Detailed Assessment Report  
2013-2014 Music Education BS.Ed 
As of: 8/18/2014 03:45 PM CENTRAL

Analysis Questions and Analysis Answers

For Academic Programs

Informed by your assessment activities related to student learning, what changes have you made in your degree program in the last three to five years? Describe the changes (e.g., curriculum revision, new courses, faculty development), the general results that prompted the changes (e.g., student performance on an assessment measure), and any impact on student learning that you might attribute to these changes.

The development of discipline knowledge in music theory, constitutes a primary outcome for undergraduate degree seeking students, and an excellent indicator of students’ ability to succeed in a music degree in the School of Music. Our first goal reads, for example, “We expect our students who successfully complete our music theory sequence to demonstrate functional knowledge of the theory and structure of music in written, applied, and aural media. Students complete a designated block of undergraduate music theory and class piano courses.” To assess student progress in this specific area over time, we annually have reported data from written and oral midterm and final exams in all undergraduate music theory courses. For example, in the 2012-13 cycle, we reported, “Faculty members [N = 5] reported embedded assessment data (midterm exams and final exams) for Spring Semester undergraduate music theory courses (MUS 117, MUS 217, MUS 307) for undergraduate music theory students [N = 116]. Aggregate findings demonstrated that 78% of students met the minimum benchmark of 70% for mid term examinations and 94% of students met the minimum benchmark of 70% for final examinations.” Early in the assessment cycle, SOM faculty members concluded that the School of Music retention rate was slightly lower than the overall Department of Arts and Sciences retention rate and the University-wide retention rate. To better understand the reasons for this circumstance, selected faculty members used assessment findings to calculate the number of undergraduate students who met the benchmark in Music Theory. We found that the number of students who met the benchmark in MUS 115 has increased incrementally over past years, but remains lower than desirable. We also concluded that in order to improve SOM retention rates we should better identify students who possess the potential to succeed in the program. We did so by increasing the percentage of matriculating students who attempted the School of Music Audition Diagnostic Exam from 46% in 2008 to nearly 100% in 2013. We now use individual Diagnostic Exam scores to assist studio faculty in (a) decisions about accepting students into the School of Music, (b) awarding scholarships, and (c) identifying students who might require some remediation before they arrive. For example, the current conditional acceptance letter reads in part, “Based on an assessment of your written music fundamentals exam, administered at the time of your performance audition, we have identified certain deficiencies in your background and want to assist you in correcting those prior to your enrollment next fall. In order to improve the basic skills necessary for entrance into and success in MUS 115 (Freshman Music Theory I, required of all music majors), we encourage you to do further study relative to the identification of pitches on both the treble and bass clef staves, and the notation of meter and rhythm. Our theory faculty has recommended the following resources that may be of help to you: a) Joseph Straus, Elements of Music, Prentice Hall, ISBN: 0130343412, and b) www.musictheory.net.

Mission / Purpose

The Department of Music Education, including the graduate programs offered through the Department of Curriculum and Instruction and in collaboration with the School of Music in the College of Arts and Sciences, prepares future teachers who are capable and competent as teachers, as musicians, and as scholars. Along with the music education faculty, students contribute to their university, their community, and their profession at every level from kindergarten through higher education. All expectations comply with standards of the National Association of Schools of Music, the National Council for Accreditation of Teacher Education, the Alabama State Department of Education, and the University of Alabama’s Core Curriculum and School of Music requirements.

Goals

G 1: BS degree and Class B certification
The Music Education Department will offer baccalaureate degrees leading to Alabama Class B K-12 certification in instrumental or choral music which meet or exceed all standards of the National Association of Schools of Music, the National Council for Accreditation of Teacher Education, and the Alabama State Department of Education.

G 2: Accomplished musicianship
The Department of Music Education, in collaboration with the School of Music in the College of Arts and Sciences, prepares future teachers who are capable and competent as teachers, as musicians, and as scholars. All standards of the National Association of Schools of Music shall be met.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 4: Discipline Knowledge (Music Academics)
BS in Music Education students will demonstrate functional knowledge of the theory and structure of music in written, applied, and aural media; the history of Western art music; music in world cultures; and appropriate technology for both theoretical and applied applications (see School of Music Assessment Plan). This will be demonstrated for Music Education undergraduates in the same way and to the same levels as all School of Music undergraduates.

Connected Document
Music Education Curriculum Maps

Related Measures

M 7: Periodic Ongoing Music Theory Assessment
Students are regularly assessed in music theory courses, relative to their appropriate level, using written and aural examinations; in class piano, relative to their appropriate level, using preliminary diagnostic examinations, written examinations, and keyboard proficiency examinations; in music in world cultures and music history courses, relative to their appropriate level, using written examinations. All assessments are done in common with other music majors (See School of Music Assessment Plan).

Source of Evidence: Academic direct measure of learning - other

Target:
66% of future music education majors who enroll in MUS 115 will achieve the necessary knowledge/skill level (represented by an overall grade of at least C-) to move forward to MUS 117.

M 8: Mastery of Appropriate Music Education Software
Students will demonstrate mastery of software appropriate for teaching situations while completing assignments in core music education courses.

Source of Evidence: Academic direct measure of learning - other

Target:
100% of students in professional music education courses (all MUE courses except MUE 107 and 385, which are not a part of the music education major curriculum) will complete the technology requirements of the courses.

SLO 5: Music Performance Skills and Abilities
BS in Music Education students will perform appropriate solo and instrumental or choral repertoire, demonstrating stylistic insight, technical proficiency, and musical artistry that is appropriate for their specific program year (see School of Music Assessment Plan). This will be demonstrated for Music Education undergraduates through performance at the level appropriate for 7 semesters of study prior to the capstone clinical internship experience.

Connected Document
Music Education Curriculum Maps

Related Measures

M 9: Applied (Solo) Music Performance Benchmarks
Students will complete (1) a performance jury examination at the end of each semester, (2) a sophomore qualifying examination (i.e., special jury) at the end of their second year, and (3) a half hour senior recital prior to internship. Success in reaching performance benchmarks will be determined by (1) a performance assessment form or rubric, (2) video recording of juries and recitals, (3) collaborative discussions among a representative faculty panel, and (4) through student self-assessment. (See School of Music Assessment Plan)

Source of Evidence: Benchmarking of learning outcomes against peers

Target:
100% of BS in Music Education students will pass juries, sophomore qualifying examinations, and recitals within the limit of two attempts.

M 10: Music Ensemble Performance Benchmarks
Students will complete public performances as members of one or more conducted ensembles each semester prior to internship. A faculty conductor will assess the participation. Success in reaching performance benchmarks will be determined by appropriate performance assessment. (See School of Music Assessment Plan)

Source of Evidence: Performance (recital, exhibit, science project)

Target:
100% of BS students will participate in at least one ensemble per semester, demonstrating skills and participation sufficient to earn at least a grade of C-.

SLO 6: Admission to Teacher Education Program
BS in Music Education students will demonstrate musical and academic achievement, professional commitment, ability to communicate effectively orally and in writing, and nascent teaching skills in order to be admitted to the Teacher Education Program. Demonstrated through transcript, writing sample, oral presentation, and interview with faculty. At least 90% of those applying will qualify for admission to the Teacher Education Program in August 2012.

Connected Document
Music Education Curriculum Maps

Related Measures

M 11: Teaching Benchmarks Specific to TEP Admission
Students will (1) successfully complete music teaching assignments (video archived and assessed by rubric) in at least one pre-TEP professional course, (2) prepare and deliver a speech for a music education faculty panel on characteristics of a good music educator, and (3) in accordance with a distributed rubric, prepare a written narrative which will be corrected by a faculty panel and revised, if needed (maximum attempts = 2). TEP admission begins in August prior to the junior year and must be completed on a timetable determined by the College of Education and published in the University Undergraduate Catalog.

Source of Evidence: Presentation, either individual or group

Target:
100% of those applying for admission to the Teacher Education Program will Students will (1) successfully complete music teaching assignments (video archived and assessed by rubric) in at least one pre-TEP professional course, (2) prepare and deliver a speech for a music education faculty panel on characteristics of a good music educator, and (3) in accordance with a distributed rubric, prepare a written narrative which will be corrected by a faculty panel and revised, if needed (maximum attempts = 2).

M 12: Performance/academic Competence Specific to TEP admission
Students will demonstrate mastery by achieving an overall GPA of 2.75 in music courses, with no sub-category area (i.e., music academics or music performance) averaging below 2.5. Policies and criteria are published in the University Undergraduate Catalog.

