

Course: 75398_MUCH611.086_brooksem_SUMMER20: INTRO TO GRADUATE STUDIES - Brooks - Summer 2020
Instructor: Erin Brooks *
Response Rate: 10/20 (50.00 %)

1 - Reason for taking the course (complete all that apply):

Response Option	Weight	Frequency	Percent	Percent Responses	
Major-required	(6)	10	100.00%		
Major-elective	(5)	0	0.00%		
Minor-required	(4)	0	0.00%		
Minor-elective	(3)	0	0.00%		
General Education Requirement	(2)	0	0.00%		
Free Elective	(1)	0	0.00%		
Response Rate	10/20 (50%)				

2 - Class Year:

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Freshman	(6)	0	0.00%		
Sophomore	(5)	0	0.00%		
Junior	(4)	0	0.00%		
Senior	(3)	0	0.00%		
Graduate	(2)	10	100.00%		2.00
Other	(1)	0	0.00%		
				0 25 50 100	Question
Response Rate				Mean	STD
10/20 (50.00%)				2.00	0.00
					Median
					2.00

3 - Expected grade:

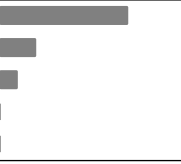
Response Option	Weight	Frequency	Percent	Percent Responses	Means
4.0	(13)	5	50.00%		12.30
3.7	(12)	4	40.00%		
3.3	(11)	0	0.00%		
3.0	(10)	1	10.00%		
2.7	(9)	0	0.00%		
2.3	(8)	0	0.00%		
2.0	(7)	0	0.00%		
1.7	(6)	0	0.00%		
1.3	(5)	0	0.00%		
1.0	(4)	0	0.00%		
0.0	(3)	0	0.00%		
S	(2)	0	0.00%		
U	(1)	0	0.00%		
				0 25 50 100	Question
Response Rate				Mean	STD
10/20 (50.00%)				12.30	0.95
					Median
					12.50

4 - I attended class:

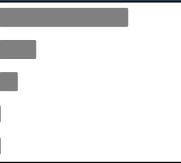
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Always	(5)	9	90.00%		4.90
Frequently	(4)	1	10.00%		
Moderately	(3)	0	0.00%		
Occasionally	(2)	0	0.00%		
Rarely	(1)	0	0.00%		
				0 25 50 100	Question
Response Rate				Mean	STD
10/20 (50.00%)				4.90	0.32
					Median
					5.00

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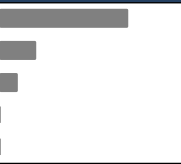
5 - How many hours outside of class did you devote to this course on average per week?

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
9+	(5)	7	70.00%			4.60		
6-8	(4)	2	20.00%					
4-5	(3)	1	10.00%					
2-3	(2)	0	0.00%					
0-1	(1)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
10/20 (50.00%)				4.60		0.70		5.00

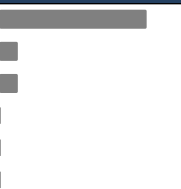
6 - Rate the level of your participation in this course.

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Very active	(5)	7	70.00%			4.60		
Active	(4)	2	20.00%					
Moderate	(3)	1	10.00%					
Minimal	(2)	0	0.00%					
Not active	(1)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
10/20 (50.00%)				4.60		0.70		5.00

7 - What overall rating would you give yourself as a student in this course?

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Excellent	(5)	7	70.00%			4.60		
Good	(4)	2	20.00%					
Adequate	(3)	1	10.00%					
Poor	(2)	0	0.00%					
Very Poor	(1)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
10/20 (50.00%)				4.60		0.70		5.00

8 - Erin Brooks demonstrates competence in the subject area. -

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	8	80.00%			4.70		
Agree	(4)	1	10.00%					
Neutral	(3)	1	10.00%					
Disagree	(2)	0	0.00%					
Strongly Disagree	(1)	0	0.00%					
Does not apply	(0)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
10/20 (50.00%)				4.70		0.67		5.00

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9 - Erin Brooks's teaching is effective. -

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	4	40.00%			3.70		
Agree	(4)	2	20.00%					
Neutral	(3)	2	20.00%					
Disagree	(2)	1	10.00%					
Strongly Disagree	(1)	1	10.00%					
Does not apply	(0)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean	STD		Median	
10/20 (50.00%)				3.70	1.42		4.00	

