

Year	2022-23
Course number and Name:	MUSI 1309 Jazz Appreciation Online
Component area:	050
Number of sections offered:	2
Number of students enrolled:	29
Contact Person (include email & Phone#)	Bryan Proksch bproksch@lamar.edu 409-880-8144

Summary of Continuous Improvement Efforts since Last Report

Provide a brief description of how assessment results have been used for core course improvement. Point to a specific example of how an assessment provided the department with data it could use for improvement and what that improvement was, if possible, also show evidence of the improvement. You may look at data from the two previous academic years to support this case.

Respond here:

In comparison between last year and this year, there were some significant decreases in scores even though all expectations were still met. Given recent changes to Blackboard (our old group project assignment used a “wiki” to evaluate communication and teamwork), instructor of course will need to implement a new rubric to more effectively assess these areas.

Course highlights Since Last Report

Identify and briefly discuss any changes made to the course since the last report.

Respond here:

This Fall we will have 3 sections online and 3 section F2F. If our determination that the drop in overall scores is due to a lower sampling, then the actual standard would fall closely with the sampling for this past year.

Table 1. Assessment Results and Analysis for Current Cycle

Stage 1: PLAN			STAGE 2: DO		Stage 3: STUDY	
General Education Competencies Addressed in this Course:	Assessment Method(s) – e.g. pre/post tests, embedded questions, portfolio evaluation, rubric-scored essay; list only activities for which you are reporting assessment data	Proficiency – e.g. the proficient student will correctly answer 5 out of the 6 embedded questions on the final exam	Benchmark – e.g. 80% of students taking the final exam will correctly answer 5 of the 6 embedded questions on the final exam	Results of course assessment(s)	Analysis of results – e.g. strengths and weaknesses What does this data tell you? How will you use this data? How were data from the last cycle used to make changes during this cycle, and what were the results of those changes?	Recommendations for Course based on assessment
Communication (required)	Group assignment drawing comparisons and evaluations with student peers.	The proficient student will score 3 (75%) or higher on rubric.	70% of students to score 3 (75%) or higher out of 4 on Rubric.	72% (21/29) scored 3 or higher out of 4 on Rubric.	The expectation was met though at a lower rate than previous years.	Rubric/measure should be adjusted based on changes to Blackboard – “Group Wikis” no longer exist, so a discussion board rubric is needed to better assess situation.
Critical Thinking (required)	Term paper requiring critical thinking, innovation, inquiry and	The proficient student will score 3 (75%) or higher on rubric.	70% of students to score 3 (75%) or higher on rubric.	72% (21/29) scored 3 or higher out of 4 on Rubric.	The expectation was met though at a lower rate than previous years.	Given relatively low enrollment numbers and adjunct instruction,

	analysis, evaluation and synthesis of information.					recommendation is for instructor to offer better feedback on first draft assignment for better final draft outcomes.
Select One: ___ Empirical & Quantitative Skills <u>X</u> Teamwork ___ Social responsibility ___ Personal Responsibility	Group assignment drawing comparisons and evaluations with student peers.	The proficient student will score 3 (75%) or higher on rubric.	70% of students to score 3 (75%) or higher out of 4 on Rubric.	72% (21/29) scored 3 or higher out of 4 on Rubric.	The expectation was met though at a lower rate than previous years.	Rubric/measure should be adjusted based on changes to Blackboard – “Group Wikis” no longer exist, so a discussion board rubric is needed to better assess situation.
Select One: ___ Empirical & Quantitative Skills ___ Teamwork <u>X</u> Social responsibility ___ Personal Responsibility	Term paper requiring critical thinking, innovation, inquiry and analysis, evaluation and synthesis of information.	The proficient student will score 3 (75%) or higher on rubric.	70% of students to score 3 (75%) or higher on rubric.	76% (22/29) scored 3 or higher out of 4 on Rubric.	The expectation was met though at a lower rate than previous years.	Given relatively low enrollment numbers and adjunct instruction, recommendation is for instructor to offer better feedback on first draft assignment for better final draft outcomes.

Table 2. Continuous Improvement Results Since Last Report

STAGE 4: ACT		
Actions/Goals based on data results <i>*copy last cycles actions/goals and report on progress toward continuous improvement on those here</i>	Status <i>C=Complete</i> <i>P=Progressing</i> <i>N=No action taken</i>	Discussion of status <i>If C, describe efforts that led to accomplishment of actions/goals</i> <i>If P, provide update on progress made toward accomplishing actions/goals and what tasks remain</i> <i>If N, discuss why action toward accomplishing actions/goals has been delayed and what work will be initiated toward accomplishment.</i>
Communication None submitted in 2020-21		
Critical Thinking None submitted in 2020-21		
Teamwork None submitted in 2020-21		
Social responsibility None submitted in 2020-21		