

CLAS Deans' comments on B.Music – Teacher Licensure (accredited) report
Reviewer: Christopher J. Mitchell, Ph.D., Associate Dean

Last report submitted by department: Fall 2020 (Initial Assessment Plan)

Documents submitted for this review:

- Accreditation letter from National Association of Schools of Music (NASM)
- SLO Table for Program
- Memorandum from Department Assessment Chair Dr. Jennifer Brown

Comments:

Even though the program is accredited, the Department of Music has chosen to employ the template in addition to providing accreditation information, because they feel the table provides useful tracking and data for SLO application, and we of course agree. In the initial assessment plan of 2020, we noted that the SLOs are generally clear and measurable, and the “How used” column in the present report largely confirms that initial view. We learned from the assessment team (see Dr. Brown’s memo below) that the SLOs are on the cusp of being re-evaluated, which is always good practice so that they stay relevant and useful for meaningful data generation. As the table notes, the students are largely meeting the benchmark standards, with some concern areas (portfolios for SLOs I.2, II.1, and III.1, notably) that are being re-evaluated internally as well. Overall, however, the data reveals the presence of a strong curriculum that has little difficulty in preparing students to meet Illinois ed standards.

The next accreditation visit (2025-2026) result will likely follow the 4-year report, but based on these 2-year results, we are confident of that visit’s success, especially if these trends continue.

Academic Affairs – Review & Feedback

B. Music: Teacher Licensure (accredited)

The three different programs in Music—the B.A. Music, the B. Music: Performance, and the B. Music: Teacher Licensure—have approached the work of assessment in a holistic, careful, and comprehensive manner. The assessment committee should be commended for its 360-degree review of how and when and why student learning outcomes are measured. The programs will be gathering data about student learning and performance (where appropriate) in order to gain a sharper picture of how students are progressing from foundational to more specialized skills, and from general to professional knowledge levels. In addition to improving the administration of the exit survey for all majors, the programs plan to attain more precise information about student learning across the board.



3/1/23

Dr. Suzie Park, VPAA Office

Date

National Association of Schools of Music
11250 Roger Bacon Drive, Suite 21
Reston, Virginia 20190-5248

COMMISSION ACTION REPORT

This document provides the official action of the Commission as indicated in the cover letter of the same date.

July 3, 2018

EASTERN ILLINOIS UNIVERSITY
Department of Music

Action:

Action 1 of 1: Application for renewal of Membership - Response

The Commission voted to accept the Response and grant renewal of Membership with the degree and program listing indicated below.

The Commission requests a Progress Report addressing the issue cited below.

NASM Degree and Program Listing:

Bachelor of Music in Performance (Composition, Instrumental, Jazz Studies, Keyboard, Vocal). Bachelor of Music with Teacher Licensure (General, Instrumental, Vocal).

Master of Arts in Music (Composition, Conducting, Instrumental Performance, Keyboard Performance, Vocal Performance).

Community Music Program.

Bachelor of Arts in Music (General, Theory and Composition).

Master of Arts in Music (Music Education) (Distance Learning).

Next Full Review:

2025-2026 Academic Year

Item for Progress Report:

The Commission notes the institution's initiative as described in its Response to hire faculty members in choral/general music education, applied trumpet, and applied flute -- each beginning their respective appointments during the 2019-2020 academic year. The Commission asks that the institution provide confirmation of the completed searches and appointments of these music faculty members.

EASTERN ILLINOIS UNIVERSITY

Department of Music

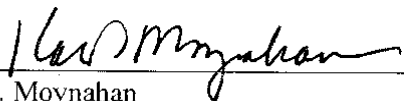
NASM Commission Action Report July 3, 2018

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Due Date:

May 1 for consideration at the Commission meetings of June 2019.

The procedures for submitting Responses and Progress Reports may be downloaded from the NASM website at <https://nasm.arts-accredit.org> (see "Accreditation," beneath that "Accreditation Materials," and beneath that "Procedures").



Karen P. Moynahan

Executive Director KPM:jk

Year 2

Student Learning Outcomes (SLOs) for Bachelor of Music: Teacher Licensure

Please list all of the student learning outcomes for your program as articulated in the assessment plan.

1. **I.1** Demonstrate an intellectual and aural understanding of the basic structural elements of music through the use of the basic vocabulary of music.
2. **I.2** Understand and analyze the role of music within a variety of cultures and historical periods, its impact on society, and its stylistic interpretation.
3. **I.3** Demonstrate an awareness of structure and style through the development of skills necessary to create, critique, and perform music from a variety of cultures and historical periods.
4. **I.4** Demonstrate musical comprehension and leadership necessary to conduct an ensemble.
5. **I.5** Understand, use and apply technology appropriate to professional needs.
6. **II.1** The competent music teacher is able to relate various types of music knowledge and skills within and across the arts.
7. **II.2** The competent music teacher understands and is able to apply pedagogical knowledge and skills appropriate to the teaching of music.
8. **III.1** Demonstrate good communication skills.
9. **III.2** Use basic skills of measurement and assessment in instructional decision-making.
10. **III.3** Demonstrate knowledge of past and present developments, issues in research, and social influences in the field of education.

