

2024– 25 Alternative Delivery Executive Summary

Submit to the BlackBoard Assessment Site.

Department: Music Date: June, 2025 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
See Alternative Delivery Assessment Plan for: a) Course requirement evaluation; b) Student Outcome; c) Question(s); e) Methodology
Analysis of artifacts: 1). Student Outcome: PERFORMANCE CRITERIA* - How was data analyzed? (attach rubrics/scoring tools if used). A 25 question cumulative multiple choice exam was taken by every student (fall semester course, spring semester course, and dual credit course) and graded according to the attached rubric. 2). COMPARABILITY – How did you determine if the outcomes of the traditional and alternative delivery modes were comparable? (note “na” if delivery modes were not compared). The mean and median exam scored of each class were calculated.
Summary of RESULTS*: 1). Restate the assessment question(s) (from the Assessment plan): Can students understand and identify the broad themes and supporting details within the history of western classical music? 2). Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional. The Music Appreciation course taught as a Dual Credit course at one High School with an enrollment of three students. However, only one of them took it for dual credit. The results of the cumulative multiple choice exam are as follows: mean = 22; median = 22. 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 27 and 31 students, respectively. The results of the cumulative multiple choice exam are as follows: mean = 21 (fall), 22 (spring); median = 19 (fall), 19 (spring). 3). INTERPRETATION* - Discuss how the results answer the assessment question(s). 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). Observations made that were not directly related to the question(s). (i.e. interrater reliability of the scoring tool was low) None 5). How did the outcomes of the traditional and alternative format analysis compare? The outcomes of both instructional formats were consistent with each other. It is clear that students understood the course material regardless of the delivery.
Sharing of Results: When were results shared? Date: June, 2025 How were the results shared? (i.e. met as a department) email Who were results shared with? (List names): Kurt von Kampen, Joseph Herl, Jerrode Marsh
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? No changes 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). Because this is a popular music General Education course at Concordia University, Nebraska, and because overall undergraduate enrollment is growing, we will be adding a second section of the course in both the fall and spring semesters.
Submitted by: Elizabeth Grimpo Assessment Committee Reviewed (date): 6/16/25
Submitter notified approval/additional action needed: na BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean: na

