

Bachelor of Arts in Contemporary Musicianship, Macon

Semester reporting: Spring Semester 2020

Academic Program Assessment

Program and Assessment Report Information

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

Student Learning Outcomes

SLO 1

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.....)	Students will be able to apply music technology to the product of music creation.
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)	final project
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....)	80% of students to receive 80% accuracy on final project
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)	93.33
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.)	11. n/a for SLO 1. The SLI for AY2020 was applied to SLO 4

Student Learning Outcomes

SLO 2

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.....)	Students will be able to utilize appropriate technique for their applied music concentration
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)	instructor skill observation at Spring semester juries.
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.....).	80% of students scoring 80% at jury
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)	92.3
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 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.)	16. n/a for SLO 2. The SLI for AY2020 was applied to SLO 4

Student Learning Outcomes

SLO 3

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.....)	Students will be able to analyze theoretical functions utilizing contemporary musical examples.
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)	matrix test
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.....).	80% of students should receive 80% on matrix test
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)	100
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 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.)	21. n/a for SLO 3. The SLI for AY2020 was applied to SLO 4

Student Learning Outcomes

SLO 4

<p>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.....)</p>	<p>Students will be able to interpret current trends in music in relationship to the historic record.</p>
<p>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)</p>	<p>listening test</p>
<p>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.....)</p>	<p>80% of students should receive 80% on final listening test</p>
<p>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)</p>	<p>50</p>
<p>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.)</p>	<p>A Student Learning Initiative was applied to SLO 4 for AY2020 within the music history course, practiced in MUSC 3321 and demonstrated in 3322. The SLI involved active listening exercises within review modules which were available on D2L, augmenting the guided listening analysis that was typically done within the lecture.</p> <p>During AY2019, 55.6% of students had achieved mastery of this SLO, justifying the need for an SLI for AY2020.</p> <p>The student learning initiative applied for AY2020 resulted in exactly 50% (n=4) of students receiving an 80 or above. This is a decline of 5.6%. If the one underperforming outlier student is removed from the data set, then 57.14% of the students received 80% or higher, a slight improvement but still falling short of the SLO target level.</p>

	<p>At first glance, it seems the SLI did not produce the desired results. However, the instructor notes that <u>Fall semester 2019</u> (MUSC 3321), when the students were (1) fully face to face <u>and</u> engaging in active listening analysis with the professor; and (2) utilizing the SLI modules to augment the lectures; <u>the result was</u> that the students were positively impacted by the SLI. The Fall semester course, MUSC 3321, is part 1 of a 2-part sequence and <u>is not</u> the assessment point for this SLO. Part 2 of the 2-part sequence (offered in Spring), <u>MUSC 3322</u>, is the assessment point. It should be strongly emphasised that during MUSC 3322, in Spring 2020, the course was immeasurably impacted by COVID-19 and the sudden move to online instruction. The assessment was modified. The instructor reports: "The fall semester assessment was period identification from listening examples, as is typical; the spring semester assessment was modified due to COVID-19 to include only written identification." There may be a correlation between (1) the adjustments to the assessment tool; (2) the loss of in-class guided listening analysis; and the neutral impact of the SLI on this SLO. The instructor of this course recommends that this SLI be reapplied for AY 2021 when face-to-face instruction should resume.</p> <p>For AY 2021, the same SLI will be applied. This includes active listening review modules on D2L, acting as ancillary instruction tools and reinforcing the guided listening analysis typical to the lecture.</p>
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Sampling

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

Open Text Box For Assessment Comments:	<p>The BA in Contemporary Musicianship has just seen the completion of its first official sophomore class and its second freshman class. As the program continues to build, the students who enter the BA as freshman come to MGA with significantly advanced musical skills. Current underclassmen are the best prepared music students in recent history, and this year's freshman and transfer class was exceptionally strong. The final juries were the best played, most prepared in recent history. This has impacted student performance across the board and will continue to trickle up into the upper level courses.</p>
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 assessment@mga.edu when you submit this form with your Department name and program in the subject line.)	<p>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 field and COVID-19 has exposed a void in the tech field. The faculty and students are to be commended for their successful close of the semester.</p> <p>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.</p>