

ASSESSMENT REPORT FOR DEPARTMENT OF

**Master of Music in Music Education--Division of Graduate Studies
and Continuing Education**

(Academic Department Name)

2010-2011

(Assessment Period Covered)

February, 2012

(Date Submitted)

Title of Instructional Degree Program

Degree Level
(Bachelor's, Master's)

Master of Music in Music Education

Master's

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(Department Assessment Facilitator)

Statement of Institutional Purpose:

Institutional Mission Reference:

Shepherd University, a West Virginia public liberal arts university, is a diverse community of learners and a gateway to the world of opportunities and ideas. We are the regional center for academic, cultural and economic opportunity. Our mission of service succeeds because we are dedicated to our core values: learning, engagement, accessibility, and community.

Department or University Goal(s) Supported:

Graduate studies, along with Shepherd University, embraces five core values: learning, engagement, integrity, accessibility and community. The current assessment report supports four of those core values (learning, engagement, integrity, and community).

1. Learning: Shepherd University consists of a community of learners who integrate teaching, scholarship, and learning into their lives. In order to create challenging, relevant experiences, inside and outside of the classroom, the University continually evaluates and assesses student learning. We recognize and accommodate diverse learning styles and perspectives necessary for global understanding.
2. Engagement: Shepherd University fosters environments in which students, faculty, staff, and members of the community engage with each other to form mutually beneficial relationships. We believe that meaningful engagement, with ideas and with people, promotes deep learning and nurtures critical thought.
3. Integrity: Shepherd University strives for an environment of honesty and fairness in its actions. University officials seek input from students, faculty, and staff and make informed and objective decisions. We expect all members of the community to act in accordance with this value.
4. Community: Shepherd University comprises a community that includes students, faculty, staff, alumni, and involved citizens. We meet the needs of this community through assessment, development, and implementation of innovative programs and initiatives. We strive to create a safe environment based upon mutual respect and acceptance of differences.

Program Goal—Master of Music in Music Education

Students graduating with a Master's degree will develop advanced skills and knowledge in their area of specialization in the field of music.

Program Objectives—Master of Music in Music Education

Students graduating with a Master's degree will develop

- Individual talents, interests and philosophies, which can be used creatively both to preserve and extend our cultural heritage;
- Professional competence in such disciplines as composition and performance interpretation, and evaluation of knowledge;
- Scholarly competence in the organization, interpretation, and evaluation of knowledge
- Professional competence in the communication and dissemination of knowledge
- Potential to solve contemporary problems in various aspects of music.

SOURCE: NASM Handbook, p. 100

Intended Student Outcomes (ISO's): 3 or more ISO's preferred

1. MMME students will demonstrate the advanced musical and pedagogical knowledge and research/writing skills necessary to enhance their teaching abilities in a Vocal and/or Instrumental teaching position.

2. MMME students will demonstrate advanced conducting and rehearsal techniques, demonstrating competence beyond that required at the baccalaureate level

3. MMME students will develop and demonstrate specific analytical techniques as it relates to score study and rehearsal preparation techniques (instrumental strand students only).

4. MMME students will demonstrate knowledge of past and current trends in learning theories, approaches, and pedagogies.

Intended Student Outcome No. 1:

MMME students will demonstrate the advanced musical and pedagogical knowledge and research/writing skills necessary to enhance their teaching abilities in a Vocal and/or Instrumental teaching position.

First Means of Assessment for Intended Student Outcome Identified Above: 2 or more means of assessing the ISO's preferred

ISO #1: Means of Program Assessment & Criteria for Success: All MMME students must take MUSC 500, Music Theory Pedagogy. 90% of students will receive a grade of A for their work in this course.

ISO #1: Summary of Assessment Data Collected: Seven out of the seven students, 100%, earned an A.

