

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Music (new)	154	MUS 154 12/30/2023- Functional Piano I
College	Division	Department
Humanities, Social and Behavioral Sciences	Humanities, Social and Behavioral Sciences	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?

Yes
Winter 2016 was the last assessment

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

41 of 48 students were assessed. Generally, the assessment advocated that more specific and somewhat narrow language be incorporated into the Master Syllabi. That Outcomes were slightly too broad to be accurately assessed.

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

- Recommended a change in outcomes to accommodate pitch accuracy treble and bass clef and coordination/fingering of combined clef performance as separate outcomes.
- Suggested dividing outcome #1 into two separate outcomes including: recognition and accuracy of pitch in treble and bass clefs and #2 fingering and coordination of performance clefs separate and together.

II. Assessment Results per Student Learning Outcome

Outcome 1: Identify note location on the keyboard in treble and bass clef and demonstrate proper hand position for performance execution.

- Assessment Plan
 - Assessment Tool: Student performance demonstration
 - 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.
 - Standard of success to be used for this assessment: 70% of the students must score a 75% or better on the performance.
 - Who will score and analyze the data: Departmental 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)
	2023	

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

# of students enrolled	# of students assessed
21	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.

Students had either stopped coming to class earlier in the semester (3) or (2) were absent on assessment day.

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 asked to perform melodies in both clefs and either perform them live or by video recording. Accuracy of note placement and hand position was assessed per 16 or 24 measure melodies in both clefs (treble and bass).

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>
Fifteen of sixteen students (93%) achieved 75% (score of 3 out of 4) or better (4 out of 4). Yes, 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.

Students were able to be evaluated against amount of measures and mistakes made in treble and bass clefs. This is a fairly standard assessment of pitch location and keyboard accuracy.

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.

Musicality, emotional, creative and personal interpretation are not factored into any of the performance outcomes. Perhaps this can be added to invest the human element into the performance assessments.
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Outcome 2: Articulate the rhythmic values of the different notes with rhythmic accuracy.

- Assessment Plan
 - Assessment Tool: Student 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.
 - Standard of success to be used for this assessment: 70% of the students must score a 75% or better on the performance.
 - Who will score and analyze the data: Departmental 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)
	2023	

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

# of students enrolled	# of students assessed
21	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.

Students had either stopped coming to class earlier in the semester (3) or (2) were absent on assessment day.

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 asked to perform a piece or multiple pieces playing with a metronome. The standard of rhythm accuracy was assessed against the metronome and number of times the students' performance varied to the metronomic beat.

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 (87%) were able to meet the 75% or more requirement. Yes, 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.

Metronomic discipline (playing to an external standard of beats) is easy to assess based on variations from the standard and calculation against number of beats or measures.

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.

Musicality, emotional, creative and personal interpretation are not factored into any of the performance outcomes. Perhaps this can be added to invest the human element into the performance assessments.

Outcome 3: Perform a simple melody or piece of music with note and rhythmic accuracy.

- Assessment Plan
 - Assessment Tool: Student performance demonstration
 - 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
 - Standard of success to be used for this assessment: 70% of students will score 75% or better
 - Who will score and analyze the data: 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)
	2023	

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

# of students enrolled	# of students assessed
21	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.

Students had either stopped coming to class earlier in the semester (3) or (2) were absent on assessment day.

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 of 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 evaluated from the melodies used for Outcomes 1 or 2 or were given the option to play a complete piece (hands together) based on goals and prior experience. All students had to perform a piece or pieces that were new to the semester and had not been previously learned before the class or prior to the half-way point in the semester.

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 (87%) met the 75% or more standard. Yes, the outcome was successfully met.

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

Students who achieved outcomes 1 and 2 necessarily achieved 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.

This seems to be a repetitive outcome combining 1 and 2 again: Musicality, emotional, creative and personal interpretation are not factored into any of the performance outcomes. Perhaps this can be added to invest the human element into the performance assessments.

Outcome 4: Read musical notation relative to student goals and experience.

- Assessment Plan
 - Assessment Tool: Student performance demonstration
 - 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

- 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)
	2023	

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

# of students enrolled	# of students assessed
21	7

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

A new instructor teaching for the first time, did not understand or assess this outcome, and for that reason, only one of the two sections was assessed. In verbal conversation, the new instructor said he believed all would have achieved the outcome, but he did not accurately have the students record their goals, reassess them, and evaluate against the rubric. We will be sure to assess all sections for the next report.

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 one of the 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 asked at the beginning of class, to state their goals for music, for piano, and for the class to the best of their ability. They were asked at the half-way point to re-assess and/or amend the goals and select a piece that they feel would demonstrate their fulfillment of the goals (example: to read better, to play a piece by "favorite artist", to improvise, etc.) Evaluation was made against their stated and amended 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

Seven out of seven students that were assessed (100%) met this requirement.

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

This is a valuable outcome even though one instructor did not remember or understand to assess it. We have implemented a better instructor overview training of course requirements going forward.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

As long as students complete a formal self-analysis of goals for music, piano, and class, and then revise and choose music based on this analysis, the outcome and its evaluation are relevant. Instructor training and reminder of this process needs to be built into the master syllabus.

