

## **PROGRAM OUTCOMES**

In the development of the Professional Music Program, data were collected from a variety of sources including the Professional Music Advisory Committee, professional organizations, industry publications and resources. All information was reviewed, evaluated and finally synthesized into meaningful terms, then used in the core program outcomes by the Professional Music SAC.

In 1984, the Oregon State Board of Education approved the Portland Community College Vocational Music Program. The Professional Music Program was developed through streamlining and consolidating the Vocational Music Program.

1. Compose harmonically sophisticated music via the 12-tone scale in a variety of commercial and esoteric styles.
2. Develop suitable accompaniment of chord patterns to melodies.
3. Perform short musical ideas or songs on rhythm section instruments.
4. Conceptualize and develop a viable career path in composition/arranging, performance, private instruction, and/or recording/production.
5. Develop a marketing strategy to attract client/projects, secure performances opportunities, or any of a variety of ancillary services or activities.
6. Conduct financial aspects of entrepreneurial or "for hire" including taxes and financial planning.
7. Work effectively in solo activities or in collaborative groups on musical performance projects or services.

The Professional Music Certificate Program's objectives and requirements are primarily determined through discussion and input from the Program's industry advisors and the Professional Music SAC. Since the professional music industry is market driven and its technology is rapidly changing and evolving, the constant assessment of courses, equipment, and methods of learning is an on-going process. In addition, generally accepted educational practices and College goals and outcomes are also considered in the development and improvement of the Program.

The Professional Music Program supports the following core outcomes of PCC:

### **Communication**

Students focus on and work to enhance communication skills in a variety of ways and settings. The majority of Professional Music classes involve individual and group work. Individual musical compositions and arrangements are rehearsed and performed by groups. Students in the recording arts courses work in small groups wherein each student learns all aspects of the applicable process, but the group works as a team on the project. Students give and receive criticism and appropriate feedback to improve their individual and collective professionalism.

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Students in performance classes must develop rapport and improve the group's performance. Additionally, Writing 115 is a certificate requirement.

### **Community and Environmental Responsibility**

The Professional Music Program is quite diverse in its student population. Individuals taking the Professional Music Program courses quickly become part of a unique creative community fostered by the Department. Program students quickly get to know one another, and learn to work together in variety of team-based educational opportunities. Projects developed by students often focus on community social issues. Additionally, students often complete their required internships in non-profit, community-based organizations. The Department also encourages students to participate in community events.

### **Critical Thinking and Problem Solving**

A major theme of the Professional Music Program is to facilitate students' learning in a way that helps them develop the ability to adapt to changing market conditions and solve problems while creating solutions. We focus on concepts and skill building to develop viable end products for many aspects of the industry.

### **Cultural Awareness**

As previously stated the Professional Music Program is very diverse, as is the Cascade Campus of Portland Community College. Professional Music students from many different backgrounds work closely together in a variety of situations. These include assisting one another in class and lab activities, and learning to communicate and work productively in team based projects. In a number of cases, students have formed professional creative teams. The Professional Music Department strives to help educate creative professionals that can effectively communicate, cooperate, and value peers and clients of diverse backgrounds.

### **Professional Competence**

All Professional Music courses and activities focus on real-world knowledge and skills. Writing, production, and performance classes primarily center on project development for identified clients or markets. The Department's primary mission is to educate individuals to become capable of successfully entering the creative profession. We believe that successful employment is dependent upon competencies in creative problem solving, strategic thinking and collaboration, as well as the discipline specific skills and such "soft skills" as Teamwork, Creative Problem Solving, Presentation, Work Ethic, and the Ability to Handle Criticism.

### **Self Reflection**

A "success" in the professional music industry is a person who:

- Has a well-rounded education with appropriate technical skills.
- Is confident, not overly sensitive, and can work well in a team.

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- Can utilize their talents in a variety of contexts.
- Is personable, dependable, and can communicate well.

Professional Music students understand the importance of acquiring and demonstrating the “success” attributes, as this message is discussed and reinforced in virtually all of the classes. Students are routinely given constructive criticism and are encouraged to make use of that criticism in the revisions and improvements of performances, assignments, and projects. Professional Music students/professionals are objective, and end product focused. They understand that success requires honest assessment and necessary adaptation or improvements.

