

REVIEW OF THE MASTER OF MUSIC (M.M.)

Classification of Instruction Programs (CIP) Code: 50.0901
Music, General

OVERVIEW

The **M.M. in Music** program at Illinois State University is housed in the School of Music within the Wonsook Kim School of Art. The School of Music houses four degree programs and a graduate certificate program: a B.A. or B.S. in Music (Liberal Arts), B.M. in Performance (Music), a B.M.E. in Music Education, and M.M. in Music. In addition, the school offers a minor in Music. Students enrolling in the **M.M., in Music** select from the following sequence options: Collaborative Piano, Composition, Conducting, Jazz Performance, Music Therapy, Performance, and String Pedagogy.

Enrollment, Fall Census Day, 2015-2022

M.M. in Music, Illinois State University
First Majors Only

	2015	2016	2017	2018	2019	2020	2021	2022
Collaborative Piano sequence	4	3	3	2	1	3	3	3
Composition sequence	3	4	4	3	3	5	8	4
Conducting sequence	4	2	4	6	6	5	7	4
Jazz Performance sequence				1		1	2	2
Music Therapy sequence	21	25	23	23	22	13	13	13
Performance sequence	33	27	27	22	27	29	22	20
String Pedagogy sequence					1	2	4	4
Total	66	61	61	57	60	58	59	50

Degrees Conferred, Graduating Fiscal Year, 2015-2022

M.M. in Music, Illinois State University
First Majors Only

	2016	2017	2018	2019	2020	2021	2022	2023
Total	23	26	18	27	20	28	22	23

Table notes:

Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2019 consists of the following terms: summer 2017, fall 2017, and spring 2018.

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Self-study process

The School of Music actively gathered faculty input on program goals and assessment methods between May 2022 – May 2023. These discussions took place in full faculty meetings (including two full-day retreats), in Advisory Committee meetings, and in Curriculum and Assessment Committee meetings. Additionally, the Director of the School of Music formed an ad hoc committee to work on Program Review, consisting of two faculty members and

the Lead Academic Advisor. This committee met with many subgroups of faculty to dig into program goals and assessment methods, such as: theory faculty; musicology faculty; performance faculty; and ensemble directors. Also, an updated alumni survey was created and disseminated during this time. Collected discussion points and data were compiled during Summer 2023 for the presentation of program review material Fall 2023.

Program curriculum

The Master of Music sequences in the School of Music are generally similar to our comparator programs. This is likely due to standards and guidelines presented by the National Association of Schools of Music. New courses have been created to support the new MM in Jazz studies degree and the new MM in String Pedagogy degree. A graduate-level course in building entrepreneurial skills should be added. Course revisions to support more specialized content for Music Therapy students are in progress. The entrance and exit requirements for the different MM sequences should continue to be reviewed and refined; they do not need to match as much as they have in the past. Some new courses, such as “Race, Gender, and Identity in American Music” and “Applied Music: Electronic Instruments” have been added to the graduate curriculum to expand areas of study.

Program or academic unit faculty

This academic unit is supported by 53 full-time faculty (36 TT and 17 NTT) as well as additional part-time faculty. A large majority of faculty teach both undergraduate and graduate-level courses. Faculty are highly qualified music professionals (performers, practitioners, researchers, and teachers) who are committed to student success and who provide individualized attention from the audition process through graduation. TT and NTT are active in their specialized disciplines. Additional faculty expertise in areas such as music business, music technology, and popular music is needed in the School of Music.

Program goals and quality indices

Program goals and related strategic action items have been revised. There are many levels of formal and informal assessment occurring within the School of Music. The School Director, Lead Academic Advisor, and key faculty committees such as the Curriculum and Assessment Committee and Advisory Committee are actively reviewing program goals and progress towards these goals. Various data points related to admission and progress towards degree are collected. An updated alumni survey was recently created and disseminated.

