The Music Department met with the Director of Assessment in May of 2007 to determine our next steps for the September 15, 2007 report. It was determined that our first step was to decide on four basic learning outcomes, define them, look at our program to see where they are being met, determine the method of assessment, and plan for the future.

We met as a department in June to discuss and decide upon the four basic learning outcomes, then again in early August to determine the meaning of the outcomes as they pertain to our program. We made the following resolutions:

Outcome #1. Technical Expertise: Developing the skills necessary for listening, composing, performing and teaching music.
Outcome #2. Music Literacy: Developing an understanding of the Structure, History and Literature of music
Outcome #3. Excellence in Performance: Performing music at a high standard and developing the skills for sensitive and critical examination.

We met again in late August to plan the method for looking at our program to see where the outcomes are being met. We organized our courses in the following categories:

Butler:
MU 01 Basic Musicianship (2)
MU 10 Principles of Music I (4)
MU 12 Principles of Music II (4)
MU 110 Principles of Music III (4).
MU 112 Principles of Music IV (4)
MU 117 Orchestration (2)
MU 118 Form and Analysis (2)
MUA 30/130 Private Composition (1/2)
MUA 82/182 Jazz Ensemble (1)

Hodson:
MU 15 Conducting (2)
MU 115 Advanced Conducting (2)
MU 20 Survey of Western Music (4)
MUA 40/140 Private Organ (1/2)
MUA 50/150 Private Piano (1/2)
MUA 76/176 New Sounds (1)
Brothers:
MU 21 Survey of World Music
MU 120 History of Western Music I (4)
MU 121 History of Western Music II (4)
MU 122 Music in the Worshipping Church (4)
MUA 72/172 Chamber Singers (1)
MUA 73/173 Men’s Ensemble (1)

Shasberger:
MUA 70/170 Private Voice (1/2)
MUA 71/171 College Choir (1)
MUA 74/174 Women’s Chorale (1)
MUA 77/177 Musical Drama Workshop (1)
MUA 83/183 Chamber Orchestra (1)

Ficsor:
MUA 80/180 Private Orchestral Instrument (1/2)
MUA 81/181 Wind Ensemble (1)
MUA 84/184 Chamber Instrumental Ensemble (1)

We are now working on our assigned courses to accomplish the following objectives:

Where are the outcomes being met and at what level? (introductory, developing, mastery)
Outcome #1. Technical Expertise:
Outcome #2. Music Literacy:
Outcome #3. Excellence in Performance:
Outcome #4. Christian Virtues and Practices:

How are the outcomes assessed? (surveys, interviews)
Outcome #1. Technical Expertise:
Outcome #2. Music Literacy:
Outcome #3. Excellence in Performance:
Outcome #4. Christian Virtues and Practices:

What are the benchmarks of the outcomes? (e.g. Ninety-five% of seniors will analyze, evaluate, discuss and synthesize without being reminded to do so.)
Outcome #1. Technical Expertise:
Outcome #2. Music Literacy:
Outcome #3. Excellence in Performance:
Outcome #4. Christian Virtues and Practices:
We met again in early September to look at templates and discuss strategy for the task. Several preliminary course reviews by various members of the department follows.

MUA 071/171-1 Michael Shasberger

College Choir

Where are the outcomes being met and at what level?

1. Technical Expertise: Developing the skills necessary for performing, and listening to choral music.
2. Music Literacy: Developing an understanding of a broad historical range of choral repertoire, from 16th century motets to recently composed works from a variety of cultural sources.
3. Excellence in Performance: Performing music at a high standard and developing the skills for sensitive and critical examination.

MUA 071/171 is designed to achieve intermediate and advanced level for all 4 outcomes: This is a course designed to bring students to the highest possible performance and critical level. It is applicable to major or minor requirements and also facilitates learning for highly musically motivated non-majors.

How are the outcomes assessed?

1. Technical expertise is assessed through in class testing and public performance. In class activities include small group performances for peers, with both peer and faculty feedback. Performances are recorded for review and study by the faculty and students and archival reference, and once each term outside evaluators/clinicians are review and comment on the work of the ensemble.

2. Music literacy is assessed through an analysis of works studied and brought to performance level throughout each academic year. A balance of works of each of the major periods of musical historical development is encountered in each season, and over the three-year span of seasons in which a student will have access to this course.

3. Excellence in performance is assessed in reviews of each concert performance held with the ensemble, both from an experiential level and in listening formats, as well as through the comments of outside evaluators.

4. Christian Virtues and Practices: Patience is assessed through observation of a student’s willingness or unwillingness to start a journey that is not simply a cerebral exercise but a kinesthetic endeavor which requires persistent attention with slow progress. Music reading and performing are much like playing tennis. Anyone can hit the ball, but only those who are patient and persistent can place the ball in the right place at the right time at the right speed.
What are the benchmark outcomes?

1. Technical Expertise: All students will improve their ability to read and perform choral music. This will be demonstrated by 100% of the students enrolled in the course participating in public performances of the material studied in the course. Regular assessment of the progress of reading skills will be made in rehearsal settings.

2. Music Literacy: All students will broaden their range by listening to and performing a wide range of musical styles as evidenced by concert repertoire.

3. Excellence in Performance: Recordings of performances, the record of outside evaluators, and invitations to perform in significant cultural settings (i.e. with the Santa Barbara Symphony, in major churches, festivals and the like) will attest to the quality of performance standards. The majority of MUA 071/171 students will continue to pursue music performance as an avocation.

