

**STUDENT LEARNING ASSESSMENT PROGRAM
SUMMARY FORM AY 2019-2020**

Degree and Program Name: Master of Arts in Music

Submitted By: Danelle Larson, Liza Meyers, Jamie V. Ryan

Please complete a separate worksheet for each academic program (major, minor) at each level (undergraduate, graduate) in your department.

Please use size 10 font or larger.

PART ONE

What are the learning objectives?	How, where, and when are they assessed?	What are the expectations?	What are the results?	Committee/ person responsible? How are results shared?
1. Apply accepted research practices to the study of Music.	1. Graduate recital program notes (Performance, conducting and composition concentrations only), oral comprehensive exams evaluated by graduate faculty on graduate examination committees (Performance, conducting, composition concentrations only);	1. Students must achieve a <i>Superior</i> on our evaluation rubric—average 12/12 points—in order to receive Superior ranking; Students receive <i>Good</i> or better on our evaluation rubric— with min. 9/12—in order to receive a Good ranking. Rubrics for comprehensive Oral Exam evaluations indicate that a student receives Pass (100%),	1. AY 19-20 – Four students submitted Recital Program Notes; Four students held Oral Examinations (by Zoom). All students turned in Recital Program Notes. Rubrics for graduate Recital Program Notes indicated students achieved a vast majority of Superior rankings, with two students achieving a Good ranking on one area. This is well within acceptable achievement levels in our evaluation system.	The graduate examining committee formed for each student performs the evaluations and reports results to the Graduate Coordinator. In AY 19-20 the exit survey was distributed anonymously and electronically, but later than in past years due to Covid-19. The Graduate Coordinator still awaits the results from all students. The Graduate Coordinator will evaluate the data

	<p>2. Music Ed concentration: Music Education research project</p> <p>3. Exit surveys conducted upon completion of the program; Survey for performance, composition, conducting concentration graduates given FA 2020, due to SP20 remote learning.</p>	<p>Conditional Pass, or Not Pass; Oral Examinations must be approved unanimously by the Graduate examination committee, and were approved.</p> <p>2. Rubrics for Music Education research project, the percentage of students expected to be at each level in parentheses: Superior (50%), Good (50%), Developing (0%), Not Acceptable (0%);</p> <p>3.Exit survey questions are expected to give the Graduate Coordinator feedback to share with faculty for purposes of improving the program.</p>	<p>AY 20-21 Oral comprehensive examinations: All four candidates achieved Pass or Conditional Pass (one case) on the Oral Exam. All expectations were eventually met.</p> <p>2. Results will be collected after the research project class (MUS 5900), SP 22</p>	<p>and reports to the Chair and Graduate Committee (GC). Graduate Coordinator compiles results and distributes to Graduate Faculty. The Graduate Coordinator and Graduate Committee are responsible for making any consequent modifications to the assessment process and for formulating any consequent curricular modifications and presenting them to the faculty. Assessment report is posted on the department of music faculty website.</p>
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<p>2. Demonstrate a scholarly approach to the study of music history, literature, and analysis.</p>	<p>1. Graduate recital program notes (Performance, conducting and composition concentrations only), oral comprehensive exams evaluated by graduate faculty on graduate examination committees (Performance, conducting, composition concentrations only);</p>	<p>1. Rubrics for graduate Recital Program Notes with the percentage of students expected to be at each level in parentheses: Superior (50%), Good (50%), Developing (0%), Not Acceptable (0%); [Students must achieve a <i>Superior</i> on our evaluation rubric—average 12/12 points—in order to receive Superior ranking; Students receive <i>Good</i> or better on our evaluation rubric— with min. 9/12—in order to receive a Good ranking.</p> <p>Rubrics for comprehensive Oral Exam evaluations indicate that a student receives Pass (100%), Conditional Pass, or Not Pass; Oral Examinations must be approved unanimously by the Graduate examination committee;</p>	<p>1. AY 19-20 – Four students submitted Recital Program Notes; Four students held Oral Examinations.</p> <p>AY 19-20 Oral comprehensive examinations: Four out of four students achieved Pass or Conditional Pass on the Oral Exam</p>	<p>The graduate examining committee formed for each student performs the evaluations and reports results to the Graduate Coordinator. The Graduate Coordinator sends out exit surveys. The Graduate Coordinator evaluates the data and reports to the Chair and the Graduate Committee (GC). Graduate Coordinator compiles results and distributes to Graduate Faculty. The Graduate Coordinator and Graduate Committee are responsible for making any consequent modifications to the assessment process and for formulating any consequent curricular modifications and presenting them to the faculty. Assessment report is posted on the</p>
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	<p>2. Music Ed Concentration: Music History Project, (History Seminar Course), Music Theory Pedagogy Project (Music Theory Course)</p> <p>Program exit survey results will indicate students' perceptions of success in this area</p> <p>3. Exit surveys conducted upon completion of the program;</p>	<p>2. Evaluation rubric: percentage of students expected to be at each level in parentheses: Superior (50%), Good (50%), Developing (0%), Not Acceptable (0%)</p>	<p>2. Results for history will be collected at the completion of the FA 20 course (MUS 5880), results for theory will be collected at the completion of the SU 21 course (MUS 5175)</p> <p>3.Exit survey: Graduate Coordinator learns the most/ least successful parts in the Core curriculum and Concentration courses in the MA degree program.</p>	<p>department of music faculty website.</p>
<p>3. Demonstrate a level of competency as a performer, conductor, or composer appropriate for developing a career or further graduate study (performance, composition, conducting concentrations only)</p>	<p>Graduate Performance Project (for all degree concentrations):</p> <p>a. Vocal/Instrumental/Keyboard Performance Concentrations: Recital performances and Graduate Recital with program notes, semester and jury performances are assessed using performance</p>	<p>1. Performance assessment forms use the following levels, with the percentage of students expected to be at each level in parentheses: Professional level (50%), Highly Competent (50%),</p>	<p>1. AY 19-20</p> <p>a. Performances and recitals by graduate students in the program consistently rank at Professional level and Highly Competent level. 21/24 and above is considered Professional level. 17/24 and above is considered Highly</p>	<p>Appropriate applied faculty perform jury and recital evaluations, and the graduate examining committee formed for each student performs academic evaluations. The Graduate Coordinator evaluates the data and reports to</p>

