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report summary form updated: 1/26/2022

Eight-Year Program Review IBHE Report Summary: see attached Resources page

PROGRAM REVIEW REPORT SUMMARY

- 1. Reporting Institution: Eastern Illinois University**
- 2. Program Reviewed: B.Mus in Music**
- 3. Date: December 20, 2022**
- 4. Contact Person: Shellie Gregorich**
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- 5. OVERVIEW**

Department of Music Mission Statement: The Department of Music provides leadership within the University and the region in all matters pertaining to musical art and to music through its accredited undergraduate and graduate programs. Faculty instruct and inspire those whose professional goals include the creation, performance, critical assessment, and teaching of music. In addition, courses are offered to the general student body to enhance appreciation and understanding of all musics. The Department makes available ongoing music learning and performance experiences to the university community and area residents of all ages. Faculty provide service as adjudicators, clinicians, guest conductors, and consultants and through outreach programs to area schools and to other educational and professional organizations. The Department and its faculty contribute to the cultural life of the university and community through the performance and sponsorship of frequent and various concerts and recitals of live music.

The Department of Music Mission Statement relates directly to and demonstrates an implementation of the University's mission. The Department of Music faculty are deeply invested in the education of our majors and also to providing cultural experiences for all members of Eastern's various constituencies in a unique and comprehensive way. Music is a universal language and is therefore the ideal conduit for delivering the mission of the University.

Similar Bachelor of Music in Music programs exist in many public universities throughout the state, but there are several things that distinguish Eastern in comparison: our unique and highly functional combination of performance and education, our strong relationship with the College of Education and its mission in Teacher Education, and our dedication to delivering the highest quality education by placing student-faculty interaction in the forefront of our educational philosophy.

The Department of Music faculty are currently working to update our student learning outcomes. The following core SLOs were updated in fall 2022 and apply to students in all undergraduate programs.

- **Written Music Theory:** Read music at an advanced level, analyze scores from various stylistic periods, and compose works representing various style periods, as relevant to their degree program.
- **Aural Skills:** Accurately sight-sing and take aural dictation as appropriate to their degree program.
- **Applied Instruction:** Perform effectively and musically on their primary performance area demonstrating an understanding of relevant repertoire, as appropriate to their degree program.

- **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.
- **Piano:** Prepare works, as relevant to their degree program.
- **Technology:** perform basic digital audio recording and editing; synthesis sampling and sequencing.
- **Ensemble:** Develop skills of collaborative musicianship through participation in ensemble contexts.

In addition, the music faculty has developed additional learning outcomes for students who declare the Option in Teacher Licensure.

- **Functional Performance:** Demonstrate vocal proficiency and the ability to play a variety of instruments.
- **Conducting:** 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.
- **Analysis/History:** Apply knowledge from music theory, history studies to curriculum development, lesson planning, and daily classroom and performance activities.
- **Disposition for teaching:** Model and display an appropriate disposition for K-12 teaching.
- **Arranging:** Transcribe, arrange, modify, and adapt music from original sources to suit ensembles in K-12 music settings.
- **Policies/Standards:** Critique methods, policies and advocacy in the arts for their influence on the musical growth of K-12 students.
- **Teaching:** Plan and deliver effective and appropriate music instruction, and assess student learning and growth in a K-12 environment.
- **Culturally responsive:** Demonstrate knowledge and application of culturally responsive pedagogy

Along this line, the department is working to develop specific SLOs for the various concentrations in the B.Mus, Performance program, which we currently do not have. Given that students in these programs are required to take specialized coursework, we aim to identify SLOs that reflect the goals and objects of these requirements. We expect to have new SLOs for each B.Mus, Performance concentration by the spring 2023 semester.

