Program Music Education

Unit Outcomes T1. Admissions will complement recruitment efforts of diversifying WA teacher workforce

Indicators
A. Enrollment
B. Diversity/Military
C. Rate of Acceptance
D. WEST B Math
E. WEST B Reading
F. WEST B Writing
G. Disposition Inventory (DI)

Expected Performance Level (Criterion)
A. Enrollment numbers are maintained
B. 40% of our candidates will represent underrepresented populations including military
C. 75% of all applicants will be accepted into the program
D. 90% will achieve 240 on Math
E. 90% will achieve 240 on Reading
F. 90% will achieve 240 on Writing
G. 100% of Program Candidates will complete the DI

Indicator/Performance Level Reported By / When do assessments take place? Term / Dates
A. OREA / Program / Fall Quarter November 1 and December 15
B. OREA / Program / Fall Quarter November 1 and December 15
C. OREA / IR / Program / Program / Fall Quarter November 1 and December 15
D. Pearson/ All Quarters
E. Pearson/ All Quarters
F. Pearson/ All Quarters
G. OREA / Program / Fall Quarter November 1and December 15

A Met Criterion
B Below Criterion
C Met Criterion
D Surpassed Criterion
E Surpassed Criterion
F
With regard to enrollment, admission, WEST-B, and disposition inventory, we appear to be on target in attracting and admitting well-qualified candidates. It has been rare for a music candidate to struggle with the WEST-B, so the new policy of accepting SAT/ACT scores will likely be a benefit to these students.

Diversity has increased over 2011-12 (10.8% up to 12.9%) and is near the CTL mean of 13.6%, yet remains below the target level. We have hired a departmental advising/recruiting specialist and will be working with her on targeted regional recruiting in under-represented communities. In addition, we will be involved with Compass 2 Campus and community college partnerships to increase the visibility of CWU music among populations of interest. We are partnering with YAMA (Yakima Music en Accion), an El Sistema-inspired community music program in Yakima, to reach underserved students and provide a community music program, teaching artists, and support system which we anticipate will result in many of these students excelling in music through secondary education and seeking higher education.

Budget/Resource Analysis The investment in a full-time recruiting/retention/advising specialist will be a great help in coordinating and streamlining all aspects of program recruiting and admission. We will work with department and CTL structures to seek other opportunities and faculty workload/release time to refine our efforts to recruit and support a diverse student body.

UNIVERSITY OBJECTIVE 1.1: T2 Retention

Unit Outcomes Retention efforts will enable candidates to complete this program of study successfully in a timely manner, and prepare highly qualified graduates ready to assume needed positions in the teacher workforce.

Indicators
- A. CTL Standards
- B. Time to Completion
- C. Portfolio Submission

Expected Performance Level (Criterion)
- A. 90% Met 2008 Standards (3 on a 5 point scale)
- B. Time to completion = 9 quarters
- C. 90% are completing a Program and PEP core portfolio

Indicator/Performance Level Reported By / When do assessments take place? Term / Dates
- A. OREA and Program / Fall Quarter October 1 and December 1
- B. OREA and Program / Fall Quarter October 1 and December 1
- C. OREA and Program / Fall Quarter October 1 and December 1

A
Exceeded Criterion B
Below
Criterion
C Below Criterion
Interpretations/Key Strategies/Initiatives Students in the music program appear to be meeting and exceeding CTL content standards as measured by rubrics in the program portfolio.

We are aware of the need to minimize avoidable barriers to on-time graduation, and have created 4- and 5-year degree plans, updated advising sheets, instituted group advising sessions, and hired a dedicated department advising specialist in order to monitor and intervene when students are at-risk.
Given the credit demands of NASM accreditation and PESB requirements, we are developing discipline-specific courses which we hope to integrate into the program in order to streamline content and delivery.

We believe 100% of music education students purchase LiveText and all of them complete required artifacts in MUS 323, 325, and 329. We have no information regarding the professional core courses and their requirements and procedures for production of a portfolio (we do not require a music portfolio), and are unsure as to how we in the department can address the reported rate of portfolio completion.

Budget/Resource Analysis Apart from the expense of a new staff position, further refinements are unlikely to have additional direct expense. Faculty workload to cover new music education courses will come from re-allocation of workload from advising. If courses are substitutable for courses in the teacher education program, some FTE may shift from EDF courses to MUS courses. This will be clearer as the curriculum process develops.

In last year's report, we noted occasional problematic scheduling conflicts between EDF courses and required music courses, particularly ensembles, as well as the difficulties created by "long block" EDF courses in general. It seems this situation has not gotten worse, and we will continue to communicate with the EDF chair to keep the issue on the agenda.
UNIVERSITY OBJECTIVE 1.1: T3 Student Teaching

Unit Outcomes  Student Teaching provides candidates a diverse culminating experience where program content-pedagogy is synthesized and tested in real classrooms.

Indicators
A. Candidates are ensured placements in school settings that are highly diverse during student teaching
B. Final Student Teaching Evaluation (FSTE)
C. Disposition Inventory
D. WTPA

Expected Performance Level (Criterion)
A. 50% are placed in highly diverse settings
B. 80% will Meet the Standards averaging 3 point or better on the 10 FSTE rubrics
C. 100% will demonstrate a positive change on all four domains of the DI
D. 80% will Average of 3 or better across 15 testing domains on the WTPA

Indicator/Performance Level Reported By / When do assessments take place? Term / Dates
A. Office of Field Experiences (OFE) / All Quarters
B. OFE / All Quarters
C. OREA / All Quarters
D. Pearson / All Quarters

A Below Criterion
B Surpass ed
C Surpass ed
D Met

Interpretations/Key Strategies/Initiatives  It is difficult to address the specific percentage of students in highly-diverse student teaching settings based on the available data. It appears that the mean School Diversity Index of music placements is below that of the CTL as a whole. The primary considerations for placement recommendations made by the music department to the Placement Office are the characteristics of the proposed mentor teacher and music program, viewed through the best interest of the student in supporting and extending their teaching skill. We will be attentive to the diversity of the school setting in developing these recommendations, and it is likely that we can improve on this indicator. As noted last year, we would like to hire additional field supervisors with music specializations in areas like the Yakima Valley and South King/Pierce Counties.

Music students appear to be meeting and exceeding expectations in the Final Student Teaching Evaluation and the Disposition Inventory. In the edTPA pilot, music students would have had an 83% pass rate based on the 2013 cut score of 35. A target of 3 on each rubric as stated in the expected performance level, would result in a total score of 45. We
suggest that this expected performance level be adjusted to reflect the current state cut score of 35.

Budget/Resource Analysis  Our main priority is to revisit methods classes within the department to maximize opportunities to present and reinforce elements of the edTPA. We will also continue to work with EDF faculty and field supervisors to monitor student performance relative to the demands of the edTPA. The primary resource required for this work is faculty workload and time within a limited number of available class hours.

**UNIVERSITY OBJECTIVE 1.1: T4 Program Completion**

Unit Outcomes  Graduation and Certification of program candidates will occur in a timely manner. Indicators

A. Graduation  
B. Time to Degree  
C. WEST E scores  
D. Certification Rate

Expected Performance Level (Criterion)  
A. 85% will graduate  
B. 90% of the candidates will complete the program on-time  
C. 80% will Pass their Major Content Test (WEST-E) in their content area on their first attempt  
D. 90% receive a first time residency certificate

Indicator/Performance Level Reported By / When do assessments take place? Term / Dates  
A. Safari CAPS / Continuously  
B. OREA/ IR / Summer Quarter  
C. Pearson / All Quarters  
D. Certification Office (CO) / Fall Quarter / November1 /December 15

A N/A  
B Below Criterion  
C Exceeded Criterion  
D Below Criterion

Interpretations/Key Strategies/Initiatives  We do not currently have data addressing the percentage of students who declare the major or are admitted to the Teacher Education Program actually complete the program.

At 88% on-time graduation, we are only slightly below the target of 90%. We will continue to monitor this rate, and the impact of advising initiatives mentioned earlier.

Music students show a first-time pass rate on the WEST-E of 96%, above the CTL mean and the target.
According to available data, 82% of music graduates obtained their residence certificate below the target of 90%. Some students may delay certification in lieu of performance or graduate school plans. We will look at the list of 2012-13 graduates and attempt to determine who may have deferred certification and for what reason.

Budget/Resource Analysis There are no direct financial or resource impacts for this indicator.