10 - Erin Brooks is concerned with students' progress in the course. -

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	3	30.00%			3.70		
Agree	(4)	4	40.00%					
Neutral	(3)	0	0.00%					
Disagree	(2)	3	30.00%					
Strongly Disagree	(1)	0	0.00%					
Does not apply	(0)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean	STD		Median	
10/20 (50.00%)				3.70	1.25		4.00	

11 - Erin Brooks is available to students outside of class -

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	4	40.00%			4.00		
Agree	(4)	3	30.00%					
Neutral	(3)	2	20.00%					
Disagree	(2)	1	10.00%					
Strongly Disagree	(1)	0	0.00%					
Does not apply	(0)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean	STD		Median	
10/20 (50.00%)				4.00	1.05		4.00	

12 - Examinations relate well to the stated course objectives.

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	4	40.00%			4.00		
Agree	(4)	3	30.00%					
Neutral	(3)	2	20.00%					
Disagree	(2)	1	10.00%					
Strongly Disagree	(1)	0	0.00%					
Does not apply	(0)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean	STD		Median	
10/20 (50.00%)				4.00	1.05		4.00	

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13 - The work required in this course relates well to the stated course objectives.

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	4	40.00%					
Agree	(4)	1	10.00%					
Neutral	(3)	4	40.00%					
Disagree	(2)	1	10.00%					
Strongly Disagree	(1)	0	0.00%					
Does not apply	(0)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
10/20 (50.00%)				3.80		1.14		3.50

14 - Erin Brooks evaluates student performance fairly. -

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	3	30.00%					
Agree	(4)	3	30.00%					
Neutral	(3)	2	20.00%					
Disagree	(2)	0	0.00%					
Strongly Disagree	(1)	1	10.00%					
Does not apply	(0)	1	10.00%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
10/20 (50.00%)				3.78		1.30		4.00

15 - I learned a great deal in this course.

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	3	30.00%					
Agree	(4)	2	20.00%					
Neutral	(3)	3	30.00%					
Disagree	(2)	1	10.00%					
Strongly Disagree	(1)	1	10.00%					
Does not apply	(0)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
10/20 (50.00%)				3.50		1.35		3.50

16 - Overall rating of Erin Brooks: -

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Excellent	(5)	4	40.00%					
Good	(4)	4	40.00%					
Adequate	(3)	1	10.00%					
Poor	(2)	0	0.00%					
Very Poor	(1)	1	10.00%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
10/20 (50.00%)				4.00		1.25		4.00

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17 - THE COURSE: Please comment on course content, requirement or any other aspect of the course.

Response Rate	8/20 (40%)
• The course work itself, concerning the reading and the writing of the paper was very inline with the course and its objectives (I wish the syllabus was posted to see for sure, I am currently relying on my memory). I felt that at times the presentation of certain materials should have been more related to music education. The constant jig-saws were nice on certain occasions, like looking at research in different fields. A lot of content in the course was more on other music research rather than music education. Although these sources are helpful in music research, I do believe I could have benefited more from knowing more about how music education is sourced and spoken about. • The course content is relevant and I am learning a lot • This course was not modified in the best way for COVID learning. I appreciate this is a course filled to the brim with instruction, but I believe expecting students who are forced to take this course online at home to complete everything from the original course is unrealistic. We go on the computer for three hours of lessons, we use the computer to do the readings, we use the computer write a forum response, we use the computer to do researching and learn about the catalogs and to communicate. The amount of screen time is staggering and migraine inducing. Additionally, we spent hours of class time finding resources and sharing resources, then are thrown into a final project that we have spent very little time prepping for, with only the feedback of if our topic is viable for research. Incorporating this research earlier, or incorporating the research for our topic into the exploration of the library, exploring different methods for our topic... it wasn't impossible to do, but just encouraged panic at not having a lot of time to write something to present to the class. • Wish we had more chances to write and do things more related to our research projects. Having 3 weeks instead of 1 made it seem like we'd have more time to write our papers, but now we're still scrambling at the end and what we did in weeks 1 and 2 doesn't feel that useful. We covered a lot of stuff, but maybe tasks could have been more student centered like we could have found articles in musicology, music theory, etc but ones that had to do with our topics rather than just looking at different random examples day after day. Breakouts were usually rushed and unclear reasons why we were doing the activity and then when we came back to share no one seemed sure what the point was. It wasn't really a good use of time. Hoped we could have spent more time doing things related to the research project or our interests. • For such a short graduate class, I thought the work load was really well balanced and the structure was nice. I really enjoyed the synchronous classes vs. the independent work. • The course was fine, but I think I would've been more helpful at the start of the program rather than the second session. I wish the due dates for the final research paper were spaced out a bit more instead of crunched into the last week and a half. • I wish we had started our actual writing process earlier in the course. If we had started week 2 instead of week 3, I feel like I could have refined my ideas a little bit more and be more proud of the final result. I would have been nice to work on it last week and then this week have a peer review and do a formal second draft. I feel like my paper is still a little half baked. • I think that we should have spend more time drafting our papers and going through source relating to our topic and music education. Most of what we learn and did was not relevant to our major. I'm not sure why we learned Chicago style when we are educators and should have done APA.	

