



Student Learning Assessment Report (SLAR)

Department: MUSIC

Academic Program Evaluated: Music Education

Program Review Year: 2018-2019

	Year 1 (2018-2019)	Year 2 (2019-2020)	Year 3 (2020-2021)	Year 4 (2021-2022)
Faculty members involved in this assessment process:	Dr. Larry Dissmore Mr. Joel Griffin Dr. Kevin Hawkins Dr. Bonnie Jenkins Dr. Tom Matrone Mr. Matt Moore Dr. Greg Morris Mr. Jason Salazar			
Number of students in sample:	Freshmen: 5 Sophomores: 7 Juniors: 7 Seniors: 11 Total=30	Freshmen: Sophomores: Juniors: Seniors: Total	Freshmen: Sophomores: Juniors: Seniors: Total	Freshmen: Sophomores: Juniors: Seniors: Total
Instrument(s) used in assessment:	<ol style="list-style-type: none"> 1. Program Learning Goals (PLOs) for the Music Education (MUED) students. 2. Missouri General Education Assessment (MoGEA Exam). 3. Practicums (3) or Field Placements. 4. Music Department Sophomore Review. 5. Missouri Content Assessment (MoCA). 6. Music Department Performance Events. 7. Education Department Standards and Approval Committee. 8. Student Teaching (EDUC 437). 			
Additional Data:	<ol style="list-style-type: none"> 9. Required Grade Point Averages (GPA). Total classes taken or <u>Cumulative GPA</u> (2.75). Music classes or <u>Content GPA</u> (3.0). Education classes or <u>Professional GPA</u> (3.0). 			

	<p>10. Writing Proficiency Exam (WPE) 11. Strengths Quest Finder (SQF) 12. Vocal and/or Instrumental Juries 13. Piano Proficiency 14. Elementary Music Methods class (MUED 331) 15. Secondary Music Methods class (MUED 342) 16. Senior Recital (MUSC 499)</p>			
<p>Methodology:</p>	<p>1. MUED Program Learning Goals (PLOs). Every semester, the Music Department faculty uses 7 Program Learning Outcomes (PLOs) to assess and measure MUED student’s progress in specific music classes (Musical Skills and Analysis; Performance; Composition, Arranging, and Improvisation; Repertory and History; Cultural Awareness; Teaching Competencies; and Pedagogy).</p> <p>2. Missouri General Education Assessment (MoGEA Exam). This state assessment includes five subtests: English Language Arts, Mathematics, Science, Social Studies, and Writing. The student must pass these exams to be admitted into the teacher education program at EU.</p> <p>3. Field Placements (3) or Practicums: #1-Elementary Practicum (EDUC 220). #2-Middle School Practicum (EDUC 397). #3-High School Practicum (EDUC 497) All MUED students must receive a satisfactory recommendation from their cooperative music teacher in the field for all 3 practicums. During EDUC 397 (Practicum #2), a member of the Education Department faculty evaluates and assesses the MUED student while teaching a lesson in the field.</p> <p>4. Music Department Sophomore Review. All music majors (except Performance majors) must schedule the exam during their 4th semester. Transfer students and those changing majors after matriculation must do so no later than their 3rd semester</p>			

