General Education Annual Course Assessment Form

Course Number/Title ___MUSC 10A: Music Appreciation______ GE Area ______C1_______

Results reported for AY ____2016______ # of sections ____6______ # of instructors ____5________

Course Coordinator: __Janet Averett___________________________ E-mail: janet.averett@sjsu.edu_

Department Chair: ___Fred Cohen/Janet Averett______ College: __Humanities and the Arts_____

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted to <curriculum@sjsu.edu>, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by October 1 of the following academic year.

Part 1

To be completed by the course coordinator:

(1) What SLO(s) were assessed for the course during the AY?

For AY 2015-16: GELO 2: Arts courses will enable students to respond to works of art both analytically (in writing) and affectively (in writing or through other forms of personal and artistic expression).

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

This GELO is assessed primarily through written assignments. For all sections, these written assignments include two to three concert reports or reviews of live concerts. For the online courses two to three additional written assignments about streamed music focus especially on analysis of musical processes and components. For the concert reports, besides written analysis, students are asked to discuss and align various technical elements with their affective responses, while maintaining intellectual objectivity.

78% of the students achieve this GELO with a 90% or better success rate, 88% of the students reached these SLOs with an 80% or higher success rate, and 97% of the students met these SLOs with a 70% or higher success rate. 3% failed to meet GELO 2.

The overall success rate seems flat since last assessed. The largest challenge is care and concern about written expression and differentiation between taste and quality (e.g., just because you don’t like something doesn’t mean it isn’t of high quality or an excellent example). With respect to writing, students do much better when provided a rubric and a template for success. One instructor even provides a checklist for concert reviews. Another allows resubmissions for online assignments. All students get practice and feedback since they have several assignments as well as
two similar assignments (concert reviews/reports but of different live concerts) The writing requirement actually exceeds the 1500 word minimum in most sections.

(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)

None at this time; the activities remain excellent tools for assessment.

Part 2

To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?

All are aligned. JMA

(5) If this course is in a GE Area with a stated enrollment limit (Areas A1, A2, A3, C2, D1, R, S, V, & Z), please indicate how oral presentations will be evaluated with larger sections (Area A1), or how practice and revisions in writing will be addressed with larger sections, particularly how students are receiving thorough feedback on the writing which accounts for the minimum word count in this GE category (Areas A2, A3, C2, D1, R, S, V, & Z) and, for the writing intensive courses (A2, A3, and Z), documentation that the students are meeting the GE SLOs for writing.

This an area C1 course without a limited enrollment.