

Music [MUSC]

Cycles included in this report:
Jun 1, 2017 to May 31, 2018

Program Name: Music [MUSC]

Reporting Cycle: Jun 1, 2017 to May 31, 2018

1 Is this program offered via Distance Learning?

50-99% Distance/Traditional

2 Is this program offered at an off-site location?

No

2.1 If yes to previous, provide addresses for each location where 50% or more of program credits may be earned.

3 Example of Program Improvement

2016-2017:

Will see graduation rates rise beginning with the 2016 report.

2017-2018:

- Retention rates have stabilized over the past three years.
 - PART anticipates exceeding the Board of Regents benchmark for graduates in 2018-2019.
- Changes have been made to faculty teaching schedules which created time for faculty to have more individual contact with students (office hours).

4 Program Highlights from the Reporting Year

2016-2017:

Continue to meet Board of Regent's benchmarks for graduation rates.

2017-2018:

- 100% of 2017-2018 Bachelor of Music graduates (all concentrations) are:
 - Employed in a field directly related to the degree concentration; or,
 - Currently enrolled in an accredited graduate program.
- Student enrollment has increased:
 - MUSC: +6.2%

5 Program Mission

The Department of Performing Arts provides the opportunity for students to develop their talent and potential as creative artists in theatre and music and as music educators. To this end, the department offers curricula, coursework and experiences in music, music education and theatre, that prepare students for professional careers and graduate school entrance in music, music education, and theatre arts. To students with other majors, the department provides minor degrees in music and theatre, survey courses in music, and performances opportunities that enhance the quality of a liberal arts education and enrich the lives of all students.

6 Institutional Mission Reference

The Department of Performing Arts supports the University's fundamental mission by contributing to the array of liberal arts programs at the baccalaureate level, providing K-12 music educators to serve this region, and providing cultural events at appropriate functions and ceremonies that enrich, entertain, and enhance the University and the region.

7 Assessment and Benchmark Major Performance Area Entrance Diagnostic Rubric

Assessment: Major Performance Area Entrance Diagnostic Rubric measures musicianship, expression/musicality, and sight-reading.

Benchmark: 40% of entering candidates will earn a score of 6 or above (scale 0-9) on the Major Performance Area Entrance Diagnostic Rubric.

Files:

Music Program Performance Rubric

Outcome Links

Musicianship [Program]

Students demonstrate continued growth in musicianship and acquire a rudimentary capacity to create original or derivative music.

7.1 Data

Academic Year	Candidates that earned a score of 6 or above	
	#	%
2013-2014	52/63	83%
2014-2015	34/45	76%
2015-2016	18/32*	56%
2016-2017	27/30**	90%
2017-2018	24/30	80%

*One candidates' rubric did not include site reading so omitted.

**Three candidates' rubrics did not include site reading so omitted.

7.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Expected level of achievement was met. Continue to monitor, analyze, and assess outcomes. Consider a separate rubric for transfer students. No changes at this time.

2017-2018:

Expected level of achievement was met. Revised benchmark for 2018-2019: 45% of entering candidates will earn a score of 6 or above (scale 0-9) on the Major Performance Area Entrance Diagnostic Rubric.

Begin monitoring and reporting on student sight-reading score from rubric; students continually under-perform in sight-reading component of the rubric.

8 Assessment and Benchmark Music 200/202 Major Performance Sophomore Level Board

Assessment: Major Performance Sophomore Level Board is assessed in MUSC 200 and the 202 level course in the students performance area.

Benchmark:

75% of program candidates will pass the 200/202 level major performance board requirement on the first attempt.

75% of instrumental program candidates will earn a score of 10 or above.

75% of vocal program candidates will earn a score of 12 or above.

Prior to 2013-2014, the benchmark for vocal program candidates was a score of 10.

Course Links

MUSC200 [Admission to Upper-Division Major Performance Study (Cr. 0)]

Outcome Links

Musicianship [Program]

Students demonstrate continued growth in musicianship and acquire a rudimentary capacity to create original or derivative music.

Standards for Music Teachers [External]

2 Program Content

In addition to the common core of musicianship and general studies, the musician electing a career in school-based teaching must develop competencies in professional education and in specific areas of musicianship. Professional education components should be dealt with in a practical context, relating the learning of educational principles to the student's day-by-day work in music. Students must be provided opportunities for various types of observation and teaching. Within the curricular guidelines above, attention

should be given to breadth in general studies, attitudes relating to human, personal considerations, and social, economic, and cultural components that give individual communities their identity.

b. Music Competencies

The profession of school music teacher now encompasses a wide range of traditional, emerging, and experimental purposes, approaches, content, and methods. Each institution makes choices about what, among many possibilities, it will offer prospective specialist music teachers. Institutions may offer a comprehensive curriculum involving two or more specializations and/or focus on one or more particular specializations. The following standards provide a framework for developing and evaluating a wide variety of teacher preparation program goals and achievements. Items b.(1), (2), (3), and (4) apply to all programs that prepare prospective music teachers. Items c.(1), (2), (3), (4), and (5) apply to specializations singly or in combination as determined by the focus and content of specific program offerings determined by each institution.

c. Specialization Competencies

Institutions and other educational authorities make decisions about the extent to which music teachers will be prepared in one or more specializations. The following competencies apply singly or in combination consistent with the specialization objectives of each teacher preparation program in music.

8.1 Data

Academic Year	Instrumental candidates that earned a score of 10 or above		Vocal candidates that earned a score of 12 or above		Candidates that passed on the first attempt	
	#	%	#	%	#	%
2013-2014	10	N/A	2	N/A		100%
2014-2015	11/14	78%	4/4	100%		100%
2015-2016	14/15	93%	3/6	50%		100%
2016-2017	4/4*	100%	5/6	83%		100%
2017-2018	N/A	N/A	3/4	75%		75%

*Three instrumental program candidates' rubrics only assessed sight reading so omitted.

Course Links

MUSC200 [Admission to Upper-Division Major Performance Study (Cr. 0)]

8.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Continue to monitor, analyze, and assess outcomes. No changes at this time.

2017-2018:

Expected level of achievement of vocal candidates was met. No instrumentalists were enrolled in MUSC 200/202. All candidates passed 200/202 on the first attempt. Continue to monitor, analyze, and assess outcomes. No changes at this time.

Course Links

MUSC200 [Admission to Upper-Division Major Performance Study (Cr. 0)]

9 Assessment and Benchmark MUED 320 Final Curriculum Project

Assessment: MUED 320 (Teaching Music in Elementary Schools for Diverse Learners, Grades K-5) final curriculum project rubric.

Benchmark: 80% of program candidates will earn a score of 75% or above on a final curriculum project rubric in MUED 320.

Files:

MUED 320 Grad Stand_Rubric for Curr Project (revised)

Course Links

MUED320 [Teaching Music in Elementary School for Diverse Learners, Grades K-5 (Lec. 3, Lab.1, Cr. 3)]

Outcome Links

Planning for Teachers [Program]

All level teacher candidates plan effectively for instruction in classes to include effective instructional delivery, appropriate content, opportunities for student involvement in the learning process, and assessment for student progress in K-12 education.

Other Certification Area Competencies [External]

All Levels K-12 Education

The standards in which the following certification competences are defined: Art Education, Dance Education, English as a Second Language Education, Foreign Languages Education, Health and Physical Education, Music Education, and Theater Education.

Standards for Music Teachers [External]

a. Standard

Curricular structure, content, and time requirements shall enable students to develop the range of knowledge, skills, and competencies expected of those holding a professional baccalaureate degree in music education as indicated below and in Standards VIII.

