GE ANNUAL COURSE ASSESSMENT FORM for AY 2014-15

MUSC 10A: Music Appreciation
Sections: 01, 02, 03, 04, 05, 06, 11, 12
Instructors: J. Stubbe, G. Lease, J. Averett, B. Belet, G. Haramaki, M. Adduci
Course Coordinator: Janet Averett

GE AREA: C1-ARTS

(1) What SLO(s) or course components (for example, diversity, writing, etc.) were assessed for the course during the AY?

This course has undergone a complete cycle of SLO evaluation. During the writing of the program planning self study, submitted in April, 2015, all schedules were re-done and submitted for the GE review portion of the Self-Study. This report reflects that submission. For the first semester of the new cycle, the following SLO was assessed during the past academic year.

SLO 3: Arts courses will enable students to write clearly and effectively. Writing shall be assessed for correctness, clarity, and conciseness.

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

32-35% of students in all sections attained this SLO with a 90% or better. 90-93% of students meet this SLO with a 70% or better. Six-seven% do not succeed, on a regular and predictable basis. The fail rate is attributable to (1) not following instructions, (2) lack of secondary writing instruction and preparation, (3) lack of experience with written expression in English, (4) lack of completion of the assignment, or (5) not following through with optional re-writes. One instructor felt that writing this past year was worse than the prior year. Is this due to the deletion of the required second semester of English IB?

Students must complete several written assignments during the semester: as many as seven in the online course sections, thereby surpassing the 1500 word minimum. Instructors continue to (a) provide rubrics for grading, (b) provide in-class or online writing clinics and lists of writing “dos and don’ts,” (c) provide as much written feedback as is feasible in sections that have 70 people, (d) provide concert report templates and examples of good writing. In a course that requires up to three concert reports, students get to continue to improve with each concert report.

(3) What modifications to the course, or to its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)
There are no modifications planned for this year; instructors will continue to advise students to use the Writing Center.

(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 sections of MUSC 10A are in full compliance with area goals, SLOs, content, support, and assessment.

Janet Averett, Associate Director  
School of Music and Dance
Explanation of Practices Used in Teaching Section(s) of MUSC 10A Exceeding GE Enrollment Limits, Response to Memo sent out to Chairs

Date: November 12, 2015
From: Fred Cohen, Chair, Department of Music and Dance

The School of Music & Dance teaches one course approved for Area V (DANC 102), one course approved for Area S (MUSC 120), and one course approved for Area C1 (MUSC 10A). Since these courses were first certified for GE, we have generally taught five sections of 10A, three sections of MUSC 120, and three sections of DANC 102 each semester. For many years DANC 102 regularly enrolled 50 students, and certain sections of MUSC 120 enrolled up to 60. More recently, the “super” section of MUSC 10A enrolled up to 150.

Reasons/justification for the teaching of DANC 102, MUSC 120 and MUSC 10A with enrollment of 50 or higher:

1. Musicology, dance history, and general music professors have long been expected to teach large lecture classes. As a consequence of the overall expectation for the SMD to deliver SFR, musicologists, dance historians, and general music professors at SJSU are accustomed to teaching classes of >50 and regularly reading essays and exams for such classes. The faculty who teach these courses at SJSU all have extensive teaching experience and, more specifically, extensive experience in teaching writing to large classes.

2. To ensure that all writing in GE classes receives appropriate attention, the School hires music MA students as graduate assistants (readers) for the “super” section of MUSC 10A, so that the professor has appropriate assistance. Application for these positions is competitive, and graduate assistants are trained by the individual instructor for whom they read. Moreover, professor’s load is adjusted for year so as to have the “super” section only once and accounted for.

3. All courses listed here require two to three research papers, one or more midterms, a final, and periodic in-class quizzes. Faculty provide adequate feedback on student writing. Faculty take great care and pride, and work extremely hard to ensure that instruction in these classes is not compromised in these essential classes.

Thanks--

-Fred