

**CLAS Deans' comments on B.Music - Performance (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 clear and measurable, and the “How used” column in the present report confirms that initial view. As the table notes, the students are largely meeting or exceeding the benchmark standards, which we are happy to see. Dr. Brown’s memo indicates that the Department’s assessment team has “discovered numerous student learning outcomes (SLOs) with insufficient data to definitively determine student learning” and also that they “uncovered some shortcomings with [their] assessment instruments – specifically [their] exit survey and performance assessment form.” (The exit survey was articulated as a concern in our response to the 2020 action plan, recall.) The action plan indicated to address this seems logical and reflective of an assessment strategy that is dynamic, flexible, and intended to be used to inform curricular revisions and teaching methods; we applaud the department for that as well.

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: Performance (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.

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Dr. Suzie Park, VPAA Office

3/1/23

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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**

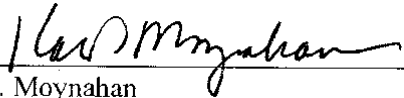
NASM Commission Action Report July 3, 2018

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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").



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Karen P. Moynahan

Executive Director KPM:jk

## Year 2

### Student Learning Outcomes (SLOs) for Bachelor of Music: Performance

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.

### Overview of Measures/Instruments

<b>SLO(s)</b>	<b>ULG*</b>	<b>Measures/Instruments</b>  <i>Please include a clear description of the instrument including when and where it is administered</i>	<b>How is the information Used?</b>  <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
<p><b>I.1</b> 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 &amp; 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><b>Fall 2019:</b> 13 total students, 100% of students rated as Highly Competent or Competent. Highly Competent (62%, n = 8), Competent (38%, n = 5), Minimally Competent (0%, n = 0), Not Competent (0%, n = 0)</p> <p><b>Spring 2020:</b> 24 total students, 96% of students rated as Highly Competent or Competent. Highly Competent (50%, n = 12), Competent (46%, n = 11), Minimally Competent (4%, n = 1), Not Competent (0%, n = 0)</p> <p><b>Fall 2020:</b> 32 total students, 96% of students rated as Highly Competent or Competent. Highly Competent (63%, n = 20), Competent (31%, n = 10), Minimally Competent (6%, n = 2), Not Competent (0%, n = 0)</p> <p><b>Spring 2021:</b> 27 total students, 96% of students rated as Highly Competent or Competent. Highly Competent (44%, n = 12), Competent (52%, n = 14), Minimally Competent (4%, n = 1), Not Competent (0%, n = 0)</p>

<b>SLO(s)</b>	<b>ULG*</b>	<b>Measures/Instruments</b>  <i>Please include a clear description of the instrument including when and where it is administered</i>	<b>How is the information Used?</b>  <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
			<p><b>Combined Results:</b> 96 total evaluations, 96% of students rated as Highly Competent or Competent. Highly Competent (54%, n = 52), Competent (42%, n = 40), Minimally Competent (4%, n = 4), 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><b>Fall 2019:</b> 1 student, 100% of students rated as 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><b>Spring 2020:</b> 3 students, 100% of students rated as Highly Competent or Competent. Highly Competent (33%, n = 1), Competent (67%, n = 2), Minimally Competent (0%, n = 0), Not Competent (0%, n = 0)</p> <p>Note: One additional student turned in a hard copy portfolio, no data available.</p>

<b>SLO(s)</b>	<b>ULG*</b>	<b>Measures/Instruments</b>  <i>Please include a clear description of the instrument including when and where it is administered</i>	<b>How is the information Used?</b>  <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
			<p><b>Fall 2020:</b> 0 Students</p> <p><b>Spring 2021:</b> 7 students, 86% of students rated as Highly Competent or Competent. Highly Competent (29%, n = 2), Competent (57%, n = 4), Minimally Competent (0%, n = 0), Not Competent (14%, n = 1)</p> <p><b>Combined Results:</b> 11 students, 91% of students rated as Highly Competent or Competent. Highly Competent (36%, n = 4), Competent (55%, n = 6), Minimally Competent (0%, n = 0), Not Competent (9%, n = 1)</p> <p>The above data indicates that students are easily meeting the minimum benchmark standard.</p>
		Results of exit survey.	<p>Feedback indicating that this learning objective is being addressed in appropriate areas of the curriculum.</p> <p>The B.M. Performance students are not currently being captured by exit survey data. See discussion below.</p>
<b>I.2</b> Understand and analyze the role of music within a variety of cultures and historical	C & W	Evaluation of portfolios submitted prior to graduation. Specific artifacts evaluated include papers from Music History courses and Non-Western Music (if taken).	<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>