Student learning outcomes assessment plan and process

While many levels of formal and informal assessment occur within the School of Music, the process of reporting assessment outcomes can become more formalized. New processes and timelines are in progress.

Specialized accreditation

The School of Music is accredited by the National Association of Schools of Music. The last reaccreditation review was conducted in 2013. At that time, the School maintained its accreditation status and received a very positive report. The next self-study process will be undertaken during the 2023-24 academic year to prepare for a scheduled Fall 2024 site visit.

Responses to recommendations resulting from the previous program review

Many recommendations from the previous program review have been or are currently being addressed. The current Fine Arts Rehabilitation Project is underway with construction bidding expected to begin soon. Faculty and students are actively studying and performing more diverse repertoire now compared to 8 years ago. Programs such as the Graduate Student Welcome Week event and Music Student Wellness Day activities have been created to support student needs. The MM in Jazz Studies was successfully launched in 2018. A lack of funding for high achieving student scholarships and assistantships and for personnel to assist with admissions, marketing and publicity remains an area of concern.

Changes in the academic discipline, field, societal need, and program demand

Faculty are working to develop new teaching and mentorship strategies to support post pandemic students and learning. The proliferation of social media has accentuated the need for marketing and publicity in order to stay present in the public eye. The national decline in students pursuing a Master of Music degree, a shift in attitude towards higher education, a decline in participation in high school music programs due to the pandemic, and the national decline of students enrolled in Bachelor of Music programs will make maintaining a steady enrollment challenging in upcoming years.

Major findings of this program review self-study

The School of Music generally is functioning at a high level and is continuing to attract high performing students. The School of Music's reputation as a strong teacher-training program with excellent faculty continues. Enrollment in MM programs are declining nationally, and the same holds true at ISU. The School of Music could consider several graduate certificate options which may increase enrollment. The individualized attention and mentorship that faculty provide positively impact enrollment and retention. School of Music students have many opportunities to expand their personal and professional growth, through guest artist collaborations, supported professional development, supported independent studies, RSOs, community outreach programs, and more. Alumni are generally very satisfied with the quality of education they received in the School of Music and are finding professional success post-graduation. The School of Music should continue to improve data collection and review in support of measuring the success of program goals. The entrance and exit requirements for the different Master of Music sequences should continue to be reviewed and revised appropriately.

Initiatives and plans for the next program review cycle

The School of Music will continue to revise its program assessment plans (particularly in how goals are measured), with special attention given to the fifth (and new) program goal related to collaboration and professionalism. An exit survey for graduate students will be created, as well as an implementation plan for the survey. Further curricular revisions for the music therapy degree (impacting students enrolled in the undergraduate equivalency program) are planned, and the impact in student learning as a result of these changes will be monitored. The School of Music will consider building certificate options that are unique to ISU and match our institution's mission and goals. These may include certificates in piano pedagogy (which could also lead to a MM in Piano Pedagogy), theory pedagogy, music technology, and/or woodwind specialist. Faculty will continue recent work to revise the MM entrance and exit requirements. This may include new remediation options and fewer, different, and/or clearer exit options.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

Review Outcome. The Academic Planning Committee, as a result of this review process, finds the Master of Music (M.M.) to be in Good Standing.

The Academic Planning Committee congratulates the program for their efforts in completing a comprehensive self-study report. The self-study report provides a thorough review of the program that substantiates claims with insightful evidence. The program demonstrated a commendable level of inclusivity and participation in developing their self-study report. The Academic Planning Committee commended the program's efforts to use the study to revisit program goals and a commitment to incorporating diverse perspectives and feedback into the decision-making processes. The establishment of an Equity, Diversity, and Inclusion (EDI) standing committee was also noted by the committee. The overall inclusive approach and development and utilization of various planning documents indicated a concerted effort to involve stakeholders in key programmatic decisions.

