

Academic Program Assessment Report

Assessment is a term commonly used to encompass the process of gathering and using evidence to guide improvements.

SACSCOC requires that an institution "identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results".

Be sure to SAVE your progress as you work!

Academic Program

Music, B.S.

Submission Year

2020-2021

Assessment Coordinator Name

Lila Noonkester

Enter Assessment Coordinator Email

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Program Goal

Goal

Goal 1

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal

to demonstrate proficiency in performing music and an appreciation of the technique and artistry essential to performance at a professional level.

Pillar of Success Supported

High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Overall performance score of 70% or higher

Timeframe for this Outcome

2019-2020

Performance Target for "Met"

80%-100% of graduates

Performance Target for "Partially Met"

60%-79% of graduates

Performance Target for "Not Met"

Below 60% of graduates

Assessment Measure Used

Performance Assessment Rubric and Rating Sheet

Frequency of Assessment

Final semester of applied study

Data Collected for this Timeframe (Results)

Overall performance score N=5 100% met

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

The department is satisfied with student outcomes in the area of overall performance scores. This student outcome has been consistently met over the last five years.

Resources Needed to Meet/Sustain Results**Explanation of How Resources Will Be Used****Outcome 2**

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Level of repertoire: percentage of graduates at senior level

Timeframe for this Outcome

2019-2020

Performance Target for "Met"

50%-100% of graduates

Performance Target for "Partially Met"

25-49% of graduates

Performance Target for "Not Met"

Below 25% of graduates

Assessment Measure Used

Performance Assessment Rubric and Rating Sheet

Frequency of Assessment

Final semester of applied study

Data Collected for this Timeframe (Results)

Level of repertoire N=5 100% met

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

The department is satisfied with student outcomes in the area of level of repertoire. The raw scores have been high over the past five years. This student outcome has also been consistently met over the last five years.

Resources Needed to Meet/Sustain Results**Explanation of How Resources Will Be Used****Outcome 3**

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Technical mastery: percentage of graduates at senior level

Timeframe for this Outcome

2019-2020

Performance Target for "Met"

50%-100% of graduates

Performance Target for "Partially Met"

25%-49% of graduates

Performance Target for "Not Met"

Below 25% of graduates

Assessment Measure Used

Performance Assessment Rubric and Rating Sheet

Frequency of Assessment

Final semester of applied study

Data Collected for this Timeframe (Results)

Technical mastery N=5 100% met

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

The department is satisfied with student outcomes in the area of technical mastery. The raw scores have generally been high over the last five years. This student outcome has also been consistently met over the last five years.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Outcome 4

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Musical artistry: percentage of graduates at senior level

Timeframe for this Outcome

2019-2020

Performance Target for "Met"

50%-100% of graduates

Performance Target for "Partially Met"

25%-49% of graduates

Performance Target for "Not Met"

Below 25% of graduates

Assessment Measure Used

Performance Assessment Rubric and Rating Sheet

Frequency of Assessment

Final semester of applied study

Data Collected for this Timeframe (Results)

Musical artistry N=5 100%

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

The department is satisfied with student outcomes in the area of musical artistry. The raw scores have generally been high over the last five years. This student outcome has also been consistently met over the last five years.

Resources Needed to Meet/Sustain Results**Explanation of How Resources Will Be Used**

Goal Summary

Goal Summary/Comments

Graduates have met the determined outcomes in each of the categories of overall performance, level of repertoire, technical mastery, and musical artistry. The outcome in level of repertoire has now been met for the last three years. The outcome of technical mastery, which was only partially met in 2017-2018, has now been met for the last two years.

Changes Made/Proposed Related to Goal

The establishment of Music 389 Performance Project (as prescribed by our accrediting body, the National Association of Schools of Music) in 2014 has provided impetus for our students pursuing the Music, K-12 Teacher Certification degree to focus directly on performance preparation. The consistency of performance outcomes is a result of performance requirements such as the Performance Project. Of the five graduates evaluated in 2019-2020, two earned Music, K-12 degrees and completed Performance Projects. Students pursuing the Music degree have been prompted by applied professors to prepare to perform regularly on departmental recitals, junior and senior recitals, as soloists in Collage concerts, ensembles, and graduation ceremonies, and in community productions. One of the Music graduates performed a senior recital this past year. All of these solo and ensemble opportunities have strengthened our student performances and helped to maintain our positive assessment results in the performance area.

