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
2022-2023

Assessment Coordinator Name
Lila Noonkester

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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
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**
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)**
Overall performance score N=3 100% met	3

Comments/Narrative
100% of the graduates scored above 70% on overall performance and have met the goal. Because the goal has been met consistently over the last six years, the Music Assessment Committee plans to review the performance rubric in spring of 2023 and to consider a change in targets for overall performance.

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
2021-2022

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=3 66% met

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

Comments/Narrative
66% of the graduates were performing senior level repertoire upon graduation. The goal was met. Music faculty will continue to seek ways to encourage students to practice more regularly, to learn additional repertoire, and to tackle more extensive and more complex repertoire as they move toward program completion.

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
2021-2022

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	**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)**
Technical mastery N=3 33% partially met	2

Comments/Narrative
33% of the music graduates met the target goal for technical mastery in performance, resulting in a rating of partially met. Performance projects for the three Music, K-12 Teacher Certification graduates indicate that the technical mastery of both the cellist and the vocalist was at junior level and that of the French horn student was above senior level. The music faculty continues to be committed to requiring more practice time and the diligence necessary to gain strides in technique. Recruitment of students whose musical backgrounds are, upon entrance to Lander University, more solid will ensure that technique at a senior level is attained by graduation.

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
2021-2022

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   **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=3 66% met   3

Comments/Narrative
66% of the music graduates met this goal. The cellist was at junior level, the vocalist at senior level, and the French horn player above senior level. Music faculty members plan to continue to seek out and recruit talented student instrumentalists and vocalists whose potential artistry at the college level is already founded in a strong artistic background at the high school level.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments
Goals for overall performance, repertoire levels, and musical artistry were met. The goal for technical mastery was only partially met. Performance ratings have more often than not been at the senior level for the last 5-6 years. The music faculty is pleased with the outcomes of these goals and hopes to receive other types of helpful data by reworking the targets in the coming year.

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 and of the extended performance juries that these students must complete in preparation for the Performance Project. Junior and senior recitals performed by majors pursuing the liberal arts Music degree offer students opportunites to raise their levels of repertoire, to strengthen their hold on good technique, and to enhance their artistic abilities. The music faculty's increase in visits to high schools in efforts to recruit students with stronger foundations in repertoire, technique, and artistry will aid in reaching senior level goals in these areas. A schedule of high school recruitment visits in this area and around the state is being prepared by music faculty for submission to Dean Rollins on October 1, 2022. These visits have already begun.

Upload Rubrics/Other Files
Performance 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
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 Aural Exit Assessment Exam	Semester of graduation

Data Collected for this Timeframe (Results)	Score (Met=3, Partially Met=2, Not Met=1)
Aural N=2 100% met	3

Comments/Narrative
100% of the graduates tested received a score above 70% on the aural exam, and the goal was met.

Additional error detection in music theory classes may have affected the aural success rate. The music faculty intends to determine whether the Major Field Test, a possible new assessment tool, includes an aural portion so that more specific data can be compiled about graduates' aural skills.

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
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 N=3 66% partially met	2

Comments/Narrative
66% of the graduates scored above 70% on the written theory assessment. Over the past five years, 87% of graduates have met this goal. The music faculty plans to review the specificity of the format of the Major Field Test in an effort to consider substituting this assessment tool for the current exam.

Resources Needed to Meet/Sustain Results

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
2021-2022

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	**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 N=3 100% met	3

Comments/Narrative
100% of graduates scored 70% or higher on fundamentals. Students consistently meet this goal involving content from First-Year Theory. Possible implementation of the Major Field Test as a new assessment tool could possibly uncover new data that assists with the development of new targets for this goal.

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
2021-2022

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	**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 N=3 66% partially met	2

Comments/Narrative
66% of graduates scored 70% or above on rhythm. The outcomes in rhythm are on more solid ground these last two years. Last year, Dr. Kelley broke down the subject matter so that students must identify meter by ear when beginning rhythmic dictation. The music theory faculty intend to focus upon the application of rhythm rather than that simply on paper.

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
2021-2022

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	**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 N=3 33% met	2

Comments/Narrative
33% of graduates scored 70% or higher on the tonal harmony portion of the exit assessment. The Music Assessment Committee hopes either to provide a wider variety of questions in the tonal harmony section of the current assessment exam or to implement the Major Field Test as a means of gaining additional data concerning tonal harmony.

