

2007 MASTER PLAN/PROGRESS REPORT

Academic Program: BME Music Education - Grades K-12 Instrumental and Vocal

Persons Responsible: Dr. Jeffrey J. Lemke and Dr. William D. Jones

Date Submitted: July 20, 2007

Academic Program Mission or Purpose:

The Music Education Program provides the major initial professional competence in general studies, musicianship, and music-specific professional education that leads to teacher certification and a career as a creative music education professional. Program graduates should demonstrate 1) a personal commitment to the art of music and to encouraging the artistic and intellectual development of students, 2) the ability to lead students to an understanding of music as an art form and as a means of communication, 3) the ability to inspire others and excite the imagination of students engendering a desire for musical knowledge and experiences, 4) the ability to articulate logical rationales for music in education, 5) the ability to work effectively within specific educational systems with students and colleagues of differing social, ethnic, and cultural backgrounds, 6) the ability to evaluate ideas, methods, and policies in music education for their impact on student development, and 7) the ability to remain current with developments in the art of music and in teaching, to make evaluations of their relevance, and to use the results to improve musicianship and teaching skills. Two area concentrations are provided for: Instrumental School Music and Vocal School Music. The Bachelor of Music Education/Grades K-12 Program enhances the teaching profession through a focus on:

Critical Thinking
Communication
Content Competencies
Teaching Competencies
Performance Competencies
Professionalism
Service to the Community

Institutional Mission Reference:

The purpose of the Bachelor of Music Education, Grades K-12 Program reflects the department's focus as it relates to fulfilling state, professional, and national standards. The program purpose is consistent with the university's purpose/mission to "stimulate students to maximum intellectual growth and love of learning, to cultivate the skills necessary for critical thinking and effective expression, to foster understanding of the multicultural world community, and to develop a sense of ethical responsibility." The Music Education Program supports the university's mission by: 1) providing a baccalaureate curriculum with two concentrations distinguished by academic excellence and reflective of the best current professional practices in design and pedagogy; 2) promoting major success through excellence in teaching, effective integration of current technology into its course work, continuous program assessment, effective academic advising, and individual student mentoring; 3) establishing and maintaining university-community collaboration through the program's cultural and educational objectives and projects; 4) maintaining a sense of community that encourages intellectual-creative endeavor, ethical and civic responsibility, and respect for cultural diversity; 5) cultivating the skills necessary for critical and effective expression through general studies course work and varied performance and teaching experiences; and 6) promoting an understanding of the global multicultural community through course work and performance/teaching projects.

Assessment Methods Utilized:

- Standardized Exam (nationally normed)
- Standardized Exam (state-normed)
- Major Field Examination
- Internally-developed Examination
- Student Opinion Survey (SOS)
- National Survey of Student Engagement (NSSE)
- Employer Survey
- Graduate Survey
- Alumni Survey
- Exit Survey/Interview/Exam
- Program-specific Survey
- Scoring of Essay
- Portfolio Evaluation (Professional Portfolio Assessment)

- Capstone Project (MUSC 490 and MUED 442)

- Presentation
- Research Paper (MUSC 344)
- Research Project (MUSC 202)
- Course Summary
- Excel Spreadsheet
- Access Database
- Other - Please describe: MUSC 261-Final Listening Analysis

Data Repository Location:

SFA 203 – Student Academic Files, Department of
Performing Arts Office

SFA 203 – Department of Performing Arts Office

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Student Learning Outcome 1: Graduates apply critical thinking in academic and professional environments.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>																				
<p><i>NOTE: Re-designed B.M.Ed. degree commenced with the 2005-06 MSU catalog. In fall 2006, sophomore-level courses were rotated into the course sequence. In fall 2007, freshmen-, sophomore- and junior-level courses will be offered.</i></p> <p>•70% of program candidates pass Praxis I, PPST Reading, Writing, and Mathematics on first attempt.</p> <p>•75% of program candidates earn a score of 70% or above on the MUSC 202 (Advanced Theory II) final research project.</p> <p>•80% of program candidates earn a score of 75% or above on the MUSC 344 (Music History II) final research paper.</p>	<p>In 2006-07, 70% of the ten program candidates who completed Praxis I did so on the first attempt.</p> <p>Praxis I Mean Scores</p> <table border="1" data-bbox="732 605 1341 758"> <thead> <tr> <th><i>Program</i></th> <th><i>Number of candidates</i></th> <th><i>Reading Score</i></th> <th><i>Writing Score</i></th> <th><i>Math Score</i></th> </tr> </thead> <tbody> <tr> <td>Passing Scores</td> <td></td> <td>172</td> <td>171</td> <td>170</td> </tr> <tr> <td>Instrumental</td> <td>9</td> <td>177</td> <td>174</td> <td>180</td> </tr> <tr> <td>Vocal</td> <td>1</td> <td>182</td> <td>173</td> <td>170</td> </tr> </tbody> </table> <p>All mean scores fall within the Praxis I “Average Performance Range.”</p> <p>No data available. Project currently being administered but not assessed through an appropriate rubric.</p> <p>Eight program candidates enrolled in MUSC 202 in spring 2007. 50% of program candidates earned a score of 70% or above (81% mean score).</p> <p>No data available. Project currently being administered but not assessed through an appropriate rubric.</p> <p>Nine program candidates enrolled in MUSC 344 in spring 2007. 78% of program candidates earned a score of 75% or above (80% mean score).</p>	<i>Program</i>	<i>Number of candidates</i>	<i>Reading Score</i>	<i>Writing Score</i>	<i>Math Score</i>	Passing Scores		172	171	170	Instrumental	9	177	174	180	Vocal	1	182	173	170	<p>A Course Summary Forms will be utilized in MUSC, MUED, and performance courses identified for use in program assessment beginning fall 2007 to better track program candidate accomplishments through all objectives.</p> <p>M The Music Education Program Coordinators (MEPC) will continue to analyze, assess and monitor the processes and curriculum related to this outcome.</p> <p>D The MEPC recommended that a rubric be designed and implemented by the music theory faculty for use in assessing projects in MUSC 202.</p> <p>A Low level achievement in MUSC 201 and 202 prompted the addition of MUSC 100 (Fundamentals of Music). In fall 2007, first-time freshmen must take a theory diagnostic examination. Failure to earn a score of 70% will result in placement into MUSC 100. Candidates must pass the final of MUSC 100 with a score of 75% or above in order to gain entrance to MUSC 101. Credit for MUSC 100 may not apply to degree requirements.</p> <p>A MUSC 261 was taught as a requirement of the B.M. curriculum for the first time in spring 2007. This course is intended to better prepare students for the music history sequence (including MUSC 344 [MUSC 363]) required at the junior-level.</p> <p>A/D In 2007-08 MUSC 344 (Music History III) will be replaced by MUSC 363 (MUSC History II) as part of the</p>
<i>Program</i>	<i>Number of candidates</i>	<i>Reading Score</i>	<i>Writing Score</i>	<i>Math Score</i>																		
Passing Scores		172	171	170																		
Instrumental	9	177	174	180																		
Vocal	1	182	173	170																		