Source of Evidence: Academic direct measure of learning - other

Target:
100% of those who complete MUE 389 will, by the following August's application date for the Teacher Education
Program, achieve the GPA's specified, including those which indicate mastery of music academics and music performance.

**SLO 7: Alabama QTS Education Knowledge/Skills**

BS in Music Education students will achieve a passing assessment (2, 3, or 4 on the College of Education rubric) on all Alabama Quality Teaching Standards, as assessed using LiveText software maintained by the College of Education.

**Connected Document**

[Music Education Curriculum Maps](#)

**Related Measures**

**M 13: Rubric-assessed Work Samples**

Prior to beginning internship, students will have submitted work samples for rubric-based assessment of all QTS points, except those specified in the Alabama State Department of Education plan as being addressed in internship. These submissions are archived by Livetext Software maintained by the College of Education.

Source of Evidence: Academic direct measure of learning - other

**Target:**

100% of BS in music education students eligible for internship (MUE 497) during 2011-2012 were assessed at Level 2, Level 3, or Level 4 on each non-internship Quality Teaching Standard, as recorded in the LiveText software.

**M 14: Internship Evaluation**

Prior to graduation, students will be assessed, using a rubric, on all QTS points designated as occurring during internship. Assessments are archived by Livetext Software maintained by the College of Education.

Source of Evidence: Field work, internship, or teaching evaluation

**Target:**

100% of those enrolling in MUE 497 (internship) will be assessed at Level 2 or above on all internship-related Quality Teaching Standards.

**SLO 8: Improvement Outcome Benchmark**

(An Improvement Outcome Derived from the 2011-12 Assessment Findings) At least 35% of the BS in Music Education students who met criterion to enroll in MUS 115 in Fall '12 will meet prerequisites to enroll in MUE 389 in Fall '13.

**Connected Document**

[Music Education Curriculum Maps](#)

**Related Measures**

**M 15: Faculty Advisors**

Faculty advisors will schedule a one-to-one meeting during October to pre-empt midterm attrition in MUS 115 due to failing grades.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**

No target established.

**M 16: Diagnostic Music Theory Test**

At the beginning of Spring '12, a simple correlation was run comparing scores on entry diagnostic music theory test to success in MUS 115 to determine this test's ability to predict success. Evaluation of this tool is ongoing. (See School of Music Assessment Plan)

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

**Target:**

Correlational data for recent years will be compiled and evaluated, with a minimum predictability score of 50%.

**SLO 9: Competence in Teaching General Music**

Subsequent to TEP admission, BS in Music Education students will demonstrate competence in teaching general music in K-5 settings, through teaching demonstrations assessed with Livetext Software maintained by the College of Education.

**Connected Document**

[Music Education Curriculum Maps](#)

**Related Measures**

**M 17: Teaching Assignments**

Students will complete three teaching assignments with elementary children during a class specifically devoted to this topic. Success in reaching teaching benchmarks will be determined by (1) an assessment form or rubric, (2) through collaborative discussions with faculty members, and (3) through student self-assessment. Assessments of Quality Teaching Standards associated with elementary music teaching are archived by Livetext Software maintained by the College of Education.

Source of Evidence: Academic direct measure of learning - other

**Target:**

100% of those enrolled (i.e., people who have been admitted to the Teacher Education Program) will complete the three assignments which contain Quality Teaching Standards, will be assessed at a minimum of Level 2, and will earn a grade of C- or above.

**M 18: Elementary Music Internship**

Students will complete 7.5 weeks of full-time internship in an elementary music setting, evaluated by assessments of the Office of Clinical Experiences and by assessments devised by cooperating teachers, supervising faculty, or Certified Master Teachers, as appropriate. Assessments of Quality Teaching Standards associated with elementary music teaching are archived by Livetext Software maintained by the College of Education.

Source of Evidence: Field work, internship, or teaching evaluation

**Target:**

100% of those enrolling for the section of MUE 497 which covers elementary internship will be assessed at Level 2.
M 19: Video recorded assignments
Students will complete a minimum of three video recorded teaching assignments with middle or high school students during MUS 447 or MUS 448 (as appropriate), a required course. Success in reaching teaching benchmarks will be determined by (1) an assessment rubric, (2) through collaborative discussions with faculty members, and (3) through student self-assessment. Assessments of Quality Teaching Standards associated with elementary music teaching are archived by Livetext Software maintained by the College of Education.

Source of Evidence: Video or audio tape (music, counseling, art)

Target: 100% of those enrolled (i.e., people who have been admitted to the Teacher Education Program) will complete the three video assignments, will be assessed at a minimum of Level 2, and will earn a grade of C- or above.

M 20: Secondary Music Internship
Students will complete 7.5 weeks of full time internship in a degree-appropriate secondary music setting, evaluated by assessments of the Office of Clinical Experiences and by assessments devised by cooperating teachers, supervising faculty, or Certified Master Teachers, as appropriate. Assessments of Quality Teaching Standards associated with elementary music teaching are archived by Livetext Software maintained by the College of Education.

Source of Evidence: Field work, internship, or teaching evaluation

Target: 100% of those enrolling for the section of MUE 497 which covers secondary choral or instrumental internship will be assessed at Level 2 or above on all internship-related Quality Teaching Standards and earn a grade of at least C-.

SLO 10: Competence in Teaching Choral or Instrumental Music
Subsequent to TEP admission, BS in Music Education students will demonstrate competence in teaching choral or instrumental music in secondary settings, through teaching demonstrations assessed with Livetext Software maintained by the College of Education.

Connected Document
Music Education Curriculum Maps

Related Measures

M 20: Secondary Music Internship
Students will complete 7.5 weeks of full time internship in a degree-appropriate secondary music setting, evaluated by assessments of the Office of Clinical Experiences and by assessments devised by cooperating teachers, supervising faculty, or Certified Master Teachers, as appropriate. Assessments of Quality Teaching Standards associated with elementary music teaching are archived by Livetext Software maintained by the College of Education.

Source of Evidence: Field work, internship, or teaching evaluation

Target: Target not established.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 1: Recognized Quality
The program will improve and sustain a high level of recognized quality, demonstrated by 100% pass rate (no more than two attempts) on ETS Praxis II: 0113, Music Content and Knowledge standardized test prior to the capstone clinical internship experience.

Related Measures

M 1: Monitoring Compliance with NCATE and ALSDE
Using Livetext software, monitor compliance with standards of the National Council for Accreditation of Teacher Education/Council for the Accreditation of the Education Professional and the Alabama State Department of Education, recording competency level on every standard for every student.

Source of Evidence: Portfolio, showing skill development or best work

Target: Full compliance with NCATE and ALSDE.

M 2: Document Compliance with NASM Requirements
As a part of the School of Music Self-Study for the 2012-2013 accreditation review by the National Association of Schools of Music, document compliance with every accreditation requirement for all aspects of the curriculum.

Source of Evidence: Professional standards

Target: All National Association of Schools of Music Standards passed and full reaccreditation, following self-study and site visit (April, 2013).

Related Action Plans (by Established cycle, then alpha):

Instrument Acquisition
Established in Cycle: 2012-2013
Our Music Education degree includes the requisite methods courses to address the NASM standard dealing with "knowledge of and..."

For full information, see the Details of Action Plans section of this report.

OthOtcm 2: Optimal Level of Enrollment
The program will build and sustain an optimal level of annual program enrollments and degree completions representing at least 33% of the total undergraduate enrollment in School of Music degrees.

Related Measures
M 3: Monitor Enrollment Percentage
Monitor percentage of successful auditioners in Spring ’13 who declare music education as their probable major who actually enroll in Fall ‘13.
Source of Evidence: Administrative measure - other

Target: Of those applicants who (1) successfully audition for acceptance into the School of Music and (2) indicate at the time of audition that music education is their probable major, 50% will enroll in the program by August 22, 2012 (i.e., the first day of classes for Fall ’12).

M 4: Monitor Number of Students Enrolled and Their Qualifications
Monitor the number of initial enrollees, and their qualifications, compared with those who complete required benchmarks (admission to the Teacher Education Program; required score on Praxis II “Music Content and Knowledge” ETS standardized test; completion of internship) to meet graduation requirements.
Source of Evidence: Administrative measure - other

Target: 50% of those who enroll in MUE 389 (i.e., the sophomore course which is the first in the program for which Quality Teaching Standards are assessed) will graduate (i.e., gain admission to the Teacher Education Program; make or exceed the required score of 150 on the ETS Praxis II 0113 Music: Content and Knowledge test; successfully intern; complete all music and Core Curriculum requirements) with a BS in music education within four and a half years of completing MUE 389.

