Program Outcomes Assessment

BME in Music Education

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General Information (Program Outcomes Assessment)
Standing Requirements

Mission Statement

The mission of the School of Music at Indiana State University is to prepare students for careers and continued study in music education, music business, performance, and music as a liberal art. Recognized for its long history of training music educators and members of the music business community, the school offers a range of undergraduate and graduate degrees in a personalized environment. We provide experiential learning opportunities, develop life-long learning skills, and foster cultural engagement and international exchange. The school promotes awareness and appreciation of the musical arts through courses for all university students and serves as a cultural resource for the university, local community, and the state through outreach, special events, and public performances.

Outcomes Library

BME in Music Education Outcomes

<table>
<thead>
<tr>
<th>BME in Music Education</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Students will synthesize musical skills</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Students will synthesize musical skills through preparation, performance, and informed interpretation as a soloist on their principal instrument.</td>
<td></td>
</tr>
<tr>
<td>2: Understanding of the context and structure of music</td>
<td>Foundational Studies: 10. Express themselves effectively, professionally, and persuasively both orally and in writing.</td>
</tr>
<tr>
<td>Students will synthesize an understanding of the context and structure of music through analysis, research and writing.</td>
<td></td>
</tr>
<tr>
<td>3: Creation and realization of music.</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Students will synthesize an understanding of musical concepts and structures through the creation and realization of music.</td>
<td></td>
</tr>
<tr>
<td>4: Integrate technology and musicianship</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Students will integrate technology and musicianship throughout their musical development.</td>
<td></td>
</tr>
<tr>
<td>5: Ability to plan and deliver appropriate music instruction in a variety of music classrooms</td>
<td>Foundational Studies: 10. Express themselves effectively, professionally, and persuasively both orally and in writing.</td>
</tr>
<tr>
<td>Students will demonstrate through practical field experience and written documents such as unit and lesson plans, their ability to plan and deliver pedagogically competent and developmentally appropriate music instruction in a variety of music classrooms.</td>
<td></td>
</tr>
</tbody>
</table>

Curriculum Map

Active Curriculum Maps 📝
Communication of Outcomes

All Assessment plans will be posted on the School of Music Website, connected with the 8-semester degree plan for each curriculum.
Archive (This area is to be used for archiving pre-TaskStream assessment data and for current documents.)

<table>
<thead>
<tr>
<th>File Attachments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Bachelor of Music Education Assessment Plan March 4 2013.pdf (See appendix)</td>
</tr>
<tr>
<td>2. Music Education (See appendix)</td>
</tr>
<tr>
<td>Music Education- Program Related Data</td>
</tr>
</tbody>
</table>
2010-2011 Assessment Cycle

Action Plan

Status Report
2011-2012 Assessment Cycle

Assessment Plan

Outcomes and Measures

BME in Music Education Outcomes

BME in Music Education

2: Understanding of the context and structure of music

| Measure: | Final research paper - Music 351 |
| Direct: | Student Artifact |

Details/Description: Evaluation of Final research paper from MUS 351.

Target:

Implementation Plan (timeline): Spring 2012 and every three years thereafter for MUS 351 paper

Responsible Individual(s): Academic Division Coordinator

Assessment Findings

Finding per Measure

BME in Music Education Outcomes

BME in Music Education

2: Understanding of the context and structure of music

Students will synthesize an understanding of the context and structure of music through analysis, research and writing.

| Measure: | Final research paper - Music 351 |
| Direct: | Student Artifact |

Details/Description: Evaluation of Final research paper from MUS 351.

Target:

Implementation Plan (timeline): Spring 2012 and every three years thereafter for MUS 351 paper

Responsible Individual(s): Academic Division Coordinator

Findings for Final research paper - Music 351

Summary of Findings: 25 music majors (BM, BME, BA/BS) completed the final research paper for MUS 351 in Spring, 2012. One (4%) person in the class did not submit a final paper. Of those 26, eight (31% of the class) wrote papers that exceeded expectations (scores of 90% and higher), fourteen (54%) that met expectations (scores of 70-89.9%) and three (12%) that didn't meet expectations (anything 69.9% and lower).

Results: Target Achievement: Met

Recommendations: Since the result is so high, we would like to investigate the possibility of junior students finishing MUS 351 taking the ETS Music Major Field test. If we were able to do this, we would have the ability to compare our students' performance in comparison to national results. This could tell us if our 86% success rate is good.
Reflections/Notes: Our substantiating evidence includes, on file, anonymous exemplars of each level and the rubric by which the papers were scored.

In a meeting of the full-time faculty of the academic division, we discussed that the 85% figure was fairly high and we did not want to set the original bar that high. We discussed the possibility of considering the Music Major Field Test as a way to see how we fared in a nationally-normed test. Because the 85% figure was high, we agreed that no changes in the course were warranted.

These Findings are associated with the following Actions:
Consider adding Major Field Test
(Action Plan; 2011-2012 Assessment Cycle)

Overall Recommendations

No text specified

Overall Reflection

No text specified

Action Plan

BME in Music Education Outcomes

BME in Music Education

2: Understanding of the context and structure of music

Students will synthesize an understanding of the context and structure of music through analysis, research and writing.

Action: Consider adding Major Field Test

This Action is associated with the following Findings

Findings for Final research paper - Music 351
(Assessment Plan and Assessment Findings; 2011-2012 Assessment Cycle)

Summary of Findings: 25 music majors (BM, BME, BA/BS) completed the final research paper for MUS 351 in Spring, 2012. One (4%) person in the class did not submit a final paper. Of those 26, eight (31% of the class) wrote papers that exceeded expectations (scores of 90% and higher), fourteen (54%) that met expectations (scores of 70-89.9%) and three (12%) that didn't meet expectations (anything 69.9% and lower).

Action Details: Since the result of the Spring 2012 assessment is so high, we would like to investigate the possibility of Junior students finishing MUS 351 taking the ETS Music Major Field test.

