



**2020 – 2021 ASSESSMENT REPORT**

**for**

**MUSIC DEPARTMENT  
UNDERGRADUATE MUSIC  
EDUCATION PROGRAM**

Submitted by

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5/27/21

**Calvary University Mission:**

Calvary University is an independent, nondenominational institution, providing undergraduate and graduate education which *prepares Christians to live and serve in the church and the world according to the biblical worldview*. This is accomplished by providing appropriate educational curricula and a climate that fosters the development of intellectual and spiritual maturity, leadership potential, servanthood, and a sense of mission.

**Music Department Mission:**

The Calvary University Music Department promotes professional development and advanced intellectual enrichment by preparing Christian musicians to serve the church and the world, according to a biblical worldview.

**Education Department Mission**

The Educator Preparation program at Calvary promotes the development of teachers within a distinctly Christian environment grounded in a Biblical philosophy of education. The program emphasizes pedagogical skills, differentiated learning, diversity appreciation, instructional technology and a search for truth while setting standards for professionalism and character for each teacher candidate. Students should graduate with a desire to be lifelong learners and servant-leaders.

## **Program Learning Outcomes (PLO)**

**The undergraduate program in music will enable students to:**

PLO 1: Demonstrate the pedagogical knowledge and skills appropriate for the teaching of instrumental music, vocal/choral music, and general music, with specialized knowledge in one or more of these areas.

PLO 2: Articulate a Biblical philosophy of music applied to service in the church and world.

PLO 3: Perform as soloists, ensemble members, and chamber musicians at appropriate levels for entering graduate music study and for public school and studio teaching.

PLO 4: Meet the standards articulated by the Missouri State Department of Education for the purpose of attaining certification for public school teaching.

## **Student Learning Outcomes (SLO)**

SLO 1: Students will successfully complete two supervised student field experiences. (PLO 1)

SLO 2: Students will articulate a personal philosophy of music and professional service as a musician through a final research paper. (PLO 2)

SLO 3: Students will demonstrate progress in developing technical skill and Biblical understanding. (PLO 3)

SLO 4: Students will successfully plan, prepare, and present a music recital. (PLO 3)

SLO 5: Students will successfully complete a supervised student teaching assignment. (PLO 4)

SLO 6: Students will pass the state required area content exam for music. (PLO 4)

## Part 1: The Assessment Plan

### Measures and Achievement Targets:

**M1 (SLO1):** Each Music Education student who completes Field Experience I or Field Experience II will be evaluated by the University Supervisor.

**Achievement Target:** Each Music Education student who completes Field Experience I or Field Experience II will achieve an evaluation rating of 83% or higher.

**M2: (SLO2)** Each Music Education student enrolled in MU443 Music Philosophy and Leadership will complete a final research paper in which they articulate a personal philosophy of music and professional service as a musician.

**Achievement Target:** Each Music Education student who is enrolled in MU443 will achieve a score of 83% or higher on their final research paper in which they articulate a personal philosophy of music and professional service as a musician.

**M3: (SLO3)** Each Music Education student who is enrolled in an Applied Music course will demonstrate progress in developing technical skill and Biblical understanding.

**Achievement Target:** Each Music Education student who is enrolled in an Applied Music course will achieve a score of 83% or higher for the course.

**M4: (SLO4)** Each Senior Music Education Majors will successfully plan, prepare, and present a music recital prior to Student Teaching.

**Achievement Target:** Each senior Music Education major will achieve a score of 83% or higher for their senior music recital.

**M5: (SLO5)** The pedagogical skills of each Music Education major who completes Student Teaching will be evaluated by the University Supervisor, Music Professor, and Cooperating Teacher.

**Achievement Target:** Each Music Education major who completes Student Teaching during the 2020 – 2021 school year will achieve an evaluation rating of Proficient/Skilled from the University Supervisor, Music Professor, and Cooperating Teacher.

**M6: (SLO6)** Prior to Student Teaching, each Music Education student will pass the required Missouri Educator Gateway Assessment Exam (MoCA) for Music.

**Achievement Target:** Each Music Education major who will be completing Student Teaching during the 2020 – 2021 school year will pass the state required certification exam prior to the commencement of Student Teaching.

## Part 2: The Assessment Report

### Measures and Achievement Targets:

**M1 (SLO1):** Each Music Education student who completes Field Experience I or Field Experience II will be evaluated by the University Supervisor.

**Achievement Target:** Each Music Education student who completes Field Experience I or Field Experience II will achieve an evaluation rating of 83% or higher.

**Target met.** All Music Education majors must complete Field Experience I and II. Students find these experiences helpful and applicable.

**M2: (SLO2)** Each Music Education student enrolled in MU443 Music Philosophy and Leadership will complete a final research paper in which they articulate a personal philosophy of music and professional service as a musician.

**Achievement Target:** Each Music Education student who is enrolled in MU443 will achieve a score of 83% or higher on their final research paper in which they articulate a personal philosophy of music and professional service as a musician.

**Target met.** 100% of the current cohort of undergraduate music majors will complete this requirement before graduating.

**M3: (SLO3)** Each Music Education student who is enrolled in an Applied Music course will demonstrate progress in developing technical skill and Biblical understanding.

**Achievement Target:** Each Music Education student who is enrolled in an Applied Music course will achieve a score of 83% or higher for the course.

**Target met.** All music majors must perform a music jury in each semester they are registered for applied instruction. 100% of students met the minimum requirements as described.

