Core Course Assessment Plan, 2022-23
Element 4: Arts/Humanities

Please complete all sections; do not delete section information. Submit to Pilot when complete.

SECTION 1: GENERAL INFORMATION

Course Dept. Prefix: _MUS_____   Course #: __2900_____

Semester when assessment will occur: ☐ Fall 2022   ☐ Spring 2023 ☐ Summer 2023

Course Title: ___African American Music: America and Beyond_____

Section Types and number of sections offered in 2022-23. Complete all that apply.
  _____ Dayton face-to-face   _____ Lake face-to-face
  __X___ Dayton online   _____ Lake online
  _____ Dayton Honors   _____ Lake Honors
Note: If section at Lake Campus must include assessment of Lake Campus section(s) and faculty from Lake Campus as evaluators.
Attributes: __X__   Integrative Writing in Core
                        ____   Multicultural Competency in Core
                        ____   Service Learning in Core

Dept. Core Assessment Lead: __Steven Aldredge___   ___steven.aldredge@wright.edu_____
                                            Name   email

List at least two assessors; this may include course instructor only if there are multiple sections and multiple instructors of the course. Note - The instructor may not assess his/her students' papers.
  • __Ginger Minneman_____
  • __Steven Aldredge_____
  • __Stephen Wadsack_____
  • __Nathan Nagir_____
  •   Bill Jobert
  • John Kurokawa

SECTION 2: ASSESSMENT PLAN

It is preferable to have the assessment plan for all sections of a course. If not feasible, please complete an assessment plan for separate sections.

Course Outcomes. _____ Check here if Outcomes have been modified.

The course must address all 4 outcomes but must assess a minimum of 1 outcome. Highlight in yellow the outcome(s) you will assess. If you have modified the outcomes, please insert here in place of standard outcomes. The two rubrics that we are using match with 1 and 3 if want 2 or 4 we will assist you with identifying a rubric.

  1. **Critically analyze significant creative, literary, philosophical or religious works.
  2. Understand and discuss the complex blend of imaginative vision, socio-cultural context, ethical values, and aesthetic judgment in creative, philosophical, or religious works.
  3. **Recognize, evaluate and respond to creative, and philosophical, or religious works.

4. Develop appropriate and ethical applications of knowledge in the humanities or the arts.
Rubrics in Section A – Element – Fit with Outcomes #1 and #3. <u>Assignments. Select **one of the options below for assessment of one or more outcomes</u>

The goal of assessment is to determine the degree to which students are able to demonstrate the knowledge, skills, or competencies stated in each of the Core Learning Outcomes. Moreover, the assessment is intended to provide **<u>your department</u>** information regarding patterns of student performance relative to the learning outcomes so **<u>you</u>** may identify opportunities for actions to improve student attainment of the Core Learning Outcomes. With that goal in mind, please identify below the student work products you plan to examine to allow you to best determine the degree to which students are achieving the learning outcomes and to assist you with learning improvement efforts.

☐ Written assignment(s) that addresses/address outcome(s). Include outcome #, title and description for each assignment.

Outcome #: __2____ Title: Dropbox Essay

Description of assignment:

==MUS 2900-91 will use the following written assignment for assessment.==

Essay 3: Compare the following videos: *This Is America* by Donald Glover and the final scene from the opera *Treemonisha* (Slow Drag) by Scott Joplin. Each video portrays black American's experience in America with different tones and worldviews.
[This Is America](#) Donald Glover (Childish Gambino)
Your essay should address some of the following questions: *How do the selected videos challenge or confirm the typical view of American life? how do the videos use imagery to comment on the how American life is influenced by gender, race, class, and other factors? Are there historic images that reflect America's past? do any of the videos you chose address America's fascination with violence?*
[Treemonisha (Slow Drag)](#) Your essay should address some of the following questions: *In this final scene from Treemonisha (created in 1905), how does the music challenge or affirm the typical view of American life or African American music? What is the musical genre? how does the work in question use imagery to comment on the how American life is influenced by race, class, poverty and other factors? are there historic images that reflect America's past? How does this work represent a fusion of European and African American musical style? Does this synthesis help or hurt the work? Would you say the overall tone is optimistic or pessimistic, in comparison with the Donald Glover video?*