18 - THE INSTRUCTOR: Please comment on the strengths and weaknesses of Erin Brooks. Would you take another course from this instructor? -

Response Rate	7/20 (35%)
• Overall Dr. Brooks is incredibly intelligent and resourceful. When it comes to scholarly writing she definitely knows the process and efficient ways to carry them out. Unfortunately I do feel like she is a bit out of touch when it comes to the concerns or interests of her students. Some meetings could have been easily done in an asynchronous video. I also felt that she did not provide feedback or grades in a timely fashion and what made this more frustrating was the vagueness in her "guidelines." By the time the final paper came around I felt that I had no direction in what she was looking for in terms of grading. I think anyone can assume that the materials will take place in the final of any course, but without proper guidelines to refer to it only becomes a frustrating and anxious process. This is especially the case for students who NEED that structure with something as subjective as writing a paper. I personally felt that there was more structure in my undergraduate English 101 course. In the future I am unsure if I would take another course with Dr. Brooks since I do feel when it comes to musicology she would be an amazing source. • Dr. Brooks is a great teacher. she makes time outside of class and is very knowledgeable. • Dr. Erin Brooks is clearly passionate about research, has a vast array of knowledge, and wants her students to learn. Unfortunately, she does not give prompt feedback and issued a, "if you try, you will do fine" policy which can be reassuring if you are given any feedback in the duration of the course. I understand this is a very short course and there are a lot of students taking it, but I will not be able to grow in my citation abilities or writing abilities if I do not receive feedback. She has meeting hours outside of class time to meet to discuss projects, which is her being available (and I appreciate that), but I want feedback without needing to have a meeting and then also still need to do more new work. I want my feedback so I can reflect and improve on my abilities. I like Dr. Brooks, I bet she's great in person, this was just a tough class to take at the end of the summer online. She does care that we get assignments in, is trying to be flexible with the final due date for the paper, and I'm sure will grade fairly when the time comes. I'm just pretty burnt out of online school at this point, but I'd probably take another class with her if I got feedback more frequently. • Wish she gave feedback on submissions. Hard to continue with researching or doing the paper when we didn't receive any feedback on how we were doing. She's super knowledgeable but a lot of what she showed us was more relevant to a musicologist than a music educator. I wish we were given a more active role. The course was pretty teacher centered but didn't have to be. Would prefer to not take another course if it would be structured the same way. • Dr. Brooks made the content of the class interesting and engaging through her lectures given that the content itself can be dry and boring sometimes. • Dr. Brooks is passionate about her subject and cares about her students. • I would not take another course with Dr. Brooks. She was not understanding of our current situation and needs. This final week has been one of the most stressful of my college career. We are in the middle of a pandemic, most of the class is dealing with not having power, some of us are stripping out our classroom and figuring out how we are going to teach in the fall and Dr. Brooks charged ahead and acted like her class was the most important part of our lives. She also has not entered a single grade or provided any feedback on any of our assignments. I am suppose to write a research paper without knowing if the citations I submitted last week are correct. I did not feel that she facilitated an open and friendly classroom environment where I could express my ideas or grievances with this course.	