2 Program Content

In addition to the common core of musicianship and general studies, the musician electing a career in school-based teaching must develop competencies in professional education and in specific areas of musicianship. Professional education components should be dealt with in a practical context, relating the learning of educational principles to the student’s day-by-day work in music. Students must be provided opportunities for various types of observation and teaching. Within the curricular guidelines above, attention should be given to breadth in general studies, attitudes relating to human, personal considerations, and social, economic, and cultural components that give individual communities their identity.

d. Teaching Competencies

The musician-teacher must be able to lead students to competency, apply music knowledge and skills in teaching situations, and integrate music instruction into the process of P-12 education. Essential competencies are:

9.1 Data

Semester	Candidates that earned a score of 75% or above on a final project rubric	
	#	%
Fall 2013	7/8	87.5%
Fall 2014	8/9	89%
Fall 2015	8/9	89%
Fall 2016	6/6	100%
Fall 2017	9/13	77%

Course Links

MUED320 [Teaching Music in Elementary School for Diverse Learners, Grades K-5 (Lec. 3, Lab.1, Cr. 3)]

9.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Expected level of achievement was not met. Students must work to address more fully all sections specified on the rubric. Many models were provided for student perusal of this project. The project was limited to grades K-2. The rubric was amended to include folk songs repertoire along with the Basal Series. Writing of lessons plans was addressed more during the course of the semester to allow for better preparation of this project. Also, more attention was given to areas other than the writing of lesson plans for this project. Leave expected level of achievement to read 80% of program candidate completers earn a score of 75% or above on a rubric-scored final project.

2017-2018:

Expected level of achievement will be changed to read: 80% of program candidate completers

will earn a score of 70% or above on a rubric-scored final project for the 2018-2019 reporting cycle.

Course Links

MUED320 [Teaching Music in Elementary School for Diverse Learners, Grades K-5 (Lec. 3, Lab.1, Cr. 3)]

10 Assessment and Benchmark MUED 324 Final Project

Assessment: MUED 324 (Teaching Instrumental Music in Secondary School, Grades 6-12) final project rubric.

Benchmark: 80% of program candidates will earn a score of 75% or above on a final project rubric in MUED 324.

Files:

324 Final Research Project Grading Rubric

Course Links

MUED324 [Teaching Instrumental Music in Secondary School, Grades 6-12 (Lec. 3, Lab. 1, Cr. 3)]

Outcome Links

Planning for Teachers [Program]

All level teacher candidates plan effectively for instruction in classes to include effective instructional delivery, appropriate content, opportunities for student involvement in the learning process, and assessment for student progress in K-12 education.

Other Certification Area Competencies [External]

Secondary Grades 6-12 Education

The standards in which the following certification competences are defined: Agricultural education, Business and Marketing Education, Computer Science Education, Family and Consumer Sciences Education, Foreign Languages Education, Journalism Education, Science Education, Social Studies Education, and Technology education.

Standards for Music Teachers [External]

a. Standard

Curricular structure, content, and time requirements shall enable students to develop the range of knowledge, skills, and competencies expected of those holding a professional baccalaureate degree in music education as indicated below and in Standards VIII.

c. Specialization Competencies

Institutions and other educational authorities make decisions about the extent to which music teachers will be prepared in one or more specializations. The following competencies apply singly or in combination consistent with the specialization objectives of each teacher preparation program in music.

d. Teaching Competencies

The musician-teacher must be able to lead students to competency, apply music knowledge and skills in teaching situations, and integrate music instruction into the process of Pâ€“12 education. Essential competencies are:

10.1 Data

Academic Year	Candidates that earned a score of 75% or above on a final project rubric	
	#	%
2014-2015	10/10	100%
2015-2016	5/5	100%
2016-2017	7/7	100%
2017-2018	13/13	100%

Course Links

MUED324 [Teaching Instrumental Music in Secondary School, Grades 6-12 (Lec. 3, Lab. 1, Cr. 3)]

10.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Expected level of achievement was met. The Music Education Program Coordinators (MEPC) will continue to analyze and monitor these outcomes. One comment is that the amount of subject matter that needs to be covered in this course far exceeds the ability of the most talented and dedicated students to properly comprehend and apply. This will remain the case until we are able to expand the number of courses in this area and offer the subject matter covered over several semesters.

2017-2018:

Expected level of achievement was met. Based on the score on the Rubric for the Final Project [191.1 out of possible 200 points], the students completing the project excelled in the sections dealing with proposed facilities and in most cases equipment and music issues. The weakness (if any) would be in the understanding of the woodwind and/or brass instruments (percussion consistently strong across all students) and the issues surrounding the purchase of marching band uniforms. The project is being redesigned for spring 2019 to focus more attention on these areas of concern.

Change the measure of proficiency to read: 80% of candidates will earn a score of 80% or above on the final project rubric in MUED 324.

Course Links

MUED324 [Teaching Instrumental Music in Secondary School, Grades 6-12 (Lec. 3, Lab. 1, Cr. 3)]

11 Assessment and Benchmark MUED 326 Final Project

Assessment: MUED 326 (Teaching Vocal Music in Secondary School, Grades 6-12).

Benchmark: 80% of program candidates will earn a score of 75% or above on a final project rubric in MUED 326.

Files:

MUED 326 Teaching Projects Rubric

Course Links

MUED326 [Teaching Vocal Music in Secondary School, Grades 6-12 (Lec. 3, Lab. 1, Cr. 3)]

Outcome Links

Planning for Teachers [Program]

All level teacher candidates plan effectively for instruction in classes to include effective instructional delivery, appropriate content, opportunities for student involvement in the learning process, and assessment for student progress in K-12 education.

Other Certification Area Competencies [External]

Secondary Grades 6-12 Education

The standards in which the following certification competences are defined: Agricultural education, Business and Marketing Education, Computer Science Education, Family and Consumer Sciences Education, Foreign Languages Education, Journalism Education, Science Education, Social Studies Education, and Technology education.

Standards for Music Teachers [External]

a. Standard

Curricular structure, content, and time requirements shall enable students to develop the range of knowledge, skills, and competencies expected of those holding a professional baccalaureate degree in music education as indicated below and in Standards VIII.

b. Music Competencies

The profession of school music teacher now encompasses a wide range of traditional, emerging, and experimental purposes, approaches, content, and methods. Each institution makes choices about what,

among many possibilities, it will offer prospective specialist music teachers. Institutions may offer a comprehensive curriculum involving two or more specializations and/or focus on one or more particular specializations. The following standards provide a framework for developing and evaluating a wide variety of teacher preparation program goals and achievements. Items b.(1), (2), (3), and (4) apply to all programs that prepare prospective music teachers. Items c.(1), (2), (3), (4), and (5) apply to specializations singly or in combination as determined by the focus and content of specific program offerings determined by each institution.

c. Specialization Competencies

Institutions and other educational authorities make decisions about the extent to which music teachers will be prepared in one or more specializations. The following competencies apply singly or in combination consistent with the specialization objectives of each teacher preparation program in music.

e. Professional Procedures

In order to implement programs to achieve the competencies identified in the foregoing sections, the following standards and guidelines apply:

11.1 Data

Academic Year	Candidates that earned a score of 75% or above on a final project rubric	
	#	%
2013-2014	2/2	100%
2014-2015	1/1	100%
2015-2016	3/3	100%
2016-2017	N/A*	N/A
2017-2018	3/3	100%

*No students were enrolled in MUED 326 in 2016-2017.

