



**PREPARING  
EXEMPLARY  
PRACTITIONERS** | FIELD-BASED  
INQUIRY  
PROFESSIONAL  
EXCELLENCE  
BETTERMENT  
OF SOCIETY  
Adaptive • Proactive • Decisive • Leading • Reflective • Inquisitive  
Knowledgeable • Collaborative • Empathetic • Culturally Sensitive

## PROGRAM DATA REPORT

### *MUSIC*

THE UNIVERSITY OF WEST GEORGIA

2012-13

PREPARED BY

STEPHANIE SIEGEL, ASSESSMENT PROGRAM SPECIALIST

# Program Admissions/Production Information

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Table 1\*  
AY13 Admissions by Degree Type (N=37)

<b>B.M.</b>	<b>Non-Degree</b>	<b>M.M.U.S.</b>
24	3	10

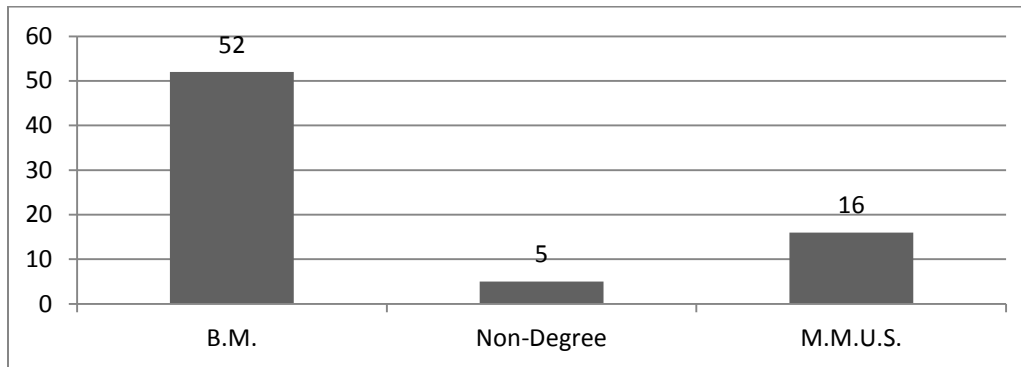
\*Banner Report ED2740

Table 2\*  
AY13 Completers by Degree Type (N=2)

<b>B.M.</b>	<b>Non-Degree</b>	<b>M.M.U.S.</b>
1	1	0

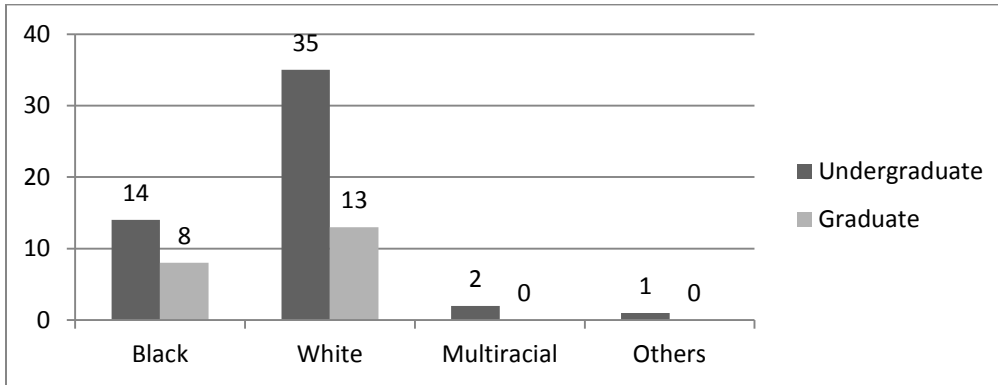
\* Program Vitality Report

Figure 1\*  
Active Majors by Degree (N=73)



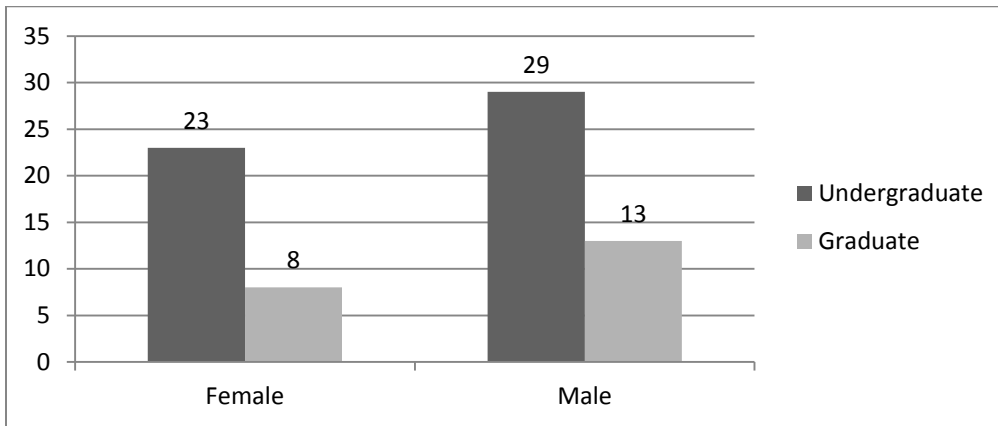
\* Banner Report ED2505

Figure 2\*  
Race (N=73)



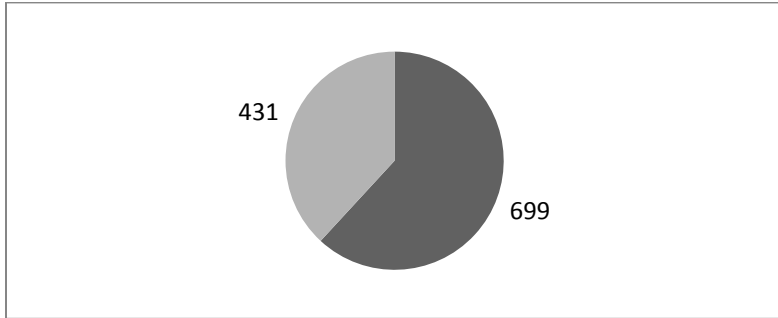
\* Banner Report ED2505

Figure 3\*  
Gender (N=73)



\*Banner Report 2505

Figure 4\*  
Credit Hour Production-All SEED Courses (N=1130)



\* Banner Report ED2270

Table 3\*  
Average SAT Scores- Undergraduate Active Majors (N=39)

Test	Score
SAT-Verbal	515
SAT-Mathematics	512
Both Tests Average Total	1027

\* Banner Report ED2505

Table 4\*  
Average ACT Scores- Undergraduate Active Majors (N=19)

Test	Score
ACT-Verbal	21
ACT-Mathematics	21
Both Tests Average Total	42

\* Banner Report ED2505

Table 5\*

Average GRE Scores- Graduate Active Majors (N=1)

<b>Test</b>	<b>Score</b>
GRE-Verbal	500
GRE-Mathematics	640
Both Tests Average Total	1140

\* Banner Report ED2505

# Assessment Results: B.M.

## Learning Outcomes Report

**STANDARD BODY :** COE - Student Learning Outcomes as Standards

**COE - Student Learning Outcomes as Standards**

Music Bachelor's

Objective 6: Candidates must demonstrate an understanding of evaluative techniques and ability to apply them in assessing both the musical progress of students and the objectives and procedures of the curriculum.

Outcome 1: Candidates must demonstrate ability to teach music at various levels to different age groups and in a variety of classroom and ensemble settings in ways that develop knowledge of how music works syntactically as a communication medium and developmentally as an agent of civilization.

Outcome 2: Candidates must demonstrate an understanding of child growth and development and an understanding of principles of learning as they relate to music.

Outcome 3: Candidates must demonstrate the ability to assess aptitudes, experiential backgrounds, orientations of individuals and groups of students, and the nature of subject matter, and to plan educational programs to meet assessed needs.

Outcome 4: Candidates must demonstrate knowledge of current methods, materials, and repertoires available in various fields and levels of music education appropriate to the teaching specialization.

Outcome 5: Candidates must demonstrate the ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations.

