

Assessment Cycle 2023 – 2024

Bachelor of Music Education (BME) 327, 328, 329

Division: College: Gallaspy College of Education and Human Development

Prepared by: Malena McLaren

Date: May 28, 2024

Approved by: Neeru Deep

Date: June 4, 2024

Northwestern Mission. Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

College of Arts and Sciences' Mission. College of Arts and Sciences' Mission. The College of Arts & Sciences, the largest college at Northwestern State University, is a diverse community of scholars, teachers, and students, working collaboratively to acquire, create, and disseminate knowledge through transformational, high-impact experiential learning practices, research, and service. The College strives to produce graduates who are productive members of society equipped with the capability to promote economic and social development and improve the overall quality of life in the region. The College provides an unequaled undergraduate education in the social and behavioral sciences, English, communication, journalism, media arts, biological and physical sciences, and the creative and performing arts, and at the graduate level in the creative and performing arts, English, TESOL, and Homeland Security. Uniquely, the College houses the Louisiana Scholars' College (the State's designated Honors College), the Louisiana Folklife Center, and the Creole Center, demonstrating its commitment to community service, research, and preservation of Louisiana's precious resources.

Department of Music Mission. The Music Department is part of the **Dear School of Creative and Performing Arts** at Northwestern State University and is dedicated to the development of students for roles in academic, leadership, professional, performing, education and research careers in the challenging fields of music, music business, music performance, and music education. Utilizing transformational, high-impact experiential learning practices, courses in core musical fundamentals, performances, research and service, the department produces graduates equipped to be productive members of society and professionals in the Arts in which they will help develop and improve the overall quality of life locally, regionally, nationally, and internationally. The department delivers the Bachelor of Music degree with concentrations in Performance, Sacred Music, and Music Business, and works collaboratively with the Department of Teaching, Learning, and Counseling to offer the Bachelor of Music Education degree. The department also offers the Master of Music degree with concentrations in performance and music education.

Assessment Cycle 2023 – 2024

Gallaspy College of Education and Human Development Mission. The Gallaspy Family College of Education and Human Development is committed to working collaboratively to acquire, create, and disseminate knowledge to Northwestern students through transformational, high-impact experiential learning practices, research, and service. Through the School of Education and Departments of Health and Human Performance, Military Science, Psychology, and Social Work, the College produces knowledgeable, inspired, and innovative graduates ready for lifelong learning who contribute to the communities in which they reside and the professions they serve. Additionally, the GCEHD is dedicated to the communities served by the Marie Shaw Dunn Child Development Center, NSU Elementary Laboratory School, NSU Middle Laboratory School, and the NSU Child and Family Network to assist children and their families related to learning and development.

School of Education Mission. The School of Education offers exemplary programs that prepare candidates for career success in a variety of professional roles and settings. As caring, competent, reflective practitioners, our graduates become positive models in their communities and organizations. This mission is fulfilled through academic programs based on theory, research, and best practice. Further, all graduates learn to value and work with diverse populations and to incorporate technologies that enrich learning and professional endeavors.

Purpose: The Bachelor's program will prepare students for lives as artistic professionals and educators who are responsive to the artistic demands of the profession.

Methodology: The assessment process for the BM program is as follows:

- (1) Data from assessment tools (both direct – indirect, quantitative, and qualitative) are collected and returned to the program coordinator.
- (2) The program coordinator will analyze the data to determine whether students have met measurable outcomes.
- (3) Results from the assessment will be discussed with the program faculty.
- (4) Individual meetings will be held with faculty teaching core Music Education courses if required (show cause).
- (5) The Program Coordinator, in consultation with the BM faculty and curriculum committee, will propose changes to measurable outcomes, assessment tools for the next assessment period and, where needed, curricula and program changes.

Assessment Cycle 2023 – 2024

Student Learning Outcomes:

SLO 1. Students will be able to demonstrate excellence as solo and ensemble performers at a level to provide a basis for a professional career as a musician, conductor, and educator.

Course Map: Tied to the Objectives:

Applied Study:

MUSIC 1710 – Major Study

MUSIC 3710 – Major Study

MUSIC 4720 – Recital

MUS 3100/3110 – Conducting II

MUS 1850/1870/1920/1930 – Instrumental Methods II courses

MUS 4150 – Vocal Pedagogy

MUED 4010 – Secondary Methods

Ensembles:

MUSIC 1310 – Band

MUSIC 1320 – Men's Chorus

MUSIC 1330 – Chamber Choir

MUSIC 1340 – Orchestra

MUSIC 1380 – Women's Chorus

Measure 1.1. (Direct – knowledge):

Details/Description: Students will demonstrate excellence through performance before a jury of 2-5 faculty each semester; auditions for ensembles at least once a year; and qualifying juries to assess whether they are ready for upper-class applied study. For Performance Majors, a Senior Recital is required, for which a Preview hearing performance in front of the student's Recital Committee must be passed. For Music Education Majors, several assessments occur throughout the degree to assure that excellence is being achieved in conducting, pedagogy (group and individual), and classroom management: final project in Conducting II (MUSIC 3100/3110); teaching observations and practicum in Secondary Methods, Vocal Pedagogy, and Instrumental Methods courses.

Acceptable Target: A rubric for each of these juries is used to evaluate the student and is kept on file. Qualifying jury results are filed and noted in the CAPA offices. Acceptable target is 90% passing the Qualifying Jury and Senior Recital, 95% passing the Conducting II final project, and 95% passing all skill assessments in Methods/Pedagogy courses.