Overview of Measures/Instruments

SLO(s)	ULG*	<p style="text-align: center;">Measures/Instruments</p> <p style="text-align: center;"><i>Please include a clear description of the instrument including when and where it is administered</i></p>	<p style="text-align: center;">How is the information Used?</p> <p style="text-align: center;"><i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i></p>
<p>I.1 Demonstrate an intellectual and aural understanding of the basic structural elements of music through the use of the basic vocabulary of music.</p>	<p>C & W</p>	<p>Recital performances, semester and advanced standing jury performances are assessed using performance assessment forms that include basic, universal criteria used to evaluate all performances as well as instrument-specific criteria. Administered every semester.</p>	<p>Performance assessment forms use the following levels, with the percentage of students expected to be at each level in parentheses:</p> <p>Highly Competent (75%), Competent (25%), Minimally Competent (0%), Not Competent (0%).</p> <p>Fall 2019: 26 total students, 93% of students rated as Highly Competent or Competent. Highly Competent (8%, n = 2), Competent (84%, n = 22), Minimally Competent (8%, n = 2), Not Competent (0%, n = 0)</p> <p>Spring 2020: 42 total students, 98% of students rated as Highly Competent or Competent. Highly Competent (7%, n = 3), Competent (91%, n = 38), Minimally Competent (2%, n = 1), Not Competent (0%, n = 0)</p> <p>Fall 2020: 65 total students, 97% of students rated as Highly Competent or Competent. Highly Competent (17%, n = 11), Competent (80%, n = 52), Minimally Competent (3%, n = 2), Not Competent (0%, n = 0)</p> <p>Spring 2021: 47 total students, 98% of students rated as Highly Competent or Competent. Highly Competent (15%, n = 7), Competent (83%, n = 39), Minimally Competent (2%, n = 1), Not Competent (0%, n = 0)</p>

SLO(s)	ULG*	<p align="center">Measures/Instruments</p> <p align="center"><i>Please include a clear description of the instrument including when and where it is administered</i></p>	<p align="center">How is the information Used?</p> <p align="center"><i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i></p>
			<p>Combined Results: 180 total evaluations, 97% of students rated as Highly Competent or Competent. Highly Competent (13%, n = 23), Competent (84%, n = 151), Minimally Competent (3%, n = 6), Not Competent (0%, n = 0)</p> <p>The above data indicates that students are meeting the minimum benchmark standard.</p>
		<p>Evaluation of portfolios submitted prior to graduation using a rubric specifically for portfolios. Specific artifacts evaluated include select assignments from Music Theory, Analysis, and/or Arranging courses.</p>	<p>The portfolio rubric uses the following levels, with the percentage of students expected to be at each level in parentheses:</p> <p>Highly Competent (75%), Competent (25%), Minimally Competent (0%), Not Competent (0%).</p> <p>Fall 2019: 2 students, 100% of students rated Highly Competent or Competent. Highly Competent (50%, n = 1), Competent (50%, n = 1), Minimally Competent (0%, n = 0), Not Competent (0%, n = 0)</p> <p>Spring 2020: 2 students, 1 student did not submit a portfolio, 100% of students rated Highly Competent. Highly Competent (100%, n = 1), Competent (0%, n = 0), Minimally Competent (0%, n = 0), Not Competent (0%, n = 0)</p> <p>Fall 2020: 7 students, 58% of students rated Highly Competent or Competent. Highly Competent (29%, n = 2), Competent</p>

SLO(s)	ULG*	Measures/Instruments <i>Please include a clear description of the instrument including when and where it is administered</i>	How is the information Used? <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
			<p>(29%, n = 2), Minimally Competent (42%, n = 3), Not Competent (0%, n = 0)</p> <p>Spring 2021: 4 students, 75% of students rated Highly Competent or Competent. Highly Competent (25%, n = 1), Competent (50%, n = 2), Minimally Competent (25%, n = 1), Not Competent (0%, n = 0).</p> <p>Combined Results: 15 total students, 1 did not submit a portfolio. 71% of students rated Highly Competent or Competent. Highly Competent (35.5%, n = 5), Competent (35.5%, n = 5), Minimally Competent (29%, n = 4), Not Competent (0%, n = 0)</p> <p>The above data indicates that students, for the most part, are meeting the minimum benchmark standard, although the number of artifacts rated as “Minimally Competent” is higher than we would like to see.</p>
		Results of exit survey.	<p>Feedback indicating that this learning objective is being addressed in appropriate areas of the curriculum.</p> <p>2019-2020: 5 total students took the exit survey. Of these, all were confident in their basic skills as they relate to this learning objective, and two of five felt confident about their more advanced skills.</p>

SLO(s)	ULG*	Measures/Instruments <i>Please include a clear description of the instrument including when and where it is administered</i>	How is the information Used? <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
			2020-2021: 2 total students took the exit survey. Both felt confident about both their basic and advanced skills.
		Results of Music Content Area State Licensure Exam (ILTS, Illinois Licensure Testing System).	<p>Students are expected to be at or above the statewide average in Subareas 1 and 2: Listening Skills and Music Theory.</p> <p>Results: In AY 20 and 21, ten students in the Music Teacher Licensure program took the ILTS exam. Of these students, six were above the statewide average in Listening Skills, and seven were above the average in Music Theory. Comment: The statewide averages can vary significantly from one test date to another. When considering the scaled passing score for each of the subareas (240), 90% of students passed the Listening Skills Subarea, and 80% passed the Music Theory Subarea.</p>
		Results of the edTPA portfolio exam	<p>Students submit a comprehensive portfolio exam that demonstrates knowledge of planning, instruction, and assessment. This is completed during student teaching and includes context specific instruction and significant writing and reflection. Exams are evaluated by Pearson Education, Inc. scorers and a passing score is required for teacher licensure, but not for EIU graduation/completion of an education degree.</p> <p>Results:</p> <p>Fall 2019: 4 out of 5 students passed the edTPA</p>

