

Year	2022-23 (Spring)
Course number and Name:	MUSI 1310 History of Rock and Roll (online)
Component area:	050
Number of sections offered:	1
Number of students enrolled:	36
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.*

There is no data to compare. This will be the beginning of the data collection.

### Course highlights Since Last Report

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

There is no data to compare. This will be the beginning of the data collection.

**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) –	Proficiency –	Benchmark –.	Results of course assessment(s)	Analysis of results	Recommendations for Course based on assessment

Communication (required)	DISCUSSION BOARD: "Rock as a Popular Form" Discussion assignment drawing comparisons from and evaluations with student peers. Students share points of view and effectively work for a shared goal. The assessment is based on the rubric.	The proficient student will score 90% or better on this assignment.	60% of the students to score a minimum of 90%.	76.2% of students scored 90% or higher.	Students met the benchmark.	Benchmark will be raised to the following: 75% of students will score 90% or higher
Critical Thinking (required)	Selected written assignment requiring critical thinking, inquiry, evaluation, and synthesis of information was the Term Paper Student is asked to select a topic on Rock Music from the 1950's to present. Research, along with original conclusions and	The proficient student will score a 80% or better on this assignment.	60% of the students to score a minimum of 80%.	62.9%% of participating students scored a 80% or higher.	Students met the benchmark.	Benchmark will be raised to the following: 65% of students will score 80% or higher

	proper citations must be evident.					
<b>Select One:</b> <input type="checkbox"/> Empirical & Quantitative Skills <input checked="" type="checkbox"/> Teamwork <input type="checkbox"/> Social responsibility <input type="checkbox"/> Personal Responsibility	ASSIGNED DISCUSSION BOARD: 3 boards compiled. Discussion assignment drawing comparisons and evaluations with student peers. Students share points of view and effectively work for a shared goal. The assessment will be based on the rubric score.	The proficient student will seek additional information to support their classmates' initial posts or to create alternate positions and support it with evidence. The proficient student will score 80% on the assignment rubric.	70% of the students to score a minimum of 80%.	Of the students participating, 75% scored 80% or better.	Students met the benchmark.	Benchmark will be raised to the following: 80% of students will score 80% or higher
<b>Select One:</b> <input type="checkbox"/> Empirical & Quantitative Skills <input type="checkbox"/> Teamwork <input checked="" type="checkbox"/> Social responsibility <input type="checkbox"/> Personal Responsibility	DISCUSSION BOARD: Rock Substyles. Students are to compare various genre of Rock substyles. Students are to post an original opinion with evidence of	The proficient student will score 90% or higher on the rubric.	70% of the students to score a minimum of 90%.	78% of participating students scored 90% or above on this assignment, according to the rubric.	Students met the benchmark.	Benchmark will be raised to the following: 80% of students will score 90% or higher

	<p>thought and research. They must comment on at least one other student's post and must offer additional information supporting the post. If students have a different opinion than the original post, this must be supported with specific examples. The proficient student will respond in ways that provoke further thinking in positive ways to benefit themselves and readers.</p>					
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Table 2. Continuous Improvement Results Since Last Report

STAGE 4: ACT		
<b>Actions/Goals based on data results</b>	<b>Status</b> <i>C=Complete</i>	<b>Discussion of status</b> <i>If C, describe efforts that led to accomplishment of actions/goals</i>

<i>*copy last cycles actions/goals and report on progress toward continuous improvement on those here</i>	<i>P=Progressing N=No action taken</i>	<i>If P, provide update on progress made toward accomplishing actions/goals and what tasks remain 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		