Assessment Map for Master of Music in Church Music Terms Assessed: Summer 2022-Spring 2024

Student Learning Outcome #1: Students will demonstrate their understanding and ability to interpret and communicate accurately biblical, theological, and historical truth.

ATS Degree Program Goal 1: Capacity of constructive theological reflection

Measures (means of program assessment)	Criteria for Success (benchmark set last cycle)	Results (report, summarize, reflect)—disaggregate by location and semester	Use of Results (make action plan to reach criteria, set new criteria if needed, AND discuss success of previous cycle's action plans)
Direct Measures (at least one) 1. THEO 5300 Systematic Theology eliminated	1. n/a	1. n/a	1.n/a
2. NTEN 5300 Exploring the NT eliminated	2. n/a	2. n/a	2.n/a
3. HIST5300 History of Christianity: Early-Medieval eliminated	3. n/a	3. n/a	3.n/a
4. NTEN 5351 New Testament 1 Embedded Assignment added	4.Summer 22-Fall 23 Benchmark: 2.75 (out of 4)	4.Summer22-Fall 23 SM 22 Intensive: 3.67 +.92 SM22 Online: 2.5322 SM22 Overall: 2.96 +.21 FA22 On Campus: 3.44 +.69 FA22 Online: 2.3144 FA22 Overall: 2.5223 SP23 On Campus: 3 +.25 SP23 Online: 2.1758	4. Because several of the online classes failed to meet the benchmark, the jury is keeping the benchmark at 2.75. Due to the concern regarding online class scores, the Church Music Department will

		SP23 Overall: 2.354 SM23 Online: 3.11 +.36 SM23 Overall: 3.11 +.36 FA23 On Campus: 3.13 +.38 FA23 EXT: 3.33 +.58 FA23 WK Hybrid: 2.615 FA23 Overall: 2.87 +.12 Generally, the online sections have lower scores	encourage students to take the class in a format that is not online (e.g., Flex). The jury observed that the SU23 scores were substantially higher, an observation of what might have been different about that section would be helpful. Also, a review of whether an adjunct versus a full-time teacher was used in the various online offerings might reveal a pattern of influence on student
			scores.
5. MUSS 6001 Theology of Worship Essay Question	5.Benchmark: 15 (out of 20)		5. The jury recommends increasing the benchmark to
		5. FA21-SP24: 16.42 +1.42	15.5.
6: Comp Exam Congregational Song Essay Question:	6. Benchmark: 15 (out of 20)	The student comp exams results for theology of worship revealed improvement between FA21-SP24.	6. This course was only taught once since the last academic
		6. FA21-SP24: 15.08 +.08 The student comp exams results for theology of worship revealed marginal	jury. Because the results are statistically equivalent, the jury is recommending not changing the benchmark. The jury is recommending based on feedback from the

Indirect Measures (at least		improvement between FA21-SP24.	teacher for this class that students do 1, not 2 student presentations. This will allow the professor to spend a greater amount of time on the fundamentals of congregational song
one)1. Degree Program Survey eliminated	1.n/a		1.n/a
2. MMCM Survey eliminated	2.n/a		2.n/a
3. Focus Groups eliminated	3.n/a	1.n/a	3.n/a
4. Gradation Ministry Survey ATS GSQ Question 18b added -use and interpretation of Scripture	4.SP22-FA23 Benchmark: 3.5 (out of 5)	2.n/a 3.n/a	4. As a new measure with limited data, the jury doesn't recommend a change in the benchmark at this time.
		4.SP22: 5 +1.5 FA22: 4.63 +1.1 SP23: 4.9 +1.4 FA23: 4.63 +1.1 Clearly student perceptions for GSQ 18b exceeded the benchmark established in the spring of 2024.	

5. Gradation Ministry Survey ATS GSQ Question 18f added -knowledge of church doctrine and history	5.SP22-FA23 Benchmark: 3.5 (out of 5)		5. As a new measure with limited data, the jury doesn't recommend a change in the benchmark at this time.
		5.SP22: 4.8 +1. FA22: 4.41 +.9 SP23: 4.5 +1 FA23: 4.4 +.9	
		Clearly student perceptions fo GSQ 18f exceeded the established benchmark.	

