

**Doctor of Musical Arts
Institutional Effectiveness Juried Evaluation
May 2022**

H.1.1.1 The purpose of these degrees is to equip persons for teaching, research, and leadership in church and sacred music.

Student Learning Outcome 1: Master a body of knowledge related to required coursework.

ATS Goal 1: The mastery of various disciplines including the study of music, including the liturgical and historical repertory of church music.

Measures	Baseline	Results Last Jury	This Jury Period	Change	New Benchmark	Action Plan Steps to Achieve the New Benchmark
<i>Direct Measures</i>						
Comprehensive Written Exam III. 1. Sacred Choral Music	2.80 50% met or exceeded benchmark from last jury	2.75	3.05	+ .30	2.85	Mention in the course that they will be tested on the material in the Comprehensive Written Exam.
<i>Indirect Measures</i>						
DMA Student Survey III. 1	3.90	3.88	4.0	+ .12	3.90	Since only 5 students responded, it remains unclear if this is an anomaly or a trend

Survey III. How much importance do you think the program assigns the following goals?

1. Mastery of the body of knowledge related to my field of study

Student Learning Outcome 2: Demonstrate a high level of skill development in a chosen performing and/or research area

ATS Goal 2: Competency and proficiency in a performance area

Measures	Baseline	Results Last Jury	This Jury Period	Change	New Benchmark	Action Plan Steps to Achieve the New Benchmark
<i>Direct Measures</i>						
<i>Total</i>	2.80	2.75	3.66	+.91	2.85	Evaluate separately (not just composite score) to show improvement for both concentration areas. (Action heeded and reflected in this report.)
<i>Research</i> - Research papers from seminars	100% met or exceeded benchmark from last jury		3.62	+.87	2.85	
<i>Applied</i> - Juried recital grade sheets			3.70	+.95	2.85	
<i>Indirect Measures</i>						
DMA Student Survey III. 2	3.85	3.83	3.93	+.10	3.9	Since only 5 students responded, it remains unclear if this is an anomaly or a trend
III. 3		3.9	4.0			
III. 5		3.7	3.8			
		3.9	4.0			

Survey III. How much importance do you think the program assigns the following goals?

2. Professional performance in my field of study
3. Ability to do research in my field
5. Preparation to teach at a college or seminary level

Student Learning Outcome 3: Demonstrate skill in written/oral communication for research and training

ATS Goal 3: Capacity to engage in research and training

Measures	Baseline	Results Last Jury	This Jury Period	Change	New Benchmark	Action Plan Steps to Achieve the New Benchmark
Direct Measures						
Research – Faculty evaluations of dissertations	3.67 50% met or exceeded benchmark from last jury	3.67	3.62	-.05	3.65	Informative videos for specific research topics were posted to the DMA web page since the previous jury. These videos will continue to be updated and promoted. Since previous jury, DMA director has given specific effort toward getting “stuck” students through the writing process.
Indirect Measures						
<u>DMA Student Survey</u> III. 4 VI. 1 VII. 1	<u>3.27</u>	<u>3.26</u> 3.9 3.6 2.3	<u>3.30</u> 3.4 N/A 3.2	+0.04 -.5 Not required +.9	3.2933	VI. 1 This course is no longer required and will be deleted from rubric as well as student survey. VII. 1 Change wording on survey to reflect overall coursework and not just the specific course

Survey III. How much importance do you think the program assigns the following goals?

4. Ability to communicate results of research in written or other forms

Survey VI. RDOC9300 Introduction to Research and Writing

1. How effective was the course in preparing you for the research and writing you have had to do thus far in your program?

Survey VII. MUDC9300 Introduction to Doctoral Music Research and Writing

1. How effective was the course in preparing you for the research and writing you have had to do thus far in the DMA program?

Student Learning Outcome 4: Skill in planning and conducting ministry, classroom, or studio learning experiences.

ATS Goal 3: Capacity to engage in research and training

Measures	Baseline	Results Last Jury	This Jury Period	Change	New Benchmark	Action Plan Steps to Achieve the New Benchmark
<i>Direct Measures</i>						
<i>Totals</i>	3.50	3.47	3.24	-.23	3.25	
<i>Research</i> – Printed PPT presentations in seminars	83% met or exceeded benchmark from last jury	3.57	3.52	-.06	3.5	Develop a new rubric for measurement of classroom leadership in selected courses. *The lower score may be an anomaly for two reasons: 1) at the time of the last jury, all applied students were taught by professors who are no longer teaching here; 2) The new professor taught the course during the digital delivery period of COVID-19, which is neither ideal (nor approved by NASM) for applied courses outside of such extenuating circumstances.
<i>Applied</i> – Instructor evaluations of student teaching assigned in concentration pedagogy class	0% met or exceeded benchmark from last jury*	3.36	*2.96	-.40	3.0	
<i>Indirect Measures</i>						
DMA Student Survey I. 7	3.25	3.77	3.8	+.03	3.5	

Survey I. To what extent do you agree with the following statements about the DMA program at NOBTS?

7. The knowledge/training I am gaining meets my expectations.