Department of Music—BA in Music Education, Evidence and Use of Evidence
Fall 2019 - Spring 2020

Department Learning Outcome (Teach)—*Music graduates will develop both a broad knowledge of their discipline and specific skills in performing, teaching and directing music.*

Program Learning Outcomes (Teach):
1. Demonstrate essential competencies in musicianship skills in written theory, aural skills, and keyboard musicianship.
2. Develop applied music skills in one primary performance area in both solo and ensemble settings.
3. Become conversant with the essential outlines of music history, music literature, and an awareness of significant non-western musical styles.

Department Learning Outcome (Shape)—*Students will develop characteristics necessary to strengthen and contribute to the musical life of the communities where they work and live.*

Program Learning Outcomes (Shape):
4. All students will demonstrate proficiency in basic conducting skills.
5. Students will participate in ensemble performances through regular rehearsal attendance and highest efforts as demonstrated through high-level collegiate performance.

Department Learning Outcome (Send): *Graduates will be prepared to serve as musicians in a changing world through their technical and professional abilities. This includes preparation for careers in the arts and entertainment industry, music education, praise and worship and graduate study.*

Program Learning Outcomes (Send):
6. Develop and articulate a clear application of the concepts of calling, role, path and purpose as they apply to the discipline of music.
7. Develop a broad conceptual understanding of music learning in elementary and secondary schools settings and pedagogical methods appropriate to each level
8. Develop more advance applied music skills in a principal performing area through the completion of a junior recital

BA in Music Education

Learning Outcomes 1—6
Program Learning Outcomes 1 through 6 are identical for all Music Programs and are referred to as the Music Core. Please refer to the BA in Music Evidence and Use of Evidence report for the data and measurements for the first six Program Learning Outcomes.

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Learning Outcome 7
Develop a broad conceptual understanding of music learning in elementary and secondary schools settings and pedagogical methods appropriate to each level

Outcome Measures
Final Projects in MUE4041 and/or 4054

Criteria for Success
75% of Students will score Proficient in all categories

Aligned with DQP Learning Areas
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

Longitudinal Data

	Class	No of Students	Content Avg	Presentation Avg
2015	MUE454	10	3.23	3.63
2016	MUE441	11	3.0	3.3
2017	MUE454	11	3.04	3.05
2018	not offered	--	--	--
2019	MUE4054	9	3.3	3.7
2020	MUE4041	5	*	*

Conclusions Drawn from Data
The goal of both of these classes is to prepare students for a career in K-12 education. Both courses take students through a host of activities and both end with a project that calls on the student to develop a philosophy of education and outline a plan on how to put that philosophy to work in their classrooms. MUE 4054 was not offered in Fall 2019. Due to the worldwide pandemic, assessment of Spring 2020 MUE 4041 final projects was unavailable.

Changes to be Made Based on Data
None at this time.

Rubric Used
See below.

Assessment Rubric for MUE 454 Philosophy of Music Education

Item	Preliminary	Basic	Proficient	Advanced
Thesis	There is no clear purpose of the paper, seemingly little attempt to create a thesis statement	Attempt to create a thesis statement and communicate the purpose throughout	Evidence of thesis can be found and writer generally maintains purpose through suitable voice and/or tone	Establishes thesis and maintains clear purpose via suitable voice and tone
Reasons for Wanting to be an Educator	Philosophy lacks an explanation as to why the writer wants to be an educator	Philosophy includes a limited explanation as to why the writer wants to be an educator	Philosophy includes an basic explanation as to why the writer wants to be an educator	Philosophy includes an compelling explanation as to why the writer wants to be an educator
Meaningful Development of Ideas	Ideas are unclear and/or undeveloped	Unelaborated ideas that are not fully explained or supported; repetitive details	Depth of thought supported by elaborated, relevant supportive evidence provides clear vision of the idea; contains details	Depth and complexity of thought supported by rich, pertinent details; supporting evidence leads to high-level idea development
References	No references or incorrect references	Few references or some incorrect references	Use of references indicate some research	Use of references indicate substantial research
Grammar	Multiple grammatical and stylistic errors	Some errors in grammar and/or format that do not interfere with clarity	Few grammatical and/or stylistic errors	Nearly error-free which reflects clear understanding and thorough proofreading
Vocabulary	Apparent confusion with the use of language; unclear, incorrect, and/or ineffective sentence structure; language uses jargon or conversational tone	Simplistic and/or unclear language and sentence structure; lacks clarity or includes the use of some jargon or conversational tone.	Effective language; organized and complex sentence structure that has some stylistic variation; appropriate use of professional terminology	Rich and precise language; sentence structure is varied in composition and length; strong use of professional terminology
Organization of Paper	Weak organization of ideas	Somewhat unfocused and/or unclear	Logical organization of ideas	Careful and relevant organization of ideas
Formatting	Formatting errors detract from the look of the document; inadequate/excessive in length	Some errors format that interfere with professional look of the document; over/under length expectation	Few formatting errors; appropriate length	Professional and error-free; reflects clear understanding and thorough proofreading; appropriate length

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Program Learning Outcome 8
Develop more advance applied music skills in a principal performing area through the completion of a junior recital

Outcome Measures
MUA3076 – Junior Recital

Criteria for Success
75% of Students will score Proficient in all categories

Aligned with DQP Learning Areas
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

Longitudinal Data

	Students in class	Criteria 1	Criteria 2	Criteria 3	Criteria 4
2015	0	--	--	--	--
2016	7	3.53	3.68	3.74	3.68
2017	2	3.56	3.67	3.78	3.89
2018	4				
2019	3				
2020	3	*	*	*	*

Conclusions Drawn from Data
Due to the worldwide pandemic, Spring 2020 Music Education degree recitals took place virtually, via recording, with credit given for content only.

Changes to be Made Based on Data
No assessments were made in 2019-20 therefore no changes are planned at this time.

Rubric Used
Scoring Rubric for Junior Recital in Performance. See below.

MUA3076—Scoring Rubric for Junior Recital in Performance

Criteria	Mastery	Proficient	Developing	Initial
Demonstrate essential knowledge of the literature and pedagogy of their principal performing area	Recital demonstrated a diverse variety of forms, genres and styles	Recital demonstrated a selection of forms, genres and styles	Recital demonstrated a few different forms genres and styles	Recital demonstrated a limited use of form, genres and styles
Demonstrate substantially more advanced applied music skills in a principal performing area through advanced study, repertory and performances	Recital demonstrated a wide variety of media, forces and musical languages	Recital demonstrated a selection of media, forces and musical languages	Recital demonstrated a few different media, forces and musical languages	Recital demonstrated a limited use of media, forces and musical languages
Perform in both solo and ensemble settings	Recital demonstrated a wide variety of expressive content	Recital demonstrated a variety of expressive content	Recital demonstrated a few different types of expressive content	Recital demonstrated limited types of expressive content
Recital demonstrated an ability to pull together a group, work with vounteers, rehearse and prepare.	Recital demonstrated the ability to pull together a group to rehearse and perform to a high level	Recital demonstrated the ability to pull together a group and rehearse and perform well	Recital demonstrated the ability to pull together a group and rehearse and perform	Recital demonstrated a limited ability to pull together a group, rehearse and perform