<p>Neither performing, conducting, or composing are required in the online music education concentration</p>	<p>assessment forms that include basic, universal criteria used to evaluate all performances as well as instrument-specific criteria. The Graduate Performance Project requires a pre-performance preview jury.</p> <p>b. Conducting majors do not give a recital as such, but prepare a compilation DVD for the Capstone Project</p> <p>c. Composition majors are not required to have a recital of composed works but may do so if they choose.</p> <p>2. Graduate recital program notes (Performance, conducting and composition concentrations), Oral comprehensive exams evaluated by graduate faculty on graduate examination committees (Performance, conducting, composition concentrations only); for performance students presenting a recital or lecture-recital for the Graduate Performance Project, the Graduate</p>	<p>Competent (0%), Unacceptable (0%). The universal criteria used to evaluate performances are all the same for musicians. The expectations for graduate performances in all areas are higher than for undergraduates.</p> <p>b. Conducting DVDs are assessed as part of the Capstone project</p> <p>c. Assessment of a recital is not made since this is not a requirement.</p> <p>2. Rubrics for graduate Recital Program Notes with the percentage of students expected to be at each level in parentheses: Superior (50%), Good (50%), Developing (0%), Not Acceptable (0%); [Students must achieve a <i>Superior</i> on our evaluation rubric—average 12/12 points—in order to receive Superior</p>	<p>Competent. 15/24 and above is considered competent. Data from Departmental Performance Assessment tool, used for each recital preview, provides this information.</p> <p>b. N/A</p> <p>c. N/A</p> <p>2. AY 19-20 – Four students submitted Recital Program Notes; Four students held Oral Examinations. Students achieved Superior or Good ratings on all program notes. AY 19-20 Oral comprehensive examinations: Four out of four students achieved Pass or Conditional Pass on the Oral Exam</p>	<p>the Chair and the Graduate Committee (GC). The Graduate Coordinator and Graduate Committee are responsible for making any consequent modifications to the assessment process and for formulating any consequent curricular modifications and presenting them to the faculty. Assessment report is posted on the department of music faculty website.</p>
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	<p>3. Exit surveys conducted upon completion of the program; Survey for performance, composition, conducting concentration given FA20.</p>	<p>ranking; Students receive <i>Good</i> or better on our evaluation rubric– with min. 9/12– in order to receive a Good ranking.</p> <p>Rubrics for comprehensive Oral Exam evaluations indicate that a student receives Pass (100%), Conditional Pass, or Not Pass; Oral Examinations must be approved unanimously by the Graduate examination committee;</p> <p>3. Awaiting exit survey results.</p>	<p>3. Exit surveys: Awaiting survey results.</p>	
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<p>4. Demonstrate critical thinking and problem solving (CGS Learning Objective).</p>	<p>1. Graduate recital program notes (Performance, conducting and composition concentrations only), oral comprehensive exams evaluated by graduate faculty on graduate examination committees (Performance, conducting, composition concentrations only);</p> <p>2. Results of oral comprehensive exams evaluated by graduate faculty on graduate examination committee (performance concentrations, composition, conducting only)</p>	<p>1. Rubrics for graduate Recital Program Notes with the percentage of students expected to be at each level in parentheses: Superior (50%), Good (50%), Developing (0%), Not Acceptable (0%); [Students must achieve a <i>Superior</i> on our evaluation rubric—average 12/12 points—in order to receive Superior ranking; Students receive <i>Good</i> or better on our evaluation rubric— with min. 9/12—in order to receive a Good ranking.</p> <p>2. Rubrics for comprehensive Oral Exam evaluations indicate that a student receives Pass (100%), Conditional Pass, or Not Pass; Oral Examinations must be approved unanimously by the Graduate examination committee;</p>	<p>1. AY 19-20 – Four students submitted Recital Program Notes; Four students held Oral Examinations. Students achieved Superior or Good ratings on all program notes.</p> <p>2. AY 19-20 Oral comprehensive examinations: Four out of four students achieved Pass or Conditional Pass on the Oral Exam</p>	<p>The graduate examining committee formed for each student performs the evaluations. The Graduate Coordinator evaluates the data and reports to the Chair and the Graduate Committee (GC). The Graduate Coordinator and Graduate Committee are responsible for making any consequent modifications to the assessment process and for formulating any consequent curricular modifications and presenting them to the faculty. Assessment report is posted on the department of music faculty website.</p>
