

Organizational Area	Summary Results	2017-2018 Academic Year Data or 2017 Calendar Year Data - Action Plan Summary Results																																																												
Indiana University System AMS » Indiana University: Kokomo » Academic Affairs » School of Education Education	<p>Overall Statistics</p> <ul style="list-style-type: none"> • 33% (8/24) outcomes were included • 100% (8/8) of outcomes included have at least one measure specified • 100% (8/8) of outcomes included have measures with findings specified <table border="1" data-bbox="472 487 1470 893"> <thead> <tr> <th colspan="2">8 Total Measures (Includes measures that do not have findings)</th> <th colspan="2">8 Total Measures with Findings</th> </tr> <tr> <th>Measure Type/Method</th> <th>Measure Level</th> <th colspan="2">Acceptable Target Achievement</th> </tr> </thead> <tbody> <tr> <td>Student Artifact</td> <td>Course</td> <td>Not Met</td> <td>0 (0%)</td> </tr> <tr> <td>Exam</td> <td>Program</td> <td>Met</td> <td>8 (100%)</td> </tr> <tr> <td>Portfolio</td> <td>Institution</td> <td>Exceeded</td> <td>0 (0%)</td> </tr> <tr> <td>Other</td> <td>Other</td> <td>Unspecified</td> <td>0 (0%)</td> </tr> <tr> <td>Total Direct</td> <td>Unspecified</td> <td></td> <td></td> </tr> <tr> <td>Survey</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Focus Group</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Interview</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Other</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total Indirect</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Unspecified</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	8 Total Measures (Includes measures that do not have findings)		8 Total Measures with Findings		Measure Type/Method	Measure Level	Acceptable Target Achievement		Student Artifact	Course	Not Met	0 (0%)	Exam	Program	Met	8 (100%)	Portfolio	Institution	Exceeded	0 (0%)	Other	Other	Unspecified	0 (0%)	Total Direct	Unspecified			Survey				Focus Group				Interview				Other				Total Indirect				Unspecified				<p>8 Total Actions with Status Report</p> <p>Current Status</p> <table border="1"> <tr> <td>Not started</td> <td>0 (0%)</td> </tr> <tr> <td>In Progress</td> <td>8 (100%)</td> </tr> <tr> <td>Completed</td> <td>0 (0%)</td> </tr> <tr> <td>Not Implemented</td> <td>0 (0%)</td> </tr> </table>	Not started	0 (0%)	In Progress	8 (100%)	Completed	0 (0%)	Not Implemented	0 (0%)
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Report : Assessment Cycle Details for : Education

Report Generated by Taskstream

Workspace : Academic Program Assessment and Planning Workspace

Assessment Plan: 2018-2019 Assessment Cycle: Assessment Plan and Assessment Findings

Assessment Plan Template: IU Kokomo Academic Assessment Template

Report Generated : Thursday, May 02, 2019

Measures and Findings

IU Kokomo General Education Outcomes (Copy 1)

❖ Information Literacy

Outcome 1: Students will determine the nature and extent of information needed

Component 1: Students will choose appropriate types of information

Component 2: Students will

determine relevance of information

Component 3: Students will

determine currency of information

Mapped to:

No Mapping

Measure

EDUC-H340 Analytical Essay

COURSE LEVEL; DIRECT - STUDENT ARTIFACT

Details/Description:

Students are required to develop an argument for or against an issue that impacts education. Students are provided with possible topics in which to base their essay, such as media literacy, privatization of education, and equal educational opportunity. The 8-10 page essay requires the student to take a position on a chosen topic and then use credible sources of information to support the position they take.

Acceptable Target:

Students are rated based on four criteria (Analysis of Issue, Organization, Voice, and Mechanics) in a three tiered rubric (Below Standard, Approaching Standard, At Standard). Additional point emphasis is placed on the criteria of Analysis of Issue and Organization. Students are expected to perform at the 'At Standard' level. For Analysis of Issue, that requires students to select appropriate sources which both support the student's position and address alternate perspectives. For Organization, students must present findings clearly, concisely, and logically. For Voice, students must convey their argument professionally and objectively. For Mechanics, students must have few, if any, grammar errors and must correctly apply APA formatting.

Implementation Plan (timeline):

Assessment is given to students each semester.