SLO(s)	ULG*	Measures/Instruments <i>Please include a clear description of the instrument including when and where it is administered</i>	How is the information Used? <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
			<p>Spring 2020: edTPA waived due to pandemic/Covid-19</p> <p>Fall 2020: edTPA waived due to pandemic/Covid-19</p> <p>Spring 2021: edTPA waived due to pandemic/Covid-19</p>
<p>I.2 Understand and analyze the role of music within a variety of cultures and historical periods, its impact on society, and its stylistic interpretation.</p>	<p>C & W</p>	<p>Evaluation of portfolios submitted prior to graduation. Specific artifacts evaluated include papers from Music History courses and Non-Western Music (if taken).</p>	<p>The portfolio rubric uses the following levels, with the percentage of students expected to be at each level in parentheses:</p> <p>Highly Competent (75%), Competent (25%), Minimally Competent (0%), Not Competent (0%).</p> <p>Fall 2019: 2 students, 100% of students rated Highly Competent or Competent. Highly Competent (50%, n = 1), Competent (50%, n = 1), Minimally Competent (0%, n = 0), Not Competent (0%, n = 0)</p> <p>Spring 2020: 2 students, 1 student did not submit a portfolio, 100% of students rated Highly Competent. Highly Competent (100%, n = 1), Competent (0%, n = 0), Minimally Competent (0%, n = 0), Not Competent (0%, n = 0)</p> <p>Fall 2020: 7 students, 71% of students rated Highly Competent or Competent. Highly Competent (14%, n = 1), Competent (57%, n = 4), Minimally Competent (29%, n = 2), Not Competent (0%, n = 0)</p>

SLO(s)	ULG*	Measures/Instruments <i>Please include a clear description of the instrument including when and where it is administered</i>	How is the information Used? <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
			<p>Spring 2021: 4 students, 50% of students rated Highly Competent or Competent. Highly Competent (0%, n = 0), Competent (50%, n = 2), Minimally Competent (25%, n = 1), Not Competent (25%, n = 1).</p> <p>Combined Results: 15 total students, 1 did not submit a portfolio. 71% of students rated Highly Competent or Competent. Highly Competent (21%, n = 3), Competent (50%, n = 7), Minimally Competent (21%, n = 3), Not Competent (8%, n = 1)</p> <p>The above data indicates that students, for the most part, are meeting the minimum benchmark standard, although the number of artifacts rated as “Minimally Competent” is higher than we would like to see.</p>
		Results of exit survey	<p>Feedback indicating that this learning objective is being addressed in appropriate areas of the curriculum.</p> <p>2019-2020: 5 total students took the exit survey. Of these, all were confident in their basic skills as they relate to this learning objective, and two of five felt very confident about their knowledge.</p> <p>2020-2021: 2 total students took the exit survey. Both felt confident about their grasp of music history.</p>

SLO(s)	ULG*	Measures/Instruments <i>Please include a clear description of the instrument including when and where it is administered</i>	How is the information Used? <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
		Results of Music Content Area State Licensure Exam (ILTS, Illinois Licensure Testing System).	<p>Students are expected to be at or above the statewide average in Subareas 1 and 2: Listening Skills and Music Theory.</p> <p>Results: In AY 20 and 21, ten students in the Music Teacher Licensure program took the ILTS exam. Of these students, six were above the statewide average in Listening Skills, and seven were above the average in Music Theory – Comment: The statewide averages can vary significantly from one test date to another. When considering the scaled passing score for each of the subareas (240), 90% of students passed the Listening Skills Subarea, and 80% passed the Music Theory Subarea.</p>
		Results of the edTPA portfolio exam	<p>Students submit a comprehensive portfolio exam that demonstrates knowledge of planning, instruction, and assessment. This is completed during student teaching and includes context specific instruction and significant writing and reflection. Exams are evaluated by Pearson Education, Inc. scorers and a passing score is required for teacher licensure, but not for EIU graduation/completion of an education degree.</p> <p>Results:</p> <p>Fall 2019: 4 out of 5 students passed the edTPA</p> <p>Spring 2020: edTPA waived due to pandemic/Covid-19</p> <p>Fall 2020: edTPA waived due to pandemic/Covid-19</p>

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			Spring 2021: edTPA waived due to pandemic/Covid-19
I.3 Demonstrate an awareness of structure and style through the development of skills necessary to create, critique, and perform music from a variety of cultures and historical periods.	C & W	Semester juries are assessed using performance assessment forms that include basic, universal criteria used to evaluate all performances as well as instrument-specific criteria. Administered every semester.	<p>Performance assessment forms use the following levels, with the percentage of students expected to be at each level in parentheses:</p> <p>Highly Competent (75%), Competent (25%), Minimally Competent (0%), Not Competent (0%).</p> <p>Fall 2019: 26 total students, 93% of students rated as Highly Competent or Competent. Highly Competent (8%, n = 2), Competent (84%, n = 22), Minimally Competent (8%, n = 2), Not Competent (0%, n = 0)</p> <p>Spring 2020: 42 total students, 98% of students rated as Highly Competent or Competent. Highly Competent (7%, n = 3), Competent (91%, n = 38), Minimally Competent (2%, n = 1), Not Competent (0%, n = 0)</p> <p>Fall 2020: 65 total students, 97% of students rated as Highly Competent or Competent. Highly Competent (17%, n = 11), Competent (80%, n = 52), Minimally Competent (3%, n = 2), Not Competent (0%, n = 0)</p> <p>Spring 2021: 47 total students, 98% of students rated as Highly Competent or Competent. Highly Competent (15%, n = 7), Competent (83%, n = 39), Minimally Competent (2%, n = 1), Not Competent (0%, n = 0)</p>

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			<p>Combined Results: 180 total evaluations, 97% of students rated as Highly Competent or Competent. Highly Competent (13%, n = 23), Competent (84%, n = 151), Minimally Competent (3%, n = 6), Not Competent (0%, n = 0)</p>
		<p>Evaluation of portfolios submitted prior to graduation. Specific artifacts evaluated include recital programs demonstrating a variety of literature and papers from Music History courses and Non-Western Music, if taken.</p>	<p>The portfolio rubric uses the following levels, with the percentage of students expected to be at each level in parentheses:</p> <p>Highly Competent (75%), Competent (25%), Minimally Competent (0%), Not Competent (0%).</p> <p>Fall 2019: 2 students, 100% of students rated Highly Competent or Competent. Highly Competent (100%, n = 2), Competent (0%, n = 0), Minimally Competent (0%, n = 0), Not Competent (0%, n = 0)</p> <p>Spring 2020: 2 students, 1 student did not submit a portfolio, 100% of students rated Highly Competent. Highly Competent (100%, n = 1), Competent (0%, n = 0), Minimally Competent (0%, n = 0), Not Competent (0%, n = 0)</p> <p>Fall 2020: 7 students, only 6 submitted artifacts. 50% of students rated Highly Competent or Competent. Highly Competent (50%, n = 3), Competent (0%, n = 0), Minimally Competent (50%, n = 3), Not Competent (0%, n = 0)</p>

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			<p>Spring 2021: 4 students, 50% of students rated Highly Competent or Competent. Highly Competent (0%, n = 0), Competent (50%, n = 2), Minimally Competent (50%, n = 2), Not Competent (0%, n = 0).</p> <p>Combined Results: 15 total students, 1 did not submit a portfolio, 1 did not submit artifacts for this learning objective. 62% of students rated Highly Competent or Competent. Highly Competent (46%, n = 6), Competent (16%, n = 2), Minimally Competent (38%, n = 5), Not Competent (0%, n = 0)</p>
		Results of exit survey.	<p>Feedback indicating that this learning objective is being addressed in appropriate areas of the curriculum.</p> <p>2019-2020: 5 total students took the exit survey. Of these, all were confident in their performance skills, and the range of performance activities covered show their confidence improved as they progressed through the course sequence.</p> <p>2020-2021: 2 total students took the exit survey. Both felt confident about their performance skills.</p>
		Results of Music Content Area State Licensure Exam (ILTS, Illinois Licensure Testing System).	<p>Students are expected to be at or above the statewide average in Subarea 3: Creating and Performing Music, and 4: Music History and Culture</p> <p>Results: In AY 20 and 21, ten students in the Music Teacher Licensure program took the ILTS exam. Of these students 9</p>

SLO(s)	ULG*	Measures/Instruments <i>Please include a clear description of the instrument including when and where it is administered</i>	How is the information Used? <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
			<p>were above the statewide average in Creating and Performing Music, and 100% were above the average in Music History and Culture. The one student who performed below the statewide average in Creating and Performing Music also received a score that was below the scaled passing score for this area.</p> <p>Overall, results in this area are quite strong.</p>
		Results of the edTPA portfolio exam	<p>Students submit a comprehensive portfolio exam that demonstrates knowledge of planning, instruction, and assessment. This is completed during student teaching and includes context specific instruction and significant writing and reflection. Exams are evaluated by Pearson Education, Inc. scorers and a passing score is required for teacher licensure, but not for EIU graduation/completion of an education degree.</p> <p>Results:</p> <p>Fall 2019: 4 out of 5 students passed the edTPA</p> <p>Spring 2020: edTPA waived due to pandemic/Covid-19</p> <p>Fall 2020: edTPA waived due to pandemic/Covid-19</p> <p>Spring 2021: edTPA waived due to pandemic/Covid-19</p>
I.4 Demonstrate musical comprehension	C & S	Evaluation of portfolios submitted prior to graduation. Specific artifacts evaluated include	The portfolio rubric uses the following levels, with the percentage of students expected to be at each level in parentheses:

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and leadership necessary to conduct an ensemble.		evaluations and/or video excerpts from Conducting courses.	<p>Highly Competent (75%) Competent (25%) Minimally Competent (0%) Not Competent (0%)</p> <p>Fall 2019: no data.</p> <p>Spring 2020: 2 students, 1 student did not submit a portfolio, 100% of students rated Highly Competent. Highly Competent (0%, n = 0), Competent (100%, n = 1), Minimally Competent (0%, n = 0), Not Competent (0%, n = 0)</p> <p>Fall 2020: 7 students, 100% of students rated Highly Competent or Competent. Highly Competent (71%, n = 5), Competent (29%, n = 2), Minimally Competent (0%, n = 0), Not Competent (0%, n = 0)</p> <p>Spring 2021: 4 students, 100% of students rated Highly Competent or Competent. Highly Competent (50%, n = 2), Competent (50%, n = 2), Minimally Competent (0%, n = 0), Not Competent (0%, n = 0).</p> <p>Combined Results: 13 total students, 1 did not submit a portfolio. 100% of students rated Highly Competent or Competent. Highly Competent (58%, n = 7), Competent (42%, n = 5), Minimally Competent (0%, n = 0), Not Competent (0%, n = 0)</p>

SLO(s)	ULG*	Measures/Instruments <i>Please include a clear description of the instrument including when and where it is administered</i>	How is the information Used? <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
		Results of exit interviews.	Feedback indicating that this learning objective is being addressed in appropriate areas of the curriculum. 2019-2020: 5 total students took the exit survey. There is an even range in feedback from minimally prepared to extremely well prepared. 2020-2021: 2 total students took the exit survey. One felt moderately prepared as a conductor, and the second felt highly prepared.
		Results of the edTPA portfolio exam	Students are asked to submit a comprehensive portfolio exam that demonstrates knowledge of planning, instruction, and assessment. This is completed over eight weeks during student teaching and includes context specific instruction and significant writing and reflection. Exams are evaluated by Pearson Education, Inc. scorers and a passing score is required for teacher licensure, but not for EIU graduation/completion of an education degree. Results: Fall 2019: 4 out of 5 students passed the edTPA Spring 2020: edTPA waived due to pandemic/Covid-19 Fall 2020: edTPA waived due to pandemic/Covid-19 Spring 2021: edTPA waived due to pandemic/Covid-19

