

## 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-Coordinator

### 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, multiple contemporary/special topics projects, and an original research project.
How are learners assessed?	Students complete projects in all classes listed above, including a significant original research project. All are assessed with course specific rubrics or evaluation checklists.
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?	<p>With rolling enrollment and a 3-year course offering cycle, we cannot report results for all course projects at this time. Below is the data from the final research project rubric. This project is the most robust of all projects in the program, so this data provides good representation of overall program work. Complete data from this rubric is included here as an example of how projects are evaluated in all courses, with rubrics or checklists adjusted appropriately for course content.</p> <p><u>Criteria 1: Use of credible academic sources</u></p> <p>Level 5 - 31 (94%) Level 4 - 2 (6%)</p> <p><u>Criteria 2: Use of APA writing and citation format</u></p> <p>Level 5 - 24 (73%) Level 4 - 6 (18%) Level 3 - 3 (9%)</p>

Criteria 3: Demonstration of ability to link previous research to current study and the need for future research

Level 5 - 26 (79%)  
Level 4 - 2 (6%)  
Level 3 - 3 (9%)  
Level 2 - 2 (6%)

Criteria 4: Demonstration of critical thinking

Level 5 - 24 (73%)  
Level 4 - 5 (15%)  
Level 3 - 4 (12%)

Criteria 5: Organization of writing

Level 5 - 30 (91%)  
Level 4 - 3 (9%)

Criteria 6: Presentation of independent research project results

Level 5 - 23 (70%)  
Level 4 - 5 (15%)  
Level 3 - 3 (9%)  
Level 2 - 2 (6%)

Criteria 7: Clarity of implications for the field of music education

Level 5 - 22 (67%)  
Level 4 - 6 (18%)  
Level 3 - 2 (6%)  
Level 2 - 3 (9%)

	<p><u>Criteria 8: Writing style, format, and length</u></p> <p>Level 5 - 25 (76%) Level 4 - 5 (15%) Level 3 - 3 (9%)</p> <p><u>Criteria 9: Growth throughout the process (from Introduction to Research Methods course)</u></p> <p>Level 5 - 22 (67%) Level 4 - 7 (21%) Level 3 - 2 (6%) Level 2 - 2 (6%)</p> <p><u>Criteria 10: Professional writing</u></p> <p>Level 5 - 30 (91%) Level 4 - 3 (9%)</p>
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	<p>Program Learning Goal(s):</p> <p>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.</p>
How are learners assessed?	<ol style="list-style-type: none"> <li>1) Students complete a project in MUS 5702A, Seminar in Music Education: Social Justice Issues.</li> <li>2) Students participate in synchronous discussion sessions in MUS 5702B, Seminar in Music Education: Contemporary Issues in Music Education.</li> <li>3) Students participate in written discussion boards in all courses.</li> <li>4) Students design an original research project in MUS 5101, Research Methods in Music Education that investigates an issue in music education and complete the project in MUS 5900.</li> </ol>

What are the expectations for the students?	<ul style="list-style-type: none"> <li>1) Students design, complete, and present a project in MUS 5702A.</li> <li>2) Students will participate in all synchronous discussion sessions.</li> <li>3) Students will participate in all written discussion boards.</li> <li>4) Students will design an original research project in MUS 5101, that will serve as the foundation for their research project in MUS 5900.</li> </ul>
What are the expectations for the program?	<ul style="list-style-type: none"> <li>1) 100% of students will design, complete, and present a project in MUS 5702A.</li> <li>2) 100% of students will participate in 100% of synchronous discussion sessions.</li> <li>3) 100% of students will participate in 100% of written discussion boards.</li> <li>4) 100% of students will design an original research project in MUS 5101 and complete it in MUS 5900.</li> </ul>
What were the results?	<ul style="list-style-type: none"> <li>1) All students completed a project in 5702A. Grades were as follows:   <ul style="list-style-type: none"> <li>100%- 4</li> <li>99%- 3</li> <li>98%- 2</li> <li>97%- 2</li> <li>96%- 2</li> <li>94%- 4</li> <li>91%- 1</li> <li>89%- 1</li> <li>84%- 2</li> </ul> </li> <li>2) 95% of students met requirements for synchronous discussion sessions.</li> <li>3) 94% of students met requirements for written discussion boards.</li> <li>4) 100% of students designed an original research project in MUS 5101 and completed it in MUS 5900.</li> </ul>
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	<p>Program Learning Goal(s):</p> <p>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.</p>
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How are learners assessed?	<ul style="list-style-type: none"> <li>1) Students complete an oral research presentation in MUS 5900 (Research Project)</li> <li>2) Students successfully participate in synchronous seminar presentations and discussions in MUS 5200 (workshop/seminar in music education), and in campus residency sessions.</li> <li>3) Students participate in written discussion board posts in all courses in the online program.</li> </ul>
What are the expectations for the students?	<ul style="list-style-type: none"> <li>1) Students complete an oral research presentation in MUS 5900 (Research Project)</li> <li>2) Students successfully participate in synchronous seminar presentations and discussions in MUS 5200 (workshop/seminar in music education), and in campus residency sessions.</li> <li>3) Students participate in written discussion board posts in all courses in the online program.</li> </ul>
What are the expectations for the program?	<ul style="list-style-type: none"> <li>1) At least 80% of students meet expectations and 20% exceed.</li> <li>2) 100% of students participate in synchronous seminar discussions and campus residency sessions.</li> <li>3) 100% of students participate in written discussion board posts in all courses in the online program.</li> </ul>
What were the results?	<ul style="list-style-type: none"> <li>1) At the time this course was last offered (FA24), 33 students were enrolled. 30 students (91%) exceeded expectations by earning at least a 90% on the final presentation and 3 students (9%) earned between 80-89% on the oral presentation.</li> <li>2) 100% of students participated in seminar discussions at the campus residency (SU 24).</li> <li>3) We do not have complete data for all written discussion boards in the program, but they are required in most classes.</li> </ul>
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 #4: Evidence of advanced scholarship through research and/or creative activity.	<p>Program Learning Goal(s):</p> <p>The graduate candidate demonstrates advanced scholarship by developing, implementing, and completing an original research project in music education.</p>
How are learners assessed?	<ul style="list-style-type: none"> <li>1) Students design an original research project in MUS 5101 (Research Methods).</li> <li>2) Students complete the IRB process.</li> <li>3) Students submit a draft of chapters 1-3 of their research project</li> </ul>

