

**Associate of Arts with a major in Music**

**Macon**

**Spring Semester 2018**

**Academic Program Assessment**

**Program and Assessment Report Information**

<b>Prepared on: 7/31/2018 3:51:46 PM</b>	<b>By: rebecca.lanning@mga.edu</b>
<b>In which college or school is this program located?</b>	Arts and Sciences
<b>Program Type:</b>	Associate (60 Hours)
<b>Program Name:</b>	Associate of Arts with a major in Music
<b>Reporting Cycle: (Note: Some programs are required to report on a semester basis for reasons of secondary accreditation or a graduate program required to established assessment data before the next five-year report to SACSCOC.)</b>	Annual Reporting Cycle
<b>Which semester were the data collected and analyzed? If it crossed multiple semesters, select the latest semester of data.</b>	Spring Semester 2018
<b>For which campus are these assessments being submitted? A separate assessment report is needed for each location a program is offered.</b>	Macon
<b>Approximately how many students are in this program at this location?</b>	20

## Student Learning Outcomes

### SLO 1

<b>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>	Apply the essential practices of music theory
<b>What instrument 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>	Apply the essential practices of music theory
<b>What level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 70%, an average of meets on the rubric, 3 of 5 correct).</b>	80% accuracy in part writing skills, utilizing a 3-pt rubric
<b>What is the target percent of students who should achieve mastery of this Student Learning Outcome? (this should be a number between 0-100)</b>	80
<b>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>	80

**SLO 2**

<b>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>	Perform and interpret music competently as soloists on their major instrument
<b>What instrument 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>What level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 70%, an average of meets on the rubric, 3 of 5 correct).</b>	Score at least a 3 (out of 4) in technical and interpretive abilities
<b>What is the target percent of students who should achieve mastery of this Student Learning Outcome? (this should be a number between 0-100)</b>	80
<b>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>	91

**SLO 3**

<b>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>	Perform and interpret music as members of an ensemble
<b>What instrument 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>	Final performance in 4th semester ensemble
<b>What level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 70%, an average of meets on the rubric, 3 of 5 correct)</b>	80
<b>What is the target percent of students who should achieve mastery of this Student Learning Outcome? (this should be a number between 0-100)</b>	80% students achieving 80% accuracy
<b>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

**SLO 4**

<b>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>	N/A
<b>What instrument 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>	N/A
<b>What level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 70%, an average of meets on the rubric, 3 of 5 correct).</b>	N/A
<b>What is the target percent of students who should achieve mastery of this Student Learning Outcome? (this should be a number between 0-100)</b>	0
<b>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>	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>	12
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## Evidence of changes based on an analysis of results

<b>What changes were implemented based on an analysis of the students' performance on these Student Learning Outcomes? (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.)</b>	In the prior cycle, the student learning initiative was targeted to improve the recognition of non-harmonic tones, tested in SLO #1. The SLI was implemented in the applied lessons, where students were asked to identify non-harmonic tones in their applied literature. On the SPRING 2017 report, the students accurately identified non-harmonic tones with 63.75% accuracy. After the implementation of the SLI, SPRING 2018 students accurately identified non-harmonic tones with 68% accuracy, a 6.67% improvement from 2017 to 2018. This subset of SLO #1 continues to be a deficiency in MGA students. For SPRING 2019, a SLI will be designed to continue to address this area. Practice in identifying non-harmonic tones will occur within the applied lessons and in the ensembles. The effect on SLO #1 will be tested in SPRING 2019.
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Form run:

Wednesday, February 13, 2019

