

Program Review Form

Date: August 15, 2018

Program Review Year: 2017-2020

Name of Program Being Reviewed: Music Performance

Degrees Covered by Review: B.S. in Music Performance

Name of Department: Music

Department Chair: James Stevens, D.M.A.

Program Coordinator: James Stevens, D.M.A

Note: Pages 1-4 are to be completed yearly by each program. Pages 1-5 are to be completed according to the Cycle of Curricular Review

Mission of the College

The mission of Welch College is to educate leaders to serve Christ, His Church, and His world through Biblical thought and life.

Strategic Initiative (from the strategic plan)

Strategic Initiative #1 – Integrating a Christian worldview.

The College will develop policies, programs, and activities, which will enable students to develop a worldview that integrates the Christian faith with the academic disciplines in the whole of life.

Strategic Objective (from the strategic plan)

Strategic Objective 1.1 – Develop curricula that integrate the Christian worldview throughout all programs of study.

Program Objectives (from the College Catalog) Graduates of the program should be able to demonstrate:

- (1) the music skills and techniques that are demanded in the various disciplines cultivated in this program of study
- (2) understanding and appreciation of the development of the music of the Western civilization as related both to life in general and to the music of the school and church
- (3) the ability to perform and teach on the major instrument with skill acceptable for graduate studies.

Program Objectives link to Institutional Purpose/General Objectives of the College

The Music Performance Program strongly emphasizes Objectives #7 and #12. Given that focus in the program, courses also support objectives #4, #9, and #11 as students prepare to lead in teaching and worship.

Program Objectives link to Departmental Objectives

The Departmental Goals and Objectives are: the student will demonstrate proficiency in (1) applied skills and (2) the philosophy, history and theory of music. The courses of the Music Performance Program support either #1 or #2 above.

Courses aimed to Accomplish Specific Program Objectives

Program Objective	Courses
Develop the music skills and techniques that are demanded in the various disciplines cultivated in this program of study;	MUS 1011, 1012 Music Theory I MUS 2031, 2042 Music Theory II MUS 1111, 1122 Aural Theory I MUS 2131, 2142 Aural Theory II MUS 3055 Form, Analysis, and Counterpoint MUS 4304 Choral Arranging and Instrumentation MUS 1271, 1282 Class Piano MUS 1630 Class Conducting MUS 2650 Private Conducting MUS 3266 Choral/Instrumental Conducting MUS 2250 Private Organ MUS 2350 Private Voice MUS 2450 Private Instrument MUS 2313, MUS 2326 Diction for Singers MUS 1040 Choral Union MUS 3040 The College Choir
Gain understanding and appreciation of the development of the music of the Western civilization as these relate to life in general and to the music of the church;	MUS 3031 Music History and Literature I MUS 3062 Music History and Literature II MUS 1040 Choral Union MUS 3040 The College Choir MUS 2467 Orchestra or Instrumental Ensemble
Demonstrate the ability to perform and teach on the major instrument with skill acceptable for graduate studies.	MUS 2313 Diction for Singers MUS 2450 Private Instrument MUS 2550 Private Organ MUS 2650 Private Conducting MUS 3337 Junior Recital MUS 4447 Senior Recital

Program Review: Assessment

Program Objective	Means of Assessment	Strategic Objective/Goal	Results (2017-2020)
What we want to do (general)	How we will know if we did it	Specific Goals	What actually happened
Develop the music skills and techniques that are demanded in the various disciplines cultivated in this program of study;	Major Field Test	Improve our average percent of students at or above the national norm by 15% over a 5-year period.	In 17-18 one student was below the national norm at the 11 th percentile, one student was at the national norm at the 50 th percentile, and one student was above at the 75 th percentile.
Gain understanding and appreciation of the development of the music of the Western civilization as these relate to life in general and to the music of the church;	Major Field Test and final exams in music history classes	Improve our average percent of students at or above the national norm by 15% over a 5-year period; Comparison with the current 5-year benchmark: 29% at or above the annual, cumulative, national norm.	Compared to the 5-year bench mark at 29%, the music performance graduates averaged at 45% of the national average which was a 17% increase. All students in the included time period achieved grades of A on their music history finals and projects.
Demonstrate the ability to perform and teach on the major instrument with skill acceptable for graduate studies.	Juries and recitals	Students will improve performance in juries and recitals, resulting in higher rate of students who pass juries and recitals as compared to baseline data.	Student recitals and juries continued to improve with 100% of students passing their recitals and juries.

