

Question 1: Program Learning Outcomes

Q1.1. Which of the following Program Learning Outcomes (PLOs) and Sac State Baccalaureate Learning Goals (BLGs) did you assess in 2014-2015? [Check all that apply]

- | | |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | 1. Critical thinking |
| <input checked="" type="checkbox"/> | 2. Information literacy |
| <input checked="" type="checkbox"/> | 3. Written communication |
| <input checked="" type="checkbox"/> | 4. Oral communication |
| <input type="checkbox"/> | 5. Quantitative literacy |
| <input checked="" type="checkbox"/> | 6. Inquiry and analysis |
| <input checked="" type="checkbox"/> | 7. Creative thinking |
| <input type="checkbox"/> | 8. Reading |
| <input type="checkbox"/> | 9. Team work |
| <input checked="" type="checkbox"/> | 10. Problem solving |
| <input type="checkbox"/> | 11. Civic knowledge and engagement |
| <input type="checkbox"/> | 12. Intercultural knowledge and competency |
| <input type="checkbox"/> | 13. Ethical reasoning |
| <input type="checkbox"/> | 14. Foundations and skills for lifelong learning |
| <input type="checkbox"/> | 15. Global learning |
| <input type="checkbox"/> | 16. Integrative and applied learning |
| <input type="checkbox"/> | 17. Overall competencies for GE Knowledge |
| <input checked="" type="checkbox"/> | 18. Overall competencies in the major/discipline |
| <input type="checkbox"/> | 19. Other, specify any PLOs that were assessed in 2014-2015 but not included above: |
| | a. |
| | b. |
| | c. |

Q1.3. Are your PLOs closely aligned with the mission of the university?

1. Yes
 2. No
 3. Don't know

Q1.4. Is your program externally accredited (other than through WASC)?

1. Yes
 2. No (Go to Q1.5)
 3. Don't know (Go to Q1.5)

Q1.4.1. If the answer to Q1.4 is yes, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

1. Yes
 2. No
 3. Don't know

Q1.5. Did your program use the [Degree Qualification Profile](#) (DQP) to develop your PLO(s)?

1. Yes
 2. No, but I know what the DQP is
 3. No, I don't know what the DQP is.
 4. Don't know

Q1.6. Did you use action verbs to make each PLO measurable (See Attachment I)?

Yes

Q1.2. Please provide more detailed background information about **EACH PLO** you checked above and other information such as how your specific PLOs were **explicitly** linked to the Sac State BLGs:

Each of these PLOs were addressed in a redesign of our MUSC 110 course which is required for all Bachelor of Music students. The redesign took some focus away from it's previous role as an upper division music history seminar and put the focus on research in music history. As such, each student had to take on a self-directed research project that required critical thinking (to develop the scope of the project), information literacy (using online primary source materials), written and oral communications (the projects resulted in papers, poster presentations, and symposia presentations), inquiry and analysis (of the project subject), creative thinking (we already covered that one), problem solving (to design the study and bring it fruition), and overall competencies in the discipline (specifically, the ability to direct research using primary source materials in music).

Q1.2.1. Do you have rubrics for your PLOs?

- | | |
|-------------------------------------|------------------------------|
| <input checked="" type="checkbox"/> | 1. Yes, for all PLOs |
| <input type="checkbox"/> | 2. Yes, but for some PLOs |
| <input type="checkbox"/> | 3. No rubrics for PLOs |
| <input type="checkbox"/> | N/A, other (please specify): |

IN QUESTIONS 2 THROUGH 5, REPORT IN DETAIL ON ONE PLO THAT YOU ASSESSED IN 2014-2015

Question 2: Standard of Performance for the selected PLO

Q 2.1. Specify one PLO here as an example to illustrate how you conducted assessment (be sure you checked the correct box for this PLO in Q1.1):

Analyze and explain musical forms, processes, and harmonic language in music from the seventeenth century to the present reflecting advanced knowledge of music theory and its development from past to present.

Q2.2. Has the program developed or adopted **explicit** standards of performance for this PLO?

- | | |
|-------------------------------------|---------------|
| <input type="checkbox"/> | 1. Yes |
| <input checked="" type="checkbox"/> | 2. No |
| <input type="checkbox"/> | 3. Don't know |
| <input type="checkbox"/> | 4. N/A |

Q2.3. Please provide the rubric(s) and standard of performance that you have developed for this PLO here or in the appendix: **[Word limit: 300]**

See appendix

Q2.4. Please indicate the category in which the selected PLO falls into.

