Program Review

Bachelor of Arts in Music

Program Review Year: 2017-2022

Degrees Covered by Review BA in Music

Name of Department Music Department

Mission of the University

Bethesda University is a Christ-centered community of higher education which aims to prepare students with the academic knowledge, professional skills and spiritual values to become servant leaders in global society.

Program Review Initiatives (From the Assessment Plan)

* The curriculum adequately sequenced to enable students to move from basic to complex levels of learning.
* The content is appropriate to the degree level.
* The curriculum from professional programs designed to provide students the necessary tools for the profession.
* Resources are adequate to support the curriculum effectively.
* Any program objectives that are not targeted in our program.
* There are any changes to the list of courses in this program
* Other competitive schools have similar programs.

Program Objectives\_ Bachelor of Arts in Music

Bachelor of Arts in Music

* Integration of Christian principles with music knowledge and practice.
* Be held a higher standard of technical ability, artistry, and difficulty in music.
* Develop repertory of useful music literature for the church and community.
* Demonstrate proficiency skills in their area of performance

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

The Bachelor of Arts in Music program strongly emphasize the Institutional Objectives #2, #3, and #4. Given that focus in the program as students develop the knowledge, professional skills and ability to involvement in ministry.

Outcomes Assessment

Outcomes are the results of our curriculum, the value added to students, the way they change because of attending our school. Institution uses a variety of methods, ten instruments for assessing outcomes.

Program Objective Assessment

Bachelor of Arts in Music

Bethesda University is a Christ-centered community of higher education which aims to prepare students with the academic knowledge, professional skills and spiritual values to become servant leaders in global society.

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| Mission Components | Institutional Goals | Program Learning Outcomes (PLOs) | Assessment Tools | Achievement Target | Logistics | Was Objective Met? |
| Prepared with Academic Knowledge | 1. Able to demonstrate information literacy skills by being able to access, evaluate, synthesize, and present credible information from a variety of resources
 | Able to demonstrate information literacy skills by being able to access, evaluate, synthesize, and present credible information from a variety of resources | Information Literacy Rubric | As demonstrated by an average score of at least 2.75 | GC 110 Principles of Academic Writing | 2022: Information Literacy Rubric: Goal was met with an average rating of 3.02021 Information Literacy Rubric: Goal was exceeded with an average rating of 3.0 |
| Mission & Institutional Objectives Survey (Q8) | As demonstrated by an average score of at least 4.0 | Emailed or distributed in larger classes |  |
| Embrace an understanding of the importance of lifelong education and development. | Alumni Survey (Q3) | As demonstrated by 33% of 3–5-year alumni having enrolled in another higher education degree program or have attended at least one informal learning events [e.g., workshops, seminars, webinars] over the last year)  | Emailed or phoned |  |
| Prepared with Professional Skills | 1. Develop the knowledge, professional skills and attitudes appropriate to volunteer or professional involvement in their field of study.
 | That 3–5-year alumni be serving in church or other ministries (e.g., Sunday school teachers, musicians, committee members, visitation participants) | Alumni Survey (Q7) | As demonstrated by 60% of alumni surveyed are serving | Emailed or phoned |  |
| Performance Fact Sheet (Q2 + Q3) | As demonstrated by 60% of alumni surveyed are serving | Prepared by Academic Dean | 2020 Performance Fact Sheet: 75% found employment in churches. This exceeds our objective. |
| Spiritual Disciplines Survey (Q3) | As demonstrated by 60% of alumni surveyed are serving | Emailed or phoned |  |
|  | Mission & Institutional Objectives Survey (Q5) | As demonstrated by an average score of at least 4.0 | Emailed or distributed in larger classes |  |
| Prepared with Spiritual Values | 1. Understand theology and society through a Pentecostal Evangelical perspective.
 | Demonstrate a general knowledge of the Bible and of the major books of the Bible as it relates to their lives and ministries | ABHE Bible Knowledge Test | As demonstrated by meeting or exceeding national norms |  |  |
| Wesleyan Wellness Survey (Q2) | As demonstrated by an average of at least 4.5 – Mostly true of me | Emailed or distributed in larger classes | 2020: Wesleyan Wellness Survey of 5.50 exceeds the goal2018: Objective Met (WWS)2017: WWS data is not conclusive because the data was not broken down by programs. However, the average for all students was 5.1 out of a possible 6.0. |
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|  | Mission & Institutional Objectives Survey (Q4) | As demonstrated by an average score of at least 4.0 | Emailed or distributed in larger classes |  |
| 1. Develop an integrative spiritual life which encourages students in the development of spiritual disciplines and leads to a life based on biblical morals and ethics in every area of their life.
 | Show lives characterized by Biblical values | Wesleyan Wellness Survey (Q2-6) | As demonstrated by an average of at least 4.5 – Mostly true of me | Emailed or distributed in larger classes |  |
| Wesleyan Wellness Survey (Q7a, 7b) | As demonstrated by an average of at least 4.5 – Mostly true of me | Emailed or distributed in larger classes | 2018: Objective Met (WWS)2017: WWS data is not conclusive because the data was not broken down by programs. However, the average for all students ratings for questions 2-6 was 4.8. |
| Exhibit consistent spiritual disciplines | Spiritual Disciplines Survey (Q1) | As demonstrated by 65% of students have personal devotions 5 or more days per week | Emailed or distributed in larger classes |  |
| Spiritual Disciplines Survey (Q2) | As demonstrated by 65% of students 65% of students attend church once pr week or more | Emailed or distributed in larger classes |  |
|  | Mission & Institutional Objectives Survey (Q6) | As demonstrated by an average score of at least 4.0 | Emailed or distributed in larger classes |  |
| Prepared to become Servant Leaders in a Global Society | 1. Develop the ability and passion to engage in a lifetime of serving the Lord
 | That 3-5 year alumni be serving in church or other ministries (e.g., Sunday school teachers, musicians, committee members, visitation participants) | Alumni Survey (Q7) | As demonstrated by 60% of alumni surveyed are serving | Emailed or phoned |  |
| Performance Fact Sheet (Q2 + Q3) | As demonstrated by 60% of alumni surveyed are serving | Prepared by Academic Dean | 2020 Performance Fact Sheet: 75% found employment in churches. This exceeds our objective. |
| Spiritual Disciplines Survey (Q3) | As demonstrated by 60% of alumni surveyed are serving | Emailed or phoned |  |
|  | Mission & Institutional Objectives Survey (Q7) | As demonstrated by an average score of at least 4.0 | Emailed or distributed in larger classes |  |

Program Review: Comparison with Other Similar Programs

This section should compare our program with other similar programs. Attention should be given to total credit hours in a degree program, courses in a program, course content and objectives and outcomes. The program chair should review its program and related professional courses. The chair should note similarities and differences and provide some explanation (personnel, mission, or fiscal) to explain significant differences. The department may wish to make adjustments to the program based on such an analysis. Adjustments will usually be subject to faculty approval, Board approval, and approval by accrediting/state agencies before they can be implemented.

Program Review: The department chair should review the industry standard guidelines used to determine competencies. Attention should be directed towards the institution and employment sectors common to the University’s graduates. The department may wish to make adjustments to the program based on the program review and analysis. Any adjustments should be explained and forwarded to the Faculty Committee. Adjustments will usually be subject to faculty approval, Board approval, and approval by accrediting/state agencies before they can be implemented.