ISO #1: Use of Results to Improve Instructional Program: In this, the first assessment cycle, we are happy to report that the results were as positive as could be. Since this is only our first assessment cycle, we will track this again for the next cycle to assure that it remains successful.

Second Means of Assessment for Intended Student Outcome Identified Above:

ISO #1: Means of Program Assessment & Criteria for Success: All MMME students must take MUSC 502, Musicology. 90% of students will receive a grade of A for their work in this course.

ISO #1: Summary of Assessment Data Collected: Eight out of the eight students, 100%, received an A.

ISO #1: Use of Results to Improve Instructional Program: In this, the first assessment cycle, we are happy to report that the results were as positive as could be. For the next assessment cycle, we will students' self-assessment of their regard of the importance of musicology.

Third Means of Assessment for Intended Student Outcome Identified Above:

ISO #1: Means of Program Assessment & Criteria for Success: Using the MMME affective assessment questionnaire, students will self-assess their regard of the importance of music theory pedagogy. Through these results, 75% of students will rate their post-affective assessment of music theory pedagogy skills at a mean average of 4 or higher.

ISO #1: Summary of Assessment Data Collected: The questionnaire was sent to current students and alumni. 80% of MMME students reported a 4 or higher.

ISO #1: Use of Results to Improve Instructional Program: We are happy that the success rate is achieved. For the next assessment cycle, we will raise our standards to 80%.

Intended Student Outcome No. 2:

MMME students will demonstrate advanced conducting and rehearsal techniques, demonstrating competence beyond that required at the baccalaureate level. (Instrumental strand only)

First Means of Assessment for Intended Student Outcome Identified Above

ISO #2: Means of Program Assessment & Criteria for Success: All MMME students in the instrumental concentration must complete MUSC 518 with a score of B or higher for the class.

ISO #2: Summary of Assessment Data Collected: The individual faculty member will assign grades assessing the student's development of advanced analytical techniques as they relate to score-study, leading to effective rehearsal planning and successful ensemble performances. 100% of MMME students taking MUSC 518 earned a B or higher.

ISO #2: Use of Results to Improve Instructional Program: We are happy that the success rate is achieved. For the next assessment cycle, we will raise our standards to this: that 60% of the students earn an A.

Second Means of Assessment for Intended Student Outcome Identified Above:

ISO #2: Means of Program Assessment & Criteria for Success: All MMME students in the instrumental concentration must complete MUSC 517, Instrumental Conducting, with a score of B or higher for the class.

ISO #2: Summary of Assessment Data Collected: For this, the individual faculty member will assign a grade that reflects the student's development with the skill set as outlined in the ISO, assuring competence at the graduate level. Five out of the five students, 100%, received an A.

ISO #2: Use of Results to Improve Instructional Program: In this, the first assessment cycle, we are happy to report that the results were as positive as could be. Since (see just below) the students' self-assessment of their regard of the importance of effective conducting was not successful, we will track both that and student grades to learn if our future efforts correlate well.

Third Means of Assessment for Intended Student Outcome Identified Above:

ISO #2: Means of Program Assessment & Criteria for Success: All MMME instrumental concentration students must take MUSC 517, Instrumental Conducting. Using the MMME affective assessment questionnaire, students will self-assess their regard of the importance of effective conducting. Through these results, 75% of students will rate their post-affective assessment of conducting skills at a mean average of 4 or higher.

ISO #2: Summary of Assessment Data Collected: The questionnaire was sent to current students and alumni. 50% of students reported a 4 or higher.

ISO #2: Use of Results to Improve Instructional Program: The department will devise a strategy at a spring 2012 faculty meeting to address this to improve assessed student affect.

Intended Student Outcome No. 3:

MMME students will develop and demonstrate advanced analytical techniques as it relates to score study and rehearsal preparation techniques.

First Means of Assessment for Intended Student Outcome Identified Above:

ISO #3: Means of Program Assessment & Criteria for Success: All MMME instrumental concentration students must complete MUSC 518 with a score of B or higher for the class.

