Department Name:
(Crane) Theory, History, and Composition Department

Date Submitted and Academic Year:
Fall 2013, for AY 2013-2014

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:
Gregory Wanamaker, D.Mus., Professor of Composition

Update on prior years’ “Application of Assessment Results:
There are 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 General Education > The Potsdam Graduate: “Students will demonstrate knowledge of both historical and contemporary currents in and approaches to literature, 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 Evaluation and Capstone Portfolio assessment forms. Composition faculty complete this assessment of all composition students in their sophomore and senior years. The 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.
SUNY Potsdam

Student Learning Outcomes Assessment Plan- Composition Program

Intended Student Learning Outcome #2
Students will demonstrate mastery of composing idiomatically (as appropriate for their selected media).

Connection to Univ/Dept Mission
From General Education > The Potsdam Graduate:
“Students will demonstrate knowledge of both historical and contemporary currents in and approaches to literature, arts, and philosophy.” This connection is immediately apparent.
“Students will demonstrate 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, Counterpoint, Electronic Composition, Theory IV, Aural Skills IV, Literature and Style III, studio lessons, ensembles

Measurable Criteria and Assessment Method(s)
See attached Sophomore Evaluation and Capstone Portfolio assessment forms. Composition faculty complete this assessment of all composition students in their sophomore 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.
SUNY Potsdam
Student Learning Outcomes Assessment Plan- Composition Program

Intended Student Learning Outcome #3
Students will demonstrate mastery of control of musical structure.

Connection to Univ/Dept Mission
From General Education > The Potsdam Graduate:
“Students will demonstrate knowledge of both historical and contemporary currents in and approaches to literature, arts, and philosophy.” This connection is immediately apparent.
“Students will demonstrate the ability to solve problems by creative synthesis of knowledge.” Each work that a student composes presents its own unique structural challenges; 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 Evaluation and Capstone Portfolio assessment forms. Composition faculty complete this assessment of all composition students in their sophomore 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.
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 General Education > The Potsdam Graduate:
“Students will demonstrate knowledge of both historical and contemporary currents in and approaches to literature, arts, and philosophy.” This connection is immediately apparent. “Students will demonstrate the ability to solve problems by creative synthesis of knowledge.” This connection is also 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 Evaluation and Capstone Portfolio assessment forms. Composition faculty complete this assessment of all composition students in their sophomore 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.

(Additional Intended Student Learning Outcomes can be added if required)
STUDENT COMPOSITION MAJOR
SOPHOMORE PROGRESS
ASSESSMENT

Student name: 
Semesters of composition study: 
Date: 
Evaluators: 

Circle one response for each standard.

U = Unacceptable   S = Satisfactory   E = Exceeds requirement

• Variety of styles and media  U  S  E
• Idiomatic writing  U  S  E
• Control of musical structure  U  S  E
• Originality  U  S  E
• Notation  U  S  E

Comments:

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.
STUDENT COMPOSITION MAJOR
CAPSTONE PORTFOLIO
ASSESSMENT

Student name: ____________________________________________

Semesters of composition study: ____________________________

Date: ____________________________________________________

Evaluators: ______________________________________________

Circle one response for each standard.

U = Unacceptable  S = Satisfactory  E = Exceeds requirement

Required Genres (Note which represents a collaborative experience.):

✓ Instrumental solo (not piano)
  o Score ____ Recording ____ Program Notes ____

✓ Piano solo, or piano with one instrument
  o Score ____ Recording ____ Program Notes ____

✓ Vocal (art song, vocal chamber music, or choral)
  o Score ____ Recording ____ Program Notes ____

✓ Electronic media (with or without instruments)
  o Score ____ Recording ____ Program Notes ____

✓ Chamber music (3-9 parts)
  o Score ____ Recording ____ Program Notes ____

✓ Large ensemble (10+ parts)
  o Score ____ Recording ____ Program Notes ____

Additional Scores, etc. ______

Concert Programs ______

Comments: