



## Student Learning Outcomes (SLOs) Report for Accredited Programs

(updated 9/19/23)

Program Type: **Accredited Program**

Program Name: B. Mus. in Music Teacher Licensure

Submitted By: Jennifer Brown, Music Department Assessment Committee, Chair & Shellie Gregorich, Music Department, Chair

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Submission Date: October 1, 2024

Review Cycle:  
 Even Year

### Review Round and Instructions

- Round A** (Associate Dean review): Submit this cover sheet and a copy of the annual (or periodic) report most recently submitted to the accrediting agency; your accreditation report should address assessment.

All SLO reports are archived here: <https://www.eiu.edu/assess/majorassessment.php>

DUE: **October 15<sup>th</sup>** to your Associate Dean or designee

**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").



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Karen P. Moynahan

Executive Director KPM:jk

Each academic program is expected to prepare a Summary of the Assessment Data by Student Learning Outcome. This summary may take the form of a chart or other means of presentation that describes the annual data collected, when it is collected, in which course(s), through which assignment or activity, and by whom. This summary should clearly indicate what the program seeks to discover in its students' learning. The summary should correspond to the record-keeping documents maintained by the academic program.

Program Name: B. Mus. in Music Teacher Licensure

### PART 1. OVERVIEW OF STUDENT LEARNING OUTCOMES AND MEASURES

Student Learning Outcome (SLO)	What <b>measures and instruments</b> are you using? This could be an oral or written exam, a regularly assigned paper, a portfolio—administered early and later in coursework.	How are you using this info to improve student learning? What are you hoping to learn from your data? Include <b>target score(s) and results</b> , and specify whether these were met, not met, or partially met for each instrument.	Does your SLO correspond to an <b>undergraduate learning goal (ULG)</b> : writing, speaking, quantitative reasoning, critical thinking, responsible citizenship?
<b>Core SLO #1 – Written Music Theory:</b> Read music at an advanced level, analyze scores from various stylistic periods, and harmonize melodies and bass lines. as relevant to their degree program.	MUS 1502/2502 (dependent on the highest level of course completed) unit exam.	Information is discussed at annual assessment review meetings. Target score: Competent (3) or higher. Fall 2022: 3.67 Spring 2023: 3.5 Fall 2023: 3.0 Spring 2024: 3.8 Two-Year Average: 3.49 <b>Target met</b>	N/A
<b>Core SLO #2 – Aural Skills:</b> Accurately sight-sing and take aural dictation as appropriate to their degree program.	MUS 1502/2502 (dependent on the highest level of course completed) sight-singing assignment and unit II dictation exam.	Information is discussed at annual assessment review meetings. Target score: Competent (3) or higher. Fall 2022: 3.8 Spring 2023: 3.6 Fall 2023: 3.1 Spring 2024: 2.7 Two-Year Average: 3.33 <b>Target met (average)</b>	N/A

<p><b>Core SLO #3 – Music History:</b> Through score analysis and listening, effectively describe musical elements and expressive devices using advanced technical vocabulary. Identify historical periods, genres, and interdisciplinary connections within a historical context.</p>	<p>MUS 3553G/3585 exam (dependent on the highest level of course completed).</p>	<p>Information is discussed at annual assessment review meetings. Target score: Competent (3) or higher. Fall 2022: 3.6 Spring 2023: 3.16 Fall 2023: 2.7 Spring 2024: 3 Two-Year Average: 3.12 <b>Target met (average)</b></p>	<p>N/A</p>
<p><b>Core SLO #4 – Applied Instruction:</b> Perform effectively and musically on their primary performance area demonstrating an understanding of relevant repertoire, as appropriate to their degree program.</p>	<p>MUS 1110R – 3363R: Repertoire record from final semester of applied study.</p>	<p>Information is discussed at annual assessment review meetings. Target score: Competent (3) or higher. Fall 2022: 3.8 Spring 2023: 3.33 Fall 2023: 3 Spring 2024: 3.2 Two-Year Average: 3.33 <b>Target met</b></p>	<p>N/A</p>
<p><b>Core SLO #5 – Piano:</b> Prepare works, as relevant to their degree program</p>	<p>MUS 2204: a link to a two-minute (max) solo piano recording or MUS 2206: a link to a two-minute (max) accompaniment piano recording, if applicable</p>	<p>Information is discussed at annual assessment review meetings. Target score: Competent (3) or higher. Fall 2022: 3 Spring 2023: 3 Fall 2023: 3.6 Spring 2024: 3.3 Two-Year Average: 3.23 <b>Target met</b></p>	<p>N/A</p>
<p><b>Core SLO #6 – Technology:</b> perform basic digital audio recording and editing; synthesis sampling and sequencing.</p>	<p>MUS 1070: distribution of audio file artifact</p>	<p>Information is discussed at annual assessment review meetings. Target score: Competent (3) or higher. Fall 2022: 3.33 Spring 2023: 3.33 Fall 2023: 3 Spring 2024: 3 Two-Year Average: 3.16 <b>Target met</b></p>	<p>N/A</p>

