



**Middle Georgia
State University**

Title.

Middle Georgia State University Academic Program Assessment

Instructions. This form collects assessment information for all academic programs at Middle Georgia State University. Program directors, chairs, or deans, should submit one form each year (or semester) for each academic program and for each site the academic program is offered (https://www.mga.edu/institutional-research/docs/Programs_by_Location.pdf) (i.e. if a program is offered in Macon and Cochran, separate assessments unique to the students enrolled at each location should be submitted). It is essential that improvements based on the assessment are also clearly identified and that the department keeps evidence of those improvements (i.e. new exams, syllabi, instructional tools) when an improvement is identified and implemented. Major changes to curriculum must go through the Academic Affairs process. Student Learning Outcomes (SLO) should match the Assessment Plan and Curriculum Maps found here:

<https://www.mga.edu/provost/program-histories.php>; if they don't please contact OIRDS to update them.

NOTE: All fields are required, please place NA or O in response field ONLY if SLO is not being utilized, otherwise full responses are required. Provide ALL necessary information requested to the fullest extent possible, such that a peer reviewer is not required to assume any information not provided. Utilize the provided assessment scoring rubric drafting guideline to evaluate your report prior to submission. https://www.mga.edu/institutional-research/docs/IEB_Academic_Program,_Student_Support,_Advising_Scoring_Card.pdf

****Please SUBMIT the form within 30 minutes of opening this page. If you wait too long to submit you may lose your work**** In the event that you need to edit your submission, you may contact the Director of Institutional Effectiveness to secure a custom link to edit and resubmit.

Q1. Submitters Email

sheree.keith@mga.edu

Q2. For which program is this assessment being submitted? An academic program for this purpose is defined as a major within a degree program (i.e. Bachelor of Arts with a major in English, Bachelor of Science with a major in Chemistry, Associates in Occupational Therapy Assistant).

BA in Contemporary Musicianship

Q3. For which campus is this program assessment being submitted? Note: A separate assessment report is needed for each location a program is offered.

Cochran

Macon

- Eastman
- Dublin
- Warner Robins
- Online

Q4. In which College is this program located?

- Arts and Letters
- Aviation
- Health and Natural Sciences
- Business
- Computing
- Education and Behavioral Sciences

Q5. Program Type

- Graduate
- Undergraduate
- Certificate

Q6. Which semester were the data collected and analyzed? If across multiple semesters, select the latest semester of data.

- Summer 2022
- Fall 2022
- Spring 2023

Q7. Approximately how many students are enrolled in this program at this location?

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8. SLO 1: What is the first Student Learning Outcome for this support area? 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.

9. SLO 1: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. test, survey, etc) and provide specific details of the instrument (e.g. name, content areas, link etc.)

Final music technology project in MUSC 1500

10. 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 will earn a score of 80% on the final project

11. SLO 1: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc)

past performance data

12. 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)

87% (n=13)

13. SLO 1: Improvement Plans and Evidence of Changes Based on Performance Analysis: How does the analysis of students' performance on this Student Learning Outcome inform the implementation of improvement plans, and what evidence is collected and documented to support these changes?

The group assessed in the AY 2022 report excelled in the course. No changes were recommended for this current (AY 2023) cycle. In AY 2023, there was a faculty change for the course. The students continued to excel in application of music technology. In AY 22, n=4 students were assessed. In AY 23, n= 16 students were assessed, a 300% growth in sample size. In spring semester AY 2023, 87% of students met the target performance level and 100% of students passed the course. The average score on the assessment rubric for the assessment assignment was 4.3/5 and the average letter grade on the assessment instrument was 3.33/4. The final course grade average was 3.69/4. The students continue to bring native technology skills to this course. It is recommended that the rigor of the course be reexamined to continue to challenge students with increasingly advanced technology language. There is no SLI applied to this SLO for AY 24

14. SLO 2: What is the second Student Learning Outcome for this support area? 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.

15. SLO 2: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. test, survey, etc) and provide specific details of the instrument (e.g. name, content areas, link etc.)

