

# Undergraduate Academic Assessment Plan



Bachelor of Music

Bachelor of Arts

Department of Music, College of  
Arts and Humanities

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# Bachelor of Music, Bachelor of Arts (Music) Undergraduate Academic Assessment Plan

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## Mission Statement

### Vision

The Department of Music will be recognized and respected for:

- its commitment to offering a challenging curriculum and for maintaining a supportive environment
- the excellence of its student, ensemble and faculty performances in a broad range of styles and genres
- the fulfillment of its motto: “Where Teaching is a Performing Art”

### Mission

The Department of Music is a community of artists, scholars and educators dedicated to achieving the highest standards of musical knowledge, performance and teaching.

- The CWU music department is committed to preparing students for careers in music, providing them with the skill to become knowledgeable and confident music educators, performers, and practitioners, enabling them to enrich the lives of the communities in which they live and serve
- The CWU music department provides opportunities for CWU students in general to study music and to engage in artistic experiences as an essential part of their liberal arts education
- The CWU music department serves as a leader for K-12 music education and provides opportunities for the general public to experience music performances of the highest quality in a broad range of styles and genres

### Core Values

As a community of practicing musicians and scholars, we believe that the Department’s mission is best realized when we emphasize:

- **Students:** Hold each student’s greatest good as our primary concern
- **Integrity:** Provide models of the highest ethical and moral standards
- **Teaching:** Deem outstanding teaching to be the most important attribute of the faculty
- **Academics:** Implement a rigorous curriculum in each degree program
- **Curriculum:** Regard each degree program as equally valid, with no program intrinsically superior to any other

- **Learning Environment:** Create an intellectually and emotionally safe environment in which students can learn, develop and mature
- **Diversity:** Respect and embrace diversity in all its forms
- **Relevance:** Respond creatively and thoughtfully to the inevitable changes of the fluid society in which we live

## Student Learning Outcomes (SLOs)

### **MUS1** (Music Theory)

Students demonstrate music theory knowledge and aural skills sufficient to analyze and interpret a substantial body of music literature.

### **MUS2** (Music History, Culture, and Literature)

Students demonstrate historical and contemporary knowledge of genres, styles, artists, and works within Western and non-Western music, and the research skills to enhance that knowledge.

### **MUS3** (Individual Applied Music).

Students are able to interpret, prepare, and perform a variety of musical works on a primary instrument or voice sufficient to the requirements of their major.

### **MUS4** (Collaborative Applied Music)

Students are able to interpret, prepare, and perform a variety of musical works through collaboration in musical ensembles sufficient to the requirements of their major.

### **MUS5** (Specialized Music Study)

Students exhibit competencies specific to their major, including advanced performance skills, pedagogical skills, composition and improvisation skills, and/or the competencies for teacher certification.

### **MUS6** (Musical Disposition)

Students engage as active participants in the musical community of the university and region through event attendance, performance, teaching, creative and/or service activity.

## Curriculum Map

Program: BA/BM Music

College: Arts and Humanities

Key: **I** Introduced

**R** Reinforced

**A** Assessed

SLOs	MUS 144-146, 244-246	Upper Division Theory	MUS 372-374, 359	Major Ensembles	Applied Study	Class Piano	Pedagogy, Diction, Literature	Methods, Conducting	Composition, Improvisation	Additional Assessments
MUS1 Theory	I R A Exam	R A Final Project							R A Individual Projects	
MUS2 History, Culture, Literature			I R A Exam							
MUS3 Individual Applied					I R A Jury, Recital	I R A CWU Piano Proficiency Exam				
MUS4 Collaborative Applied				I R A Performance				I R A Exam, Skills Test		
MUS5 Specialized Study							I R A Final Project	I R A Exam, Skills Test	I R A Jury, Portfolio	I R A Professional Education Program, BA Senior Project
MUS6 Disposition				R A Performance	R A Performance					R A Convocation and Recital Attendance, Conference Attendance

## Assessment Cycle

### Assessment Cycle Chart

Assessment Cycle for: Department of Music

Program: BM/BA Music

College : Arts and Humanities

Analysis and Interpretation:

December 2013

Improvement Actions:

Completed by June 2014

Dissemination:

Completed by June 2014

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
MUS1 Theory		x	x	x			x
MUS2 History, Culture, Literature						x	
MUS3 Individual Applied					x		
MUS4 Collaborative Applied					x		
MUS5 Specialized Study						x	
MUS6 Disposition		x	x	x			x

## Methods and Procedures

### Methods

Direct Measures: Outcome 1 will be measured using cumulative written and aural examinations in MUS 146 and 246, and a final project in Upper Division Theory elective. Outcome 2 will be measured by cumulative final examination. Objectives 3 and 4 will be measured using performance-based rubrics. Objective 5 will be measured with a variety of measures appropriate to the degree (exams, portfolios, skills tests) as well as the CTL assessment system for Music Education majors.

Indirect Measures: Institutional data (e.g. enrollment, retention patterns) will support assessment of all outcomes. Outcome 6 will be assessed with student surveys and participation rates in convocation, concerts/recitals, and professional conferences

### Procedures

Data will be gathered during the academic year and compiled over the summer and early fall quarter. Discussion will form a regular part of the agenda of the Fall Retreat. The program report and interpretation will be submitted to the Associate Provost's Office at the end of Fall quarter. Necessary program changes (depending on scope) will be initiated and implemented in Spring for the subsequent Fall, resulting in a two-year cycle from assessment to action.

## Assessment Oversight

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