Ideal Target: Ideal target is 100% passing Qualifying Jury and Senior Recital. Ideal target is 97% passing Conducting II final project and all skill assessments in Methods/Pedagogy courses.

Assessment Cycle 2023 – 2024

Implementation Plan (timeline): each semester

Key/Responsible Personnel: Music Faculty

Supporting Materials: Jury comment/grading form; Jury repertoire form; Qualifying Jury Assessment form; Recital checklist; Recital Grading Sheet; Recital Preview Hearing Form; Voice Jury Form; Voice Qualifying Jury Form; Voice Recital Preview Hearing Form; Conducting 3100 and 3110 final project form, Methods/Pedagogy assessment forms.

Findings: The target was not met.

Analysis: In AC 2022-2023, the target was met. The passing rate for Fall Qualifying Juries was 85% (6 out of 7 total Qualifying Juries attempted) and the passing rate for Spring Qualifying Juries was 92% (22 out of 24). All recitals attempted were successfully passed.

Based on the analysis of the AC 2022-2023 results, the faculty made the following changes in AC 2023-24 to drive the cycle of improvement. The faculty created individualized practice plans to address weaknesses and suggesting resources, as well as methods for improvement. Small live performing opportunities (master classes, studio class, elective recitals, MUS 1500 performances) were encouraged for all levels (freshman through senior), and there were more non-degree student recitals. As a result, the department is using a second recital space, the Varnado Hall Ballroom, for many non-degree student recitals. Discussions of musicians' physical and mental wellness were increased in master classes and applied lessons—including a department-wide full yoga class during Studio Class time.

Additionally, while music educator knowledge, teaching skills, and disposition are embedded within each course in the degree program, the Department Chair added several assessments to this SLO in order to drive the cycle of improvement. Conducting skills were assessed throughout the Conducting courses (MUS 3090, 3100, and 3110) but were specifically measured in the final project for the MUS 3100 (Choral Conducting) and 3110 (Instrumental Conducting) courses. These courses are specific to the students' area of specialty (vocal, winds, strings) and are intensive in their study and expectations. The final project assessed the students' growth and ability in these areas.

Teaching disposition and skills were assessed through final teaching presentation or practicum in all Instrumental Methods II classes (MUS 1850, MUS 1870, MUS 1920, MUS 1930), Vocal Pedagogy (MUS 4150) and Secondary Methods (MUED 4010) classes. These courses are also specific to the students' area of specialty (instrumental, vocal) and include: fundamental teaching skills, numerous observations and reflections of both conducting and classroom management, as well as bi-weekly lab ensemble participation which requires them to observe and reflect on their peers conducting and rehearsal technique.

Assessment Cycle 2023 – 2024

As a result of these changes, in AC 2023-24, the target was not met. The passing rate for Fall Qualifying Juries was 75% (3 out of 4 total Qualifying Juries attempted) and the passing rate for Spring Qualifying Juries was 68% (17 out of 25). All recitals attempted were successfully passed (12 total). Of all Qualifying Juries and Senior Recitals attempted, 76% successfully passed. This is a decrease from last year. The Qualifying Jury is attempted at the end of the music students' sophomore year. This sophomore class was in their 2nd year of high school when the COVID pandemic caused shutdowns of schools. As we experienced and learned during the pandemic, virtual learning in music created a pause in student musician development in that the individual instruction on instruments and the ensemble experience of live music was completely stopped for nearly a year. This represents an important time in the development of young musicians. The drop in passing rate for the Qualifying Jury is likely reflective of these students entering college with deficiencies in their musical fundamentals due to this gap in their development. While the drop in passing rate is of concern, it is not cause for alarm. The strategies that faculty have implemented from the previous several years are proving helpful, and it is thought that this cohort of students will catch up in the next year. The passing rate for Conducting II final projects was 100% (12 student total). The passing rate for all pedagogy/skill assessments in Methods/Pedagogy courses was also 100% (41 students total). The Conducting and Methods/Pedagogy classes include daily assessment of progress in conducting, pedagogy, and classroom management. The small class size and close monitoring by the professor has proven successful in these upper-level classes.

Decision or Recommendation.

In AC 2023-2024, the target was not met.

Based on information gathered from analysis of the AC 2023-24 results, the faculty will implement the following changes in AC 2024-2025 to drive the cycle of improvement. Faculty will serve as advisors to their freshman and sophomore music education majors, which allows for more in-depth discussion of any issues outside of applied lessons. Faculty will use campus resources (counseling, etc.) earlier for students that may need assistance. Faculty will provide individualized practice plans for each student to address any weaknesses or deficiencies. These plans will include potential reading and listening assignments to supplement in the areas of wellness and pedagogical analysis of fundamentals. In addition, faculty will use upperclassmen and graduate students where appropriate to help mentor and assist younger students in technique and scale study. This allows for a second possible mentor relationship for younger students (applied faculty/student and older student/younger student). The second year of the pilot course focusing on career preparedness for musicians will also take place. The first year of data on the new SLOs showed that small class size and regular assessment and guidance are proving successful in developing teaching disposition, teaching skills, and pedagogical application. The Department Chair will monitor class size as registration takes place. Faculty in these classes will also update any materials

Assessment Cycle 2023 – 2024

where applicable to ensure that assessment measures are responsive to the current educational trends in K-12.

