***STUDENT LEARNING ASSESSMENT PROGRAM***

***SUMMARY FORM AY 2018-2019***

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

Master of Arts in Music

**Degree and**

**Program Name:**

# Submitted By:

Shellie Gregorich, Chair

**Please use size 10 font or larger.**

**PART ONE**

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| 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);  2. Music Ed concentration: Music Education Seminar research project SP 2019  3. Exit surveys conducted upon completion of the program;  Survey for performance, composition, conducting concentration graduates given SP 2019. Survey for online education concentration distributed at completion of program at end of SU 2018. | 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 *Superior* on our evaluation rubric–average 12/12 points–in order to receive Superior ranking; Students receive *Good* 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%), Conditional Pass, or Not Pass;  Oral Examinations must be approved unanimously by the Graduate examination committee;  2. Rubrics for Music Education Seminar research project SP 2019, the percentage of students expected to be at each level in parentheses: Superior (50%), Good (50%), Developing (0%), Not Acceptable (0%);  3.Exit survey questions are expected to give the Graduate Coordinator feedback to share with faculty for purposes of improving the program. In **AY 18-19 2/3** composition, conducting, performancestudents responded to an electronic survey in performance, conducting and composition concentrations.  **8/14** students in the education concentration completed a survey at the end of **SU18** | **1.AY 18-19** – Three students submitted Recital Program Notes; Three students held Oral Examinations. Two students turned in Recital Program Notes in the *Superior* category for content (67%); One student turned in Recital Program Notes in the *Good* category (33%).  **AY 18-19** Oral comprehensive examinations: Three out of three students achieved Pass or Conditional Pass on the Oral Exam  2. Music Education Seminar research project evaluated for research content and citations: Superior ranking, 78% Good ranking, 22% Developing rank, 0%  3.Exit survey: Graduate Coordinator learns the most/ least successful parts in the Core curriculum and Concentration courses in the MA degree program.  **AY 18-19-**  In the composition, conducting, and performance concentrations: 2/2 students strongly agree they are prepared to apply research practices to the study of music.  **SU 18** In the education concentration 6/8 students strongly agree they are able to apply accepted research practices to the study of music. 2/8 students agree they are able to apply accepted research practices to the study of music | The graduate examining committee formed for each student performs the evaluations and reports results to the Graduate Coordinator. In AY 18-19 the exit survey was distributed anonymously and electronically. The Graduate Coordinator evaluates the data 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. |
| 2. Demonstrate a scholarly approach to the study of music history, literature, and analysis. | 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);  2. Music Ed Concentration: Music Education Seminar research project SP 2019  3. Exit surveys conducted upon completion of the program;  Survey for performance, composition, conducting concentration given SP 2018. Survey for online education concentration at end of SU 2018. | 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 *Superior* on our evaluation rubric–average 12/12 points–in order to receive Superior ranking; Students receive *Good* 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%), Conditional Pass, or Not Pass;  Oral Examinations must be approved unanimously by the Graduate examination committee;  2. Rubrics for Music Education Seminar research project SP 2019, the percentage of students expected to be at each level in parentheses: Superior (50%), Good (50%), Developing (0%), Not Acceptable (0%);  3.Exit survey questions are expected to give the Graduate Coordinator feedback to share with faculty for purposes of improving the program. In **AY 18-19 2/3** composition, conducting, performancestudents responded to an electronic survey in performance, conducting and composition concentrations.  **8/14** students in the education concentration completed a survey at the end of **SU18** | **1.** **AY 18-19** – Three students submitted Recital Program Notes; Three students held Oral Examinations. Two students turned in Recital Program Notes in the *Superior* category (67%); One student turned in Recital Program Notes in the *Good* category (33%).  **AY 18-19** Oral comprehensive examinations: Three out of three students achieved Pass or Conditional Pass on the Oral Exam  2. Music Education Seminar research project evaluated for research practices: Superior ranking, 78% Good ranking, 22% Developing rank, 0%  3.Exit survey: Graduate Coordinator learns the most/ least successful parts in the Core curriculum and Concentration courses in the MA degree program.  **AY 18-19-**  In the composition, conducting, and performance concentrations: 2/2 students strongly agree they are prepared to apply research practices to the study of music. 1/2 students feel well prepared to pursue further graduate study. 1/2 students feel moderately well prepared to pursue further graduate study  **SU 18** In the education concentration 6/8 students strongly agree they are able to apply accepted research practices to the study of music. 2/8 students agree they are able to apply accepted research practices to the study of music | 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 department of music faculty website. |
