

GENERAL EDUCATION ASSESSMENT REPORT

I. Background Information

1. General Education Strand Assessed (check one).

- Writing:** Develop, organize, and express thoughts in writing using Standard English.
- Speech:** Speak in an organized and effective manner and listen critically and with comprehension.
- Mathematics:** Understand the applications and perform computations using the concepts of college-level mathematics.
- Natural Sciences:** Understand principles and applications of modern science.
- Social and Behavioral Science:** Understand principles and applications of social and behavioral science in exploring the dynamics of human behavior.
- Arts and Humanities:** Understand and apply information related to the nature and variety of the human experience through personal and cultural enrichment.
- Critical Thinking:** Demonstrate skill in analyzing, synthesizing and evaluating.
- Computer and Information Literacy:** Demonstrate the skill to use computer information systems including using software and the ability to locate, retrieve, and evaluate networked information.

Descriptions of strands from WCC Board Policy #3045. <http://www.wccnet.edu/trustees/policies/index.php?policy=3045>

2. Semester(s) assessment data was collected (check all that apply):

- Fall 20_____
- Winter 2012
- Spring/Summer 20_____

3. Semester assessment report was prepared (check one):

- Fall 20_____
- Winter 20_____
- Spring/Summer 2012

4. Assessment tool used for this assessment (check all tools that apply):

	Used for previous assessment?
<input type="checkbox"/> CAAP test	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Survey	<input type="checkbox"/> yes <input type="checkbox"/> no
<input checked="" type="checkbox"/> Prompt	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Capstone course	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Common final or test questions	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Transfer data	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Other:	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Other:	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Other:	<input type="checkbox"/> yes <input type="checkbox"/> no

PLEASE SEND A COPY OF THE TOOL(S) AND SCORING RUBRIC(S) USED ALONG WITH THIS REPORT.

logged 6/15/12 z/v

GENERAL EDUCATION ASSESSMENT REPORT

5. Please list the course(s) in which this tool was administered.

There were a total of nine courses assessed for the strand: ENG 170, ENG 200, ENG 213, HUM 145, ART 130, ART 150, DAN 180, DRA 152 and DRA 208.

6. Describe the total population of students eligible to be assessed and how this group was selected for assessment.

Courses were randomly selected to cover the broad range of offerings within the ARTS/HUM strand. We choose random classes within the English department, Humanities department and the Performance Arts department, as a fair representation of the strand. All students within the randomly selected classes were assessed.

7. Indicate the number of students assessed.
197 students were assessed.

II. Results

1. If applicable, briefly describe the changes that were implemented as a result of the previous assessment.

No changes were implemented, as the previous assessment was successful.

2. State the outcomes (verbatim) that were assessed for the General Education strand. (General Education Outcomes are available through the following link):

<http://www.wccnet.edu/departments/curriculum/progdata.php?levelone=genedassessment>

1. The student will identify the work presented and identify the method, technique and/or concept utilized in the work.
2. The student will evaluate and/or apply the works, methods, techniques and/or concepts of the visual/performing arts and/or humanities.

3. Briefly describe assessment results based on data collected, demonstrating the extent to which students are achieving each of the learning outcome listed above. ***Please attach a summary of the data collected to the back of this document. DO NOT INCLUDE STUDENT NAMES, NUMBERS OR OTHER IDENTIFYING INFORMATION.***

Two outcomes were defined for the Humanities strand. For Outcome #1 students were asked to identify works and/or techniques/methods/concepts from the humanities. For Outcome #2 students were asked to evaluate these works and/or apply the techniques methods or concepts identified (see attached Humanities Strand Report as well as samples of assessment instruments).

For both outcomes a rubric was used with a scale of 0-3. The standard of success was defined as an overall average of 2.1 for each outcome. Within the English discipline the averages were as follows: Outcome #1 – 2.89, Outcome #2 – 2.64. For Performing Arts the averages were: Outcome #1 – 2.51, Outcome #2 – 2.39. Finally for Humanities the averages were: Outcome #1 – 2.60, Outcome #2 – 2.40. In all cases, the standard of success was achieved for both outcomes.

GENERAL EDUCATION ASSESSMENT REPORT

4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. *Please attach the rubric/scoring guide used for the assessment to the back of this document*

Outcome #1 – 2.1 out of 3 is the standard of success used. 81% of students achieved this level of success.