These changes will improve the student's ability to demonstrate excellence as solo and ensemble performers at a level to provide a basis for a professional career as a musician, conductor, and educator thereby continuing to push the cycle of improvement forward.

SLO 2: Demonstrate specific knowledge in music theory and aural skills at a level to provide a basis for a professional career as a musician.

Course Map: Tied to the Objectives:

Music Theory:

MUSIC 1150 – Music Theory I

MUSIC 1160 – Music Theory II

MUSIC 2150 – Music Theory III

MUSIC 2160 – Music Theory IV

Aural Skills:

MUSIC 1151 – Aural Skills I

MUSIC 1161 – Aural Skills II

MUSIC 2151 – Aural Skills III

MUSIC 2161 – Aural Skills IV

Measure 2.1. (Direct – Skill / Ability):

Students will demonstrate knowledge through ongoing assessment and cumulative final exams which require the student to demonstrate competence in these areas before continuing to the next level. Completion of all 4 levels satisfies the requirement.

Acceptable Target: These courses serve as pre-requisites for several upper-level required courses. Having this knowledge and these skills is essential to progressing towards the completion of the degree. Acceptable target: 90% of students passing final exam and final composition project (in MUS 2160), working toward completion of the cycle of these courses.

Ideal Target: Ideal target is 93% passing final exam and final composition project (in MUS 2160).

Implementation Plan (timeline): each semester/ongoing

Key/Responsible Personnel: Music Faculty

Findings: The target was met.

Analysis: In AC 2022-2023 the target was met for both the final project (100%) and the final exam (93%). Based on the analysis of the AC 2022-2023 results, the faculty

Assessment Cycle 2023 – 2024

implemented the following changes in AC 2023-24 to drive the cycle of improvement. In order to proactively assist students, the Department Chair and Music Theory Coordinator piloted a lab course (MUS 1700 X1N) to be taken in conjunction with Music Theory I (MUS 1150) for those students who are at a developmental level in music theory and aural skills. This was the second year of this lab course. This lab was an on-line class that was separate from the existing music theory/aural skills classes. It was taught by the Music Theory Coordinator so that he could closely assess its effectiveness. The purpose of the lab was to monitor the progress of, and identify specific needs of, those developmental students. It also allowed for this cohort of students to stay on track with the course rotation. In addition, the option for a research/analysis paper in place of the final composition project remained. While only one student chose this option this year, having the choice in place allows for students to present their capstone project in the Music Theory courses in a manner that is most comfortable for them. These changes impacted the students' ability to demonstrate knowledge through ongoing assessment and cumulative final exams which require the student to demonstrate competence in these areas before continuing to the next level. These changes also provided flexibility and allowed the professor to assess students through varying styles of learning and communicating, providing a more student-oriented assessment process for this important professional skill.

In AC 2023-2024, the target was met for both the final project (97%) and the final exam (97%). Students at this level seem to be reaching out earlier when they need help, which allows for theory faculty to assist students while there is time for improvement during the semester. The music department participated in the university-wide FLAME initiative to provide regular tutoring hours by faculty that accommodated students outside of the library. Tutoring by the music faculty in Music Theory was regularly offered. Data from this initiative will be examined this year to assess how it can be used in the future.

These changes impacted the students' ability to demonstrate knowledge through ongoing assessment and cumulative final exams which require the student to demonstrate competence in these areas before continuing to the next level. These changes also provided flexibility and allowed the professor to assess students through varying styles of learning and communicating, providing a more student-oriented assessment process for this important professional skill.

Decision or Recommendation.

In AC 2023-2024, the target was met.

Based on information gathered from analysis of the AC 2023-24 data, faculty will implement the following changes in AC 2024-2025 to drive the cycle of improvement. The Department Chair and Music Theory Coordinator will assess and further develop the lab course (previously online MUS 1700 X1N, now in-person MUS 1700 45N or 46N) to be taken in conjunction with Music Theory I (MUS 1150) for those students who are at a developmental level in music theory and aural skills. This course will be offered

Assessment Cycle 2023 – 2024

in person this year, rather than online. This will allow the professor of the MUS 1150 course to closely monitor the progress of, and identify specific needs of, those developmental students.

These changes will improve the student's ability to demonstrate specific knowledge in music theory and aural skills at a level to provide a basis for a professional career as a musician, thereby continuing to push the cycle of improvement forward.

SLO 3: Demonstrate specific knowledge of music history and demonstrate the ability to write and speak effectively about the art of music.

Course Map: Tied to the Objectives:

Music History:

MUSIC 2030 – Music History/Literature I

MUSIC 2040 – Music History/Literature II

MUSIC 3030 – Music History/Literature III

MUSIC 3040 – Music History/Literature IV

Measure 3.1. (Direct – knowledge)

In each of the Music History courses, students are required to write research papers. In-class essay questions on exams require the student to demonstrate competence in these areas before continuing to the next level. Completion of all 4 levels satisfies the requirement.

Acceptable Target: Students choose subjects, submit proposed topics, submit rough drafts, and after receiving feedback submit final drafts. Some are chosen to make presentations at the University's Research Day. Acceptable target is 60% students receiving a passing grade on the research portion of their grade in the course.

Ideal Target: Ideal target is 70% receiving a passing grade on the research paper portion of their grade.

