



Student Learning Outcomes (SLOs) Report for Accredited Programs

(updated 9/19/23)

Program Type: **Accredited Program**

Program Name: B. Mus. in Performance

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

Email: jcbrown10@eiu.edu & slgregorich@eiu.edu

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 15th** 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").



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 Performance

PART 1. OVERVIEW OF STUDENT LEARNING OUTCOMES AND MEASURES

Student Learning Outcome (SLO)	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.	How are you using this info to improve student learning? What are you hoping to learn from your data? Include target score(s) and results, and specify whether these were met, not met, or partially met for each instrument.	Does your SLO correspond to an undergraduate learning goal (ULG): writing, speaking, quantitative reasoning, critical thinking, responsible citizenship?
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.	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 Target met	N/A
Core SLO #2 – Aural Skills: 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 Target met (average)	N/A

<p>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.</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 Target met (average)</p>	<p>N/A</p>
<p>Core SLO #4 – Applied Instruction: 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 Target met</p>	<p>N/A</p>
<p>Core SLO #5 – Piano: 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 Target met</p>	<p>N/A</p>
<p>Core SLO #6 – Technology: 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 Target met</p>	<p>N/A</p>

<p>Core SLO #7 – Ensemble: 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 Target met</p>	<p>N/A</p>
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SLOs specific to the B. Mus. in Performance, Instrumental, Keyboard, and Vocal Concentrations

<p>Student Learning Outcome (SLO)</p>	<p>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.</p>	<p>How are you using this info to improve student learning? What are you hoping to learn from your data? Include target score(s) and results, and specify whether these were met, not met, or partially met for each instrument.</p>	<p>Does your SLO correspond to an undergraduate learning goal (ULG): writing, speaking, quantitative reasoning, critical thinking, responsible citizenship?</p>
<p>BM Perf SLO #1 – Performance: Demonstrate through solo and collaborative performances, achievement of skillful competence in the major area.</p>	<p>Three-minute (max) video (preferred) or audio excerpt from senior recital or jury.</p>	<p>Information is discussed at annual assessment review meetings. Target score: Competent (3) or higher. Fall 2022: N/A Spring 2023: 4.0 Fall 2023: 3.0 Spring 2024: N/A Two-Year Average: 3.5 Target met</p>	<p>N/A</p>
<p>BM Perf SLO #2 – Ensembles: Function effectively in a large ensemble and/or chamber music setting as relevant to their primary area.</p>	<p>Create a document, organized by semester, listing ensemble membership.</p>	<p>Information is discussed at annual assessment review meetings. Target score: Competent (3) or higher. Fall 2022: N/A Spring 2023: 4.0 Fall 2023: 4.0 Spring 2024: 4.0 Two-Year Average: 4.0 Target met</p>	<p>N/A</p>

<p>BM Perf SLO #3 – Pedagogy: Demonstrate competency in applied individual and/or group teaching.</p>	<p>MUS 4601 or 4760: Relevant document of your choice from pedagogy course</p>	<p>Information is discussed at annual assessment review meetings. Target score: Competent (3) or higher. Fall 2022: N/A Spring 2023: 4.0 Fall 2023: 3.0 Spring 2024: N/A Two-Year Average: 3.5 Target met</p>	<p>N/A</p>
<p>BM Perf SLO #4 – Conducting: Conduct an ensemble with basic proficiency.</p>	<p>MUS 2155: Link to final exam conducting video.</p>	<p>Information is discussed at annual assessment review meetings. Target score: Competent (3) or higher. Fall 2022: N/A Spring 2023: 4.0 Fall 2023: 3.0 Spring 2024: 4.0 Two-Year Average: 3.67 Target met</p>	<p>N/A</p>
<p>BM Perf SLO #5 – Analysis: Prove an academic understanding of the theory and formal structure of a post-tonal composition.</p>	<p>MUS 3542: Written analysis paper</p>	<p>Information is discussed at annual assessment review meetings. Target score: Competent (3) or higher. Fall 2022: N/A Spring 2023: 3.0 Fall 2023: 3.0 Spring 2024: 3.0 Two-Year Average: 3.0 Target met</p>	<p>N/A</p>

