ASSESSMENT RESULTS FOR QCC EDUCATIONAL OUTCOME #7 – MU180 MUSIC AROUND THE WORLD   FALL 2012

GEN ED#7 – WORK COLLABORATELY IN DIVERSE GROUPS DIRECTED AT ACCOMPLISHING LEARNING OBJECTIVES	
QCC Example Outcomes:	**Common Core Outcomes:**
a. Work in groups to accomplish learning tasks and reach common goals b. Demonstrate interpersonal skills and accountability in working in diverse groups c. Design and complete a group project d. Write or make a presentation based on group work	**I.C.3.** *Use the tools of a scientific discipline to carry out collaborative laboratory investigations.*
GEN ED OUTCOMES ADDRESSED IN ASSESSMENT:	**QCC 7** a. Work in groups to accomplish learning tasks and reach common goals
EVIDENCE/ MEASURABLE DATA • **GROUP SIZE:** No. of students _____ No. of sections _____	The assessment looked at the following outcomes: **Learning Outcome 1 –** Demonstrate an educated appreciation for musical use, musical meaning, aesthetics of music, transmission of music cultures, and the material culture of music, through oral and written work **Learning Outcome 2 –** Contribute and communicate educated viewpoints on musical and cultural topics in class and online discussions **Learning Outcome 3 –** Demonstrate through discussions, assignments and quizzes, basic knowledge of the music, instruments, and cultural practices of non-Western music in various contexts **Learning Outcome 4 –** Apply methods of primary and secondary source research to ethnomusicological study **Learning Outcome 5 –** Participate in collaborative group projects Students were asked three questions in preparation for fieldwork interviews. In collaborative research groups of no more than three, students were to identify an informant for interviewing, describe in writing why they consider this person to be a knowledgeable source of information for their chosen topic, and to formulate ten questions in preparation for live interviews. Previously, students had worked in these same collaborative groups to plan, research and write a paper on a topic of their choice in music. The research paper served as background to the live interviews. This activity addresses student learning outcomes 3 (indirectly), 4 and 5. A list of criteria, developed together as a class during the previous class discussion, were used to assess each group's responses and sets of interview questions. These criteria were suggested by students, and based on the week's required reading, which was the Smithsonian Oral Interviewing Guide (pages 1-15) and Chapter 10 "Come Back and See Me Next Tuesday: Essentials of Fieldwork" from *The Study of Ethnomusicology: Thirty-one Issues and Concepts* by Bruno Nettl.
FINDINGS	One hundred (100) percent of students' groups were able to identify an appropriate informant for their fieldwork interviews, based on the criteria developed. One hundred (100) percent of the groups were able to compose interview questions that maintained a focus on their chosen topic, were clear and easily understandable, and maintained a professional distance ("not too personal"). Approximately fifteen (15) percent of the groups had some questions that failed to maintain the social dynamic of the informant as the "expert" and the interviewer as the "student," or were not professional in tone. These

	questions reflected the preconceived value judgments of the students. These two issues were fairly isolated incidences. Approximately forty-two (42) percent of the student groups had difficulty composing sufficiently open-ended questions. While many of their questions were appropriate and useful as follow-up questions, the assignment was to specifically compose initial interview questions.
	How the assessment results affected the student learning outcomes identified, and plans to address areas for student improvement
	Overall, the student groups were successful in meeting learning objectives 3, 4 and 5. The weakest area of work was in learning objective 4, applying methods of primary source research to ethnomusicological study. This is a challenge for students for many reasons, including social factors (finding, meeting and developing a professional relationship with an informant), scheduling (making time to meet group members and informant for interviews).
ACTION PLAN*	In future classes, I plan to spend more time preparing students for fieldwork interviews by incorporating meaningful practice interviews into the curriculum. Currently, I spend one class period (one week) on learning the basics of doing fieldwork, which includes reading, watching/listening to professional ethnographies and doing a practice interview in class. Learning to do successful interviews takes practice and in future classes, I plan to alter the practice interview assignment to reflect more accurately the "real world" situations that students may encounter.

• **TIMELINE for ACTION PLAN implementation***					
STATUS – degree to which students have met Gen. Ed. Outcome **CHECK ONE**	**Excellent (4 points)**	**Good (3 points)**	**Marginal (2 points)**	**Poor (1 point)**	**Insufficient evidence (0 points)**
RATIONALE (Briefly explain rating above)					

