CFPA QEP – A Pathway to Intentional Learning
School of Music (October 2012)

	Student Learning Objectives by QEP Core Outcomes			
Core QEP Learning Objective	**Student Learning Outcomes**	**Primary Delivery Points**	**Capture Points (3)**	**Assessment Methods** *Program closure will reside in MUS 405 (performance), MUS 474 (commercial), and MUS 491 (education).
|A| Solve Complex Problems	Students will perform works of various style periods in a musically compelling way.	Applied Music courses: MUS 107, 207, 307, 407. Ensembles: MUS 371, 372, 373, 374, and 375.	**Final Public Recital Evaluation [1].** Form(s); housed in student files (confidential). **Public Recital Self Assessment [2]** on recital performance.	1) Review of random sample of recital evaluation forms, comparing them to initial audition forms. 2) Review of self-evaluative papers.
|B| Integrate information from a variety of contexts	The student synthesizes knowledge, skills, and values acquired throughout the curriculum.	Undergraduate courses in the major.	**Public Recital Self Assessment [2].** **Career Plan (3)** written for the Capstone course: • MUS 491for BM Music Ed • MUS 474 for all others.	1) Review of instructor's ratings of career plans. 2) Also, review of responses to prompt on integration in self-evaluation of recital performance.
|C| Communicate effectively and responsibly	The student communicates clearly in written and oral contexts.	*Written:* Music 418/419 Music History I/II and other courses with a writing-intensive emphasis. *Oral:* MUS 329, lessons, capstone courses.	*Written* **Career Plan (3)** *Oral:* Teaching video for Music Ed.; recital/jury presentation; MUS 474 for others.	*Written:* Instructor's rating of self-evaluation or recital performance and/or of career plan. *Oral:* instructor's rating of oral communication in one or more of: MUS 329 project; MUS 495 Video; MUS 474 interview MUS 326/327 project.
|D| Practice civic engagement	The student shares knowledge and expertise in a civic context for the benefit of others.	Public performances as a soloist or member of larger ensemble; music-related clubs/fraternal groups; volunteer or paid summer work, etc.	**Career Plan (3)**	Survey of responses to prompt such as: "Briefly discuss the value of music-related activities you have undertaken outside of class time, such as concerts, workshops, volunteer activities, etc."
|E| Clarify and act on purpose and	The student develops an initial educational plan into a career plan in the senior year.	Lessons, advising, career-related courses specific to the major or concentration.	**Initial Educational Plan** (107 Advising) **Career Plan (3)**	Survey of responses to prompt such as "Where do you plan to go from here, and what will you need to do to get there?"

CFPA QEP – A Pathway to Intentional Learning
School of Music (October 2012)