<b>SLO(s)</b>	<b>ULG*</b>	<b>Measures/Instruments</b>  <i>Please include a clear description of the instrument including when and where it is administered</i>	<b>How is the information Used?</b>  <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
periods, its impact on society, and its stylistic interpretation.			<p><b>Fall 2019:</b> 1 student, 100% of students rated as 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><b>Spring 2020:</b> 3 students, 100% of students rated as Highly Competent or Competent. Highly Competent (0%, n = 0), Competent (100%, n = 3), Minimally Competent (0%, n = 0), Not Competent (0%, n = 0)</p> <p>Note: One additional student turned in a hard copy portfolio, no data available.</p> <p><b>Fall 2020:</b> 0 Students</p> <p><b>Spring 2021:</b> 6 students, 100% of students rated as Highly Competent or Competent. Highly Competent (33%, n = 2), Competent (67%, n = 4), Minimally Competent (0%, n = 0), Not Competent (0%, n = 0)</p> <p>Note: One additional student did not turn in any artifacts for this learning objective.</p> <p><b>Combined Results:</b> 10 students, 100% of students rated as Highly Competent or Competent. Highly Competent (20%, n = 2), Competent (80%, n = 8), Minimally Competent (0%, n = 0), Not Competent (0%, n = 0)</p>



<b>SLO(s)</b>	<b>ULG*</b>	<b>Measures/Instruments</b>  <i>Please include a clear description of the instrument including when and where it is administered</i>	<b>How is the information Used?</b>  <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 exit survey	Feedback indicating that this learning objective is being addressed in appropriate areas of the curriculum.  The B.M. Performance students are not currently being captured by exit survey data. See discussion below.
<b>I.3</b> 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.	Performance assessment forms use 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%).  <b>Fall 2019:</b> 13 total students, 100% of students rated as Highly Competent or Competent. Highly Competent (62%, n = 8), Competent (38%, n = 5), Minimally Competent (0%, n = 0), Not Competent (0%, n = 0)  <b>Spring 2020:</b> 24 total students, 96% of students rated as Highly Competent or Competent. Highly Competent (50%, n = 12), Competent (46%, n = 11), Minimally Competent (4%, n = 1), Not Competent (0%, n = 0)

SLO(s)	ULG*	<b>Measures/Instruments</b>  <i>Please include a clear description of the instrument including when and where it is administered</i>	<b>How is the information Used?</b>  <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
			<p><b>Fall 2020:</b> 32 total students, 96% of students rated as Highly Competent or Competent. Highly Competent (63%, n = 20), Competent (31%, n = 10), Minimally Competent (6%, n = 2), Not Competent (0%, n = 0)</p> <p><b>Spring 2021:</b> 27 total students, 96% of students rated as Highly Competent or Competent. Highly Competent (44%, n = 12), Competent (52%, n = 14), Minimally Competent (4%, n = 1), Not Competent (0%, n = 0)</p> <p><b>Combined Results:</b> 96 total evaluations, 96% of students rated as Highly Competent or Competent. Highly Competent (54%, n = 52), Competent (42%, n = 40), Minimally Competent (4%, n = 4), 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. Specific artifacts evaluated include recital programs demonstrating a variety of literature and program notes for all recitals.</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><b>Fall 2019:</b> 1 student, 100% of students rated as Highly Competent or Competent. Highly Competent (100%, n = 1),</p>

SLO(s)	ULG*	<b>Measures/Instruments</b>  <i>Please include a clear description of the instrument including when and where it is administered</i>	<b>How is the information Used?</b>  <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
			<p>Competent (0%, n = 0), Minimally Competent (0%, n = 0), Not Competent (0%, n = 0)</p> <p><b>Spring 2020:</b> 3 students, 100% of students rated as Highly Competent or Competent. Highly Competent (100%, n = 3), Competent (0%, n = 0), Minimally Competent (0%, n = 0), Not Competent (0%, n = 0)</p> <p>Note: One additional student turned in a hard copy portfolio, no data available.</p> <p><b>Fall 2020:</b> 0 Students</p> <p><b>Spring 2021:</b> 7 students, 100% of students rated as Highly Competent or Competent. Highly Competent (43%, n = 3), Competent (57%, n = 4), Minimally Competent (0%, n = 0), Not Competent (0%, n = 0)</p> <p><b>Combined Results:</b> 11 students, 100% of students rated as Highly Competent or Competent. Highly Competent (64%, n = 7), Competent (36%, n = 4), Minimally Competent (0%, n = 0), Not Competent (0%, n = 0)</p> <p>The above data indicates that students are meeting the minimum benchmark standard.</p>
		Results of exit survey.	Feedback indicating that this learning objective is being addressed in appropriate areas of the curriculum.

