

DEPARTMENT OF MUSIC

ANNUAL ASSESSMENT REPORT

PROGRAM: M.S. IN MUSIC EDUCATION

Report prepared by: Jacquelyn Sholes

Music Department Assessment Committee: Carlotta Parr (Department Chair)

Robert Schwartz

Jacquelyn Sholes (Committee Chair)

2017–2018

Department of Music Assessment Report: 2017-18

Program: M.S. in Music Education

The M.S. in Music Education provides certified music teachers with advanced study and professional training beyond the baccalaureate degree. The exit requirements for the M.S. include a capstone project, such as a thesis, solo recital, conducting an ensemble performance, or a composition. The requirements for this degree align with broader goals of instilling critical thinking and writing skills, broad global awareness, and meaningful community engagement.

Highlights

Most Significant Changes from 2017-18

- N/A

Summary of How AAC Feedback Was Used

The feedback on our report from 2016-17 made us aware of the need for more specific definitions of levels of proficiency on our assessments and for more precision in the collection and reporting of our data. We have attempted to address the feedback in preparing this report and have been redesigning our methods of data collection and reporting in order to further address this feedback in the future.

Section I: Learning Outcomes and Methods Used to Assess Student Learning

Learning Outcome #1 – Candidates for the M.S. in Music Education will exhibit knowledge of different philosophies of music education and develop a personal philosophical foundation for his/her career.

Assessment Methods/Tasks for this Learning Outcome:

A. Comprehensive examination: music education philosophy

Learning Outcome #2 - Candidates for the M.S. in Music Education will exhibit knowledge of current issues and trends in music education and education.

Assessment Methods/Tasks for this Learning Outcome:

A. Comprehensive examination: current issues

Learning Outcome #3 – Candidates for the M.S. in Music Education will demonstrate the ability to organize, interpret, synthesize, and evaluate knowledge in music, music education, and education

Assessment Methods/Tasks for this Learning Outcome:

A. Comprehensive examination: content knowledge

B. Comprehensive examination: communication skills

Learning Outcome #4 – Candidates for the M.S. in Music Education will demonstrate competence in oral, written, and communication skills and the ability to disseminate knowledge in a scholarly, coherent, and organized manner.

Assessment Methods/Tasks for this Learning Outcome:

A. Comprehensive examination: content knowledge

B. Comprehensive examination: communication skills

C. Capstone project

Learning Outcome #5 – Candidates for the M.S. in Music Education will demonstrate the ability to evaluate research in music education, and to conduct research.

Assessment Methods/Tasks for this Learning Outcome:

- A. Comprehensive examination: content knowledge**
- B. Comprehensive examination: communication skills**

Section II: Assessment Data

Learning Outcome #1 – Candidates for the M.S. in Music Education will exhibit knowledge of different philosophies of music education and develop a personal philosophical foundation for his/her career.

Assessment Methods/Tasks for this Learning Outcome:

Method A: Comprehensive examination

Description: The comprehensive examination consists of five sections: I. Music Education Philosophy, II. Psychology and Sociology, III. Current Issues, IV. Content Knowledge, and V. Communication Skills.

Overview of Findings: Students are meeting this learning outcome, although students tend to struggle with the “content knowledge” section of the exam, which focuses on music theory; several students have had to take that section twice in order to pass.

Learning Outcome #2 - Candidates for the M.S. in Music Education will exhibit knowledge of current issues and trends in music education and education.

Assessment Methods/Tasks for this Learning Outcome:

Method A: Comprehensive examination: current issues

Description: The comprehensive exam consists of multiple parts, including an analytical research paper on a current issue in music education, to be written in correct APA format. It is this paper that is used to gauge student success for this learning outcome.

Overview of Findings: Students are meeting this learning outcome.

Learning Outcome #3 – Candidates for the M.S. in Music Education will demonstrate the ability to organize, interpret, synthesize, and evaluate knowledge in music, music education, and education.

Assessment Methods/Tasks for this Learning Outcome:

Method A: Comprehensive examination: content knowledge

Description: The comprehensive exam consists of multiple parts, one of which (the “content knowledge” section) is a music theory exam.

Overview of Findings: Students are meeting this learning outcome, although students tend to struggle with the “content knowledge” section of the exam, which focuses on music theory; several students have had to take that section twice in order to pass.

Method B: Comprehensive examination: communication skills

Description: The comprehensive exam consists of multiple parts, one of which examines students’ skills in communication.

Overview of Findings: Students are meeting this learning outcome.

Learning Outcome #4 – Candidates for the M.S. in Music Education will demonstrate competence in oral, written, and communication skills and the ability to disseminate knowledge in a scholarly, coherent, and organized manner.