OthOtcm 3: Program will be highly valued.
The program will be highly valued by its program graduates and other key constituencies it serves, demonstrated by an application for admission rate of at least 25% of all School of Music undergraduate applicants.

Related Measures

M 5: Monitor NSSE Results and Other Exit Measures
Monitor responses to NSSE or any exit measures instituted by the College of Education (e.g., if EDUCATEAlabama assessment system (http://www.educatealabama.net/ is finally implemented statewide).
Source of Evidence: Academic indirect indicator of learning - other

Target: No target established.

M 6: Monitor Future College-Wide or Departmental Surveys
Monitor responses to any surveys yet to be devised which will be included in the NASM Self-Study.
Source of Evidence: Academic indirect indicator of learning - other

Target: No target established.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Instrument Acquisition
Our Music Education degree includes the requisite methods courses to address the NASM standard dealing with “knowledge of and performance ability on wind, string, and percussion instruments sufficient to teach beginning students effectively in groups.” (NASM Handbook 2012-13, IX O.3.c.(3)(a)). (NASM Handbook 2012-13, II.1.e.). Further, we possess a departmental system to account for and maintain the instrument inventory that supports those courses. We recognize, however, that tuba and baritone methods are presently not part of the content of MUE 353 Teaching Brass Instruments because we do not own student tubas and baritones. Additionally, we only own a small number of horns so not all of the students are playing on useable instruments. However, even with the poor quality horn inventory we still teach horn methods by asking students to share instruments. Importantly, we have recognized thisshortcoming and already have planned as a department to address the matter as one of our primary goals, both short and long term. Specifically, we will put in place a systematic short and long-range plan to purchase 8 double french horns, 11 tubas, and 12 euphoniums for our brass methods courses.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Document Compliance with NASM Requirements | Outcome/Objective: Recognized Quality

Implementation Description: The Music Education Department Head will implement a funding request strategy through both the School of Music and the College of Education beginning in the fall 2013 semester.

Responsible Person/Group: Music Education Department Head
Budget Amount Requested: $0.00 (no request)

Digital Performance Assessment Protocol
In 2011-12, faculty members (N = 17) reported brass, voice, and woodwind jury results for undergraduate music major students (N = 124). Aggregate findings demonstrated that 82% of brass students (N = 14), 95% of voice students (N = 46), and 97% of woodwind students (N = 42) performed at or above minimum expectations for their respective level of experience. The above finding suggested that the program was meeting the needs of the students generally.

During the 2012-2013 academic year, the School of Music instituted a digital performance jury assessment protocol for all performance juries: graduate and undergraduate. The assessment protocol is as follows: (a) Instructors go to the School of Music performance assessment jury site using an iPad. (b) Instructors select the appropriate performance area from the menu. (c) Instructors key in the SID# for the student to be assessed. (d) Instructors enter their personal ID#. (e) Instructors enter
Projected Completion Date: 05/2014
Responsible Person/Group: Applied Faculty
Mission / Purpose

The Department of Music Education, including the graduate programs offered through the Department of Curriculum and Instruction and in collaboration with the School of Music in the College of Arts and Sciences, prepares future teachers who are capable and competent as teachers, as musicians, and as scholars. Along with the music education faculty, students contribute to their university, their community, and their profession at every level from kindergarten through higher education. All expectations comply with standards of the National Association of Schools of Music, the National Council for Accreditation of Teacher Education, the Alabama State Department of Education, and the University of Alabama's Core Curriculum and School of Music requirements.

Goals

G 1: BS degree and Class B certification
The Music Education Department will offer baccalaureate degrees leading to Alabama Class B K-12 certification in instrumental or choral music which meet or exceed all standards of the National Association of Schools of Music, the National Council for Accreditation of Teacher Education, and the Alabama State Department of Education.

G 2: Accomplished musicianship
The Department of Music Education, in collaboration with the School of Music in the College of Arts and Sciences, prepares future teachers who are capable and competent as teachers, as musicians, and as scholars. All standards of the National Association of Schools of Music shall be met.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 4: Discipline Knowledge (Music Academics)
BS in Music Education students will demonstrate functional knowledge of the theory and structure of music in written, applied, and aural media; the history of Western art music; music in world cultures; and appropriate technology for both theoretical and applied applications (see School of Music Assessment Plan). This will be demonstrated for Music Education undergraduates in the same way and to the same levels as all School of Music undergraduates.

Connected Document
Music Education Curriculum Maps

Related Measures

M 7: Music Theory Assessment
Students are regularly assessed in music theory courses, relative to their appropriate level, using written and aural examinations; in class piano, relative to their appropriate level, using preliminary diagnostic examinations, written examinations, and keyboard proficiency examinations; in music in world cultures and music history courses, relative to their appropriate level, using written examinations. All assessments are done in common with other music majors (See School of Music Assessment Plan).

Source of Evidence: Academic direct measure of learning - other

Target: 66% of future music education majors who enroll in MUS 115 will achieve the necessary knowledge/skill level (represented by an overall grade of at least C-) to move forward to MUS 117.

Finding (2012-2013) - Target: Met
Faculty members (N = 5) reported embedded assessment data (midterm exams and final exams) for Spring Semester Undergraduate Music Theory Courses (MUS 117, MUS 217, MUS 307) for undergraduate music theory students (N = 116). Aggregate findings demonstrated that 78% of students met the minimum benchmark of 70% for mid term examinations and 94% of students met the minimum benchmark of 70% for final examinations. Participation for faculty members in reporting data was high with 100% of Undergraduate Music Theory faculty reporting. Interpretations and Conclusions: Current data suggest that the School of Music retention rate is slightly lower than the overall Department of Arts and Sciences retention rate and the University-wide retention rate. Over the past few years, SOM faculty members have expressed a desire to improve SOM retention rates by better identifying students who possess the potential to succeed in the program through administration of a School of Music Diagnostic Exam prior to students' matriculating into the program. The above finding of 95% success in undergraduate music theory students suggests that retention rates likely will improve. Results Summary: Faculty members (N = 3) reported embedded assessment data (midterm exams and final exams) for Spring Semester Undergraduate Music History and Music in World Cultures Courses (MUS 250, MUS 252) for undergraduate music major students (N = 169). Aggregate findings demonstrated that 94% of students (N = 158) met the minimum benchmark of 60% for final examinations in MUS 250. Participation for faculty members in reporting data was high with 100% of Undergraduate Musicology faculty reporting. Interpretations and Conclusions: The above finding of 94% in MUS 250 and MUS 252 suggests that the program is meeting the needs of the students generally.

M 8: Mastery of Appropriate Music Education Software
Students will demonstrate mastery of software appropriate for teaching situations while completing assignments in core music education courses.

Source of Evidence: Academic direct measure of learning - other

Target: 100% of students in professional music education courses (all MUE courses except MUE 107 and 385, which are
SLO 5: Music Performance Skills and Abilities
BS in Music Education students will perform appropriate solo and instrumental or choral repertoire, demonstrating stylistic insight, technical proficiency, and musical artistry that is appropriate for their specific program year (see School of Music Assessment Plan). This will be demonstrated for Music Education undergraduates through performance at the level appropriate for 7 semesters of study prior to the capstone clinical internship experience.

Connected Document
Music Education Curriculum Maps

Related Measures

M 9: Applied (Solo) Music Performance Benchmarks
Students will complete (1) a performance jury examination at the end of each semester, (2) a sophomore qualifying examination (i.e., special jury) at the end of their second year, and (3) a half hour senior recital prior to internship. Success in reaching performance benchmarks will be determined by (1) a performance assessment form or rubric, (2) video recording of juries and recitals, (3) collaborative discussions among a representative faculty panel, and (4) through student self-assessment. (See School of Music Assessment Plan)

Source of Evidence: Benchmarking of learning outcomes against peers

Target:
100% of BS in Music Education students will pass juries, sophomore qualifying examinations, and recitals within the limit of two attempts.

