

Form E-1-A for Boston College Core Curriculum

Department/Program MUSIC AY 2022

- 1) **Have formal learning outcomes for the department's Core courses been developed? What are they?** (What specific sets of skills and knowledge does the department expect students completing its Core courses to have acquired?)

Students taking courses in music for the Arts Core will acquire knowledge and skills to develop analytical and critical thinking and creative problem solving as applied within a choice of courses in the following musical disciplines: theory/composition (MUSA1100 Fundamentals of Music Theory), musicology (MUSA1200 Introduction to Music and MUSA1300 History of Popular Music), and ethnomusicology (MUSA1326 Introduction to Music of the World). In whichever course, students will gain the ability to analyze musical texts through the mastery of technical terminology and concepts, and will understand music within historical, social, and cultural contexts.

Students in MUSA1100 gain skills in understanding and manipulating the elements of musical composition while touching on a broader understanding of how these elements are expressed in different historical and cultural contexts.

Students in MUSA1200 and MUSA1300 gain a broad understanding of the historical and cultural contexts of works of music in the formation of Western culture (MUSA1200) or American culture (MUSA1300), the changing concepts of beauty and music as an expression of cultural identity, while applying correct technical terminology in their discussion of music.

Students in MUSA1326 gain an understanding of the social and cultural contexts of works from a representative, varied range of cultures, addressing issues of how music shapes and expresses a society while acquiring the appropriate language to discuss such cultures and music.

- 2) **Where are these learning outcomes published? Be specific.** (Where are the department's expected learning outcomes for its Core courses accessible: on the web, in the catalog, or in your department handouts?)

Department website <https://www.bc.edu/bc-web/schools/mcas/departments/music/about.html>

- 3) **Other than GPA, what data/evidence is used to determine whether students have achieved the stated outcomes for the Core requirement?** (What evidence and analytical approaches do you use to assess which of the student learning outcomes have been achieved more or less well?)

Sections of a core class will submit a sample of papers or projects for review as to technical writing, and the understanding of historical, cultural and/or aesthetic contexts.

- 4) **Who interprets the evidence? What is the process?** (Who in the department is responsible for interpreting the data and making recommendations for curriculum or assignment changes if appropriate? When does this occur?)

Assessment of all classes will be reviewed by members of the full-time faculty with recommendations made to the chair. Review of music core classes will occur annually over the summer.

- 5) **What were the assessment results and what changes have been made as a result of using this data/evidence?** (What were the major assessment findings? Have there been any recent changes to your curriculum or program? How did the assessment data contribute to those changes?)

In response to last years' review of the department's EIA submissions, we have followed up on the request to investigate the issue of formation in our core classes. To that end we asked various sections of our core classes two questions: 1. How has this course changed your understanding of music; 2. How has this course changed what you listen to. Answers to question 1 centered on a recitation of what students had learned in the class and, for others, revealed an expressed confidence when encountering music. Answers to question 2 ranged from a simple "no" to more open expressions of how they have broadened or altered the music they listen to and the understanding of that music. In the end, the assessment was problematic. It is felt that the questions do not ask students to reflect on their experiences. A suggested rewording of the questions to 1. In what ways has this course changed how you think about music? 2. In what ways has this course changed how you listen to music? might aid the evaluation. An additional third question needs to be developed that specifically focus on a reflective aspect of the musical experience. We may ask teachers to assign a reflective essay as part the course work.

- 6) **Date of the most recent program review.** (Your latest comprehensive departmental self-study and external review.)

May 2012