

- i. A two points during the Music Education program, music education faculty complete a review of academic records and Praxis exam scores. These are completed at the end of the sophomore year and prior to the professional internship (student teaching). Once the student teaching assignment is made, the following process occurs (from the [USM Initial Continuing Educator Preparation Program State Approval Institutional Report](#) to the Maine Department of Education, 2/10/09.

Student Teaching

Student assessment occurs at varying points during student teaching, including the review of weekly reflective journals, observations, mentor assessment of the student teacher, student self-assessment and portfolio.

Reflective journals

Each student teacher is required to complete a reflective journal on a weekly basis during his or her student teaching placement. The USM faculty supervisor reads and provides feedback to each journal. The journals reveal the varied experiences of the student teacher and are highly valuable tools for reflection and feedback.

Observations

USM Music Education faculty observes each student teacher a minimum of four times during his or her placement. Each observation takes place at the placement schools and is accompanied by a pre- and post-observation conference, with written feedback.

Assessment by the Mentor

The student teacher mentor assesses the student teacher a minimum of two times per placement for a total of four assessments over the course of a semester. The forms, provided in the student teacher handbook, are submitted to the coordinator of student teaching, reviewed and placed in the file of each individual student.

Student Self-Assessment

Student teacher self-assessment is a key portion of the student teaching experience. The student teacher uses the Mid-Term Evaluation forms from the Student Teaching Handbook for this purpose. The student teacher and mentor discuss any questions or areas of concern following completion of the evaluation form.

Portfolio Assessment

Each student teacher completes a portfolio that represents his or her experiences and capabilities. The document requires the student teacher to demonstrate his or her applied knowledge of the ten USM Teacher Certification Standards, through written reflection or other listed means. Music

Education faculty review and assess each portfolio. This document serves as the capstone of the music education program.

3: How did you use the Assessment results to Improve Student Learning?

- a. Briefly describe your unit's process for using the assessment data to improve student learning, and state what improvements or changes are being planned based upon the assessment results. See Appendix A for definitions and examples.
 - a. Beginning in the 2009-2010 academic year, the USM School of Music has implemented a new Music Education curriculum designed to better serve student needs, align with the Maine Department of Education Music Educator license and to align with the recent changes to the USM General Education curriculum. This license requires comprehensive knowledge and experiences in order to teach in all music areas for grades K-12. In addition, the curriculum provides multiple seminars and internships to connect to the greater music education professional community while presenting greater focus on the five areas of direct experience with music: listening, singing, playing instruments, improvising and composing.

Comments:

Formal learning outcomes have been developed and implemented for the Bachelor of Music in Music Education degree. Outcomes in the music core areas, including music theory, ear training, piano and applied study are defined through a carefully planned course sequence in which the outcomes at each level represent the preparation for the next level. In Music Theory and Ear training this is monitored through analytical and creative work submitted by the students. In Piano Class and Applied Study this is monitored through standardized jury exams that are given at the conclusion of each course. Further, students in Music Education must complete all required coursework, an instrumental or vocal performance recital, complete Praxis I and Praxis II exams (for educator licensure) and meet the ten USM Teacher Certification Standards.

Each student receives either instrumental or vocal private studio instruction during each semester of study at USM. In addition, the students must complete a juried performance evaluation each semester. This work culminates in a required a 30-minute performance recital during the senior year. The outcomes for the performance recital require satisfactory performance of a range of pieces demonstrating a variety of historical styles. The individual music studio faculty and performance jury determines the required level of performance, based upon student ability and performance outcomes determined during the jury evaluations.

E. College, Department or Program, Date

College	CAHS
Department or Program	MUSIC
Date	Thursday, May 30, 2013

F. Department or Program Chair: Alan Kaschub

*(person responsible for completing this form)

G. Degree or other Program: BA Music

H. Assessment of Student Learning

1. Has your department identified any Student Learning Outcomes? (What are students able to do by the end of your program?)

- b. List the most important student learning outcomes (3-5) that have been agreed upon in your department. Then, identify which student learning outcome (1-2) was assessed this past year.

- c. If your department/program does NOT have any student learning outcome statements yet, please check here X_____.

2: How and When will the Learning Outcomes be assessed?

- a. Briefly describe the forms of evidence that were utilized this past year to demonstrate students' accomplishment of the learning outcome(s) selected, and when you implemented the assessment.

3: How did you use the Assessment results to Improve Student Learning?

- b. Briefly describe your unit's process for using the assessment data to improve student learning, and state what improvements or changes are being planned based upon the assessment results.

