



			The data shows a positive and significant level of improvement of scores from the freshman to sophomore years, and persisting into the junior years after taking four semesters of music theory. Students demonstrated growth of learning in music theory from the freshmen through the sophomore year and the improvement in scores was retained and persisted into the junior year even though they have stopped taking theory in the junior year. The significant improvement in scores in the latter group shows that students were still able to retain their knowledge in music theory over a 3 year period.	tests. We will work with the testing center to remedy this issue by requesting the exams be administered around the same time every year (February).																					
SLO 2: <b>Acquire the technical and artistic skills requisite for self-expression in at least one major performance area.</b>	Method 1: Standing juries	TBD after evaluation of data provided by new rubrics	<p>Findings Method 1:</p> <table border="1"> <thead> <tr> <th>Compiled Standing Jury 2015-2017</th> <th># of Students Passed (%)</th> <th>Passed Conditionally</th> <th>Did Not Pass</th> </tr> </thead> <tbody> <tr> <td>Sophomore standing</td> <td>37 (93%)</td> <td>2 (5%)</td> <td>1 (2.5%)</td> </tr> <tr> <td>Junior standing</td> <td>19 (95%)</td> <td>1 (5%)</td> <td>0</td> </tr> <tr> <td>Recital Preview</td> <td>15 (100%)</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>New Rubric Data will be available at the end of 2017-18 academic year. This data will be reported each year in the annual report.</p>	Compiled Standing Jury 2015-2017	# of Students Passed (%)	Passed Conditionally	Did Not Pass	Sophomore standing	37 (93%)	2 (5%)	1 (2.5%)	Junior standing	19 (95%)	1 (5%)	0	Recital Preview	15 (100%)	0	0	<p>Method 1: Per NASM recommendation, repertoire lists were created defining the expectations for each level (standing juries and recitals) for each area of study (vocal, piano, and every instrumental area). – Completed Fall 2017</p> <p>Method 1: Jury Rubric was created for 2017-18.</p> <p>Method 2: Recital Self-reflection and instructor evaluation was added in 2017-18.</p>	<p>Action 1: Completed Fall 2017</p> <p>Action 1b: 2017-18.</p> <p>Action 2: 2017-18.</p>				
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Method 2: Recital and Recital Preview	TBD	Findings Method 2: See above. New reflection and instructor evaluation implemented. New Data will be available at the end of 2017-18 academic year and reported in annual report.		Method 3: Implemented a policy that all students must complete the proficiency within one semester of completing piano class. If the student does not complete within a semester, they must register again for an additional semester of piano class.	Action 3: 2015-16.																				
Method 3: Piano Proficiency	All students should complete prior to graduation.	<p>Findings Method 3:</p> <table border="1"> <thead> <tr> <th>Compiled Piano Proficiency Data for 2015-2017</th> <th>1 Semester</th> <th>2 Semesters</th> <th>3 Semesters</th> <th>4 Semesters</th> <th>5 Semesters</th> <th>6 Semesters</th> </tr> </thead> <tbody> <tr> <td>Level 1 Completion (30 total students)</td> <td>2 (7%)</td> <td>17 (57%)</td> <td>10 (33%)</td> <td>1 (3%)</td> <td></td> <td></td> </tr> <tr> <td>Level 2 Completion (8 total students)</td> <td>0</td> <td>3 (38%)</td> <td>3 (38%)</td> <td>0</td> <td>1 (12.5%)</td> <td>2 (25%)</td> </tr> </tbody> </table> <p>One student in the above time period did not complete the proficiencies prior to graduation. The department is gathering data to determine an appropriate target for completion. Ideally most students would complete both proficiencies in 4-5 semesters. All students should complete proficiencies prior to graduation.</p>	Compiled Piano Proficiency Data for 2015-2017	1 Semester	2 Semesters	3 Semesters	4 Semesters	5 Semesters	6 Semesters	Level 1 Completion (30 total students)	2 (7%)	17 (57%)	10 (33%)	1 (3%)			Level 2 Completion (8 total students)	0	3 (38%)	3 (38%)	0	1 (12.5%)	2 (25%)		
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SLO 3: <b>Demonstrate the skills and knowledge for entry level professional activities and/or graduate study in music.</b>	Method 1: MFT		Findings Method 1: See above.	Method 1 and 2: No further action required.  Method 3: Data for new measure to be implemented in 2018-19.																																				
	Method 2: Senior Recital		Findings Method 2: See Above.																																					
	Method 3: Compilation of exams/project grades from core courses (New measure)	75% Average of exams (to be re-evaluated once data is available)	Recommendation for new measure- compilation of key assignments or final exam grades from these courses – Theory III/IV (final exam), SSET III (final exam), Music History I/II (final exam), Orchestration (final exam and project).																																					
