

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Music	133	MUS 133 11/17/2016- Beginning Guitar
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Performing Arts	Michael Naylor
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Demonstrate the basic open chord positions (major, minor, dominant seventh, major seventh and minor seventh).

- Assessment Plan
 - Assessment Tool: Departmental review of video documentation of performance.
 - Assessment Date: Fall 2011
 - Course section(s)/other population: all
 - Number students to be assessed: 15-30
 - How the assessment will be scored:
 - Standard of success to be used for this assessment:
 - Who will score and analyze the data:

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)
	2016	

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

# of students enrolled	# of students assessed
48	42

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.

Remaining students did not complete the activity (were not present on assessment dates)

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 included from all sections...

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

Each student performed the required tasks and was assessed on the 1-4 rubric based on proficiency

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

Thirty-six of 42 students scored 75% or higher -- the expectation for "success" for this rubric. Therefore, 84% of students scored 75% or higher -- The required outcomes were met.

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

All but six students were proficient in Open chord position demonstrations. The rubric and outcomes seemed congruent.

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.

Six students did not achieve the outcome. It is possible that a video model of successful completion and/or a prior "pre-evaluation" could be created to increase student success.

Outcome 2: Identify and demonstrate different rhythms.

- Assessment Plan

- Assessment Tool: Departmental review of video documentation of performance.
- Assessment Date: Fall 2011
- Course section(s)/other population: all
- Number students to be assessed: 15-30
- How the assessment will be scored:
- Standard of success to be used for this assessment:
- Who will score and analyze the data:

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)
	2016	

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

# of students enrolled	# of students assessed
48	42

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.

Six students were absent during the assessment period.

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/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 were given diverse rhythms and asked to perform them. They were scored on a 4-point rubric in live setting / not by video recording. In-class (live) evaluation is the recommended format going forward.

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: <u>Yes</u>
Thirty-four of forty-two students (80%) scored 75% or higher on the rubric for this outcome. Therefore, this outcome was met by 10% over the expected 70%.

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

All but eight students were proficient in demonstrating diverse rhythms in live demonstration. The rubric and outcomes seemed congruent.
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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.

Eight students did not achieve the outcome. It is possible that a video model of successful completion and/or a prior "pre-evaluation" could be created to increase student success.
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Outcome 3: Follow and play 10-15 finger picking patterns.

- Assessment Plan
 - Assessment Tool: Departmental review of video documentation of performance.
 - Assessment Date: Fall 2011
 - Course section(s)/other population: all
 - Number students to be assessed: 15-30
 - How the assessment will be scored:
 - Standard of success to be used for this assessment:
 - Who will score and analyze the data:

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)
	2016	

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

# of students enrolled	# of students assessed
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48

42

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.

Six students were absent during the assessment period.

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 enrolled during this semester were assessed.

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

Students were asked to model (in a live) performance context 10-15 picking patterns, they were evaluated on the consistency and # of patterns learned on a rubric scale of 1-4

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

Thirty-four of forty-two students succeeded in performing this outcome to the standard. Therefore 80% of students achieved 75% or better --- meeting the anticipated standard of success.

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

Student by sufficient # were able to perform finger-picking patterns with dexterity and proficiency. All students were able to model some success in this area.

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.

Eight students did not achieve the outcome. It is possible that a video model of successful completion and/or a prior "pre-evaluation" could be created to increase student success.

Outcome 4: Demonstrate how to tune a guitar.

- Assessment Plan

- Assessment Tool: Departmental review of video documentation of performance.
- Assessment Date: Fall 2011
- Course section(s)/other population: all
- Number students to be assessed: 15-30
- How the assessment will be scored:
- Standard of success to be used for this assessment:
- Who will score and analyze the data:

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)
	2016	

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

# of students enrolled	# of students assessed
48	42

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.

Six students were absent during the assessment period.

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 enrolled students were assessed that were enrolled...

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

Students were asked to demonstrate a chosen "tune" on guitar to meet the chord, melody, and/or chosen criteria for each piece. They were evaluated not by video but in a live context on their proficiency.

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: <u>Yes</u>
Thirty-four of Forty-two students scored 75% or higher meeting the criteria by 5% (80% success).

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

This Outcome varies from the initial outcomes... this will need to be adjusted in subsequent assessments. That said: All students were able to tune the guitar and 80% were able to tune it to sufficient standards (by ear) to meet the objective.

- 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.

Eight students did not achieve the outcome. It is possible that an aural/video model of successful completion and/or a prior "pre-evaluation" could be created to increase student success.

II. Course Summary and Action Plans Based on Assessment Results

- 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?

The students in the course seem to have been sufficiently drilled and rehearsed on the required outcomes in all respects. The overall willingness by which students participated in the assessment process indicates this is an excellent end of the semester evaluation for non-assessment semesters as well.
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- Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

Faculty have been notified of the results of the assessments and the need to revise the master syllabus to match outcomes for assessment results and analysis will be discussed as will the continued use of live assessment vs. current Master syllabus language (video assessment)
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- Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
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No changes intended.

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

No - just need a tweaking of assessment tool language and outcomes...

III. Attached Files

[MUS 133 data](#)

Faculty/Preparer:	Michael Naylor	Date: 11/17/2016
Department Chair:	Noonie Anderson	Date: 12/19/2016
Dean:	Kristin Good	Date: 12/20/2016
Assessment Committee Chair:	Ruth Walsh	Date: 01/09/2017