

UW Colleges Assessment Planning and Reporting Form  
2005-2006

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

Department	Music
Assessment Coordinator(s)	Jeff Suarez

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 and 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	Courses Fall Semester	Courses Spring Semester
<b>Fall 2005 and Spring 2006</b>	<b>D. Aesthetic Skills</b>	1. Engage with and critically reflect on a work of creative expression.	MUS 170, MUS 171, MUS 173, MUS 273, MUS 295	MUA 004, MUS 170, MUS 172, MUS 173, MUS 174, MUS 273, MUS 282, MUS 295

**Section 2: Explain how, in general, the institutional rubric was applied to assessment activities.** Please attach examples of assessment activities (i.e. modified rubric, assignment, questions) and measurements used to place individuals into the three categories (exceeds, meets, fails to meet). **When completing this section, it may be best to explain the results by course (or course cluster if there were similar tools or results) rather than by instructor.**

*The institutional rubric (D1) was applied to assessment activities by having the students listen to a piece of music and then reflect on what they felt the music was attempting to convey by writing a short response. The measurement of the response was left to each individual instructor, and it was also up to each instructor to decide how insightful (or lack of insight) each assessment held.*

*As can be understood, aesthetics is a difficult thing to measure; what touches one may not inspire another. However, general assumptions (which are debatable) have*

*been made as to what "art" is. In music, certain music composers have been identified as worthy of historical recognition (and there has been argument over this topic as well), and generally speaking, "classical" music is considered "art."*

*With the above premise, we have attempted to identify aesthetic responses to works of music that may be considered "art." However, because of the wide array of this idea, as DAC, I felt it best to let each individual instructor decide 1) what they felt was an appropriate piece and 2) how best to measure aesthetic response to said piece. This is similar to what a private music instructor may do with each of their given students in advanced areas of instruction. Simply put, some students "get it" better than others concerning ideas of "Romantic" or "Baroque" music gestures. In relation to the music department assessment exercise, the idea was to measure what students "got it" based on not only their previous knowledge, but of course on the current topics and instruction being given in class.*

*I gave general guidelines concerning what I felt was appropriate in terms of measurements of the three categories (Exceeds, Meets, Fails), however, I then left it up to each instructor to make the final decision based on their training. I will be the first to admit this is a difficult process, however, I am also excited about the process because we are exploring new areas of thought that have been argued over for many centuries, and have been even quantified to a certain degree, but have never been solved. Even though the chance is extremely slim, it is possible that this work could lead to a new way of looking at, and teaching about, music. Still to be a little more clear, basically, if a student had a great explanation of what the music was conveying exceeding general expectations, they were given the mark of "Exceed." This may include a particularly insightful response to the given work. If a student had a good explanation of what the music was conveying, they were given a "Meets," and a poor explanation, a "Fails." This is explained in the rubric below, as well.*

**\*\*NOTE....instructors followed instructions given in rubric....**

(Fall 2005)-----

- Listen to a work applicable to the class you are teaching
- Have students write roughly ½ paragraph
- Look for content only concerning the above
- Look for particulars in how the student expresses themselves
- DO NOT give the students any idea about who composed piece, style, etc.
- Look for creative answers to define the music
- Up to each individual instructor to decide

(Spring 2006)-----

- Listen to a work applicable to the class you are teaching
- Have students write one to two paragraphs
- Look for content only concerning the above

- Look for particulars in how the student expresses themselves
  - DO NOT give the students any idea about who composed piece, style, etc.
  - Look for creative answers to define the music
  - Up to each individual instructor to decide
- 

**Assessment activity row describes piece of music played and composer of said music**

Proficiency	Exceeds	Meets	Fails to meet
D1 Fall 2005	109	194	49
D1 Spring 2006	53	128	30
TOTALS	162	322	79

