

Department of Music
PLO Data for BA in Music Education, Fall 2024 – Spring 2025

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

1. Demonstrate essential competencies in musicianship skills in written theory, aural skills, keyboard musicianship, and music technology.
2. Show advanced applied music skills in one primary performance area.
3. Recount the essential outlines of music history, music literature, and an awareness of significant non-western musical styles.
4. Articulate a clear application of the concepts of calling, role, path, and purpose as they apply to the music discipline.
5. Demonstrate a broad conceptual understanding of pedagogical methods and strategies for teaching and learning music at various levels.
6. Demonstrate a comprehensive set of strategies used to facilitate music-making in a variety of settings.
7. Articulate a convincing rationale for the importance of music education.

BA in Music Education

Learning Outcomes 1—4

Program Learning Outcomes 1 through 4 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 5

Demonstrate a broad conceptual understanding of pedagogical methods and strategies for teaching and learning music at various levels.

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
Sp 2015	MUE454	10	3.23	3.63
Sp 2016	MUE441	11	3.0	3.3
Sp 2017	MUE454	11	3.04	3.05
Sp 2018	not offered	--	--	--
Sp 2019	MUE4054	9	3.3	3.7
Sp 2020	MUE4041	5	*	*
Sp 2021	MUE 4054	4	3.35	3.44
Sp 2022	MUE 4041	5	*	*
FA 2022	MUE 4054	4	3.45	--
SP2024	MUE 4041	4	*	*
SP2025	MUE 4054	4	4	4

Conclusions Drawn from Data

Our new professor for Music Education requires all the students to do field work in schools during their final year. This “hands on” approach provides a relevant approach to the MUE4054 course, but prepares them for their future careers as music educators. I believe that is why they score high in this class and with this outcome.

Changes to be Made Based on Data

No changes made to this outcome and assessment.

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 a 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

BA in Music Education

Program Learning Outcome 6

Demonstrate a comprehensive set of strategies used to facilitate music-making in a variety of settings.

Outcome Measures

MUA3076 – Junior Recital and MUA 3077 – Solo Recital in Music Education

Criteria for Success

75% of Students will score Proficient in all categories

Aligned with DQP Learning Areas

2. Specialized Knowledge
3. Broad Integrative Knowledge
4. Intellectual Skills/Core Competencies
5. Applied and Collaborative Learning
6. Civic and Global Learning

Longitudinal Data

	Students in class	Criteria 1	Criteria 2	Criteria 3	Criteria 4
Sp2015	0	--	--	--	--
Sp2016	7	3.53	3.68	3.74	3.68
Sp2017	2	3.56	3.67	3.78	3.89
Sp2018	4				
Sp2019	3	*	*	*	*
Sp2020	3	*	*	*	*
Sp2021	2	3.00	3.00	3.00	3.00
Sp2022	2	3.00	3.00	3.00	3.00
Sp2023	1	3.00	3.00	3.00	3.00
Sp2024	0	—	—	—	—
Sp2025	4	3.00	3.00	3.00	3.00

Conclusions Drawn from Data

Four students gave a junior recital and were unanimously passed by the faculty. A required recital for music education majors is a long standing requirement for students in the state of California. All 4 students are exceptional students who were well-prepared for the huge, yet fulfilling task.

Changes to be Made Based on Data

No Change made to the data at this time

Rubric Used

A three-point scoring rubric for Junior Recital in Performance was established in 2022-23.

MUA3076—New (adopted SP21) Scoring Rubric for Junior Recital in Performance

	3	2	1
Performed an appropriate literature mix for this recital	Student met this criterion	Student did not entirely meet this criterion	Student did not meet this criterion
Performed well throughout the recital	Student met this criterion	Student did not entirely meet this criterion	Student did not meet this criterion
Maintained appropriate stage deportment throughout the recital	Student met this criterion	Student did not entirely meet this criterion	Student did not meet this criterion
Performed for an appropriate length of time	Student met this criterion	Student did not entirely meet this criterion	Student did not meet this criterion

BA in Music Education

Program Learning Outcome 7

Articulate a convincing rationale for the importance of music education.

Outcome Measures

TBD

Criteria for Success

TBD

Aligned with DQP Learning Areas

7. Specialized Knowledge
8. Broad Integrative Knowledge
9. Intellectual Skills/Core Competencies
10. Applied and Collaborative Learning
11. Civic and Global Learning

Longitudinal Data

TBD

Conclusions Drawn from Data

Music faculty are working on identifying and implementing new outcome measures and criteria for success for Program Learning Outcome 7.

Changes to be Made Based on Data

TBD

Rubric Used

TBD