

# Annual Assessment Report

**Department: Music**

**Academic Year: 2020-2021**

**Date of Submission: September 15, 2021**

**Department Chair: Michael Shasberger**

## I. Response to the previous year PRC's recommendations

<p><b>Item: Ensure that all music degrees and programs including the Bachelor of Music are in compliance with NASM's standards.</b></p>	<p><b>Response: The Music Department continues to follow all of NASM's reporting requirements for continuing offerings and program revisions. Additionally, the department has completed a thorough review of the College Catalog to confirm that all programs are accurately presented there.</b></p>
<p><b>Item: Prepare for anticipated retirements and facilitate smooth transition to new faculty.</b></p>	<p><b>Response: The Music Department is prepared to address any and all upcoming retirements. With the addition of the 6th full-time faculty line in the fall of 2020, we have a clear vision for the distribution of assignments as they are currently identified, and will be able to craft position descriptions as needed to address faculty turnover when it occurs. We are committed to active involvement in professional guilds that will assist us in connecting with strong and diverse applicant pools when the time comes to engage those searches. We will continue to advocate for the two additional full-time faculty lines as identified in our strategic planning to continue to consolidate adjunct positions to bring the Music Department more closely in alignment with the percentage of full-time faculty offerings offered by other academic departments and advertised by the College. The appointment of full-time studio voice and wind-instrumental music education positions remain our next priorities.</b></p>
<p><b>Item: In collaboration with the Provost Office develop a strategic plan for Music student enrollment growth.</b></p>	<p><b>Response: The Music Department has long engaged in an active program of student recruitment in cooperation with the Office of Admissions and the Provost, and offered strategic plan draft that outlines the continuation of those endeavors.</b></p>
<p><b>Item: Collaborate with the Provost office, Advancement Office and Strategic Planning Committee on addressing NASM's short-term and</b></p>	<p><b>Response: The Music Department has submitted a plan to the Provost and Vice President for Advancement outlining proposed faculty development and funding</b></p>

<p>long-term development recommendations and suggestions. Among the specific items to be addressed are the hiring of additional faculty, adjunct faculty pay enhancements and a 350-seat recital hall.</p>	<p>strategies for adjunct faculty pay enhancement. Plans for facilities are an established part of the College masterplan and currently await donor funding and capital campaign prioritization.</p>
<p>Notes:</p>	

**II A. Program Learning Outcome (PLO) assessment**

*If your department participated in the ILO assessment you may use this section to report on your student learning in relation to the assessed ILO. The assessment data can be requested from the Dean of Curriculum and Educational Effectiveness.*

<p><b>Program Learning Outcome</b></p>	<p><b>Technical and Musical Expertise: Solo Performance</b></p> <p>Private lesson jury exams are conducted during finals week each semester. These ten-minute jury exams are the equivalent of final examinations for private instruction and will provide an opportunity for the music faculty at large to engage each student who is taking private lessons. Each jury for these exams will consist of two or more music faculty members. All students taking private lessons will be required to perform before the faculty jury. Students who have performed a junior or senior recital will be exempt from the jury for that semester.</p> <ol style="list-style-type: none"> <li>1. The jury schedule and forms are posted online at the music department website.</li> <li>2. It is the student's responsibility to arrange for an accompanist for the jury, if needed.</li> <li>3. Students should dress appropriately and observe proper decorum when performing for the jury.</li> <li>4. Use of printed music in (jury exams) recitals is at the discretion of the student's private instructor.</li> </ol>
<p><b>Who is in Charge /Involved?</b></p>	<p>All full-time faculty and key adjunct professors of private lessons.</p>

<b><u>Direct Assessment Methods</u></b>	Although there were certain obstacles to live performances, as well as a required Covid-19 protocol, the music department did successfully meet our standards and requirements for jury exams in both fall and spring semesters of 2020-2021. Our rubric for measuring student performance is now done on an excel sheet in Google Docs evaluating the following information for each performance on a numerical scale of 1-5: Rhythm, Intonation, Preparation, Interpretation, Dynamic Range, Diction/Pronunciation, Pedaling, Articulation, and a section for personal comments on each performance. We have raw data and graphic evaluations of our jury exams for this school year as well as previous years. The graphs for this report year are in the appendices.
<b><u>Indirect Assessment Methods</u></b>	Our meeting minutes over the school year reflect many conversations, changes, additions, and concerns about how the plan to achieve our goal for hearing our majors and minors, as well as every student in private lessons. In the spring we reflected over the effectiveness of the zoom juries during December. We also have collaborative discussions of our evaluations of students during the jury process when students are not present. Email correspondence on juries for this report year are in the appendices.
<b>Major Findings</b>	According to the expectations of the faculty and the NASM standards (see appendices), our students are meeting or exceeding all current expectations.
<b>Closing the Loop Activities</b>	We continue to monitor and review the jury forms, schedules, and student participation.
<b>Collaboration and Communication</b> See above: Indirect Assessments Methods	

or/and

## II B. Key Questions

<b>Key Question</b>	
<b>Who is in Charge/Involved?</b>	
<b><u>Direct Assessment</u></b>	

<b><u>Methods</u></b>	
<b><u>Indirect Assessment Methods</u></b>	
<b>Major Findings</b>	
<b>Recommendations</b>	
<b>Collaboration and Communication</b>	

### III. Follow-ups

<b>Program Learning Outcome or Key Question</b>	
<b>Who was involved in implementation?</b>	
<b>What was decided or addressed?</b>	
<b>How were the recommendations implemented?</b>	
<b>Collaboration and Communication</b>	

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**IV. Other assessment or Key Questions related projects**

<b>Project</b>	
<b>Who is in Charge /Involved?</b>	
<b>Major Findings</b>	
<b>Action</b>	
<b>Collaboration and Communication</b>	

**V. Adjustments to the Multi-year Assessment Plan (optional)**

Proposed adjustment	Rationale	Timing

**VI. Appendices**

- A. Prompts or instruments used to collect the data
- B. Rubrics used to evaluate the data
- C. Relevant assessment-related documents (optional)