Key/Responsible Personnel:

Course Instructor

Supporting Attachments:

Findings

for EDUC-H340 Analytical Essay

Summary of Findings:

For this specific outcome, students were rated on their ability to select appropriate sources of information which both support their position and address alternate perspectives. The n-count is 18 students. The specific rubric element aligned to this outcome allowed for a score of 0-10 points. Students were considered below standard if they scored 0-5 points, approaching standard if they scored 6-7 points, and at standard if they scored 8-10 points. The range of scores was 6-10 with a mean score of 8.7. One student earned a score below the 'At Standard' level. For overall grading purposes, scores for this specific rubric element were multiplied by 3.

Acceptable Target Achievement:

Met

Reflections/Notes:

Students are relatively able to select sources of information which are appropriate, relevant, and current and which both support their position and alternate perspectives. The rubric does not specifically differentiate between selecting appropriate, relevant, and current sources. Student are however graded on the overall appropriateness, which includes relevance and currency. A change in the rubric differentiating between the three elements would further strengthen the rubric and data gathered.

Substantiating Evidence:***Action***

in 2017-2018 Academic Year Data or 2017 Calendar Year Data - Action Plan

Update Rubric and Assignment**Action details:**

The rubric tied to the assignment will be updated to better align with the components of this outcome. Specifically, it will be to ensure that all components have line item coverage for scoring. For this outcome, that means each component would be scored separately instead of together. In addition, more descriptive performance levels will be used to better identify what a student is able to do.

Implementation Plan**(timeline):**

Changes will be made and reviewed during each

Status

for Update Rubric and Assignment

Current Status:

In Progress

Additional information:

A different instructor is teaching the course tied to this assignment. That instructor uses a different assignment to assess these outcomes.

Next Steps:

A review of the assignment and rubric tied to the assignment is under review and being piloted during the 2018-2019 academic year. Data from the assignment listed in this report will be compared with data from this academic year to determine which assignment better assesses student performance to this outcome.

Substantiating Evidence:

subsequent semester that the course is offered.

Key/Responsible

Personnel:

Course instructor,
assessment coordinator

Measures:

Supporting Attachments:

Outcome 2: Students will access the needed information effectively and efficiently

Component 1: Students will use appropriate library and web-based search tools

Mapped to:

No Mapping

Measure

EDUC-H340 Analytical Essay

COURSE LEVEL; DIRECT - STUDENT ARTIFACT

Details/Description:

Students are required to develop an argument for or against an issue that impacts education. Students are provided with possible topics in which to base their essay, such as media literacy, privatization of education, and equal educational opportunity. The 8-10 page essay requires the student to take a position on a chosen topic and then use credible sources of information to support the position they take.

Acceptable Target:

Students are rated based on four criteria (Analysis of Issue, Organization, Voice, and Mechanics) in a three tiered rubric (Below Standard, Approaching Standard, At Standard). Additional point emphasis is placed on the criteria of Analysis of Issue and Organization. Students are expected to perform at the 'At Standard' level. For Analysis of Issue, that requires students to select appropriate sources which both support the student's position and address alternate perspectives. For Organization, students must present findings clearly, concisely, and logically. For Voice, students must convey their argument professionally and objectively. For Mechanics, students must have few, if any, grammar errors and must correctly apply APA formatting.

Implementation Plan (timeline):

Assessment is given to students each semester.

Key/Responsible Personnel:

Course Instructor

Supporting Attachments:

Findings

for EDUC-H340 Analytical Essay

Summary of Findings:

For this specific outcome, students were rated on their ability to select appropriate sources of information which both support their position and address alternate perspectives. Those sources of information were required to be from scholarly

sources and could not include sources which may have a perceived bias. The n-count is 18 students.

The specific rubric element aligned to this outcome allowed for a score of 0-10 points. Students were considered below standard if they scored 0-5 points, approaching standard if they scored 6-7 points, and at standard if they scored 8-10 points. The range of scores was 6-10 with a mean score of 8.7. One student earned a score below the 'At Standard' level. For overall grading purposes, scores for this specific rubric element were multiplied by 3.

Acceptable Target Achievement:

Met

Reflections/Notes:

Students are relatively able to utilize the proper channels, such as the library or other academic search engine, in order to select sources of information which are credible and free from bias. The rubric does not specifically differentiate between selecting viable sources of information and fully addressing supporting and alternative perspectives of the chosen topic. A change in the rubric separating these two elements would further strengthen the rubric and data gathered.

