

Annual Assessment Report

Department: Music

Academic Year: 2023-2024

Date of Submission:

Department Chair: Ruth Lin

I. Response to the previous year PRC's recommendations

• Item: In future evaluations of the Christmas Festival, it is not necessary to include the assessors' evaluation sheets – your summary bar graphs (or other graphs you might choose) will be illustrative and sufficient.	Response: Thank you for the clarification, we will bear this in mind for the future.
• Item: When you analyze future assessment data and decide on closing-the-loop activities, please specifically tell us in your report what you plan to do next in these areas. This will help your department and our committee to see the growth and development of the program.	Response: Understood
• Item: When including information in appendices, even when naming them, please number them as well.	Response: You got it!
Item:	Response:
Notes:	

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.

Program Learning Outcome	The 2023-24 report will examine the Solo Performance Expertise PLO. Outcome: Solo Performance Statement: Developing the skills necessary for performing music. Description: The full-time faculty and a number of the adjuncts meet at the end of each semester to hear music majors and minors perform in their specific and secondary areas. Written comments are submitted by each of the faculty to the student's teacher who then shares those comments (at the private lesson teacher's discretion) with the student. In many instances, there is immediate discussion and reflection of the student's progress and difficulties among the full-time faculty in order to assess the progress and determine the best next steps for the student. We then close the loop by making those suggestions to the respective parties. Benchmark: Significant progress and development toward mastery are then reviewed in the successive juries until the student reaches maximum potential at the undergraduate level. Results: Thus far, our method of determining the student's Solo Performance through jury exams at the conclusion of each semester of study has been satisfactory for NASM and we are pleased with the results.
Who is in Charge /Involved?	All full-time faculty and some of our adjunct faculty. Full time faculty are present at all of the jury performances, different adjuncts may come into specific jury of students in their studio.
<u>Direct Assessment Methods</u>	Students' performances are evaluated through a jury performance at the end of each semester. The faculty gives scores following a rubric that was developed by the full-time faculty in the fall of 2022. Please find a copy of the rubric in appendix A. Additionally, the faculty also offers comments/encouragements on specific areas of musical development.
<u>Indirect Assessment Methods</u>	
Major	According to the expectations of the faculty our students are meeting or exceeding all current expectations. Please see

Findings	attached graphs in appendix D and E
Closing the Loop Activities	We are also looking into a new way of enter faculty scores so that students will get an average from all of the faculty rather than a succession of individual scores from the full-time faculty members. We are also looking into a way to analyze these data by student as they progress through their years at Westmont We have streamlined our jury sign up and scheduling thanks to the efforts of our operation specialist Keith Erickson, please see appendix B. The full-time music faculty has also designed a unified formula for private lesson evaluations, and will be asking all private lesson studios to follow this grading formula. Please see appendix C
Collaboration and Communication	

or/and

II B. Key Questions

Key Question	
Who is in Charge/Involved?	
<u>Direct Assessment Methods</u>	
<u>Indirect Assessment Methods</u>	
Major Findings	
Recommendations	
Collaboration and Communication	

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III. Follow-ups

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

IV. Other assessment or Key Questions related projects

Project	Upcoming retirements of Steve Hodson and how to best shape this position moving forward
Who is in	All of the full-time faculty will be a part of this conversation and discussions

Charge /Involved?	
Major Findings	We need a full-time faculty replacement, but we are flexible in the performance area of this faculty. Meaning that this person does not need to be a pianist or keyboardist. This person must contribute to the public facing roles of the department and bring value to the department and college beyond teaching and scholarship.
Action	After discussions with the full-time faculty, the music department will be submitting a request for a full-time tenure-track replacement in ??????
Collaboration and Communication We have been in discussion with the provost office, OCA concerning this position.	