SLO(s)	ULG*	Measures/Instruments <i>Please include a clear description of the instrument including when and where it is administered</i>	How is the information Used? <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
I.5 Understand, use and apply technology appropriate to professional needs.	C	Evaluation of portfolios submitted prior to graduation. Specific artifacts evaluated include electronic and/or hard copy examples of technology projects completed in music coursework.	<p>The portfolio rubric uses the following levels, with the percentage of students expected to be at each level in parentheses:</p> <p>Highly Competent – (75%) Competent – (25%) Minimally Competent – (0%) Not Competent - (0%)</p> <p>Fall 2019: 2 students, 100% of students rated Highly Competent or Competent. Highly Competent (100%, n = 2), Competent (0%, n = 0), Minimally Competent (0%, n = 0), Not Competent (0%, n = 0)</p> <p>Spring 2020: 2 students, 1 student did not submit a portfolio, 100% of students rated Highly Competent. Highly Competent (100%, n = 1), Competent (0%, n = 0), Minimally Competent (0%, n = 0), Not Competent (0%, n = 0)</p> <p>Fall 2020: 7 students, 86% of students rated Highly Competent or Competent. Highly Competent (57%, n = 4), Competent (29%, n = 2), Minimally Competent (14%, n = 1), Not Competent (0%, n = 0)</p> <p>Spring 2021: 4 students, 100% of students rated Highly Competent or Competent. Highly Competent (75%, n = 3), Competent (25%, n = 1), Minimally Competent (0%, n = 0), Not Competent (0%, n = 0).</p>

SLO(s)	ULG*	Measures/Instruments <i>Please include a clear description of the instrument including when and where it is administered</i>	How is the information Used? <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
			<p>Combined Results: 15 total students, 1 did not submit a portfolio. 92% of students rated Highly Competent or Competent. Highly Competent (71%, n = 10), Competent (21%, n = 3), Minimally Competent (8%, n = 1), Not Competent (0%, n = 0)</p> <p>The above data indicates that students are meeting the minimum benchmark standard.</p>
		Results of exit interviews.	<p>Feedback indicating that this learning objective is being addressed appropriate areas of the curriculum.</p> <p>2019-2020: 5 total students took the exit survey. Of these, responses ranged from “some knowledge” to “a lot of knowledge” about technology as needed for the classroom.</p> <p>2020-2021: 2 total students took the exit survey. Both felt confident about technology as needed for the classroom.</p>
		Results of the edTPA portfolio exam	<p>Students are asked to submit a comprehensive portfolio exam that demonstrates knowledge of planning, instruction, and assessment. This is completed over eight weeks during student teaching and includes context specific instruction and significant writing and reflection. Exams are evaluated by Pearson Education, Inc. scorers and a passing score is required for teacher licensure, but not for EIU graduation/completion of an education degree.</p>

SLO(s)	ULG*	Measures/Instruments <i>Please include a clear description of the instrument including when and where it is administered</i>	How is the information Used? <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
			Results: Fall 2019: 4 out of 5 students passed the edTPA Spring 2020: edTPA waived due to pandemic/Covid-19 Fall 2020: edTPA waived due to pandemic/Covid-19 Spring 2021: edTPA waived due to pandemic/Covid-19
II.1 The competent music teacher is able to relate various types of music knowledge and skills within and across the arts.	R	Evaluation of portfolios submitted prior to graduation. Specific artifacts evaluated include lesson plans and/or documentation of other interdisciplinary experiences.	The portfolio rubric uses the following levels, with the percentage of students expected to be at each level in parentheses: Highly Competent – (75%), Competent – (25%), Minimally Competent – (0%), Not Competent – (0%). Fall 2019: 2 students, 50% of students rated Highly Competent or Competent. Highly Competent (0%, n = 0), Competent (50%, n = 1), Minimally Competent (0%, n = 0), Not Competent (50%, n = 1) Spring 2020: 2 students, 1 student did not complete a portfolio, 0% of students rated Highly Competent or Competent. Highly Competent (0%, n = 0), Competent (0%, n = 0), Minimally Competent (100%, n = 1), Not Competent (0%, n = 0) Fall 2020: 6 students, 50% of students rated Highly Competent or Competent. Highly Competent (33%, n = 2), Competent

SLO(s)	ULG*	Measures/Instruments <i>Please include a clear description of the instrument including when and where it is administered</i>	How is the information Used? <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
			<p>(17%, n = 1), Minimally Competent (17%, n = 1), Not Competent (33%, n = 2)</p> <p>Spring 2021: 5 students, 60% of students rated Highly Competent or Competent. Highly Competent (60%, n = 3), Competent (0%, n = 0), Minimally Competent (40%, n = 2), Not Competent (0%, n = 0).</p> <p>Combined Results: 15 total students, 1 did not submit a portfolio, 43% of students rate Highly Competent or Competent. Highly Competent (36%, n=5), Competent (14%, n=2), Minimally Competent (29%, n=4), Not Competent (21%, n=3)</p> <p>The above data indicates that some students are meeting the minimum benchmark standard, although the number of artifacts rated as “Not Competent” is higher than we would like to see. See discussion below.</p>
		Results of exit interviews.	<p>Feedback indicating that this learning objective is being addressed in appropriate areas of the curriculum.</p> <p>2019-2020: 5 total students took the exit survey. Of these, all have skills that cover a wide range of musical pursuits, with different strengths related to their concentrations.</p> <p>2020-2021: 2 total students took the exit survey. Both relayed a strong sense of preparation in some areas of music curriculum.</p>

SLO(s)	ULG*	Measures/Instruments <i>Please include a clear description of the instrument including when and where it is administered</i>	How is the information Used? <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
		Results of the edTPA portfolio exam	<p>Students are asked to submit a comprehensive portfolio exam that demonstrates knowledge of planning, instruction, and assessment. This is completed over eight weeks during student teaching and includes context specific instruction and significant writing and reflection. Exams are evaluated by Pearson Education, Inc. scorers and a passing score is required for teacher licensure, but not for EIU graduation/completion of an education degree.</p> <p>Results:</p> <p>Fall 2019: 4 out of 5 students passed the edTPA</p> <p>Spring 2020: edTPA waived due to pandemic/Covid-19</p> <p>Fall 2020: edTPA waived due to pandemic/Covid-19</p> <p>Spring 2021: edTPA waived due to pandemic/Covid-19</p>
II.2 The competent music teacher understands and is able to apply pedagogical knowledge and skills	C, W & S	Evaluation of portfolios submitted prior to graduation. Specific artifacts evaluated include lesson plans and teaching evaluations.	<p>The portfolio rubric uses the following levels, with the percentage of students expected to be at each level in parentheses: Highly Competent – (75%), Competent – (25%), Minimally Competent – (0%), Not Competent – (0%).</p> <p>Fall 2019: 2 students, 100% of students rated Highly Competent or Competent. Highly Competent (100%, n = 2), Competent (0%, n = 0), Minimally Competent (0%, n = 0), Not Competent (0%, n = 0)</p>

