and teacher observation for all students in the capstone student teaching course assessed with a rubric. All 18 students were assessed during the MUS670

2. Results of the Assessment – What did you learn? What is working well? What are improvements needed?

Outcome #1 The teacher of music has skills in teaching and evaluation techniques.

INSTRUCTIONAL UNIT PLAN Percent of Candidates at Each Score Value^a

N ^b	0-42	43	44-49	50	51-55	56	57-61	62
13			1		3			9

DATA SUMMARY AND REFLECTION

Scores for outcome #1 illustrate that all 9 of the 13 candidates achieved at or above the highest category of Mastery (56). Three students achieved in the level of proficient, and one student achieved in the basic level. Students overall are achieving well within this outcome area. This year we placed more rigor on the assessment tool to confirm achievement resulting in some lower scores but probably more accurate descriptions of achievement. It is worth noting that those who scores in the mastery level were truly outstanding in all ways.

Outcome #2 The teacher of music has skills in improvising melodies, variations, and accompaniments.

IMPROVISATION PROJECT Percent of Candidates at Each Score Value

Number of Students	Academic Year	Unsatisfactory < 70%	Developing (basic) 70%-79%	Acceptable (proficient) 80%-89%	Mastery (exemplary) 90% <
23	2007-2008	9%	0%	0%	91%

DATA SUMMARY AND REFLECTION

Scores for candidates on the improvisation project illustrate that all but one of the candidates achieved at the Mastery level. Improvemet has been made to bring a greater number of students into the proficient to examplary range but the high scores may indicate that further rigor is needed in this assessment.

Outcome #3 The teacher of music has skills in composing and arranging music.**COMPOSITION PROJECT (MUSIC PreK-12)** Percent of Candidates at Each Score Value

Number of Students	Academic Year	Unsatisfactory < 70%	Developing (basic) 70%-79%	Acceptable (proficient) 80%-89%	Mastery (exemplary) 90% < 100%
11	2007-2008	0%	0%	0%	100%

DATA SUMMARY AND REFLECTION

Scores for candidates on the composition project illustrate that all of the candidates have achieved at the level of Mastery or above. This is quite an achievement since the average to achieve at this level considering the departmental average to achieve at the mastery level is 86%.

Outcome #4 The teacher of music has skills in reading and performing music.**JURIED PERFORMANCE (MUSIC PreK-12)** Percent of Candidates at Each Score Value

Number of Students (all music education students)	Academic Year	Unsatisfactory < 70%	Developing (basic) 70%-79%	Acceptable (proficient) 80%-89%	Mastery (exemplary) 90% < 73%
89	2007-2008	2%	4%	21%	73%

DATA SUMMARY AND REFLECTION

Scores for candidates on the juried performance illustrate that all but one student achieved at least a passing score (70%) with 94% achieving in the Proficient and Exemplary levels, which is the same as last year. The scores at the Mastery level did increase by 12% over the former year.

Outcome #5 The teacher of music has skills in listening to, analyzing, and describing music.**TEACHING UNIT PROJECT (MUSIC PreK-12)** Percent of Candidates at Each Score Value

Number of Students	Academic Year	Unsatisfactory < 70%	Developing (basic) 70%-79%	Acceptable (proficient) 80%-89%	Mastery (exemplary) 90% < 77%
13	2007-2008	----	8%	15%	77%

DATA SUMMARY AND REFLECTION

Scores for candidates on the teaching unit project illustrate that 100% of the candidates have achieved at least a passing score (70%) with 92% achieving in the Proficient and Exemplary levels. This assignment acts as a cumulative transfer of all areas of their university training to classroom instruction. It is encouraging to see that a consistent 77% are attaining in the Mastery (exemplary) level functioning up to and beyond our expectations for student teachers. Although this year the assessment was made more rigorous, 16% more students achieved in the Mastery level of achievement.

