**Student Learning Assessment Program**

## Response to Summary Form

**Graduate Program 2017**

Department: Music

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| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 3, M.A. Music | Objectives are clear, measurable, and programmatic. All of the CGS goals have been adopted by the program |
| **How, Where, and When Assessed** | Level 2-3, M.A. Music | You mention in the narrative section that several of the sites for assessment will be going away with the revision to the curriculum. You appear to have some rubrics in place for written work and evaluation of recitals, so those instruments can probably still work when you eliminate the theses and recital analysis paper. What papers are still written for core graduate classes that could take the place of these artifacts? Since you are also eliminating the comprehensive exam, you will want to look for courses and artifacts to use to assess content knowledge for the program. The indirect measure seems to be providing good data for you, so that’s encouraging. While you are revising curriculum and eliminating measures, your report clearly shows an awareness for the need for direct and indirect measures to assess the various concentrations of your students. |
| **Expectations** | Level 2-3, M.A. Music | Expectations are given for each of the measures identified, and they correspond to the measures themselves and the objectives. Again, there are no expectations for coursework, so the role of papers and exams from the classes remains murky. Are there certain levels of satisfaction that you hope to see from the exit survey or are the questions open-ended? You list grades as an expectation. What grades are you looking for that will tell you students have attained particular skills/knowledge? |
| **Results** | Level 2-3, M.A. Music | Results are collected and evaluated and are shared with the chair and graduate committee. Congratulations on improving your return rates on your exit survey! How will the new Music Instruction Seminar and Practicum class improve the curriculum over MUS 5890? You are clearly responding to issues brought up by your students, so that is good. Does the direct data show any issues with the curriculum that need to be addressed? |
| **How Results Will be Used** | Level 3, M.A. Music | A feedback loop has been established. |

1. \* Levels should not be interpreted as grades or scores; they are stages of implementation based on patterns of characteristics described by North Central Association. These levels are approximations based on the information provided in the summaries. Please refer to the checklist for the Primary Traits listed for each level on the assessment web site at [www.eiu.edu/~assess](http://www.eiu.edu/~assess). [↑](#footnote-ref-1)