

2020-2021 Music Department Assessment Report

Assessment Meeting: May 7, 2021

Meeting Participants: Gretchen Renshaw James (interim chair), John Krebs

Overview

During the 2020-2021 school year, the Department of Music assessed LG5, which states that students will: “Conduct basic research in music and communicate ideas and information coherently in both written and oral formats.”

For direct assessment of LG5, we used our capstone evaluation rubric to assess our two seniors’ work. The capstone is a major area in which our LG5 is showcased. In addition, we evaluated students on their work in MUSI 312, our W2 course, which is another place where students develop skills related to LG5. To do the assessment of MUSI 312 work, we asked the professors of the past two iterations of MUSI 312 - an every-other-year course - to evaluate their students’ achievement of LG5 based on a rubric, which is shared below.

For indirect assessment, we added some questions to the MUSI 312 course evaluation and also sent a brief survey to our two seniors to ask students about their experiences in developing their research and communication abilities. These tools will help us gain an understanding of how well our seniors feel they developed these skills throughout the entirety of our departmental courses and activities. The MUSI 312 course evaluations will aid us in understanding how well that course is preparing students for success on the senior capstone, since it is intended to be a key component in their preparation for that project.

Direct Assessment

Senior Capstone Evaluation

This year presented an opportunity to evaluate our two seniors on their capstone projects. And, as it happened, both of our capstone options were represented: one student performed a lecture recital, while the other chose the paper/presentation option. See below for a copy of the rubric for each capstone option, as well as the grading spreadsheets for our two seniors.

**Music Department Capstone Rubric
Lecture Recital Option**

**Performance Component (50%)
25 minutes of music**

	Excellent (A=3.5-4.0)	Good (B=3.0-3.4)	Average (C=2.5-2.9)	Poor (D=2.0-2.4 and below)
Tone Quality (25%)	Tone quality is vibrant, rich, and produced at a high level throughout the repertoire performed.	Tone quality is generally strong, with occasional issues of technique. The student displays the ability to correct issues during the performance.	Tone is developing and demonstrates inconsistency in quality. Fuzziness or lack of clarity sometimes evident.	Underdeveloped tone lacking focus and clarity.
Accuracy of Pitches, Rhythms, Intonation (25%)	Notes and rhythms performed nearly flawlessly. Superb control of pulse and rhythm. Outstanding intonation in all registers and volumes.	Minor note/rhythm errors. Pulse and rhythm are under control most of the time. Overall intonation is good; minor issues occur and performer demonstrates ability to adjust pitch.	Note/rhythm errors evident, but the overall performance remains effective. Pulse and rhythm are not always steady. Intonation issues evident. Inconsistent breath/bow control affects intonation.	Note/rhythm errors interfere with the musical flow. Performer has to restart due to errors. Intonation is poor. Poor breath support/bow control adversely affects intonation.
Expression and Interpretation (25%)	Performer displays a deep understanding of the music to render an emotive musical interpretation. Tempo choices are appropriate and tasteful. The performance is highly expressive. Dynamics performed extremely well at all volumes and in all registers. Performer demonstrates a mature sense of phrasing and musicianship.	Performer displays a good understanding of the music and a clear sense of musical interpretation. Tempo choices are generally appropriate. The performance is expressive, but sometimes sound is harsh/distorted during passages with dynamic/range extremes. Expressive phrase shaping and contouring of phrases with minor flaws.	Performer's musical interpretation is developing. Tempo choices are sometimes not always appropriate. The performance is somewhat expressive, but within a narrow dynamic range. Phrasing evident, but lacks definition, nuance and/or fluidity.	Performer lacks a fundamental understanding of the music. Tempo choices are not stylistically appropriate. The performance is not expressive. Lack of dynamic contrasts. Performer's sense of phrasing needs further development. Phrasing lacks cohesiveness.
Articulation / Diction and Pronunciation (15%)	Articulation/diction is superior throughout the entire performance. For vocalists: consonants are clear and pronunciation of language is correct.	Articulation/diction is very good most of the time. For vocalists: a few consonants are not clear. Pronunciation is correct most of the time.	Articulation/diction is inconsistent. For vocalists: many consonants are unclear. Pronunciation has several flaws.	Articulation/diction is nonexistent throughout. For vocalists: consonants are unclear. Pronunciation of language is not correct.
Stage Etiquette (10%)	Presentation is polished and professional. Dress and stage demeanor are appropriate.	Presentation mostly polished but with minor flaws. Dress and stage demeanor are mostly appropriate.	Presentation lacks polish. Dress and/or demeanor were somewhat appropriate.	Presentation is not polished at all. Dress and/or demeanor were not appropriate.