Outcome #2 – 2.1 out of 3 is the standard of success used. 73% of students achieved this level of success.

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

Strengths: Students did very well in the area of identifying works and/or techniques/methods/concepts from the area of ARTS/HUM strand.

Weaknesses: Students did not do quite as well at evaluating and/or applying the works, methods, techniques, and/or concepts.

III. Changes influenced by assessment results

1. If weaknesses were found (see II.5 above) or students did not meet expectations (see II.4 above), describe the action that will be taken to address these weaknesses.

Given that the standard of success was achieved for both outcomes no action will be taken at this time. If slightly weaker scores for evaluation and/or application continue with future assessments, changes may be explored.

2. Identify any other intended changes that will be instituted based on results of this assessment activity (check all that apply). Describe changes and give rationale for change.

Master syllabi
Rationale:

Curriculum
Rationale:

Course syllabi
Rationale:

Course assignments
Rationale:

Teaching methodology
Rationale:

Other:
Rationale:

GENERAL EDUCATION ASSESSMENT REPORT

3. What is the timeline for implementing the actions identified in III.1 and III.2 above?

IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this general education strand.

The assessment tool was very effective in assessing the ART/HUM strand, given the diversity and complexity of the offerings.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

Submitted by:

Preparer:

DENA BLAIR
Print


Signature

Date:

6/14/12

Dept Chair:

DENA BLAIR
Print


Signature

Date:

6/14/12

Dean:

Bill Abernethy
Print


Signature

Date:

JUN 14 2012

Please return completed form and attachments to the Office of Curriculum & Assessment, SC 247 and e-mail an electronic copy to sjohn@wccnet.edu

GENERAL EDUCATION ASSESSMENT REPORT

I. Background Information

1. General Education Strand Assessed (check one).

- Writing:** Develop, organize, and express thoughts in writing using Standard English.
- Speech:** Speak in an organized and effective manner and listen critically and with comprehension.
- Mathematics:** Understand the applications and perform computations using the concepts of college-level mathematics.
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- Social and Behavioral Science:** Understand principles and applications of social and behavioral science in exploring the dynamics of human behavior.
- Arts and Humanities:** Understand and apply information related to the nature and variety of the human experience through personal and cultural enrichment.
- Critical Thinking:** Demonstrate skill in analyzing, synthesizing and evaluating.
- Computer and Information Literacy:** Demonstrate the skill to use computer information systems including using software and the ability to locate, retrieve, and evaluate networked information.

Descriptions of strands from WCC Board Policy #3045. <http://www.wccnet.edu/trustees/policies/index.php?policy=3045>

2. Semester(s) assessment data was collected (check all that apply):

- Fall 20_____
- Winter 2007
- Spring/Summer 20_____

3. Semester assessment report was prepared (check one):

- Fall 20_____
- Winter 20_____
- Spring/Summer 20_____

4. Assessment tool used for this assessment (check all tools that apply):

	Used for previous assessment?	
<input type="checkbox"/> CAAP test	<input type="checkbox"/> yes	<input type="checkbox"/> no
<input type="checkbox"/> Survey	<input type="checkbox"/> yes	<input type="checkbox"/> no
<input checked="" type="checkbox"/> Prompt	<input type="checkbox"/> yes	<input checked="" type="checkbox"/> no
<input type="checkbox"/> Capstone course	<input type="checkbox"/> yes	<input type="checkbox"/> no
<input type="checkbox"/> Common final or test questions	<input type="checkbox"/> yes	<input type="checkbox"/> no
<input type="checkbox"/> Transfer data	<input type="checkbox"/> yes	<input type="checkbox"/> no
<input type="checkbox"/> Other:	<input type="checkbox"/> yes	<input type="checkbox"/> no
<input type="checkbox"/> Other:	<input type="checkbox"/> yes	<input type="checkbox"/> no
<input type="checkbox"/> Other:	<input type="checkbox"/> yes	<input type="checkbox"/> no

PLEASE SEND A COPY OF THE TOOL(S) AND SCORING RUBRIC(S) USED ALONG WITH THIS REPORT.

