

## Bachelor of Arts in Contemporary Musicianship, Macon

Semester reporting: Spring Semester 2022

Reporting cycle: Annual Reporting Cycle

### Academic Program Assessment Report Information

<b>Prepared on:</b> 7/18/2022 2:14:56 PM	Prepared by: rebecca.lanning@mga.edu
<b>Email address of person responsible for this report:</b>	sheree.keith@mga.edu
<b>In which college or school is this program located?</b>	Arts and Letters
<b>Program Type:</b>	Undergraduate
<b>Approximately how many students are in this program at this location?</b>	43

## Student Learning Outcomes

### SLO1

<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 music technology to the product of music creation.</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) and provide specific details of the instrument (e.g. Exam 2, Course HLSA 3800; Final Group Project, HIST 3900) is learning outcome?</b></p>	<p>Final music technology project</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 will earn a score of 80% on the final project</p>
<p><b>SLO 1: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc.)</b></p>	<p>Past Performance data suggests that this is an appropriate level for success on this metric.</p>
<p><b>SLO 1: During this assessment cycle, what percent of the students who participated in this assessment met the target performance level and demonstrated mastery of this learning outcome.</b></p>	<p>100%</p>
<p><b>SLO 1: Improvement Plans and Evidence of changes based on an analysis of the results: What changes were implemented 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>As reported in the AY 2021 report, beginning with the AY2022 assessment cycle, the new assessment point for this SLO is MUSC 1500, Introduction to Music Technology. This course is offered annually. Because data was not collected in AY 2021, a statistical comparison with the previous cohort cannot be made. However, as data show for AY 2022 reporting, this was a very strong student group who excelled in the course. No changes are recommended for next cycle.</p>

**SLO2**

<p><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></p>	<p>Students will be able to utilize appropriate technique for their applied music concentration.</p>
<p><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) and provide specific details of the instrument (e.g. Exam 2, Course HLSA 3800; Final Group Project, HIST 3900) is learning outcome?</b></p>	<p>Instructor skill observations at final performance juries</p>
<p><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></p>	<p>80% of students scoring 80% at jury</p>
<p><b>SLO 2: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc.)</b></p>	<p>Past Performance data suggests that this is an appropriate level for success on this metric.</p>
<p><b>SLO 2: During this assessment cycle, what percent of the students who participated in this assessment met the target performance level and demonstrated mastery of this learning outcome.</b></p>	<p>80%</p>
<p><b>SLO 2: Improvement Plans and Evidence of changes based on an analysis of the results: What changes were implemented 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>As reported in the AY 2021 report, beginning with the AY2022 assessment cycle, the new assessment point for SLO #2 was moved from MUSA 2112 and 4112 to MUSA 2111, the 3rd semester of Applied study. This course is offered annually. Because data was not collected in AY 2021, a statistical comparison with the previous cohort cannot be made. However, as data show for AY 2022 reporting, this was a very strong student group who excelled in the course. No changes are recommended for next cycle.</p>

**SLO3**

<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>Students will be able to analyze theoretical functions utilizing contemporary musical examples.</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) and provide specific details of the instrument (e.g. Exam 2, Course HLSA 3800; Final Group Project, HIST 3900) is learning outcome?</b></p>	<p>exam</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% on assessment exam</p>
<p><b>SLO 3: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc.)</b></p>	<p>Past Performance data suggests that this is an appropriate level for success on this metric.</p>
<p><b>SLO 3: During this assessment cycle, what percent of the students who participated in this assessment met the target performance level and demonstrated mastery of this learning outcome.</b></p>	<p>45.45%</p>
<p><b>SLO 3: Improvement Plans and Evidence of changes based on an analysis of the results: What changes were implemented 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>As reported in the AY 2021 report, beginning with the AY2022 assessment cycle, the new assessment point for SLO #3 was moved from MUSC 2203 to MUSC 2201, the 3rd semester in the 4-semester theory sequence. This course is offered annually. Data for MUSC 2201 was collected in AY 2021 for use in the AA in Music report. The analysis included in this AY 2022 report for the BA in COMU students compares analysis from the AY 2021 AA in Music report with the AY 2022 BA in COMU reporting data. The assessment point for SLO#3 is MUSC 2201, Intermediate Theory I. (This course is also required for the students seeking the AA in Music. Effective AY22 nearly all of our majors are enrolled in both the AA and the BA program. This same narrative will be used in SLO 1 of the AA.) MUSC 2201 is the 3rd semester of a 4-semester sequence and is offered each Fall semester.</p>

