



**Evangel University      Due: September 14, 2016**  
**Academic Program Assessment Report**

**Instructions: Please complete a separate Report for every academic program/major.**

**Department:      Music      Term: Fall 2016**

**Academic Program Evaluated: Bachelor of Arts in Music**

**Faculty members involved in this assessment process:**

<b>Name</b>	<b>Title</b>	<b>Assessment Role</b>
1. Dr. Bonnie Jenkins	Professor of Music	EU Assessment Team
2. Dr. Larry Dissmore	Professor of Music	BA in Music Lead
3. Mr. Joel Griffin	Assistant Professor of Music	Committee Member
4. Dr. Kevin Hawkins	Associate Professor of Music	Committee Member
5. Mr. Tom Matrone	Chair, Music Department	Committee Member
6. Mr. Matt Moore	Assistant Professor of Music	Committee Member
7. Dr. Greg Morris	Professor of Music	Committee Member
8. Mr. Jason Salazar	Assistant Professor of Music	Committee Member

**Number of students in sample:**

Breakdown by year if known

**1<sup>st</sup> year: 3.5    2<sup>nd</sup> year: 3.5    3<sup>rd</sup> year: 3.5    4<sup>th</sup> year: 3.5    Total Students: 2 (+ 28 recent graduates)**

*Instrument(s) used in assessment:*

1. Music Theory Entrance Exam
2. Performance Audition
3. Jury Exams

*Additional Data:*

1. BA in Music graduation statistics

**Methodology:** Data were collected from existing documents for students currently enrolled in this program. These data included performance entrance audition data, theory placement exam results (pass/fail), and applied lesson evaluations. The Music Department's recent accreditation report to the National Association of Schools of Music was also consulted. Future data will include the data from the sophomore review to be implemented in the fall of 2017.

**Results of Assessment (data in summary format):**

Graduation information: 28 students received the BA in Music degree in the 8 years from 2009-2016. Average graduates per year: 3.5

Current Students Enrolled: Records indicate 2 students currently enrolled in the BA in Music degree. It should be noted, however, that music students often change their specific degree programs.

Performance Entrance Audition/Theory Placement, Jury Exams:

All students currently enrolled in the BA in Music program have met the criteria for admission—i.e., they have passed their entrance auditions and theory placement exams. In addition, the single upper class student has passed her jury examinations.

**Strengths:**

The Bachelor of Arts in Music is an exploratory degree that allows students the opportunity to study music while also earning a minor or second major in another field. Because it is a non-professional music degree, there are no unique classes required. The BA degree continues to serve the diverse career aspirations for many students in the Music Department.

**Areas in need of improvement:**

The review of student records undertaken for this report revealed a need for greater accuracy in reporting specific majors within the music program. It was difficult to determine whether students listed under the summary designation “music” were pursuing the BS degree in Recording Technology or the BA degree in music. In addition, music faculty advisors need to be accurate in their listing of student major. The BA in Music degree also awaits the full implementation of the Sophomore performance review.

**Plans for improvement:**

Plan for Improvement	Timeline	Responsible Person
Create another category in CAMS that clearly distinguishes between students earning the BA in Music and BS in Recording Technology.	In progress.	Registrar in consultation with the Music Department Chair and Provost.
Implementation of the Sophomore Performance Review	Fall semester, 2017	Music Faculty under supervision of the Music Dept. Chair.

**Improvements made:**

- Adoption of the sophomore review plan by the Music Faculty, Spring 2016.
- Discussions currently underway with the Registrar (and Provost’s office) to create a

separate major listing in CAMS to distinguish students enrolled in the BA and BS degrees in Music.



# Evangel University

## Academic Program Assessment Report

Instructions: Please complete a separate Report for every academic program/major.