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.

Use of metronome and calculation of notes / measures against mistakes made, made this a rather simple, though admittedly less human / creative method of assessment. None the less, the rudimentary technique of pitch identification and location was achieved.

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?

No surprises. But we will address an element of human creative expression potentially going forward.

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

All data will be shared with faculty. PDFs of this report will be shared with faculty, recommendations made and altered in consultation with them.

4.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Outcome Language	The key elements of accuracy and discipline: pitch, notation and rhythm were accurately and satisfactorily assessed. The element of student self-awareness and choice in selecting pieces and completing the class based on pre-established goals, seems to be valid, although needed to be instituted into all faculty syllabi and course planning. What is needed: some element of human expression, emotional, musical or creative interpretation needs to be introduced.	In the end music is about expression. Technique is needed, discipline is required, and vocabulary (theory) essential to growth in musical expression. But so too, is the license to interpret, create and express beyond the math of metronomes and accuracy of notes.	2024

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

No - we'll continue to explore the human expression and therapeutic value of this class in some manner. Ideas are always welcome :)

III. Attached Files

- [MUS 154 Assessment](#)
- [MUSPiano Assess](#)

Faculty/Preparer: Michael Naylor **Date:** 01/04/2024
Department Chair: Elisabeth Thoburn **Date:** 01/10/2024
Dean: Anne Nichols **Date:** 01/26/2024
Assessment Committee Chair: Jessica Hale **Date:** 06/17/2024

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Music	154	MUS 154 09/27/2016- Functional Piano I
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: Identify the notes on the keyboard in treble and bass clef and demonstrate proper hand position for performance execution.

- Assessment Plan
 - Assessment Tool: Student performance
 - Assessment Date: Fall 2012
 - Course section(s)/other population: All
 - Number students to be assessed: All
 - How the assessment will be scored: Departmentally-developed rubric.
 - Standard of success to be used for this assessment: 70% of the students must score a 75% or better on the performance.
 - Who will score and analyze the data: Departmental 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)
	2016	

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

# of students enrolled	# of students assessed
48	41

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.

Students withdrew or were absent during 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 sections were assessed.

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

The individual student performances for note placement and hand positions were reviewed using a departmentally-developed rubric. The rubric used a scale of 1 to 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

Forty-one students scored a combined 150 points on "Reading Music Pitch Rubric" and "Performance Hand Position Coordination" = 3.6 average. Of the students assessed 92% scored 75% or higher as determined by Piano faculty. Considerably above the 75% recommended threshold and in fulfillment of the Outcome or tool.

Recommend: Change master syllabus language of outcomes to be more specific or detailed.

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

Students were universally successful on identifying pitches 92% of the time. There seemed to be little hesitation or concern in them 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.

Although the current mode of identification of pitches on piano for treble / bass clefs seem adequate, we are exploring the instruction of timed (metronomic) identification moving forward.

Outcome 2: Articulate the value of the different notes (rhythm).

- Assessment Plan
 - Assessment Tool: Student performance
 - Assessment Date: Fall 2012
 - Course section(s)/other population: All
 - Number students to be assessed: All
 - How the assessment will be scored: Departmentally-developed rubric.
 - Standard of success to be used for this assessment: 70% of the students must score a 75% or better on the performance.
 - Who will score and analyze the data: Departmental 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)
	2016	

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

# of students enrolled	# of students assessed
48	41

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.

Students withdrew or were absent during 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 sections were assessed.

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

The individual student performances for note placement and hand positions were reviewed using a departmentally-developed rubric. The rubric used a scale of 1 to 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

Forty-one students were evaluated on two rubrics evaluating both rhythmic note values and dynamics/techniques of performance related to these values. Students averaged 3.65 and 94% of students scored 75% or better considerably higher than 70% requirement.

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

Students were successful on this outcome over 90% of all questions (well above the threshold of success).

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 goal was met with general time keeping (maintaining a beat by the instructor). We are considering using a metronome at a students selected tempo that meets their respective goals for music in the future.

II. Course Summary and Action Plans Based on Assessment Results

1. 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?

Basic student accomplishment of current outcomes is fine. Instructional assessment was fine to existing outcomes. However, recommend a change in outcomes to accommodate pitch accuracy treble and bass clef and coordination/fingering of combined clef performance as separate outcomes.

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

A copy of this report will be shared at the next full faculty meeting with PT (current) piano instructors and wording for the Master syllabus will be adjusted, including outcomes.

3.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Outcome Language	Suggest dividing outcome #1 into two separate outcomes including: recognition and accuracy of pitch in treble and bass clefs and #2 fingering and coordination of performance clefs separate and together.	Current single outcome gives potentially too much to assess in a single rubric.	2017

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

No - just a "modernization" and reformatting of the Master Syllabus should be revised in the next year :)

III. Attached Files

[Rubric MUS 154](#)

Faculty/Preparer: Michael Naylor **Date:** 11/01/2016

Department Chair: Noonie Anderson **Date:** 12/19/2016

Dean: Kristin Good **Date:** 12/20/2016

Assessment Committee Chair: Ruth Walsh **Date:** 01/31/2017