

Core Competencies Assessment Data Department of Music

Learning Outcome

Students will be able to identify, locate, evaluate, and effectively and responsibly use and cite information (Information Literacy).

Outcome Measure

Annual: Each student will be required to complete a final project that includes a paper and oral presentation on the topic of Role, Calling and Music Careers, as a part of their participation in the Senior Seminar. The audience for this talk will include department faculty, fellow students and possibly alumni. The students will be given the evaluation criteria in advance of their presentation and will be rated by the faculty using the AAC&U rubric with a scale of 4 (Capstone) to 1 (Benchmark) in each of the major areas.

Criteria for Success

75% of the students should have an average score of at least 3 in each of the major areas.

Aligned with DQP Learning Areas (circle one or more)

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data

Information Literacy	Percentage of Students at 2.5 or Higher		
	2013-14	2014-15	2015-16
Determine the Extent of Information	61%	71%	65%
Access the Needed Information	61%	90%	70%
Critically Evaluate Information	61%	63%	71%
Use Information Effectively	81%	89%	90%
Ethically Access and Use Information	73%	92%	90%

Conclusions Drawn from Data

Our students write well and present themselves confidently. However, our students face a major hurdle when accessing music data in that they do not have campus access to RILM, our major, discipline-specific database in music. Students need to go to San Diego State in order to get access to RILM. As a result, most students relied on simple, readily accessible music data sources (such as Wikipedia), sources that often are neither authoritative nor reliable. PLNU also recently lost its music reference librarian and students were not properly trained in handling music data sources. Students too often cited opinions in their papers that were simply not backed by industry data sources.

Changes to be Made Based on Data

The instructor will need to restructure this assignment in order to allow greater training in music data sources, especially industry metrics such as Billboard, NAMM, RILM, BLS, RIAA and similar sources. A greater emphasis needs to be placed on getting students to SDSU to access RILM until such a time as we are given access on our campus.

Rubric

See below

AAC&U Information Literacy VALUE Rubric

	Capstone 4	Milestones		Benchmark 1
		3	2	
Determine the Extent of Information Needed	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
Access the Needed Information	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
Evaluate Information and its Sources Critically*	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view).	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (such as relevance to the research question, currency, and authority).	Chooses a variety of information sources. Selects sources using basic criteria (such as relevance to the research question and currency).	Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question).
Use Information Effectively to Accomplish a Specific Purpose	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
Access and Use Information Ethically and Legally	Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.