Substantiating Evidence:

Action

in 2017-2018 Academic Year Data or 2017 Calendar Year Data - Action Plan

Update Rubric and Assignment

Action details:

The rubric tied to the assignment will be updated to better align with the components of this outcome. Specifically, it will be to ensure that all components have line item coverage for scoring. For this outcome, that means each component would be scored separately instead of together. In addition, more descriptive performance levels will be used to better identify what a student is able to do.

Implementation Plan (timeline):

Changes will be made and reviewed during each subsequent semester that the course is offered.

Status

for Update Rubric and Assignment

Current Status:

In Progress

Additional information:

A different instructor is teaching the course tied to this assignment. That instructor uses a different assignment to assess these outcomes.

Next Steps:

A review of the assignment and rubric tied to the assignment is under review and being piloted during the 2018-2019 academic year. Data from the assignment listed in this report will be compared with data from this academic year to determine which assignment better assesses student performance to this outcome.

Substantiating Evidence:

Key/Responsible**Personnel:**

Course instructor,
assessment coordinator

Measures:**Supporting Attachments:**

Outcome 3: Students will evaluate information and its sources critically

Component 1: Students will examine sources for bias

Component 2: Students will examine sources for credibility

Mapped to:

No Mapping

Measure

EDUC-H340 Analytical Essay

COURSE LEVEL; DIRECT - STUDENT ARTIFACT**Details/Description:**

Students are required to develop an argument for or against an issue that impacts education. Students are provided with possible topics in which to base their essay, such as media literacy, privatization of education, and equal educational opportunity. The 8-10 page essay requires the student to take a position on a chosen topic and then use credible sources of information to support the position they take.

Acceptable Target:

Students are rated based on four criteria (Analysis of Issue, Organization, Voice, and Mechanics) in a three tiered rubric (Below Standard, Approaching Standard, At Standard). Additional point emphasis is placed on the criteria of Analysis of Issue and Organization. Students are expected to perform at the 'At Standard' level. For Analysis of Issue, that requires students to select appropriate sources which both support the student's position and address alternate perspectives. For Organization, students must present findings clearly, concisely, and logically. For Voice, students must convey their argument professionally and objectively. For Mechanics, students must have few, if any, grammar errors and must correctly apply APA formatting.

Implementation Plan (timeline):

Assessment is given to students each semester.

Key/Responsible Personnel:

Course Instructor

Supporting Attachments:

Findings

for EDUC-H340 Analytical Essay

Summary of Findings:

For this specific outcome, students were rated on their ability to select appropriate sources of information which both support their position and address alternate perspectives. The n-count is 18 students.

The specific rubric element aligned to this outcome allowed for a score of 0-10 points. Students were considered below standard if they scored 0-5 points, approaching standard if they scored 6-7 points, and at standard if they scored 8-10

points. The range of scores was 6-10 with a mean score of 8.7. One student earned a score below the 'At Standard' level. For overall grading purposes, scores for this specific rubric element were multiplied by 3.

Acceptable Target Achievement:

Met

Reflections/Notes:

Students are relatively able to select sources of information which are credible and free from bias. The rubric does not specifically differentiate between selecting viable sources of information and fully addressing supporting and alternative perspectives of the chosen topic. A change in the rubric separating these two elements would further strengthen the rubric and data gathered.

Substantiating Evidence:

Action

in 2017-2018 Academic Year Data or 2017 Calendar Year Data - Action Plan

Update Rubric and Assignment

Action details:

The rubric tied to the assignment will be updated to better align with the components of this outcome. Specifically, it will be to ensure that all components have line item coverage for scoring. For this outcome, that means each component would be scored separately instead of together. In addition, more descriptive performance levels will be used to better identify what a student is able to do.

Implementation Plan

(timeline):

Changes will be made and reviewed during each subsequent semester that the course is offered.

Key/Responsible

Personnel:

Course instructor, assessment coordinator

Measures:

Status

for Update Rubric and Assignment

Current Status:

In Progress

Additional information:

A different instructor is teaching the course tied to this assignment. That instructor uses a different assignment to assess these outcomes.

Next Steps:

A review of the assignment and rubric tied to the assignment is under review and being piloted during the 2018-2019 academic year. Data from the assignment listed in this report will be compared with data from this academic year to determine which assignment better assesses student performance to this outcome.

