

## UW Colleges Assessment Planning and Reporting Form

Email your reports to [SAC@uwc.edu](mailto:SAC@uwc.edu)

2003 - 2004

Department	Music
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NOTE: Please attach relevant supporting information used to complete the Report Summary Sheet.

### PART 1: Assessment of General Education Outcomes

#### Section 1: Identify the Proficiencies/Performance Indicators Assessed

- at the *Planning* stage, mark the performance indicators to be assessed in the left hand column below
- at the *Reporting* stage, report the numbers of students who did not meet, met, or exceeded expectations

Proficiency	Performance Indicators	# Do Not Meet	# Meet	# Exceed
A. Analytical Skills	1. Analyze, synthesize, evaluate and interpret information and ideas	99	238	130
	2. Construct and support hypotheses and arguments			
	3. Select and apply scientific and other appropriate methodologies			
	4. Integrate knowledge and experience to arrive at creative solutions			
	5. Recognize fallacies and inconsistencies			
	6. Gather and assess information from printed sources, electronic sources, and observation			

#### Section 3: Use of Results

1. How did individual instructors report that they plan to use these results to improve the instructional process?

See attachment #3

2. What recommendations would you and/or the department assessment committee make to your department for continued improvement of the assessment process, proficiencies, performance indicators, assessment activity, rubric, and/or student performance in the discipline?
  - Discussion within the department as to agreement of the value of critical listening skills.
  - Sharing of listening examples and language of “test”;
  - Suggest that the assessment process be a part of the exams –with or without affecting the grade

3. After discussion of the results by the department, what course of action will the department take to improve student performance with respect to the assessed proficiency?
  
4. Have you assessed this proficiency/performance indicator previously?
  - Yes, this assessment was repeated from the fall.

Did you make changes to your teaching and/or the assessment tool based on that assessment?

- Language of the assessment tool was “tweaked” based on teacher language or historical period of the music assessed (jazz history uses different language from medieval music history and listening emphases are different).
- Faculty selected music listening examples more carefully; clearer examples were selected
- Continue to work for incorporating more critical listening experiences
- Sensitivity to needs and listening experiences of non Western students and “general” student

Describe the impact those changes had on student learning.

- Students improved in both assessment and class performance, retention and understanding
- Students were able to identify overall larger forms
- More success in meeting expectations

## **PART 2: Assessment of Discipline-Specific Outcomes**

### **Section 1: Identify discipline-specific outcomes/performance indicators.**

Outcomes/Performance Indicators
1.After taking a course in music, the student should be able to listen to music with comprehension.

### **Section 2: Attach the rubric/standards used to assess each outcome/performance indicator.**

**See Attachment Part 2 Section 2**

### **Section 3: Assessment Results**

Departmental Outcome/Performance Indicator	# Do Not Meet	# Meet	# Exceed
1.A1	130	238	99

## Section 5: Use of results

5. How did individual instructors report that they plan to use these results to improve the instructional process?
6. What recommendations would you and/or the department assessment committee make to your department for continued improvement of the assessment process, proficiencies, performance indicators, assessment activity, rubric, and/or student performance in the discipline?

The department was in favor of continuing the assessment of listening with comprehension including some adjustment in presentation of material and selection of recordings.

7. After discussion of the results by the department, what course of action will the department take to improve student performance with respect to the assessed proficiency?

Members of the department gained information on how students listen and what they actually hear. Some are more sensitive to asking students what they are hearing; some will change presentation of certain material especially rhythmic concepts; many wanted to continue to assess the analytical skills.

The plan developed to assess communication skills continues with listening so that changing some aspects of content and delivery method will continue to be assessed.

8. Have you assessed this proficiency/performance indicator previously? Did you make changes to your teaching and/or the assessment tool based on that assessment? Describe the impact those changes had on student learning.

Several instructors changed the emphasis of listening skill delivery and many choose listening selections more carefully. Most experienced more positive results in student learning.

### **PART 3: Additional Assessment and Contributions**

Please ask for and include in the report information from Department members about any other assessment activities they have conducted, particularly in conjunction with grant-funded innovations. Also ask for and describe briefly any additional contributions to assessment such as publications, presentations, qualitative classroom innovations (such as Scholarship of Teaching and Learning activities), and other items relating to assessment that the department wishes to note.