Instructor skill observations at final performance juries in MUSA 2111

16. 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

17. SLO 2: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc)

past performance data

18. 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)

100% (n=8)

19. SLO 2: Improvement Plans and Evidence of Changes Based on Performance Analysis: How does the analysis of students' performance on this Student Learning Outcome inform the implementation of improvement plans, and what evidence is collected and documented to support these changes?

NA

20. SLO 3: What is the third Student Learning Outcome for this support area? 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.

21. SLO 3: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. test, survey, etc) and provide specific details of the instrument (e.g. name, content areas, link etc.)

Exam, MUSC 2201

22. 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 assessment exam

23. SLO 3: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc)

past performance data

24. 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)

85.7%

25. SLO 3: Improvement Plans and Evidence of Changes Based on Performance Analysis: How does the analysis of students' performance on this Student Learning Outcome inform the implementation of improvement plans, and what evidence is collected and documented to support these changes?

The assessment point for SLO#3 is MUSC 2201, Intermediate Theory I. MUSC 2201 is the 3rd semester of a 4-semester sequence and is offered each Fall semester. There was a marked improvement of the success indicator from Fall semester AY 22 (45.45% success rate) to Fall AY 23 (85.7% success rate) an increase of 40.25 points, or an 88.5% improvement year to year. This course had a change of instructor with new methods which is a correlating factor in the remarkably increased success rate. Yet, the desirable AY 23 success rate is an outlier in the recent history of the course and an SLI will be applied here for the AY 2023 assessment. EXPLANATION: This course, MUSC 2201, is the 3rd course in a 4-semester sequence; the skills build from semester to semester. Many previous cohorts in MUSC 2201 experienced difficulty due to marginal mastery of theoretical foundations taught in MUSC 1101, the 1st course in the 4-semester sequence. The AY 2022 report included an SLI for this area: the adoption of a MUSC 1000, a companion course to the 1st semester in the theory sequence, MUSC 1101. This course, MUSC 1000, was delayed and has impacted assessment of the SLI for the AY 22 cycle. It has been approved and the course is currently filling for Fall 2023. For the upcoming AY 2024 assessment, the BA will add a new track in music production. With the addition of this track, the course identified to assess SLO 3, MUSC 2201, will no longer be required of all BA students. The SLO will remain unchanged, but effective AY 24, the SLO 3 assessment point will move from MUSC 2201 (the 3rd course in the 4-semester sequence) to MUSC 1103 (the 2nd course in the 4-semester sequence). MUSC 1103 follows MUSC 1101 which effective Fall 2023 will have the companion course of MUSC 1000, the SLI for this assessment period.

26. SLO 4: What is the fourth Student Learning Outcome for this support area? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)

Students will be able to develop a marketing plan that reflects their individual career goals.

27. SLO 4: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. test, survey, etc) and provide specific details of the instrument (e.g. name, content areas, link etc.)

Project in MUSC 4200

28. 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....)

80% of student should receive 80% on project rubric

29. SLO 4: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc)

past performance data

30. 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)

11 or 91.66%

31. SLO 4: Improvement Plans and Evidence of Changes Based on Performance Analysis: How does the analysis of students' performance on this Student Learning Outcome inform the implementation of improvement plans, and what evidence is collected and documented to support these changes?

As reported in the AY 2021 assessment cycle, beginning with the AY2022 assessment cycle, SLO #4 was rewritten and reassigned to MUSC 4200. MUSC 4200 was not taught in AY 22 and no comparison data available for this report. There was a strong record of success from the AY23 cohort with 91.66% achieving the target performance level. The average score on the assessment rubric was 21.7/25 or an average of 4.32/5 on the 5 point scale. The average grade on the project was a 3.7/4. There is no SLI assigned to this SLO for AY 24

Q41. List each program concentration or track within the larger academic program and clearly articulate the expected learning outcomes. (If distinct note them distinctly, if common restate).