Upload Rubrics/Other Files

Entrance_Exit Choral_Vocal EmphasisPerformance
Assessment Rubric.docx

Entrance_Exit Instrumental EmphasisPerformance
Assessment Rubric.docx

Entrance_Exit Keyboard EmphasisPerformance
Assessment Rubric.docx

Goal 2

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal

to demonstrate a working knowledge of the theoretical concepts associated with the creation of music.

Pillar of Success Supported

High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Aural music theory: percentage of graduates scoring 70% or higher

Timeframe for this Outcome

2019-2020

Performance Target for "Met"

80%-100% of graduates

Performance Target for "Partially Met"

60%-79% of graduates

Performance Target for "Not Met"

Below 60% of graduates

Assessment Measure Used

Music Theory Aural Exit Assessment Exam

Frequency of Assessment

Semester of graduation

Data Collected for this Timeframe (Results)

Aural N=5 100%

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

The department is pleased with the 100% success rate in aural theory. This proved to be a banner year in aural theory.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Written music theory: percentage of graduates scoring 70% or higher

Timeframe for this Outcome

2019-2020

Performance Target for "Met"

80%-100% of graduates

Performance Target for "Partially Met"

60%-79% of graduates

Performance Target for "Not Met"

Below 60% of graduates

Assessment Measure Used

Music Theory Written Exit Assessment Exam

Frequency of Assessment

Semester of graduation

Data Collected for this Timeframe (Results)

Written music theory N=5 60%

Score (Met=3, Partially Met=2, Not Met=1)

2

Comments/Narrative

This data represents a 27-percentage-point increase from 2018-2019 which brought this goal from not met to partially met over the past year. Theory professors will continue to dissect the sub score results in the restructured areas of fundamentals, rhythm, tonal harmony, post-tonal harmony, and tonal analysis in order to determine methods of continuing this increase in success. Dr. Kelley is seeking ways to assess further the outcomes in his Second-Year Theory courses.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Outcome 3

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Written music theory fundamentals: percentage of graduates scoring 70% or higher

Timeframe for this Outcome

2019-2020

Performance Target for "Met"

50%-100% of graduates

Performance Target for "Partially Met"

25%-49% of graduates

Performance Target for "Not Met"

Below 25% of graduates

Assessment Measure Used

Music Theory Written Exit Assessment Exam

Frequency of Assessment

Semester of graduation

Data Collected for this Timeframe (Results)

Written music theory fundamentals N=5 100%

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

Students continue to meet this outcome on a regular basis, year after year.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Outcome 4

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge,

skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Written music theory rhythm: percentage of graduates scoring 70% or higher

Timeframe for this Outcome

2019-2020

Performance Target for "Met"

50%-100% of graduates

Performance Target for "Partially Met"

25%-49% of graduates

Performance Target for "Not Met"

Below 25% of graduates

Assessment Measure Used

Music Theory Written Exit Assessment Exam

Frequency of Assessment

Semester of graduation

Data Collected for this Timeframe (Results)

Written music theory rhythm N=5 60%

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

The outcomes in rhythm increased this year from partially met to met. More strenuous focus on counting, rhythmic notation, and meter will continue to be incorporated into First-Year Theory Applications. In-class exercises involving group work and on-computer exercises involving individual student work with Auralia software will continue to be used to improve student success with rhythm.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Outcome 5

Outcomes are specific, **measurable** statements that reflect the broader goals.

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Academic Programs may also develop **Operational Outcomes**, which describe the level of

performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Written music theory tonal harmony: percentage of graduates scoring 70% or higher

Timeframe for this Outcome

2019-2020

Performance Target for "Met"

50%-100% of graduates

Performance Target for "Partially Met"

25%-49% of graduates

Performance Target for "Not Met"

Below 25% of graduates

Assessment Measure Used

Music Theory Written Exit Assessment Exam

Frequency of Assessment

Semester of graduation

Data Collected for this Timeframe (Results)

Written music theory tonal harmony N=5 60%

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

The outcome percentage for tonal harmony dropped this year from 100% to 60%. However, the outcome was met. These results are more than adequate and are representative of a high retention of information applicable to tonal harmony by graduates for the past three years.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Outcome 6

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Written music theory post-tonal harmony: percentage of graduates scoring 70% or higher

Timeframe for this Outcome

2019-2020

Performance Target for "Met"

50%-100% of graduates

Performance Target for "Partially Met"