	<p>as a music major. There are 2 parts to the Sophomore Review: (1) <u>Audition</u>. A ten-minute audition on their applied instrument, and (2.) <u>Academic Review</u>. Students must not have earned a grade lower than C- in any music course. However, the music faculty may make exceptions in some instances.</p> <p>5. Missouri Content Assessments (MoCA). MUED students must attempt the Missouri Content Assessment (MoCA) test prior to student teaching. The MoCA test must be passed in order to receive their music certification.</p> <p>6. Music Department Performance Events. MUED students performed, and were evaluated and assessed throughout their undergraduate degree program (scholarship auditions, sophomore review, juries, forums, and senior recital). The music faculty used standard music rubrics. The data was compiled and the music faculty conferenced to make pertinent decisions regarding the student's progress in the MUED program. The faculty communicated to the student regarding their progress.</p> <p>7. Standards and Approval Committee. The Education Department's Standards and Approval Committee reviews all education student's progress throughout their undergraduate degree. There are four major benchmarks (Admitted to the teacher education program, mid-level check, approval for student teaching, and recommendation for certification) the MUED students must pass to continue in the Education Department. The students can receive one of three statuses: (1.) Approved, (2.) Provisional, or (3.) Denied. Their status can change at any time throughout their undergraduate degree.</p> <p>8. Student Teaching (EDUC 437) with Formative and Summative Evaluations. During student teaching, MEES (Missouri</p>			
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	<p>Educator Evaluation System) or clinical evaluations are collected from the Education Department supervisor, the Music Department supervisor, and the cooperating music practitioner in the field. Observations, informal interviews (student teacher and cooperating teacher), and document review were also used in evaluations. Field notes were taken by a designated Education Department faculty member and by the Music Department supervisor. The cooperating teacher also submits formative and summative assessments of the MUED student. All of this data is collected and used to determine the student's progress, to designate a final grade, and to award teacher certification (MUED K-12).</p> <p>9. Grade Point Averages. MUED students must maintain a <u>cumulative GPA</u> of 2.75 in all classes, a <u>content GPA</u> of 3.0 in music classes, and a <u>professional GPA</u> of 3.0 in education classes. If the student falls below these GPAs, the Standards and Approval committee places the student on "provisional" status until they can raise their GPA. If after two semesters the student cannot raise their GPA, the status moves from "provisional" to "denied." The student is counseled by their education or music supervisor and guided to another degree program on campus.</p> <p>10. Traditional Quantitative and Qualitative Research Methods are used, to collect data from MUED students throughout their entire undergraduate degree (ACT and/or SAT scores, Writing Proficiency Exam, MoCA and MoGEA state designed tests).</p> <p>11. Surveys and/or questionnaires were used to assess the student's top five strengths (SQF).</p> <p>12. MUED Focus Group. The music supervisor used a focus group to compile empirical data from a wide spectrum of individuals. Informal interviews were conducted with</p>			
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	<p>current MUED students, MUED graduates, music faculty, education faculty members, and other MUED teachers who are members of the Missouri Music Educators Association (MMEA). Narrative jottings were used and compiled to uncover possible themes, threads, and/or trends. The music faculty discussed these themes in monthly departmental meetings.</p> <p>13. MUED Student File. A running “hard copy” and digital file are compiled for each MUED student in the Music and Education Departments. These files are helpful in seeing a holistic view of the student’s strengths, accomplishments, and deficiencies or weaknesses. The files are often accessed in departmental and Standards and Approval meetings.</p>			
<p>Results of Assessment:</p>	<p>The MUED degree is one of the most demanding, rigorous, and rewarding undergraduate degrees at Evangel. Every year, there are specific benchmarks and hurdles the MUED students must pass before they can continue in the program. MUED students are monitored, assessed, evaluated, mentored, and counseled throughout their degree. This is a continuous process that involves five unique organizations: (1.) the EU Music Department faculty and staff, (2.) the EU Education Department faculty and staff, (3.) the EU Education Department’s Standards and Approval Committee, (4.) the music practitioners in the field that serve as cooperating teachers during practicums (3) and student teaching, and (5.) the Missouri Department of Elementary and Secondary Education (DESE) administration and staff. These five groups collaborate and communicate to ensure every student in the education and teaching program progresses smoothly through their degree. However, if a student struggles to pass one of the benchmarks, the student, the music supervisor, and the education faculty work together to find strategies to help the</p>			

	<p>student succeed. The student is given multiple opportunities to pass the benchmarks. If the student is unable to pass the benchmarks successfully, in a reasonable amount of time, the supervisors and faculty counsel the student to find another degree that best suits their gifting and skills. On average, 10%-15% of students who begin in the MUED program are unable to continue in the program and find another degree to pursue. This decision occurs within the first two years. To be successful in the MUED program, students must be academically driven, self-motivated, well-rounded, out-going, persistent, dedicated, hard-working, emotionally stable, musically talented, a good performer and test-taker, and they must be willing to spend 4 to 5 years on their undergraduate degree. The students that succeed, and finish their MUED degree with certification, have been extremely successful and sought after in Springfield, Southwest Missouri, Missouri, around the United States, and overseas. In 2018-2019, EU Music Department had 7 MUED graduates. Cumulative GPAs ranged from 3.77 to 4.0. All seven graduates are currently employed and using their training in music education and ministry. With the help of the Education Department, and guidance from DESE, the Music Department faculty and staff assess and evaluate the MUED program at EU. We continue to make small annual adjustments to the program to benefit the students, the faculty and staff, and Evangel University.</p>			
Data:	See attachments to this document.			
Strengths:	<p>The strength of the EU MUED program lie in four main areas: (1.) The MUED degree is designed to have a wide spectrum of voices pouring into the student's life during their undergraduate degree. As stated above, there are five main organizations that work to ensure MUED students progress successfully through the degree. If a student struggles, the faculty</p>			