**ASSESSMENT TEMPLATE :** MUSC B.M. Rubric

**SECTION :** MUSC B.M. Rubric

**QUESTION :** Rubric

Rubric	# Unacceptable	% Unacceptable	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Average
_	0	0%	3	30%	2	20%	5	50%	2	16.67%	10	3.25
<b>Total/Percentage</b>	0	0%	3	30%	2	20%	5	50%	2	16.67%	10	

## Dispositions, Impact on Student Learning, and Intern Keys Instruments

Table 6\*:  
COE Dispositions Rubric (N=2)

Dispositions	% Unacceptable	% Developing	% Proficient	% Exemplary	% No Response	Mean
Professionalism: Punctuality	0%	0%	0%	100%	0%	4
Professionalism: Preparation	0%	0%	0%	100%	0%	4
Professionalism: Professional Demeanor	0%	0%	0%	100%	0%	4
Professionalism: Responsive and Adaptive	0%	0%	0%	100%	0%	4
Professionalism: Ethical and Honest	0%	0%	0%	100%	0%	4
Communication: Verbal Communication	0%	0%	50%	50%	0%	3.5
Communication: Written Communication	0%	0%	0%	100%	0%	4
Belief that all can Learn: Respects Individual Differences	0%	0%	0%	100%	0%	4
Fairness: Equity in all Settings	0%	0%	0%	100%	0%	4
Collaboration: Interactions with Others	0%	0%	0%	100%	0%	4
Total/Percentage	0%	0%	5%	95%	0%	

\*Tk20 Report FIELD EXPERIENCE 007: Aggregate Report on Field Experience Assessments

Table 7\*:  
COE Impact on Student Learning Rubric (N=2)

Rubric	% Unacceptable	% Developing	% Proficient	% Exemplary	% No Response	Mean
Planning	0%	0%	0%	100%	0%	4
Instructional Methods	0%	0%	50%	50%	0%	3.5
Differentiation	0%	0%	50%	50%	0%	3.5
Assessment	0%	0%	50%	50%	0%	3.5
Total/Percentage	0%	0%	37.5%	62.5%	0%	

\*Tk20 Report FIELD EXPERIENCE 007: Aggregate Report on Field Experience Assessments

Table 8\*:  
COE Intern Keys Final Rubric (N=2)

<b>Performance Standard 1: Professional Knowledge</b>	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>% No Response</b>	<b>Mean</b>
1.1 Addresses appropriate curriculum standards and integrates key content elements	0%	0%	100%	0%	0%	3
1.2 Facilitates students' use of higher-level thinking skills in instruction	0%	0%	50%	50%	0%	3.5
1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.	0%	0%	50%	50%	0%	3.5
1.4 Demonstrates accurate, deep, and current knowledge of subject matter.	0%	0%	0%	100%	0%	4
1.5 Exhibits pedagogical skills relevant to the subject area(s) taught and best practice based on current research.	0%	0%	0%	100%	0%	4
1.6 Bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum.	0%	0%	0%	100%	0%	4
1.7 Displays an understanding of the intellectual, social, emotional, and physical development of the age group.	0%	0%	50%	50%	0%	3.5
Total/Percentage	0%	0%	35.71%	64.29%	0%	
<b>Performance Standard 2: Instructional Planning</b>	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>% No Response</b>	<b>Mean</b>
2.1 Analyzes and uses student learning data to inform planning.	0%	0%	0%	100%	0%	4
2.2 Plans instruction effectively for content mastery, pacing, and transitions.	0%	0%	100%	0%	0%	3
2.3 Plans for differentiated instruction.	0%	0%	0%	100%	0%	4
2.4 Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs.	0%	0%	100%	0%	0%	3
Total/Percentage	0%	0%	50%	50%	0%	
<b>Performance Standard 3: Instructional Strategies</b>	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>% No Response</b>	<b>Mean</b>
3.1 Engages students in active learning and maintains interests.	0%	0%	50%	50%	0%	3.5
3.2 Builds upon students' existing knowledge and skills.	0%	0%	100%	0%	0%	3
3.3 Reinforces learning goals consistently throughout the lesson.	0%	0%	50%	50%	0%	3.5
3.4 Effectively uses appropriate instructional technology to enhance student learning.	0%	0%	100%	0%	0%	3
3.5 Communicates and presents material clearly, and checks for understanding.	0%	0%	50%	50%	0%	3.5
Total/Percentage	0%	0%	70%	30%	0%	
<b>Performance Standard 4: Differentiated Instruction</b>	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>% No Response</b>	<b>Mean</b>



