



UNIVERSITY OF ARKANSAS
PULASKI TECH

Assessment Report:
2019-2020

MUSC 2300 – Introduction to Music



Course-Level Learning Outcomes

1. What are the Course-Level Outcomes (CLOs)?

(Determined by ACTS MUSC1003 CLOs)

Identification and analysis - Identify and analyze the elements and forms of music.

Explore Music Literature - Identify selected works of various composers.

Demonstrate Command of Vocabulary - Identify and explain music terminology.

Recognize music in context - Identify various genres, periods, and major composers.

Correlate music and history - Analyze the role of music and musicians within historical contexts.

Experience, observe, and react - Attend (during the pandemic view online) a live performance and write a critique of the experience using terminology appropriate to the course.

Categorize timbres - Differentiate various instruments aurally and visually.

2. Which CLOs were addressed for this academic year? (2019-2020)

Experience, observe, and react - Attend (during the pandemic view online) a live performance and write a critique of the experience using terminology appropriate to the course.

This critique can include any and all of the CLOs, however some are indispensable:

Demonstrate Command of Vocabulary - Identify and explain music terminology.

Recognize music in context - Identify various genres, periods, and major composers.

Categorize timbres - Differentiate various instruments aurally and visually.

3. Which CLOs are being addressed in your assessment plan next academic year? (2020-2021)

Experience, observe, and react - Attend (during the pandemic view online) a live performance and write a critique of the experience using terminology appropriate to the course.

Demonstrate Command of Vocabulary - Identify and explain music terminology.

Recognize music in context - Identify various genres, periods, and major composers.

Categorize timbres - Differentiate various instruments aurally and visually.

4. Explain the assessment cycle.

Set learning outcomes.

Design a measurement tool that is well-suited to those learning outcomes, and then apply it.

Analyze the resultant data.

Design an action plan based on the data.
Repeat.

5. What are the assessment methods? Are they direct or indirect?

Students compose a two-page essay with subjective and objective observations about a concert performance. This is a culminating assignment that should demonstrate knowledge gained from listening and reading assignments during the semester. Each paper is evaluated according to a rubric so this is direct assessment.

6. What are the assessment goal(s)?

The essay is an 80-point assignment of which 20 points are earned through 'objective observations'. Successful students should meet the threshold of 15-20 points on this part of the assignment, with 70% of the class achieving this goal, and/or an average class score of 70%.

7. What were the findings for this academic year? (2019-2020)

Overall students met the threshold this year, though some sections of the class were slightly below the threshold.

8. What is your analysis of the findings?

Most of our students are successfully gaining knowledge about music related to the various course learning outcomes, and most are able to express themselves using adequate writing skills. Inherently some students exhibit their deficiencies in writing when they write about music, whereas those students who have developed their writing and reading skills, or who show evidence of spending adequate time on their paper, demonstrate excellent understanding about their paper topic.

The assessment tool required adjustment in the spring 2020 term when all live music performances were cancelled and therefore teacher-approved video performances were used as a substitution.

9. What is the action plan for the next academic year? (2020-2021) Explain.

Music Instructors will meet to refine the rubric so that the relevant data can be collected more reliably. There also needs to be some discussion regarding the choices of available paper topics

chosen from online sources that have proliferated during the pandemic. Efforts will be directed to identify and offer more assistance to students who show signs of weakness in their understanding of the course content, or who demonstrate weak writing skills early in the term.

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