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	<p>3. Music Ed concentration: Curriculum class project (students are asked to begin with their own program curriculum and critically analyze, edit, and create new curriculum for their music program)</p> <p>Seminar projects (students identify, discuss, and evaluate current issues in music education)</p> <p>4. Exit surveys conducted upon completion of the program; Survey for performance, composition, conducting concentration given FA20. Music Education Concentration: Program exit survey results will indicate students' perceptions of success in this area</p>	<p>3. Rubrics for Music Education: percentage of students expected to be at each level in parentheses: Superior (50%), Good (50%), Developing (0%), Not Acceptable (0%)</p> <p>Evaluation rubric: percentage of students expected to be at each level in parentheses: Superior (50%), Good (50%), Developing (0%), Not Acceptable (0%)</p> <p>4. Awaiting exit survey results.</p>	<p>3. Music Education Results will be collected after the curriculum class (MUS 5705), SP 21</p> <p>Results will be collected after the seminar class (MUS 5702), FA 21</p> <p>4. Awaiting exit survey results.</p>	
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<p>5. Demonstrate effective writing skills including grammar, syntax, organization, and depth of content (Graduate School standards).</p>	<p>1. Graduate recital program notes (Performance, conducting and composition concentrations only), oral comprehensive exams evaluated by graduate faculty on graduate examination committees (Performance, conducting, composition concentrations only);</p>	<p>1. Rubrics for graduate Recital Program Notes with the percentage of students expected to be at each level in parentheses: Superior (50%), Good (50%), Developing (0%), Not Acceptable (0%); [Students must achieve a <i>Superior</i> on our evaluation rubric—average 12/12 points—in order to receive Superior ranking; Students receive <i>Good</i> or better on our evaluation rubric— with min. 9/12—in order to receive a Good ranking.</p> <p>2. Rubrics for comprehensive Oral Exam evaluations indicate that a student receives Pass (100%), Conditional Pass, or Not Pass; Oral Examinations must be approved unanimously by the Graduate examination committee;</p>	<p>1. Four students submitted Recital Program Notes; Four students held Oral Examinations. Students achieved Superior or Good ratings on all program notes.</p> <p>2. AY 19-20 Oral comprehensive examinations: Four out of four students achieved Pass or Conditional Pass on the Oral Exam</p>	<p>The graduate examining committee formed for each student performs the evaluations. The Graduate Coordinator evaluates the data and reports to the Chair and the Graduate Committee (GC). The Graduate Coordinator and Graduate Committee are responsible for making any consequent modifications to the assessment process and for formulating any consequent curricular modifications and presenting them to the faculty. Assessment report is posted on the department of music faculty website.</p>
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	<p>3. Music Ed concentration: Music Education Seminar research project</p> <p>Research paper from Psychology of Music class</p> <p>4. Exit surveys conducted upon completion of the program; Survey for performance, composition, conducting concentration given FA20. Music Education Program exit survey results will indicate students' perceptions of success in this area.</p>	<p>3. Music Education concentration Evaluation rubric: percentage of students expected to be at each level in parentheses: Superior (50%), Good (50%), Developing (0%), Not Acceptable (0%)</p> <p>4. Awaiting survey results.</p>	<p>3. Results will be collected after the research project class (MUS 5900), SP 22</p> <p>Results will be collected after the Psychology class (MUS 5701), SP23</p> <p>4. Awaiting survey results.</p>	
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PART TWO