Implementation Plan (timeline):

Key/Responsible Personnel: SOM Director and assessment committee

Measures:

Resource Allocations: none

Priority: Medium

Status Report
## Action Statuses

### BME in Music Education Outcomes

#### BME in Music Education

<table>
<thead>
<tr>
<th>Action</th>
<th>Consider adding Major Field Test</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2: Understanding of the context and structure of music</strong></td>
<td></td>
</tr>
<tr>
<td>Students will synthesize an understanding of the context and structure of music through analysis, research and writing.</td>
<td></td>
</tr>
<tr>
<td><strong>Action Details:</strong></td>
<td>Since the result of the Spring 2012 assessment is so high, we would like to investigate the possibility of junior students finishing MUS 351 taking the ETS Music Major Field test.</td>
</tr>
<tr>
<td><strong>Implementation Plan (timeline):</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Key/Responsible Personnel:</strong></td>
<td>SOM Director and assessment committee</td>
</tr>
<tr>
<td><strong>Measures:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Resource Allocations:</strong></td>
<td>none</td>
</tr>
<tr>
<td><strong>Priority:</strong></td>
<td>Medium</td>
</tr>
<tr>
<td><strong>Status for Consider adding Major Field Test</strong></td>
<td></td>
</tr>
<tr>
<td>No Status Added</td>
<td></td>
</tr>
</tbody>
</table>

### Status Summary

No text specified

### Summary of Next Steps

No text specified
2012-2013 Assessment Cycle

Assessment Plan

Outcomes and Measures

BME in Music Education Outcomes

BME in Music Education

1: Students will synthesize musical skills

Measure: Multi-rater evaluation of a digital audio recording
Direct - Student Artifact

Details/Description: Multi-rater evaluation of digital audio recording of final required semester of 472, 474 or 476 jury.

Target:
Implementation Plan (timeline): Spring 2013 and every three years thereafter.

Responsible Individual(s): Performance Division Coordinator

2: Understanding of the context and structure of music

Measure: Final Analysis Project - Music 212
Direct - Student Artifact

Details/Description: Evaluation of Final Analysis project from MUS 212

Target:
Implementation Plan (timeline): Spring 2013 and every three years

Responsible Individual(s): Academic Division Coordinator

3: Integrate technology and musicianship

Measure: Final Online Portfolio
Direct - Portfolio

Details/Description: Evaluation of online portfolio for MUS 204

Target:
Implementation Plan (timeline): Spring 2013 and every three years thereafter

Responsible Individual(s): Academic Division Coordinator

Assessment Findings

Finding per Measure

BME in Music Education Outcomes

BME in Music Education
1: Students will synthesize musical skills

Students will synthesize musical skills through preparation, performance, and informed interpretation as a soloist on their principal instrument.

**Measure:** Multi-rater evaluation of a digital audio recording
Direct - Student Artifact

**Details/Description:** Multi-rater evaluation of digital audio recording of final required semester of 472, 474 or 476 jury.

**Target:**

**Implementation Plan (timeline):** Spring 2013 and every three years thereafter.

**Responsible Individual(s):** Performance Division Coordinator

---

**Findings for Multi-rater evaluation of a digital audio recording**

No Findings Added

2: Understanding of the context and structure of music

Students will synthesize an understanding of the context and structure of music through analysis, research and writing.

**Measure:** Final Analysis Project - Music 212
Direct - Student Artifact

**Details/Description:** Evaluation of Final Analysis project from MUS 212

**Target:**

**Implementation Plan (timeline):** Spring 2013 and every three years

**Responsible Individual(s):** Academic Division Coordinator

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**Findings for Final Analysis Project - Music 212**

No Findings Added

4: Integrate technology and musicianship

Students will integrate technology and musicianship throughout their musical development.

**Measure:** Final Online Portfolio
Direct - Portfolio

**Details/Description:** Evaluation of online portfolio for MUS 204

**Target:**

**Implementation Plan (timeline):** Spring 2013 and every three years thereafter

**Responsible Individual(s):** Academic Division Coordinator

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**Findings for Final Online Portfolio**

No Findings Added

**Overall Recommendations**

No text specified

**Overall Reflection**

No text specified

**Action Plan**
Status Report
# 2013-2014 Assessment Cycle

## Assessment Plan

### Outcomes and Measures

#### BME in Music Education Outcomes

### BME in Music Education

| 3: Creation and realization of music. | **Measure:** Composition Project  
Direct - Student Artifact |
|--------------------------------------|--------------------------------------------------|
| Students will synthesize an understanding of musical concepts and structures through the creation and realization of music. | Details/Description: Evaluation of Composition Project from MUS 211  
Target:  
Implementation Plan (timeline): Spring 2014 and every three years thereafter  
Responsible Individual(s): Academic Division Coordinator |

|  | **Measure:** Final Dictation Exam  
Direct - Exam |
|-----------------------------------|--------------------------------------------------|
| Details/Description: scoring of MUS 213 final Dictation exam  
Target:  
Implementation Plan (timeline): Spring 2014 and every three years thereafter  
Responsible Individual(s): Academic Division Coordinator |

|  | **Measure:** Final Sight Singing Exam  
Direct - Exam |
|-----------------------------------|--------------------------------------------------|
| Details/Description: Evaluation of digital audio recording from MUS 213 final Sight Singing exam  
Target:  
Implementation Plan (timeline): Spring 2014 and every three years thereafter  
Responsible Individual(s): Academic Division Coordinator |

|  | **Measure:** Piano Proficiency Scores  
Direct - Other |
|-----------------------------------|--------------------------------------------------|
| Details/Description: Piano Proficiency Scores and project from MUS 211  
Target:  
Implementation Plan (timeline): Spring 2014 and every three years thereafter  
Responsible Individual(s): Academic Division Coordinator |

|  | **Measure:** Weekly portfolio entries  
Direct - Portfolio |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>5: Ability to plan and deliver appropriate music instruction in a variety of music</td>
<td></td>
</tr>
</tbody>
</table>

### Program Outcomes Assessment  
**BME in Music Education**
### classrooms
Students will demonstrate through practical field experience and written documents such as unit and lesson plans, their ability to plan and deliver pedagogically competent and developmentally appropriate music instruction in a variety of music classrooms.