	<p>There was a marked decline of the success indicator from Fall semester AY 21 (75% success rate) to Fall semester AY 22 (45.45% success rate), a difference of -39.4%. Data, including anecdotal data, suggests a correlation between the increased number of new music industry students and decreased success in the music theory sequence. Data, including anecdotal, suggests that the music industry students enter the program with less musical preparedness than students in the performance track. Since the music industry track is in its 2nd year, and this is an assessment of the sophomore class, this is the first major assessment of the combined music industry and performance track majors in the music theory sequence. (This course is not taught in Spring, and will return in Fall Semester AY 23.) Based on the results of MUSC 2201 (Fall Semester AY 22, course #3 in 4-course sequence), bolstered by results of MUSC 1101 (Fall Semester AY22, course #1 in 4-course sequence) the music faculty proposed a new course (MUSC 1000- Fundamental of Music Theory) that is designed to equip less prepared students with the skills needed for success in the music theory sequence. This course has been adopted into the AY23 MGA catalog. This is the initiative for 2022-23.</p>
--	---

**SLO4**

<p><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></p>	<p>Students will be able to develop a marketing plan that reflects their individual career goals.</p>
<p><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) and provide specific details of the instrument (e.g.</b></p>	<p>projectStudents will be able to develop a marketing plan that reflects their individual career goals.</p>

<b>Exam 2, Course HLSA 3800; Final Group Project, HIST 3900) is learning outcome?</b>	
<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>	80% of student should receive 80% on project rubric
<b>SLO 4: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc.)</b>	Past Performance data suggests that this is an appropriate level for success on this metric.
<b>SLO 4: During this assessment cycle, what percent of the students who participated in this assessment met the target performance level and demonstrated mastery of this learning outcome.</b>	0
<b>SLO 4: Improvement Plans and Evidence of changes based on an analysis of the results: What changes were implemented 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>	As reported in the AY 2021 assessment cycle, beginning with the AY2022 assessment cycle, SLO #4 was rewritten and reassigned to MUSC 4200. The new SLO as stated above is: Students will be able to develop a marketing plan that reflects their individual career goals. MUSC 4200 was deferred to AY 2022 and no data for this course is available for this report.

### Sampling

<b>How many students participated in the assessment of these learning outcomes, in this program, for this assessment cycle at this location?</b>	32
--	----

### Open Box for Assessment Comments

<b>Required: In this field, please document the overall use of assessment results for continuous improvement (consider the past, present, and</b>	For context: The BA in Contemporary Musicianship has just seen the completion of its first official senior class and its fourth freshman
---	--

future and specifically address these in your narrative).

class. However, the Music Industry track has now been in place for 2 years. As reported in the AY 2021 cycle, it is anticipated that Music Industry students will continue to bring different strengths to the program, excelling in music technology (MUSC 1500, SLO #1) but not at par with performance track students in music theory (MUSC 2201, SLO #3).

For AY2022, to ensure continuous improvement, and to refit the SLO's for the new Music Industry students, changes were made to each of the assessment points and SLO #4 was rewritten.

AS detailed above, the majority of current students are double majoring in the AA in Music and the BA in Contemporary Musicianship. Upon review of the raw data, an SLI is recommended for SLO#3, which is inextricably combined with the reporting of the AA in Music for this assessment point. With the changes in the assessment points, an SLI was slated for AY 2022 for the music theory area, with professors creating review guides based on student performance in AY 2022, and supplied to students for the summer of AY 2022 to increase retention going into AY 2023. However, 100% of the music theory faculty have resigned and these review guides were not completed. Increased student success in music theory sequence remains a critical objective for the program. A new course MUSC 1000, Fundamentals of Music, was created and set for implementation for Fall 2022. With the resignation of 100% of the music theory faculty, this course was not scheduled. Student assessment of MUSC 1101 is critical during the first week of Fall 2022. Students will be identified as best fitted for MUSC 1000, which will be scheduled in Spring 2023, preparing students to begin the theory sequence the following Fall.

The scheduling of MUSC 1000 is expected to be the most impactful initiative for student success in the Music Theory area. In addition, an SLI specific to MUSC 2201 will be applied for AY 2023. When drilling into the data, it is clear that students struggle the most with the identification of Nonharmonic Tones. At the beginning of each class, the students will complete a short analysis that includes nonharmonic tones, with the

	<p>difficulty increasing as the students move toward the final assessment. This is the initiative for 2022-23?</p>
<p><b>Optional Open Text Box For Assessment Comments:</b></p>	
<p><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></p>	<p>The music program continued to face-to-face instruction utilizing among the most aggressive COVID-19 protocols, including enhanced social distancing, masking, and reduced time in space. The faculty were able to achieve their educational goals with modifications in place.</p> <p>In AY2021, it was anticipated that the program will have smaller freshman classes for the next several years, as the music programs in K-12 were significantly impacted by COVID-19. This continues in specific pockets across the program, particularly in the voice and band areas which were devastated at the K-12 level during the pandemic. Many choruses in particular were not permitted to sing until Spring 2022. This has severely impacted enrollment in school programs 6-12 and the repair will be a slow “trickle up.” As middle school programs improve, they will feed struggling high school programs, which will feed university music programs. The recruitment competition is enhanced, with schools with larger scholarship budgets buying up even the moderately prepared students to fill their programs. It is expected that this has been an effect on our enrollment, and that it will continue for the next several cycles.</p>