Achievements by students and faculty continue to be impressive in the areas of performance and research/creative activity, including greater visibility of faculty and students at the local, state, and national levels. Since the last program review, highlights of accomplishments by faculty and students include, but are not limited to the following:

Faculty:

- Dr. Larson is currently working on a co-authored book contract with Lexington Education Book on the history of normal school music programs in the US which is due in March 2023. WORKING TITLE: *A History of Music Teaching and Learning in America's Public Normal Schools*.
- Dr. Neal is also authoring a chapter (title TBD) in the upcoming book *The Horizon Leans Forward: Stories of Courage, Triumph, and Success from the LGBTQ+ Community in the Wind Band Field*, vol. 2, expected in 12/22.
- Dr. Rebecca Johnson began a two-year term as president of the National Flute Association, the largest flute organization in the world, with roughly 5,000 members in more than 50 countries.

Students:

- Willie Morris, B.Mus., Teacher Licensure and B.Mus., Performance-Jazz Studies, 2019. Earned a M.M. in Jazz Studies at The Juilliard School in New York City in 2021 on a full tuition scholarship. He is currently employed at The Juilliard School in the Music Advancement Program.
- Jackson Frosch, B.Mus., Performance-Jazz Studies, completed a MM in Jazz Studies at Northern Illinois University
- Haley Harrison, B.Mus., Performance-Instrumental, 2022. Currently pursuing a MM in Clarinet Performance at the Jacobs School of Music at Indiana University on a substantial scholarship.
- Joseph Goldstein, B.Mus, Performance-Instrumental, 2018. Currently pursuing a DMA at the University of Illinois Urbana-Champaign in Horn Performance.

Primary plans for the future include the following:

- Continued efforts at building enrollment, particularly in the vocal area, through improved collaboration with the Admissions Department, a focus on effective communication with prospective students, and targeted recruitment trips to reach out to new student populations.
- Continued assessment and review of the curricular changes described in section 6.c, including the development of specific outcomes for students in the B.Mus, Option in Performance
- Preparation for the Department of Music reaccreditation review by the National Association of Schools of Music (NASM) in spring 2016.

6. MAJOR FINDINGS AND RECOMMENDATIONS

- a. Description and assessment of any major changes in the program [e.g., (1) changes in the overall discipline or field; (2) student demand; (3) societal needs; (4) institutional context for offering the degree; and (e) other elements appropriate to the discipline in question.**

A review of enrollment during the review period illustrates a store of two external threats to enrollment: the budget impasse and Covid-19. In Fall 2015 we welcomed a large and talented incoming class, but as rumors abounded regarding EIU’s instability and the possibility of closure, it was very difficult to incoming classes of a similar size and caliber in the following years. The recruitment season during the 2019-2020 year was excellent, and despite the challenges of Covid-19 the entering class in the B.Mus program was still strong. It was not until Fall 2021 that we witnessed the dramatic effect that Covid-19 had for music enrollment. As many high schools completely shuttered their music programs as part of their Covid-19 mitigation plan, high school students did not receive the training or encouragement needed to complete a music audition, and enrollment sank in fall 2021. We are thrilled with recovery made in fall 2022 class that saw 29 incoming freshman and 8 transfer students in the B.Mus program. Ideally, we would like to welcome an incoming class of approximately 40-50 students in all undergraduate programs annually and believe we can accomplish this goal in the absence of such severe external threats that we witnessed in the past eight years.

The chart below indicates that enrollment in the B.Mus. Teacher Licensure program is strong, with the highest enrollment in fall 2022 during the review period.

	FA 22	FA 21	FA 20	FA 19	FA 18	FA 17	FA 16	FA 15
B.Mus. Teacher Licensure Students	71	58	67	60	63	62	65	69
B.Mus. Performance Students	18	21	35	32	26	26	28	31
Total B.Mus Students	89	79	102	92	89	88	93	100
Total Undergraduate ¹ Enrollment	108	98	122	105	105	105	107	117

Due to effective recruitment most instrumental studios are healthy in size. The department now has a Recruitment Committee represented by a cross-section of department faculty. Department recruitment has improved through a commitment to effective communication with prospective students, recruitment trips, on-campus festivals targeted to high school students, and individualized student shadow days. The Recruitment Committee organized a calling campaign to prospective students during the past two years, and we hope this will become an annual event. The department chair also organizes an annual Spend-a-Day for prospective students which has seen yield rates from 75-80%. We believe that this emphasis on departmental recruitment activities has helped enrollment in the Department of Music remain more stable despite recent challenges.