Course Links

MUED326 [Teaching Vocal Music in Secondary School, Grades 6-12 (Lec. 3, Lab. 1, Cr. 3)]

11.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

Expected level of achievement was met. The Music Education Program Coordinators (MEPC) will continue to analyze and monitor these outcomes.

2016-2017:

No students were enrolled in MUED 326 in the spring of 2017.

2017-2018:

Expected level of achievement was met. Based on the score on the Rubric for the Final Project, the students completing the project excelled in the micro-teaching element of the class.

Change the measure of proficiency to read: 80% of candidates will earn a score of 80% or above on the final project rubric in MUED 326.

Course Links

MUED326 [Teaching Vocal Music in Secondary School, Grades 6-12 (Lec. 3, Lab. 1, Cr. 3)]

12 Assessment and Benchmark MUED 411 or 414 Final Project

Assessment: MUED 411 (Teaching Band and Orchestra Literature) or 414 (Teaching Choral Literature) Final Project rubric.

Benchmark: 75% of program candidates will earn a score of 80% or above on a final project rubric in MUED 411 or MUED 414 (Teaching Band and Orchestral Literature or Teaching Choral Literature).

Prior to 2017-2018, the benchmark was 85% of program candidates will earn a score of 80% or above.

Files:

411 Instructional Design Project Rubric

MUED 414 Final Project Rubric

Course Links

MUED411 [Teaching Band and Orchestra Literature (Lec. 3, Cr. 3)]

MUED414 [Teaching Choral Literature (Lec. 3, Cr. 3)]

Outcome Links

Musicianship [Program]

Students demonstrate continued growth in musicianship and acquire a rudimentary capacity to create original or derivative music.

Other Certification Area Competencies [External]

All Levels K-12 Education

The standards in which the following certification competences are defined: Art Education, Dance Education, English as a Second Language Education, Foreign Languages Education, Health and Physical Education, Music Education, and Theater Education.

Standards for Music Teachers [External]

a. Standard

Curricular structure, content, and time requirements shall enable students to develop the range of knowledge, skills, and competencies expected of those holding a professional baccalaureate degree in music education as indicated below and in Standards VIII.

b. Music Competencies

The profession of school music teacher now encompasses a wide range of traditional, emerging, and experimental purposes, approaches, content, and methods. Each institution makes choices about what, among many possibilities, it will offer prospective specialist music teachers. Institutions may offer a comprehensive curriculum involving two or more specializations and/or focus on one or more particular specializations. The following standards provide a framework for developing and evaluating a wide variety of teacher preparation program goals and achievements. Items b.(1), (2), (3), and (4) apply to all programs that prepare prospective music teachers. Items c.(1), (2), (3), (4), and (5) apply to specializations singly or in combination as determined by the focus and content of specific program offerings determined by each institution.

c. Specialization Competencies

Institutions and other educational authorities make decisions about the extent to which music teachers will be prepared in one or more specializations. The following competencies apply singly or in combination consistent with the specialization objectives of each teacher preparation program in music.

12.1 Data

MUED 411:

Academic Year	Candidates that earned a score of 80%		Average Score
	#	%	
2014-2015	5/5	100%	91%
2015-2016	9/9	100%	94.68%
2016-2017	5/5	100%	87.44%
2017-2018	4/4	100%	86.12%

MUED 414:

Academic Year	Candidates that earned a score of 80%		Average Score
	#	%	

2013-2014	1/3	33%	76%
2014-2015	2/2	100%	83%
2015-2016	1/2*	50%	76%
2016-2017	2/3	66%	82.3%
2017-2018	N/A**	N/A	N/A

*One candidate earned a score of 92%, the other candidate earned a score of 60%.

**MUED 414 was not offered in 2017-2018.

Course Links

MUED411 [Teaching Band and Orchestra Literature (Lec. 3, Cr. 3)]

MUED414 [Teaching Choral Literature (Lec. 3, Cr. 3)]

12.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

MUED 411: Expected level of achievement was met for instrumentalists. Based on the assessment data available over the past four years, no modifications are recommended at this time.

MUED 414: Expected level of achievement was not met for vocal. Continue to include analysis of choral works both small and large scale to challenge the student to think critically, and allow the student to investigate conducting issues within a given composition.

Change benchmark to 75% earn a score of 80% or above for 2017-2018.

2017-2018:

MUED 411:

- Expected level of achievement was met.
- Based on the score on the Rubric for the Final Project (215.3 out of possible 200 points), the students completing the Instructional Design Project excelled in the teacher guide portion.
- The weakness (if any) would be in the understanding of the importance/clarity/completeness of the student workbook portion of the project.
- The difficulty in assessing any changes to the course is based on the statistical numbers being skewed at times due to the low number of students in the course.
- Currently, there are 13 students enrolled in MUED 411 for the fall 2018 term and so we should have a better understanding of any trends at the conclusion of this term.

Course Links

MUED411 [Teaching Band and Orchestra Literature (Lec. 3, Cr. 3)]

MUED414 [Teaching Choral Literature (Lec. 3, Cr. 3)]

13 Assessment and Benchmark MUED 425 Final Classroom Management Assessment Project

Assessment: MUED 425 (Classroom Management and Organization in the Elementary/Secondary Music Education Classroom and Field Experience) final classroom management assessment project rubric.

Benchmark: 85% of program candidates will earn a score of 80% or above on final classroom management assessment project rubric used in MUED 425.

Files:

425 Classroom Management Plan Grading Rubric

425 Classroom Management Plan PPT Rubric

Course Links

MUED425 [Classroom Management and Organization in the Elementary/Secondary Music Education Classroom and Field Experience (Lec. 2, Lab. 2, Cr. 3)]

Outcome Links

Planning for Teachers [Program]

All level teacher candidates plan effectively for instruction in classes to include effective instructional delivery, appropriate content, opportunities for student involvement in the learning process, and assessment for student progress in K-12 education.

Other Certification Area Competencies [External]

All Levels K-12 Education

The standards in which the following certification competences are defined: Art Education, Dance Education, English as a Second Language Education, Foreign Languages Education, Health and Physical Education, Music Education, and Theater Education.

Standards for Music Teachers [External]

1 Curricular Structure

a. Desirable traits

2 Program Content

In addition to the common core of musicianship and general studies, the musician electing a career in school-based teaching must develop competencies in professional education and in specific areas of musicianship. Professional education components should be dealt with in a practical context, relating the learning of educational principles to the student's day-by-day work in music. Students must be provided opportunities for various types of observation and teaching. Within the curricular guidelines above, attention should be given to breadth in general studies, attitudes relating to human, personal considerations, and social, economic, and cultural components that give individual communities their identity.

b. Music Competencies

The profession of school music teacher now encompasses a wide range of traditional, emerging, and experimental purposes, approaches, content, and methods. Each institution makes choices about what, among many possibilities, it will offer prospective specialist music teachers. Institutions may offer a comprehensive curriculum involving two or more specializations and/or focus on one or more particular specializations. The following standards provide a framework for developing and evaluating a wide variety of teacher preparation program goals and achievements. Items b.(1), (2), (3), and (4) apply to all programs that prepare prospective music teachers. Items c.(1), (2), (3), (4), and (5) apply to specializations singly or in combination as determined by the focus and content of specific program offerings determined by each institution.