SLO 4: <b>Demonstrate the skills necessary to effectively teach music in elementary and secondary schools.</b>	Method 1: OAE test scores	Passing score	Findings Method 1:  <table border="1"> <thead> <tr> <th>Examinee Name / SSN</th> <th>Test</th> <th>Grad or Undergrad</th> <th>Major</th> <th>Test Date</th> <th>P/F Status</th> <th>Total Scaled Score</th> </tr> </thead> <tbody> <tr> <td>DeWalt, Nicholas (XXX-X4-5262)</td> <td>APK: Multi-Age (PK-12) (09/13-Present)</td> <td>Undergrad</td> <td>MED</td> <td>2016-08-11</td> <td>P</td> <td>258</td> </tr> <tr> <td>DeWalt, Nicholas (XXX-X4-5262)</td> <td>Music (09/13-Present)</td> <td>Undergrad</td> <td>MED</td> <td>2016-08-23</td> <td>P</td> <td>231</td> </tr> <tr> <td>Thomas, Audra (XXX-X4-9508)</td> <td>APK: Multi-Age (PK-12) (09/13-Present)</td> <td>Undergrad</td> <td>MED</td> <td>2015-12-22</td> <td>P</td> <td>265</td> </tr> <tr> <td>Thomas, Audra (XXX-X4-9508)</td> <td>Music (09/13-Present)</td> <td>Undergrad</td> <td>MED</td> <td>2016-01-05</td> <td>P</td> <td>240</td> </tr> </tbody> </table> <p>Notes: All candidates passed these exams. The department is also evaluating how often a candidate must retake an exam in order to pass. These students passed the exams the first time. The department is in the process of reviewing additional data from these exams from the last five years.</p>	Examinee Name / SSN	Test	Grad or Undergrad	Major	Test Date	P/F Status	Total Scaled Score	DeWalt, Nicholas (XXX-X4-5262)	APK: Multi-Age (PK-12) (09/13-Present)	Undergrad	MED	2016-08-11	P	258	DeWalt, Nicholas (XXX-X4-5262)	Music (09/13-Present)	Undergrad	MED	2016-08-23	P	231	Thomas, Audra (XXX-X4-9508)	APK: Multi-Age (PK-12) (09/13-Present)	Undergrad	MED	2015-12-22	P	265	Thomas, Audra (XXX-X4-9508)	Music (09/13-Present)	Undergrad	MED	2016-01-05	P	240	Action 1: Information gained from the teaching candidate profiles and evaluations indicated the need for more emphasis in the area of classroom management. This was discussed in the TEC council and an additional field placement was added to EDU3043.  Action 2: Review of this SLO has shown the need to add two new measures of assessment. One related to conducting and one related to instrumental methods. These new assessment measures will be implemented for 2018-2019.	Action 1: 2017-2018
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THIS SLO AND MEASURES ARE FOR EDUCATION STUDENTS ONLY.	Method 2: Student Teaching Candidate Profile	Overall Score: 3.0 Average or better	<table border="1"> <thead> <tr> <th>Student Name</th> <th>Student Number</th> <th>Overall Score</th> </tr> </thead> <tbody> <tr> <td>Thomas, Audra</td> <td>408306</td> <td>3.2</td> </tr> <tr> <td>DeWalt, Nicholas</td> <td>383230</td> <td>3.4</td> </tr> <tr> <td>Woodward Grist, Joanna</td> <td>485818</td> <td>3.1</td> </tr> <tr> <td>Criterion Means</td> <td></td> <td>3.23</td> </tr> </tbody> </table> <p>Notes: The teacher candidate profile provides data on 25 individual measures of student outcomes. It has been noted that use of technology in the classroom is an area that warrants additional emphasis. The department will continue to gather data on these various measures as candidates are evaluated each year.</p>	Student Name	Student Number	Overall Score	Thomas, Audra	408306	3.2	DeWalt, Nicholas	383230	3.4	Woodward Grist, Joanna	485818	3.1	Criterion Means		3.23																						
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	Method 3: Skill assessment for Conducting (New Measure)	TBD once data is available	Findings Method 2: Skill assessment for Conducting (Based on 3-4 key criteria – i.e. technique, musicianship, presence, evidence of score knowledge for evaluation on final exams)		Action 3: 2018-19
	Method 4: Methods playing exams (New measure)	An average of proficient (80%) of all scores	Findings Method 3: Compile playing exams across the four methods courses, plus the final grade for voice class (instrumental only) or applied piano (vocal only). Target: a "B" average (proficient score) for all exams/grades.		Action 4: 2018-19
<b>SLO 5: Obtain the tools and missional mindset to effectively serve within the church and society through music.</b>  <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>THIS SLO AND MEASURES ARE FOR MUSIC AND WORSHIP MAJORS.</p> </div>	Method 1: Senior Recital	TBD after evaluation of data provided by new rubrics	Findings Method 1: Changes implemented. New reflection and instructor evaluation implemented. New data will be available at the end of 2017-18 academic year and reported in annual report.	Action Method 1: Changed the expectations for the M&W major recital to include the option of a worship component to the recital. This has been very positively received.	Action 1: Completed 2016
	Method 2: Internship	NA	Findings Method 2: Internships are evaluated with a matrix of the following measures: Book reports, Article summaries, Activity log, Reflection paper (by the students), the Church supervisor evaluation, and MVNU faculty evaluation.  Evaluations of recent interns have been strong in most or all of these areas. The church supervisors' evaluation is key, and have been strong with regard to the students' preparation prior to the internship, and their progress throughout the process.	Action Method 2: No further action at this time.  Action Method 3: Dr. Tocheff will develop new exam questions for this component to the MFT with input from the various instructors teaching the core curriculum for the M/W track.	Action 3: 2018-19.
	Method 3: Component to the MFT for M&W only.	TBD	Findings Method 3: Update to measure needed. Since the revision of the music and worship track, M/W majors have taken the MFT without a component of the exam specifically for the M/W majors. This component of the test became obsolete following the track's revision in 2012. However, M/W majors are only required to take one Music History. This negatively impacts their score on the MFT. It has been determined that a new revised component for M/W majors should be re-implemented for better evaluation of this track.		

Other assessment measures:

1. Annual review of core classes (to be report annually in the department report)

Review cycle of courses

- Music Theory (annually)
- Student Teachers/Internships (annually)
- Music History (biannually)
- Conducting and Adv. Conducting (biannually – 3 courses)
- Orchestration (biannually)
- Method courses (biannually)
- Intro to Music and Worship (once per sequence)