

Minnesota State University Moorhead
2006-2007 Assessment Plan Cover Sheet

(An electronic version of this form can be accessed at <http://www.mnstate.edu/assess>)

Note: All programs will complete this form.

Degree Program: BACHELOR OF MUSIC MAJOR IN MUSIC PERFORMANCE

Department: MUSIC

College: ARTS AND HUMANITIES

Date: 11/10/06

Is this assessment plan your existing plan, a new assessment plan or a revision of an existing plan?

Existing New Revision

1. Name(s) of Department Assessment Coordinator and/or Assessment Committee Members

Kirk Moss, Coordinator; Tom Strait and Simon Rowe, Committee Members

2. List of All Student Learning Outcomes. (List and number all outcomes, placing an asterisk (*) by the outcomes you are assessing this year.)

Music students will:

1. Demonstrate a sufficient level of technique in their primary performance medium to artistically perform standard undergraduate-level repertoire.*
2. Understand the common elements and organizational patterns in music to demonstrate knowledge of forms, processes, structure, context, and styles including diverse cultural sources, from historical and theoretical perspectives.
3. Show competency in secondary performing areas including piano and conducting.
4. Artistically perform upper-level undergraduate solo literature.

3. Explain how the student learning outcomes are appropriate to department or program goals, as identified in your most recent Quality Improvement Plan. Please note if the program is accredited by an external agency.

These student learning outcomes address the primary areas of our program and fall within the NASM guidelines for accreditation.

4. Signatures

Department Chair or Program Director

Dean or Director

Required Attachments:

1. Assessment Planning Forms
2. Records of department meetings when Assessment Plan was discussed and approved.

**Minnesota State University Moorhead
2006-2007 Assessment Planning Form**

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Academic Program: BACHELOR OF MUSIC MAJOR IN MUSIC PERFORMANCE

1. Identify Student Learning Outcome in the box below and note its number (to correspond with the list on the cover sheet):

Music students will:

1. Demonstrate a sufficient level of technique in their primary performance medium to artistically perform standard undergraduate-level repertoire.*

2. Which MSUM mission goals are addressed by this learning outcome? (check all that apply)

<input checked="" type="checkbox"/> Knowledge/content	<input type="checkbox"/> Information literacy
<input type="checkbox"/> Intellectual development	<input type="checkbox"/> Lifelong learning
<input checked="" type="checkbox"/> Talents	<input type="checkbox"/> Service
<input checked="" type="checkbox"/> Critical thinking	<input type="checkbox"/> Citizenship
<input type="checkbox"/> Oral communication	<input type="checkbox"/> Responsibility and ethics
<input type="checkbox"/> Written communication	<input type="checkbox"/> Global understanding
<input type="checkbox"/> Mathematics	<input type="checkbox"/> Other:
<input type="checkbox"/> Multiculturalism/diversity	<input type="checkbox"/> Other:

3. How is this learning outcome achieved through the program's curriculum? Identify the courses or extra-curricular opportunities that address this outcome.

1. Private lessons at the appropriate level (eighteen credits of study)
2. Studio classes
3. Participation in ensembles (Voice—eleven credits of study; Instrumental—twelve credits of study)

4. What methods of assessment will be used for this outcome? (Specify instrument and submit electronically with plan.)

1. End of semester jury (authentic/jury form)
2. Upper division jury (authentic/jury form)
3. Recital hearing (authentic/panel feedback)
4. Recital performance (authentic/recording)
5. Ensemble performance (authentic/recording)

5. Who is assessed? When are they assessed?

Music students enrolled in private lessons have an end of semester assessment (jury) in their primary performance medium.

6. Who is responsible in the department for collecting data? How and when will the results be discussed by members of the program?

A panel of music faculty members hear each student perform his/her jury. Panelists complete an assessment form. The form is discussed among the panel and, at a later time, with the student. The completed form is placed in the student's file. The NASM Visitors review these forms during accreditation visits.

7. What is level of student performance is expected for this outcome?

Students must perform at a proficient level to: (1) advance to the next level of lessons; (2) pass an upper division jury; and (3) pass their recital hearing. At least twelve credits must be at the 300 level or above.