

*SUNY Potsdam*  
*Student Learning Outcomes Assessment Plan – Music Theory*

***Department Name:*** Crane: Theory, History and Composition

***Date Submitted and Academic Year:*** Fall 2011 for AY 2011-12

***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

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***Intended Student Learning Outcome #1***

Students who have completed the core theory/aural skills sequence will demonstrate the ability to recognize, recall, and notate previously unheard melodies and harmonies efficiently and accurately.

***Connection to Univ/Dept Mission***

In “The Potsdam Graduate Learning Outcomes”, the first skill listed is “the ability to judge, appraise and evaluate, in matters ethical, aesthetic, empirical and logical.” The aesthetic appraisal and evaluation of music requires aural acuity and memory, which this learning outcome demonstrates. These attributes are also a fundamental part of the Crane mission statement’s “strong comprehensive foundation across all areas of study”, and of course “the academic disciplines of music history and theory” are explicitly emphasized in that mission statement.

***Links with other programs/departments***

- *Gen Ed Component*

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- *Related Courses* These skills are central to comprehension and mastery in most music courses, including performance (studio and ensemble), conducting, music education techniques and practices courses, etc.

**Measurable Criteria and Assessment Method(s)**

1. All faculty regularly evaluate student proficiency in melodic and harmonic dictation. For the purpose of assessment, at the end of each spring semester, a random sampling of at least 30% of first and second year students complete an evaluation of these skills in order to determine the percentage of students meeting, exceeding, and falling short of the expected level of proficiency.
2. As part of the sophomore evaluation process for music education students, faculty assess students' ability to accurately reproduce or notate an aural/rhythmic example.
3. Music education majors comprise a large (80-90%) percentage of our graduates, and therefore comprise a significant sampling. These graduates complete the New York State Teacher Certification Examinations (NYSTCE), which include a Content Specialty Test (CST) in music. The CST includes a designated Listening Skills Section which includes among its objectives "Recognize the elements of melody in a musical recording," "Recognize the elements of harmony in a musical recording," and "Recognize rhythmic and expressive elements in a musical recording". (See [http://www.nystce.nesinc.com/PDFs/NY\\_fld75\\_objs.pdf](http://www.nystce.nesinc.com/PDFs/NY_fld75_objs.pdf) for detailed information.)

**Data Source/Results & Analysis**

1. Scores are collated into a report kept on file in the Department of Theory, History and Composition.
2. Sophomore Evaluation results are collated into a report kept on file in the Department of Music Education, and available to the Department of Theory, History and Composition.
3. Student scores on the NYSTCE are reported by the New York State Education Department to the State University College at Potsdam. These results are entered into BearPaws by the Office of Institutional Effectiveness.

**Application of Results/Action Plan for Improvement**

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**Intended Student Learning Outcome #2**

Students who have completed the core theory/aural skills sequence will demonstrate the ability to read and sing both prepared and unprepared melodies

**Connection to Univ/Dept Mission**

In “The Potsdam Graduate Learning Outcomes”, the first experience listed is “an experience of creativity or performance in the arts.” Singing is patently such an experience. The ability to read musical notation and translate it into sound is also a fundamental part of the Crane mission statement’s “strong comprehensive foundation across all areas of study.”

**Links with other programs/departments**

- *Gen Ed Component*
  
- *Related Courses* These skills are central to comprehension and mastery in most music courses, including performance (studio and ensemble), conducting, music education techniques and practices courses, etc.

**Measurable Criteria and Assessment Method(s)**

1. All faculty regularly evaluate student proficiency in solfege and sightsinging. For the purpose of assessment, at the end of each spring semester, a random sampling of at least 30% of first and second year students complete an evaluation of these skills in order to determine the percentage of students meeting, exceeding, and falling short of the expected level of proficiency.
  
2. As part of the sophomore evaluation process for music education students, faculty assess the ability to sing with correct intonation while retaining the tonic.

**Data Source/Results & Analysis**

1. Scores are collated into a report kept on file in the Department of Theory, History and Composition.
  
2. Sophomore Evaluation results are collated into a report kept on file in the Department of Music Education, and available to the Department of Theory, History and Composition.

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**Application of Results/Action Plan for Improvement**

**Intended Student Learning Outcome #3**

Students who have completed the core theory/aural skills sequence will demonstrate through analysis and application an understanding of tonal harmony and standard musical form.

**Connection to Univ/Dept Mission**

In “The Potsdam Graduate Learning Outcomes”, among the skills listed are “the ability to reason analytically, formally, symbolically and quantitatively,” and “the ability to solve problems by creative synthesis of knowledge.” Harmonic and structural analysis of musical examples represent the former, and the process of harmonization and composition evince the latter. The ability to read musical notation and translate it into sound is also a fundamental part of the Crane mission statement’s “strong comprehensive foundation across all areas of study.” These attributes are also a fundamental part of the Crane mission statement’s “strong comprehensive foundation across all areas of study”, and of course “the academic disciplines of music history and theory” are explicitly emphasized in that mission statement.

**Links with other programs/departments**

- *Gen Ed Component*
  
- *Related Courses* These skills are central to comprehension and mastery in many music courses, including keyboard classes, conducting, music history and literature courses, music education techniques and practices courses, etc.

**Measurable Criteria and Assessment Method(s)**

1. All faculty regularly evaluate student proficiency in harmonization and analysis. For the purpose of assessment, at the end of each fall semester, a random sampling of at least 30% of second year students complete an evaluation of these skills in order to determine the percentage of students meeting, exceeding, and falling short of the expected level of proficiency.
  
2. Music education majors comprise a large (80-90%) percentage of our graduates, and therefore comprise a significant sampling. These graduates complete the New York State Teacher Certification Examinations (NYSTCE), which include a Content Specialty Test (CST) in music. The CST includes a designated Music Theory Section which includes among its objectives “Understand the elements of harmony” and “Understand techniques used in composing, arranging, and improvising music”. (See [http://www.nystce.nesinc.com/PDFs/NY\\_fld75\\_objs.pdf](http://www.nystce.nesinc.com/PDFs/NY_fld75_objs.pdf) for detailed information.)

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**Data Source/Results & Analysis**

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**Application of Results/Action Plan for Improvement**

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<i>Summary of Action Plans for upcoming Academic Year _____</i>
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