

2012-2013
Ph.D. in Music Education
Academic Assessment Plan

College of Fine Arts
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Office of the Provost

*University of
Florida*

*Institutional
Assessment*

*Continuous Quality
Enhancement*

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Academic Assessment Plan for Ph.D. in Music Education

College of Fine Arts

A. Mission

Ph.D. in Music Education program graduates are prepared to assume careers as post-secondary teachers of music education or as professionals in allied fields. The degree challenges and focuses the advanced educator-scholar through a rigorous course of study in the classroom, laboratory, and rehearsal hall.

The Ph.D. in Music Education degree supports the college's primary mission to "to produce artists, performers, scholars, teachers, and practitioners who combine the qualities of academic and professional excellence" (College of Fine Arts Mission Statement).

The program supports the University of Florida mission to "to lead and serve the state of Florida, the nation and the world by pursuing and disseminating new knowledge while building upon the experiences of the past...to advance by strengthening the human condition and improving the quality of life." (University of Florida Mission Statement).

B. Student Learning Outcomes and Assessment Measures

SLO Type	Student Learning Outcome	Assessment Method	Degree Delivery
Knowledge	1. Identify and carry out a research project that is appropriate and contributes to the discipline of music education.	All students in this program will conceptualize, realize, and defend a dissertation. The student's supervisory committee will evaluate all dissertations according to established guidelines.	Campus
Knowledge	2. Synthesize and apply knowledge from the major area of emphasis, as well as from any pertinent secondary and cognate areas.	All students in this program must pass written and oral qualifying examinations. These examinations will be prepared and evaluated by the supervisory committee.	Campus
Skills	3. Demonstrate the ability to translate knowledge into practical application in teaching, research, and written scholarship.	Presentation of a dissertation as the capstone project of the degree. This project will be evaluated by a supervisory committee.	Campus

Skills	4. Identify and develop essential techniques of research and theory relevant to their area of expertise within the discipline.	Presentation of a dissertation as the capstone project of the degree. This project will be evaluated by a supervisory committee.	Campus
Professional Behavior	5. Develop ethical behaviors, cultural sensitivity, teamwork skills, collegiality, and communication skills relevant to working in the music education profession.	The student's supervisory committee will evaluate these behaviors during the written and/or oral examinations.	Campus

C. Research

Students in the Ph.D. in Music Education program will begin to develop a research agenda through a common core of analytical, pedagogical, and technical instruction, as well as specialized topic courses, preparing them for the demands of professional teaching, scholarly, and academic careers.

At or near the end of all required course work, each student will be evaluated through written and oral examinations, administered by the supervisory committee. These examinations are used to determine that the student has the requisite body of knowledge and technical skills to prepare and submit a written dissertation – the content of which represents a significant contribution to the field.

The specific nature of the research is dependent upon the area of specialization. Each student will review existing literature, define an area of inquiry, identify a specific topic for in-depth study, and delineate the methodology required to complete their research.

The dissertation is a culmination of the student's experiences throughout the program and serves as the primary source for assessment data. Once the dissertation is completed, students will defend the dissertation through a final oral examination before the supervisory committee.

D. Assessment Timeline

Program Master of Music

College of Fine Arts

SLO	Time of Assessment	Assessment Tool
Knowledge		
#1	Final Semester	Dissertation & Defense
#2	Prior to Candidacy	Written & Oral Comprehensive Examinations
Skills		
#3	Final Semester	Dissertation & Defense
#4	Final Semester	Dissertation & Defense
Professional Behavior		
#5	Prior to Candidacy	Written & Oral Comprehensive Examinations

E. Assessment Cycle

Assessment Cycle for: Master of Music College of Fine Arts
 Data Collection (C)
 Analysis and Interpretation (A)
 Program Review, Revision, and Dissemination (R)

SLOs	Year	12-13	13-14	14-15	15-16	16-17	17-18
Content Knowledge							
#1		A	R	C	A	R	C
#2		A	R	C	A	R	C
Skills							
#3		R	C	A	R	C	A
#4		R	C	A	R	C	A
Professional Behavior							
#5		C	A	R	C	A	R

F. Measurement Tools

SLO achievement will be assessed at two critical stages of the Ph.D. program: 1.) Written and oral qualifying examinations will be administered prior to the student's admission to candidacy. 2.) The dissertation and an oral defense of the dissertation will take place prior to conferring the degree. In both cases, the assessment will be performed by the student's supervisory committee. This committee is comprised of faculty members chosen for their area(s) of expertise and qualifications to evaluate the student's abilities and research.

