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 Due Date
2023-2024

Assessment Coordinator Name
Robert Kelley

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
Average performance score of 70% or higher

Timeframe for this Outcome
2022-2023

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	**Frequency of Assessment**
Performance Assessment Rubric and Rating Sheet	Final semester of applied study

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Average performance score N=5 80% met	3

Comments/Narrative
80% of the graduates scored above 70% on overall performance and have met the goal. Because the goal has been met consistently over the last seven years, the Music Assessment Committee revised the performance rubric in the spring of 2023. Three of this year's five graduates were evaluated using the new rubric. Their scores were converted to the old format to provide consistency in reporting. From these first three results, it seems that the new rubric mitigates some of the rating inflation observed in past data. Next year, all graduates will be evaluated using the new rubric and the rubric's new scoring system will be used to set new performance outcome target scores.

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
2022-2023

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	**Frequency of Assessment**
Performance Assessment Rubric and Rating Sheet	Final semester of applied study

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Level of repertoire n=5 100% met	3

Comments/Narrative
The old performance assessment rubric makes it unclear at what score a student has attained senior level in terms of their repertoire level. A rubric score of 7/10 is between junior and senior levels and was used as the cutoff this year. The target scores have been adjusted upward to compensate. Beginning next year, the new rubric's scoring system will be used to establish new targets and provide more meaningful data on the difficulty of repertoire our graduates are capable of performing.

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
2022-2023

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)
Technical mastery   n=5   80% met

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

Comments/Narrative
For consistency, the results of this metric were adjusted in the same manner as the repertoire level outcome. Even without that adjustment, 3 out of the 5 graduates still fully achieved senior level (a score of 8/10) on the old rubric, which meets the program goal using last year's performance targets. We are proud of the growth in technical proficiency of our graduates, including the two vocalists who did not quite sing at senior level on their exit assessment (6.89/10 and 7.64/10).

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
2022-2023

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	**Frequency of Assessment**
Performance Assessment Rubric and Rating Sheet	Final semester of applied study

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Musical artistry n=5 80% met	3

Comments/Narrative
For consistency, the results of this metric were adjusted in the same manner as the repertoire level and technical mastery outcomes. Even without that adjustment, 3 out of the 5 graduates still fully achieved senior level (8/10) on the old rubric, which meets the program goal using last year's performance targets. Again in this category, the two students below senior level showed enormous growth in this area during their college study, falling short of senior level in this area by a small margin (6.64/10 and 7.75/10).

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments
All goals in the performance area of the music program were met in 2022-2023. Because of the less positive assessment scores in other areas, instruction in applied music performance is not a primary area of focus for improvement at this time. We hope that by setting new targets using the scoring system of the new rubric we can gain more insights in future years on how to continue to improve applied music instruction.

Changes Made/Proposed Related to Goal
Several personnel changes have been made in applied instruction in the past year and one more will be made at the end of this year. This was not in response to assessment data in this area, but will have a negative impact on how much the data for the next few years can tell us about our applied music instruction.

Our plans include using the new rubric to begin to measure student performance metrics more often: at least one additional measurement at the end of students' sophomore years. We also plan to use data from the new rubric to establish new targets for graduates and to examine our students' performance in more detail based on the sub-scores available on the new rubric. After 2-3 years we believe that we will be able to begin using performance assessment data to make recommendations to our applied instructors on potential areas of focus.

Upload Rubrics/Other Files

Performance Rubric (old).pdf

StudentPerformanceAssessmentRubric.pdf

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
2022-2023

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	**Frequency of Assessment**
Music Theory Aural Exit Assessment Exam	Semester of graduation

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**

| Aural   n=6   83% met | 3 |

Comments/Narrative
83% of the 2022-2023 graduates received a score above 70% on the aural exam, and the goal was met. The current exam only tests pitch matching, which is only one of the foundational aural skills that we hope our graduates can master. We have begun administering additional aural skills exit assessments and next year will have the first cohort with data on two additional aural skills learning outcomes: sight singing and error detection.

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
2022-2023

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	**Frequency of Assessment**
Music Theory Written Exit Assessment Exam	Semester of graduation

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Overall written music theory exam score n=6 67% met	2

Comments/Narrative
67% of the graduates scored above 70% on the written theory assessment. Music theory continues to be one of the most significant obstacles to degree completion in our program. Since we only collect exit assessment data from graduates, this only provides information on what successful students retain from their theory classes instead of which areas of focus will help more students succeed in music theory. We plan to begin collecting assessment data from individual classes to supplement the exit assessment exam.

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
2022-2023

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	**Frequency of Assessment**
Music Theory Written Exit Assessment Exam	Semester of graduation

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Written music theory fundamentals section n=6 100% met	3

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
2022-2023

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	**Frequency of Assessment**
Music Theory Written Exit Assessment Exam	Semester of graduation

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Written music theory rhythm section N=6 100% partially met	3

Comments/Narrative

Like music fundamentals, rhythm is a foundational skill in our discipline and we are considering raising the outcome score next year and examining individual test questions to pinpoint possible areas of student weakness.