The two tracks have SLO's in common for the 2022-2023 AY. For the 2023-2024 AY the tracks will have an SLO #4 that will be measured in each track individually. SLO1 Students will be able to apply music technology to the product of music creation. SLO2 Students will be able to utilize appropriate technique for their applied music concentration. SLO3 Students will be able to analyze theoretical functions utilizing contemporary musical examples. SLO4 Students will be able to develop a marketing plan that reflects their individual career goals. New SLOs SLO1 Students will be able to apply music technology to the product of music creation. SLO2 Students will be able to analyze theoretical functions utilizing contemporary musical examples. SLO3 Students will be able to develop a marketing plan that reflects their individual career goals. SLO4 Students will be able to apply critical, creative, and practical skills to the final capstone project in their track.

Q42. How do you collect and report data on the achievement of these learning outcomes for each program concentration or track?

A rubric will be used to assess a creative project in the capstone course. The rubric will be specific to each track's final capstone project.

Q43. Report and analyze the learning outcomes associated with each program concentration or track

SLO1 Students will be able to apply music technology to the product of music creation. 100% of the students were successful on this SLO. SLO2 Students will be able to utilize appropriate technique for their applied music concentration. 100% of students were successful in this SLO. SLO3 Students will be able to analyze theoretical functions utilizing contemporary musical examples. 85.7% of students were successful in this SLO. The one student who did not meet the threshold was in the performance track. SLO4 Students will be able to develop a marketing plan that reflects their individual career goals. 91.66% of students were successful. The one student who did not meet the threshold was in the industry track. As noted in the discussion above, SLO3 has been the struggle historically in the music program. This SLO is being moved from its current position in MUSC 2201 over to MUSC 1101 as this is the theory class that all majors are required to take and paired with a music theory support class MUSC 1000. The student learning initiative for AY 2023-2024 will be implemented here.

32. How many students participated in the assessment of these learning outcomes, in this program, for this assessment cycle at this location? (Provide Number)

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33. Based on your goals and objectives listed above please indicate their connection with MGA's Strategic Plan (https://www.mga.edu/about/docs/Strategic_Plan_Overall_DB.pdf) by checking all associated and relevant Imperatives / Strategies from the list below. (Check all the apply)

- Grow Enrollment with Purpose 1. Expand and enrich the face to face student experience
- Grow Enrollment with Purpose 2. Expand and enrich online instruction into new markets
- Own Student Success 3. Develop academic pipelines and expand degrees
- Own Student Success 4. Expand student engagement and experiential learning
- Build Shared Culture 5. Attract talent and enhance employee development and recognition
- Build Shared Culture 6. Sustain financial health through resourceful fiscal management
- Build Shared Culture 7. Cultivate engagement with its local communities

34. Please indicate which of the following actions you have taken as a result of the 2021/2022 Assessment Cycle (Note: These actions are documented in reports, memos, emails, meeting minutes, or other directives within the reporting area)(Check all the apply)

- Disseminating/Discussing Assessment Results/Feedback to Appropriate Members of the Campus Community
- Disseminating/Discussing Assessment Results/Feedback to Appropriate External Stakeholders
- Faculty or Staff Support: Professional Development Activities, Trainings, Workshops, Technical Assistance
- Process Changes: Improve, Expand, Refine, Enhance, Discontinue, etc Operational Processes
- Request for Additional Financial or Human Resources
- Customer Service Changes: Communication, Services, etc
- Making Improvements to Teaching Approach, Course Design, Curriculum, Scheduling, other
- Evaluating and/or Revising the Reporting Lines Internal Assessment Processes

Other

35. Please indicate (if appropriate) any local, state, or national initiatives (academic or otherwise) that are influential in the operations, or goals, and objectives of your unit. (Complete College Georgia, USG High Impact Practice Initiative, LEAP, USG Momentum Year, Low-Cost No-Cost Books, etc)

NA

36. Please provide a comprehensive narrative outlining how assessment results are utilized for continuous improvement in this field. Your narrative should address the past, present, and future aspects of assessment, with specific emphasis on how these results inform decision-making and drive improvement efforts.

