

CWU Department/Program Assessment Plan Preparation Form

Department: _____ Music _____

Program: _____ Music Core Requirements _____

Department/Program Goals	Related College Goals	Related University Goals	Method(s) of Assessment (What is the assessment?)	Who/What Assessed (population, item)	When Assessed (term, dates)	Criterion of Achievement (Expectation of how good things should be?)
1. Students will receive a foundation of knowledge and skills leading to specialization in one of the major programs in music education, performance, and composition.	Ensure students develop disciplinary specific competencies for success in their field		Completion of courses in: <ul style="list-style-type: none"> • Introduction to Music Studies/General Advising • Music Theory • Music History • Conducting • Applied Study • Ensemble Experience 	All students enrolled in music majors	Upon completion of core requirements INTERIM ASSESSMENTS ???	Minimum grade of C in all core courses required.??????
2. Students will receive a general body of knowledge consistent with accreditation requirements of NASM.	Same		Same	Same	Same	Same
3.						
4.						

Student Learning Outcomes (performance, knowledge, attitudes)	Related Program/ Departmental Goals	Related College Goals	Related University Goals	Method(s) of Assessment (What is the assessment?)*	Who Assessed (Students from what courses – population)**	When Assessed (term, dates) ***	Standard of Mastery/ Criterion of Achievement (How good does performance have to be?)
1. Students become literate musicians	#1			In written and listening tests and a musical analysis project, students demonstrate <ul style="list-style-type: none"> • knowledge of musical syntax • ability to identify structural concepts of common-practice Western art music visually and aurally • ability to identify the general characteristics of Western art music viewed historically 	MUS 104	First quarter in residence at CWU	Grade of C or better????
2. Students become literate scholars				In written reviews of concerts, students effectively discuss in writing the variety of aesthetic experience available from music and other artistic endeavors.	MUS 104		
3. Students become better researchers				In an extended research project, students develop information literacy to: <ul style="list-style-type: none"> • discern the nature of information needed • access and evaluate sources • understand the many economic and legal issues associated with the use and distribution of music from various sources 	MUS 104		

4. Students become responsible university students				<p>Students:</p> <ul style="list-style-type: none"> • develop and submit a personal academic plan that shows an understanding of the general education and graduation requirements for the desired music degree. • Demonstrate throughout the course their ability to effectively use CWU computing resources, the library, and the academic resource center, and demonstrate awareness of skills needed for time management, studying and test taking at the university level. • take a written examination to demonstrate knowledge of academic requirements and expectations of a music major. 	MUS 104		
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5. Students will be equipped with a set of theoretical and conceptual abstractions that are applicable to and useful for the understanding of a substantial body of musical literature, applicable to music degree programs in the fields of music education, performance,				<p>Using written, keyboard, sight-singing proficiency tests, as well as analysis and composition projects:</p> <ul style="list-style-type: none"> • Students demonstrate chord recognition, melodic/harmonic relationships, phrase structure, text/music relationships, reflecting a basic vocabulary for technical discussion of music and an understanding of musical structures that they hear and perform • Students develop aural acuity which contributes to the ability to analyze musical styles and structures 	<p>MUS 144, 145, 146 MUS 244, 245, 246 Class piano??? INDIVIDUAL COURSES NEEDED?</p>	<p>Beginning the first quarter in residence, continuing for six quarters</p>	
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<p>composition, jazz studies, and music as general field of study.</p>				<ul style="list-style-type: none"> • Students develop keyboard skills in order to realize harmonic structures and increase their awareness of how music is constructed 			
<p>6. Students will be equipped with additional research skills and historical knowledge of music of different time periods, composers, and progressions of styles, using representative compositions from these time periods, applicable to music degree programs in the fields of music education, performance, composition, jazz studies, and music as general field of study.</p>				<p>Students are assessed in their ability to:</p> <ul style="list-style-type: none"> • identify the different types of music available during the respective periods, either by music score or listening example. This will be assessed by correctly identifying music score and listening examples on class exams. • demonstrate knowledge of the different musical forms and genres of the respective periods, how they evolved, and their relationship within the culture and society of the time. This will be assessed by the written portion of the class exams as well as by analytical and compositional assignments. • demonstrate knowledge of the primary composers of the respective periods. This will be assessed by being able to identify musical compositions of various composers as well as 	<p>MUS 372, 373, 374</p> <p>INDIVIDUAL COURSES NEEDED?</p>	<p>Beginning after the student completes MUS 146, continuing for three quarters</p>	