Implementation Plan (timeline): each semester/ongoing

Key/Responsible Personnel: Music Faculty

Findings: The target was met.

Analysis: In AC 2022-2023 the target was met. The passing rate for Music History II was 90%, an increase of 5%, while the passing rate of the Music History IV class was 98%, an increase of 6%. Based on the analysis of the AC 2022-2023 results, faculty made the following changes in AC 2023-2024 to drive the cycle of improvement. The Music History professor evaluated the current test format to determine if sections requiring longer or more detailed answers should be reinstated. This was necessary to ensure that all students were sufficiently prepared for Praxis and/or Graduate Entrance exams. The shorter research/writing assignments remained a part of the music history courses, as these have proven to be quite successful in measuring student abilities to write and more frequently address any issues.

Assessment Cycle 2023 – 2024

These changes improved the student's ability to demonstrate specific knowledge of music history and demonstrate the ability to write and speak effectively about the art of music, thereby continuing to push the cycle of improvement forward.

In AC 2023 - 2024, the target was met. The passing rate for Music History II was 98% (an increase of 8%), while the passing rate of the Music History IV class was 96% (a drop of 2%).

Decision or Recommendation.

In AC 2023-2024, the target was met.

Based on information gathered from analysis of the AC 2023-2024 data, faculty will implement the following changes in AC 2024-2025 to drive the cycle of improvement.

Shorter research/writing assignments will be utilized, as these have proven to be successful in measuring student abilities to write and more frequently address any issues. The test format will be restructured to include more writing as an approach to incorporate assessment in testing situations.

These changes will improve the student's ability to demonstrate specific knowledge of music history and demonstrate the ability to write and speak effectively about the art of music, thereby continuing to push the cycle of improvement forward.

SLO 4. Gain keyboard proficiency sufficient to assist in their professional career as a musician.

Course Map: Tied to the Objectives:

Class Piano:

MUSIC 1800 – Piano Class I
MUSIC 1810 – Piano Class II
MUSIC 1820 – Piano Class III
MUSIC 1830 – Piano Class IV

Applied Study in Piano:

MUSIC 1700A – Minor Study (piano)
MUSIC 1710A – Major Study (piano)
MUSIC 3710A – Major Study (piano)

Measure 4.1. (Direct – knowledge)

Proficiency is demonstrated at the conclusion of each semester of keyboard study (prescribed proficiencies for each level). A cumulative proficiency is administered and required at the completion of the 4th semester--MUS 1830. Skills achieved include playing accompaniments, score-reading, improvisation, transposition, scales major and minor, and melodic harmonization.

Assessment Cycle 2023 – 2024

Acceptable Target: Students must complete the keyboard proficiency exams in all these areas before they are granted a passing grade in the final course in the sequence. If they do not pass the proficiency exams, they simply re-take the course. Acceptable target is 90% of students passing each proficiency level.

Ideal Target: Ideal target is 95% of students passing each proficiency level.

Implementation Plan (timeline): each semester/ongoing. To be assessed at the end of each academic year.

Key/Responsible Personnel: Head of Keyboard Area/Music Faculty/Department Chair

Findings: The target was not met.

Analysis: In AC 2022-2023 the target was not met. 93% of the total students passed all levels of the proficiency exams. While this is a decrease of 3%, it is not an alarming drop for faculty. Of the 29 total students enrolled in the Piano IV class, only 2 did not pass all proficiency levels. Based on the analysis of the AC 2022-2023 results, faculty made the following changes in AC 2023-24 to drive the cycle of improvement. Piano faculty worked to revise and resubmit the grant for a new keyboard lab on the next Board of Regents cycle. In the meantime, they sought other options to fix the pairing issues with many of the keyboards. While the idea of rearranging the classroom was explored, it proved to not be a viable option at this time. Therefore, for better monitoring of students, piano faculty planned to move around the classroom more often to check the students' individual understanding of material. This allowed the faculty to learn more quickly which students need more individual help and provide that help to them with more frequency. Despite these changes, the target was not met.

In AC 2023-24, the target was not met. An acceptable target of 91% of the total students passed all levels of the proficiency exams. This is a decrease of 2% from the previous year. Of the total 31 students enrolled in the Piano IV class, only 3 did not pass all proficiency levels. One student received an incomplete due to extenuating circumstances. It is expected that 2 of the 3 students who did not pass will re-take the class and pass all proficiency levels next year. The faculty moved around the room more often in order to more frequently monitor students' hand placement/position/fingerings. This was a helpful solution to work around the issues with rearranging the classroom and the difficulty with the keyboards' pairing function, despite the target not being met at the ideal level.

Decision or Recommendation.

In AC 2023-2024, the target was not met.

Based on information gathered from analysis of the AC 2023-2024 data, faculty will implement the following changes in AC 2024-2025 to drive the cycle of improvement. The Piano faculty are resubmitting the Board of Regents grant this year to replace the keyboards in the Group Piano classroom. The Piano faculty will also transition to a new textbook this year—Alfred Group Piano for Adults (AGPA)—which is a widely used text nationally for group piano programs. There are many more resources/examples to choose from in this text (two books---Book 1 for MUS 1800 and MUS 1810 and Book 2

Assessment Cycle 2023 – 2024

for MUS 1820 and 1830) including score reading examples which were supplemented with other resources previously. From the experience and expertise of our Piano Faculty teaching several different texts in Group Piano settings, the repertoire used in the AGPA is more appealing and motivating to students in the class piano setting. MUS 1800 and 1810 (Book 1) will start using AGPA this upcoming year. MUS 1820 and 1830 will use their current text for next year and proficiency exams will remain the same so that they don't have to switch mid-sequence. The change in text will mean that the proficiency exam content will change after next year. The categories/structure will likely remain the same, but different score reading and harmonization examples will be used. Piano faculty are also discussing the possibility of reducing the required two-octave scales to include only major and harmonic minor scales (no longer requiring natural and melodic minor scales). This would bring the scale requirement in line with most Class Piano textbooks.