values				

Core QEP Learning Objective	Student Learning Outcomes	Core Learning Objective Assessment Rubrics
-A- Solve Complex Problems	Students will perform works of various style periods in a musically compelling way.	***Superior:*** Both faculty and student evaluation of the recital performance indicate that the student performed with a high degree of accuracy and in a musically compelling way. ***Satisfactory:*** Faculty and student evaluations of the recital performance indicate some small discrepancies with regard to the student's ability to perform in a musically compelling way. ***Needs Improvement:*** Faculty and student evaluations of the recital performance indicate weaknesses in the performance that inhibited the student's ability to perform in a musically compelling way.
-B- Integrate information from a variety of contexts	The student synthesizes knowledge, skills, and values acquired throughout the curriculum.	***Superior:*** Student's written evidences demonstrate a comprehensive ability to synthesize information from various courses in order to meet graduation and career goals. ***Satisfactory:*** Student's written evidences indicate an ability to synthesize some information from various courses in order to meet graduation and career goals. ***Needs Improvement:*** Student's written evidences suggest a rudimentary ability to synthesize information from various courses in order to meet graduation and career goals.
-C- Communicate effectively and responsibly	The student communicates clearly in written and oral contexts.	***Superior:*** Samples of oral and written communication demonstrate a high degree of clarity, with little or no need for clarification. ***Satisfactory:*** Samples of oral and written communication include a few statements that could be clarified, but are still understandable. ***Needs Improvement:*** Samples of oral and written communication are characterized by statements that are vague, ambiguous, or confusing.
-D- Practice civic engagement	The student shares knowledge and expertise in a civic context for the benefit of others	***Superior:*** All evidences demonstrate a strong history of and a commitment to sharing knowledge and expertise well beyond the requirements of required courses. ***Satisfactory:*** All evidences demonstrate a commitment to sharing knowledge and expertise beyond the requirements of required courses. ***Needs Improvement:*** All evidences suggest that the student has made minimal effort to share knowledge and expertise with others outside of what was required for class.
-E- Clarify and act on purpose and values	The student develops an initial educational plan into a career plan in the senior year	**Superior:** Student has presented a well-developed career plan, with clear steps to meet the challenges of the post-graduation year based on insightful self-observation. ***Satisfactory:*** Student's career plan is realistic and based on a thoughtful assessment of personal strengths and weaknesses. ***Needs Improvement:*** Student's career plan does not adequately address post-graduation challenges, or does not seem to be based on an adequate degree of self-knowledge, or seems to be at variance with other evidences of the student's abilities.

CFPA QEP – A Pathway to Intentional Learning
School of Music (October 2012)

Note: All written evidences will be assessed using the above standards for |C| Communicate effectively and responsibly.
Specific associations between QEP Objectives and

CFPA QEP – A Pathway to Intentional Learning
School of Music (October 2012)

Music QEP Student Assessment Form					
Student:		Degree Program:	Enrolled:	Primary Advisor:	
Baseline Measure: Audition and/or 107-1 Jury (Total = rating * level of literature difficulty):					
QEP Objective	**Student Outcomes**	**Evidence**	**Evaluated by**	**Date**	**Score**
-A- Solve Complex Problems	Students will perform works of various style periods in a musically compelling way.	Final Recital (average)			/100
		Recital Self Assess A2.1			
		Recital Self Assess A2.2			
		Recital Self Assess A2.3			
		Recital Self Assess A2.4			
-B- Integrate information from a variety of contexts	The student synthesizes knowledge, skills, and values acquired throughout the curriculum.	Recital Self Assess B2.1			
		Recital Self Assess B2.2			
		Career Plan B3.1			
		Career Plan B3.2			
-C- Communicate effectively and responsibly	The student communicates clearly in written and oral contexts.	Written			
		Oral			
-D- Practice civic engagement	The student shares knowledge and expertise in a civic context for the benefit of others	Career Plan D3.1			
		Career Plan D.3.2			
-E- Clarify and act on purpose and values	The student develops an initial educational plan into a career plan in the senior year	Recital Self Assess E2.1			
		Career Plan E3.1			
		Career Plan E3.2			
		Career Plan E3.3			

CFPA QEP – A Pathway to Intentional Learning
School of Music (October 2012)

		Career Plan E3.4			

CFPA QEP – A Pathway to Intentional Learning
School of Music (October 2012)

Final Public Recital Evaluation [1].

(Faculty Submission)