**Music Department Capstone Rubric
Lecture Recital Option**

**Lecture Component (50%)
25 minutes**

	Excellent (A=3.5-4.0)	Good (B=3.0-3.4)	Average (C=2.5-2.9)	Poor (D=2.0-2.4 and below)
Argument (20%)	Provides a clear, strong argument, using appropriate signposts or other cues.	Provides a good argument that is indicated by some cues.	Argument is unclear and lacking cues.	No clear argument.
Scholarship (20%)	Argument is articulated in relation to the larger scholarship on the issue.	Argument is placed within larger scholarship, though this relationship could be made clearer.	Relationship between argument and larger scholarship is not articulated.	No interaction with secondary literature.
Evidence (20%)	Argument is supported by specific evidence that is directly tied to the overarching claims of the presentation.	Argument is supported by some evidence, but evidence is vague or not clearly tied to the overarching claims of the presentation.	Argument is supported by limited, vague, or misunderstood evidence with no clear ties to the overarching claims of the presentation.	No clear evidence to support claims.
Organization (20%)	Demonstrates understanding of the audience with accessible language, development of thought, and clear organizational structure.	Has a natural progression of ideas with awareness of the audience and clear transitions.	Vaguely connects ideas with a generic use of language for the intended audience. Needs more transitions.	Uses unsuitable language and unconnected ideas.
Engaging Presentation (10%)	An engaging presentation with an excellent hook; holds audience attention throughout.	An engaging presentation with a good hook; holds audience attention through most of the presentation.	Somewhat difficult to gain and maintain audience attention.	Hard for audience to concentrate on the subject at hand.
Presentation Style (10%)	Appropriate tone, body language, eye contact, and varied vocal presentation. If applicable, PowerPoint used effectively to add value to the presentation.	Good tone, body language, eye contact, and vocal presentation. If applicable, PowerPoint used well to supplement the presentation.	Some issues with tone, body language, eye contact, and/or vocal presentation. If applicable, PowerPoint could use editing to better communicate ideas.	Major issues with tone, body language, eye contact, and/or vocal presentation that detract from the content. If applicable, PowerPoint does not aid in comprehension.

**Music Department Capstone Rubric
Paper and Presentation Option**

Paper Component (60%)

8000 words

	Excellent (A=3.5-4.0)	Good (B=3.0-3.4)	Average (C=2.5-2.9)	Poor (D=2.0-2.4 and below)
Thesis (20%)	This paper makes a central claim that is substantive and articulately stated. The goal of this paper is very clear.	This paper makes a central claim, but it could be more substantive, or better stated. The goal of the paper is hinted at but not clear.	The paper has a claim, but it is a very weak or uninteresting one. The goal of the paper is ambiguous or contradictory.	This paper makes no central claim or one that is irrelevant, unclear, or self-evident. The goal for this paper is missing or vague.
Development of Thesis (10%)	The thesis is supported by logical, sequenced arguments with clear transitions between paragraphs and ideas. Evidence, analogies, or examples are provided.	The thesis is supported by arguments, but not consistently, and/or the arrangement manifests minor lapses in logic and sequencing. Transitions between paragraphs and ideas exist, but could be stronger. Some evidence, analogies, or examples are provided.	The thesis is supported haphazardly. Transitions are mostly absent. Very little supporting evidence is provided.	The thesis is not supported by arguments, or the arrangement of the arguments manifests flaws in logic and sequencing. Transitions are absent. No supporting evidence.
Quality of Research (10%)	Demonstrates a thorough understanding of historiographical or theoretical approaches to the topic and situates own work in the field.	Demonstrates good understanding of/engagement with secondary literature on topic; attempts to explain the relevance and significance of own work in the field.	Demonstrates some understanding of/engagement with secondary literature on topic; little done to explain the relevance and significance of own work in the field.	Does not engage secondary literature or make an effort to explain the significance of own work in the field.
Use of Sources (20%)	Demonstrates skillful use of high quality, credible, relevant sources to support the argument of the paper.	Evidence is deployed in good support of argument, and it is mostly supportive of claims, of mostly good quality, and/or is somewhat related to the overall argument of the paper.	Evidence is deployed in some support of argument, though it may not fully support claims, may be of limited quality, and/or may not clearly relate to the overall argument of the paper.	Evidence is clearly insufficient, of poor quality, and/or not relevant to the topic of the paper.
Organization (20%)	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is excellent, clearly and consistently observable, and contributes to the logical development of the argument of the paper.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is evident, with good clarity and consistency and good contribution to the logical development of the argument.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is evident, though it may not be entirely clear or consistent, and/or may not clearly contribute to the logical development of the argument.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not clear; paper lacks coherence, logical flow, and integrity.
Grammar and Mechanics (10%)	The essay is free or nearly free of errors in grammar, punctuation, and mechanics. The writer's voice is engaging and the prose fluent.	The essay manifests minor, occasional errors in grammar, punctuation, or mechanics. The writer's voice is appropriate and the prose competent.	The essay has frequent errors in grammar, punctuation, or mechanics. The writer's voice is not always appropriate. The prose is average at best.	The essay contains major, persistent errors in grammar, punctuation, or mechanics. The writer's voice is inappropriate or inconsistent, and the prose is substandard.
Required Length (10%)	The paper meets or exceeds 8,000 words.	The paper has between 6,000-8,000 words.	The paper has between 4,000-6,000 words.	The paper has fewer than 4,000 words.