•75% of program candidates earn a score of 70% or above on the Major Performance Area Sophomore (202-level Board); 75% of program candidates complete 200-level major performance requirement on first attempt.

• 85% of program candidates earn 80% on Major Performance Area Capstone/Senior Recital (MUSC 490) evaluation for all program candidates completing this requirement. 90% of program completers pass the MUSC 490 on first attempt.

•100% passing rate on PLT (Principles of Learning and Teaching) for all program completers; 75% of program completers pass PLT on the first attempt; 82% mean score on PLT (minimum score 161/200) for all program completers.

•100% passing rate on Praxis II, Music Content Knowledge Test (# 0113); 75% of program completers pass Music Content Knowledge on first attempt; 78% mean score on indicators of the Music Content Knowledge (minimum score 151/200) for all program

In spring 2007, four program candidates undertook the 202-level Board requirement; 100% completed the 200-level major performance requirement on the first attempt with a score of 70% or above.

202-Level Major Performance Board Evaluation Mean Scores

<i>Program</i>	<i>Number of Candidates</i>	<i>Mean Score Percentage</i>
Instrumental	3	78%
Vocal	0	NA

One additional candidate successfully completed this requirement, but did not receive a written evaluation.

Four program candidates completed MUSC 490 in 2006-07. 100% completed MUSC 490 on the first attempt with a score of 80% or above.

Capstone/Senior Recital Evaluation Mean Scores

<i>Program</i>	<i>Number of Candidates</i>	<i>Mean Score Percentage</i>
Instrumental	2	93%
Vocal	2	90%

The two 2006-07 program completers earned a score of 80% or above (92% mean score) from an assessment tool no longer utilized.

2006-2007 Two Program Completers

100% of program completers passed the PLT on the first attempt earning a mean score of 188 (94%) and an ETS Recognition of Excellence.

100% of program completers passed the Music Content Knowledge Test on the first attempt earning a mean score of 166 (83%).

redesign initiative. A final research paper will be required. The MPCC recommended an assessment rubric be designed and implemented by the music history faculty for this project which will include evaluation indicators related to this global objective. (• 80% of program candidates earn a score of 75% or above on the indicators related to global comprehension of the MUSC 363 [Music History II] final research paper evaluation.)

D MEPC recommendation. A new evaluation rubric was used for the first time in spring 2007. There were inconsistencies among faculty assessment levels and it appears that the sight-reading component is weighted too heavily. These issues should be addressed by the Music Performance Coordinators Committee (MPCC) and adjusted for the next board in fall 2007.

D Data from new evaluation rubric will be compiled by the MPCC and then studied and related to future outcomes by the MEPC.

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D 100-level performance study will be available in fall 2007 for those students deemed not ready to begin credit study. Entering program candidates not earning a 70% score are placed into the 100-level of major performance study; credit may not be used to satisfy program requirements.

M As a result of minimal data, no substantiated action can be taken at this time; the MEPC will continue to analyze, assess, and monitor the processes and curriculum related to this outcome.

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completers.

• 85% of program completers earn a score of 80% or above on indicators from Choral and/or Instrumental Final Evaluation Form (CFEF and/or IFEF) that measure this outcome for all program completers:

Aural skills; sight-reading skills; musicality skills; knowledge of instruments; assessment; time management; creativity.

• 85% of program completers earn a score of 80% or above on indicators of PPA (Professional Portfolio Assessment) that measure this outcome based on evaluation rubric for all program completers.

