***STUDENT LEARNING ASSESSMENT PROGRAM***

Please complete a separate worksheet for each academic program (major, minor) at each level (undergraduate, graduate) in your department.

***SUMMARY FORM AY 2016-2017***

Bachelor of Music: Teacher Licensure Option

**Degree and**

**Program Name:**

# Submitted By:

Shellie Gregorich

**PART ONE**

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| What are the learning objectives? | How, where, and when are they assessed? | What are the expectations? | What are the results? | Committee/ person responsible? How are results shared? |
| 1. Demonstrate an intellectual and aural understanding of the structural elements of music through the use of the basic vocabulary of music. | 1. 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.  2. Evaluation of portfolios submitted prior to graduation using a rubric specifically for portfolios. Artifacts evaluated include documents related to each department learning objective (examples: music theory analysis papers, lesson plans, program notes, conducting videos). TL candidates must pass the portfolio evaluation prior to being approved for student teaching.  3. Results of Music Content Area State Licensure Exam (ILTS, Illinois Licensure Testing System).  4. Results of exit survey.  5. Results of the edTPA portfolio exam | 1. 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%).  2. 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%).  3. Students are expected to be at or above the statewide average in Subareas 1 and 2: Listening Skills and Music Theory.  4. Feedback indicating that this learning objective is being addressed in appropriate areas of the curriculum.  5. 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 testing corporation scorers and a passing score is required for teacher licensure, but not for EIU graduation/completion of an education degree. | 1.Results for TEACHER LICENSURE – (103 TL juries were completed during AY 16-17): 34 juries (33%) at Highly Competent, 62 juries (60%) at Competent, 7 juries (7%) at Minimally Competent, and 0 juries (0%) at Not Competent.  2. From the Fall 2016 semester through Spring 2017, 9 teacher licensure students submitted portfolios. All 9 TL students (100%) scored at the Highly Competent level on the first attempt (they do not pass approval for student teaching until they reach this level, so multiple attempts are allowed).  3. We have score reports from Fall 2016 – Spring 2017 for 9 TL students. On past reports we have shared comparisons to statewide averages, but that data should be interpreted carefully because each separate report (based on the date of testing) shows scores related to the state average for only students who took the exam on the same date. A more appropriate benchmark might be a simple pass/fail rate because of the way the scores are reported, so we have shared only that data on this report.  All 9 students scored high enough to pass subareas 1 and 2: Listening Skills and Music Theory.  4. 7/7 TL students completed the online exit survey in 2016-2017. Because of anonymity the data from all majors is combined. When asked how well prepared they felt in basic music theory, 83% of all students reported feeling well or extremely well prepared. In advanced music theory, 42% reported feeling well or extremely well prepared.  5. Students demonstrate vocabulary and knowledge of structural elements of music in all three task areas of the edTPA. The exam was required for the first time during the 2015-2016 academic year.  All 7 TL students passed the exam on the first attempt with task scores consistent with or above the EIU average. | The faculty performs the jury and recital evaluations, and the Assessment Committee (AC) performs the portfolio evaluations and gathers and evaluates data from all sources. The state content test results are reported to the chair who shares information with the AC. The AC then reports to the Chair and Curriculum Committee (CC). The Chair and AC are responsible for making any consequent modifications to the assessment process; the Chair and CC are responsible for formulating any consequent curricular modifications and presenting them to the faculty. |
| 2. Identify and analyze the role of music within a variety of cultures and historical periods, its impact on society, and its stylistic interpretation. | 1. Evaluation of portfolios submitted prior to graduation. Specific artifacts evaluated include program notes required for recital programs and papers from Music History courses and Non-Western Music.  2. Results of Music Content Area Certification Exams (ILTS, Illinois Licensure Testing System).  3. Results of exit interviews.  4. Results of the edTPA portfolio exam | 1. 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%).  2. Students are expected to be at or above the statewide average in Subarea 4: Music History and Culture.  3. Feedback indicating that this learning objective is being addressed in appropriate areas of the curriculum.  4. 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 testing corporation scorers and a passing score is required for teacher licensure, but not for EIU graduation/completion of an education degree. | 1. From the Fall 2016 semester through Spring 2017, 9 teacher licensure students submitted portfolios. All 9 TL students (100%) scored at the Highly Competent level on the first attempt (they do not pass approval for student teaching until they reach this level, so multiple attempts are allowed).    2. We have score reports from Fall 2016 – Spring 2017 for 9 TL students.  All 9 students scored high enough to pass subarea 4: Music History and Culture.  3. 7/7 TL students completed the online exit survey in 2016-2017. Because of anonymity the data from all majors is combined. When asked how well prepared they felt in basic music history, 25% of all students reported feeling well or extremely well prepared, 50% reported feeling moderately prepared, and 25% felt minimally or not prepared.  4. Students demonstrate knowledge of historical context of music in all three task areas of the edTPA. The exam was required for the first time during the 2015-2016 academic year, so we have score reports for 12 music TL students.  All 7 TL students passed the exam on the first attempt with task scores consistent with or above the EIU average. | The AC performs the portfolio evaluations and reports to the Chair and CC. The Chair and AC are responsible for making any consequent modifications to the assessment process; the Chair and CC are responsible for formulating any consequent curricular modifications and presenting them to the faculty. |
