

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Music (new)	140	MUS 140 12/09/2020- Music Theory I
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Humanities, Languages & the Arts	Michael Naylor
Date of Last Filed Assessment Report	02/21/2019	

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

2017

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

This was the first assessment of the implemented THREE Track - (3-level) individualized learning model. The class was successful in meeting the benchmarks, but there were indications that student drop-off in work and engagement, especially when challenged to work based on individual need and goals, may be an issue.

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

Update the Blackboard course to clarify course goals.

II. Assessment Results per Student Learning Outcome

Outcome 1: Draw a map analyzing musical form, structure, texture, and compositional elements.

- Assessment Plan
 - Assessment Tool: Short answer and music listening exams
 - Assessment Date: Winter 2019
 - Course section(s)/other population: Random sample of 50% of the sections.

- Number students to be assessed: All students in selected sections with a minimum of one full section
- How the assessment will be scored: Assessment will be scored and evaluated by departmentally-developed rubric.
- Standard of success to be used for this assessment: 70% of students will score 70% or higher
- Who will score and analyze the data: Musical faculty members 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)
2020		

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

# of students enrolled	# of students assessed
54	49

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 enrolled and active students were assessed. Not all enrolled students remained active or submitted the assessment tools.

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 sections were assessed.

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

We used Blackboard course assignments: 1) a transcribed "sonograph" (of music) -- individually different for Three Tracks. Students were evaluated on rubric that indicated 25% for: form, instrumentation, meter and number of measures per music selection section. Scores were then evaluated on the following assessment rubric:

90-100% excellent indication of form, structure and comp. elements

80-89% good indication of form, structure and comp. elements

75-79% average but passable indication of form, structure and comp. elements

0-74% below average /not passable indication of form, structure and comp. elements

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

45 of 48 students met the requirement with 75% or better.

This outcome was met by 94% of students. However, there was a noticeably lower score average in one of the sections.

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

Students achieved at a high level after considerable practice on sonographing and transcription of musical form, meter and instrumentation. Not assessed but a contributor in the success of this outcome, is that each student had to use this skill to create a composition later.

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.

We must continue to emphasize the need for students to allow themselves to make mistakes. So much emphasis is placed on outcomes and grades -- that some students fear or mistrust process-oriented assignments. True of learning all languages: this is more of a systemic academic problem, than specifically related to this outcome.

However, some form of "test" sonograph prior to submission of the graded one -- might give them the indication that grading is based on effort and mental/thought/listening presence.

Outcome 2: Analyze, define and articulate musical elements: rhythm, meter, pitch and pitch notation (including keys and scales) relative to music performance.

- Assessment Plan

- Assessment Tool: Short answer exams
- Assessment Date: Winter 2019
- Course section(s)/other population: Random sample of 50% of the sections
- Number students to be assessed: All students in selected sections with a minimum of one full section
- How the assessment will be scored: Assessment will be scored from a departmentally-developed rubric.
- Standard of success to be used for this assessment: 70% of students will score 70% or higher.
- Who will score and analyze the data: Musical faculty members 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)
2020		

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

# of students enrolled	# of students assessed
54	50

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 that completed the work -- students that did not complete the work could not be assessed (absence - were later withdrawn).

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 that participated in the activities (Exams) were included without exception. Two students completed one exam but not the other.

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

Unit Exams for: Unit 3 pitch, rhythm and meter (and music reading discipline) and Unit 4 - for keys and scales were given (after multiple other quizzes and

activities). The scores for each exam were computed by percentage. Student scores for the two exams were added and divided by two. The outcome rubric is:

90-100% excellent articulation of pitch, rhythm, keys and scales

80-89% good articulation of pitch, rhythm, keys and scales

75-79% average but passable articulation of pitch, rhythm, keys and scales

0-74% below average /not passable articulation of pitch, rhythm, keys and scales

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

40 of 50 (80%) students achieved a score of 75% or better.

The standard of success was met.

In general, this outcome and the exams used were good indicators of student success.

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

This assessment is really the only one that is less subjective and linked largely to terminology and music element recognition. Students are well-rehearsed in quizzes and exams -- and their achievement on this outcome is based on their programming.

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.

