

UNIVERSITY OF KENTUCKY PROGRAM ASSESSMENT PLAN: Certificate in Music Theory Pedagogy

1. Introduction

Assessment Plan for Certificate in Music Theory Pedagogy
Division of Music Theory and Composition
School of Music
College of Fine Arts

1.1. Unit Mission Statement:

Fundamental to every curriculum of the School of Music is the study of music theory, which is required of all students pursuing a music degree. Therefore, the primary objective of the Division of Music Theory and Composition is to foster, at all levels of study, both practical musicianship skills (aural theory) and analytical knowledge of the organization, structure, and compositional procedures of music across multiple genres (e.g., popular, world, classical) and historical contexts (written theory). The Division works toward satisfying this aim through its undergraduate- and graduate-level classroom teaching of music majors and non-music majors, its thesis and dissertation advising, and its various scholarly and creative activities (e.g., research presentations and publications, compositions, collaborations, performances, mentoring and pedagogical workshops, and outreach to the school-teaching community in the Commonwealth).

1.2. Basic Assessment Approach

Assess all outcomes within a three year cycle, using direct and indirect methods. Please see the attached Curriculum Map and Data Collection / Review chart.

1.3. Definition of Key Terms

Assessment: A strategy for understanding, confirming, and improving student learning through a continuous, systematic process.

Curriculum Map: A visual depiction of how learning outcomes and/or professional standards are translated into individual courses taught within a program.

Learning Outcomes: Statements of learning expectations.

Indirect Evidence: Data from which you can make inferences about learning but do not demonstrate actual learning, such as perception or comparison data. Includes, but is not limited to: surveys, focus groups, exit interviews, grades, and institutional performance indicators.

Direct Evidence: Students show achievement of learning goals through performance of knowledge and skills. Includes, but is not limited to: capstone experiences, score gains between entry and exit, portfolios, and substantial course assignments that require performance of learning.

2. Assessment Oversight, Resources

2.1. Division Learning Outcomes Assessment Coordinator

The Division of Music Theory and Composition Coordinator will act as assessment coordinator. It is the responsibility of the Division Coordinator to monitor the activities of assessment that occur in the program. The Division Coordinator will lead the assessment conversation held each fall and will write the assessment report due to the university on October 31.

3. Program-Level Learning Outcomes

Outcome #1: Students will have a broadened awareness of various teaching models/methodologies and be able to develop and implement a greater variety of pedagogical, curricular, and organizational strategies for undergraduate teaching.

Outcome #2: Students will show specialized knowledge of at least one aspect of advanced music analysis (tonal analysis, Schenkerian analysis, post-tonal analysis, or atonal analysis).

Outcome #3: Students will be able to pursue academic research on musical topics using standard professional sources.

4. Curriculum Map

I = introduce, R = reinforce, E = emphasize

Course	SLO1	SLO2	SLO3
REQUIRED MUSIC THEORY COURSES (18 credit hours total)			
MUS 670	I, R	I, R	E
MUS 671	I, R	I, R	E
MUS 672	I, R	I, R	E
MUS 674	I, R	I, R	E
MUS 675 (3 x 1 CR)	E	I, R	I, R
MUS 676	I, R	I, R	E
OTHER MUSIC THEORY COURSES (6 credit hours, to be chosen from the following)			
MUS 572	I, R	I	I, R
MUS 573	I, R	I	I, R
MUS 799	E	E	E
MUS 674	I, R	I, R	I, R
MUS 678	I, R	I, R	I, R
MUS 702			R, E
MUS 710	R	R	R
MUS 711	R	R	R
MUS 772	E	E	E

5. Assessment Methods and Measures (Formative and Summative recommended)

5.1. Direct Methods/Measures Preferred/Used at the Course and Program Levels

- Analysis assignments and exams (see examples in Appendix)
- Counterpoint project in MUS 572 and MUS 573 (see examples in Appendix)
- Written paper and oral presentations (see examples in Appendix)

5.2. Indirect Methods/Measures Preferred/Used at the Course and Program Levels

- Grades (all graduate music theory courses in the Division of Music Theory and Composition use a common divisional rubric, attached)
- GPA
- Exit Interview