Department: Music

Term: Fall 2016

Academic Program Evaluated: Music Education

Faculty members involved in this assessment process:

Name	Title	Assessment Role
1. Dr. Bonnie Jenkins	Professor of Music	EU Assessment Team
2. Dr. Kevin Hawkins	Associate Professor	Music Education Lead
3. Mr. Tom Matrone	Head of Music Department	Committee Member
4. Dr. Greg Morris	Professor of Music	Committee Member
5. Dr. Larry Dissmore	Professor of Music	Committee Member
6. Mr. Jason Salazar	Assistant Professor of Music	Committee Member
7. Mr. Joel Griffin	Assistant Professor of Music	Committee Member
8. Mr. Matt Moore	Assistant Professor of Music	Committee Member

Number of students in sample:

Breakdown by year if known

1<sup>st</sup> year:      2<sup>nd</sup> year:      3<sup>rd</sup> year: 8      4<sup>th</sup> year: 10      Total Students: 18

**Instrument(s) used in assessment:**

1. Student teacher (MUED) formative evaluations
2. Student teacher (MUED) summative evaluations
3. National Association of Schools of Music (NASM) evaluation and report
4. Comparative study of EU, MSU, and MU music education programs
5. Personal interviews (current students, graduates, music faculty from EU, MSU, and MU)
6. Education meetings (monthly) at Evangel
7. Practical and teaching experience as a public school teacher at Springfield Public Schools.

**Methodology:** Data was collected (formative and summative evaluations) from EU music education student teachers during the 2015-2016 academic year. Informal interviews were conducted with current students, graduates, and music faculty members at EU, MSU, and MU. A comparative study was conducted by Dr. Kevin Hawkins involving EU, MSU, and MU music education programs. Narrative jottings were taken in monthly EU Education Department meetings. And practical and educational experience was considered during the study.

**Results of Assessment (data in summary format):** After various forms of data were collected, assessed, and discussed, Dr. Hawkins reported this information to our music assessment faculty. The committee reached consensus that our music education program at Evangel was successful and competed with some of the finest universities in Missouri. However, there were a few threads and common themes that needed to be addressed and discussed regarding our EU Music Education degree.

**Strengths:** The strengths of this assessment and the use of a wide spectrum of assessment tool (evaluations, personal interviews, a comparative study, collaborative meetings, an outside assessment of EU's music program (NASM), and practical experience) showed us we have a strong and competitive music education program here at Evangel. Our core curriculum classes, music courses, and educational courses are thorough and prepare the students for music education positions at the elementary or secondary levels or graduate school. We have talented, dedicated, and caring teachers and administrators who work tirelessly to prepare and equip our students. At the local sites, cooperating teachers and building administrators continue to give EU music education students' high marks for their time in the classroom. However, after assessment, a few areas of our music education program could be refined and enhanced.

**Areas in need of improvement:** From the instruments and methodology used in this assessment four concerns or themes were found. Items 1-2 fall within supervision and evaluation and items 3-4 fall within class requirements and structure.

**(1.) Field Experience or Music Practicums.** All music education students are required to be involved in three field experiences or music practicums before their student teaching experience (elementary, middle school, high school). These three practicums are assigned, tracked, and evaluated by the EU Education Department. The Music Department is not involved in this process in any capacity. At other universities (comparative study of EU, MSU, and MU) the music supervisor does most or all of the evaluations during field experience or practicums.

Important Note: During the spring 2016 National Association of Schools of Music (NASM) evaluation a few areas were listed as a concern. One area dealt with placement, supervision, and assessment of Music Education practicum students at Evangel.

