

Assessment Plan for Philosophy of Music

Assessment of Course:

PHIL 294 will be critically assessed in order to determine how well it is meeting the general principles and specific General Learning Objectives of its General Education Curriculum:

Visual and Performing Arts Goals/Rationale:

Courses in the arts increase students' exposure to the seminal artworks of our time and develop students' skills in critically examining these artworks and their function in society.

Learning Objectives:

1. Students demonstrate a basic understanding of various positions concerning the nature of music and its function in society.
2. Students demonstrate an ability to apply their understanding of the various positions by picking out the salient features concerning ontology, expression, meaning, etc. of any given piece of music.

Assessment will take place after the first quarter in which the course is taught and thereafter biennially. PHIL 294 will be assessed by the Philosophy Department Chair. The following procedures and indicators will be used in assessing the course:

- 1) Student SEIs
- 2) Portfolio of sample student papers
- 3) Portfolio of sample student exams
- 4) Review of course syllabi for each time the course has been taught up to the point of the assessment.
- 5) Biennial assessment report to be submitted to Arts and Humanities Curricular Dean summarizing the results of the of the course assessment.

Items 4-5 will be maintained on file in the program so that the progress of the course can be monitored and evaluated across time as the course evolves and to enable the program to address any major concerns or drift from the established goals and standards. In particular, we will be looking to see if the students' and our overall evaluations of the course have at least remained steady or, better, improved; if that proves not to be the case, we will attempt to use the data to make what seem the appropriate adjustments to the course content and structure.

Note on the assessment criteria for sampled exams and papers

The criteria that we will be using in the assessment will be similar to those the instructor will have used in grading the exams and papers in the first place. Like the instructors, we will focus on how well the students understand the various positions being presented and, more importantly, how well the students are applying their knowledge of the positions to their critical examinations of individual musical works. As much as possible, we will

also try to determine whether shortcomings in this area are correlated to the individual student's poor attendance in class, or whether they result from miscommunication on the part of the instructor or some other inadequate methodology. The director of the program will work with the Arts and Humanities Curricular Dean to improve communication of the course expectations and content.