

# Annual Report for Assessment of Outcomes – Professional Music

## (For Degree, Certificate or Core Outcomes)

**To complete this Assessment Report**, please address the questions below, and send to [learningassessment@pcc.edu](mailto:learningassessment@pcc.edu) by **June 20, 2011**; subject line: REPORT Assessment [SAC]

1. Describe changes that have been implemented towards improving students' attainment of outcomes that resulted from outcome assessments carried out in the previous academic year.

*(Information provided here may be referenced, inserted into or summarized in Program Review 2.C.iii (for Core Outcomes) or 6.B.iii (for CTE Degree and Certificate outcomes).*

N/A

2. Identify the outcomes assessed this year, and describe the methods used.  
What were the results of the assessment (i.e., what did you learn about how well students are meeting the outcomes)?

*(Information provided here may be referenced, inserted into or summarized in Program Review 2.C.i& ii (for Core Outcomes) or 6.B.i & ii (for CTE Degree and Certificate outcomes)*

### **a. Describe the method(s) you used.**

The sample of 26 came from the students in MUC 164 (Survey of the Music Industry) which is offered Spring (3<sup>rd</sup>) term.

Students submitted a. Short and Long-term goals, b. Skill Assessment, c. Time Management Study, and d. Career Plan.

The results for the Skill Assessment showed 45% were too general, 50% were specific and logical, 20% showed lots of narrative and self-reflection, and 31% did not list skills still needed.

The results for the Goals were 73% very general, 46% logical and realistic, and 35% were very realistic.

The results for the Career Plan were 31% logical plan, 27% had a marketing strategy, 54% had no marketing strategy, 58% lacked a definitive plan, 35% gave specific example, 46% had done research and were realistic, 19% included self-awareness.

Include relevant information about:

- The students (how many, where in your program (one class, a group of classes, end of degree?))
- The nature of the assessment (written work, project, exam, performance task, observation etc).
- How was the assessment evaluated?

### **b. Results: What did you learn?**

The number of specific versus general was too low for the Skill Assessment.

For the Career Plan, the too general number was too high as was the number without a definite plan.

Most were typed and professional looking.

How well did your students do? Do the assessment results match your aspirations for your students? Did your assessment indicate any areas or aspects in which student achievement could be better?

(If your assessment was scored in some way, it would be helpful to report some of that information. Scores that can be taken apart into meaningful components are often helpful in determining areas that might need attention.)

3. Identify any changes that should, as a result of this assessment, be implemented towards improving students' attainment of outcomes.

*(Information provided here may be referenced, inserted into or summarized in Program Review 2.C.iii (for Core Outcomes) or 6.B.iii (for CTE Degree and Certificate outcomes)*

We discovered that we need more specific direction in making the assignments. Course content is strong. Next year we will provide models of excellent work and more specific guidelines. If the improvement is not sufficient, we will look at content.

Similar assignments are undertaken during MUC 165 (fall term). By placing greater emphasis on specific direction and saving the fall assignments, we can better measure the improvement and advancement by the students.

This is an important part of what is expected as a result of assessment. It is not enough to say "we are doing great". We are expected to be self-examining, and curious about what we might do better.