What needed work: SLO1 Students will be able to apply the essential practices of music theory What initiative was proposed? Music Theory continues to be the most challenging content and an SLI was slated for AY 2023 with the addition of a new companion course for the 1st semester of theory. This would provide support for the students with less musical experience, notably those students seeking the AA only. This course was the proposed SLI for Fall of AY22. This course, MUSC 1000, was delayed and has impacted assessment of the SLI for the AY 22 cycle. It has been approved and the course is currently filling for Fall 2023. Did it work? There was a marked improvement of the success indicator from Fall semester AY 22 (45.45% success rate) to Fall AY 23 (85.7% success rate) an increase of 40.25 points, or an 88.5% improvement year to year. This course had a change of instructor with new methods which is a correlating factor in the remarkably increased success rate. Yet, the desirable AY 23 success rate is an outlier in the recent history of the course and an SLI will be applied here for the AY 2023 assessment. Current year: What needs work? As detailed above, a student learning initiative is recommended for SLO#1 for AY 24. What initiative is proposed? Because of the reworking of Area F, SLO #1 will be assessed in a different course in AY 24. The same music theory sequence is being assessed, but using the 2nd semester of the 4-semester sequence in AY 24 vs the 3rd semester of the 4-semester sequence in AY 23. Music Theory continues to be the most challenging content and an SLI was slated for AY 2023 with the addition of a new companion course for the 1st semester of theory. This would provide support for the students with less musical experience, notably those students seeking the AA only. This course was the proposed SLI for Fall of AY22. This course, MUSC 1000, was delayed and has impacted assessment of the SLI for the AY 22 cycle. It has been approved and the course is currently filling for Fall 2023. The scheduling of MUSC 1000 is expected to be the most impactful initiative for student success in the Music Theory area. In addition, class piano is now required of all freshman, providing kinesthetic reinforcement of the work in music theory, and also another point of performance application of the music industry and music production students. We continue to rework the curriculum to meet the needs of our developing student interests and provide the coursework to support student success. For context: The BA in Contemporary Musicianship has just seen the completion of its 2nd official senior class and its 5th freshman class. The Music Industry track has now been in place for 3 years and is increasing in demand among new freshmen. As reported in the AY 2021 and AY 2022 cycle, it was anticipated that Music Industry students will continue to bring different strengths to the program, particularly music technology (MUSC 1500, SLO #1). This report and the continued documented student success in SLO #1 lends evidence to this working theory. Beginning in AY 24 the BA will add a 3rd track-- in music production, along with a minor in music production. This is generating interest among current and potential students and it is expected that the skill set of incoming freshmen will continue to skew away from performance and toward technology. For AY2024, to ensure continuous improvement, and to refit the SLO's for the new Music Production students, changes were made to the assessment point of SLO #3 and SLO #4 was rewritten. As detailed above, a student learning initiative is recommended for SLO#3 for AY 24. While SLO #3 will be assessed in a different course in AY 24, the same music theory sequence is being assessed, using the 2nd semester of the 4-semester sequence in AY 24 vs the 3rd semester of the 4-semester sequence in AY 23. Music Theory continues to be the most challenging content and a student learning initiative is slated for AY 2024 with the addition of a new companion course for the 1st semester of theory. This will provide support for the students with less musical experience, notably the music industry and incoming music production students. This course was projected for Fall 2022, but with the departure of 100% of the music theory faculty and 80% of the entire music faculty in Spring 2023, this initiative was delayed. The scheduling of MUSC 1000 is expected to be the most impactful initiative for student success in the Music Theory area. In addition, class piano is now required of all freshman, providing kinesthetic reinforcement of the work in music theory, and also another point of performance application of the music industry and music production students. We continue to rework the curriculum to meet the needs of our developing student interests and provide the coursework to support student success.

37. Optional: The following upload portal is available to supplement your report with supportive documentation should you wish to provide any (instruments, data, etc).