

SAMPLE LEARNING OUTCOMES FOR UNDERGRADUATE MAJORS IN THE ARTS

The following pages contain examples of learning outcomes from other educational institutions in the area of the **Arts**. These examples may be used as a point of departure for developing learning outcomes for the majors in your department or program.

Other educational institutions have posted links to learning outcomes assessment, including Marquette University (<http://www.marquette.edu/assessment/>, with specific learning outcomes at <http://www.marquette.edu/assessment/outcomes/index.shtml>); the University of South Florida, with specific learning outcomes at <http://www.ie.usf.edu/OA/>; and the University of Hawaii at Manoa (<http://manoa.hawaii.edu/assessment/>, with specific learning outcomes at <http://manoa.hawaii.edu/assessment/update/view.php>).

A compilation of other examples of learning outcomes is expected to be posted on a web page on UCR's Institutional Research for Undergraduate Education website (<http://irue.ucr.edu/>) by the time of the Summit on Learning Outcomes and Assessment. A link to this website will also be posted on the UCR WASC website (<http://wasc.ucr.edu>).

The primary resource document regarding learning outcomes assessment is the Assessment Guide from the University of Virginia (<http://www.web.virginia.edu/iaas/assessment/Assessment%20guide.pdf>).

Last year some workshops on learning assessment were held on campus through the Scholarship of Teaching Seminar series. Video tapes of the following sessions are available for review on the Scholarship of Teaching website (<http://www.teaching.ucr.edu/SoT.html>):

- (a) Strategies for establishing educational goals and evaluation procedures for all undergraduate programs: The UC Berkeley Experience [Winter 2008]
- (b) Using ePortfolios for Teaching, Learning, and Assessment [Winter 2008]
- (c) Establishing Measures of Student Outcomes: A Debate on Methods [Fall 2007]

Learning Outcomes for majors in the Arts, adapted from those developed at the University of Virginia are:

Basic Outcomes (knowledge and comprehension)

- All Theatre majors can identify and describe, on an essay exam, the relationships among the elements of theatrical performance: writing, directing, acting, design, and the audience function.

Higher-Order Outcomes (application, analysis, synthesis and evaluation)

- During a final exam, Art majors can demonstrate fundamental skills in drawing and design.
- Prior to graduation, Theatre majors will direct a production, demonstrating their knowledge of basic vocal and physical demands of the performance process of characterization.
- Music majors can, on a final exam, demonstrate simple compositional skills such as harmonizing a melody and writing an accompaniment from figured bass.
- Music majors can, with a term paper, analyze compositions that represent the main styles of 18th and 19th century European art music.
- All Art majors, for their final project, will create works of art that demonstrate technical proficiency in at least two media.
- Prior to graduation all Theatre majors will, on a final exam, demonstrate their ability to synthesize information from research, literature, history, and theory.
- Music majors can, in a class exercise, recognize and create idiomatic diatonic and chromatic harmonic progressions.
- Music majors can, during a final exam, evaluate music by writing expository prose.

Sample Learning Outcomes for Specific UCR Arts Undergraduate Majors

ART

Learning outcomes for majors in the Department of Art (which includes Art History) at the University of Alabama:

1. Through directed studies in art and art history, students who have specific professional goals as artists and art historians secure an in-depth understanding and use of visual arts techniques and research methods for the appreciation and understanding of the history of art.
2. Students acquire valuable production experience that is reflected in their own independent achievements, especially senior undergraduate and graduate students.

3. Students establish definitive learning resources for undertaking independent studio arts problem solving, and art historical research methods and written composition that lead to their professional integration into the fields of study associated with the arts.
4. Placement of graduates in professional appointments, practicing artists in the marketplace and postsecondary programs to enable a continuance of their visual arts learning.

For a more detailed discussion of learning outcomes in the Department of Art at the University of Alabama, including discussion of assessment mechanisms, see http://uaops.ua.edu/right_arm_x.cfm?col=3&dpt=12&yr=2007&dg=159&prg=208#test.

For additional learning outcomes assessment information, please see http://www.cte.uiuc.edu/assessment/plans/art_and_design08.pdf for a detailed discussion of learning outcomes assessment in the School of Art and Design at the University of Illinois or see <http://www.provost.umich.edu/reports/slfstudy/ir/pdfs/assess/artsdesign.pdf> for a report of assessment in the School of Art and Design of the University of Michigan. Note, however, that both of these schools include elements of design in their majors.

See, also, the additional examples of learning outcomes at the top of this document.

CREATIVE WRITING

Specific examples of learning outcomes from other universities in the area of Creative Writing have not been located; please see examples from related majors for general guidance.

