

Year 2 2020

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

<i>SLO(s)</i>	<i>ULG*</i>	<i>Measures/Instruments</i>	<i>How is the information Used?</i>
		<i>Please include a clear description of the instrument including when and where it is administered</i>	<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 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*