

Course Assessment– Part B: Your Results & Analysis

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Your Email *

Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, please contact Instructional Services.

MUS 191 – Guitar I – 1091690 – Joel Kabakov – Fall 2017

Part B: Your Results

Directions

1. Report the outcome achievement data gathered via the assignments, tests, etc. you identified for each outcome (question 3) of your Part A. (Only include data for students who completed the course. Do not include students who withdrew or earned an incomplete) *

1. In class performance experience 50% A 40% B 10% C
 2. Midterm Exam grades 42% A, 52% B, 6% C
 3. Final Exam Grades 67% A, 33% B

Outcome #1

*

Students will be able to perform simply guitar music with melody chords and bass line

% of students who successfully achieved the outcome (C or above) *

100%

Outcome #2 *

Students will perform selected rudimentary guitar styles drawn from classical and regional repertoire

% of students who successfully achieved the outcome (C or above) *

100%

Outcome #3 *

Students will be able to identify prevalent guitar playing styles

% of students who successfully achieved the outcome (C or above) *

80%

ANALYSIS

3. What contributed to student success and/or lack of success? *

all students dividing into mentoring groups to help each other with learning difficulties and issues.
 Frequent playing in class.

4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Consider comparing your students' perception of their end-of-term understanding/mastery of the three outcomes (found in student evaluations) to your assessment (above) of student achievement of the three outcomes. *

a reasonable correlation between expectations and outcomes.

5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A) *

YES

6. Based on your analysis in the questions

A good balance of learning modes. No significant changes required

above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)? *

except to conform to learning talents of individual students from class to class, adjusting teaching to their strengths and weaknesses. Some guitars for loaning to beginner students could be made available through the library.

7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result?

purchase of six or so guitars @ approximately \$200 each.

8. Reflect on any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes. *

More emphasis on dividing into small groups for practice and mentoring.

9. Describe how you have shared information about course outcomes with your students.

Discussed from day one with syllabus and with presentation of all new material.

10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Core Learning Outcomes:

CLO #1: Class dialogue strongly defended with good results

CLO #1: Communication. The areas that faculty are focusing on are: "Source and Evidence" and "Organization and Presentation" and

CLO #2: Critical thinking/Problem solving: connecting cultures of origin in musical style with dispersion of styles throughout the world, Spain with South America, British Isles with Appalachia and so on.

CLO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Student's Position" (Critical Thinking) and "Evaluate Potential Solutions" (Problem Solving).

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