### Assessment Findings

#### Finding per Measure

<table>
<thead>
<tr>
<th><strong>BME in Music Education Outcomes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BME in Music Education</strong></td>
</tr>
<tr>
<td><strong>3: Creation and realization of music.</strong></td>
</tr>
</tbody>
</table>
| Students will synthesize an understanding of musical concepts and structures through the creation and realization of music. | **Measure:** Composition Project  
Direct - Student Artifact |

**Details/Description:** Evaluation of Composition Project from MUS 211  
**Target:**  
**Implementation Plan (timeline):** Spring 2014 and every three years thereafter  
**Responsible Individual(s):** Academic Division Coordinator

**Findings** for Composition Project

No Findings Added

**Measure:** Final Dictation Exam  
Direct - Exam

**Details/Description:** scoring of MUS 213 final Dictation exam  
**Target:**  
**Implementation Plan (timeline):** Spring 2014 and every three years thereafter  
**Responsible Individual(s):** Academic Division Coordinator  

**Findings** for Final Dictation Exam

No Findings Added

**Measure:** Final Sight Singing Exam  
Direct - Exam

**Details/Description:** Evaluation of digital audio recording from MUS 213 final Sight Singing exam  
**Target:**  
**Implementation Plan (timeline):** Spring 2014 and every three years thereafter  
**Responsible Individual(s):** Academic Division Coordinator
## Findings for Final Sight Singing Exam

*No Findings Added*

<table>
<thead>
<tr>
<th>Measure: Piano Proficiency Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct - Other</td>
</tr>
</tbody>
</table>

**Details/Description:** Piano Proficiency Scores and project from MUS 211

**Target:**

**Implementation Plan (timeline):** Spring 2014 and every three years thereafter

**Responsible Individual(s):** Academic Division Coordinator

<table>
<thead>
<tr>
<th>Findings for Piano Proficiency Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>No Findings Added</em></td>
</tr>
</tbody>
</table>

### 5: Ability to plan and deliver appropriate music instruction in a variety of music classrooms

Students will demonstrate through practical field experience and written documents such as unit and lesson plans, their ability to plan and deliver pedagogically competent and developmentally appropriate music instruction in a variety of music classrooms.

<table>
<thead>
<tr>
<th>Measure: Weekly portfolio entries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct - Portfolio</td>
</tr>
</tbody>
</table>

**Details/Description:** Multi-rater evaluation of weekly portfolio entries and final self-evaluation in MUS 495

**Target:**

**Implementation Plan (timeline):** Spring 2014

**Responsible Individual(s):** Academic Division Coordinator

<table>
<thead>
<tr>
<th>Findings for Weekly portfolio entries</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>No Findings Added</em></td>
</tr>
</tbody>
</table>

## Overall Recommendations

*No text specified*

## Overall Reflection

*No text specified*

## Action Plan

## Status Report
2014-2015 Assessment Cycle

-Assessment Plan

Outcomes and Measures

BME in Music Education Outcomes

BME in Music Education

2: Understanding of the context and structure of music

Students will synthesize an understanding of the context and structure of music through analysis, research and writing.

- Measure: Final research paper - MUS 351
  Direct - Student Artifact

  Details/Description: Evaluation of Final research paper from MUS 351.
  Target:
  Implementation Plan (timeline): Spring 2015 and every three years thereafter
  Responsible Individual(s): Academic Division Coordinator

-Assessment Findings

Finding per Measure

BME in Music Education Outcomes

BME in Music Education

2: Understanding of the context and structure of music

Students will synthesize an understanding of the context and structure of music through analysis, research and writing.

- Measure: Final research paper - MUS 351
  Direct - Student Artifact

  Details/Description: Evaluation of Final research paper from MUS 351.
  Target:
  Implementation Plan (timeline): Spring 2015 and every three years thereafter
  Responsible Individual(s): Academic Division Coordinator

  Findings for Final research paper - MUS 351

  Summary of Findings: With regard to individual artifacts, only two scored in the upper range of milestone achievement (3.49-2.50) to meet expectations while only one scored in the range of capstone achievement (4.00-3.50) to exceed expectations. The four remaining artifacts received scores in falls in the lower range of milestone achievement or in benchmark achievement (2.49-0.00), indicating a failure to meet expectations. Concerning the sample as a whole, the average score for artifacts was 2.37. As such, the assessment of artifacts revealed that most students from the sample are not meeting expectations in the area of analysis, research, and writing in music history.
  Results: Target Achievement: Not Met
  Recommendations:
  Reflections/Notes:
These Findings are associated with the following Actions:

**course revision**
(riaon Action Plan; 2014-2015 Assessment Cycle)

## Overall Recommendations

No text specified

## Overall Reflection

No text specified

### Action Plan

#### Actions

## BME in Music Education Outcomes

### BME in Music Education

#### 2: Understanding of the context and structure of music

Students will synthesize an understanding of the context and structure of music through analysis, research and writing.

#### Action: course revision

This Action is associated with the following Findings

**Findings for Final research paper - MUS 351**
(Assessment Plan and Assessment Findings; 2014-2015 Assessment Cycle)

**Summary of Findings:** With regard to individual artifacts, only two scored in the upper range of milestone achievement (3.49-2.50) to meet expectations while only one scored in the range of capstone achievement (4.00-3.50) to exceed expectations. The four remaining artifacts received scores in falls in the lower range of milestone achievement or in benchmark achievement (2.49-0.00), indicating a failure to meet expectations. Concerning the sample as a whole, the average score for artifacts was 2.37. As such, the assessment of artifacts revealed that most students from the sample are not meeting expectations in the area of analysis, research, and writing in music history.

