

**Department of Music—BA in Music and Ministry, Evidence and Use of Evidence  
of Assessment Spring 2019**

**Department Learning Outcome (Teach)**—*Music graduates will develop both a broad knowledge of their discipline and specific skills in performing, teaching and directing music.*

**Program Learning Outcomes (Teach):**

1. Demonstrate essential competencies in musicianship skills in written theory, aural skills, and keyboard musicianship.
2. Develop applied music skills in one primary performance area in both solo and ensemble settings.
3. Become conversant with the essential outlines of music history, music literature, and an awareness of significant non-western musical styles.

**Department Learning Outcome (Shape)**—*Students will develop characteristics necessary to strengthen and contribute to the musical life of the communities where they work and live.*

**Program Learning Outcomes (Shape):**

4. All students will demonstrate proficiency in basic conducting skills.
5. Students will participate in ensemble performances through regular rehearsal attendance and highest efforts as demonstrated through high-level collegiate performance.

**Department Learning Outcome (Send):** *Graduates will be prepared to serve as musicians in a changing world through their technical and professional abilities. This includes preparation for careers in the arts and entertainment industry, music education, praise and worship and graduate study.*

**Program Learning Outcomes (Send):**

6. Develop and articulate a clear application of the concepts of calling, role, path and purpose as they apply to the discipline of music.
7. Demonstrate a substantial knowledge of the traditions, techniques and materials used in worship music
8. Complete a semester-long internship in a church music ministry settings under the guidance of a professional church musician

## **Department of Music—BA in Music and Ministry Assessment Data Spring 2019**

### **Program Learning Outcomes 1—6**

Program Learning Outcomes 1 through 6 are identical for all Music Programs and are referred to as the Music Core. Please refer to the BA in Music Evidence and Use of Evidence report for the data and measurements for the first six Program Learning Outcomes.

## **Department of Music—BA in Music and Ministry Assessment Data Spring 2019**

**Program Learning Outcome 7**—Demonstrate a substantial knowledge of the traditions, techniques and materials used in worship music

### **Outcome Measures**

Mentorship and Final Evaluation for CMU451—Internship in Music

### **Criteria for Success**

75% of Students will score Proficient in all categories

### **Aligned with DQP Learning Areas**

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

### **Longitudinal Data**

See Learning Outcome 8

### **Conclusions Drawn from Data**

See Learning Outcome 8

### **Changes to be Made Based on Data**

See Learning Outcome 8

## Department of Music—BA in Music and Ministry Assessment Data Spring 2019

**Program Learning Outcome 8**—Complete a semester-long internship in a church music ministry settings under the guidance of a professional church musician

### Outcome Measures

Mentorship and Final Evaluation for CMU451—Internship in Music

### Criteria for Success

75% of Students will score Proficient in all categories

### Aligned with DQP Learning Areas

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

### Longitudinal Data

	Students in class	Conduct Rehearsal	Lead Congregation	Design Service	Serving	Assist Production	Final Evaluation
2014-15	8	3.38	3.25	3.25	3.25	3.38	3.0
2015-16	4	3.0	2.75	2.75	3.5	3.25	2.75
2016-17	5	4.8	4.8	4.6	4.2	4.8	4.8
2017-18	2	5	5	5	5	5	5
2018-19	0	--	--	--	--	--	--

### Conclusions Drawn from Data

There were no interns this year.

### Changes to be Made Based on Data

None at this time.

## EVALUATION OF PLNU INTERN

Name of Intern \_\_\_\_\_

This intern performed the following responsibilities:

- \_\_\_\_\_ Conducted a rehearsal or portion of a rehearsal
- \_\_\_\_\_ Lead the congregation in song with the adult or youth department of your church
- \_\_\_\_\_ Prepared/designed a worship service
- \_\_\_\_\_ Helped with preparation of music, equipment, set-up, etc.
- \_\_\_\_\_ Assisted in musical productions or special outreaches of your church
- \_\_\_\_\_ Other \_\_\_\_\_

Please evaluate the quality of work demonstrated by your intern. The number 5 represents the strongest possible score.

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. Intern was cooperative with advisor                                  | 1 | 2 | 3 | 4 | 5 |
| 2. The intern was dressed neatly.                                       | 1 | 2 | 3 | 4 | 5 |
| 3. The intern performed duties with confidence.                         | 1 | 2 | 3 | 4 | 5 |
| 4. My intern was always prepared for each task.                         | 1 | 2 | 3 | 4 | 5 |
| 5. Members of the choir/orchestra enjoyed working with the PLNU intern. | 1 | 2 | 3 | 4 | 5 |
| 6. The PLNU intern exhibits Christian character                         | 1 | 2 | 3 | 4 | 5 |

7. Did you see improvement in the rehearsal skills of this individual as he/she progressed in their intern assignment?

\_\_\_\_\_ Yes \_\_\_\_\_ No Comments \_\_\_\_\_

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8. How would you describe the relationship that this intern has with the choir/orchestra?

