

Band Studies MA

I. Student Digital Portfolios

Goal Description:

Third-year students will complete a comprehensive digital portfolio as a major project for MUSI 6338 Band Research and Pedagogy (syllabus attached).

The digital portfolio is a technology gaining value and importance among professional educators. It allows teachers to store teaching materials, research, presentations, workshop handouts, artifacts of professional achievements, and a detailed curriculum vita on a single platform.

Materials in the digital portfolio can be curated for specific needs, such as applications for promotion, grants, workshop proposals, and job applications.

Attached Files

 [2024 MUSI 6388 3rd yr Band Research and Pedagogy Digital Portfolio.pdf](#)

Providing Department: Band Studies MA

Progress: Ongoing

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

A. Building a Digital Portfolio - Curriculum Vita

Learning Objective Description:

Best practices in professional portfolio construction suggest that students incorporate a CV into their digital portfolio along with artifacts documenting professional achievements. Therefore, a CV is part of the digital portfolio assignment.

Attached Files

 [Digital Portfolio Rubric MUSI 6388 - LiveBinder GBK.pdf](#)

RELATED ITEM LEVEL 2

1. Indicator for Building Digital Portfolio - Curriculum Vita

Indicator Description:

Third-year students will submit a digital portfolio consisting of five required and one optional component using software (LiveBinder, Google Portfolio, or another of the student's choice).

Note: components 1 and 2 apply to the Indicator for CVs.

Components 3-6 apply to the next Indicator for Professional Documents, and are separated to allow for appropriate emphasis apart from the CV.

- 1. Biographical information
- 2. A comprehensive professional CV (shorter resume plus full CV).
- 3. *Journals, MA intensive instruction notes*
- 4. *Workshop handouts*
- 5. *MA coursework projects*
- 6. *Optional but encouraged: photos, videos, and recordings highlighting their career and teaching philosophy.*

Students begin developing their portfolios at the start of the first year of MA studies as described in the Rubric for Digital Portfolio (attached). Students are encouraged to personalize and customize their portfolios to capture their personality and teaching style.

Criterion Description:

Success on the assignment will be evaluated by the completeness of the first two of the five required components, allowing for uniqueness and customization by each student, with a minimum score of 80% to serve as a passing grade by consensus of faculty evaluations.

All of last year's their-year cohort received a passing grade, meeting or surpassing the minimum score of 80%. This year's criteria are more detailed, with more weight on the related discussion forum than last year.

The Digital Portfolio represents 100% of the grade for MUSI 6388 (30% uploading a link to their work-in-progress into an online discussion forum for peer review; 70% submission of a link to the final product).

1. Biographical information
2. A comprehensive professional CV (shorter resume plus full CV)
3. Journals, MA intensive instruction notes
4. Workshop handouts
5. MA coursework projects
6. Optional but encouraged: photos, videos, and recordings highlighting their career and teaching philosophy.

Findings Description:

Digital portfolio CVs are recognized as significantly valuable to our students by providing accurate and current record of their achievements. This is the third year of the requirement, so there are two years of exemplars from our 2022 and 2023 graduates. The cohort pass rate for 2024 is once again at 100%, with all the students hitting the assignment out of the park and earning an A+.

RELATED ITEM LEVEL 3

a. Action for Digital Portfolio - CV and Professional Documents

Action Description:

Based on the overwhelmingly positive findings, we plan to continue the Digital Portfolio requirement but discontinue tracking assessment of them through Anthology for 2025.

RELATED ITEM LEVEL 1

B. Building a Digital Portfolio - Professional Documents

Learning Objective Description:

Students in the MA program will develop a professional portfolio to store their high volume of original work during their course of study, including workshop handouts, class notes, assignments, and projects.

Attached Files

 [Digital Portfolio Rubric MUSI 6388 - LiveBinder GBK.pdf](#)

RELATED ITEM LEVEL 2

1. Indicator for Building Digital Portfolio - Professional Documents

Indicator Description:

Through the use of software (LiveBinder, Google Portfolio, or other of student's choice), third-year students will submit a digital portfolio consisting of five required and one optional component.

Note: Components 3-6 apply to the Indicator for Professional Documents.

Components 1 and 2 apply to the previous indicator for CVs, and are separated to allow for appropriate emphasis apart from the Professional Documents.

