

## **SP17 Assessment Data Department of Music – General Education, Intro to Music (MUH100)**

### **GE Learning Outcome**

**2.b. Arts Appreciation**--Understand and appreciate diverse forms of artistic expression.

### **MUH100 Course Learning Outcomes**

- Students will be able to evaluate and articulate personal experiences through attending live concerts.
- Students will be able to recognize and describe basic music concepts (such as form, harmony, melody, and rhythm) using correct terminology.
- Students will be able to demonstrate an understanding of historical/cultural perspectives about the music.

### **Outcome Measure**

Final Concert Report assigned in all sections of MUH100. Although the various sections are taught differently each section agrees to add the CLO's listed above and to measure these CLO's in the same way. A random selection from our six sections were scored against the common rubric in order to generate the longitudinal data. The papers are scored against the rubric by the professor after they have been graded.

### **Criteria for Success**

75% of students will score at least a 2 on all three sections of the final paper.

## Longitudinal Data

	Students will be able to evaluate and articulate personal experiences through attending live concerts.	Students will be able to recognize and describe basic music concepts (such as form, harmony) using correct terminology.	Students will be able to demonstrate an understanding of historical/cultural perspectives about the music.
SP16 Averages	2.42—87%	1.96—79%	1.38—50%
FA16 Averages	2.83—98%	2.34—74%	1.86—52%
SP17			
Sec 1—Johnson	0	0	0
Sec 2—Pedersen	3.0—100%	1.92—92%	1.42—42%
Sec 3-4—Stevens	2.57—100%	2.0—57%	2.29—100%
Sec 5—Tyler	3.0—100%	2.27—75%	2.45—83%
Sec 6—Tyler	2.83—100%	2.83—100%	2.67—100%

## Conclusions Drawn from Data

MUH100 is an introduction to Western Art Music course that is taught by six instructors who all approach the course differently. Two years ago, we adopted a shared set of LO's and agreed to assess these LO's with a common paper. Our work highlighted that we do not have a shared vision for what we want to accomplish in the various sections of this course, that student experience with the course varies widely and that student satisfaction is uneven.

We appear to be hitting our mark of "75% of students achieving at least a 2 on all sections of the paper" only in our first category, and in this category, perhaps too easily. The third category requires the use of technical language in order to explain musical experience and is the most difficult for the students. Our instructors have worked on this area and our scores have improved. We provided some help for the instructor who struggled with the rubrics last semester and his scores improved as well. We had one instructor this year who decided to not use the final paper and did not assess his students.

### **Changes to be Made Based on Data**

We need to continue the discussion of what we want to accomplish in MUH100 and why we are teaching the course. The goal for these discussions is a shared vision for the course that undergirds the various sections, enforces common standards, upholds academic freedom and celebrates the diversity of teaching styles. We need to continue all instructors to give the assignment in an even manner, stress the importance of the assignment with their students and scaffold technical writing in such a way that students are comfortable by the time the last paper is assigned.

The one instructor who did not assess his students will no longer be teaching this course.

Finally, we seem to be witnessing grade inflation and will run a benchmarking session with our faculty at our first faculty meeting in order to ensure that our scoring is fair and unbiased. The high number of 3's and 100% rating seems to indicate that we are not upholding rigor in this assignment. A set of outside eyes on the papers and their associated rubrics will benefit both the instructors and the students.

## Rubric Used

### GE learning Outcomes Rubric for MUH100

Item	Exemplary--3	Proficient--2	Developing--1	Initial--0
Students will be able to evaluate and articulate personal experiences through attending live concerts.	The paper eloquently evaluates the author's meaningful engagement with the event and with the music.	The paper shows some engagement with the event and with the music.	The paper does not make it perfectly clear that the author attended the event, or it shows little engagement.	The paper provides no convincing evidence that the author actually attended the event.
Students will be able to recognize and describe basic music concepts (such as form, harmony, melody, and rhythm) using correct terminology.	The paper integrates correct music terminology and savvy musical understanding in a detailed description of the music itself.	The paper adequately describes the music itself using mostly correct terminology.	The paper describes at least some of the music itself with a small amount of success.	The paper contains very little successful description of the music itself.
Students will be able to demonstrate an understanding of historical/cultural perspectives about the music.	The paper thoroughly and accurately synthesizes historical/cultural perspectives about the music.	The paper adequately describes historical/cultural perspectives about the music.	The paper describes historical/cultural perspectives about the music with a small amount of success.	The paper contains very little successful description of historical/cultural perspectives about the music.