<b>SLO(s)</b>	<b>ULG*</b>	<b>Measures/Instruments</b>  <i>Please include a clear description of the instrument including when and where it is administered</i>	<b>How is the information Used?</b>  <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
			The B.M. Performance students are not currently being captured by exit survey data. See discussion below.
<b>I.4</b> Demonstrate musical comprehension and leadership necessary to conduct an ensemble.	C & S	Evaluation of portfolios submitted prior to graduation. Specific artifacts evaluated include evaluations and/or video excerpts from Conducting courses.	<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><b>Fall 2019:</b> Not assessed</p> <p><b>Spring 2020:</b> 2 students, 100% of students rated as Highly Competent or Competent. Highly Competent (0%, n = 0), Competent (100%, n = 2), Minimally Competent (0%, n = 0), Not Competent (0%, n = 0)</p> <p>Note: One additional student turned in a hard copy portfolio, no data available.</p> <p><b>Fall 2020:</b> 0 Students</p> <p><b>Spring 2021:</b> 6 students, 33% of students rated as Highly Competent or Competent. Highly Competent (0%, n = 0), Competent (33%, n = 2), Minimally Competent (67%, n = 4), Not Competent (0%, n = 0)</p>

<b>SLO(s)</b>	<b>ULG*</b>	<b>Measures/Instruments</b>  <i>Please include a clear description of the instrument including when and where it is administered</i>	<b>How is the information Used?</b>  <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
			<p>Note: One additional student did not turn in any artifacts for this learning objective.</p> <p><b>Combined Results:</b> 8 students, 50% of students rated as Highly Competent or Competent. Highly Competent (0%, n = 0), Competent (50%, n = 4), Minimally Competent (50%, 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 interviews.	<p>Feedback indicating that this learning objective is being addressed in appropriate areas of the curriculum.</p> <p>The B.M. Performance students are not currently being captured by exit survey data. See discussion below.</p>
<b>I.5</b> 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><b>Fall 2019:</b> 1 student – required but not completed.</p>

SLO(s)	ULG*	<b>Measures/Instruments</b>  <i>Please include a clear description of the instrument including when and where it is administered</i>	<b>How is the information Used?</b>  <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
			<p><b>Spring 2020:</b> 2 students, 100% of students rated as 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>Note: One additional student turned in a hard copy portfolio, no data available.</p> <p><b>Fall 2020:</b> 0 Students</p> <p><b>Spring 2021:</b> 7 students, 57% of students rated as Highly Competent or Competent. Highly Competent (43%, n = 3), Competent (14%, n = 1), Minimally Competent (43%, n = 3), Not Competent (0%, n = 0)</p> <p><b>Combined Results:</b> 9 students, 67% of students rated as Highly Competent or Competent. Highly Competent (56%, n = 5), Competent (11%, n = 1), Minimally Competent 33%, n = 3), 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 interviews.	Feedback indicating that this learning objective is being addressed in appropriate areas of the curriculum.

<b>SLO(s)</b>	<b>ULG*</b>	<b>Measures/Instruments</b>  <i>Please include a clear description of the instrument including when and where it is administered</i>	<b>How is the information Used?</b>  <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
			The B.M. Performance students are not currently being captured by exit survey data. See discussion below.

*\*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: Performance

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

- Bachelor of Music: Performance – Instrumental Concentration
  - Additions: MUS 2205 – Functional Skills in Piano III and MUS 2206 – Functional Skills in Piano IV
- Bachelor of Music: Performance – Vocal Concentration
  - Additions: MUS 2205 – Functional Skills in Piano III and MUS 2206 – Functional Skills in Piano IV

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

Improvements and declines observed in student learning.

- Bachelor of Music: Performance
  - Student learning assessed through conducting videos and evaluations declined from 100% of students rated as competent in Spring 2020 to 33% of students rated as competent and 67% of students rated as minimally competent in Spring 2021. These data were used to assess the following student learning outcome:
    - I.4 Demonstrate musical comprehension and leadership necessary to conduct an ensemble.
      - In Fall 2021, the artifacts students submit to demonstrate competency for this SLO were revised for specificity. We are hoping that with new documentation, student learning will be assessed more accurately.
  - Student learning assessed through technology projects in music coursework declined from 100% of students rated as highly competent in Spring 2020 to 57% of students rated highly competent or competent in Spring 2021. These data were used to assess the following student learning outcome:
    - I.5 Understand, use and apply technology appropriate to professional needs.
      - Examining this decline is a goal for Year 4 report.
  - SLO 1.2, the evaluation scores of the music history artifact saw a several rated as “Competent,” falling short of the goal to see 75% of artifacts in the “Highly Competent” category. This largely due to a close reading of SLO 1.2, copied below. Most students submitted papers with excellent content knowledge, but fell short in addressing the lofty goals presented in the SLO. In this situation,



revising the SLO to more clearly reflect the goals of a two-semester music history sequence would be appropriate.

- 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.

#### Assessment Goals for Year 4:

- Bachelor of Music: Performance
  - 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. Students in the Bachelor of Music: Performance program 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.
  - Examine the drop in student learning for SLO I.5, and make any necessary revisions to the curriculum.
  - Evaluate and revise student learning outcomes
  - Match student supplied artifacts to each SLO
  - 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: Performance**

<b>History of Annual Review</b>		
<b>Date of Annual Review</b>	<b>Individuals/Groups of Reviewed Plan</b>	<b>Results of the Review</b>
9/30/20	Brown, Gregorich, Johnson, Meyers, Ryan	Addition of MUS 2205, 2206
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**

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Dean or designee

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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.