25%-49% of graduates

Performance Target for "Not Met"

Below 25% of graduates

Assessment Measure Used

Music Theory Written Exit Assessment Exam

Frequency of Assessment

Semester of graduation

Data Collected for this Timeframe (Results)

Written music theory post-tonal harmony N=5 20%

Score (Met=3, Partially Met=2, Not Met=1)

1

Comments/Narrative

The outcomes since 2016 are 67%, 45%, 50%, and now 20%. The music faculty continue to be concerned that post-tonal harmony needs more attention. Plans have been made to focus more heavily on post-tonal ideas such as pitch class set and serial theory in Second-Year Theory.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Outcome 7

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Written music theory tonal analysis: percentage of graduates scoring 70% or higher

Timeframe for this Outcome

2019-2020

Performance Target for "Met"

50%-100% of graduates

Performance Target for "Partially Met"

25%-49% of graduates

Performance Target for "Not Met"

Below 25% of graduates

Assessment Measure Used

Music Theory Written Exit Assessment Exam

Frequency of Assessment

Semester of graduation

Data Collected for this Timeframe (Results)

Written music theory tonal analysis N=5 20%

Score (Met=3, Partially Met=2, Not Met=1)

1

Comments/Narrative

The outcome for tonal analysis has shifted from 67% to 18% to 33% and now to 20% since 2016. Plans to include analysis work with period structure and binary form earlier in the theory sequence continue to be carried out and monitored.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

Outcomes involving aural skills (met in 2019-2020), fundamentals (met for three previous years), and tonal harmony (met for three previous years) were all met in 2019-2020. Outcomes involving overall written theory which had not been met in 2018-2019 increased to partially met in 2019-2020. Outcomes involving rhythm increased from partially met to met in 2019-2020. Outcomes involving tonal analysis were not met in 2019-2020.

Changes Made/Proposed Related to Goal

Music theory faculty continue to impose heavier focus on rhythm, including rhythmic notation and use of Auralia categories such as rhythmic elements in First-Year Theory. This emphasis on rhythm allowed for this outcome to be met this year. Tonal analysis, including more thorough work with period structure and binary forms, continues to be a focal point in both Second-Year Theory and in Form & Analysis. The overall music theory outcome, which has moved to partially met, hangs on the issues in post-tonal harmony and tonal analysis. Dr. Kelley continues to assess student work in these advance theoretical areas and to adjust his teaching accordingly.

Upload Rubrics/Other Files

Music Theory (Aural Skills and Written) Assessment
Rubric updated 2019.docx

Goal 3

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal

to demonstrate a working knowledge of the historical contexts associated with the creation of music.

Pillar of Success Supported

High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Music history: percentage of graduates scoring 70% or higher

Timeframe for this Outcome

2019-2020

Performance Target for "Met"

80%-100% of graduates

Performance Target for "Partially Met"

60%-79% of graduates

Performance Target for "Not Met"

Below 60% of graduates

Assessment Measure Used

Music History Exit Assessment Exam

Frequency of Assessment

Semester of graduation

Data Collected for this Timeframe (Results)

Music history N=5 80%

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

80% of graduates in 2019-2020 scored at 70% or above (overall) on the music history assessment

exam. Four out of the five students all scored 88 or above on the music history assessment exam, with one student scoring 100.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Identification of composers: percentage of graduates scoring 70% or higher

Timeframe for this Outcome

2019-2020

Performance Target for "Met"

50%-100% of graduates

Performance Target for "Partially Met"

25%-49% of graduates

Performance Target for "Not Met"

Below 25% of graduates

Assessment Measure Used

Music History Exit Assessment Exam

Frequency of Assessment

Semester of graduation

Data Collected for this Timeframe (Results)

Identification of composers N=5 80%

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

80% of graduates in 2019-2020 scored at 70% or above (overall) on the identification of composers portion of the music history assessment exam. Four out of the five students all scored 88 or above on this portion of the assessment exam, with one student scoring 100.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Outcome 3

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Identification of genres and forms: percentage of graduates scoring 70% or higher

Timeframe for this Outcome

2019-2020

Performance Target for "Met"

50%-100% of graduates

Performance Target for "Partially Met"

25%-49% of graduates

Performance Target for "Not Met"

Below 25% of graduates

Assessment Measure Used

Music History Exit Assessment Exam

Frequency of Assessment

Semester of graduation

Data Collected for this Timeframe (Results)

