

MLE 2016 Survey: A Preliminary Report

Presented by members of the Master's Level Entry (MLE) Subcommittee

March and April 2016

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Welcome everyone. I am (we are) a member(s) of the MLE Subcommittee. This spring the Subcommittee members are giving presentations at each of the 7 regional conferences, and we are focusing on recent work of the Subcommittee. Over the last several months we developed and distributed two surveys. The purpose of this presentation is to present some preliminary data from the surveys and to give updates on some of our other tasks.

Why a Survey?

- ▶ Our charge
- ▶ 1. To **analyze** the data accrued to date including: the Town Hall meeting responses, CBMT response, NASM response, and website inquiries.
- ▶ 2. To **delineate** additional questions and information needed for the Association to make a fully informed decision.
- ▶ 3. To **develop** a plan to answer the questions and obtain the information needed.
- ▶ 4. To make a recommendation for **events at the 2012** conference related to MLE.
- ▶ Focus is on #2 and #3

Why a Survey?

Some of you may have heard this before, but we want to make sure everyone knows and understands where we are in our process. The Board of Directors charged the MLE Subcommittee to explore the proposal to move to Master's level entry for the profession. Our charge had several components.

1. To **analyze** the data accrued to date including: the Town Hall meeting responses, CBMT response, NASM response, and website inquiries.
2. To **delineate** additional questions and information needed for the Association to make a fully informed decision.
3. To **develop** a plan to answer the questions and obtain the information needed.
4. To make a recommendation for **events at the 2012** conference related to MLE.

Our focus right now is on the 2nd and 3rd statements. We have collected many questions and are using the survey and other mechanisms to answer questions. The MLE Subcommittee periodically reports to the Board of Directors, and the Board decides to send reports or any other business from us on to the Assembly of Delegates.

Purpose of the Survey

- ▶ To gather information about music therapy educational programs and music therapy internship programs
- ▶ To assess perspectives of music therapy educators and internship supervisors concerning moving to the MLE

Purpose of the Survey

The Subcommittee wanted to gather information about music therapy educational programs, music therapy internship programs, and perspectives of music therapy educators and internship supervisors concerning moving to the MLE. More specifically we wanted to know:

1. Is the knowledge of music therapy principles and practice adequately developed in Bachelor's level (or equivalency only) students?
2. Are functional music skills adequately developed in Bachelor's level (or equivalency only) students?
3. Do educators have sufficient time to address and develop knowledge and skills in music, and in music therapy, as students take courses in related subjects and the core curriculum/general education?
4. What are educators' and internship directors' opinions of the proposed Master's Level Entry?

Some of these questions will be addressed during this presentation.

Survey Development

- ▶ Questions were based on input, feedback or questions from members
- ▶ Separate surveys for educators and internship supervisors
- ▶ Valuable feedback from:
 - ▶ MLE Subcommittee members & Board of Directors
 - ▶ AMTA Research Committee
 - ▶ 2 members of Academic Program Approval Committee
 - ▶ 2 members from Association Internship Approval Committee
 - ▶ 2 outside reviewers

Survey Development

Based on our research and discussions, along with comments from many music therapists, the Subcommittee decided to survey educators and internship supervisors, the people considered to be most intimately involved in the educational process. Subcommittee members created questions based on input, feedback or questions from members at Town Hall meetings, during conference concurrent sessions, or from email correspondence. Subcommittee members developed questions for an educator survey and other questions for an internship supervisor survey.

A draft of the surveys was reviewed by all members of the MLE Subcommittee, members of the Board of Directors, two members of the AMTA Research Committee, two members each of the Academic Program Approval Committee and the Association Internship Approval Committee, plus two people experienced with surveys who were not music therapists; all provided valuable feedback.

Survey Distribution

- ▶ IRB approval
- ▶ Sent February 10th & returned by February 29th
- ▶ One survey to educational program directors and fulltime faculty members
- ▶ Second survey sent to National Roster internship supervisors
- ▶ Program directors supplied names and email addresses of University Affiliated internship supervisors used
- ▶ Over 90 University Affiliated internship supervisors will be sent the survey

Survey Distribution

IRB approval from Nazareth College was obtained and the surveys were distributed February 10th with a return date of February 29th. One survey was sent to music therapy educational program directors and fulltime faculty members. The second survey was sent to National Roster internship supervisors. Additionally, the program directors from 28 campuses supplied names and email addresses of University Affiliated internship supervisors they had used. This month (or in the month of March) the internship survey is being (was) sent to University Affiliated supervisors; over 90 University Affiliated internship supervisors will receive (have received) the survey.

Preliminary Data - Return Rate		
Participants		Return Rate
Education Program Directors	N=76	100%
Fulltime MT Faculty	N=66	89%
National Roster Intern Supervisors	N=123	88%

Preliminary Data – Return Rate

As you can see this process is very recent; therefore we are focusing on presenting preliminary findings because we are still gathering data. To begin, the response rate was excellent.

RESPONSE RATE BY GROUP

Participants		Return Rate
Education Program Directors	N=76	100%
Fulltime MT Faculty	N=66	89%
National Roster Intern Supervisors	N=123	88%

BRAVO and thank you to all of the educators and internship supervisors who participated in our survey.

Description of Educators

Institution Type	Program Directors # Responding (%)	Fulltime Faculty # Responding (%)
Public College/University	39 (53%)	22 (44%)
Private College/University	34 (47%)	28 (56%)

Description of Educators

It was important to gather information about educators. The table shows that 53% of the Program Directors were from public institutions and 47% were from private colleges or universities. A little under half of fulltime faculty members were from public campuses and a little over half were from private institutions.

Plus, the educators represented 65 Bachelor degree programs, 33 Master's degree programs, 7 were from Doctorate programs, and 44 were from programs that offered the equivalency.

Educators cont.

► Length of time teaching grouped by years?

	<5	5-10	11-15	>15
Program Director	11%	21%	19%	49%
Fulltime Faculty	24%	26%	24%	26%

► MT programs in development?

- 64% indicated no
- 26% (19) indicated a Master's was in development

Educators cont.

We also asked how long faculty members had been teaching, and about half of the program directors (49%) had been teaching for 15 years or more.

	<5	5-10	11-15	>15
Program Director	11%	21%	19%	49%
Fulltime Faculty	24%	26%	24%	26%

Finally, 64% of program directors indicated there were no music therapy programs in development at their campus; however, 19 (26%) did indicate a Master's degree program was in development on their campus.

Education Information

- ▶ On average 121 semester credits are required for a degree
- ▶ Students complete an average of 6 semesters or 7 quarters of study on their primary instrument
- ▶ About half of campuses require a senior experience
- ▶ About 25% (17 of 70) require a senior recital on the primary instrument

Education Information

Program Directors reported the average undergraduate degree required 121 semester credits. Students are required on average to complete 6 semesters or 7 quarters of study on their primary instrument, and about half of the program directors (48%) indicated a senior experience was required. Data shows about 25% or 17 of 70 undergraduate programs require a senior recital on the primary instrument.

Time to Prepare Students

- ▶ **Is There adequate time to teach the current body of music therapy knowledge?**
 - ▶ 39 program directors (57%) selected agreed & 29 (43%) disagreed
 - ▶ 19 fulltime faculty members (46%) agreed & 22 (54%) did not
- ▶ Total 58 educators agreed & 51 disagreed
- ▶ 64% of program directors and 53% of fulltime faculty felt seniors demonstrated professional maturity

Time to Prepare Students

People have expressed opinions about whether or not programs had adequate time to prepare undergraduates. Educators were asked to agree or disagree with the statement “there is sufficient time in the undergraduate program to teach the current body of music therapy knowledge.” 39 (57%) program directors agreed/strongly agreed with the statement compared to 29 (43%) who disagreed/strongly disagreed. Of the fulltime faculty members 19 (46%) agreed/strongly agreed compared to 22 (54%) that disagreed/strongly disagreed. This results in a total of 58 educators agreeing there is enough time versus 51 educators who disagree.

As another indicator of time, respondents were asked if graduates demonstrated professional maturity. 64% of program directors and 53% of fulltime faculty felt a vast majority (76-100%) of graduating seniors or equivalency only students demonstrated the professional maturity (self-awareness, authenticity, and empathy) necessary to interact therapeutically in most clinical settings.

Education - Functional Music Skills

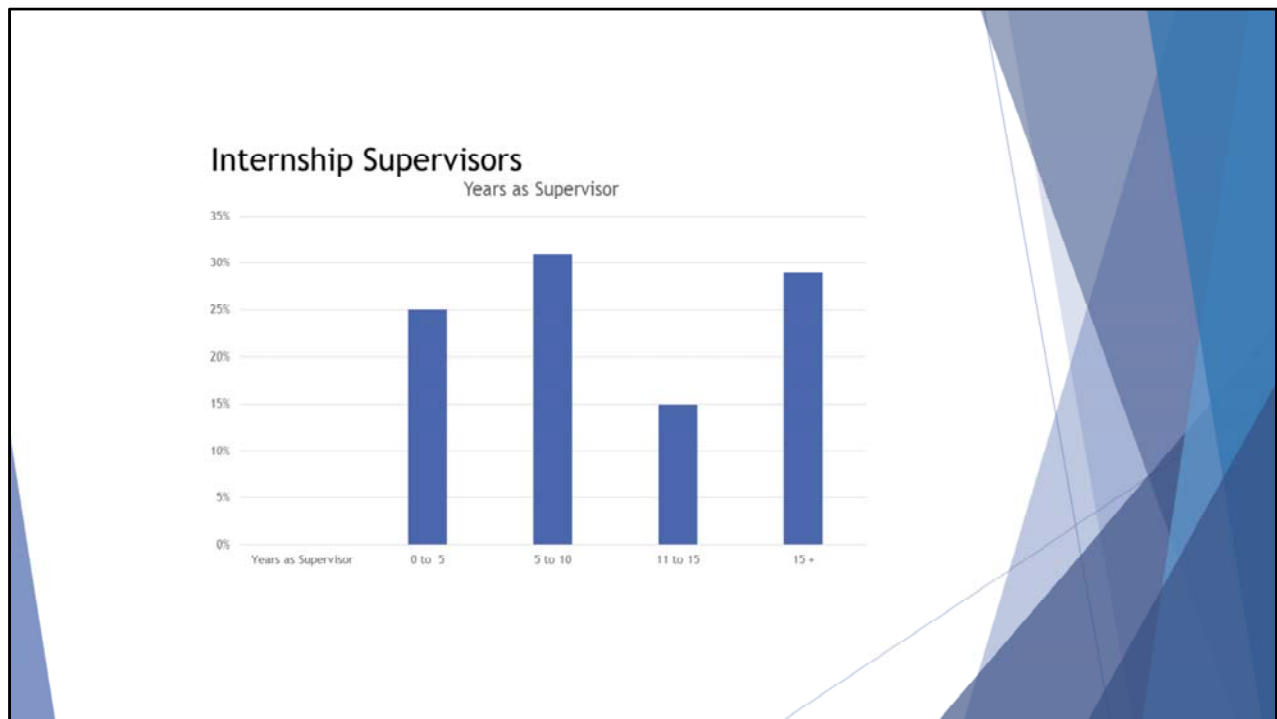
- ▶ Educators rated the functional music skills of graduating seniors
- ▶ 5 point scale: poor, fair, average, good, or excellent

<u>Functional skill</u>	<u>Pro. Dir.</u>	<u>Faculty</u>
Piano	2.91 (average)	2.95 (average)
Guitar	3.55 (good)	3.46 (good)
Percussion	3.13 (average)	3.17 (average)
Voice	3.61 (good)	3.37 (average)

Comments have been made over the years about the functional music skills of seniors ready to begin the internship. Both program directors and fulltime faculty members rated the functional music skills of graduating seniors using a 5 point scale: poor, fair, average, good, or excellent.

Mean Rating by Group	Program Dir.	Fulltime Faculty
Functional piano	2.91 (average)	2.95 (average)
Functional guitar	3.55 (good)	3.46 (good)
Functional percussion	3.13 (average)	3.17 (average)
Functional voice	3.61 (good)	3.37 (average)

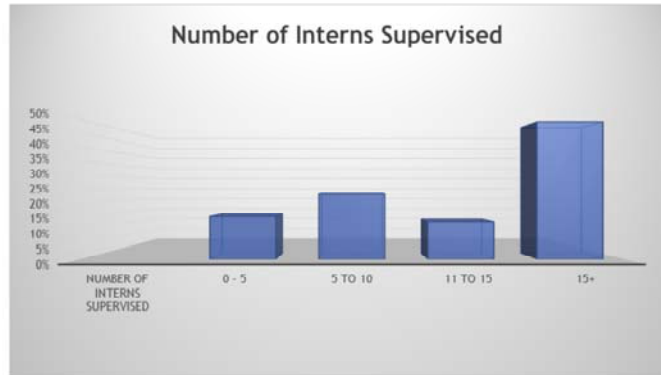
As you can see the ratings of piano, guitar and percussion skills are very similar between the two groups, and the educators rated voice skills a bit higher.



