



## **Program Assessment Report (PAR)**

**Performance (PERF) Baccalaureate Degree**

**REPORT PREPARED by: Zehringer, Daniel Lee**

**ACADEMIC YEAR COVERED BY THIS REPORT: 2020-2021**

### **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 student's 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 student's 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, ensemble 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 Zehring. 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.