

Annual Report for Assessment of Outcomes 2012-13

Subject Area Committee Name: MUC

Contact person: Allen Jones

For LDC/DE: Core outcome(s) assessed: _____

For CTE: Degree or certificate* assessed: Professional Music

*please attach a table showing the alignment of the degree or certificate outcomes with the College Core Outcomes

Please address the questions below and
send to learningassessment@pcc.edu by **June 21, 2013** with Annual Report in the subject line

Note: Information provided in this report may be inserted into or summarized in Section 2C Program Review Outline.

1. Program outcomes are listed at the end of this report for reference. Program changes proposed in last year's report are indicated in italics below. Implementation is described after each proposed change.

Regarding Outcomes 1 and 2, we will show examples of correct notation, format, examples of common mistakes, and a checklist of items to double check before submission. This should result in more polished compositions that are performance and publish-ready.

These changes were made to address errors that appeared in these areas in last year's composition assessment. This year (2012-2013) the changes listed above were implemented in MUC 103. Results, which will be later described in this report, indicated that these changes led to improved student performance.

Regarding Outcomes 4 and 5, we will show examples of complete assignments, and better convey the criteria of the qualities that define a successful assignment. By having the students do the Skills and Goals assignments in the fall MUC 165 seminar with more clear instructions and with feedback provided we hope to see continued improvement in work.

These changes were made to provide more feedback to students regarding detail and specificity in their Skills and Goals assignments. This year (2012-2013) examples were shown in the fall class (MUC 165) along with more detailed instructions for the career plan. Students turned in first drafts of the Skills and Goals assignments and received feedback at that time to later incorporate the improvements in the spring assignments.

- 2./3. For clarity's sake, Questions 2 and 3 are answered in tandem for Outcomes 1 and 2 and again for Outcomes 4 and 5.

Outcomes 1 and 2

2. From our CTE Assessment Plan, we have assessed Outcomes 1 and 2 using the final composition assignment from Commercial Music Theory III (MUC 103). This is the third in three-course sequence in the Professional Music program. All students in the program must take this sequence so it is an excellent way to evaluate

student performance. This year, 25 students took this assessment, which represents 100% of students enrolled in the course and 100% of students in this cohort of the certificate program.

The composition was a two-part invention for two alto saxophones. The parameters were tonality, rhythm, theme, action between parts, and publish-ready. The pieces were provided to the two alto saxophonists (instructor and outside professional). Parts were to be bracketed one above the other. They were written to be easily sight-read. Student composers described their pieces regarding *tonality* (major or minor, modal, bi-tonal, mirrored, atonal), *rhythm* (conventional time or odd or mixed meters), *theme* (clear theme suggesting harmony if applicable, feature up-ramp, repeated note motif, arrangement), and *action between parts* (oblique, contrary, parallel, passive, active, 'hooky').

The following grading scale was employed (an additional category was added to last year's):

Below Standard	Fair	Good	Excellent	Pro
Fails to meet minimum	Need Editing, difficult to play	Need only minor correction	Easily performed, publish-ready	Polished, worthy of further arrangement and publishing

3. The compositions were then performed. In most cases, only one or two stops and restarts were necessary. The instructor and guest performer commented on the pieces, evaluating ease of playing, musicality, and challenges, etc. Then a member of the class described the piece as per the above components. The Department Chair observed and noted comments for each submission.

Below Standard (raw/%)	Fair (raw/%)	Good (raw/%)	Excellent (raw/%)	Pro (raw/%)
0/0%	0/0%	2/8%	6/24%	17/68%

Just as last year, the few students who were downgraded to Good had notational errors, rhythmic confusion, etc. However, this represented a 60% reduction in the number of students who received less than excellent ratings. The new category of "Pro" was created to account for the increased achievement of this year's students with the additional instruction received.

Everyone met the standard. There were no consistent problems.

Outcomes 4 and 5

2. Outcomes 4 and 5 were evaluated from the Business Plan Assignment from MUC 164. Students did a three-part submission: *Skill Assessment* (current skills and skills they need to acquire), *Short and Long-term Goals* (6 mos.-one year, 2-5 years) and a *Career Plan*. (The students also submitted a time management exercise which was not part of the evaluation.)

Fall term, for MUC 165 (Business for the Musician) the students submitted the *Skill Assessment* and the *Short and Long-term Goals*. The students revisited those assignments six months later for MUC 164 (Survey of the Music Industry) and updated their skills and goals. 100% of students enrolled in this class completed this set of assessments. This equals 100% of students in this cohort plus additional students from outside the program taking this course.