UNIVERSITY OBJECTIVE 1.1: T5 Post-Graduation

Unit Outcomes The program prepares highly qualified and satisfied members of the teaching community
Indicators
A. First Year Placement
B. Third Year Placement
C. Employment retention
D. Alumni Satisfaction Survey (Coursework)
E. Alumni Satisfaction Survey (Strategies and Assessment)
F. Alumni Satisfaction Survey (Student Teaching)
G. Alumni Satisfaction Survey (Difference in coursework and Student Teaching)

Expected Performance Level (Criterion)
A. 50% of the program’s graduates will find teaching jobs within the 1st year after certification
B. 70% of the program’s graduates will find teaching jobs within 3 years after certification
C. 80% of the graduates hired will remain teaching after five years
D. Satisfaction with “Coursework Relevance” indicated by a 3.5 or better
E. Satisfaction with “Strategies and Assessment” indicated by a 4 or better
F. Satisfaction with “Student Teaching Feedback” indicated by a 4 or better
G. Coherence with “coursework and student teaching” indicated by a 3 or lower

Indicator/Performance Level Reported By / When do assessments take place? Term / Dates
A. OREA / Fall Quarter/ November 1
B. OREA Fall Quarter / November 1/ Programs /December 15
C. OREA Fall Quarter / November 1/ Programs /December 15
D. OREA Fall Quarter / November 1/ Programs /December 15
E. OREA Fall Quarter / November 1/ Programs /December 15
F. OREA Fall Quarter / November 1/ Programs /December 15
G. OREA Fall Quarter / November 1/ Programs /December 15

A Met Criterion
B Met Criterion
C N/A
D N/A
E N/A
F N/A
G N/A

Interpretations/Key Strategies/Initiatives One, three, and five year employment data proved difficult for us to interpret, although it appears that after a dip in 2011, the number of first-year hires has increased to a new five-year high. It is our opinion, based on anecdotal evidence, that music candidates seeking employment have been quite successful in getting it, and tend to remain employed and advancing in their careers. Many have
returned as part of our summer MM cohort. We will work with our department advisor to develop an alumni database and other post-graduation outreach efforts as part of our general department development strategy.

Post-graduation survey data for items D-G were not available at the time of this report.

Budget/Resource Analysis   Staff workload and time to develop music education alumni database.

**UNIVERSITY OBJECTIVE 1.2: Enhance the Effectiveness of Student Support Services**

Unit Outcomes

A. Faculty annually review effectiveness of field placements, mentoring, and mentor training
B. The Program reviews student satisfaction with advising
C. The Program faculty monitor, discuss, and collectively report on academic support improvements in the program and curriculum

Indicators

A. Field Placement documentation
B. New Teacher Survey results
C. Faculty meeting minutes and annual reports

Expected Performance Level (Criterion)

A. Field placement data show 80% of Program candidates’ score a level 3 or better on field placement rubrics
B. Survey results show improvements in satisfaction
C. Programs attempt to make one improvement annually

Indicator/Performance Level Reported By / When do assessments take place? Term / Dates

A. OFE and OREA Fall Quarter / November 1/ Programs /December 15
B. OREA Fall Quarter / November 1/ Programs /December 15
C. OREA Fall Quarter /November 1/ Programs /December 15

A Met Criterion
B N/A
C Met Criterion

Interpretations/Key Strategies/Initiatives Data from EFC 330 was not available; however, music department faculty are unaware of any problems or issues. Students are performing above target on Final Student Teaching Evaluations and the edTPA.

Data from the New Teacher Survey was not available at the time of this report.

The primary program improvement for the period of review was the implementation of
revised methods course assignments aligned with the edTPA, and a general focus on edTPA in terms of our program planning and assessment. We also successfully hired a department advisor, and are transitioning faculty advising duties to her. As a consistent and centrally located resource for students, we anticipate many benefits.

Budget/Resource Analysis None at this time.