Finding (2012-2013) - Target: Not Met
Faculty members (N = 5) reported embedded assessment data for Spring Semester Undergraduate Sophomore Qualifying Exams (MLA 199) for undergraduate music major students (N = 46) in the areas of voice, string, woodwind, brass, keyboard, and percussion. Aggregate findings demonstrated that 78.3% of students (N = 36) met expectations for their Sophomore Qualifying Exams. Interpretations and Conclusions: The above finding of suggests a significant decline in the number of students meeting minimum expectations as compared to the previous year.

M 10: Music Ensemble Performance Benchmarks
Students will complete public performances as members of one or more conducted ensembles each semester prior to internship. A faculty conductor will assess the participation. Success in reaching performance benchmarks will be determined by appropriate performance assessment. (See School of Music Assessment Plan).

Source of Evidence: Performance (recital, exhibit, science project)

Target:
100% of BS students will participate in at least one ensemble per semester, demonstrating skills and participation sufficient to earn at least a grade of C-.

Finding (2012-2013) - Target: Met
100% of BS students participated in an ensemble each semester of the 2011-2012 year and earned a grade of at least C-.

SLO 6: Admission to Teacher Education Program
BS in Music Education students will demonstrate musical and academic achievement, professional commitment, ability to communicate effectively orally and in writing, and nascent teaching skills in order to be admitted to the Teacher Education Program. Demonstrated through transcript, writing sample, oral presentation, and interview with faculty. At least 80% of those applying will qualify for admission to the Teacher Education Program in August 2012.

Connected Document
Music Education Curriculum Maps

Related Measures

M 11: Teaching Benchmarks Specific to TEP Admission
Students will (1) successfully complete music teaching assignments (video archived and assessed by rubric) in at least one pre-TEP professional course, (2) prepare and deliver a speech for a music education faculty panel on characteristics of a good music educator, and (3) in accordance with a distributed rubric, prepare a written narrative which will be corrected by a faculty panel and revised, if needed (maximum attempts = 2). TEP admission begins in August prior to the junior year and must be completed on a timetable determined by the College of Education and published in the University Undergraduate Catalog.

Source of Evidence: Presentation, either individual or group

Target:
100% of those applying for admission to the Teacher Education Program will Students will (1) successfully complete music teaching assignments (video archived and assessed by rubric) in at least one pre-TEP professional course, (2) prepare and deliver a speech for a music education faculty panel on characteristics of a good music educator, and (3) in accordance with a distributed rubric, prepare a written narrative which will be corrected by a faculty panel and revised, if needed (maximum attempts = 2).

Finding (2012-2013) - Target: Met
For Fall 2013, 9 of 9 (100%) completed these requirements and were admitted to the Teacher Education Program. Videotaped teaching assignments were assessed via LiveText software and can be verified by LiveText Coordinator for College of Education. Prepared speeches were videotaped and archived on a secure YouTube account. Copies of written narratives are maintained in students’ files; originals are sent to the Alabama State Department of Education as a formal writing sample.

M 12: Performance/Academic Competence Specific to TEP admission
Students will demonstrate mastery by achieving an overall GPA of 2.75 in music courses, with no sub-category area (i.e., music academics or music performance) averaging below 2.5. Policies and criteria are published in the
Source of Evidence: Academic direct measure of learning - other

Finding (2012-2013) - Target: Partially Met
11 undergrads successfully completed MUE 389 in Fall 2012. Subsequently, 2 changed major. 9/11 (82%) achieved the requisite music academic, music performance, and overall GPA by August 2012 and were admitted to the Teacher Education Program (verification appears on myBama transcript). Checksheets verifying requirements met are archived in the College of Education Student Services Office; copies are maintained in the department students’ files.

SLO 7: Alabama QTS Education Knowledge/Skills

Prior to beginning internship, students will have submitted work samples for rubric-based assessment of all QTS points, except those specified in the Alabama State Department of Education plan as being addressed in internship. These submissions are archived by Livetext Software maintained by the College of Education.

Source of Evidence: Academic direct measure of learning - other

Target: 100% of BS in music education students eligible for internship (MUE 497) during 2011-2012 were assessed at Level 2, Level 3, or Level 4 on each non-internship Quality Teaching Standard, as recorded in the Livetext software.

Finding (2012-2013) - Target: Met
100% (n=10) of BS students eligible to enroll in MUE 497 in Fall ’12 or Spring ’13 had been assessed at Level 2 or above on every Quality Teaching Standard. Recorded via LiveText software and can be verified by LiveText Coordinator for College of Education.

SLO 8: Improvement Outcome Benchmark

At least 35% of the BS in Music Education students who met criterion to enroll in MUS 115 in Fall ’12 will meet prerequisites to enroll in MUE 389 in Fall ’13.

Related Measures

M 15: Faculty Advisors

Faculty advisors will schedule a one-to-one meeting during October to pre-empt midterm attrition in MUS 115 due to failing grades.

Source of Evidence: Academic indirect indicator of learning - other

Target: No target established.

Finding (2012-2013) - Target: Not Reported This Cycle
Music Education students are divided equally among faculty members for purposes of advising. Advising occurs intermittently during the course of the semester; however, the primary advising period is mid-semester prior to registration for the next semester. During a scheduled advising time, Music Education faculty advisors share with each advisee progress reports from various courses. MUS 115, Music Theory I, tends to be especially critical due to its importance in the Music Academics sequence and is chief among those courses. In the fall of 2012, all Music Education students enrolled in MUS 115 were advised. Advisors addressed such matters as study habits; working with tutors; working in study groups; scheduling meetings with theory professors; and generally the importance of consistent effort with homework, attendance, and exams. Aggregate findings for the spring semester, which demonstrated that 78% of students met the minimum benchmark of 70% for mid term examinations and 94% of students met the minimum benchmark of 70% for final examinations, suggest that such advising practices likely have a positive impact on student success in MUS 115 Music Theory I.
At the beginning of Spring '12, a simple correlation was run comparing scores on entry diagnostic music theory test to success in MUS 115 to determine this test's ability to predict success. Evaluation of this tool is ongoing. (See School of Music Assessment Plan)

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Target:
Correlational data for recent years will be compiled and evaluated, with a minimum predictability score of 50%.

**Finding (2012-2013) - Target: Met**

To address this question, a study was conducted in 2012-13 to assess the level of efficacy of incoming student ACT Test scores and the University of Alabama School of Music Audition Diagnostic Exam scores as predictors of student success in MUS 115, Music Theory, during the academic years of 2008-11. Data were (a) student ACT Test scores, (b) SOM Audition Diagnostic Exam scores and (c) final grades for students who registered in MUS 115 during the years 2008-11. The findings are as follows: (a) The number of students who met the benchmark in MUS 115 has increased incrementally in the last four years from 51% to 67%. On average, 55% of students who retake MUS 115 after failing to reach the benchmark on the first try achieve the benchmark on their second try. Findings related to students who retake MUS 115 a third time after failing to reach the benchmark on their second try are inconclusive due to limited sample size. (b) The percentage of matriculating students who attempted the Audition Diagnostic Exam increased incrementally from 46% in 2008 to 71% in 2011. This finding implies a concomitant relationship between the percentage of students who attempted the exam and the percentage of students who met the MUS 115 benchmark, though a causal connection cannot be drawn in that regard. (c) The ACT Test score of 26.57 for students who met the MUS 115 benchmark is significantly higher than the mean ACT Test score of 23.7 for students who did not meet the benchmark (p < .001). This finding, though revealing, does not appear to be as robust as the mean Audition Diagnostic Exam finding. However, the inter-quartile range of 24-30 suggests that an ACT Test score figure of 24 could represent a reasonable cut score for predicting success in reaching the MUS 115 benchmark. (d) The mean Audition Diagnostic Exam score of 71.41% for students who met the MUS 115 benchmark is significantly higher than the Mean Audition Diagnostic Exam score of 50.55 for students who did not meet the benchmark (p < .001). The lower quartile range of 19-52 is quite interesting in that it appears notably wider than the other quartile ranges. This finding suggests a wider dispersion of scores in the lower quartile implying less predictability in that portion of the sample when compared to the middle and upper quartiles. That notion also is supported by the disparity between the lower quartile standard deviation of 8.20 as compared with the upper quartile standard deviation of 2.97. (e) The inter-quartile range of 53-89 appears to be the most revealing finding. By definition, the inter-quartile range reflects the range of scores that is less likely to be influenced by outliers, or, the range of those scores one would expect most of those students who experience success in reaching the benchmark in MUS 115 to score. Of particular note in this regard is the bottom figure of the inter-quartile range of 53. Arguably, that figure could represent a reasonable cut score for predicting success in reaching the benchmark in MUS 115. (f) In sum, one could argue from these findings that the Audition Diagnostic Exam appears to possess validity as a predictor of success in MUS 115, perhaps more so than ACT Test score, which also appears to possess validity as a predictor of success in MUS 115. One also could argue from these findings that implementing a target score of approximately 50 on the Audition Diagnostic Exam could increase the percentage of students meeting the MUS 115 benchmark and perhaps positively influence retention rates among future School of Music students.

