

Course Assessment Report  
Washtenaw Community College

Discipline	Course Number	Title
Music (new)	105	MUS 105 12/21/2020- Creative Jazz and Improvisation I
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Humanities, Languages & the Arts	Michael Naylor
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?

Yes  Spr/Sum. 2016
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2. Briefly describe the results of previous assessment report(s).

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

We began to think about moving in the direction of a platform that could be both live performance and online or individualized learning. The change of the title and description (just approved was a first step). We hope to move even further to an LMS integrated performance learning platform.
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**II. Assessment Results per Student Learning Outcome**

Outcome 1: Demonstrate creativity and expression of ideas and emotions in music with special focus on intonation, rhythm and melody.

- Assessment Plan
  - Assessment Tool: Audio or video recording of performance
  - Assessment Date: Winter 2021
  - Course section(s)/other population: All sections

- Number students to be assessed: All students
- How the assessment will be scored: Departmentally-developed rubric
- Standard of success to be used for this assessment: 75% of students will score 75% or better.
- Who will score and analyze the data: Department faculty, with assistance from a music professional

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)
2020		

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

# of students enrolled	# of students assessed
7	7

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.

All students were assessed.

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.

All students were assessed.

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

Students submitted an audio file on Blackboard. Students who struggled with the audio recording and submission were graded in a "live review" (2 students) -- which was recorded with Zoom. Each piece has expected standards for melody (ability to play within the 'changes'), rhythm (adherence to 'groove' and beat) and intonation (played in tune or adjusted). Students were evaluated on all three areas, and melody and rhythm were specifically scored along a four-point rubric:

1. Doesn't conform to piece standards; 2. Has some connection to piece standards is missing core elements; 3. Meets the standards of the piece; 4. Shows mastery of the required standards

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

Students needed to be scored on two elements: melody and rhythm. They were scored 1-4 pts on each element and the scores were averaged. Six of seven students met the criteria on both elements; One student did not meet the standard one of the outcomes -- averaging below 75% for the two elements.

The standard of success for this outcome was met. 86% of students were successful.

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

Students genuinely seemed to embrace the concept of emotional/idea expression as a discipline and performed to the outcome criteria.

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.

Mostly, we need to develop a pre- and post- assessment, so that more emphasis can be placed on progress and growth, and less on a single standard or performance evaluation. Additionally, we recommend tutorials be made for conversion of live performance to recording assessment to accommodate all virtual or online learning options. We will also ensure that intonation is included as a separate rubric item for future assessments.

Outcome 2: Communicate proficiency in creativity or improvisation in recorded, online or performance setting.

- Assessment Plan
  - Assessment Tool: Audio or video recording of performance
  - Assessment Date: Winter 2021
  - Course section(s)/other population: All sections
  - Number students to be assessed: All students
  - How the assessment will be scored: Departmentally-developed rubric

- Standard of success to be used for this assessment: 75% of students will score 75% or better.
- Who will score and analyze the data: Department faculty, with assistance from a music professional

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)
2020		

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

# of students enrolled	# of students assessed
7	7

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.

All students were assessed.

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.

All students in all sections were assessed.

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

Students submitted an audio file on Blackboard. Students who struggled with the audio recording and submission were graded in a "live review" (2 students) -- which was recorded with Zoom. A 4-pt. rubric was used to score:

1. Unable to perform to standards; 2. Slight flaws and conceptions of creativity and time; 3. Improv. is satisfactory to the piece/style; 4. Shows mastery of improv. and time

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

Students needed to be scored on the following criteria:

A) Plays within chord/scale structure B) Develops Improv. independent of melody (unique phrasing) C) Plays within time feel with variation.

Students were scored 1-4 pts on all three criteria and the scores were averaged. Six of seven students met the criteria on both elements. One student did not meet the required standard for this outcome -- averaging below 75% on all three criteria.

The standard of success for this outcome was met. 86% of students were successful.

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

Having the three sub-criteria for assessment of this outcome seemed to work well although there was no variation for each student.

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 with Outcome 1, creating more tutorials for individualized online submission, and a pre- and post-assessment would all allow us to assess a student based not on a singular standard of proficiency but rather a growth standard, which is essential to creativity and improvisation: progress and growth over outcome.

### 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.

The intended changes were to promote both individual growth and collaborative growth. Unfortunately, this assessment was entirely online (virtual) and collaborative/ensemble growth could only superficially be addressed. However, the movement to promoting individual growth and assessing this growth was enhanced by the changes in title and use of the current rubrics.

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: this course is moving the right direction. We need, however, to create and implement more virtual and recording tutorials, more "music minus one" playing

options and enhanced encouragement to transform improvisation into "compositions" so that students remain motivated "IF" the course is taken in either virtual or online platforms.

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

All results will be share with faculty at faculty meetings and in Welcome -- department/Music area summaries of activities.

- 4.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Course Assignments	<p>1. Create course assignments that gauge and encourage investment and effort in addition to outcomes. Creativity and most certainly improvisation (as a main component of creativity) are processes of engagement and investment. We will create an early course (pre-) assessment and post-assessment.</p> <p>2. Tutorials: we must work to make Blackboard adapt better to performance courses. Generating audio recordings to soundtracks of student performance is complicated when students do</p>	<p>1. Standardized assessment and outcomes do not evaluate effort and investment. Creativity (like learning in general) is a process and must be evaluated over time.</p> <p>2. Remote and online recording of student creative processes remains rather complicated for any student with limited equipment and knowledge. Fortunately, there are more platforms available now than for prior assessments, but tutorials must be made to accommodate and assist students with using these platforms.</p>	2021

	not possess confidence in recording software. We must try to create a range of tutorials to assist this process.		
Other: Rubrics	Add greater detail to the rubric -- include more specificity related to each individual component, including intonation.	Rubric is not as clear as needed.	2021

5. Is there anything that you would like to mention that was not already captured?

Please acknowledge Steve Somers as co-contributor. He is not currently in CurricUNET to be added as a co-contributor.

**III. Attached Files**

[Rubric-Data-MUS 105-12-20](#)

**Faculty/Preparer:** Michael Naylor **Date:** 12/21/2020  
**Department Chair:** Jill Jepsen **Date:** 01/05/2021  
**Dean:** Scott Britten **Date:** 01/08/2021  
**Assessment Committee Chair:** Shawn Deron **Date:** 03/17/2021