b. Music Competencies

The profession of school music teacher now encompasses a wide range of traditional, emerging, and experimental purposes, approaches, content, and methods. Each institution makes choices about what, among many possibilities, it will offer prospective specialist music teachers. Institutions may offer a comprehensive curriculum involving two or more specializations and/or focus on one or more particular specializations. The following standards provide a framework for developing and evaluating a wide variety of teacher preparation program goals and achievements. Items b.(1), (2), (3), and (4) apply to all programs that prepare prospective music teachers. Items c.(1), (2), (3), (4), and (5) apply to specializations singly or in combination as determined by the focus and content of specific program offerings determined by each institution.

c. Specialization Competencies

Institutions and other educational authorities make decisions about the extent to which music teachers will be prepared in one or more specializations. The following competencies apply singly or in combination consistent with the specialization objectives of each teacher preparation program in music.

c. Specialization Competencies

Institutions and other educational authorities make decisions about the extent to which music teachers will be prepared in one or more specializations. The following competencies apply singly or in combination consistent with the specialization objectives of each teacher preparation program in music.

d. Teaching Competencies

The musician-teacher must be able to lead students to competency, apply music knowledge and skills in teaching situations, and integrate music instruction into the process of P-12 education. Essential competencies are:

d. Teaching Competencies

The musician-teacher must be able to lead students to competency, apply music knowledge and skills in teaching situations, and integrate music instruction into the process of P-12 education. Essential competencies are:

e. Professional Procedures

In order to implement programs to achieve the competencies identified in the foregoing sections, the following standards and guidelines apply:

e. Professional Procedures

In order to implement programs to achieve the competencies identified in the foregoing sections, the following standards and guidelines apply:

13.1 Data

Semester	Candidates that earned a score of 80%	
	#	%
Fall 2013	6/6	100%
Fall 2014	4/4	100%
Fall 2015	8/8	100%
Fall 2016	10/10	100%
Fall 2017	4/4	100%

Course Links

MUED425 [Classroom Management and Organization in the Elementary/Secondary Music Education Classroom and Field Experience (Lec. 2, Lab. 2, Cr. 3)]

13.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Expected level of achievement was met. The Music Education Program Coordinators (MEPC) will continue to analyze and monitor these outcomes.

2017-2018:

- Expected level of achievement was met.
- The students completing the Classroom Management Plan Part 1 (written = 200 points out of a possible 250 points) excelled in the classroom organization, lessons, effective teaching practices, and evaluation/assessment strategies.
- The students completing the Classroom Management Plan Part 2 (PowerPoint = 50 points out of a possible 250 points) excelled in the visual presentation, cohesiveness, and sequencing of information.
- The weakness (if any) would be:
 - In part 1: the understanding of the professional development portion of the project (mostly completeness of coverage); and,
 - In part 2: the lack of comprehension of the amount of information per slide that is effective in presentations.
- The difficulty in assessing any changes to the course is based on the statistical numbers being skewed at times due to the low number of students in the course.
- Currently, there are 10 students enrolled in MUED 425 for the Fall 2018 term and so we should have a better understanding of any trends at the conclusion of this term.

Course Links

MUED425 [Classroom Management and Organization in the Elementary/Secondary Music Education Classroom and Field Experience (Lec. 2, Lab. 2, Cr. 3)]

14 Assessment and Benchmark Entrance Theory Diagnostic Exam [Approved]

Assessment: Students that pass the Entrance Theory Diagnostic Exam are allowed entrance into MUSC 101 and are not required to take MUSC 100.

Benchmark: No more than 20% of program candidates will earn a score of 70% or above on the Entrance Theory Diagnostic Exam; all others will be enrolled in MUSC 100.

Outcome Links

Musicianship [Program]

Students demonstrate continued growth in musicianship and acquire a rudimentary capacity to create original or derivative music.

14.1 Data

Academic Year	Students that passed the Entrance Theory Diagnostic Exam	
	#	%
2013-2014	7/38	18%
2014-2015	3/31	10%
2015-2016	6/33	20%
2016-2017	8/38	21%
2017-2018	8/41	20%

14.1.1 Analysis of Data and Plan for Continuous Improvement [Approved]

2015-2016:

The drop and failure rate in previous years in Freshman Music Theory (MUSC 101-102, prior to 2013-2014) was excessive; resulting in cohorts at the sophomore, junior, and senior levels that mitigated against appropriate levels of student in upper division courses, and low graduation rates. Beginning fall 2014, MUSC 100 was moved to the fall, to give students an opportunity to acquire the physical and intellectual skills for an improved opportunity for success in the music degree plan. Passage rate of MUSC 201 beginning spring 2015 should indicate if this adjustment is successful; and it was, with an 80% passage rate.

2016-2017:

Of the 21%, 13% were placed into MUSC 101 and 3% into MUSC 102. The 79% of students that did not pass were enrolled into MUSC 100. Expected level of achievement was met. Continue to monitor, analyze, and assess.

2017-2018:

Expected level of achievement met. 34 students took MUSC 100 post-test. 33 students passed into MUSC 101. Overall average for MUSC 100 (post-test) was 89% (vs. average score of 43% on diagnostic test). Continue to monitor, analyze, and assess; compare with this cohorts pass rate in MUSC 201 in spring 2020.

15 Assessment and Benchmark MUSC 201 Final Composition/Analysis Project

Assessment: MUSC 201 (Advanced Theory I) Final Composition/Analysis Project rubric.

Benchmark: 75% of program candidates will earn a score of 70% or above on the MUSC 201 final composition/analysis project rubric.

Files:

MUSC 201 Final Composition and Grading

MUSC 201 Final Composition Rubric

Course Links

MUSC201 [Advanced Music Theory I (Lec. 2, Lab. 1, Cr. 2)]

Outcome Links**Musicianship [Program]**

Students demonstrate continued growth in musicianship and acquire a rudimentary capacity to create original or derivative music.

15.1 Data

Academic Year	Candidates that met the benchmark	Average
---------------	-----------------------------------	---------

	#	%	Score
2013-2014	3/29	10%	55%
2014-2015	19/23	80%	80%
2015-2016	19/23	80%	80%
2016-2017	25/26	96%	
2017-2018	21/21	100%	99%

Course Links

MUSC201 [Advanced Music Theory I (Lec. 2, Lab. 1, Cr. 2)]

15.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

Expected level of achievement met. Continue to analyze, monitor, and assess. Considering the use of a music standardized test by Educational Testing Services.

2016-2017:

Expected level of achievement met. Continue to analyze, monitor, and assess. Considering the use of a music standardized test by Educational Testing Services (i.e. the MUSIC Graduate Record Exam).

2017-2018:

Expected level of achievement surpassed, with continued growth (over multiple years) in the number of students achieving at a high level. This is a specific result of the process used by the current instructor to work with students in a "composition seminar" atmosphere, as well as improved preparation at the lower division theory levels. Continue to analyze, monitor, and assess. Consider increasing difficulty/length of the project.

Course Links

MUSC201 [Advanced Music Theory I (Lec. 2, Lab. 1, Cr. 2)]

16 Assessment and Benchmark MUSC 202L Final Proficiency Exam

Assessment: MUSC 202L (sight-reading/ear training) Final Proficiency Exam rubric.

Benchmark:

75% of program candidates will earn a score of 70% or above on the MUSC 202L (sight-reading/ear training) final proficiency exam rubric.

75% of program candidates will complete the proficiency requirement on first attempt.

Course Links

MUSC202L [Advanced Ear Training/Sight Singing II (Lab. 2, Cr. 1)]

Outcome Links

Musicianship [Program]

Students demonstrate continued growth in musicianship and acquire a rudimentary capacity to create original or derivative music.

