

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Audio	170	AUD 170 06/28/2024- Introduction to Audio Technology
College	Division	Department
Business and Computer Technologies	Business and Computer Technologies	Digital Media Arts (new)
Faculty Preparer		David Clipner
Date of Last Filed Assessment Report		

I. Review previous assessment reports submitted for this course and provide the following information.

1. Was this course previously assessed and if so, when?

No

2. Briefly describe the results of previous assessment report(s).

3.

4. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

5.

II. Assessment Results per Student Learning Outcome

Outcome 1: Recognize and apply a basic vocabulary related to audio equipment, software, acoustics, and recording principles.

- Assessment Plan
 - Assessment Tool: Written test
 - Assessment Date: Fall 2019
 - Course section(s)/other population: all
 - Number students to be assessed: all
 - How the assessment will be scored: Answer Key

- Standard of success to be used for this assessment: 75% of the students will score 75% or higher.
- Who will score and analyze the data: Departmental faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2023, 2023, 2022, 2021	2023, 2022	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
175	112

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

There were multiple withdrawals and/or missed assessments that affected the total relevant assessments. Data sheets were missing for one section from Winter 2023.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

This assessment included on campus sections and virtual classroom sections.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The outcomes were evaluated using Blackboard (BB) assessments with a variety of question types including short answer, multiple choice, and fill-in-the-blank; graded by BB and double-checked for accuracy by faculty. This content is primarily knowledge-based and is transparently assessed as either correct or incorrect.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes
93/112 students (84%) scored 75% or higher.

The standard of success was met for this outcome overall and, according to the results in this assessment cycle, students gained a high level of information/content that will set them up for success in future courses in the program.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students have proven to be successful in providing evidence of learning according to the assessment results, in general. There were very few examples of questions that were missed/misunderstood by the majority of students.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

In order to increase retention, there are a few areas of study wherein the goal will be to explore how to reinforce key topics/objectives. One way could be to replace topics of lower priority with more reiterative lessons. These lower priority topics could be explored via homework assignments or other various methods. The nature of this introductory level course's content is very language-focused and some exploration into methods for studying foreign languages could prove valuable to offer to students.

Questions from assessments for Outcome #1 where students did not meet the standard of success were related to microphones (cables, inputs), sampling rate and bit depth, Pro Tools modes and stereo microphone techniques.

Outcome 2: Recognize and solve problems related to recording techniques using studio equipment and software according to industry standards.

- Assessment Plan
 - Assessment Tool: Written and practical test
 - Assessment Date: Fall 2019
 - Course section(s)/other population: all
 - Number students to be assessed: all
 - How the assessment will be scored: Answer Key and departmentally-developed rubric
 - Standard of success to be used for this assessment: 75% of the students will score 75% or higher.
 - Who will score and analyze the data: Departmental faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2023, 2022, 2021	2023, 2022, 2021	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
158	112

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

There were multiple withdrawals and/or missed assessments that affected the total relevant assessments. Data sheets were missing for one section from Winter 2023.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

This assessment included on campus sections and virtual classroom sections.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The outcomes were evaluated using Blackboard (BB) assessments with a variety of question types including short answer, multiple choice, and fill-in-the-blank; graded by BB and double-checked for accuracy by faculty. This content is primarily knowledge-based and is transparently assessed as either correct or incorrect.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes
 93/112 students (84%) scored 75% or higher.

The standard of success was met for this outcome overall. However, it has been noted that the assessment questions are not evenly weighted/distributed between the outcomes. This is not necessarily a problem but will be analyzed further to ensure that the outcomes are appropriate and distribution of attention is also appropriate.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students have proven to be successful in providing evidence of learning according to the assessment results, in general. There were very few examples of questions that were missed/misunderstood by the majority of students.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

As highlighted, this analysis drew attention to the uneven distribution of questions relating to the outcomes. For outcome 2 specifically, it is reasonable to assume that less time/attention would or could be spent on application of newly gained information and problem-solving. However, there may be clever and efficient ways to provide opportunities for more application and problem-solving within the course sessions. For example, additional assignments could assist in creating more time for application by encouraging more self-exploration outside of the classroom in order to facilitate more activities in the face-to-face sessions.