• 95% mean score on indicators of LATAAP (Louisiana Teacher Assistance and Assessment Program) that measure this outcome. *Indicators:* III.A.2., “Sequences lesson to promote learning”; III.B.3., “Relates relevant examples, unexpected situations, or encourages high order thinking at the appropriate developmental levels”; and IV.B.1. “Identifies areas of instruction that need strengthening and develops with mentor and/or principal a plan for improvement and works to complete the plan”.

• 4.00/5.00 mean response on the Graduating Student Exit Survey (GSES), Graduate Survey (GS), and Employer Survey (ES) on questions relating to the program completer’s ability to use critical thinking as a professional music educator.

Data based on two instrumental music completers finishing the program in 2006-07:

100% of program completers earned a score of 80% or above on the IFEF indicators specific to this outcome (96% mean score). Written evaluation comments point to a weakness in demonstration performance on the non major instruments.

100% of program completers earned a score above 80% (93.75% mean score) on the PPA. Two indicators, reflection on Management: Reflection (IV.3) and Instruction: Lesson Evaluations (V.1 and V.2) indicate need for improvement.

No data available at this time

GSES - Critical Thinking/Problem Solving Evaluation Questions

<i>Concentration</i>	<i>Response #</i>	<i>Mean Score</i>
B.M.Ed - Instrumental	2	3.50
B.M.Ed. - Vocal	0	NA

GS - No data available The GS is on a five-year rotation and will be distributed in January 2008.

ES - No data available. The ES is on a five-year rotation and will be distributed in January 2008.

R More guided teaching experiences in the form of mini-lessons on the non-majors instruments will be added to methods courses and/or field experiences.
R In fall 2007, the MEPC will review the CFEF and IFEF to determine if any indicators should be revised.

M As a result of minimal data, no substantiated action can be taken at this time; the MEPC will continue to analyze, assess and monitor the processes and curriculum related to this outcome.

D The MEPC recommend that collected data specific to this outcome be utilized when made available.

R The GSES will be revised by the PART department head in collaboration with all program coordinators to update specific questions for use in fall 2007.

A/R The GS will be revised and mailed as well as posted on the PART website in January 2008.

A/R The ES will be revised and mailed as well as posted on the PART website in January 2008.

Student Learning Outcome 2: Graduates formulate and express ideas effectively through oral, written, and/or technological communications in academic and professional environments.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>									
<p>•70% of program candidates pass Praxis I, PPST Writing on first attempt; 70% mean score on PPST Writing component for all program candidates completing this requirement.</p> <p>•100% of program candidates earn a minimum score of 18/20 on assessed autobiography (requirement of EDUC 200).</p> <p>•75% of program candidates earn a score of 70% or above on the MUSC 201 (Advanced Theory I) final project (technology emphasized).</p> <p>•80% of program candidates earn a score of 75% or above on the MUSC 344 (Music History II) final research paper.</p> <p>•85% of program candidates earn 80% on Major Performance Area Capstone/Senior Recital (MUSC 490)</p>	<p>In 2006-07, 80% of the ten program candidates who completed Praxis I, PPST Writing Component, did so on the first attempt.</p> <p><i>Praxis I Mean Scores on PPST Writing Component</i></p> <table border="1" data-bbox="730 488 1129 610"> <thead> <tr> <th><i>Program</i></th> <th><i>Number of candidates</i></th> <th><i>Writing Score</i></th> </tr> </thead> <tbody> <tr> <td>Instrumental</td> <td>9</td> <td>174</td> </tr> <tr> <td>Vocal</td> <td>1</td> <td>173</td> </tr> </tbody> </table> <p>All mean scores fall within the Praxis I “Average Performance Range.”</p> <p>In 2006-07, ten autobiographies were assessed. 100% of program candidates earned a score of 18 or above.</p> <p>Project currently being administered but not assessed through an appropriate rubric.</p> <p>Seven program candidates enrolled in MUSC 201 in spring 2007. 57% of program candidates earned a score of 70% or above in the course (78% mean score).</p> <p>No data available. Project currently being administered but not assessed through an appropriate rubric.</p> <p>Nine program candidates enrolled in MUSC 344 in spring 2007. 78% of program candidates earned a score of 75% or above (80% mean score).</p> <p>Four program candidates completed MUSC 490 in 2006-07. 100% completed MUSC 490 on the first attempt</p>	<i>Program</i>	<i>Number of candidates</i>	<i>Writing Score</i>	Instrumental	9	174	Vocal	1	173	<p>R Data from new evaluation rubric be compiled by the MPCC and then studied and related to future outcomes by the MEPC.</p> <p>M The MEPC will continue to analyze, assess and monitor the processes and curriculum related to this outcome.</p> <p>D The MEPC recommended that a rubric be designed and implemented by the music theory faculty for use in assessing final projects in MUSC 201.</p> <p>A Low level achievement in MUSC 201 and 202 prompted the addition of MUSC 100 (Fundamentals of Music). In fall 2007, first-time freshmen must take a theory diagnostic examination. Failure to earn a score of 70% will result in placement into MUSC 100. Candidates must pass the final of MUSC 100 with a score of 75% or above in order to gain entrance to MUSC 101. Credit for MUSC 100 may not apply to degree requirements.</p> <p>D The MEPC recommended that a rubric be designed and implemented by the music theory faculty for use in assessing research papers in MUSC 363.</p> <p>D Data from new evaluation rubric will be compiled by the MPCC and then studied and related to future</p>
<i>Program</i>	<i>Number of candidates</i>	<i>Writing Score</i>									
Instrumental	9	174									
Vocal	1	173									

evaluation for all program candidates completing this requirement. 90% of program completers pass the MUSC 490 on first attempt.

