

Music Assessment Plan, Revised October 2001
Bachelor of Music Education

Mission

The music division of the Music/Art Department dedicates itself to a high quality of instruction in curricula emphasizing music theory, history, and performance. The Bachelor of Arts and Bachelor of Music Education curricula are constructed to provide students with fundamental background and specialized knowledge needed for analyzing, understanding, and performing music. We seek to assist students in achieving their goals in various fields of music, such as obtaining positions as music teachers in elementary and secondary public and private schools, establishing private teaching studios, directing church music programs, and related activities. The Music/Art Department's active schedule of concerts and recitals contributes to the educational and cultural offerings of the university and greater Flint community.

Educational Outcomes

Educational outcomes for the Bachelor of Music Education degree are given below. During their course of study for the Bachelor of Music Education degree, students will:

1. develop conceptual understanding of music theory and music history as these areas of music study form a basis for listening, composing, and performing;
2. develop competence in an area of music performance;
3. demonstrate potential to effectively communicate knowledge about music and music-making to elementary and secondary school students;
4. learn how to make informed decisions about appropriate curricula for elementary and secondary school students.

Assessment Methods

1. Educational outcomes #1 and #4 for the Music Education degree are assessed by the Michigan Test for Teacher Certification, music subject area. All students must pass this test in order to become certified to teach music in the State of Michigan.
2. Educational outcome #2 is assessed through a series of 20 performances. Twelve of these performances are rendered in Performance Class for an audience of peers and university faculty who orally assess each performance. Record of these twelve performances is kept on videotape. Seven performances are for a jury panel consisting of the applied music instructor and two full-time university music faculty who evaluate each performance (see attached jury sheets). Jury sheets are part of each student's record. After graduation, jury sheets are kept for a period of five

years. The capstone performance is the Senior Recital--a full-length solo recital representative of the literature for the instrument in each appropriate period of music history. The student is responsible for advertising, the printed programs, and securing a performance venue. A Senior Recital committee consisting of the applied music instructor and two full-time university music faculty attend and evaluate the Senior Recital (see attached Senior Recital Evaluation Form). The department chairperson selects the university music faculty responsible for senior recital evaluation. Criteria used in evaluation are those included on the Senior Recital Evaluation Form.

3. Educational outcomes #1, #3, and #4 are assessed via the student teaching experience (EDU 349/359/369). Assessment methods for the student teaching semester consist of:
 - a) on-site, videotaped classroom/rehearsal observations (at least three) by a university music faculty member. This faculty member assesses the student teacher's planning and organization, instructional/rehearsal techniques, management and motivation skills, professional development, academic preparation, and interpersonal skills. Written records of the on-site observations are kept for reference when writing the mid-term and final evaluations. The written record is not formal; it indicates strengths and weaknesses in the areas cited, and serves as a starting point for conversation with the student teacher about the lesson/rehearsal observed.
 - b) formal, written mid-term and final evaluations by both the supervising teacher and the university music faculty member (see attached).
 - c) at least one 20-30 minute videotape of each student in action as a teacher, with an attached self-assessment submitted to the music faculty. Self-assessment must address planning and organization of the lesson or rehearsal, instructional/rehearsal techniques used, and management and motivation of the class or ensemble. Each student teacher must construct his/her own rubric for the self-assessment, and include written commentary for each category. The rubric is developed in concert with the music faculty and will be used by both the student and the faculty member for this assessment event only. Rubrics will vary--necessarily--because of the innumerable constructs of music classes student teachers are asked to teach.
4. An exit survey administered during the student teaching seminar further assesses each educational outcome from the perspective of the student, and provides data for consideration by the music faculty (see attached Exit Survey for Music Education).

Goals

The numerical order below corresponds to the assessment methods in the above section:

1. The Music/Art Department expects that 90% of the music education students who take the Michigan Test for Teacher Certification, music subject area, will pass with a score of 85% or higher.
2. The department expects that 80% of students in the music education program will earn scores of at least 80 points (80%) on jury and the senior recital performances.
3.
 - a) The informal, written records of on-site observation by the music faculty will indicate that 80% of music education student teachers will demonstrate competence in areas related to planning and organization, instructional techniques, management and motivation, professional development, academic preparation, and interpersonal skills. Specific strengths will vary from individual to individual, but will be cited for the written records.
 - b) 80% of formal, written final evaluations of student teachers will show at least 75% of the ratings to be 3 or higher (see attached final evaluation form).
 - c) 80% of student teachers' self-evaluations of the 20-30 minute videotape will show acceptable commentary on categories assessed by the student teachers, each relative to the class assigned.
 - d) 80% of student teachers' self-assessments of the 20-30 minute videotaped lessons/rehearsals will demonstrate an ability to construct an appropriate rubric for self-assessment in music. 80% of the student teachers' self-assessment and the music faculty member's assessment of the same lesson/rehearsal will show a preponderance (yes, that is a majority) of agreement.
4. More than 80% of graduates completing the exit survey will affirm that the Bachelor of Music Education curriculum prepared them to meet the expectations stated as educational outcomes in this assessment document.

Feedback

After one year of data collection, given that the department is able to compile an adequate sample size, programmatic changes will be implemented if deemed necessary or appropriate. Attention will be given to comment, observations, and recommendations of those music teachers in the field who supervise our student teachers. Attention also will be given to the feedback of graduates of the music education program.