

PROGRAM ASSESSMENT PLAN ~ 2013-14 through 2018-19

This document only needs to be updated when changes are made.

UNIT	COLLEGE OF ARTS AND SCIENCES
Department (if applicable)	MUSIC
Degree/Program	Bachelor of Music/Education
Date Prepared	June 21, 2014
Date Revised	Updated to New Form (6/22/15); Updated 7/15/2015 (added required courses);

PROGRAM MISSION

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Consistent with the mission of the University and the College of Arts and Sciences, the Department of Music is dedicated to sharing a personal commitment to musical excellence as exemplified in creative activities, research, teaching, and public performances contributing to the expansion of knowledge in the field of music. This personal commitment to our students encourages them to think creatively, speak effectively, and write critically. Through musical performances and sponsorship of musical activities, the Music Department strives to enrich the cultural, aesthetic, and creative life of the university, the community, the region, and the nation.

PROGRAM STUDENT LEARNING OUTCOMES (PSLO)

If the program has more than 6 PSLO, hit "Tab" in the last cell to add another row. Cells will expand to accommodate text.

Upon completion of the program students will be able to:

PSLO 1	Demonstrate music performance skills (think creatively; present effectively)
PSLO 2	Demonstrate the ability to read and write music
PSLO 3	Demonstrate the ability to analyze and describe music
PSLO 4	Demonstrate listening skills in music (write critically; research skills)
PSLO 5	Demonstrate skills in teaching music

CURRICULUM MAP (Alignment)

List all courses required for program majors and indicate, where applicable, (using the following key) the PSLO with which they are associated.

T = Taught

X = Taught and Assessed

A = Assessed

If the program has more than 6 PSLO, "Copy and Paste" rows from this table below the existing table, beginning with the row numbering the PSLO.

Required Courses	PSLO 1	PSLO 2	PSLO 3	PSLO 4	PSLO 5
MU 122	X	X	X		
MU 123		T			
MU 215		T	T	T	
MU 314		T	T	T	
MU 315		T	T	T	
MU 316	X	X	X	T	
MU 317	X	X	X	T	

PROGRAM ASSESSMENT PLAN ~ 2013-14 through 2018-19

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MU 133	X	X			
MU 134	X	X			
MU 213	X	X			
MU 214	X	X			
HI 105			T		
MU 325			X	X	
MU 326	X		X	X	
Applied Lessons	X	T	T	T	
Ensembles	T	T	T	T	
MU 313					X
MU 417					X
MU 418					X
Student Teaching					X
MU 237	T		T		
MU 238	T		T		
MU 240		T	T	T	
MU 441		T	T	T	
MU 442		T	T	T	
MU 420		T	T	T	T
MU 421		T	T	T	T
MU 207					T
MU 209					T
MU 210					T
MU 211					T
MU 212					T
MU 220 Vocal Only	T		T		
MU 330 Vocal Only	T				

NOTE 1: MU 121 is no longer required because students take WU 101 as of Fall 2014.

NOTE 2: The courses highlighted above will be discussed at the August 2015 Music Faculty Retreat to determine whether course grades or course embedded assessments should be used from them as data for attainment of the SLOs.

ASSESSMENT MEASURES (Method)

Indicate (mark with an X) the type of assessment used to evaluate each PSLO.

Check as many boxes as apply.

Programs should use at least 2 direct measures for each PSLO.

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	PSLO 1	PSLO 2	PSLO 3	PSLO 4	PSLO 5
DIRECT					
Portfolio					

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Performance Assessment (Art, Music, Theatre, etc.) ~ Recitals	X				
Performance Assessment (Off campus experience – Clinical, Internship, Practicum, etc.) ~ STEP					X
Professional Credentialing Exam ~ PRAXIS I/CORE, PRAXIS II AND PLT					X
Major Field Test or National Exam		X	X	X	
Course Embedded Assignment					
Project Evaluation (e.g. research)					
Course Grades	X	X	X	X	
Other ~ Applied Lessons - Juries	X				
Other ~ Rhythmic Proficiency Exam	X	X	X		
Other ~ Piano Proficiency Exam	X	X			
Other – 4 th Semester Achievement Proficiency Exam	X				
INDIRECT					
Surveys					
Exit Interviews/Focus Groups					
Other (Describe)					

THRESHOLD OF STUDENT SUCCESS

For each PSLO, list each measure separately and indicate the threshold of student achievement considered acceptable.

(example: 75% of students will receive B or better) - see Assessment Plan Guide for additional instructions.

Hit :Tab" in the last cell to add another row. Cells will expand to accommodate text.

PSLO	MEASURE	THRESHOLD
1	Course Grades	75% of students will receive Target or Advanced Grades (B or A)
	Applied Lessons - Juries	90% of students will receive an average score of 8.5 (out of 10) or better
	Rhythmic Proficiency Exam	100% of students pass
	Piano Proficiency Exam	100% of students pass
	4 th Semester Achievement Proficiency Exam	100% of students pass
2	Major Field Test	80% of students will achieve an average 10 point increase difference between pre and post scores for the Written Theory section of the exam
	Course Grades	75% of students will receive Target or Advanced Grades (B or A)
	Rhythmic Proficiency Exam	100% of students pass
	Piano Proficiency Exam	100% of students pass
3	Major Field Test	80% of students will achieve an average 10 point increase difference between pre and post scores for the Written History section of the exam

PROGRAM ASSESSMENT PLAN ~ 2013-14 through 2018-19

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	Course Grades	75% of students will receive Target or Advanced Grades (B or A)
	Rhythmic Proficiency Exam	100% of students pass
4	Major Field Test	80% of students will achieve an average 10 point increase difference between pre and post scores for the Listening section of the exam
	Course Grades	75% of students will receive Target or Advanced Grades (B or A)
5	Performance Assessment – STEP	100% pass rate
	Professional Credentialing Exam	Praxis I/CORE – 100% pass rate Praxis II and PLT – 100% pass rate

DATA COLLECTION CALENDAR

Indicate how often assessment data are collected for each PSLO.