SLOs pertaining to Knowledge will be directly assessed during both stages as students answer questions about general knowledge in the field, specific information about their dissertation and the methods they used to develop and prepare it. (A sample rubric for knowledge assessment can be found in Appendix A). Indirect program assessment will also be collected during the dissertation defense through the student's self-report on the extent and value of the educational experience and how these experiences contributed to their dissertation.

SLOs pertaining to Skills will be directly assessed through the dissertation and defense as the supervisory committee evaluates the relevance, depth of knowledge, technical expertise, and contribution to the field using guidelines appropriate to the area of specialization.

The SLO pertaining to Professional Behavior will be directly assessed during the qualifying oral examinations using guidelines appropriate to the area of specialization. The student will also offer a self-report on the level of professional preparation and guidance they received during the course of the program.

G. Assessment Oversight

Here, list the names and contact information of those who oversee the assessment process in your program. Add or delete rows as needed.

Name	Department Affiliation	Email Address	Phone Number
Dr. Margaret S. Mertz	Associate Dean, College of Fine Arts	mmertz@arts.ufl.edu	(352) 273-1484
Dr. John Duff	Director, School of Music	jduff@ufl.edu	(352) 392-8506
Dr. Charles W. Pickeral	Director of Operations, School of Music	cpickeral@ufl.edu	(352) 273-3165

APPENDIX A: Sample Rubric for Knowledge Assessment (SLOs 1 & 2)

Criteria	Unsatisfactory (0-1)	Developing (2-3)	Accomplished (4)	Exceptional (5)	SCORE
Identify and carry out a research project that is appropriate and contributes to the discipline of music education.	The dissertation demonstrates insufficient or inaccurate knowledge of the discipline and/or subject area. The project does not achieve a level of scholarship sufficient to fulfill the program requirements.	The dissertation demonstrates an adequate knowledge of the discipline and a promising exploration of the subject area. The dissertation shows the potential to contribute to the field of music education.	The dissertation demonstrates competency in the discipline and an in-depth exploration of the subject area. The dissertation contributes to the field of music education.	The dissertation demonstrates a thorough command of the discipline and mastery of the subject area. The dissertation makes a significant contribution to the field of music education.	
Synthesize and apply knowledge from the major area of emphasis, as well as from any pertinent secondary and cognate areas.	The student demonstrates little or no understanding of theoretical, contextual, and practical knowledge within the discipline and in their specific area of expertise.	The student demonstrates satisfactory understanding of theoretical, contextual, and practical knowledge within the discipline and in their specific area of expertise.	The student demonstrates competent understanding of theoretical, contextual, and practical knowledge within the discipline and in their specific area of expertise.	The student demonstrates mastery of theoretical, contextual, and practical knowledge within the discipline and in their specific area of expertise.	

Figure 1. University of Florida Graduate/Professional Program Assessment Plan Review Rubric

Related resources are found at <http://www.ua.assessment.edu>

Program:		Year:			Comments
Component	Criterion	Met	Partially Met	Not Met	
Mission Statement	Mission statement is articulated clearly.				
	The program mission clearly supports the College and University missions, and includes specific statements describing how it supports these missions.				
Student Learning Outcomes (SLOs) and Assessment Measures	SLOs are stated clearly.				
	SLOs focus on demonstration of student learning.				
	SLOs are measurable.				
	Measurements are appropriate for the SLO.				
Research	Research expectations for the program are clear, concise, and appropriate for the discipline.				
Assessment Map	The Assessment Map indicates the times in the program where the SLOs are assessed and measured.				
	The Assessment Map identifies the assessments used for each SLO.				
Assessment Cycle	The assessment cycle is clear.				
	All student learning outcomes are measured.				
	Data is collected at least once in the cycle.				
	The cycle includes a date or time period for data analysis and interpretation.				
	The cycle includes a date for planning improvement actions based on the data analysis.				
	The cycle includes a date for dissemination of results to the appropriate stakeholders.				

University of Florida Graduate/Professional Program Assessment Plan Review Rubric, continued

Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
Measurement Tools	Measurement tools are described clearly and concisely.				
	Measurements are appropriate for the SLOs.				
	Methods and procedures reflect an appropriate balance of direct and indirect methods.				
	The report presents examples of at least one measurement tool.				
Assessment Oversight	Appropriate personnel (coordinator, committee, etc.) charged with assessment responsibilities are identified				