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)

Appendix A

Rubrics for Performance Juries

Updated fall of 2022

Jury Score	1	2	3	4	5
Tone Quality	Hardly recognizable as the tone of the instrument		Tone quality is uneven, but mostly solid in the middle range of the instrument		Fully developed tone quality across the range of the instrument
Intonation	Most notes were out of tune		Notes within middle range are in tune		Notes are in tune across the range of the instrument
Rhythm	No sense of pulse, rhythmic integrity is unrecognizable		Sense of pulse is established, lack of consistent rhythmic integrity		Sense of pulse is strong, good rhythmic integrity
Preparation	Not prepared		Just enough to get by		Well prepared
Musicality/ Presentation	Elementary		Adequate		Compelling and intentional

Rubrics for Performance Juries

Updated fall of 2022

Dynamic Range	Did not perform with appropriate dynamics		Adequate range of appropriate dynamic expressiveness		Wide range of appropriate dynamic expressiveness
*Diction/ Pronunciation	Diction is unclear		Diction is somewhat clear		Diction is clear
**Pedaling	Pedaling is without thought		Pedaling is with thought, but not always clearly executed		Pedaling is well thought through and clearly executed
Articulation	Unclear for majority of the performance		Clear for much of the performance		Clear articulation throughout the performance

* only applies to vocalist

** only applies to pianist

[adjunctmusic] Jury Sign-ups are live!

1 message

Keith Erickson <kerickson@westmont.edu>

Tue, Apr 9, 2024 at 3:43 PM

Reply-To: kerickson@westmont.edu

To: Adjunct Faculty <adjunctmusic@westmont.edu>, colloquium <colloquium@westmont.edu>

Cc: Neil Di Maggio <ndimaggio@westmont.edu>, Erin Bonski <ebonski@westmont.edu>, Hyo Jin Lee <hlee@westmont.edu>, Mi-Young Kim <mkim@westmont.edu>

Hello Everyone,

Jury sign-ups are live! [Register here!](#) AND READ CAREFULLY!

Everyone enrolled in private lessons is required to perform at a jury unless:

- Your lesson is for conducting or composition
- You are or have performed a junior/senior recital this semester
- You are or were a concerto soloist in the concerto concert this semester
- Your private lesson teacher excused you from juries by writing to the department chair

Before you sign up for your jury or juries, it is imperative that you first communicate with your accompanist. If you need an accompanist, do not sign up until you've confirmed their availability!

If you are enrolled in multiple types of private lessons:

- You need to register once per private lesson. i.e. Viola and flute if you are taking both viola and flute lessons.
- If you are a major/minor, make sure to register under the major/minor category with your primary instrument. Your secondary instrument should not go under the music major/minor category.
- If you are excused from a jury, it doesn't mean you are excused from all juries. Each private lesson course requires its own exception. For example: If you gave a Junior recital on piano, but you are also taking voice lessons, you'll still need to do a jury for your voice lessons, even though you are excused from piano lessons.

I recommend registering on a laptop. Phones and ipads condense the info.

If you run into any issues or have any questions, please let me know!

With gratitude,

--

Keith Erickson '12

Music Department Operations Specialist

Choir and Orchestra Tour Manager

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"Jesus is the way, the truth, and the life."

Appendix C

Private Lesson Grade Policy

Colloquium attendance 15%

- Students who are taking 45 min lessons must attend seven (7) forty-five minute colloquia
- Students who are taking 60 min lessons must attend at least twelve (12) forty-five minute colloquia
- Students who are music major or minor must attend ALL colloquia
- If students have a consistent conflict with the time of the colloquium due to a class or an internship, please consult the private teacher and department chair at the beginning of the semester to make alternate arrangements

Completion of colloquium and Jury performance (unless excused by department chair) 10%

