Program Improvement Summary Report
Program: School of Arts

College of Charleston
Academic Affairs
School of Arts

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
The School of the Arts’ Administration focused on four areas for its assessment: Educational and Cultural Programs, Competitive Salaries, Full-time Staff Positions, and Gathering Alumni Information.

The information that the School gathered about its programming for the assessment process will be helpful in many ways. For example, the School's development officer can use the information to prepare presentations for potential donors, and the School's departments can use the information to support requests for increased budgetary allocations. Some of the information will be useful as the School develops publications for its twenty-fifth anniversary (to be celebrated in the 2015 calendar year).

The information that the School has gathered indicates that increased funding (from both state and private sources) is necessary to support the School's educational and cultural programming. The amounts to be requested will vary depending upon the source and the timing of the requests. These requests will be consistent with the College's mission statement, which states that the institution "provides an extensive credit and non-credit continuing education program and cultural activities for residents of the Lowcountry of South Carolina."

The 2013 – 2014 funding for merit and market increases helped the School address inequities that have arisen due to salary compression and other circumstances. Even so, national surveys that focus on higher education salaries in the arts indicate that the School's faculty and staff, especially those who have held positions for more than five years, consistently rank in the lower percentile of salary ranges.

Providing current faculty and staff with salaries that are competitive with those that are available at peer institutions is key to the School of the Arts' continued growth and success. If the School is to remain competitive and also to retain its experienced workforce, it must compensate its faculty and staff, especially those who have seniority, at rates that are (at least) on par with those that other institutions offer. The School will continue to seek funding to address salary compression as well as competitive salaries for new faculty and staff.

The academic program within the School of the Arts that has the greatest number of majors, Arts Management, still operates with the help of a temporary, part-time administrator. The School will continue to make the conversion of that temporary position to a full-time line a priority within the School. The School also seeks to modify what is now a part-time, temporary line in the Dean’s administrative offices so that it becomes a full-time administrative position. The School will need recurring allocations to cover the salaries (at competitive rates) of all new full-time positions.

The SNAAP survey’s information pertaining to the School of the Arts’ alumni should be useful in the preparation of recruitment and cultivation materials. This is especially true of alumni comments that refer to the need for internships, scholarships and related items.

The School of the Arts has been planning to take part in the SNAAP survey every two years. (It included funding this process in its budget requests for 2014 – 2015.) Using present fee rates as a guide, the School will need an allocation of $5,500 to pay for the survey in coming years, but that rate may change. This funding will ensure the School’s continued participation in the SNAAP survey, which promises to be an important component in future assessment of the School and its programs.
Art History - BA/Minor

Program Improvement Summary

**Summary of assessment results with focus on program improvement (to be shared publicly)**

for several years we have been tracking numbers from a rubric applied to advanced writing assignments in the major.

we have discussed refining the rubric (decided against that, as it seems to be workable for all of us); and decided against exit interviews of majors (they had not worked especially well when used in the past).

the primary stumbling block is getting equal faculty involvement across all sections of 299 and 415; and expanding the number of papers graded on the rubric (from draft to final version, for example). we will attempt to regularize the number and type of writing assignments being assessed, rather than focusing only on the course final paper. this should give us a better sense of change from beginning to end of each course, and from 299 (mid-major) to 415 (capstone).

Arts Management - BA/Minor

Program Improvement Summary

**Summary of assessment results with focus on program improvement (to be shared publicly)**

Scott Shanklin-Peterson is stepping down as Program Director and Dr. Karen Chandler will assume that role August 15, 2014. If she and the Arts Management staff determine that additional program improvements are needed, she will update Arts Management’s report at that time.

Arts Management - Certificate

Program Improvement Summary

**Summary of assessment results with focus on program improvement (to be shared publicly)**

Scott Shanklin-Peterson is stepping down as Program Director and Dr. Karen Chandler will assume that role August 15, 2014. If she and the Arts Management staff determine that additional program improvements are needed, she will update Arts Management’s report at that time.

Halsey Institute

Program Improvement Summary

**Summary of assessment results with focus on program improvement (to be shared publicly)**

With the Looking to See tour program, the Halsey Institute is planning to ramp up e-newsletter marketing in addition to mailing letters to teachers and principals at local schools. This coming academic year, the digital and mailed marketing will be more frequent to keep our programming in the forefront of their minds. The Halsey Institute plans to continue to be an Engaging Learning Experiences Partner with the Charleston County School District’s new school system model, Engaging Creative Minds. The Halsey will also begin a partnership with the Honors College in their Literacy Outreach Initiative focused on downtown schools.

With the Membership and Community Partners Program, the Halsey Institute is planning to better communicate to its Members and Community Partners the impact that they have on the Halsey Institute’s financial health. In our first magazine for FY 2014-2015 there is a spread describing where our money comes from and how it is spent. We believe this transparency will increase the number of Members supporting the Halsey Institute during the next fiscal year.