- 1. Biographical information*
- 2. A comprehensive professional CV (shorter resume plus full CV)*
3. Journals, MA intensive instruction notes
4. Workshop handouts
5. MA coursework projects
6. Optional but encouraged: photos, videos, and recordings highlighting their career and teaching philosophy.

Students begin developing their portfolios at the start of the first year of MA studies as described in the Rubric for Digital Portfolio (attached). Students are encouraged to personalize and customize their portfolios to capture their personality and teaching style.

Criterion Description:

Success on the assignment will be evaluated by the completeness of the third through fifth required components, allowing for uniqueness and customization by each student, with a minimum score of 80% to serve as a passing grade by consensus of faculty evaluations.

All of last year's their-year cohort received a passing grade, meeting or surpassing the minimum score of 80%. This year's criteria are more detailed, with more weight on the related discussion forum than last year.

The Digital Portfolio represents 100% of the grade for MUSI 6388 (30% uploading a link to their work-in-progress into an online discussion forum for peer review; 70% submission of a link to the final product).

- 1. Biographical information*
- 2. A comprehensive professional CV (shorter resume plus full CV)*
3. Journals, MA intensive instruction notes
4. Workshop handouts
5. MA coursework projects
6. Optional but encouraged: photos, videos, and recordings highlighting their career and teaching philosophy.

Findings Description:

Digital portfolio Professional Documents are valuable to our students by providing a centralized storage solution with easy access. This is the third year of the requirement, so there are two years of exemplars from our 2022 and 2023 graduates. The cohort pass rate for 2024 is once again at 100%, with all the students hitting the assignment out of the park and earning an A+.

RELATED ITEM LEVEL 3

a. Action for Digital Portfolio - CV and Professional Documents

Action Description:

Based on the overwhelmingly positive findings, we plan to continue the Digital Portfolio requirement but discontinue tracking assessment of them through Anthology for 2025.

II. Third-Year Cohort Responsibility for Mentoring First-Year Cohort

Goal Description:

Empower third-year students to mentor first-year students to enhance their success in MA program.

Having completed 20 hours of graduate work, our third-year MA cohort is qualified to serve as teaching assistants. The goal is to empower third-year students to mentor first-year students in virtually all aspects of the MA program

Third-year students will mentor first-year students in:

- understanding and completing their first formative assessments for MUSI 6285.
 - The attached syllabus shows the responsibilities of each cohort.
 - Formative assessment informs choices for major project topics.
- selecting the topic for their first Major Project for MUSI 6031.
 - The attached syllabus shows the responsibilities of each cohort.
 - Topic choices must be justified by assessments and approval by third-year mentors and faculty

Attached Files

 [2024 MUSI 6285 Applied Analysis Ped Narrative Self Assessments.pdf](#)

 [2024 MUSI 6031 Major Project.pdf](#)

Providing Department: Band Studies MA

Progress: Ongoing

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

A. Third-Year Students Provide Mentoring in Formative Assessments

Learning Objective Description:

Third-year students will provide mentoring in formative self-assessment concepts to first-year students.

The Formative Self-Assessment Narrative (MUSI 6285) is one of the first assignments the first-year cohort must complete, informing the options for major project topics.

RELATED ITEM LEVEL 2

1. Indicator for Discussion Forum Mentoring in Self-Assessment

Indicator Description:

Third-year students are assigned as mentors to assist first-year students in understanding and creating their first Formative Self-Assessment. Formal mentoring will take place primarily in the Discussion Forum for MUSI 6285.

Criterion Description:

Mentoring comments could be feedback, suggestions, or encouragement. Mentoring success was based on the number rather than the substance of postings, and faculty intervened with suggestions. Mentoring grades were awarded as pass/fail, with a minimum of five mentoring comments posted on the discussion board required for a passing grade.

Last year, we required three mentoring comments, and all third-year students met the expectations. However, some first and second-year students did not receive adequate mentoring responses. The faculty selected five as an appropriate number for this year to provide an adequate number of responses for first and second-year students without doubling the requirement for third-year students.

Findings Description:

All of the third-year cohort met the minimum expectation for five mentoring responses, and some posted as many as eight. Examples are attached with student permission.

Mentoring feedback was a huge benefit for our first-year cohort. Their confidence in completing the self-assessment and selecting the major project topic was much higher than in years past.

