

Annual Report for Assessment of Outcomes MUS

(For Degree, Certificate or Core Outcomes)

To complete this Assessment Report, please address the questions below, and send to 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).

No changes towards improving students' attainment of outcomes as a result of the previous assessments were made. However, we did fine-tune methods for measuring student attainment of outcomes. Specifically the SAC learned how to draft more effective rubrics as part of the previous year's activity. Additionally we learned that it is preferable to assess a larger cohort of students as opposed to the previous year's activity that included a limited number of students..

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)

Communication and Cultural Awareness

a. Describe the method(s) you used.

During the Winter 2011 term all MUP (Applied Music Lesson) students were required to learn and perform a musical dance as part of their repertory for the term. This included completing research on the geographic/historical origins of the dance as well as brief written report. The dance assignment is not part of the standard requirements for private lesson students.

The MUP student cohort included a total of 25 students. This group is comprised primarily of future music majors who complete six terms of lessons as part of the OUS music degree requirements. The cohort includes first and second year students.

Members of the Music SAC assessed the performances and reports using rubrics drafted during the fall in-service meeting. One activity focused on the performance of the musical dance and the other on the written assignment. The musical performance concentrated on assessing the core outcome communication and the written report focused on the assessment of cultural awareness. The initial plan to have faculty observe live performers had to be adjusted due to logistics and morphed into the viewing of recorded video performances. Technical inconsistencies in the recording process added an unanticipated layer of difficulty in the assessment process. Live performances are preferable.

b. Results: What did you learn?

Overall the students did well. For the performance/communication component, a good portion of the students scored between a level 3 (competent musical performance) and a level 4 (superior musical performance). The remaining students scored a level 2 (developing musical performance). Three of the performances were rated level 1 (unsuccessful musical performance). The assessment results were somewhat expected and successfully demonstrate that knowledge of the historical, political and geographical background of a musical composition facilitates a student's ability to more effectively communicate the musical nuances that are stylistically appropriate to a particular work.

The written report that focused on assessing cultural awareness and clearly show the value of research in understanding the cultural impact of the music being learned and performed. One of the faculty members discovered a good deal of "plagiarism" in the reports. This is to some extent, a result of the nature of the assignment and should have included more specific directions. The self-reflection portion of the reports show the value of this type of assignment – that knowing the background of the music creates a more effective musical communicator and more culturally enriched performers.

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

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The most crucial conclusion that the Music SAC came to after completing the assessments is that group assignments such as these are extremely valuable in measuring how well our students are attaining the PCC core outcomes. Using this cohort of music majors, as opposed to students from a single course, allowed the SAC to assess a typical cross-section of music majors. Any written assignments in the future will include more specific directions in an attempt to avoid plagiarism. The self-reflection portion of these assessments was the most revealing component.

The core outcomes assessment activity for next academic year should include a written self-reflection. We will likely use the same cohort during the 2011-2012 AY. This group yielded superior results than the 2009-2010 activity that included composition portfolios from a single course with low enrollment.