Internship Supervisors

Turning to the Internship supervisors, 79% of respondents were National Roster supervisors, 19% reported supervising both National Roster and University Affiliated interns, and 2% supervised University Affiliated.

The length of time supervisors had been involved in internship training varied: 25% had 5 years or less, 31% had been involved in supervision between 5-10 years, 15% had served as a supervisor for 11-15 years, and 29% had been involved with training interns for 15 years or more.



The number of interns supervisors worked with varied considerably. 15% reported supervising 5 or fewer, 23% reported supervising 5 to 10 interns, 13% indicated they had supervised 11-15 interns, and the majority or 49% supervised 15 or more interns.

	Pro. Dir.	Faculty	Int. Sup.
Piano	2.91 (average)	2.95 (average)	2.75 (average)
Guitar	3.55 (good)	3.46 (good)	3.35 (good)
Percussion	3.13 (average)	3.17 (average)	3.01 (average)
Voice	3.61 (good)	3.37 (average)	3.63 (good)

Preliminary Data – Mean Rating by Instrument and by Group of Functional Music Skills

Internship supervisors also rated functional music skills of interns at the start of the internship. A comparison of educator vs internship supervisor mean ratings shows similarities. This table shows the Mean Rating by Instrument and by Group of Functional Music Skills

	Program Dir.	Fulltime Faculty	Intern Sup.
piano	2.91 (average)	2.95 (average)	2.75 (average)
guitar	3.55 (good)	3.46 (good)	3.35 (good)
percussion	3.13 (average)	3.17 (average)	3.01 (average)
voice	3.61 (good)	3.37 (average)	3.63 (good)

Additionally, 86% of internship supervisors indicated all of these functional music skills (piano, guitar, percussion, voice) are applicable to or used in their internship.

Internship Supervisor Ratings

- ▶ 108 supervisors responded
- ▶ By the end of the internship interns had developed:
 - a) professional maturity (102 or 94%)
 - b) critical thinking (104 or 96%)
 - c) communication (103 or 95%)
 - d) ethical thinking (101 of 93%)
 - e) application of music therapy research (95 or 88%)
 - f) application of theory-based knowledge to clinical practice (102 or 94%)

Preliminary Data – Internship Supervisor Ratings of Skills

Internship supervisors were asked to rate their interns on the following skills at the conclusion of the internship. 108 supervisors responded, and in all cases supervisors agreed/strongly agreed that by the end of the internship interns had developed:

- a) professional maturity (102 or 94%)
- b) critical thinking (104 or 96%)
- c) communication (103 or 95%)
- d) ethical thinking (101 of 93%)
- e) application of music therapy research (95 or 88%)
- f) application of theory-based knowledge to clinical practice (102 or 94%)

What % of interns needed to extend the internship?

- ▶ 64% of supervisors said no interns needed an extension
- ▶ 36% of supervisors indicated <25% or fewer interns needed an extension
- ▶ Reasons for extension:
 - 1) Lack of professional maturity,
 - 2) Weakness in the ability to apply theory-based knowledge to practice, and
 - 3) Tied for third—issues with communication skills and issues with critical thinking skills.

What % of interns needed to extend the internship?

64% of supervisors said that interns they have supervised did not need an extension of the internship. 36% of supervisors indicated less than 25% or fewer interns needed an extension. The top 3 reasons for extending the internship were:

- 1) Lack of professional maturity,
- 2) Weakness in the ability to apply theory-based knowledge to practice, and
- 3) There was a tie for third—issues with communication skills and issues with critical thinking skills.

Reported Percentage of Undergraduates Earning a Graduate Degree

MASTER'S IN	MUSIC THERAPY		ANOTHER FIELD	
	Pro. Dir.	Faculty	Directors	Fac.
< 25%	59%	44%	46%	49%
25%-50%	16%	15%	16%	7%
51%-75%	7%	1%	4%	2%
> 75%	0%	3%	1%	0%
Don't Know	21%	34%	32%	41%

Reported Percentage of Undergraduates Earning a Graduate Degree

	In Music Therapy		In Another Field	
	PD	FAC	PD	FAC
<25%	59%	44%	46%	49%
25-50%	16%	15%	16%	7%
51-75%	7%	1%	4%	2%
>75%	0%	3%	1%	0%
Do not know	21%	34%	32%	41%

On average about 1/3 of respondents did not know how many of their undergraduates went on to earn a Master's degree in either music therapy or another field. On average half of respondents indicated that in the last 5 years ¼ of less of their undergraduates earned a Master's degree in music therapy or another field.