The changes outlined will improve the student's ability to gain keyboard proficiency sufficient to assist in their professional career as a musician, thereby continuing to push the cycle of improvement forward.

SLO 5: Candidates will demonstrate content and pedagogical knowledge related to music education.

This outcome aligns with CAEP Standard R1, Content and Pedagogical Knowledge, specifically standards R1.1, The Learner and Learning, and R1.2, Content; and CAEP Standard R.3, Competency at Completion CAEP 2022).

Course Map: Candidates must take and pass Praxis Principles of Learning and Teaching (PLT) and Music: Content Knowledge exams prior to their residency (EDUC 4932: Teaching in K-12 Music Education Classrooms).

Music: Content Knowledge Praxis exam #5113 and Principles of Learning and Teaching #5622 (Elem.), 5623 (Middle), or 5624 (Secondary).

Departmental Student Learning Goal	Program Student Learning Outcome
Demonstrate discipline-specific content knowledge	Candidates will demonstrate content and pedagogical knowledge related to music education.

Measure 5.1. (Direct-Knowledge)

SLO 5 is assessed through the Praxis Principles of Learning and Teaching (PLT): (#5622, 5623, or 5624) and Music: Content Knowledge (#5113). The assessment is a computer-based standardized test, and the benchmark performance is a minimum requirement of the state and the university. Based on the evidence, candidate success is assessed through the achievement of scores that meet or exceed the state minimum

Assessment Cycle 2023 – 2024

required for certification as a music teaching including a 160 (K-6 or 5-9) or 157 (7-12) on the PLT and Music: Content Knowledge minimum score of a 151. Quality of the assessment/evidence is assured because (1) the State of Louisiana requires this test, and (2) the test is nationally normed.

Finding: Target was Met.

100% of the candidates met the target.

Analysis.

In AC 2022-2023, the target was met. Based on the analysis of the AC 2022-2023 results, faculty made the following changes in AC 2023-2024 to drive the cycle of improvement: The faculty offered additional online resources to help prepare students for the PLT exam in conjunction with PRAXIS seminars, the use of 240 Tutoring, and opportunities with the Natchitoches Parish Library to offer access to Learning Express, a source for PRAXIS test preparation to support candidate learning and their ability.

As a result of these changes, in AC 2023-2024 the target was met and 100% of candidates met or exceeded their qualifying Praxis score. These changes had a direct impact on the students' ability to demonstrate developmentally appropriate content and pedagogical knowledge.

Decision.

In AC 2023-2024, the target was met. Based on the analysis of the AC 2023-2024 results, the faculty will implement the following changes in AC 2024-2025 to drive the cycle of improvement: The faculty will offer additional support through a newly added educational lab, online resources to help prepare students for their Praxis exams in conjunction with PRAXIS seminars, the use of 240 Tutoring, and opportunities with the Natchitoches Parish Library to offer access to Learning Express, a source for PRAXIS test preparation to support candidate learning and their ability.

These changes will improve the students' ability to demonstrate knowledge of developmentally appropriate practices relating to music education, thereby continuing to push the cycle of improvement forward.

SLO 6: Candidates will demonstrate knowledge of Appropriate Practices relating to music education, curriculum, instruction, assessment, and managing classroom procedures.

This outcome aligns with CAEP Standard R.1, Content and Pedagogical Knowledge, specifically standards R.1.1, the Learner and Learning, R.1.2, Content, R1.3,

Assessment Cycle 2023 – 2024

Instructional Practice, and R1.4 Professional Responsibility (CAEP 2022).

Course Map: SLO 6 is assessed in **EDUC 4932: Residency II—Teaching in K-12 Music Education Classrooms**. This course is taken during the final year in the program.

Departmental Student Learning Goal	Program Student Learning Outcome
Apply discipline-specific content knowledge in professional practice (Louisiana Educator Rubric- NIET Evaluation Instrument)	Candidates will demonstrate knowledge of developmentally appropriate practices relating to music education curriculum, instruction, assessment, and managing classroom procedures.

Measure 6.1. (Direct—Knowledge, Skills).

NSU Evaluation Instrument (NIET/TAP)

The evaluation instrument used in prior years was aligned with the Danielson and Compass rubrics. To improve program alignment, it was determined that this instrument, which was content specific, needed to be a universal instrument measuring teaching pedagogy across programs. Partner districts had recently adopted the NIET/TAP evaluation instrument, and as a result, offered full-time faculty training on the NIET evaluation process. The NIET/TAP instrument is widely known throughout the state and aligns closely with the foundational Danielson model. These domains are based on effective teaching behaviors listed on the Danielson Framework for Teaching instrument and aligned to the InTASC standards.

