Instructional Program Review

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This document addresses the following SACSCOC requirements: CR 2.5, CS 3.3.1, CS 3.5, and FR 4.1.

Purpose

Amarillo College instructional programs consistently review data and strive for improvement.

The purpose of this review is to demonstrate how AC instructional areas support AC's mission by *"enriching the lives of our students and our community."*

On an annual basis the Program Review process will capture a holistic view of a department's/program's strengths, weaknesses, and improvement plans based on institutional data and assessment information.

The information collected on this form will also serve to help your division complete the information required by SACSCOC for Amarillo College's continued reaffirmation efforts.

Response Length Suggestion: Most responses should be 2-3 sentences.
If available, you may also provide a link/reference to other documentation that answers each question.

I: Identification

1. **Department or Program Title(s)** (Department Chairs List Dept.; Coordinators List Program):

   Music

2. **Department and/or Program(s) Purpose Statement:**

   > The Mission of the Amarillo College Music Department is "to be a center of musical learning and cultural enrichment within the community of Amarillo and the surrounding Panhandle of Texas, by providing a comprehensive two-year musical curriculum for transfer students, elective courses for the non-music major, musical training for younger students, and performance opportunities in various ensembles for students and members of the community."
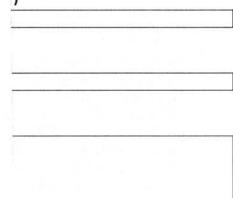
3. **Program Review Year (i.e.** ⬛⬛⬛ **)**

   2014-2015

4. **Date of Submission:**

   June 18, 2015

5. **Lead Person Responsible f**

   Name: Steve Weber
   Title: Chair, Music Departn
   E-mail: stweber@actx.edu
   Phone Number: 371-5344

Music Materials (handwritten annotation)

6. Additional Individuals (Name and Title) Responsible for Completing this Program Review:

> Camille Nies, Data Specialist
> Tiffany McDaniel, Administrative Assistant

II: Program Enrollment and Success Data

Use baseline data that will enable you to determine the status of your program (compare the most recent data to previous year data, compare your program to any existing state standards, or consider any other relevant factors). Please use Firefox or Chrome browser to open links.

1. Based on the most recent reported data, please evaluate your program(s).

A .*Overall Program Data* (Complete this section if your dept. produces any certificate and/or terminal degree.)
(Place an 'X' in each text box that corresponds to your evaluation.)

Student Data Reported/Collected	Needs Improvement	Meets Standards	Exceeds Standards	Not Applicable
a. Employment Rates/Wages (EMSI, College Measures, CREWS, Perkins)				X
b. Completion				X
c. Licensure Pass Rates				X
d. Retention (FA-SP) and (FA-FA)				X
e. Grades A-C				X
f. Annual Enrollment				X
g. Survey, Focus Group, & Related Data				X

Based on the data in Part A, respond to the following two questions:
  i. Identify one area in which your program(s) excel.

  > n/a

  ii. Identify one area in which your program(s) need to most focus for the next few years.

  > n/a

B. *Course-Specific Data* (Complete this section to evaluate the courses that fall under your dept./program.)
(Place an 'X' in each text box that corresponds to your evaluation.)

Student Data Reported/Collected	Needs Improvement	Meets Standards	Exceeds Standards
a. Grades A-C (IDS - Race/Ethnicity)		X	
b. Grades A-C (IDS – Age)		X	
c. Grades A-C (IDS – Gender)		X	
d. Grades A-C (IDS – First Generation)		X	
e. Grades A-C (IDS – Pell)		X	
f. Grades A-C (IDS – Full/Part-Time)		X	
g. Course-level Enrollment (IDS)		X	
h. Survey, Focus Group, & Related Data		*insufficient data	

Based on the data in Part B, respond to the following two questions:

    i.   Identify two courses that are doing well.

> All MUEN and MUAP courses are doing well, based on the nature of the course work and requirements

    ii.   Identify two courses in which your dept./program(s) needs to most focus for the next few years.

> All Ear Training and Music Theory classes are a constant focus. The materials covered in the course demand the highest level of musicianship and focus, and the faculty work to convey clear ideas and teachings.

III: Institutional Initiatives

PART A – No Excuses:

Each department/program is expected to support student success initiatives.

List 1 or more ways your program(s) <u>most</u> focus on any of the <u>No Excuses goals/initiatives</u> and how you have helped AC fulfill its No Excuses goal.

> -Persistence in MUAP classes in order for success in community ensemble performances as well as MUEN courses
> -Additional support for students provided by faculty by assisting with auditions, concert preparations

PART B – Strategic Planning:

Each department/program is expected to support <u>AC's Strategic Planning</u> initiatives.