| 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)  Neither performing, conducting, or composing are required in the online music education concentration | 1. Recital performances and Graduate Recital (for performance majors only) with program notes, semester and jury performances are assessed using performance assessment forms that include basic, universal criteria used to evaluate all performances as well as instrument-specific criteria.  b. Conducting majors do not give a recital as such, but prepare a compilation DVD for the Capstone Project  c. Composition majors are not required to have a recital of composed works but may do so if they choose.  2. 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);  3. Exit surveys conducted upon completion of the program;  Survey for performance, composition, conducting concentration given SP 2019. | 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%), 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.  b. Conducting DVDs are assessed as part of the Capstone project  c. Assessment of a recital is not made since this is not a requirement.  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 *Superior* on our evaluation rubric–average 12/12 points–in order to receive Superior ranking; Students receive *Good* 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%), Conditional Pass, or Not Pass;  Oral Examinations must be approved unanimously by the Graduate examination committee;  3. Positive feedback from exit surveys (performance, composition, conducting concentrations) with regard to preparation for meeting this objective. | 1. **AY 18-19** 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 Competent. 15/24 and above is considered competent. In fall 2018 5/8 students (63%) were evaluated as Professional level and 2/8 students (25%)were evaluated as Highly Competent. One student was evaluated as competent. In spring 2019 (60 %) students were evaluated as Professional level and (40 %) were evaluated as Highly Competent. 0% were ranked as competent.  b. N/A  c. N/A  2. **AY 18-19** – Three students submitted Recital Program Notes; Three students held Oral Examinations. Two students turned in Recital Program Notes in the *Superior* category (67%); One student turned in Recital Program Notes in the *Good* category (33%)  **AY 18-19** Oral comprehensive examinations: Three out of three students achieved Pass or Conditional Pass on the Oral Exam  3. Exit surveys: Two out of two students experienced significant growth and learning from completing the final recital performances. One out of two students felt he received more than sufficient experience in both large and small ensembles. One out of two students felt he received insufficient experience in large ensembles and sufficient experience in small ensembles. One student feels well-prepared to pursue job opportunities in job field, one student feels moderately prepared to pursue job opportunities in job field.  1/2 students feel well-prepared to continue with further graduate study. 1/2 students feel moderately prepared to pursue further graduate study. | 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 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. |
| 4. Demonstrate critical thinking and problem solving (CGS Learning Objective). | 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);  2. Results oral comprehensive exams evaluated by graduate faculty on graduate examination committee (performance concentrations, composition, conducting only)  3. Music Ed concentration: Music Education Seminar research project SP 2019  4. Exit surveys conducted upon completion of the program;  Survey for performance, composition, conducting concentration given SP 2018. Survey for online education concentration was distributed SU 2018. | 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 *Superior* on our evaluation rubric–average 12/12 points–in order to receive Superior ranking; Students receive *Good* or better on our evaluation rubric– with min. 9/12–in order to receive a Good ranking.  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;  3. Rubrics for Music Education Seminar research project SP 2019, the percentage of students expected to be at each level in parentheses: Superior (50%), Good (50%), Developing (0%), Not Acceptable (0%);  4. Positive feedback from exit interviews with regard to preparation for meeting this objective. | **1.** Three students submitted Recital Program Notes; Three students held Oral Examinations. Two students turned in Recital Program Notes in the *Superior* category (67%); One student turned in Recital Program Notes in the *Good* category (33%).  **AY 18-19** Oral comprehensive examinations: Three out of three students achieved Pass or Conditional Pass on the Oral Exam  3. Music Education Seminar research project evaluated for critical thinking: Superior ranking, 78% Good ranking, 22% Developing rank, 0%  4. **AY 18-19 Students in** performance, composition, conducting concentrations: Two out of two students agreed or strongly agreed that coursework and lessons had improved their critical thinking skills and their ability to problem solve  **SU 2019** Students in the education concentration: 5/8 students or 63% strongly agreed that coursework improved their ability to demonstrate critical thinking and 3/8 students or 38% agreed that coursework improved their ability to demonstrate critical thinking | 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. |
| 5. Demonstrate effective writing skills including grammar, syntax, organization, and depth of content (Graduate School standards). | 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);  3. Music Ed concentration: Music Education Seminar research project SP 2019  4. Exit surveys conducted upon completion of the program;  Survey for performance, composition, conducting concentration given SP 2018. Survey for online education concentration was distributed SU 2018. | 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 *Superior* on our evaluation rubric–average 12/12 points–in order to receive Superior ranking; Students receive *Good* or better on our evaluation rubric– with min. 9/12–in order to receive a Good ranking.  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;  3.Rubrics for Music Education Seminar research project SP 2019, the percentage of students expected to be at each level in parentheses: Superior (50%), Good (50%), Developing (0%), Not Acceptable (0%);  4. Positive feedback from exit interviews with regard to preparation for meeting this objective. | **1.** Three students submitted Recital Program Notes; Three students held Oral Examinations. Two students turned in Recital Program Notes in the *Superior* category for mechanics (67%); One student turned in Recital Program Notes in the *Good* category for mechanics (33%).  **2.AY 18-19** Oral comprehensive examinations: Three out of three students achieved Pass or Conditional Pass on the Oral Exam    3. Music Education Seminar research project evaluated for research practices: Superior ranking, 78% Good ranking, 22% Developing rank, 0%  4. In response to the statement “Coursework improved my ability to demonstrate effective writing skills” in the performance, conducting, and composition program: one student ‘strongly agreed’, and one student ‘somewhat agreed.’  In the education concentration, 5/8 students ‘strongly agreed’ and 3/8 students ‘agreed.’ | 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. |