Student Learning Outcome #2: Students will demonstrate a breadth of competence in church music, philosophy, principles, and ministry models.

ATS Degree Program Goal 1: An understanding of music theory and history

ATS Degree Program Goal 2: Competence in an applied music performance area (added in association with SLO 2)

NASM Statement: (X.A.2.a.(3)) Requirements in such areas as composition and performance, research, scholarship, preparation for teaching in terms of (a) the specialization, (b) support for the specializations, and (c) breadth of competence.

(XIV.B.8.a.) Students demonstrate advanced competencies in sacred music, including but not limited to areas such as leadership, conducting, and performance; literature and hymnology; worship practices; composition, improvisation, or arranging; and supervised apprenticeship.

Measures (means of program assessment)	Criteria for Success (benchmark set last cycle)	Results (report, summarize, reflect)—disaggregate by location and semester	Use of Results (make action plan to reach criteria, set new criteria if needed, AND discuss success of previous cycle's action plans)
Direct Measures (at least one) 1. Comp Exam Congregational Song Essay eliminated	1. n/a	1.n/a	1.n/a

2. Comp Exam Congregational Song Multiple Choice Questions	2. FA21-SP24 Benchmark: 75%	2. FA21-SP24: 80% +5% The student comp exams results for Congregational Song multiple choice revealed improvement between FA21-SP24	2. The jury recommends raising the benchmark to 76%. The Church Music Division is planning to change some of the Congregational Song questions, which is one reason the proposed raise in benchmark is marginal, but achievement of 76% could reveal evidence of greater improvement than is indicated by this marginal raise in score because of potential additional questions.
3. Comp Exam Educational Principles Essay Question	3. Benchmark: 15 (out of 20)	3.FA21-SP24: 18.17 +3.17 The student comp exams results for the theology of worship essay revealed improvement between FA21-SP24.	3. The jury recommends raising the benchmark to 15.5.
Indirect Measures (at least one)			
 MMCM Degree Program Survey eliminated Focused Conversation Groups eliminated 	1.n/a 2. n/a	1.n/a 2. n/a	1.n/a 2. n/a

3. Graduation Ministry Survey	3.SP22-FA23 Benchmark: 3.5	3.SP22: 4.6	+1.1	3. As a new measure with
ATS GSQ Question 18g added	(out of 5)	FA22: 4.48	+.98	limited data, the jury doesn't
- leading others		SP23: 4.8	+1.3	recommend a change in the
		FA23: 4.72	+1.2	benchmark at this time.
		Clearly student perception	ons for	
		GSQ 18g exceeded the		
		established benchmark.		
4. Graduation Ministry Survey	4.SP22-FA23 Benchmark: 3.5	4. SP22: 2.7	8	4. An action plan from a
ATS GSQ Question 18h added	(out of 5)	FA22: 4.4	+.9	distinct indirect measure
- conducting worship/liturgy		SP23: 4.4	+.9	associated with "conducting
		FA23: 3.12	38	worship/liturgy" was
				documented at the previous
		The SP22/FA23 scores of	did not	academic jury, namely the
		meet the newly establish	ied	creation of a worship band
		benchmark. However, th		class. This class was created,
		FA22/SP23 scores clear	ly met	although it appears that the
		the benchmark.	,	class was actually created
				before the previous review;
				however, only one student
				reviewed in that previous cycle
				took the class because of the
				timing of the addition of the
				class. Anticipating a need to
				increase instruction in this
				area, the Church Music
				Department had already
				expanded worship band class
				to a 3-hour worship practicum
				class, which was formerly
				approved in the Fall of 2023.
				Furthermore, a previous

				indirect measure revealed that some students believed basic guitar should be added. Therefore, the academic jury is recommending adding a rudimentary guitar skill evaluation to Planning and Leading Worship (e.g., can the student play I, IV, and V chords in at least one key)
5.Graduation Ministry Survey ATS GSQ Question 18j added - working effectively within own religious tradition	5.SP22-FA23 Benchmark: 3.5 (out of 5)	5.SP22: 4.6 FA22: 4.58 SP23: 4.6 FA23: 4.5 Clearly student perception GSQ 18j exceeded the established benchmark.	+1.1 +1.08 +1.1 +1 ons for	5. As a new measure with limited data, the jury doesn't recommend a change in the benchmark at this time.