4. Christian Virtues and Practices: The majority of MUA 071/171 students will learn to practice and appreciate the discipline of working persistently toward the goal of making music. At least 75% will continue in musical performance activities in the five years following graduation. (current research through alumni surveys and reporting shows that we are meeting this standard)

MUA 080/180 Phil Ficsor

Private Orchestral Instrument

MUA 080/180 Private Orchestral Instrument is an applied music course that addresses instrumental performance at every level, from beginner to advanced. This course is designed to acquaint students with the technical aspects of playing an instrument, as well as developing the skills to interpret the written notes efficiently and effectively. No major/minor requirement.

How are the outcomes assessed? (surveys, interviews)

1. Technical Expertise is assessed through private interviews with the students as well as weekly lesson logs filled out with goals for the week by the instructor and practice logs filled out with daily practice amounts and material by the student.

2. Music Literacy: Students are given recordings to listen to other works within the style they are performing in, such as a Beethoven Symphony if they are playing a Beethoven Sonata. In this way, they broaden their ideas about what Beethoven’s compositional characteristics are in a broad sense.

3. Excellence in Performance is assessed in private lessons with the students and in various opportunities for performance.

4. Christian Virtues and Practices: Patience is assessed through observation of a student’s willingness or unwillingness to start a journey that is not simply a cerebral exercise but a kinesthetic endeavor which requires persistent attention with slow progress. Music performance is much like playing tennis. Anyone can hit the ball, but only those who are patient and persistent can place the ball in the right place at the right time at the right speed.
What are the benchmarks of the outcomes?

1. Technical Expertise: All students will learn two contrasting compositions, at least two major and minor scales/arpeggios and an etude during the course of a semester, with at least 85% accuracy of intonation and rhythm.

2. Music Literacy: The stylistic “fluency” (i.e. accuracy) that a student exhibits in a style is a benchmark of music literacy.

3. Excellence in Performance: Each student will be expected to perform at least once in the weekly colloquium, as well as once outside of Westmont, either solo or as part of an ensemble.

4. Christian Virtues and Practices: The majority of MUA 080/180 students will learn to practice and appreciate the discipline of working persistently toward the goal of making music.

MU 001 Steve Butler
Basic Musicianship

MU 1 Basic Musicianship is at the introductory level for all 4 outcomes: This is a course designed to acquaint students with the basics of music reading, writing and performing. It is not applicable to major or minor requirements but may be required of music theory students with deficiencies.

How are the outcomes assessed? (surveys, interviews)

1. Technical Expertise is assessed through standard testing and private interviews with students at the piano to measure progress in the areas of music reading, writing and performing.

2. Music Literacy: Students are exposed to some literature and are encouraged to broaden their range by listening to musical styles other than their favorite, but no assessment is done in this area.

3. Excellence in Performance is assessed in private interviews with students at the piano.

4. Christian Virtues and Practices: Patience is assessed through observation of a student’s willingness or unwillingness to start a journey that is not simply a cerebral exercise but a kinesthetic endeavor which requires persistent attention with slow progress. Music reading, writing and performing are much like playing tennis. Anyone can hit the ball, but only those who are patient and persistent can place the ball in the right place at the right time at the right speed.

What are the benchmarks of the outcomes?

1. Technical Expertise: All students will learn to read, or improve their ability to read music.

2. Music Literacy: All students will broaden their range by listening to musical styles other than their favorite.

3. Excellence in Performance: The majority of MU 001 students will continue to pursue music performance as an avocation.
4. Christian Virtues and Practices: The majority of MU 001 students will learn to practice and appreciate the discipline of working persistently toward the goal of making music.

MU 122 Grey Brothers
Music in the Worshipping Church

MU 122 Music in the Worshipping Church is open to all students. MU 122 provides an assessment of the role of music in Christian worship through a study of the theology and history of Christian worship and worship music, a survey of the styles of music currently employed in Christian worship, and issues concerning worship and music facing the church today.

Learning outcomes: means of assessment, level of performance, and benchmarks

1. Technical Expertise: MU 122 is open to all students. The ability to read music is not required, nor is the development of musicianship an objective. However, students are required to differentiate styles of Christian worship music through the identification of basis elements such as the makeup of performing ensemble and performance practice. Students’ ability to make stylistic distinctions will be assessed through their completion of detailed reports on their experiences in worship at a variety of churches. They will be expected to perform at a beginning level. The benchmark for this outcome: 80% of students will demonstrate a fledgling ability to distinguish musical styles in the context of these reports.
2. Music Literacy: As MU 122 is not a course intended to develop knowledge of a particular body of music literature, this outcome is not assessed.
3. Excellence in Performance: As MU 122 is not a course in performance of music, this outcome is not assessed.
4. Christian Virtues and Practices: Self-control will be assessed via student interaction in class. Particularly in a discipline that requires technical comprehension, self-control is required of those who enter at a relatively advanced level, who may be inclined to dominate class interactions. Furthermore, some students from a Religious Studies background may have significantly greater knowledge than others in the area of church history. It is anticipated that these students will demonstrate self-control at the developing level in the context of classroom discussions. The benchmark for this outcome: all students will demonstrate self-control in the context of classroom discussions, as monitored and encouraged to do so by the professor. In addition, students in this course will be called upon to exercise Christian love as they worship with other Christians in a variety of settings that may be unfamiliar to, or even disorienting for them. They will be expected to respond at the developing level to those from other Christian traditions with understanding and sympathy borne of Christian charity. It is anticipated that these students will demonstrate Christian charity at the developing level in the context of classroom discussions. The benchmark for this outcome: all students will demonstrate Christian charity in the
context of classroom discussions, as monitored and encouraged to do so by the professor.

We also are planning to discuss the 6-year Alumni survey administered at the end of the Spring 2007 semester in the near future.

In light of recent developments, we have also planned to cross-reference our courses with the 6 Learning Standards.

We have planned time in each of our weekly department meetings to discuss assessment surveys, progress and ideas.