BA in Music Education Mission:
The mission of the Kean University Conservatory of Music as regards the BA in Music Education degree is to provide a comprehensive, practical, and current program of study in the area of music, as well to give students a variety of opportunities to study music within the context of a broad liberal education. Further, it is to thoroughly prepare music educators for careers as public school music and to foster creative and intellectual growth by instilling a commitment to artistic and personal excellence within a vital community of faculty and students.

Assessment Process:
Music education students take a series of courses in music theory and music history, successful completion of which gives them considerable music sophistication. Relative to the study of music theory, students take a series of sight singing and ear training courses that test their practical musical skills. Furthermore, students study piano technique and must demonstrate proficiency as determined by examinations and a final qualifying jury prior to student teaching. Likewise, students must pass proficiency tests on all secondary instruments - these include woodwinds, brass, strings, percussion, and voice. All music education students must be proficient performers on their primary instrument which proficiency is tested by student recitals (one performance required each semester), juries (one at the end of each semester), and a full senior recital. Concerning pedagogical skills, students are assessed with the following techniques: Teacher Work Sample (TWS), exit Interviews, and assessment of lesson plans and field journals.

Music education students have 25 core courses to take as part of the requirements for the major. These 25 core courses provide a sound backbone of the discipline with regard to the research and theoretical aspects of music as well as the various areas of study within these fields. As such, these core courses are the primary vehicle for assessing the knowledge of our students. Beyond the core courses, students take 16 other program courses, and it is likely that no two (or very few) majors take the exact same grouping of courses. Therefore, the faculty has agreed to center our assessment on the core knowledge of music.

Each core course has assessment tools such as exams, research and reflective writing assignments, portfolio work, group work products, etc., as part of the evaluation process and the program has used results of assessment for making improvements to program practices aimed at increasing student learning. For example, our development of “Probationary Status” for some incoming students; our transference of assessment processes from individual studios to a more uniform departmental assessment involving
full-time faculty; institution of faculty assessments of student recitals; institution of faculty assessments of “gateway juries” and “special juries;” creation of secondary-instrument proficiencies for all music education students, an outgrowth of piano proficiencies, which we have had in place for years.

The culminating assignment done in the Capstone Course is also a direct measure for assessing attainment of our program Student Learning Outcomes. In this course, assessment data is collected from an assignment that requires students to provide the evidence of meeting program goals. For a listing of direct and indirect measures for each SLO see below.

Each semester, composite data from scored student assignments will be collected and analyzed to address areas of program strengths and weaknesses and to inform our decisions ultimately resulting in program improvements. In addition, a systematic process for gathering data utilizing an indirect measure, the Graduating Student Survey, was established. Data from the student survey will also help inform our decisions regarding program improvement to increase student learning.
Program Student Learning Outcomes (SLOs) – as aligned with KU SLOs derived from the Institutional Mission* and GE SLOs.** (Data from Direct and Indirect Measures collected each semester in the Capstone Course or a designated, end-of-sequence course.)

Upon graduation, a student with a degree in music education will be able to:

**SLO-1:** demonstrate competencies in the areas of musicianship, performance, aural skills, analysis, repertory, history, pedagogy and methods for success in the Music K-12 setting. (KU-1, 4) (GE-K3, K4, S1, S2, S3, S4, S5, V1, V2, V3, V4, V5)

Direct measure: MUS 4301 (Student Teaching) MUS 4000 (Music Teacher in the Classroom): Teacher Work Sample with multiple rubrics scored to reflect student achievement of program goals.

Indirect measure: Faculty observations; Exit Interviews; Departmental exit survey; Graduating student survey

**SLO-2:** describe the historical significance and structure of music literature representing various genres, styles, and cultures. (KU-1, 4) (GE-K3, K4, S1, S2, S3, S4, S5)

Direct measure: MUS 3111 (Form and Analysis); MUS 4105 (Music History II): Classroom examinations and written papers

Indirect measure: Faculty assessment of performance skills that reflect theoretical and historical knowledge (in the field); Departmental exit survey; Graduating student survey

**SLO-3:** demonstrate aural skills in sight-singing and ear training. (KU-1, 4) (GE-K4, S4, S5)

Direct measure: MUS 4114 (Sight Singing and Ear Training IV): On an individual basis we require students to demonstrate sight-singing and ear training skills

Indirect measure: Students demonstrate aural skills in other contexts like conducting lab ands field experiences; Departmental exit survey; Graduating student survey

**SLO-4:** perform works representing various genres, styles, and cultures. (KU-1) (GE-K3, K4, S4, S5, V1, V2, V4, V5)

Direct measure: MUS 36XX (Private Studio lessons) Faculty assessment of student recitals and studio faculty written weekly reports of progress and proficiency demonstrated in ensemble performances.
Indirect measure: MUS 3122 (Instrumental Conducting); MUS 3121 (Choral Conducting); MUS 3311 (Elementary Field) MUS 3321 (Secondary Field)
Performance skills in other contexts like instrumental and choral conducting classes and lab as well as field experiences; Departmental exit survey; Graduating student survey

SLO-5: rehearse and perform, in both large and small ensembles, works representing various genres, styles, and cultures Offer quality experiences rehearsing and performing in both large and small ensembles. (KU-3)(GE- K4, S4, S5, V1, V3, V4, V5)

Direct measure: MUS 3860 (Wind Ensemble); MUS 3800 (Concert Choir); MUS 3850 (Orchestra) All ensembles perform each semester and these performances are viewed by faculty and the public. Ensemble directors evaluate ensemble preparedness on an individual basis throughout the semester. (KU- 3)

