

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Music (new)	133	MUS 133 09/04/2021- Beginning Guitar
College	Division	Department
Humanities, Social and Behavioral Sciences	Humanities, Language & the Arts	Arts
Faculty Preparer		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?

<p>Yes</p> <p>November 2016</p>

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

<p>42 of 48 students were assessed (six students did not attend during the final weeks).</p> <p>Three outcomes: 34 of 42 students achieved each outcome at 80% vs. 75%, the expected standard of success.</p> <p>Since each outcome was not met by 8 students, recommendations were made (below).</p>

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

<p>Recommendations made were implemented:</p> <p>Eight students did not achieve the outcomes. It is possible that an aural/video model of successful completion and/or a prior "pre-evaluation" could be created to increase student success.</p>

II. Assessment Results per Student Learning Outcome

Outcome 1: Demonstrate the basic open chord positions (major, minor, dominant seventh, major seventh and minor seventh) and 3-4 chord rhythm patterns.

- Assessment Plan
 - Assessment Tool: Departmental review of student demonstration / performance.
 - Assessment Date: Fall 2019
 - Course section(s)/other population: All
 - Number students to be assessed: All
 - How the assessment will be scored: Departmentally developed and scored rubric
 - Standard of success to be used for this assessment: 70% of students will score 75% or higher on each outcome.
 - Who will score and analyze the data: Music Department 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)
	2022	

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

# of students enrolled	# of students assessed
19	16

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.

Three students did not attend final weeks and assessment class sessions.

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 both sections (1-day/1-evening) were assessed.

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

Each student was given a pre-test with different requirements similar to the desired outcome 2 weeks before assessment. This outcome: four diverse chord progressions.

On assessment week, each individual was assessed privately. Other students could practice the required list of activities.

A form was completed for each individual student by the instructors.

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

Thirteen of sixteen student fulfilled the requirements with scores of 3 or 4 on 4 pt. rubric. 81% of students fulfilled this requirement. The standard of success was met for this outcome.

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

Students seemed to do much better with the pretest and with multiple key options in terms of standard chord progressions. They were able to, for the most part, perform the progressions not only accurately but also with a fourth rubric used for both Outcomes 1 (chords) and 2 (3) picking-- metronomically in time. Note: The instructor's Rubric 2 was NOT a required outcome but was used to assess both required outcomes 1 and 2.

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.

Not certain this outcome can be improved. Being able to play multiple progressions in multiple keys is a requirement. If improvable, students might be asked to extend the key options beyond the beginning/intermediate levels.

Outcome 2: Follow and play 5-8 finger picking patterns.

- Assessment Plan
 - Assessment Tool: Departmental review of student demonstration / performance.
 - 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 scored by music faculty
- Standard of success to be used for this assessment: 70% of students will score 75% or better
- Who will score and analyze the data: Music Department 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)
	2022	

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

# of students enrolled	# of students assessed
19	16

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.

Three students did not attend assessment class periods.

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.

Each student was given a pre-test with different requirements similar to the desired outcome 2 weeks before assessment. This Outcome: Finger picking patterns

On assessment week, each individual was assessed privately. Other students could practice the required list of activities.

A form was completed for each individual student by the instructors.

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

Students had 8-10 patterns from a list of 15 that were given in pre-test. At the time of selection, the same group of 5 patterns was requested from all students. Each student had two attempts to play the patterns. All assessments were done in a

separate room from classmates. Students were scored on a rubric of 1-4 indicating degrees of success or completion.

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

Fourteen of sixteen students achieved a score of 3 or 4 as required for completion. 87.5% of students completed this outcome. The standard of success was met.

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

Finger picking patterns are among the hardest to perform. Having 10 initial patterns and then selecting five patterns for assessment gave students a wide array to work on. Pre-test narrowing of patterns assisted in their practice and expertise.

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.

Not using the pretest on this outcome might challenge students more. Overall, we are not sure an adjustment should be made, but if so, leaving the requirements at 10+ might further challenge students' practice habits.

Outcome 3: Demonstrate accuracy in tuning a guitar by ear.

- Assessment Plan
 - Assessment Tool: Departmental review of student demonstration / performance.
 - 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 scored by music faculty
 - Standard of success to be used for this assessment: 70% of students will score 75% or better
 - Who will score and analyze the data: Music Department 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)
	2022	

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

# of students enrolled	# of students assessed
19	16

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.

Three students were not present 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.

Each student was given a pre-test with different requirements similar to the desired outcome 2 weeks before assessment. In this case, the guitars for all were detuned. This Outcome: tuning the guitar by ear.

On assessment week, each individual was assessed privately. Other students could practice the required list of activities.

A form was completed for each individual student by the instructors.

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

Each student handed the guitar to the instructor. The instructor detuned each guitar to the same degree (three strings were detuned by 200 hz. or more). The guitar was then returned to the student, and they were asked to tune it back to standard in 5 minutes or less. The number of strings returned to pitch were scored on a four-point rubric.

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

Thirteen of sixteen students were able to successfully tune four to six strings as required. Eleven students were able to successfully tune all six strings by ear. 81% of students achieved the desired outcome. The standard of success (75%) was exceeded.

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

Students did quite well on this challenging aspect of guitar playing. Many are used to tuning with guitar tuners (electronic/computer), so introducing this early in the semester and giving a pretest with the timed element was helpful.

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 actually worked well. Giving a time limit of 5 minutes, and detuning the same strings the same amount, gave a fair and uniform standard. We will continue this outcome as is.

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.

Giving students a chance to practice assessment criteria, and especially standardizing the degree assessment tools, made this a very fair and quite accurate assessment.

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, despite covid, greater variance in student attendance, practice habits and well-being, students seemed to gravitate to the exercises and strive to succeed in some ways better than before (and in virtual over face-to-face as well). Definitely the pretest reduced anxiety and gave students a sense of what to expect that helped both increase the rigor of the prompts and expectations, and their success.

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

Both instructors have been provided a copy of this assessment. They are both in agreement that we hit a nice balance in assessment prompts, rubrics, and practices.

4.

Intended Change(s)

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

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

I didn't ask instructors if they assessed "live" or in break out rooms. Not sure if it would matter... but virtual vs. live, might be a criteria that could change student outcome. Are students more nervous in face to face vs. virtual break out rooms? No idea.

III. Attached Files

[Assessment score & Rubric](#)

Faculty/Preparer: Michael Naylor **Date:** 08/26/2022
Department Chair: Elisabeth Thoburn **Date:** 08/29/2022
Dean: Scott Britten **Date:** 08/30/2022
Assessment Committee Chair: Shawn Deron **Date:** 12/23/2022

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
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- 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.

- 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.

- 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

- 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.

- 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.

- 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