1.   Identify at least one strategy or task from the Strategic Plan your area(s) currently addresses/evaluates.

> ### 2.1 Explore expansion of services and offerings
>   -Recording Arts program, including ProTools certification courses, added to the department. This helps recruit a new area of student population and further the interest in music for many students who would otherwise not study music.
>   -Also adding a diction class specifically for vocal music majors. This will help them succeed at a higher level when performing and studying music.

2.   (If applicable) What additional item(s) should AC's Strategic Plan address?

> N/A

PART C– General Education Objectives

SACSCOC requires that the College prove attainment of general education competencies by all students. AC has adopted the below objectives for our core curriculum assessment, but you may add additional objectives you teach. Additionally, AC expects that learning objectives are present and are being evaluated in all courses.

1. Provide a listing of which courses in your department/program(s) teach these general education objectives. For assistance in identifying educational objectives in non-core courses, refer to the ACGM/WECM.

   (List individual course prefix, state "all courses", state "N/A" for an objective, etc.):

Objective	Course(s)
Communication Skills	All courses
Critical Thinking Skills	All courses
Empirical & Quantitative Skills	All courses
Teamwork	All courses
Personal Responsibility	All courses
Social Responsibility	All courses
Note: May Insert other Objective(s)	Public Performance skills

2. Briefly explain how your department/program(s) have recently (i.e. past year) identified and ensured that these general education objectives are taught throughout each course section.

   > Several courses used a shared Common Core list of values and projects. Faculty work together to assess the objectives and assign a project to meet the needs of both the students and the core curriculum.

3. What method(s) are your faculty using to assess the required objectives in your courses?

   (List individual course prefix, state "all courses", state "N/A" for each method, etc.):

Method	Course(s)
Capstone Project/Exam	Quizzes and regular tests, Music aural and written exams
Embedded Questions	
Licensure Exam	
Portfolios	MUAP students repertoire lists/experience are often used to transfer and audition
Projects/Essays	Composition Projects
Testing (i.e. course-based testing; finals)	Midterms, finals, quizzes and regular tests
Note: May Insert other Method	Music Juries, Concert Performances, Recital Attendance, Music Trips/Tours, Music Composition

4. Briefly address any improvements made in your department/program(s) based on your data findings.

   > Major improvements based on Data due to standardized lesson grading

5. In which course(s) have you implemented critical reading and thinking strategies? What strategies did you use? How would you evaluate your success in implementing these strategies? Are there strategies you discovered that you would like to share with your colleagues? Do you feel that your department/program could benefit from more professional development in this area?

> English question-critical thinking to work on with CTL. Core classes use this on their projects. We will continue to develop and integrate this more.

PART D: Core Curriculum Assessment – Program Outcomes
Complete this Section ONLY for Programs Directly Responsible for Core Curriculum Courses
The Texas Higher Education Coordinating Board (THECB) has identified 3-4 core objectives (competencies) that each core curriculum course is required to teach and assess.

You may either collect data and information from all core curriculum courses in your program/department or you may attach a separate document for each course/area in your department/program that answers the questions below.

1. Do you certify that your courses annually assess and collect data on the core objectives as required by the THECB?

Yes	No
X	

2. Do you certify that each course section is equitable in their assessment of the collection of data and assessment required by the THECB?

Yes	No
X	

3. Do you certify that the work assessed has an equal chance (i.e. you did not "cherry pick" the best student work) for assessment?

Yes	No
X	

4. Briefly describe the internal **and** external data you used to form your assessment benchmarks. Note: The THECB requires external data (e.g. CCSSE) be used to create your benchmarks.

> Overall Music Data Set provided by CTL, focused on FA2013-FA2014
>
> 2015 Texas Public Higher Education Almanac: A Profile of State and Institutional Performance and Characteristics (PDF) found here:
> http://www.thecb.state.tx.us/index.cfm?objectid=A44B548A-E50C-8417-E09BF83FC11EA1EF
> Specific pages 8,15,23-25,53
>
> AC Data Book, found here:
> https://iresearch.actx.edu/html/databook/databook.html

Surveys, Interviews and Focus Group listings found here:
https://www.actx.edu/iea/index.php?module=article&id=61

The 2011 CCSSE Report presents Benchmark scores from 20 to 90, with 50 being the mean (acceptable)
Used the CCSSE 2011 Report CCSSE Benchmark Performances and table for information

Benchmark Category (Listed in order of lowest performing to highest performing as compared to cohort)	AC Mean (All Students)	Was the AC Mean Above/Below the 2011 CCSSE Cohort?	% Difference
Active and Collaborative Learning	45.8	Below	-4.2%
Student Effort	46.2	Below	-3.8%
Academic Challenge	48.1	Below	-1.9%
Student-Faculty Interaction	47.7	Below	-2.3%
Support For Learners	54.0	Above	4%

CCSSE 2011 Report list for Lowest Scoring Items and tried to incorporate more of those activities.