The committee recognizes the program's strong commitment to its mission and values, particularly in its approach to enrollment management and student diversity. The program's enrollment trends were analyzed with a thoughtful approach, often drilling down to the program level to identify specific areas for improvement. Overall enrollment in the program experienced modest fluctuations going from 75 students in 2016 to 67 in 2022. At the sequence

level, enrollment within M.M. Education increased from 14 students in 2016 to 17 in 2022 while the M.M. sequence decreased from 61 students in 2016 to 50 students in 2022. The committee appreciated efforts that were made to compare the program's enrollment trends to those at the national level. The committee applauded the program's year-round recruitment efforts to connect with prospective students via various advertisements, tours, conferences, international engagement, and graduate assistantship and scholarship opportunities. The percentage of historically underrepresented students enrolled in the program increased from 18.0 percent in 2016 to 24.0 percent in 2022 which was recognized by the committee. The program's discussion of the impact of the pandemic on enrollment demonstrated a proactive approach to understanding and addressing challenges. The variety of recruitment activities and the inclusion of diverse panelists and speakers further underscored the program's commitment to student diversity and inclusivity. The committee also congratulates the program on maintaining its accreditation by the National Association of Schools of Music.

The program's efforts to support student success were also recognized by the committee. The committee noted the program's commitment to student success through a multifaceted approach that encompassed various aspects of academic and personal growth. The committee also commended the program on establishing strong faculty-graduate student mentored relationships, such as supporting a graduate student who received second place in the 2023 "Three-Minute Thesis" competition as well as another student who received the Fulbright in 2020. The emphasis on transparency and honest reflection was also recognized by the committee. Overall, the program's strategic initiatives, including the peer mentoring program and the String project, suggest a holistic approach to student development.

The committee acknowledges the program's curricular efforts during the previous eight years. Two new degrees, M.M. in String Pedagogy and M.M. in Jazz Studies, were added since the last review. Adjustments to the exit requirements for the M.M. in Composition were also noted as well as the addition of ten new courses. Additionally, the committee applauds the program's work to infuse elements of EDI into its curriculum, reflecting a commitment to providing a diverse and inclusive learning environment. The committee also noted the clear links between the program's strategic plan and curricular work. The committee praised the program's forward-thinking approach, such as the online micro-credentialing discussions, demonstrating a commitment to meeting the evolving needs of its students.

The program has made commendable progress in developing a quality assessment plan. The committee congratulates the program on the progress that has made and encourages continued work in this area. Changing the Curriculum Committee to the Curriculum and Assessment Committee was noted by the committee as an example of the program's commitment to assessment. The committee noted the program's transparency in the work being done in this area and a commitment to improvement by acknowledging that the previous assessment plan was not effective, and the efforts being made to improve the plan. The committee recognized the program's willingness to adapt and improve as a positive sign of the program's commitment to ensuring quality education for its students.

The committee applauded the breadth and scope of scholarship and creative activity being conducted by the program's faculty. The program has made noteworthy strides in tracking faculty engagement in scholarship and professional development, especially considering its relatively recent adoption of digital measures. The committee also noted the faculty's professional development efforts across various classroom management and discipline-specific topics.

Several individual faculty-led alumni engagements and tracking experiences were identified by the committee. Additionally, several informal methods of connecting with program alumni were also noted by the committee, including Facebook, Instagram, invitations to campus, and networking through professional associations. The committee congratulates the program on reintroducing the alumni survey completed in the spring of 2023.

Follow-Up Report.

Assessment plan. The Academic Planning Committee recognizes the program's work to improve and update their previous assessment plan. The committee recommends the program submit a follow-up report to update the committee on the continued progress made with the assessment plan. The committee recommends the program continue working with University Assessment Services in the implementation and ongoing refinement of the plan that will provide the program with useful information that can guide future planning efforts. This follow-up report also serves as an opportunity for the program to celebrate achievements, showcase improvements, and provide

updates to initiatives outlined in the self-study report. Providing updates on the revised assessment plan and other new initiatives is recommended by the committee. The committee asks the program to submit a revised assessment plan to the Office of the Provost by August 15, 2026.