The Professional Music Industry’s many dimensions include performance artist (solo, small group, or large group) songwriter, arranger, orchestrator, composer of soundtracks for film, video, websites, recording engineer/producer, music editor, and private music instructor. The many possible employment opportunities in this creative industry require that students evaluate their own skills and abilities, and determine if their professional goals are well matched to them. Self-reflection and assessment are stressed as important tools to master for successful professionals.

### **ASSESSMENT**

The Professional Music Department employs a variety of strategies and methodologies to facilitate student achievement of program and course outcomes that include: self examination, skill inventories goal setting, group and team review/critique of student work, written examinations, portfolios, logs/journals, classroom participation, individual and group projects and performances, classroom lectures and demonstrations, hands-on lab activities, real world projects and time-lines, industry expert presentations, and career planning and implementation.

Since the official inception of the program, September 1992, the above methods have evolved and been fine-tuned. Over the last several years, methods have focused more on reflecting industry changes, particularly with regard to technological advances and marketing shifts and developments crucial to achieve student success as they enter the extremely competitive and challenging music business.

Assessment of student mastery of the course outcomes is determined for each course by the particular instructor of record, and parallels the requirements indicated in the Professional Music SAC-developed course content and outcome guides. Each particular course syllabus indicates how assessment is to be addressed for the individual course experience.

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These methods of assessment include a number of the items listed above, such as: collections of student work (portfolios) internal and external review of student projects, internal and external internships, student work examples, public performances, and alumni, employer, and student surveys.

Additional examples of assessment include: exams, quizzes, project reviews, performance recitals, review of student logs/journals, and successful completion of certificate requirements.

Important evidence of determination of Professional Music student master of stated outcomes is noted by successful performance on the job for those hired into creative industry positions or who establish their own ventures. Documentation of this latter mechanism has proved difficult to verify, and is generally determined anecdotally through somewhat informal correspondence with Professional Music alumni.

### **IMPROVEMENTS MADE**

The careful SAC review and assessment of student achievement of outcomes over the past several years has led to a number of teaching and learning innovations. This included the creation of Intro courses for two of the program's course sequences which greatly enhanced student success and retention.

The Professional Music Certificate Program requirements and responsibilities of the industry in general are provided to students in a variety of ways. The PCC Catalog, website, printed schedule of classes are obvious and accessible means of distribution of information.

The Professional Music Program website located at <http://www.pcc.edu/pcc/pro/progs/profmusi/default.htm> provides a complete Certificate section, which also delineates Certificate requirements. The website is advertised in the PCC schedule and faculty business cards.

The Department also has developed a brochure that provides a check-off listing for required and elective courses needed for the Professional Music Certificate, course descriptions, bios, program overview, and a student application form. This brochure is also available in the Divisional Office and through the Office of Student Services.

All Professional Music students are advised to work with a Program Advisor if they are seeking a Professional Music Certificate or seek to enroll in core academic course sequences.

Additionally, Professional Music students enrolled in the Studio Recording and Digital Recording Technology areas will be better served when the two course sequences are revised to combine the two technologies to address industry advances, and to best utilize the facilities in the new Arts Building (2005-2006).

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Furthermore, the SAC has reviewed, revised and updated all Course Outcome Guides, and in two instances, renamed courses to better reflect their content and scope.

Evaluation and assessment of the exit skills and abilities of students qualifying for the Certificate led to strengthening the interrelational nature of several course clusters and adjusting the annual schedule for the program requirements.

The Program was developed with industry input, and the Department strives to match the curriculum with current standards demonstrated in the local and regional creative industry. We believe that in order to provide quality education to students and also provide the industry with individuals well versed in relevant skills and knowledge, we must constantly work to improve and update our courses and methods of instruction and learning.

Core tenets of the Professional Music Program include the focus on the ability to be able to provide educational practices that include relevant, industry-standard, state of the art equipment, skills, knowledge, and experience. The majority of Professional Music faculty are part-time educators and full-time members of the music industry. We believe this balance is critical in our efforts to meet the goals and mission of the Program. The part-time faculty has been with the College for an average of over ten years. This dedication and commitment has resulted in continuity and excellent teamwork, a well-coordinated curriculum and learning experience for the students. However, issues such as equity in PT pay, involvement in the basic functions of the College should be addressed.