	<p>(introduction, literature review, and methodology) as the final project in MUS 5101.</p> <p>4) Students implement and collect data for their original research project during the time between MUS 5101 and MUS 5900 (Research Project).</p> <p>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.</p>
What are the expectations for the students?	<p>1) Students design an appropriate original research project.</p> <p>2) Students pass the IRB application process and earn approval to collect data.</p> <p>3) 100% of students earn a minimum of 80% on final project in MUS 5101.</p> <p>4) Students begin MUS 5900 with complete data.</p> <p>5) Students earn a minimum of 80% on the final research paper in MUS 5900.</p>
What are the expectations for the program?	<p>1) 100% of students design an appropriate original research project.</p> <p>2) 100% of students earn IRB approval to collect data.</p> <p>3) At least 80% of students meet expectations and 20% exceed.</p> <p>4) 100% of students begin MUS 5900 with complete data.</p> <p>5) At least 80% of students meet expectations and 20% exceed.</p>
What were the results?	<p>1) 33/33 students designed an appropriate original research project.</p> <p>2) 33/33 students earned IRB approval to collect data.</p> <p>3) All students met the 80% minimum requirement.</p> <p>4) 29/33 students (88%) began MUS 5900 with complete data.</p> <p>5) In FA24 (MUS 5900) 31/33 students (94%) earned a minimum of 80% on the final project. 2 had to extend their timelines to complete the project and both completed the work with final grades between 70-79%.</p>
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 #5: Ethics and Professional Responsibility	<p>Program Learning Goal(s):</p> <p>The graduate candidate demonstrates an understanding and respect for professional ethics in the discipline.</p>
How are learners assessed?	<p>1) Students submit the IRB application for their individual research study.</p> <p>2) Students take and complete the CITI training.</p>

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.

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 collected our first sets of data from the new rubrics used in Research and Psychology Classes. We will continue to collect data in other courses as they are offered throughout the 3-year rotation.

## 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.

The most consistent piece of feedback from students on course evaluations include comments on value of written discussion boards. We have implemented new ways of engaging in discussion boards, including requiring students to design their own discussion board topic and lead it throughout a course. These changes have been met with positivity, and we continue to use student feedback to make improvements in specific courses and in facilitation.

The Psychology of Music Teaching and Learning course had become outdated, so Dr. Meyers revised the course, selected an updated textbook, and is teaching the updated version this semester.

Thirty-six program participants attended the campus residency in July of 2024. This was our first time hosting such a large group on campus, and feedback was excellent. We collected surveys at the end of the experience and students cited the following positives:

- Sense of community built by in-person experience
- Direct interaction with faculty
- Opportunity to meet and work with faculty who do not instruct in the regular program – we overlapped the week with Eastern Music Camp and music faculty led special sessions throughout the week
- Social events for participants to spend in-person time together
- Music-making opportunities that included a conducting workshop, band reading sessions, and choir reading sessions

The consistent suggestion for improvement at the residency was to allow more free time in the schedule and not hold regular class meetings for such long sessions during the week (we held two-hour class meetings). We plan to implement this feedback for the next residency, scheduled for summer 2027.

The course sequence and term of offerings can be viewed here:

[https://www.eiu.edu/musicgrad/MA\\_ME\\_Curricular\\_Sequence-Part.2.php](https://www.eiu.edu/musicgrad/MA_ME_Curricular_Sequence-Part.2.php)