- 100% passing rate on PLT (Principles of Learning and Teaching) for all program completers; 75% of program completers pass PLT on the first attempt; 70% mean score on indicators of PLT that measure this outcome for all program completers.

Section VI

- 100% passing rate on Praxis II, Music Content Knowledge Test (# 0113); 75% of candidates pass Music Content Knowledge on first attempt; 80% mean score on indicators of the Music Content Knowledge that measure this outcome for all program completers.

- 85% of program completers earn a score of 80% or above on indicators from Choral and/or Instrumental Final Evaluation Form (CFEF and/or IFEF) that measure this outcome for all program completers:

Speech and diction; grammar; writing skills.

- 85% of program completers earn a score of 80% or above on indicators of PPA (Professional Portfolio Assessment) that measure this outcome based on evaluation rubric for all program completers.

Five indicators: “Capacity for technical writing” (Sections II, II and IV) and Planning: “Lesson plans” (III.1 and III.2)

- 95% mean score on indicators of LATAAP (Louisiana Teacher Assistance and Assessment Program) that measure this outcome.

- 4.00/5.00 mean response on the GSES, GS, and ES on questions relating to the program completer’s ability to communicate and use technology as a professional music educator.

with a score of 80% or above.

Capstone/Senior Recital Evaluation Mean Scores

<i>Program</i>	<i>Number of Candidates</i>	<i>Mean Score Percentage</i>
Instrumental	2	93%
Vocal	2	90%

The two 2006-07 program completers earned a score of 80% or above (92% mean score) from an assessment tool no longer utilized.

100% of program completers passed the PLT on the first attempt; one completer passed the PLT Section VI with a score of 75%; no data is available on the second completer.

100% of program completers passed the Music Content Knowledge Test on the first attempt; one completer earned a mean score of 85%; no data is available on the second completer.

100% of program completers earned a score above 80% The mean score of the IFEF indicators specific to this outcome was 96%.

100% of program completers earned a score above 80% on the PPA indicators (100% mean score).

No data available at this time.

GSES - No data available at this time.

GS - No data available. The GS is on a five-year rotation

outcomes by the MEPC.

M As a result of minimal data no substantiated action can be taken at this time; the MEPC will continue to analyze, assess and monitor the processes and curriculum related to this outcome.

M As a result of minimal data, no substantiated action can be taken at this time; the MEPC will continue to analyze, assess and monitor the processes and curriculum related to this outcome.

M As a result of minimal data no substantiated action can be taken at this time; the MEPC will continue to analyze, assess and monitor the processes and curriculum related to this outcome.

R The MEPC will consider the need for an evaluation indicator on the CFEF and IFEF concerning technology skills considering the specialization of the classroom environment.

M As a result of minimal data, no substantiated action can be taken at this time; the MEPC will continue to analyze, assess and monitor the processes and curriculum related to this outcome.

D The MEPC recommend that collected data specific to this outcome be utilized when made available.

R The GSES will be revised by the PART department head in collaboration with all program coordinators to update specific questions for use in fall 2007 including questions concerning communication skills and technology accomplishments.

A/R The GS will be revised and mailed as well as posted

	and will be distributed in January 2008. ES - No data available. The ES is on a five-year rotation and will be distributed in January 2008.	on the PART website in January 2008. A/R The ES will be revised and mailed as well as posted on the PART website in January 2008.	
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Student Learning Outcome 3: Graduates analyze the global community to make sound judgments in academic and professional environments.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p>•80% of program candidates answer embedded questions on global community/multi-cultural issues/diversity with 80% accuracy on MUED 226 exams.</p> <p>•80% of program candidates earn a score of 75% or above on the MUSC 344 (Music History II) final research paper.</p> <p>•100% passing rate on PLT (Principles of Learning and Teaching) for all program completers; 75% of program completers pass PLT on the first attempt; 70% mean score on indicators of PLT that measure this outcome for all program completers. Sections I, IV, and V</p> <p>•100% passing rate on Praxis II, Music Content Knowledge Test (# 0113); 75% of program completers pass Music Content Knowledge on first attempt; 80% mean score on indicators of the Music Content Knowledge that measure this outcome for all program completers. Sections I (Music History and Literature) and IV (Music Learning, K-12)</p>	<p>New indicator; no data available at this time.</p> <p>No data available. Project currently being administered but not assessed through an appropriate rubric.</p> <p>Nine program candidates enrolled in MUSC 344 in spring 2007. 78% of program candidates earned a score of 75% or above (80% mean score).</p> <p>100% of program completers passed the PLT on the first attempt; both completers passed the PLT Sections I, IV and V on the first attempt; one earned a mean score of 77.50%; no data is available on the second completer.</p> <p>100% of program completers passed the Music Content Knowledge Test on the first attempt; one completer passed the Music Content Knowledge Test Sections I and IV with a mean score of 74% (above the average performance range for Section I and a score on the high end of the performance); no data is available on the second completer.</p>	<p>D Embedded test questions will be developed by the MEPC for use in spring 2008 in MUED 226. Data will be collected, compiled and analyzed for inclusion in the 2008 Master Plan.</p> <p>D The MEPC recommended that a rubric be designed and implemented by the music theory faculty for use in assessing research papers in MUSC 363.</p> <p>A/D In 2007-08 MUSC 344 (Music History III) will be replaced by MUSC 363 (MUSC History II) as part of the redesign initiative. A final research paper will be required. The MEPC recommended an assessment rubric be designed and implemented by the music history faculty for this project which will include evaluation indicators related to this global objective. (•80% of program candidates earn a score of 75% or above on the indicators related to global comprehension of the MUSC 363 [Music History II] final research paper evaluation.)</p> <p>M As a result of minimal data no substantiated action can be taken at this time; the MEPC will continue to analyze, assess and monitor the processes and curriculum related to this outcome.</p> <p>A MEPC shared this data with the PART music history faculty for their analysis and will consider adding more global community/multi-cultural issues/diversity materials to MUED 226.</p> <p>M As a result of minimal data no substantiated action can be taken at this time; the MEPC will continue to analyze, assess and monitor the processes and curriculum related to this outcome.</p>

<ul style="list-style-type: none"> • 85% of program completers earn a score of 80% or above on indicators from Choral and/or Instrumental Final Evaluation Form (CFEF and/or IFEF) that measure this outcome for all program completers: Social skills; student relations; assessment; learning environment • 95% mean score on indicators of LATAAP (Louisiana Teacher Assistance and Assessment Program) that measure this outcome. • 4.00/5.00 mean response on the GSES, GS, and ES on questions relating to the program completer's abilities and knowledge diversity, exceptionalities and global issues related to music education. 	<p>Data based on <u>two instrumental music candidates</u> completing the program in 2006-07: 100% of program completers earned a score above 80%. The mean score was 100%.</p> <p>No data available at this time.</p> <p><i>GSES - Diversity Evaluation Question</i></p> <table border="1" data-bbox="730 461 1341 553"> <thead> <tr> <th><i>Program</i></th> <th><i>Response #</i></th> <th><i>Mean Score</i></th> </tr> </thead> <tbody> <tr> <td>B.M.Ed - Instrumental</td> <td>2</td> <td>4.50</td> </tr> <tr> <td>B.M.Ed. - Vocal</td> <td>0</td> <td>NA</td> </tr> </tbody> </table> <p>GS - No data available. The GS is on a five-year rotation and will be distributed in January 2008.</p> <p>ES - No data available. The ES is on a five-year rotation and will be distributed in January 2008.</p>	<i>Program</i>	<i>Response #</i>	<i>Mean Score</i>	B.M.Ed - Instrumental	2	4.50	B.M.Ed. - Vocal	0	NA	<p>R The MEPC will consider the need for a more detailed set of evaluation indicators on the CFEF and IFEF concerning diversity, exceptionalities and experience levels.</p> <p>D The MEPC recommend that collected data specific to this outcome be utilized when made available.</p> <p>R The GSES will be revised by the PART department head in collaboration with all program coordinators to update specific questions for use in fall 2007 including questions concerning diversity, exceptionalities and experience levels.</p> <p>A/R The GS will be revised and mailed as well as posted on the PART website in January 2008.</p> <p>A/R The ES will be revised and mailed as well as posted on the PART website in January 2008.</p>
<i>Program</i>	<i>Response #</i>	<i>Mean Score</i>									
B.M.Ed - Instrumental	2	4.50									
B.M.Ed. - Vocal	0	NA									

Student Learning Outcome 4: Graduates possess a conceptual understanding of music theory and music history and literature as these areas of music study form a basis for listening, composing, and performing.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p>•75% of program candidates earn a score of 70% or above on the MUSC 201 (Advanced Theory I) final project (technology emphasized).</p> <p>•75% of program candidates earn a score of 70% or above on the MUSC 202 (Advanced Theory II-Contemporary Music Practice) final research project which measures the program candidate's ability to synthesize their knowledge of theoretical analysis techniques, historic/style elements, technology, and research skills into a project focusing on contemporary repertoire and practice.</p> <p>75% of program candidates earn a score of 70% or above on the embedded listening analysis projects in MUSC 261 (Introduction to Music History and Literature).</p> <p>•80% of program candidates earn a score of 75% or above on the MUSC 344 (Music History II) final research paper.</p>	<p>Project currently being administered but not assessed through an appropriate rubric.</p> <p>Seven program candidates enrolled in MUSC 201 in spring 2007. 57% of program candidates earned a score of 70% or above in the course (78% mean score).</p> <p>No data available. Project currently being administered but not assessed through an appropriate rubric.</p> <p>Eight program candidates enrolled in MUSC 202 in spring 2007. 50% of program candidates earned a score of 70% or above (81% mean score).</p> <p>Twelve program candidates completed the MUSC 261 project. 80% of program candidates earned a score of 3.00/4.00 or greater on the embedded listening analysis project.</p> <p>No data available. Project currently being administered but not assessed through an appropriate rubric.</p> <p>Nine program candidates enrolled in MUSC 344 in spring 2007. 78% of program candidates earned a score of 75% or above (80% mean score).</p>	<p>D The MEPC recommended that a rubric be designed and implemented by the music theory faculty for use in assessing projects in MUSC 201.</p> <p>A Low level achievement in MUSC 201 and 202 prompted the addition of MUSC 100 (Fundamentals of Music). In fall 2007, first-time freshmen must take a theory diagnostic examination. Failure to earn a score of 70% will result in placement into MUSC 100. Candidates must pass the final of MUSC 100 with a score of 75% or above in order to gain entrance to MUSC 101. Credit for MUSC 100 may not apply to degree requirements.</p> <p>D The MEPC recommended that a rubric be designed and implemented by the music theory faculty for use in assessing projects in MUSC 202.</p> <p>D Music history faculty will collect and analyze the evaluation results until data and/or trends are sufficient in amount to warrant recommendations.</p> <p>A MUSC 261 was taught as a requirement of the B.M. curriculum for the first time in spring 2007. This course is intended to better prepare students for the music history sequence (including MUSC 344 [MUSC 363]) required at the junior-level.</p> <p>A/D In 2007-08 MUSC 344 (Music History III) will be replaced by MUSC 363 (MUSC History II) as part of the redesign initiative. A final research paper will be required. The MPCC recommended an assessment</p>