The Professional Music Sac has integrated a number of methods and practices that serve to increase student retention and success, and minimize attrition.

These include:

- Relevant, real world educational experience.
- Creation of student assignments and projects to demonstrate real world skills and knowledge.
- Instructors and staff that have real world knowledge and skills, and who are concurrently active in the industry.
- Development of Intro courses offered over the summer to prepare Program Candidates for the challenging Fall course sequences.
- Offering of evening classes to meet demand and labs evenings and on weekends.
- Obtaining support and working closely with the Division Dean of Business, Technology and Public Service to meet the unique needs of the Professional Music Department and students.
- Active and on-going student advising by the Professional Music Department Chair, Program faculty, and staff.
- Minimization of administrative and organizational roadblocks to student and faculty activities and development by the Professional Music faculty

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and classified staff in conjunction with other college faculty, staff, and administrators.

Things that have facilitated the teaching-learning process in the Professional Music program include:

- Recruitment and retention of Professional Music Faculty and staff committed to the teaching and learning process.
- PCC administration dedicated to the support of programs under their direction.
- Passage of the bond measure which will serve to better provide enhanced classroom and lab facilities and opportunities for PCC students.
- Having the flexibility to offer concurrent sections of appropriate courses, and where possible, increasing class size in appropriate classes of offset lower enrollment classes, thus maintaining breadth and integrity of the Program.
- Working collaboratively with other departments such as the Multi Media Program creating musical scores and sound effects for 3D animations.
- Facilitated the growth of the Department's lab assistants, who, under the direction of the classified staff, are given many opportunities for increased responsibilities and enhancement of their professional skills and knowledge.
- Encouraging students in all Professional Music classes to network, collaborate, and create a mutually supportive environment and educational experience.
- Always striving to promote the Program through performance and internship opportunities.
- Curriculum additions and revisions that serve to better provide for needs of the students and the music industry.
- Maintaining and advancing the Program's reputation.

### **CHALLENGES**

Things that have served as barriers to the Professional Music program include:

- Inadequate funding from the State of Oregon in general and in particular inadequate resources to support lab activities.
- Burdensome faculty-administrative responsibilities that are magnified in small department SACs.
- Discontinuation of the printing and widespread distribution of the PCC Schedule of Classes, particularly Fall Term, which has served as the primary promotion and advertising vehicle for Professional/Technical programs such as Professional Music.
- Facility shortcomings such as undersized classrooms, virtually no noise abatement or isolation, only one practice room, and acoustical problems in

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- Recording Tech instructional spaces. These problems will be resolved in the new facility in Fall of 2005.
- Lack of sound isolation requires that our classes, lab and workshop activities to be very carefully scheduled.
  - Lack of opportunity for students to complete a Co-op work experience.
  - Opportunities for attending conferences and seminars are few, as the music industry does not offer these types of conference opportunities. College sponsored opportunities for professional growth are currently under-utilized by the Professional Music faculty. The primary reason is insufficient time available and the very modest size of the faculty and staff.
  - Failure of the College administration to follow through on the challenge to Clackamas Community College regarding their then-proposed (and now-approved) Music Technology certificate program that directly duplicates portions of the PCC Professional Music and Multi Media Programs while laying claim to unrealistic and unsupported employment opportunity figures. The PCC Vice President of Instruction advocated the challenge, yet, inexplicably, the interim District President elected to let the matter drop. Inasmuch as CCC has their new facility constructed, there is potential to cut into PCC's enrollment.

### **IMPROVEMENT PLAN**

One of the more important experiences that would help provide better direct evidence of student learning would be additional cooperative learning opportunities for advanced Professional Music students. Real world experiences and evaluation of those experiences are the key components in determining the successful mastery of course and program outcomes. While new sector opportunities have arisen, many are smaller enterprises with limited experiential opportunities.

We are convinced that as the industry's job market conditions improve, so will the opportunities for increased and enhanced cooperative work experience. No additional PCC resources are anticipated for the satisfaction of this need. We plan to work with the PCC Institutional Resources Department to facilitate improved tracking of Professional Music alumni.

The Department eagerly looks forward to occupying the new facilities in the Moriarty Arts and Humanities Building in the Fall of 2005. We will be able to offer more concurrent labs, classes, and activities and also see additional practice rooms provide students with greater accessibility.