**SLO 9: Competence in Teaching General Music**

Subsequent to TEP admission, BS in Music Education students will demonstrate competence in teaching general music in K-5 settings, through teaching demonstrations assessed with Livetext Software maintained by the College of Education.

**Connected Document**

Music Education Curriculum Maps

**Related Measures**

**M 17: Teaching Assignments**

Students will complete three teaching assignments with elementary children during a class specifically devoted to this topic. Success in reaching teaching benchmarks will be determined by (1) an assessment form or rubric, (2) through collaborative discussions with faculty members, and (3) through student self-assessment. Assessments of Quality Teaching Standards associated with elementary music teaching are archived by Livetext Software maintained by the College of Education.

Source of Evidence: Academic direct measure of learning - other

**Target:**
100% of those enrolled (i.e., people who have been admitted to the Teacher Education Program) will complete the three assignments which contain Quality Teaching Standards, will be assessed at a minimum of Level 2, and will earn a grade of C- or above.

**Finding (2012-2013) - Target: Partially Met**

For Spring 2013 (only time during 2012-2013 the course was offered), 12 students completed the course. 91% (n=11) met the target. 5% (n=1) have yet to be finally assessed (current grade is "I"). Recorded via LiveText software and can be verified by LiveText Coordinator for College of Education.

**M 18: Elementary Music Internship**

Students will complete 7.5 weeks of full time internship in an elementary music setting, evaluated by assessments of the Office of Clinical Experiences and by assessments devised by cooperating teachers, supervising faculty, or Certified Master Teachers, as appropriate. Assessments of Quality Teaching Standards associated with elementary music teaching are archived by Livetext Software maintained by the College of Education.

Source of Evidence: Field work, internship, or teaching evaluation

**Target:**
100% of those enrolling for the section of MUE 497 which covers elementary internship will be assessed at Level 2 or above on all internship-related Quality Teaching Standards and earn a grade of at least C-.

**Finding (2012-2013) - Target: Not Reported This Cycle**

100% (N=10) of those enrolling in MUE 497 during 2012-2013 received assessments at Level 2 or above on all internship-related Quality Teaching Standards. 1 student remains to be assessed on some standards. Recorded via LiveText software and can be verified by LiveText Coordinator for College of Education.

**M 19: Video Recorded Assignments**
Students will complete a minimum of three video recorded teaching assignments with middle or high school students during MUS 447 or MUS 448 (as appropriate), a required course. Success in reaching teaching benchmarks will be determined by (1) an assessment rubric, (2) through collaborative discussions with faculty members, and (3) through student self-assessment. Assessments of Quality Teaching Standards associated with elementary music teaching are archived by LiveText Software maintained by the College of Education.

Source of Evidence: Video or audio tape (music, counseling, art)

**Target:**
100% of those enrolled (i.e., people who have been admitted to the Teacher Education Program) will complete the three video assignments, will be assessed at a minimum of Level 2, and will earn a grade of C- or above.

**Finding (2012-2013) - Target: Met**
For Fall 2012 (the only time during 2012-2013 these courses were offered), 100% (n=12) of those enrolled completed the assignments, were assessed at least at Level 2, and earned a grade of C- or above in the course. Recorded via LiveText software and can be verified by LiveText Coordinator for College of Education.

**M 20: Secondary Music Internship**
Students will complete 7.5 weeks of full time internship in a degree-appropriate secondary music setting, evaluated by assessments of the Office of Clinical Experiences and by assessments devised by cooperating teachers, supervising faculty, or Certified Master Teachers, as appropriate. Assessments of Quality Teaching Standards associated with elementary music teaching are archived by LiveText Software maintained by the College of Education.

Source of Evidence: Field work, internship, or teaching evaluation

**Target:**
100% of those enrolling for the section of MUE 497 which covers secondary choral or instrumental internship will be assessed at Level 2 or above on all internship-related Quality Teaching Standards and earn a grade of at least C-.

**Finding (2012-2013) - Target: Met**
100 % (n=10) of those enrolling in MUE 497 during 2012-2013 received assessments at Level 2 or above on all internship-related Quality Teaching Standards. 1 student remains to be assessed on some standards. Recorded via LiveText software and can be verified by LiveText Coordinator for College of Education.

**SLO 10: Competence in Teaching Choral or Instrumental**
Subsequent to TEP admission, BS in Music Education students will demonstrate competence in teaching choral or instrumental music in secondary settings, through teaching demonstrations assessed with Livetext Software maintained by the College of Education.

**Connected Document**
[Music Education Curriculum Maps](#)

### Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

**OthOtcm 1: Recognized Quality**
The program will improve and sustain a high level of recognized quality, demonstrated by 100% pass rate (no more than two attempts) on ETS Praxis II: 0113, Music Content and Knowledge standardized test prior to the capstone clinical internship experience.

**Related Measures**

**M 1: Monitoring Compliance with NCATE and ALSDE**
Using LiveText software, monitor compliance with standards of the National Council for Accreditation of Teacher Education/Council for the Accreditation of the Education Professional and the Alabama State Department of Education, recording competency level on every standard for every student.

Source of Evidence: Portfolio, showing skill development or best work

**Target:**
Full compliance with NCATE and ALSDE.

**Finding (2012-2013) - Target: Met**
All students currently at or beyond the MUE 389 level (i.e., the first course in which standards are assessed, typically at the beginning of the sophomore year) were assessed for Fall/Spring 2012-2013. Assessments were recorded via LiveText software and can be verified by LiveText Coordinator for College of Education.

**M 2: Document Compliance with NASM requirements**
As a part of the School of Music Self-Study for the 2012-2013 accreditation review by the National Association of Schools of Music, document compliance with every accreditation requirement for all aspects of the curriculum.

Source of Evidence: Professional standards

**Target:**
All National Association of Schools of Music Standards passed and full reaccreditation, following self-study and site visit (April, 2013).

**Finding (2012-2013) - Target: Partially Met**
According to the 2013 NASM Visitor's Report, (a) The Bachelor of Science in Music Education (Instrumental Music) is submitted for renewal of Final Approval for Listing. The degree appears to meet all appropriate standards with regard to curriculum and student work with the following exception: both faculty and students reported that the inventory of instruments for methods classes, especially with regard to low brass (Euphonium and Tuba) and double reeds (Oboe and Bassoon) may be deficient. A review of student transcripts found no unexplained deviations from the stated requirements. (b) The Bachelor of Science in Music Education (Vocal/Choral Music) is submitted for renewal of Final Approval for Listing. The degree appears to meet all appropriate standards with regard to curriculum and student work. A review of student transcripts found no unexplained deviations from the stated requirements.

**Related Action Plans (by Established cycle, then alpha):**

**Instrument Acquisition**

*Established in Cycle: 2012-2013*

Our Music Education degree includes the requisite methods courses to address the NASM standard
dealing with "knowledge of and..."

For full information, see the Details of Action Plans section of this report.

**OthOtcm 2: Optimal Level of Enrollment**
The program will build and sustain an optimal level of annual program enrollments and degree completions representing at least 33% of the total undergraduate enrollment in School of Music degrees.

**Related Measures**

**M 3: Monitor Enrollment Percentage**
Monitor percentage of successful auditioners in Spring '13 who declare music education as their probable major who actually enroll in Fall '13.

*Source of Evidence: Administrative measure - other*

*Target:*
Of those applicants who (1) successfully audition for acceptance into the School of Music and (2) indicate at the time of audition that music education is their probable major, 50% will enroll in the program by August 22, 2012 (i.e., the first day of classes for Fall '12).

*Finding (2012-2013) - Target: Met*
In the fall of 2013 25 students matriculated to Music Education. That figure represents approximately 30% of the total number of Music Education undergraduates.

**M 4: Monitor Number of Students Enrolled and Their Qualifications**
Monitor the number of initial enrollees, and their qualifications, compared with those who complete required benchmarks (admission to the Teacher Education Program; required score on Praxis II "Music Content and Knowledge" ETS standardized test; completion of internship) to meet graduation requirements.

