

Course Assessment Report  
Washtenaw Community College

Discipline	Course Number	Title
Music (new)	142	MUS 142 12/09/2020- Music Theory II
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?

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: Transcribe musical form, including analysis of music sections and measuring.

- Assessment Plan
  - Assessment Tool: Short answer exam
  - Assessment Date: Winter 2019
  - Course section(s)/other population: all
  - Number students to be assessed: all students enrolled
  - How the assessment will be scored: Assessment will be scored by departmentally-developed rubric.
  - Standard of success to be used for this assessment: 70% of students will score 70% or better.

- 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		2020

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

# of students enrolled	# of students assessed
3	5

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.

We only have 1-2 students retake the course as 142 in any given semester. The five students sampled are across three semesters: Winter, Summer, and Fall 2020. Data for Winter 2020 was not available in CurricUNET due to the department reorganization.

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.

MUS 142 is taught either face-to-face or in a virtual format.

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

Students were given an advanced musical selection (Track 3) and asked to both transcribe the form (25%), the instrumentation (25%), the measuring (25%) and one or more elements, such as melody/rhythm or chords (25%). -- The transcriptions in Blackboard were then assessed by the following:

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

All five students (100%) scored 70% or higher on this outcome. The average for all five students was 88%.

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

Students modeled general knowledge of musical analysis of form, instrumentation, meter, etc. and successfully showed that they understood and could transcribe key elements. They seemed empowered by the "choice" they had in musical selection and transcription options.

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 not a skill set that can be met once and is done. There might be a need to periodically encourage them to come back to this skill set and add it to a portfolio or other submission option to maintain the discipline.

Outcome 2: Define and use musical elements including: keys, scales, intervals, and triads/chords both in analysis of existing compositions and generating musical ideas.

- Assessment Plan
  - Assessment Tool: Short answer and music transcription or composition exercises.
  - Assessment Date: Winter 2019
  - Course section(s)/other population: all
  - Number students to be assessed: All students enrolled
  - How the assessment will be scored: Assessment will be blind-scored by departmentally-developed rubric.
  - Standard of success to be used for this assessment: 70% of students will receive 70% or better.
  - 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		2020

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

# of students enrolled	# of students assessed
3	5

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.

Cross-listed sections merge all students in both sections. We only have 1-2 students retake the course as MUS 142 in any given semester. The five students are across three semesters: Winter, Summer, and Fall 2020. Data for Winter 2020 was not available in CurricUNET due to the department reorganization.

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.

MUS 142 is taught either face-to-face or in a virtual format.

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

Students were given two exams that were averaged to assess this outcome. Students that are planning on articulating to University music classes were also given a piece of music to analyze as an advanced work to meet University standards. Two Exams Units 3 & 4 are scored by percent. They were added and divided by two. The Assessment rubric used was:

90-100% excellent articulation and use of pitch, rhythm, keys and scales in analysis and comp.

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

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

**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

4 of 5 (80%) of students met the requirement of 70% or better. The standard of success was met. The average of the five students was **82.7%**. This part of the class also required individual work above and beyond the assessments. So the assessments by themselves are not the only indicators of student achievement (just the “lower” bar). 3 of 5 students completed considerable extra work beyond these assessments factored into their participation grade.

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

It looks like they scored better on unit test 3 (average 85%) than on unit test 4 (79.8%). They were able to show demonstrate the understanding of the steps needed to reading music and were able to model this understanding in the assessed activity.

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 create additional assignment with more clear expectations on these outcomes. Because some of the students exceed even the requirements of Track 3 - there should be additional options with clearer outcomes for advanced students.

Outcome 3: Set specific music goals, design, implement and maintain a practice regimen.

- Assessment Plan
  - Assessment Tool: Submission of a four stage regimen and Online artifact to this outcome
  - Assessment Date: Winter 2019
  - Course section(s)/other population: all
  - Number students to be assessed: All students enrolled
  - How the assessment will be scored: Assessment will be scored using departmentally-developed rubric.

- Standard of success to be used for this assessment: 70% of students will score 70% or better.
- 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		2020

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

# of students enrolled	# of students assessed
3	4

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.

This is enormously challenging: cross-listed sections merge all students in both sections. Additionally, we only have 1-2 students retake the course as 142 in any given semester. The four students are across three semesters: Winter, Summer, and Fall 2020. Data for Winter 2020 was not available in CurricUNET due to the department reorganization.

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.

MUS 142 is taught either face-to-face or in a virtual format.

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

Students had to engage self-career life and musical discipline analysis across four phases over the semester: 1) 20% personal self-analysis (goals, mental/emotional/physical well-being and needs, academic, and music) they then had to 2) 60% make a plan in three stages: research, interview/shadowing, networking and 3) 20% create a plan with a detailed music regimen. Evaluation of the project score is as follows:

90-100% excellent presentation of goals, plan, and regimen to Track assignment

80-89% good presentation of goals, plan, and regimen 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

4 of 4 (100%) of students that presented scored 70% or better.

The average score for the four students was **97.5%, which exceeds the standard of success.**

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

The average of the four students was **97.5%**. 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. Strong student investment beyond the instructions and requirements.

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're working on creating a "Publication" or public presentation format for student work. I'm certain when the best of student work can be published or added to a student Journal (reviewed by educators), students will have added incentive for quality work beyond the classroom.

### 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.

Adding a Discussion board for individualized work, fine-tuning the blackboard course to linear design, and then further giving credit for work beyond the expectation were all additions based on prior 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?

Unfortunately, the few students who take this course are usually the ones that did not excel in the first take. So much of the success -- is seeing them lock into discipline the second time around. I'm not surprised but amazed at how well students do -- when we normalize mistakes vs. stigmatize them.

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

We will share this plan with any music instructor who wishes at an invited OL session.

- Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Course Assignments	We will build additional modules for advanced students or those who have met current course outcomes.	Recently, we have had a number of students repeat the class (take MUS 142) who were able to meet many of the outcomes in MUS 140. We must now build addendum modules to challenge them further and diversely.	2021

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

No this course is really just to give folks a second chance at learning to learn -- I'm glad it's there -- but the numbers are pretty low to get any real strong data.

### III. Attached Files

[MUS 142 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