Department: Music

Assessment Coordinator: Christopher Bianco

Departmental Mission

In accordance with the mission of Western Washington University and the College of Fine and Performing Arts, the Department of Music provides a rigorous, professional artistic experience at the undergraduate and graduate levels; produces graduates who use their musical abilities to enrich and sustain communities within the university, the region, and beyond; and supports ongoing musical experiences as part of a comprehensive Liberal Arts education.

Department Student Learning Outcomes

1. Demonstrate the development of physical coordination and technical skills required for specific musical activities (conducting, singing, instrumental performance, teaching)

2. Demonstrate the ability to apply essential principles of music theory and form to the study and evaluation of musical scores (critical skills)

3. Demonstrate familiarity with musical notation in performance and original composition (creative skills)

4. Demonstrate familiarity with historical evolution of Western music as evidenced by style periods, performance practices, and representative composers and their works

5. Demonstrate the varieties of music as a cultural phenomenon seen in its interrelationship with belief systems, life-ways, and language

6. Demonstrate the ability to synthesize perspectives- physical, technical, analytical, historical-that leads to a cultured musical sensibility and artistic performance
GUR Student Learning Outcomes

**MUS 104**
1. Analyze and communicate ideas effectively in oral, written, and visual forms
6. Explore, imagine and create
8. Understand and evaluate assumptions, values, and beliefs in context of diverse local, national and global community

**MUS 105**
1. Analyze and communicate ideas effectively in oral, written, and visual forms
6. Explore, imagine and create
8. Understand and evaluate assumptions, values, and beliefs in context of diverse local, national and global community.

**MUS 205**
1. Analyze and communicate ideas effectively in oral, written, and visual forms
6. Explore, imagine and create
8. Understand and evaluate assumptions, values, and beliefs in context of diverse local, national and global communities

Student Learning Outcomes Assessed This Year

1. Demonstrate the development of physical coordination and technical skills required for specific musical activities. (conducting, singing, instrumental performance, teaching)
**“Closing the Loop”: Program Improvement Documentation • Evidence Form**

(This year’s assessment task is to document program improvements informed by SLO assessment and other evidence. Use this form to document your improvements and the evidence and discussion that informed them. Turn in this form with your annual report to your dean).

<table>
<thead>
<tr>
<th>Type of Change</th>
<th>SLOs Targeted for Improvement</th>
<th>Description of Program Improvement</th>
<th>Rationale</th>
<th>Evidence that will demonstrate if this change improves student learning</th>
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</thead>
<tbody>
<tr>
<td>Curricular</td>
<td>1</td>
<td>Creation of MUS 485 New Music Ensemble.</td>
<td>This course adds a much needed contemporary chamber music component to the curriculum. Extended techniques are integral in this course and help develop skills for performance.</td>
<td>Quality performances of the ensemble</td>
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<tr>
<td>Pedagogy</td>
<td>1</td>
<td>Regular in-class assessments in ensembles. Focused attention on improving studio classes. Engagement with guest artists for technique and performance masterclasses. Increase in 4 hand duets and 8 hand works for piano. Increase in number of public performances by Orchestra. More focus on memorization in Ensembles</td>
<td>Scheduled in class assessments improve technique and student accountability. Studio class gives students immediate peer feedback on performance. Guest artists (several) bring outside techniques and methods to bvery approaches to students learning. Piano improvements give greater depth for ensemble work. More Public performances increases the speed with which students must prepare assignments. Memorization focuses attention on aural input and reduces reliance on printed music</td>
<td>Increased quality in student juries, recitals and performances.</td>
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<tr>
<td>Student engagement</td>
<td>1</td>
<td>Increased use of guest artists in performance</td>
<td>Contracting of guest ensembles (ex. Friction Quartet) expose students to a wider variety of professional artistry beyond our own faculty. Introduces new methods, thought processes and performance expectations through the heightened sense of necessary preparation.</td>
<td>Easily ascertained evidence through performance of enhanced product through the elevation of expectations.</td>
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