STUDENT LEARNING ASSESSMENT PROGRAM SUMMARY FORM

Program Name: Master of Arts, Music Education
Dept: Music
College: CLAS
Submitted by: Danelle Larson & Liza Meyers, Music Education Program Graduate Co-Coordinators

Part 1:

CGS Learning Goal #1 A depth of content knowledge	Program Learning Goal(s): The graduate candidate demonstrates a depth of content knowledge by completing a music history project, a music theory project, a philosophy of teaching and learning project, a foundations of music education project, and an original research project.
How are learners assessed?	1) Students complete a music history project. 2) Students complete a music theory project. 3) Students complete a philosophy of teaching and learning project. 4) Students complete a foundations of music education project. 5) Students complete an original research project. All are assessed with course specific rubrics.
What are the expectations for the students?	Students are expected to earn a minimum of 80% on all projects to meet expectations. Earning 90% or above qualifies as exceeding expectations on this goal.
What are the expectations for the program?	At least 80% of students meet expectations and 20% exceed.
What were the results?	1) – 4) With rolling enrollment and a 3-year course offering cycle, we cannot report results for all course projects at this time. As courses are offered again, we will collect data and report accordingly. We have data at this time for the original research project, but are preparing to collect data in the new cycle for the other courses as they are offered again. 5) In SU21 (MUS 5101) 38/40 students (95%) earned a minimum of 80% on the final project. 1 earned 54% and one dropped the course.

How are the results shared? How will these results be used?	The assessment report is shared with the department and posted on the music faculty website. Weaknesses are discussed in the assessment committee meetings and as necessary, the full faculty meetings.

CGS Learning Goal #2: Critical thinking and problem-solving skills	Program Learning Goal(s): The graduate candidate demonstrates critical thinking and problem-solving skills through engagement in discussion boards, synchronous seminar discussion sessions, and through the process of designing an original research project that addresses and issue in music education.
How are learners assessed?	1) Students complete a project in MUS 5702A, Seminar in Music Education: Social Justice Issues. 2) Students participate in synchronous discussion sessions in MUS 5702B, Seminar in Music Education: Contemporary Issues in Music Education. 3) Students participate in written discussion boards in all courses. 4) Students design an original research project in MUS 5101, Research Methods in Music Education that investigates an issue in music education.
What are the expectations for the students?	1) Students design, complete, and present a project in MUS 5702A. 2) Students will participate in all synchronous discussion sessions. 3) Students will participate in all written discussion boards. 4) Students will design an original research project in MUS 5101, that will serve as the foundation for their research project in MUS 5900.
What are the expectations for the program?	1) 100% of students will design, complete, and present a project in MUS 5702A. 2) 100% of students will participate in 100% of synchronous discussion sessions. 3) 100% of students will participate in 100% of written discussion boards. 4) 100% of students will design an original research project in MUS 5101.
What were the results?	1) – 3) We are developing our assessment data collection process, so at this time we have incomplete data for expectations 1) – 3). We are now collecting data on these expectations as each course is offered again. 4) In SU21 (MUS 5101) 39/40 students were successful in designing an original research project.

How are the results shared? How will these results be used?	The assessment report is shared with the department and posted on the music faculty website. Weaknesses are discussed in the assessment committee meetings and as necessary, the full faculty meetings.

CGS Learning Goal #3: Effective oral and written communication skills	Program Learning Goal(s): The graduate candidate demonstrates effective oral and written communication skills through presentations of final projects, participation in synchronous discussions during seminar courses and campus residency, and through regular written work in all courses.
How are learners assessed?	1) Students complete an oral presentation in MUS 5701 (Psychology of Music Teaching and Learning – last offered SU20). 2) Students complete an oral presentation in MUS 5900 (Research Project – last offered SP22). 3) Students successfully participate in synchronous seminar discussions in MUS 5200, workshop/seminar in music education, last offered SU20) and in campus residency sessions (last offered online due to COVID SU21). 4) Students participate in written discussion board posts in all courses in the online program.
What are the expectations for the students?	1) Students create and share a synchronous oral presentation of their final project in MUS 5701. 2) Students create and share a synchronous oral presentation of their final project in MUS 5900. 3) Students participate in synchronous seminar discussions in MUS 5200 and campus residency sessions. 4) Students participate in written discussion board posts in all courses in the online program.
What are the expectations for the program?	1) At least 80% of students meet expectations and 20% exceed. 2) At least 80% of students meet expectations and 20% exceed. 3) 100% of students participate in synchronous seminar discussions and campus residency sessions. 4) 100% of students participate in written discussion board posts in all courses in the online program.

