

MLIT 1003 Assessment Plan

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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 LO 1) 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 1003: MUSIC LECTURE?**

The Department of Music annually offers seventeen sections of MLIT 1003 (currently titled “Music Lecture” but effective Fall 2017 will be called “Experiencing Music”) and four sections of MLIT 1003H (“Honors Music Lecture,” soon to be “Honor Experiencing Music”). The twelve sections of MLIT 1003 during the fall and spring semesters consist of around 200 students, while the summer and intersession sections number around thirty students each. MLIT 1003H sections typically contain around twenty-five students. All sections will give a pre-test and post-test that will assess the students’ learning of the fine arts outcomes listed above.

A pre-test of 20 multiple choice questions will be administered during the first week of each semester and the same 20 questions will be included on later examinations 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.

Additionally, each section will require students to attend live performances and write a response to those events. The concert reports provide the opportunity for students to apply some of the concepts learned in the course and further demonstrates that students are achieving the fine arts and humanities learning objectives.

Previously the teachers of MLIT 1003 administered a pretest of 10 questions based on fundamental music terminology (and thus primarily meeting FA LO 1) during the first week of class. The 10 questions were later included in one of the tests given later in the semester. These

assessments were conducted during the Summer 2014, Fall 2014, and Spring 2016 semesters. The eleven sections that administered the exams averaged 25% on the pre-test and 89% on the post-test.

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

For the 20 questions included on the pre- & post-tests, at least four questions will be geared towards each learning objective. 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. Term for the speed of the music. (LO 1)
  - A. Dynamics
  - B. Modulation
  - C. Meter
  - D. Tempo
  - E. Rhythm
2. Term that describes when several independent rhythms occur simultaneously, a common feature in the music of Sub-Saharan Africa. (LO 1 & 4)
  - A. Monorhythms
  - B. Bitonality
  - C. Polyrhythms
  - D. Asymmetry
3. Which of the following is NOT a standard characteristic of Baroque music? (LO 2 & 3)
  - A. Terraced dynamics
  - B. Embellished melody lines
  - C. Basso continuo accompaniment
  - D. Limited use of instruments
4. Name for the text of a theatrical work, particularly an opera. (LO 1)
  - A. Libretto
  - B. Aria
  - C. Recitative
  - D. Overture
  - E. Vibrato
5. Which of the following was NOT a way that Nationalism was expressed in art music during the 19<sup>th</sup> century? (LO 2, 3, & 4)

- A. Use of folk songs
  - B. Programs drawn from a region's history
  - C. Meters influenced by traditional dances
  - D. Strict adherence to traditional harmonies
6. Identify the texture for the following scenario: An *a cappella* piece where each of the four voice parts sing a different melody simultaneously. (LO 1)
- A. Monophony
  - B. Polyphony
  - C. Heterophony
  - D. Homophony
7. Which of the following is NOT generally true of 20<sup>th</sup> century Western art music? (LO 3)
- A. Music was frequently viewed as part of broader artistic movements
  - B. Composers used diverse compositional approaches
  - C. It strictly adhered to major & minor keys
  - D. Some composers used electronic instruments
8. In a typical song form, the name for the section that uses the same music but different lyrics each time it appears. (LO 1)
- A. Chorus
  - B. Bridge
  - C. Refrain
  - D. Verse
9. Which of the following is NOT true of Minimalism? (LO 2 & 3)
- A. It is a style in both music and the visual arts
  - B. The movement originated in the United States
  - C. Minimalist compositions frequently unfold over long periods of time
  - D. Pieces typically feature very tuneful melodies
10. 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)
- A. Swing Rhythm
  - B. Bhangra Rhythm
  - C. Clave Rhythm
  - D. Foxtrot Rhythm
  - E. Dance Rhythm

**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 1003?**

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.