5. Please list the course(s) in which this tool was administered. ENG 140, ENG 200, ENG 214, DAN 180, DRA 152, PHL 101, HUM 145, HUM 102

GENERAL EDUCATION ASSESSMENT REPORT

6. Describe the total population of students eligible to be assessed and how this group was selected for assessment.
7. Indicate the number of students assessed. 126

II. Results

1. If applicable, briefly describe the changes that were implemented as a result of the previous assessment.
2. State the outcomes (verbatim) that were assessed for the General Education strand. (General Education Outcomes are available through the following link):
<http://www.wccnet.edu/departments/curriculum/progdata.php?levelone=genedassessment>
 1. The student will identify the work presented and identify the method, technique, and/or concept utilized in the work.
 2. The student will evaluate and/or apply the works, methods, techniques, and/or concepts of the visual/performing arts and/or humanities.
3. Briefly describe assessment results based on data collected, demonstrating the extent to which students are achieving each of the learning outcome listed above. ***Please attach a summary of the data collected to the back of this document. DO NOT INCLUDE STUDENT NAMES, NUMBERS OR OTHER IDENTIFYING INFORMATION.***
 Two outcomes were defined for the Humanities strand. For Outcome #1, students were asked to identify works and/or techniques/methods/concepts from the humanities. For Outcome #2, students were asked to evaluate these works and/or apply the techniques, methods or concepts identified (see attached Humanities Strand Report as well as samples of assessment instruments). For both outcomes, a rubric was used with a scale of 0-3. The standard of success was defined as an overall average of 2.1 for each outcome. Within the English discipline, the averages were as follows: Outcome #1 – 2.57, Outcome #2 – 2.89. For Performing Arts, the averages were Outcome #1 – 2.57, Outcome #2 – 2.56. Finally, for Humanities, the averages were: Outcome #1 – 2.63, Outcome #2 – 2.24. In all cases, the standard of success was achieved for both outcomes.
4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. ***Please attach the rubric/scoring guide used for the assessment to the back of this document***
 The standard of success for both outcomes will be an average of 2.1
5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

Strengths: Students did very well in the area of identifying works and/or techniques/methods/concepts from the area of Humanities.

GENERAL EDUCATION ASSESSMENT REPORT

Weaknesses: Students did not do quite as well in terms of evaluating the works and/or applying the concepts/methods/techniques identified.

III. Changes influenced by assessment results

1. If weaknesses were found (see II.5 above) or students did not meet expectations (see II.4 above), describe the action that will be taken to address these weaknesses.
Given that the standard of success was achieved for both outcomes, no action will be taken at this time. If slightly weaker scores for evaluation and/or application continue with future assessments, changes may be explored.

2. Identify any other intended changes that will be instituted based on results of this assessment activity (check all that apply). Describe changes and give rationale for change.
 - Master syllabi
Rationale:

 - Curriculum
Rationale:

 - Course syllabi
Rationale:

 - Course assignments
Rationale:

 - Teaching methodology
Rationale:

 - Other:
Rationale:

3. What is the timeline for implementing the actions identified in III.1 and III.2 above?

IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this general education strand.
Yes, this tool was found to be successful. Given the great diversity within the Humanities strand, we were pleased to develop an instrument that could be applied within all disciplines.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

GENERAL EDUCATION ASSESSMENT REPORT

Submitted by:

Preparer:	Charles R. Johnson	<i>Signature</i>	Date:	1/9/2008
	<i>Print</i>			
Dept Chair:	Paulette Grotrian	<i>Signature</i>	Date:	1/9/2008
	<i>Print</i>			
Dean:	Bill Abernethy	<i>Signature</i>	Date:	1/9/2008
	<i>Print</i>			

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Washtenaw Community College General Education Assessment Report Form

BACKGROUND INFORMATION

I. General Education area assessed (check one):

- Writing
- Speech
- Mathematics
- Natural Science
- Social and Behavioral Science
- Arts and Humanities
- Critical Thinking
- Computer and Information Literacy

II. Semester assessment was administered (check one):

- Fall 20__
- Winter 2007__
- Spring/Summer 20__

III. Assessment tool used (check one):

PLEASE ATTACH A COPY OF THE TOOL AND SCORING RUBRIC USED.

- CAAP test
- Survey
- Prompt
- Other (please describe): _____

Has this tool been used before?

