

## PROGRAM REPORT SUMMARY

Department: Music	Report Type: SUMMARY
Program Name: Master of Science (Music Education)	Program Award Level: Graduate; MS
Report Preparers: Dr. Heather de Savage (Assessment Committee Chair); Dr. Charles Menoche (Department Chairperson); Dr. Robert Schwartz (Committee Member)	Academic Year Data: 2019-20
Program Structure: Accredited	Date Report Completed: November 5, 2020
Accreditation Agency: National Association of Schools of Music (NASM)	Date Next Self-Study Due to Agency: Submitted February 2020 reaccreditation in progress

Program Assessment Question	Response
<p><b>1) URL:</b> Provide the URL where the learning outcomes (LO) can be viewed.</p>	<p><a href="https://www2.ccsu.edu/program/MusicEducation_MS">https://www2.ccsu.edu/program/MusicEducation_MS</a></p>
<p><b>2) Assessment Instruments:</b> Please list the source(s) of the data/evidence, other than GPA, that is/are used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, etc.)</p>	<p><i>LO 1: Exhibit knowledge of different philosophies of music education and develop a personal philosophical foundation for his/her career.</i>  <b>Comprehensive Examination:</b> Candidates for this degree must pass a comprehensive examination, consisting of five sections: I. Music Education Philosophy, II. Psychology and Sociology, III. Current Issues, IV. Content Knowledge, and V. Communication Skills.</p> <p><i>LO 2: Exhibit knowledge of current issues and trends in music education and education.</i>  <b>Comprehensive Examination: Section III (Current Issues):</b> 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.</p> <p><i>LO 3: Demonstrate the ability to organize, interpret, synthesize, and evaluate knowledge in music, music education, and education.</i>  <b>Comprehensive Examination: Section IV (Content Knowledge) and Section V (Communication Skills):</b> The comprehensive exam consists of multiple parts, one of which (Content Knowledge) is a music theory exam, and another (Communication Skills) that examines students' communication skills).</p>

	<p><i>LO 4: Demonstrate competence in oral, written, and communication skills and the ability to disseminate knowledge in a scholarly, coherent, and organized manner.</i></p> <p><b>Comprehensive Examination: Section IV (Content Knowledge) and Section V (Communication Skills):</b> See LO 3.</p> <p><b>Capstone Project:</b> The requirements for this degree include a capstone project, which may consist of a thesis, solo recital, conducting an ensemble performance, or a composition.</p> <p><i>LO 5: Demonstrate the ability evaluate research in music education, and to conduct research.</i></p> <p><b>Comprehensive Examination: Section IV (Content Knowledge) and Section V (Communication Skills):</b> See LO 3.</p>
<p><b>3) Interpretation:</b> Who interprets the evidence? (e.g., faculty, Admin. assistant, etc.).</p>	<p><b>Comprehensive Examination:</b> FT faculty members in the areas of expertise evaluate the various components of the Comprehensive Exam. When possible, if the review of a portion of the examination is negative and additional person in the area of expertise (when available) will read the submission and either agree with the evaluation or initiate a discussion for a reread of the materials.</p> <p><b>Capstone Project:</b> Performance Capstones are reviewed by two external faculty members appropriate for the area of the performer. Conducting, Composition, and Action Research Projects are read/reviewed by the Graduate Committee.</p>
<p><b>4) Results:</b> Since the last submitted report, list:</p> <p>a. The conclusion(s) drawn, noting strengths and weaknesses.</p> <p>b. The changes that were or will be made as a result of those conclusion(s).</p>	<p>a. A strength of the Department of Music’s program is the variety of options for Capstone projects and diversity of courses offered (overlapping with courses offered in our Summer Music Institute). This allows our masters students to study along seasoned and very experienced teachers.</p> <p>a.1 – as it has been noted in our NASM campus visit response and noted by the CCSU administration the infrastructure of the Summer Music Institute has been “running in the red” for many years and is not viable. The SMI, which provides many of the courses required for the students of the Master’s Program are, was canceled over the summer and is currently under revisions. As a result of the SMI challenges and additional challenges, our Master’s program is currently on hold.</p> <p>b. The primary focus of changes for the coming several years will be focused on restructuring of and revisions to both the Summer Music Institute and our Master’s program so both are viable given the University’s and the programs resources and recruit sufficient number of students to make it viable.</p>
<p><b>5) Strengths:</b> What about your assessment process is working well?</p>	<p>As noted in the BA and BS reports, with the significant challenges of this past and current year and departure of secretary, chair, and faculty without materials and resources available, the committee is not in a position to evaluate the strength of the assessment process.</p>

<p><b>6) <u>Improvements:</u></b> List ways in which your assessment process needs to be improved based on student data. (A brief summary of changes to assessment plan can be reported here)</p>	<p>As mentioned above, both the SMI and the MS in Music program are on hold as we and the administration are in the process of revisiting, revising, and possibly restructuring things. The Department of Music believes that it is too early to know what direction the program will head bast the students currently in the program.</p>
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## GENERAL EDUCATION SUMMARY

### GENERAL EDUCATION SUMMARY:

1. All departments contribute to the general education foundation of CCSU students (i.e., the CCSU General Education Learning Objectives/Outcomes) and must submit the General Education Summary below.
2. If your department participated in the General Education Assessment initiative (Multi-State model), complete Section 1 below.
3. If your department assesses GenEd Learning Objectives/Outcomes at the department-level, complete Section 2 below.  
Complete one Summary table for each LO assessed.
4. URL for the list of CCSU Learning Objectives/Outcomes, click [here](#).

Department: Music N/A	Report Type: GenEd Summary
Program Name and Level: N/A	Academic Year Data: 2019-20
Report Preparer: N/A	Date Completed: N/A

<b>Participation in General Education Assessment Initiative (Multi-State Collaborative model)</b>	<b>Section 1 Responses</b>
<p><b>1)</b> Our departmental faculty participated in the assessment of the GenEd Learning Objectives/Outcomes by contributing to the GenEd Assessment Initiative (Multi-State Collaborative model).</p>	<p>Faculty member(s):</p> <p>GenEd Learning Outcome(s)/Objective(s):</p> <p>Course(s):</p>

<p><i>Please list the participating faculty and General Education Learning Objective/Outcome(s) for which faculty have provided student artifacts.</i></p>	
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Complete one Summary table below for each Learning Outcome assessed.

<b>Participation through Department-level GenEd Assessment</b>	<b>Section 2 Responses</b>
<p><b>1) Courses:</b> List course(s) and the CCSU General Education Learning Objective/Outcome with which the course is aligned. (These include courses across all schools and departments and are not limited only to designated GenEd Study and Skill Area courses.)</p>	
<p><b>2) Assessment Instruments:</b> What data/evidence, other than GPA, are used to assess the stated CCSU General Education Objective/Outcome? (e.g., capstone course, portfolio review, licensure examination, etc.)</p>	
<p><b>3) Interpretation:</b> Who interprets the evidence? (e.g., faculty, Admin. assistant, etc.).</p>	

<p><b>4) Results:</b> Since the most recent full report, list:</p> <p><i>a.</i> The conclusion(s) drawn, noting strengths and weaknesses.</p> <p><i>b.</i> The changes that were or will be made as a result of those conclusion(s).</p>	
<p><b>5) Strengths in your Assessment Process:</b></p> <p>List ways in which your assessment process is working well.</p>	
<p><b>6) Improvements:</b> List ways in which your GenEd assessment process needs to improve based on student data (A brief summary of changes to assessment plan can be reported here).</p>	

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**APPENDIX**

Please clearly label all supporting data tables by LO.

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*End of Report*