

**2010 – 2011 APSU Teacher Unit  
Annual Program Review (APR) Report**

**Directions**

All programs are required to complete the Annual Program Review as part of our NCATE review. Please submit the report electronically to **Dr. Carlette Hardin by September 15<sup>th</sup>**. Note: It is important that this is an analysis of the data, not just a report of what is in the data handbook. The following questions should be addressed in your report:

**I. Name of Program** Music K – 12

**II. Provide list of Reviewers**

Dr. Eric Branscome (Coordinator of Music Education),  
Dr. Douglas Rose (Music Department Chair),  
Mr. John Schnettler (Director Athletic Bands)  
Dr. Korre Foster (Director of Choral Activities),  
Cody Robinson (recent graduate, current Master of Music student)

**III. Program Description:**

The Department of a Music offers a Bachelor of Science (B.S.) or Bachelor of Arts (B.A.) with a K-12 music teaching license with vocal, keyboard, and instrumental specializations. Specific requirements for each specialization are available on the music department website (<http://www.apsu.edu/music/advising-majors>).

The Department offers Master of Music (M.M.) with a concentration in music education. Students may pursue a M.M. degree with a concentration in music education, and may also pursue initial licensure by completing six additional courses in education. Specific requirements for the M.M. concentration in music education (and music education with initial licensure) programs are available.

**IV. Changes in Program**

**What changes have you made to the program during the past year? What data drove the decision to change the program?**

- Extensive revision of the undergraduate music education program to reflect current NASM requirements, Tennessee Teacher Licensure Standards, Praxis requirements, APSU Teacher Education Standards, and Ready 2 Teach initiatives.
  - Program revisions were based on
    - Newly revised requirements as stated above
    - Review of music education students' Praxis scores from previous years
    - Review of Exit Interview comments of music education students from previous years

- New policies have been adopted to keep students from progressing to upper-levels of music study before they are ready (e.g. students cannot enroll in upper-level music education courses until they have passed their junior-level hearing).
- Music education coursework will need to add units pertaining to assessment, evaluation, and documentation:
  - The state-wide initiative of testing in the arts necessitates an increased focus on documentation of student growth in the arts through portfolio and formative and summative assessment measures.
  - The Teacher Performance Assessment (TPA) that replaces Milestone IV in the current academic year requires documentation of student growth through portfolio and formative and summative assessment measures.

## V. Program Strengths

From the data presented during the data retreat and other reports available to you, what are the identified strengths of this program?

- 100% of the music education graduates from 2011 – 2012 passed all praxis exams.
- Music students consistently receive “Exceeds Expectations” on Milestone IV reviews.
- Enrollment in music education courses is steadily increasing, indicating a growth in the program, and retention of upper-level students.
- Music education majors score consistently high marks (satisfactory to outstanding) in their evaluations (APSU Teacher Education Standards)
- Improvements have been made over the past two years to make music education students more aware of the Milestones, and Praxis requirements.
- The revised curriculum and policies are in place for the 2012 – 2013 academic year. Incoming students in the new curriculum should be more adequately prepared to meet new standards and career requirements prescribed by NASM, Tennessee Department of Education, and other initiatives described above.

## VI. Program Weaknesses

From the data presented during the data retreat and other reports available to you, what are the identified weaknesses of this program?

- Many of our junior and senior level students are still at Milestone I status because they have not attempted or passed Praxis I. Our department needs to be more consistent with encouraging and/or requiring students to complete these requirements in the freshmen and sophomore years.
- According to exit interview responses, the music education department needs to establish better lines of communication with the College of Education. Recent graduates suggest there has been considerable improvement in this area.
- According to exit interview responses, some music students do not understand the connection of certain EDUC classes to their careers as music educators. Music education faculty need to help music students understand these connections and adapt EDUC course content to fit music education expectations. Recent graduates suggest there has been considerable improvement in this area.

- While data from the Fall music education exit surveys were consistently among the highest marks, results from the spring semester were consistently lower than other program areas indicating that this group of students did not feel as prepared for their careers as their colleagues from other areas, or as their music colleagues from the previous semester.
- Comments from recent graduate: There are a lot of undergraduate music education courses that are cross-listed as graduate courses. As a result, a student who progresses directly from the undergraduate music education program into the Master of Music Education program experiences significant difficulty finding suitable courses that have not already been completed at the undergraduate level.