- Yes
- No

If yes, has this tool been altered since its last administration? If so, briefly describe changes made.

IV. Please list the course(s) in which this tool was administered:-

The courses assessed were drawn from the three disciplines falling under the Humanities strand. From English ENG 140, ENG 200, and ENG 214 were used. DAN 180 and DRA 152 were assessed in Performing Arts. In the Humanities discipline PHL 101, HUM 145, and HUM 102 were used in the assessment. In all cases the courses assessed counted toward the distribution requirement for the Humanities Strand.

V. How many students were assessed? 126

Washtenaw Community College General Education Assessment Report Form

RESULTS

- I. Briefly describe assessment results based on data collected for the general education area assessed, demonstrating to what extent students are achieving the learning outcomes *as found in the catalogue description of that area* (see attached). **PLEASE ATTACH ANY DATA COLLECTED.****

Two outcomes were defined for the Humanities strand. For Outcome #1 students were asked to identify works and/or techniques/methods/concepts from the humanities. For Outcome #2 students were asked to evaluate these works and/or apply the techniques methods or concepts identified (see attached Humanities Strand Report as well as samples of assessment instruments). For both outcomes a rubric was used with a scale of 0-3. The standard of success was defined as an overall average of 2.1 for each outcome. Within the English discipline the averages were as follows: Outcome #1 – 2.91, Outcome #2 – 2.89. For Performing Arts the averages were: Outcome #1 – 2.57, Outcome #2 – 2.56. Finally for Humanities the averages were: Outcome #1 – 2.63, Outcome #2 – 2.24. In all cases, the standard of success was achieved for both outcomes.

- II. Based on the catalogue description of the general education area assessed, did students meet expectations of the learning outcomes of that area?**

Yes
 No

- III. What areas of strength and weakness in students' achievement of the learning outcomes of the assessed general education area (as stated in the catalogue) did assessment results show?**

Strengths: Students did very well in the area of identifying works and/or techniques/methods/concepts from the area of the Humanities.

Washtenaw Community College General Education Assessment Report Form

Weaknesses: Students did not do quite as well in terms of evaluating the works and/or applying the concepts/methods/techniques identified.

CHANGES INFLUENCED BY ASSESSMENT RESULTS

I. If weaknesses were found (see III above) or students did not meet expectations, what action will be taken to address this?

Given that the standard of success was achieved for both outcomes no action will be taken at this time. If slightly weaker scores for evaluation and/or application continues with future assessments changes may be explored.

II. Identify any other intended changes that will be instituted based on results of this assessment activity (check all that apply).

Master syllabi
Rationale:

Curriculum
Rationale:

Course syllabi
Rationale:

Course assignments
Rationale:

Teaching methodology
Rationale:

Other _____
Rationale:

III. Was the assessment tool effective in measuring students' achievement of learning objectives for this general education area? If not, why?

Yes, this tool was found to be successful. Given the great diversity within the Humanities strand, we were pleased to develop an instrument that could be applied within all disciplines.

Washtenaw Community College General Education Assessment Report Form

Submitted by:

Name: Charles R. Johnson Date: 1/9/2008

Department Chair: Paulette Grotrian Date: 1/9/2008

Dean: Bill Abernathy Date: 1/9/2008

General Education Requirements (2003-04 College Catalogue, p. 61)

1. **Writing:** Develop, organize, and express thoughts in writing using Standard English.
2. **Speech:** Speak in an organized and effective manner and listen critically and with comprehension.
3. **Mathematics:** Understand the applications and perform computations using the concepts of college-level mathematics.
4. **Natural Science:** Understand principles and applications of modern science.
5. **Social and Behavioral Science:** Understand principles and applications of social and behavioral sciences in exploring the dynamics of human behavior.
6. **Arts and Humanities:** Understand and apply information related to the nature and variety of the human experience through personal and cultural enrichment.
7. **Critical Thinking:** Demonstrate skill in analyzing, synthesizing, and evaluating.
8. **Computer and Information Literacy:** Demonstrate the skill to use computer information systems including using software and the ability to locate, retrieve, and evaluate networked information.

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General Education Strand Report: Arts and Humanities Strand

Strand Definition: Understand and apply information related to the nature and variety of human experience through personal and cultural enrichment.

