

Assessment Map for Doctor of Musical Arts

Terms Assessed: Fall 22 – Spring 24

H.1.1.1 (ATS) The purpose of these degrees is to equip persons for teaching, research, and leadership in church and sacred music.
 XVI.A (NASM) Doctoral degrees in music are intended for those planning to engage and participate at the most advanced academic and professional levels of musical endeavor.

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.

NASM Doctoral Sacred Music Standard: Section XVI.D.4.f, “programs vary in their specific objectives and normally include studies to enhance musical and historical perspective, especially with regard to the development of religion and church music practices.”

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)
<i>Direct Measure</i> Comprehensive Written Exam III. 1. Sacred Choral Music	2.85	Benchmark Met 3.23 Su 22 2.64 Jan 23 4.0 2.64 4.0 3.32 Jan 24 4.0 2.0	Action Plan: Because the increased scores may be an anomaly rather than a trend, then benchmark will remain unchanged.

Indirect Measure DMA Student Survey III. 1	3.9	Reflection on Results: Increase likely due to more artifacts examined this term, 3 of which were articulated excellently. Benchmark Met 4.0	Action plan last jury was to remind students in class that they would need to keep thorough notes in preparation for the Qualifying Exam. The action plan this cycle remains the same. Because of the increase in student responses to the survey (5 last cycle, 13 this cycle), the benchmark will remain at 3.9 in order to determine whether the score increase is an actual trend. Completed.
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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

NASM Standard: XVI.D.2 “At the doctoral level, the basic orientation is the highest level of professional practice emphasizing the creation or performance of musical works and the application and transmission of knowledge about musical works, or pedagogy, or the practice of music education. Creation, performance, and teaching are highly disciplined efforts; inquiry and investigation, and often research and scholarship, are components of performance practice.”

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 Research - Research paper grading rubrics from MUWM 9400 Adv. Studies in Historical Perspectives of Worship	2.85	Benchmark Met Fall 23 3.7 Reflection on Results: Numerical growth in the program, including multiple students who are strong researchers, is likely a reason for this score increase.	Action Plan: In order to avoid increasing the benchmark based on an anomaly rather than a trend, the benchmark remains the same for the next jury cycle.
Applied - Juried recital grade sheets	2.85	Benchmark Met Fall 22 3.5 Reflection on Results: Only 2 doctoral recitals were presented during this cycle. The previous cycle included 6.	Action Plan: Because of departmental standards for every juried recital, the benchmark remains the same.
Indirect Measures DMA Student Survey III. 2 III. 3 III. 5	2.85	Benchmark Met 3.9 (total) 3.8 4 3.8 Reflection on Results:	

		Last cycle, only 5 students responded. This cycle, 13 responded.	
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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

NASM Standard: X.A.6.a: “The ability to speak and write cogently is critical for all professional musicians.”

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 Faculty evaluations of dissertation defense	3.65	Benchmark Not Met 3.38 Reflection on Results: There were 6 dissertation defenses during this cycle, and only 3 last time.	Action Plan: A change made before this jury is that students now are given the option to use an accompanying slide presentation to help them prepare better and articulate their research more efficiently at the dissertation defense. Despite lower scores this cycle, the benchmark remains at 3.65. Completed.
Faculty evaluations of oral exams	This is a new measure, no benchmark has been set.	3.49	Action Plan: The benchmark was set at 3.5
Indirect Measures DMA Student Survey III. 4	3.29	4	

VII. 1	Results inconclusive, new benchmark should be set.	*1.6	*VII. 1 Note: We acknowledged the decrease and made curricular changes before this jury took place. The course is now cross-listed, and DMA students take it with all other doctoral students as opposed to a previous “in-house” version of the course. Action plan last jury was to change the survey question from “How effective was the course MUDC9300 Music Research and Writing in preparing you for the writing you have had to do thus far in the DMA program?” to “How effective was your coursework in preparing you for the research and writing you have had to do in the DMA program? Completed. The DMA director suggests changing back to the former question so that student perceptions of their preparation for research and writing can be measured more accurately. Otherwise, we will not know if the curricular change is effective. Completed.
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			Action Plan: Data for this collection cycle includes survey results from some students who took the course before the curricular change and some from after the change. The new benchmark of 3.0 was set as a reasonable score to represent a student's summative experience.
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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 VII. Doctoral Research and Writing

1. How effective was your coursework in preparing you for the research and writing you have had to do in the DMA program? (The survey does not have a place to answer this specific question, only sub-questions. DMA director suggests reverting to original question on survey.)

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

NASM Standard: Section X.A.4.a “Competency to practice in one or more fields of specialization includes the ability to conduct the types of creative work, inquiry, and investigation normally associated with the specialization(s) chosen.”

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)
<i>Direct Measures</i> Research – Research presentation rubrics from the following seminar: <i>MUHI9400 Adv. Studies Music History and Literature</i> Applied – Instructor evaluations of student teaching assigned in concentration pedagogy class <i>MUVO 9301 Advanced Studies in Performance Pedagogy</i>	3.5 3.0	Benchmark Met Fall 22 3.7 Reflection on Results QQTP format instituted since last jury has improved focus of student presentations over time. Benchmark Met Fall 23 3.8 Reflection on Results It is unclear if the increase is an anomaly or a trend, as the two students who took this	Action Plan: Because the implementation of the QQTP format is still rather recent, the benchmark for this item will remain at 3.5 Action Plan: Because the students who took this course the last cycle were already teaching in the field, the benchmark remains at 3.0 so

Indirect Measures DMA Student Survey I. 7	3.5	course are already established voice professors at the collegiate level. Benchmark Met 3.8	that an unrealistic standard is not set for students taking the course who are not established professors. Action Plan: The benchmark remains at 3.5 for the next cycle in order to observe a realistic trend for this measurement.
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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.

Executive Summary:

Over the last two years, the DMA program has experienced significant changes. Two music/worship faculty members retired, and while they both continue in adjunct roles, some of their former courses are being taught by other professors. Because of numerical growth in the program, we have added to our pool of mentor professors (formerly called committee chairs). Our DMA graduates consistently find employment in higher education. We have alumni currently serving as full-time professors at Ouachita Baptist University, Shorter University, East Mississippi Community College, Southwestern Baptist Theological Seminary, Southern Baptist Theological Seminary, and New Orleans Baptist Theological Seminary. Most of our graduates (and many of our current students) maintain part-time teaching roles, as well.

While growth is exciting, there is always room for improvement. Results from this cycle indicate the following areas require attention:

- 1) SLO2 - Decrease in Applied Students. DMA students can choose between Worship/Hymnology and Applied (piano, organ, voice, conducting) concentrations. No new applied students have joined our program since Fall 2019. Several students have chosen the Worship/Hymnology concentration and have taken applied coursework as electives in order to broaden their areas of expertise. We need to explore ways of attracting more applied students.
- 2) SLO3 - Music Research and Writing. While we have made a curricular change regarding the course offering and format (cross-listed with ReDoc, summer offering, breakout session with music faculty), the effectiveness of these changes remains to be seen. We will continue to monitor this course each semester to see if other modifications are warranted.