

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

SLO(s)	ULG*	Measures/Instruments <i>Please include a clear description of the instrument including when and where it is administered</i>	How is the information Used? <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
I.1 Demonstrate an intellectual and aural understanding of the basic structural elements of music through the use of the basic vocabulary of music.	C & W	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.	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%).
		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.	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%).
		Results of exit survey.	Feedback indicating that this learning objective is being addressed in appropriate areas of the curriculum.
I.2 Understand and analyze the role of music within a variety of cultures and historical periods, its impact on society, and its	C & W	Evaluation of portfolios submitted prior to graduation. Specific artifacts evaluated include papers from Music History courses and Non-Western Music (if taken).	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%).
		Results of exit survey	Feedback indicating that this learning objective is being addressed in appropriate areas of the curriculum.

SLO(s)	ULG*	Measures/Instruments <i>Please include a clear description of the instrument including when and where it is administered</i>	How is the information Used? <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
stylistic interpretation.			
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.	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%).
		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, if taken.	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%).
		Results of exit survey.	Feedback indicating that this learning objective is being addressed in appropriate areas of the curriculum.
I.4 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.	The portfolio rubric uses the following levels, with the percentage of students expected to be at each level in parentheses: Highly Competent – HC (75%) Competent – C (25%) Minimally Competent – MC (0%) Not Competent - NC (0%)
		Results of exit interviews.	Feedback indicating that this learning objective is being addressed in appropriate areas of the curriculum.

SLO(s)	ULG*	Measures/Instruments <i>Please include a clear description of the instrument including when and where it is administered</i>	How is the information Used? <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
I.5 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.	The portfolio rubric uses the following levels, with the percentage of students expected to be at each level in parentheses: Highly Competent – HC (75%) Competent – C (25%) Minimally Competent – MC (0%) Not Competent - NC (0%)
		Results of exit interviews.	Feedback indicating that this learning objective is being addressed in appropriate areas of the curriculum.

**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*

CLAS Deans' comments on MUS B.Mus.-Performance (accredited) report

Reviewer: Christopher Mitchell

Please note: This is a **STARTING POINT** for conversation, with no rubric per se. We will be developing a rubric collaboratively (amongst chairs, Associate Deans, and our new EIU Assessment Coordinator, Yvette Smith) in the spring of 2021 based on peer/aspirant institution models, then we'll evaluate it by that. Meanwhile, if you'd like to modify your document based on these comments, feel free. We appreciate your patience with this process as it evolves!

1. SLOs are generally clear and measurable, with use of Bloom's Taxonomy in the lower- to-middle (demonstrate, analyze, understand) and higher (create, critique) categories.
2. I assume your exit surveys ("Measures/Instruments") are qualitative by the way you talk about how used ("feedback")? Might make that clearer in each case. Can you be a little more specific about how the feedback will indicate the SLO is addressed?
3. VERY trivial formatting/consistency issue— for SLOs I.4 and I.5 you incorporate the abbreviations HC, C, etc. whereas they don't appear in I.1, 2, and 3. Either is fine, of course.

On the whole, the plan seems comprehensive and ready for data collection.