SLO(s)	ULG*	Measures/Instruments <i>Please include a clear description of the instrument including when and where it is administered</i>	How is the information Used? <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
appropriate to the teaching of music.			<p>Spring 2020: 2 students, 1 student did not complete portfolio, 0% of students rated Highly Competent or Competent. Highly Competent (0%, n = 0), Competent (0%, n = 0), Minimally Competent (100%, n = 1), Not Competent (0%, n = 0)</p> <p>Fall 2020: 6 students, 66.7% of students rate Highly Competent or Competent. Highly Competent (67%, n = 2), Competent (0%, n = 0), Minimally Competent (67%, n = 4), Not Competent (0%, n = 0)</p> <p>Spring 2021: 5 students, 100% of students rated Highly Competent or Competent. Highly Competent (57%, n = 4), Competent (14%, n = 1), Minimally Competent (0%, n = 0), Not Competent (0%, n = 0).</p> <p>Combined Results: 15 total students, 1 student did not submit a portfolio. 64% of students rate Highly Competent or Competent. Highly Competent (57%, n=8), Competent (7%, n=1), Minimally Competent (36%, n=5), Not Competent (0%)</p> <p>The above data indicates that students are meeting the minimum benchmark standard.</p>
		Results of Music Content Area Certification Exams (ILTS, Illinois Licensure Testing System).	<p>Students are expected to be at or above the statewide average in Subarea 5: Music Education.</p> <p>Results: In AY 20 and 21, ten students in the Music Teacher Licensure program took the ILTS exam. Of these students 9 were above the statewide average in Music Education. The one</p>

SLO(s)	ULG*	Measures/Instruments <i>Please include a clear description of the instrument including when and where it is administered</i>	How is the information Used? <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
			<p>student who was below the statewide average for this subarea, one only one point below the average.</p> <p>Overall, results in this area are quite strong.</p>
		Results of exit interviews.	<p>Feedback indicating that this learning objective is being addressed in appropriate areas of the curriculum.</p> <p>2019-2020: 5 total students took the exit survey. Of these, all were confident in their skills as they relate to this learning objective.</p> <p>2020-2021: 2 total students took the exit survey. Both felt confident about their skills as they relate to this learning objective.</p>
III.1 Demonstrate good communication skills.	W& S	Evaluation of portfolios submitted prior to graduation. Specific artifacts evaluated include papers, speeches, and or presentations.	<p>The portfolio rubric uses the following levels, with the percentage of students expected to be at each level in parentheses: Highly Competent – (75%), Competent – (25%), Minimally Competent – (0%), Not Competent – (0%).</p> <p>Fall 2019: No results reported this semester</p> <p>Spring 2020: 2 students, 1 student did not complete portfolio. 0% of students rate Highly Competent or Competent. Highly Competent (0%, n = 0), Competent (0%, n = 0), Minimally Competent (100%, n = 1), Not Competent (0%, n = 0)</p>

SLO(s)	ULG*	Measures/Instruments <i>Please include a clear description of the instrument including when and where it is administered</i>	How is the information Used? <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
			<p>Fall 2020: 6 students, 50% of students rate Highly Competent or Competent. Highly Competent (17%, n = 1), Competent (33%, n = 2), Minimally Competent (50%, n = 3), Not Competent (0%, n = 0)</p> <p>Spring 2021: 5 students, 100% of students rate Highly Competent or Competent. Highly Competent (80%, n = 4), Competent (20%, n = 1), Minimally Competent (0%, n = 0), Not Competent (0%, n = 0).</p> <p>Combined Results: 13 total students, 1 student did not submit a portfolio, 67% of students rated Highly Competent or Competent. Highly Competent (42%, n=5), Competent (25%, n=3), Minimally Competent (33%, n=4), Not Competent (0%, n=0)</p> <p>The above data indicates that students, for the most part, are meeting the minimum benchmark standard, although the number of artifacts rated as “Minimally Competent” is higher than we would like to see.</p>
		Results of the edTPA portfolio exam	Students are asked to submit a comprehensive portfolio exam that demonstrates knowledge of planning, instruction, and assessment. This is completed over eight weeks during student teaching and includes context specific instruction and significant writing and reflection. Exams are evaluated by Pearson Education, Inc. scorers and a passing score is required for

SLO(s)	ULG*	Measures/Instruments <i>Please include a clear description of the instrument including when and where it is administered</i>	How is the information Used? <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
			<p>teacher licensure, but not for EIU graduation/completion of an education degree.</p> <p>Results:</p> <p>Fall 2019: 4 out of 5 students passed the edTPA</p> <p>Spring 2020: edTPA waived due to pandemic/Covid-19</p> <p>Fall 2020: edTPA waived due to pandemic/Covid-19</p> <p>Spring 2021: edTPA waived due to pandemic/Covid-19</p>
III.2 Use basic skills of measurement and assessment in instructional decision-making.	C & W	Evaluation of portfolios submitted prior to graduation. Specific artifacts evaluated include lesson plans and/or student-designed assessment tools.	<p>The portfolio rubric uses the following levels, with the percentage of students expected to be at each level in parentheses: Highly Competent – (75%), Competent – (25%), Minimally Competent – (0%), Not Competent – (0%).</p> <p>Fall 2019: No results reported this semester</p> <p>Spring 2020: 2 students, 1 student did not complete portfolio. 100% of students rate Highly Competent or Competent. Highly Competent (0%, n = 0), Competent (100%, n = 1), Minimally Competent (0%, n = 0), Not Competent (0%, n = 0)</p> <p>Fall 2020: 5 students, 60% of students rate Highly Competent or Competent. Highly Competent (40%, n = 2), Competent (20%, n = 1), Minimally Competent (40%, n = 2), Not Competent (0%, n = 0)</p>

