

San Francisco Conservatory of Music

David H. Stull, President

Executive Summary

*Executive Summary of the Institutional Report
submitted for re-affirmation of accreditation by the
WASC Senior College and University Commission*

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San Francisco Conservatory of Music
50 Oak Street
San Francisco, CA 94102
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List of Exhibits

This is a list of the exhibits available to the visiting team from WSCUC. Most of the documents are available on the [Institutional Research website](#)

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over time. We are also devising ways to emphasize the core competencies across the curriculum, including their application to the life of a working musician.

We are considering requiring formal program notes and oral presentations as part of our degree recitals, thus designing a comprehensive degree capstone. These will be paired with the new digital portfolio that will house records and recordings of all major student accomplishments. These can be shared with potential employers and collaborators and can also be assessed at graduation for the benefit of the Conservatory.

5 Student Success: Student Learning, Retention, and Graduation; and Improvements to Student Academic and Co-curricular Support

We analyzed retention and graduation rates over time, across various subgroups within the institution, and against peer institutions. Where possible, we disaggregated the data by gender, national origin, race/ethnicity, initial scholarship award, and curriculum.

Our five-year average retention rates are 81% for first time freshmen, 83% for undergraduate transfer students, and 91% for master s students and these rates have only improved since 2008. Since 2006 our undergraduate retention rate has been below the average of our peers, but it has been improving, and in the 2012-13 academic year we surpassed the peer average.

Our five

Since our last accreditation visit in 2005 we have improved many student support services. The library has improved the space and collection, added an integrated library system, implemented programs to improve information literacy, hired a full-time archivist, and embarked on a long-term project to digitize, preserve, and provide online access to Conservatory concerts and recitals. We have made changes to facilities policies to provide more practice spaces for our students. We are establishing a tutoring center to centralize and improve our academic support offerings. We are implementing new systems for course management and establishing a digital portfolio, described above. We have established a new professional development center to guide students in their post-Conservatory endeavors and an in-house counseling center in support of student well-being. Finally, we have improved residential offerings in a partnership with Golden Gate Hall, and have embarked on a plan to own and

and course structure, to restructure the musicianship curricular sequence, and proposals for new courses and course revisions. So far only one department (Strings) has had an external review, which was very positive.

This year we embarked on a project to start tracking student learning and success at graduation. We gave a questionnaire to all graduating students to gauge their perception of their own success in the departmental learning outcomes. A sample selection was given to the departmental instructors for the faculty perspective. The results of these surveys are briefly discussed in Section 5. We plan to expand this initial action until we have a comprehensive system for tracking student success. The faculty assessments will be replaced by jury forms revised to evaluate students based on departmental learning outcomes (which has already started) provide evidence of progress over time on various core competencies and institutional learning outcomes.