There was a noticeable retention drop between Unit 3 and Unit 4 exams – as content gets more difficult in language classes, students begin to recede in effort and accomplishment. We just have to continue to emphasize being present and active --- and accommodate if not encourage mistakes, so students trust the process and when struggle lean in -vs. abandon work. Again, this is a systemic problem linked to the standardized / industrialized outcome/grade success model. We will continue to give heightened reinforcement for effort.

Outcome 3: Apply musical vocabulary and skills learned to a project of the student's choosing.

- Assessment Plan
 - Assessment Tool: Audio/video recording of student projects
 - Assessment Date: Winter 2019
 - Course section(s)/other population: Random sample of 50% of the sections
 - Number students to be assessed: All students in selected sections with a minimum of one full section
 - How the assessment will be scored: Assessment will be scored and evaluated from a departmentally-developed rubric.
 - Standard of success to be used for this assessment: 70% of students will score 70% or higher.
 - Who will score and analyze the data: Musical faculty members 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)
2020		

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

# of students enrolled	# of students assessed
54	50

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 that were active and completed the assignment used for this outcome were assessed. Any variation from enrollments were students that were later withdrawn. One active student did not complete this tool.

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 from 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 were required to video record themselves reading a piece of music, and submit the score on Blackboard. Requirements varied for each of the three tracks linked to student goals and prior experiences. The video allowed the Blackboard assessment of: 25% selection matched student goals/interests; 25% students demonstrated rhythmic accuracy; 25% students played with a metronome; and 25% students maintained eye-contact to music (did not memorize or look at hands). The assessment was then based on the following:

90-100% excellent choice of music (to goals) rhythm, pitch and performance were accurate to Track assignment

80-89% good choice of music (to goals) rhythm, pitch and performance were accurate to Track assignment

75-79% average but passable choice of music (to goals) rhythm, pitch and performance were accurate to Track assignment

0-74% below average /not passable choice of music (to goals) rhythm, pitch and performance were accurate to Track assignment

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

46 of 50 students achieved the required outcome of 75% or better. The tool used was a video recording and PDF attachment of music played.

This outcome was met: The average of the three sections was **93%**. Although the standards were met, there does seem to be the possibility that the standard on this outcome is set a bit too low and should be raised slightly to force a bit more struggle. Given COVID, we're content with the results – but would consider a more rigorous standard in assessment going forward.

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

This primary strength is really that we were able to get the majority of students to create and complete a performance video, submit it in format that blackboard accepts and complete the assignment, that would traditionally be done in a classroom setting with a piano. This assignment also greatly benefitted from the 3-

track approach: Track 1 hobbyists non-musicians could play a single melody 16 measures treble clef; Track 2 Musicians with little or no training had to do both a melody in treble and bass clef (independently) and Track 3 they had to perform a larger section both hands together... ALL tracks with a metronome locking their performance to a tempo of their choosing.

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.

The average of the three sections was **93%**. Although the standards were met, there does seem to be the possibility that the standard on this outcome is set a bit too low and should be raised slightly to force a bit more struggle. Given COVID, we're content with the results – but would consider a more rigorous standard in assessment going forward.

Much of this is also linked to the clumsy nature of finding a way to accurately document a student performance and post to blackboard. So increased tutorials with a greater variety of options might assist the documentation process.

Outcome 4: Self-analyze student goals and career plans against musical ambitions, and design and maintain a music regimen appropriate to those goals.

- Assessment Plan
 - Assessment Tool: Online Journal regimen design and submission
 - Assessment Date: Winter 2019
 - Course section(s)/other population: Random selection of two sections.
 - Number students to be assessed: 30% of students in a selected semester with a minimum of 25 students.
 - How the assessment will be scored: Departmentally developed rubric for three tracks: beginning, intermediate and advanced students.
 - Standard of success to be used for this assessment: 70% of students will score 70% or better.
 - Who will score and analyze the data: Performing Arts Dept 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)
2020		

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

# of students enrolled	# of students assessed
54	48

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 active were assessed. Any variation from enrollments is due to student absence or inactivity. In most cases (all) student not assessed requested a "W".