==MUS 2900-90 will use the following written assignment for assessment.==

STUDENT WILL CHOOSE ONE OF THE FOLLOWING TOPICS AND WRITE A 500-WORD ESSAY:

1.Describe how melody and harmony contribute to the unique sound and expression of African American music. (Ch. 1)
2.Describe how texture and timbre create the distinctive sound of African American music's. (Ch. 1)
3.Discuss two or three ensemble sizes common in African American music and how they are used in a performance context. (Ch. 2)
4.Pick two lyrical themes and discuss how they have been used in African American music and how they are similar or different from each other. (Ch. 3)
5.Discuss the music traditions of Africa. (Ch. 4)
6.Discuss African American musical activities in the colonies and how they may relate to traditions from Africa. (Ch. 6)

☐ Essay question(s). Provide the question(s) and outcome(s) below.

    1.   Outcome #: _____ Essay Question: _____
    2.   Outcome #: _____ Essay Question: _____
    3.   Outcome #: _____ Essay Question: _____

☐ Pilot asynchronous written discussion that addresses outcome(s). Provide the outcome # and question(s).

    1.   Outcome #: _____ Discussion Question: _____
    2.   Outcome #: _____ Discussion Question: _____
    3.   Outcome #: _____ Discussion Question: _____

☐ Multiple Choice or T/F Marker questions – 3 to 4 questions per outcome. List the outcome and question numbers. A rubric is not used for Marker questions. "All the above" should not be used as the correct answer more than once. **Courses that are IW or SRV/SRVI must use written assignments for those attributes**. Complete the benchmark: We expect _____% of students to answer _____% of the question(s) correctly.

    1.   Outcome #: _____
        a) Question: _____
        b) Question: _____
        c) Question: _____
        d) Question: _____
    2.   Outcome #: _____
        a) Question: _____
        b) Question: _____
        c) Question: _____
        d) Question: _____
    3.   Outcome #: _____
        a) Question: _____
        b) Question: _____
        c) Question: _____
        d) Question: _____

<u>Collecting and submitting the student assignment(s)</u>

_X__ Will upload assignment(s) to Pilot   _____ Will give access to assignment(s) on Pilot

_____ Paper Copies: Student workers will copy the assignment before any grading begins and scan a separate .pdf of every student's assignment. The student worker will then create a zip file of the ungraded student work to be sent to Tammy Kahrig for entry into the Aqua system. Once the student work has been entered into Aqua, faculty listed as "Assessors" will be contacted to review a random sample of the work according to the rubric and results will be compiled and returned to your department.

Other: _____

SECTION : RUBRIC SELECTION (A, B, C, & D)

Select the items you feel best match your assignment(s) in the rubric(s) on the next pages. Please highlight in yellow. **If this course has an IW attribute, please also complete section B. If the course has an MC attribute, please complete Section C. If the course has an SRV/SRVI attribute, please complete section D**

A. Element 4 Rubric. **Select the item(s) you will use in your rubric by highlighting in yellow the item(s). You may select one or more of them.** As there is overlap, **choose the items that best fit the assignment you select for assessment.** The items below are taken from the Association of American Colleges and Universities (AACU) Value Rubrics for Undergraduate Education.

If you have an MC, IW, and/or an SRV/SRVI attribute, please also see pages 6, 7, and 8.

IF YOU ARE USING MARKER QUESTIONS FOR THE OUTCOME, DO NOT USE THIS RUBRIC.

Benchmark: ___70__% achieve a ___3___level of performance rating on the rubric.