Benchmark	Item	AC %	2011 Cohort %	% Difference
Academic Challenge	Number of written papers or reports of any length (5 or more) ('Often' and 'Very Often' combined)	38.2%	59.8%	-21.6%
Student Effort	Worked on a paper or project that required integrating ideas or information from various sources ('Often' and 'Very Often' combined)	48.3%	62.3%	-14%
Student Effort	Prepared two or more drafts of a paper or assignment before turning it in ('Often' and 'Very Often' combined)	37.4%	50.3%	-12.9%
Active and Collaborative Learning	Worked with other students on projects during class ('Often' and 'Very Often' combined)	39.5%	47.7%	-8.2%
Active and Collaborative Learning	Made a class presentation ('5 to 10', '11 to 20' and 'More than 20' responses combined)	24.5%	29.3%	-4.8%

CCSSE 2011 Report section titled "Education Section Summary", along with the tables for more information.

5. The "Call for Course Proposals for Inclusion" contains a description of each assignment/activity, direct assessment method, etc. for each of your department's/program's courses in the core curriculum.
For each course approved for core curriculum inclusion, provide the following information:

a) Provide a link to or copy of your data results and/or a summation of your results for each required competency for each core curriculum course in your program.

> Copy provided

b) Did you meet your benchmark/target in each course? If not, do you need to adjust your benchmark or adjust the instruction to meet the benchmark?

> Yes

c) Provide information on your data collection strategy (e.g. each faculty member collected data, sampling of student work collected across sections used, etc.):

> Each faculty member collected data and sampling of student work collected. Examples provided with this report

d) Please explain how your results were evaluated (e.g. a team evaluated the data, data was collected from every student in the course via Blackboard, etc.):

> Students provided data, every student in Blackboard, and student teams provided data

e) How do you ensure your results are not biased and are reliable (i.e. inter-rater reliability)?

> The online sections are not-biased based on the very nature of the course. Some results were provided anonymously. Students told to evaluate the materials, not the student.

f) Please list the facts you feel contributed to your results (Analysis):

> The results of the student evaluations, as well as other faculty outcomes in the same core sections

g) How have you or will you improve student learning in each course based on the most recent assessment results?

> Continue to develop the core model used in like-courses. Expand the projects to a larger scale possible through a longer time period of the semester. Include more community involvement when possible.

6. For each core curriculum course and each core objective, please include a copy of the assessment instrument and five randomly selected, evaluated assessment samples with this form. Some examples of things you may include with your submission are as follows:
   o **Embedded Questions** – Copy of possible question bank and copy of five student work samples that include questions from the question bank

- **Juried Assessment** – List of members on juried panel and copy of five panel evaluations. If student performance, picture or work, etc. is available, include that with your submission as well.
- **Pre-Post Test** – Copy of pre-test/post-test questions and five samples of student work from pre-test and five samples of <u>same students'</u> work from post test
- **Rubric** – Copy of rubric and copy of five student work samples
- **Other Types of Assessment** –Use the above bullets as a reference point for what you may wish to provide. Please contact the Director of Institutional Effectiveness with specific questions.

All examples are copied and presented with this report

Also, if it is not clear, please identify on your student work the portions of the student work that address the required THECB objective/s.

PART E: Curriculum Assessment - Program Outcomes:
<u>This Section is ONLY Required for Programs Not Directly Responsible for Core Curriculum Courses</u>
SACSCOC requires each program to provide quality student, customer, and/or client services. Each program not directly responsible for core curriculum courses must still annually identify at least one direct outcome within their program, provide results, analysis, and improvement plans related to that outcome.

1. For this review year, what were each program's <u>most important</u> goal(s) (i.e. broad goals you wanted to accomplish)?

n/a

2. For this review year, what is/were each program's <u>most important</u> measurable outcome(s) that helped you achieve your goals (referenced above)? Provide examples of 1-3 <u>outcome statements</u>. (An outcome provides observable, objective evidence that your student's or client's knowledge, skill, ability, attitude, or behavior has changed as a result of your efforts.)

n/a

3. Identify your results and analyze your data.

n/a

4. What key change(s) has your department/programs made in the past year or do you plan to make based on your assessment of any outcome?

n/a

5. Please provide supporting documentation with this review that relates to this outcome(s). For example, if you're using a rubric to assess student work, attach a copy of the rubric and five student samples. If you're focusing on licensure exam data, attach a copy of your pass rate results. n/a

IV: Conclusions

1. How have you or your staff adjusted your pedagogy (method and practice of teaching) to improve your academic quality and/or aid in some other area related to student success?