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 from 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 created a PowerPoint that summarized their final project created in 4 phases over the course of the semester. Slide one: they stated their career/life goals, their best case life balance and goals or role for music; Phase 1: general research on their most critical career/life need or goal; Phase 2: shadowing someone who does what they desire (Online interview); Phase 3: critical analysis of podcast or webinar of industry or professional related to their greatest needs/goals, and Phase 4: presentation of project with PowerPoint to class with a short term: 6-12 month goals/plan and daily practice regimen. They received 20% for each of the 5 slides based on depth of investment, detail, and clarity -- based in rigor on track. Rubric used for assessment is:

9-10pts /90-100% excellent presentation of goals, plan, and regimen to Track assignment

8-8.9pts /80-89% good presentation of goals, plan, and regimen to Track assignment

7.5-7.9pts/75-79% average but passable choice of music (to goals) rhythm, pitch and performance were accurate to Track assignment

0-74% below average /not passable choice of music (to goals) rhythm, pitch and performance were accurate to Track assignment

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>
48 of 48 students presented their projects and met the standard of 75% or better
This outcome was met -- 100% of students that presented met the desired outcome.
This was by far the highlight of the semester.
The average of the three sections was 100% . This project was met with, by far the greatest passion and investment of the semester. Students were able to tailor their research, shadowing/interviewing, immersion, and plan to their individual life and career goals. The outcome was nothing short of fantastic. Strong student investment beyond the instructions and requirements: when students are allowed to invest and apply content according to their individual passions and intelligences – (and life career goals) great things happen.

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

I'll repeat: This project was met with, by far, the greatest passion and investment of the semester. Students were able to tailor their research, shadowing/interviewing, immersion, and plan to their individual life and career goals. The outcome was nothing short of fantastic. Strong student investment beyond the instructions and requirements: when students are allowed to invest and apply content according to their individual passions and intelligences – (and life career goals) great things happen.
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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.

The goal here is to get students to constantly re-evaluate their lives, their goals, and their regiment/discipline related to those goals. The only thing that needs to be considered -- is how to give adequate feedback time for each project. The students' presentations were so engaging, but in order to get through each presentation in two weeks/classes -- we had to limit feedback, which is a core of normalizing mistakes and acceptance of ideas/input -- around which learning and achievement is based. Not sure how to address this in either delivery mode.

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 linear Module organization of the course content and extraction of "optional resources" to the bottom of each Unit was a major improvement in helping students be successful. Student achievement was considerably better in this virtual assessment than in the blended version -- which would not have been the case except for the improvements in course design.

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: students are surprised to have an individualized or goal-oriented instruction program. They are also enamored and generally thrive, when given the opportunity to be successful based on effort --- and to buy into the fact: that effort will result in achievement (in learning languages). Discipline, however, (practice regimentation) remains a concern in student lives. I'm not surprised, just concerned at how little "grit" and perseverance some of the students have when confronted with difficulties. Thankfully our track system places students in places where the outcomes can be adjusted to their goals and experiences.

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

All Music faculty are invited to end of the semester "Assessment" update sessions. We plan to share the results of each course assessment at that time.

4. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Course Assignments	Some of the more advanced students when presented with optional advanced assignments resort to doing only the required, vs. pushing themselves to	We must continue to encourage students to learn for themselves -- for beyond the classroom. They are so conditioned to do things for grades/outcomes -- that creating assignment wherein they can be empowered to "select"	2021

	achieve beyond their track. I don't believe adding more tracks is the answer, but rather, creating optional assignments, that push the more developed students to integrate the skillset/vocabulary into their actual lives. We've created a discussion board at the end of each Unit -- but there must be more tangible assignment options given for this.	options they feel are more critical to their career life advancement -- More experimentation is needed on this.	
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	Outcome 1: Some form of "test" sonograph could be given prior to the submission of the graded one.	The "test" might give students a better indication that grading is based on effort and mental/thought/listening presence.	2021
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	Outcome 3: Add increased tutorials with a greater variety of options.	This might assist with the documentation process of students' performances in Blackboard.	2021

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

6.

III. Attached Files

[MUS 140 Rubrics and Data](#)

Faculty/Preparer: Michael Naylor **Date:** 12/09/2020
Department Chair: Jill Jepsen **Date:** 12/10/2020
Dean: Scott Britten **Date:** 12/22/2020

Assessment Committee Chair: Shawn Deron **Date:** 04/12/2021

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Music	140	MUS 140 01/10/2019- Music Theory I
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Performing 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?

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: Draw a map analyzing musical form, structure, texture, and compositional elements.