**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.**

The Graduate Committee developed new evaluation tools this year

1. We are continuing to use the Performance Assessment Tool for Graduate level juries and recitals in AY 18-19 and are continuing to receive useful data from this tool. However, we adapted the 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

2. We have begun incorporating the new online MA in Music, Music Education Concentration into our assessment process. As our first students graduated from the online program this summer, we administered an electronic exit survey to gather additional data. We also incorporated data from the SP 19 Seminar in Music Education research project.

3. We developed an evaluation tool for the Capstone Recital Program Notes. Faculty used the program notes evaluation tool for the first time this spring. Although the data was useful, we need to add more specific categories addressing our department learning goals next 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?**

MA students in the performance, composition, and conducting concentrations are now graduating under the new 32 credit hour program. Since only three students graduated this year it is early to make decisions or base conclusions on such a small pool of graduates. By the end of next year we will have more information about the overall impact of the changes on our program. However, it is already clear that the students appreciate the emphasis on performance in the program. After another year or two under the new model we will be in a better position to evaluate the recent changes in our program. Our education concentration has continued to flourish under the mostly online format. We agreed to eliminate the committee based assessment of the research project this year since we don’t have the depth of faculty to maintain the requirement. Our second group of students will graduate this summer and comments in exit surveys were overwhelmingly positive. The program is still relatively new and after another year or two under the online model we will have a better idea if further adjustments are necessary.