ISO #3: Summary of Assessment Data Collected: The individual faculty member will assign grades assessing the student's development of advanced analytical techniques as they relate to score-study, leading to effective rehearsal planning and successful ensemble performances. 100% of the students earned a B or higher.

ISO #3: Use of Results to Improve Instructional Program: We are happy that the success rate is achieved. For the next assessment cycle, we will raise our standards to this: that 60% of the students earn an A.

Second Means of Assessment for Intended Student Outcome Identified Above:

ISO #3: Means of Program Assessment & Criteria for Success: All MMME students must take MUSC 650, Thesis. This culminating project is normally taken in the last year/semester in the program. 90% of students will receive a grade of A or better on this project

ISO #3: Summary of Assessment Data Collected: The individual faculty member will assign a grade that reflects the student's development with the skill set as outlined in the ISO, assuring competence at the graduate level. Four out of four MMME students, 100%, taking that course received an A.

ISO #3: Use of Results to Improve Instructional Program: In this, the first assessment cycle, we are happy that the success rate is achieved. For the next assessment cycle, we will track students' self-assessment of their regard of the importance of the thesis project to learn if that is as positive as well.

Third Means of Assessment for Intended Student Outcome Identified Above:

ISO #3: Means of Program Assessment & Criteria for Success: Using the MMME affective assessment questionnaire, instrumental concentration students will self-assess their regard of the importance of score study. Through these results, 75% of students will rate their post-affective assessment of skills at a mean average of 4 or higher.

ISO #3: Summary of Assessment Data Collected: The questionnaire was sent to current students and alumni. 100% of reported a 4 or higher.

ISO #3: Use of Results to Improve Instructional Program: We are happy that the success rate was achieved. For the next assessment cycle, we will raise our standards to 80%.

Intended Student Outcome No. 4:

MMME students will demonstrate knowledge of past and current trends in learning theories, approaches and pedagogies.

First Means of Assessment for Intended Student Outcome Identified Above:

ISO #4: Means of Program Assessment & Criteria for Success: All MMME students, following the completion of all required coursework, including MUSC 650, will sit for an oral comprehensive exam which consists of questions from each member of the student's graduate committee. 100% of students must pass the exam before qualifying as a candidate for graduation.

ISO #4: Summary of Assessment Data Collected: The result of this exam is P/F with each faculty member submitting a grade to the chair of the student's graduate committee. 100% of the students earned a P.

ISO #4: Use of Results to Improve Instructional Program: In this, the first assessment cycle, we are happy to report that the results were as positive as could be. For the next assessment cycle, we will track students' self-assessment of their regard of the importance of the oral exam to learn if that is as positive as well.

Second Means of Assessment for Intended Student Outcome Identified Above:

ISO #4: Means of Program Assessment & Criteria for Success: Using the MMME affective assessment questionnaire, students will self-assess their regard of the importance of learning theories. Through these results, 60% of students will rate their post-affective assessment of skills at a mean average of 4 or higher.

ISO #4: Summary of Assessment Data Collected: The questionnaire was sent to current students and alumni. 60% of students reported a 4 or higher.

ISO #4: Use of Results to Improve Instructional Program: We are happy that the success rate is achieved. For the next assessment cycle, we will raise our standards to 70%.

Third Means of Assessment for Intended Student Outcome Identified Above:

ISO #4: Means of Program Assessment & Criteria for Success: Using the MMME affective assessment questionnaire, students will self-assess their regard of the importance of Kodály folk song analysis. Through these results, 60% of students will rate their post-affective assessment of skills at a mean average of 4 or higher.

ISO #4: Summary of Assessment Data Collected: The questionnaire was sent to current students and alumni. 66% of students reported a 4 or higher.

ISO #4: Use of Results to Improve Instructional Program: We are happy that the success rate is achieved. For the next assessment cycle, we will raise our standards to 70%.