Assessment Plan

Bachelor of Music Degree with a Major in Music Theory

A. Learning Outcomes

Students majoring in music theory will acquire the knowledge, skills, necessary to successfully enter the commercial music field or gain entrance into a higher degree program for the purpose of preparing for college teaching. Specifically, upon graduation students should be able to:

1. Demonstrate familiarity with basic harmonic, contrapuntal, and formal techniques in musical compositions.

2. Demonstrate mastery of one musical instrument; basic performance proficiency in voice, piano and one secondary instrument and ability to conduct a musical performance.

3. Present analytical and historical research in oral presentations and in formal writing.

4. Using computer technology, arrange and compose music in small forms for solo instruments/voice or small ensembles.

5. Demonstrate familiarity with the development of music from the middle ages to the present.

B. Assessment Methods

The following internal assessment methods will be used to measure the extent to which the department is accomplishing its learning outcomes. In addition, the program is specifically evaluated by the National Association of Schools of Music (NASM).

A. Capstone Examination: A senior thesis based on the analysis of some representative body of music

B. Portfolio: Samples of the student compositions will be examined by the composition faculty at the end of the junior year to determine the student's compositional progress.

C. Proficiency and Jury Examinations: Skill in minor performance concentrations will be assessed by proficiency examinations at the end of the course of course; the major area concentration is assessed by jury at the end of each semester of applied study. Performance skills are further evaluated by juried public performance at the end of the junior and senior years.

D. Performance in classroom discussions and examinations in academic courses in music history music theory, and aural skills.

E. Student Exit Inventory: The Music Theory/Composition Inventory (MTCI), which solicits student evaluation of the instructional effectiveness of the program, will be administered immediately prior to graduation.

Table 1 describes the methods used in each course to reflect the learning outcomes. The learning outcomes are numbered, corresponding to the list in section A. The cells inside the matrix represent where the assessment methods with the above corresponding letters are used. Further, a subset of these methods will be collected for analysis during a three-year assessment cycle. The subset will incorporate multiple methods to address all of the learning outcomes during the cycle. Table 2 illustrates which data will be collected for analysis, and when the data will be collected.

C. Faculty Involvement

Assessment practices are developed by the music theory faculty for the major area studies and in consultation with the composition, music history, and performance faculty for the areas of minor concentration. Music theory faculty members will implement assessment practices appropriate to their courses and collect data to be submitted to the music theory/composition assessment committee at appropriate intervals (these vary according to subject). Following the same procedure, faculty in minor areas will report their assessment data to the same committee at appropriate intervals. The music theory assessment committee will analyze data once a year and present findings and recommendations to the entire faculty of both major and minor concentration areas. With approval of all concerned faculty, the recommendations of the assessment committee will be adopted and/or revised and forwarded to the proper office of the Franklin College administration.

D. Analyses of Data

As appropriate, data will be submitted by faculty to the music education assessment committee at the end of each semester. As suggested by the OVPI, the type of data collected and analyzed will correspond to the three-year assessment cycle discussed at the end of section B. The music theory/composition assessment committee will determine and justify a sample size needed to reasonable reflect the extent to which the population is attaining the learning outcomes. The committee will:

1. Create a standard describing success or failure in reaching the learning outcome for the entire student population. In the case of the music theory, each assessment measure must reflect attainment of the described competency by 95% of the students. Each assessment measure used in the minor areas must reflect attainment of the competency described by 88% of the students.

2. Create standards describing success or failure of each student in reaching the learning outcomes (e.g. performance standards used on jury reports of applied music; item analyses of the examinations, etc.). Standards on each assessment will be reported in terms of a 1-5 Likert-type scale.

3. The mean, mode, and median of the student scores will be determined and examined by the committee, and a determination made regarding whether or not the individual student has met the criteria (success to equal a mean greater than or equal to 4).

4. The success of the entire population will be reported in terms of mean, mode, median, and standard deviation.

5. The music theory/composition assessment committee will report findings to the entire music theory faculty, who will then come to consensus regarding recommendations concerning the program and the efficacy of the assessment plan.

6. Results will be reported to the School of Music faculty at large, and opportunity will be given for suggestions to improve both the instructional and assessment procedures of the program.

E. Use of Results

The music theory faculty will take these suggestions into consideration and present a plan for improvement and/or enhancement of the degree program

TABLE 1

Courses

Learning Outcomes		MUSI 1100, 1120, 2100, 2120, 3240	MUSI 1810-4820	MUSI 2400-2450	MUSI 2500-2550	MUSI 3812, 3822	MUSI 3210, 3220	MUSI 4000-Level Theory Electives	MUSI 3480, 3490, 3500, 3510	MUSI 3910, 5910	MUSI 4000 (Thesis)	MUSI 4000-Level History Elective
	#1	D B E				D B E		B D E			B D E	
	#2		C E	C E	C E				C E	C E		
	#3							A B D E				A B D E
	#4	B E				B E		B E			B E	
	#5						A B D E				A B D E	A B D E

TABLE 2

Year of Cycle	Learning Outcome(s)	Assessment Method(s)	Course(s)
1	2	C	MUSI 1820-4810, 2400-2450, 2500-2550, 3920, 5910, 3480, 3490, 3500, 3510
		E	Exit Inventory
2	3	B, D	MUSI 3210, 3220, Level-4000 theory and history electives, MUSI 4000 thesis
		E	Exit Inventory
	4	B, D	MUSI 1100, 1120, 2100, 2120, 3240, 3812, 3822
		E	Exit Inventory
3	1	B, D	1100, 1120, 2100, 2120, 3240, 3210,3220, 4000-level theory and history courses
	5	A	MUSI 3210, 3220, 4000-level history courses
		B	MUSI 3210, 3220, 4000-level history courses
		D	MUSI 3210, 3220, 4000-level history courses
		E	Exit Inventory