•100% passing rate on Praxis II, Music Content Knowledge Test (# 0113); 75% of candidates pass Music Content Knowledge on first attempt; 70% mean score on indicators of the Music Content Knowledge that measure this outcome for all program completers.

Sections I (Music History and Literature) and II (Music Theory)

• 85% of program completers earn a score of 80% or above on indicators from Choral and/or Instrumental Final Evaluation Form (CFEF and/or IFEF) that measure this outcome for all program completers:

Music Competence: musicality skills; fundamentals of literacy.

•4.00/5.00 mean response on the GSES, GS, and ES on questions relating to the program completer's concerning the quality of instruction in music history and music theory courses and the ability and skills of the candidate in these areas.

100% of program completers passed the Music Content Knowledge Test Sections I and II on the first attempt with a mean score of 70%.

Data based on two instrumental music candidates completing the program in 2006-07:

100% of program completers earned a score above 80%. The mean score of the IFEF indicators specific to this outcome was 100%.

Quality of Instruction: Music History/Music Theory Evaluation Questions

<i>Program</i>	<i>Response #</i>	<i>History Score</i>	<i>Theory Score</i>	<i>Total Score</i>
B.M.Ed - Instrumental	2	5.00	4.67	4.83
B.M.Ed. - Vocal	0	NA	NA	NA

No data available. The GS is on a five-year rotation and will be distributed in January 2008.

No data available. The ES is on a five-year rotation and will be distributed in January 2008.

rubric be designed and implemented by the music history faculty for this project which will include evaluation indicators related to this global objective. (•80% of program candidates earn a score of 75% or above on the indicators related to global comprehension of the MUSC 363 [Music History II] final research paper evaluation.)
A MEPC shared this data with the PART music history and theory faculty for their analysis.

D Course summary sheets will be completed for all MUED, MUSC and performance study courses beginning in fall 2007.

M As a result of minimal data no substantiated action can be taken at this time; the MEPC will continue to will continue to analyze, assess and monitor the processes and curriculum related to this outcome.

R The MEPC will consider the need for a more detailed set of evaluation indicators on the CFEF and IFEF concerning knowledge of musical styles and repertoire.

R The GSES will be revised by the PART department head in collaboration with all program coordinators to update specific questions for use in fall 2007.

A/R The GS will be revised and mailed as well as posted on the PART website in January 2008.

A/R The ES will be revised and mailed as well as posted on the PART website in January 2008.