16.1 Data

Academic Year	Candidates that earned a score of 70% or above on the MUSC 202L final proficiency exam rubric		Candidates that completed the proficiency requirement on the first attempt	
	#	%	#	%
2013-2014	15/16	91%	16/16	100%
2014-2015*	N/A	N/A	N/A	N/A

2015-2016	16.5/22	75%	16.5/22	75%
2016-2017	17/18	94%	18/18	100%
2017-2018	16/24	75%	18/18	100%

*MUSC 202L was not offered in 2014-2015.

Course Links

MUSC202L [Advanced Ear Training/Sight Singing II (Lab. 2, Cr. 1)]

16.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Expected level of achievement met. Continue to analyze, monitor, and assess. Considering the use of a music standardized test by Educational Testing Services.

2017-2018:

Expected level of achievement met. Continue to analyze, monitor, and assess. Considering the use of a music standardized test by Educational Testing Services.

Check on parity of grading and teacher expectations: One section had a 100% pass rate; one section had a pass rate of 33%. This raises questions as to teacher expectations.

Course Links

MUSC202L [Advanced Ear Training/Sight Singing II (Lab. 2, Cr. 1)]

17 Assessment and Benchmark MUSC 261 Final Verbal Presentation/Research Project

Assessment: Music history/literature knowledge indicators of the MUSC 261 (Introduction to Music History and Literature) final verbal presentation/research project rubric.

Benchmark: 75% of program candidates will earn a score of 66% (or above) on the Music history/literature knowledge indicators of the MUSC 261 (Introduction to Music History and Literature) final verbal presentation/research project rubric.

Files:

Rubric for Early Music Research S18

Course Links

MUSC261 [Introduction to Music History and Literature (Lec. 1, Lab. 1, Cr. 1)]

Outcome Links

Music History [Program]

Students acquire basic knowledge of music history and repertoires through the present time.

17.1 Data

Semester	MUSC 261 candidates that met the benchmark	
	#	%
Spring 2013	-	80%
Spring 2014	-	61%
Spring 2015	-	77%
Spring 2017	21/22	95%
Spring 2018	11/18	61%

Course Links

MUSC261 [Introduction to Music History and Literature (Lec. 1, Lab. 1, Cr. 1)]

17.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Expected level of achievement met. Considering the use of a music standardized test by Educational Testing Services. Scores for students at this level would be considered baseline information.

2017-2018:

Expected level of achievement was not met.
This course will be eliminated in the 2019-2020 catalog and will no longer be assessed.

Course Links

MUSC261 [Introduction to Music History and Literature (Lec. 1, Lab. 1, Cr. 1)]

18 Assessment and Benchmark MUSC 330 Final Research Project

Assessment: The MUSC 330 (20th Century Techniques and Materials) final research project rubric 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.

Benchmark: 75% of program candidates will earn a score of 70% or above on the MUSC 330 (20th Century Techniques and Materials) final research/composition project rubric.

Files:

- MUSC 330 Final Composition Directions
- MUSC 330 Final Composition Rubric

Course Links

MUSC330 [20th Century Techniques and Materials (Lec. 2, Lab. 1, Cr. 2)]

Outcome Links

Music History [Program]

Students acquire basic knowledge of music history and repertoires through the present time.

18.1 Data

Semester	Candidates that met the benchmark	
	#	%
Spring 2014	10/10	100%
Spring 2015	19/19	100%
Spring 2016	1/1	100%
Fall 2016	15/17	88%
Fall 2017	13/13	100%

Course Links

MUSC330 [20th Century Techniques and Materials (Lec. 2, Lab. 1, Cr. 2)]

18.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Expected level of achievement was met. Continue to analyze, monitor, and assess. Considering the use of a music standardized test by Educational Testing Services.

2017-2018:

Greater than the expected level of achievement was met. As this is one of the final two upper division theory courses, a level of class achievement of less than 100% percent would be indicative of a failure, either:

- 1) Teacher expectations that are out of line with professional standards for undergraduate

students in the lower division theory courses (too low, allowing a student to pass to the upper division without sufficient preparation); or,
 2) A teacher with expectations that are too high to reconcile with professional standards for upper division undergraduate music theory; or,
 3) The final possible scenario for a pass rate of less than 100% is student who suffers a catastrophic failure related to either health or family issues.

Continue to monitor and consider changing benchmark to "85% of program candidates will earn a score of 70% or above on the MUSC 330 (20th Century Techniques and Materials) final research/composition project rubric."

Course Links

MUSC330 [20th Century Techniques and Materials (Lec. 2, Lab. 1, Cr. 2)]

19 Assessment and Benchmark MUSC 363 Final Written Research Project Rubric

Assessment: Music history/literature knowledge indicators of the MUSC 363 (Music History II) final written research project rubric

Benchmark: 80% of program candidates will earn a score of 6 (scale of 0-9) or above on the music history/literature knowledge indicators of the MUSC 363 (Music History II) final written research project rubric.

Files:

MUSC 363 - Final Project Rubric

Course Links

MUSC363 [Music History and Literature II: Classic Period through Present (Lec. 3, Cr. 3)]

Outcome Links

Music History [Program]

Students acquire basic knowledge of music history and repertoires through the present time.

19.1 Data

Semester	# of candidates that completed MUSC 363	Candidates that met the benchmark	
		#	%
Spring 2014	14/14	12/14	86%
Spring 2015	17/18	15/18	83%
Spring 2017	20/21	17/21	85%
Spring 2018	22/26	20/26	77%

Course Links

MUSC363 [Music History and Literature II: Classic Period through Present (Lec. 3, Cr. 3)]

19.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Expected level of achievement was met. Continue to analyze, monitor, and assess. Considering the use of a music standardized test by Educational Testing Services.

2017-2018:

The rubric used for this assessment is outdated and must be revised in order to collect useful data.

Course Links

MUSC363 [Music History and Literature II: Classic Period through Present (Lec. 3, Cr. 3)]

20 Assessment and Benchmark MUSC 408/410 Final Conducting Project

Assessment: The final conducting project of MUSC 408/410 (Instrumental/Choral Conducting).

Benchmark: 90% of program candidates will earn a score of 80% or above on the final conducting project of MUSC 408/410 (Instrumental/Choral Conducting).

Prior to 2016-2017, the benchmark was 85% of program candidates will earn a score of 80% or above.

Files:

408 Final Conducting Project Rubric - 150 Points

MUSC 410 Final Conducting Lab Evaluation Rubric

Course Links

MUSC408 [Instrumental Conducting (Lec. 2, Lab. 1, Cr. 2)]

MUSC410 [Choral Conducting (Lec. 2, Lab. 1, Cr. 2)]

Outcome Links

Performance Skills [Program]

Students demonstrate an array of performance skills with increasing sophistication and are able to synthesize these skills in performance.

20.1 Data

Academic Year	MUSC 408 candidates that met the benchmark		MUSC 410 candidates that met the benchmark	
	#	%	#	%
2013-2014	6/6	100%	2/2	100%
2014-2015	N/A*	N/A	2/2	100%
2015-2016	8/8	100%	2/2	100%
2016-2017	4/4	100%	3/3	100%
2017-2018	6/6	100%	N/A**	N/A

*Music 408 was not offered in 2014-2015.

**Music 410 was not offered in 2017-2018.

Course Links

MUSC408 [Instrumental Conducting (Lec. 2, Lab. 1, Cr. 2)]

MUSC410 [Choral Conducting (Lec. 2, Lab. 1, Cr. 2)]

20.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Expected level of achievement was met. Continue to monitor, analyze, and assess outcomes.