**Music Department Capstone Rubric
Paper and Presentation Option**

Lecture Component (40%)

25 minutes

	Excellent (A=3.5-4.0)	Good (B=3.0-3.4)	Average (C=2.5-2.9)	Poor (D=2.0-2.4 and below)
Argument (20%)	Provides a clear, strong argument, using appropriate signposts or other cues.	Provides a good argument that is indicated by some cues.	Argument is unclear and lacking cues.	No clear argument.
Scholarship (20%)	Argument is articulated in relation to the larger scholarship on the issue.	Argument is placed within larger scholarship, though this relationship could be made clearer.	Relationship between argument and larger scholarship is not articulated.	No interaction with secondary literature.
Evidence (20%)	Argument is supported by specific evidence that is directly tied to the overarching claims of the presentation.	Argument is supported by some evidence, but evidence is vague or not clearly tied to the overarching claims of the presentation.	Argument is supported by limited, vague, or misunderstood evidence with no clear ties to the overarching claims of the presentation.	No clear evidence to support claims.
Organization (20%)	Demonstrates understanding of the audience with accessible language, development of thought, and clear organizational structure.	Has a natural progression of ideas with awareness of the audience and clear transitions.	Vaguely connects ideas with a generic use of language for the intended audience. Needs more transitions.	Uses unsuitable language and unconnected ideas.
Engaging Presentation (10%)	An engaging presentation with an excellent hook; holds audience attention throughout.	An engaging presentation with a good hook; holds audience attention through most of the presentation.	Somewhat difficult to gain and maintain audience attention.	Hard for audience to concentrate on the subject at hand.
Presentation Style (10%)	Appropriate tone, body language, eye contact, and varied vocal presentation. If applicable, PowerPoint used effectively to add value to the presentation.	Good tone, body language, eye contact, and vocal presentation. If applicable, PowerPoint used well to supplement the presentation.	Some issues with tone, body language, eye contact, and/or vocal presentation. If applicable, PowerPoint could use editing to better communicate ideas.	Major issues with tone, body language, eye contact, and/or vocal presentation that detract from the content. If applicable, PowerPoint does not aid in comprehension.

Ochoa Lecture Recital Grading Template ☆ 📁 ☑

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fx								Capstone Components																							
A		B		C		D		E		F		G		H																	
Capstone Components		Component Grade		Component %		Total																									
Performance		3.36		50%		1.68						Grading Scale																			
Lecture		3.33		50%		1.665						Letter Grade		Percentage		GPA															
												A		90-100%		3.5-4.0															
												B		80-89%		3.0-3.4															
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												D		60-70%		2.0-2.4															

Ochoa Lecture Recital Grading Template ☆ 📁 ☑

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A	B	C	D	E	F	G
Categories	JK Grade	NB Grade	GRJ Grade	Average	Category %	Total
Tone Quality	3.8	2.5	3.4	3.233333333	25%	0.8083333333
Accuracy of Pitches, Rhythms, Intonation	3.9	2.7	3.4	3.333333333	25%	0.8333333333
Expression and Interpretation	3.7	2.5	3.1	3.1	25%	0.775
Articulation / Diction and Pronunciation	4	3.5	3.5	3.666666666	15%	0.55
Stage Etiquette	4	3.8	4	3.933333333	10%	0.3933333333
				PERFORMANCE GRADE		3.36