SLOs specific to the B. Mus. in Performance, Jazz Concentration

<p>Student Learning Outcome (SLO)</p>	<p>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.</p>	<p>How are you using this info to improve student learning? What are you hoping to learn from your data? Include target score(s) and results, and specify whether these were met, not met, or partially met for each instrument.</p>	<p>Does your SLO correspond to an undergraduate learning goal (ULG): writing, speaking, quantitative reasoning, critical thinking, responsible citizenship?</p>
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<p>BM Jazz SLO #1 – Performance: Demonstrate through solo and collaborative performances, achievement of skillful competence in the major area.</p>	<p>Three-minute (max) video (preferred) or audio excerpt from senior recital or jury.</p>	<p>Information is discussed at annual assessment review meetings. Target score: Competent (3) or higher. Fall 2022: N/A Spring 2023: N/A Fall 2023: N/A Spring 2024: N/A Two-Year Average: N/A</p>	<p>N/A</p>
<p>BM Jazz SLO #2 – Ensembles: Function effectively in a large ensemble and combo setting as relevant to their primary area.</p>	<p>Three-minute (max) video (preferred) or audio excerpt featuring improvised solo in a combo or big band setting.</p>	<p>Information is discussed at annual assessment review meetings. Target score: Competent (3) or higher. Fall 2022: N/A Spring 2023: N/A Fall 2023: N/A Spring 2024: 4.0 Two-Year Average: 4.0 Target met</p>	<p>N/A</p>
<p>BM Jazz SLO #3 – Pedagogy: Demonstrate competency in applied individual and/or group teaching.</p>	<p>MUS 4861: Lesson plan and corresponding instructional video excerpt (five-minute max).</p>	<p>Information is discussed at annual assessment review meetings. Target score: Competent (3) or higher. Fall 2022: N/A Spring 2023: N/A Fall 2023: N/A Spring 2024: 3.0 Two-Year Average: 3.0 Target met</p>	<p>N/A</p>
<p>BM Jazz SLO #4 – Conducting: Conduct an ensemble with basic proficiency.</p>	<p>MUS 2155: Link to final exam conducting video.</p>	<p>Information is discussed at annual assessment review meetings. Target score: Competent (3) or higher. Fall 2022: N/A Spring 2023: N/A Fall 2023: N/A Spring 2024: 3.0 Two-Year Average: 3.0 Target met</p>	<p>N/A</p>

<p>BM Jazz SLO #5 – Theory: Apply scales and chords common to the jazz language, analyze jazz compositions, and perform standard progressions on the piano.</p>	<p>MUS 3801: Final exam and keyboard video recording demonstrating common progressions.</p>	<p>Information is discussed at annual assessment review meetings. Target score: Competent (3) or higher. Fall 2022: N/A Spring 2023: N/A Fall 2023: N/A Spring 2024: 3.0 Two-Year Average: 3.0 Target met</p>	<p>N/A</p>
<p>BM Jazz SLO #6 – Jazz History: Identify major jazz styles and artists, and describe the historical narrative surrounding jazz in American culture.</p>	<p>MUS 3581: Final exam and research paper</p>	<p>Information is discussed at annual assessment review meetings. Target score: Competent (3) or higher. Fall 2022: N/A Spring 2023: N/A Fall 2023: N/A Spring 2024: 4.0 Two-Year Average: 4.0 Target met</p>	<p>N/A</p>
<p>BM Jazz SLO #7 – Composition/Arranging: Demonstrate the use of basic concepts, tools, techniques, and procedures to develop compositions and arrangements from concept to finished product.</p>	<p>MUS 4850: Score of one arrangement project (big band preferred) and one score of original composition</p>	<p>Information is discussed at annual assessment review meetings. Target score: Competent (3) or higher. Fall 2022: N/A Spring 2023: N/A Fall 2023: N/A Spring 2024: 3.0 Two-Year Average: 3.0 Target met</p>	<p>N/A</p>

