1. What evidence do you have that students achieve your stated learning outcomes?

Most assessment in our music program is authentic. The assessment is ongoing in classrooms, applied lessons, semester juries, recital juries, rehearsals, master classes, performances, and senior capstone experiences. It is performance based, and thus students must demonstrate they can put into practice what they learn. Our program meets the standards of the National Association of Schools of Music, Higher Learning Commission, National Council for the Accreditation of Teacher education, and the Wisconsin Department of Education.

The following is evidence of assessment:
* Student examinations and written papers
* Student theory compositions
* Student arrangements of music
* Conducting experiences
* Piano keyboard performance
* Peer teaching assignments
* Performance in techniques classes
* Weekly performance in applied lessons and master classes
* Daily performance in rehearsals in ensembles
* Numerous public performances
* Applied music semester juried performance examinations
* Applied music senior capstone recital juried performance examination
* Applied music senior capstone recital juried performance
* Clinical experience in school settings as part of the music education or professional education development experience
* Semester long music industry internship or student teaching experience
2. **What have we learned from these evaluations?**

* Students do experience success in most areas of our programs, and the level of success is high.
* Students perform well on the Praxis II examination.
* Students succeed well in capstone experiences.
* Several areas of our curriculum needed revision or expansion to provide an even better educational experience for students.

These areas included:
- Rhythmic training
- Physical and mental preparation for performance
- Conducting
- Piano Techniques
- Teaching Methods
- Senior Recital
- Genre specific literature
- Music business information
- Music Technology
- Jazz Studies
- Ethnomusicology
- Vocal Diction
- Vocal Pedagogy
- Applied studies

* There was a need for an Upper Divisional Music Examination to insure all degree-seeking students reach a standard of achievement that would significantly improve the chances of success in upper divisional studies.
3 Document specific changes that have resulted from your assessment efforts.

The music program has made significant changes in every area identified as needing revision or expansion. New classes have been added and others modified.

The most significant change in assessment is the instituting of the Upper Divisional Music Examination (see attachment). The music unit, College Curriculum Committee, and the University Undergraduate Curriculum Committee have all approved this assessment tool. It will be administered during the final examination week in May of 2008. It is our hope that this assessment tool will have a positive impact on learning outcomes.