Substantiating Evidence:

Supporting Attachments:

Outcome 4: Students will identify ethical, economic, legal, and social issues surrounding the access and use of information

Component 1: Students will practice ethical use of sources by avoiding plagiarism

Mapped to:

No Mapping

Measure

EDUC-H340 Analytical Essay

COURSE LEVEL; DIRECT - STUDENT ARTIFACT

Details/Description:

Students are required to develop an argument for or against an issue that impacts education. Students are provided with possible topics in which to base their essay, such as media literacy, privatization of education, and equal educational opportunity. The 8-10 page essay requires the student to take a position on a chosen topic and then use credible sources of information to support the position they take.

Acceptable Target:

Students are rated based on four criteria (Analysis of Issue, Organization, Voice, and Mechanics) in a three tiered rubric (Below Standard, Approaching Standard, At Standard). Additional point emphasis is placed on the criteria of Analysis of Issue and Organization. Students are expected to perform at the 'At Standard' level. For Analysis of Issue, that requires students to select appropriate sources which both support the student's position and address alternate perspectives. For Organization, students must present findings clearly, concisely, and logically. For Voice, students must convey their argument professionally and objectively. For Mechanics, students must have few, if any, grammar errors and must correctly apply APA formatting.

Implementation Plan (timeline):

Assessment is given to students each semester.

Key/Responsible Personnel:

Course Instructor

Supporting Attachments:

Findings

for EDUC-H340 Analytical Essay

Summary of Findings:

For this specific outcome, students were rated on their ability to use personal, but professional, responses that analyze the identified issue in their own words and voice. The n-count is 18 students.

The specific rubric element aligned to this outcome allowed for a score of 0-10 points. Students were considered below standard if they scored 0-5 points, approaching standard if they scored 6-7 points, and at standard if they scored 8-10 points. The range of scores was 6-10 with a mean score of 9.1. One student earned a score below the 'At Standard' level. For overall grading purposes, scores for this specific rubric element were multiplied by 2.

Acceptable Target Achievement:

Met

Reflections/Notes:

Students are able to take professional texts and translate them into their own voice without taking the original author's words as their own. The rubric does not specifically differentiate between use of professional language and not directly copying the work of others, which would be a potential way to improve the existing rubric.

Substantiating Evidence:**Action**

in 2017-2018 Academic Year Data or 2017 Calendar Year Data - Action Plan

Update Rubric and Assignment**Action details:**

The rubric tied to the assignment will be updated to better align with the components of this outcome. Specifically, it will be to ensure that all components have line item coverage for scoring. For this outcome, that means each component would be scored separately instead of together. In addition, more descriptive performance levels will be used to better identify what a student is able to do.

Implementation Plan**(timeline):**

Changes will be made and reviewed during each subsequent semester that the course is offered.

Key/Responsible**Personnel:**

Course instructor,
assessment coordinator

Measures:**Supporting Attachments:****Status**

for Update Rubric and Assignment

Current Status:

In Progress

Additional information:

A different instructor is teaching the course tied to this assignment. That instructor uses a different assignment to assess these outcomes.

Next Steps:

A review of the assignment and rubric tied to the assignment is under review and being piloted during the 2018-2019 academic year. Data from the assignment listed in this report will be compared with data from this academic year to determine which assignment better assesses student performance to this outcome.

Substantiating Evidence:

Outcome 5: Students will use information effectively to accomplish a specific purpose

Component 1: Students will employ appropriate information to support a specific aspect of a paper or speech

Mapped to:

No Mapping

Measure

EDUC-H340 Analytical Essay

COURSE LEVEL; DIRECT - STUDENT ARTIFACT

Details/Description:

Students are required to develop an argument for or against an issue that impacts education. Students are provided with possible topics in which to base their essay, such as media literacy, privatization of education, and equal educational opportunity. The 8-10 page essay requires the student to take a position on a chosen topic and then use credible sources of information to support the position they take.

Acceptable Target:

Students are rated based on four criteria (Analysis of Issue, Organization, Voice, and Mechanics) in a three tiered rubric (Below Standard, Approaching Standard, At Standard). Additional point emphasis is placed on the criteria of Analysis of Issue and Organization. Students are expected to perform at the 'At Standard' level. For Analysis of Issue, that requires students to select appropriate sources which both support the student's position and address alternate perspectives. For Organization, students must present findings clearly, concisely, and logically. For Voice, students must convey their argument professionally and objectively. For Mechanics, students must have few, if any, grammar errors and must correctly apply APA formatting.