<p><b>Curriculum:</b> NASM stated, "The curriculum appears to meet most NASM standards for the degree. Students are engaged in three practicum courses (EDUC 220, 397, 497) but are not always 'supervised by qualified music personnel from the institution'; therefore, it is not clear how the curriculum complies with NASM standards (NASM <i>Handbook 2015-16</i>, IX.O.3.e.(3)).</p>
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**(2.) Student Teaching Experience.** All student teachers (Music) are assigned a site, tracked, and evaluated by the EU Education Department. The student teachers are evaluated four times during their time in the field. The EU Education Department faculty completes one formative and one summative evaluation. The EU Music Education faculty completes one formative and one summative evaluation. Additionally, the cooperating

teacher and building administrator at the student teaching site have an opportunity to evaluate the student teacher. All information is collected, evaluated, and a final grade is issued by the Education Department

**(3.) Class Requirements and Structure (History Option).** All EU students are required to take a core class (3 credits) for the History Inquiry Option. In addition, music education students are required to take two music history classes (Music History Survey I-3credits, and Music History Survey II, 3 credits). It would benefit music education students at EU to use the music history courses to satisfy the History Inquiry Option. Our music education students at EU attend 9 semesters of undergraduate classes compared to 8 semesters of music education classes at MSU and MU. Here at EU music students are able to satisfy their Humanities Option by taking MUSC 252 Music in World Cultures (3 credits).

**(4.) Class Requirements and Structure.** EDUC 271 Exceptional Student (2 credits) and EDUC 352 Teaching Reading (2 credits) are taught in the Education Department and might better serve and equip our music education students if they were taught in the students' areas of certification (i.e., Teaching the Exceptional Music Student, Elementary and Secondary Music Reading). MSU and MU music education students take these classes in the Music Department and not in the Education Department.

**Plans for improvement:**

First, the Music Faculty suggested we table Items 3-4 at this time for further investigation and study. Second, the EU Music Education faculty supervisor (Dr. Kevin Hawkins) should be allowed more opportunities to assign, track, evaluate, and assess EU music education students during their three practicum experiences (Item 1). The music education supervisor should be enlisted, by the Education Department, to suggest or assign site locations and also help evaluate music students during these practicum experiences in the field. Third, the music education supervisor should be enlisted, by the Education Department, to suggest or assign site locations and also help evaluate music students during their student teaching assignments (Item 2). The music supervisor at EU should evaluate the music student teachers three out of four times in the field instead of two out of four times. The music supervisor should be informed of the music students' evaluations by others in the process and the music supervisor should help formulate a final grade for their student teaching experience.

<b>Plan for Improvement</b>	<b>Timeline</b>	<b>Responsible Person</b>
*See above "Plan for Improvement." Plan was voted on and approved by music assessment committee 9/16/16	To be accomplished spring 2017.	Dr. Kevin Hawkins, Dr. Greg Morris, and Tom Matrone will meet and discuss this improvement plan with the EU Education Department



# EVANGEL UNIVERSITY

## ACADEMIC PROGRAM ASSESSMENT REPORT

DUE: OCTOBER 9, 2016

INSTRUCTIONS: PLEASE COMPLETE A SEPARATE REPORT FOR EVERY ACADEMIC PROGRAM/MAJOR.

Department: Music

Term: Fall 2016

Academic Program Evaluated: Performance

Faculty members involved in this assessment process:

Name	Title	Assessment Role
1. Mr. Tom Matrone	Head of Music Department	Committee Member
2. Dr. Kevin Hawkins	Associate Professor	Music Education Lead
3. Dr. Greg Morris	Professor of Music	Committee Member
4. Dr. Larry Dissmore	Professor of Music	Committee Member
5. Mr. Jason Salazar	Assistant Professor of Music	Committee Member
6. Mr. Joel Griffin	Assistant Professor of Music	Committee Member
7. Mr. Matt Moore	Assistant Professor of Music	Committee Member
8. Dr. Bonnie Jenkins	Professor of Music	EU Assessment Team

Number of students in sample:

1<sup>st</sup> year:      2<sup>nd</sup> year:      3<sup>rd</sup> year:      4<sup>th</sup> year:      Total Students:

Instrument(s) used in assessment:

1. National Association of Schools of Music (NASM) evaluation and report.

Performance assessment tools: Music Theory Placement Exam, Performance Audition, Jury Exams, Junior and Senior Recital forms

**Methodology:** The Performance program was given high marks by the NASM visiting team. The program assessment tools were evaluated with regard to criteria and measurable outcomes.