> The faculty have made an effort to coordinate their grading schema within blackboard for private instruction so that grades have more quantifiable methods across all faculty. Some of these strategies have also been applied to ensemble grading. We have also incorporated much more technology into the classroom thanks to major upgrades in smart classrooms from our music building remodel.

2. What program improvement opportunities are available to your staff (e.g. external curriculum committees, trainings, etc.)?

> Collaborations among other Fine Arts departments have enhanced our department and have enhanced learning for our students. The collaboration of abstract painting from Steve Cost's class together with our music majors to reinterpret music and visual art was quite inspirational to both students and faculty. Having the visual art in our building alone is inspirational to our music students and all those who use our building.
>
> The best training for our faculty and staff requires travel to state and national music conferences, such as Texas Music Educators Association, American Choral Directors Association, Texas Association of Music Schools, and National Association of Schools of Music. Our department is so specialized that these conferences should be a priority for the music faculty.

3. What is the biggest issue/obstacle that your program currently faces?
Please explain the issue, point to evidence supporting why your issue is important (addressed in this document or elsewhere), explain how you would like to fix the issue, and explain any budgetary constraints.

> We are provided very little travel money for faculty to attend state and national music teaching conferences. When I first arrived in 1992, AC provided funding for at least two music conferences. Currently, there is only one travel budgeted for next year for the chair to attend the National Association of Music Schools meeting in preparation for our department's upcoming reaccreditation with NASM in 2018-19. While understanding our current extreme budget constraints, our faculty would benefit much more from attending conferences with presentations by music field master teachers than we would from a general pedagogy training here on campus. It would also be a benefit to host master teachers and clinicians here at AC for our students and faculty. One of our former students, Marlin McKay, who just performed at June Jazz, is now a professor of Jazz Studies at the University of Indiana. In the concert, he stated that in his opinion, the Amarillo College Music program is one of the finest in the country, and highlighted that what sets us

apart beyond the amazing faculty and individual attention, is the many opportunities students have to be exposed to other professional musicians through supported travel and hosted guest clinicians.   These opportunities are continually being scrutinized for their value in the budget process.   The obstacle is overcoming the budgetary constraints to continue these amazing educational opportunities for our students.

4. Additional Comments Pertinent to this Review (Not Required):

Grading Rubric for Fundamentals of Music MUSI 1303 "Rhythm Project"

COMMUNICATION SKILLS

<u>Instructor evaluation (30 total points):</u>

1. Music parts are notated correctly (written communication)

   10 points   2 or less errors in notation

   7 points   more than 2, but less than 10 errors in notation

   5 points   more than 10 errors in notation

2. Composition is aurally effective (how does it sound/aural communication)

   10 points   very effective in use of rhythms, pitch, variety, and instrumentation

   7 points   somewhat effective in use of rhythms, pitch, variety, and instrumentation

   5 points   Not effective: no variety in pitch, rhythm or instrumentation

3. Composition was conducted with correct beat patterns by the student (visual communication)

   10 points   student used correct beat pattern(s); performers were able to follow

   7 points   student used correct beat pattern(s) part of the time; performers were able to follow part of the time.

   5 points   student did not use correct beat pattern(s); students were unable to follow

<u>Peer evaluation (10 total points):</u>

1. Composition is aurally effective (how does it sound)

   5 points   very effective in use of rhythms, pitch, variety, and instrumentation

   4 points   somewhat effective in use of rhythms, pitch, variety, and instrumentation

   3 points   Not effective: no variety in pitch, rhythm or instrumentation

2. Composition was conducted correctly by the student

   5 points   student used correct beat pattern(s); performers were able to follow

   4 points   student used correct beat pattern(s) part of the time; performers were able to follow part of the time.

