

Learning Outcomes Assessment

Assessment ID: 178

Assessment Type: General Learning Outcome

Year/Term: 2009 / 2

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Program: Music

Prefix / Course Number: MUSIC / 196,396

High Impact Practice (HIP):

<input type="checkbox"/> First Year Experience	<input type="checkbox"/> Learning Community
<input type="checkbox"/> Leadership Training	<input type="checkbox"/> Co-Curriculum
<input type="checkbox"/> University Writing Requirement	<input type="checkbox"/> Collaborative Assignments and Projects
<input type="checkbox"/> Undergraduate Research	<input type="checkbox"/> Diversity / Global Learning
<input type="checkbox"/> Service Learning / Community-Based Learning	<input type="checkbox"/> Internship / Practicum / Field Wor
<input checked="" type="checkbox"/> Performance	<input type="checkbox"/> Portfolio
<input type="checkbox"/> Capstone Project	

Learning Outcome: Civic Engagement

Assessment Method/Tool: Rubric

Measurement Scale: 1 - 3

Sample Size: 127

	Developing (# of students)		Adequate (# of students)		Proficient (# of students)	
	#	%	#	%	#	%
1. Consistently explores multiple viewpoints and reflects on changes in personal attitudes and beliefs	5	3.9%	57	44.9%	65	51.2%
2. Exhibits an ability to listen, communicate, and engage within a civic discourse community	6	4.7%	40	31.5%	81	63.8%
3. Demonstrates an ability to act in inclusive ways within a group	6	4.7%	74	58.3%	47	37.0%
4. Demonstrates a consistent readiness for service to society through engagement with organizations, public interest groups, and other campus or community-based movements	5	3.9%	54	42.5%	68	53.5%
Averages: (based on <u>127</u> student sample size)	5.5	4.3%	56	44.3%	65.3	51.4%

Benchmark: 85% Institutional benchmark goal for percent of students to meet "Adequate" or "Proficient" levels
 (This institutional benchmark does not take into account the level of the course and the preparedness of the students in the sample. Results will help the institution understand the learning needs of participating students.)

Percent Achieving Benchmark 95.7% Actual percent of students meeting "Adequate" or "Proficient" levels

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Question / Prompt / Assignment:
(used for the assessment)

This survey is given to all students enrolled for ensemble credit within the Music Department. Please circle the number that best describes your answer. Numbers 1 and 2 are considered □less strong, developing□. Numbers 3,4 and 5 are considered □average or adequate□, and numbers 6 and 7 are □above average, proficient□.

Civic Engagement has two meanings within our Music Ensembles. As part of an ensemble, you engage within the ensemble (between members) and outside the ensemble when performing for an audience. In this survey we are trying to gather information on both types of engagement.
See weblink for complete survey.

Commentary / Explanation:
(provide context within the course/activity for the question/prompt/assignment)

In music performance classes we stress the importance of group engagement, as well as the engagement with an audience during a performance and after. In Fall 2009, the Music Faculty convened to discuss how best to implement the GEC Criteria for Civic Engagement in the performance ensembles. Since Civic Engagement is a large part of the mission of the music department, we decided that the best approach for capturing data was a student survey that incorporated the Gen Ed rubric criteria. We administered the survey in all ensemble classes late in the Fall Term.

Data Analysis: What do these results mean?
(what do the results indicate regarding student proficiency in the outcome assessed)

What the data tells us is that we are doing a good job of exposing students to multiple ways of engagement, both within class and outside of class. We perform for all types of community endeavors and students are constantly adjusting to different performance situations. They also deal with numerous guest artists and clinicians. According to the survey, 90% of the students feel they are adequate or proficient as negotiating within the ensemble community and the community at large.

Closing the Loop:

We believe that effective planning by all professors prior to the next survey will greatly increase its effectiveness, and to norm ourselves with the Gen Ed criteria.

How will you use the results to improve student learning?

We will work to develop clear classroom approaches to heighten student awareness and understanding of the survey and its importance. We feel this will improve our student learning, through awareness of opportunities to engage both within the ensembles and as members of a larger community.

How do these results relate to University, Program, and General Education Learning Outcomes?)

Student Samples (optional):
(web links to posted, online files)

<http://www.eou.edu/music>

Developing Example (web address)

Adequate Example (web address)

NOTE: Student names cannot be used on the samples.

Proficient Example (web address)