University field supervisors and cooperating principals evaluate each criterion using a five-point rating scale with the following options: Unsatisfactory = 1, Approaching Proficiency = 2, Proficient = 3, Mastery = 4, and Exemplary = 5. Items on the instrument are evaluated multiple times during the two residency semesters.

The target for this assessment is for 80% of candidates to attain a minimum 3.0 (proficiency) score on the evaluation instrument.

Finding. Target was met.
100% of students met the goal.

Analysis.

In AC 2022-2023, the target was met. Based on the analysis of the AC 2022-2023, the following changes were implemented in AC 2023 – 2024 to drive the cycle of improvement. Faculty and university supervisors engaged in professional development allowing them to provide additional resources and effective coaching to teacher

Assessment Cycle 2023 – 2024

candidates regarding remediation strategies for reteaching content as mastery of content is measured in the standards and objectives domain (Domain 2, NIET/TAP). Based on the analysis of the AC 2023-2024 results, residents' mean observation score was 3.34. Residents' scores on the NIET/TAP instrument during the final evaluation in AC 2023-2024 provide evidence for meeting state-identified standards aligned with artifacts tied to InTASC and content standards. Teacher candidate scores were highest in the area *Environment* (mean 3.84) and lowest in the area *Questioning and Assessment* (mean 3.05).

Decision.

In AC 2023-2024, the target was met. Based on the analysis of the AC 2023-2024, the faculty will implement the following changes in AC 2024-2025 to drive the cycle of improvement: The faculty will provide targeted instruction on Assessments in relation to Questioning and Assessment to ensure that content mastery is being accurately measured.

These changes will improve the students' ability to use data to drive instruction through effective assessment, thereby continuing to push the cycle of improvement forward.

SLO 7: Candidates will model behaviors and characteristics that are professional and ethical.

This outcome aligns with CAEP Standard R.1, Content and Pedagogical Knowledge, specifically standard R1.4, Professional Responsibility; CAEP Standard R3, Candidate Recruitment, Progression, and Support, specifically standard R3.2, Monitoring and Supporting Candidate Progression; and CAEP Standard R4, Program Impact, specifically standard R4.1, Completer Effectiveness (CAEP 2022).

Course Map: EDUC 4932: Residency II—Teaching in K-12 Music Education Classrooms

Departmental Student Learning Goal	Program Student Learning Outcome
Model professional behaviors and characteristics. (Dispositional Evaluation)	Candidates will model behaviors and characteristics that are professional and ethical.

Measure 7.1. (Indirect—Dispositions)

SLO 7 is assessed through the Professional Disposition Evaluation tool. The newly adopted form is electronic and allows for more efficiency to monitor ongoing candidate performance. This tool was adopted by the School of Education Advisory Council for

Assessment Cycle 2023 – 2024

pilot use during AY 2022-2023 to be further reviewed upon data analysis of first-year implementation.

The target for this assessment is for 80% of candidates to score a minimum mean score of 3.5 out of 4.

Finding. Target was met.
100% of candidates met the target.

Analysis.

In AC 2022-2023, the target was met. Based on the analysis of the AC 2022-2023 data, the areas that needed improvement were managing time effectively, analyzes problems critically and attempts to resolve them independently (as appropriate), and responds to unforeseen circumstances in an appropriate manner and modifies actions or plans when necessary. As a result, in AC 2023-2024, faculty assessed candidates' professionalism and motivation for teaching with the use of the newly adopted evaluation tool. This tool better enabled on-site mentor teachers to effectively coach candidates by targeting specific areas of need to ensure candidates' ability to develop dispositions needed to ensure effective teaching and learning. Data indicated an area of strength to be "shares knowledge" (3.83). The lowest rating indicated was "clearly articulates ideas verbally and in written expression" (mean 3.67).

Decision.

In AC 2023-2024, the target was met. Based on information gathered from the analysis of the AC 2023-2024 data, the faculty will implement the following changes in AC 2024-2025 to drive the cycle of improvement. In AC 2024-2025, faculty will drive improvement by implementing added resources and additional instruction focused on clear, verbal, and written articulation to better improve student outcomes. However, based on feedback from mentor teachers and school administrators, the current instrument is not relevant to attributes that are observable in the field. Therefore, faculty has determined to adopt the newly created Disposition instrument which has been developed by the Louisiana CAEP Consortium, pending current validity and reliability testing.

These changes will allow for critical dispositions to be accurately measured and improve the candidates' ability to model behaviors and characteristics that are professional and ethical, thereby enabling them to communicate effectively with all stakeholders and continuing to push the cycle of improvement forward.

Assessment Cycle 2023 – 2024

SLO 8: Candidates will effectively execute the components of their lesson as planned.

This outcome aligns with CAEP Standard R.1, Content and Pedagogical Knowledge; CAEP Standard R3, Candidate Recruitment, Progression, and Support, specifically standard R3.2, Monitoring and Supporting Candidate Progression, and R3.3, Competency at Completion, and CAEP Standard R4, Program Impact, specifically standard R4.1, Completer Effectiveness (CAEP 2022).

Course Map: EDUC 4932: Residency II—Teaching in K-12 Music Education Classrooms

Measure 8.1: (Indirect—Knowledge, Skills)

SLO 8 is assessed through the standards and objective domain on the intern’s final evaluation.

Departmental Student Learning Goal	Program Student Learning Outcome
Exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline (Lesson Plan execution)	Candidates will design and implement developmentally appropriate lesson plans that reflect research on best practices in Music Education.