Implementation Plan (timeline):

Assessment is given to students each semester.

Key/Responsible Personnel:

Course Instructor

Supporting Attachments:

Findings

for EDUC-H340 Analytical Essay

Summary of Findings:

For this specific outcome, students were rated on their ability to clearly and completely address arguments which both support and oppose the issue described in their paper. The n-count is 18 students.

The specific rubric element aligned to this outcome allowed for a score of 0-10 points. Students were considered below standard if they scored 0-5 points, approaching standard if they scored 6-7 points, and at standard if they scored 8-10 points. The range of scores was 6-10 with a mean score of 8.7. One student earned a score below the 'At Standard' level. For overall grading purposes, scores for this specific rubric element were multiplied by 3.

Acceptable Target Achievement:

Met

Reflections/Notes:

Students are relatively able to use information from various sources to support and oppose the issue described in their paper. The rubric does not specifically differentiate between selecting viable sources of information and fully addressing supporting and alternative perspectives of the chosen topic. A change in the rubric

separating these two elements would further strengthen the rubric and data gathered.

Substantiating Evidence:

Action

in 2017-2018 Academic Year Data or 2017 Calendar Year Data - Action Plan

Update Rubric and Assignment

Action details:

The rubric tied to the assignment will be updated to better align with the components of this outcome. Specifically, it will be to ensure that all components have line item coverage for scoring. For this outcome, that means each component would be scored separately instead of together. In addition, more descriptive performance levels will be used to better identify what a student is able to do.

Implementation Plan

(timeline):

Changes will be made and reviewed during each subsequent semester that the course is offered.

Key/Responsible

Personnel:

Course instructor,
assessment coordinator

Measures:

Supporting Attachments:

Status

for Update Rubric and Assignment

Current Status:

In Progress

Additional information:

A different instructor is teaching the course tied to this assignment. That instructor uses a different assignment to assess these outcomes.

Next Steps:

A review of the assignment and rubric tied to the assignment is under review and being piloted during the 2018-2019 academic year. Data from the assignment listed in this report will be compared with data from this academic year to determine which assignment better assesses student performance to this outcome.

Substantiating Evidence:

Outcome 1: Students will articulate how intellectual traditions have helped shape present cultures

Component 1: Students will analyze the influence of tradition(s) on a present culture

Component 2: Students will explain the inter-relationship of tradition and culture

Mapped to:

No Mapping

Measure

EDUC-M323 - Age Appropriate Song Lesson Integration

COURSE LEVEL; DIRECT - STUDENT ARTIFACT

Details/Description:

Students are required to take a lesson which was previously created and integrate songs into that lesson. The songs selected for the lesson must be existing songs and demonstrate a variety of world cultures and time periods. A minimum of five songs are required. Students are measured on their ability to select songs which differ in culture and time period, integrate the songs seamlessly into their existing lesson, and be appropriate for the grade level in terms of content and overall aesthetics. Students are measured on a four point rubric (Unacceptable, Needs Improvement, Acceptable, Advanced) across three total elements (Diversity of Culture and Time, Lesson Integration, and Aesthetics).

Acceptable Target:

Students are expected to perform at the 'Acceptable' performance level on the rubric.

Implementation Plan (timeline):

Assignment is given to students each semester.

Key/Responsible Personnel:

Course Instructor

Supporting Attachments:

Findings

for EDUC-M323 - Age Appropriate Song Lesson Integration

Summary of Findings:

For this specific outcome, students were rated on their ability to select songs from different time periods and cultures . The n-count is 22 students. The specific rubric element aligned to this outcome allowed for a score of 0-5 points. Students were considered unacceptable if they scored 0-1 points, needs improvement if they scored 2-3 points, acceptable if they scored 4 points, and advanced if they scored 5 points. The range of scores was 3-5 points with a mean score of 4.3. One student earned a score below the 'Acceptable' level. For overall grading purposes, scores for this specific rubric element were multiplied by 3.

Acceptable Target Achievement:

Met

Reflections/Notes:

Students are relatively able to select songs which are from different time periods and cultures The rubric asks students to explain why each song was selected in a cultural and time perspective. The rubric and assignment as a whole does not specifically assess or measure the analysis of influence of traditions on a present culture. A change in the rubric which includes some measure of analysis of traditions on the songs selected would further strengthen the rubric and data gathered.

