

Learning Outcomes Assessment - Critical Thinking

Assessment ID: 191

Assessment Type: General Learning Outcome

Year/Term: 2010 / 2

Name: fetz, teun

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Program: Music

Prefix / Course Number: MUSIC / 201

High Impact Practice (HIP):

<input type="checkbox"/> First Year Experience	<input type="checkbox"/> Learning Community
<input type="checkbox"/> Leadership Training	<input checked="" type="checkbox"/> Co-Curriculum
<input checked="" 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 Work
<input type="checkbox"/> Performance	<input type="checkbox"/> Portfolio
<input type="checkbox"/> Capstone Project	

Learning Outcome: Critical Thinking

Assessment Method/Tool: Rubric

Measurement Scale: 1 - 3

Sample Size: 6

	Developing (# of students)		Adequate (# of students)		Proficient (# of students)	
	#	%	#	%	#	%
1. Identifies and explains issues	0	0.0%	4	66.7%	2	33.3%
2. Recognizes contexts and assumptions	0	0.0%	3	50.0%	3	50.0%
3. Acknowledges multiple perspectives	0	0.0%	5	83.3%	1	16.7%
4. Evaluates evidence to reach conclusions	0	0.0%	2	33.3%	4	66.7%
Averages: (based on <u>6</u> student sample size)	0	0.0%	3.5	58.3%	2.5	41.7%

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 100.0% Actual percent of students meeting "Adequate" or "Proficient" levels

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Question / Prompt / Assignment: Music 201 Assignment
(used for the assessment)

For this writing assignment I would like you to compare and contrast two different pieces of music (recordings). You may choose one tune or piece in any style of your choice, and compare that to a piece in an orchestral or symphonic style. The concert /orchestral style should be either an instrumental symphonic work, opera, ballet, vocal art song, or an instrumental movie piece.

The rough draft of this paper is Due Friday October 22: The final copy will be due on Monday November 1.

Please double space and type your rough draft and final copy in 12 point font. There is no page minimum but I expect it to be about 3-5 pages in length.

We will proofread and have peers correct your rough drafts on Friday, October 22, in class.

Please cite by bibliography what recording you took the pieces from. For example:

Ravel, Maurice; Le Tambeau de Couperin; Naxos 8.551193 □the Best of Ravel. □ Track #8, 1996.

Do not use any sources without acknowledging it in your paper. Throughout the paper you should support your ideas and comments with the help of outside sources, such as the album or music used any texts etc.

You may want to compare the two pieces using all the different elements of music such as melody, harmony, time, rhythm, dynamics, timbre, tone quality, texture, genre and form, melodic growth and character, and if applicable, the meaning or story behind the text.

I will provide a writing rubric with which the grading will be based. You will also have the opportunity to use the rubric when peer proof-reading each others papers. The GEC Critical Thinking Rubric is used for assessment and should guide your thought process when writing.

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

this is for use in a writing intensive UWR lower division course in music. this assignment is a compare and contrast assignment and a 3-5 page paper which compares 2 pieces of music. the assignment is given around week 4-5 of the term and satisfies 1 of 2 writing assignments in the course.

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

In describing the data, most students are "adequate" in their writing for each category. the majority is in the adequate level with several cases of proficient. the weakest categories tend to be identifying and explaining issues, and Acknowledges multiple perspectives. all 6 students did achieve "adequate" status on all categories.

Closing the Loop:

the results indicate that we are relatively successful in getting students to write at an adequate level for this gen ed outcome which is Critical thinking.

How will you use the results to improve student learning?

i think the results show a positive result in avoiding failure in any category, but that doesn't mean that there is a "mastery" of any of the categories for other subjects.

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

We feel that the students performed well, but could express more specific information and details and specific examples for the categories to be strengthened. i will attempt to strengthen my explanations and examples for each category to drive the general points home so they have an understanding of what their writing should accomplish and how it is evaluated in terms of the critical thinking rubric. overall, the results were promising. the biggest concern was the "ability to recognize context and assumptions and "acknowledges multiple perspectives." I will try to increase my specific examples and try to help with future results by trying to link up as much as possible, the categories for the gen ed. towards the assignment.

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

NOTE: Student names cannot be used
on the samples.

Developing Example (web address)

Adequate Example (web address)

Proficient Example (web address)