The **Assessment for Lesson Plan Implementation** addresses the Louisiana State Standards and residents’ ability to execute best teaching practices as reflected on the lesson plan. This assessment requires interns to successfully execute the planned elements of the lesson on which their performance evaluations are based as measured by the Standards and Objectives domain on the NIET Evaluation Rubric. Residents demonstrate competency of written lesson plan design through course assignments prior to the residency. However, this lesson plan assessment measures the resident’s ability to effectively execute the components as planned.

Target for this assessment is that 80% of the residents score a 3.0 on the Standards and Objectives Domain of the NIET Evaluation Rubric.

Finding. Target was met.
100% of students met the target.

Analysis.

In AC 2022-2023, the target was met. Based on the analysis of the AC 2022-2023 results, the faculty made the following changes in AC 2023-2024 to drive the cycle of

Assessment Cycle 2023 – 2024

improvement. Faculty added additional instructional materials and resources to support contextual factors and student learning adaptations and higher order thinking. Additionally, interns/candidates were given additional instruction in the areas of executing the lesson plan and measuring the implementation and effectiveness of planning through student outcomes of the lesson. These changes resulted in more in-depth and targeted instruction in this area of need.

Decision.

In AC 2023-2024 the target was met. Based on information gathered from analysis of the AC 2023-2024 data, faculty will implement the following in AC 2024 – 2025. Faculty will increase instruction in the areas of Performance-based Lesson Planning. Candidates will be scored on lesson planning with the use of the performance evaluation rubric.

These changes will allow faculty to better identify and improve the candidate's ability to effectively plan and execute lessons to ensure student mastery of standards and objectives, thereby continuing to push the cycle of improvement forward.

SLO 9: Candidates will assess the quality of instructional decision making using the P12 Student Learning Impact Assessment.

This outcome aligns with CAEP Standard R1, Content and Pedagogical Knowledge, specifically standard R1.3, Instructional Practice (CAEP 2022).

Course Map: SLO 9 is assessed in **EDUC 4932, Residency—Teaching in K-12 Music Education Classrooms** through the teaching portfolio which is assessed using the P12 Student Learning Impact Assessment during the last semester of the program.

Departmental Student Learning Goal	Program Student Learning Outcome
Make responsible decisions and problem-solve, using data to inform actions when appropriate.	Candidates will assess the quality of instructional decision making using the P12 Student Learning Impact Assessment.

Measure 9.1. (Indirect—Knowledge and Skills)

SLO 9 is assessed through the P12 Student Learning Impact Assessment, a component of the culminating portfolio, during Residency II. Residency II is taken during the last semester of the program. The assessment is evaluated using a rubric, 80% of all students will score 3 out of 4 on the benchmark performance.

Assessment Cycle 2023 – 2024

Finding: Target was met.

Analysis:

Evidence from AC 2022-2023 supports the candidates' ability to prepare instructional assignments and activities as well as create a culture and rapport with the students. The target in AC 2022-2023 was met. Based on the analysis of the AC 2022-2023 results the faculty made the following changes in AC 2023-2024. Additional direct instruction and assignments were provided by faculty to reinforce setting student learning targets, the analysis of formative data, and reflection on instruction as a component of the self-reflection after teaching.

As a result of these changes, in AC 2023-2024 the target was met, 100% of candidates (n=14) scores an average of no less than 3 out of a 4-point scale. Candidates' scores had a mean score of 3.54. The area in which candidates scored the highest was *Setting Assessment Criteria*, showing a mean score of 3.71. The area in which candidates scored the lowest was *Student Learning Targets* with a mean score of 3.43.

Decision:

In AC 2023-2024 the target was met. Based on the analysis of AC 2023-2024 results, the faculty will implement the following changes in AC 2024-2025 to drive the cycle of improvement. Opportunities to analyze formative data will be provided to enhance candidates' proficiency in assessment planning and data analysis.

These changes will have a direct impact on the student's ability to analyze formative data to inform actions, thereby continuing to push the cycle of improvement forward.

Comprehensive Summary of Key Evidence of Improvements Based on Analysis of Results.

Program faculty made several decisions after examining results of data analysis from AC 2022-2023 which resulted in improved student learning and program improvement in AC 2023 - 2024.

SLOs 1 – 4:

- Discussions of musicians' physical and mental wellness were increased in master classes and applied lessons—including a department-wide workshop in Alexander Technique and a full yoga class during Studio Class time.
- Small live performing opportunities (master classes, studio class, elective recitals, MUS 1500 performances) were encouraged for all levels (freshman through senior).

Assessment Cycle 2023 – 2024

- Faculty provided highly personalized practice plans for each student who did not pass the Qualifying Jury in the 1st attempt and included more discussion of musicians' physical and mental wellness.
- Faculty reviewed the current benchmarks leading to the Qualifying Jury to assess whether earlier benchmarks would be helpful.
- The Department Chair and Music Theory Coordinator piloted a lab course (MUS 1700 X1N) to be taken in conjunction with Music Theory I (MUS 1150) for those students who are at a developmental level in music theory and aural skills.
- Several small writing assignments were introduced. This option allowed for students to have even more flexibility in completing these shorter research assignments.
- A combination of chapter assignments, essay assignments, and essay test questions were assessed allowing for more frequent feedback regarding research and writing skills.
- The Piano faculty met again to review the proficiency exams and evaluated how classes were to be supervised and monitored.
- The Piano faculty explored more options for including additional ensemble/accompaniment playing in class piano.
- Rearrangement of the piano classroom was explored to allow for better instructor view of students' hands.