2017-2018:

MUSC 408: Expected level of achievement was met. Based on the score on the Rubric for the Final Conducting Project (129.8 out of possible 150 points), the students excelled in the areas of basic conducting patterns, right and left-hand technique and overall musicianship (phrasing, articulation, and releases). The weakness would be in the areas of error detection and correction along with verbal communication with the ensemble. The course lacks a lab band that the students could conduct on a regular basis throughout the semester, and the low number of students in the course prohibits much "live" conducting of their classmates. Until the students have a consistent live ensemble to conduct throughout the semester, these areas will be of concern.

MUSC 410 was not offered.

MUSC 408 and MUSC 410 should be separated for analysis since the two courses use

different evaluation criteria.

Course Links

MUSC408 [Instrumental Conducting (Lec. 2, Lab. 1, Cr. 2)]

MUSC410 [Choral Conducting (Lec. 2, Lab. 1, Cr. 2)]

21 Assessment and Benchmark MUSC 490/492 Major Performance Area Capstone/Senior Recital

Assessment: MUSC 490/492 Major Performance Area Capstone/Senior Recital rubric.

Benchmark:

90% of instrumental program completers earn a score of 12 or above on the Major Performance Area Capstone/Senior Recital (MUSC 490/492) rubric.

85% of vocal program completers earn a score of 15 or above on the Major Performance Area Capstone/Senior Recital (MUSC 490/492) rubric.

90% of program completers pass the MUSC 490/492 requirements on the first attempt.

Prior to 2017-2018, the benchmark for instrumental candidates was that 85% will earn a score of 10 or above, and 85% of vocal candidates will earn a score of 12 or above.

Files:

Music Program Performance Rubric

Course Links

MUSC490 [Recital for Music Education Majors (Cr. 1)]

MUSC492 [Senior Recital for Music Performance (Cr. 4)]

Outcome Links

Performance Skills [Program]

Students demonstrate an array of performance skills with increasing sophistication and are able to synthesize these skills in performance.

21.1 Data

Academic Year	490/492 instrumental completers that earn a score of 12		490/492 vocal completers that earn a score of 15		Completed on first attempt	
	#	%	#	%	#	%
2013-2014	6/6	100%	5/5	100%		100%
2014-2015	5/5	100%	2/2	100%		100%
2015-2016	8/8	100%	3/3	100%		100%
2016-2017	6/6	100%	2/2	100%		100%
2017-2018	6/6	100%	2/2	100%		100%

Course Links

MUSC490 [Recital for Music Education Majors (Cr. 1)]

MUSC492 [Senior Recital for Music Performance (Cr. 4)]

21.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Raise benchmark to 12/18 for instrumental and 15/21 for vocal.

2017-2018:

Expected level of achievement was met. Recommend raising benchmark to 12.5 for 2018-2019.

Course Links

MUSC490 [Recital for Music Education Majors (Cr. 1)]

MUSC492 [Senior Recital for Music Performance (Cr. 4)]

22 Assessment and Benchmark PIAN 216 Proficiency Examination

Assessment: PIAN 216 proficiency examination rubric.

Benchmark:

85% of program candidates complete the proficiency requirement on the first attempt.

85% of program candidates will earn a score of 70% or above on the PIAN 216 proficiency examination rubric.

Prior to 2016-2017, the benchmark was that 80% of program candidates will earn a score of 70% or above on the PIAN 216 proficiency examination rubric, and 80% of candidates will complete the proficiency requirement on the first attempt.

Files:

Piano Proficiency Rubric

Course Links

PIAN216 [Class Piano (Lab. 2, Cr. 1)]

Outcome Links

Performance Skills [Program]

Students demonstrate an array of performance skills with increasing sophistication and are able to synthesize these skills in performance.

22.1 Data

Academic Year	PIAN 216 candidates that completed the proficiency on the first attempt		Candidates that completed the proficiency and scored above 70%	
	#	%	#	%
2013-2014	15/19	79%	15/15	100%
2014-2015	13/16	81%	13/13	100%
2015-2016	13/16	81%	13/13	100%
2016-2017	16/19	84%	16/16	100%
2017-2018	18/20	90%	18/18	100%

Course Links

PIAN216 [Class Piano (Lab. 2, Cr. 1)]

22.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Expected level of achievement was met. Continue to monitor, analyze, and assess outcomes.

2017-2018:

Expected level of achievement was met. In order to continually meet the benchmark, we will work on the sight-reading element in this course.

The goal is to have the students score 2.00 or higher (scale 0-3) in the sight-reading portion.

Course Links

PIAN216 [Class Piano (Lab. 2, Cr. 1)]

23 Assessment and Benchmark Enrollment and Completers

Assessment: Enrollment and Completer Data.

Enrollment numbers are based on candidates currently enrolled in the program who have submitted an EDUC 200 packet.

Benchmark: The EPP has set a goal to increase enrollment by 7% across programs each year from fall 2017 to fall 2021 to coincide with the MSU Strategic Plan goal concerning enrollment and recruitment.

Course Links**EDUC200 [Entrance into Teacher Education (Cr. 0)]****23.1 Data**

Music Education (Vocal and Instrumental) - Enrollment and Completer Data:

Academic Year	# of students officially enrolled in program with an EDUC 499 packet	# of completers in fall semester	# of completers in spring semester	Total # of completers
2013-2014	13			7
2014-2015	15			4
2015-2016	18			7
2016-2017				
2017-2018	25	0	4	4

Course Links**EDUC200 [Entrance into Teacher Education (Cr. 0)]****23.1.1 Analysis of Data and Plan for Continuous Improvement**

2016-2017:

This benchmark has been met or exceeded.

2017-2018:

Analysis of Data: Official enrollment (candidates with an EDUC 200 packet) has steadily increased over the past five years. There was a 39% increase from 2015-2016 to 2017-2018.

Plan for Continuous Improvement: The Music department and the Department of Education Professions will continue to work together to recruit candidates for this program. Geaux Teach brings high school juniors and seniors onto McNeese State University's campus to learn about the education programs offered. Music faculty will be asked to be a part of the January 2019 Geaux Teach program.

Course Links**EDUC200 [Entrance into Teacher Education (Cr. 0)]****24 Assessment and Benchmark Music Praxis**

Assessment: The Music Education, Grades K-12 Praxis Content Exam is #5113. This exam must be passed prior to student teaching. The passing score required by the state for 2017-2018 is 151.

Benchmark: 90% of Music Education majors will achieve a passing score on the Praxis Music Education Exam (#5113) on the first attempt. Passing score set by the state is 151.

24.1 Data

Music Education - Praxis Content #5113:

		Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
	Number	0	7	0	0	0	4
	Mean		165				162

#5113 overall	Range		153-269				154-169
	% Pass 1st attempt		86%				100%
#5113 breakdown:	Number	0	6	0	0	0	4
Music History and Literature	Mean		9				9.25
	Range		6-10				7-11
	% correct (14)						66%
Theory and Composition	Mean		12				11.75
	Range		7-14				11-13
	% correct (16)						73%
Performance	Mean		35				15.50
	Range		30-38				14-17
	% correct (23)						67%
Pedagogy, Professional Issues, and Technology	Mean		18				
	Range		14-22				
	% correct (56)						

24.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Although 100% of students passed prior to student teaching, 86% passed on the first attempt.

2017-2018:

Analysis of Data: 100% of the completers in 2017-2018 achieved the passing score on the Praxis Music Content exam on the first attempt. Percentage Correct for the categories were as follows: Music History and Literature (66%), Theory and Compositions (73%), and Performance (67%).

