MME Masters in Music Education

Program-1869

Annual Assessment Plan

1

2   **PLO 3 - Complete research project**

Complete research project applying research principles aligned with the area of study.

Outcome(s)

1   Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2   Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- G2 - Scholarly Act. - G2. Scholarly Activities

3   **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
EDME 505 - Discussion Forum/post - Historical foundation of schooling, Educational Systems and Leadership (Introductory)	100% of students will score 90% or higher (every even year, Summer)	Every even year
MUED 530 - Technology Application Paper (Developing)	100% of students will score 85% or higher (every odd year, Spring)	Every odd year
MUED 680 - Capston Project (Mastery)	100% of students will score 95% or higher (every odd year, Spring)	Every odd year

4 **Results -** Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

> All students in EDME 505 performed above the target of 90% on the discussion post.

5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

> No plans are needed. STudents are performing well.

6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

> NA

3 **PLO 1 - Demonstrate pedagogical knowledge in the area of study.**
Demonstrate pedagogical knowledge in the area of study.

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- G1 - Spec. Knowledge - G1. Specialized knowledge

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
MUTH 504 - Week six Reading/Assignment (Introductory)	100% of students will score 85% or higher (every odd year, Spring)	Every odd year, Spring
MUTH 505 - Interpretation Assignment (Developing)	100% of students will score 90% or higher (every odd year, Fall)	Every odd year, fall
MUMH 504 - Final Project; MUMH 506 - Score Study and Analysis; MUMH 508 - Programming Project (Mastery)	100% of students will score 90% or higher (every odd year, Fall)	Every odd year, Fall

4 **Results -** Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

Most of the students performed at or above the target. This course is especially difficult for all students, given that it an advanced music theory course which introduces new content with high expectations for application. For the music education students, it has been determined that lowering the target to 85% would be

appropriate, given that the repertoire that they will interact with outside of class will likely be less complex than that presented in class, allowing them to apply the content to the music that they interact with in their own classrooms more effectively.

5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

To change target to 85%

6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

NA

4 **PLO 2 - Employ research design methods using APA style**
Employ research design methods using APA style

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- G2 - Scholarly Act. - G2. Scholarly Activities

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
EDME 580 - LIterature Review (Introductory)	100% of students will score 80% or higher (every even year, Fall)	Every even year, Fall
MUED 530 - Advocacy Project (Developing)	100% of students will score 90% or higher (every even year, summer)	Every even year, Summer
MUED 680 - Review of Literature (Mastery)	100% of students will score 90% or higher (every even year, summer)	Every even year, Summer

④ **Results -** Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

These courses have not yet been taken. No results are available.

⑤ **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

NA

⑥

Closing the Loop - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

NA

5 **PLO 4 - Identify connections between music teaching and faith.**
Identify connections between music teaching and faith.

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- G4 - Faith - G4. Christian Faith and Principles

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
MUED 520 - Philosohy of Music Teaching (Introductory)	100% of students will score 85% or higher (every odd year, Spring)	Every odd year, Spring
MUED 530 - Discussion post: Teaching Methodology Review (Developing)	100% of students will score 90% or higher (every odd year, Fall)	Every odd year, Fall

Measures	Targets	Timeline
EDME 505 - Christian Perspective on teacher leadership (a paper applying the principles of leadership with one's faith) (Master)	100% of students will score 90% or higher (every odd year, Fall)	Every odd year, Spring

④ **Results -** Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

> All students exceeded the target of 85%. Given that this is an introductory assignment, this data is not suprising.

⑤ **Action Plans -** If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

> No need to change target or seek to improve any strategies relating to this measure.

⑥ **Closing the Loop -** If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

> NA

6 **PLO 6 - Interpret the psychological, physiological, and sociological foundations of music across the lifespan and cross culturally.**

Interpret the psychological, physiological, and sociological foundations of music across the lifespan and cross culturally.

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
MUED 520 - Discussion post: The Beginning of Music Education (Introductory)	100% of students will recieve a 90% or higher (every odd year, Spring)	Every odd year, Spring
MUED 525 - Discussion post: Sociological Perspectives on music learning (Developing)	100% of students will recieve a 90% or higher (every odd year, Summer)	Every odd year, Summer
MUED 525 - Final Project (Mastery)	100% of students will recieve a 90% or higher (every even year, Summer)	Every even year, Summer

4

Results - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

NA

5 **Action Plans -** If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

NA

6 **Closing the Loop -** If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

NA

7 **PLO 5 - Reflect upon high ethical standards in the role of educator**

Reflect upon high ethical standards in the role of educator in the areas of Integrity, Compassion, Responsibility, Professionalism

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
MUED 525 - Discussion post: Differentiating one's instruction (Introductory)	100% of students will receive a 90% or higher (every even year, Summer)	Every even year, Summer
MUED 530 - Application Paper (Mastery)	100% of students will get a passing score (every even year, Fall)	Every even year, Fall

4 **Results -** Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

NA

5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

NA

6 Closing the Loop - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

> NA

2 Holistic program improvement goals: Programs are expected to have at least one action plan to improve student learning annually. If you have not yet identified an action plan associated with this year's assessment results, or if the department has identified additional issues that require action plans, describe the specific, measurable action plan and its relation to evidence of student performance.

> Discussion with the instructor for MUTH 505 regarding the change in target for the MME students will be discussed. Since this body of students will be working with repertoire that is less sophisticated than those students in the MM program (students from both programs take this course together), it will be determined if the level of repertoire should be differentiated for these students or the target be lowered to 85%

Assessment Rubric

1

Process

	1	2	3	4
Is the plan being implemented faithfully and revised as needed?	○ Assessment plan is not implemented.	○ Most aspects of plan are being implemented or all aspects are implemented to some degree.	○ Assessment plan is fully implemented.	● Plan is faithfully executed and modified/evaluated as needed.