While enrollment of instrumental students has been stable over the review period, we would like to see similar increases in the vocal area. In the previous IBHE report in 2015, we discussed enrollment issues in

¹ Includes B.Mus and BA in Music enrollment

the vocal area and reported that enrollment had dropped “from a high of 29 students in FA 09, to a low of 7 in FA 13, which has now risen in 12 in FA 14. . .”. With the challenges presented by the budget impasse, Covid-19, and the instability in the Director of Choral Activities position, enrollment in this concentration remained stable, but lower than desired. In fall 2022 we are thrilled to report that enrollment in the B.Mus Teacher Licensure Option, Vocal Concentration has risen to 17 student, 9 of whom are new students. We are confident that in the absence of external threats, and with a successful Unit A search for a new Choral Director, we should be able to continue the positive strides in enrollment seen this year.

Since the 2016 review total departmental credit production has decreased significantly, from a high of 5579 in AY16 to a low of 3897 in AY23. While there was a decrease in majors during this time, a more significant cause of this decline can be attributed to a decline in overall enrollment at EIU, which has resulted in decline in students enrolled in general education courses offered by the department.

	AY23	AY22	AY21	AY20	AY19	AY18	AY17	AY16
Undergraduate Credit Hour Production; All UG MUS Courses	FA22 - 2193	3897	4630	4134	3887	4212	4462	5579

During the review period there have not been any major changes in the discipline or field, except in the area of diversity and in the inclusion of popular music, which have been addressed in curricular changes described below and with recent purchases using Redden Grants. Interest in the B.Mus., Teacher Licensure Options remains strong and through effective recruitment the entering class in fall 2022 is the largest in recent memory. We are finding that when student excel in the program, they are able to easily find a music education position upon graduation, and many graduating seniors are able to choose between multiple offers. This finding aligns with the 2020 ISBE Supply and Demand Report² which shows a vacancy rate of .7% for Fine Arts positions in Illinois,

Program costs for per credit hour of instruction for the Department of Music are below the state average for all levels of instruction. During the review period, the department has received approval for several modest course fees applied study, technology, and music methods classes. These course fees are managed by the Music Office and allow faculty to purchase items of need for classes. Music Education faculty have also been the recipient of several Redden Grants. A representative sample of these projects are as follows:

- Guitars and Storage Rack for classroom instruction
- Outreach funds to allow K-12 music programs to visit EIU allowing current EIU music students the opportunity to direct a K-12 level ensembles.
- SmartMusic subscription for music education
- Popular music instruments for General Music (to increase diversity of instruction)
- Residency – inclusion of Hip Hop music in K-12 instruction (to increase diversity of instruction)

b. Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement

The primary assessment tool for students enrolled in the B.Mus in Music program is a portfolio required of all majors submitted prior to graduation with artifacts documenting accomplishment of all learning objectives. Portfolios include a personal philosophy statement, representative papers, projects and examinations from all coursework, programs from all degree recitals or descriptions of composition projects with faculty assessment, recordings of at least three representative selections from the senior recital, and well-written and scholarly program notes from the senior recital. Other data for assessment purposes at the undergraduate level is collected from results of Music Content Area Certification Exams and random selection of recital, semester and junior standing jury adjudication results. All measures are evaluated with the assistance of rubrics. Indirect assessment measures include exit interviews, feedback from cooperating teachers, and an alumni survey that is currently under development.

² <https://www.isbe.net/Documents/ed-supply-demand-2020.pdf>

Over the past 8 years all but one Teacher Licensure students passed the Illinois content exam, and in many categories EIU students often score above the state average. The results of the exit surveys during the assessment have helped shed light on areas that students feel are weak in the curriculum. As a result of these surveys, the department has added two new piano courses (MUS 2205/06). See Curricular Changes Below.

