

SUNY Potsdam
Student Learning Outcomes Assessment Plan- Composition Program

Department Name:

(Crane) Theory, History, and Composition Department

Date Submitted and Academic Year:

Spring 2011, for AY 2010-2011

Department Mission Statement:

The Crane School of Music is a community of musician-educators committed to fostering a vital musical society. Thriving programs in performance, composition, music business, and the academic disciplines of music history and theory enrich our long-standing heritage of leadership in music education. Our undergraduate programs are designed to provide a strong and comprehensive foundation across all areas of study, whereas our graduate programs bring greater depth and focus within these areas. In keeping with SUNY-Potsdam's mission as a student-centered institution, Crane students and faculty collaborate in pursuing a broad range of opportunities for artistic, personal, and professional growth. Blending proven traditional approaches and promising educational innovations in a uniquely supportive and cooperative learning community, the Crane School equips students with both the foundations and flexibility needed for the challenges of the 21st Century.

Department Assessment Coordinator or Faculty Member Completing this Form:

David Heinick, Chair of Theory, History and Composition

Update on prior years' "Application of Assessment Results:

N/A: no previous assessment results available

Intended Student Learning Outcome #1

Students will demonstrate mastery of a range of current compositional styles and media.

Connection to Univ/Dept Mission

A fundamental part of the Crane mission statement is: "a strong comprehensive foundation across all areas of study." By demonstrating mastery of "a range" of musical styles, composition students draw upon the comprehensive nature of their musical training.

From "The Potsdam Graduate": A knowledge of the forms and currents in twentieth-century arts and philosophy. This connection is immediately apparent.

Links with other programs/departments

- *Gen Ed Component*

- *Related Courses*

Theory IV, Aural Skills IV, Literature and Style III, studio lessons, ensembles

Measurable Criteria and Assessment Method(s)

See attached Sophomore and Junior year assessment form. Composition faculty complete this assessment of all composition students in their junior and senior years. This data from these forms is collated to indicate the number of students: who do not meet this learning outcome; who meet this learning outcome; who exceed this learning outcome.

Data Source/Results & Analysis

Application of Results/Action Plan for Improvement

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Intended Student Learning Outcome #2

Students will demonstrate mastery of composing idiomatically (as appropriate for their selected media).

Connection to Univ/Dept Mission

From "The Potsdam Graduate": A knowledge of the forms and currents in twentieth-century arts and philosophy. This connection is immediately apparent.

From "The Potsdam Graduate": The ability to solve problems by creative synthesis of knowledge. In order to compose idiomatically, the student must draw upon learned technical knowledge as well as acquired intuitive understanding of idiomatic practices.

Links with other programs/departments

- *Gen Ed Component*

- *Related Courses*
- Orchestration, Electronic Studio, Theory IV, Aural Skills IV, Literature and Style III, studio lessons, ensembles

Measurable Criteria and Assessment Method(s)

See attached Sophomore and Junior year assessment form. Composition faculty complete this assessment of all composition students in their junior and senior years. This data from these forms is collated to indicate the number of students: who do not meet this learning outcome; who meet this learning outcome; who exceed this learning outcome.

Data Source/Results & Analysis

Application of Results/Action Plan for Improvement

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Intended Student Learning Outcome #3

Students will demonstrate mastery of control of musical structure.

Connection to Univ/Dept Mission

From "The Potsdam Graduate": A knowledge of the forms and currents in twentieth-century arts and philosophy. This connection is immediately apparent.

From "The Potsdam Graduate": The ability to solve problems by creative synthesis of knowledge. Each piece that a student composes presents its own unique structural challenges/problems; in order to successfully resolve these challenges, the student must draw upon knowledge gleaned from previous compositional experience, from performing, and from listening to and analyzing other music.

Links with other programs/departments

- *Gen Ed Component*

- *Related Courses*
- Theory I-IV, Aural Skills I-IV, Analytical Techniques, Twentieth Century Analysis, studio lessons, ensembles

Measurable Criteria and Assessment Method(s)

See attached Sophomore and Junior year assessment form. Composition faculty complete this assessment of all composition students in their junior and senior years. This data from these forms is collated to indicate the number of students: who do not meet this learning outcome; who meet this learning outcome; who exceed this learning outcome.

Data Source/Results & Analysis

Application of Results/Action Plan for Improvement

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Intended Student Learning Outcome #4

Students will demonstrate originality within their compositions.

Connection to Univ/Dept Mission

From the Crane Mission Statement: "Crane students and faculty collaborate in pursuing a broad range of opportunities for artistic, personal, and professional growth." The development of artistic originality and personal growth are concomitant in the Composition program.

From "The Potsdam Graduate": A knowledge of the forms and currents in twentieth-century arts and philosophy. This connection is immediately apparent.

From "The Potsdam Graduate": The ability to solve problems by creative synthesis of knowledge. This connection is immediately apparent.

Links with other programs/departments

- *Gen Ed Component*

- *Related Courses*
- Theory IV, Aural Skills IV, Literature and Style III

Measurable Criteria and Assessment Method(s)

See attached Sophomore and Junior year assessment form. Composition faculty complete this assessment of all composition students in their junior and senior years. This data from these forms is collated to indicate the number of students: who do not meet this learning outcome; who meet this learning outcome; who exceed this learning outcome.

Data Source/Results & Analysis

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(Additional Intended Student Learning Outcomes can be added if required)

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<i>Summary of Action Plans for upcoming Academic Year _____</i>
1.
2.
3.
4.
5.
6.
7.
8.

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**STUDENT COMPOSITION MAJOR
PROGRESS ASSESSMENT**

Student name: _____

Semesters of composition study: _____

Date: _____

Evaluators: _____

Circle one response for each standard.

U = Unacceptable

S = Satisfactory

E = Exceeds requirement

Comments:

•Variety of styles and media **U S E**

•Idiomatic writing **U S E**

•Control of musical structure **U S E**

•Originality **U S E**

A rating of U in any category requires that the student devise a plan of action with the evaluating faculty in order to remain in the concentration, and that an updated portfolio be submitted the following semester.