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | 1. Critical thinking |
| <input type="checkbox"/> | 2. Information literacy |
| <input type="checkbox"/> | 3. Written communication |
| <input type="checkbox"/> | 4. Oral communication |
| <input type="checkbox"/> | 5. Quantitative literacy |
| <input checked="" type="checkbox"/> | 6. Inquiry and analysis |
| <input type="checkbox"/> | 7. Creative thinking |
| <input type="checkbox"/> | 8. Reading |
| <input type="checkbox"/> | 9. Team work |
| <input type="checkbox"/> | 10. Problem solving |
| <input type="checkbox"/> | 11. Civic knowledge and engagement |
| <input type="checkbox"/> | 12. Intercultural knowledge and competency |
| <input type="checkbox"/> | 13. Ethical reasoning |
| <input type="checkbox"/> | 14. Foundations and skills for lifelong learning |
| <input type="checkbox"/> | 15. Global learning |
| <input type="checkbox"/> | 16. Integrative and applied learning |
| <input type="checkbox"/> | 17. Overall competencies for GE Knowledge |
| <input type="checkbox"/> | 18. Overall competencies in the major/discipline |
| <input type="checkbox"/> | 19. Other: |

Please indicate where you have published the PLO, the standard of performance, and the rubric that measures the PLO:

	Q2.5	Q2.6	Q2.7
	(1) PLO	(2) Standards of Performance	(3) Rubrics
1. In SOME course syllabi/assignments in the program that address the PLO	X		
2. In ALL course syllabi/assignments in the program that address the PLO			
3. In the student handbook/advising handbook			
4. In the university catalogue			
5. On the academic unit website or in newsletters			
6. In the assessment or program review reports, plans, resources or activities	X		X
7. In new course proposal forms in the department/college/university	X		
8. In the department/college/university's strategic plans and other planning documents			
9. In the department/college/university's budget plans and other resource allocation documents			
10. Other, specify:			

Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

Q3.1. Was assessment data/evidence **collected** for the selected PLO in 2014-2015?

- | | |
|-------------------------------------|------------------------------------|
| <input checked="" type="checkbox"/> | 1. Yes |
| <input type="checkbox"/> | 2. No (Skip to Q6) |
| <input type="checkbox"/> | 3. Don't know (Skip to Q6) |
| <input type="checkbox"/> | 4. N/A (Skip to Q6) |

Q3.2. If yes, was the data **scored/evaluated** for this PLO in 2014-2015?

- | | |
|-------------------------------------|------------------------------------|
| <input checked="" type="checkbox"/> | 1. Yes |
| <input type="checkbox"/> | 2. No (Skip to Q6) |
| <input type="checkbox"/> | 3. Don't know (Skip to Q6) |
| <input type="checkbox"/> | 4. N/A (Skip to Q6) |

<p>Q3.1A. How many assessment tools/methods/measures in total did you use to assess this PLO?</p> <p>3</p>	<p>Q3.2A Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected (see Attachment II)? [Word limit: 300]</p> <p>Data collected in MUSC 110 during the fall 2014 semester. Final project reports were evaluated by instructor and shared with assessment coordinator. Final oral reports given at public symposium with faculty committee in attendance to assess. Final poster presentations given at public symposium with faculty committee in attendance to assess.</p>
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Q3A: Direct Measures (key assignments, projects, portfolios)

<p>Q3.3. Were direct measures [key assignments, projects, portfolios, etc.] used to assess this PLO?</p> <p><input checked="" type="checkbox"/> 1. Yes</p> <p><input type="checkbox"/> 2. No (Go to Q3.7)</p> <p><input type="checkbox"/> 3. Don't know (Go to Q3.7)</p>	<p>Q3.3.1. Which of the following direct measures were used? [Check all that apply]</p> <p><input checked="" type="checkbox"/> 1. Capstone projects (including theses, senior theses), courses, or experiences</p> <p><input type="checkbox"/> 2. Key assignments from required classes in the program</p> <p><input type="checkbox"/> 3. Key assignments from elective classes</p> <p><input type="checkbox"/> 4. Classroom based performance assessments such as simulations, comprehensive exams, critiques</p> <p><input type="checkbox"/> 5. External performance assessments such as internships or other community based projects</p> <p><input type="checkbox"/> 6. E-Portfolios</p> <p><input type="checkbox"/> 7. Other portfolios</p> <p><input checked="" type="checkbox"/> 8. Other measure. Specify: Public presentations</p>
<p>Q3.3.2. Please attach the direct measure you used to collect data.</p>	