   3 points   student did not use correct beat pattern(s); students were unable to follow

CRITICAL THINKING SKILLS

Instructor evaluation (25 points total):

1. Student demonstrates an understanding of various rhythmic patterns

   10 points   Student used a variety of rhythmic patterns within the composition

   7 points   Student used only 2 or 3 rhythmic patterns within the composition

   5 points   Student used only 1 rhythmic pattern throughout the composition

2. Student demonstrates an understanding of the different pitches/timbres of the instruments used

   10 points   student used a variety of pitches/timbres within the composition

   7 points   student used only 2 or 3 pitches/timbres within the composition

   5 points   student used only 1 pitch/timbre throughout the composition

3. Student demonstrates an understanding of the instrumental sounds used in the composition

   5 points   students used at least 3 different instruments in the composition

   4 points   students used 2 different instruments in the composition

   3 points   students used only 1 instrument in the composition

SOCIAL RESPONSIBILITY

Instructor evaluation (10 points total):

1. Student interacts effectively with peers who are performing the composition, with verbal explanations given prior to the performance

   5 points   Student verbally explains each performer's part in an effective manner

   4 points   student verbally explains each performer's part in a somewhat effective manner

   3 points   Student is unable to verbally explain each performer's part

2. Student interacts effectively with peers who are performing the composition, by conducting the composition effectively during the performance

   5 points   Student conducts each performer's part in an effective manner

   4 points   student conducts each performer's part in a somewhat effective manner

   3 points   Student is unable to conduct the composition effectively

TEAMWORK

Instructor evaluation (10 points total):

1. Student worked effectively with peers in performing the composition

   10 points   Student and peers worked together effectively to perform the composition

   7 points   Student and peers worked together somewhat effectively to perform the composition

   5 points   Student and peers did not work together effectively

Peer evaluation (15 points total):

1. Student composer listened to suggestions from classmates and the performers of the composition

   5 points   Student composer listened to suggestions given by classmates and performers, and incorporated them into the second performance of the composition

   4 points   student composer listened to suggestions given by classmates and performers, and tried to incorporate them into the second performance of the composition with limited success.

   3 points   Student composer did not listen to suggestions given by classmates and performers.

2. Student composer and class performers successfully performed the composition.

   10 points   performance was successful

   8 points   performance was somewhat successful

   6 points   performance was unsuccessful

MUSI 1303					
Communication Skills	Student 1	Student 2	Student 3	Student 4	Student 5
Instructor Eval (30 Pts)					
Question 1 (10, 7, or 5)	10	10	10	7	10
Question 2 (10, 7, or 5)	10	10	10	10	10
Question 3 (10, 7, or 5)	10	10	10	7	7
Peer Eval (10 Pts)					
Question 1 (5, 4, or 3)	5	5	5	5	N/A
Question 2 (5, 4, or 3)	5	5	5	5	N/A
Critical Thinking Skills					
Instructor Eval (25 Pts)					
Question 1 (10, 7, or 5)	10	10	10	7	7
Qustion 2 (10, 7, or 5)	10	10	10	10	7
Question 3 (5, 4, or 3)	5	5	5	5	5
Social Responsibility					
Instructor Eval (10 Pts)					
Question 1 (5, 4, or 3)	5	5	5	5	4
Qustion 2 (5, 4, or 3)	5	5	5	5	4
Teamwork					
Instructor Eval (10 Pts)					
Question 1 (10, 7, or 5)	10	10	10	10	7
Peer Eval (15 Pts)					
Question 1 (5, 4, or 3)	4	5	5	5	N/A
Question 2 (10, 8, or 6)	10	10	10	10	N/A

M02 Discussion – Song Assessment & Team Analysis RUBRIC

EVALUATIVE CATEGORIES	DESCRIPTION	SCORE
COMMUNICATION	Student demonstrated effective written and/or visual communication skills including the use of appropriate sources, documentation, and visual design elements.	5 = Excellent (Presentation is persuasive/well-voiced/error-free and at included at least 4 proper citations/design elements) 4 = Good (Presentation is clear but with 1-2 writing errors and/or only 3 proper citations/design elements) 3 = Average (Presentation is clear but with 3-4 writing errors and/or only 1 or 2 proper citations/design elements) 2 = Poor (Presentation is unclear/inconsistent and/or contains 5-6 writing errors with no proper citations/design elements) 1 = Unacceptable (Presentation is unclear and/or contains more than 6 writing errors with no proper citations/design elements SCORE: _____
CRITICAL THINKING	Student demonstrated critical thinking skills including quality of ideas, ability to analyze the given topic, and synthesis of information.	5 = Excellent (All 7 descriptive elements: melody, rhythm, harmony, scales/key, texture, form, tempo/dynamics are appropriately addressed and no errors in analysis) 4 = Good (6 descriptive elements are appropriately addressed and/or 1 to 2 errors in analysis) 3 = Average (4 or 5 descriptive elements are appropriately addressed and/or 3 errors in analysis) 2 = Poor (3 descriptive elements are appropriately addressed and/or 5 to 6 errors in analysis) 1 = Unacceptable (Only 1 or 2 descriptive elements are appropriately addressed and/or over 6 errors in analysis) SCORE: _____
SOCIAL RESPONSIBILITY	Student demonstrated social responsibility awareness and application of principles covered in the assignment.	5 = Excellent (The five elements of social/civic, historical, innovative, musical construction, or purpose and intercultural aspects are each appropriately discussed) 4 = Good (4 of the five elements are addressed and/or intercultural aspect is lacking) 3 = Average (3 of the five elements

