

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Music (new)	155	MUS 155 01/04/2024- Functional Piano II
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 2015

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

It's unclear why there were 12 assessments for 7 students enrolled. But this is a continuation of MUS 154. Students are crosslisted and instructed with students from 154. Enrollment numbers are too low to justify a separate class listing. All students met all the requirements
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3. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

Students were recommended to verbally recite as well as play scales as required for transposition and flexibility across keys. This perhaps, can become a separate outcome.

II. Assessment Results per Student Learning Outcome

Outcome 1: Recognize and perform scales or chord progressions in 6-8 major/minor keys.

- 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 will score 75% or higher 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
14	3

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.

Since students from MUS 154 and the cross-listed section MUS 155 are merged into Blackboard grading forms, it does not appear that one instructor was aware of the division. Clearly this needs to be rectified.

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.

In theory all students from all sections should have been assessed. Only three were listed as MUS 155 in one of the instructor's assessments.

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

The students assessed on this criterion were asked, based on experience and goals to either choose: scales in six keys or scales and I IV V7 I chord progressions. Choice was given to accommodate experience levels.

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>
Three of three students met the requirements -- 100% of students assessed.

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

Student choice of scales or scales and chords and selection of approximately 25% of all keys, major and minor, and their ability to clearly practice and perform these requirements made this outcome and results satisfactory.

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 should be some clarity of major and minor keys and scales. So going forward, we might say - students must perform either scales or scales and I IV V7 I chord progressions in any choice six major and relative minor keys. So students must be versed in both pitch menu/key systems.
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Outcome 2: Demonstrate the physical execution of exercises/passages with regularity, flexibility, and precision.

- 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 will score 75% or higher 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
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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.

Since students from MUS 154 and the cross-listed section MUS 155 are merged into Blackboard grading forms, it does not appear that one instructor was aware of the division. Clearly this needs to be rectified.

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.

In theory all students from all sections should have been assessed. Only three were listed as MUS 155 in one of the instructor's assessments.

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

This is actually a rather ambiguous outcome and one that is entirely subjective. Regularity and precision can be assessed against accuracy of pitch and metronomic rhythmic regularity. Flexibility, creativity and expressiveness are all based on student pre-assessment of the piece (verbally or in writing) and exercise of the piece to meet these standards.

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

Three of three students (100%) met this outcome.

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

Given the ambiguity of regularity and flexibility, students had an open window for 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.

There should be separate outcomes: pitch and rhythm accuracy for two-hand performance of a piece with a metronome as well as expressive, flexible and

creative interpretation with some expressed (verbal or written) criteria for the students' goals prior to performance.

Outcome 3: Read and perform a piano piece with two hands, consistent rhythm, fingering, and note/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: 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
14	3

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.

Since students from MUS 154 and the cross-listed section MUS 155 are merged into Blackboard grading forms, it does not appear that one instructor was aware of the division. Clearly this needs to be rectified.

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.

In theory all students from all sections should have been assessed. Only three were listed as MUS 155 in one of the instructor's assessments.

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 select a piece during the semester that they had never played before, to practice the piece hands separate and to be conscious based on their practice and tension/setting of evaluation (performance for instructor in class), to set a tempo that they could perform the piece with few mistakes. Mistakes were counted and factored into the length of the piece by measure numbers.

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 the students (100%) met the requirement with 75% accuracy or better.

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 demonstrate this outcome and be effectively assessed.

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.

Clarity on the use of metronome linked to the precision and accuracy of outcome number 2-- this outcome can be merged.

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.

Prior recommendations were somewhat inadequate to distinguish this course from MUS 154 and to clearly elevate student learning to their goals and needs.

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 this course will need revision. Surprisingly, the outcomes of precision and flexibility were contradictory to technique and expression. We will try to separate these.

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

This information as well as the errors in assessment and possible solutions will be shared with instructors this first month of Winter 24 semester.

- 4.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Outcome Language	<p>There should be some clarity of major and minor keys and scales. So going forward: we might say - students must say or perform either scales or scales and I IV V7 I chord progressions in any choice, at least five major and relative minor keys. So students must be versed in both pitch menu/key systems.</p> <p>Outcomes 2 & 3 will be combined to focus on accuracy and precision: Demonstrate proficiency in pitch, fingering and rhythm on exercises/passages with accuracy and metronomic precision.</p> <p>A third outcome will be created to center on articulation of the piece, goals, and expressive / creative and interpretive performance with performance without</p>	<p>These changes will give clarity and more motivation through student choice in expression and performance.</p>	<p>2024</p>

	metronome: Select a piece according to student goals, describe the performance requirements and perform the piece with pitch, rhythmic and expressive accuracy.		
Other: assessment semesters	Assess over multiple semesters.	Assessing over multiple semesters will provide a larger sample size	2024

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

We will work with instructors to ascertain which students are in the MUS 155 section and to implement the changes in assessment criteria.

III. Attached Files

[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:** 06/25/2024

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Music	155	MUS 155 10/20/2016- Functional Piano II
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: Recognize all 24 major/minor keys.

- Assessment Plan
 - Assessment Tool: Student performance
 - Assessment Date: Fall 2012
 - Course section(s)/other population: All
 - Number students to be assessed: Random sample of 50% of the students with a minimum of one full section.
 - How the assessment will be scored: Departmentally-developed rubric
 - Standard of success to be used for this assessment: 70% of the students will score 75% or higher 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)
	2015	

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

# of students enrolled	# of students assessed
7	12

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.

Some students were absent or withdrew before or after the administration of the 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 students in 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.

Each individual was individually assessed in a private setting on each of the two outcomes. Scoring was blindly done based on the four-tier rubric criteria.

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

100% of the students taking this assessment met the required 75% threshold on each of the outcomes.

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

Students had no problem playing our dictating the 24 major/minor keys with correct fingerings.

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 performance of the scales is the core requirement - we may also implement the recitation verbally of keys and scales so students may learn to apply the information in other contexts "mentally".

Outcome 2: Acquire the physical skills to execute more complex exercises/passages with greater speed, flexibility and clear articulation.

- Assessment Plan
 - Assessment Tool: Student performance
 - Assessment Date: Fall 2012
 - Course section(s)/other population: All
 - Number students to be assessed: Random sample of 50% of the students with a minimum of one full section.
 - How the assessment will be scored: Departmentally-developed rubric
 - Standard of success to be used for this assessment: 70% of the students will score 75% or higher 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)
	2015	

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

# of students enrolled	# of students assessed
7	12

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.

Some students were absent or withdrew prior to assessment date.

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 in all sections were included in the assessment.

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

This was a more subjective assessment of the outcome based on the four-tier rubric by PT instructors in an individual setting.

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>
100% of all students met the 75% required level in this outcome.

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

Students were assessed based on patterns and exercises given in class. They naturally were able to perform these exercises over 90% of the time.
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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.

This outcome may require some re-thinking so that there is greater detail invested in the outcome and potential assessment.

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?

Overall assessment of the students seems to indicate a general accomplishment in both outcomes. However, the rubric itself seems too generic to be specific or accurate. Recommend a revised rubric in future assessments.
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2. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

All information will be shared with all PT faculty at Fall inservice.

3. Intended Change(s)

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

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

Recommend only a change in rubric development and assessment procedures.
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III. Attached Files

[Rubric MUS 155](#)

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