Rationale: Given the great diversity of courses which fall under the Arts and Humanities strand an attempt was made to devise outcomes and an assessment plan that would be meaningful and yet not overly content specific. The danger of attempting to specify content too closely is that widespread application of the assessment plan would be impossible. It is intended that different subject areas will provide greater detail to the rubrics provided in the application of the assessment plan.

Outcomes:

#1: The student will identify the works of the visual/performing arts and/or humanities as well as their methods, techniques, and/or concepts.

#2: The student will evaluate the works, methods, techniques, and/or concepts of the visual/performing arts and/or humanities.

Assessment Methods:

Outcome #1: The student will be presented with a work of the visual/performing arts and/or humanities (e.g., a passage of text, an artwork, a performance). The student will then be asked to perform the following tasks.

- 1) Identify the work presented.
- 2) Identify the method, technique, and/or concept utilized in the work

Both tasks will be evaluated on a 0-3 scale, the rubrics are as follows:

Task 1: 0=no response, 1=incorrectly identifies, 2=partially identifies, 3=correctly identifies

Task 2: 0=no response, 1=incorrectly identifies, 2=partially identifies, 3=correctly identifies

Outcome #2: The student will be asked to evaluate and/or apply the works, methods, techniques, and/or concepts of the visual/performing arts and/or humanities. The rubric for the application will be as follows:

This task will be evaluated on a 0-3 scale, the rubric is as follows:

Task 3: 0=no response, 1=incorrect evaluation/application, 2=correct evaluation without justification (or partially correct application), 3=correct evaluation with justification (or proper/correct application)

Standard of success:

The standard of success will be an average of 2.1 for each outcome.

Sampling method:

The Arts and Humanities strand spans across three departments (Humanities, English, and Performing Arts). Within these different departments, there are often several courses which fulfill this Gen Ed strand. Each department will randomly select three course sections which fulfill this strand for the assessment. This will total nine sections overall.

Timeline:

A first run of the assessment plan will occur winter term 2007.

GENERAL EDUCATION ASSESSMENT REPORT

I. Background Information

1. General Education Strand Assessed (check one).

- Writing:** Develop, organize, and express thoughts in writing using Standard English.
- Speech:** Speak in an organized and effective manner and listen critically and with comprehension.
- Mathematics:** Understand the applications and perform computations using the concepts of college-level mathematics.
- Natural Sciences:** Understand principles and applications of modern science.
- Social and Behavioral Science:** Understand principles and applications of social and behavioral science in exploring the dynamics of human behavior.
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Descriptions of strands from WCC Board Policy #3045. <http://www.wccnet.edu/trustees/policies/index.php?policy=3045>

2. Semester(s) assessment data was collected (check all that apply):

- Fall 20_____
- Winter 20_____
- Spring/Summer 20_____

3. Semester assessment report was prepared (check one):

- Fall 20_____
- Winter 2003 and Winter 2004
- Spring/Summer 20_____

4. Assessment tool used for this assessment (check all tools that apply):

	Used for previous assessment?	
<input type="checkbox"/> CAAP test	<input type="checkbox"/> yes	<input type="checkbox"/> no
<input checked="" type="checkbox"/> Survey	<input type="checkbox"/> yes	<input type="checkbox"/> no
<input type="checkbox"/> Prompt	<input type="checkbox"/> yes	<input type="checkbox"/> no
<input type="checkbox"/> Capstone course	<input type="checkbox"/> yes	<input type="checkbox"/> no
<input type="checkbox"/> Common final or test questions	<input type="checkbox"/> yes	<input type="checkbox"/> no
<input type="checkbox"/> Transfer data	<input type="checkbox"/> yes	<input type="checkbox"/> no
<input type="checkbox"/> Other:	<input type="checkbox"/> yes	<input type="checkbox"/> no
<input type="checkbox"/> Other:	<input type="checkbox"/> yes	<input type="checkbox"/> no
<input type="checkbox"/> Other:	<input type="checkbox"/> yes	<input type="checkbox"/> no

PLEASE SEND A COPY OF THE TOOL(S) AND SCORING RUBRIC(S) USED ALONG WITH THIS REPORT.