In addition, the third-year cohort benefitted from the process by being recognized as having valuable experience to share with their colleagues, boosting their confidence and poise as leaders.

RELATED ITEM LEVEL 3

a. Action for Discussion Forum Mentoring

Action Description:

Based on the analysis of findings, we plan to continue assessing the impact of third-year cohort mentoring on first-year students in 2025.

The size of the third-year cohort in 2025 will be more than double the size of the 2024 cohort, and we anticipate an increase in benefit from mentoring next year for first and third-year students.

RELATED ITEM LEVEL 1

B. Third-Year Students Provide Mentoring for Major Project Assignment

Learning Objective Description:

Third-year students will provide mentoring to first-year students on Major Project topic selection (MUSI 6031).

Third-year students will have already completed their two major projects and have the experience to assume an advisory role for younger students.

Third-year students will also have mentored first-year students on the first Formative Self-Assessment, which informs the selection of Major Project topics.

RELATED ITEM LEVEL 2

1. Indicator for Mentoring for Major Project

Indicator Description:

Third-year students are assigned as mentors to assist first-year students in developing and narrowing their first Major Project Topic. Formal mentoring will take place primarily in the Discussion Forum for MUSI 6031.

Criterion Description:

Mentoring comments could be feedback, suggestions, or encouragement. Mentoring success was based on the number rather than the substance of postings, and faculty intervened with suggestions. Mentoring grades are assessed as pass/fail, with a minimum of five mentoring comments posted for each due date on the discussion board required for a passing grade.

Last year, we required three mentoring comments, and all third-year students met the expectations. However, some first and second-year students did not receive adequate mentoring responses. The faculty selected five as an appropriate number for this year to provide an adequate number of responses for first and second-year students without doubling the requirement for third-year students.

Findings Description:

All of the third-year cohort met the minimum expectation for five mentoring responses, and some posted as many as eight.

RELATED ITEM LEVEL 3

a. Action for Discussion Forum Mentoring

Action Description:

Based on the analysis of findings, we plan to continue assessing the impact of third-year cohort mentoring on first-year students in 2025.

he size of the third-year cohort in 2025 will be more than double the size of the 2024 cohort, and we anticipate an increase in benefit from mentoring next year for first and third-year students.

III. Reflective Practice in Graduate Study

Goal Description:

Students will use reflective practice as a part of their learning process during the MA program as prescribed in the Narrative Self-Assessment curriculum for MUSI 6285 syllabus (attached).

Attached Files

 [2024 MUSI 6285 Applied Analysis Ped Narrative Self Assessments.pdf](#)

Providing Department: Band Studies MA

Progress: Ongoing

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

A. FORMATIVE Self-Assessment Techniques

Learning Objective Description:

Students will follow the Narrative Self-Assessment Rubric to complete a Formative Self-Assessment at the beginning of their first and second summer terms as part of their reflective practice. The formative assessment helps students develop a clearer perspective of their current skills in pedagogy, musicality, and administration.

Formative Self-Assessment (Roman Numeral I in the attached Rubric)

Attached Files

 [2024 MUSI 6285 Narrative Self Assessment Rubric .docx](#)

RELATED ITEM LEVEL 2

1. Indicator for FORMATIVE Self-Assessment Narrative

Indicator Description:

MA students will use the Narrative Self-Assessment Rubric to complete a written Formative Self-Assessment Narrative at the beginning of their first and second summer terms.

The Formative Self-Assessment Rubric is found under Roman Numeral I in the attached document.

Attached Files

 [2024 MUSI 6285 Narrative Self Assessment Rubric .pdf](#)

Criterion Description:

Following the Narrative Self-Assessment Rubric, Formative Self-Assessments will be completed during the first and second year and submitted through MUSI 6285 by midnight on the first Tuesday of the two-week residency.

20% of the grade for MUSI 6285 will be based on the Formative Self-Assessment Narrative. These assignments will be given letter grades by the faculty. Students will be required to resubmit a revised assignment for any grade lower than 80% by faculty consensus.

The criterion was selected during faculty deliberations and a review of student feedback about the best time frames and frequency for submitting the Formative Self-Assessments.