UNIVERSITY OBJECTIVE 2.1: Enhance the Environment of Inclusiveness for Faculty, Staff, and Students

Unit Outcomes

A. The Program seeks input from groups of underrepresented groups to inform recruitment and retention practices
B. Programs demonstrate the dispositions of a professional educator
C. Address the state and partner districts’ goals for diversifying the workplace

Indicators

A. Professional Development
B. CTL Disposition Inventory analysis
C. District Placements

Expected Performance Level (Criterion)

A. The Program offers one professional development opportunity per year to faculty learn more about equity pedagogy from different underrepresented groups
B. Candidates’ post-test scores have positively improved by .10 on all four domains
C. Graduates represent 35% diversity (including military)

Indicator/Performance Level Reported By / When do assessments take place? Term / Dates

A. Program / Fall Quarter / December 1
B. OREA and Program / Fall Quarter / November 1 and December 15
C. OREA and Program / Fall Quarter / November 1 and December 15

A Met Criterion
B Below Criterion
C N/A

Interpretations/Key Strategies/Initiatives The music education area coordinator participated in CTL professional development activities related to diversity, and is the liaison for these activities to department faculty. Materials and resources are retained in the department.

Consistent with last year, Domain 1 (.09 change) and Domain 3 (.05 change) remain below the target of .10 change. These domains include student recognition of teaching as "scholarly and collaborative" professional pursuit, and "need to be self-reflective practitioners." We will endeavor to interpret these dispositions and identify whether/how activities within the music degree program can further support them.
Data on graduate diversity was not available, but given the current student population, is likely below 35%. It may be warranted to develop program-specific targets (we note that the targets increased from 20 to 40% for admission, and 20 to 35% for graduation between 11-12 and 12-13).

Budget/Resource Analysis  The same targeted recruiting and retention efforts mentioned in previous sections apply here.

**UNIVERSITY OBJECTIVE 2.2: Increase Faculty, Staff, and Student Diversity by Active Programs of Recruitment and Retention for Members of Underrepresented Groups**

Unit Outcomes

A. Faculty seek highly qualified faculty members (attention to diversifying the faculty) to join the Program  
B. Program actively recruits and admits underrepresented candidates

Indicators

A. Program Faculty Demographic Trends  
B. Program Candidate Demographic Trends

Expected Performance Level (Criterion)

A. The Program increased or maintained its highly qualified diverse faculty over the past five years  
B. 30% of Program candidates are from cultures other than Caucasian

Indicator/Performance Level Reported By / When do assessments take place? Term / Dates

A. OREA and Program / Fall Quarter / November 1 and December 15  
B. OREA and Program / Fall Quarter / November 1 and December 15

A. Met Criterion  
B. Below Criterion

Interpretations/Key Strategies/Initiatives  We have had no faculty changes in the last five years.

Prior commentary and initiatives regarding targeted recruiting and retention apply. We would encourage an examination of these targets (are they realistic? are they applicable to every program?)

Budget/Resource Analysis  Prior commentary applies.

**UNIVERSITY OBJECTIVE 2.3: Ensure that CWU has an Inclusive and Diverse Curriculum**

Unit Outcomes  A. Candidates demonstrate cultural competence using Program Portfolios
B. Field experiences are integrated throughout the preparation program and provide opportunity to plan, practice and reflect on methods of instruction and differentiation
C. Field experiences provide opportunity to work in communities or with populations dissimilar to the background of the candidate

Indicators
A. PEP and Program Portfolio Data on CDMS
B. Field Experience Data on CDMS
C. Diversity Index Data on CDMS

Expected Performance Level (Criterion)
A. The Program requires candidates to substantiate cultural competence by scoring a 3 or better on CTL Standard 1.3 using a portfolio 85% of the time
B. Field Experience data demonstrate 100 hours of embedded practice that includes assessed reflections on instruction and differentiation
C. The diversity index illustrated that 80% of Program candidates have had a experience in a classroom dissimilar to their own background

Indicator/Performance Level Reported By / When do assessments take place? Term / Dates
A. OREA and Program / Fall Quarter / October 1 and December 1
B. OREA and Program / Fall Quarter / October 1 and December 1
C. OREA and Program / Fall Quarter / October 1 and December 1

A Met Criterion
B Met Criterion
C N/A

Interpretations/Key Strategies/Initiatives
Music candidates appear to meet or exceed the criteria for CTL standard 1.3, and to meet the requirements of EDF field experiences. There are no additional field experiences within the music major, primarily due to credit loads and faculty workloads.

It is difficult to interpret the diversity index as requested, as a percentage of candidates that have had an experience dissimilar to their own background. As mentioned earlier, we will continue to work with the Office of Field Experiences in determining the optimal placement on a case-by-case basis.

Budget/Resource Analysis
Increased flexibility and communication with Office of Field Experiences with regard to the particular placement options and opportunities in quality music programs that represent diversity.

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