- Assessment Plan
 - Assessment Tool: Short answer and music listening exams
 - Assessment Date: Winter 2019
 - Course section(s)/other population: Random sample of 50% of the sections.
 - Number students to be assessed: All students in selected sections with a minimum of one full section
 - How the assessment will be scored: Assessment will be scored and evaluated by departmentally-developed rubric.

- Standard of success to be used for this assessment: 70% of students will score 70% or higher
- Who will score and analyze the data: Musical faculty members 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)
	2018	

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

# of students enrolled	# of students assessed
44	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.

Two sections were randomly taken and the first four students from the evening section (so that sample size would be 75% of ALL students) Note: evening section would have greatly inflated assessment as all most all students were older adult students with extensive musical experience.

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 sections were MM a sampling of all students was taken.

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

Students were given musical samples based on their track assignment, were asked to map the musical elements, form, etc., and submit online. Work was graded online.

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

42 students (95% of all enrolled) were assessed. 36 students (78%) passed the objectives with 75% or better. Another 8% of students were a point or two below

75% but still passing. Students met the standard of success for this learning outcome and the tool seems adequate.

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

The creation of "tracks" based on students' goals and experience but within the construct of the Master Syllabus (standard) has been tremendous in creating realistic music examples and assessment tools for this outcome. Students seemed unusually proficient in achieving this outcome.

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.

The only need would be to have students continue to practice these skills over the course of the semester -- but this may be unrealistic based on the other vocabulary needed.

Outcome 2: Analyze, define and articulate musical elements: rhythm, meter, pitch and pitch notation (including keys and scales) relative to music performance.

- Assessment Plan
 - Assessment Tool: Short answer exams
 - Assessment Date: Winter 2019
 - Course section(s)/other population: Random sample of 50% of the sections
 - Number students to be assessed: All students in selected sections with a minimum of one full section
 - How the assessment will be scored: Assessment will be scored from a departmentally-developed rubric.
 - Standard of success to be used for this assessment: 70% of students will score 70% or higher.
 - Who will score and analyze the data: Musical faculty members 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)
	2018	

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

# of students enrolled	# of students assessed
44	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.

Two complete sections and the first 1/4 (four) students of the evening section were assessed to make the assessment population 75% of all students [note: the evening section of older or hobby adults would have inflated assessment]

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 sections are MM/sample is across daytime/afternoon and evening.

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

Two exams were administered online individualized to student track assignment: Quiz 1 - was rhythm, note/pitches and meters, quiz 2 was keys and scales -- percentages were averaged for both quizzes to create the % standard of success.

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
42 students **75% of all students**, were assessed. 32 students **75% of students**, met the criteria of 75% or better on both quizzes. However, 25 % of students did not. Of these 10% of students did not take one of the two quizzes -- lowering this %. Going forward: these tools should be re-evaluated to become more enjoyable and enticing to take.

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

The creation of "tracks" based on students' goals and experience but within the construct of the Master Syllabus (standard) has been tremendous in creating realistic music examples and assessment tools for this outcome. The online tool for assessment of the vocabulary: rhythm, pitch, meter, and keys/scales seems well suited to student schedules, etc.

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.

This is the one objective that needs work. 25% of students did not achieve the standard of success. It is believed that the assessment tools (quizzes) may not be attractive or enticing to students (since nearly 12% of students did not take one of the exams).

Outcome 3: Apply musical vocabulary and skills learned to a project of the student's choosing.

- Assessment Plan
 - Assessment Tool: Audio/video recording of student projects
 - Assessment Date: Winter 2019
 - Course section(s)/other population: Random sample of 50% of the sections
 - Number students to be assessed: All students in selected sections with a minimum of one full section
 - How the assessment will be scored: Assessment will be scored and evaluated from a departmentally-developed rubric.
 - Standard of success to be used for this assessment: 70% of students will score 70% or higher.
 - Who will score and analyze the data: Musical faculty members 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)
	2018	

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

# of students enrolled	# of students assessed
44	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.

Two complete sections and the first 1/4 (four) students of the evening section were assessed to make the assessment population 75% **of all students** [note: the evening section of older or hobby adults would have inflated assessment]

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 sections are MM (mixed mode). This assessment was a population of all music sections Note: evening section only assessed 1/4 of class to get population to 75% of all students -- but also, evening section is primarily local adults/retired students and would have inflated the assessment results.