Findings Description:

The formative self-assessments by first and second-year students showed dramatic improvement this year. Their perspectives were more precise and less hypercritical than in previous years. All of the students achieved above 90% by faculty consensus with no students required to submit revisions. We attribute this improvement to the intervention of peer mentoring for this assignment (Goal II).

The first year examples show the depth of self examination required.

The second year example used color codes to highlight comparison of perceptions between summative evaluation during the first year and formative at the beginning of the second year.

Student names have been redacted from attachments.

Attached Files

 [2024 1st year formative a.pdf](#)

 [2024 1st year Formative b.pdf](#)

 [2024 2nd year formative.pdf](#)

RELATED ITEM LEVEL 3

a. Action for FORMATIVE Self-Assessment Narratives

Action Description:

Based on the findings, we plan to continue monitoring the success of the formative assessment project through Anthology. This was the first year with third-year students mentoring first-year students on their formative assessments, so we want to confirm mentoring as causation for improvements in the 2024 first-year assignments.

RELATED ITEM LEVEL 1

B. SUMMATIVE Self-Assessment Techniques

Learning Objective Description:

As part of their reflective practice, students complete a Summative Self-Assessment at the end of their first and third summer terms.

RELATED ITEM LEVEL 2

1. Indicator for SUMMATIVE Self-Assessment Narrative

Indicator Description:

Students will follow the Narrative Self-Assessment Rubric to complete a Summative Self-Assessment at the end of their first and third summer terms as part of their reflective practice.

The summative assessment helps students develop a clearer perspective of growth in their current skills in pedagogy, musicality, and administration.

Summative Self-Assessment (Roman Numeral II in the attached Rubric)

Attached Files

 [2024 MUSI 6285 Narrative Self Assessment Rubric .docx](#)

Criterion Description:

Following the Narrative Self-Assessment Rubric, Summative Self-Assessments will be completed during the first and third years and submitted through MUSI 6285 by July 15.

20% of the grade for MUSI 6285 will be based on the Summative Self-Assessment narrative. These assignments will be given letter grades by the faculty. Students will be required to resubmit a revised assignment for any grade below B.

The criterion was selected during faculty deliberations and a review of student feedback about the best time frames and frequency for submitting the Formative Self-Assessments.

Findings Description:

The summative self-assessments by third-year students are much more detailed this year. Their perspectives were fair and descriptive. All of the students achieved above 90% by faculty consensus with no students required to submit revisions. We attribute this improvement to those students having served as mentors to first year students (Goal II).

Student names have been redacted from attachments.

Attached Files

 [2024 3rd year summative b.pdf](#)

 [2024 3rd year summative a.pdf](#)

RELATED ITEM LEVEL 3

a. Action for SUMMATIVE Self-Assessment Narrative

Action Description:

We plan to continue assessing the summative self-assessments through Anthology in 2025. This was the first year to require the summative narrative to be completed by first and third-year students only. The third-year cohort in 2025 will not have completed a summative assessment since their first year, so we want to study the impact of the new policy.

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

1. Students will complete two major projects, and we instruct them to design the first project to be manageable, measurable, and achievable. We want to clarify our expectations for breadth and depth in the second project while still being manageable, measurable, and achievable.

2. We will revise the write-up instructions to encourage students to keep notes (perhaps a journal) so they can submit background information, spreadsheets, or other appropriate artifacts to support the results of their major projects with more clarity.
3. We plan to schedule earlier discussion boards about the Personal Lesson Plan Framework in 2024 to alleviate anxiety and misunderstanding about the assignment.
4. We plan to request student feedback on the Implementation Video to establish more specific guidelines for the number and length of clips, along with suggestions for editing techniques. This will help students better understand expectations for documenting their lesson plan framework.
5. We do not feel that we need to continue to monitor the progress of Digital Portfolios. They have been embraced fully by our students, and they are happy to have been required to create such a useful resource for and about themselves.
6. We are interested in exploring options for AI feedback for discussion postings to encourage more substantive comments if postings are brief immediately (not intended to be a substitute for the instructor). This technology may not be available at SHSU right away.
7. The self-assessments are lengthy and time-consuming, so we plan to require Formative Self-Assessments at the beginning of the first and second years only.
8. We plan to require Summative Self-Assessments at the end of the second and third years only.