Substantiating Evidence:

Action

in 2017-2018 Academic Year Data or 2017 Calendar Year Data - Action Plan

Update Rubric and Assignment

Action details:

The rubric tied to the assignment will be updated to better align with the components of this outcome. Specifically, it will be to ensure that all components have line item coverage for scoring. For this outcome, that means component 1 would be added to the assignment and would be given it's own line item in the rubric for separate scoring from component 2. In addition, more descriptive performance levels will be used to better identify what a student is able to do.

Implementation Plan

(timeline):

Changes will be made and reviewed during each subsequent semester that the course is offered.

Key/Responsible

Personnel:

Course instructor,
assessment coordinator

Measures:

Supporting Attachments:

Status

for Update Rubric and Assignment

Current Status:

In Progress

Additional information:

Rubric and assignment has been updated to address the concerns identified in this report. The changes to the rubric and assignment have not yet been reviewed to ensure changes are complete and appropriate.

Next Steps:

Complete review of updated rubric and assignment to ensure all concerns identified have been addressed. Compare student data from previous academic year with student data from current academic year and identify any further steps that need to be taken based on that data.

Substantiating Evidence:

Outcome 2: Students will evaluate various literary, philosophical, or historical works and approaches

Component 1: Students will interpret various meanings of a work

Measure

EDUC-M323 - Age Appropriate Song Lesson Integration

COURSE LEVEL; DIRECT - STUDENT ARTIFACT

Details/Description:

Students are required to take a lesson which was previously created and integrate songs

Component 2: Students will identify the approach inherent in a work

Component 3: Students will explain contextual influences

Component 4: Students will evaluate the impact of the work

Mapped to:

No Mapping

into that lesson. The songs selected for the lesson must be existing songs and demonstrate a variety of world cultures and time periods. A minimum of five songs are required. Students are measured on their ability to select songs which differ in culture and time period, integrate the songs seamlessly into their existing lesson, and be appropriate for the grade level in terms of content and overall aesthetics. Students are measured on a four point rubric (Unacceptable, Needs Improvement, Acceptable, Advanced) across three total elements (Diversity of Culture and Time, Lesson Integration, and Aesthetics).

Acceptable Target:

Students are expected to perform at the 'Acceptable' performance level on the rubric.

Implementation Plan (timeline):

Assignment is given to students each semester.

Key/Responsible Personnel:

Course Instructor

Supporting Attachments:

Findings

for EDUC-M323 - Age Appropriate Song Lesson Integration

Summary of Findings:

For this specific outcome, students were rated on their ability to select songs from different time periods and cultures which are developmentally and aesthetically appropriate for the given lesson plan. The n-count is 22 students.

The specific rubric element aligned to this outcome allowed for a score of 0-5 points. Students were considered unacceptable if they scored 0-1 points, needs improvement if they scored 2-3 points, acceptable if they scored 4 points, and advanced if they scored 5 points. The range of scores was 3-5 points with a mean score of 4.4. Two students earned a score below the 'Acceptable' level. For overall grading purposes, scores for this specific rubric element were multiplied by 3.

Acceptable Target Achievement:

Met

Reflections/Notes:

Students are relatively able to select songs with various meanings and impacts. The rubric does not specifically differentiate between those two components, nor is the rubric explicit in its measure of those two components. Students have to interpret the meanings and evaluate potential impact of the songs they select in order to choose developmentally and aesthetically appropriate songs, but a direct correlation is not found in the rubric used. The rubric and assignment as a whole does not specifically assess or measure the inherent approaches or contextual influences of the selected songs. A change in the rubric to be more explicit in its measure of the two components and which includes some measure of inherent approaches and contextual influences would further strengthen the rubric and data gathered.

Substantiating Evidence:

Action

in 2017-2018 Academic Year Data or 2017 Calendar Year Data - Action Plan

Update Rubric and Assignment

Action details:

The rubric tied to the assignment will be updated to better align with the components of this outcome. Specifically, it will be to ensure that all components have line item coverage for scoring. For this outcome, that means components 2 and 3 would be added to the assignment and each would be given their own line item in the rubric for separate scoring from components 1 and 4. In addition, more descriptive performance levels will be used to better identify what a student is able to do.