What were the results?	1) At the time this course was last offered (SU20), 16 students were enrolled. 16/16 (100%) exceeded expectations by earning at least a 90% on the final presentation. 2) 39/39 (100%) of students earned a grade of at least 90% on the final presentation, exceeding the minimum expectation of 80%. 3) 100% of students participated in synchronous seminar discussion in MUS 5200 and campus residency sessions (note that the SU21 'residency' was held virtually, but all participated in required synchronous sessions).
How are the results shared? How will these results be used?	The assessment report is shared with the department and posted on the music faculty website. Weaknesses are discussed in the assessment committee meetings and as necessary, the full faculty meetings. We are considering revising expectations and rubrics for oral presentations so include more specific requirements. All students are exceeding expectations, so we question if we need to add more rigor to this requirement.
CGS Learning Goal #4: Evidence of advanced scholarship through research and/or creative activity.	Program Learning Goal(s): The graduate candidate demonstrates advanced scholarship by developing, implementing, and completing an original research project in music education.
How are learners assessed?	1) Students design an original research project in MUS 5101 (Research Methods). 2) Students complete the IRB process. 3) Students submit a draft of chapters 1-3 of their research project (introduction, literature review, and methodology) as the final project in MUS 5101. 4) Students implement and collect data for their original research project during the time between MUS 5101 and MUS 5900 (Research Project). 5) Students revise chapters 1-3 and complete chapters 4-5 (results, implications/discussion) and submit the complete final research project paper in MUS 5900.
What are the expectations for the students?	1) Students design an appropriate original research project. 2) Students pass the IRB application process and earn approval to collect data. 3) 100% of tudents earn a minimum of 80% on final project in MUS 5101. 4) Students begin MUS 5900 with complete data.

	5) Students earn a minimum of 80% on final research paper in MUS 5900.
What are the expectations for the program?	1). 100% of students design an appropriate original research project. 2) 100% of students earn IRB approval to collect data. 3) At least 80% of students meet expectations and 20% exceed. 4) 100% of students begin MUS 5900 with complete data. 5) At least 80% of students meet expectations and 20% exceed.
What were the results?	1) 39/39 students designed an appropriate original research project. 2) 39/39 students earned IRB approval to collect data. 3) In SU21 (MUS 5101) 38/40 students (95%) earned a minimum of 80% on final project. 1 earned 54% and one dropped the course. 4) 26/39 students (67%) began MUS 5900 with complete data. Due to COVID, many were required to reimagine or restructure their project, which led to lower success on this goal.
How are the results shared? How will these results be used?	The assessment report is shared with the department and posted on the music faculty website. Weaknesses are discussed in the assessment committee meetings and as necessary, the full faculty meetings. Instructors of these courses will expect #4 to improve when the courses are offered again, as we will (hopefully) have moved beyond the negative impact of COVID protocols on public school schedules and activities.

CGS Learning Goal #5: Ethics and Professional Responsibility	Program Learning Goal(s): The graduate candidate demonstrates an understanding and respect for professional ethics in the discipline.
How are learners assessed?	1) Students submit the IRB application for their individual research study. 2) Students take and complete the CITI training.
What are the expectations for the students?	1) Students are required to obtain IRB approval prior to collecting data for their individual research project. 2) Students are required to pass the CITI training and earn the certificate before submitting the IRB application.
What are the expectations for the program?	1) 100% obtain IRB approval. 2) 100% pass CITI training and earn the certificate.
What were the results?	1) 100% passed IRB.

	2) 100% passed CITI training and earned the certificate.
How are the results shared? How will these results be used?	The assessment report is shared with the department and posted on the music faculty website. Weaknesses are discussed in the assessment committee meetings and as necessary, the full faculty meetings.

Part 2

Describe what your program's assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the Graduate Assessment Summary Response from last year's report or simply describe what assessment work was initiated, continued, or completed.

Since our last report was submitted, we have organized and outlined our data collection process. Our program runs on a rolling enrollment model, so each class is only offered once in a 3-year rotation. We needed to develop a clear plan for assessments to use in core classes and organize a way to collect data for use at any point in the 3-year rotation. We now have rubrics that are consistently utilized in core classes that help capture data more consistently. We have worked on training instructors to use the rubrics consistently across different sections of courses. We have just started the new data collection system and are eager to see how it works over the course of the next course cycle.

Part 3

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?

We (Dr. Meyers and Dr. Larson) have worked hard to develop rubrics that we can both use consistently, and that we can share with new instructors. These rubrics have helped us shape content in our core courses that has improved the learning and achievement of our students. We specifically implemented rubrics to evaluate their written final research project paper and their final oral research project presentation. We are very proud of the original research projects that the student developed, and many have presented their work at state music education association conferences or in their district professional development communities. We have compiled data from evaluations in a number of classes, and our plans for the future include developing more rubrics like the ones

we use in research class. This will bring consistency to our assessment and feedback for students, as our program continues to grow and we hire more instructors. We need to streamline our data collection so when each course is offered and completed, we have a clear system for data collection and storage. This is our next step in the assessment process.

The course sequence and term of offerings can be viewed here: https://www.eiu.edu/musicgrad/MA_ME_Curricular_Sequence.php