

PROGRAM CHAIR'S ASSESSMENT REPORT

Canvas
(Last update: 2021.04.21)

Program: Music Program Chair: Dr. Christopher Ellis Report for the year: 2020-21 Date report submitted: 5/14/21

I. Program Goals: This chart is used to summarize the assessment activities and results that specifically address your program goals. Consider each goal and complete the chart as directed. **However, if you have focused on certain selected goals only for this year, highlight/designate those for particular emphasis.** Use additional appendices as needed.

This goal #	Tools or activities used to assess this goal	Results of this goal's assessment(s) (provide data: e.g., summaries, averages, etc.)	Implications and/or recommendations for improving students' learning related to this goal	*Status of Goal (4..3..2..1)
1	<p>Music Theory Exams, Analysis projects, and compositions (notation software)</p> <p>(History not assessed this year, courses alternate with conducting courses)</p> <p>Capstone Exam (Theory and History sections)</p>	<p>100% of students met expectations or higher (3.45 avg)</p> <p>67% of students met expectations or higher on the appropriate portions of the exam (2.83 avg.)</p>	<p>The students seem to do well in the theory courses when they take them, but the capstone exam is often 2 years removed from the theory coursework. We need to integrate theory and history into more of the later coursework.</p> <p>This year's results were skewed by one student's results on the capstone exam. That student has difficulties with tests, and the online format may have also been a bit of a challenge.</p>	3
2	<p>Aural Skills exams, Music Theory compositions, keyboard proficiency exam, and conducting evaluations.</p> <p>Capstone Exam (Aural Skills and Conducting sections)</p>	<p>100% of students met expectations or higher (3.82 avg)</p> <p>33% of students met expectations or higher (3.00 avg).</p>	<p>Similarly to Theory and History, the aural skill courses are taken early in the program and are then often not specifically practiced after that. We can integrate more of this into the private lessons and ensemble rehearsals to try to help retention.</p> <p>The capstone results in these areas are strong on the conducting component, in which all three students exceeded expectations. Two of the students were weak in aural skills.</p>	3
3	<p>Private lesson exams, General Recitals, Junior and Senior Recitals, and other solo performance opportunities</p>	<p>100% of students met expectations or higher (3.83 avg.)</p>	<p>The students continue to develop their individual performance skills through lessons, practice, and performance opportunities.</p>	4
4	<p>Methods courses assignments, and in-class teaching.</p>	<p>100% of students met expectations or higher (3.57 avg.)</p>	<p>The students do well in leading others in making music. All completed internships and student teaching assignments showed</p>	4

	Internships/Student Teaching	100% of students met expectations or higher (4.00 avg.)	good mastery of rehearsing and leading choirs, bands, orchestras, or even rehearsing piano students.	
5	Biblical Philosophy of Music Paper	100% of students met expectations or higher (4.00 avg.)	The students seek to incorporate biblical principles into their music choices.	4
	Capstone Exam (Music Philosophy Section)	100% of students met expectations or higher (4.00 avg.)		
6	Not assessed this year		The Church Music Administration course will be offered next year, and the question(s) for the capstone exam need to be revised/created.	N/A
7	Student Teaching	100% of students met expectations or higher (4.00 avg.)	We only had one student teacher this year, but she received high ratings from both her cooperating teachers.	4

Your Program Goals:

1. Students will demonstrate competence in content-based areas of music history, theory, pedagogy, music technology and analysis.
2. Students will demonstrate competence in skill-based areas of ear training/sight singing, improvisation, composition, keyboard proficiency and conducting.
3. Students will demonstrate technical and artistic proficiency with a primary instrument/voice, and have broad understanding of the literature and pedagogical approaches.
4. Students will demonstrate the ability to rehearse and lead ensembles appropriate to the chosen specialization.
5. Students will develop a Biblical philosophy of music.
6. Sacred Music students will demonstrate the ability to develop, organize, and administer the music program in a local church.
7. Music Education students will demonstrate competence in planning, instructing and assessing student learning (for PK-12 students).

College Assessment Scale (see last page for exact conversion charts)

*4 = goal is met with strength

3 = goal is met satisfactorily

2 = goal is only marginally met (plans to address deficiencies must be attached)

1 = goal is not met (plans to address deficiencies must be attached)

Include here your determination of what qualifies a score for each of the measurements above (4-1):

	Capstone	Internship/Project
4	94%-100%	94%-100%
3	86%-93%	86%-93%

2	78%-85%	78%-85%
1	<78%	<78%