SLO(s)	ULG*	Measures/Instruments <i>Please include a clear description of the instrument including when and where it is administered</i>	How is the information Used? <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
			<p>Spring 2021: 5 students, 80% of students rate Highly Competent or Competent. Highly Competent (60%, n = 3), Competent (20%, n = 1), Minimally Competent (0%, n = 0), Not Competent (20%, n = 1).</p> <p>Combined Results: 12 total students, 1 student did not complete portfolio, 73% of students rated as Highly Competent or Competent. Highly Competent (46%, n=5), Competent (27%, n=3), Minimally Competent (18%, n=2), Not Competent (9%, n=1)</p>
		Results of Music Content Area Certification Exams (ILTS, Illinois Licensure Testing System).	<p>Students are expected to be at or above the statewide average in Subarea 5: Music Education.</p> <p>Results: In AY 20 and 21, ten students in the Music Teacher Licensure program took the ILTS exam. Of these students 9 were above the statewide average in Music Education. The one student who was below the statewide average for this subarea, one only one point below the average.</p> <p>Overall, results in this area are quite strong.</p>
		Results of exit interviews.	<p>Feedback indicating that this learning objective is being addressed in appropriate areas of the curriculum.</p> <p>2019-2020: 5 total students took the exit survey. Two of five students felt they had some preparation in designing</p>

SLO(s)	ULG*	Measures/Instruments <i>Please include a clear description of the instrument including when and where it is administered</i>	How is the information Used? <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
			<p>assessments and evaluating student progress, and the other three felt more confident in their skills.</p> <p>2020-2021: 2 total students took the exit survey. Both felt confident about their ability to design assessments and evaluate student progress.</p>
		Results of the edTPA portfolio exam	<p>Students are asked to submit a comprehensive portfolio exam that demonstrates knowledge of planning, instruction, and assessment. This is completed over eight weeks during student teaching and includes context specific instruction and significant writing and reflection. Exams are evaluated by Pearson Education, Inc. scorers and a passing score is required for teacher licensure, but not for EIU graduation/completion of an education degree.</p> <p>Results:</p> <p>Fall 2019: 4 out of 5 students passed the edTPA</p> <p>Spring 2020: edTPA waived due to pandemic/Covid-19</p> <p>Fall 2020: edTPA waived due to pandemic/Covid-19</p> <p>Spring 2021: edTPA waived due to pandemic/Covid-19</p>
III.3 Demonstrate knowledge of past	R	Evaluation of portfolios submitted prior to graduation. Specific artifacts evaluated include	The portfolio rubric uses the following levels, with the percentage of students expected to be at each level in

SLO(s)	ULG*	Measures/Instruments <i>Please include a clear description of the instrument including when and where it is administered</i>	How is the information Used? <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
and present developments, issues in research, and social influences in the field of education.		papers from Music Education and/or professional education coursework.	<p>parentheses: Highly Competent – (75%), Competent – (25%), Minimally Competent – (0%), Not Competent – (0%).</p> <p>Fall 2019: 2 students, 100% of students rate Highly Competent or Competent. Highly Competent (100%, n = 2), Competent (0%, n = 0), Minimally Competent (0%, n = 0), Not Competent (0%, n = 0)</p> <p>Spring 2020: 2 students, 1 student did not complete portfolio, 50% of students rate Highly Competent or Competent. Highly Competent (100%, n = 1), Competent (0%, n = 0), Minimally Competent (0%, n = 0), Not Competent (0%, n = 0)</p> <p>Fall 2020: 6 students, 83% of students rate Highly Competent or Competent. Highly Competent (50%, n = 3), Competent (33%, n = 2), Minimally Competent (17%, n = 1), Not Competent (0%, n = 0)</p> <p>Spring 2021: 5 students, 60% of students rate Highly Competent or Competent. Highly Competent (40%, n = 2), Competent (20%, n = 1), Minimally Competent (40%, n = 2), Not Competent (0%, n = 0).</p> <p>Combined Results: 15 students total, 1 student did not complete portfolio, 78% of students rated Highly Competent or Competent. Highly Competent (57%, n=8), Competent (21%, n=3), Minimally Competent (21%, n=3), Not Competent (0%, n= 0)</p>

SLO(s)	ULG*	Measures/Instruments <i>Please include a clear description of the instrument including when and where it is administered</i>	How is the information Used? <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
			The above data indicates that students are meeting the minimum benchmark standard.
		Results of Music Content Area Certification Exams (ILTS, Illinois Licensure Testing System).	<p>Students are expected to be at or above the statewide average in Subarea 5: Music Education.</p> <p>Results: In AY 20 and 21, ten students in the Music Teacher Licensure program took the ILTS exam. Of these students 9 were above the statewide average in Music Education. The one student who was below the statewide average for this subarea, one only one point below the average.</p> <p>Overall, results in this area are quite strong.</p>
		Results of exit interviews.	<p>Feedback indicating that this learning objective is being addressed in appropriate areas of the curriculum.</p> <p>2019-2020: 5 total students took the exit survey. Of these, responses included all possible choices from poor to excellent preparation as regards this learning objective.</p> <p>2020-2021: 2 total students took the exit survey. Both felt confident about their abilities as they relate to this learning objective.</p>
		Results of the edTPA portfolio exam	Students are asked to submit a comprehensive portfolio exam that demonstrates knowledge of planning, instruction, and assessment. This is completed over eight weeks during student

