



Program Assessment Report (PAR)

Music Education (MUSE) Baccalaureate Degree

REPORT PREPARED by: Jobert, Bill

ACADEMIC YEAR COVERED BY THIS REPORT: 2020-2021

I. PROGRAM LEARNING OUTCOMES

Graduate will be able to demonstrate personal music performance skills on a secondary instrument. Rationale: The Music Education degree is designed to prepare candidates for a variety of teaching situations. In Ohio, and in most states, the teaching certification for music does not specify setting such as band, choir, general music. Instead, the certification is for music and implies that licensed teachers are qualified to teach in any setting. For this reason, our students take pedagogy courses including instrumental pedagogy in strings, brass, woodwinds, and percussion. Further, this is an application of skills students learned in a pedagogy class. It is done after the pedagogy course has been completed. Students must draw upon their knowledge and resources to prepare the music and to play a secondary instrument in a way that would allow them to effectively demonstrate the instrument to future students. Assessment: At the end of the Sophomore year, students must complete a 9 point Sophomore Music Education Board in order to continue into the upper level music credits. One of the required elements is students learning a solo on a secondary instrument that has been assigned to them based on which pedagogy courses they have already taken. Students must draw upon what they learned in their pedagogy course and apply it to this new music. Students are evaluated on correct tone production, holding the instrument, and playing technique. Students are assigned a secondary instrument and given the music they must prepare. They are given a rubric so it is clear what factors will be considered in the evaluation. Students have a minimum of 10 weeks and up to 15 weeks to prepare, depending on when they turn in their Sophomore Board intent form. Secondary solo videos are evaluated by applied music faculty who are also members of the Music Education Committee. Students who do not meet the standard are given feedback and an opportunity to apply the feedback and resubmit. Outcome: In the spring of 2021 we had 16 students complete the Sophomore Music Education Board. All completed and passed the secondary solo requirement.

II. PROCEDURES USED FOR ASSESSMENT

A. Direct Assessment

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B. Scoring of Student Work

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C. Indirect Assessment

[IndirectAssessment]

III. ASSESSMENT RESULTS/INFORMATION:

Graduate will be able to demonstrate personal music performance skills on a secondary instrument.

The Music Education Committee has determined that students are being sufficiently prepared in pedagogy courses. In the past few years, all students who complete the Sophomore Music Education Board are able to pass this portion of the portfolio.

The faculty have noted that the video submissions are stronger performances with better attention to detail each year. We feel that this is because faculty teaching the pedagogy courses are seeing and evaluating these videos and are able to use the assessment to improve their own teaching in future semesters.

[Analysis]

IV. ACTIONS TO IMPROVE STUDENT LEARNING

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V. SUPPORTING DOCUMENTS

Additional documentation, when provided, is stored in the internal Academic Program Assessment of Student Learning SharePoint site.