5. Please list the course(s) in which this tool was administered. MUS 140 and MUS 180.

GENERAL EDUCATION ASSESSMENT REPORT

6. Describe the total population of students eligible to be assessed and how this group was selected for assessment.
7. Indicate the number of students assessed. 20-30 students per semester

II. Results

1. If applicable, briefly describe the changes that were implemented as a result of the previous assessment.
2. State the outcomes (verbatim) that were assessed for the General Education strand. (General Education Outcomes are available through the following link):
<http://www.wccnet.edu/departments/curriculum/progdata.php?levelone=genedassessment>
 1. The student will identify and analyze works of the visual/performing arts and/or humanities.
 2. Through the analysis or creation of a work of the visual/performing arts and/or humanities, the student will demonstrate the application of the standard techniques, methods, and/or concepts of this discipline.
3. Briefly describe assessment results based on data collected, demonstrating the extent to which students are achieving each of the learning outcome listed above. ***Please attach a summary of the data collected to the back of this document. DO NOT INCLUDE STUDENT NAMES, NUMBERS OR OTHER IDENTIFYING INFORMATION.***
4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. ***Please attach the rubric/scoring guide used for the assessment to the back of this document***
 It was believed that a change of one and a half to two points in the rating per student would indicate a substantial rate of improvement as a result of the coursework. The average rate of improvement was 2-3 points per student. In most cases, all but a few students felt that their awareness in each area surveyed had improved. Percentage of students meeting the objectives: 60-80%.
5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

Strengths: The strengths of MUS 140 related to understanding the artistic process, performance techniques, and overall sensitivity to music as expressive of the human creative/cultural process. MUS 180 strengths were more directed at the relationship of the music as expressive of the culture and time period – with a lesser degree of appreciation for the performance techniques used.

Weaknesses: MUS 140 – the cultural relevance of the music. MUS 180 – the appreciation of the performance techniques. Overall – both courses could benefit from an increase in before/after

GENERAL EDUCATION ASSESSMENT REPORT

ratings in all areas. An improvement of 3-4 points would be a substantial increase and improvement in the course.

III. Changes influenced by assessment results

1. If weaknesses were found (see II.5 above) or students did not meet expectations (see II.4 above), describe the action that will be taken to address these weaknesses.

MUS 140 Music Theory – *Understanding the performance techniques used to create the work.* A greater emphasis will be placed on covering in class, as well as in a revision of the test used for the class, the nature and manner by which creativity is applied to performance and the creation of music. *The revision of the coursepack/text included:* a greater emphasis on restructuring the assignments for each of the three core groups taught in this course. 1. Educators (elementary educators), 2. Beginning musicians (mostly popular-based musicians), and 3. Musicians with prior theory experience.

MUS 180 Music Appreciation – *There were no single areas selected for emphasis as a result of the first survey...* It was believed every area could benefit from a revision of the test written specifically for this class – and the CDs used for home listening. *A greater emphasis would be placed on having the students work in groups* – and in creating individual and group projects related to the subjects of music and its relationship to the musicians/culture from which the pieces are derived. Quizzes will be reduced from two to one – and more emphasis will be placed on student creativity – in assisting the student to understand the creative process used by the musician/composer.

2. Identify any other intended changes that will be instituted based on results of this assessment activity (check all that apply). Describe changes and give rationale for change.

Master syllabi
Rationale:

Curriculum
Rationale:

Course syllabi
Rationale: MUS 140 - greater emphasis placed on project work in class and in encouraging students to work with others outside of class.

MUS 180 – greater emphasis placed on individual and group project work. This means a reduction of information and quizzes/exams in favor of student presentations. The result was enormously positive (every area improved by a point or more).

Course assignments
Rationale: MUS 140 - primary focus to make assignments simple and easier to accomplish. More work is needed in this area – but primarily as concerns the creation of a companion CD to accommodate creative and enjoyable assignments.

Teaching methodology
Rationale: MUS 140 - primary changes concern the restructuring of the coursepack and the in-class activities to include more group work and a greater emphasis on using less vocabulary (musical terminology) more often.

GENERAL EDUCATION ASSESSMENT REPORT

Other:
Rationale:

3. What is the timeline for implementing the actions identified in III.1 and III.2 above?

IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this general education strand. The assessment tool was quite helpful in presenting areas which could be improved and more importantly in assessing the degree to which the improvements might have affected the students' perception of the course benefit to them. Although there are many areas that could be factored into the dramatic change between administering the survey – (i.e. student personalities, cultural stresses, climate, and class dynamics) the fact that identical sections and day/times were assessed lends credibility to the survey and results.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

Submitted by:

Preparer:	<i>Print</i>	<i>Signature</i>	Date:	
Dept Chair:	<i>Print</i>	<i>Signature</i>	Date:	
Dean:	<i>Print</i>	<i>Signature</i>	Date:	

Please return completed form and attachments to the Office of Curriculum & Assessment, SC 247 and e-mail an electronic copy to sjohn@wccnet.edu

Washtenaw Community College
General Education Assessment Report Form

BACKGROUND INFORMATION

Naylor, Michael

I. General Education area assessed (check one):

Mus 140

+ Mus 180

- Writing
- Speech
- Mathematics
- Natural Science
- Social and Behavioral Science
- Arts and Humanities
- Critical Thinking
- Computer and Information Literacy

II. Semester assessment was administered (check one):

- Fall 20__
- Winter 2003 *AND Winter 2004*
- Spring/Summer 20__

III. Assessment tool used (check one):

PLEASE ATTACH A COPY OF THE TOOL AND SCORING RUBRIC USED.

- CAAP test
- Survey
- Prompt
- Other (please describe): _____

Has this tool been used before?

- Yes
- No

If yes, has this tool been altered since its last administration? If so, briefly describe changes made.

IV. Please list the course(s) in which this tool was administered:

Mus 140 Music Theory I AND Mus 180 Music Appreciation

V. How many students were assessed?

20-30 students (per semester)

ASSESSMENT RESULTS:

- I. The Surveys were administered to two sections exactly one year apart [Winter 2003/04] for each course (MUS 180 Music Appreciation and MUS 140 Music Theory). The sections selected were on the same days and times to avoid any potential change due to the time of day (i.e. tiredness of students). A series of questions were devised (see survey) which addressed the students perceptions of their growth over the course. Each student was asked to rate their approximate level of knowledge prior to taking the course and their subsequent level of knowledge or awareness of following the course. The survey was administered only during the last week – as it was believed that the “pre-course” evaluation had to be included at the end of the class. Student’s in the first administering of the survey (it was administered at the beginning of the class) complained that they had no idea how to rate themselves – as most didn’t know what they knew or didn’t know (no mode of comparison).
- II. It was believed that a change of one and half to two points in the rating per student would indicate a substantial rate of improvement as a result of the course work. The average rate of improvement was 2-3 points per students. In most cases all but a few students felt that their awareness in each area surveyed had improved. Percentage of students meeting objectives: 60-80%
- III. Strengths: The strengths of MUS 140 related to understanding the artistic process, performance techniques, and overall sensitivity to music as expressive of the human creative/cultural process. MUS 180 strengths were more directed at the relationship of the music as expressive of the culture and time period – with a lesser degree of appreciation for the performance techniques used.

Weaknesses: MUS 140 – the cultural relevance of the music
MUS 180 – the appreciation of the performance techniques

- overall – both courses could benefit from an increase in before/after ratings in all areas. An improvement of 3-4 points would be a substantial increase and improvement in the course.

CHANGES INFLUENCED BY ASSESSMENT RESULTS

I. If weaknesses were found (see III above) or students did not meet expectations, what action will be taken to address this?

MUS 140 Music Theory –

Understanding the performance techniques used to create the work – A greater emphasis will be placed on covering in class as well as in a revision of the text used for the class – the nature and manner by which creativity is applied to performance and the creation of music.

The revision of the coursepack/text included: a greater emphasis on restructuring the assignments for each of the three core groups taught in this course. 1. Educators (elementary educators), 2. beginning musicians (mostly popular-based musicians) and 3. musicians with prior theory experience.

MUS 180 Music Appreciation –

There were no single areas selected for emphasis as a result of the first survey.... It was believed every area could benefit from a revision of the text written specifically for this class --- and the CD's used for home listening.

A greater emphasis would be placed on having the students work in groups – and in creating individual and group projects related to the subjects of music and its relationship to the musicians/culture from which the pieces are derived. Quizzes will be reduced from two to one – and more emphasis will be placed on student creativity – in assisting the student to understand the creative process used by the musician/composer.