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

Students had to complete their project in 4 phases over the course of the semester and then present a synopsis of all four phases to the class in an oral presentation including: their goal, plan and regimen for continuing their music practice/discipline and regimented work based on their expressed goals (tracks)

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

42 students (**75% of all students**) were assessed. 36 students (**85%**) met the outcome successfully. Only 15% did not. The standard of success for this outcome and tool was met, and the tools seemed adequate in assessment.

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

The creation of "tracks" based on students' goals and experience but within the construct of the Master Syllabus (standard) has been tremendous in creating realistic music examples and assessment tools for this outcome. Students seemed proficient in achieving the required objectives based on their ability to select pieces to perform in conjunction with their goals and experiences.

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.

I hope to increase the options for students of a music library (online) --- so that students have more music examples of diverse nature to select from... otherwise this seems to be working well.

Outcome 4: Self-analyze student goals and career plans against musical ambitions, and design and maintain a music regimen appropriate to those goals.

- Assessment Plan
 - Assessment Tool: Online Journal regimen design and submission
 - Assessment Date: Winter 2019
 - Course section(s)/other population: Random selection of two sections.
 - Number students to be assessed: 30% of students in a selected semester with a minimum of 25 students.
 - How the assessment will be scored: Departmentally developed rubric for three tracks: beginning, intermediate and advanced students.
 - Standard of success to be used for this assessment: 70% of students will score 70% or better.
 - Who will score and analyze the data: Performing Arts Dept 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)
	2018	

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

# of students enrolled	# of students assessed
44	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.

Just decided to do two complete sections and a sample from the third (first four students): get sample size over 75% (of ALL students) / since it was an evening section [mostly older students/audits]

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 classes are MM (mixed mode) sample included early a.m./afternoon and first four students in evening class to get sample size over 75%. [Note: evening section grades were inflated by adult/emeritus and hobby students]

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

Each class is assigned to tracks based on goals/experience. Each track had to create four phases of a project over the semester showing their goals, modeling demonstration to apply music vocabulary (plan) and creating a work regiment selected to students' goals.

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

42 (76%) of students were assessed . 39 (92%) of students scored 75% or better. 8% of students did not [Note: 1 student was given an alternative assignment due to severe personal circumstances and could not be evaluated - but is part of the students "not meeting" the criteria]. The standard of success for this criteria was met for this outcome/tool.

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

The creation of "tracks" based on students' goals and experience but within the construct of the Master Syllabus (standard) has been tremendous in creating realistic music examples and assessment tools for this outcome. Students were required to do the project in 4 phases over the course of the semester and as a result, seemed unusually proficient in achieving this outcome.

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.

Some students felt pressured by having to do each phase within a specific period of the semester. In some cases, I had to allow late submission to accommodate attendance at a conference or concert. This accommodation should be built into the project phases. Otherwise, this tool seems to be working nicely.

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.

Overall, this course seems to be working well, outcomes seem to be well met.

- 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?

Other than the need to improve the quality and engagement of the online musical elements quizzes and exams (a problem largely linked to Blackboard and attempting to push it to accommodate music), this course is working. That said: we need to improve unit 3 & 4 quizzes and exams if possible -- and if not, we may need to revert to in-class exams (which for blended course is time consuming). More work with course designers is needed.

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

This action plan will be shared at Dept. meetings beginning this Spring.

- Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	Exams for Unit 3 & 4 (Outcome 2) need to be reworked or be created in a way to be more enticing, enjoyable if possible. However, much of this is due to the limitations of blackboard -- so we will be meeting with OL designers beginning Fall 19	Students will do what they feel motivated to do -- the listening /mapping music, reading music and project phases (outcomes) are more motivating than the practice, memorization and examination of identifying pitches, meters, rhythms keys, and scales. Finding alternatives for these skills needs exploration.	2020

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

6.

III. Attached Files

[MUS140Rubric&Stud.Data](#)

Faculty/Preparer:	Michael Naylor	Date: 01/10/2019
Department Chair:	Noonie Anderson	Date: 01/11/2019
Dean:	Kristin Good	Date: 01/14/2019
Assessment Committee Chair:	Shawn Deron	Date: 03/12/2019