| 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. | 1. Selection of recital, semester and advanced standing jury adjudication results.  2. 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.  3. Results of Music Content Area Certification Exams (ILTS, Illinois Licensure Testing System).  4. Results of exit interviews.  5. Results of the edTPA portfolio exam | 1. Jury and recital evaluation forms/rubrics use the following levels, with the percentage of students expected to be at each level in parentheses: Highly Competent (50%), Competent (30%), Minimally Competent (20%), Not Competent (0%).  2. 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%).  3. Students are expected to be at or above the statewide average in Subarea 3: Creating and Performing Music, and 4: Music History and Culture.  4. Feedback indicating that this learning objective is being addressed in appropriate areas of the curriculum.  5. 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 testing corporation scorers and a passing score is required for teacher licensure, but not for EIU graduation/completion of an education degree. | 1. See jury Performance data described under objective 1.  2. See portfolio data described under objective 1.  3. We have score reports from Fall 2016 – Spring 2017 for 9 TL students.  All 9 students scored high enough to pass subareas 3 and 4.  4. 7/7 TL students completed the online exit survey in 2016-2017. Because of anonymity the data from all majors is combined. When asked how well prepared they felt to perform their senior recital, 75% reported feeling well or extremely well prepared and 25% reported feeling moderately prepared.  5. All 7 TL students passed the exam on the first attempt with task scores consistent with or above the EIU average. |  |
| 4. Demonstrate musical comprehension and leadership necessary to conduct an ensemble. | 1. Evaluation of portfolios submitted prior to graduation. Specific artifacts evaluated include evaluations and/or video excerpts from Conducting courses.  2. Results of exit interviews.  3. Results of the edTPA portfolio exam | 1. 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%).  2. Feedback indicating that this learning objective is being addressed in appropriate areas of the curriculum.  3. 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 testing corporation scorers and a passing score is required for teacher licensure, but not for EIU graduation/completion of an education degree. | 1. See portfolio data described under objective 1.  All students submitted conducting videos and evaluations demonstrating growth and competence as conductors.  2. 7/7 TL students completed the online exit survey in 2016-2017. Because of anonymity the data from all majors is combined. When asked how well prepared they felt to conduct, 75% reported feeling well or extremely well prepared and 25% reported feeling moderately or minimally prepared.  3. Students demonstrate knowledge of conducting and leading an ensemble or class in the instruction (task 2) area of the edTPA.  All 7 TL students passed the exam on the first attempt with task scores consistent with or above the EIU average. | The AC performs the portfolio evaluations and reports to the Chair and CC. The Chair and AC are responsible for making any consequent modifications to the assessment process; the Chair and CC are responsible for formulating any consequent curricular modifications and presenting them to the faculty. |
| 5. Understand, use, and apply technology. | 1. Evaluation of portfolios submitted prior to graduation. Specific artifacts evaluated include electronic and/or hard copy examples of technology projects completed in music coursework.  2. Results of exit interviews.  3. Results of the edTPA portfolio exam | 1. 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%).  2. Feedback indicating that this learning objective is being addressed in appropriate areas of the curriculum.  3. 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 testing corporation scorers and a passing score is required for teacher licensure, but not for EIU graduation/completion of an education degree. | 1. See portfolio data described under objective 1.  All TL students submitted appropriate examples of projects completed with notation software, and two students chose to submit the entire portfolio assignment electronically. This will be a new requirement for students who have entered the program Fall 2015 or later. We are transitioning to all electronic portfolios.  2. 7/7 TL students completed the online exit survey in 2016-2017. When asked about ability to use technology in music education, 100% feel they have adequate or excellent ability.  3. Students demonstrate knowledge of technology not only by incorporating technology into lessons taught during the edTPA process, but the entire portfolio exam must be submitted electronically. Students must meet all file and format requirements provided by Pearson in order for their exam to even be accepted for review. Students must include demonstration of using technology in the schools, and must video record teaching sessions for submission.  All 7 TL students passed the exam on the first attempt with task scores consistent with or above the EIU average. | The AC performs the portfolio evaluations and reports to the Chair and CC. The Chair and AC are responsible for making any consequent modifications to the assessment process; the Chair and CC are responsible for formulating any consequent curricular modifications and presenting them to the faculty. |