Student Learning Outcome 5: Graduates possess competence in the area of music performance and apply knowledge and skills of aural comprehension, singing/playing, conducting and repertoire selection in a variety of ensemble settings to create accurate and musically expressive performances.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>																		
<p>•75% of program candidates earn a score of 70% or above on the Major Performance Area Sophomore (202-level Board); 75% of program candidates complete 200-level major performance requirement on first attempt.</p> <p>• 85% of program candidates earn 80% on Major Performance Area Capstone/Senior Recital (MUSC 490) evaluation for all program candidates completing this requirement. 90% of program completers pass the MUSC 490 on first attempt.</p> <p>•80% of program candidates earn a score of 70% or above on the PIAN 216 proficiency examination evaluation; 75% of program candidates complete proficiency requirement on first attempt.</p> <p>•90% of program candidates earn a score of 70% or above on the conducting proficiency exam at the conclusion of MUSC 408 or MUSC 410.</p>	<p>In spring 2007, four program candidates undertook the 202-level Board requirement; 100% completed the 200-level major performance requirement on the first attempt with a score of 70% or above.</p> <p>202-Level Major Performance Board Evaluation Mean Scores</p> <table border="1" data-bbox="730 646 1339 764"> <thead> <tr> <th><i>Program</i></th> <th><i>Number of Candidates</i></th> <th><i>Mean Score Percentage</i></th> </tr> </thead> <tbody> <tr> <td>Instrumental</td> <td>3</td> <td>78%</td> </tr> <tr> <td>Vocal</td> <td>0</td> <td>NA</td> </tr> </tbody> </table> <p>One additional candidate successfully completed this requirement, but did not receive a written evaluation.</p> <p>4 program candidates completed MUSC 490 in 2006-07. 100% completed MUSC 490 on the first attempt with a score of 80% or above.</p> <p>Capstone/Senior Recital Evaluation Mean Scores</p> <table border="1" data-bbox="730 980 1339 1099"> <thead> <tr> <th><i>Program</i></th> <th><i>Number of Candidates</i></th> <th><i>Mean Score Percentage</i></th> </tr> </thead> <tbody> <tr> <td>Instrumental</td> <td>2</td> <td>93%</td> </tr> <tr> <td>Vocal</td> <td>2</td> <td>90%</td> </tr> </tbody> </table> <p>The two 2006-07 program completers earned a score of 80% or above (92% mean score) from an assessment tool no longer utilized.</p> <p>In spring 2007, two program candidates undertook the PIAN 216 piano proficiency; 100% completed on first attempt earning a score of 70% or above. (88% mean score)</p> <p>No data available at this time.</p>	<i>Program</i>	<i>Number of Candidates</i>	<i>Mean Score Percentage</i>	Instrumental	3	78%	Vocal	0	NA	<i>Program</i>	<i>Number of Candidates</i>	<i>Mean Score Percentage</i>	Instrumental	2	93%	Vocal	2	90%	<p>D MEPC recommendation. A new evaluation rubric was used for the first time in spring 2007. There were inconsistencies among faculty assessment levels and it appears that the sight-reading component is weighted too heavily. These issues should be addressed by the Music Performance Coordinators Committee (MPCC) and adjusted for the next board in fall 2007.</p> <p>D Data from new evaluation rubric will be compiled by the MPCC and then studied and related to future outcomes by the MEPC.</p> <p>D Data from new evaluation rubric will be compiled by the MPCC and then studied and related to future outcomes by the MEPC.</p> <p>A Data from new performance evaluation rubric will be compiled by the MPCC and then studied and related to future outcomes by the MEPC.</p> <p>D Final examination scores have been used to measure student success; a rubric that will more accurately assess conducting skills and identify deficiencies and areas for improvement will be developed by the conducting/literature faculty for implementation in fall 2007.</p>
<i>Program</i>	<i>Number of Candidates</i>	<i>Mean Score Percentage</i>																		
Instrumental	3	78%																		
Vocal	0	NA																		
<i>Program</i>	<i>Number of Candidates</i>	<i>Mean Score Percentage</i>																		
Instrumental	2	93%																		
Vocal	2	90%																		

•90% of program candidates earn a score of 70% or above on a final project in MUSC 411 or 414.

• 85% of program candidates earn a score of 80% or above on indicators from Choral and/or Instrumental Final Evaluation Form (CFEF and/or IFEF) that measure this outcome for all program completers:
Musical competence: aural skills; pitch skills; technical skills; musicality skills; sight-reading skills; conducting skills; knowledge of instruments.

• 4.00/5.00 mean response on the Graduating Student Exit Survey (GSES) on questions relating to the program completer's opinion concerning 1) quality of instruction in conducting; 2) quality of experience in ensembles; 3) quality of instruction in performance study and senior recital (MUSC 490)

4.00/5.00 mean response on the GS and ES on questions relating to performance and conducting skills and repertoire knowledge.

No data available at this time. Neither course has been rotated into the re-design sequence of B.M.Ed. since the 400-level courses work will not occur until 2008-09.

Data based on two instrumental music candidates completing the program in 2006-07:
100% of program completers earned a score above 80%. The mean score of the IFEF indicators specific to this outcome was 96%.

Quality of Instruction: Conducting/Ensemble Experience Evaluation Questions

<i>Program</i>	<i>Response #</i>	<i>Conducting Score</i>	<i>Ensembles Score</i>
B.M.Ed - Instrumental	2	5.00	3.50
B.M.Ed. - Vocal	0	NA	NA

Quality of Instruction: Performance Lessons/Senior Recital

<i>Program</i>	<i>Response #</i>	<i>Performance Lessons</i>	<i>MUSC 490</i>
B.M.Ed - Instrumental	2	5.00	5.00
B.M.Ed. - Vocal	0	NA	NA

GS - No data available. The GS is on a five-year rotation and will be distributed in January 2008.

ES - No data available. The ES is on a five-year rotation and will be distributed in January 2008.

D Assessment rubric will be designed and implemented for use in fall 2008 by conducting/literature faculty.

M Maintain current method of assessment but continue to analyze, assess and monitor the processes and curriculum related to this outcome.

R The GSES will be revised by the PART department head in collaboration with all program coordinators to update specific questions for use in fall 2007.

A/R The GS will be revised and mailed as well as posted on the PART website in January 2008.

A/R The ES will be revised and mailed as well as posted on the PART website in January 2008.