<p>Q3.4. How was the data evaluated? [Select only one]</p> <p><input checked="" type="checkbox"/> 1. No rubric is used to interpret the evidence (Go to Q3.5)</p> <p><input type="checkbox"/> 2. Used rubric developed/modified by the faculty who teaches the class</p> <p><input type="checkbox"/> 3. Used rubric developed/modified by a group of faculty</p> <p><input type="checkbox"/> 4. Used rubric pilot-tested and refined by a group of faculty</p> <p><input type="checkbox"/> 5. The VALUE rubric(s)</p> <p><input type="checkbox"/> 6. Modified VALUE rubric(s)</p> <p><input type="checkbox"/> 7. Used other means. Specify:</p>

<p>Q3.4.1. Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the PLO?</p> <p><input type="checkbox"/> 1. Yes</p> <p><input type="checkbox"/> 2. No</p> <p><input type="checkbox"/> 3. Don't know</p> <p><input type="checkbox"/> 4. N/A</p>	<p>Q3.4.2. Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the rubric?</p> <p><input type="checkbox"/> 1. Yes</p> <p><input type="checkbox"/> 2. No</p> <p><input type="checkbox"/> 3. Don't know</p> <p><input type="checkbox"/> 4. N/A</p>	<p>Q3.4.3. Was the rubric aligned directly and explicitly with the PLO?</p> <p><input type="checkbox"/> 1. Yes</p> <p><input type="checkbox"/> 2. No</p> <p><input type="checkbox"/> 3. Don't know</p> <p><input type="checkbox"/> 4. N/A</p>
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<p>Q3.5. How many faculty members participated in planning the assessment data collection of the selected PLO?</p> <p>4</p>	<p>Q3.5.1. If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?</p> <p><input type="checkbox"/> 1. Yes</p> <p><input checked="" type="checkbox"/> 2. No</p> <p><input type="checkbox"/> 3. Don't know</p>
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<p>Q3.6. How did you select the sample of student work [papers, projects, portfolios, etc.]? Random sample of papers. All students gave poster presentations. Oral presentations chosen by course professor.</p>	<p>Q3.6.1. How did you decide how many samples of student work to review? Arbitrary.</p>
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<p>Q3.6.2. How many students were in the class or program? 32</p>	<p>Q3.6.3. How many samples of student work did you evaluate? 5 papers 32 posters 4 oral presentations</p>	<p>Q3.6.4. Was the sample size of student work for the direct measure adequate?</p> <p><input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know</p>
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Q3B: Indirect Measures (surveys, focus groups, interviews, etc.)

<p>Q3.7. Were indirect measures used to assess the PLO?</p> <p><input type="checkbox"/> 1. Yes <input checked="" type="checkbox"/> 2. No (Skip to Q3.8) <input type="checkbox"/> 3. Don't know</p>	<p>Q3.7.1. Which of the following indirect measures were used? [Check all that apply]</p> <p><input type="checkbox"/> 1. National student surveys (e.g., NSSE) <input type="checkbox"/> 2. University conducted student surveys (e.g. OIR) <input type="checkbox"/> 3. College/Department/program student surveys <input type="checkbox"/> 4. Alumni surveys, focus groups, or interviews <input type="checkbox"/> 5. Employer surveys, focus groups, or interviews <input type="checkbox"/> 6. Advisory board surveys, focus groups, or interviews <input type="checkbox"/> 7. Other, specify:</p>
<p>Q3.7.2 If surveys were used, how was the sample size decided?</p>	
<p>Q3.7.3. If surveys were used, briefly specify how you selected your sample.</p>	<p>Q3.7.4. If surveys were used, what was the response rate?</p>

Q3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)