Employment of Undergraduates

- ▶ 81% of program directors and 76% of fulltime faculty members indicated more than $\frac{3}{4}$ of grads were employed in music therapy
- ▶ 84% of internship supervisors also indicated $\frac{3}{4}$ or more of graduates were employed in music therapy
- ▶ 85% of internship supervisors indicated 25% or fewer of their interns chose not to enter the music therapy profession

Educators and internship supervisors were asked to estimate the employment rate of undergraduates earning the degree. 81% and 76% of program directors and fulltime faculty members respectively indicated more than $\frac{3}{4}$ of grads were employed in music therapy jobs within 2 years. 84% of internship supervisors also indicated $\frac{3}{4}$ or more of graduates were employed in music therapy jobs.

On the other hand 85% of internship supervisors indicated 25% or fewer of their interns chose not to enter the music therapy profession.

Master's Degree Programs

- ▶ 33 program directors (46%) taught at campuses offering a Master's degree in music therapy
- ▶ One question asked are there caps on the number of students who can be admitted to a Master's degree program?
- ▶ 9 program directors reported having a cap on enrollment
- ▶ 2 of those directors indicated they were limited to 5 or less new graduate students per year

Master's Degree Programs

33 program directors (46%) indicated they taught at campuses offering a Master's degree in music therapy. One of the questions on the "Not Yet Investigated" list was are there caps on the number of students who can be admitted to a Master's degree program. Nine program directors did have a cap on enrollment in the Master's degree. Two of those directors indicated they were limited to 5 or less new graduate students per year

Master's Degree Programs cont.

- ▶ Average number of new students entering Master's degree programs each year was reported to be 9
- ▶ Half of program directors & faculty (52% & 47%) indicated the graduate school acceptance rate was 75% or greater

Other survey questions inquired about different aspects of Master's degree program enrollment. The average number of new students entering Master's degree programs each year was reported to be 9. About half of the program directors and fulltime faculty members (52% & 47%) indicated 75% or more of graduate school applicants were accepted into a program.

Master's degree programs cont.

- ▶ Educators rated the professional maturity of students earning a Master's
- ▶ 85% of educators indicated $\frac{3}{4}$ of students possessed the professional maturity necessary to interact therapeutically in most clinical settings
- ▶ 80% of program directors indicated 75% or more of Master's level graduates were employed

Master's degree programs cont.

Because the professional maturity of students has been an area of concern, educators were asked to rate the professional maturity of students finishing a Master's program. 85% of all educators indicated $\frac{3}{4}$ of students graduating with a Master's degree possessed the professional maturity necessary to interact therapeutically in most clinical settings.

As with undergraduates, information about the employment rates of graduate students was sought. A large percentage of program directors ((80%) indicated that 75% or more of their Master's level graduates were employed.

Do you support the MLE?

	YES	NO	UNSURE
Program Directors	46%	32%	22%
Fulltime Faculty	53%	35%	12%
Intern Supervisors	50%	22%	27%

Opinions about Master's Level Entry

In response to the question "Do you support the MLE?" about half of all educators (46% & 53%) said yes, about one-third said no, and less than one-quarter were unsure. Similarly, half of the internship supervisors were in support of the MLE, and about one-quarter indicated no or said they were unsure.

	YES	NO	UNSURE
Program Directors	46%	32%	22%
Fulltime Faculty	53%	35%	12%
Internship Supervisors	50%	22%	27%

Do you feel the proposed model is viable?

- ▶ 53% of educators and 67% of internship supervisors agreed the proposed model was viable

Model	Prog. Dir.	Faculty	Intern Sup.
Current model: Bachelor's degree entry	14 (44%)	9 (47%)	11 (42%)
Two-tiered: Bachelor's degree followed by a required Master's	9 (28%)	7 (37%)	9 (35%)
Other:	9 (28%)	3 (16%)	6 (23%)

Opinions about Models

When asked if they felt the proposed model was viable, 53% of the educators combined agreed or strongly agreed the proposed model was viable; 67% of internship supervisors agreed or strongly agreed that the MLE was viable, and 32% did not.

Looking at the table, those respondents who did not consider the proposed model viable tended to favor the current Bachelor's model.