Plan for Continuous Improvement: This is the first year that sub-category data was reported and analyzed. Therefore, the faculty will continue to look at sub-category data to drive instruction where needed. As the faculty redesigns the program to meet teacher residency requirements, the scope and sequence will be noted to ensure that the topics of the Praxis Content exam are sufficiently covered.

25 Assessment and Benchmark FEE Content

Assessment: The Field Experience Evaluation Domain 5 measures the Content Specific Components related to teaching observations.

The FEE Scoring Scale is as follows: 1- Ineffective; 2- Effective: Emerging; 3- Effective: Proficient; 4- Highly Effective.

Benchmark: 90% of the candidates will score a 3.00 or higher on each element of Domain 5 (Content Specific Components) on the Field Experience Evaluation (FEE) Rubric.

Prior to 2017-2018, the benchmark was 100% of students will meet or exceed the benchmark of 2.00, which is the benchmark set by the State of Louisiana.

25.1 Data

Music Education - Content specific components on FEE III:

MUSIC	Fall 2015	Spring 2016	Fall 2016	Spring 2017

Component	#	Mean	Range	#	Mean	Range	#	Mean	Range	#	Mean	Range
5.1	0			7	3.91	3.50-4.00	0			11	3.58	2.75-4.00
5.2				7	3.91	3.50-4.00				11	3.76	3.13-4.00
5.3				7	3.79	3.13-4.00				11	3.78	2.75-4.00
5.4				7	3.83	3.50-4.00				11	3.81	3.00-4.00
5.5				7	3.88	3.25-4.00				11	3.79	2.63-4.00
5.6				6	3.81	3.00-4.00				11	3.60	2.38-4.00
5.7				6	3.90	3.63-4.00				11	3.73	3.25-4.00
5.8				7	3.82	3.00-4.00				11	3.77	3.25-4.00
5.9				7	3.82	3.38-4.00				11	3.44	2.63-4.00
5.10				5	3.73	3.00-4.00				10	3.81	3.00-4.00
5.11				2	3.88	3.75-4.00				7	3.97	3.88-4.00
5.12				5	3.98	3.88-4.00				8	3.51	3.13-3.88
5.13				5	3.98	3.88-4.00				8	3.83	3.25-4.00
5.14				5	4.00	4.00				8	3.92	3.50-4.00

MUSIC	Fall 2017			Spring 2018		
Component	#	Mean	Range	#	Mean	Range
5.1	0			4	3.58	3.25-4.00
5.2				4	3.53	3.00-4.00
5.3				4	3.29	2.88-3.75
5.4				4	3.88	3.50-4.00
5.5				4	3.85	3.67-4.00
5.6				4	3.78	3.38-4.00
5.7				4	3.23	2.75-3.63
5.8				4	3.08	2.00-3.88
5.9				4	3.28	2.33-3.88
5.10				3	3.63	3.00-4.00
5.11				0		
5.12				4	3.60	3.25-4.00
5.13				4	3.88	3.63-4.00
5.14				4	4.00	4.00

25.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

This benchmark has been met or exceeded.

2017-2018:

Analysis of Data: The benchmark for this assessment was met. The candidates had a mean score of 3.00 or above in each component measured on the Field Experience Evaluation Domain 5 rubric during the student teaching semester. There were four categories in which at least one candidate did not meet benchmark: 5.3, 5.7, 5.8, and 5.9.

Plan for Continuous Improvement: Music and education faculty will review the data from the FEE Domain 5 rubric and adjust instructional methods and materials as needed.

26 Assessment and Benchmark inTASC Standards - Lesson Planning

Assessment: InTASC standards are aligned to the lesson plan components.

Educational Materials		Number						
		Mean		3.00		3.82		4.00
		Range		3.00		3.00-4.00		4.00
		% Proficient or Higher		100%		100%		100%
Interdisciplinary Connections		Number						
		Mean					3.50	
		Range						3.00-4.00
		% Proficient or Higher						100%
Procedures	3k	Number						
		Mean		3.00		3.64		3.00
		Range		3.00		3.00-4.00		3.00
		% Proficient or Higher		100%		100%		100%
Lesson "Hook"	8j	Number						
		Mean		2.43		2.18		2.50
		Range		2.00-3.00		1.00-3.00		2.00-3.00
		% Proficient or Higher		33%		27%		50%
Pre-Planned (Seed) Questions	8i	Number						
		Mean		2.14		1.45		3.00
		Range		2.00-3.00		1.00-3.00		2.00-4.00
		% Proficient or Higher		14%		18%		50%
Modeled, Guided, Collab, & Ind. Practice	7k	Number						
		Mean		3.00		3.45		
		Range		3.00		2.00-4.00		
		% Proficient or Higher		100%		91%		
Whole Group Methods		Number						
		Mean					2.00	
		Range						2.00
		% Proficient or Higher						0%
Collaborative Practice: Methods		Number						
		Mean					3.00	
		Range						3.00
		% Proficient or Higher						100%

Independent Practice: Methods		Number					3.00	
		Mean						3.00
		Range						100%
		% Proficient or Higher						
Closure		Number						
		Mean		2.29		2.64		3.50
		Range		2.00-3.00		1.00-4.00		3.00-4.00
		% Proficient or Higher		29%		55%		100%
Formative/Summative Assessment	6j	Number						
		Mean		3.00		3.18		
		Range		3.00		2.00-4.00		
		% Proficient or Higher		100%		82%		
Informal Assessment		Number						
		Mean						4.00
		Range						4.00
		% Proficient or Higher						100%
Formal Assessment		Number						
		Mean						4.00
		Range						4.00
		% Proficient or Higher						100%
Relevance & Rationale	2j	Number						
		Mean		3.00		3.18		3.00
		Range		3.00		1.00-4.00		3.00
		% Proficient or Higher		100%		82%		100%
Exploration, Extension, Supplemental	1e	Number						
		Mean		2.14		2.36		4.00
		Range		2.00-3.00		1.00-4.00		4.00
		% Proficient or Higher		14%		27%		100%
Differentiation	7j	Number						
		Mean		2.00		2.36		
		Range		2.00		1.00-4.00		
		% Proficient or Higher		0%		46%		

Differentiation by Content	Number						
	Mean						4.00
	Range						4.00
	% Proficient or Higher						100%
Differentiation by Learning Environment	Number						
	Mean						1.00
	Range						1.00
	% Proficient or Higher						0%
Post-Lesson Reflection	Number						
	Mean						1.00
	Range						1.00
	% Proficient or Higher						0%

Course Links

EDUC333 [Methods and Materials in Reading for Secondary Teachers (Lec. 3, Cr. 3)]

26.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Essential questions will be removed from the lesson plan rubric because they do not align to P-12 classroom instruction of completers.

Categories below the benchmark are being addressed through the revision and clarification of the lesson plan instructions.

2017-2018:

Analysis of Data: The benchmark was not met. There were several areas in which the mean score for the two candidates with data reported was below 3.00: Student Outcomes (2.00); Student use of Technology (1.50); Lesson Hook (2.50); Whole Group Methods (2.00); Differentiation by Learning Environment (1.00); and Post-Lesson Reflection (1.00). In five of the categories listed above, neither of the candidates scored above benchmark.

Plan for Continuous Improvement: The scores reported above pose concern. During 2018-2019, a piloted version of EDUC 333 is being created to directly address the needs of the K-12 curriculum areas. This should address the needs of the K-12 candidates to better understand the lesson plan as it relates to their own content area and therefore perform better in the classroom.