<p>and staff work to guide, mentor, assist, and counsel the student. (2.) The EU MUED students must take a wide variety of tests and measurements to assess their abilities, skills, and talents—not just one or two standardized tests. (3.) EU MUED graduates are multi-talented and highly sought after in public schools, private school, and churches. EU MUED graduates are well-rounded, self-motivated, out-going, confident, organized, musically talented, and can persevere through stressful environments. (4.) Practical leadership opportunities. During my first year at Evangel (2015-2016), I noticed our MUED students had few opportunities to lead and direct music classes and performing groups before their student teaching assignments. Many of them were unprepared for this transition (from student to teacher). I began to challenge our MUED students to think differently about their undergraduate education and view music classes and performance groups from the perspective of a leader with full responsibility rather than a student or follower (Sitting in a chair playing an instrument or standing and singing in a choir versus teaching, conducting, and leading a music group or rehearsal). I also challenged our music faculty to provide small opportunities for our MUED students to lead and direct regular music classes and performing groups (leading a sectional, or rehearsing and conducting a piece for class or a concert). The music faculty agreed and began to provide more opportunities for our students to lead and direct. In 2018-2019, I had several cooperating teachers in the field comment, “Your students are some of the best prepared and confident student teachers I’ve ever mentored.” Many of these music practitioners are “master teachers” with 25-30 years of experience. I believe this is due, in part, to giving our MUED students opportunities to lead and direct before their student teaching experiences.</p>			
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<p>Areas in need of improvement:</p>	<p>Two weak areas exist in the EU MUED program: (1.) <u>Before the student arrives at EU.</u> The percentage of students who sign up for MUED and then switch to other degrees is too high (currently 10%-15%). Most of these students are unprepared for the rigors (mentally and musically) of the MUED degree. (2.) <u>After they graduate from EU.</u> We must continue to communicate, collaborate, and connect with EU MUED graduates after they receive their certification and take their first teaching position. This transitional season is the most difficult and challenging of their careers. First-year MUED teachers often become overwhelmed, discouraged, and lonely. We must continue mentoring and networking with these young teachers.</p>			
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Year 1:

Plans for improvement:

Plan for Improvement	Timeline	Responsible Person
<p>1. Provide specific musical strategies and helpful guides to assist incoming MUED students that need to get “up to speed” before they start at Evangel. MUED students, who switch to other degrees, are typically deficient in one or more musical benchmarks (piano skills, music theory, voice, sight-singing, and ear-training). These musical strategies and helpful guides could be compiled and sent to students in advance. If the student is aware of the musical benchmarks, and prepares for them before they arrive at EU, their progress in the MUED degree will not be delayed or inhibited.</p>	<p>February 2020</p>	<p>Dr. Kevin Hawkins Music Education Supervisor</p>
<p>2. Form a musical focus group to brainstorm ways to network, connect and provide musical and emotional support to EU alumni who are new music teachers (public school, private school, and church). This transition, from full-time student to full-time music teacher, is often the most difficult season in their musical careers. The focus group could include new and seasoned music teachers and meet at the Missouri Music Educators Association (MMEA) annual convention in January. To solidify our brainstorming ideas additional collaboration could occur through email or FaceTime.</p>	<p>April 2020</p>	<p>Dr. Kevin A. Hawkins Music Education Supervisor</p>

Year 1:

Improvements made: (List completed improvement plans and dates of actual implementation.)

Improvement Plan	Implementation Date

Year 2:

Plans for improvement: (Provide the improvement plan, when it will be implemented, and person who will administer the improvement plan.)

Plan for Improvement	Timeline	Responsible Person

Year 2:

Improvements made: (List completed improvement plans and dates of actual implementation.)

Improvement Plan	Implementation Date

Year 3:

Plans for improvement: (Provide the improvement plan, when it will be implemented, and person who will administer the improvement plan.)

Plan for Improvement	Timeline	Responsible Person

Year 3:

Improvements made: (List completed improvement plans and dates of actual implementation.)

Improvement Plan	Implementation Date

Year 4:

Plans for improvement: (Provide the improvement plan, when it will be implemented, and person who will administer the improvement plan.)

Plan for Improvement	Timeline	Responsible Person

Year 4:

Improvements made: (List completed improvement plans and dates of actual implementation.)

Improvement Plan	Implementation Date