MUS102 Assessment

Course Assessment in a Box

Course Assessment in a Box is a practical tool for you to conduct assessment of course Student Learning Outcomes (SLOs). By following these simple steps, using assessment tools you already use to evaluate student work, you can easily produce a course assessment of SLOs.

These steps align with the course SLO assessment page in the CurricUNET Program Review Module. Once the steps are completed, it should be easy to transfer your work to, or simply attach it to, the Program Review.

1. Number and name of the course being assessed:

   Music 102

2. Course SLOs from the Course Outline of Record (simply cut and paste from the COR):

   1. Recognize and identify the following musical parameters while listening to music: pitch, beat, rhythm, meter, texture, dynamics, harmony and form.
   2. Identify and describe key musical elements from a variety of musical genres, eras, and cultures

3. If you have had any dialogue about the Course SLOs amongst faculty who teach this course, please describe it here (leave blank if there has been no specific dialogue):

   Dialog with Professor London, mostly centered on making students accountable, encouraging attendance, through frequent pop quizzes, etc.

4. List the SLO(s) you are assessing in this particular instance:

   1. Identify and describe key musical elements from a variety of musical genres, eras, and cultures

5. Describe the assessment strategy or tool that addresses the SLO(s):

   NOTE: Try to use assessment strategies you are already using to evaluate student work as part of your grading system. Examples: Rubrics for Evaluating Projects or Assignments, Portfolio Evaluation, Culminating Projects, Final Exams, Writing Assignments, Performance Assessment, Department Testing, Pre and Post Tests, Vendor or Industry Certification Examinations, Indirect Assessments (Student Surveys, Focus Group Discussions, Interviews), or others....
A few days before the class, students were asked (via Class Announcement, also sent to personal email) to listen to and familiarize themselves with a particular musical example (Mozart, Symphony No. 40, 1st movement). Example played in class. Students asked to identify the example, its composer and salient characteristics. Students submitted written answers.

This exercise was repeated after the ensuing class lecture using this example as central focus. Students then reevaluated following the lecture.

6. Describe how the criteria or standards in this assessment tool link to the SLO(s) being assessed:

The musical example required that students identify musical elements in order to accurately identify the piece, composer, etc.

7. By looking holistically at the results from all students, describe your findings:

After initial sample, only 4 of 37 students could correctly identify the piece and composer.

Subsequent testing, following the lecture, showed that 52/53 correctly identified the piece and composer.

This revealed a huge gap between student responsiveness before the fact, as opposed to student comprehension following traditional lecture. Results indicate at least that the traditional lecture format remains highly effective in some ways. It also suggests that college students are "just-in-timers", and not particularly responsive to an instructor's proactive efforts.

8. Describe faculty dialogue (if any) involved in the assessment process:

I described the entire process to Professor London, but otherwise carried this out on my own.

9. Based on an analysis of your findings and dialogue, describe revisions (if any) in curriculum or teaching strategies implemented to promote student success:

1. If a proactive approach is to succeed, it will require considerably more than a single Announcement/Email asking students to focus on a particular concept.
2. Apparently even MORE repetition is needed of basic concepts e.g. that the Renaissance is the era of a capella music. Many students answered "Renaissance" for era, an obviously incorrect answer, as the played example was instrumental.

10. After the improvements are implemented, describe the results: