During the 2010-11 academic year, the Department of Music worked on two projects. The primary emphasis was the development of a draft document outlining Student Learning Outcomes for our primary degree programs: BA Music and BM Performance. We concentrated on one of the designated SLOs to look for consistency in the final solo performances of music majors.

**Student Learning Outcomes**

The Department of Music has developed draft student learning outcomes for our primary undergraduate programs. Please see the attached document to see the competencies involved.

For the Bachelor of Arts in Music, there are three major outcomes:
1. Students shall be able to perform at an acceptable level in one major area (instrumental or voice).
2. Students shall have a functional knowledge of the language and grammar of music.
3. Students shall have a thorough knowledge of music literature and repertory.

For each outcome there are two to four competencies attached.

For the Bachelor of Music in Performance, there are four major outcomes:
1. Students shall be able to perform at an acceptable level in one major area (instrumental or voice).
2. Students shall have a functional knowledge of the language and grammar of music.
3. Students shall have a thorough knowledge of music literature and repertory.
4. Students shall possess skills in that support the student’s major performance area.

For each outcome there are two to five competencies attached.

Through this document, one can see the differences that exist between the two programs. The BA in Music is a Liberal Arts degree with an emphasis in music. Although performance is important, it is not stressed in the same way as for the BM in Performance. The BM is considered the professional degree in music and students are expected to develop their performance artistry at a very high level. Additional outcomes and competencies are expected as well to support the synthesis necessary for high-quality musical performance.
Summary Assessment
Student Performance in the Senior Recital

Every undergraduate music major in the BA Music and the BM Performance concentrations must complete a Senior Recital on their major instrument or voice. This recital is the culmination of four years of private study on the major performance area and represents the accumulation of technical skills, musicianship, repertory, and overall artistry.

Expectations for the two degree concentrations differ in length, complexity, and musicality. The recital for BA student is generally about 45 minutes of music representing a variety of works studied during the course of matriculation. We have high expectations for the BA student in terms of overall technical skill and musicianship, however, those expectations are significantly less than those for the BM students.

Bachelor of Music in Performance majors give a first solo recital as a junior. Therefore, the Senior Recital is expected to be a significantly more mature performance. BM senior program contain at least 60 minutes of music and most of the material is new literature learning during the senior year. Literature is generally quite challenging and of a professional level. The expectations for the performance go well beyond the demonstration of technical skill; rather, we expect to hear thoughtful performances that synthesize musicianship, tradition, and artistry.

What goals or learning objectives/outcomes were assessed?

We assessed our student learning outcome #1: Students shall be able to perform at an acceptable level in one major area (instrument or voice). The “acceptable level” is left purposely vague as a wide variety of factors determine what is or is not “acceptable.” These factors include the level of concentration (BA or BM), the traditions of the instrumental or vocal area, the difficulty of the literature performed, and the student's level of growth over the course of study. Ultimately, we rely on juries of faculty to hear the performances and to determine as a committee if the performance is given at an “acceptable level.”

How did you assess these learning outcomes?

Senior recitals were reviewed to determine if our students were performing at the level required by the learning outcomes. Senior recitals worked well for two reasons, they are consistently given as a final solo performance and therefore represent the achievement of the entire course of study. Further, senior recitals are recorded (as either audio or video) so that they can be easily reviewed later on.
Audio and video taped performances of senior recitals of students from the past three years were selected for review. A faculty committee consisting of three professors who teach in performance studies reviewed the performances. Following each performance, the committee discussed the pros and cons and ultimately determined if the performance was acceptable for the given concentration.

The committee chose to rank each recital recording in four categories based on their overall impression of how well it met their expectations. The categories were:
- exceeds expectations
- clearly meets expectations
- mostly meets expectations
- fails to meet expectations

Of the twenty performances reviewed, 6 were given as part of the Bachelor of Arts degree. The committee judged them into the following categories:

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeds expectations</td>
<td>1</td>
</tr>
<tr>
<td>Clearly meets expectations</td>
<td>4</td>
</tr>
<tr>
<td>Mostly meets expectations</td>
<td>1</td>
</tr>
<tr>
<td>Fails to meet expectations</td>
<td>0</td>
</tr>
</tbody>
</table>

The other 14 performances were part of Bachelor of Music degrees. The committee judged them into the following categories:

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeds expectations</td>
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<tr>
<td>Clearly meets expectations</td>
<td>8</td>
</tr>
<tr>
<td>Mostly meets expectations</td>
<td>2</td>
</tr>
<tr>
<td>Fails to meet expectations</td>
<td>0</td>
</tr>
</tbody>
</table>

Overall, the committee believes that senior performances are meeting at least the minimal standards expected by our learning outcomes. Indeed, this makes good sense in that senior recitals are the result of years of study, at least eight jury exams, and an audition before a jury to give recital permission. When students are deemed to be below expectations, that permission is withheld until the student can demonstrate full preparation. That likely explains the lack of failures.

While the assessment project is not comprehensive, it offers a positive outlook on the level of teaching and learning going on in this important part of our program.

As a result of faculty reflection on these results, are there any program changes anticipated?
Because the results demonstrated a high degree of accomplishment of the learning goals for individual performance, no changes are anticipated at this time.

What assessment activities are planned for the upcoming academic year?

The department has three significant goals for the coming year. First, we would like to approve a final draft of the student learning outcomes for the BA Music and the BM Performance concentrations. Second, we would like to begin developing learning outcomes for our other concentrations. Third, we wish to look at a different learning outcome - probably dealing with literature and repertory – to give a summary assessment of that area.