

MUSIC ASSESSMENT PLANS

Department/Program: Music

Student Learning Objectives (SLO) in the Bachelor of Arts in Music*

1. Demonstrate technical and artistic competency in a solo performing medium across a variety of musical styles.
2. Exhibit an understanding of compositional process, an acquaintance with a wide repertoire of historical and contemporary music, and an ability to develop and defend musical judgments
3. Develop the ability to work conceptually with the elements of music in written and aural forms

Assessment Measures

Outcome Measure	SLO's	Description of Departmental Use of Data
Every semester, each music major receives a written performance evaluation by a faculty panel (jury)	1	Collaborative written evaluations of each student performance are prepared by the panel, filed in the department office, and mailed to each student immediately after the end of each semester. Advancement through levels in performance study (e.g., MUS 003, 103, etc.) is determined on the basis of the performance jury, based on the completion of repertoire and technical requirements established for each level. Faculty panels meet to discuss student performance progress in each division. The jury

		examination form contains measurable rubrics which can be used for long-term longitudinal data tracking.
Yearly, each music major performs a solo work on a public recital	1	Quality of student performances informs part of the larger assessment picture that develops at the time of the Third Semester Review (see below).
After the first three semesters of study in the major, each music major receives a progress report (Third Semester Review)	1,2,3	Data collected on each student include an individual's grades in music core courses, progress toward completion of keyboard proficiency and concert attendance, and jury and performance history. These data are reviewed by a standing departmental committee, which reports to the students, their advisors, and the Chair of the Department of Music. The committee may recommend policy changes or variances based on the findings. Student deficiencies are handled through pro-active student advising.
Final project in the senior year (recital, lecture, internship, thesis, etc.) evaluated externally or by a faculty panel	2, 3, & sometimes 1	Faculty and external evaluations of the projects are reported to the departmental office, and further action can be taken by the faculty at their annual May retreat.
Final exams for MUS 164, 110, 201, 210, 264, & 319; WID papers	2 & 3	Instructors for these courses report at the May faculty retreat on strengths and weaknesses in student competencies as identified on the final exams in music theory, musicianship, and music history. Faculty action, curricular revisions, and teaching modifications are developed as a result of these annual reports.

1. **Results**—Review activities and findings by completing the Assessment Activities Table below. You can also provide a brief discussion afterward if you feel it would help the committee understand your assessment activities and findings during this cycle.

Assessment Activities Table

<p>This year we assessed SLO(s)... (list each SLO in its own row)</p>	<p>...using Outcome Measure(s) (OMs). (See Report Instructions for description and example)</p>	<p>Findings: program-performance for these SLOs, as indicated by these OMs, is:</p>	<p>Strategies for Improvement (in selected areas):</p>
<p>SLO1</p>	<p>Direct OM(s): public performances; juries; capstone projects</p> <p>Indirect OM(s): Third Semester Review</p>		

Discussion (Optional):

2. What **revisions**, if any, to current SLOs and/or outcome measures did you make from previous plan?
3. **Plans**- What learning objectives will you be assessing in the next cycle?

Student Learning Objectives (SLO) in the Bachelor of Music*

1. Acquire performance skills requisite for artistic self-expression across a variety of performance styles, and a rudimentary capacity to create derivative or original music both extemporaneously and in written form
2. Demonstrate knowledge and skills sufficient to work as a leader and in collaboration on matters of musical realization and interpretation
3. Exhibit an understanding of the theoretical, historical, and cultural traditions of music, and a competence in conducting inquiry in these fields
4. Solve musical problems by synthesizing capabilities in performance, analysis, composition, history, and technology

Assessment Measures

Outcome Measure	SLOs	Description of Departmental Use of Data
Every semester, each music major receives a written performance evaluation by a faculty	1	Collaborative written evaluations of each student performance are prepared by the panel, filed in the department office, and mailed to each student immediately after the end of each semester. Advancement through levels in performance study (e.g., MUS 003, 103, etc.) is determined on the basis of the performance jury,