Recommendations.

The Academic Planning Committee appreciates the work of the M.M. faculty and staff in developing this self-study report. Overall, the report was well-written, thorough, and provided insightful information about the program's current initiatives and future plans. The committee congratulates the M.M. program on a successful eight years.

In addition to the program's noteworthy efforts and accomplishments, the Academic Planning Committee provided recommendations for consideration. The committee's recommendations outlined below are to be addressed within the next regularly scheduled review cycle. Details describing the actions and outcomes associated with each of the committee's recommendations should be included in the next program review self-study report that is tentatively due October 1, 2031.

Encourage additional student engagement in the self-study process. The committee recommends the program consider further engaging students in the planning and self-study processes. While the program has demonstrated inclusivity in various aspects, involving students more actively in decision-making efforts could further enhance the program's overall participatory culture and provide valuable insights and perspectives that may not otherwise be considered. Other possible strategies include sharing a draft of the self-study to various stakeholder groups for feedback prior to submission and regular reviews of the self-study and report during planning meetings such as the faculty-staff retreat.

Formalize enrollment management, recruitment, and retention efforts. The program noted enrollment declines in some areas such as the Music Therapy sequence. In addressing these declines, the committee recommends the program consider how to efficiently and effectively support recruitment and manage enrollment and retention efforts. Consistent and regularly scheduled monitoring of enrollment, recruitment, and retention data at the program-level is encouraged. The committee noted several faculty-led recruitment and retention efforts being done within the program. Given the time and energy required to these recruitment and retention activities, the committee suggests the program consider the development of a recruitment and retention plan. A formal recruitment and retention plan could help the program maximize efficiency and effectiveness of the work currently being done in these important areas.

Continued review of curriculum. The committee applauds the program's ongoing commitment to its curriculum. The committee recommends the program continue to review the curriculum and make revisions when needed. The committee encourages providing additional information in future reports on why curriculum changes are made. The committee also suggests the program consider possible ways to improve efficiency across the number of sequences. Consideration of an accelerated M.M. program is also recommended by the committee. The committee also encourages the program to consider the purpose of two semesters of the faculty-led ensemble requirement for graduate assistants.

Consider faculty composition. The committee noted larger numbers of NTT faculty teaching many courses. While this was not necessarily identified as a concern by the committee, a rationale or discussion of these ratios in future reporting is encouraged.

Continue study abroad experiences. The committee applauds the study abroad efforts within the program. In supporting these experiences, the committee recommended the program consider a rotational schedule of these course offerings. Other strategies to support these experiences might be to consider how the college could support student travel.

Continue alumni engagement efforts. Several informal and formal alumni engagement activities that were led by various faculty were highlighted in the self-study report. The committee applauds the program's faculty for their work in supporting these high-impact experiences. The committee suggests the program may want to increase efficiency and possible resource sharing in this area by establishing a working group/committee to organize and promote these experiences.

Continue monitoring of aspirational programs. The committee appreciates the program's review of aspirational programs within the self-study report. The committee encourages the program to continue working on the actions identified in its review of the aspirational programs and the continued monitoring of them for insight into possible future needs or initiatives. In reviewing these aspirational programs, the committee also recommends the program closely monitor any discipline-specific changes such as composer diversity (lack of), shifts in the field, etc.

Continue the collaborative work with Milner Library. The committee recommends that the program work with the subject liaison librarian to examine and evaluate the library's journals and monograph collection to aid in both the selection and deselection process of these sources. Given recent journal cancellations and expected increases in distance and hybrid courses, we encourage the school and library to further collaborate to increase awareness of alternative access to resources, such as Interlibrary Loan and I-Share lending, among faculty and students. We also recommend that the program work with the subject liaison librarian to develop a tiered approach for information fluency learning outcomes for the department, align those outcomes to the curricula, and integrate those outcomes into the student learning outcomes assessment plan for the program.