

2024 - 2025 General Education Executive Summary

Department: Music Date: July, 2025
Members involved with analysis of artifacts: Elizabeth Grimpö, Joseph Herl
See General Education Assessment Plan for: a) Learning Outcome; b) Background; c) Question(s); d) Methodology
Analysis of artifacts: 1). <i>PERFORMANCE CRITERIA</i>* - How was data analyzed? (attach rubrics/scoring tools if used). An essay question was graded according to a 25 point scale: 15 points for describing the composer's sacred music; 10 points for its significance in history. According to our assessment plan, we were hoping that 80% of the students would score 15 points or higher.
Summary of RESULTS*: 1). <i>Restate the assessment question(s) (from the Assessment plan):</i> Choose Machaut, Palestrina, Bach, or Handel, and discuss how their faith was communicated through their sacred music and why this was significant at that point and time in history. 2). <i>Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.</i> The fall semester course had 27 students. Many of them scored very well, but quite a few scored dismally low. For the entire class, the mean score was 19, and the median score was 20, which is respectable. However, only 76% scored 15 or higher. This is lower than our assessment goal. The spring semester course had 25 students. Again, most of them scored very well. For the entire class, the mean score was 21, and the median score was 22. 100% of the students scored 15 or higher. 3). <i>INTERPRETATION</i>* - Discuss how the results answer the assessment question(s). The spring semester students obviously understood the intersection of music/history/faith much more than the fall semester students. There could be several factors for this: the spring semester students could have been better students in general; the instruction in the spring semester, regarding the topic of the essay, might have been more direct than in the fall; and, some of the students in the spring semester would have had the benefit of having taken the Foundations course in the fall, where concepts related to the enduring question were fresh in their minds. 4). <i>Observations made that were not directly related to the question(s). (i.e. interrater reliability of the scoring tool was low)</i> N/A
Sharing of Results: <i>When were results shared?</i> Date: July, 2025 <i>How were the results shared? (i.e. met as a department)</i> email <i>Who were results shared with? (List names):</i> Kurt von Kampen, Joseph Herl, Jeffrey Bliersch, Bobby Cody
Discussion of Results –Summarize your conclusions including: 1. <i>ACTION</i>*- How will what the department learned from the assessment impact: a. <i>Teaching:</i> The teaching, regarding the topic of the essay, needs to be more direct. More time and class discussion devoted specifically to this topic might be needed. The goal is to have the students synthesize this information themselves, but in doing so, small group discussions could be beneficial. b. <i>Assignment/course:</i> N/A c. <i>Program:</i> N/A d. <i>Assessment:</i> N/A 2. <i>IMPACT</i>*- What is the anticipated impact of the <i>ACTION</i>* on student achievement of the learning outcome in the next academic year? We hope that more of the students will score better, demonstrating a deeper understanding of the intersection of music/history/faith. Additionally, our department set the bar pretty low for this first year of the new General Education curriculum. We'd like to make it a little higher next year. 3. <i>BUDGET IMPLICATIONS</i> – Indicate budget requirements necessary for the successful implementation of the <i>ACTION</i>* (i.e. an additional staff person, new equipment, additional sections of a course). N/A

If action is taken – it is recommended that the same learning outcome and assessment plan be used for a second assessment cycle.

What assessment questions related to the learning outcome would the program like to investigate in the future? Nothing now. We plan to keep the same assessment question for another year. It's a very good measure of a student's understanding of the enduring question related to the fine arts portion of the Living Stones General Education curriculum. Plus, not many of the students in this year's Music Appreciation courses had even taken the Foundations course in the new Gen Ed, a class which is supposed to cover the concepts necessary for analyzing the enduring questions in the other Gen Ed classes. This will take a few years.

Submitted by:Elizabeth Grimpo **Assessment Committee Reviewed:** 7/7/25

Department Chair notified – approval/additional action needed:approved

BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean: na