*Source of Evidence: Administrative measure - other*

*Target:*
50% of those who enroll in MUE 389 (i.e., the sophomore course which is the first in the program for which Quality Teaching Standards are assessed) will graduate (i.e., gain admission to the Teacher Education Program; make or exceed the required score of 150 on the ETS Praxis II 0113 Music: Content and Knowledge test; successfully intern; complete all music and Core Curriculum requirements) with a BS in music education within four and a half years of completing MUE 389.

*Finding (2012-2013) - Target: Met*
For students who enrolled in MUE 389 in Fall 2009 (n=12), as of July, 2012, 25% (n=3) had graduated; 33% (n=4) graduated by the target of May, 2013. 25% (n=3) changed major prior to application for admission to TEP; 6% (n=1) changed major after denial of admission to TEP; 6% (n=1) dropped out of the university for personal reasons. Recorded via LiveText software and can be verified by LiveText Coordinator for College of Education.

**OthOtcm 3: Program will be highly valued.**
The program will be highly valued by its program graduates and other key constituencies it serves, demonstrated by an application for admission rate of at least 25% of all School of Music undergraduate applicants.

**Related Measures**

**M 5: Monitor NSSE Results and Other Exit Measures**
Monitor responses to NSSE or any exit measures instituted by the College of Education (e.g., if EDUCATEAlabama assessment system [http://www.educatealabama.net/](http://www.educatealabama.net/) is finally implemented statewide).

*Source of Evidence: Academic indirect indicator of learning - other*

*Target:*
No target established.

*Finding (2012-2013) - Target: Not Met*
Response Distribution Question N Mean Std Excellent Good Fair Poor The overall quality of your major was 11 1.73 0.65 36.40% 54.50% 9.10% 0.00% 0.00% The quality of courses as preparation for employment after graduation in your major was 11 1.91 0.83 36.40% 36.40% 27.30% 0.00% The quality of courses as preparation for graduate or professional school in your major was 11 1.64 0.51 36.40% 63.60% 0.00% 0.00% Majors: PERF (10), MUTY (1).

**M 6: Monitor Responses to Future Surveys**
Monitor responses to any surveys yet to be devised which will be included in the NASM Self-Study.

*Source of Evidence: Academic indirect indicator of learning - other*

*Target:*
No target established.

*Finding (2012-2013) - Target: Not Met*
According to the 2012-13 SOM NASM Self Study, "The use of [iPad] technology is encouraged, and the University periodically offers workshops on the use of technology in the office and the classroom. The introduction and integration of this equipment (specifically the iPad) into the program has made possible new and highly productive approaches to teaching in both the applied studio and classroom settings."

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Instrument Acquisition**
Our Music Education degree includes the requisite methods courses to address the NASM standard dealing with "knowledge of and performance ability on wind, string, and percussion instruments sufficient to teach beginning students effectively in groups." (NASM Handbook 2012-13, IX.O.3.c.(3)(a)). (NASM Handbook 2012-13, II.I.1.e.). Further, we possess a departmental system to account for and maintain the instrument inventory that supports those courses. We recognize, however, that tuba and baritone methods are presently not part of the content of MUE 353 Teaching Brass Instruments because we do not own student tubas and baritones. Additionally, we only own a small number of horns so not all of the students are playing on useable instruments. However, even with the poor
quality horn inventory we still teach horn methods by asking students to share instruments. Importantly, we have recognized this shortcoming and already have planned as a department to address the matter as one of our primary goals, both short and long term. Specifically, we will put in place a systematic short and long-range plan to purchase 8 double french horns, 11 tubas, and 12 euphoniums for our brass methods courses.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
    Measure: Document Compliance with NASM requirements | Outcome/Objective: Recognized Quality

Implementation Description: The Music Education Department Head will implement a funding request strategy through both the School of Music and the College of Education beginning in the fall 2013 semester.

Responsible Person/Group: Music Education Department Head
Budget Amount Requested: $150,000.00 (one time)
Mission / Purpose

The Department of Music Education, including the graduate programs offered through the Department of Curriculum and Instruction and in collaboration with the School of Music in the College of Arts and Sciences, prepares future teachers who are capable and competent as teachers, as musicians, and as scholars. Along with the music education faculty, students contribute to their university, their community, and their profession at every level from kindergarten through higher education. All expectations comply with standards of the National Association of Schools of Music, the National Council for Accreditation of Teacher Education, the Alabama State Department of Education, and the University of Alabama's Core Curriculum and School of Music requirements.

Goals

G 1: BS degree and Class B certification
The Music Education Department will offer baccalaureate degrees leading to Alabama Class B K-12 certification in instrumental or choral music which meet or exceed all standards of the National Association of Schools of Music, the National Council for Accreditation of Teacher Education, and the Alabama State Department of Education.

G 2: Accomplished musicianship
The Department of Music Education, in collaboration with the School of Music in the College of Arts and Sciences, prepares future teachers who are capable and competent as teachers, as musicians, and as scholars. All standards of the National Association of Schools of Music shall be met.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 4: Discipline Knowledge (Music Academics)
BS in Music Education students will demonstrate functional knowledge of the theory and structure of music in written, applied, and aural media; the history of Western art music; music in world cultures; and appropriate technology for both theoretical and applied applications (see School of Music Assessment Plan).

Related Measures

M 7: Periodic Ongoing Classroom Assessment
Students are regularly assessed in music theory courses, relative to their appropriate level, using written and aural examinations; in class piano, relative to their appropriate level, using preliminary diagnostic examinations, written examinations, and keyboard proficiency examinations; in music in world cultures and music history courses, relative to their appropriate level, using written examinations. All assessments are done in common with other music majors.

Source of Evidence: Academic direct measure of learning - other

Target:
66% of future music education majors who enroll in MUS 115 will achieve the necessary knowledge/skill level (represented by an overall grade of at least C-) to move forward to MUS 117.

Finding (2011-2012) - Target: Met
As extensively reported in the School of Music data (see 2011-2012 School of Music report), for Fall '11, 67% of all MUS 115 students (aggregate includes future music education students) achieved a grade of at least C-.

M 8: Mastery of Appropriate Music Education Software
Students will demonstrate mastery of software appropriate for teaching situations while completing assignments in core music education courses.

Source of Evidence: Academic direct measure of learning - other

Target:
100% of students in professional music education courses (all MUE courses except MUE 107 and 385, which are not a part of the music education major curriculum) will complete the technology requirements of the courses.

Finding (2011-2012) - Target: Met
Met. For Fall 2011 and Spring 2012, all assignments which used technology were completed in all courses. Assignments which involve Quality Teaching Standards were recorded via LiveText software and can be verified by LiveText Coordinator for College of Education. Any other assignments are maintained in faculty files.

SLO 5: Music Performance Skills and Abilities
BS in Music Education students will perform appropriate solo and instrumental or choral repertoire, demonstrating stylistic insight, technical proficiency, and musical artistry that is appropriate for their specific program year (see School of Music Assessment Plan).

Related Measures

M 9: Applied (Solo) Music Performance Benchmarks
Students will complete (1) a performance jury examination at the end of each semester, (2) a sophomore qualifying
examination (i.e., special jury) at the end of their second year, and (3) a half hour senior recital prior to internship. Success in reaching performance benchmarks will be determined by (1) a performance assessment form or rubric, (2) video recording of juries and recitals, (3) collaborative discussions among a representative faculty panel, and (4) through student self-assessment.

Source of Evidence: Benchmarking of learning outcomes against peers

**Target:**
100% of BS in Music Education students will pass juries, sophomore qualifying examinations, and recitals within the limit of two attempts.

**Finding (2011-2012) - Target: Partially Met**
See data for entire School of Music in that unit's report. 1 BS student did not pass MUA 199 (sophomore qualifying) on the second attempt during 2011-2012.

For the purpose of Quality Teaching Standards, MUA 499 (senior recital) is assessed to demonstrate performance proficiency on a solo instrument. 100% (n=7) of BS in music education students who enrolled in this course during 2011-2012 were assessed at Level 2 or above and received a grade of at least C-. Recorded via LiveText software and can be verified by LiveText Coordinator for College of Education.

**M 10: Music Ensemble Performance Benchmarks**
Students will complete public performances as members of one or more conducted ensembles each semester prior to internship. A faculty conductor will assess the participation. Success in reaching performance benchmarks will be determined by appropriate performance assessment.

