

Annual Assessment Report

Department: Music

Academic Year: 2024-2025

Date of Submission: 9/15/2025

Department Chair: Ruth Lin

I. Response to the previous year PRC's recommendations

Item: What are the department's expectations on PLO 1? Do you have a percentage associated with your benchmark (ex: 85% showed significant progress)? How did you analyze the students' scores?	Response: Department expectation for PLO 1 is that over 80% of our students would score 3.5 or above in all of the categories listed in our jury. We analyze student scores to note whether students are doing well overall (measure by the fact that majority of them have scored 3.5 or above in most categories), whether they are succeeding in specific categories better than others. For example, the more nuanced categories of tone quality and dynamic tend to have more scores of 4 rather than 5. This is to be expected since improvements in these areas requires more work and the progress can appear minor (though important) than other categories such as pitch and preparations.
Item: In all future Annual Reports, complete the "Collaboration and Communication" section for any type of assessment performed (PLO Assessment, Key Questions, and Other Assessments).	Response: understood.
Item: Please update the PRC on the department's search for a faculty member: what shape has the position taken, and has the search been fruitful?	Response: Alas, the music department was not allotted a new faculty position so there was no search. We plan to apply for a position in the 24-25 year. God willing, the department will be approved for a fulltime position and could commence with a search.
Item:	Response:
Notes:	

II A. Program Learning Outcome (PLO) assessment

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

Program Learning Outcome	Literacy and Repertoire . Students will be able to use aural and visual analytical skills for score identification of representative works by major composers from all periods of Western music.
Who is in Charge /Involved?	Zig Reichwald
Direct Assessment Methods	[Excerpted from the MU-121 syllabus:] <i>Listening Journal</i> [daily activity]: <i>Music history is primarily a history of musical artworks—its expression, content, meaning, and context. Writing about pieces will help facilitate engaging with the music. For each work listed on the syllabus, you will submit an entry on Canvas (which includes recordings). You may write about theoretical aspects (pitch, harmony, texture, dynamics, form, tempo, rhythm), content and meaning (what is the piece about; what does it express), or context (why and for whom was it written). <u>Be sure to read the description/analysis at the end of each score in the anthology; it will help with your journal entry. Each entry is worth 10 points: 5 points for your own insights/reactions and 5 points for references to the textual descriptions in the anthology.</u></i> Sample of a listening journal is in Appendix A
Indirect Assessment Methods	The term paper, written in stages throughout the semester, includes the analysis, interpretation, and discussion of one or more musical works. The tools from the listening journals to identify and understand musical styles from all major musical periods of Western music are employed in this case study. Guideline is included as appendix B. A sample paper that received the grade of B is included as appendix C, student's name has been redacted. A sample paper that received the grade of A is included as appendix D, student's name has been redacted.
Major Findings	80% of students achieved at least a grade of B- (80) for their listening journals. 80% of students achieved at least a grade of B- (80) for the term paper. All students demonstrated good or excellent musical literacy through their daily analyses of musical works and/or in-depth exploration of a particular musical work or genre in their term paper.
Closing the Loop Activities	Nine Chapter quizzes included score/aural identifications of particular musical works by composer, title, and stylistic features. For all nine quizzes students scored an average of 90% on the score/aural identification questions; no student scored less than 80%. An excerpt from a quiz is included as appendix E. It was difficult to include the entire quiz as it is on canvas.

Collaboration and Communication evidence (dates of departmental meetings, faculty present, decisions made, etc.)

Zig and Ruth have regular tea time every week. Since Zig is in charge of the music history sequence as well as World Music, he is the point person for assessing the Literacy and Repertoire PLO. We had discussions concerning this PLO in the spring of 24, since Zig was on sabbatical in the fall of 24. Zig informed Ruth that he has built in this assessment in the second semester of the music history sequence and will be administering those assessments at that time, and will share the results upon completion. The department is aware of our PLO assessment schedule and we discussed the literacy and repertoire PLOR on our Jan. 14th 2025 meeting.

or/and

II B. Key Questions

Key Question	Facilities planning – Deane Renovation, performance hall, chapel, appropriate rehearsal space
Who is in Charge/Involved?	Zig Reichwald, and less so, Ruth Lin
<u>Direct Assessment Methods</u>	Whether renovations are progressing or being completed
<u>Indirect Assessment Methods</u>	
Major Findings	Thanks to the hard work of Zig and Amy Field in the Office of College Advancement, Deane Chapel has been renovated in stages in the 24-25 school year, with more work to be done past the 24-25 school year. In August of 24, Deane Chapel's organ loft was removed, a temporarily wall was put in. In the summer of 25, the wainscoting have been painted and the windows have been replaced. New raisers and chairs have also been put in. New AV system has been implemented making Deane a wonderful teaching, rehearsing, and performing space.
Recommendations	The floors of Deane Chapel have been sanded down many times and it is at the point where it needs to be replaced. The roof of Deane Chapel is also at the age where it should be replaced. We will be applying for CIP funds and will also be looking into external fundraising for these items.
Collaboration and Communication evidence (dates of departmental meetings, faculty present, decisions made, etc.)	

Renovation of Deane Chapel is a project that Zig Reichwald has spearheaded. He has been the liaison between the music department and the Office of College Advancement, as well as the liaison with physical plant in this project. He has kept Ruth informed as department chair during various stages of grant writing, and has regularly briefed the department at department meetings on Sept. 10th 2024 and April 8th 2025.

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 evidence (dates of departmental meetings, faculty present, decisions made, etc.)	

IV. Other assessment or Key Questions related projects

Project	
Who is in Charge /Involved?	
Major Findings	
Action	
Collaboration and Communication evidence (dates of departmental meetings, faculty present, decisions made, etc.)	

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)