3. The following tables show the comparison between the evaluations done in spring 2011, spring 2012 and spring 2013:

Skill Assessment

Year	Specific & Logical	Too General	Unclear	Not Done
2011	13	12	5	8
2012	10	12	9	1
2013	23	8	2	2

Goals

Year	Very Specific/Overly General	Logical & Realistic/Not Logical & Realistic	Not Done
2011	9/19	12/13	0
2012	14/11	21/1	1
2013	21/14	27/5	0

Career Plan

	2011	2012	2013
Overall Professional Presentation	17	25	31
Uses Realistic Research	8	7	16
Uses Philosophical Research	1	5	Not assessed
Specific Examples	9	18	Not assessed
Has Marketing Strategy	7	9	13
Has No Marketing Strategy	14	9	14
Includes Self-Awareness	5	12	24
Realistic/Logical Plan	8	15	19
No Plan or Unrealistic Plan	15	7	4
Plan Described in Goals Assignment	0	4	0
Noted importance of Networking	Not assessed	Not assessed	14

Trend Analysis

There were 34 submissions of the first versions done fall term (MUC 165) and 35 submissions or final versions done spring term (MUC 164). However these two versions were not compared. A comparison was made using trends identified in submissions from spring 2011 and spring 2012 with those same categories in submissions of spring 2013. To insure consistency of scoring, the SAC Chair and Assessment Coach jointly scored each submission and agreed on each rating.

Based upon the examination of these assignments, the following trends were noted: There was marked improvement in the overall quality of the submissions for MUC 164 (2013). There was 100% "Professional Presentation." Compared to two years ago when many submissions were hand-written, error-ridden and incomplete, this year's submissions were typed and proofread. The specificity and logical and realistic numbers for *Goals* were up, and the overly general number was down. For the *Career Plan* there was improvement in the use of logical plan based on self-awareness. In reading this year's papers a new trend emerged in students noting the importance of networking in the industry. Although the number of students who included a marketing strategy in their career plans has increased steadily over the three years, there are still a greater number of students who did not include a marketing strategy.

4. This year's assessment points out the need for greater emphasis on having a marketing strategy in the career plans. A marketing strategist will be invited as a guest presenter in the fall seminar (MUC 165) to provide specific advice on current/effective marketing techniques specific to individual needs. Students will be reminded by the instructors to refer to these ideas in their career plans.

5. The current assessment process has provided our program with strong data on which to base program change. It has led to significant improvement in student work. Therefore we plan to continue with the same assessment process going forward.

Outcomes 3 and 7 will be assessed fall term when MUC 140A (Group Piano I), MUC 143 (Group Percussion), and MUC 145A (Group Guitar/Bass I) will be offered and results evaluated. We will collaborate between the disciplines to develop and employ an evaluative process that maintains appropriate consistency.

AAS or Certificate: Professional Music Certificate

1. Professional Music Program Outcome	2. Maps to a Core Outcome?
1. Compose harmonically sophisticated music via the 12-tone scale in a variety of commercial and esoteric styles.	<ul style="list-style-type: none"> • Professional Competence • Critical Thinking and Problem Solving
2. Develop suitable accompaniment of chord patterns to melodies.	<ul style="list-style-type: none"> • Professional Competence • Critical Thinking and Problem Solving
3. Perform short musical ideas or songs on rhythm section instruments.	<ul style="list-style-type: none"> • Professional Competence • Self Reflection
4. Conceptualize and develop a viable career path in composition/arranging, performance, private instruction, and/or recording/production.	<ul style="list-style-type: none"> • Professional Competence • Critical Thinking and Problem Solving
5. Develop a marketing strategy to attract client/projects, secure performance opportunities, or any of a variety of ancillary services or activities.	<ul style="list-style-type: none"> • Professional Competence • Communication • Community and Environmental Responsibility • Critical Thinking and Problem Solving • Cultural Awareness • Self Reflection
6. Conduct financial aspects of entrepreneurial or “for hire” including taxes and financial planning.	<ul style="list-style-type: none"> • Professional Competence • Critical Thinking and Problem Solving
7. Work effectively in solo activities or in collaborative groups on musical performance projects or services.	<ul style="list-style-type: none"> • Professional Competence • Communication • Community and Environmental Responsibility • Critical Thinking and Problem Solving • Cultural Awareness • Self Reflection