Model	Prog. Dir.	Faculty	Intern Super.
Current model: Bachelor's degree Entry	14 (44%)	9 (47%)	11 (42%)
Two-tiered: Bachelor's degree followed by a required Master's	9 (28%)	7 (37%)	9 (35%)
Other:	9 (28%)	3 (16%)	6 (23%)

Preliminary Observations

- ▶ Good set of data with which to work
- ▶ Approximately half of educators and internship supervisors, or roughly 50%, favor moving forward on the MLE while approximately 25% of educators and internship supervisors are not in favor of MLE and 25% are unsure at this time

Preliminary Observations

The strength of the return rate gives the Subcommittee a solid set of data with which to work. Preliminary information suggests approximately half of educator and internship supervisor respondents are in favor of moving forward on the MLE. A glance at written responses to open-ended questions on the surveys also suggests support for moving to the MLE. But we can also see that approximately 25% of educators and internship supervisors are not in favor of MLE while 25% are unsure at this time.

Update - NASM

- ▶ June 2015 meeting with Board of Directors and Karen Moynahan, Executive Director of NASM
- ▶ Ideas regarding the MLE were exchanged
- ▶ NASM will work with AMTA on whatever direction the Association decides is best for the profession

Update - NASM

We also wanted to give you a couple of brief updates. Members of the MLE Subcommittee and the Board of Directors met in June of 2015 with Karen Moynahan, the Executive Director of the National Association of Schools of Music (NASM). This initial meeting allowed for the exchange of ideas regarding the proposed move to Master's Level Entry for music therapy.

Director Moynahan asked a few questions and listened to our comments and questions. She indicated NASM will work with AMTA on whatever direction the association decides is best for the profession.

Update - NOT YET INVESTIGATED

- ▶ Subcommittee originally had 11 questions
- ▶ Questions were put into categories
- ▶ Small workgroups of the Subcommittee have begun to address questions

Update - NOT YET INVESTIGATED

In the original charge to the Subcommittee we were asked to delineate additional questions along with a plan to obtain information to answer the questions. We have been discovering additional questions, answering some and keeping a record of those yet to be answered. This record is the “Not Yet Investigated” list to which we refer. There were originally 11 questions on the list, which was at the end of a report submitted to the Board in the fall of 2014.

Early in 2015 members of the National Office staff assisted us in putting the questions into categories and pointing us in the direction of answering some questions. To work on this project Subcommittee members formed small groups, and each group is investigating 3-4 questions.

NOT YET INVESTIGATED cont.

- ▶ Some questions have been addressed in the surveys
 - ▶ e.g., caps on graduate school enrollment
- ▶ Some questions will involve some exploration
 - ▶ e.g., identify potential labor substitutes
- ▶ Other questions are broad and will involve investigation on several levels

NOT YET INVESTIGATED

Some of the questions have been addressed in the surveys, for example, caps on graduate school enrollment. Some of the “Not Yet Investigated” questions will involve research; for example we will need to identify who are potential labor substitutes in order to answer the question “What labor substitutes are in the market?” Other questions are broad and ask of the impact on organizations such as AMTA or on the workforce. These questions will involve investigation on several levels.

Future Work

- ▶ Analysis of all survey data
- ▶ “Not Yet Investigated” questions
- ▶ Long-term goal - a report for the Board of Directors

Future Work

Working with the survey data will be the short-term focus of the Subcommittee. Several open-ended questions were used in the survey, and that data needs to be analyzed. Our goal is to have the survey analyses completed by the end of May.

In the next few months we will also be working on the “Not Yet Investigated” questions—determining how questions might be answered and what sort of data is available. Finally, a long-term goal of the Subcommittee is the development of a report for the Board of Directors.

Subcommittee Members

Ron Borczon	Bryan Hunter
Jim Borling	Ed Kahler
Cynthia Briggs	Eve Montague
Jane Creagan	Christine Neugebauer
Amy Furman	Ronna Kaplan
Michelle Hairston	Angie Snell
Marcus Hughes	Mary Ellen Wylie (Chair)

THANK YOU

Conclusion (list of Subcommittee members & time for questions).

The MLE Subcommittee members always welcome your questions and thoughts. Feel free to contact any member of the Subcommittee. Thank you, and at this time I (we) will open the floor to any questions.

Ron Borczon
Jim Borling
Cynthia Briggs
Jane Creagan
Amy Furman
Michelle Hairston
Marcus Hughes
Thank you.

Bryan Hunter
Ed Kahler
Eve Montague
Christine Neugebauer
Ronna Kaplan
Angie Snell
Mary Ellen Wylie (Chair)