**Action Details:** In order to increase student performance in the area of research, analysis, and writing, the course MUS 150 (Introduction to Music Traditions) will be revised in order to place more emphasis on the teaching of writing skills specific to the discipline at the onset of their music history instruction. The expectation is that providing more hands-on instruction at a foundational level will transfer directly to subsequent large-scale assignments in MUS 350 and MUS 351. For example, small written assignments involving journal article critique as well as the writing of style analyses and program notes will help students better develop the skills necessary to execute more effectively the final research paper in MUS 351. Additionally, significant effort will be made to reduce the course enrollment cap for MUS 150 to facilitate student learning of such skills through more one-on-one interactions with faculty.

**Implementation Plan (timeline):** Spring 2016

**Key/Responsible Personnel:** T. Dean and/or course instructors

**Measures:** Course revision

**Resource Allocations:** Additional faculty instructional hours

**Priority:** High
## Status Report

### Action Statuses

#### BME in Music Education Outcomes

<table>
<thead>
<tr>
<th>BME in Music Education</th>
<th>Action: course revision</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2: Understanding of the context and structure of music</strong></td>
<td><strong>Action Details:</strong> In order to increase student performance in the area of research, analysis, and writing, the course MUS 150 (Introduction to Music Traditions) will be revised in order to place more emphasis on the teaching of writing skills specific to the discipline at the onset of their music history instruction. The expectation is that providing more hands-on instruction at a foundational level will transfer directly to subsequent large-scale assignments in MUS 350 and MUS 351. For example, small written assignments involving journal article critique as well as the writing of style analyses and program notes will help students better develop the skills necessary to execute more effectively the final research paper in MUS 351. Additionally, significant effort will be made to reduce the course enrollment cap for MUS 150 to facilitate student learning of such skills through more one-on-one interactions with faculty.</td>
</tr>
</tbody>
</table>

**Implementation Plan (timeline):** Spring 2016

**Key/Responsible Personnel:** T. Dean and/or course instructors

**Measures:** Course revision

**Resource Allocations:** Additional faculty instructional hours

**Priority:** High

#### Status for course revision

*No Status Added*

### Status Summary

*No text specified*

### Summary of Next Steps

*No text specified*
# 2015-2016 Assessment Cycle

## Assessment Plan

### Outcomes and Measures

## BME in Music Education Outcomes

### BME in Music Education

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Measure:</th>
<th>Details/Description</th>
<th>Target:</th>
<th>Responsible Individual(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Students will synthesize musical skills</td>
<td>Final jury</td>
<td>Multi-rater evaluation of final jury for MUS 474.</td>
<td>Spring 2016 and every three years thereafter</td>
<td>Performance Division Coordinator</td>
</tr>
<tr>
<td></td>
<td>Direct - Other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2: Understanding of the context and structure of music</td>
<td>Live performance barrier jury</td>
<td>Multi-rater evaluation of live performance barrier jury (MUS 274)</td>
<td>Spring 2016 and every three years thereafter</td>
<td>Performance Division Coordinator</td>
</tr>
<tr>
<td></td>
<td>Direct - Other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4: Integrate technology and musicianship</td>
<td>Final Analysis project - MUS 212</td>
<td>Evaluation of Final Analysis project from MUS 212</td>
<td>Spring 2016 and every three years thereafter</td>
<td>Academic Division Coordinator</td>
</tr>
<tr>
<td></td>
<td>Direct - Student Artifact</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Final project - MUS 204</td>
<td>Evaluation of final project for MUS 204</td>
<td>Spring 2016 and every three years thereafter</td>
<td>Academic Division Coordinator</td>
</tr>
<tr>
<td></td>
<td>Direct - Student Artifact</td>
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</tbody>
</table>

## Assessment Findings
## Finding per Measure

### BME in Music Education Outcomes

#### BME in Music Education

<table>
<thead>
<tr>
<th>Measure: Final jury</th>
<th>Direct - Other</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Details/Description:</strong> Multi-rater evaluation of final jury for MUS 474.</td>
<td></td>
</tr>
<tr>
<td><strong>Target:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Implementation Plan (timeline):</strong> Spring 2016 and every three years thereafter</td>
<td></td>
</tr>
<tr>
<td><strong>Responsible Individual(s):</strong> Performance Division Coordinator</td>
<td></td>
</tr>
<tr>
<td><strong>Findings for Final jury</strong></td>
<td></td>
</tr>
<tr>
<td>No Findings Added</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measure: Live performance barrier jury</th>
<th>Direct - Other</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Details/Description:</strong> Multi-rater evaluation of live performance barrier jury (MUS 274)</td>
<td></td>
</tr>
<tr>
<td><strong>Target:</strong></td>
<td></td>
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<tr>
<td><strong>Implementation Plan (timeline):</strong> Spring 2016 and every three years thereafter</td>
<td></td>
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<tr>
<td><strong>Responsible Individual(s):</strong> Performance Division Coordinator</td>
<td></td>
</tr>
<tr>
<td><strong>Findings for Live performance barrier jury</strong></td>
<td></td>
</tr>
<tr>
<td>No Findings Added</td>
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</table>

<table>
<thead>
<tr>
<th>Measure: Final Analysis project - MUS 212</th>
<th>Direct - Student Artifact</th>
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<tbody>
<tr>
<td><strong>Details/Description:</strong> Evaluation of Final Analysis project from MUS 212</td>
<td></td>
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<td><strong>Implementation Plan (timeline):</strong> Spring 2016 and every three years thereafter</td>
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<td><strong>Responsible Individual(s):</strong> Academic Division Coordinator</td>
<td></td>
</tr>
<tr>
<td><strong>Findings for Final Analysis project - MUS 212</strong></td>
<td></td>
</tr>
<tr>
<td>No Findings Added</td>
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<table>
<thead>
<tr>
<th>Measure: Final project - MUS 204</th>
<th>Direct - Student Artifact</th>
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<tbody>
<tr>
<td><strong>Details/Description:</strong> Evaluation of final project for MUS 204</td>
<td></td>
</tr>
<tr>
<td><strong>Target:</strong></td>
<td></td>
</tr>
</tbody>
</table>
**Implementation Plan (timeline):** Spring 2016 and every three years thereafter