| 6. Able to relate various types of music knowledge and skills within and across the arts. | 1. Evaluation of portfolios submitted prior to graduation. Specific artifacts evaluated include lesson plans and/or documentation of other interdisciplinary experiences.  2. Results of exit interviews.  3. Results of the edTPA portfolio exam | 1. 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%).  2. Feedback indicating that this learning objective is being addressed in appropriate areas of the curriculum.  3. 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 testing corporation scorers and a passing score is required for teacher licensure, but not for EIU graduation/completion of an education degree. | 1. See portfolio data described under objective 1.  All TL students were asked to include lesson plans and documents demonstrating ability to relate music knowledge and skills within and across the arts.  2. 7/7 TL students completed the online exit survey in 2016-2017. When asked how well prepared students felt regarding knowledge of how music integrates with other academic disciplines, including other fine arts, 6 of 7 students reported having adequate or excellent knowledge, and 1 reported having some ability or knowledge.  3. All 7 TL students passed the exam on the first attempt with task scores consistent with or above the EIU average. | The AC performs the portfolio evaluations and reports to the Chair and CC. The Chair and AC are responsible for making any consequent modifications to the assessment process; the Chair and CC are responsible for formulating any consequent curricular modifications and presenting them to the faculty. |
| 7. Understands and is able to apply pedagogical knowledge and skills appropriate to the teaching of music. | 1. Evaluation of portfolios submitted prior to graduation. Specific artifacts evaluated include lesson plans and teaching evaluations.  2. Results of Music Content Area Certification Exams (ILTS, Illinois Licensure Testing System).  3. Results of exit interviews.  4. Results of the edTPA portfolio exam | 1. 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%).  2. Students are expected to be at or above the statewide average in Subarea 5: Music Education.  3. Feedback indicating that this learning objective is being addressed in appropriate areas of the curriculum.  4. 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 testing corporation scorers and a passing score is required for teacher licensure, but not for EIU graduation/completion of an education degree. | 1. See portfolio data described under objective 1. Requirements include lesson plans, teaching videos, and reflective narratives.  2. We have score reports from Fall 2016 – Spring 2017 for 9 TL students.  All 9 students scored high enough to pass subarea 5.  3. 7/7 TL students completed the online exit survey in 2016-2017. When asked how well prepared students are to teach in various areas, they reported the following:  K-5 General Music: 0 students reported feeling well or extremely well prepared, 1 reported feeling moderately prepared, and 6 reported feeling minimally prepared.  Middle School General Music: 0 students reported feeling extremely well prepared, 2 reported feeling well prepared, 3 reported feeling moderately prepared, and 2 reported feeling minimally prepared.  High School Choir: 1 student reported feeling extremely well prepared, 2 well prepared, 2 moderately prepared, and 2 minimally prepared.  Beginning and Middle School Band: 6 students reported feeling extremely well prepared and 1 reported feeling well prepared.  High School Concert Band: 6 students reported feeling extremely well prepared and 1 reported feeling well prepared.  High School Marching Band: 4 students reported feeling extremely well prepared, 1 well prepared, and 2 moderately prepared.  Beginning and Middle School Orchestra: 0 students reported feeling extremely well prepared, 1 well prepared, 1 moderately prepared, and 5 minimally prepared.  High School Orchestra: 0 students reported feeling extremely well prepared, 1 well prepared, 2 moderately prepared, 3 minimally prepared, and 1 not prepared.  4. Students demonstrate pedagogical skills throughout all task areas of the edTPA and demonstrate them with classes in the instruction portion (task 2). Pedagogy is demonstrated in task 1 through appropriate lesson planning that includes application of learning theories and in task 3 in their reflections on pedagogy.    All 7 TL students passed the exam on the first attempt with task scores consistent with or above the EIU average. | The AC performs the portfolio evaluations and reports to the Chair and CC. The Chair and AC are responsible for making any consequent modifications to the assessment process; the Chair and CC are responsible for formulating any consequent curricular modifications and presenting them to the faculty. |