Student Learning Outcome #3: Students will demonstrate independent musicianship.

ATS Degree Program Goal 1: Skill in conducting and leadership of musical ensembles

ATS Degree Program Goal 2: Knowledge of church music and literature

NASM Statement: (XIV.A.2.) Demonstrate professional competence in the area of specialization before peers and faculty.

(XIV.B.8.b.) Students gain knowledge and skills in one or more fields of music outside the major such as voice, service instruments, choral ensemble, music technology, music education, pedagogy, theory and analysis, musicology and ethnomusicology.

(XIV B.8.c.) As a culminating demonstration of professional capability in the major field of sacred music, the student must present a public recital or a comparable musical presentation or project as a demonstration of musical competence in performance or musical leadership.

Measures (means of program assessment)	Criteria for Success (benchmark set last cycle)	Results (report, summarize, reflect)—disaggregate by location and semester	Use of Results (make action plan to reach criteria, set new criteria if needed, AND discuss success of previous cycle's action plans)
1. Final Project with MUSS6011 Worship Leadership Final Project Portfolio	28 (out of 40) (70%)	FA23 NOLA: 24 -4 SP24 NOLA: 33.2 +5.2 S24 Online: 32.5 +4.5 Students exceeded the benchmark, however, the FA23 students didn't meet the benchmark. The student who completed the Final Project Portfolio in FA 23 was a leveling student (i.e. the student did not enter the program with an Undergraduate Degree in Music).	Regarding the Final Project Portfolio, the jury is concerned about the leveling work for students who do not have an undergraduate degree in music. The academic jury recommends that the Church Music Department review and possibility revise some aspects of the leveling process for students without an undergraduate degree in music. Such revisions would not necessarily included additional coursework.
2. Comp Exam Music Theory Essay/Analysis Question	13 (out of 20)	FA21-S24: 15.5 The student comp exams results for the Music Theory Essay/Analysis revealed improvement between FA21-SP24. Students who completed the Comp Exam since the last academic jury have participated in two distinct	Completed. The jury recommends raising the benchmark to 15.25. In SP21 assessment, the academic jury noted that a new professor would teach the course in FA21. However, since that time, the previous professor associated with the last academic jury taught one

sections of the Graduate Music	section of the course in SP23.
	As noted in the previous
	academic jury, a textbook was
scores and which class was	created for the class. Graduate
completed.	Music Theory is typically
	taught by an adjunct professor.
	To ensure consistency, the
	academic jury is
	recommending that a full-time
	music faculty member team-
	teach the course. 4.5 hours, the
	allotted time for the comp
	exam, appears to be adequate
	for students not pursuing a
	concentration. The time
	allotment for students purusing
	a confeentration is not clearly
	stated in the syllabus and needs
	to be added. The academic jury
	recommends an additional 45
	mintues for the concentration
	question. Furthermore, the
	academic jury recommends
	placing the theory question in
	the second position rather than
	the 4 th position in terms of
	question order because in some
	instances it appears students
	have rushed their answers for
	the theory essay/analysis
	question.
	Completed.
	Theory class, but there appears to be no correlation between scores and which class was

3. Comp Exam Music	65%	FA21-SP24: 71% +6	The jury recommends raising
Theory Multiple	0370	1721-3124. /1/0 10	the benchmark to 65.5%. The
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Choice Questions		The student comp exams	Church Music Divisions is
		results for Music Theory	planning to change some of the
		multiple choice revealed	Music Theory questions,
		improvement between FA21-	which is one reason the
		SP24	proposed raise in benchmark is
			marginal. In the last academic
			jury, the jury recommended
			adding additional multiple
			choice questions, but this did
			not occur. The Church Music
			Department recognized that
			questions from a distinct area,
			congregational song, also
			needed to be changed and/or
			additional questions added.
			Thus, the Church Music
			Department decided to wait to
			change multiple choice
			questions until after the SP24
			evaluation cycle.
			evaluation cycle.
Indinat Magazzas (at lass)			
Indirect Measures (at least		SP22: 4.6	A
one)	2.5 (As a new measure with limited
1. Graduation Ministry	3.5 out of 5.0	FA22: 4.48	data, the jury doesn't
Survey ATS GSQ		SP23: 4.8	recommend a change in the
Question 18g -Leading		FA23: 4.72	benchmark at this time.
Others			
		Clearly student perceptions for	
		GSQ18 exceeded the	
		established benchmark.	

	SD22- 2.7	As a new measure with limited
25 550		
3.5 out of 5.0		data, the jury doesn't
		recommend a change in the
	FA23: 3.12	benchmark at this time. An
		action plan from a distinct
	The SP22/FA23 scores did not	indirect measure was
	meet the newly established	documented at the previous
	benchmark. However, the	academic jury, namely the
		creation of a worship band
	,	class. This class was created.
		Anticipating a need to increase
		instruction in this area, the
		Church Music Department had
		already expanded the worship
		band class to a 3-hour class,
		1
		Worship Practicum.
		Furthermore, a previous
		indirect measure revealed that
		some students believed basic
		guitar should be added.
		Therefore, the academic jury
		recommended adding a
		rudimentary guitar skill
		evaluation to Planning and
		Leading Worship.
	3.5 out of 5.0	SP23: 4.4 FA23: 3.12 The SP22/FA23 scores did not

Student Learning Outcome #4: Students will demonstrate an ability to contextualize and creatively apply the principles of church music ministry in various church ministry settings.

ATS Degree Program Goal 1: Capacity to lead a comprehensive program of church music education.

NASM Statement: (X.A.4.a.) Professional work in music specializations is produced through creative endeavor, inquiry, and investigation. Each type of work and each individual work exhibits specific intent, content, methodology, and product. Individual or group decisions about these four elements shape the ways that creativity, inquiry, and investigation are used to produce work in various artistic, scholarly, pedagogical, or other specializations.

Measures (means of program assessment)	Criteria for Success (benchmark set last cycle)	Results (report, summarize, reflect)—disaggregate by location and semester	Use of Results (make action plan to reach criteria, set new criteria if needed, AND discuss success of previous cycle's action plans)
Direct Measures (at least one) 1. Comp Exam Educational	1 D 1 15(C20)	1 F. 21 CP24 10 17	
Principles Essay Question	1. Benchmark: 15 (out of 20)	1. FA21-SP24: 18.17 +3.17 The student comp exams results for the Educational Principles revealed improvement between FA21-	The jury recommends raising the benchmark to 15.5.
Indirect Measures (at least one)	1.n/a	SP24.	1.n/a
Student Progress Rubric eliminated	1.fi/a	1.n/a	1.m/a
2. MMCM Surveys eliminated	2.n/a		2.n/a
3. Graduation Ministry Survey ATS GSQ Question 18h added -conducting worship/liturgy	3.SP22-FA23 Benchmark: 3.5 (out of 5)	2.n/a 3. 4.SP22: 2.7 FA22: 4.4 SP23: 4.4 +.9 FA23: 3.12 38	3. As a new measure with limited data, the jury doesn't recommend a change in the benchmark at this time. An action plan from a distinct

	The SP22/FA23 scores did not meet the newly established benchmark. However, the FA22/SP23 scores clearly met the benchmark.	with "conducting worship/liturgy" was documented at the previous academic jury, namely the creation of a worship band class. This class was created, although it appears that the class was actually created before the previous review; however, only one student reviewed in that previous cycle took the class because of the timing of the addition of the class. Anticipating a need to increase instruction in this area, the Church Music Department had already expanded worship band class to a 3-hour worship practicum class. Furthermore, a previous indirect measure revealed that some students believed basic
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4.Gradation Ministry Survey ATS GSQ Question 18j added -working effectively within own religious tradition	4.SP22-FA23 Benchmark: 3.5 (out of 5)	4.SP22: 4.6 FA22: 4.58 SP23: 4.6 FA23: 4.5 Clearly student perception GSQ 18j exceeded the established benchmark.	+1.1 +1.08 +1.1 +1 ons for	4. As a new measure with limited data, the jury doesn't recommend a change in the benchmark at this time.
5.Gradation Ministry Survey ATS GSQ Question 18k added -interacting with those from different cultural/racial/ethnic contexts	5.SP22-FA23 Benchmark: 3.5 (out of 5)	5.SP22: 3.8 FA22: 4.3 SP23: 4.3 FA23: 3.5 0 Clearly student perception GSQ 18k SP22, FA22, as SP23 exceeded the estable benchmark. However, the student perceptions in Famet the benchmark.	and blished ne	5. As a new measure with limited data, the jury doesn't recommend a change in the benchmark at this time. Although no changes are needed in regard to the benchmark, adding the course Planning and Leading Worship to the MMCM curriculum, which occurred in FA22, should increase students ability to contextualize liturgy to a range of cultural contexts.
6.Graduation Ministry Survey ATS GSQ Question 18l added -awareness and appreciation of globalized context of ministry	6.SP22-FA23 Benchmark: 3.5 (out of 5)	6.SP22: 4.4 FA22: 4.46 SP23: 4.4 FA23: 5	+.9 +.94 + .9 +1.5	6. As a new measure with limited data, the jury doesn't recommend a change in the benchmark at this time. Although no changes are needed in regard to the benchmark, adding the course Planning and Leading Worship to the MMCM curriculum,

	Clearly student perceptions for GSQ 18l exceeded the established benchmark.	which occurred in FA22, should increase students ability to contextualize liturgy to a range of cultural settings.
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Student Learning Outcome #5: Students will demonstrate growth in personal and spiritual maturity. **ATS Degree Program Goal 4**: Growth in personal and spiritual maturity

Measures (means of program assessment)	Criteria for Success (benchmark set last cycle)	Results (report, summarize, reflect)—disaggregate by location and semester	Use of Results (make action plan to reach criteria, set new criteria if needed, AND discuss success of previous cycle's action plans)
Direct Measures (at least one) 1. DISC 5170 Introduction to Spiritual Formation Paper eliminated	1. n/a	1.n/a	1.n/a
2. DISC 5300 Discipleship and Spiritual Formation (embedded assignment as a disc. map)	2. FA23-SP24 Benchmark: 8.5 (out of 10) *This benchmark was newly established in the Spring of 2024	2.FA22 On Campus:8.56 +.01 FA22 Online: 8.61 +.11 SP23 Online: 7.9753 SM23 Online: 6.86 -1.64 FA23 Hybrid: 9.53 +1.03 The FA22 On-Campus, FA22 Online, and FA23 hybrid clearly improved upon the benchmark of 8.5. However,	2. Because several of the online classes failed to meet the benchmark, the jury is keeping the benchmark at 8.5. The jury is encouraging the spiritual formation coordinator to investigate what might be different about instruction in the online courses.

		the scores for SP23 online SM23 online are substant lower than other sections	tially and	
Indirect Measures (at least one)		the established benchman	rk.	
Degree Program Survey eliminated	1.n/a	1.n/a		1.n/a
2. Graduation Ministry Survey ATS GSQ Question 18b added - using and interpretation of scripture	2.SP22-FA23 Benchmark: 3.5 (out of 5)	2.SP22: 5 FA22: 4.63 SP23: 4.9 FA23: 4.63	+1.5 +1.1 +1.4 +1.1	2. As a new measure with limited data, the jury doesn't recommend a change in the benchmark at this time.
		Clearly student perception GSQ 18b exceeded the established benchmark.	ons for	
3.Graduation Ministry Survey ATS GSQ Question 18g added - leading others	3.SP22-FA23 Benchmark: 3.5 (out of 5)	3.SP22: 4.6 FA22: 4.48 SP23: 4.3 FA23: 4.72	+1.1 +.98 +1.3 +1.2	3. As a new measure with limited data, the jury doesn't recommend a change in the benchmark at this time.
4.Graduation Ministry Survey ATS GSQ Question 18o added - pastoral counseling	4.SP22-FA23 Benchmark: 3.5 (out of 5)	Clearly student perception GSQ 18g exceeded the established benchmark. 4.SP22: 3.5 FA22: 3.56	+/-0 +.06	4. As a new measure with limited data, the jury doesn't recommend a change in the benchmark at this time.

SP23: 4.27 +.77 FA23: n/a n/a
The SP22 score met the newly established benchmark. However, the FA22/SP23 scores clearly exceeded the benchmark.

Submitted to AOC 3.27.23

EXECUTIVE SUMMARY

Positive Reflections:

The jury would like to congratulate the Church Music Department on accomplishing a range of suggestions from the previous academic jury. These include but are not limited to the improvement of technology in the Sellers Technology Lab, using a new teacher for *Graduate Music Theory*, and the incorporation of *Worship Band Leadership*, created just before the previous academic jury and expanded to a 3 hour class, Worship Practicum since the last academic jury.

The jury recognizes that in several instances in the Program review, results showed improvement over the benchmark of that the benchmark was exceeded. The jury also recognizes that the NOBTS AOC jury recognizes no distinction between improve and exceeded. However, the distinction in this document allows the Church Music Department to trace instances where a new Benchmark is set with no previous data with the word "exceeds" versus instances where the result is above(i.e., improved) a benchmark set from a previous jury, in this case the 2021 MMCM Academic jury.

A student may complete the degree as a distance student while achieving all of the program outcomes reviewed above. The overall review of the program reveals that there appears to be no difference in the accomplishment of outcomes by distant versus on-campus students.

There is not a concern regarding worship portfolio.

Considerable curriculum revisions were made in response to the concerns and shortcomings related to the previous jury and degree program.

Negative Reflections:

The jury is concerned regarding the lack of disaggregation for MMCM students in NTEN 5351.

The jury is concerned regarding whether the leveling work for students who lack an undergraduate degree in music is adequately preparing students to meet minimal standards as evidenced in the worship leadership portfolio results above. The jury recommends that the Church Music Department review and possibly revise some aspects of the leveling process. Such revisions would not necessarily include additional coursework (e.g., a review of sight-singing skill development pertains to a class already required by leveling students).

Regarding the quality of technology delivery, particularly for live music making and technology particulars related to music and worship, the current delivery system is not entirely adequate and thus could be affecting student perceptions of their ability to "conduct worship/liturgy."

Additional Action Plans:

Although the updated version of Planning and Leading worship has not yet been taught, the Church Music Department plans to include creative projects in that class. (The course Planning and Leading Worship was offered in the SP23 as part of the updated MMCM curriculum that emerged from the institution-wide review of graduate curricula, initiated by an Mdiv revision; however, the course was taught by an adjunct as the regular faculty member for this class was on Sabbatical).

Only one of the MMCM students reviewed under this academic jury took the class Planning and Leading Worship; however, this student entered the MMCM program already proficient on guitar.

The curriculum review that occurred since the last jury included the addition of *History of Worship* and the replacement of *Worship* Leadership with *Planning and Leading Worship*. As noted in the assessment grid above, the course *Planning and Leading Worship* will address a range of skills associated with the MMCM student learning outcomes (e.g. creating liturgies for a range of cultural contexts).

The addition of the course *History of Worship* will address student learning outcomes 1, 2, and 4.

The academic jury recommends that the Church Music Department consider including some multiple choice questions associated with class *History of Worship* in the expansion of the Congregational Song multiple choice question section of the Comp Exams (as noted above the academic jury suggested that the Church Music Department add questions to the Congregational Song section of the Comp Exam). Additionally, the academic jury recommends that the Church Music Department consider updating the name for the Church Music History and Congregational Song essay and Congregational Song multiple choice section to *History of Worship*. Currently, the Comprehensive Exam syllabus refers to the section of the test related to worship history broadly as "Church Music History and Congregational Song." but refers to the multiple choice questions as being under the subcategory Congregational Song. The class History of Worship focuses on broad geo-political movements and the cultural milieu to which the church has responded historically with worship particulars, including a range of liturgical changes. The class also covers exemplary examples of observable worship art, particularly choral music. The reason the term History of Worship is being suggested for future Comprehensive Exam test questions is this term seems to be more generic in covering broad worship philosophies and actions, including liturgical developments in response to geo-political/cultural milieu movements; congregational song examples; and observable worship art examples.