**Responsible Individual(s):** Academic Division Coordinator

---

**Findings** for Final project - MUS 204

No Findings Added

---

**Overall Recommendations**

No text specified

---

**Overall Reflection**

No text specified

---

**Action Plan**

---

**Status Report**

---
## 2016-2017 Assessment Cycle

### Assessment Plan

#### Outcomes and Measures

### BME in Music Education Outcomes

<table>
<thead>
<tr>
<th>BME in Music Education</th>
<th>Measure</th>
<th>Direct - Exam</th>
<th>Details/Description</th>
<th>Target</th>
<th>Implementation Plan (timeline)</th>
<th>Responsible Individual(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3: Creation and realization of music. Students will synthesize an understanding of musical concepts and structures through the creation and realization of music.</td>
<td>Composition Project - MUS 211</td>
<td>-</td>
<td>Evaluation of Composition Project from MUS 211</td>
<td>Spring 2017 and every three years thereafter</td>
<td>Academic Division Coordinator</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dictation exam - MUS 213</td>
<td>Direct - Exam</td>
<td>scoring of MUS 213 final Dictation exam</td>
<td>Spring 2017 and every three years thereafter</td>
<td>Academic Division Coordinator</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Piano Proficiency Scores</td>
<td>Direct - Other</td>
<td>Piano proficiency scores</td>
<td>Spring 2017 and every three years thereafter</td>
<td>Academic Division Coordinator</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sight Singing exam - MUS 213</td>
<td>Direct - Exam</td>
<td>Evaluation of MUS 213 final Sight Singing exam</td>
<td>Spring 2017 and every three years thereafter</td>
<td>Academic Division Coordinator</td>
<td></td>
</tr>
<tr>
<td>5: Ability to plan and deliver appropriate music instruction in a variety of music</td>
<td>Final self-evaluation</td>
<td>Direct - Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**classrooms**
Students will demonstrate through practical field experience and written documents such as unit and lesson plans, their ability to plan and deliver pedagogically competent and developmentally appropriate music instruction in a variety of music classrooms.

**Details/Description:** Assessed in MUS 495  
**Target:**  
**Implementation Plan (timeline):** 2016-17 academic year and every three years thereafter  
**Responsible Individual(s):** Academic Division Coordinator

**Measure:** Weekly portfolio entries  
Direct - Other

**Details/Description:** Multi-rater evaluation of weekly portfolio entries. Assessed in MUS 495  
**Target:**  
**Implementation Plan (timeline):** 2016-17 academic year and every three years thereafter  
**Responsible Individual(s):** Academic Division Coordinator

---

**Assessment Findings**

<table>
<thead>
<tr>
<th>Finding per Measure</th>
<th></th>
</tr>
</thead>
</table>

**BME in Music Education Outcomes**

**BME in Music Education**

**3: Creation and realization of music.** Students will synthesize an understanding of musical concepts and structures through the creation and realization of music.

**Measure:** Composition Project - MUS 211  
Direct - Student Artifact

**Details/Description:** Evaluation of Composition Project from MUS 211  
**Target:**  
**Implementation Plan (timeline):** Spring 2017 and every three years thereafter  
**Responsible Individual(s):** Academic Division Coordinator

**Findings for Composition Project - MUS 211**

*No Findings Added*

**Measure:** Dictation exam - MUS 213  
Direct - Exam

**Details/Description:** Scoring of MUS 213 final Dictation exam  
**Target:**  
**Implementation Plan (timeline):** Spring 2017 and every three years thereafter  
**Responsible Individual(s):** Academic Division Coordinator

**Findings for Dictation exam - MUS 213**

*No Findings Added*

**Measure:** Piano Proficiency Scores  
Direct - Other
Details/Description: Piano proficiency scores

Target:
Implementation Plan (timeline): Spring 2017 and every three years thereafter
Responsible Individual(s): Academic Division Coordinator

Findings for Piano Proficiency Scores

No Findings Added

Measure: Sight Singing exam - MUS 213
Direct - Exam

Details/Description: Evaluation of MUS 213 final Sight Singing exam

Target:
Implementation Plan (timeline): Spring 2017 and every three years thereafter
Responsible Individual(s): Academic Division Coordinator

Findings for Sight Singing exam - MUS 213

No Findings Added

5: Ability to plan and deliver appropriate music instruction in a variety of music classrooms
Students will demonstrate through practical field experience and written documents such as unit and lesson plans, their ability to plan and deliver pedagogically competent and developmentally appropriate music instruction in a variety of music classrooms.

Measure: Final self-evaluation
Direct - Other

Details/Description: Assessed in MUS 495
Target:
Implementation Plan (timeline): 2016-17 academic year and every three years thereafter
Responsible Individual(s): Academic Division Coordinator

Findings for Final self-evaluation

No Findings Added

Measure: Weekly portfolio entries
Direct - Other

Details/Description: Multi-rater evaluation of weekly portfolio entries. Assessed in MUS 495
Target:
Implementation Plan (timeline): 2016-17 academic year and every three years thereafter
Responsible Individual(s): Academic Division Coordinator

Findings for Weekly portfolio entries

No Findings Added

Overall Recommendations
No text specified

Overall Reflection

No text specified
# 2017-2018 Assessment Cycle

## Assessment Plan

### Outcomes and Measures

### BME in Music Education Outcomes

### BME in Music Education

| 2: Understanding of the context and structure of music | **Measure**: Final research paper - MUS 351  
Direct - Student Artifact |
|--------------------------------------------------------|-----------------------------------------------|
| Students will synthesize an understanding of the context and structure of music through analysis, research and writing. | **Details/Description**: Evaluation of Final research paper from MUS 351.  
**Target**: Spring 2015 and every three years thereafter  
**Responsible Individual(s)**: Academic Division Coordinator |

