

**Course Assessment Report  
Washtenaw Community College**

Discipline	Course Number	Title
Music (new)	204	MUS 204 01/04/2024- Voice 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?

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 fundamental vocal techniques.

- 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
9	8

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 was absent for most of the semester and did not participate.

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 section offered 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 assessed based on an in-class performance of self-selected work, performed after prior warm-up and vocalizing. The instructor augmented the outcome as follows to make it more assessable.

1. Demonstrated enhanced vocal techniques using an extended repertoire of song.

**Criteria:** Modeled good vocal technique and emotional/musicality conveyance of piece to genre– 4 -pts scale:

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 of eight (87%) of students scored 75% or higher, meeting 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.

Overall the understanding of analyzing a piece's needs, working the vocal techniques to deliver the piece, and maintaining consistency of vocal production seemed clear and adaptable through class performances for each student.

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 might be of benefit to do a choral work in which all students sing together and then independently assess each person in the chorus as well as an individual performance to provide students with terminal anxiety an opt-out option for this outcome.

Outcome 2: Demonstrate fundamental vocal and physical awareness.

- 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
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9	8
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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.

One student was not in class for the final assessment classes.

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 section offered were assessed.

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

This outcome was assessed by evaluating vocalizing and overall use of the diaphragm, resonance/placement, proper soft pallet/throat, and other physical aspects of singing, including vowels, diction, etc.

The instructor added these elements to the outcome:

1. Demonstrate enhanced vocal skills using techniques based on the anatomy and physiology of the voice.

**Criteria:** Modeled good support, relaxed and open focus, diction and pitch – 4 - pts scale:

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 of eight students (87%) achieved 75% or better on this assessment.

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

Students did well with this. This is in every class exercise in vocalization and by the end of the semester students understand how critical vocal warm-ups are to getting the physiological response needed for performance.

- 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.

A short private lesson, perhaps one class where students are evaluated and instructed individually might be an option going forward.

### III. Course Summary and Intended Changes Based on Assessment Results

- 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.

No previous report exists. Evaluation in this assessment will be used a foundation for future assessments.

- 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 the instructor at present, has nicely elevated participation, inclusion, instruction of technique and support for performance. This assessment is very basic, so there were no earthshaking revelations.

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

Immediately after filing this assessment, it will be sent to the instructor.

- Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Outcome Language	<ol style="list-style-type: none"> <li>Demonstrate fundamental vocal techniques at the intermediate or advanced level.</li> <li>Demonstrate vocal techniques</li> </ol>	Language needs some clarity for adequate assessment.	2024

	modeling good support, relaxed and open focus, adequate diction and pitch.		
Assessment Tool	Currently, the assessment plan indicates the sample size as follows: Random sample of 50% of the students enrolled, with a minimum of one full section.  As the class enrollment for these courses are relatively low, we will update the sample size to be "All students."	The enrollment for these courses are low, so there is no need for a random sample.	2024
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 consult with the instructor to possibly add an outcome for collaborative/community engagement as needed for choral/performance work.

### III. Attached Files

#### [MUS204](#)

**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