SLO(s)	ULG*	Measures/Instruments <i>Please include a clear description of the instrument including when and where it is administered</i>	How is the information Used? <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
			teaching and includes context specific instruction and significant writing and reflection. Exams are evaluated by Pearson Education, Inc. scorers and a passing score is required for teacher licensure, but not for EIU graduation/completion of an education degree. Results: Fall 2019: 4 out of 5 students passed the edTPA Spring 2020: edTPA waived due to pandemic/Covid-19 Fall 2020: edTPA waived due to pandemic/Covid-19 Spring 2021: edTPA waived due to pandemic/Covid-19

**Please reference any University Learning Goal(s) (ULG) that this SLO, if any, may address or assess. C=Critical Thinking, W=Writing & Critical Reading; S=Speaking and Listening; Q=Quantitative reasoning; R=Responsible Citizenship; NA=Not Applicable*

Improvements and Changes Based on Assessment

Bachelor of Music: Teacher Licensure

Curricular actions from Fall 2019 – Spring 2021 as a result of student learning outcomes data

- Bachelor of Music: Teacher Licensure – General Music Concentration
 - Additions: MUS 1312 – Class Instruction in World and Classroom Percussion, MUS 2205 – Functional Skills in Piano III, MUS 2206 – Functional Skills in Piano IV, MUS 2444 – Contemporary Topics in Secondary General Music
 - Deletions: Six (6) credits of general music electives
 - Modifications: choice of either MUS 3155 – Choral Conducting and Literature or MUS 3156 – Instrumental Conducting and Literature
- Bachelor of Music: Teacher Licensure – Vocal Concentration
 - Additions: MUS 1312 – Class Instruction in World and Classroom Percussion, MUS 2205 – Functional Skills in Piano III, MUS 2206 – Functional Skills in Piano IV, MUS 2443 – Choral Methods (course modified to be applicable for vocal and instrumental concentrations), and MUS 2444 – Contemporary Topics in Secondary General Music

At this time, there are no future changes, revisions, or interventions proposed or pending.

Improvements and declines observed in student learning.

- Bachelor of Music: Teacher Licensure
 - Student learning assessed through lesson plans and interdisciplinary experiences improved from 50% of students rated as highly competent or competent in Fall 2019 to 60% of students in Spring 2021. These data were used to assess the following student learning outcome:
 - II.1 The competent music teacher is able to relate various types of music knowledge and skills within and across the arts.
 - It is also interesting that the number of artifacts submitted for **SLO II.1** were rated as “Not Competent.” While we are concerned about this result, we believe that newly-developed courses MUS 2444 – Contemporary Topics in Secondary General Music and MUS 1312 – Class Instruction in World Percussion will address this issue before the Year 4 report.

Assessment Goals for Year 4:

- Bachelor of Music: Teacher Licensure
 - Increase compliance in exit survey response. Due to the Covid-19 pandemic, we were unable to host an in-person end of term survey event and many students were unresponsive to request to complete the exit survey.
 - Modify the performance assessment form. The data collected from the performance assessment form captures data from all students enrolled in applied study every semester, and thus does not provide data of a student's progress or culmination of learning.
 - Evaluate and revise student learning outcomes
 - Match student supplied artifacts to each SLO
 - The results from the ILTS exam indicate that the area in which Teacher Licensure students struggle the most is with the Music Theory and Listening Skills section of the exam. These are skills the curriculum develops during the freshman and sophomore years. Given that students take the ILTS exam during their senior year, these skills may have waned. The department should look at ways to infuse music theory and aural skills into upper-division classes in order to provide students the opportunity to apply these skills during their final two years in the program.
 - The Assessment Committee will share assessment results with the department Curriculum Committee to consider curricular changes needed in response to the Year Two Report.

History of Annual Review
Bachelor of Music: Teacher Licensure

History of Annual Review		
Date of Annual Review	Individuals/Groups of Reviewed Plan	Results of the Review
9/30/20	Brown, Gregorich, Johnson, Meyers, Ryan	Addition of MUS 1312, 2205, 2206, 2444. Remove six (6) credits of general music electives.
9/3/21	Brown, Gregorich, Johnson, Meyers, Ryan	Closely watch specific student learning outcomes. Plan to revise performance assessment form, review and revise student learning outcomes.

Dean Review & Feedback

Dean or designee

Date

Memorandum

To: Dr. Barbara Bonnekessen, Dean, College of Liberal Arts and Sciences, Dr. Michael Cornebise, Interim Associate Dean, and Dr. Christopher Mitchell, Interim Associate Dean

From: Dr. Jennifer Brown, Music Department Assessment Committee Chair

Date: October 12, 2021

Subject: Year 2 Assessment Report

Through the annual assessment reviews over the past two years, the music department has initiated the following modifications to our program to enhance student learning. In both the Bachelor of Music: Teacher Licensure – General and Vocal Concentration and Bachelor of Music: Performance degrees, courses have been added to provide more thorough instruction in keyboard skills. In the Bachelor of Music: Teacher Licensure – General and Vocal Concentration degrees, courses in world and classroom percussion and secondary general music education have been added to the curriculum. These new courses will further student development in areas specific to students' chosen career paths.

In our analysis, we discovered numerous student learning outcomes (SLOs) with insufficient data to definitively determine student learning. These SLOs will be carefully tracked throughout the next two years of the assessment cycle, enabling the departmental assessment committee to adequately review our program.

We also uncovered some shortcomings with our assessment instruments – specifically our exit survey and performance assessment form. In the past two years, the exit survey has only captured data from students enrolled in the Bachelor of Music: Teacher Licensure degree, and not those enrolled in the Bachelor of Music: Performance degree or the Bachelor of Arts: Music degree. Additionally, the data collected from the performance assessment form captures data from all students enrolled in applied study every semester and thus does not provide data of a student's progress or culmination of learning.

Our goals over the next two years include modifying the performance assessment form, administering the exit survey to all students in the department, evaluating and revising the student learning outcomes, and matching student supplied artifacts to each SLO. With these steps, we are confident that we will gain a deeper insight into student learning in our department.