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
2021-2022

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	**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 N=3 33% partially met	2

Comments/Narrative
33% of graduates scored 70% or higher on post-tonal harmony. The music faculty continue to consider the value of post-tonal harmonic knowledge for graduates such as teachers and performers. Surely this skill is necessary for collegiate graduate study or for students whose field is specifically music theory. Two years ago, plans were made to focus more heavily on post-tonaly ideas such as pitch class and serial theory in Second-Year Theory. Last year, this change was implemented. Results from this change will not be evident in assessment of graduates for at least another year. It is also believed that the Major Field Test would help obtain more robust data in this particular theory subcategory.

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"
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	**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 N=3 33% partially met	2

Comments/Narrative
33% of graduates met the goal of a score of 70% or higher on the tonal analysis portion of the assessment exam. Plans to include analysis work with period structure and binary form earlier in the theory sequence continue to be carried out and monitored. Current exam questions are a blend of different skills. The Major Field Test may shed more light in this subcategory.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments
Outcomes for aural skills and theory fundamentals were met. Outcomes for written theory, rhythm, tonal harmony, post-tonal harmony, and tonal analysis were all partially met. Theory professors continue to adapt classroom approaches to assist students with learning and retaining this theoretical information.

Changes Made/Proposed Related to Goal
Music theory faculty continue to impose heavier focus on rhythm. Tonal analysis, including more work with period structure and binary forms, continues to be a focal point in both Second-Year Theory and Form & Analysis. Dr. Kelley continues to assess student work in these advance theoretical areas and to adjust his teaching approach annually. Discussions between theory instructors and between instructors and students continue. The Major Field Test has been offered as a tool which may be able to uncover more specific information about graduates' knowledge of the five theoretical subcategories.

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
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)**
Music history N=3 100% met	3

Comments/Narrative
100% of graduates achieved a score of 70% or higher, and the goal was met. Over the last five years, 100% of graduates have met the goal. Use of the Major Field Test should offer more up-to-date information and should include more composers from underrepresented groups.

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"
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=3 100% met

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

Comments/Narrative
100% of graduates scored 70% or higher on the composer ID portion of the assessment exam. The Major Field Test may offer additional information of graduates' knowledge in this historical subcategory.

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
2021-2022

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=3 100% met

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

Comments/Narrative
100% of graduates scored 70% or higher on genres and forms. The goal was met in fine fashion as the actual test scores were 85%, 90%, and 100%. New targets for this goal will be considered in 2023.

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
2021-2022

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	**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=3 66% met	3

Comments/Narrative
66% of graduates scored 70% or higher on style, and the goal was met. The Music Assessment Committee hopes to rewrite these questions to include more with a wider variety of musical styles. The Major Field Test may assist with updating and broadening the scope of this subcategory.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments
This music history assessment shows that graduates have met goals pertaining to the identification of composers, genres and forms, and styles. The Music Assessment Committee is developing new approaches to the assessment of music history through the work of second year professor and music historian Colleen White.

Changes Made/Proposed Related to Goal
Over the past five year, 100% of music graduates have met goals for the identification of coposer, genres, and form. Over those same five years, 87% of graduates have met goals for musical style. A new music history professor hired in 2021 continues to bring a fresh outlook to the strategies for success in music history. Dr. White as plans to reworkthe music history assessment as well as actively to consider implementation of the Major Field Test as a means of providing specific history examples and more actual application of the subject matter.

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
2021-2022

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)
3 music degrees awarded in 2021-2022 not met

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

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
2021-2022

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	**Frequency of Assessment**
Headcount enrollment	Annually

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Headcount enrollment of 35 music majors in 2021-2022	2

Comments/Narrative
Enrollment numbers in music have been mildly adequate for the last five years and have been drastically affected by the pandemic. The MUSICmania event for junior and senior high school students has, since its inception in 2020, allowed Lander to land music majors. As in-person high school recruitment is now more accessible post-pandemic, enrollment numbers should begin to increase.

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 is working to bolster recruitment through a return to in-person clinics in public and private high school music programs, attendance at the SC Governor's School College Fair this fall and the South Carolina Music Educators Conference next spring, production of MUSICmania and the All-Lakelands Honor Band event early next spring, and an increased presence on social media in general. With the addition this past year of a second full-tuition scholarship in music, the department hopes to attract music students with more substantial financial awards.

Changes Made/Proposed Related to Goal
Department faculty are currently primed to submit a list of high school recruitment clinics for the 2022-2023 academic year to Dean Rollins on October 1. A return to these in-person clinics post-pandemic should prove helpful in attracting qualified student musicians to the Lander University music program.

Upload Rubrics/Other Files

Thank you for completing your assessment report. Your report will be sent to your College Dean for their review and approval after you hit "Submit" below. Please enter their email address below.

Dean's Email Address
mrollins@lander.edu

Thank you for reviewing and approving this report. The approval and a copy of the report will be emailed to you and the Assessment Coordinator.