**Results of Assessment:**

It was determined that the current program assessment tools do not provide detailed criteria and/or measurable outcomes.

**Areas in need of improvement:** No changes will be made in curriculum this year. The program will be reviewed in three years. The program assessment tools of the Theory Placement Exam, Performance Audition, Sophomore Review (see page 40 for criteria), Jury Exams, and Junior and Senior Recitals need revision so that data are measurable.

**Plans for improvement:**

<b>Plan for Improvement</b>	<b>Timeline</b>	<b>Responsible Person</b>
Revision of Program Assessment Tools	Fall 2016	Music faculty

**Improvements made:**

- Adoption of the sophomore review plan by the Music Faculty Fall 2017 (see page 40 for criteria).
- Discussions currently underway with the Registrar (and Provost's office) to create a separate major listing in CAMS to distinguish students enrolled in the BA and BS degrees in Music.





Evangel University      Due: October 9, 2016  
Academic Program Assessment Report

Instructions: Please complete a separate Report for every academic program/major.

Department: Music

Term: Fall 2016

Academic Program Evaluated: BM Worship Leadership

Faculty members involved in this assessment process:

Name	Title	Assessment Role
1. Mr. Tom Matrone	Head of Music Department	Committee Member
2. Dr. Kevin Hawkins	Associate Professor	Music Education Lead
5. Dr. Greg Morris	Professor of Music	Committee Member
6. Dr. Larry Dismore	Professor of Music	Committee Member
7. Mr. Jason Salazar	Assistant Professor of Music	Committee Member
8. Mr. Joel Griffin	Assistant Professor of Music	Committee Member
9. Mr. Matt Moore	Assistant Professor of Music	Committee Member
10. Dr. Bonnie Jenkins	Professor of Music	EU Assessment Team

Number of students in sample:

Breakdown by year if known

1<sup>st</sup> year: 12    2<sup>nd</sup> year: 22    3<sup>rd</sup> year: 8    4<sup>th</sup> year: 7    Total Students:

Instrument(s) used in assessment:

1. National Association of Schools of Music (NASM) evaluation and report
2. Analysis of Program assessment tools: Music Theory Placement Exam, Performance Audition, Jury Exam, Senior Worship Project and Creative Arts Administration Projects
3. Worship Internship (local church)
4. Personal interviews and consultations (current students, graduates, and faculty)

**Methodology:** Data collected from existing students currently enrolled in this program. The data included entrance audition data, theory placement exam results (pass/fail) and applied lesson evaluations. Further data collected through journal/reports composed by worship leadership internships and supervisor approval. The Music Department's recent accreditation report to the National Association of Schools of Music was consulted. Future data will include information from the sophomore review to be implemented in the Fall of 2017. The music faculty with regard

to criteria and measurable outcomes evaluated the program assessment tools.

**Results of Assessment (data in summary format):**

Findings suggest that the Worship Leadership Majors prepare well for church music placement. This is most evident in communication with internship supervisors and journal/reports. Furthermore, observation and evaluation of the student’s skill set in leadership in chapel services and local church involvement.

Graduation information:

Current Students Enrolled: 22 students are currently enrolled in the BM in Music (Worship Leadership) degree.

Performance Entrance Audition/Theory Placement, Jury Exams:

All students currently enrolled in the BM in Music degree have met the criteria for admission.

**Strengths:**

The Bachelor of Music in Worship Leadership is a professional degree that allows the student to discover the multi-faceted aspects of local church pastoral music ministry. This degree also prepares the student to facilitate and design church music programs with curriculum that meets the approval of the NASM. Unique classes in the area of Worship Leadership and Arts Administration focus on the strengths of leadership, theological knowledge, and character formation.