## VII. Assessment of Candidates

What do the summarized reports (portfolio review, milestone review, student teacher information, PRAXIS scores, program completion rates, exit surveys, employer survey, and graduate follow-up survey) data sets show about the performance of your candidates.

What specific short-term actions will be taken during the 2012 - 2013 academic year in order to improve candidate performance? What are the long-term action implications? Please specify tasks and timelines for planned actions.

- Only 25% of music students passed milestone 2 in the 2011-2012 year indicating that music students were either unprepared for the milestone, or that their academic work was not at the level it should have been. Failure to pass this milestone is primarily linked to students submitting milestone 2 application without passing Praxis 1.
  - Music education faculty are working more directly with the College of Education faculty to ensure music students' preparation for the Milestones.
    - A recent graduate reported: "For my generation, the Milestone 2 was the most difficult to complete because it was unclear about what was really needed in the artifacts. Also it was not required to be finished in EDUC 3070 so many of us [students] put it off until later."
  - Music education faculty will make students aware of the newly adopted Milestone II application process and establish policy that students should not apply for Milestone II until and unless they have satisfactorily completed all requirements.
  - In the 2012-2013 year, music education faculty will work directly with College of Education faculty to assess milestones for music education majors.
- All music students passed the Praxis exam. Average score in Music Pedagogy was 157, and average score in Music Content was 163 (an improvement over the 2011 – 2012 academic year).
  - Praxis study/tutoring sessions will be held throughout the year to ensure continued success of music students on the Praxis exams.
  - Long-term analysis of Praxis scores will also reveal the effectiveness of the new music education curriculum.

## **IX. Assessment of Program Operations**

**What do enrollment, exit survey, and graduate follow-up survey data sets show about the operations and quality of your program?**

- Data were obtained from eight graduating music education majors from the 2011 - 2012 academic year. However, information provided by this student was consistent with feedback from students in previous years. Comments regarding the quality of the program include:
  - Need to improve the relationship between the Department of Music and the College of Education. According to exit surveys “it has improved this [2011-2012] year.”
- A significant portion of the music education majors (75%) did not pass Milestone II in the fall 2010 semester.
  - Students should be encouraged and/or required to complete Praxis I in freshman or sophomore year. The newly established Milestone II application form should help improve pass rates.
- 100% the 2011-2012 music education graduates who applied for positions as music teachers were hired:
  - Alyssa Damus: Hazelwood Elementary School (Clarksville, TN)
  - Chris Johnston: Charlotte Middle School (Dickson Co)
  - Sarah Turner: Bridgeforth Middle School (Pulaski, TN)
  - Briana Larson: overseas
  - David Corder: Unknown
  - Cody Robinson: Currently pursuing MME at APSU
  - John Travis Bussell: (2011) Immaculate Conception School (Clarksville, TN)  
Currently pursuing MM at APSU
  - Elizabeth Bradshaw: Unknown
- The Master of Music in Music Education program needs revision to create and implement new courses specifically reserved for graduate-level students.

## **X. Summary of Proposed Changes**

**Based on the data provided, what changes are proposed for your program?**

- Continue to strengthen lines of communication between department of music and College of Education to implement and enforce consistent standards and curricular guidelines
- Consistent enforcement of College of Education Policies ensuring students are prepared to pass milestones before they submit application materials
- Praxis Study Sessions will be offered to prepare students for the new music Praxis exam.
- Transitions:

- Music students from Milestone IV to TPA
- Transit on into new Residency I schedule
- Transition students into new music education curriculum.
- Continue to strengthen the interdepartmental relations between the Department of Music and the College of Education to ensure music education majors are adequately prepared for successful completion of the Milestone Requirements.
- The music education coordinator will work in conjunction with music and music education faculty, the College of Graduate Studies, and other personnel to redesign the MME program so it is more of a distinct graduate program, rather than a series of cross-listed courses with the undergraduate program.

## **XI. Assessment System**

**What data do you need to better evaluate your candidates and/or program?**

- Praxis scores (music content) broken-down by category (History, Theory, Pedagogy, Performance [listening and written]).
- Job placement data from previous years
- Exit Interviews for years prior to 2010-2011.