

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			
Sec 1--Tyler	2.56—89%	2.33—89%	2.33—89%
Sec 2--Mason	2.14—71%	1.86—71%	1.71—57%
Sec 3--Tyler	2.8—100%	1.8—83%	2—83%
Sec 4--Mason	2.82—100%	2.27—91%	.18—0%
Sec 5--Tyler	1.75—75%	1.38—63%	1.63—63%
Sec 6--Mason	2.36—82%	1.81—73%	1—36%
Combined Averages	2.42—87%	1.96—79%	1.38—50%

Conclusions Drawn from Data

SP16 was the first time that we used a common rubric to score a shared set of LO's for our GE course, MUH100. The course is an introduction to Western Art Music and is taught by six different professors who all approach the course differently. We feel that the shared LO's and rubric have brought more of a common experience among the diverse sections of the course. We crafted the LO's over the course of the year in a series of meetings and email exchanges. We agreed that the LO's and the associated rubric were a good start but that we wanted to continue to work on them. Although we agreed to adopt this new way of thinking about our courses it was clear 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

We appear to be hitting our mark of "75% of students achieving at least a 2 on all sections of the paper" in our first two categories easily, indicating that either our standards are too low in these first two categories or our grading is too lenient. However, there is a large drop off in the third category which asks students to

demonstrate an understanding of the connections between musical artifacts and the culture and history in which they are situated. Since the scores vary widely between sections in this category it is possible that there was confusion about the assignment either at the level of the instructor, student or both.

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 are exploring bringing in a consultant, an expert in teaching Music History, who can help us to think creatively about approaches to the course.

We need to run a calibration exercise with the rubric and the various teachers to ensure that we have a benchmark for our grading. It will be helpful to have someone other than the section teacher to score the papers in order to ensure that scoring is fair and homogeneous across sections. In addition, we need to look at the sections on using terminology correctly and historical connections in order to ensure that students are adequately prepared for this portion of the paper.

Finally, we need to ensure that all teachers understand the importance of the assignment to ensure that students complete it and avoid having the data skewed by papers that are not turned in.

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.