Questions from assessments for Outcome #2 where students did not meet the standard of success were related to level setting and acoustic treatments.

Outcome 3: Research current audio trends and professional requirements in comparison with personal skills and abilities.

- Assessment Plan
 - Assessment Tool: Portfolio
 - Assessment Date: Fall 2019
 - Course section(s)/other population: all
 - Number students to be assessed: all
 - How the assessment will be scored: Departmentally-developed rubric
 - Standard of success to be used for this assessment: 75% of the students will score 75% or higher.
 - Who will score and analyze the data: Departmental faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
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2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
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3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

N/A

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

N/A

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

N/A

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: No
 This outcome and associated assessment tool does not exist as previously described in the master syllabus and has been updated to reflect the change.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

N/A

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

N/A

III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

N/A

2. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

Overall, I feel the course is meeting the needs of students. As previously mentioned, I was initially surprised about the uneven distribution but found logic in this being the case after further examination. I do, however, look forward to potentially finding more efficient ways to cover the large amount of material via the various aforementioned methods.

3. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

As the only current instructor for this course, changes will be implemented and thus, become part of the standard delivery well before any other instructor would be required to provide instruction for this course.

- 4.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Other: overall approach to assessment of course	Adjustments to my process regarding micro assessments, question analysis and assignments will be made in order to better facilitate the assessment requirements and improve the course. 1- language and/or format will be adjusted in order to create more clarity surrounding the objectives of the	As an introductory course focusing on basic content and fundamentals, efficiency is critical and retention even more important. 1-assessment questions: my process for review occurs immediately after assessments wherein I note any confusing language, formatting, or otherwise challenges shared by more than 1 or 2	2025

	<p>assessment tool items/questions.</p> <p>2- add supplemental video analysis/review assignments to reinforce challenging topics. This will be done as needed but specifically for questions/assessment tool items identified as not meeting criteria this review cycle.</p> <p>3- micro assessments made throughout the cycle resulted in potential inaccurate data sets and necessitated an extremely difficult and tedious process in order to analyze the data. In order to streamline future course assessments, adjustments to the tools will be made so that questions/assignments associated with specific outcomes will be more transparent and aid in facilitating the process.</p>	<p>individuals that may warrant a change in any way. This will continue but the review process for this cycle has afforded me the ability to isolate the few noted questions in this report that may need attention.</p> <p>2-course assignments: the amount of content covered in this course is vast and creating more out-of-class assignments to alleviate the stress of time seems to be a very worthy cause. As efficiency is paramount, there is great potential to attempt to achieve efficiency and inadvertently not give a topic enough attention. In order to proactively prevent this threat, more assignments will add the necessary support and reinforcement.</p> <p>3-“other” : it was extremely difficult to collect the raw data for assessment. I am looking forward to</p>	
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		a more integrated approach for assessing the courses. I see value in my current approach of micro assessing throughout but will look for ways to create some consistency in the assessment tools in order to add more alignment and ultimately, a more robust approach.	
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5. Is there anything that you would like to mention that was not already captured?

As noted in the Data Sheet briefly, my micro assessment process coupled with the lack of data alignment proved most challenging. Individual assessment questions were analyzed one-by-one in order to accumulate a consensus of performance value per question. Moving forward, I hope to create a better system for evaluation to prevent this tedious process and add clarity for myself and the review team.

III. Attached Files

[Course Assessment Data](#)

Faculty/Preparer: David Clipner **Date:** 07/01/2024
Department Chair: Kevin Bindschadler **Date:** 07/01/2024
Dean: Eva Samulski **Date:** 07/01/2024
Assessment Committee Chair: Jessica Hale **Date:** 06/17/2026