Comments:

By the definitions and examples listed the School of Music does not have specific learning outcome statements. This of course doesn't mean that we as a faculty are not concerned with outcomes or assessment. We have specific outcomes that we have developed both on our own and with guidance from our Accrediting Agency The National Association of Schools of Music. We recently have fully implemented new curricula for each of our majors. These curricula were carefully designed by experienced faculty with an eye on the NASM guidelines which are much more about learning results than specific course offerings. We designed these curricula with specific results of assessments from our old curriculum to guide us. We are in the process of creating handbooks for each of our majors that should contain these type of specific learning outcome statements.

For the Bachelor of Arts in Music learning outcomes have been developed and implemented in our new curriculum.

Outcomes in the music core areas, including Music Theory and Aural Skills and Piano Class are defined through a carefully planned course sequence in which the outcomes at each level represent the preparation for the next level. In Music Theory and Aural Skills this is monitored through analytical and creative work submitted by the students as well as sight singing assessments, and assessments that ask the students to synthesize their analysis skills and aural skills in in analytical transcriptions of music. In Piano Class this is monitored through standardized jury exams that are given at the conclusion of each course. Further, students in Music Performance must complete all required coursework as listed in the USM Undergraduate Catalog.

In the area of Music History and Musical Style, students are expected to develop an understanding of various musical styles, genres and techniques. Students are expected to understand these styles in reference to various cultural and historical contexts. This understanding is assessed through writing, exams and listening assessments where the students identify styles, composers and specific literature aurally.

The BA degree in the School of Music is a traditional liberal arts degree and has a large component of learning across disciplines. Students are expected to show synthesis of their musical knowledge with learning that they have done across disciplines. The primary vehicle for this assessment is the capstone for the BA. Students may choose either a Lecture/Recital, The production of a recording or a thesis project for their capstone.

I. College, Department or Program, Date

College	<u>CAHS</u>
Department or Program	<u>MUSIC</u>
Date	Thursday, May 30, 2013

J. Department or Program Chair: Alan Kaschub

K. Degree or other Program: BM: Music Performance

L. Assessment of Student Learning

1: Has your department identified any Student Learning Outcomes? (What are students able to do by the end of your program?)

- d. List the most important student learning outcomes (3-5) that have been agreed upon in your department. Then, identify which student learning outcome (1-2) was assessed this past year.

- e. If your department/program does NOT have any student learning outcome statements yet, please check here **X**.

2: How and When will the Learning Outcomes be assessed?

- a. Briefly describe the forms of evidence that were utilized this past year to demonstrate students' accomplishment of the learning outcome(s) selected, and when you implemented the assessment.

3: How did you use the Assessment results to Improve Student Learning?

- c. Briefly describe your unit's process for using the assessment data to improve student learning, and state what improvements or changes are being planned based upon the assessment results.

Comments:

By the definitions and examples the School of Music does not have specific learning outcome statements. The outgoing director of the School of Music was not tasked to create them. This of course doesn't mean that we as a faculty are not concerned with outcomes or assessment. We have specific outcomes that we have developed both on our own and with guidance from our Accrediting Agency The National Association of Schools of Music. We recently have fully implemented new curricula for each of our majors. These curricula were carefully designed by experienced faculty with an eye on the NASM guidelines which are much more about learning results than specific course offerings. We designed these curricula with specific results of assessments from our old curriculum to guide us. We are in the process of creating handbooks for each of our majors that should contain these type of specific learning outcome statements.

For the Bachelor of Music in Performance learning outcomes have been developed and implemented in our new curriculum.

Outcomes in the music core areas, including Music Theory and Aural Skills and Piano Class are defined through a carefully planned course sequence in which the outcomes at each level represent the preparation for the next level. In Music Theory and Aural Skills this is monitored through analytical and creative work submitted by the students as well as sight singing assessments, and assessments that ask the students to synthesize their analysis skills and aural skills in analytical transcriptions of music. In Piano Class this is monitored through standardized jury exams that are given at the conclusion of each course. Further, students in Music Performance must complete all required coursework as listed in the USM Undergraduate Catalog.

In the area of Music History and Musical Style, students are expected to develop an understanding of various musical styles, genres and techniques. Students are expected to understand these styles in reference to various cultural and historical contexts. This understanding is assessed through writing, exams and listening assessments where the students identify styles, composers and specific literature aurally.

Our performance majors, of course, have strict expectations when it comes to their performance on their voice or instrument. These are assessed through their private instruction on their instrument, performances in Recital Class, Juried performances at the end of each semester and a final, capstone recital at the end of their program.

Past results of these assessments played an integral role in the development of our new curriculum and although the School of Music does not yet have a formal document that contains these learning outcomes, informal feedback from our visitors from our last NASM accreditation visit (April 2013) indicates their approval of what we are doing at USM. This report was created before the official response from NASM from their visit.