

## Associate of Arts in Music, Macon

Semester reporting: Spring Semester 2020

Academic Program Assessment

### Program and Assessment Report Information

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<b>In which college or school is this program located?</b>	Arts and Letters
<b>Program Type:</b>	Undergraduate
<b>For which program is this assessment being submitted?</b>	Associate of Arts in Music
<b>Reporting Cycle:</b>	Annual Reporting Cycle
<b>Which semester were the data collected and analyzed?</b>	Spring Semester 2020
<b>For which campus are these assessments being submitted?</b>	Macon
<b>Approximately how many students are in this program at this location?</b>	45

## Student Learning Outcomes

### SLO 1

<p><b>SLO 1: What is the first Student Learning Outcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)</b></p>	<p>Students will be able to apply the essential practices of music theory</p>
<p><b>SLO 1: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment)</b></p>	<p>analysis test</p>
<p><b>SLO 1: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on....)</b></p>	<p>80% of students to receive 80% accuracy on analysis test</p>
<p><b>SLO 1: During this assessment cycle, what percent of the students who participated in this assessment demonstrated mastery of this learning outcome? (this should be a number between 0-100)</b></p>	<p>86.66</p>
<p><b>SLO 1: Evidence of changes based on an analysis of the results: What changes were implemented, if applicable, based on an analysis of the students' performance on this Student Learning Outcome? (Evidence of the improvement must be kept and filed in the department or academic unit including but not limited to: changes in exam questions, reading assignments, syllabi, course instruction materials or assignments. Both old versions and new versions should be kept on file for 10 years. Major changes to curriculum must go through the Academic Affairs process.)</b></p>	<p>11. A student learning initiative was applied to this SLO for AY2020, within the music theory course MUSC 2203. AY2019 data showed that 67% of students achieved mastery of the material.</p> <p>The SLI applied for AY2020 was to utilize peer instruction to continue to support the struggling students, and also to deepen the mastery of the more successful students. Students in the theory course were assigned varied opportunities for team work, with attempts to group students who are attaining the material with students who need additional guidance. The data show that this SLI was a success, with 86.66% of students achieving mastery on the assessment instrument, an increase of nearly 20%.</p> <p>The rubric for the assessment instrument shows that on the first criterion (writing a chromatic scale from D through C#) only 5/16 did this correctly and 11/16 received a 0 on this criterion. Per the instructor, this was a communication</p>

	problem, with 11/16 leaving off the first requested item. This did not hamper their ability to complete the remainder of the assessment, as the data show. This SLI proved to be very effective and peer tutoring will be continued in the course.
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### Student Learning Outcomes

#### SLO 2

<b>SLO 2: What is the second Student Learning Outcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)</b>	Students will be able to perform and interpret music competently as soloists on their major instrument.
<b>SLO 2: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment)</b>	instructor skill observation at 3rd semester applied music jury
<b>SLO 2: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on.....).</b>	80% of students scoring 80% on the jury
<b>SLO 2: During this assessment cycle, what percent of the students who participated in this assessment demonstrated mastery of this learning outcome? (this should be a number between 0-100)</b>	100
<b>SLO 2: Evidence of changes based on an analysis of the results: What changes were implemented, if applicable, based on an analysis of the students' performance on this Student Learning Outcome? (Evidence of the improvement must be kept and filed in the department or academic</b>	16. n/a for SLO 2. The SLI for AY2020 was applied to SLO 1

<p>unit including but not limited to: changes in exam questions, reading assignments, syllabi, course instruction materials or assignments. Both old versions and new versions should be kept on file for 10 years. Major changes to curriculum must go through the Academic Affairs process. )</p>	
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**Student Learning Outcomes**

