**COURSE ASSESSMENT: NARRATIVE TEMPLATE SAMPLE**

**SPRING 2017**

Course Assessment’s three stages:

1. **Define** the most important goals for students to achieve as a result of participating

in an academic class or experience (outcomes)

2. **Evaluate** how well students are actually achieving those goals (assessment)

3. **Use** results to improve the academic experience (closing the loop) Note: All boxes expand.

Course Number & Name

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| **MUS 88: AMERICAN BLUES MUSIC**  |

Department

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| **FINE ARTS**  |

Preparer/Contact Person

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| **Little Walter Jacobs** |

Outcomes Assessed *(These should coincide with outcomes on course syllabus.)*

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| 1. Identify eight influential blues songs by artist, title, year of release, and importance to genre.
2. Analyze the four types of blues music and summarize their outstanding characteristics**.**
3. Compare and contrast 3 musical instruments essential to the development of blues music.
4. Locate and discuss lyrics from three blues songs never discussed in class and show how themes support African-American experience in plantation and/or and urban environments.
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**Assessment & Closing the Loop**

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| **Data Source** | *Describe where and when data was collected and sample size.* **Data was collected from various sources: Midterm essay, Parts 3 & 4 of the MUS 88 final exam; a 20-minute PowerPoint/Prezi that each student presented in the weeks before finals. These artifacts covered the range of course outcomes. Note: Parts 3 & 4 of final exam had been revised after previous semester for greater clarity.**  |
| **Means of Assessment** | *Describe method of assessment you used (e.g., capstone project, essay, embedded questions, ePortfolio, etc.) and briefly describe the students’ task.* **Essay; Short Answer Responses; PowerPoint/Prezi presentations with embedded media & recordings; last-day-of-class survey.**  |
| **Means of Scoring**  | *Describe how you scored the assessment. For example, did you use a rubric or holistic grading key? Please attach rubric or other instrument.* **Departmental rubric, WAC rubric.** **Parts 3 & 4 of final exam—short answer questions and brief analyses—were graded by instructor. Comparison/Contrast essay was graded by WAC rubric. (Attached) Presentations were graded by department rubric, created by committee 2/2015. (Attached)**  |
| **Assessment Results** | *Present your data and describe your analysis of data.* **Data showed that students found the materials engaging and many excelled, as evidenced by the exceptional performances on their presentations. Some students expressed their own performative skills and brought in guitars and harmonicas on the final day of class and jammed, playing recognizable blues riffs.** **Where students struggled most was in the area of writing. Most were unable to create an integrated essay in class or at home, and the writing was particularly weak in the use of details and examples, though students had access to them. Additionally, students struggled with paragraphing; introductions and conclusions were particularly unfocused and, according to the WAC rubric, did not serve the purpose of introducing and concluding themes.** **A brief survey on the last day revealed that students enjoyed the class, and, as was expected, enjoyed the small group work and their own and their peers’ presentations. They also favored how instructors shared rubrics and outcomes throughout the semester.**  |
| **Close the Loop** | *On the basis of your assessment results, what changes do you intend to make? Please give a detailed analysis of how you intend to procced with the next iteration of this course. Use extra pages if necessary.* **We continue to encourage students to make use of the Writing Center and to develop a working relationship with a specific tutor or Writing Fellow if possible. The Fine Arts program is considering granting students additional points for attending the WC; however, some faculty are opposed unless students attend the WC at least 7 times per semester, arguing that attending a few times is often not beneficial and students might attend simply to gain the points. We will set these guidelines for the next iteration of the course. (Communication)** **We expected students to perform better on Part 4 of the final exam where they were asked to note distinctive qualities of various forms of American roots music and its influence on British blues. We will make several more recordings available on Blackboard. An additional unit and/or assignment addressing this issue will help bring students a wider historical perspective. (Critical Thinking)** **Greater emphasis needs to be placed on teaching students to access our library’s rich databases for materials not available on Google or YouTube. We will be asking campus librarians to chart the best ways to bring students up to currency on our library’s resources on the humanities/fine arts that go beyond public search engines. (Information Literacy)** **(Anecdotally, one faculty member, Dr. Waters found that reviewing course syllabi during the first classes, sharing the departmental and WAC rubrics early on in the semester, and reiterating course outcomes seemed to motivate most students. Dr. Waters believes that these “reminders” help keep students mindful of the expectations of the course, the logic of the course design, relieve grade anxiety, and encourage greater responsibility on the part of the student. This “method of encouragement” will be discussed at greater length at the next departmental meeting. A pilot study proposal and survey have been developed by Dr. Waters. )**  |