| 8. Demonstrate good communication skills. | 1. Evaluation of portfolios submitted prior to graduation. Specific artifacts evaluated include papers, speeches, and or presentations.  2. Results of dispositions data tracking.  3. Results of the edTPA portfolio exam | 1. 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%).  2. All methods class teachers have completed a dispositions evaluation for each enrolled student. Effective communication is an area of assessment.  3. 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 testing corporation scorers and a passing score is required for teacher licensure, but not for EIU graduation/completion of an education degree. | 1. See portfolio data described under objective 1.  Requirements include evidence of presenting successful speeches and videos of teaching music lessons.  2. 91% of all TL students evaluated were assigned a score of 2 or 3 (3 being the highest) in the area of effective communication.  3. Students demonstrate ability to communicate throughout all task areas of the edTPA. The majority of the exam is written, and two 10 minute teaching videos are required for task 2, instruction.    All 7 TL students passed the exam on the first attempt with task scores consistent with or above the EIU average. | The AC performs the portfolio evaluations and reports to the Chair and CC. The Chair and AC are responsible for making any consequent modifications to the assessment process; the Chair and CC are responsible for formulating any consequent curricular modifications and presenting them to the faculty. |
| 9. Use basic skills of measurement and assessment in instructional decision-making. | 1. Evaluation of portfolios submitted prior to graduation. Specific artifacts evaluated include lesson plans and/or student-designed assessment tools.  2. Results of Music Content Area Certification Exams (ILTS, Illinois Licensure Testing System).  3. Results of exit interviews.  4. Results of the edTPA portfolio exam | 1. 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%).  2. Students are expected to be at or above the statewide average in Subarea 5: Music Education.  3. Feedback indicating that this learning objective is being addressed in appropriate areas of the curriculum.  4. 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 testing corporation scorers and a passing score is required for teacher licensure, but not for EIU graduation/completion of an education degree. | 1. See portfolio data described under objective 1. Requirements include multiple assessment tools created by the student.  2. We have score reports from Fall 2016 – Spring 2017 for 9 TL students.  All 9 students scored high enough to pass subarea 5.  This portion of the exam covers assessment tools and strategies.  3. 7/7 TL students completed the online exit survey in 2016-2017.When asked how well prepared students are in preparing and utilizing assessments, 1 student reported excellent ability/knowledge, 5 reported having adequate ability/knowledge, and 1 reported having some ability/knowledge.  When asked about knowledge of national and state standards, 6 students reported having excellent knowledge and 1 reported having adequate knowledge.  4. Students demonstrate measurement and assessment in all task areas of the edTPA. Students must write learning objectives that include assessment strategies in task 1, they must deliver instruction and assessment in task 2, and they must reflect upon both in task 3.  All 7 TL students passed the exam on the first attempt with task scores consistent with or above the EIU average. | The AC performs the portfolio evaluations and then reports to the Chair and CC. The Chair and AC are responsible for making any consequent modifications to the assessment process; the Chair and CC are responsible for formulating any consequent curricular modifications and presenting them to the faculty. |
| 10. Demonstrate knowledge of past and present developments, issues research, and social influences in the field of education. | 1. Evaluation of portfolios submitted prior to graduation. Specific artifacts evaluated include papers from Music Education and/or professional education coursework.  2. Results of Music Content Area Certification Exams (ILTS, Illinois Licensure Testing System).  3. Results of exit interviews.  4. Results of the edTPA portfolio exam | 1. 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%).  2. Students are expected to be at or above the statewide average in Subarea 5: Music Education.  3. Feedback indicating that this learning objective is being addressed in appropriate areas of the curriculum.  4. 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 testing corporation scorers and a passing score is required for teacher licensure, but not for EIU graduation/completion of an education degree. | 1. See portfolio data described under objective 1.  Requirements include papers and projects demonstrating knowledge of contemporary topics and issues in music education.  2. We have score reports from Fall 2016 – Spring 2017 for 9 TL students.  All 9 students scored high enough to pass subarea 5. This portion of the exam covers current issues in music education.    3. 7/7 TL students completed the online exit survey in 2016-2017.When asked how knowledgeable students felt regarding evolution of public education in the United Stated, 2 students reported having excellent knowledge, 4 adequate knowledge, 1 some knowledge.  4. Students demonstrate knowledge of current issues and research in all task areas of the edTPA. Students must cite learning theories and music education research throughout the writing of their portfolio exam, and they demonstrate knowledge of current practices in their lesson planning and instruction.  All 7 TL students passed the exam on the first attempt with task scores consistent with or above the EIU average. | The AC performs the portfolio evaluations and reports to the Chair and CC. The Chair and AC are responsible for making any consequent modifications to the assessment process; the Chair and CC are responsible for formulating any consequent curricular modifications and presenting them to the faculty. |