**SLO 3**

<p><b>SLO 3: What is the third Student Learning Outcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)</b></p>	<p>The students will be able to perform and interpret music competently as members of an ensemble</p>
<p><b>SLO 3: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment)</b></p>	<p>final performance</p>
<p><b>SLO 3: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on.....).</b></p>	<p>80% of students should receive 80%</p>
<p><b>SLO 3: During this assessment cycle, what percent of the students who participated in this assessment demonstrated mastery of this learning outcome? (this should be a number between 0-100)</b></p>	<p>75</p>
<p><b>SLO 3: Evidence of changes based on an analysis of the results: What changes were implemented, if applicable, based on an analysis of the students' performance on this Student Learning Outcome? (Evidence of the improvement must</b></p>	<p>21. n/a for SLO 3. The SLI for AY2020 was applied to SLO 1. An SLI for SLO 3 will be applied for AY2021. MGA students need to prepare music for public presentation at a faster rate. For AY2021, students will perform publicly by mid-</p>

<p><b>be kept and filed in the department or academic unit including but not limited to: changes in exam questions, reading assignments, syllabi, course instruction materials or assignments. Both old versions and new versions should be kept on file for 10 years. Major changes to curriculum must go through the Academic Affairs process. )</b></p>	<p>semester. This will include smaller groups, combos, chamber music, as well as fuller ensembles as is appropriate.</p>
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**Student Learning Outcomes**

**SLO 4**

<b>SLO 4: What is the fourth Student Learning Outcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)</b>	22. The AA in Music does not have a 4th SLO. All questions pertaining to SLO 4 are n/a
<b>SLO 4: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment)</b>	22. The AA in Music does not have a 4th SLO. All questions pertaining to SLO 4 are n/a
<b>SLO 4: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on.....)</b>	22. The AA in Music does not have a 4th SLO. All questions pertaining to SLO 4 are n/a
<b>SLO 4: During this assessment cycle, what percent of the students who participated in this assessment demonstrated mastery of this learning outcome? (this should be a number between 0-100)</b>	0
<b>SLO 4: Evidence of changes based on an analysis of the results: What changes were implemented, if applicable, based on an analysis of the students' performance on this Student Learning Outcome? (Evidence of the improvement must be kept and filed in the department or academic unit including but not limited to: changes in exam questions, reading assignments, syllabi, course instruction materials or assignments. Both old versions and new versions should be kept on file for 10 years. Major changes to curriculum must go through the Academic Affairs process. )</b>	22. The AA in Music does not have a 4th SLO. All questions pertaining to SLO 4 are n/a

## Sampling

<b>How many students participated in the assessment of these learning outcomes, in this program, for this assessment cycle at this location?</b>	45
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## Open Box for Assessment Comments

<b>Open Text Box For Assessment Comments:</b>	During the first two years, the majority of the coursework for the AA and the BA is identical and the students track through these first two years together. Therefore, most BA students also applying for the AA in Music upon graduation, in a sense, they are double majors. The AA program must remain supported as it provides an access pathway for students with minimal preparation during high school. It also serves IDS students, has served as a pathway to NMAC for some students, and serves as a transfer pathway. Additionally, it is the end goal for some students as they find it meets their career objectives.
<b>If the COVID-19 pandemic impacted this assessment cycle, please provide specific details below. (Also submit any COVID-19 correspondence from your accrediting body to <a href="mailto:assessment@mga.edu">assessment@mga.edu</a> when you submit this form with your Department name and program in the subject line.)</b>	All applied lessons were successfully completed using remote teaching. Faculty utilized different remote platforms in an effort to achieve the best fidelity and synchronicity between instructor and student. The lack of synchronicity is a frustration for all professionals in the music field and COVID-19 has exposed a void in the available tech. The faculty and students are to be commended for their successful close of the semester. In the performing ensembles, our typical assessment point is the concert at the end of the 4th semester. This was altered significantly by COVID-19, as all end-of-semester concerts were canceled. Each of the groups did have a performance experience mid-semester, however. The band and percussion ensemble performed at a function for the MGA Foundation. The choir performed for Dr. Clark. The guitar ensemble performed for The 16-25 Collective. These were not subject to rubric grading, however. As an alternative culminating exercise, each of the ensemble students submitted a reflection essay to their instructor about the semester, focusing on what they learned by working together as a team. It was agreed that the final reflection piece

	would count as a secondary assessment marker for the semester.
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