**M4: (SLO4)** Each Senior Music Education Majors will successfully plan, prepare, and present a music recital prior to Student Teaching.

**Achievement Target:** Each senior Music Education major will achieve a score of 83% or higher for their senior music recital.

**Target met.** 100% of graduating seniors met this target.

**M5: (SLO5)** The pedagogical skills of each Music Education major who completes Student Teaching will be evaluated by the University Supervisor, Music Professor, and Cooperating Teacher.

**Achievement Target:** Each Music Education major who completes Student Teaching during the 2020 – 2021 school year will achieve an evaluation rating of Proficient/Skilled from the University Supervisor, Music Professor, and Cooperating Teacher.

**Target met.** 100% of graduating seniors met this target.

**M6: (SLO6)** Prior to Student Teaching, each Music Education student will pass the required Missouri Educator Gateway Assessment Exam (MoCA) for Music.

**Achievement Target:** Each Music Education major who will be completing Student Teaching during the 2020 – 2021 school year will pass the state required certification exam prior to the commencement of Student Teaching.

**Target met.** 100% of graduating seniors met this target.

### **Comments:**

The achievement targets of the Student Learning Outcomes were fully realized in every instance. Student success in the classroom also translated to success in performance. Multiple opportunities created a rich learning environment for the refining of various musical skills. Music students as a cohort have historically demonstrated high academic achievement, strong retention and ample employment opportunities. This continues and is supported by the strong mentoring relationships that develop between students and music faculty.

We continue to monitor the needs of employers and their requirements for students entering the workforce. Our programs focus on the proficiency of skills the student needs to adequately prepare for gainful employment. Information was gathered from a number of sources. An extensive study of current job offerings identified what the marketplace values in the trained teaching musician. Individual interviews with professional music teachers also provided important information. Secondary sources included: College Music Society Online Journal, National Association for Music Education, and MO State DESE requirements.

### **Planned Action**

- Additional performing opportunities in standard classical music repertoire are being explored to better prepare students for graduate work.
- Aggressive recruitment of qualified adjuncts should continue.
- Additional space for storage and practice rooms needs to be developed.
- The implementation of merit based scholarships should be considered.

**Commendations**

The Music Department is blessed to have such a highly skilled and credentialed group of instructors that share a biblical world vision and unified heart for students. We fully embrace the changes necessary to address current trends in training the professional Christian musician.

**SWOT Analysis**

*Within the appropriate quadrant identify strengths, weaknesses, opportunities, and threats related to your committee. Please use a bulleted format and succinct statements. If you have research or data to support your analysis that can be attached as separate documents.*

<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>-Exceptional, experienced faculty</li> <li>-Affordability</li> <li>-Strong mentoring relationships</li> <li>-Safe campus</li> <li>-Strong retention</li> <li>-Demand for an education program leading to state certification</li> <li>-Accessibility to offerings through blended courses</li> <li>-Biblical Worldview</li> </ul>	<p><b>Weaknesses:</b></p> <ul style="list-style-type: none"> <li>-Limited resources (space, facilities, personnel) in the department</li> <li>-Lack of key support personnel (promotions, webmaster, facilities management, housekeeping, etc.)</li> </ul>
<p><b>Opportunities:</b></p> <ul style="list-style-type: none"> <li>-Strong demand for teachers nationwide</li> <li>-Strong demand for music teachers in KC area</li> <li>-Strong demand for Christian musicians in general</li> <li>-Constituent demand for safe, affordable education</li> <li>-Untapped homeschool market</li> <li>-Under-tapped local and regional market</li> <li>-Proximity to attractive major metropolitan area</li> </ul>	<p><b>Threats:</b></p> <ul style="list-style-type: none"> <li>-Schools better positioned in the marketplace</li> <li>-General decline of Christianity and church attendance in US</li> <li>-Rising cost of education</li> </ul>

**Assessment Glossary**

**Achievement Target** – A target, benchmark, or value that will represent success at achieving a given outcome.

**Assessment Instruments** – Assessment instruments are used to help determine the progress that is being made. They are tools to measure where you are (your starting point) and where you are going (your ending point).

**Assessment Plan** – a written proposal identifying how a department (academic and non-academic) or a committee will identify areas needing improvement (assessment) and offer a strateg(ies) for achieving these improvements (plan).

**Measurement** – the assessment instrument used to gauge progress toward meeting stated outcomes

**Mission** – the mission statement is the reason why a department/office exists. Both the institution's mission and the department's mission must be aligned.

**Program Learning Outcomes (PLO)** – specific, measurable statement of what graduating/exiting students should know, be able to do, believe, or value after completing the program. Should be observable behaviors and focused on the results of student learning. (formerly called objectives and goals)

**Student Learning Outcome (SLO)** – clear, concise measurable statement describing how students can demonstrate their mastery of the program learning outcomes (PLO); incremental knowledge and skills that students develop bit by bit throughout the program; aligned with, but typically narrower than, PLOs.

**SWOT Analysis** – a foundational assessment model that measures what a department can and cannot do, and its potential opportunities and threats.

**Strengths** – identifies where a department excels and separates it from the crowd of similar departments; these are internal factors.

**Weaknesses** – things that stop a department from performing at its optimum level; areas for improvement; these are internal factors

**Opportunities** – favorable external factors that a department can use to give it an advantage over similar departments; note that these are external factors outside of the department

**Threats** – factors that have the potential to harm a department; these are also external factors from outside the department.