**PART TWO**

*Describe your program’s assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the CASA Director’s comments on last year’s report or simply describe what assessment work was initiated, continued, or completed.*

The music education area has worked to implement new strategies and content in an attempt to address weaknesses identified by assessment in the program. We have edited and refined the TL exit survey to ask more specific questions and have gathered more meaningful data compared to data from our first exit survey. We have been able to collect feedback from every graduating TL student, which has helped us to obtain a comprehensive idea of what students believe regarding the program.

**University Learning Goals**

We included questions about the university learning goals in our exit survey. Because of anonymity the data from all majors is combined. When asked to what extent students believed the music curriculum addressed the EIU learning goals, students reported the following:

The percentage of music students who completed the survey that reported the music curriculum FREQUENTLY addressed:

Critical Thinking: 50%

Writing and Critical Reading: 50%

Speaking and Listening: 67%

Quantitative Reasoning: 8%

Responsible Citizenship: 50%

We have worked on ways to implement more writing, speaking, critical thinking, and responsible citizenship into both coursework and assessment. Critical thinking assignments have been added to music education coursework and are evidenced on updated syllabi. Quantitative reasoning assignments have been added to music education coursework, specifically reading and interpreting music education research that includes data sets, graphs, and statistics. We plan to update the exit survey for next year so we can separate TL students’ beliefs from those of performance and BA majors. This will provide us with more specific and useful information regarding success of implementing university learning goals into the music education area.

**edTPA Assessment**

The edTPA requirement requires students to synthesize and apply information at an extremely high level. This pressure added to student teaching has proven to be very challenging and rewarding for students. The edTPA infused into student teaching experience requires TL students to demonstrate critical thinking, writing and critical reading, speaking and listening, possibly quantitative reasoning (depending on their learning objective, lesson plans, and assessments used), and responsible citizenship. 2015-2016 was the first year the edTPA went “high-stakes” for the state of Illinois, meaning it was the first year a passing score was required for state licensure. The music education division director has collaborated very closely with the College of Education to streamline edTPA preparation and receive training on the process. This exam data will prove to be very useful in the future and we will use results to continue to adjust curriculum to better serve our TL candidates. Our students this year showed a marked improvement from the first set of edTPA scores earned. By incorporating more tasks into curriculum that are explicitly related to edTPA requirements, we believe our students are experiencing greater success. Now that we are more comfortable with edTPA requirements we plan to work to integrate and connect edTPA concepts to university learning goals throughout TL curriculum.

**Jury Performance Data**

The Committee worked with faculty to increase compliance for both data entry for the performance assessment form and for portfolio completion.  We have seen a significant improvement in correct data entry for the Performance Assessment Form. Performance scores for TL students this year were significantly higher than TL scores last year.

**Portfolio Requirements**

Teacher licensure students are required to complete and pass a portfolio project prior to approval to student teach. This year the instructor for MUS 1070 (Introduction to Music Technology), a required class for all music majors, worked with the MUS 2440 (Introduction to Music Education) instructor to implement the foundational assignment paving the way for electronic portfolios. All students who completed MUS 1070 and/or MUS 2440 this year will be required to eventually submit an electronic portfolio and will not have the option to submit a hard copy. This is a major accomplishment that we have been working towards for a number of years. Students are guided through the process of uploading a resume, musical performances, written material, and personal statements and stories. Assignments will be added to the electronic portfolio throughout the music education coursework sequence. We believe the versatility of an electronic portfolio will increase the relevance of the portfolio process for both students and faculty. An online and accessible portfolio will be an important tool and resource for our music graduates. We have discussed the importance of the portfolio with our theory and music history faculty, and are asking relevant faculty members to connect class assignments to the portfolio.