Source of Evidence: Performance (recital, exhibit, science project)

**Target:**
100% of BS students will participate in at least one ensemble per semester, demonstrating skills and participation sufficient to earn at least a grade of C-.

**Finding (2011-2012) - Target: Met**
100% of BS students participated in an ensemble each semester of the 2011-2012 year and earned a grade of at least C-.

**SLO 6: Admission to Teacher Education Program**
BS in Music Education students will demonstrate musical and academic achievement, professional commitment, ability to communicate effectively orally and in writing, and nascent teaching skills in order to be admitted to the Teacher Education Program.

**Connected Document**
[Music Education Curriculum Maps](#)

**Related Measures**

**M 11: Teaching Benchmarks Specific to TEP Admission**
Students will (1) successfully complete music teaching assignments (video archived and assessed by rubric) in at least one pre-TEP professional course, (2) prepare and deliver a speech for a music education faculty panel on characteristics of a good music educator, and (3) in accordance with a distributed rubric, prepare a written narrative which will be corrected by a faculty panel and revised, if needed (maximum attempts = 2).

Source of Evidence: Presentation, either individual or group

**Target:**
100% of those applying for admission to the Teacher Education Program will Students will (1) successfully complete music teaching assignments (video archived and assessed by rubric) in at least one pre-TEP professional course, (2) prepare and deliver a speech for a music education faculty panel on characteristics of a good music educator, and (3) in accordance with a distributed rubric, prepare a written narrative which will be corrected by a faculty panel and revised, if needed (maximum attempts = 2).

**Finding (2011-2012) - Target: Met**
For Fall 2011, 10 of 10 (100%) completed these requirements and were admitted to the Teacher Education Program. Videotaped teaching assignments were assessed via LiveText software and can be verified by LiveText Coordinator for College of Education. Prepared speeches were videoed and archived on a secure YouTube account. Copies of written narratives are maintained in students' files; originals are sent to the Alabama State Department of Education as a formal writing sample.

**M 12: Performance/academic Competence Specific to TEP admission**
Students will demonstrate mastery by achieving an overall GPA of 2.75 in music courses, with no sub-category area (i.e., music academics or music performance) averaging below 2.5.

Source of Evidence: Academic direct measure of learning - other

**Target:**
100% of those who complete MUE 389 will, by the following August's application date for the Teacher Education Program, achieve the GPA's specified, including those which indicate mastery of music academics and music performance.

**Finding (2011-2012) - Target: Partially Met**
14 undergrads successfully completed MUE 389 in Fall 2010. Subsequently, 2 changed major. 11/12 (91.66%) achieved the requisite music academic, music performance, and overall GPA by August 2012 and were admitted to the Teacher Education Program (verification appears on myBama transcript). Checksheets verifying requirements met are archived in the College of Education Student Services Office; copies are maintained in the department students' files.

**SLO 7: Alabama QTS Education Knowledge/Skills**
BS in Music Education students will achieve a passing assessment (2, 3, or 4 on the College of Education rubric) on all Alabama Quality Teaching Standards.

**Connected Document**
[Music Education Curriculum Maps](#)

**Related Measures**
M 13: Rubric-assessed Work Samples
Prior to beginning internship, students will have submitted work samples for rubric-based assessment of all QTS points, except those specified in the Alabama State Department of Education plan as being addressed in internship.

Source of Evidence: Academic direct measure of learning - other

Target:
100% of BS in music education students eligible for internship (MUE 497) during 2011-2012 were assessed at Level 2, Level 3, or Level 4 on each non-internship Quality Teaching Standard, as recorded in the Livetext software.

Finding (2011-2012) - Target: Met
100% (n=5) of BS students eligible to enroll in MUE 497 in Fall ’11 or Spring ’12 had been assessed at Level 2 or above on every Quality Teaching Standard. Recorded via LiveText software and can be verified by LiveText Coordinator for College of Education.

M 14: Internship Evaluation
Prior to graduation, students will be assessed, using a rubric, on all QTS points designated as occurring during internship.

Source of Evidence: Field work, internship, or teaching evaluation

Target:
100% of those enrolling in MUE 497 (internship) will be assessed at Level 2 or above on all internship-related Quality Teaching Standards.

Finding (2011-2012) - Target: Partially Met
87.5% (7 out of 8) of those enrolling in MUE 497 during 2011-2012 received assessments at Level 2 or above on all internship-related Quality Teaching Standards. 1 student remains to be assessed on some standards. Recorded via LiveText software and can be verified by LiveText Coordinator for College of Education.

SLO 8: Improvement Outcome Benchmark
(An Improvement Outcome Derived from the 2010-11 Assessment Findings) At least 35% of the BS in Music Education students who met criterion to enroll in MUS 115 in Fall ’11 will meet prerequisites to enroll in MUE 389 in Fall ’12.

Connected Document
Music Education Curriculum Maps

Related Measures

M 15: Faculty Advisors
Faculty advisors will schedule a one-to-one meeting during September to pre-empt midterm attrition in MUS 115 due to failing grades.

Source of Evidence: Academic indirect indicator of learning - other

Target:
No target established.

Finding (2011-2012) - Target: Not Met
No target established.

M 16: Diagnostic Music Theory Test
At the beginning of Spring ’12, a simple correlation will be run comparing scores on entry diagnostic music theory test to success in MUS 115 to determine this test's ability to predict success.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Target:
Correlational data for recent years will be compiled and evaluated, with a minimum predictability score of 50%.

Finding (2011-2012) - Target: Met
See extensive report attached to the 2011-2012 School of Music assessment report.

SLO 9: Competence in Teaching General Music
Subsequent to TEP admission, BS in Music Education students will demonstrate competence in teaching general music in K-5 settings.

Connected Document
Music Education Curriculum Maps

Related Measures

M 17: Teaching assignments
Students will complete three teaching assignments with elementary children during a class specifically devoted to this topic. Success in reaching teaching benchmarks will be determined by (1) an assessment form or rubric, (2) through collaborative discussions with faculty members, and (3) through student self-assessment.

Source of Evidence: Academic direct measure of learning - other

Target:
100% of those enrolled (i.e., people who have been admitted to the Teacher Education Program) will complete the three assignments which contain Quality Teaching Standards, will be assessed at a minimum of Level 2, and will earn a grade of C- or above.

Finding (2011-2012) - Target: Partially Met
For Spring ’12 (only time during 2011-2012 the course was offered), 13 students completed the course. 77% (n=10) met the target. 23% (n=3) have yet to be finally assessed (current grade is "I"). Recorded via LiveText software and can be verified by LiveText Coordinator for College of Education.

M 18: Elementary Music Internship
Students will complete 7.5 weeks of full time internship in an elementary music setting, evaluated by assessments of the Office of Clinical Experiences and by assessments devised by cooperating teachers, supervising faculty, or Certified Master Teachers, as appropriate. Assessments will be archived through Livetext software
Source of Evidence: Field work, internship, or teaching evaluation

**Target:**
100% of those enrolling for the section of MUE 497 which covers elementary internship will be assessed at Level 2 or above on all internship-related Quality Teaching Standards and earn a grade of at least C-.

**Finding (2011-2012) - Target: Partially Met**
87.5% (7 out of 8) of those enrolling in MUE 497 during 2011-2012 received assessments at Level 2 or above on all internship-related Quality Teaching Standards. 1 student remains to be assessed on some standards. Recorded via LiveText software and can be verified by LiveText Coordinator for College of Education.

**M 19: Video recorded assignments**

Students will complete a minimum of three video recorded teaching assignments with middle or high school students during MU 447 or MU 448 (as appropriate), a required course. Success in reaching teaching benchmarks will be determined by (1) an assessment rubric, (2) through collaborative discussions with faculty members, and (3) through student self-assessment.

Source of Evidence: Video or audio tape (music, counseling, art)

**Target:**
100% of those enrolled (i.e., people who have been admitted to the Teacher Education Program) will complete the three video assignments, will be assessed at a minimum of Level 2, and will earn a grade of C- or above.

**Finding (2011-2012) - Target: Met**
For Fall '11 (the only time during 2011-2012 these courses were offered), 100% (n=8) of those enrolled completed the assignments, were assessed at least at Level 2, and earned a grade of C- or above in the course.

Recorded via LiveText software and can be verified by LiveText Coordinator for College of Education.