S=every semester

Y=every year

2=every other year

3=every 3 years, (etc.)

O-Other (please explain)

If the program has more than 6 PSLO, hit "Tab" in the last cell to add another row.

	Frequency of Data Collection
PSLO 1	S
PSLO 2	S
PSLO 3	S
PSLO 4	S
PSLO 5	S

ANALYSIS AND REPORTING CALENDAR

Indicate (mark with an X) the years in which each PSLO was/will be analyzed and reported. Cycle will repeat after Year 6.

If the program has more than 6 PSLO, "Copy and Paste" rows from this table below the existing table, beginning with the row numbering the PSLO.

	PSLO 1	PSLO 2	PSLO 3	PSLO 4	PSLO 5
Year 1/2013-14	Update	Update	Update	Update	
Year 2/2014-15	X	X	X	X	
Year 3/2015-16	Update	Update	Update	Update	
Year 4/2016-17	X	X	X	X	
Year 5/2017-18	Update	Update	Update	Update	
Year 6/2018-19	X	X	X	X	

If field experiences are a significant part of the program, explicitly address how validity and reliability of the evaluation instrument is ensured.

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Praxis I/CORE: These are commercial tests provided by ETS; therefore, validity and reliability are ensured. The Praxis will be discontinued as of July 2014 to be replaced with the CORE. Although not

PROGRAM ASSESSMENT PLAN ~ 2013-14 through 2018-19

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identified with a specific field experience, this exam is required for admission to the professional teaching program.

Praxis II: Music Content and PLT: Principals of Learning and Teaching: These are commercial tests provided by ETS; therefore, validity and reliability are ensured. They are taken just prior to, or during, student teaching.

STEP: The validity and reliability of the assessment of the STEP was based on the pilot use of the rubric in various methods and professional courses during spring 2014. The intention was to provide a revised rubric to all faculty involved in content, methods, and professional education courses throughout the unit and to monitor and evaluate the results in future semesters. For student teaching, the STEP was evaluated by two faculty members to assure that reliability and validity was maintained as it was for the KPTP. However, in Spring 2015, the Education Department voted to return to using the KPTP, partly due to the fact that the Kansas State Department of Education has assured adequate validity/reliability based on their pilots and subsequent uses of this measure.

STAKEHOLDER INVOLVEMENT

Describe how stakeholders (faculty, students, alumni, advisory boards, community, etc.) are involved in the development, implementation, periodic review and continuous improvement of the Assessment Plan.

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Faculty

Course grade trends are shared with the specific faculty who teach those courses on a semester basis and potential changes are discussed in conjunction with them and other faculty as needed. Music faculty meet throughout the semester and discuss assessment data trends as needed via full faculty meetings. If changes are needed, those items are typically remanded to the Curriculum Committee. Options developed by the Curriculum Committee are brought before the full faculty for discussion, suggestions, and adoption. Specific data considerations that impact the curriculum are often discussed at faculty retreats held prior to the fall and spring semesters. **During the August 2015 Music Faculty retreat, the assessment plan and data trends will be discussed to determine if what is being used to assess the program SLOs needs to be revised and updated. An agenda is being developed with specific issues to review per program.** An example includes whether to continue using the pass rates of the Piano Proficiency for all majors.

Students

In addition to the CAS course evaluation form, the Music Department includes a comment sheet on which music students may identify areas of strength and make suggestions for improvements. Student representatives have been invited to attend Music Faculty meetings and retreats if specific issues regarding the department and its programs arise. In Spring 2015, a program completer survey was administered to students prior to their graduation in order to gain information related to their preparation, etc. For Fall 2015, a more formal selection and nomination process was developed and used to organize a Music Student Advisory Board that will now be included at departmental meetings as needed.

Alumni/Advisory Boards/Community, etc.

Kansas Music Educators Alumni Reception: This occurs every year at the KMEA conference in Wichita. Alumni attend and are asked to give their feedback regarding the department, its graduates, etc. A more systematic survey will be developed similar to the graduate survey developed and piloted during Spring 2015.

Friends of Washburn Music: This advisory group is comprised of alumni, area music teachers, and other interested community members. Information is shared at meetings regarding the department, including advocacy for it and its students. A more systematic survey will be developed similar to the graduate survey developed and piloted during Spring 2015.

PROGRAM ASSESSMENT PLAN ~ 2013-14 through 2018-19

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Mentor Teachers: Beginning in Spring 2015, music teachers who worked with music education students during practicum placements completed a brief survey regarding the students and the music education program.

Licensure Oversight

WU Dept. of Education: Licensure and professional education assessment data are reviewed and discussed via the University Teacher Education Committee.

Additional accreditation oversight is provided by:

CAEP - Council for the Accreditation of Educator Preparation

KSDE – Kansas State Department of Education

NASM – National Association of Schools of Music

PROGRAM ASSESSMENT PLAN REVIEW CYCLE

Indicate (mark with an X in column 2) the year(s) in which this Program Assessment Plan will be reviewed and indicate in column 3 (when applicable) when changes are made and addressed in the appropriate year's annual report.

Cycle repeats after Year 6.

	Program Assessment Plan Review	Were changes made and addressed in the Annual Report? <u>Yes</u> or <u>No</u> (update when applicable)
Year 1/2013-14		
Year 2/2014-15	X	Yes. Additional changes will be made as needed after the August 2015 Music Faculty Retreat.
Year 3/2015-16		
Year 4/2016-17	X	
Year 5/2017-18		
Year 6/2018-19		