

**Music Education  
Summary of Assessment  
2007-2008 Academic Year**

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**Learning Outcomes:**

Primary Learning Outcomes

The mission statement of the department manifests three primary learning outcomes for students in music education:

- teaching effectiveness
- excellent musicianship
- critical thinking skills

Since spring 2001, these three primary learning outcomes have been the underlying principles for assessment in every course with a MUED prefix. These learning outcomes form the core of the undergraduate and graduate programs in music education.

**Graduate Program**

At this time the Department assesses student achievement in the graduate program within courses and in final projects. Entry requirements include submission of a performance tape (musicianship), a teaching tape (teaching effectiveness), and a writing sample (critical thinking). Final assessments include comprehensive exam, oral exam, and thesis.

**1. Learning Outcomes Assessed in 2007-2008: Undergraduate Program**

Teaching Effectiveness, Musicianship, Critical Thinking

In 2007-2008 the department continued to measure student achievement in the areas of musicianship, teaching effectiveness, and critical thinking.. The focus was on assessment of student performance in sophomore review, and in student teaching portfolios.

**2. Assessment Methods and Procedures:**

Sophomore Review

During the second half of the semester that students are enrolled in MuEd 240 Introduction to Field Experience, each student submits a portfolio (CD-ROM or myfiles) and completes an interview with members of the music education faculty. Evidence considered in the sophomore review includes a **teaching** project (lesson plan, video, reflection (**critical thinking**)), a writing sample (**critical thinking**), and evidence of **musicianship** (performance on a primary instrument, performance on a secondary instrument, sight-singing, harmonization at the keyboard).

A team of two faculty members conducted an interview for each student and rated student skills during performance on a primary instrument, sight singing, and harmonizing a melody at the piano. A second team of two faculty members reviewed teaching projects (video, lesson plan, reflection), performance on a secondary instrument (video), and a writing sample. Reviewers used four-point Likert scales to evaluate student performance.

Student Teaching Portfolios

During a 15-week teaching practicum, student teachers videotaped a minimum of three teaching episodes. From these videotapes they selected a minimum of six excerpts, which documented development of teaching skills over time. Student teachers analyzed each teaching excerpt for the proportions of time devoted to teacher verbalization, student performance, student verbalization, and for the content of teacher verbalizations. During the final three weeks of the semester, student

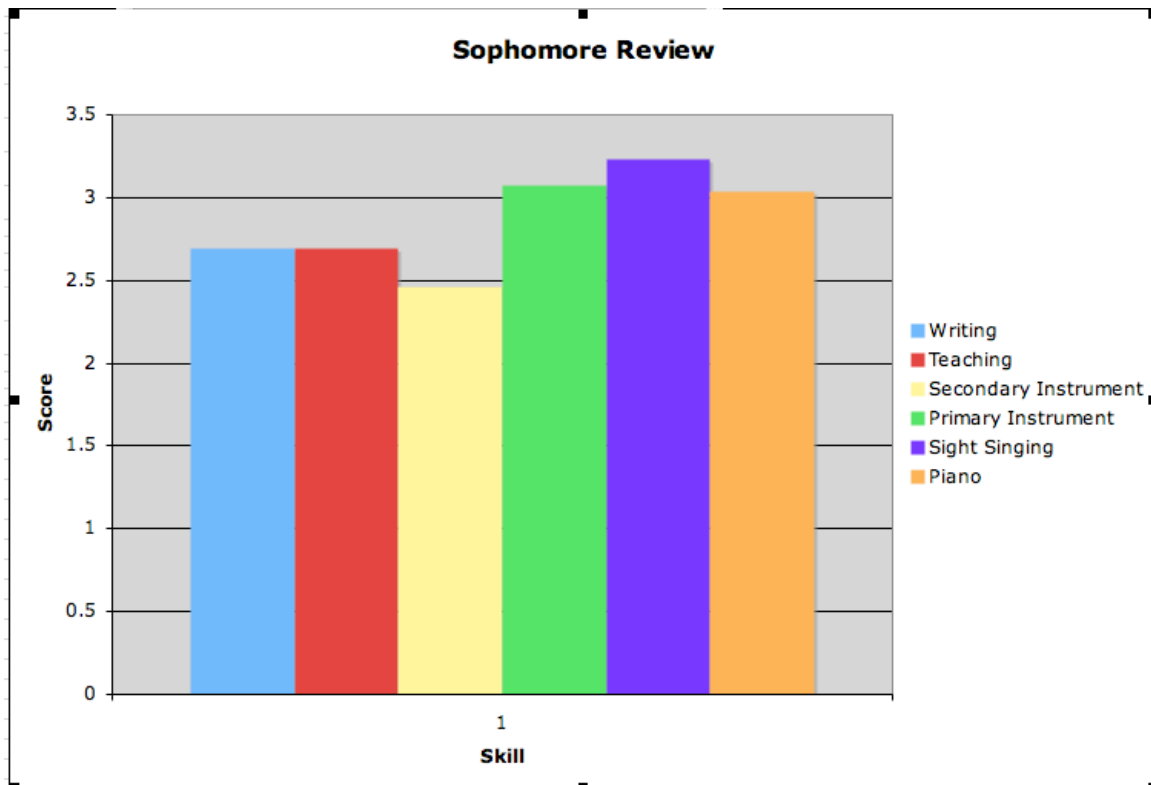
teachers created a narrative and inserted video clips into a Word document describing their experiences and demonstrating acquisition of teaching skills over time. Two faculty members reviewed the completed portfolios. The portfolios were rated on a 10-point Likert scale for organization of content, reflection, presentation, problem solving, sequence, quality of student performance, classroom management, teaching skill, and lesson planning.