## Assessment Findings

### Finding per Measure

### BME in Music Education Outcomes

### BME in Music Education

| 2: Understanding of the context and structure of music | **Measure**: Final research paper - MUS 351  
Direct - Student Artifact |
|--------------------------------------------------------|-----------------------------------------------|
| Students will synthesize an understanding of the context and structure of music through analysis, research and writing. | **Details/Description**: Evaluation of Final research paper from MUS 351.  
**Target**: Spring 2015 and every three years thereafter  
**Responsible Individual(s)**: Academic Division Coordinator |

**Findings** for Final research paper - MUS 351

**No Findings Added**

## Overall Recommendations

**No text specified**

## Overall Reflection

**No text specified**
Program Outcomes Assessment
BME in Music Education
2018-2019 Assessment Cycle

Assessment Plan

Outcomes and Measures

BME in Music Education Outcomes

**BME in Music Education**

| 1: Students will synthesize musical skills | **Measure:** Final jury  
Direct - Other |
|------------------------------------------|------------------------------------------|
| Students will synthesize musical skills through preparation, performance, and informed interpretation as a soloist on their principal instrument. | **Details/Description:** Multi-rater evaluation of final jury for MUS 474.  
**Target:**  
**Implementation Plan (timeline):** Spring 2016 and every three years thereafter  
**Responsible Individual(s):** Performance Division Coordinator |

| 2: Understanding of the context and structure of music | **Measure:** Final Analysis project - MUS 212  
Direct - Student Artifact |
|------------------------------------------------------|------------------------------------------|
| Students will synthesize an understanding of the context and structure of music through analysis, research and writing. | **Details/Description:** Evaluation of Final Analysis project from MUS 212  
**Target:**  
**Implementation Plan (timeline):** Spring 2016 and every three years thereafter  
**Responsible Individual(s):** Academic Division Coordinator |

| 4: Integrate technology and musicianship | **Measure:** Final project - MUS 204  
Direct - Student Artifact |
|-----------------------------------------|------------------------------------------|
| Students will integrate technology and musicianship throughout their musical development. | **Details/Description:** Evaluation of final project for MUS 204  
**Target:**  
**Implementation Plan (timeline):** Spring 2016 and every three years thereafter  
**Responsible Individual(s):** Academic Division Coordinator |
## Finding per Measure

### BME in Music Education Outcomes

#### BME in Music Education

<table>
<thead>
<tr>
<th>Measure</th>
<th>1: Students will synthesize musical skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct - Other</td>
<td></td>
</tr>
</tbody>
</table>

**Details/Description:** Multi-rater evaluation of final jury for MUS 474.

**Target:**

**Implementation Plan (timeline):** Spring 2016 and every three years thereafter

**Responsible Individual(s):** Performance Division Coordinator

**Findings for Final jury**

No Findings Added

<table>
<thead>
<tr>
<th>Measure</th>
<th>2: Understanding of the context and structure of music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct - Student Artifact</td>
<td></td>
</tr>
</tbody>
</table>

**Details/Description:** Evaluation of Final Analysis project from MUS 212

**Target:**

**Implementation Plan (timeline):** Spring 2016 and every three years thereafter

**Responsible Individual(s):** Academic Division Coordinator

**Findings for Final Analysis project - MUS 212**

No Findings Added

<table>
<thead>
<tr>
<th>Measure</th>
<th>3: Integrate technology and musicianship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct - Student Artifact</td>
<td></td>
</tr>
</tbody>
</table>

**Details/Description:** Evaluation of final project for MUS 204

**Target:**
Implementation Plan (time line): Spring 2016 and every three years thereafter
Responsible Individual(s): Academic Division Coordinator

Findings for Final project - MUS 204

No Findings Added

Overall Recommendations

No text specified

Overall Reflection

No text specified
## 2019-2020 Assessment Cycle

### Assessment Plan

#### Outcomes and Measures

**BME in Music Education Outcomes**

<table>
<thead>
<tr>
<th>BME in Music Education</th>
<th>Measure</th>
<th>Details/Description</th>
<th>Target</th>
<th>Responsible Individual(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3: Creation and realization of music.</td>
<td><strong>Measure</strong>: Composition Project - MUS 211</td>
<td>Evaluation of Composition Project from MUS 211</td>
<td>Spring 2017 and every three years thereafter</td>
<td>Academic Division Coordinator</td>
</tr>
<tr>
<td></td>
<td><strong>Details/Description</strong>: Evaluation of Composition Project from MUS 211</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td><strong>Target</strong>:</td>
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<tr>
<td></td>
<td><strong>Implementation Plan (timeline)</strong>: Spring 2017 and every three years thereafter</td>
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<tr>
<td></td>
<td><strong>Responsible Individual(s)</strong>: Academic Division Coordinator</td>
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<tr>
<td></td>
<td><strong>Direct</strong> - Student Artifact</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Measure</strong>: Dictation exam - MUS 213</td>
<td><strong>Details/Description</strong>: scoring of MUS 213 final Dictation exam</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Target</strong>:</td>
<td></td>
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<tr>
<td></td>
<td><strong>Implementation Plan (timeline)</strong>: Spring 2017 and every three years thereafter</td>
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<tr>
<td></td>
<td><strong>Responsible Individual(s)</strong>: Academic Division Coordinator</td>
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<tr>
<td></td>
<td><strong>Direct</strong> - Exam</td>
<td></td>
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</tr>
<tr>
<td><strong>Measure</strong>: Piano Proficiency Scores</td>
<td><strong>Details/Description</strong>: Piano proficiency scores</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td><strong>Target</strong>:</td>
<td></td>
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<td></td>
<td><strong>Implementation Plan (timeline)</strong>: Spring 2017 and every three years thereafter</td>
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<tr>
<td></td>
<td><strong>Responsible Individual(s)</strong>: Academic Division Coordinator</td>
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<td></td>
</tr>
<tr>
<td></td>
<td><strong>Direct</strong> - Other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Measure</strong>: Sight Singing exam - MUS 213</td>
<td><strong>Details/Description</strong>: Evaluation of MUS 213 final Sight Singing exam</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Target</strong>:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Implementation Plan (timeline)</strong>: Spring 2017 and every three years thereafter</td>
<td></td>
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</tr>
<tr>
<td></td>
<td><strong>Responsible Individual(s)</strong>: Academic Division Coordinator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Direct</strong> - Exam</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Measure</strong>: Final self-evaluation</td>
<td><strong>Details/Description</strong>:</td>
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<tr>
<td></td>
<td><strong>Target</strong>:</td>
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</tr>
<tr>
<td></td>
<td><strong>Implementation Plan (timeline)</strong>:</td>
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</tr>
<tr>
<td></td>
<td><strong>Responsible Individual(s)</strong>:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Direct</strong> - Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5: Ability to plan and deliver appropriate music instruction in a variety of music
classrooms
Students will demonstrate through practical field experience and written documents such as unit and lesson plans, their ability to plan and deliver pedagogically competent and developmentally appropriate music instruction in a variety of music classrooms.