Course Links

EDUC333 [Methods and Materials in Reading for Secondary Teachers (Lec. 3, Cr. 3)]

27 Assessment and Benchmark FEE - Specific inTASC Standards

Assessment: The Field Experience Evaluation (FEE) measures the following elements: Domain 1: Planning and Preparation; Domain 2: Classroom Environment; Domain 3: Instruction, and Domain 4: Professionalism.

The following scoring scale is used: 1- Ineffective; 2- Effective: Emerging; 3- Effective: Proficient; 4- Highly Effective.

Benchmark: 90% of candidates will score a 3.00 or higher on each element in the Field Experience Evaluation (FEE) Rubric for Domains 1-4.

27.1 Data

2017-2018:
Data table is attached.

Files:

Music Education_FEE_17-18

27.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:
This benchmark has been met or exceeded.

2017-2018:
Analysis of Data: The benchmark was met. 100% of the candidates scored above the 3.00 benchmark one each element in domains 1-4 with the exception of one candidate scoring 2.88 on element 2.2.3.

Plan for Continuous Improvement: Candidates seem to be performing extremely well on their FEE during Student Teaching. As more work to establish inter-rater reliability occurs, the scores will continue to be analyze for areas in need of attention.

28 Assessment and Benchmark Outcomes - TCWS

Assessment: Teacher Candidate Work Sample.

The scoring scale for the Teacher Candidate Work Sample is: 1- Ineffective; 2- Effective: Emerging; 3- Effective: Proficient; 4- Highly Effective.

Benchmark: 80% of candidates will score a 3.00 or above on each of the elements on the Teacher Candidate Work Sample Rubric.

Course Links

EDUC333 [Methods and Materials in Reading for Secondary Teachers (Lec. 3, Cr. 3)]

28.1 Data

2017-2018:
Music Education - Teacher Candidate Work Sample (data from EDUC 333):

Criteria		Fall 2017	Spring 2018
Choice of Assessment	Number	0	2
	Mean		3.50
	Range		3.00-4.00
	% Proficient or Higher		100%
Strength: Data to Determine	Number		
	Mean		3.50
	Range		3.00-4.00
	% Proficient or Higher		100%
Weakness: Data to Determine	Number		
	Mean		4.00
	Range		4.00
	% Proficient or Higher		100%
	Number		
	Mean		2.50

Analysis	Range		2.00-3.00
	% Proficient or Higher		50%
Alignment of Lesson Evidence	Number		
	Mean		2.50
	Range		2.00-3.00
	% Proficient or Higher		50%
Application	Number		
	Mean		2.50
	Range		2.00-3.00
	% Proficient or Higher		50%
Response to Interventions	Number		
	Mean		2.50
	Range		1.00-4.00
	% Proficient or Higher		50%

Previous Data:

Music Education - Teacher Candidate Work Sample (data from EDUC 333):

Criteria		Fall 2015	Spring 2016	Fall 2016	Spring 2017
Choice of Assessment	Number	0	7	0	11
	Mean		2.57		3.00
	Range		2.00-4.00		2.00-4.00
	% Proficient or Higher		43%		82%
Pre-assessment	Number				
	Mean		2.29		2.91
	Range		2.00-3.00		1.00-4.00
	% Proficient or Higher		29%		73%
Post-assessment	Number				
	Mean		3.00		2.64
	Range		2.00-4.00		1.00-4.00
	% Proficient or Higher		86%		55%
Alignment of Lesson Evidence	Number				
	Mean		2.42		2.91
	Range		2.00-4.00		2.00-4.00
	% Proficient or Higher		29%		73%
Student Level of Mastery & Evaluation of Factors	Number				
	Mean		2.70		3.00
	Range				
	% Proficient				

	or Higher		71%		91%
Data to Determine Patterns & Gaps	Number				
	Mean		2.40		3.27
	Range		2.00-3.00		2.00-4.00
	% Proficient or Higher		43%		91%
Response to Interventions	Number				
	Mean		1.14		3.18
	Range		1.00-2.00		2.00-4.00
	% Proficient or Higher		0%		91%

Course Links

EDUC333 [Methods and Materials in Reading for Secondary Teachers (Lec. 3, Cr. 3)]

28.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Assessment is a weakness. We are revamping the lesson plan template and rubric, and we are rewriting the education assessment course.

2017-2018:

Analysis of Data: four of the seven categories (57%) had a mean score below benchmark: Analysis (2.50); Alignment of Lesson Evidence (2.50); Application (2.50); and Response to Intervention (2.50).

Plan for Continuous Improvement: Alignment of Lesson Evidence has been consistently below the benchmark of 3.00 for the past three cycles of data. K-12 education faculty will revisit the instructions and support provided for this element to make adjustments.

Course Links

EDUC333 [Methods and Materials in Reading for Secondary Teachers (Lec. 3, Cr. 3)]

29 Assessment and Benchmark Music Praxis PLT

Assessment: Music Education candidates must pass the Praxis PLT before student teaching.

Benchmark: 80% of candidates will pass the Principles of Learning and Teaching Praxis exam on the first attempt.

29.1 Data

Music Education - Praxis PLT #5624:

		Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
#5624 overall	Number		7		11		4
	Mean		165		167		166.75
	Range		159-173		162-181		159-176
	% Pass 1st attempt		71%		100%		75%
#5624 breakdown:	Number		7		11		4
Students as Learners	Mean		14		14		14.25
	Range		9-17		11-17		11-16
	% correct (21)		67%		67%		68%

Instructional Process	Mean		14		15		15
	Range		10-18		13-18		14-17
	% correct (21)		67%		71%		75%
Assessment	Mean		8		8		8.5
	Range		6-11		5-11		6-11
	% correct (14)		57%		57%		61%
Professional Development Leadership and Community	Mean		9		9		8.5
	Range		5-12		6-11		6-10
	% correct (14)		64%		64%		71%
Analysis of Instructional Scenarios	Mean		10		10		10.25
	Range		7-14		8-14		6-14
	% correct (16)		63%		63%		64%

29.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Although 100% of students passed prior to student teaching, 71% passed on the first attempt.

2017-2018:

Analysis of Data: 75% (3/4) of the completers in 2017-2018 achieved passing scores on the Praxis Principles of Learning and Teaching Exam on the first attempt. Over the past three years, mean scores have been fairly consistent across categories, with "Assessment" yielding the lowest percentage correct scores each year.

Plan for Continuous Improvement: The assessment course has been revised to better prepare candidates for the types of assessments that they will need to create and analyze in the classroom. This should also have a direct effect on the scores achieved in this sub-category of the Praxis PLT.

Program outcomes

Performance Skills

Students demonstrate an array of performance skills with increasing sophistication and are able to synthesize these skills in performance.

Musicianship

Students demonstrate continued growth in musicianship and acquire a rudimentary capacity to create original or derivative music.

Music History

Students acquire basic knowledge of music history and repertoires through the present time.

Content for Teachers

All level teacher candidates demonstrate knowledge of the content and pedagogical practices relevant to K-12 education.

Planning for Teachers

All level teacher candidates plan effectively for instruction in classes to include effective instructional delivery, appropriate content, opportunities for student involvement in the learning process, and assessment for student progress in K-12 education.

Student Teaching

All level teacher candidates successfully complete and demonstrate effective instructional planning and teaching within practica and student teaching settings, reflecting on and refining professional practices suitable for K-12 education.

Student Learning Outcomes for Teachers

All level teacher candidates promote academic success and support academic performance for students within K-12 settings.

End of report