

Bergen Community College

ASSESSMENT REPORT FORM FOR ACADEMIC PROGRAM

Assessment Period: 2014-2016

Department/Program: Performing Arts - Music

Department Chair: N/A

Department Assessment Liaison: Shyamal Tiwari

Date Submitted: 6/15/16

❖ **Program Description or mission/goal statement of the Department/Program:**

The Associate of Applied Science in Music Business is recommended for students who wish to pursue a variety of careers utilizing music business knowledge upon completion of the degree. Unlike the AFA in Music Business, this program does not require the core musicianship or general education coursework recommended for transfer to a bachelor's degree in music, but rather focuses specifically on classes covering business, copyright, music publishing, record companies, artist management, concert promotion, marketing, economics, and career opportunities in the music industry. All AAS Music Business students engage in industry internships as part of their coursework.

❖ **Program Learning Goals/Outcomes:**

1. Evaluate and research career options in the music industry and develop promotional materials and interview skills for workforce opportunities.
2. Explain the contemporary structure of the music industry, including music publishing, record production, artist management, and concert promotion.
3. Explain the role of new media and technology in the recording and concert industries and apply this knowledge to the development of production and marketing plans.
4. Exhibit entrepreneurial skills and an understanding of the history of the music industry.
5. Demonstrate a basic understanding of copyright law, publishing, contracts, and licensing.
6. Explain and apply knowledge of the marketing, promotion, and merchandising of music products.
7. Demonstrate basic understanding of management, law, and accounting as it applies to the music industry.
8. Demonstrate competency in an entertainment industry workplace environment.

SEMESTER 1: CREATING PROGRAM-LEVEL ASSESSMENT PLAN

1. Program Learning Goal(s) or Outcome(s) to be assessed (from the above section):

We decided to focus on #6: "Explain and apply knowledge of the marketing, promotion, and merchandising of music products."

2. Means of Assessment:

It was determined that using an assignment from MUS-262 (Concert Promotion and Production) would best reflect whether students were becoming proficient in PLG#6, as this is the highest level course provided in the department and taken by all students near the end of their time in the Music Business program. A final Press Kit project has been developed over the past three years (see attached), requiring students to synthesize their understanding marketing and promotion in the creation of a musical artist press kit for either themselves or a fellow music student in the program.

In fall 2015, the assessment liaison developed an analytic rubric (see attached) based on conversations with music business instructors who teach MUS-262 (Concert Promotion and Production), MUS-152 (Intro to Music Business), MUS-163 (Careers in Music) and MUS-252 (Music in the Marketplace).

SEMESTER 2: DEVELOPING ASSESSMENT TOOL (s) and TIMELINE

3A. Describe or attach assessment tool (s), including sources of data, timeline for data collection and how data will be analyzed.

The rubric addresses the 5 components of a press kit: cover letter, biography, fact sheet, photograph and a container for the kit. Students may score up to 4 points in each component for a total score of 20 points. The rubric is handed out to students along with the assignment to clearly convey expectations.

Because the class size is so small for MUS-262, student artifacts from both fall 2015 and spring 2016 were used. 100% of artifacts were used in this assessment project (8 in fall 2015 and 9 in spring 2016). In spring 2016, the assessment liaison applied the rubric to student artifacts from both semesters.

3B. Desired results faculty would like to see.

It is desired that 80% of the students achieve a score of 16 points or higher (out of 20). Since we were reviewing 19 press kits, our target is that 15 of them receive a 16+.

SEMESTER 3: COLLECTING AND ANALYZING DATA

4. Summary of Results (attach aggregated data table, survey tool, etc., to support the summary)

Over the entire 2015-16 academic year, 13 of the 19 press kits (68%) scored at least 16 points or higher. This was lower than our desired goal, although the total average score of all students was 16. Our data showed clearly that students were having more success with the fact sheet (3.3), photo (3.7) and container (3.7). The components that required more writing such as the cover letter (3.0) and biography (2.9) were more problematic.

5. Recommendations for Improvement:

It is recommended that more time be devoted to helping students with the cover letter and bio in order to raise student scores overall. Since cover letters and biography writing are covered in earlier courses such as MUS-152 (Intro to Music Business) and MUS-252 (Music in the Marketplace), the requirements in MUS-262 could be better aligned with the work students do in those courses.

SEMESTER 4: CLOSING THE LOOP AND SHARING KNOWLEDGE

6. Use of Results:

The instructor of MUS-262 will provide student and professional examples of cover letters and dedicate more instructional time towards these components. Rather than turning in the press kit fully completed, students will be asked to turn in the writing portion (cover letter and biography) at an earlier date, and then will receive an extra round of feedback. Students will also be encouraged to use the writing center to assist in these components.