Liberal Arts Essentials Assessment Plan

Course: Excursions in World Music - MUSC 310

Writing Unit: No

Instructor(s): Mary Schlacks

Methods: Embedded questions on each of the five examinations during the course of the class; LAE course evaluation questions at the end of the third semester of study

LAE Category: Global Society

Goal 3: Muskingum students will acquire multiple and integrative approaches to lifelong learning

Learning Objective 1: Students will demonstrate the ability to engage effectively in the lifelong learning skills of acquiring, evaluating, synthesizing, and applying knowledge.

A. Student work examined

List the tasks used to measure the objective (e.g., exams, research project/paper assignments, presentation or class assignment) and attach a copy of each along with the Departmental plan.

All students in Excursions in World Music need to acquire the ability to be open-minded about the differences in cultures of countries throughout the world and to recognize their unique aspects. As graduates of Muskingum, they will need this understanding of different cultures as they take their place in the global society; this is especially true for those students seeking careers in international politics or business. Embedded questions will be added to each of the six examinations currently given in the course to ascertain the level to which each student has acquired (or not acquired) this ability.

Also to be examined will be the answers to assessment questions on course evaluation forms completed at the end of the third semester. These results will be correlated with the results from the previous question.
B. Scoring Criteria

Briefly explain the criteria used to evaluate student performance in relation to the learning objective (i.e., what constitutes advanced, proficient, partially proficient, not proficient, etc.) Attach copies of measurement instrument or rubric.

Advanced

Advanced will be defined as a student, when listening to music of other cultures, will answer with such comments as: “very interesting;” “unique,” or quite different, but I can see why it is appreciated by that population” as well as identify the aspects that make the music unique to a population.

An average of 4.0 or better on the assessment questions

Proficient

Proficient will be defined as a student, when listening to music of other cultures, will answer with such comments as: “very interesting;” or “unique” but also add some negative reaction comments as well as identifying most of the aspects that make a music unique to a population.

An average of 3.0 – 3.9 on the Assessment questions

Partially Proficient

Partially Proficient will be defined as a student, when listening to music of other cultures, will answer with such comments as: “very interesting;” or “unique” but also add a substantial amount of negative reaction comments as well as identifying some of the aspects that make a music unique to a population.

An average of 2.0-2.9 on the Assessment questions

Not Proficient

Not Proficient will be defined as students when listening to music of other cultures will answer with such comments as: “That’s horrible,” How could anyone listen to that stuff?” A student will also be unable to identify the unique aspects that make a music unique to a population.

An average below 1.9 on the Assessment questions
Since students need to acquire the ability to be open-minded about different kinds of music throughout the world, Excursions in World Music seeks to develop a student’s ability to not only perceive the unique aspects of the music of each culture, but to be able to appreciate the culture’s music as well.

### Essay Examination Rubric

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<tr>
<th>Objective</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tr>
<td>Students will acquire the ability to be open-minded and receptive to the music of different cultures and to understand why a culture would value this music</td>
<td>A student will be able to provide positive, well-reasoned comments when listening to music of other cultures</td>
<td>A student will be able to provide mostly positive, well-reasoned comments when listening to music of other cultures</td>
<td>A student will be able to provide some positive, well-reasoned comments when listening to music of other cultures, but will also add negative comments</td>
<td>A student will be unable to provide any positive, well-reasoned comments when listening to music of other cultures, will also add negative comments</td>
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<td>Students will acquire the ability to perceive music of other cultures as unique to that culture</td>
<td>A student will be able to identify the musical aspects that make a music unique to a particular culture</td>
<td>A student will be able to identify most of the musical aspects that make a music unique to a particular culture</td>
<td>A student will be able to identify some of the musical aspects that make a music unique to a particular culture</td>
<td>A student will not be able to identify the musical aspects that make a music unique to a particular culture</td>
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