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GEN ED OUTCOMES ADDRESSED IN ASSESSMENT:	**QCC 7** Work in groups to accomplish learning tasks and reach common goals
EVIDENCE/MEASURABLE DATA • **GROUP SIZE:** **No. of students _33____** **No. of sections __2___**	The following General Education Objectives and Individual Course Objectives were assessed: **General Education Objectives (GEO) Assessed (from course Master Syllabus)** • GEO1 Communicate effectively through reading, writing, listening and speaking. • GEO2 Utilize information management systems and technology skills effectively in academic and lifelong learning research practices. • GEO3 Utilize historical or social sciences perspectives to examine formation of ideas, human behavior, social institutions, or social processes • GEO4 Work collaboratively in diverse groups directed at accomplishing learning objectives **Individual Course Objectives (ICO) Assessed (from course Master Syllabus)** • ICO1 Students will identify the underlying factors indicating students at risk for academic failure. • ICO2 Students will describe the branches of philosophy to frame the construction of their personal philosophies of education. • ICO3 Students will analyze current pedagogical practices in our educational system. • ICO5 Students will use technology to create computer generated products. Two sections of ED110 (Contemporary Education: Principles and Practices) representing 33 students completed a course evaluation for spring, 2011. The survey asked the respondents to indicate whether they agreed with each of eight statements designed to measure a General Education Objectives, and Individual Course Objectives, or both. For ease of scoring, all 8 eight items were keyed so that "agree" signified that the objective was met.
FINDINGS	Analysis of the results indicated strong agreement for two of the statements. Agreement ranged from 60.1%-90.9% across the 8 statements with #7, "*This class helped me work in collaborative learning groups to reach shared goals,*" and statement #6 "*This class helped me utilize technology for academic research and self-directed learning,*" receiving the highest agreement, and statement #5, "*This class helped me read education texts (i.e. books, articles, newspapers) effectively*" and statement #8 "*This class helped me examine theories, concepts, and debates in education,*" receiving the lowest agreement.
ACTION PLAN*	As the data indicate, there was an equal agreement for attainment of the General Education Objectives and the Individual Course Objectives. However, in order to address the lower percentages, the following suggestions are offered: List on the syllabus which objectives the course plans to fulfill to inform the students regarding what will be emphasized. Throughout the semester, alert students to individual course and general education objectives as they occur, (2) review the Outcomes Survey and revise statements to clarify intended meaning, (3) replace statement 4 entirely as it is similar to statement 6, (3) 3. Increase the number of survey statements from 8 to 10 and add General Education Objectives statement and Individual Course Objectives statement.

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EVIDENCE/ MEASURABLE DATA • **GROUP SIZE:** **No. of students __40___** **No. of sections __2___**	PE-520 is a beginning swimming course that focuses on teaching students general swimming skills (arm stroke, leg kick, and breathing) and specific swimming strokes, including the 4 competitive strokes (front crawl, back crawl, breast stroke, butterfly stroke) the elementary backstroke, the side stroke and treading skills. Swimming strokes are broken down into arm, leg and breathing skills. Diagrams and technical explanations of each swim stroke were posted on Blackboard. During classes, students were taught the mechanics of each stroke, viewed a demonstration, and practiced each part (arms, legs, breathing) with the assistance of flotation. Students were given time to practice each stroke while the instructor gave individual assistance. In addition, students spent time in the deep end of the pool each week with the instructor to help alleviate fear of the water. The Swim Skill Rubric was used to determine improvement of swilling skills and general swimming proficiency. This rubric covers 6 skills: - General Swimming - Elementary Backstroke - Front Crawl Stroke - Back Crawl Stroke - Breast Stroke - Side Stroke Since the Butterfly stroke is the most difficult to perform and not taught in all beginning swimming sections, it was not included in this assessment (it is more appropriate for in intermediate swim course). Forty four students from two sections of PE-520 were assessed according to the PE-520 Swim Skills Rubric. Pretest assessments were conducted on 4/4/13 and 4/8/13. Posttest assessments were conducted on 5/6/13 and 5/9/13. In a regular semester, the pretest would be given on the first day the students are in the water. However, the Swim Skills Rubric was not developed until after participation in the Assessment Institute during the month of March, 2013. The posttest would regularly be given at the end of the semester.
FINDINGS	The results of the assessment show that overall, students improved in every category from pretest to posttest. The most significant improvement came with the side stroke where just one student out of 40 performed it proficiently on the pretest and 29 students (out of 44) reached proficiency and beyond in the posttest. This may be attributed to the fact that the sidestroke was not taught prior to the pretest. This could project to all strokes if the pretest is given at the beginning of the semester. Students improved in all other strokes but had been taught the mechanics prior to this semesters' pretest. In general swimming (swimming across the pool using any stroke) 87% of the students scored proficient or above, compared to 58% in the pretest.
ACTION PLAN*	It appears that the results of the pre and posttest did show that the student learning outcomes were affected by the class content. In all categories 76% of the students scored proficient or above in the posttest compared to 40% of the students in the pretest. These numbers should be more disparate when the pretest is conducted at the beginning of the semester. Student improvement in swimming depends on time spent in the water. Students who sit out

	classes because of illness, lack of swim gear, or other reasons tend to have more difficulty improving. A solution to this is to allow students to make up missed time in other sections of PE-520. Most colleagues in the HPED department are open to this. Swimming requires technical mastery and practice. Students are given the information, demonstration, group and individual instruction and time to master each swim skill. The current swim skills rubric with pre/posttest seems to be a good assessment for the course materials. A student taking a survey or written test may do well with pencil and paper but still may not be able to swim.

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