

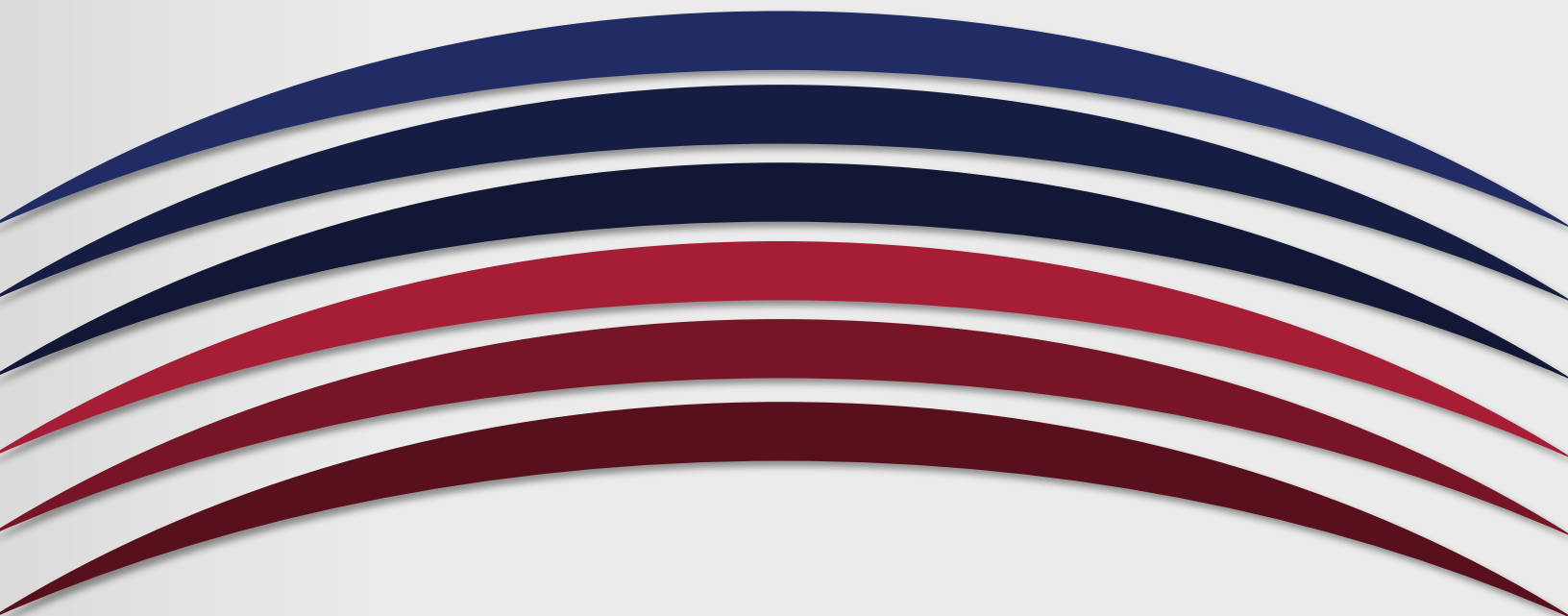
UNIVERSITY OF ARKANSAS  
**PULASKI TECH**

## **Course-Level Assessment Report**

**Course: MUSC 2300**

**Introduction to Music**

**Academic Year: 2020-2021**



1. Name of course: Introduction to Music
2. Name of individual(s) compiling report: Dr. Barry McVinney
3. Date of submission: September 24, 2021
4. Academic year: 2020-2021

## Course-Level Learning Outcomes

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

**The CLOs for MUSC2300 follow the Arkansas Course Transfer System.**

**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 the academic year 2020-21?

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

Nearly every session and lesson in this class addresses all stated CLOs, however the direct assessment method used to gather data for this assessment report uses the CLO that is most compatible with a designated learning outcome of the General Education Program (GELO), which is:

***#3. Analyze Works: Analyze major works of fine arts or literature and articulate the analysis using terminology or methodologies appropriate in the field.***

### 3. Which CLOs are being addressed in your assessment plan in the upcoming academic year 2021-2022?

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

Introduction to Music is a class that has CLOs determined by ACTS, and a GELO determined by the General Education Program of UAPTC, therefore music instructors will continue to use the same CLO in our 2021-2022 assessment plan; we address all CLOs to prepare students for their culminating assignment.

### 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?

**We use a direct assessment method.**

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 that consists of four components:

1. Identification of the event attended, and identification of the works performed.
2. Demonstrated writing skills.
3. Subjective observations of musical and non-musical aspects of the concert.
4. Objective observations of musical and non-musical aspects of the concert.

### 6. What are the assessment goal(s), including benchmarks?

**The benchmark goal is for 70% of students to achieve an Excellent or Competent level on the 'Objective observations' part of their essay graded with the rubric.**

Assessment for this class is based on outcomes related to only one component of the assignment rubric, that is #4 listed above. Objective observations reveal assimilation of knowledge gained through the semester, and they should reflect improved skills in listening to music.

## 7. What were the findings for the academic year?

### Fall 2020 - Objective observations of a live music performance:

83 students, distributed through 7 class sections, submitted an essay that was evaluated by the instructor of their class section. 58 students scored at an 'excellent' level, and 15 students scored at a 'competent' level. A total of 73 of 83 students reached the desired outcome, and **the 87% success rate exceeds the benchmark goal of 70%.**

### Spring 2020 - Objective observations of a live music performance:

71 students, distributed through 8 class sections, submitted an essay that was evaluated by the instructor of their class section. 46 students scored at an 'excellent' level, and 11 students scored at a 'competent' level. A total of 57 of 71 students reached the desired outcome, and **the 80% success rate exceeds the benchmark goal of 70%.**

## 8. What is your analysis of the findings?

A high percentage of our students are successfully gaining knowledge about music related to the various course learning outcomes, and they are able to express themselves using excellent or competent writing skills. Inherently some students exhibit their deficiencies in writing when they write about music, and thankfully they are in the minority. 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. It is pleasing to see that positive data reveals successful instruction and student achievement in our Introduction to Music classes.

## 9. What is the action plan for the upcoming academic year? Explain.

The action plan for the upcoming year is much the same as the action plan for this year; use the rubric to grade the student essays and gather the student success data. Aside from the delivery of course content online and in the classroom, preparing students for the required essay about a full-length professional or college-level performance looms through the semester. Before the pandemic there was a relatively small number of performances that were available in the area for students to attend. Music instructors have learned how to be adaptable to the changing conditions of local public performances in the age of COVID-19. At the same time, performing organizations worldwide have made their concerts and operas available for viewing online resulting in a greater variety of choices presented to students. Leading students to interesting and appropriate review topics is an important role for instructors, and is always a topic of regular conversation between music instructors.