Indirect measure: Performance skills in other contexts like instrumental and choral conducting classes and lab as well as field experiences; Departmental exit survey; Graduating student survey

SLO-6: teach vocal and instrumental music, grades K-12, in the State of NJ. (KU-1, 2, 3, 4) (GE-K4, S1, S2, S3, S4, S5, V1, V2, V3, V4, V5)

Direct measure: MUS 4301 (Student Teaching) MUS 4000 (Music Teacher in the Classroom): Teacher Work Sample with multiple rubrics to demonstrate achievement of program goals. Successful completion of the PRAXIS II

Indirect measure: Field observations by university supervisor and cooperating teacher; Exit Interviews; Departmental exit survey; Graduating student survey
Assessment Plan

B.A. in Music
Conservatory of Music
College of Visual and Performing Arts
Kean University

BA in Music Mission:
The mission of the Kean University Conservatory of Music as regards the BA in Music degree is to provide a comprehensive, practical, and current program of study in the area of music, as well to give students a variety of opportunities to study music within the context of a broad liberal education. Further, it is to foster creative and intellectual growth by instilling a commitment to artistic and personal excellence within a vital community of faculty and students.

Assessment Process:
Music students take a series of courses in music theory and music history, successful completion of which gives them considerable music sophistication. Relative to the study of music theory, students take a series of sight singing and ear training courses that test their practical musical skills. Furthermore, students study piano technique and must demonstrate proficiency as determined by examinations. All music students must be proficient performers on their primary instrument which proficiency is tested by student recitals (one performance required each semester), juries (one at the end of each semester), and a full senior recital.

Music students have 17 core courses to take as part of the requirements for the major. These 17 core courses provide a sound backbone of the discipline with regard to the research and theoretical aspects of music as well as the various areas of study within these fields. As such, these core courses are the primary vehicle for assessing the knowledge of our students. Beyond the core courses, students take 15 other program courses, and it is likely that no two (or very few) majors take the exact same grouping of courses. Therefore, the faculty has agreed to center our assessment on the core knowledge of music.

Each core course has assessment tools such as exams, research and reflective writing assignments, portfolio work, group work products, etc., as part of the evaluation process and the program has used results of assessment for making improvements to program practices aimed at increasing student learning. For example, our development of “Probationary Status” for some incoming students; our transference of assessment processes from individual studios to a more uniform departmental assessment involving full-time faculty; institution of faculty assessments of student recitals; institution of faculty assessments of “gateway juries” and “special juries.”

Beginning Fall 2011, the culminating assignment done in the Capstone Course, has been identified as a direct measure for assessing attainment of our program Student Learning
Outcomes. In this course, assessment data is collected from an assignment that requires students to provide the evidence of meeting program goals. Each semester, composite data from scored student assignments will be collected and analyzed to address areas of program strengths and weaknesses and to inform our decisions ultimately resulting in program improvements. In addition, a systematic process for gathering data utilizing an indirect measure, the Graduating Student Survey, was established. Data from the student survey will also help inform our decisions regarding program improvement to increase student learning.
Upon graduation, a student with a degree in music will be able to:

**SLO-1: demonstrate musical competencies in the areas of musicianship, performance, aural skills, analysis, repertory and history. (KU-1, 4) (GE-K3, K4, S1, S2, S3, S4, S5, V1, V2, V3, V4, V5)**

*Direct measure:* MUS 3111 (Form and Analysis); MUS 4105 (Music History II); MUS 4114 (Sight Singing and Ear Training); MUS 36XX (Private Studio lessons): Class room examinations and performance examinations which include feedback scored with rubrics that reflect student level of achievement.

*Indirect measure:* Faculty observations; Departmental exit survey; Graduating student survey

**SLO-2: describe the historical significance and structure of music literature representing various genres, styles, and cultures  (KU-1, 4) (GE-K3, K4, S1, S2, S3, S4, S5)**

*Direct measure:* MUS 3111 (Form and Analysis); MUS 4105 (Music History II): Class room examinations

*Indirect measure:* The reflection of theoretical and historical knowledge in instrumental and vocal performance (solo and ensemble); Departmental exit survey; Graduating student survey

**SLO-3: demonstrate aural skills in sight-singing and ear training. (KU-1, 4) (GE-K4, S4, S5)**

*Direct measure:* MUS 4114 (Sight Singing and Ear Training IV): On an individual basis we require students to demonstrate sight-singing and ear training skills in each class session.

*Indirect measure:* The reflection of aural skills in instrumental and vocal performance (solo and ensemble); Departmental exit survey; Graduating student survey
**SLO-4: perform works representing various genres, styles, and cultures. (KU-1) (GE-K3, K4, S4, S5, V1, V2, V4, V5)**

**Direct measure:** MUS 36XX (Private Studio lessons) Faculty assessment of student recitals and studio faculty written weekly reports of progress and proficiency demonstrated in ensemble performances.

**Indirect measure:** Reflection of a student’s interests in performing by attending music performances; Departmental exit survey; Graduating student survey

**SLO-5: rehearse and perform, in both large and small ensembles, works representing various genres, styles, and cultures. (KU-3)(GE-K4, S4, S5, V1, V3, V4, V5)**

**Direct measure:** MUS 3860 (Wind Ensemble); MUS 3800 (Concert Choir); MUS 3850 (Orchestra) All ensembles perform each semester and these performances are viewed by faculty and the public. Ensemble directors evaluate ensemble preparedness on an individual basis throughout the semester.

**Indirect measure:** Reflection of a student’s interests in performing by attending music performances; Departmental exit survey; Graduating student survey