DANCE

Learning outcomes for majors in the BFA in Dance at the University of Illinois:

The students will be able to:

- dance with substantial physical, technical and performative skills.
- utilize knowledge of anatomical and somatic approaches in theory and practice.

- engage in creative processes, conduct choreographic inquiries, collaborate across domains, and produce a dance work for a performance event.
- teach a well-structured movement class with an understanding of pedagogical principles.
- employ diverse modes of thinking, both verbally and in writing, to communicate ideas relating to dance.
- understand basic technology and its application to dance making, teaching, research, and the creation of promotional materials.
- engage in critical self-reflection and move into the world with curiosity, self-motivation, and entrepreneurial spirit.

For a more detailed discussion of learning outcomes in Dance at the University of Illinois, including discussion of assessment mechanisms, see <http://www.cte.uiuc.edu/assessment/plans/dance08.pdf>.

For additional learning outcomes assessment information, please see <http://www.provost.umich.edu/reports/slfstudy/ir/pdfs/assess/music.pdf> for a discussion of learning outcomes assessment in the School of Music (which includes a Dance major) at the University of Michigan or see http://uaops.ua.edu/right_arm_x.cfm?col=3&dpt=130&yr=2007&dg=54&prg=49#test for a detailed discussion of learning outcomes assessment in Dance within the Department of Theatre and Dance at the University of Alabama.

MUSIC

One of the learning outcomes for majors in the B.A. in Music at the University of Virginia is:

Upon graduation most majors will have the ability to design and carry out an ethnographic research project with a focus on musical performance or musical experience (defined broadly).

Learning outcomes for the Bachelor of Music at the University of Illinois, required of all majors are:

- 1) performance skills (technical and expressive skills; rehearsal and conducting skills; keyboard competency);
- 2) aural, verbal, visual, and historical analytical skills across varied repertoires;

- 3) composition and improvisation skills;
- 4) ability to use music technology;
- 5) ability to synthesize understandings and skills across the musical areas of study.

The BA in Music, which incorporates a high degree of flexibility beyond the core of required courses, can prepare the way for graduate study in music theory, composition, or the various branches of musicology. With the exception of performance study, which is optional but not required, these students meet the same outcomes defined in the music core (see above). Students submit a senior thesis or a portfolio or original compositions in the senior year.

For a more detailed discussion of learning outcomes in Music at the University of Illinois, including discussion of assessment mechanisms, see <http://www.cte.uiuc.edu/assessment/plans/music08.pdf>.

See discussion of learning outcomes in Music at other institutions see <http://www.provost.umich.edu/reports/slfstudy/ir/pdfs/assess/music.pdf> for a discussion of learning outcomes assessment in the School of Music at the University of Michigan or see http://uaops.ua.edu/right_arm_x.cfm?col=3&dpt=91&yr=2007&dg=161&prg=210#test for discussion of learning outcomes assessment in Music at the University of Alabama.

See, also, the additional examples of learning outcomes at the top of this document.

MUSIC AND CULTURE

Specific examples of learning outcomes from other universities in the area of Music and Culture have not been located; please see discussion under Music for general guidance.

THEATRE

Learning outcomes for majors in the BFA degrees in the Theatre Department at the University of Illinois are as follows:

Undergraduate students must demonstrate their ability to understand the basic production process in all areas of theatre; to become familiar with historical and cultural dimensions of theatre; to develop an understanding and appreciation of the concept of teamwork required for successful theatrical productions; to make informed assessments of quality in theatrical activities; to communicate effectively relative to the student's specific concentration; to understand the expectations and demands of the profession.

Outcomes for BFA in Acting: to prepare students for careers as professional actors.

Outcomes for BFA in Design/Technology/Management: to prepare students for entry level positions in the profession in the areas of design, technology, or stage management or to prepare them to enter graduate programs for additional training prior to enter the profession.

Outcomes for BFA in Theatre Studies: to provide students the opportunity to focus their interests and the opportunity for each student to select a specific area in which he or she can concentrate in order to prepare to enter a graduate program for additional training or to enter the profession.

For a more detailed discussion of learning outcomes in Theatre at the University of Illinois, including discussion of assessment mechanisms, see <http://www.cte.uiuc.edu/assessment/plans/theatre08.pdf>

For additional learning outcomes assessment information, please see <http://www.provost.umich.edu/reports/slfstudy/ir/pdfs/assess/music.pdf> for a discussion of learning outcomes assessment in the School of Music (which includes Theatre majors) at the University of Michigan or see http://uaops.ua.edu/right_arm_x.cfm?col=3&dpt=130&yr=2007&dg=54&prg=50#test for discussion of learning outcomes assessment in Theatre within the Department of Theatre and Dance at the University of Alabama.

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