SLO 5: The faculty offered additional online resources to help prepare students for the PLT exam in conjunction with PRAXIS seminars, the use of 240 Tutoring, and opportunities with the Natchitoches Parish Library to offer access to Learning Express, a source for PRAXIS test preparation to support candidate learning and their ability.

SLO 6: The faculty and university supervisors engaged in professional development allowing them to provide additional resources and effective coaching to teacher candidates in the area of remediation strategies for reteaching content as mastery of content is measured in the standards and objectives domain (Domain 2, NIET/TAP).

SLO 7: The faculty assessed candidates' professionalism and motivation for teaching with the use of the newly adopted evaluation tool which better identifies areas of weakness in professional dispositions. This tool better enabled on-site mentor teachers to effectively coach candidates by targeting specific areas of need to ensure candidates' ability to develop dispositions needed to ensure effective teaching and learning.

SLO 8: Faculty added additional instructional materials and resources to support contextual factors and student learning adaptations and higher order thinking. Additionally, interns/candidates were given additional instruction in the areas of executing the lesson plan and measuring the implementation and effectiveness of planning through student outcomes of the lesson. These changes resulted in more in-

Assessment Cycle 2023 – 2024

depth and targeted instruction in this area of need.

SLO 9: Additional direct instruction and assignments were provided by faculty to reinforce setting student learning targets, the analysis of formative data, and reflection on instruction as a component of the self-reflection after teaching.

Plan of Action for Moving Forward:

Program faculty examined the evidence and results of data analysis from AC 2023-2024 and will take steps to improve student learning in AC 2024-2025:

SLOs 1 – 4:

- Faculty will serve as advisors to their freshman and sophomore music education majors, which allows for more in-depth discussion of any issues outside of applied lessons.
- Faculty will use campus resources (counseling, etc.) earlier for students that may need assistance.
- Faculty will provide individualized practice plans for each student to address any weaknesses or deficiencies. These plans will include potential reading and listening assignments to supplement in the areas of wellness and pedagogical analysis of fundamentals.
- Faculty will use upperclassmen and graduate students where appropriate to help mentor and assist younger students in technique and scale study. This allows for a second possible mentor relationship for younger students.
- The second year of the pilot course focusing on career preparedness for musicians will also take place. The early data on this course is positive, and students are responding well to it.
- The MUS 1700 X1N course (lab for Music Theory I—MUS 1150) will be offered in person this year (MUS 45N and 46N), rather than online. This will allow the professor of the MUS 1150 course to closely monitor the progress of, and identify specific needs of, those developmental students.
- The regular Music History professor will return to the classroom after a medical leave.
- Shorter research/writing assignments for Music History courses will remain, as these have proven to be successful in measuring student abilities to write and more frequently address any issues.
- Test format will be restructured to include more writing as a way to incorporate writing assessment in testing situations.
- The Piano faculty are resubmitting the Board of Regents grant this year to replace the keyboards in the Group Piano classroom.
- The Piano faculty will also transition to a new textbook this year—Alfred Group

Assessment Cycle 2023 – 2024

Piano for Adults (AGPA)—which is a widely used text nationally for group piano programs. MUS 1800 and 1810 (Book 1) will start using AGPA this upcoming year. MUS 1820 and 1830 will use their current text for next year and proficiency exams will remain the same so that they don't have to switch mid-sequence.

- The change in text will mean that the proficiency exam content will change after next year. The categories/structure will likely remain the same, but different score reading, and harmonization examples will be used.
- Piano faculty are also discussing the possibility of reducing the required two-octave scales to include only major and harmonic minor scales (no longer requiring natural and melodic minor scales). This would bring the scale requirement in line with most Class Piano textbooks.
- The Department Chair will monitor class size in the Conducting, Pedagogy, and Methods courses as registration takes place to ensure classes do not exceed 12-15 students per section.
- Faculty in the Conducting, Pedagogy, and Methods classes will update materials where applicable to ensure that assessment measures are responsive to the current educational trends in K-12.

SLO 5: The faculty will offer additional support through a newly added educational lab, online resources to help prepare students for their Praxis exams in conjunction with PRAXIS seminars, the use of 240 Tutoring, and opportunities with the Natchitoches Parish Library to offer access to Learning Express, a source for PRAXIS test preparation to support candidate learning and their ability.

SLO 6: The faculty will provide targeted instruction in the area of assessments in relation to Questioning and Assessment to ensure that content mastery is being accurately measured.

SLO 7: The faculty will drive improvement by implementing added resources relating and additional instruction focused on clear verbal and written articulation to better improve student outcomes. However, based on feedback from mentor teachers and school administrators, the current instrument is not relevant to attributes that are observable in the field. Therefore, faculty has determined to adopt the newly created Disposition instrument which has been developed by the Louisiana CAEP Consortium, pending current validity and reliability testing.

SLO 8: Faculty will increase instruction in the area of Performance-based Lesson Planning. Candidates/Interns will be scored on lesson planning with the use of the performance evaluation rubric.

SLO 9: Opportunities to analyze formative data will be provided to enhance candidates' proficiency in assessment planning and data analysis.