

#### #4. Executive Summary: Undergraduate Program Assessment: Alternative Delivery

<b>Course: Mu 111 - Music Appreciation</b> <b>Alternative Format: Other</b> <b>Explain "Other" if selected: Dual Credit</b>
<b>Department: Music</b> <b>Date: June 14, 2018</b>
<b>Members</b> (must include more than course instructor only) <b>involved with analysis of artifacts: Elizabeth Grimpo, Jerrode Marsh, Joseph Herl, Kurt von Kampen</b>
<b>See #3 Assessment Plan: Alternative Delivery: Student Outcomes for:</b> <i>a) Course requirement evaluation; b) Student Outcome; c) Question(s); e) Methodology</i>
<b>Analysis of artifacts:</b> 1). Student Outcome: <b>PERFORMANCE CRITERIA*</b> - <i>How was data analyzed? (attach rubrics/scoring tools if used).</i> The 40 question multiple choice cumulative exam (sent in May 2017; should already be on file), taken by every student, was graded according to the answer key (sent in May 2017; should already be on file). A summary of scores, according to each course, is attached.  2). <b>COMPARABILITY</b> – <i>How did you determine if the outcomes of the traditional and alternative deliver modes were comparable? (note "na" if delivery modes were not compared).</i> The mean and median exam scores of each class were calculated.
<b>Summary of RESULTS*:</b> 1). <i>Restate the assessment question(s) (from the Assessment plan):</i> Can students understand and identify the broad themes and supporting details within the history of classical music?  2). <i>Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.</i> The Music Appreciation course taught as a Dual Credit course at DC1 had an enrollment of four students in the fall semester. It was not offered in the spring semester due to low student interest. The results of the multiple choice cumulative exam are as follows: mean = 36; median = 35.5; mode = N/A.  The Music Appreciation course taught as a General Education course in the traditional face-to-face format, offered in both the fall and spring semesters at Concordia University, Nebraska, had enrollments of 20 and 33 students, respectively. The results of the multiple choice cumulative exam are as follows: mean = 32 (fall), 30 (spring); median = 31 (fall), 30 (spring); mode = 31 (fall), 26 (spring).  3). <b>INTERPRETATION*</b> - <i>Discuss how the results answer the assessment question(s).</i> The mean and median scores of the multiple choice cumulative exam in both the dual credit and traditional courses were 75% (C, average) or better. This demonstrates that the students in both courses are indeed able to understand and identify a substantial amount of the broad themes and supporting details within the history of western classical music.  4). <i>Observations made that were not directly related to the question(s). (i.e. interrater reliability of the scoring tool was low)</i> None  5). <b>How did the outcomes of the traditional and alternative format analysis compare?</b> (note "na" if delivery modes were not compared). <b>The mean score of the Dual Credit course was a fair bit higher than the mean score of the General Education course. In large part, this is likely due to the fact that there were only a handful of students in the Dual Credit course who were all very academically astute and interested in the subject matter, according to their instructor. Therefore, they performed well. The enrollment of the General Education courses was much larger and varied; some students put in a great deal of effort, others didn't. Because of this, the results showed (though not surprising) and brought the mean score lower than the Dual Credit course.</b>
<b>Sharing of Results:</b> <i>When were results shared? Date:</i> June 14, 2018 <i>How were the results shared? (i.e. met as a department)</i> This executive summary email and the

assessment results were shared via email with the full-time members of the music department.  
*Who were results shared with? (List names):* Jeffrey Blersch, Joseph Herl, Nicole Jacobs, Andrew Schultz, Kurt von Kampen

**Discussion of Results –Summarize your conclusions including:**

1. **ACTION\***- *How will what was learned from the assessment impact the alternative format teaching of this course starting the next academic year?* The students in both the Dual Credit and General Education courses are, on average, performing at a C or better. This indicates that all students, regardless of course delivery, are learning and understanding the same material to a similar degree. Therefore, no change to course instruction is needed at this time.

2. **IMPACT\***- *What is the anticipated impact of the ACTION\* on student achievement of the learning outcome in the next academic year?* N/A

3. **BUDGET IMPLICATIONS** – *Indicate budget requirements necessary for the successful implementation of the ACTION\* (i.e. an additional staff person, new equipment, additional sections of a course).* N/A

**Submitted via email to Assessment Committee Chair by: Elizabeth Grimp**

**Reviewed by the Assessment Committee (date): 6/14/18**

Submitter notified/additional action needed: na

**BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean: na**

**Approved & Posted to Assessment site: 7/1/18**