	Mastery 4	Partial Mastery 3	Progressing 2	Benchmark 1
Acquiring Competencies	Reflect: Evaluates creative process and product using domain-appropriate criteria.	Create: Creates an entirely new object, solution, or idea that is appropriate to the domain.	Adapt: Successfully adapts an appropriate exemplar to his/her own specifications.	Model: Successfully reproduces an appropriate exemplar.
Taking Risks	Actively seeks out and follows through on untested and potentially risky directions or approaches to the assignment in the final product.	Incorporates new directions or approaches to the assignment in the final product.	Considers new directions or approaches without going beyond the guidelines of the assignment.	Stays strictly within the guidelines of the assignment
Solving Problems	Not only develops a logical, consistent plan to solve problem, but recognizes consequences of solution and can articulate reason for choosing solution.	Having selected from among alternatives, develops a logical, consistent plan to solve the problem.	Considers and rejects less acceptable approaches to solving problem.	Only a single approach is considered and is used to solve the problem.
Embracing Contradictions	Integrates alternate, divergent, or contradictory perspectives or ideas fully.	Incorporates alternate, divergent, or contradictory perspectives or ideas in an exploratory way.	Includes (recognizes the value of) alternate, divergent, or contradictory perspectives or ideas in a small way.	Acknowledges (mentions in passing) alternate, divergent, or contradictory perspectives or ideas.
Innovative Thinking	Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.	Creates a novel or unique idea, question, format, or product.	Experiments with creating a novel or unique idea, question, format, or product.	Reformulates a collection of available ideas.
Connecting, Synthesizing, Transforming	Transforms ideas or solutions into entirely new forms.	Synthesizes ideas or solutions into a coherent whole.	Connects ideas or solutions in novel ways.	Recognizes existing connections among ideas or solutions.
Comprehension	Recognizes implications of the arrangement or composition's contexts, perspectives, or issues beyond the assigned task within the classroom or beyond the composer's explicit message including broader social and political implications of the time period.	Uses the text, general background knowledge, and/or specific knowledge of how compositional techniques are representative of the time period and draws basic inferences about context, purpose, and influential impact of the work.	Evaluates how compositional techniques are representative of the time period and draws basic inferences about context, purpose, or influential impact of the work.	Apprehends vocabulary appropriately to paraphrase or summarize the information about the composition and composer.
Genres	Uses ability to identify texts within and across genres, monitoring and adjusting reading strategies and expectations based on generic nuances of particular texts.	Articulates distinctions among genres and their characteristic conventions.	Reflects on reading experiences across a variety of genres, reading both with and against the grain experimentally and intentionally.	Applies tacit genre knowledge to a variety of classroom reading assignments in productive, if unreflective, ways.

	Mastery 4	Partial Mastery 3	Progressing 2	Benchmark 1
Relationship to Text	Evaluates texts for scholarly significance and relevance within and across the various disciplines, evaluating them according to their contributions and consequences.	Uses texts in the context of scholarship to develop a foundation of disciplinary knowledge and to raise and explore important questions.	Engages texts with the intention and expectation of building topical and world knowledge.	Approaches texts in the context of assignments with the intention and expectation of finding right answers and learning facts and concepts to display for credit.
Analysis	Evaluates strategies for relating ideas, text structure, or other textual features in order to build knowledge or insight within and across texts and disciplines.	Identifies relations among ideas, text structure, or other textual features to evaluate how they support an advanced understanding of the text as a whole.	Recognizes relations among parts or aspects of a text, such as effective or ineffective arguments or literary features, in considering how these contribute to a basic understanding of the text as a whole.	Identifies aspects of a text (e.g., content, structure, or relations among ideas) as needed to respond to questions posed in assigned tasks.
Interpretation	Provides evidence not only that s/he can read by using an appropriate epistemological lens but that s/he can also engage in reading as part of a continuing dialogue within and beyond a discipline or a community of readers.	Articulates an understanding of the multiple ways of reading and the range of interpretive strategies particular to one's discipline(s) or in a given community of readers.	Demonstrates that s/he can read purposefully, choosing among interpretive strategies depending on the purpose of the reading.	Can identify purpose(s) for reading, relying on an external authority such as an instructor for clarification of the task.
Reader's Voice	Discusses texts with an independent intellectual and ethical disposition so as to further or maintain disciplinary conversations.	Elaborates on the texts (through interpretation or questioning) so as to deepen or enhance an ongoing discussion.	Discusses texts in structured conversations (such as in a classroom) in ways that contribute to a basic, shared understanding of the text.	Comments about texts in ways that preserve the author's meanings and link them to the assignment.

B. Integrated Writing Rubric (if applicable) **If this is an IW course, you will use the items on this page. You may select one or more of them. Please highlight in yellow.**

Benchmark for Rubric _____70% achieve a 3_____

Item	Mastery 4	Partial Mastery 3	Progressing 2	Emerging 1
Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

C. Multicultural Competence Rubric (if applicable) If this is an MC course, you will use the items on this page. You may select one or more of them.

Benchmark for Rubric _____

Item	Mastery 4	Partial Mastery 3	Progressing 2	Emerging 1
Cultural self- awareness	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
Knowledge of cultural worldview frameworks	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Empathy	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
Verbal and nonverbal communication	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
Curiosity	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.
Openness	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.