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.

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 harmony: percentage of graduates scoring 70% or higher

Timeframe for this Outcome
2022-2023

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	Frequency of Assessment
Music Theory Written Exit Assessment Exam	Semester of graduation

Data Collected for this Timeframe (Results)	Score (Met=3, Partially Met=2, Not Met=1)
Written music theory tonal harmony section n=6 67% met	2

Comments/Narrative
67% of graduates scored 70% or higher on the tonal harmony portion of the exit assessment. Of the two students who missed the target score, one student missed the 70% mark by less than 1%, but the other one performed very poorly on this topic (38%). (This student is not pursuing music as a career.) We are still satisfied that the majority of our graduates retain the tonal harmony knowledge that they

need in order to be successful professional musicians and music educators. In this area as well, further scrutiny of subskills is planned in order to feed back into improved theory instruction.

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
2022-2023

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	Frequency of Assessment
Music Theory Written Exit Assessment Exam	Semester of graduation

Data Collected for this Timeframe (Results)	Score (Met=3, Partially Met=2, Not Met=1)
Written music theory post-tonal harmony section n=6 0% met	1

Comments/Narrative
0% of graduates scored 70% or higher on post-tonal harmony. This year's assessment data seems to indicate that the changes in the music theory curriculum 2-3 years ago to improve student learning of fundamentals, rhythm, and tonal harmony were successful. At the same time, these changes made it impossible to devote adequate class time to post-tonal theory, which is also an important part of students' music analysis skills. We were already aware that this created weak area for our graduates

and have implemented a plan to reintroduce post-tonal music concepts into the theory curriculum. We hope that this change will cause this metric to bounce back when this year's sophomores graduate in 2026.

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
2021-2022

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	Frequency of Assessment
Music Theory Written Exit Assessment Exam	Semester of graduation

Data Collected for this Timeframe (Results)	Score (Met=3, Partially Met=2, Not Met=1)
Written music theory tonal analysis section n=6 17% met	1

Comments/Narrative
17% of graduates met the goal of a score of 70% or higher on the tonal analysis portion of the assessment exam. This part of the assessment exam has only four questions, which makes it highly susceptible to misinterpretation of results. We shall add more questions to this section of the exam to

help us get more reliable data on our graduates' harmonic analysis skills.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments
Outcomes for aural skills, theory fundamentals, and rhythm were met. Outcomes for written theory and tonal harmony were partially met. Outcomes for post-tonal harmony and tonal analysis were not met. While the reasons for the poor results in post-tonal harmony are clear, the method for scoring the exam in the past has not allowed for analysis and reflection on causes for students' poor performance on the tonal analysis section.

Changes Made/Proposed Related to Goal
In addition to adding more tonal analysis questions to the tonal analysis section of the exam, two changes to data collection will assist us in identifying possible changes that we can experiment with in theory instruction. First, performing item analysis on the exam questions will help to identify concepts that students tend to miss. Second, collecting assessment data from the final exams of second-year theory and form and analysis will give us a fuller picture of the outcomes of theory instruction. In addition to beginning to collect data on responses to individual assessment exam questions and beginning to plan how to collect data from individual courses, some instructional changes have been implemented this year in theory classes. This includes reintroducing a course calendar in all theory classes that will ensure that all topics in our program's student learning outcomes are given time in class, and a complete redesign of MUSI 111-114 First-Year Theory to better scaffold the skills necessary for success in MUSI 211-214 Second-Year Theory and MUSI 401 Form and Analysis.

Upload Rubrics/Other Files

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
2022-2023

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	**Frequency of Assessment**
Music History Exit Assessment Exam	Semester of graduation
Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Music history exam average n=6 67% met	2

Comments/Narrative
67% of graduates achieved a score of 70% or higher, meaning our goal was partially met. Again in this category, several factors make it difficult to draw conclusions from the data beyond the fact that only some of our students are retaining significant knowledge of important historical composers. We see two possible explanations for this year's dip in student performance on the history assessment. The first is the retirement of our long-time history professor in the spring of 2020. Students graduating in 2022-2023 have all taken music history from two or three different professors, most of whom were teaching that class for the first time. At the same time, the music history course sequence was reduced from four courses to three. Our plans to update the assessment instrument and work on the music history curriculum will be discussed in the Goal Summary section.

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
2021-2022

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	**Frequency of Assessment**
Music History Exit Assessment Exam	Semester of graduation

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Identification of composers n=6 50% met	1

Comments/Narrative
50% of graduates scored 70% or higher on the composer ID portion of the assessment exam. This outcome would have met last year's targets, but we have adjusted our goals to 80% or more of graduates passing all portions of the exit assessment. It should be noted here that the music history exit assessment exam likely no longer completely coordinates with what our current music history professor is teaching.