Rev. Apr. 2010

Instrumental Recital Evaluation

Name: _____ Instrument: _____

___ Jury Substitution for MUS_____ ___Final Undergrad Recital ___ MUS 305 ___ MUS 405 ___MUS 605

Semester: ____F ____S 201____ Adjudicator : _____

Repertoire: _____

Tone quality: ___ ***Superior***: excellent characteristic timbre throughout range ___ ***Satisfactory***: good basic sound; occasional distortions ___ ***Unsatisfactory:*** inconsistent, distortions throughout range	
Intonation: ___ ***Superior***: no noticeable errors ___ ***Satisfactory***: inaccuracies on typical "trouble" notes ___ ***Unsatisfactory***: generally sharp or flat, or random errors	
Articulation: ___ ***Superior***: clean and clear on all types (legato, staccato, etc.) ___ ***Satisfactory***: occasional inaccuracies ___ ***Unsatisfactory***: frequent inaccuracies or disregard of notation	
Accuracy: ___ ***Superior***: all notes played correctly at an appropriate tempo ___ ***Satisfactory***: infrequent errors of pitch, rhythm, or tempo ___ ***Unsatisfactory***: frequent errors of pitch, rhythm, or tempo	
Interpretation: ___ ***Superior***: excellent performance; engaging and "musical" ___ ***Satisfactory***: minor errors of stylistic interpretation ___ ***Unsatisfactory***: inappropriate for the character of the work	
Repertoire: ___ ***Superior***: technically or musically challenging for this level ___ ***Satisfactory***: appropriate for this level of study ___ ***Unsatisfactory***: insufficiently challenging for this level	
Stage Presence: ___ ***Superior***: professional presentation; poised, confident, etc. ___ ***Satisfactory***: appropriate for a student recital ___ ***Unsatisfactory***: unsuitable performance demeanor	

Overall Grade: ____

A = Superior in all but a few areas
B = Superior in some areas, but always satisfactory
C = Satisfactory or better in most areas, unsatisfactory in at most one area
D = Unsatisfactory in two or more areas
F = Unsatisfactory

Professional Training for Tomorrow's Musicians

CFPA QEP – A Pathway to Intentional Learning
School of Music (October 2012)

Public Recital Self-Assessment [2]

(Student Submission)

A successful musician thinks critically about his or her own performance in order to determine where his or her strengths or weaknesses lie. For this project, you are asked to:	Core QEP Objective
• Listen to the recording of your final public recital with your full attention.	
• Identify those aspects of your performance with which you are most pleased. Have you always performed well in this regard, or is this an area in which you have conquered a significant weakness?	A2.1
• Identify those aspects of your performance with which you are least pleased. Have you always had difficulties in this regard, or is this an area in which you normally perform well but just had troubles on this occasion?	A2.2
• In what ways does your performance in this recital demonstrate how you have grown in your ability to perform with a high level of technical accuracy?	A2.3
• In what ways does your performance in this recital demonstrate how you have grown in your ability to perform in a musically compelling way?	A2.4
• In what ways does your performance in this recital demonstrate how your understanding of music has developed as a result of your studies in music theory and music history?	B2.1
• Review the comments made by the faculty evaluation panel. Discuss any areas in which your self-assessment differs from that of the faculty panel. What might account for such differences?	B2.2
• What steps do you think are most necessary for you to take next in your development as a musician?	E2.1

Core Objectives Key: A=Solve Problems; B=Integrate Information; C=Communicate Effectively; D=Civic Engagement; E=Purpose and values.

CFPA QEP – A Pathway to Intentional Learning
School of Music (October 2012)

Career Plan [3]

(Student Submission)

A successful musician thinks critically about his or her own performance in order to determine where his or her strengths or weaknesses lie. For this project, you are asked to:	Core QEP Objective
• Develop or update your resume. *Must include record of professional and non-professional community service activity.	D3.1 E3.1
• State your options and preferences for the year following your undergraduate studies.	E3.2
• In what ways have your undergraduate experiences prepared you for the transition into graduate school or a career position?	B3.1
• In what ways are your post graduate ambitions not supported by your undergraduate experiences?	B3.2
• What steps do you think are most necessary for you to take next in your development as a musician in your chosen career path?	E3.3
• Now, project yourself into the future: where do you see yourself going as a professional musician?	E3.4
• Outside of your professional career, how do you intend to be involved with music in your personal life and community?	D3.2

Core Objectives Key: A=Solve Problems; B=Integrate Information; C=Communicate Effectively; D=Civic Engagement; E=Purpose and values.