Details/Description: Assessed in MUS 495
Target:
Implementation Plan (timeline): 2016-17 academic year and every three years thereafter
Responsible Individual(s): Academic Division Coordinator

Measure: Weekly portfolio entries
Direct - Other

Details/Description: Multi-rater evaluation of weekly portfolio entries. Assessed in MUS 495
Target:
Implementation Plan (timeline): 2016-17 academic year and every three years thereafter
Responsible Individual(s): Academic Division Coordinator

Assessment Findings
Finding per Measure

BME in Music Education Outcomes

BME in Music Education

3: Creation and realization of music.
Students will synthesize an understanding of musical concepts and structures through the creation and realization of music.

Measure: Composition Project - MUS 211
Direct - Student Artifact

Details/Description: Evaluation of Composition Project from MUS 211
Target:
Implementation Plan (timeline): Spring 2017 and every three years thereafter
Responsible Individual(s): Academic Division Coordinator

Findings for Composition Project - MUS 211
No Findings Added

Measure: Dictation exam - MUS 213
Direct - Exam

Details/Description: scoring of MUS 213 final Dictation exam
Target:
Implementation Plan (timeline): Spring 2017 and every three years thereafter
Responsible Individual(s): Academic Division Coordinator

Findings for Dictation exam - MUS 213
No Findings Added

Measure: Piano Proficiency Scores
Direct - Other
Details/Description: Piano proficiency scores
Target:
Implementation Plan (timeline): Spring 2017 and every three years thereafter
Responsible Individual(s): Academic Division Coordinator

Findings for Piano Proficiency Scores
No Findings Added

Measure: Sight Singing exam - MUS 213
Direct - Exam

Details/Description: Evaluation of MUS 213 final Sight Singing exam
Target:
Implementation Plan (timeline): Spring 2017 and every three years thereafter
Responsible Individual(s): Academic Division Coordinator

Findings for Sight Singing exam - MUS 213
No Findings Added

5: Ability to plan and deliver appropriate music instruction in a variety of music classrooms

Measure: Final self-evaluation
Direct - Other

Details/Description: Assessed in MUS 495
Target:
Implementation Plan (timeline): 2016-17 academic year and every three years thereafter
Responsible Individual(s): Academic Division Coordinator

Findings for Final self-evaluation
No Findings Added

Measure: Weekly portfolio entries
Direct - Other

Details/Description: Multi-rater evaluation of weekly portfolio entries. Assessed in MUS 495
Target:
Implementation Plan (timeline): 2016-17 academic year and every three years thereafter
Responsible Individual(s): Academic Division Coordinator

Findings for Weekly portfolio entries
No Findings Added

Overall Recommendations
No text specified

**Overall Reflection**

No text specified
Appendix

A. BME in Music Education Curriculum Map (Curriculum Map)
B. Bachelor of Music Education Assessment Plan March 4 2013.pdf (Adobe Acrobat Document)
C. Music Education (Microsoft Word)
Program-Related Data

For Assessment Day and UAS

Program Field Experiences

Complete the chart showing the relationship among the program’s courses and the field experiences provided for all candidates. Programs in the initial teacher preparation program do not need to include student teaching hours, or field experiences taken as part of the professional education program in the College of Education.

<table>
<thead>
<tr>
<th>Course #/Title or Program Requirement</th>
<th>Purpose of Field Experience</th>
<th>Number of required hours in P-12 classroom</th>
<th>Candidate required tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 201 Introduction to a variety of music classrooms</td>
<td>6</td>
<td>Observe and formally Reflect</td>
<td></td>
</tr>
<tr>
<td>MUS 311 Student voice testing</td>
<td>3</td>
<td>Work one on one with students and report results</td>
<td></td>
</tr>
<tr>
<td>MUS 391 Experience in secondary vocal classrooms</td>
<td>4</td>
<td>Observe and Teach short segments and formally Reflect</td>
<td></td>
</tr>
<tr>
<td>MUS 392 Experience in general classrooms</td>
<td>6</td>
<td>Observe and Teach short segments and formally Reflect</td>
<td></td>
</tr>
<tr>
<td>MUS 393 Experience in secondary general classrooms</td>
<td>6</td>
<td>Observe and Teach short segments and formally Reflect</td>
<td></td>
</tr>
<tr>
<td>MUS 394 Experience in secondary instrumental classrooms</td>
<td>6</td>
<td>Observe and Teach short segments and formally Reflect</td>
<td></td>
</tr>
<tr>
<td>MUS 418 Experience with special needs students at all levels</td>
<td>4</td>
<td>Observe and Teach short segments and formally Reflect</td>
<td></td>
</tr>
</tbody>
</table>

Faculty

Please provide a list of content faculty and the program chair responsible for the delivery of the program. Adjuncts teaching content courses should be included in the chart, if they are the sole providers of content or content-specific methods courses. Each faculty person is to be identified by highest degree attained, area of specialization, courses taught in the program, and additional responsibilities related to the program.