4.1 Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.	0%	0%	50%	50%	0%	3.5
4.2 Provides remediation, enrichment, and acceleration to further student understanding of material.	0%	0%	50%	50%	0%	3.5
4.3 Uses flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals.	0%	0%	100%	0%	0%	3
Total/Percentage	0%	0%	66.67%	33.33%	0%	
<b>Performance Standards 5 and 6: Assessment Strategies and Uses</b>	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>% No Response</b>	<b>Mean</b>
5.1 Uses assessment techniques that are appropriate for the developmental level of students.	0%	0%	50%	50%	0%	3.5
6.1 Uses diagnostic assessment data to develop learning goals for students, to differentiate instruction, and to document learning.	0%	0%	100%	0%	0%	3
6.2 Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives.	0%	0%	50%	50%	0%	3.5
6.3 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust instruction.	0%	0%	100%	0%	0%	3
6.4 Systematically analyzes and uses data to measure student progress, to design appropriate interventions, and to inform long- and short- term instructional decisions.	0%	0%	50%	50%	0%	3.5
6.5 Provides constructive and frequent feedback to students on their progress toward their learning goals.	0%	0%	0%	100%	0%	4
6.6 Teaches students how to self-assess and to use metacognitive strategies in support of lifelong learning.	0%	0%	100%	0%	0%	3
Total/Percentage	0%	0%	64.29%	35.71%	0%	
<b>Performance Standard 7: Positive Learning Environment</b>	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>% No Response</b>	<b>Mean</b>
7.1 Responds to disruptions in a timely, appropriate manner.	0%	0%	0%	100%	0%	4
7.2 Establishes clear expectations for classroom rules, routines, and procedures and enforces them consistently and appropriately.	0%	0%	0%	100%	0%	4
7.3 Models caring, fairness, respect, and enthusiasm for learning.	0%	0%	0%	100%	0%	4
7.4 Promotes a climate of trust and teamwork within the classroom.	0%	0%	0%	100%	0%	4
7.5 Promotes respect for and understanding of students' diversity, including – but not limited to – race, color, religion, sex, national origin, or diversity.	0%	0%	0%	100%	0%	4
7.6 Actively listens and pays attention to students' diversity, including – but not limited to – race, color, religion, sex, national origin, or diversity.	0%	0%	0%	100%	0%	4
7.7 Actively listens and pays attention to students' needs and responses.	0%	0%	0%	100%	0%	4
7.8 Arranges the classroom materials and resources to facilitate group and individual activities.	0%	0%	50%	50%	0%	3.5
Total/Percentage	0%	0%	6.25%	93.75%	0%	

<b>Performance Standard 8: Academically Challenging Environment</b>	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>% No Response</b>	<b>Mean</b>
8.1 Maximizes instructional time.	0%	0%	100%	0%	0%	3
8.2 Conveys the message that mistakes should be embraced as a valuable part of learning.	0%	0%	50%	50%	0%	3.5
8.3 Encourages productivity by providing students with appropriately challenging and relevant material and assignments.	0%	0%	50%	50%	0%	3.5
8.4 Provides transitions that minimize loss of instructional time.	0%	0%	100%	0%	0%	3
8.5 Provides academic rigor, encourages critical and creative thinking, and pushes students to achieve goals.	0%	0%	50%	50%	0%	3.5
8.6 Encourages students to explore new ideas and take academic risks.	0%	0%	100%	0%	0%	3
Total/Percentage	0%	0%	75%	25%	0%	
<b>Performance Standard 9: Professionalism</b>	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>% No Response</b>	<b>Mean</b>
9.1 Carries out duties in accordance with federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices.	0%	0%	0%	100%	0%	4
9.2 Maintains professional demeanor and behavior.	0%	0%	0%	100%	0%	4
9.3 Respects and maintains confidentiality.	0%	0%	0%	100%	0%	4
9.4 Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student learning and sets goals for improvement.	0%	0%	100%	0%	0%	3
9.5 Participates in ongoing professional growth activities based on identified areas for improvement.	0%	0%	100%	0%	0%	3
9.6 Demonstrates flexibility in adapting to school change.	0%	0%	0%	100%	0%	4
Total/Percentage	0%	0%	33.33%	66.67%	0%	
<b>Performance Standard 10: Communication</b>	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>% No Response</b>	<b>Mean</b>
10.1 Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment.	0%	0%	50%	50%	0%	3.5
10.2 Uses precise language, correct vocabulary, and grammar, and appropriate forms of oral and written communication.	0%	0%	0%	100%	0%	4
10.3 Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner.	0%	0%	0%	100%	0%	4
10.4 Adheres to school and district policies regarding communication of student information.	0%	0%	0%	100%	0%	4
10.5 In partnership with the classroom teacher, creates a climate of openness for parents, students, and other school professionals by demonstrating a collaborative and approachable style.	0%	0%	0%	100%	0%	4
10.6 Listens and responds with cultural awareness, empathy, and understanding to the voice of students.	0%	0%	0%	100%	0%	4

