

2009

### **Mission**

The Occidental College Music Department is a community that values and cultivates the creation, performance, and critical study of the world's musics. Students majoring in music develop an integrated understanding of music as creative work, as cultural and historical expression, and as performance. Through its curriculum, recitals, lectures, master classes, residencies, and other public events, the Music Department leads the musical discourse that enriches College and community life.

### **Goals**

**Goal 1:** Music students will be able to apply critical and analytic skills to the study of music in theoretical, historical and cultural contexts.

**Goal 2:** Music students will demonstrate proficiency in aural and keyboard musicianship

**Goal 3:** Music students will be proficient in performance on an instrument, voice, or electronic media

**Goal 4:** Music students will engage the community at large as scholars, performers, composers, and teachers

### **Outcomes**

**Goal 1: Music students will be able to apply critical and analytic skills to the study of music in theoretical, historical and cultural contexts.**

**Outcome 1.1:** Students will be able to explain the theoretical, historical and cultural contexts of specific genres and individual musical works, and relate them to genres and works from different stylistic, historical and cultural contexts.

**Assessment:** Individual faculty members assess their students in classes demonstrating this outcome, through evaluation of regular assignments, tests, classroom presentations, etc. Representative papers will be collected from MUSC 260, 270, and 280.

**Outcome 1.2:** Students will demonstrate proficiency in discipline-specific writing and research skills (library, internet, etc.).

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**Assessment:** Junior and senior seminars are taught by individual faculty members, but the junior writing material (a product of MUSC 390) will be evaluated by at least two faculty members. Students whose Senior Comprehensive project is a recital will produce program notes and a 10-page paper relating to the music on their recital, while other students will write a more substantial thesis. These written materials will be evaluated by at least two faculty members according to a rubric developed by the Music Department faculty.

**Outcome 1.3:** Students will design and deliver oral presentations that communicate the results of analysis and/or research of theoretical, ethnomusicological and musicological topics, including, where appropriate, audio and visual technologies.

**Assessment:** All faculty present at oral presentations in Junior and Senior seminars will apply a rubric for evaluation of the oral presentation, resulting in a grade of NP, P, or HP.

**Goal 2: Music students will demonstrate proficiency in aural and keyboard musicianship**

**Outcome 2.1:** Students will be able to perform at the keyboard several specific and broadly applicable skills, including scales, harmonic progressions, transposition, harmonizing a melody, and reading a multi-stave score.

**Assessment:** Students demonstrate their proficiency in specific keyboard skills in a one-hour examination evaluated by two Music Department faculty members.

**Outcome 2.2:** Students will demonstrate their musicianship through fluency in reading and reproducing Western music notation.

**Assessment:** The ability of students to reproduce music notation through specific tasks (sight singing, dictation) is assessed through the administration of frequent musicianship tests in all three Music Theory labs (MUSC 151L, 153L, and 251L). Music Theory and Composition assignments are assessed regularly for evidence of the development and mastery of music notation skills. Music reading is an integral part of the Music Theory and Music History curriculum (MUSC 151, 153, 251, 260, 270) and all upper-division Music courses. These are formative evaluations. Quizzes, tests, and assignments will be collected from MUSC 151/151L, 153/153L, and 251/251L.

**Goal 3: Music students will be proficient in performance on an instrument, voice, or electronic media**

**Outcome 3.1:** Students will demonstrate their progress towards proficiency in performance.

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**Assessment:** Performance juries are held at the end of each semester and are graded by an applied music instructor and an academic faculty member, ensuring that Music majors studying voice or an instrument continue to make progress and develop their artistry. Frequent opportunities to perform encourage students to demonstrate their development as vocalists, instrumentalists, composers, and conductors. Junior and senior recitals, for those who are approved for this track, are graded by all faculty present at the recital. Juries are “formative” evaluations, while junior and senior recitals are “summative.”

**Outcome 3.2:** Students will demonstrate their proficiency on an instrument, voice, in composition or electronic music by various types of public performance.

**Assessment:** Music majors engaged in applied music study perform regularly in informal student recitals. Advanced composers (both acoustic and electronic composition) hear their works performed in class recitals at the end of the semester. Students enrolled in MUSC 120 – 129 (ensembles) perform in public each semester.

**Goal 4: Music students will engage the community at large as scholars, performers, composers, and teachers**

**Outcome 4.1:** Students will engage in focused studies in advanced performance, composition, conducting, or musicological/theoretical research – and will present their work in public forums such as recitals, ensemble concerts, and oral presentations.

**Assessment:** All senior Music majors will present their Senior Comprehensive work in a public forum, either through recital (instrumental or vocal performance, composition, or conducting), or through oral presentation based upon a research-based project. Research-based projects are evaluated by at least two Music Department faculty members, and the public presentations relating to such projects will be assessed as well by the attendees of the presentation. Recitals are evaluated by at least two faculty members, as is the written component of the recitals (program notes and analytic paper).

**Outcome 4.2:** Students will partner with the local community in a reciprocal exchange of musical and cultural information through internships, partnerships with local schools, and other forms of community-based learning.

**Assessment:** In Independent Study courses and internships, and occasionally through other means, students will participate in outreach, collaborative work, and research with off-campus entities. These activities will be assessed by IS and internship advisors and other related faculty.

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*Assessment Plan*

**Course/Program Alignment**

Key: I= Introduced, D=Developed and practiced with feedback; M=Mastery

Course #	Outcome 1.1	Outcome 1.2	Outcome 1.3	Outcome 2.1	Outcome 2.2
101	I				
102-105	I				
111-118	I				
120-149, 230, 232				I, D, M (232)	
151, 153, 251 + labs	I, D				I, D (labs)
260-270	I, D	I, D	I		D, M
280	I, D	I, D	I, D		
295	I, D	I, D			
390, 490	D, M	D, M	D, M		M
374, 473, 474		D, M			
397					
257, 357, 457, 272, 471	D, M				M

Course #	Outcome 3.1	Outcome 3.2	Outcome 4.1	Outcome 4.2
101				
102-105				
111-118				
120-149, 230, 232	I, D	M	I, D, M	
151, 153, 251 + labs				
260-270				
280				
295				
390, 490				D, M
374, 473, 474			D	
397				I, D, M
257, 357, 457, 272, 471		D, M	D, M	

**Implementation of Assessment**

Year	1.1	1.2	1.3	2.1	2.2	3.1	3.2	4.1	4.2
06-07		x							
07-08					x	x			
08-09	x						x		
09-10								x	x
10-11			x	x					

Persons overseeing the assessment of these outcomes will change from year to year.

For 2006-2007, the assessment of Outcome 1.2 was undertaken by Profs. Andre Myers, Irene Girton, Allen Gross, Denise Odello, Jennifer Logan, and Jeffrey Bernstein.

**Departmental Support**

Music Department faculty met in the second half of the Spring semester, 2006, to discuss this assessment plan. Two faculty members developed a first draft, which was then presented to the rest of the group at the beginning of the Fall semester for additional comment and input. Music Department faculty have continued to discuss and refine this Assessment Plan through the Spring semester, 2007.

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