**Areas in need of improvement:**

1. The Faculty is seeking to improve the supervision of internships. The desire is to coordinate more closely with supervising music directors and have on-site observations of interns similar to student teacher evaluations.
2. The need to develop an extra-curricular student organization for Worship Leadership, modeled somewhat on student chapters of NafMe. It would provide additional support and training, networking, and enhance coordination among worship teams on campus.
3. The need of improvement in media technology training.

**Plans for improvement:**

Plan for Improvement	Timeline	Responsible Person
*see plans above	Fall 2017	Mr. Jason Salazar
		Mr. Tom Matrone

**Improvements made:**

Curricular changes have also emphasized practical preparation for church work. Two courses in particular, Worship Leadership and Administration in Creative Arts develop a program that assists in day-to-day operations. Both syllabi (course work/course projects) reflect curricular changes.



**Results of Assessment (data in summary format):** The current BS degree with emphasis in Recording Technology degree at Evangel was found to be competitive with other like degree tracks in regard to course load, unique courses offered, total cost of tuition, and teaching materials currently used. The comparative study did present obvious areas needing to be addressed regarding the BS Recording Tech degree.

**Strengths:** The program has several strengths. Students are given a strong musical foundation and are developed as musicians first. A variety of topics are offered to prepare students for work in many areas of music industry. Courses in the Recording Technology Emphasis are hands-on, focus on projects, and are arranged in an effective sequence that enable the courses to build upon each other.

**Areas in need of improvement:**

1. The current recording studio attached to the Recital Hall is inadequate and the program would benefit greatly from a dedicated studio that offers a more traditional working environment.
  2. A quicker upgrade cycle is needed. Some software and hardware becomes out of date before replacement.
  3. More “real-world” opportunities for students are needed, such as a commercial recording studio and active recording label.
  4. Students’ connections with industry professionals, both local and national, need to be further developed through guest speakers, conference attendance, and networking.
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1. Inadequate studio equipment – of the feedback from student interviews, NASM and the comparative study the Evangel University recording studio (Studio 161) equipment was found to be years behind and not up to professional quality. The current set up would qualify for a decent home recording studio, not professional. This causes a conflict in that students do not get real world application on current equipment in the job place, in turn causing issues in job placement requiring specific training that Evangel currently cannot provide. A recording studio upgrade has been presented multiple of times but has gone nowhere which states Evangel is not wanting to support the current degree track.
  2. Inadequate studio space - of the feedback from student interviews and the comparative study of other University’s the Evangel University recording studio (Studio 161) working space was found to fall way short of any studio expectation. Other proper Universities provide a designated recording area (large room, small room, isolation booths, etc.) all which are acoustically treated for the best working environment for the field of study. Evangel’s Studio 161 currently operates in an converted closet setting with drop ceilings and expect the same audio results. I would propose a designated working space that provides a mixing/mastering/tracking room and two unique isolated rooms from which to record (isolation rooms). This can either be on campus or off.

3. Lack of real world experience – this is actually a result stemming from 1 and 2 above. We don't have the equipment nor the proper space to offer real life experience as found at other Universities. Even if we did the product would be subpar at best because of 1 and 2. The initial real world experience comes during the internship portion of the degree track when that should be where they should be leading in their field of study. If Evangel's Studio 161 would be made into it's own label containing all aspects of music production (recording, media, publishing, live and artist management) this would solve this issue. Not only could Evangel produce their own CD's direct from the department of music ensembles but also the surrounding area.

**Plans for improvement:**

Evangel University needs to invest in the BS Recording Technology degree in the following way:

1. Provide a dedicated, professional working studio space for mixing, mastering, editing, isolation rooms, acoustically treated etc. according to the industry standard found today in other Universities and studios around the country.
2. Provide industry standard equipment as found in other University settings and professional studios across the country.
3. Provide more real life application for the field of study in recording, mixing, mastering, CD production, artist management, etc.

<b>Plan for Improvement</b>	<b>Timeline</b>	<b>Responsible Person</b>
*see plans above	Fall 2017	Mr. Matt Moore
		Mr. Jason Salazar

**Improvements made:**