

2018– 19 Alternative Delivery Executive Summary

Submit to the BlackBoard Assessment Site.

Department: Music Date: June 3, 2019 Course(s): 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 analysis of artifacts: Elizabeth Grimpo, Jerrode Marsh, Kurt von Kampen, Joseph Herl
Alternative Delivery Assessment Plan for: a) <i>Course requirement evaluation;</i> b) <i>Student Outcome;</i> c) <i>Question(s);</i> e) <i>Methodology</i>
Analysis of artifacts: 1). Student Outcome: PERFORMANCE CRITERIA * - <i>How was data analyzed? (attach rubrics/scoring tools if used). 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).</i> 2). COMPARABILITY – <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). The mean and median exam scores of each class were calculated.</i>
Summary of RESULTS*: 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 during the spring semester. It was not offered in the fall semester due to low student interest. The results of the multiple choice cumulative exam are as follows: mean = 30; median = 31; 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 23 students each semester. The results of the multiple choice cumulative exam in the fall semester are as follows: mean = 32; median = 31; mode = 31. The results of the multiple choice cumulative exam in the spring semester are as follows: mean = 31; median = 32; mode = 38. 3). INTERPRETATION * - <i>Discuss how the results answer the assessment question(s).</i> The mean, median, and mode scores of the multiple choice cumulative exam in both the dual credit and traditional courses were all 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). How did the outcomes of the traditional and alternative format analysis compare? The mean scores of both the traditional and alternative format courses were very close this year. This is an indication that the course material is being taught effectively and students are learning and processing the same information accurately in both formats.
Sharing of Results: <i>When were results shared? Date:</i> June 3, 2019 <i>How were the results shared? (i.e. met as a department)</i> departmental email <i>Who were results shared with? (List names):</i> Kurt von Kampen, Joseph Herl, Jeff Blersch, Andy Schultz, Nicole Jacobs
Discussion of Results –Summarize your conclusions including: 1. ACTION *- <i>How will what was learned from the assessment impact the alternative format teaching of this course starting the next academic year?</i> The students in both the high school Dual Credit course and the college 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 *- <i>What is the anticipated impact of the ACTION* on student achievement of the learning outcome in</i>

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 by: Elizabeth Grimpo **Assessment Committee Reviewed (date):** 6/11/19

Submitter notified approval/additional action needed: na

BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean: na