**M 20: Secondary Music Internship**

Students will complete 7.5 weeks of full time internship in a degree-appropriate secondary music setting, evaluated by assessments of the Office of Clinical Experiences and by assessments devised by cooperating teachers, supervising faculty, or Certified Master Teachers, as appropriate. Assessments will be archived through LiveText software.

Source of Evidence: Field work, internship, or teaching evaluation

**Target:**
100% of those enrolling for the section of MUE 497 which covers secondary choral or instrumental internship will be assessed at Level 2 or above on all internship-related Quality Teaching Standards and earn a grade of at least C-.

**Finding (2011-2012) - Target: Met**
100% (8 out of 8) of those enrolling in MUE 497 secondary choral or instrumental internship during 2011-2012 received assessments at Level 2 or above on all internship-related Quality Teaching Standards and earned grades of at least C- in the course. Recorded via LiveText software and can be verified by LiveText Coordinator for College of Education.

**SLO 10: Competence in Teaching Choral or Instrumental**

Subsequent to TEP admission, BS in Music Education students will demonstrate competence in teaching choral or instrumental music in secondary settings.

**Connected Document**
Music Education Curriculum Maps

**Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**OthOtcm 1: Recognized Quality**
The program will improve and sustain a high level of recognized quality.

**Related Measures**

**M 1: Monitoring Compliance with NCATE and ALSDE**
Using LiveText software, monitor compliance with standards of the National Council for Accreditation of Teacher Education/Council for the Accreditation of the Education Professional and the Alabama State Department of Education, recording competency level on every standard for every student.

Source of Evidence: Portfolio, showing skill development or best work

**Target:**
100% of students who complete the first course which includes standards (i.e., MUE 389) will be monitored through an electronic LiveText portfolio, semester by semester.

**Finding (2011-2012) - Target: Met**
All students currently at or beyond the MUE 389 level (i.e., the first course in which standards are assessed, typically at the beginning of the sophomore year) were assessed for Fall/Spring 2011-2012. Recorded via LiveText software and can be verified by LiveText Coordinator for College of Education.

**M 2: Document Compliance with NASM requirements**
As a part of the School of Music Self-Study for the 2012-2013 accreditation review by the National Association of Schools of Music, document compliance with every accreditation requirement for all aspects of the curriculum.

Source of Evidence: Professional standards

**Target:**
All National Association of Schools of Music Standards passed and full reaccreditation, following self-study and site visit (April, 2013).

**Finding (2011-2012) - Target: Not Met**
Material is still being collected; self-study has not been completed; all writing must be done prior to the site visit April 8-10, 2013.
**OthOtm 2: Optimal Level of Enrollment**

The program will build and sustain an optimal level of annual program enrollments and degree completions.

**Related Measures**

**M 3: Monitor Enrollment Percentage**

Monitor percentage of successful auditioners in Spring '12 who declare music education as their probable major who actually enroll in Fall '12.

Source of Evidence: Administrative measure - other

**Target:**

Of those applicants who (1) successfully audition for acceptance into the School of Music and (2) indicate at the time of audition that music education is their probable major, 50% will enroll in the program by August 22, 2012 (i.e., the first day of classes for Fall '12).

**Finding (2011-2012) - Target: Partially Met**

At the time of this writing (mid-July, 2012), enrollment of new students for Fall '12 is ongoing and incomplete. List of those accepted during Spring '12 auditions is being maintained for comparison with final enrollment.

**M 4: Monitor Number of Enrolled and Qualifications**

Monitor the number of initial enrollees, and their qualifications, compared with those who complete required benchmarks (admission to the Teacher Education Program; required score on Praxis II “Music Content and Knowledge” ETS standardized test; completion of internship) to meet graduation requirements

Source of Evidence: Administrative measure - other

**Target:**

50% of those who enroll in MUE 389 (i.e., the sophomore course which is the first in the program for which Quality Teaching Standards are assessed) will graduate (i.e., gain admission to the Teacher Education Program; make or exceed the required score of 150 on the ETS Praxis II 0113 Music: Content and Knowledge test; successfully intern; complete all music and Core Curriculum requirements) with a BS in music education within four and a half years of completing MUE 389.

**Finding (2011-2012) - Target: Met**

For those who enrolled in MUE 389 in Fall 2008 (n=20), 50% (n=10) completed all graduation requirements by May, 2012. One additional person is on track to graduate by December 2012. Recorded via LiveText software and can be verified by LiveText Coordinator for College of Education.

We are tracking those who enrolled in MUE 389 in Fall 2009 (n=12). As of July, 2012, 25% (n=3) have graduated; 33% (n=4) are on track to graduate by the target of May, 2013. 25% (n=3) changed major prior to application for admission to TEP; 6% (n=1) changed major after denial of admission to TEP; 6% (n=1) dropped out of the university for personal reasons. Recorded via LiveText software and can be verified by LiveText Coordinator for College of Education.

**OthOtm 3: Program will be highly valued.**

The program will be highly valued by its program graduates and other key constituencies it serves.

**Related Measures**

**M 5: Monitor NSSE Results and Other Exit Measures**

Monitor responses to NSSE or any exit measures instituted by the College of Education (e.g., if EDUCATEAlabama assessment system [http://www.educatealabama.net/](http://www.educatealabama.net/) is finally implemented statewide).

Source of Evidence: Academic indirect indicator of learning - other

**Target:**

No target established.

**Finding (2011-2012) - Target: Not Met**

These college-wide and/or state-wide measures have yet to be devised.

**M 6: Future Surveys**

Monitor responses to any surveys yet to be devised which will be included in the NASM Self-Study.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**

No target established.

**Finding (2011-2012) - Target: Not Met**

No consistent college-wide tracking has been devised.
### Curriculum Maps #1 (In which courses are Student Learning Outcomes Addressed)

<table>
<thead>
<tr>
<th>Course</th>
<th>Student Learning Outcome 1 (Knowledge)</th>
<th>Student Learning Outcome 2 (Skill)</th>
<th>Student Learning Outcome 3 (TEP B’mark)</th>
<th>Student Learning Outcome 4 (AL QTS)</th>
<th>Student Learning Outcome 5 (Improve)</th>
<th>Student Learning Outcome 6 (K-5)</th>
<th>Student Learning Outcome 7 (6-12)</th>
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</thead>
<tbody>
<tr>
<td>Music Theory*</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Music History/World Music*</td>
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<td>X</td>
<td>X</td>
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<tr>
<td>Applied Study*</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Sophomore Qualifying (MUA 199)</td>
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<td>X</td>
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<td>Recital (MUA 499)</td>
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<tr>
<td>TEP Admission Process**</td>
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<td>MUE 387</td>
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<td>MUS 447 or MUS 448</td>
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<tr>
<td>College Professional Studies Courses*</td>
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<tr>
<td>Internship (MUE 497)</td>
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<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

*Represents a sequence of required courses

**Benchmark procedure/exam; not a course
### Curriculum Maps #2 (What assessment measures will be employed in which courses for each SLO)

<table>
<thead>
<tr>
<th></th>
<th>Student Learning Outcome 1 (Knowledge)</th>
<th>Student Learning Outcome 2 (Skill)</th>
<th>Student Learning Outcome 3 (TEP B’mark)</th>
<th>Student Learning Outcome 4 (AL QTS)</th>
<th>Student Learning Outcome 5 (Improve)</th>
<th>Student Learning Outcome 6 (K-5)</th>
<th>Student Learning Outcome 7 (6-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Music Theory</strong>*</td>
<td>ETS Praxis II - Music: Content Knowledge (0113) score of at least 150. Written examinations; incorporation of software</td>
<td>MUS 115/117/215/217 written examinations with GPA &lt; 2.5 (overall music &lt;2.75)</td>
<td>MUS 250/251/252 written examinations with GPA &lt; 2.5 (overall music &lt;2.75)</td>
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<tr>
<td><strong>Applied Study</strong>*</td>
<td>Applied juries; where appropriate, digitally archived</td>
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<tr>
<td><strong>Sophomore Qualifying (MUA 199)</strong></td>
<td>Expanded applied jury (MUA 199); digitally archived</td>
<td>Expanded applied jury (MUA 199), digitally archived</td>
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<tr>
<td><strong>Recital (MUA 499)</strong></td>
<td>Senior recital; digitally archived; written reflection archived in Livetext</td>
<td>Senior recital; digitally archived; written reflection archived in Livetext</td>
<td>Minimum overall GPA of 2.75; written narrative with rubric assessment; oral presentation; prerequisite courses; interview with 4 category rubric</td>
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