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Highest Degree Attained</th>
<th>Area(s) of Specialization</th>
<th>Courses Taught in Program</th>
<th>Additional Responsibility in Program</th>
<th>Years of P-12 Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dennis Ballard</td>
<td>Doctorate</td>
<td>Music Education</td>
<td>201, 202, 282, 394</td>
<td>Coordinator of Music Education</td>
<td>14</td>
</tr>
<tr>
<td>Linda Luebeke</td>
<td>ABD</td>
<td>Music Education</td>
<td>324, 392, 393, 418</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Scott Buchanan</td>
<td>Doctorate</td>
<td>Music Education</td>
<td>381, 391, 457</td>
<td>Director of Choral Activities</td>
<td>10</td>
</tr>
<tr>
<td>Doug Keiser</td>
<td>Doctorate</td>
<td>Wind Conducting</td>
<td>382, 424</td>
<td>Assoc. Director of Bands</td>
<td>4</td>
</tr>
<tr>
<td>Name</td>
<td>Degree</td>
<td>Program</td>
<td>Phone</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>---------</td>
<td>--------------------------------</td>
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<td>----------------</td>
<td></td>
</tr>
<tr>
<td>Kurt Fowler</td>
<td>Doctorate</td>
<td>Cello Performance</td>
<td>420</td>
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<tr>
<td>Paul Bro</td>
<td>Doctorate</td>
<td>Saxophone Performance</td>
<td>421</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bryan Heath</td>
<td>Doctorate</td>
<td>Trombone Performance</td>
<td>422</td>
<td></td>
<td></td>
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<tr>
<td>Jimmy Finnie</td>
<td>Doctorate</td>
<td>Percussion Performance</td>
<td>423</td>
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<td></td>
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<tr>
<td>Randy Mitchell</td>
<td>Doctorate</td>
<td>Trombone Performance</td>
<td>457</td>
<td>Interim Dept.</td>
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<tr>
<td>David Mannell</td>
<td>Masters</td>
<td>Voice Performance</td>
<td>311</td>
<td>Chair</td>
<td></td>
</tr>
</tbody>
</table>

**Programmatic Changes Made (2006-08)**

Please provide a description of any program-related changes made in the last 2 years and the reasons behind the change.

<table>
<thead>
<tr>
<th>Change Made (curricular, operations, policies, etc.)</th>
<th>Changed based on what source of data?</th>
<th>Level of Data (Indicate Unit or Programmatic)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assessment Plan:  Bachelor of Music Education

**Mission Statement:** The mission of the School of Music at Indiana State University is to prepare students for careers and continued study in music education, music business, performance, and music as a liberal art. Recognized for its long history of training music educators and members of the music business community, the department offers a range of undergraduate and graduate degrees in a personalized environment. We provide experiential learning opportunities, develop life-long learning skills, and foster cultural engagement and international exchange. The department promotes awareness and appreciation of the musical arts through courses for all university students and serves as a cultural resource for the university, local community, and state through outreach, special events, and public performances.

**Communication of Outcomes:** All Assessment plans will be posted on the School of Music Website by October 1, 2012, connected with the 8-semester degree plan for each curriculum.

### Objective:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Courses/Educational Strategies (indicate if the outcome is introduced [I], practiced [P], or reinforced [R])</th>
<th>Assessment Method(s)</th>
<th>Source(s) of Assessment</th>
<th>Time of Data Collection</th>
<th>Person(s) Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will synthesize musical skills through preparation, performance, and informed interpretation as a soloist on their principal instrument.</td>
<td>MUS 272 (I, P), MUS 274 (I,P), MUS 276 (I,P), MUS 472 (P, R), MUS 474 (P, R), MUS 476 (P,R).</td>
<td>Multi-rater evaluation of digital audio recording of final required semester of 472, 474 or 476 jury.</td>
<td>MUS 472, 474, 476</td>
<td>Spring 2013 and every three years thereafter.</td>
<td>Performance Division Coordinator</td>
</tr>
</tbody>
</table>

Draft: 30 January 2012
<table>
<thead>
<tr>
<th>Students will synthesize an understanding of the context and structure of music through analysis, research and writing.</th>
<th>MUS 111 (I, P), MUS 112 (P,R), MUS 113 (I, P), MUS 114 (P,R), MUS 211, MUS 212 (P, R), MUS 213 (P,R), MUS 214 (P, R), MUS 150 (I, P), MUS 237 (I, P), MUS 350 (P, R), MUS 351 (P, R)</th>
<th>Evaluation of Final Analysis project from MUS 212 and Evaluation of Final research paper from MUS 351.</th>
<th>MUS 212, MUS 351</th>
<th>Spring 2012 and every three years thereafter for MUS 351 paper; Spring 2013 and every three years thereafter for MUS 212 Analysis project</th>
<th>Academic Division Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will synthesize an understanding of musical concepts and structures through the creation and realization of music.</td>
<td>MUS 113 (I, P), MUS 114 (P, R), MUS 213 (P, R), MUS 214 (P, R), MUS 211 (P,R), MUS 195 (I, P), MUS 196 (P, R)</td>
<td>Evaluation of digital audio recording from MUS 213 final Sight Singing exam; scoring of MUS 213 final Dictation exam; Piano Proficiency Scores; Evaluation of Composition Project from MUS 211</td>
<td>MUS 211, MUS 213 and Piano Proficiency Exam.</td>
<td>Spring 2014 and every three years thereafter for MUS 213 Sight Singing and Dictation Exams as well as Piano Proficiency Scores and project from MUS 211</td>
<td>Academic Division Coordinator</td>
</tr>
<tr>
<td>Students will integrate technology and musicianship throughout their musical development.</td>
<td>MUS 204</td>
<td>Final Online Portfolio</td>
<td></td>
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<tr>
<td>Students will demonstrate through practical field experience and written documents, such as unit and lesson plans, their</td>
<td>MUS 495 (Student Teaching in Music) R</td>
<td>Multi-rater evaluation of weekly portfolio entries and final self-evaluation</td>
<td>MUS 495</td>
<td>Spring 2014</td>
<td>Academic Division Coordinator</td>
</tr>
</tbody>
</table>
ability to plan and deliver pedagogically competent and developmentally appropriate music instruction in a variety of music classrooms.