panel (jury)		based on the completion of repertoire and technical requirements established for each level. Faculty panels meet to discuss student performance progress in each division. The jury examination form contains measurable rubrics which can be used for long-term longitudinal data tracking.
Yearly, each music major performs a solo work on a public recital (MV)	1	Quality of student performances informs part of the larger assessment picture that develops at the time of the Third Semester Review (see below).
After the first three semesters of study in the major, each music major receives a progress report (Third Semester Review)	1,2,3	Data collected on each student include an individual's grades in music core courses, progress toward completion of keyboard proficiency and concert attendance, and jury and performance history. These data are reviewed by a standing departmental committee, which reports to the students, their advisors, and the Chair of the Department of Music. The committee may recommend policy changes or variances based on the findings. Student deficiencies are handled through pro-active student advising.
Final projects (recital, compositional portfolio) evaluated by a faculty panel	1, 2, 4	Faculty members prepare written evaluations of the final projects, which are delivered to the student, the studio teacher and the department office. Further appropriate action can be taken by the faculty at their annual May retreat.
Final exams for MUS 210, 319, 401, 464; WID papers	3, 4	Instructors for these courses report at the May faculty retreat on strengths and weaknesses in student competencies as identified on the final exams in music theory, musicianship, and music history. Curricular revisions and teaching modifications may be

		developed as a result of these annual reports.
Graduate school tracking	All	Reports from VU grads in graduate programs and working in the field identify areas for pedagogical improvement and curricular revision
Exit interviews for seniors	All	Reports from graduating seniors identify areas for programmatic development, pedagogical improvement, and curricular revision. Interviews are conducted by the Chair, and a summary report is given to the fulltime faculty at their May retreat.

1. **Results**—Review activities and findings by completing the Assessment Activities Table below. You can also provide a brief discussion afterward if you feel it would help the committee understand your assessment activities and findings during this cycle.

Assessment Activities Table

This year we assessed SLO(s)... (list each SLO in its own row)	...using Outcome Measure(s) (OMs). (See Report Instructions for description and example)	Findings: program-performance for these SLOs, as indicated by these OMs, is:	Strategies for Improvement (in selected areas):
SLO1	Direct OM(s): juries; public performances; junior and senior recitals Indirect OM(s): Third Semester Review, graduate		

SLO2	school tracking Direct OM(s): final projects, final exams Indirect OM(s): Third Semester Review, graduate school tracking		
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Discussion (Optional):

2. What **revisions**, if any, to current SLOs and/or outcome measures did you make from previous plan?
3. **Plans**- What learning objectives will you be assessing in the next cycle?

Student Learning Objectives (SLO) in the Bachelor of Education in Music*

1. Demonstrate technical and artistic competency in a solo performing medium across a variety of musical styles
2. Demonstrate knowledge and skills sufficient to work as a leader, and to be able to create accurate and expressive performances with various types of performing groups and in general classroom situations
3. Develop the ability to work conceptually with the elements of music in written and aural forms

4. Exhibit an understanding of the theoretical, historical, and cultural traditions of music, and a competence in conducting inquiry in these fields
5. Be able to lead students to competency, apply musical knowledge and skills in teaching, and integrate music instruction into the process of K-12 education
6. Develop evaluative techniques and the ability to apply them in assessing both the musical progress of students and the objectives and procedures of the curriculum

Assessment Measures

Outcome Measure	SLOs	Description of Departmental Use of Data
Every semester, each music major receives a written performance evaluation by a faculty panel (jury)	1	Collaborative written evaluations of each student performance are prepared by the panel, filed in the department office, and mailed to each student immediately after the end of each semester. Advancement through levels in performance study (e.g., MUS 003, 103, etc.) is determined on the basis of the performance jury, based on the completion of repertoire and technical requirements established for each level. Faculty panels meet to discuss student performance progress in each division. The jury examination form contains measurable rubrics which can be used for long-term longitudinal data tracking.
Yearly, each music major performs a solo work on a public recital	1	Quality of student performances informs part of the larger assessment picture that develops at the time of the Third Semester Review (see below).
After the first three semesters of study in the major, each music	1,2,3,4	Data collected on each student include an individual's grades in music core courses, progress toward completion of keyboard proficiency and concert attendance, and jury and performance