<p><b>Core SLO #7 – Ensemble:</b> Develop skills of collaborative musicianship through participation in ensemble contexts.</p>	<p>MUS 0200R, 0201R, 0211R, 0220R, 0221R, 0230R, 0231R, OR 0233R: Concert programs documenting ensemble participation across a minimum of 4 semesters</p>	<p>Information is discussed at annual assessment review meetings. Target score: Competent (3) or higher. Fall 2022: 4 Spring 2023: 3 Fall 2023: 3.5 Spring 2024: 3.57 Two-Year Average: 3.52 <b>Target met</b></p>	<p>N/A</p>
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**SLOs specific to the B. Mus. in Music Teacher Licensure Program.**

**Note that all items listed in Column 2 are submitted in the student assessment portfolio the semester prior to student teaching.**

<p><b>Student Learning Outcome (SLO)</b></p>	<p><b>What measures and instruments are you using? This could be an oral or written exam, a regularly assigned paper, a portfolio—administered early and later in coursework.</b></p>	<p><b>How are you using this info to improve student learning? What are you hoping to learn from your data? Include <b>target score(s) and results</b>, and specify whether these were met, not met, or partially met for each instrument.</b></p>	<p><b>Does your SLO correspond to an <b>undergraduate learning goal (ULG)</b>: writing, speaking, quantitative reasoning, critical thinking, responsible citizenship?</b></p>
<p><b>BM TL SLO #1 – Functional Performance:</b> Demonstrate vocal proficiency and the ability to play a variety of instruments.</p>	<p>MUS 1308/1309/1310/1311 playing test rubrics, one from each course (total of 4) OR MUS 2442 playing test rubrics, one from each instrument family - AND - MUS 1502: Musical score and recording of sight-singing assignment/unit II exam OR MUS 2502: Musical score and recording of sight-singing assignment/unit II exam, if applicable</p>	<p>Information is discussed at annual assessment review meetings. Target score: Competent (3) or higher. Fall 2022: 3.33 Spring 2023: 2.0 Fall 2023: 2.8 Spring 2024: 4.0 Two-Year Average: 3.02 <b>Target met (average)</b></p>	<p>N/A</p>

<p><b>BM TL SLO #2 – Conducting:</b> Demonstrate conducting skills in a variety of classroom and ensemble settings that lead to musically expressive and technically accurate performances with ensembles found in K-12 settings.</p>	<p>MUS 3155/3156: link to final exam conducting video</p>	<p>Information is discussed at annual assessment review meetings. Target score: Competent (3) or higher. Fall 2022: 3.0 Spring 2023: 3.0 Fall 2023: 3.3 Spring 2024: 4.0 Two-Year Average: 3.33 <b>Target met</b></p>	<p>N/A</p>
<p><b>BM TL SLO #3 – Analysis/History:</b> Apply knowledge from music theory, history studies to curriculum development, lesson planning, and daily classroom and performance activities.</p>	<p>MUS 4400/01: Comprehensive musicianship project</p>	<p>Information is discussed at annual assessment review meetings. Target score: Competent (3) or higher. Fall 2022: 3.0 Spring 2023: 3.0 Fall 2023: 3.0 Spring 2024: 3.0 Two-Year Average: 3.0 <b>Target met</b></p>	<p>N/A</p>
<p><b>BM TL SLO #4 – Disposition for teaching:</b> Model and display an appropriate disposition for K-12 teaching.</p>	<p>No artifact required for the student portfolio. Cooperating Teacher reports from student teaching are reviewed by the Assessment Committee.</p>	<p>Information is discussed at annual assessment review meetings. Target score: Competent (3) or higher. Fall 2022: 3.83 Spring 2023: 4.0 Fall 2023: 3.77 Spring 2024: N/A Two-Year Average: 3.87 <b>Target met</b></p>	<p>N/A</p>
<p><b>BM TL SLO #5 – Arranging:</b> Transcribe, arrange, modify, and adapt music from original sources to suit ensembles in K-12 music settings.</p>	<p>MUS 4840 or MUS 4750 – students submit a project of their choice.</p>	<p>Information is discussed at annual assessment review meetings. Target score: Competent (3) or higher. Fall 2022: 3.0 Spring 2023: 3.0 Fall 2023: N/A Spring 2024: 2.0 Two-Year Average: 2.67 <b>Target partially met</b></p>	<p>N/A</p>

