

**CALIFORNIA STATE UNIVERSITY, SACRAMENTO
DEPARTMENT OF MUSIC**

ASSESSMENT PLAN

Overview and Mission

The Department of Music offers a traditionally based course of study dedicated to providing thorough training and understanding for students planning careers in music. Degree options available are the Bachelor of Arts, Bachelor of Arts with Music Management concentration, Bachelor of Music in Performance and Composition, and Master of Music in Conducting, Composition, Music Education, Music History/Literature, and Performance. In conjunction with the Bachelor of Arts or Bachelor of Music degrees, students may prepare for a teaching credential. A minor requiring sixteen units is also available.

The focus of all programs is on performance and in-depth preparations in the academic disciplines of music. Course requirements in many ways resemble those at major conservatories and schools of music from throughout the United States. The faculty itself represents many of America's most prestigious music schools and conservatories, and their curricular expectations replicate their experiences.

The Department subscribes to the National Schools of Music statement of purpose in regard to musicianship.

Musicianship is the body of knowledge, skills, practices, and insights that enables music-making at any level. To some extent, every musician functions regularly as a performer, a listener, an historian, a composer, a theorist, and a teacher. Completion of an undergraduate program in music indicates acquisition of sufficient musicianship to perform these functions appropriate to areas of concentration and to communicate effectively across the specializations of musical practice.

Primary Program Goals

- A. To prepare students as performers on a major instrument.
- B. To prepare students in the historical perspectives of music.
- C. To prepare students in the theoretical elements of music.
- D. To prepare students in the supporting areas of aural theory skills, keyboard skills, conducting, and technology.

*Student Competencies**

By the end of undergraduate study, students should have:

A. Performance

1. Developed competence in at least one major performance area.
2. Performed a cross-section of the music from the complete repertory of the particular performance medium.
3. Developed technical skills requisite for artistic self-expression at the level appropriate for the particular music concentration.
4. Participated in the ensemble experience throughout the baccalaureate program.
5. Been exposed to large and varied body of music through attendance at recitals, concerts, operas, and other performances.

B. History

1. Acquired a general knowledge of the major styles, genres, forms, and composers from the middle ages to the present.
2. Acquired an historical perspective of music based upon musical literature and the social context of its creation, including an exposure to music from non-western world cultures.
3. Worked independently on a variety of musical problems by combining their capabilities in performance; aural, verbal and visual analysis; repertory and history.

C. Theory

1. Studied theoretical applications of music from the seventeenth century to the present.
2. Developed (a) an understanding of the common elements and organizational patterns of music and their interaction, and (b) the ability to employ this understanding in aural, verbal and visual analyses.
3. Sufficient knowledge of musical forms, processes, and structures to use this knowledge compositional, performance, scholarly, pedagogical, and historical contexts.

D. Supporting Areas

1. Acquired aural theory competency.
2. Acquired keyboard competency.
3. Acquired conducting and rehearsal skills.
4. Acquired skills and understanding in the use of music technology.

* certain statements drawn from National Association of Schools of Music 1997-1998 Handbook

Assessment Procedures

A. Performance

1. Entering Audition - Each entering music major is required to declare a major performance area and perform a ten-minute audition of prepared music before being admitted to the Department. The performance is evaluated by a panel of professors representing the major performance area. Students that demonstrate the ability to complete the applied requirements for a music degree are admitted to the program and assigned a semester level from one through eight. Students that do not demonstrate the ability to complete the applied requirements for a music degree are advised to study independently and retake the audition at a later date.
2. Semester Auditions - During final examinations, each student enrolled in applied music performs a semester audition of prepared music for a panel of professors representing the major performance area. A student that has performed a recital during the semester is not required to play a semester audition. The types of semester auditions are:

Jury Auditions - Each student performs a ten-minute (B.A.) or twenty-minute (B.M.) recital of prepared music. Based on the quality of the performance together with the appropriate level of the literature, the faculty panel makes the decision to pass the student to the next semester level, hold the student at the present level for another semester, or recommend that the student repeat the performance at the beginning of the next semester.

