Form E-1-A for Boston College Undergraduate Programs

Program  Music

1) Have formal learning outcomes been developed? What are they? (What specific sets of skills and knowledge does the department expect its majors to have acquired before they graduate?)

1. Acquire skills in analytical and critical thinking and creative problem solving as applied within a combination of the following core musical disciplines: theory/composition, musicology, ethnomusicology and performance.
2. All graduates, through the lenses of composition, musicology and performance, will gain the ability to analyze musical texts through the mastery of technical terminology and concepts,
3. They will understand music within historical, social and cultural contexts.

2) Where are these learning outcomes published? Be specific. (Where are the department’s learning expectations accessible to potential majors: on the web or in the catalog or in your dept major handouts?)

Department web site

3) Other than GPA, what data/evidence is used to determine whether graduates have achieved the stated outcomes for the degree? What evidence and analytical approaches do you use to assess which of the student learning outcomes are being achieved more or less well?

a. A review of Senior Seminar major papers that examines students’ ability to think critically, to consult sources, and to express clearly their analysis and understanding of complex musical phenomena.
 b. A review of senior projects in composition examining a student’s ability to control and shape musical materials in a variety of media; a review of senior recitals evaluating the ability to perform clearly, to master a range of techniques, and to interpret expressively and with understanding in a variety of styles.

4) Who interprets the evidence? What is the process? (Who in the department is responsible for interpreting the data and making recommendations for curriculum or assignment changes if appropriate? When does this occur?)

The entire full-time faculty review all materials with recommendations made to the chair. Assessment of Senior Seminar papers is made during the second semester with recommendations at the spring faculty meeting.

Assessment of composition portfolios and senior recitals is made over the summer with recommendations submitted at the fall faculty meeting.