		are appropriately addressed and/or intercultural aspect is lacking) 2 = Poor (1 or 2 of the five elements are appropriately addressed and/or intercultural aspect is substantially lacking) 1= Unacceptable (None of the elements nor intercultural aspect are appropriately addressed) SCORE: _____
TEAMWORK	Student demonstrated teamwork skills including contribution, cooperation, and self-management - Student Peer Survey will be developed. Student Peer Survey will be more detailed.	5 = Excellent (Provides 5 or more complete peer review surveys based on the scoring rubric which provides appropriate feedback for the author) 4 = Good (Provides 4 complete peer review surveys based on the scoring rubric and/or feedback is lacking) 3 = Average (Provides 3 complete peer review surveys based on the scoring rubric and/or feedback is somewhat lacking) 2 = Poor (Provides 2 complete peer review surveys based on the scoring rubric and/or feedback is severely lacking) 1 = Unacceptable (Provides only 1 complete peer review surveys based on the scoring rubric and/or feedback is completely lacking) STUDENT SURVEY SCORE: _____
		OVERALL SCORE: _____

Course under Consideration: *(MUSI course title)* MUSI   1306   Music Appreciation

*Communication Skills

Brief Description of Assignment and/or Activity to fulfill Course Objectives:

Students shall prepare a listening assignment based on a musical genre, composer or selection as determined by the instructor. The format of the report will consist of three topic areas; 1) Non-musical description of the musical excerpt (ex. Title, Genre, Composer), 2) A musical description of the excerpt using terminology from the elements of music (ex. Rhythm, Pitch, Timbre, Structure), 3) an analysis of the work with regards to social, historical, innovative, musical construction, or purpose of the given piece, genre or composer in relation to a given community.

Communication will occur as the student individually presents a listening assignment in either essay or presentation form.

Direct Assessment Method As applied to above Assignment/Activity:

Rubric

Brief Outline of Assessment Method(s):

Students individually present a listening assignment in either essay or presentation form, and will demonstrate effective written and/or oral/visual communication skills including the use of appropriate sources, documentation, and visual design elements.

Benchmark/Target:

70% of all students will score a 3, 4 or 5 (60% or above) in this category.

RESULTS:

MUSI 1306-001 68%
MUSI 1306-DC001 67%

*Critical Thinking Skills

Brief Description of Assignment and/or Activity to fulfill Course Objectives:

In the listening assignment described above, critical thinking will occur as the student must research the given topic, creatively write, analyze, and synthesize information into the given format.

Direct Assessment Method As applied to above Assignment/Activity:

Rubric

Brief Outline of Assessment Method(s):

Students will demonstrate critical thinking skills including quality of ideas, ability to analyze the given topic, and synthesis of information.

Benchmark/Target:

70% of all students will score a 3, 4 or 5 (60% or above) in this category.

RESULTS:

MUSI 1306-001 64%
MUSI 1306-DC001 100%

*Social Responsibility

Brief Description of Assignment and/or Activity to fulfill Course Objectives:

In the listening assignment described above, social responsibility will occur as the student provides an analysis of the work with regards to elements of social/civic, historical, innovative, musical construction, or purpose of the given piece, genre or composer. Does this have intercultural influences/impact or assist in regional, national or global community engagement? Peer review will allow other students to discuss and engage the presenter in the effectiveness of this evaluation.

Direct Assessment Method As applied to above Assignment/Activity:

Rubric

Brief Outline of Assessment Method(s):

Students will demonstrate social responsibility awareness and application of principles covered in the assignment.

Benchmark/Target:

70% of all students will score a 3, 4 or 5 (60% or above) in this category.

RESULTS:

MUSI 1306-001 100%
MUSI 1306-DC001 100%

*Teamwork

Brief Description of Assignment and/or Activity to fulfill Course Objectives:

In the listening assignment described above, teamwork will consist of student peer review to include peer feedback and student discussion. The following scoring rubric will be made available and explained to students to determine project grades. Peer review will also be graded by the teacher with the purpose of developing student understanding and use of the scoring rubric.