Student Learning Outcome 6: Graduates apply understanding of child/adolescent growth and development, as well as, principles of learning while demonstrating an ability to: a) select and sequence content, b) develop written plans and instructional objectives, procedures, and resources, c) select, utilize and evaluate appropriate assessments, d) select and integrate appropriate music material and technology for instructional needs, and e) manage a classroom environment of diverse student needs.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<ul style="list-style-type: none"> •90% of program candidates earn a score of 70% or above on a final project in MUED 320 and 324 or 326. •80% of program candidates earn a score of 70% or above on the final assessment rubric for MUSC 392 (Vocal Pedagogy for the Music Education Major). •90% of program candidates earn a score of 70% or above on Classroom Management Assessment Rubric for MUED 425. •100% passing rate on PLT (Principles of Learning and Teaching) for all program completers; 75% of program completers pass PLT on the first attempt; 82% mean score on PLT (minimum score 161/200) for all program completers. •100% passing rate on Praxis II, Music Content Knowledge Test (# 0113); 75% of program completers pass Music Content Knowledge on first attempt; 80% mean score on indicators of the Music Content Knowledge that measure this outcome for all program completers. Sections IV (Music Learning, K-12) and V (Professional Practices) • 85% of program completers earn a score of 80% or above on indicators from Choral and/or Instrumental Final Evaluation Form (CFEF and/or IFEF) that measure this outcome for all program completers: Classroom management (including assessment) •75% mean ratio on indicators of PPA (Professional 	<p>No data available at this time. None of these courses have been rotated into the re-design sequence of B.M.Ed.</p> <p>No data available at this time. This course will rotate into the re-designed sequence in fall 2007 for the first time.</p> <p>No data available at this time. Course has not been rotated into the re-design sequence of B.M.Ed. since the 400-level courses work will not occur until 2008-09.</p> <p><u>2006-2007 Two Program Completers</u> 100% of program completers passed the PLT on the first attempt earning a mean score of 188 (94%); one earned an ETS Recognition of Excellence.</p> <p>100% of program completers passed the Music Content Knowledge Test on the first attempt; one completer passed the Music Content Knowledge Test Sections IV and V with a mean score of 73%; no data is available on the second completer.</p> <p>Data based on <u>two instrumental music candidates</u> completing the program in 2006-07: 100% of program completers earned a score above 80%. The mean score of the IFEF indicators specific to this outcome was 98%.</p> <p>Program completers earned 90% mean score on the PPA.</p>	<p>D Evaluation rubrics will be designed and implemented for use in MUED 320 in fall 2007 and in MUED 324 and 326 in spring 2008.</p> <p>D Rubric will be designed and implemented for use in fall 2007.</p> <p>D Rubric will be designed and implemented for use in fall 2008.</p> <p>M As a result of minimal data, no substantiated action can be taken at this time; the MEPC will continue to monitor, assess, and evaluate the processes and curriculum related to this outcome.</p> <p>M As a result of minimal data, no substantiated action can be taken at this time; the MEPC will continue to analyze, assess and monitor the processes and curriculum related to this outcome.</p> <p>M The MENC will continue to analyze, assess and monitor the processes and curriculum related to this outcome.</p> <p>M As a result of minimal data, no substantiated action</p>

Portfolio Assessment) that measure this outcome based on scoring rubric:
Section III, IV, and V

•96% mean ratio on indicators of LATAAP (Louisiana Teacher Assistance and Assessment Program) that measure this outcome

Post-Graduation Professional Activity

• 4.00/5.00 mean response on the Graduating Student Exit Survey (GSES) on questions relating to the program completer's opinion concerning 1) quality of instruction in teaching methods course; 2) quality of supervision in music teaching experience (MUED 442); and 3) degree of preparation for student teaching experience.

4.00/5.00 mean response on the GS and ES on questions relating to this objective.

Three indicators, reflection on management strategies (IV.3.) and Lesson Planning (V.1. and V.2.) indicate need for some improvement.

No data available at this time.

Two Program Candidates graduated in 2006-07:

Both graduates have been hired as secondary music teachers; one obtained a position in Calcasieu Parish the other in Victoria, Texas.

Quality of Instruction in Methods Courses and Supervision in MUED 442

<i>Program</i>	<i>Response #</i>	<i>Instruction in Methods Courses</i>	<i>Supervision in MUED 442</i>
B.M.Ed - Instrumental	2	4.50	5.00
B.M.Ed. - Vocal	0	NA	NA

Question: Did the Breath of your studies prepare you adequately for completing your senior teaching project?

B.M.Ed - Instrumental	2 responses	4.00/5.00
B.M.Ed. - Vocal	0	NA

GD - No data available. The GS is on a five-year rotation and will be distributed in January 2008.

ES - No data available. The ES is on a five-year rotation and will be distributed in January 2008.

can be taken at this time; the MEPC will continue to analyze, assess and monitor the processes and curriculum related to this outcome.

D The MEPC recommend that collected data specific to this outcome be utilized when made available.

R The GSES will be revised by the PART department head in collaboration with all program coordinators to update specific questions for use in fall 2007.

A/R The GS will be revised and mailed as well as posted on the PART website in January 2008.

A/R The ES will be revised and mailed as well as posted on the PART website in January 2008.

Resources Allocated:

1. \$ 6,000 has been allocated to order educational resources for MUED 320 (Teaching Music in Elementary School, Grades K-5). This course will be taught for the first time in the re-design sequence in fall 2007.
 2. \$1,000 has been designated for student travel to the Louisiana Music Educators Conference and the Texas Music Educators Conference to allow students to participate in professional education seminar as workshops.
 3. \$1,250 will be used to contract master teachers to present at least two workshops or seminars for program students during 2007-2008.
 4. \$250 has been designated for repair of brass and woodwind pedagogy instruments.
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