SLOs specific to the B.M. in Performance, Composition Concentration

<p>Student Learning Outcome (SLO)</p>	<p>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.</p>	<p>How are you using this info to improve student learning? What are you hoping to learn from your data? Include target score(s) and results, and specify whether these were met, not met, or partially met for each instrument.</p>	<p>Does your SLO correspond to an undergraduate learning goal (ULG): writing, speaking, quantitative reasoning, critical thinking, responsible citizenship?</p>
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<p>BM Comp SLO #1 – Composition: Demonstrate the use of basic concepts, tools, techniques, and procedures to develop a composition from concept to finished product.</p>	<p>Score of one arrangement or orchestration, score of one original acoustic composition, and score of one original electro-acoustic composition.</p>	<p>Information is discussed at annual assessment review meetings. Target score: Competent (3) or higher. Fall 2022: N/A Spring 2023: N/A Fall 2023: N/A Spring 2024: N/A Two-Year Average: N/A *No graduates from this degree/concentration in the past two years.</p>	<p>N/A</p>
<p>BM Comp SLO #2 – Performance: Realize compositions from completion to performance.</p>	<p>Three-minute (max) video (preferred) or audio excerpt from senior recital.</p>	<p>Information is discussed at annual assessment review meetings. Target score: Competent (3) or higher. Fall 2022: N/A Spring 2023: N/A Fall 2023: N/A Spring 2024: N/A Two-Year Average: N/A *No graduates from this degree/concentration in the past two years.</p>	<p>N/A</p>
<p>BM Comp SLO #3 – Pedagogy: Demonstrate competency for theory/composition teaching.</p>	<p>MUS 4600: Relevant document of your choice from pedagogy course.</p>	<p>Information is discussed at annual assessment review meetings. Target score: Competent (3) or higher. Fall 2022: N/A Spring 2023: N/A Fall 2023: N/A Spring 2024: N/A Two-Year Average: N/A *No graduates from this degree/concentration in the past two years.</p>	<p>N/A</p>

<p>BM Comp SLO #4 – Conducting: Conduct an ensemble with basic proficiency.</p>	<p>MUS 2155: Link to final exam conducting video.</p>	<p>Information is discussed at annual assessment review meetings. Target score: Competent (3) or higher. Fall 2022: N/A Spring 2023: N/A Fall 2023: N/A Spring 2024: N/A Two-Year Average: N/A *No graduates from this degree/concentration in the past two years.</p>	<p>N/A</p>
<p>BM Comp SLO #5 – Analysis: Prove an academic understanding of the theory and formal structure of a post-tonal composition.</p>	<p>MUS 3801: Final exam and keyboard video recording demonstrating common progressions.</p>	<p>Information is discussed at annual assessment review meetings. Target score: Competent (3) or higher. Fall 2022: N/A Spring 2023: N/A Fall 2023: N/A Spring 2024: N/A Two-Year Average: N/A *No graduates from this degree/concentration in the past two years.</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.

- 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).

- For the most part student performance has been fairly consistent. One item note was the average of 2.7 in CORE SLOs #2 and #3 in Fall 2023. This score was largely due to the lack of interdisciplinary connections present in the artifacts. We believe that this area will improve due to staffing changes.


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	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
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	Core SLO #3 – Music History

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., this includes not only a core of SLOs common to all bachelor's programs but ones specific to the Instrumental, Keyboard, and Vocal concentrations, the Jazz concentration, and the Composition concentration. SLOs are expressed succinctly using high-level Bloom's taxonomy, and include measures that are logical, substantial, and straightforward in application. For the SLOs that had sufficient data to analyze, the expressed targets have been met or exceeded. The Composition concentration lacked data as there were no graduates from this area in the assessment cycle. An easy modification we would suggest in the "target scores" 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