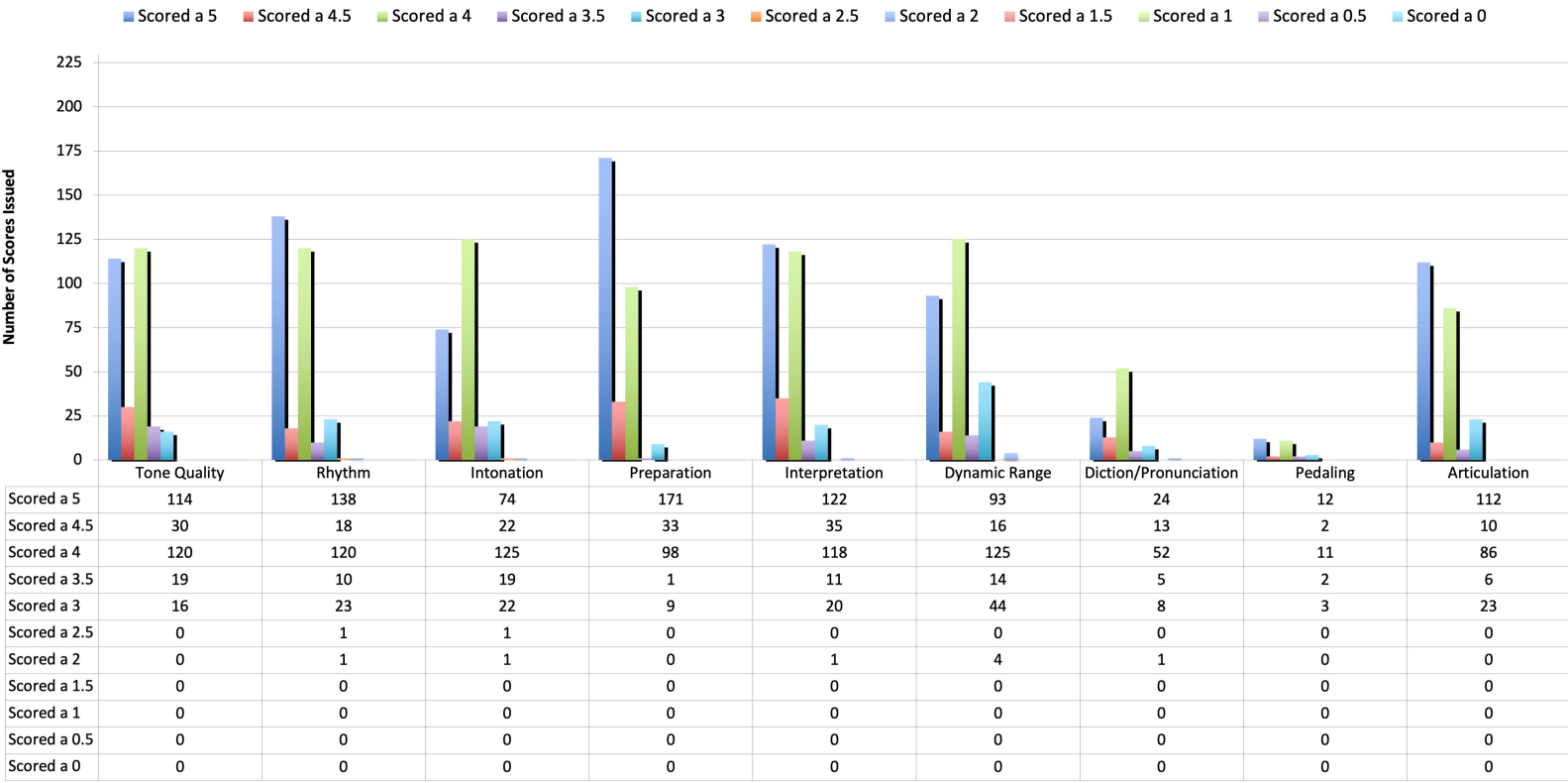
- All students are expected to perform in colloquium once a semester unless this is their first semester of lessons
- Students can be excused from jury if it is their first semester of lessons on an instrument. Students are excused from the jury at the discretion of their teacher in consultation with the department chair. Students should have the conversation with their private teacher, the private teacher will then consult with the department chair to make a final decision
- Any students who have performed a recital, or performed as a soloist on the concerto/aria concert is also excused from jury

Attendance and progress of weekly lessons 75%

Attending at least 12 lessons in a semester is a MUST for students, unless they had a medical emergency or they have attendance accommodations from the Office of Disability Services. While students must attend at least 12 lessons per semester, should a student consistently fail to show up for lessons for whatever reason, **lesson make-ups and schedule of the lesson make-ups are at the discretion of the faculty.**