Direct Assessment Method As applied to above Assignment/Activity:

Rubric

Brief Outline of Assessment Method(s):

Students will demonstrate teamwork skills including contribution, cooperation, and self-management through student peer survey.

Benchmark/Target:

70% of all students will score a 3, 4 or 5 (60% or above) in this category.

RESULTS:

MUSI 1306-001 96%
MUSI 1306-DC001 100%

Rubric Statistics Report
MUSI 1306-001

Criteria		Unacceptable	Poor	Average	Good	Excellent	Number Evaluation	Average
Communication	Points	5.00	10.00	15.00	20.00	25.00		
		4%	28%	20%	20%	28%	25	17.00
Critical Thinking	Points	5.00	10.00	15.00	20.00	25.00		
		20%	16%	12%	16%	36%	25	16.60
Social Responsibility	Points	5.00	10.00	15.00	20.00	25.00		
		0%	0%	8%	48%	44%	25	21.80
Teamwork	Points	5.00	10.00	15.00	20.00	25.00		
		0%	4%	12%	12%	72%	25	22.60

1 / 1   Powered by Blackboard Learn™

MUSI 1306-DC001

Criteria		Unacceptable	Poor	Average	Good	Excellent	Number Evaluation	Average
Communication	Points	5.00	10.00	15.00	20.00	25.00		
		0%	33%	0%	0%	67%	3	20.00
Critical Thinking	Points	5.00	10.00	15.00	20.00	25.00		
		0%	0%	0%	33%	67%	3	23.33
Social Responsibility	Points	5.00	10.00	15.00	20.00	25.00		
		0%	0%	0%	0%	100%	3	25.00
Teamwork	Points	5.00	10.00	15.00	20.00	25.00		
		0%	0%	0%	0%	100%	3	25.00

Grid View   **List View**

☑ Show Descriptions ☑ Show Feedback

Communication   (25%)

○ **Unacceptable** 5 (5%) points

Presentation is unclear and/or contains more than 6 writing errors with no proper citations/design elements

○ **Poor** 10 (10%) points

Presentation is unclear/inconsistent and/or contains 5-6 writing errors with no proper citations/design elements

○ **Average** 15 (15%) points

Presentation is clear but with 3-4 writing errors and/or only 1 or 2 proper citations/design elements

○ **Good** 20 (20%) points

Presentation is clear but with 1-2 writing errors and/or only 3 proper citations/design elements

✓ **Excellent** 25 (25%) points

Presentation is persuasive/well-voiced/error-free and at included at least 4 proper citations/design elements

Feedback:

abç

Critical Thinking   (25%)

○ **Unacceptable** 5 (5%) points

Only 1 or 2 descriptive elements are appropriately addressed and/or over 6 errors in analysis

○ **Poor** 10 (10%) points

3 descriptive elements are appropriately addressed and/or 5 to 6 errors in analysis

○ **Average** 15 (15%) points

4 or 5 descriptive elements are appropriately addressed and/or 3 errors in analysis

○ **Good** 20 (20%) points

6 descriptive elements are appropriately addressed and/or 1 to 2 errors in analysis

✓ **Excellent** 25 (25%) points

All 7 descriptive elements: melody, rhythm, harmony, scales/key, texture, form, tempo/dynamics are appropriately addressed and no errors in analysis

Feedback:

Social Responsibility (25%)

○ Unacceptable 5 (5%) points

None of the elements nor intercultural aspect are appropriately addressed

○ Poor 10 (10%) points

1 or 2 of the five elements are appropriately addressed and/or intercultural aspect is substantially lacking

○ Average 15 (15%) points

3 of the five elements are appropriately addressed and/or intercultural aspect is lacking

○ Good 20 (20%) points

4 of the five elements are addressed and/or intercultural aspect is lacking

✔ Excellent 25 (25%) points

The five elements of social/civic, historical, innovative, musical construction, or purpose and intercultural aspects are each appropriately discussed

Feedback:

abg

Teamwork (25%)

○ Unacceptable 5 (5%) points

Provides only 1 complete peer review surveys based on the scoring rubric and/or feedback is completely lacking

○ Poor 10 (10%) points

Provides 2 complete peer review surveys based on the scoring rubric and/or feedback is severely lacking

○ Average 15 (15%) points

Provides 3 complete peer review surveys based on the scoring rubric and/or feedback is somewhat lacking

○ Good 20 (20%) points

Provides 4 complete peer review surveys based on the scoring rubric and/or feedback is lacking

✔ Excellent 25 (25%) points

Provides 5 or more complete peer review surveys based on the scoring rubric which provides appropriate feedback for the author

Feedback:

abg

Raw Total: 100.00 (of 100.0)
Change the number of points out of 100.0 to: [ ]

Total: 100 of 100

Song Assessment & Team Analysis RUBRIC (MUSI-1306, 1308, and 1309)

EVALUATIVE CATEGORIES	DESCRIPTION	SCORE
COMMUNICATION 4.6 5 5 4.8 4.8 (4.84) 4.8	Student demonstrated effective written and/or visual communication skills including the use of appropriate sources, documentation, and visual design elements.	5 = Excellent (Presentation is persuasive/well-voiced/error-free and at included at least 4 proper citations/design elements) 4 = Good (Presentation is clear but with 1-2 writing errors and/or only 3 proper citations/design elements) 3 = Average (Presentation is clear but with 3-4 writing errors and/or only 1 or 2 proper citations/design elements) 2 = Poor (Presentation is unclear/inconsistent and/or contains 5-6 writing errors with no proper citations/design elements) 1 = Unacceptable (Presentation is unclear and/or contains more than 6 writing errors with no proper citations/design elements SCORE: _____
CRITICAL THINKING 4.8 5 4.8 5 4.8 (4.88) 4.9	Student demonstrated critical thinking skills including quality of ideas, ability to analyze the given topic, and synthesis of information.	5 = Excellent (All 7 descriptive elements: melody, rhythm, harmony, scales/key, texture, form, tempo/dynamics are appropriately addressed and no errors in analysis) 4 = Good (6 descriptive elements are appropriately addressed and/or 1 to 2 errors in analysis) 3 = Average (4 or 5 descriptive elements are appropriately addressed and/or 3 errors in analysis) 2 = Poor (3 descriptive elements are appropriately addressed and/or 5 to 6 errors in analysis) 1 = Unacceptable (Only 1 or 2 descriptive elements are appropriately addressed and/or over 6 errors in analysis) SCORE: _____
SOCIAL RESPONSIBILITY 3 5 5 4 5 (4.4)	Student demonstrated social responsibility awareness and application of principles covered in the assignment.	5 = Excellent (The five elements of social/civic, historical, innovative, musical construction, or purpose and intercultural aspects are each appropriately discussed) 4 = Good (4 of the five elements are addressed and/or intercultural aspect is lacking) 3 = Average (3 of the five elements

		are appropriately addressed and/or intercultural aspect is lacking) 2 = Poor (1 or 2 of the five elements are appropriately addressed and/or intercultural aspect is substantially lacking) 1= Unacceptable (None of the elements nor intercultural aspect are appropriately addressed) SCORE: _____
TEAMWORK 5 5. 5 5 5 (5)	Student demonstrated teamwork skills including contribution, cooperation, and self-management - Student Peer Survey will be developed. Student Peer Survey will be more detailed.	5 = Excellent (Provides 5 or more complete peer review surveys based on the scoring rubric which provides appropriate feedback for the author) 4 = Good (Provides 4 complete peer review surveys based on the scoring rubric and/or feedback is lacking) 3 = Average (Provides 3 complete peer review surveys based on the scoring rubric and/or feedback is somewhat lacking) 2 = Poor (Provides 2 complete peer review surveys based on the scoring rubric and/or feedback is severely lacking) 1 = Unacceptable (Provides only 1 complete peer review surveys based on the scoring rubric and/or feedback is completely lacking) STUDENT SURVEY SCORE: _____
		OVERALL SCORE: _____

Team Member(s):

Scott Beckett
_____

Date of Evaluation:

_5/14/2015_
_____

MUSI 1310	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7
Non-Musical Description (20%) • Proficient = 100% • Incomplete = 70% • Lacking = 0%	100	70	70	100	100	70	70
Musical Description (50%) • Proficient = 100% • Incomplete = 70% • Lacking = 0%	100	100	70	100	100	100	100
Social Responsibility (30%) • Proficient = 100% • Incomplete = 70% • Lacking = 0%	100	100	100	100	100	100	100

MUSI 1310	Student 8	Student 9	Student 10	Student 11	Student 12	Student 13	Student 14	Student 15	Student 16
Non-Musical Description (20%) • Proficient = 100% • Incomplete = 70% • Lacking = 0%	100	100	100	100	70	100%	20%	100%	70%
Musical Description (50%) • Proficient = 100% • Incomplete = 70% • Lacking = 0%	100	70	100	100	70	35%	35%	0%	70%
Social Responsibility (30%) • Proficient = 100% • Incomplete = 70% • Lacking = 0%	100	100	100	100	100	21%	70%	70%	70%