

## **FA17 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 Averages			
FA17			
Sec 1—Dally	2.8--100%	2.0—77%	2.0—62%
Sec 2—Tyler	2.9—100%	2.4—100%	2.9—100%
Sec 3—Tyler	3—100%	2.63—88%	3—100%
Sec 4—Tyler	2.25—75%	1.67—58%	2.25—75%
Sec 5—Johnson	0	0	0
Sec 6—Stevens	2.46—91%	1.46—54%	2.15—77%

## 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" in the first and third categories, and in these, perhaps too easily. The second 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 although we are still not at our mark. We provided some help for the instructor who struggled with the rubrics last semester and his scores improved as well. We still have students who do not turn in the paper indicating that we are still needing to make it clear that this is not an optional assignment. 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**

The MUH100 instructors met on 24 January to discuss the GELO Assessment data. All instructors agreed that I would help students to scaffold the final paper a bit more and to make the assignment more stringent. Discussion points included the difficulty of getting accurate use of terminology and music vocabulary into papers at an early point in the course. All instructors use more than one paper in order to give students a chance to improve their prose. Based on these discussions, the faculty made the following changes:

- John Dally requires the final paper to be a review of a professional ensemble, not an on-campus performance. We think this is a good approach for all sections.
- Dally also suggested that the final paper be a rewrite and a resubmission of a paper, which provides students with more than one chance to get feedback and encourages best efforts and rewriting.
- Clemmons suggested scaffolding the papers so that all students in the class work on the same first paper, maybe a review of a video, then gradually more to more freedom in the final papers.
- Tyler suggested a sample paper available to students so that they can see what a successful review looks like.

Finally, all realized that it is probably past time for the Department to own this course, with a standardized syllabus, a course outline and timeline in place and all tests, quizzes and activities prepackaged and ready to hand to the instructor. To this end, Clemmons will seek funds to hire three instructors to write the course over a summer. We will also run a benchmarking section in order to check against grade inflation.

### **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.