GEC Learning Outcomes (GLOs) Assessment Critical Thinking– Aggregate Results

Assessment Type: GEC   **Year/Term:** AY18

Course: MUS 204

Learning Outcome: Critical Thinking

Assessment Method/Tool: Common Rubric-EPCC

Measurement Scale: 3-1

Sample Size: 37

	Proficient (# of students|%)		Adequate (# of students|%)		Developing (# of students|%)	
Identifies and explains Issues	23	62%	9	24%	5	14%
Recognizes contexts and assumptions	23	62%	9	24%	5	14%
Acknowledges multiple perspectives	23	62%	9	24%	5	14%
Evaluates evidence to reach conclusions	23	62%	9	24%	5	14%
Median % (based on 37 student sample size)		62%		24%		14%

Benchmark: **85%**   Institutional benchmark goal for median percentage of students to meet "Proficient" or "Adequate" levels in the GEC

Median % Achieving Benchmark: **86%** median percentage of students meeting "Adequate" or "Proficient" levels

Closing the Loop:

Each student completed an interview with an older person that was focused on learning how popular music had influenced them during their teenage years and beyond. Each student had already completed a self-interview project and had studied the main popular musical events of the 1950's, 1960's and 1970's.   The students that were able to interview a grandparent had the most success with their final result. Having a personal connection always enhances the knowledge that can be contained in the final paper. Students were required to use their own knowledge of popular music history in order to complete this assignment.

The students who did not do as well on the assignment either did not complete it or were not able to ask the specific questions about important moments in popular music history.

Action Plan:

The results of this assessment will be shared with program faculty. We will see if the problem with developing students is common in our General Education MUS courses and what strategies might be employed to identify those students early in the term, if possible, and then intervene to help increase student success. Perhaps the program can agree on a uniform approach to Early Alert.