Junior Qualifying Audition - During the jury audition for the second semester sophomore level, the student is evaluated on the basis of probable success in performing a senior recital (B.A.) or a junior and senior recital (B.M) during the next four semesters. As with the prior jury auditions and based on the quality of the performance together with the appropriate level of the literature, the faculty panel makes the decision to pass the student to the upper division level, hold the student at the present level for another semester, or recommend that the student repeat the performance at the beginning of the next semester.

Junior/Senior Recital Permission - During jury auditions prior to a junior or senior recital, each student performs a twenty-minute program that includes movements or excerpts from the compositions that will be performed on the recital. Based on the quality of the performance together with the appropriate level of the literature, the faculty panel gives permission for the student to perform a junior or senior recital, recommends that the student repeat the recital permission performance at the beginning of the next semester or holds the student at the present level so that the student may repeat the performance at the end of the next semester.

B. Music Theory

1. Entering Music Theory Examination of Written and Aural Skills - Each entering music major is required to take the CSUS Music Theory Placement Exam before

being assigned to music theory classes. The instrument has both aural and harmony components and is written at four levels: A, B, C and D. Based on the student's background in music theory, an appropriate level of the test is administered and graded by a music theory professor. The student is assigned to music theory courses on the basis of the results of this diagnostic examination.

2. Music 110B Capstone Literature & Analysis Presentation and Paper - see below

C. Music History

Music 110B Capstone Literature & Analysis Presentation and Paper - A Capstone component is included in Music 110B: History of Music. The course has as a terminal requirement the writing of a paper and presentation that serves as verification of comprehensive understanding in music theory, analysis, literature, and history. Specifically, a major solo or chamber work will be selected that the student has recently performed. The composition will serve as a basis for research which includes a historical analysis together with a formal theoretical analysis of the music. The paper will be presented to the 110B class and evaluated by the professor or a panel of faculty members. The paper should show evidence of acceptable writing and research skills. The presentation should show evidence of acceptable speaking skills and the use of appropriate media devices.

D. Supporting Areas

1. Entering Keyboard Examination - The Entering Keyboard Examination is given to each new student by a member of the piano faculty before the start of classes. Each student is asked to perform components of the Music 14B final examination. This includes sight reading appropriate literature, performing prepared piano repertoire, all major and minor scales, keyboard chord patterns in major and minor keys, transposition of melodies, and harmonization of simple melodies. Based on the professor's evaluation, the student is granted competency and is exempt from taking piano classes or is assigned to an appropriate piano class, 14B-D.
2. Keyboard Proficiency Examination - The Keyboard Proficiency Examination may be taken at any time but is usually included in Music 14D: Basic Piano IV. Specifically, Keyboard Proficiency is achieved by performing at a satisfactory level intermediate piano selections, sight reading a variety of textures, accompanying soloists in performance and scales, arpeggios, chord progressions and melodic transposition. The Keyboard Proficiency Examination is administered and evaluated by the Music 14D instructor or a member of the piano faculty.
3. Music 1 Aural Theory Barrier Examination - The Barrier Examination includes

intermediate interval identification; melodic, harmonic and rhythmic dictation; and sight-singing of melodies. The Barrier Examination is administered and evaluated by the Music 1 instructor. Student competency in intermediate aural skills is acquired by passing the Music 1 Barrier Examination. Students that pass the Barrier Examination are eligible to enroll in Music 2: Musicianship II.

4. Music 2 Aural Theory Barrier Examination - The Barrier Examination includes advanced interval identification; melodic, harmonic and rhythmic dictation; and sight-singing of melodies. The Barrier Examination is administered and evaluated by the Music 2 instructor. Student competency in advanced aural skills is acquired by passing the Music 2 Barrier Examination.

E. Graduating Senior Assessment Survey

A Graduating Senior Assessment Survey will be completed by each student during the spring semester prior to graduation. The assessment instrument is a fifteen-item survey which asks the student to rate on a five-point Likert scale how well the competencies, as stated in this document, were met during the undergraduate program. Data from the survey will be used in assessing course material and for revision of the assessment program.