6. Data Collection and Review

	Assessed	Data 1	Data 2
Year 1	Outcome #1: Students will have a broadened awareness of various teaching models/ methodologies and be able to develop and implement a greater variety of pedagogical, curricular, and organizational strategies for undergraduate teaching.	<ul style="list-style-type: none"> • Exams • Class demonstrations • Evaluated by faculty in course using common divisional rubric (attached) • Gathered yearly • Progress toward degree reviewed semesterly 	<ul style="list-style-type: none"> • Grades, GPAs and exit interview • Processed by Division Coordinator
Years 1-2	Outcome #2: Students will show specialized knowledge of at least one aspect of advanced music analysis (tonal analysis, Schenkerian analysis, post-tonal analysis, or atonal analysis)	<ul style="list-style-type: none"> • Exams • Class demonstrations • Evaluated by faculty in course using common divisional rubric (attached) • Gathered yearly • Progress toward degree reviewed semesterly 	<ul style="list-style-type: none"> • Grades, GPAs and exit interview • Processed by Division Coordinator
Years 2-3	Outcome #3: Students will be able to pursue academic research on musical topics using standard professional sources.	<ul style="list-style-type: none"> • Written papers • Evaluated by faculty in course using common divisional rubric (attached) • Gathered yearly • Progress toward degree reviewed semesterly 	<ul style="list-style-type: none"> • Grades, GPAs and exit interview • Processed by Division Coordinator

7. Assessment Cycle and Data Analysis

Assessment of student learning takes place throughout the program and occurs in all courses. The Divisional faculty is expected to maintain records of course-level assessment. Program-level assessment data will only be gathered at summative points in the curriculum.

The program follows a three-year overlapping assessment cycle, corresponding to the expected plan of two to three years coursework to complete the CMTP. Data will be gathered annually for all outcomes. All students must be evaluated for course purposes. Therefore, all student data will be gathered for the purposes of the program assessment.

Results will be analyzed and interpreted at the first Division faculty meeting of the academic year, typically taking place during the two days preceding the first day of classes in the fall. Assessment reports will be completed no later than October 1 of every year and turned in to the college's assessment coordinator for review. Final reports will be sent to the university's assessment office no later than October 31 of every year.

8. Teaching Effectiveness

All instructors will use the University Teacher Course Evaluation (TCE) process to be evaluated by their students each semester. Each instructor will be asked to provide a reflective teaching statement which will include areas of improvement, to be submitted as part of that instructor's Teaching Portfolio. The Director of the School of Music, with the consultation of the Division Coordinator, will review the TCE results and the self-reflection with the instructors and provide feedback to the instructor. This will occur on an annual basis.

9. What are the plans to evaluate students' post-graduate success?

Our Division will look at data provided by the Alumni Survey and will work with the Office of Institutional Research to look at other possible methods. Many Division personnel are also users of social media and use these tools to keep in touch with alumni.

10. Appendices – Required... Rubrics for course written papers, course-level projects in MUS 572 and 573, and the Common Divisional Rubric for course grades are attached.

[see attachments on following pages]

Divisional Rubric for Graduate Music Theory Courses, Division of Music Theory and Composition

Distinguished	Exit assessment (A) of 90% or higher, based on grades on analytical assignments, midterm exam and final exam; scores of 80% or higher on all harmonic competency tests.
Proficient	Exit assessment (B) of 80% or higher, based on grades on analytical assignments, midterm exam and final exam; scores of 80% or higher on all harmonic competency tests.
Basic	Exit assessment (C) of 70% or higher, based on grades on analytical assignments, midterm exam and final exam; scores of 80% or higher on all harmonic competency tests.
Unsatisfactory	Exit assessment (E) below 70%, based on grades on analytical assignments, midterm exam and final exam, <u>and/or</u> scores below 80% or one or more harmonic competency tests.

Divisional Rubric for Graduate Music Composition Courses, Division of Music Theory and Composition

Distinguished	Exit assessment (A) based on completion and public performance of final composition or orchestration project.
Proficient	Exit assessment (B) based on completion of final composition or orchestration project, but no public performance.
Basic	Exit assessment (C) based on incomplete final composition or orchestration project, but with satisfactory evidence of progress toward completion based on comparison of project status at beginning and end of the semester.
Unsatisfactory	Exit assessment (E) based on incomplete final composition or orchestration project, with insufficient or non-existent progress toward completion, based on comparison of project status at beginning and end of the semester.