major receives a progress report (Third Semester Review)		history. These data are reviewed by a standing departmental committee, which reports to the students, their advisors, and the Chair of the Department of Music. The committee may recommend policy changes or variances based on the findings. Student deficiencies are handled through pro-active student advising.
Student teaching evaluations (conducted by the supervising teacher, Education and Music faculties)	2, 5, & 6	Upon completion of student teaching, each student participates in a final oral exam with two faculty members. The oral examination includes presentation, defense and review of the student's professional portfolio, which contains (among other things) artifacts that demonstrate that the students know and are able meet the standards required for the degree and for licensure. In the year following graduation, the VU Education Department contacts the administrators at the schools to help assess the effectiveness of the VU teacher preparation program. The lead faculty member in music education maintains contact with graduates, and solicits recommendations for program revision.
Final exams for MUS 164, 110, 201, 210, 264 & 319; WID papers	3 & 4	Instructors for these courses report at the May faculty retreat on strengths and weaknesses in student competencies as identified on the final exams in music theory, musicianship, and music history. Curricular revisions and teaching modifications may be developed as a result of these annual reports.
Job placement tracking	All	Data reviewed annually for action as above
Exit interviews for seniors	All	Reports from graduating seniors identify areas for programmatic development, pedagogical improvement, and curricular revision. Interviews are conducted by the Chair, and a summary report is

		given to the fulltime faculty at their May retreat.
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- Results**—Review activities and findings by completing the Assessment Activities Table below. You can also provide a brief discussion afterward if you feel it would help the committee understand your assessment activities and findings during this cycle.

Assessment Activities Table

This year we assessed SLO(s)... (list each SLO in its own row)	...using Outcome Measure(s) (OMs). (See Report Instructions for description and example)	Findings: program-performance for these SLOs, as indicated by these OMs, is:	Strategies for Improvement (in selected areas):
SLO1	Direct OM(s): juries; public performances; junior and senior recitals Indirect OM(s): Third Semester Review, graduate school tracking		
SLO2	Direct OM(s): final projects, final exams Indirect OM(s): Third Semester Review, graduate school tracking		

Discussion (Optional):

2. What **revisions**, if any, to current SLOs and/or outcome measures did you make from previous plan?
3. **Plans**- What learning objectives will you be assessing in the next cycle?

Course/	Program/Department SLOs												
Experience	BA1	BA2	BA3	BM1	BM2	BM3	BM4	BME1	BME2	BME3	BME4	BME5	BME6
Ensemble**	I, R, M				I, R, M			I, R, M					
Studio*	I, R, M; A			I, R, M; A				I, R, M; A					
MUS 058					I, R, M								
MUS 101 (gen ed only)													
MUS 102			I				I			I	I		
MUS 109			I				I			I	I		
MUS 110			R, A				R, A			R, A	R, A		
MUS 163		I	I			I	I			I	I		
MUS 164		R, A	R, A			R, A	R, A			R, A	R, A		
MUS 201		I				I					I		
MUS 209			M				R			M	R		
MUS 210							M, A			M, A	M, A		
MUS 213					I				I			I	
MUS 220 ¹				I									
MUS 221 ¹				R									
MUS 222 ¹				R									
MUS 223 ¹				R									
MUS 230								R				R	
Course/	Program/Department SLOs												
Experience	BA1	BA2	BA3	BM1	BM2	BM3	BM4	BME1	BME2	BME3	BME4	BME5	BME6
MUS 231									R			R	
MUS 236									R			R	
MUS 239									R			R	
MUS 263		M	M			R	R			M	R		
MUS 264		M, A	M, A			R, A	R, A			M, A	M		
MUS 312									R			R	
MUS 313					R				R			R	
MUS 318		R				R	R			R	R		
MUS 319		M, A				M, A	M, A			M, A	M, A		
MUS 389									R			R	I, R
MUS 390 (fine arts)													
MUS 401						M							
MUS 404	M, A			M, A	M, A		M, A						
MUS 415 ²				M			M						
MUS 423					R, M								
MUS 454					R, M								
MUS 463						R	R						
MUS 464						M, A	M						
MUS 473 ²						R							
MUS 486													
MUS 489									M			M	M
MUS 499	R			R	R			R					
Student teaching									M, A			M, A	M, A

*Studio is taken for 6-8 semesters, and marks a progression through levels of mastery, beginning with I and proceeding through M. Assessment data is taken each semester at the performance jury. Other assessment points include recital hearing permission review and recital adjudications.

**Ensemble is required for 4-8 semesters for all music majors. The progression of rehearsal to performance is itself an I, R, M process.

¹Required for vocal performance majors, only

²Required for church music majors, only