### 3. Preliminary Results and Actions Taken

#### Sophomore Review

Table I

*Mean scores for writing, teaching, performance on a secondary instrument, performance on a primary instrument, sight singing, and piano harmonization skills in spring 2008. (N=13)*

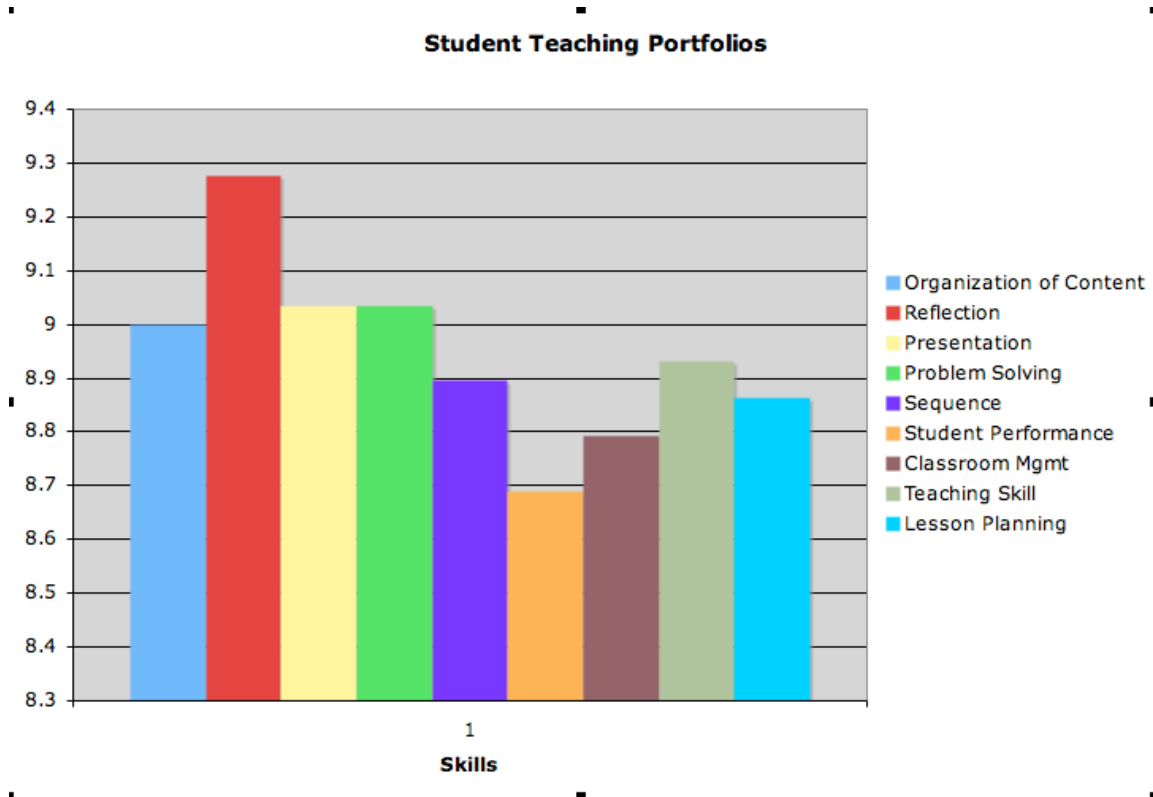


The results shown in Table I indicate that students performed best in sight singing, performance on a primary instrument, and in harmonizing a melody at the piano. As a group, students scored lowest on their performance on a secondary instrument. Student performance in teaching and in writing were comparable, perhaps suggesting a relationship between the skills required for teaching and for writing.

## Student Teaching Portfolios

Table II

*Mean scores for organization of content, reflection, presentation, problem solving, sequence, student performance, classroom management, teaching skill, and lesson planning demonstrated in Student Teaching Portfolios, Spring 2008 (N=29).*



The results shown in Table II indicate that ratings for all skill areas exceeded 8.6 on a 10-point Likert scale. Mean scores were lowest for the quality of students' music performance in the classroom and classroom management skills. Mean scores for the ability to reflect and self-evaluate were higher than for any other category assessed.

The Department will continue to refine the evaluation process for Sophomore Review and Student Teaching Portfolios. Since initiating the Sophomore Review in Fall 2006, we have increased the number of faculty members reviewing each student's file from two to four. Revision and discussions for the future may include:

- Change from a four-point Likert scale to a six-point or a ten-point scale.
- Identification of specific, observable characteristics of beginning teachers
- Clarification of expectations for teaching skills demonstrated by prospective music teachers *prior to* 300-level methods instruction
- Clarification of expectations for writing skills
- Identification of predictors of the ability to become a skilled music teacher
- Consideration of evaluation of Student Teaching Portfolios and Sophomore Review, current practice in teaching methods courses, and effecting positive change in MuEd majors' music teaching skills