

2018 – 19 Alternative Delivery Assessment Plan

To be completed by course instructors or program directors for 3 credit courses that are offered in **BOTH** the traditional (15 week face-to-face) format and in an alternative format (dual credit, online, and condensed time formats). Submit to the Assessment BlackBoard site.

Department: Music Date: Nov. 26, 2018 Course: MU 111 - Music Appreciation Alternative Format(s) – select as many as are applicable: Dual Credit Select Select
Members (must include more than course instructor only) involved with the development of this Assessment Plan: Dr. Elizabeth Grimpo, Dr. Jerrode Marsh, Dr. Joseph Herl, Dr. Kurt von Kampen
Course Requirements: <ol style="list-style-type: none">1. Each alternative delivery course meets credit hour requirements? (135 clock hours).<ol style="list-style-type: none">a. Attach: Credit Hour Audit - traditional formatb. Attach: Credit Hour Audit for each alternative format. (Dual credit will be provided by the Dual Credit Coordinator)2. Course requirements for all formats are comparable.<ol style="list-style-type: none">a. Attach: Course Guide - traditional format.b. Attach: Course Guide for each alternative format. (Dual credit will be provided by the Dual Credit Coordinator)
Student Outcome: <ol style="list-style-type: none">1. <i>What student outcome will be assessed? Retention and comprehension of the material.</i>2. State as follows: Students should be able to [action verb] [something]. Students should be able to identify specific traits, historical events, and general themes of classical music and its composers from 400-1950.
Question: <i>What specific question(s) are you attempting to answer through assessing this student outcome? (What are you trying to find out? There may be more than one question, but no more than three.)</i> Can students understand and identify the broad themes and supporting details within the history of western classical music?
Methodology <ol style="list-style-type: none">1. Student Outcome - OBJECT*<ol style="list-style-type: none">a. <i>What student artifact from the traditional course will be used to assess the outcome?</i> 40 question multiple choice cumulative exam<ol style="list-style-type: none">i. <i>How will the artifact be collected?</i> Hard copies of the exam, given during class time.b. <i>What student artifact from the alternative course(s) will be used to assess the outcome?</i> 40 question multiple choice cumulative exam<ol style="list-style-type: none">i. <i>How will the artifact be collected?</i> Hard copies of the exam, given during class time, scanned and emailed to faculty liaison.
Analysis of Artifacts: <ol style="list-style-type: none">1) Student Outcome: PERFORMANCE CRITERIA*<ol style="list-style-type: none">a. <i>How will the artifacts be analyzed (attach rubrics/scoring tools if used):</i><ol style="list-style-type: none">i. Traditional course: The exams will be graded, and the number of correct responses from every student will be recorded. From this data, the mean and median scores will be calculated.ii. Alternative course(s) (note SAME if the same as the traditional course): The exams will be graded, and the number of correct responses from every student will be recorded. From this data, the mean and median scores will be calculated.2) COMPARABILITY - How you will determine if the outcomes of the two are comparable? (For example – there will not be a statistically significant difference among the mean final exam scores). The mean scores from the traditional course and the dual credit course will be compared, and if there is no statistically significant difference between the two, both courses are fulfilling the stated goals and objectives.
Submitted by: Elizabeth Grimpo Date: Nov. 26, 2018 Assessment Committee Reviewed (Date): 12/4/18
Submitter notified or approval/ or additional action needed: 12/4/18 - Approved