<p><b>BM TL SLO #6 – Policies/Standards:</b> Critique methods, policies and advocacy in the arts for their influence on the musical growth of K-12 students.</p>	<p>MUS 4400/4401: school board advocacy assignment</p>	<p>Information is discussed at annual assessment review meetings.  Target score: Competent (3) or higher.  Fall 2022: 3.5  Spring 2023: 3.0  Fall 2023: 3.0  Spring 2024: 3.0  Two-Year Average: 3.13  <b>Target met</b></p>	<p>N/A</p>
<p><b>BM TL SLO #7 – Teaching:</b> Plan and deliver effective and appropriate music instruction, and assess student learning and growth in a K-12 environment.</p>	<p>MUS 4400/4401: capstone assignment (plan) - AND - Practicum: a link to instruction video &amp; assessment document</p>	<p>Information is discussed at annual assessment review meetings.  Target score: Competent (3) or higher.  Fall 2022: 3.5  Spring 2023: 3.0  Fall 2023: 3.4  Spring 2024: 3.0  Two-Year Average: 3.23  <b>Target met</b></p>	<p>N/A</p>
<p><b>BM TL SLO #8 – Culturally responsive:</b> Demonstrate knowledge and application of culturally responsive pedagogy.</p>	<p>Culturally responsive lesson plan from either MUS 1312, 2444, or 4400/4401</p>	<p>Information is discussed at annual assessment review meetings.  Target score: Competent (3) or higher.  Fall 2022: 3.33  Spring 2023: 2.0  Fall 2023: 3.0  Spring 2024: N/A  Two-Year Average: 2.78  <b>Target partially met</b></p>	<p>N/A</p>



## PART 2. IMPROVEMENTS AND CHANGES BASED ON ASSESSMENT

- A. Provide a short summary (1-2 paragraphs) or bulleted list of any **curricular actions** (revisions or additions) that were approved over the past two years as a result of reflecting on the student learning outcomes data. Are there any additional future changes, revisions, or interventions proposed or still pending?

**Core SLO #1 – Written Music Theory:** Read music at an advanced level, analyze scores from various stylistic periods, and harmonize melodies and bass lines. as relevant to their degree program.

- At the 2023 Assessment Committee Meeting members noted an emphasis on western musical compositions for analysis. The issue was discussed with the AY 24 Curriculum Committee, including one member of which teaches music theory courses. Increasing diversity in the music theory classes is a central concern throughout the entire discipline and the music theory faculty at EIU recognize the need to continue moving forward in this direction.

**Core SLO #2 – Aural Skills:** Accurately sight-sing and take aural dictation as appropriate to their degree program.

- At the 2023 Assessment Committee Meeting, the members noted that students were performing singing examples that had the solfege syllables written into the score. The committee requested that the AY24 Curriculum Committee discuss this issue with the music theory faculty. At this meeting, the music theory faculty noted that students should not be doing this and would address this issue in the music theory classes.

**Core SLO #3 – Music History:** Through score analysis and listening, effectively describe musical elements and expressive devices using advanced technical vocabulary. Identify historical periods, genres, and interdisciplinary connections within a historical context.

- At the 2024 Assessment Committee meeting the members notes that the music history artifacts provided over the past year demonstrate competency regarding score analysis, listening, description of musical elements and expressive devices, as well as the use of advanced vocabulary, but were concerned that interdisciplinary connections within a historical context appear not to be stressed. The Assessment Committee requested that the AY25 Curriculum Committee discuss this matter. This discussion took place at the first Curriculum Meeting of the AY25 academic year. Due to changes in staffing, we expect students in the future will be better prepared to discuss historical aspects of music history with a greater sense of the interdisciplinary context.

**TL SLO #1 – Functional Performance:** Demonstrate vocal proficiency and the ability to play a variety of instruments.

- At this time, the department Curriculum Committee is working to review the pre-requisite for MUS 0203X – Symphonic Band to allow B. Mus. in Music Teacher Licensure students the opportunity to register for the 0-credit section of this ensemble to play a secondary instrument. The department is hopeful to have this change to the catalog approved by the Fall 2025 semester. Please note that MUS 0203X would not complete a degree requirement but would provide a structured environment for students to continue developing skills introduced in the various instrumental methods classes, thus increasing proficiency on a variety of instruments.

**TL SLO #7 – Teaching:** Plan and deliver effective and appropriate music instruction, and assess student learning and growth in a K-12 environment.

- During the May 2023 assessment meeting, the committee noted improvement with music education students writing clear learning objectives, while they need to continue to work on linking unit objectives to lesson objectives and assessments when long term planning. This has been shared with the music education faculty who will work to stress this item in education courses.
- During the June 2024 assessment meeting, the committee noted that an improvement in linking unit objectives to assessments. The assignment has been modified to greater align with the SLO and will be carefully monitored in future assessment reviews.

**TL SLO #8 – Culturally Responsive:** Demonstrate knowledge and application of culturally responsive pedagogy.

- During the May 2023 assessment the committee noted a deficiency with this relatively new SLO. The music education area is currently trying to align with new state standards for culturally responsive teaching. An opportunity for strengthening this alignment is the development of specific projects that clearly address culturally responsive teaching.

B. Provide a brief description or bulleted list of **any improvements (or declines)** observed/measured in student learning. Be sure to mention any intervention made that has not yet resulted in student improvement (if applicable).

**TL SLO #5 – Arranging:** Transcribe, arrange, modify, and adapt music from original sources to suit ensembles in K-12 music settings.

- During the June 2024 assessment meeting, the committee noted the decline in student learning in as a result of (1) a small sample size of artifacts (only 1 student submitted an assessment portfolio in the Spring 2024 semester), and (2) the artifact submitted did not demonstrate correct transpositions for students in a K-12 music setting. This finding has been shared with the relevant faculty, and we will carefully monitor this SLO in upcoming assessment portfolio reviews.

**C. HISTORY OF DATA REVIEW OVER THE PAST TWO YEARS**

Please document annual faculty and committee engagement with the assessment process (such as the review of outcomes data, revisions/updates to assessment plan, and reaffirmation of SLOs).

Date of annual (or periodic) review	Individuals or groups who reviewed the assessment plan	Results of the review (i.e., reference proposed changes from any revised SLOs or from point 2.A. curricular actions)
May 4, 2023 – Assessment Committee Meeting to review all AY23 data	Jennifer Brown, Liza Meyers, Rebecca Johnson	TL SLO #1, TL SLO #7, TL SLO #8 Core SLO #1 – Written Music Theory Core SLO #2 – Aural Skills
October 4, 2023 – Curriculum Committee Meeting with Assessment focus	Jennifer Brown met with members of the department Curriculum Committee to review recommendation from the Assessment Committee	Core SLO #1 – Written Music Theory Core SLO #2 – Aural Skills
June 18, 2024 – Assessment Committee Meeting to review all AY24 data	Jennifer Brown, Liza Meyers, Rebecca Johnson	Core SLO #3 – Music History TL SLO #5 – Arranging TL SLO #7 – Teaching
September 18, 2024 – Curriculum Committee Meeting with Assessment focus	Jennifer Brown met with members of the department Curriculum Committee to review recommendations from the Assessment Committee	TL SLO #1 Core SLO #3 – Music History TL SLO #5 – Arranging

**Dean Review and Feedback**

This cycle features, for all undergraduate degree programs, a complete revision of the SLO structure and associated measures. For the B.Mus. in Music Teacher Licensure, this includes not only a core of SLOs common to all bachelor's programs but ones specific to the Teacher Licensure Program. All SLOs are expressed succinctly using high-level Bloom's taxonomy, and include measures that are logical, substantial, and straightforward in application. For all of the SLOs, all of the expressed targets have been met/mostly met or exceeded, which is great to see only two years into the new structure. An easy modification we would suggest in that column is to give the range of possible scores to give some contextualization. More substantially, with regard to the ULG column indicating "N/A"s for all SLOs, the committee might want to consider if there are indeed connections— for example, it would be easy to connect CORE SLOs #1 and #3 to Critical Thinking (CT). Nevertheless, on the whole, the committee deserves praise for creating such a well-crafted assessment structure that is generating good data. We fully expect the upcoming NASM (accreditation) visit in 2025-6 to go smoothly and successfully for the Department.

  
Dean or designee

12/6/24  
Date