Identification of genres and forms N=5 80%

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

In 2019-2020, graduating students have been successful with the identification of genres and forms.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Outcome 4

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Identification of musical styles: percentage of graduates scoring 70% or higher

Timeframe for this Outcome

2018-2019

Performance Target for "Met"

50%-100% of graduates

Performance Target for "Partially Met"

25%-49% of graduates

Performance Target for "Not Met"

Below 25%of graduates

Assessment Measure Used

Music History Exit Assessment Exam

Frequency of Assessment

Semester of graduation

Data Collected for this Timeframe (Results)

Identification of musical styles N=5 60%

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

Though 60% of the graduating students were successful in the identification of musical styles, the outcome was met in 2019-2020.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

This music history assessment has shown that students are improving their skills in the identification of composers, genres, forms, and styles.

Changes Made/Proposed Related to Goal

Though the met outcomes in music history assessment show a marked improvement in student retainment of historical knowledge over the last couple of years, the faculty position under which music history is taught has undergone a retirement. In 2020-2021, music faculty who have not under normal circumstances taught music history courses have volunteered to cover courses left open this year by Dr. Lenti's retirement. These instructor changes may or may not result in differing rates of success for students graduating in 2021. Also, the effects of COVID may be present when assessments are tallied next spring. A new music history professor will, perhaps, result in changes to the strategies for music history assessment for the 2021-2022 academic year.

Upload Rubrics/Other Files

Music History Assessment Rubric.docx

Goal 4

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal

to maintain enrollment sufficient to award music degrees in compliance with standards prescribed by our accrediting bodies

Pillar of Success Supported

High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

to award music degrees to a rolling average of eight music majors

Timeframe for this Outcome

2019-2020

Performance Target for "Met"

8 or more degrees awarded

Performance Target for "Partially Met"

4-7 degrees awarded

Performance Target for "Not Met"

Below 4 degrees awarded

Assessment Measure Used

Music degrees awarded annually at fall and spring graduations

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

5 music degrees awarded in 2019-2020

Score (Met=3, Partially Met=2, Not Met=1)

2

Comments/Narrative

The Department of Music encourages music majors to seek tutorial assistance in upper-level classes in efforts to continue down a path to graduation and to success in a career in music. The department also continues to pursue talented prospective students who display the degree of potential needed to be successful in college and in a career.

The five-year rolling average for completions is 7.6, just shy of the 8 mark needed for compliance.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

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Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

to maintain a student enrollment in music sufficient for program productivity

Timeframe for this Outcome

2019-2020

Performance Target for "Met"

a headcount of 40 or more music majors

Performance Target for "Partially Met"

a headcount of 30-39 music majors

Performance Target for "Not Met"

A headcount below 30 music majors

Assessment Measure Used

Headcount enrollment

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

Headcount enrollment of 34 music majors in 2019-2020

Score (Met=3, Partially Met=2, Not Met=1)

2

Comments/Narrative

Enrollment numbers in music have been mildly adequate for the last four years. The Department of Music has implemented several new methods for recruiting, including continued efforts at music education conferences in South Carolina, North Carolina and Georgia, as well as a new MUSICmania event for junior and senior high school students set for February of 2020. The 5-year rolling average for headcount enrollment is 39.4, just shy of the 40 mark.

Resources Needed to Meet/Sustain Results**Explanation of How Resources Will Be Used**

Goal Summary

Goal Summary/Comments

Program productivity is generated by successful recruitment techniques. The Department of Music, in conjunction with the Lander College of Arts & Humanities, is primed to explore additional methods of attracting music majors to Lander. Fund-raising efforts, such as MUSICmania and a college-wide event in January, 2020, to bolster departmental scholarships in the College of Arts & Humanities are proving to be successful. The chair continues to send emails to individual prospective students and to produce music recruitment videos through the College of Arts & Humanities, which has also bolstered the presence of the Department of Music on social media.

Changes Made/Proposed Related to Goal

The department extended its recruitment to the states of North Carolina and Georgia three years ago. Though most of our music majors hail from South Carolina, we were able to recruit a fine vocal emphasis student from Georgia in 2019. An increase in recruitment was possible through instrumental clinics, the inaugural Lakelands Honor Band event, and the inaugural MUSICmania this past spring, 2020.

Upload Rubrics/Other Files

MUSICmania Feb 15.pdf

MUSICmania flyer 2021 Aug 11 2020.docx