I. PROGRAM LEARNING OUTCOMES

Demonstrate a performance of a diverse repertoire representing many historical and interpretive styles. Vocal Performance Majors Only. Demonstrate technical proficiency in the performing of major and minor scales for Undergraduate Performance Majors. (Instrumental only)

II. PROCEDURES USED FOR ASSESSMENT

A. Direct Assessment

A committee of at least two faculty with expertise in the vocal performance area approves the applied juries, which were held at the end of the Fall and Spring semesters. The students were asked to give historical and interpretive information on the composition, and were then asked to perform the composition, demonstrating the proper understanding of the historical information and interpretive styles. The information was reported to the student and faculty with a recital form letter and signed by the faculty and placed in the student's file. In certain cases, comment sheets were also collected that detail the students ability. The student's receive a pass or fail for the jury. A committee of at least two faculty with expertise in the instrumental performance area approves the applied juries, which were held at the end of the Fall and Spring semesters. The students were asked to perform major and minor scales. The information was reported to the student and faculty with a recital form letter and signed by the faculty and placed in the student's file. In certain cases, comment sheets were also collected that detail the students ability. The student's receive a pass or fail for the jury.

B. Scoring of Student Work
The students performed their works by memory, with an accompanist, and were
graded on knowledge of historical information, interpretive styles, musicality,
essemble performance, and pronunciation. Each student was given a pass or fail
grade. The scoring was done by Professor Ginger Minneman, Dr Kim Warrick, and Dr
Michael Koon. The instrumental performance majors performed major and minor
scales as part of their applied jury exam. The scoring was done by professors
Kurokawa, Noble, McNamara, Leung, Cha, Cox, Graham, Diamond, and Chaffee.

C. Indirect Assessment

All students passed their applied jury exams and thus were able to pass on to
the next level of their academic plan. This speaks to the level of instruction
of our applied voice teachers, and to the level of our performance majors and
their musical ability. This also speaks to the strength of our programs within
the School of Music and the ability to produce vocal performance majors who
understand a diverse repertoire of solo works, and the correct historical
interpretation. All instrumental performance majors passed their scale exam.
This speaks to the level of instruction of our applied instrumental teachers,
and to the level of our performance majors and their understanding of major and
minor scales. This also speaks to the strength of our programs within the School
of Music and the ability to produce instrumental performance majors who show
strong proficiency in scale execution.

III. ASSESSMENT RESULTS/INFORMATION:

We found that undergraduate vocal performance majors have an understanding of
Diverse repertoire of vocal music and a deep understanding of historical
interpretation of the repertoire. We found that undergraduate instrumental
performance majors are competent in their understanding of and execution of
major and minor scales.

In conclusion, this assessment demonstrated that undergraduate vocal performance
majors can successfully perform at their applied jury exams, an understanding of
what diverse repertoire is, and how to correctly interpret that repertoire
with an understanding of the correct historical context. All vocal performance
majors passed their applied jury exams. In conclusion, this assessment
demonstrated that undergraduate instrumental performance majors can successfully
perform major and minor scales at their jury exams. All instrumental performance
majors passed their applied major and minor scale jury exams.

[Analysis]

IV. ACTIONS TO IMPROVE STUDENT LEARNING
The faculty shared their applied jury exam results with the Chair of the School of Music, Dr Daniel Zehringer. The program will make improvements upon this assessment by continuing to challenge the vocal performance majors in expanding their repertoire choices and understanding of historical interpretation, and challenge instrumental performance majors in their understanding and execution of scales. This will, in effect, strengthen the vocal performance and instrumental performance majors within the School of Music. In future assessments, it is my recommendation that the repertoire for vocal majors be focused to one or two specific stylistic periods, to assess the knowledge of specific genres and historical periods that may be less popular, or works that are composed by under represented composers, or composers of color. In regard to instrumental performance majors, I recommend that modal scales be assessed as part of the applied jury exam.

V. SUPPORTING DOCUMENTS
Additional documentation, when provided, is stored in the internal Academic Program Assessment of Student Learning SharePoint site.