Appendix D

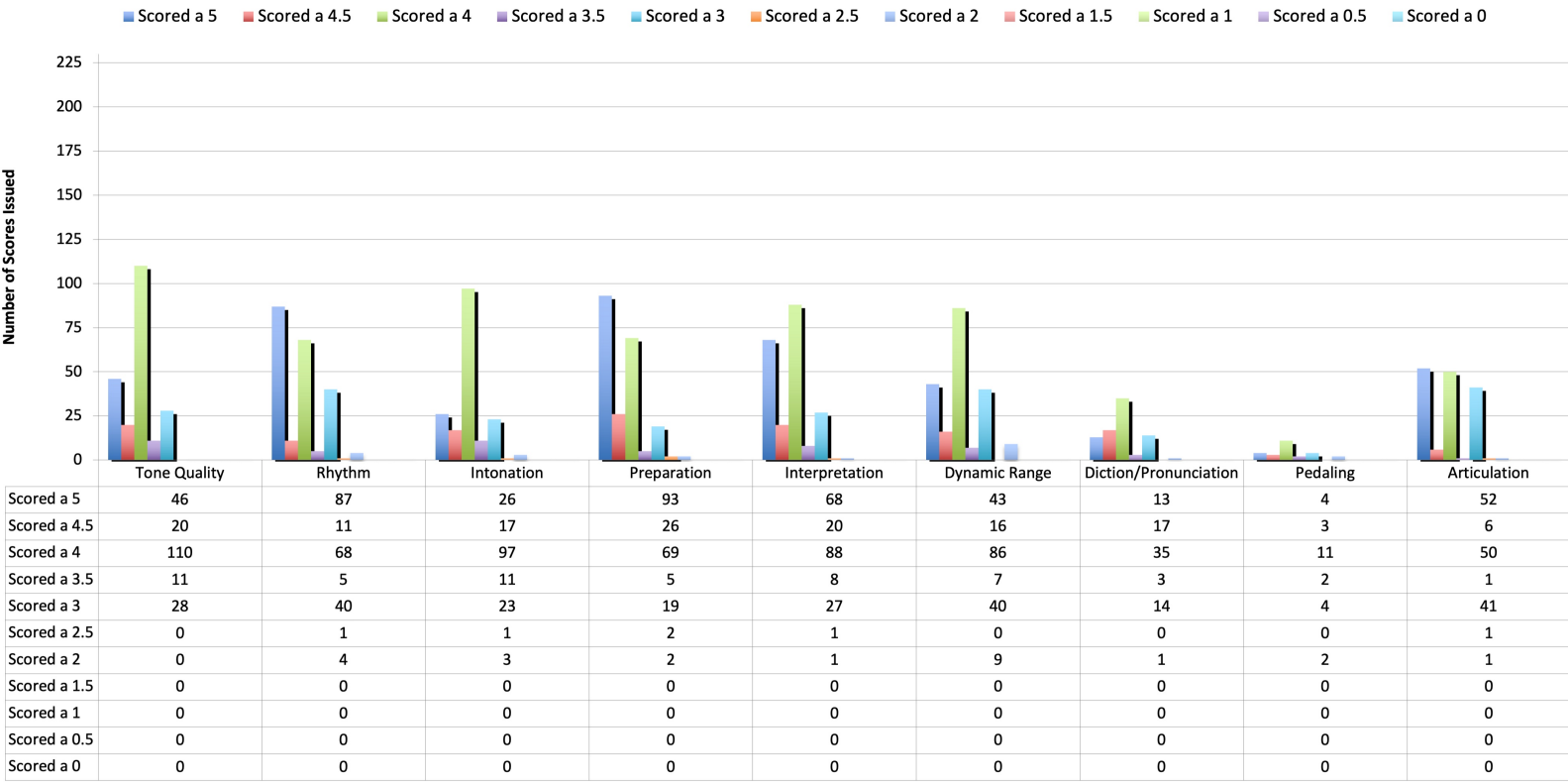
Fall 2023 Jury Data Results



Students were Evaluated on the Categories Above

Appendix E

Spring 2024 Jury Data Results



Students were Evaluated on the Categories Above