10.7 Uses modes of communication that are appropriate for a given situation.	0%	0%	100%	0%	0%	3
Total/Percentage	0%	0%	21.43%	78.57%	0%	

## GACE Content Test Results

Table 9\*

GACE Pass Rates

Test	Number Tested	Number Passed	Percent Passed
Music-I	11	11	100
Music-II	12	12	100

\* GACE Annual Program Provider Summary Report, 2011-2012

Table 10\*

Music Test I Results

Average Percent Correct-Institution	Average Percent Correct-Statewide	Subarea and Objective
83	81	SUBAREA 1: AURAL SKILLS
82	79	0001 Understand elements of melody and harmony in musical performances.
74	79	0002 Understand elements of rhythm, meter, texture, dynamics, and expressive qualities in musical performances.
98	95	0003 Understand elements of vocal and instrumental performance in musical performances.
86	79	0004 Understand the historical and cultural context of musical performances.
80	74	0005 Understand performance errors in musical performances.
74	80	SUBAREA 2: MUSIC THEORY
80	84	0006 Understand music notation and vocabulary.
69	83	0007 Understand the elements of melody and harmony.
75	81	0008 Understand the elements of rhythm, meter, and tempo.

Average Percent Correct-Institution	Average Percent Correct-Statewide	Subarea and Objective
70	72	0009 Understand music forms, structures, and styles.
76	78	SUBAREA 3: MUSIC CREATION
64	71	0010 Understand techniques used to improvise, compose, and arrange music.
94	92	0011 Understand strategies for evaluating musical performances and compositions.
67	68	0012 Understand the uses of technology in gathering information about music and in musical composition and performance.

\* GACE Annual Program Provider Summary Report, 2011-2012

Table 11\*  
Music Test II Results

Average Percent Correct-Institution	Average Percent Correct-Statewide	Subarea and Objective
71	72	SUBAREA 1: MUSIC HISTORY AND CULTURE
64	69	0013 Understand characteristics, composers, works, and historical and cultural background of Western music from the medieval period to 1750.
77	78	0014 Understand characteristics, composers, works, and historical and cultural background of Western music from 1750 to the present.
74	70	0015 Understand characteristics, composers, and historical and cultural background of music from Asia, Africa, the Middle East, and the Americas.
79	78	SUBAREA 2: MUSIC PERFORMANCE
78	78	0016 Understand vocal production and singing.
75	77	0017 Understand wind and string instruments.
92	86	0018 Understand keyboard and percussion instruments.
75	75	0019 Understand ensemble performance.
73	76	0020 Understand rehearsal techniques and conducting.
70	72	SUBAREA 3: FUNC. OF MUSIC & RELAT. W/ OTHER

Average Percent Correct-Institution	Average Percent Correct-Statewide	Subarea and Objective
		DISCIP.
76	78	0021 Understand functions of music and music professions.
65	67	0022 Understand relationships between music and the other arts.
71	74	0023 Understand relationships between music and other disciplines.

\* GACE Annual Program Provider Summary Report, 2011-2012

## Assessment Results: M.MUS.

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No data collected.