Describe your program's assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the CASA Director's comments on last year's report or simply describe what assessment work was initiated, continued, or completed.

1. Performance, conducting, and composition concentrations: We are continuing to use the Performance Assessment Tool for Graduate level juries and recitals in AY 19-20 and are continuing to receive useful data from this tool. Additionally, we used the recently-developed tool so it can also be used for lecture-recitals. We developed a rubric and assessment tool for the oral presentation component of a lecture-recital. The lecture-recital is a new option in our performance program.

Like the Music Education concentration, we plan to develop measurements to assess the additional graduate learning goals not already addressed for performance, conducting, and composition students: speaking and listening, quantitative reasoning, and responsible citizenship.

2. Music Education concentration: The relatively new music education MA program has grown and developed significantly since the last assessment report was submitted. A second fulltime, tenure track faculty member was hired and is now involved in the design and implementation of our new assessment plan. The former graduate coordinator left the university so the two music education faculty members are in new in the position of graduate program co-coordinators. They are currently developing new rubrics that will be used to measure graduate learning goals across many courses (critical thinking, writing skills, application of research practices), and will develop additional rubrics specific to measurement of program content (music history, theory, pedagogy, curriculum, assessment). They are working on revising the program exit survey and will administer the new survey at the conclusion of the FA 20 term when a large cohort will graduate.

We plan to develop measurements to assess the additional graduate learning goals not already addressed: speaking and listening, quantitative reasoning, and responsible citizenship.

The rolling enrollment model of the program prevents us from implementing true growth assessments, as we do not follow the cohort model. We will continue to collect data at the course level and report findings each year.

PART THREE

*Summarize changes and improvements in **curriculum, instruction, and learning** that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the future?*

1. Performance, conducting, and composition concentrations: MA students in the performance, composition, and conducting concentrations are now graduating under the new 32 credit hour program. Four students graduated this year and we are still awaiting their exit surveys. However, the process of assessing their work, even during remote working, was easy due to the rubrics and evaluation tools in place.

We hope that when those exit surveys are returned that we can confirm that the students appreciate the emphasis on performance in the program. After another year under the new model we will be in a better position to evaluate the recent changes in our program.

2. Music Education concentration: We have used exit survey data to make adjustments to coursework, primarily related to online delivery modes and specific course activities. More synchronous sessions are being incorporated into coursework, and more face to face interaction via Zoom meetings with professors are included. We continue to learn and adjust as the program grows and faculty become better versed in online teaching.

A focus for the future is implementation of consistent assessment of all graduate learning goals, and regular collection of exit survey data. With two fulltime faculty members now overseeing the program, we look forward to consistent and robust assessment, data collection, and program improvement.

Student Learning Assessment Program
Response to Summary Form
Graduate Program 2020
 March 31, 2021

Department: Music

Degree and Program Name: Master of Arts in Music

Reviewer: Dr. Nikki Hillier, Graduate Assessment Coordinator, Graduate School

Category	Comments
Learning Objectives	The objectives for the program encompass all the graduate learning goals established by EIU's Council on Graduate Studies.
How, Where, and When Assessed	The assessment plan is clear. Recital notes, oral compositions, among other assignments are used for performance, conducting, and composition concentrations; and for music education, students are assessed through a research project, other class projects, and research papers. All concentrations are asked to complete exit surveys. Students are assessed using a variety of methods specific to their concentration throughout the curriculum.
Expectations	Most expectations for student achievements are included and seem reasonable. You might consider adding expectations for the exit survey results.
Results	The program is meeting nearly all assessment goals. If a student received a conditional pass, your results show that they eventually passed. This is a strength of the program.
How Results Will be Used	The Graduate Coordinator shares results with the graduate committee and chair. The assessment report is also shared publicly. The graduate committee proposes changes to the faculty based on the results. This is a good use of the results.
Recommendations	The assessment plan is good in that students are assessed throughout the curriculum through different assessments specific to their concentration. There is not a one-size-fits-all approach. Your program demonstrates a strong commitment to student learning though the number of faculty involved in some of the assessments, and the efforts to move students who may earn a conditional pass on exam to eventual passes. The way you are using the information to make adjustments and improvements to the program shows your commitment to the students and the program. We recommend putting more effort into getting graduates to complete the exit surveys, or perhaps conducting exit interviews. We also recommend including expectations and results for all assignments used for assessments, even if they are not required. Learning goals are assessed through a constellation of activities, so it is recommended if you include an assignment to describe how a learning goal is assessed that you also include the expectations and results. We commend you for developing new measures

	to assess learning goals and tying your learning goals to the CGS Graduate Learning Goals. We suggest reviewing the graduate learning goals before implementing more assessment, you may find most of your goals align with the CGS Graduate Learning Goals.
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The Council on Graduate Studies approved of revised learning goals on December 8, 2020, which included the addition of an Ethical and Professional Responsibility learning goal. Please consult with your graduate faculty members to determine how to incorporate this learning goal into future assessment activities.