II. Identify any other intended changes (changes made) resultant from the assessment activity:

As a result of the revisions in the coursepack every area of the survey was positively affected with a general gain of a point or better. The primary areas that were changed included:

MUS 140

Course syllabi: a greater emphasis was place on project work in class and in encouraging students to work with others outside of class. Additionally, group I was reduced from three quizzes to two – and additional project work related to education was introduced.

Course assignments: (see above) The primary focus was to make assignments simple and more easy to accomplish. More work is needed in this area – but primarily as concerns the creation of a companion CD to accommodate creative and enjoyable assignments – especially for the students with less discipline.

Teaching Methodology: The primary changes concerned the restructuring of the coursepack and the in class activities to include more group work and a greater emphasis on using Less vocabulary (musical terminology) more often

MUS180

Course syllabi: a greater emphasis was place on individual and group project work. This meant a reduction of information and quiz/exam in favor of student presentations. The result was enormously positive (every area improved by a point or more).

Course assignments: Students were not required – but instead encouraged to attend outside performances. This reduced the stress on students not normally prone to attending performances outside of class (or whose work load is not balanced to the student) – but rewarded the students who desired more musical performance listening experience. Students were given more less time to do their “portfolio assignments” (text reading and responding to CD listening) – but in exchange were rewarded with a final exam which occurred 4 weeks from the end of class – and the remainder of time was invested in group project work related to musical topics of a universal nature.

Teaching Methodology: The primary changes concerned the restructuring of the course from the perspective of making the class more interactive, encouraging the students to exercise their own creativity along the lines of musical composition, and in having the students listen and work in groups – which, although it presented additional problems with inter-student relations, greatly improved the interactivity of the class.

III. Was the assessment tool effective in measuring student’s achievement of learning objectives for this general education area? If not, why not?

I’m rather surprised to say that the assessment tool was quite helpful in presenting areas which could be improved and more importantly in assessing the degree to which the improvements might have affected the students perception of the course benefit to them. Although there are many areas that could be factored into the dramatic change between administering the survey – (i.e. student personalities, cultural stresses, climate, and class dynamics) the fact that identical sections and day/times were assessed lends credibility to the survey and results.

**Washtenaw Community College
General Education Assessment Report Form**

CHANGES INFLUENCED BY ASSESSMENT RESULTS

I. If weaknesses were found (see III above) or students did not meet expectations, what action will be taken to address this?

II. Identify any other intended changes that will be instituted based on results of this assessment activity (check all that apply).

Master syllabi
Rationale:

Curriculum
Rationale:

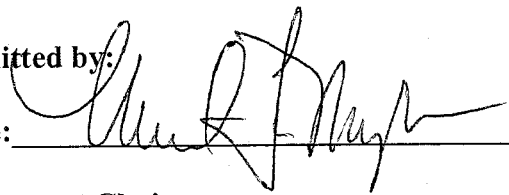
Course syllabi
Rationale:

Course assignments
Rationale:

Teaching methodology
Rationale:

Other _____
Rationale:

III. Was the assessment tool effective in measuring students' achievement of learning objectives for this general education area? If not, why?

Submitted by: _____
Name: 

Date: May 3, 2004

Department Chair: _____

Date: _____

Dean: _____

Date: _____

Washtenaw Community College Course Assessment Report Form

CHANGES INFLUENCED BY ASSESSMENT RESULTS

I. If weaknesses were found (see III above) or students did not meet expectations, what action will be taken to address this?

(See Attached)

II. Identify any other intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.

Master syllabus
Description and rationale:

Curriculum
Description and rationale:

Course syllabus
Description and rationale:

Course assignments
Description and rationale:

Course materials (check all that apply)

Textbook

Handouts

Other: CD

Description and rationale:

(See Attached)

Teaching methodology
Description and rationale:

Other _____
Description and rationale:

Washtenaw Community College Course Assessment Report Form

FUTURE PLANS

- I. Was the assessment tool used effective in measuring student achievement of learning objectives for this course? If not, why?

See Attached

- II. If the assessment tool was not effective, what changes will be made in future assessments?

Submitted by:

Name: _____

Date: _____

Department Chair: _____

Date: _____

Dean: _____

Date: _____

Please return completed form to Assessment Chair Kris Chatas in LA 200.