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Ochoa Lecture Recital Grading Template



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fx	Categories					
A	B	C	D	E	F	G
Categories	JK Grade	NB Grade	GRJ Grade	Average	Category %	Total
Argument	4	2.5	3	3.166666666	20%	0.6333333333
Scholarship	4	2.8	3	3.266666666	20%	0.6533333333
Evidence	4	2.8	3.2	3.333333333	20%	0.6666666667
Organization	3.9	2.5	3.4	3.266666666	20%	0.6533333333
Engaging Presentation	3.9	3	3.8	3.566666666	10%	0.3566666667
Presentation Style	3.9	3.5	3.6	3.666666666	10%	0.3666666667
				LECTURE GRADE		3.33
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Louella Worsham Paper/Lecture Grading



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Capstone Components							
A	B	C	D	E	F	G	H
Capstone Components	Component Grade	Component %	Total				
Paper	2.866666667	60%	1.72		Grading Scale		
Lecture	2.75	40%	1.1		Letter Grade	Percentage	GPA
					A	90-100%	3.5-4.0
	OVERALL CAPSTONE GRADE		2.82		B	80-89%	3.0-3.4
					C	70-79%	2.5-2.9
					D	60-70%	2.0-2.4
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Louella Worsham Paper/Lecture Grading ☆ 📁 ☁

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fx Categories

A	B	C	D	E	F	G
Categories	JK Grade	NB Grade	GRJ Grade	Average	Category %	Total
Thesis	3.5	2.5	2.7	2.9	20%	0.58
Development of Thesis	2.9	2.5	2.9	2.76666666	10%	0.2766666667
Quality of Research	2.9	2.7	2.7	2.76666666	10%	0.2766666667
Use of Sources	2.9	2.5	3	2.8	20%	0.56
Organization	3.2	2.8	2.7	2.9	20%	0.58
Grammar and Mechanics	3.5	2.8	3.5	3.26666666	10%	0.3266666667
Required Length	2.9	2.5	2.6	2.66666666	10%	0.2666666667
					PAPER GRADE	2.866666667

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Louella Worsham Paper/Lecture Grading ☆ 📁 ☁

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fx Categories

A	B	C	D	E	F	G
Categories	JK Grade	NB Grade	GRJ Grade	Average	Category %	Total
Argument	3.5	2	2.7	2.73333333	20%	0.5466666667
Scholarship	3.2	2	2.7	2.63333333	20%	0.5266666667
Evidence	2.9	2	3	2.63333333	20%	0.5266666667
Organization	3.5	2	3	2.83333333	20%	0.5666666667
Engaging Presentation	3.5	2	3.2	2.9	10%	0.29
Presentation Style	3.4	2	3.4	2.93333333	10%	0.2933333333
					LECTURE GRADE	2.75

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Rosemarie performed a lecture recital, and earned an overall grade of A, whereas Louella chose the paper/presentation option and earned an overall grade of C. In our discussions, John Krebs and I recognized that we have a small sample size with which to work, so we carefully discussed how the students did on their capstones in comparison to our expectations.

First, John and I believe that, for the most part, these students' capstone grades have a strong correlation to their overall quality as students. Rosemarie is a very strong student overall, and her final capstone grade of A reflects that. Louella's capstone grade of C is reflective of the work she's done in the department over the course of her time at Hendrix.

With the above in mind, we also agree that Rosemarie's lecture was not especially strong. Taken on its own, the lecture portion of Rosemarie's capstone was at about a B level. And since the lecture component speaks strongly to LG5, this evidence caused us to look more deeply at how we develop LG5 across the curriculum so that all students are well prepared. In the past, a certain amount of this development was likely achieved through our senior seminar. However, in a recent curricular restructuring, we removed the senior seminar from the music major. Part of the impetus behind this change was a desire to simplify our major and reduce its number of required courses to be more in line with the rest of the college. In addition, the low number of majors that we typically have led to senior seminar regularly happening as an independent study. We did not feel it was fair to the professors in our department to have a course requirement that we knew would regularly require one of us to teach an independent study of this nature.

Based on the evidence that Rosemarie performed less strongly on the lecture portion of her capstone, and based on the evidence that Louella performed at a C-level on both the paper and presentation components of her capstone, John and I discussed the degree to which we felt MUSI 312 was effectively helping students develop LG5. It seems that this course - where we believe a significant amount of LG5 development occurs - might not be achieving what we had hoped and is leaving students not fully prepared for the senior capstone. In addition, we recognized the potential scheduling issue that can and has occurred. Since the MUSI 311/312 sequence is offered only every other year, and since students do not have to declare their major until the spring of their sophomore year, it is possible that a student might not take MUSI 312 until the spring of their senior year. As a result, a student could be experiencing the majority of their development of LG5 in the same semester in which they are supposed to be demonstrating mastery of LG5 through their capstone. In fact, this schedule issue happened to Louella this year.

As a result of the above discussions, the department will examine options for shifting some of the LG5 development to MUSI 311, a course that we can guarantee a music major would take no later than the fall of their senior year. Andrew Morgan normally teaches the MUSI 311/312

sequence - and just so happens to be completing a sabbatical in which he was studying pedagogical techniques to revamp this course sequence - so this is a perfect time for us to make changes. In addition, the MUSI 311/312 sequence won't be offered again until the 2022-2023 academic year, so we have time to think about and implement these changes. Preliminary ideas for changes to MUSI 311 include: incorporating some assignments that will take steps toward LG5, such as an annotated bibliography; looking at MUSI 311/312 like a year-long W2 so that LG5 can be developed more fully; and adding a presentation of some kind to work on the communication aspect of LG5.

With the above in mind, the department is planning to have a meeting early in Fall 2021 in which we will discuss ideas for MUSI 311 updates. Andy has been on sabbatical during Spring 2021 and so was not part of our department assessment meeting, but we will of course be sharing this report with him since so much of our success in developing LG5 has to do with the MUSI 311/312 sequence, which he teaches.

Student Success in MUSI 312

We created a new rubric (see below) which professors of MUSI 312, or any other course in which we develop LG5, can use to assess the degree to which they think their students achieved LG5 by the end of the semester. Since MUSI 312 is a major component of LG5 development in our curriculum, we gathered this data for the past two iterations of MUSI 312.

Hendrix College Music Department Learning Goal #5 Rubric

LG 5 Conduct basic research in music and to communicate ideas and information coherently in both written and oral formats.				
	Capstone 4	Milestones 3 2		Benchmark 1
Part 1: Conduct basic research in music.	Explores a topic in depth, yielding a rich awareness of its larger context.	Explores a topic in depth, yielding insight into its larger context.	Explores a topic with some evidence of depth, providing occasional insight into its larger context.	Explores a topic at a surface level, providing basic facts and little insight into its larger context.
Part 2: Communicate ideas and information coherently in both written and oral formats.	Communicates, organizes, and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth, using a format in ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression.	Communicates, organizes, and synthesizes information from sources. Intended purpose is achieved. Uses a format to explicitly connect content and form, demonstrating awareness of purpose and audience.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved. Uses a format that connects in a basic way what is being communicated (content) with how it is said (form).	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved. Is not thoughtful about the format.

Here is the data for the Spring 2021 offering of MUSI 312:

- Part 1 of LG5:
 - Capstone (4) = 0 students
 - Milestones (3) = 3 students
 - Milestones (2) = 1 student
 - Benchmark (1) = 2 students
- Part 2 of LG5:
 - Capstone (4) = 0 students
 - Milestones (3) = 3 students
 - Milestones (2) = 1 student
 - Benchmark (1) = 2 students

Here is the data for the Spring 2019 offering of MUSI 312 (at that time, it was MUSI 402):

- Part 1 of LG5:
 - Capstone (4) = 1 student
 - Milestones (3) = 2 students
 - Milestones (2) = 1 student
 - Benchmark (1) = 0 students
- Part 2 of LG5:
 - Capstone (4) = 1 student
 - Milestones (3) = 2 students
 - Milestones (2) = 0 students
 - Benchmark (1) = 1 student

Although we're doing reasonably okay getting students to the "Milestones" levels, we want to have more students achieving the "Capstone" level so that they are more fully prepared for success on their capstone. Also, as we've seen, getting students only to the "Milestones" levels might not be enough to prepare them for success on the capstone. In addition, for the Spring 2021 offering of MUSI 312, we recognize that two out of the six students in the course achieved only the "Benchmark" level, which provides further evidence of a need to revamp the way we develop LG5 both leading up to and within MUSI 312.

In examining how to achieve getting more students to the "Capstone" level, in addition to lifting students above the "Benchmark" level, John and I discussed the importance of developing department-wide rubrics to unify our approach to writing assignments and presentations. This will help us in a number of ways - and most especially when professors go on sabbatical. First, department-wide rubrics will help us be consistent in our expectations across the curriculum. Second, the unified rubrics will help us more successfully scaffold from MUSI 311/312 to the

capstone. We can model these rubrics on the ones we use for our capstone. In fact, this process will likely lead to some adjustment in our capstone rubrics so that all of our LG5-related rubrics are in good alignment. Having writing/presentation rubrics that students see across the curriculum will be similar to what we've done with applied lesson jury rubrics, which we developed as a pathway to help students understand what we expect of them in the performance component of the lecture recital capstone option.

Indirect Assessment

MUSI 312 Course Evaluation

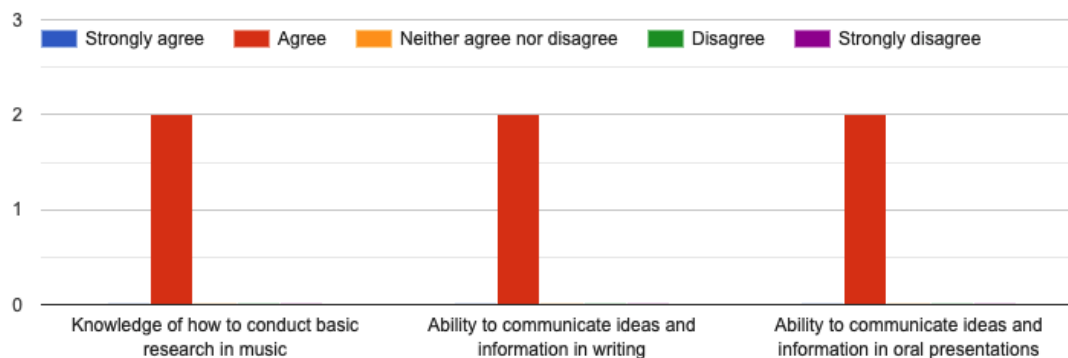
We added a question to the MUSI 312 course evaluation to ask students to assess the degree to which they achieved LG5 in that course. The question asked the students to provide a rating, ranging from Strongly Agree to Strongly Disagree, to the following three-part question: "My experiences in MUSI 312 have contributed to my music research abilities in the following ways: a) Knowledge of how to conduct basic research in music, b) Ability to communicate ideas and information in writing, and c) Ability to communicate ideas and information in oral presentations."

Unfortunately, due to a variety of technical glitches, the Department has not yet been able to access the results of the course evaluation and are unfortunately unable to include the data or any discussion of it here.

Senior Survey

We gave our two seniors an anonymous survey so they could provide feedback about their LG5 development during their time as music majors at Hendrix. Here are the survey results:

My experiences in music courses and activities have contributed to my music research abilities in the following ways:



Both students gave a rating of “Agree” to all components of this survey question. As with our previous assessment evidence relating to seniors, we are working with a very small sample size, so we are somewhat limited in how we can use this data. Overall, what we take from this data is that both students seem to feel reasonably good about what they got out of the music major curriculum as it relates to LG5. While we can’t draw many conclusions from this data, we feel it’s a “win” of sorts that the results are a rating of “Agree” from both students, as opposed to the two students either having differing opinions or both of them giving a rating of “Disagree” or “Strongly Disagree.”

Summary

In order to act on the evidence we have gathered from our LG5 assessment, and to bring in our colleague who was on sabbatical in Spring 2021, we will plan to have a meeting as a full department in Fall 2021 to work on the following goals:

- Unify rubrics related to LG5 across the curriculum, which may inspire the revision of the capstone rubrics. Ultimately, we want all of our LG5-related rubrics to be in alignment.
- Revise the curriculum of the MUSI 311/312 sequence to ensure greater development of LG5 occurs during MUSI 311.

The overall goal of this work will be to help students and faculty in achieving LG5 more successfully. For the faculty, the uniformity of LG5-related rubrics will enable greater consistency in the teaching of our courses, regardless of which professor is teaching a particular course. In a small department, this is especially important when we have to rearrange who teaches what courses when one of us is on sabbatical. For the students, we want to provide them with a reliable pathway to success on their capstone. We can achieve this through the unified rubrics and most especially in restructuring how LG5 development occurs in the MUSI 311/312 sequence.