				<p>demonstrating knowledge of important biographical information on each.</p> <ul style="list-style-type: none"> • write in a scholarly manner about various styles of music. This will be assessed by short papers showing a strong command of the material. These papers will be graded not only for their content, but also for their proper format and structure. 			
<p>7. Students will develop an awareness of music outside of traditional western European culture, including the ability to recognize connections in development and techniques between western and non-western cultures, regional, general, and historical contexts for music in culture and society, instruments, notation, performing</p>	#1, 2			<p>Through class discussion, written/research and listening projects and tests, students will demonstrate:</p> <ul style="list-style-type: none"> • an awareness of such specific issues as the nature of musical creation; • an understanding of the definition and conceptualization of music; • an orientation to the geographical distribution of musical phenomena and the stratification of music in society; • an understanding of the intellectual, personal, emotional, and political problems occasioned by dealing with musicians in an intercultural context; • an understanding 	MUS 359		

<p>practices, symbolic and ritual functions of music.</p>				<p>of both the diversity and universality of the world's music;</p> <ul style="list-style-type: none"> • the ability to aurally recognize and classify stylistic characteristics of different ethnic traditions, and genres; • familiarity with both ethnomusicological and authentic terminology. 			
<p>8. Students will develop skills in musical direction, including: conducting technique; effective musical leadership (preparation, anticipation) in performance; effective ensemble pedagogy, rehearsal planning and problem-solving, including the teaching of ensemble skills; effective artistic imagination, using</p>	<p>#1</p>			<p>Through in-class discussions and demonstrations, written projects/analyses, and tests, students will demonstrate:</p> <ul style="list-style-type: none"> • Basic competencies in right and left hand skills in technique and musical expression. • The ability to analyze a band or orchestra score to acquire an aural concept of the piece, anticipate problems of conducting, and anticipate problems of ensemble and rehearsal. • The ability to prepare a rehearsal plan to organize and implement a 	<p>MUS 341</p>	<p>Taken upon completion of MUS 246</p>	

<p>non-verbal teaching and leadership strategies to realize the audiated goals.</p>				<p>successful rehearsal.</p> <ul style="list-style-type: none"> The ability to evaluate the conducting styles of oneself, colleagues, and professional conductors. 			
<p>9. Students will be proficient on an instrument or voice, including a foundation in playing technique and musical expression applicable to their choice of musical career or interests, a knowledge of a range of repertoire for performance and pedagogical purposes at appropriate industry levels, historical and contemporary performing practices, psychological aspects of performing for both performers</p>				<p>Primary delivery of applied study is through private lessons, with supplemental technique and studio classes. Additional listening requirements are accomplished through concert attendance and related projects.</p> <p>Level change jury performances serve as the primary intermediate assessment, with recitals required as appropriate to the degree program. The assessment rubrics include, but are not limited to:</p> <ul style="list-style-type: none"> mechanics of the body/instrument, including (where appropriate) posture, holding instrument, effects of body/body position on tone production, care of instrument, mastery of technology/multiple instruments acquisition of technical 	<p>12 credits of MUS 164-264 is the minimum required of all music degrees</p>		

<p>and teachers, and technological issues.</p>				<p>skills, including (where appropriate) range, articulation/pronunciation, rhythm, improvisation, memorization, transposition, applicable technique</p> <ul style="list-style-type: none"> • demonstration of musical expression, including (where appropriate) contrasts in style, repertoire, settings • completion of appropriate repertoire, performance, and other studio requirements (e.g., recital requirements) 			
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<p>10. Students will receive ensemble experiences that address several needs: ensemble performance proficiency; knowledge of a range of repertoire for performance and pedagogical purposes at appropriate industry levels; historical and contemporary</p>				<p>The primary emphasis in the ensemble experience is the large group (choir, band, orchestra) on the student's primary applied instrument or voice, but a range of ensemble experiences are available to address programmatic needs. Students are assessed in rehearsal and performance according to:</p> <ul style="list-style-type: none"> • Individual preparation • Participation as it contributes to the overall 	<p>12 credits (e.g., 2 years at 2 credits each quarter) is the minimum requirement shared by all degree programs.</p>		
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performing practices, rehearsal techniques; psychological aspects of performing for both performers and teachers; technological issues.				goals and needs of the ensemble.			
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