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
2022-2023

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	**Frequency of Assessment**
Music History Exit Assessment Exam	Semester of graduation

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Identification of genres and forms N=6 100% met	3

Comments/Narrative
100% of graduates scored 70% or higher on genres and forms. Again this goal was met by this year's graduates, even with the increased performance target. If we had raised the desired outcome exam sub-score from 70% to 80%, one student of the six would not have achieved this higher mark. It is heartening to know that our graduates tend to retain their knowledge about genres and forms, even if they no longer remember all of the composers.

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
2022-2023

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	**Frequency of Assessment**
Music History Exit Assessment Exam	Semester of graduation

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Identification of musical styles n=6 33% met	1

Comments/Narrative
33% of graduates scored 70% or higher on style identification. There are only five questions in this category, and this year's scores ranged from 40% to 100%, showing how little meaning can be gleaned from this data. The planned revision of this part of the history assessment exam to include styles beyond the late 19th and early 20th centuries has not yet taken place, but is still set to happen this year. We plan to increase the number of questions in this section of the exam as well.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments
The data in this goal shows the impact of several challenges to music history instruction that occurred beginning in 2020, including several instructor changes, the reduction of credit hours in the music history sequence from 12 to 9, and a modernization of the material taught in music history without the assessment instrument also being updated to match the more inclusive music history landscape now being taught.

Changes Made/Proposed Related to Goal
Because of the departure of the music history professor hired in 2021, our plans to update the exit exam have been delayed, but will be resumed this year. The exam no longer needs to be restricted to 50

questions, so the style identification section will be expanded and the general content of the exam will be modernized. The new history professor will create a set of learning outcomes for music history that can be measured from student work products in the MUSI 346 final music history course to supplement the exit exam. Finally, like with the theory exit assessment exam, new scoring methods will allow for item analysis of exam questions for better ability to analyze what students are and aren't retaining from their music history coursework.

Upload Rubrics/Other Files

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
2022-2023

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)
6 music degrees awarded in 2022-2023
3 music degrees awarded in 2021-2022
1 music degree awarded in 2020-2021
5 music degrees awarded in 2019-2020
5 music degrees awarded in 2018-2019

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

Comments/Narrative
The recruitment of talented students who display the necessary potential for success in college and career is key to a successful music program. Increased tutorial assistance in upper-level classes is key to assisting students on the verge of graduation. The pandemic has certainly affected enrollment numbers in music. The department has been able to attend the SC Governor's School College Fair recruitment event during the last two Septembers. A much-needed in-person high school recruitment schedule is now a possibility post-pandemic and is being devised for submission to Dean Rollins on October 1, 2022.

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
to maintain a student enrollment in music sufficient for program productivity

Timeframe for this Outcome
2022-2023

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 31 music majors in 2022-2023

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

Comments/Narrative
With the small incoming freshman class this year, we continue to maintain a music major headcount somewhat below the target number of 40. We hope that our recruiting and retention initiatives will keep the number from shrinking significantly as we graduate two large classes of music majors in the next two years (with our highest retention rates since the pandemic).

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments
The Department of Music is working to bolster recruitment through increasing the number of in-person clinics that we give in public and private high school music programs, attendance at the SC Governor's School College Fair this fall, some minor tweaks to our already successful annual Music Mania recruiting event, the third annual spring piano masterclass for area pre-college piano students, and reestablishing the All-Lakelands Honor Band event and Choral Festival this year. We have a new plan for increasing our social media presence that coordinates with University Relations, and we will continue offering the largest scholarships that we can to promising young musicians who audition for us.

Changes Made/Proposed Related to Goal
We have two new recruiting initiatives that we plan to implement in the next year. The first is to increase the marketability of our music major to today's career-oriented prospective college students. We are going to begin advertising career-path options that consist of a B.S. in Music plus a specific minor program outside of music, in hopes that they will be nearly as attractive as our B.S. in Music with K-12 Certification tracks. Three minor programs that we are focusing on first are audio production, marketing, and human services, with the idea that we will be preparing students for careers in sound engineering, music business, and music therapy.

Second, we plan to expand our recruiting radius to between 90 and 120 miles from our campus. This will include school systems from major cities Greenville, Spartanburg, and Columbia. Each area contains high schools with strong music programs from which we have enrolled a few music students in the past.

Our ongoing retention initiative is to use music-making to create a sense of belonging and community among our music majors, especially in our academic classes like music theory and music history where this is not already built into the class. We also seek to make these studies meaningful for students musical lives outside the classroom through class projects that connect to students' musical interests and

the outside world.

Upload Rubrics/Other Files

Dean's Email Address
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Approved by Dean?

Signature of Dean

Comments from Dean's Review