#1. Undergraduate Program Assessment Plan: Student Outcomes

To be completed by Departments and submitted by the Department Chair to the BlackBoard Assessment Site.

Department/Program/Unit: Music	**Date: October 6, 2016**

Related: University Goal/Outcome(more than one may be selected): Knowledge   Analysis

Members involved with development of Program Assessment Plan: Blersch, Grimpo, Herl, Jacobs, Schultz, von Kampen

Departmental/Program/Unit Student Outcome: *What student outcome from the departmental matrix will be assessed? (It is suggested that you cut and paste directly from the matrix. Outcomes should represent the absolute priorities for learning- students must be able to do [this] when they finish our program).* **State as follows: Students should be able to [action verb] [something]**.

Students will sing music at sight.

Background: *What factors caused you to choose this particular assessment outcome? If you chose this outcome because of a perceived problem, please explain.*

It is the next item on our list of things to assess.

Question: *What specific question(s) are you attempting to answer through assessing this student outcome? (What are you trying to find out? There may be more than one question, but no more than three.)*

What percentage of music majors are able to sing music at sight at a minimum acceptable level?

Methodology:
1. *OBJECT* - What data (i.e. artifact, exam score, detailed description of assignment) will be collected?* The Musicianship Skills Exam, taken by all music majors at the completion of Aural Skills II or after one year at Concordia, includes a sightsinging test.

   a. *How does this data address the assessment question?* Students are rated according to their ability to sing correct pitches and rhythms without hesitations.
      i. *Include/attach a description/example of assessment tool to be used*.

2. *How will data be collected?* Students will take the exam in person before the assembled full-time music faculty near the end of the spring semester.

Analysis of Artifacts: *PERFORMANCE CRITERIA* - Discuss:*

1) *How the artifacts will be analyzed (attach rubrics/scoring tools if used):* The score is calculated based on the percentage of correct notes, the percentage of correct rhythms, and the number of hesitations.

2) *How you will know if it is good (i.e. score required by % of students):* We would like to see at least 80 percent of the notes and rhythms performed correctly with three or fewer hesitations on each musical example.

Submitted by: Joseph Herl	**Date: October 7, 2016**

Reviewed by the Assessment Committee (Date):   10/17/16

Department Chair notified of approval or additional action needed: 10/17/16 - Approved