**Section 3: Use of Results (*responses in italics*)**

1. **Use by instructors** - Summarize the ways individual instructors plan to use assessment results to improve the instructional process.  
*The instructors have indicated that, in general, these results have affected how they teach their subject matter and have adjusted their processes to help ensure that material is "truly learned." This is something that has taken place in the past, however, the assessment process has, again in general, helped instructors understand their instruction in a slightly different, and sometimes more in depth, way. Some instructors seem to still be wary of the assessment process, however, they seem to be in the minority, and I am hopeful that as I become a better department assessment coordinator I will be able to understand what will bring these last remaining instructors "on board."*
2. **Use by department** - What changes will you and/or the department assessment committee recommend to your department. Include changes to:
  - a. assessment process  
*The assessment committee and the department will look into the following options:*
    1. *Swapping assessment exercises for evaluation (once again)*
    2. *Integrating the assessment process more into the "regular" class routine*
    3. *Working to get everyone participating*
    4. *Attempting to make the process as "user-friendly" as possible*
  - b. proficiencies selected  
*Aesthetic Skills for 2005-06*  
*Communication Skills for 2006-07*
  - c. performance indicators used to measure proficiency  
*D1 for 2005-06*  
*C2 for 2006-07*
  - d. assessment activities

*For 2005-06 Listening to a piece of music and writing about it, focusing on the D2 performance indicator*

*For 2006-07 Listening to a piece of music and writing about it, focusing on the C2 performance indicator*

- e. evaluative rubrics
    - In the area of evaluating the results, we in the Music department will continue to attempt to quantify aesthetic response, in particular, to a piece of music. It is understood that this is often a very difficult and subjective process, yet, it is also acknowledged that aesthetic is a very important aspect to the arts in general.*
  - f. student performance in a specific course (if there is something that stands out with department discussion).
    - Anomalies that appear in the assessment results will be discussed*
3. **Course of action** - 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? *N.A. This will be done in early September 2006 at the department meeting.*

**PART 2: Assessment of Department-Specific Outcomes**  
❖ at the **Planning** stage, complete section 1

**Section 1: Identify department-specific learning objectives.**

	Outcomes/Performance Indicators	Courses Fall Semester	Courses Spring Semester
	1. After taking any course in the Music Department, a student will be able to engage with and critically reflect on a work of creative expression.	MUS 170, MUS 171, MUS 173, MUS 273	MUA 004, MUS 172, MUS 173, MUS 273, MUS 282, MUS 295

**Section 2: Insert the rubrics used here and explain how the rubric or standards were used to assess each outcome or performance indicator.** Please attach examples of assessment activities (i.e. modified rubric, assignment, questions) and measurements used to place individuals into the three categories (exceeds, meets, fails to meet). **When completing this section, it may be best to explain the results by course (or course clusters if there were similar tools or results) rather than by instructor.**

Aesthetic Skills Rubric

**D1. Engage with and critically reflect on a work of creative expression**

- Exceeds
- The Student approaches a work of creative expression with openness and interest
  - The student demonstrates an awareness of the creative contexts the author or artist has worked in and the creative choices s/he has made.
- Meets
- The Student approaches a work of creative expression with a combination of resistance and openness, disinterest and interest
  - The student demonstrates an awareness of the creative contexts the author or artist has worked in and the creative choices s/he has made.
- Fails
- The Student approaches a work of creative expression with resistance, lack of interest, or prejudice
  - The student does not demonstrate an awareness of the creative contexts the author or artist has worked in and the creative choices s/he has made.

(Fall 2005)-----

- Listen to a work applicable to the class you are teaching

- Have students write roughly ½ paragraph
  - Look for content only concerning the above
  - Look for particulars in how the student expresses themselves
  - DO NOT give the students any idea about who composed piece, style, etc.
  - Look for creative answers to define the music
  - Up to each individual instructor to decide
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(Spring 2006)-----

- Listen to a work applicable to the class you are teaching
  - Have students write one to two paragraphs
  - Look for content only concerning the above
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  - DO NOT give the students any idea about who composed piece, style, etc.
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- 

Instructors will pick their own piece and will email Jeff what their class is that they have chosen and the piece they will use.

Timeline (fall and spring):

October 15 – Instructors will pick out piece and email Jeff the particulars

October 25 – If Jeff has not heard from instructor, he will email a suggested class and piece to assess.

November 28 – December 2 – Do the assessment exercise at some time that week

December 15 – email Gregg Nettlesheim results and Jeff “Dept. Assessment Form” no later than this date

March 1 – Instructors will pick out piece and email Jeff the particulars

March 15 – If Jeff has not heard from instructor, he will email a suggested class and piece to assess.

April 24 – April 28 – Do the assessment exercise at some time that week

May 10 – email Gregg Nettlesheim results and Jeff “Dept. Assessment Form” no later than this date

Departmental Outcome/Performance Indicator	# Exceed	# Meet	# Do Not Meet
1. D1	162	322	79
2.			
3.			

### Section 3: Use of Results (*responses in italics*)

4. **Use by instructors** - Summarize the ways individual instructors plan to use assessment results to improve the instructional process.  
*The instructors have indicated that, in general, these results have affected how they teach their subject matter and have adjusted their processes to help ensure that material is “truly learned.” This is something that has taken place in the past, however, the assessment process has, again in general, helped instructors understand their instruction in a slightly different, and sometimes more in depth, way. Some instructors seem to still be wary of the assessment process, however, they seem to be in the minority, and I am hopeful that as I become a better department assessment coordinator I will be able to understand what will bring these last remaining instructors “on board.”*
  
5. **Use by department** - What changes will you and/or the department assessment committee recommend to your department. Include changes to:
  - a. assessment process  
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    1. *Swapping assessment exercises for evaluation (once again)*
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*Aesthetic Skills for 2005-06*  
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  - d. assessment activities  
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*For 2006-07 Listening to a piece of music and writing about it, focusing on the C2 performance indicator*
  - e. evaluative rubrics  
*In the area of evaluating the results, we in the Music department will continue to attempt to quantify aesthetic response, in particular, to a piece of music. It is understood that this is often a very difficult and subjective process, yet, it is also acknowledged that aesthetic is a very important aspect to the arts in general.*
  - f. student performance in a specific course (if there is something that stands out with department discussion).  
*Anomalies that appear in the assessment results will be discussed*

6. **Course of action** - 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? *The instructors will be working to better make assessment a part of their class routine in addition to what is already being done....this is important because I feel that more instructors are "on board" after our September 2006 meeting, or at the very least more interested in the process.*

**PART 3: Additional Assessment and Contributions (*responses in italics*)**

**Section 1: Please discuss activities that were supported by the assessment budget for the department assessment committee.** In particular outline the department assessment committee activities for the academic year.

*We held brief discussions using email, and basically the feedback I received indicated that the committee was pleased with the course of action I undertook. Because our department meetings are early in each semester, the chair of the department allocates a large amount of time for the assessment coordinator to present his/her plan; I have ran this section as a question and answer session (during the second half of the time allocation), fielding requests, complaints, and suggestions, and then implementing said feedback into the assessment process as much as possible. We do have activities planned to utilize the budget, such as at least a half-day devoted to assessment*

**Section 2: Please discuss activities that were supported by the assessment budget for overall department assessment activities.**

*We will be meeting as a committee at least once in a central Wisconsin location to plan and discuss assessment, using funds for the support of this endeavor*

**Section 3: 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.

*I personally have been involved in SoTL activities held in Madison and hosted by the UW-Colleges, as well as attending the Assessing and Enhancing Student Learning in the Department or Program: Feasible, Practical, and Simple Strategies workshop led by Barbara E. Walvoord. Other than these activities, I am unaware of any other participation by music department instructors.*

### PART 4: Historical Trends

**Section 1: History of General Education activities.** Please add more rows as necessary. This should be an on-going list copied from each previous report.

Proficiency	Year Assessed	Results	Year Assessed	Results	Year Assessed	Results
				E = M = F =		E = M = F =
				E = M = F =		E = M = F =
				E = M = F =		E = M = F =

**Section 2: History of department learning objective activities.** Please add more rows as necessary. This should be an on-going list copied from each previous report.

Objective	Year Assessed	Results	Year Assessed	Results	Year Assessed	Results
A1	2003-04	E = 153 M = 389 F = 183		E = M = F =		E = M = F =
C2	2004-05	E = 115 M = 293 F = 173		E = M = F =		E = M = F =
D1	2005-06	E = 162 M = 322 F = 79		E = M = F =		E = M = F =