

**Course Assessment Report**  
**Washtenaw Community College**

Discipline	Course Number	Title
Music (new)	205	MUS 205 01/04/2024-Voice 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?

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: Demonstrate enhanced vocal techniques using an extended repertoire of song.

- Assessment Plan
  - Assessment Tool: Departmental review of performances
  - Assessment Date: Fall 2018
  - Course section(s)/other population: All sections
  - Number students to be assessed: Random sample of 50% of the students enrolled, with a minimum of one full section.
  - How the assessment will be scored: A departmentally-developed rubric

- Standard of success to be used for this assessment: 70% of the students will score 75% or higher.
- 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
2	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.

It appears one student listed in official enrollment of MUS 204 was assessed in this section of 205.

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 the one cross-listed class were assessed.

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

Students performed a self-selected piece and were asked to use a diversity of vocal techniques to convey the emotion/story in performance. They were evaluated on both improvement and ultimate outcome of performance.

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 achieved this outcome. 100% achieved 75% or higher.

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

Students achieved the outcome results in this class with heightened awareness from two semesters of practice.

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 elevated criteria linked to student improvement from prior work in MUS 204. Perhaps: conducted some basic research into the song, genre, or piece requirements, demonstrated improvement of vocal techniques to meet the piece requirements.

Outcome 2: Demonstrate enhanced vocal skills using techniques based on the anatomy and physiology of the voice.

- Assessment Plan
  - Assessment Tool: Departmental review of performances.
  - Assessment Date: Fall 2018
  - Course section(s)/other population: All sections.
  - Number students to be assessed: Random sample of 50% of the students enrolled, with a minimum of one full section.
  - How the assessment will be scored: A departmentally-developed rubric
  - Standard of success to be used for this assessment: 70% of the students will score 75% or higher.
  - 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
2	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.

One student apparently was assessed as MUS 205 but was registered as MUS 204.

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 the one class offered 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 based on a series of vocal warm-ups and exercises. Points or 25% of scoring was given for each: Modeled good support, relaxed and open focus, diction and pitch

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 (100%) achieved the outcome with 75% or better results.

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

These basic warm-up and production exercises are done in every class and improvement as well as overall attainment of proficiency is easily measured.

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.

It is possible that a single "private lesson" assessment, might produce both better results and an opportunity to provide more candid instruction not appropriate in a class setting.

### 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.

This course was not previously assessed. This assessment will be used as the basis for future assessments.

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?

The course is currently very much meeting the needs of the students. The assessment process only underscored the fact that there is not a significant change in outcomes or expectations between MUS 204 and 205. A third criteria linked to class production and performance management may be needed.

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

This information is shared upon completion with the faculty member.

4. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Outcome Language	Some variation in language will be needed to distinguish between MUS 204 and 205. Additionally an added Outcome: demonstrated an understanding of group performance needs through active leadership in production assistance... will be recommended, evaluated from the final performance production recital.	In all areas of performance there is first the individual technique and improvement, followed by the collective ensemble growth. Students in the second semester should have an added element to their participation.	2024
Assessment Tool	Currently, the assessment plan indicates the sample size as follows: Random sample of 50% of the students enrolled, with a	The enrollment for these courses are low, so there is no need for a random sample.	2024

	<p>minimum of one full section.</p> <p>As the class enrollment for these courses are relatively low, we will update the sample size to be "All students."</p>		
Other: assessment semesters	Assess over multiple semesters.	Assessing over multiple semesters will provide larger sample size.	2024

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

6.
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**III. Attached Files**

[MUS205](#)

**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:** 05/06/2024