

Department of Music—BMus in Performance, Evidence and Use of Evidence of Assessment Spring 2017

Department Learning Outcome (Teach)—*Music graduates will develop both a broad knowledge of their discipline and specific skills in performing, teaching and directing music.*

Program Learning Outcomes (Teach):

1. Demonstrate essential competencies in musicianship skills in written theory, aural skills, and keyboard musicianship.
2. Develop applied music skills in one primary performance area in both solo and ensemble settings.
3. Become conversant with the essential outlines of music history, music literature, and an awareness of significant non-western musical styles.

Department Learning Outcome (Shape)—*Students will develop characteristics necessary to strengthen and contribute to the musical life of the communities where they work and live.*

Program Learning Outcomes (Shape):

4. All students will demonstrate proficiency in basic conducting skills.
5. Students will participate in ensemble performances through regular rehearsal attendance and highest efforts as demonstrated through high-level collegiate performance.

Department Learning Outcome (Send)—*Graduates will be prepared to serve as musicians in a changing world through their technical and professional abilities. This includes preparation for careers in the arts and entertainment industry, music education, praise and worship and graduate study.*

Program Learning Outcomes (Send):

6. Develop and articulate a clear application of the concepts of calling, role, path and purpose as they apply to the discipline of music.
7. Demonstrate essential knowledge of the literature and pedagogy of their principal performing area.
8. Demonstrate substantially more advanced applied music skills in a principal performing area through advanced study, repertory and performances.

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Program Learning Outcomes 1—6

Program Learning Outcomes 1 through 6 are identical for all Music Programs and are referred to as the Music Core. Please refer to the BA in Music Evidence and Use of Evidence report for the data and measurements for the first six Program Learning Outcomes.

Department of Music—BMus in Performance Assessment Data Spring 2017

Program Learning Outcome 7— Demonstrate essential knowledge of the literature and pedagogy of their principal performing area.

Outcome Measures

MUA376 and 476—Junior and Senior Recital in Performance

Criteria for Success

Students will score Proficient in all areas and Mastery in at least one area

Aligned with DQP Learning Areas

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

Longitudinal Data

See Learning Outcome No. 8

Conclusions Drawn from Data

See Learning Outcome No. 8

Changes to be Made Based on Data

See Learning Outcome No. 8

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Program Learning Outcome 8— Demonstrate substantially more advanced applied music skills in a principal performing area through advanced study, repertory and performances.

Outcome Measures

MUA376 and 476—Junior and Senior Recital in Performance

Criteria for Success

Students will score Proficient in all areas and Mastery in at least one area

Aligned with DQP Learning Areas

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

Longitudinal Data

	No of Students	Criteria 1	Criteria 2	Criteria 3	Criteria 4
2015-16	3	3.33	3.3	3.3	3.3
2016-17	9	3.56	3.67	3.78	3.89

Conclusions Drawn from Data

We had nine recitals this past year, four Junior recitals, two Senior recitals, and three non-degree recitals. this past year. Four of those students were in the BMus program. All nine recitals were extremely successful, well planned and featured a wide variety of music from standard, solo repertory to chamber music, musical theatre and Jazz. 100% of the students met the established criteria of scoring at least proficient in each category. This is not unusual since recitals that are not ready for performance are vetted by the faculty and reworked until they can meet the criteria.

Changes to be Made Based on Data

We are aware that our BMus in Performance degree programs have been under a great deal of enrollment pressure. The high level of our student performers improves everything in our department but we simply need a greater number of them in order to have a viable performance program. We were pleased to have three instrumental recitals this year, in trumpet, piano and percussion. BMus students outside of voice have been difficult for us to recruit. The department needs to embark on a concerted effort to attract and retain the highest caliber of performers in order to boost numbers in the BMus programs. We will need to increase the level of scholarships to our best students in order to compete for these top performers against our comparators in SoCal. We also need to start marketing directly to high-school students by starting weekend or summer camps to get students onto our campus and interacting with our ensembles and instructors.

MUA376 and 476 – Scoring Rubric for Jr or Sr Recital in Performance

Criteria	Mastery-4	Proficient-3	Developing-2	Initial-1
1-Demonstrate essential knowledge of the literature and pedagogy of their principal performing area	Recital demonstrated a diverse variety of forms, genres and styles	Recital demonstrated a selection of forms, genres and styles	Recital demonstrated a few different forms genres and styles	Recital demonstrated a limited use of form, genres and styles
2-Demonstrate substantially more advanced applied music skills in a principal performing area through advanced study, repertory and performances	Recital demonstrated a wide variety of media, forces and musical languages	Recital demonstrated a selection of media, forces and musical languages	Recital demonstrated a few different media, forces and musical languages	Recital demonstrated a limited use of media, forces and musical languages
3-Perform in both solo and ensemble settings	Recital demonstrated a wide variety of expressive content	Recital demonstrated a variety of expressive content	Recital demonstrated a few different types of expressive content	Recital demonstrated limited types of expressive content
4-Recital demonstrated an ability to pull together a group, work with volunteers, rehearse and prepare.	Recital demonstrated the ability to pull together a group to rehearse and perform to a high level	Recital demonstrated the ability to pull together a group and rehearse and perform well	Recital demonstrated the ability to pull together a group and rehearse and perform	Recital demonstrated a limited ability to pull together a group, rehearse and perform