Implementation Plan

(timeline):

Changes will be made and reviewed during each subsequent semester that the course is offered.

Key/Responsible

Personnel:

Course instructor,
assessment coordinator

Measures:

Supporting Attachments:

Status

for Update Rubric and Assignment

Current Status:

In Progress

Additional information:

Rubric and assignment has been updated to address the concerns identified in this report. The changes to the rubric and assignment have not yet been reviewed to ensure changes are complete and appropriate.

Next Steps:

Complete review of updated rubric and assignment to ensure all concerns identified have been addressed. Compare student data from previous academic year with student data from current academic year and identify any further steps that need to be taken based on that data.

Substantiating Evidence:

Outcome 3: Students will demonstrate aesthetic appreciation through the experience of fine or performing arts

Measure

EDUC-M323 - Age Appropriate Song Lesson Integration

COURSE LEVEL; DIRECT - STUDENT ARTIFACT

Component 1: Students will describe the personal emotional impact of a piece of fine art or performance

Component 2: Students will describe the personal intellectual impact of a piece of fine art or a performance

Component 3: Students will describe the importance of aesthetics.

Mapped to:

No Mapping

Details/Description:

Students are required to take a lesson which was previously created and integrate songs into that lesson. The songs selected for the lesson must be existing songs and demonstrate a variety of world cultures and time periods. A minimum of five songs are required. Students are measured on their ability to select songs which differ in culture and time period, integrate the songs seamlessly into their existing lesson, and be appropriate for the grade level in terms of content and overall aesthetics. Students are measured on a four point rubric (Unacceptable, Needs Improvement, Acceptable, Advanced) across three total elements (Diversity of Culture and Time, Lesson Integration, and Aesthetics).

Acceptable Target:

Students are expected to perform at the 'Acceptable' performance level on the rubric.

Implementation Plan (timeline):

Assignment is given to students each semester.

Key/Responsible Personnel:

Course Instructor

Supporting Attachments:

Findings

for EDUC-M323 - Age Appropriate Song Lesson Integration

Summary of Findings:

For this specific outcome, students were rated on their ability to select songs from different time periods and cultures which are developmentally and aesthetically appropriate for the given lesson plan. The n-count is 22 students. The specific rubric element aligned to this outcome allowed for a score of 0-5 points. Students were considered unacceptable if they scored 0-1 points, needs improvement if they scored 2-3 points, acceptable if they scored 4 points, and advanced if they scored 5 points. The range of scores was 3-5 points with a mean score of 4.4. Two students earned a score below the 'Acceptable' level. For overall grading purposes, scores for this specific rubric element were multiplied by 3.

Acceptable Target Achievement:

Met

Reflections/Notes:

Students are relatively able to select songs which would have an intellectual impact on student learning and are aesthetically appropriate for the lesson plan. The rubric does not specifically differentiate between selecting songs which have appropriate content and aesthetics. In addition, the rubric and assignment as a whole does not specifically assess or measure the emotional impact of the selected songs. A change in the rubric separating the two elements and which includes some measure of emotional impact would further strengthen the rubric and data gathered.

Substantiating Evidence:

Action

in 2017-2018 Academic Year Data or 2017 Calendar Year Data - Action Plan

Update Rubric and Assignment

Action details:

The rubric tied to the assignment will be updated to better align with the components of this outcome. Specifically, it will be to ensure that all components have line item coverage for scoring. For this outcome, that means component 1 would be added to the assignment and would be given it's own line item in the rubric for separate scoring from components 2 and 3. The assignment would also be adjusted so that components 2 and 3 have more explicit expectations. Finally, more descriptive performance levels will be used to better identify what a student is able to do.

Implementation Plan

(timeline):

Changes will be made and reviewed during each subsequent semester that the course is offered.

Key/Responsible

Personnel:

Course instructor,
assessment coordinator

Measures:

Supporting Attachments:

Status

for Update Rubric and Assignment

Current Status:

In Progress

Additional information:

Rubric and assignment has been updated to address the concerns identified in this report. The changes to the rubric and assignment have not yet been reviewed to ensure changes are complete and appropriate.

Next Steps:

Complete review of updated rubric and assignment to ensure all concerns identified have been addressed. Compare student data from previous academic year with student data from current academic year and identify any further steps that need to be taken based on that data.

Substantiating Evidence: