Please attach a narrative (not to exceed 4 pages, excluding appendices) addressing the following:

- **What are the student learning outcomes? Please provide a numbered list.**

Students graduating from the UNLV Department of Music with a Bachelor of Music degree will:
1. perform in one primary performance medium, at a level appropriate for the area of specialization, with sufficient technical and musical skills requisite for artistic self expression;
2. demonstrate broad working knowledge of the solo repertoire for their primary performance medium, at a level appropriate for the area of specialization, and display essential skills to interpret a range of styles within that repertoire;
3. perform in solo and ensemble (large and small) settings at a level appropriate for the area of specialization, with sufficient technical and musical skills requisite for artistic self expression;
4. read solo and ensemble (large and small) literature at sight with fluency demonstrating both general musicianship and, in the primary performance medium, a skill level relevant to professional standards appropriate for the area of concentration;
5. demonstrate in written, verbal, aural, and visual methods knowledge of styles, composers, genres, forms and processes of Western European art music through present
time, Office of Academic Assessment 10/2014 2 including contributions to this tradition made by composers of both genders and multicultural societies;
6. demonstrate knowledge of the principles of harmony, musical form, and compositional process, and the ability to use this knowledge in written, verbal, aural, and visual analyses;
7. demonstrate fluency in written fundamentals and aural comprehension of music theory (including aural dictation);
8. utilize the piano for personal music study and instruction;
9. synthesize performance, historical, stylistic, analytical, and technological information to solve artistic problems and form musical interpretations, and convincingly communicate these solutions and interpretations in written, verbal, aural, and visual methods.

- Which learning outcomes were assessed?

3. demonstrate knowledge of the principles of harmony, musical form, and compositional process, and the ability to use this knowledge in written, verbal, aural, and visual analyses;
4. demonstrate fluency in written fundamentals and aural comprehension of music theory (including aural dictation);

- How were they assessed? (Programs must use at least one direct assessment of student learning.)

In-class singing quizzes and exams, written exams.
A new pedagogical approach using solfege (hand sign system to show pitch) that uses a combination of fixed Do and moveable Do was instituted to assist students that were struggling in aural dictation and sight-singing. Once a week the class also meets in the piano lab to assist students kinesthetically and visually connect ear training and sight singing.

- Undergraduate programs should assess at least one University Undergraduate Learning Outcome (UULO) each year, which may or may not overlap with a program learning outcome.
- Graduate programs should assess at least one outcome related to one of the following graduate level requirements each year:
  - student engagement in research, scholarship, creative expression and/or appropriate high-level professional practice.
  - activities requiring originality, critical analysis and expertise.
  - the development of extensive knowledge in the field under study.

- What was learned from the assessment results?
Students are still experiencing difficulty with aural dictation and sight-singing even when we added a once a week piano lab experience, hoping to connect a kinesthetic/visual of the keyboard to assist with hearing intervals etc. While students do think it is helping, it is not enough to improve their aural and written skills according to the exams and oral assessments. However,

- How did the program respond to what was learned?
We are investigating the ability to offer an on-line course as well as a summer school course to assist students. We have also lowered the class cap to 30, whereas in the past it was much larger, making it difficult to attend to struggling students in class. The addition of two PhD faculty members has made a positive impact, bringing new ideas for approaching the way the theory courses are taught.

- **Undergraduate programs should assess at least one University Undergraduate Learning Outcome (UULO) each year, which may or may not overlap with a program learning outcome.**

**Communication**

Graduates are able to write and speak effectively to both general and specialized audiences, create effective visuals that support written or spoken communication, and use electronic media common to one’s field or profession. Specific outcomes for all students include:

- Demonstrate general academic literacy, including how to respond to the needs of audiences and to different kinds of rhetorical situations, analyze and evaluate reasons and evidence, and construct research-based arguments using Standard Written English.
- Effectively use the common genres and conventions for writing within a particular discipline or profession.
- Prepare and deliver effective oral presentations.
- Collaborate effectively with others to share information, solve problems, or complete tasks.
- Produce effective visuals using different media.
- Apply the up-to-date technologies commonly used to research and communicate within one's field.

- **Demonstrate knowledge of the principles of harmony, musical form, and compositional process, and the ability to use this knowledge in written, verbal, aural, and visual analyses;**

**Inquiry and Critical Thinking**

Graduates are able to identify problems, articulate questions, and use various forms of research and reasoning to guide the collection, analysis, and use of information related to those problems. Specific outcomes for all students include:

1. Identify problems, articulate questions or hypotheses, and determine the need for information.
2. Access and collect the needed information from appropriate primary and secondary sources.
3. Use quantitative and qualitative methods, including the ability to recognize assumptions, draw inferences, make deductions, and interpret information to analyze problems in context, and then draw conclusions.
4. Recognize the complexity of problems, and identify different perspectives from which problems and questions can be viewed.
5. Evaluate and report on conclusions, including discussing the basis for and strength of findings, and identify areas where further inquiry is needed.
6. Identify, analyze, and evaluate reasoning, and construct and defend reasonable arguments and explanations.

- **What was learned from the assessment results?**
- **How did the program respond to what was learned?**