Learning Outcomes Data Report

Minor in Music

Department of Music

Fall, 2011 enrollment - unknown
Report completed by Ernie M. Hills and Robin Fisher
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1. Learning-outcomes trajectory
In recent years, we have moved away from focusing our assessment reports on individual classes and toward a focus on the learning outcomes for the entire program. This shift became most noticeable about a year ago when we wrote our first draft of learning outcomes for the Bachelor of Arts in Music program. Those were contained in our Assessment Report submitted in June 2011. Since then, learning outcomes have been revised and expanded to address the needs of all of our undergraduate degree programs.

2. Learning Outcomes
The department has not yet expanded its learning outcomes to the Minor in Music program in a formal way, therefore, no specific learning outcomes exist at this time.

However, it is clear that the focus of this program is to provide non-music major students with a significant cognate in our field. The program provides fundamental study in music theory, history/literature, and performance studies. Because the courses taken are identical with those taken by music majors, especially at the lower division level, the learning outcomes would be quite similar to those for our BA Music, expect at a more rudimentary level.

3. Alignment with the Baccalaureate Learning Goals
Competence in the Discipline is not applicable as the minor is not meant to be the student’s primary discipline.

The program develops Knowledge of Human Cultures through the study of historical context for each musical work encountered. This often includes a study of other arts, languages, and socio-political backgrounds. Although the sciences are not encountered directly through our program, students gain much practical knowledge of the Physical and Natural World as it is expressed through varied acoustical environments.

Intellectual and Practical Skills are found throughout the program. Each musical work encountered is approached through inquiry and analysis that is designed to lead to critical and creative thinking. Communication skills are essential tools for articulating musical concepts and artistic achievement. The ensemble performance
experience requires strong teamwork and problem solving skills. The pursuit of music is carefully constructed toward the accumulation of progressively more challenging works and group performances are always project-oriented activities.

The development of Personal and Social Responsibility is an important touchstone of all music study. Student must take personal responsibility for the development of their performance and musicianship skills and must demonstrate those skills on a regular basis. The role that each musician plays within a larger ensemble requires the social responsibility of a team; each musician must carry his/her part for the benefit of the group. Performance before live audiences develop a sense of civic engagement that is often linked with intercultural knowledge and understanding. All of these form the foundations and skills for lifelong learning through involvement with diverse communities and real-world challenges.

Integrative Learning is required for students to synthesize the enormous canon of music and to use that knowledge to demonstrate advanced accomplishment in our field. Because of each student’s involvement in general education, the program encourages development of understandings of the world beyond music and the use of that knowledge to inform their musical work. Though this, we believe that our students become more than well-rounded musicians; they become well-rounded individuals.

4. Monitoring Learning Outcomes
Performance outcomes are monitored through weekly lessons and rehearsals as well as jury exams at the end of each semester. Again, because the courses are identical to those required for music majors, the learning goals for the individual courses are monitored for music minors as well.

5. Outcomes used to address the curriculum
The department has not made formal curricular change to this program due to assessment data.

6. Data from alumni
Alumni surveys have focused on graduates of the bachelor degree programs and not to the minor program. The department has not made formal curricular change to this program due to alumni data.

7. Learning outcomes and accreditation
The National Association of Schools of Music places emphasis on degree programs and not minor programs. Consequently, there has been no direct assessment of the minor from NASM.

8. A final word
We appreciate your interest in this program and desire to understand the unique educational goals associated with programs in music. If there are aspects of this document that are unclear, please contact us for clarification.