As mentioned earlier, faculty in the Department of Music are also currently engaged in discussion to develop specific program learning outcomes specific to those students in the B.Mus in Music program who declare the Performance Option.

c. Description of actions taken since the last review, including instructional resources and practices, and curricular

Since the last review in 2015 the Department of Music has seen dramatic changes in faculty staffing. Of the twelve Unit A faculty present in AY15, only 7 are still at EIU. Two departures were due to retirement, the other three Unit A faculty departures resulted from concerns regarding EIU's viability due to the budget impasse. With the Unit B faculty, only 2 out of 12 Unit B faculty are still at EIU. One has remained in the unit, while the other was the successful candidate in a Unit A search. The remaining 10 have left EIU generally through retirement or by securing a tenure-track position at another university. With the adjunct faculty, the story is more dramatic as every adjunct faculty member in AY15 has now left EIU. In the years since the last year, the department has hired approximately 50 faculty through either national searches or local "informal search. The loss of institutional memory due to the high number of faculty changes has created challenges for the department.

Despite these challenges there are some bright spots in terms of faculty staffing. The department was recently granted to Unit A searches for Fall 2023, which will bring the number of Unit A faculty to 13, a net gain of one Unit A faculty since 2015. Also, during the review period, the department was granted a Unit A position in Vocal/General Music education which has allowed the department to advance the curriculum.

Unfortunately, the number of adjunct faculty has grown from 6 in AY15 to 9 in AY23 and the Unit B faculty have shrunk from 12 to 9. Despite the increase reliance on part-time faculty, the department has been able to hire a specialist in the areas such as music history and music technology. With the current faculty there is a strong sense of collegiality within the department and a high level of commitment to building the program. Overall, staffing needs are currently being met, but as is probably true with most departments, we would appreciate a high percentage of Unit A faculty in order to provide leadership to the department.

Curricular Changes:

Since the last IBHE review in 2015 the department has made several curricular changes described below to strengthen program offerings. The changes to the teacher licensure concentrations are largely due to the new Unit A position in Vocal/General Music. Dr. Liza Meyers, the successful candidate in this search, has provided significant leadership in a review of the curriculum and we are thankful for her work to improve the curriculum of these concentrations.

Piano: As a result of our last review and National Association of Schools of Music (NASM) self-study and from student feedback, we updated the content and title for MUS 2205 and 2206 from Keyboard Skills to Functional Skills in Piano III and IV. With this change we now have a four-semester sequence of piano classes. Students in the Teacher Licensure Vocal Music, Teacher Licensure General Music, Instrumental Performance, Vocal Performance are now required to complete all four semester of class piano.

MUS 2433 – Choral Methods. This class was originally developed to give students in the Teacher Licensure Instrumental program an introduction to choral methods, but after reviewing our programs in Vocal and General Music, we determined the need for an introductory class for these students. Now, MUS 2433 is

taken by all teacher licensure students, regardless of concentration.

We also developed two new courses to strengthen the Vocal and General Music Teacher Licensure concentrations, both of which provide elements diversity and inclusion in the curriculum.

- MUS 1312 – Classroom Instruction in World Percussion. This course develops performing, teaching, and arranging skills with both classroom instruments and with percussion music of world cultures for application in K-12 school settings.
- MUS 2444 – Secondary General Music Topics. This course covers techniques appropriate for effective teaching of secondary-level general music courses. Previously, this content was not covered elsewhere in the program.

In addition, the General Music Concentration has been strengthened by aligning the recital requirements with the Vocal and Instrumental Concentrations. Previously the General Music Concentration only required a junior recital, while the other two required junior and senior recitals. For this reason, the General Music Concentration was developing the reputation as the “easy” concentration. After this change, and as a result of the newly developed courses, we are happy to see that students are choosing this concentration based on their interest in teaching at the elementary level.

For the B.Mus programs in Performance we have clarified the pedagogy requirement. According to NASM standards, concentrations in the Performance Option should include pedagogy as part of the required curriculum. We added 2 credit hours of pedagogy to the Composition Concentration Curriculum, and developed a specific course number pedagogy courses to meet this need.

In AY 17, the Department of Music consolidated the three-semester music history survey (MUS 3584/85/86) for all undergraduate degree programs into two semesters, preceded by MUS 3553G Survey of Musical Masterworks. MUS 3553G provides students with a large-scale overview of historical/musical concepts and an introduction to studying music history. This course is followed up with a one-year, in depth, study of music history. It has been five years since this change to the curriculum was made, and the transition has been very smooth. Furthermore, the Music History subarea score on the Illinois Licensure Testing Service Music exam, has continued to be strong. This change has made it easier for our transfer students, who often have taken an equivalent course to MUS 3553G at their first institution. In addition, we are pleased to offer an additional upper-division General Education course to serve university needs.

In the B.Mus., Performance program, the most significant change has been to add three credit hours of Chamber Music to the Bachelor of Music Instrumental Concentration. Musicians’ ability to rehearse and perform together in small ensembles without a conductor constitutes one of the most important skills of a performing musician. From an educational perspective, the value of chamber music for the development of musicianship and interpersonal communication skills cannot be overstated. In order to strengthen our students’ education, we are proposing to expand one semester of required chamber music to four for the Instrumental and Keyboard Concentrations.

d. Description of actions to be taken as a result of this review, including instructional resources and practices, and curricular

The Assessment Committee is considering a new course that would add a zero-credit requirement for students to take a “music education advanced standing exam.” This course would be a series of meetings/tests that students must pass in conjunction with their advanced standing performance jury. The music education faculty would review student academic progress, will review dispositions records, and will interview each candidate. We believe that this requirement would encourage students to review skills and help to better prepare them for state content tests and student teaching. It will also provide a formal opportunity to help advise students to either continue in music education or move into a different career path.

The timing of this current IBHE review serves as a starting point for preparations for our National

Association of Schools of Music reaccreditation review, which will occur in spring 2026. We hope that as we complete the NASM self-study process it will serve as a means for thorough self-reflection throughout the department.

7. OUTCOME

Comments from the College Dean:

The B.Mus. program has been a locus of academic and artistic excellence for the College of Liberal Arts and Sciences, and has weathered significant challenges to the University due to the Illinois budget impasse and the COVID pandemic. Similar to their colleague departments, both challenges made a dent in enrollment and staffing. Over this review cycle, however, Music has proven itself a model in recruiting students, with a well-honed and continually fine-tuned series of techniques that has made the student numbers recover quite nicely— achieving 89% of pre-impasse enrollment in the B.Mus. degree and 92.3% of pre-impasse enrollment across all programs in the Department. We have observed that they believe that recruiting is every faculty member’s business, which is necessary these days. With searches in progress at the time of writing, tenure-track faculty numbers are anticipated to exceed pre-impasse levels. Curricular changes made over the review years have been carefully synced to accreditor (NASM) recommendations, to DEI initiatives, and to student feedback. We anticipate the 2026 re-accreditation visit by NASM to be successful on all fronts.

We recommend a decision of **Program in good standing**.

VPAA Decision:

- Program in good standing
- Program flagged for priority review
- Program enrollment suspended

VPAA Explanation:

Music, B.

The summary above outlines the multi-year efforts of the Music department to revision its assessment processes, curricular offerings, and recruitment enterprises. With its high yield rates, the newly installed Spend-a-Day recruitment campaign has proven particularly effective. The curricular changes have been thoughtfully executed, with each one centered on time-to-graduation considerations, transfer-friendly articulations, general education enhancements, and professional opportunities. For instance, in response to National Association of Schools of Music’s recommendations, the program has identified gaps in the curriculum, including the need for more inclusive world music courses, and an additional pedagogy requirement for future teachers concentrating in the Performance Option.