<p>Q3.8. Were external benchmarking data such as licensing exams or standardized tests used to assess the PLO?</p> <p><input type="checkbox"/> 1. Yes <input checked="" type="checkbox"/> 2. No (Go to Q3.8.2) <input type="checkbox"/> 3. Don't know</p>	<p>Q3.8.1. Which of the following measures were used?</p> <p><input type="checkbox"/> 1. National disciplinary exams or state/professional licensure exams <input type="checkbox"/> 2. General knowledge and skills measures (e.g., CLA, CAAP, ETS PP, etc.) <input type="checkbox"/> 3. Other standardized knowledge and skill exams (e.g., ETS, GRE, etc.) <input type="checkbox"/> 4. Other, specify:</p>
<p>Q3.8.2. Were other measures used to assess the PLO?</p> <p><input type="checkbox"/> 1. Yes <input checked="" type="checkbox"/> 2. No (Go to Q3.9) <input type="checkbox"/> 3. Don't know (Go to Q3.9)</p>	<p>Q3.8.3. If other measures were used, please specify:</p>

Q3D: Alignment and Quality

<p>Q3.9. Did the data, including the direct measures, from all the</p>	<p>Q3.9.1. Were ALL the assessment</p>
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different assessment tools/measures/methods directly align with the PLO?

- 1. Yes
- 2. No
- 3. Don't know

tools/measures/methods that were used good measures for the PLO?

- 1. Yes
- 2. No
- 3. Don't know

Question 4: Data, Findings and Conclusions

Q4.1. Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions: (see Attachment III)
[Word limit: 600 for selected PLO]

For the student papers and poster presentations, quality varied but was deemed to be off generally high quality. For the oral presentations, each presentation heard was deemed to be excellent.

Q4.2. Are students doing well and meeting program standard? If not, how will the program work to improve student performance of the selected PLO?

The assessment committee believes that the curricular changes enacted for MUSC 110 have been very successful in meeting the PLO. We are very satisfied with the quality of work reviewed.

Q4.3. For selected PLO, the student performance:

- 1. **Exceeded** expectation/standard
- 2. **Met** expectation/standard
- 3. **Partially** met expectation/standard
- 4. **Did not meet** expectation/standard
- 5. No expectation or standard has been specified
- 6. Don't know

Question 5: Use of Assessment Data (Closing the Loop)

Q5.1. As a result of the **assessment effort in 2014-2015** and based on the prior feedback from OAPA, do you anticipate making any changes for your program (e.g., course structure, course content, or modification of PLOs)?

1. Yes
 2. No (Go to Q6)
 3. Don't know (Go to Q6)

Q5.1.2. Do you have a plan to assess the impact of the changes that you anticipate making?

1. Yes
 2. No
 3. Don't know

Q5.1.1. Please describe what changes you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes. **[Word limit: 300 words]**

Q5.2. How have the assessment data from last year (**2013 - 2014**) been used so far? **[Check all that apply]**

	(1) Very Much	(2) Quite a Bit	(3) Some	(4) Not at all	(8) N/A
1. Improving specific courses	X				
2. Modifying curriculum		X			
3. Improving advising and mentoring		X			
4. Revising learning outcomes/goals			x		
5. Revising rubrics and/or expectations			X		
6. Developing/updating assessment plan		X			
7. Annual assessment reports			X		
8. Program review				X	
9. Prospective student and family information					X
10. Alumni communication					X
11. WASC accreditation (regional accreditation)			X		
12. Program accreditation			X		
13. External accountability reporting requirement					X
14. Trustee/Governing Board deliberations					X
15. Strategic planning			X		
16. Institutional benchmarking					X
17. Academic policy development or modification			X		
18. Institutional Improvement			X		
19. Resource allocation and budgeting					X
20. New faculty hiring					X
21. Professional development for faculty and staff			X		
22. Recruitment of new students			X		
23. Other Specify:					

Q5.2.1. Please provide a detailed example of how you used the assessment data above.

The data from this assessment was used to confirm the changes made in the Music History courses curricular revisions during the 2014-15 AY. By verifying that the work accomplished in MUSC 110 during the fall was of satisfactory quality and rigor, the School of Music is confident that this PLO is being well addressed in our new curricula.

Additional Assessment Activities

Q6. Many academic units have collected assessment data on aspects of a program that are not related to PLOs (i.e., impacts of an advising center, etc.). If your program/academic unit has collected data on the program elements, please briefly report your results here. **[Word limit: 300]**

NA

Q7. What PLO(s) do you plan to assess next year?