To improve visitor traffic, we are increasing gallery hours. We will be open during 2nd Sundays on King. Also, during Spoleto, we stay open late on Tuesdays in addition to our regular late hours on Thursdays. We are also developing more meaningful events in conjunction with each exhibition. Participation at these events will increase the number of people exposed to each exhibition during the FY 2014-2015. Many of these events are partnerships with other departments on campus or organizations in Charleston.
Historic Preservation - MS

Program Improvement Summary

**Summary of assessment results with focus on program improvement (to be shared publicly)**

Additional Faculty: Programmatic Assessment and external reviewers noted that the program’s faculty lacks depth in architectural history and materials science. To meet this need (which research indicates cannot be met by enrollment in oversubscribed College of Charleston courses), the MSHP program should, by 2018, add two faculty positions to the program, one in the architectural history of America in the late 19th and 20th century, the second in materials science.

Program Move: We are excited about the move to the new Spaulding Paolozzi Center which is still being planned for our existing site on Meeting street. Our concern is mounting however that new temporary space has not been finally secured for us to use during the construction phase.

Historic Preservation & Community Planning - BA/Minor

Program Improvement Summary

**Summary of assessment results with focus on program improvement (to be shared publicly)**

In this transition year, the HPCP faculty has declined to make any substantive changes in their assessment process or goals, believing that with a new director and a new faculty member teaching architectural history (a core part of the HPCP curriculum) coming in 2014-15, that adjustments should be made next year.

one of the first tasks of the new director is to lead a reconsideration of the HPCP curriculum. At that time, a workable assessment plan can be developed, that will be supported by the faculty of the program.

Music - BA/Minor

Program Improvement Summary

**Summary of assessment results with focus on program improvement (to be shared publicly)**

The music department assesses five learning outcomes distributed across the three concentrations (Performance, Theory and Composition, and Music History and Literature): mastery of the fundamentals of musicianship, the grammar of music, the styles and practices of Western music, solo performance, and ensemble performance. These outcomes are assessed regularly through exams, juries, projects, and papers, ensuring that professors have evidence for tracking student progress and implementing curricular changes for program improvement. Such changes have included the addition of courses in World Music and Orchestration and the hiring of an Ethnomusicologist to the faculty.

[Click for complete assessment report](#)

Studio Art - BA/Minor

Program Improvement Summary

**Summary of assessment results with focus on program improvement (to be shared publicly)**

John Hull will resume assessment duties upon return from his sabbatical.
Dance - BA/Minor

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
The Dance majors greatest need in terms of improvement is additional faculty resource. In less than two years the major has over 40 students - far too many for a single tenure/tenure track faculty member to support. The assessment targets of 2013/14 were met and the efforts of all within the department point to continued success and highly regarded major program.

The second biggest need is production support in the form of allocated dollars. In the six years we have presented a dance concert - that concert has only averaged $5,584 in ticket revenue. That compares to 2013/14 (all inclusive) budget for the concert of $9,025. The providing of performance opportunities is of paramount importance to the eventual accreditation of this program - yet performances which run in the negative only drain resource from the theatre side of the operation. Much consideration of a means for supporting the dance concerts without subsidizing from the theatre productions is needed.

The Department of Theatre and Dance has chosen to adjust performance schedules in the coming year in order to further advance the dance major. We shifted the major dance concert from the spring semester to the fall = and added a second smaller concert in the Chapel theatre to the season in the spring. This change also reduced by one the number of theatre productions presented in the Robinson Theatre (with the demise of the Shakespeare Project) moving from 5 to 4 annually.

Theatre - BA/Minor

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
The single largest need for the Department remains budgetary support for the production season. Primarily that need is in resource to hire student workers. As the department has grown and as technology advanced the need for skilled student employees has increased. The benefits of hiring a complete staff with specific skill sets can be readily observed in both of our shops. The current state of orderliness, efficiency, and general operation is directly attributable to the numbers of dollars spent on student staff. An added benefit, and one of no small worth, is that students employed in these positions gain and master skills which make them highly employable in the theatre world. No fewer than five (and perhaps more) of this year’s student employees found summer employment with professional theatre organizations including three with Spoleto Festival USA.
Academic Affairs Program(s) Assessment Report
Program: Music - BA/Minor

Academic Affairs
School of Arts
Music - BA/Minor

Program Name: Bachelor of Arts in Music
Program Type: Undergraduate Degree
Start: 7/1/2013
End: 6/30/2014
Program Assessment Coordinator: Assistant Professor (Stevens, Blake)
Administrative Unit Director receiving assessment updates: Dean (Morris, Valerie)
Program follows specialized accreditation standards: NASM (National Association of Schools of Music)
Name of accrediting organization: NASM (National Association of Schools of Music)
Date of last program review for the accrediting organization: Spring 2011
Date of next program review: Spring 2021

Program/Department Mission Statement
The Department of Music at the College of Charleston plays a distinctive role in the lives and education of the students of the College as well as the community by providing instruction in performance, theory and composition, and music history within a liberal arts setting. The education in music that we provide stimulates creativity and critical thinking skills, activates the whole learning process, and motivates a life-long love of music for all students. Within a city known for its cultural heritage and the Spoleto Festival U.S.A., this quality liberal arts education combined with superior musical training gives us our niche as a model program for the Bachelor of Arts with a major in music.