Assessment Methods/Tasks for this Learning Outcome:

Method A: Comprehensive examination: content knowledge

Description: The comprehensive exam consists of multiple parts, one of which (the “content knowledge” section) is a music theory exam.

Overview of Findings: Students are meeting this learning outcome.

Method B: Comprehensive examination: communication skills

Description: The comprehensive exam consists of multiple parts, one of which examines students' skills in communication.

Overview of Findings: Students are meeting this learning outcome.

Method C: Capstone project

Description: The requirements for this degree include a capstone project, which may consist of a thesis, solo recital, conducting an ensemble performance, or a composition.

Overview of Findings: Rubrics for assessing the capstone project are incomplete, so results cannot yet be drawn.

Learning Outcome #5 – Candidates for the M.S. in Music Education will demonstrate the ability to evaluate research in music education, and to conduct research

Assessment Methods/Tasks for this Learning Outcome:

Method A: Comprehensive examination: content knowledge

Description: The comprehensive exam consists of multiple parts, one of which (the “content knowledge” section) is a music theory exam.

Overview of Findings: Students are meeting this learning outcome.

Method B: Comprehensive examination: communication skills

Description: The comprehensive exam consists of multiple parts, one of which examines students' skills in communication.

Overview of Findings: Students are meeting this learning outcome.

Section III: Analysis

Learning Outcome #1 – Candidates for the M.S. in Music Education will exhibit knowledge of different philosophies of music education and develop a personal philosophical foundation for his/her career.

In the 2017-18 academic year, the results of the five sections of the comprehensive examination were as follows:

Section I: Music Education Philosophy: Six students took this section, and all six passed.

Section II: Psychology and Sociology: Five students took this section, and four passed.

Section III: Current Issues: Six students took this section, and five passed.

Section IV: Content Knowledge: Five students took this section, and three passed.

Section V: Communication Skills: Six students took this section, and five passed.

Learning Outcome #2 - Candidates for the M.S. in Music Education will exhibit knowledge of current issues and trends in music education and education.

See Learning Outcome #1 above.

Learning Outcome #3 – Candidates for the M.S. in Music Education will demonstrate the ability to organize, interpret, synthesize, and evaluate knowledge in music, music education, and education

See Learning Outcome #1 above.

Learning Outcome #4 – Candidates for the M.S. in Music Education will demonstrate competence in oral, written, and communication skills and the ability to disseminate knowledge in a scholarly, coherent, and organized manner.

See Learning Outcome #1 above.

Learning Outcome #5 – Candidates for the M.S. in Music Education will demonstrate the ability to evaluate research in music education, and to conduct research.

See Learning Outcome #1 above.

Section IV: Use of Results

Learning Outcome #1 – Candidates for the M.S. in Music Education will exhibit knowledge of different philosophies of music education and develop a personal philosophical foundation for his/her career.

The Department of Music Assessment Committee will develop a rubric to be used in evaluating the analytical paper that is part of the Comprehensive Examination.

Learning Outcome #2 - Candidates for the M.S. in Music Education will exhibit knowledge of current issues and trends in music education and education.

See Learning Outcome #1 above.

Learning Outcome #3 – Candidates for the M.S. in Music Education will demonstrate the ability to organize, interpret, synthesize, and evaluate knowledge in music, music education, and education

See Learning Outcome #1 above.

There are two problems that are causing the low pass rate of the “Content Knowledge” portion of the exam. The first is that students entering the program demonstrate a deficiency in the area of music theory on their diagnostic entrance exam. The second problem is that the time lag between the course that prepares them for this portion of the exam and the exam itself can be so long (up to four years) that the student’s knowledge atrophies. In addition, they are not asked to use the information and skills learned in this course in the other courses in their program. The Department offers a “refresher” course to help prepare students for the exam, but it is not required. As a result, most students end up having to take the test again. In reality, the pass rate is 100%, since students take the test until they pass it. We will refer this issue to the D.O.M. Graduate Committee to discuss and they will explore whether there are any further solutions. A general description of how to prepare for the exam was prepared in 2014 by the faculty coordinator for the theory program, but we have no assurance that it was sent out consistently to students, and furthermore we feel that it needs to be more specific in order to be helpful to students; this will be discussed at the Department’s Spring 2019 Graduate Committee meeting.

Learning Outcome #4 – Candidates for the M.S. in Music Education will demonstrate competence in oral, written, and communication skills and the ability to disseminate knowledge in a scholarly, coherent, and organized manner.

See Learning Outcomes #1 and #3 above.

The Department of Music Assessment Committee will also revise and create additional rubrics to evaluate capstone projects. These new rubrics will be better tailored to the specifics of each type of capstone project.

Learning Outcome #5 – Candidates for the M.S. in Music Education will demonstrate the ability to evaluate research in music education, and to conduct research.

See Learning Outcomes #1 and #3 above.