- | | |
|--------------------------|---|
| <input type="checkbox"/> | 1. Critical thinking |
| <input type="checkbox"/> | 2. Information literacy |
| <input type="checkbox"/> | 3. Written communication |
| <input type="checkbox"/> | 4. Oral communication |
| <input type="checkbox"/> | 5. Quantitative literacy |
| <input type="checkbox"/> | 6. Inquiry and analysis |
| <input type="checkbox"/> | 7. Creative thinking |
| <input type="checkbox"/> | 8. Reading |
| <input type="checkbox"/> | 9. Team work |
| <input type="checkbox"/> | 10. Problem solving |
| <input type="checkbox"/> | 11. Civic knowledge and engagement |
| <input type="checkbox"/> | 12. Intercultural knowledge and competency |
| <input type="checkbox"/> | 13. Ethical reasoning |
| <input type="checkbox"/> | 14. Foundations and skills for lifelong learning |
| <input type="checkbox"/> | 15. Global learning |
| <input type="checkbox"/> | 16. Integrative and applied learning |
| <input type="checkbox"/> | 17. Overall competencies for GE Knowledge |
| <input type="checkbox"/> | 18. Overall competencies in the major/discipline |
| <input type="checkbox"/> | 19. Other, specify any PLOs that were assessed in 2014-2015 but not included above: |
| <input type="checkbox"/> | a. |
| <input type="checkbox"/> | b. |
| <input type="checkbox"/> | c. |

Q8. Have you attached any appendices? If yes, please list them all here:
 Rubric – BM Performanc

Program Information

<p>P1. Program/Concentration Name(s): Music – Bachelor of Music</p> <p>P1.1. Report Authors: Ernie Hills, Chantal Frankenbach, Robin Fisher</p>	<p>P2. Program Director: Ernie Hills</p> <p>P2.1. Department Chair: Ernie Hills</p>						
<p>P3. Academic unit: Department, Program, or College: School of Music</p>	<p>P4. College: Arts & Letters</p>						
<p>P5. Fall 2014 enrollment for Academic unit (See Department Fact Book 2014 by the Office of Institutional Research for fall 2014 enrollment): 192</p>	<p>P6. Program Type: [Select only one]</p> <table border="1"> <tr><td><input checked="" type="checkbox"/></td><td>1. Undergraduate baccalaureate major</td></tr> <tr><td><input type="checkbox"/></td><td>2. Credential</td></tr> <tr><td><input type="checkbox"/></td><td>3. Master’s degree</td></tr> </table>	<input checked="" type="checkbox"/>	1. Undergraduate baccalaureate major	<input type="checkbox"/>	2. Credential	<input type="checkbox"/>	3. Master’s degree
<input checked="" type="checkbox"/>	1. Undergraduate baccalaureate major						
<input type="checkbox"/>	2. Credential						
<input type="checkbox"/>	3. Master’s degree						

		4. Doctorate (Ph.D./Ed.d)								
		5. Other. Please specify:								
<p>Undergraduate Degree Program(s): P7. Number of undergraduate degree programs the academic unit has: 7</p> <p>P7.1. List all the name(s): Bachelor of Arts in Music; Bachelor of Music in Instruments; Bachelor of Music in Keyboard; Bachelor of Music in Voice; Bachelor of Music in Jazz Studies; Bachelor of Music in Music Education; Bachelor of Music in Theory/Composition</p> <p>P7.2. How many concentrations appear on the diploma for this undergraduate program? ??</p>		<p>Master Degree Program(s): P8. Number of Master's degree programs the academic unit has: 3</p> <p>P8.1. List all the name(s): Master of Music Performance; Master of Music Conducting; Master of Music Composition</p> <p>P8.2. How many concentrations appear on the diploma for this master program? ??</p>								
<p>Credential Program(s): P9. Number of credential programs the academic unit has: 0</p> <p>P9.1. List all the names:</p>		<p>Doctorate Program(s) P10. Number of doctorate degree programs the academic unit has: 0</p> <p>P10.1. List all the name(s):</p>								
When was your assessment plan?	1. Before 2007-08	2. 2007-08	3. 2008-09	4. 2009-10	5. 2010-11	6. 2011-12	7. 2012-13	8. 2013-14	9. 2014-15	10. No formal plan
P11. Developed	X									
P12. Last updated						X				
								1. Yes	2. No	3. Don't Know
P13. Have you developed a curriculum map for this program?								X		
P14. Has the program indicated explicitly where the assessment of student learning occurs in the curriculum?								X		
P15. Does the program have any capstone class?								X		
P16. Does the program have ANY capstone project?								X		