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9. How would you describe the relationship that this intern has with the congregation?

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10. Would you recommend this intern for a future position in a church?

\_\_\_\_ Yes \_\_\_\_ No Comments\_\_\_\_\_

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Evaluator Name \_\_\_\_\_

Position \_\_\_\_\_

Phone \_\_\_\_\_

Please mail or email this form to:

Point Loma Nazarene University  
Att. Dr. Daniel Jackson  
3900 Lomaland Drive

# Assessment Rubric for CMU451 Music and Ministry Internship

Item	Initial	Emerging	Proficient	Mastery
<b>1. Conducted a rehearsal or portion of a rehearsal</b>	Student is only able to observe a rehearsal, but is unable to obtain the courage to conduct the ensemble.	Student is able to conduct a portion of the rehearsal, but needs constant guidance	Student is able to conduct the entire rehearsal and requires some guidance. Most of the student's rehearsal techniques and strategies are helpful to the progress of the ensemble	Student is able to conduct the entire rehearsal and requires little or no guidance. All of the student's rehearsal techniques and strategies are helpful to the progress of the ensemble
<b>2. Lead the congregation in song with the adult or youth department</b>	Student is unable lead the church in congregational song, but merely observes the their mentor leading	Student is able to timidly lead the youth group in song. The student is not confident enough to lead adult worshippers in song.	The student is able to lead both the youth group and adult congregation in corporate worship. The theological and musical impact is mostly clear and inspirational.	Student is able to lead both the youth group and adult congregation in corporate worship. The theological and musical impact is always clear and inspirational.
<b>3. Design of a worship service</b>	Students can design a worship service, but the theological and musical impact lacks authentic content and artistry	Students can design a worship service with theological and musical impact. The worship content is not creative and does not incorporate a diversity of historical and musical styles.	The students can design a worship service with theological and musical impact. The worship content is creative and includes some diversity of historical and musical styles.	Students can design an exceptional worship service with theological and musical impact. The worship content is creative and includes a diversity of historical and musical styles.
<b>4. Serving the people of the church</b>	The student serves the church with a know-it-all attitude with little consideration for the people of the church. Their ministry and service is self-serving and uncooperative.	The student is able to be a team-player and has started to develop rapport with the people of the church. The student attempts to include lay leadership in their ministry while exhibiting Christian character some of the time.	The student has bonded with some of the members of the church. The student includes lay leadership in their ministry and is able to organize groups of parishioners to help serve the church. The student exhibits Christian character most of the time.	The student has bonded with the members of the church. The student includes lay leadership in their ministry and is able to organize groups of parishioners to help serve the church. The student exhibits Christian character all of the time. The church is not sure how they will function without the leadership of the intern.
<b>5. Assisted in musical productions/special outreaches</b>	Intern only wants to help in they are at the center of attention. Intern displays attitude of dismay when asked to assist with various projects	Intern willingly volunteers to help with various outreach projects. Intern displays cooperative attitude when asked to assist various productions.	The intern volunteers to help with various outreach projects and takes the initiative to organize various outreaches and musical productions. Intern displays cooperative attitude when asked to assist various productions.	Intern volunteers to help with various outreach projects and takes the initiative to organize various outreaches and musical productions. The intern initiates creative plans and ideas for reaching the community with the gospel. Intern displays cooperative attitude when asked to assist with various productions and always displays Christian character.
<b>6. Final evaluation</b>	Enthusiasm for intern is minimal. The intern was perceived as a burden on the church and their mentor.	The mentor recommends the intern with reservations. Enthusiasm for intern is satisfactory. The intern is perceived as being inexperienced, but able to perform music ministry responsibilities.	The mentor recommends the intern without reservation. The mentor is optimistic about the future of the intern. The mentor is enthusiastic about the ability of the intern to lead and organize lay member of the church. The intern is able to perform most of the music ministry activities for the church, but not allowed to substitute for an entire worship service	The mentor recommends the intern without reservations. The mentor is optimistic about the future of the intern. The mentor is enthusiastic about the ability of the intern to lead and organize lay member of the church. The intern is able to perform all of the music ministry activities for the church and was permitted serve as a music minister substitute for an entire worship service.