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WHAT UNIVERSITY GENERAL EDUCATION OUTCOMES GUIDE STUDENT LEARNING IN COURSES THAT CARRY FINE ARTS CREDIT?

Upon completion of three hours of fine arts and three hours of humanities courses, students will understand and articulate

- (FA LO1) Basic structures, themes, and principles of the discipline being introduced
- (FA LO 2) Important philosophical, religious, and/or ethical ideas inherent in the discipline being introduced and inscribed by writers, artists, and thinkers
- (FA LO 3) The processes by which artistic and humanistic values and aesthetic approaches are formed and challenged over time
- (FA LO 4) Connections among cultural achievements of various groups of people, such as those of different ethnicities, religious backgrounds, racial origins, and/or sexual identities

HOW DOES THE DEPARTMENT OF MUSIC INTEND TO ASSESS STUDENT LEARNING OF THESE OUTCOMES IN MLIT 1013?

The Department of Music offers two sections of MLIT 1013: Music Lecture for Music Majors each year, one each in the fall and spring, which are each cross-listed with MLIT 1013H: Honors Music Lecture for Music Majors. Beginning with the fall 2017 semester, the courses will be renamed Music & Society and Honor Music & Society, respectively. Each section contains around thirty students. During the fall 2016 semester, two sections were offered of MLIT 1013/MLIT 1013H for the first time.

Since the first time the course was offered during the fall 2012 semester, a survey has been distributed during the first day of class where students describe their musical background and their general knowledge of music and music history. Generally, students acknowledge that they have little to no knowledge of music history, aside from perhaps the backgrounds of some individual composers. The survey results help guide the instruction in the course, but they also demonstrate the students start the course with limited knowledge of the four objectives of fine arts courses.

During the spring 2016 semester, the students were also given a pre-test during the first week of classes where they described and defined different terms and concepts related to music history and the academic study of music. Those same terms and concepts were later included in examinations given throughout the course as either identification, short answer, listening, or essay questions. Beginning with the fall 2016 semester, a pre-test consisting of short answer questions will be administered during the first week of class and the same questions will be included on later examinations and quizzes in the course as a post-test. After both tests are completed, the percentages of correct answers will be compared to determine if outcomes are

being met. A copy of the exam and answers will be submitted to the Music Department office to keep on file.

HOW IS THE ASSESSMENT INSTRUMENT KEYED TO THE UNIVERSITY GENERAL EDUCATION CORE CURRICULUM LEARNING OUTCOMES FOR THE FINE ARTS?

For the questions included on the pre- & post-tests, at least two questions will be geared towards each learning objective, with many questions covering multiple objectives. Sample questions, with the objectives they achieve, are below. Questions may vary slightly depending on the section and material covered, but the same key concepts will be assessed.

Sample Questions

1. Identify the texture of this example. (LO 1)
2. How was Nationalism expressed in art music during the 19th century? (LO 2, 3, & 4)
3. Identify at least two characteristics of Sub-Saharan African music that are present in this example (LO 1 & 4)
4. Name for the 5-beat rhythmic pattern that serves as the foundation of many Latin American musical styles and is also used in many popular songs. (LO 1 & 4)
5. Describe how this example is representative of Expressionism. (LO 1 – 3)
6. Discuss the evolution of opera from the Baroque through Romantic eras (LO 1 – 3)
7. Describe sacred music during the Middle Ages and Renaissance, including how it contained characteristic traits of those eras. (LO 1 – 4)

HOW WILL THE DEPARTMENT OF MUSIC USE THE DATA GENERATED BY THIS INSTRUMENT TO PLAN CURRICULAR AND PEDAGOGICAL CHANGES THAT MIGHT BE NECESSARY IN MLIT 1013?

The instructor for each section will write an assessment report regarding their students' performance on the pre- & post-tests, along with any additional assessment tools used during the semester. An explanation of how the instructor will adjust his or her teaching of the course in the future in response to the students' performance on course assessment will be included in the report. The report will be submitted to the departmental advisory committee, department chair, and general education coordinator, who will provide additional feedback for the instructor as needed.