2 Explanations:

3

Engagement

	1	2	3	4
Are all relevant parties are meaningfully involved in the creation/revision, implementation, analysis, interpretation and learning improvement process?	◯ Limited involvement beyond chair/director	◯ All educators contributing to the curriculum are aware of process and results	◯ All educators contributing to the curriculum participate in conversations regarding the use of assessment data to improve student learning	◉ All relevant stakeholders (students, employers, alumni) are meaningfully involved in the creation/revision, implementation, analysis, interpretation, and/or improvement processes associated with this assessment plan.

4 Explanations:

5

Program Learning Objectives

	1	2	3	4

	1	2	3	4
Are the program learning objectives clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning for that major/program?	○ PLOs are problematic (vague, abstract, not aligned with ULOs/GLOs) or missing.	○ PLOs are clear, mostly measurable, partially aligned with ULOs/GLOs.	○ PLOs are clear, measureable, aligned with ULOs/GLOs, and represent a summary of the knowledge, skills, beliefs, and values that a graduate of this major/program should attain by completing the required curriculum, accounting for variations in learning outcomes due to tracks/concentrations	◉ PLOs are clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning students achieve through completion of the program. The learning objectives provide a comprehensive view of the knowledge, skills, beliefs, and values that are important for a graduate of this major/program and account for variations in learning outcomes due to tracks/concentrations.

6　Explanations:

7

Measures

	1	2	3	4

	1	2	3	4
	○	○	○	◉
Are the instruments used to assess learning relevant to the objective? Do measures yield information/data you can use to drive improvement?	Not all objectives have a measure identified. OR Measures do not directly connect to the objectives.	All objectives have at least one direct measure. Measures connect to learning objectives superficially or tangentially and/or include learning other than stated objectives. Relies almost exclusively on the same form of assessment (survey, exam, project). Relies almost exclusively on data from a single source (course, program, activity).	All objectives have at least one direct measure. Some objectives have multiple measures. Measures clearly connect to learning objectives. And two of the following four criteria: Objective measures more than one point in time (formative). Indirect measure are used strategically. Plan Incorporates different forms of assessment (survey, exam, project). Plan incorporates from a variety of sources (course, program, activity).	Measures meet all of the following criteria: All objectives have at least one direct measure. Some objectives have multiple measures. Measures clearly connect to learning objectives. Objectives measured more than one point in time (formative). Indirect measures are used strategically. Plan incorporates different forms of assessment (survey, exam, project). Plan incorporates data from a variety of sources (course, program, activity).

8 Explanations:

9

Targets

	1	2	3	4

	1	2	3	4
Are the targets based on professional standards and/or analysis of past student work? Are targets challenging and achievable?	◯ Some targets are missing.	◯ Targets are arbitrarily chosen or reflect minimal expectations.	⦿ Targets are challenging and achievable based on prior student performance, and reflect an appropriate level of performance.	◯ Targets are challenging and achievable. Targets are based on professional standards and/or prior student performance. Targets are set at a level to inspire program improvement.

10 Explanations:

11

Timeline

	1	2	3	4
Is the timeline for data collection manageable with sufficient data points to effectively inform decision making and program review?	◯ Not identified clearly for all measures.	◯ Clearly states semester/year for each objective/measure. Data analysis delayed from data collection. Time between collection points may not facilitate informed decision making.	◯ Clearly stated and manageable schedule. At least two data points for each objective per review cycle.	⦿ Timeline for data collection is manageable and allows for continuous improvement with timely and meaningful decision making even before program review.

12 Explanations:

13 Action Plan

	1	2	3	4
	◯	◯	◯	⦿
Is the department effectively examining and using assessment data to revise curriculum and pedagogy to support student learning?	Assessment data not collected/analyzed/used for decisions and/or results not documented in AEFIS.	Data collected, documented and discussed by department. Department reviewed confidence in measures and data as sufficient indicators of student performance. If data indicated changes were needed, action plans were developed in consultation with dean (e.g. improving outcomes, measures, targets, curriculum or pedagogy).	Data collected, documented and discussed by department. Department and dean confirmed confidence in measures and data as sufficient indicators of student performance. Action plans (e.g. improving outcomes, measures, targets, curriculum or pedagogy) developed in consultation with dean. If prior year data warranted action plans, the department implemented the changes.	Department collected and discussed follow-up data after the implementation of action plans in order to determine whether changes resulted in improvement or whether additional action is necessary. Data confirms effective curriculum and pedagogy for learning outcomes. Score of 4 should be assigned only if objectives, measures, targets and timeline all score a 4.

14 Explanations:

15 Dissemination

	1	2	3	4

	1	2	3	4
Is the department communicating learning objectives, results and improvements related to student learning to a wide audience?	◯ No record of assessment results and changes made as a result of assessment findings.	◯ The department/program retains records of assessment results and positive changes made as a result of assessment findings, and results are entered in assessment software system.	◯ The department/program retains records of assessment results and changes made as a result of assessment findings, results are entered in assessment software system, and assessment results and improvements are publicly posted.	⦿ The department/program retains records of assessment results and changes made as a result of assessment findings, and results are entered in assessment software system. Assessment results and improvements are publicly posted and shared proactively with faculty, prospective students, employers and alumni in ways that facilitate their discussion.

16 Explanations:

Additional Feedback

1 Please enter any additional feedback for changes that should be made:

CLOSE AND EXIT