Update of Progress to the Previous Cycle's PCI:

1. Students will complete two major projects, and we instruct them to design the first project to be manageable, measurable, and achievable. We want to clarify our expectations for breadth and depth in the second project while still being manageable, measurable, and achievable. WE ARE SATISFIED WITH THE INSTRUCTION FOR AND IMPLEMENTATION OF THE MAJOR PROJECT. DEFINING THE SCOPE AND INCLUDING MEASUREMENTS TO DETERMINE ACHIEVEMENT IS AN ONGOING PROCESS THAT WILL BE ADDRESSED THROUGH MENTORING AND MULTIPLE ITERATIONS OF PROJECT APPROVAL BY FACULTY.
2. We will revise the write-up instructions to encourage students to keep notes (perhaps a journal) so they can submit background information, spreadsheets, or other appropriate artifacts to support the results of their major projects with more clarity. REVISIONS TO THE WRITE-UP INSTRUCTIONS RESULTED IN BETTER DATA COLLECTION AND PRESENTATION OF FINDINGS.
3. We plan to schedule earlier discussion boards about the Personal Lesson Plan Framework in 2024 to alleviate anxiety and misunderstanding about the assignment. THE EARLIER DISCUSSION BOARDS AND MENTORING BY THIRD-YEAR STUDENTS RESULTED IN LOWER LEVELS OF ANXIETY AND BETTER LESSON PLAN SUBMISSIONS.
4. We plan to request student feedback on the Implementation Video to establish more specific guidelines for the number and length of clips, along with suggestions for editing techniques. This will help students better understand expectations for documenting their lesson plan framework. THE ADDITION OF A REFLECTIVE COMPONENT FOR THE VIDEO ASSIGNMENT HELPED STUDENTS CLARIFY WHAT WORKED AND WHAT MIGHT HAVE WORKED BETTER WITH ADJUSTED PARAMETERS.
5. We do not feel that we need to continue to monitor the progress of Digital Portfolios. They have been embraced fully by our students, and they are happy to have been required to create such a useful resource for and about themselves. WE DECIDED TO CONTINUE MONITORING THE

PROGRESS OF THE DIGITAL PORTFOLIOS AFTER ADDING MORE SPECIFICS TO THE RUBRIC: FIVE REQUIRED AND ONE OPTIONAL CATEGORY.

6. We are interested in exploring options for AI feedback for discussion postings to encourage more substantive comments if postings are brief immediately (not intended to be a substitute for the instructor). This technology may not be available at SHSU right away. AI FEEDBACK IS STILL AN INTEREST OF THE FACULTY, ALTHOUGH WE BELIEVE FACULTY MONITORING OF THE DISCUSSION PROVIDES A DEEPER LEVEL OF UNDERSTANDING OF FIRST-YEAR STUDENT NEEDS AND THIRD-YEAR STUDENT LEADERSHIP.
7. The self-assessments are lengthy and time-consuming, so we plan to require Formative Self-Assessments at the beginning of the first and second years only. WE IMPLEMENTED THE CHANGE TO FORMATIVE SELF-ASSESSMENTS DUE AT THE BEGINNING OF THE FIRST AND SECOND YEARS ONLY.
8. We plan to require Summative Self-Assessments at the end of the second and third years only. WE MODIFIED THE PLAN, REQUIRING SUMMATIVE SELF-ASSESSMENTS AT THE END OF THE FIRST AND THIRD YEARS ONLY.

New Plan for Continuous Improvement Item

Closing Summary:

1. Based on the overwhelmingly positive findings, we plan to continue the Digital Portfolio requirement but discontinue tracking assessments of them through Anthology for 2025.
2. Based on the analysis of findings, we plan to continue assessing the impact of third-year cohort mentoring on first-year students in 2025.

The size of the third-year cohort in 2025 will be more than double the size of the 2024 cohort, and we anticipate an increase in benefit from mentoring next year for first and third-year students.

3. Based on the findings, we plan to continue monitoring the success of the formative assessment project through Anthology. This was the first year with third-year students mentoring first-year students on their formative assessments, so we want to confirm mentoring as causation for improvements in the 2024 first-year assignments.
4. We plan to continue assessing the summative self-assessments through Anthology in 2025. This was the first year to require the summative narrative to be completed by first and third-year students only. The third-year cohort in 2025 will not have completed a summative assessment since their first year, so we want to study the impact of the new policy.