We updated the portfolio table of contents three years ago, requiring students to choose artifacts that reflect personal interest or an area of special expertise in addition to the already required list of materials. Students have shared their enjoyment of writing personal narratives as a new reflective piece of the portfolio.

**Dispositions Data**

Faculty continued to report dispositions for teacher certification candidates in methods courses and students were evaluated either through the LiveText program or with a paper and pencil evaluation. Students are now evaluated in ten classes throughout their time in the music education program, rather than only the previous three required by the department of education. Collection of this data over time has provided faculty with a more complete picture of each student’s dispositional development, and we have been be able to better intervene, counsel, and help our students achieve success as future teachers. During the past academic year we counseled two students through informal dispositions procedures, helping them to each become more aware of issues, develop plans for success, and implement strategies for improvement. One student was successfully counseled out of the TL program and into a major where she will hopefully experience greater success. We have now built a multiple-year dispositions file for each teacher candidate.

In response to the CASA director’s comments on the previous report, we have continued to assess in all ways that were previously described, we have included edTPA data, and we have made improvements in the feedback loop. The exit survey information has been key in making small changes within curriculum to better serve students.

**PART THREE**

*Summarize changes and improvements in* ***curriculum, instruction, and learning*** *that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the future?*

The assessment process in the music department has become more streamlined and consistent, and the AC has used data to make some significant changes.

The music department recently participated in the National Association of Schools of Music accreditation process. The NASM report cited the need for an additional full-time tenure track music education faculty member to adequately serve the demands of the program. Because of the financial challenges facing the university, this search has not been approved so we continue to serve our students the best we can with limited resources. Once this search is approved in the future, the music education area will have great potential to make may positive improvements. The feedback from the NASM site visitors has been very informative and helpful as we continue to discuss curriculum, instruction, and learning.

Students continue to self-report feeling unprepared to teach choir and general music. We added a new choral methods course two years ago, but current graduates were not required to take the course. We hope to see positive change in this area once the younger students moving through the program take choral methods. This curricular change was a direct result of our assessment data and exit interview comments.

All TL students who took the Illinois content exam this year passed it on the first attempt, and we have seen a steady increase in scores on the music education area of the test. However, students continue to self-report feeling unprepared for the general music content portion of the exam.

The use of dispositions evaluations will continue to benefit the faculty and students, allowing us to work together to help students achieve success. This was the sixth year of data collection, and we are tracking students’ progress during their time at EIU. A copy of each disposition evaluation has been placed in students’ files. The level of awareness regarding the EIU dispositions has greatly increased, bringing these important teacher characteristics into focus for students. We have successfully advised a handful of students out of the TL program and into programs that better suit their strengths.

The results of the exit survey have helped shed light on areas that students feel are weak in the curriculum. We have seen continued improvements in self-reporting of feeling prepared to use technology in the classroom. Marching band techniques/jazz techniques is one class, and the course has a new lab component added that will allow students to have more hands on experience in both areas. Students have self-reported feeling more prepared to teach both jazz and marching band. Students in previous years self-reported feeling weak in abilities to design and implement assessment tools, and we added more specific assignments into MUS 2440, MUS 1308, and MUS 3400 to address this weakness. Students this year reported higher feelings of confidence in this area.

Significant changes within music education coursework have occurred due to the new edTPA requirement. The music education division director has worked with the Secondary Education Chair to develop streamlined unit plan assignments and appropriate learning theory assignments to help prepare students for practicum and student teaching with the edTPA. MUS 3400 now contains a major unit plan project designed after the edTPA plan, MUS 1300 includes requirements for writing learning theories and citing research in lesson plans, and the edTPA is introduced and discusses at varying levels in MUS 1300, MUS 1308, MUS 2440, and MUS 3400. Our successful efforts in this area are evidenced by this year’s pass rate of 100% on the first attempt, an average higher score than last year’s students, and the higher confidence levels reported by students on the exit survey.

The curriculum committee revised the music history sequence this year and the new curriculum/structure was approved by the faculty, college, and university. The new music history course was offered for the first time this summer, and we expect to see improvements in the area of music history on content exams as well as students’ self-reported confidence in this area.

The data collected Fall 2016-2017 have shed light continued areas of need and have also highlighted improvements that have occurred over the past year. The AC feels that good progress is being made, and we continue to adapt, reflect, and make changes that will hopefully better serve students.