Submit the entire form to the Pilot Assessment Plan Drop Box located in the Course: Element 4 Core Course Assessment 2022-2023 – located in Continuous Year.

SECTION 4: ASSESSMENT REPORT DUE October 15, 2023

A separate report needs to be submitted for each assessment plan approved by the Undergraduate Core Oversight Committee (UCOC).

Please upload this entire document to the Pilot course called Element 4 Core Course Assessment 2022-23 (continuous year) by October 15, 2023. The Final Report Dropbox link can be accessed via Content > Dropbox (Plans, Reports) > Final Report Dropbox.

Date Report Submitted:

Element: Core Element 4 – Arts/Humanities
Academic Year: 2022-2023
Course and Sections Assessed:

Describe the final assessment plan that was implemented and explain any changes made to the approved plan.

   I.   **Core Learning Outcomes Assessed (list):**

   II.   **Procedures Used for Assessment**
            For **each** learning outcome addressed by this report, state where and when data were collected (in a course, exam, or performance) and how they were evaluated (e.g. rubric, rating scale, key questions from exams, etc.). Specify the course or courses where students demonstrated the outcomes (if applicable) and the assignment(s) that you used for assessment purposes (e.g., capstone project, final examination, research paper, student presentation, performance, portfolio, etc.).

   III.   **Summary of Assessment Results:**
            What did you find from your assessments? (Present and analyze the results from the Aqua system analysis by Vice Provost Tammy Kahrig and/or your departmental review of marker questions.) What did your data reveal about how well students are achieving the Core Learning Outcomes that you listed above? After analyzing your data, present a summary of the data, clearly indicating what any numbers represent (e.g. percentages? means? medians?). Please number each corresponding assessment, summary, and analysis.

            Benchmark Met ☐ Yes or ☐ No
                If not met, please identify conditions (if any) that may have impacted these findings.

   IV.   **ACTIONS TAKEN/PLANNED TO IMPROVE STUDENT LEARNING IN THE CORE**
            Describe how you shared the results with instructors of the courses, the department curriculum committee and chair, Lake campus, and other stakeholders. Explain briefly how department faculty will make improvements based upon the assessment findings (e.g. plans to gather more information; recommending changes to the learning outcomes or assessment procedures; changes in course content, instructional approaches, technology, order of course offerings, materials, resources, assignments, policies, funding, advising, planning, training for adjuncts, etc.).

   V.   **Assessment Administration Feedback**
            The assessment of the courses was part of the Core assessment cycle. The assessment plan was reviewed and approved by the UCOC. The UCOC provided a presentation on tools available to assist with the assessment, including Watermark Aqua.

            Please describe any changes you recommend about the oversight of the assessment process by the UCOC and the Academic Affairs office.

The next section is for the University Core Oversight Committee (UCOC) Review only.

UCOC Review

Item	Complete/NA	Revision Requested	Comments
Learning Outcomes for Arts/Humanities			
Rubric for LOs			
Rubric for MC Attribute			
Rubric for IW Attribute			
Assigned Departmental Reviewers			

Committee Review Completed ☐

Committee Chair Signature _____ Date _____

Second Review (if revision requested)

Item	Complete/NA	Revision Requested	Comments
Learning Outcomes for Arts/Humanities			
Rubric for LOs			
Rubric for MC Attribute			
Rubric for IW Attribute			
Assigned Departmental Reviewers			

Committee Review Completed ☐

Committee Chair Signature _____ Date _____

The next section is for the University Core Oversight Committee (UCOC) Review only.

UCOC Final Report Review

Item	Complete/NA	Revision Requested	Comments
Identified Outcome Assessed			
Identified Procedure for Assessment			
Summary of Results			
Results Shared with Instructor, Dept Curriculum Committee, etc.			
Plan for Improvements			

Committee Review Completed ☐

Committee Chair Signature _____ Date _____

Second Review (if revision requested)

Item	Complete/NA	Revision Requested	Comments
Identified Outcome Assessed			
Identified Procedure for Assessment			
Summary of Results			
Results Shared with Instructor, Dept. Curriculum Committee, Etc.			
Plan for Improvements			

Committee Review Completed ☐

Committee Chair Signature _____ Date _____