Unit or School Mission
The School of the Arts plays a distinctive role in the lives and education of students and in the community by developing artists, art scholars and art leaders. The school’s arts education stimulates creativity and critical thinking skills, activates the whole learning process and motivates a lifelong love of the arts. Within a city known for its cultural heritage, this superior education in the arts marks the school as a national flagship program for undergraduate education in the arts.

Comments and Attachments
- MUS Supporting Doc 1 2011 2012
- MUS Supporting Doc 2 (rubrics)

Related Items
There are no related items.

1: Fundamentals of Musicianship

Program Goal or SLO
Mastery of the fundamentals of musicianship: reading and writing music, sight-singing, dictation, and keyboard harmony.

Assessment Method / Performance Expected
No assessment was conducted of this outcome during 2013-14.

Assessment Results
No assessment was conducted of this outcome during 2013-14.

Use of Results
No assessment was conducted of this outcome during 2013-14.

Budget Changes
No assessment was conducted of this outcome during 2013-14. No budget changes are required.

Related Items
There are no related items.

2: Grammar of Music

Program Goal or SLO
Ability to analyze and understand the grammar of music in varying historical eras and styles; fluency in analytical practices

Assessment Method / Performance Expected
No assessment was conducted of this outcome during 2013-14.

Assessment Results
No assessment was conducted of this outcome during 2013-14.

Use of Results
No assessment was conducted of this outcome during 2013-14.

Budget Changes
No assessment was conducted of this outcome during 2013-14. No budget changes are required.

Related Items
There are no related items.

3: Styles and Practices of Western Music

Program Goal or SLO
Knowledge of the styles and practices of Western art music from classical antiquity to the present; ability to synthesize historical information in the interpretation of musical works and events.

Assessment Method / Performance Expected
No assessment was conducted of this outcome during 2013-14.

Assessment Results
No assessment was conducted of this outcome during 2013-14.

Use of Results
No assessment was conducted of this outcome during 2013-14.

Budget Changes
No assessment was conducted of this outcome during 2013-14. No budget changes are required.

Related Items
There are no related items.

4: Solo Performance

Program Goal or SLO
Solo performance: ability to perform in public (voice or instrument), based on widely accepted repertory expectations.

Assessment Method / Performance Expected
Public performances (juries) during Spring semester will be evaluated by faculty. Students are expected to demonstrate age-appropriate technical competence and a basic knowledge of vocal literature appropriate to their level through performance.

Assessment Results
Voice Jury Final Exams, MUSP 215, 315, 415 (40 students)
Note: the complete rubric is included as supporting document #2.

Use of Results
Results reviewed by Dr. Stevens, with detailed reflections on the implementation of the voice assessment rubric provided by Professor McBroom (see supporting document #1). This year’s assessment focused for the first time on solo performance in voice. Professor McBroom, the director of the voice program, developed and implemented a rubric with her colleagues to assess the voice juries (equivalent to a final exam) for MUSP 215, 315, and 415 during spring semester. The results demonstrate that a large majority of students (90%) performed in the “Average” to “Superior” ranges, with particularly strong results in the areas of Diction and Enunciation (80% in “Above Average” to “Superior” ranges, and 100% scoring in the “Average” to “Superior” ranges) and Musicianship (72% in “Above Average” to “Superior” ranges). While scores in the area of Expression and Stage Performance are still strong in the highest three ranges, in comparison with the other areas, it is the lowest (52%) in the “Above Average” to “Superior” ranges. In Professor McBroom’s reflections on the process, she has reported that the voice faculty found the rubric to be useful in evaluating student juries, although she has suggested several ways in which the rubric may be revised as the assessment of solo performance matures. Concerns include the way in which the rubric does not currently take into account the progress of students over the course of the semester, as well as the possible advantages and disadvantages of using the rubric as a grading instrument.

This year’s assessment process and results will be used for program improvement in the following ways: (1) as it is further refined, the rubric may assist performance faculty in establishing evaluative criteria for assessing different sections of the same course number; (2) the results have identified relative strengths and weaknesses in the specific outcomes identified in the rubric; (3) the rubric will be used as the basis for developing a similar rubric to assess instrumental performance.

Budget Changes
There are no budgetary changes necessary at this time.

Comments and Attachments
- Supporting Document 1 (Reflections)
- Supporting Document 2 (Rubric)

Related Items
1: Enhance the undergraduate academic core.

5: Enhance co-curricular and extracurricular programs for the holistic education of students.

10: Pursue national recognition for the College of Charleston’s personalized liberal arts and sciences education and for distinctive features of its undergraduate and graduate programs.

5: Ensemble Performance
Program Goal or SLO
Ensemble performance: ability to perform in public (voice or instrument), based on widely accepted repertory expectations.

Assessment Method / Performance Expected
No assessment was conducted of this outcome during 2013-14.

Assessment Results
No assessment was conducted of this outcome during 2013-14.

Use of Results
No assessment was conducted of this outcome during 2013-14.

Budget Changes
No assessment was conducted of this outcome during 2013-14. No budget changes are required.

Comments and Attachments

Related Items
There are no related items.

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Related Items
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