

# I Departmental and Program Assessment Annual Assessment Plan Report

Academic Year: **2007-2008**

Academic Department or Program: **Music**

Chair: **Griebling**

## Assessment Plan

- Is there an assessment plan for your department or program? (It should be on the web at <http://www.hendrix.edu/academics/academics.aspx?id=7264>. If not, explain when one will be completed.)

**Yes.**

- Does the assessment plan include stated student learning goals? (If so, then copy or attach them. Goals should be able to stand alone as a list without pages of explanatory commentary. If not, explain when a list of student learning goals will be available.)

**Yes.**

**The most explicit version is published in the Music Department Handbook, 2007-2008 Ed.; page 3, paragraph 3:**

**Technical artistry**

**Sensitivity to fine points of musicianship**

**Awareness of and familiarity with a broad range of musical literature**

**Solid grounding in the practical applications of music theory.**

**Other relevant publications include Catalog p. 245 and GAP p. 78**

- Does the assessment plan include a list of assessment data that are collected each year? (If so, then copy or attach the list. Assessment data lists should be able to stand alone as a list without pages of explanatory commentary. If not, explain when a list of assessments will be available. You do *not* need to submit any of your data, but it should be on file in your department.)

**Student assessment occupies a portion of many of our department meetings which are held alternate weeks throughout the year. Formal assessments of music majors occur in the Spring and took place as follows:**

**2/29 3:00 pm Department Meeting Pre-recital Hearings for 3 Senior Music Majors**

**3/7 1:30-4:00 pm Major Field Test Administered to Senior Music Majors**

**4/4 Assessment of Senior Project papers**

**4/11 3:00 pm Nathan Jeffries' performance jury**

**4/25 1:00-5:15 pm Music Major Performance Juries**

**4/29 1:00-3:00 pm Music Major Assessment Interviews**

- Has your department or program done an assessment audit of your courses to determine how course goals match overall student learning goals? (This has not been required of departments, but it is a recommended exercise that was explained at the most recent chairs' assessment workshop. If you have done this, please report the results.)

**Yes.**

**We found that our core curricula in the major and minor fulfill their stated functions. Music in general studies classes and music activity classes are also accomplishing their goals as stated.**

- Are department or program student learning goals available to students? Are student learning goals included in course syllabi in your department or program?

**Yes.**

**We have also recently developed an Audit Sheet system for Music Majors and Minors that is now filed in their folders. We have asked the Registrar to add information to student transcripts that includes proficiency exams passed and senior project grades. We have added recital evaluation forms to our record keeping long with the jury sheets, and we have begun discussions about establishing performance standards and repertoire guidelines for the applied studios.**

#### Student Assessments

- Describe which *direct* assessments in your assessment plan have been collected for the year and which have not. ["Direct" refers to evaluated student work.]

**Audit Sheets and Performance Evaluations Sheets have been collected and are filed in students' files in the department. In addition, we evaluate students work through the following procedures:**

**Music Major Performance Juries**

**Music Major Senior Projects**

**ETS Major Field Test**

**Proficiency Exams in Piano, Solfege, and Aural Skills**

**Exams and Papers in classes**

## Performances in Major Ensembles

- Describe which indirect assessments in your assessment plan have been collected for the year and which have not. ["Indirect" refers to student surveys or opinions.]

**We have developed a questionnaire for use during Music Major Juries and Assessment conversations. The questions are administered orally in the form of an interview.**

## Assessment Planning

- How is information about student learning shared and used for department or program decision making? (Each department and program is expected to have discussions of at least two hours each academic year to discuss assessment. If you have met, briefly summarize the meeting. If you have not met, when do you plan to meet?)

**See the list of dates and times for formal student assessments above. In addition, we meet for 50 minutes every two weeks throughout the academic year as a department. Student progress and how we might improve it is a portion of a number of these meetings.**

- Describe any curricular or other programmatic changes that have been made that were based (at least in part) on the availability of your assessment data.

**We are working to develop a list of performance standards and repertoire guidelines.**

**We have already added audit sheets, assessment questionnaires, and recital evaluation forms to enhance and formalize the assessment of the performance component of our program.**

- Describe any changes in the Assessment Plan that have been made during this academic year. (If changes have been made, please submit an electronic copy of the revised plan to Amanda Hurd.)

- What are the department or program's plans for improving student learning in the major?

**The department plans to formalize the performance component of our program by improving awareness of performance standards and repertoire guidelines.**

**I believe that all the relevant materials were sent as attachments earlier this year.**

**HENDRIX COLLEGE**

**Department of Music**

400 APPLIED MUSIC JURY  
Faculty Comment/Evaluation Form

NAME \_\_\_\_\_ CLASSIFICATION \_\_\_\_\_

PERFORMANCE AREA \_\_\_\_\_ DATE \_\_\_\_\_

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TECHNIQUE REQUIREMENTS

GRADE (opt.) \_\_\_\_\_

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SOLO WORKS

GRADE (opt.) \_\_\_\_\_

COMMENTS/EVALUATION:

Faculty may be guided in their remarks by the following criteria of musicianship, plus any other criteria, as appropriate.

-INTERPRETATION: style, tempo, dynamic control, phrasing, etc.

-TECHNIQUE: tone, intonation, rhythmic/tonal accuracy, articulation, etc.

-MUSIC: artistic maturity, stage presence, memorization, (if required by studio teacher), etc.

\_\_\_\_\_  
Faculty Signature

\_\_\_ Student Copy

\_\_\_ Studio teacher copy

\_\_\_ File copy

## Guidelines for Music Major Assessment Conversations

### General Records:

1. What MUSI course requirements for the music major did you successfully complete this year?
  - a. Professor Comments.
  - b. Student Comments.
2. What MUSA course requirements for the music major did you successfully complete this year?
  - a. Studio Teacher/Ensemble Director Comments.
  - b. Student Comments.
3. Did you complete and Odyssey projects in music? If so, what were they?
  - a. Comment on this as a *Hands On Learning Experience* in Music.
  - b. Supervisor Comments.
4. Did you engage in any independent studies or internships? If so, what were they?
  - a. Comment on your experiences.
  - b. Supervisor Comments.
5. Have you passed the proficiency exams in
  - a. Piano, \_\_\_\_\_
  - b. Solfege and \_\_\_\_\_
  - c. Aural Skills? \_\_\_\_\_
6. Did you receive credit for Recital Attendance in
  - a. the Fall? \_\_\_\_\_
  - b. the Spring? \_\_\_\_\_

### Applied Progress:

1. How many hours per week did you devote to practicing? \_\_\_\_\_
2. How would you rate yourself in terms of professionalism? (reliability, punctuality, attendance, preparedness, etc.)
3. How would you rate your technical progress?
4. How would you rate your musical progress?
5. How would you rate your progress in obtaining a working knowledge of the repertoire?
6. Did you perform on any student recitals, master classes, solo recitals, chamber music programs on campus?

7. Did you participate in any off campus musical events or performances, or take any professional auditions?

7. Applied Studio Teacher/Ensemble Director Comments.

**Summer Plans and Career Goals in Music:**

1. How does music figure in your plans after college?
2. Do you have a plan for achieving those goals?
3. How can we help you realize those goals? (Do you have someone helping you realize these goals; if so, who?)
4. Do you have any special musical projects this summer such as attending a music workshop or summer camp, studying privately, or performing in an ensemble or at a church?
5. How would you rate your experience as a music major at Hendrix College this year?
6. Has anything you have experienced led you to reevaluate your career goals since this time last year? If so, what was it and how have they changed?
7. Do you have any questions or comments about your overall experiences in music this year?

**Hendrix College Music Department**

**Music Major Audit Record**

Student Name: \_\_\_\_\_

Academic Advisor: \_\_\_\_\_

Instrument/Voice: \_\_\_\_\_

Music Scholarship Award: \_\_\_\_\_

Date Entered: \_\_\_\_\_

Projected Graduation: \_\_\_\_\_

**Theory Placement Recommendation:**

MUSIC 100 \_\_\_ MUSIC 201 \_\_\_ MUSIC 202 \_\_\_ MUSIC 301 \_\_\_

A. P. credit awarded for: \_\_\_\_\_

Music Major Core Courses: (site semester completed or credit given)

**THEORY SEQUENCE:**

**LITERATURE SEQUENCE:**

**ELECTIVES:**

MUSIC 100 \_\_\_\_\_

MUSIC 101 \_\_\_\_\_

\_\_\_\_\_

MUSIC 201 \_\_\_\_\_

MUSIC 401 \_\_\_\_\_

\_\_\_\_\_

MUSIC 202 \_\_\_\_\_

MUSIC 402 \_\_\_\_\_

\_\_\_\_\_

MUSIC 301 \_\_\_\_\_

MUSIC 497 \_\_\_\_\_

\_\_\_\_\_

MUSIC 302 \_\_\_\_\_

**APPLIED MUSIC:**

**PROFICIENCIES:**

MUSA 300/400: \_\_\_\_\_

Sight Singing: \_\_\_\_\_

JURIES: \_\_\_\_\_

Keyboard: \_\_\_\_\_

MUSA 200: \_\_\_\_\_

Aural Skills: \_\_\_\_\_

**RECITAL ATTENDANCE:**

\_\_\_\_\_

**SENIOR CAPSTONE EXPERIENCE:**

Date: Score:

Major Field Test: \_\_\_\_\_

Senior Project: \_\_\_\_\_

Project Description: \_\_\_\_\_

\_\_\_\_\_

**Projects undertaken toward graduation with distinction:**

Project Description: \_\_\_\_\_

Distinction Awarded: \_\_\_\_\_

Graduation Date: \_\_\_\_\_

**Hendrix College Music Department**

Student Name: \_\_\_\_\_

Instrument/Voice: \_\_\_\_\_

Date Entered: \_\_\_\_\_

**Music minor Audit Record**

Academic Advisor: \_\_\_\_\_

Music Scholarship Award: \_\_\_\_\_

Projected Graduation: \_\_\_\_\_

**Theory Placement Recommendation:**

100 \_\_\_\_\_ 201 \_\_\_\_\_ 202 \_\_\_\_\_ 301 \_\_\_\_\_

**A.P. Credit awarded for:** \_\_\_\_\_

Music Major Core Courses: (site semester completed or credit given)

**THEORY SEQUENCE:**

MUSIC 100 \_\_\_\_\_

MUSIC 201 \_\_\_\_\_

MUSIC 202 \_\_\_\_\_

**LITERATURE SEQUENCE:**

MUSIC 101/150 \_\_\_\_\_

MUSIC \_\_\_\_\_

**APPLIED MUSIC:**

MUSA 300/400: \_\_\_\_\_ (JURY) \_\_\_\_\_

**ELECTIVE:** \_\_\_\_\_ or MUSA 200: \_\_\_\_\_

Graduation Date: \_\_\_\_\_



HENDRIX COLLEGE  
Department of Music

SENIOR PROJECT/RECITAL  
Faculty Comment/Evaluation Form

NAME \_\_\_\_\_ CLASSIFICATION \_\_\_\_\_

PERFORMANCE AREA \_\_\_\_\_ DATE \_\_\_\_\_

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SOLO WORKS PERFORMED

GRADE \_\_\_\_\_

PAPER/PROGRAM NOTES

GRADE \_\_\_\_\_

COMMENTS/EVALUATION:

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