Assessment Implementation Procedures

Most of the components of the Department of Music's Assessment Plan have been implemented with two exceptions:

1. The Music 110B Capstone Literature & Analysis Presentation and Paper has been implemented, however, the standards have not been formalized by the faculty.
2. The Bachelor of Arts Degree with a Music Management Concentration is currently in its third year. The course that would contain the capstone component, Music 197: Music & Business has not been offered.

College of Arts and Letters Learning Outcomes

Department: **Music**

Program: **Bachelor of Arts, Music Concentration**

With the degree “Bachelor of Arts in Music”, graduates will be able to:

1. Able to demonstrate basic technique and performance skills on his/her instrument and in ensemble, as well as basic keyboard and sight singing skills. He/she will reach this learning objective through the following courses and assessment tools:

Course	Title	Assessment Tools
MUSC 3XA (4 semesters)	Applied Study (Lower Div.)	Jury exam each semester
MUSC 13X (elective)	Applied Study (Upper Div.)	Jury exam each semester
MUSC 14C	Basic Keyboard Skills	Final exam testing skills including scales, arpeggios, sight-reading and transposition
MUSC 142/3X	Large Performing Ensemble	Choir, Band or Orchestra rehearsal and performance
MUSC 151 (elective)	Fundamentals of Conducting	Final exam conducting from a score with student ensemble

2. Show a general knowledge of the major styles, genres, and composers in their socio-political context from the seventeenth century to the present. He/she will reach this learning objective through the following courses and assessment tools:

Course	Title	Assessment Tools
MUSC 9	Music in World Cultures	Papers and exams about the role of music and its manifestations in various cultures
MUSC 10A/B	Survey of Music Literature	Emphasis on listening skills and writing about music. Final exams/term papers
MUSC 110A/B (elective)	History of Music	Writing and speaking about music from early Greeks to contemporary using harmonic analysis, aural evaluation and historical context. Final exams/term papers

3. Demonstrate the ability to synthesize general knowledge of musical forms, processes, and structures and speak or write with knowledgeable and articulate confidence about music. He/she will reach this learning objective through the following courses and assessment tools:

Course	Title	Assessment Tools
MUSC 5, 6 & 7 (3 semesters)	Music Theory	Written exams and rigorous testing of aural skills each semester with increasing difficulty and complexity
MUSC 103 (elective)	Counterpoint	Written exams, term project
MUSC 105 (elective)	20 th C Music	Written exams, score analysis, term paper
MUSC 106 (elective)	Form & Analysis	Score analysis, term project
MUSC 184 (Capstone)	Senior Seminar	Senior Portfolio Project & Career Planning

Dimension	Discipline Learning	Integrative Learning	Intellectual Skills	Applied Skills	Civic Engagement
Remembering	Learns terminology for and functions of music theory and form from the 17 th C to the present.	Able to list historical periods, major composers and stylistic development of music in Western Civilization and other cultures		Learns to play his/her instrument proficiently.	
Understanding		Grasp the role of social context in the historical and stylistic development of music.		Able to sight-sing, write melodic dictation and harmonic analysis at a proficient level. Has acquired basic keyboard skills including sight-reading and scales at a competent level. Is competent in the use of music notation software	Understand the value of music in society and as it relates to other fields.
Applying	Recognizes musical styles and genres from various historical periods			Performs in various ensembles with informed stylistic and technical proficiency	Participates in department outreach programs such as FeNAM and String Project
Analyzing	Analyze & explain theoretical and historical elements in various genres of classical music			Analyze general and detailed components of music, i.e. harmonic, structural and stylistic.	
Evaluating		.	Able to make informed assessments of musical compositions and performances	Able to critically evaluate his/her own performance and that of peers.	
Creating		Able to apply knowledge of music to other liberal arts disciplines	Assemble artifacts of entire college experience in a public poster session (capstone)	Practice and prepare independently for performance (juries)	Integrate music with other disciplines in community forums and venues