Program Review: Use of Results

Strategic Objective/Goal	Results 17-18	Use of Results 18-19	Results Revisited 19-20
What we wanted to happen	What actually happened	What we did to improve	How did this affect later assessments?
Improve our average percent of students at or above the national norm by 15% over a 5-year period.	In 17-18 one student was below the national norm at the 11 th percentile, one student was at the national norm at the 50 th percentile, and one student was above at the 75 th percentile.	Continued to emphasize music history and theory across the music course, particularly in our music departmental meetings, juries and recitals.	The one graduate of 2020 in music performance scored at the 41 th percentile which is above that 29 th percentile which we began with as a reference in our goals.
Improve our average percent of students at or above the national norm by 15% over a 5-year period; Comparison with the current 5-year benchmark: 29% at or above the annual, cumulative, national norm.	Compared to the 5-year bench mark at 29%, the music performance graduates averaged at 45% of the national average which was a 17% increase. All students in the included time period achieved grades of A on their music history finals and projects.	We've tried to emphasize music history and theory items that we felt might be on the national exams including more of the 20 th century composers and music that may not have been given as much attention in the past.	All of the music performance students included in the years of 17-18 to 19-20 averaged at the 44 th percentile which gives an increase of 15% from benchmark 29% which we were using for comparisons.
Students will improve performance in juries and recitals, resulting in higher rate of students who pass juries and recitals as compared to baseline data.	Student recitals and juries continued to improve with 100% of students passing their recitals and juries.	For recitals we focused on recital platforms to insure student's preparedness and worked with students on creating professional programs which are presented to audience members.	We are continuing to monitor juries and recitals, but have had to make adjustments with Covid with some recitals taking place via Zoom with another postponed for the Fall of 2020 in a socially distanced recital venue.

Note: This page is to be completed only in years of a complete program review according to the Cycle of Curricular Assessment.

Program Review: Comparison with Other Similar Programs

In the program review, comparisons were made between Boyce College, Union University, Carson Newman University, and Samford University.

Boyce College, Louisville, KY – Similar music and theology requirements, a little less on liberal arts, but in music, allowances for individuals interests with restricted electives to choose from. There is more emphasis on contemporary worship practices, while at Welch our direction is more with traditional worship.

Carson Newman, Jefferson City, TN – Similar in liberal arts and music, although lighter in ensemble requirements (we have 16, whereas they have 6). They are much lighter on theology requirements, but there are 30 elective hours allowed while the electives in the Welch program are limited. With our heavy emphasis at Welch on a theology degree for every student, there is little room for a large group of electives.

Samford University, Birmingham, AL has similar core music courses with two courses in music literature that we do not have. Also, they have considerable less theology requirements. As the Welch College Department Chair is a graduate of Samford it seems that there may be less emphasis on the theology as would have been in the past and more as a degree more solely focused on future graduate programs.

Union University, Jackson, TN has similar core music and liberal arts courses, but less theology and like Welch, less electives than some of the other programs.

Some of the programs have their performance degrees divided into separate categories such as with Samford which has performance degrees in Organ, Instrumental, Piano, Piano Pedagogy, and Vocal. While we only have one performance degree, the degree is distinguished differently by the applied interest of the student such as piano, organ, composition, voice, and separate orchestral instruments.

On hours, we tended to have 5-7 more in the music performance at Welch due to theology and ensemble requirements.

Program Review: Analysis of Graduate School/Vocational Requirements

As both of the full-time music faculty at Welch College have taught at graduate institutions, Dr. Stevens at Southern Baptist Theological Seminary and Dr. Shipley at New Orleans Baptist Seminary, there has always been an effort to keep our music performance degree in line with the basic entrance requirements of a music degree that would typically be required at a graduate music program such as two years of music theory and aural theory, music history survey course covering music from the Medieval period to the 20th century, sixteen hours of ensemble credit, at least two areas of applied instrument instruction, and conducting. Most graduate programs would require students to have entry level exams in at least the areas of music theory and history and to audition them for their applied

areas. We believe we are preparing them for this and believe that a number of our students would excel well in any program.

While we may not be able to compete with larger music schools with the number of students and facilities, we have a highly trained and experienced faculty and small classes that would be unavailable at larger universities where many times the graduate assistants teach the freshman/sophomore classes. At Welch these early classes are taught by top notch faculty in small settings where each student can get the help they need to succeed.

Students from the music performance degree will be prepared to pursue these further graduate studies, use their skills for performing and private teaching, and serve in music ministry opportunities proudly serving the needs of our Free Will Baptist churches and the Church at large.

Music graduate programs examined include: Samford University, University of Kentucky, Middle Tennessee State University, and Southwestern Baptist Theological Seminary.