Outcome #6 The teacher of music has skills in evaluating music and music performances.**REPERTOIRE SELECTION PROJECT** Percent of Candidates at Each Score Value

Number of Students	Academic Year	Unsatisfactory < 70%	Developing (basic) 70%-79%	Acceptable (proficient) 80%-89%	Mastery (exemplary) 90% < 62%
13	2007-2008	8%	15%	15%	62%

DATA SUMMARY AND REFLECTION

Scores for candidates on the repertoire selection project illustrate that all but one of the candidates have achieved at least a passing score (70%) with 72% achieving in the Proficient and Exemplary levels. The range of the scores thus far demonstrate stability in student proficiency. These scores duplicate the achievement scores from the former year.

Outcome #7 The teacher of music has an understanding of music in relation to various historical periods and cultures.

HISTORY RESEARCH ESSAY Percent of Candidates at Each Score Value

Number of Students	Academic Year	Unsatisfactory < 70%	Developing (basic) 70%-79%	Acceptable (proficient) 80%-89%	Mastery (exemplary) 90% <
24	2007-2008	12.5%	21%	29%	37.5%

DATA SUMMARY AND REFLECTION

Scores for candidates on the historical research essay illustrate that 87.5% of the candidates have achieved at least a passing score (70%) with 66.5% achieving in the Proficient and Exemplary levels.

Outcome #8 The teacher of music has skills in establishing effective music-learning environments.

CLASSROOM MANAGEMENT PLAN Percent of Candidates at Each Score Value

Number of Students	Academic Year	Unsatisfactory < 70%	Developing (basic) 70%-79%	Acceptable (proficient) 80%-89%	Mastery (exemplary) 90% <
13	2007-2008	8%	---	8%	84%

DATA SUMMARY AND REFLECTION

Scores for candidates on the classroom management section of the portfolio illustrate that 84% achieved in the Exemplary level, an increase of 16%. The student that did not achieve above the 70% did not submit this assignment and did not pass the course.

Outcome #9 The teacher of music advocates for the school music program in the community at-large.

STUDENT HANDBOOK PROJECT Percent of Candidates at Each Score Value

Number of Students	Academic Year	Unsatisfactory < 70%	Developing (basic) 70%-79%	Acceptable (proficient) 80%-89%	Mastery (exemplary) 90% <
20	2007-2008	5%	---	---	95%

DATA SUMMARY AND REFLECTION

Scores for candidates on the student handbook project illustrate that 95% achieved in the Exemplary level. The student that did not achieve above the 70% did not submit this assignment and did not pass the course.

3. Describe the process by which faculty reviewed the results and decided on actions and/or revisions that were indicated by them

The music education faculty reviewed the results at a faculty meeting on February 18, 2009, approved the report, and determined to maintain the assessments as is for future years with the exception of assessment #2, which will be reviewed for rigor.

3. Describe the actions and/or revisions that were (or will be) implemented in response to the assessment results

Actions/Revisions to be implemented as a result of the assessments	
1. Skills in teaching & evaluation techniques	When reviewing the eportfolio in which the assessments resides, rigor in applying the assessment will continued to be considered to confirm that the results reflect authentic competence.
2. Skills in improvising	The assessment will be reviewed due to the many high scores.
3. Skills in composing and arranging	No change implemented.
4. Skills in reading and performing	No change implemented.
5. Skills in listening to, analyzing, and describing	No change implemented.
6. Skills in evaluating	No change implemented.
7. Understands music in relation to various historical periods and cultures	No change implemented
8. Skills in establishing effective music-learning environments	No change implemented.
9. Advocates for the school music program	No change implemented.

4. Describe activities and results to date, describe your assessment plans for the current year.

1. Skills in teaching & evaluation techniques	Student learning was greatly enhanced through improved communication
2. Skills in improvising	Greater use of improvisation has been seen in lesson planning after experiencing this assessment
3. Skills in composing and arranging	The assessment is effective as it is.
4. Skills in reading and performing	The assessment demonstrated increased achievement than in previous years.
5. Skills in listening to, analyzing, and describing	Student demonstrate competencies much more profound than in previous years.
6. Skills in evaluating	The assessment is effective as it is.
7. Understands music in relation to various historical periods and cultures	The assessment is effective as it is.
8. Skills in establishing effective music-learning environments	The assessment is effective as it is.
9. Advocates for the school music program	The assessment is effective as it is.