Learning Goals

The Department of Music seeks to develop well-rounded musicians within the liberal arts setting. Competencies for all music majors include:

1. The ability to hear, identify, and work conceptually with the elements of music: rhythm, melody, harmony, structure, texture, and timbre.

2. An acquaintance with a wide selection of Western musical literature, composers, and genres.

3. The ability to perform music with attention to technical detail and interpretative nuance.

4. An understanding of how creative processes in music (e.g., composition, counterpoint, orchestration, form and analysis) inform the character of the finished work.

5. The ability to develop, articulate, and defend musical judgments.

6. A familiarity with the music of several non-Western cultures and an understanding of the role that music plays in the lives of composers, performers, and listeners.

Additionally, all major programs in music will adhere to the goals of Wittenberg’s General Education Program, providing opportunities where the music major will be able to develop skills or understandings in:

7. Speaking—the music major should be able to speak effectively within and before groups.

8. Writing—the music major should achieve a level of competence in writing and demonstrate proficiency in at least two courses in music.

9. Computing—the music major should be able to use a computer and other technology to help perform a variety of learning activities and should understand the power and limits of technology.

10. Research—the music major should be able to use the library to acquire information and to explore ideas and should understand the role of technology in the collection, analysis, and dissemination of information.
11. Diversity of human experience—the music major should gain an appreciation for and the understanding of the role of human diversity in contemporary culture.

Further goals specific to the major in the Bachelor of Music (BM) degree program include:

1. Highly developed skills in a performance medium, including the ability to prepare performances to a level of excellence.

2. The knowledge of, and expertise with, solo and ensemble literature and the fundamentals of pedagogy within the student’s performance medium.

3. The use of music in religious settings and the relationship between sacred music and the music of the culture for students in the sacred music program.

4. The development of musical, creative, intellectual, and aesthetic skills needed for those involved in the composition program.

Prospective music teachers who are majors in the Bachelor of Music Education (BME) degree program should also have the ability to:

1. Conduct music ensembles in order to create accurate and musically expressive performances with various types of performing groups, and teach general music in the classroom.

2. Adapt music from a variety of sources to meet the needs and ability levels of school performing groups and classroom situations.

3. Understand the total contemporary educational program in order to apply music competencies in teaching situations and to integrate music instruction into the general process of education.

All of the goals for major programs in music will meet the standards and guidelines of several external agencies, as appropriate, including those of NASM and ODOE.

The minor program in music subscribes to the fundamental goals of the music major, but does so selectively, with more modest expectations of depth and breadth. The student of music, who is neither majoring nor minoring in music, can expect to address any one or more of the fundamental goals of the music major depending on the curricular experience or experiences elected. Specific learning goals for non-majors include the ability to:

1. Recognize and differentiate musical styles, forms and genres.
2. Identify and compare musical instruments, groups and ensembles.
3. Examine and distinguish different types of music and musical instruments from various cultures.
4. Communicate musical concepts to a broader audience both through writing and oral communication.

**Assessment Tools**

Currently, the department requires all music majors and minors taking applied lessons to perform a jury each semester of study. In addition, BM and BME degree applied students must pass a proficiency exam to advance to upper-level standing. In addition, piano proficiency exams are in place for all majors, and an aural theory proficiency is given to majors at the end of the sophomore year. Capstone assessments of music majors include junior and senior recitals and/or a senior research project. All proficiencies, juries, recitals and projects are evaluated by music faculty. Successful completion of music core coursework also assists in student assessment. All students taking courses in the music department assess their experiences through the IDEA student ratings.

In addition to regular coursework assessment, BME majors are evaluated in MUSI 497 (Student Portfolio Review) and in their student teaching semester (EDUC 495). In addition, they must successfully complete the State Board of Education Examinations.

Currently, non-majors typically enroll in MUSI 100 (Keyboard Skills), MUSI 101A (Elementary Music Theory), MUSI 110A (Understanding Music), Witt Sems, applied lessons, and ensembles. These classes support both the departmental goals and the General Education Learning Goals. For example, MUSI110A supports the diversity goal through exposure to a wide variety of cultures and their musical heritage. Witt Sems and MUSI 110A develop the research, speaking and computing components of the General Education Learning Goals through oral presentations that incorporate PowerPoint and other technologies.

**Planned Assessment**

Assessment measures that the department plans to implement during the current assessment cycle include:

1. Establishing pre-recital juries prior to junior and senior recitals to ensure appropriate literature, quality of performance, and to provide suggestions to the recitalist for strengthening the recital experience.

2. Initiating and annual student honors recital to recognize and showcase outstanding musical performances.

3. Increasing student exposure to the music field through participation in professional organizations at the state and national levels.
4. Implementing a departmentally developed evaluation tool to specifically address applied, ensemble and music classroom areas. This will serve as a supplement to the IDEA student ratings.

5. Incorporating e-portfolios to assist students in collecting and presenting themselves and their Wittenberg experience to future employers and graduate programs.

6. Forming a student advisory council to better meet current student needs and to inform students of departmental expectations.

7. Creating a departmental exit evaluation to be completed by graduating seniors to more clearly assess the strengths and weaknesses of the music department.

8. Designing a music alumni survey which would identify those aspects of the Wittenberg musical experience that were beneficial to the beginning of professional careers.

**Summary and Interpretation of Findings**

With the review of departmental and general education learning goals and their assessment, the music department offers a balanced and broad-based course selection. The music department is always interested in accommodating the needs of the Wittenberg community. This year, a new course will highlight Russian music and culture, and Jazz Band and Opera Studio will be reinstated.

Planned Assessment Goals will focus on increased evaluation of the department and its effectiveness by both current students and recent graduates with the intent to remain current with the expectations of the music profession.

Resource needs are fivefold.

1) Assistance is needed to develop and tabulate responses from a survey focused on the department.

2) The music computer lab needs equipment and software updates to accommodate the creation of e-portfolios, and to support departmental learning goals in composition, music history, and music theory.

3) The keyboard lab is in need of replacement due to age and heavy use.

4) A chamber music series presenting a variety of musical and cultural styles is needed and would support the university’s learning goal of diversity.
5) Current music performance possibilities on campus are limited due to the lack of an acoustically adequate performing space. The department’s large ensembles cannot utilize the current hall in Krieg 300 and struggle with the acoustics in the chapel.

Plans for continued assessment, in addition to those previously listed include re-accreditation by NASM in 2010. Increased faculty involvement with this process, as well as course assessment, will continue throughout the four-year cycle with the expectation that the faculty will be involved in all aspects of the process.