College of Arts and Letters Learning Outcomes

Department: **Music**

Program: **Bachelor of Music, Performance**

With the degree BM PERFORMANCE, graduates will be able to

1. Perform at an advanced level on his/her instrument showing outstanding technical achievement in solo performance, musical accuracy, knowledge of style, and informed historical performance practice. He/she will reach this learning objective through the following courses and assessment tools:

Course	Title	Assessment Tools
MUSC 3XA/13XB (8 semesters)	Applied Study	Jury exam each semester
MUSC 175/185	Junior / Senior Recital (Capstone)	Solo performance of 30/60 minute-program graded by applied instructor
MUSC 14D	Keyboard Skills	Final exam testing skills including scales, arpeggios, sight-reading and transposition
MUSC 1, 2	Musicianship Skills	Final exam of sight-singing, harmonic/tonal dictation, 4-part writing
MUSC 151	Fundamentals of Conducting	Final exam conducting from a score with student ensemble

2. Speak and write on a sophisticated level about music history in both western and non-western social context reflecting a knowledge of repertoire, major styles, genres, forms and composers from the middle ages to the present. He/she will reach this learning objective through the following courses and assessment tools:

Course	Title	Assessment Tools
MUSC 9	Music in World Cultures	Papers and exams about the role of music and its manifestations in various cultures
MUSC 10A/B	Survey of Music Literature	Emphasis on listening skills and writing about music. Final exams/term papers

MUSC 110A/B	History of Music	Writing and speaking about music from early Greeks to contemporary using harmonic analysis, aural evaluation and historical context. Final exams/term papers
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3. Analyze and explain musical forms, processes, and harmonic language in music from the seventeenth century to the present reflecting advanced knowledge of music theory and its development from past to present. He/she will reach this learning objective through the following courses and assessment tools:

Course	Title	Assessment Tools
MUSC 5, 6 & 7	Music Theory	Written exams and rigorous testing of aural skills each semester with increasing difficulty and complexity
MUSC 103	Counterpoint	Written exams, term project
MUSC 105	20 th C Music	Written exams, score analysis, term paper
MUSC 106	Form & Analysis	Score analysis, term project

4. Express their artistic opinions in an articulate, knowledgeable and persuasive manner, and formulate constructive criticism of musical performances or repertoire. He/she will reach this learning objective through the following courses and assessment tools:

Course	Title	Assessment Tools
MUSC 1X2	Repertoire Class	Forum where peer performance is critiqued and evaluated
MUSC 100 (8 semesters)	Concert Attendance	Experiencing at least 10 concerts per semester

		on/ off campus and writing brief reviews
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Dimension	Discipline Learning	Integrative Learning	Intellectual Skills	Applied Skills	Civic Engagement
Remembering	Learns terminology for and functions of music theory and form from the 17 th C to the present.	Able to list historical periods, major composers and stylistic development of music in Western Civilization and other cultures		Learn scores for his/her instrument by memory with accuracy and confidence	
Understanding	Recognizes theoretical and historical characteristics of music from the Renaissance to the contemporary era.	Grasp the role of historical and cultural context in western and non-western music's development and performance		Able to sight-sing, write melodic dictation and harmonic analysis at an advanced level. Can execute keyboard skills including transposition, sight-reading and scales at a competent level. Can conduct from a musical score and lead	Understand the value of music in society.

				a rehearsal of choral or instrumental music. Is competent in the use of music notation software	
Applying		Performs in various ensembles with informed stylistic and technical confidence		Able to recognize and explain harmonic language and stylistic attributes of music for their instrument	Participates in Department outreach programs (String Project, FeNAM, Choral invitationals)
Analyzing	Analyze & explain theoretical and historical elements in various genres of classical music			Analyze general and detailed components of music, i.e. harmonic, structural and stylistic.	
Evaluating			Able to make informed and critical assessments of the quality and level of accurate realization in musical compositions and performances	Able to critically evaluate his/her own performance and that of peers.	
		Applies	Able to make	Performs	Engages in

Creating		knowledge of music history, theory and technique in solo performance at an advanced level.	personal choices about style and technique in performance reflecting personal expression and artistic accomplishment.	advanced repertoire with informed style and confidence at an advanced level on his/her instrument; able to audition for MM programs or audition for regional orchestras.	community concerts and music projects as performer and organizer (FENAM, String Project)
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