

# Program Learning Outcome Assessment Plan Template

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## General Information

Academic Year of Implementation: 2011 – 2012

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area

(Items Highlighted in red require primary attention in the planning process – not all highlighted areas need to be completed):

Music
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Planning Team:

Planning Team Leader(s) <sup>1</sup>	Campus	E-mail Address	Phone Extension	Mail Code
Troy Gifford	East	tgifford@valenciacollege.edu	X2332	3-2
Alan Gerber	East	agerber@valenciacollege.edu	X2329	3-2
Planning Team Members <sup>2</sup>	Campus	E-mail Address	Phone Extension	Mail Code

<sup>1</sup> Planning Team Leaders assume the responsibility for coordinating activities associated with the expectations for the design, approval and implementation of Assessment Plans. See the attached documents entitled *Program Outcome Assessment Plan Approval and Improvement Process* and *Program Outcome Assessment Plan Approval and Improvement Process – Student Affairs*

<sup>2</sup> Planning Team membership, whenever possible, should reflect the *Principles for selection of members for assessment plan work teams*. For faculty teams the principles include: Collegewide representation where possible; Full-time faculty from the respective program / discipline (tenured, tenure track, and Non-Tenure Earning 4 / 8 / 10 month faculty); Adjunct faculty when an adequate number of full-time faculty do not teach in the program / discipline; Faculty from both disciplines or programs when an outcome is assessed in two programs or a program other than the primary discipline. For plans developed in Student Affairs planning teams should include the following: Collegewide representation where possible; Staff from the targeted program area; Part-time Student Affairs professionals when an adequate number of full-time staff do not work in the targeted program area; Faculty / staff from other program / discipline areas working on the same or similar outcomes; Students representation when possible.

## Learning Outcomes and Performance Indicators

<b>Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area:</b>  Music	
<b>Targeted Program Learning Outcome:</b>  Students will implement appropriate musical performance practice based on musical style and genre in their performances of musical works.	<b>Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program:</b> MUX 2321 (Sophomore level applied lessons)
	<b>Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above:</b> Students will perform sophomore level music literature for memory. Students will demonstrate appropriate style characteristics in their performances.
<b>Performance Indicators for the Program Learning Outcome(s) selected:</b> Students will be able to analyze music from different stylistic periods. Students will determine correct stylistic traits to implement. Students will integrate correct stylistic traits into their performances.	<b>Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected:</b> Students will be able to perform assigned literature using correct pitches and rhythms. Students will demonstrate knowledge of correct performance practice appropriate to their assigned literature.
<b>Common Assessment</b> (What assessment method (written assignment, speech, test, etc.) will you use to assess student ability related to the program / course outcome(s) selected): Juries (These are the “Final Exams” for applied lesson courses)	
<b>Description of the Proposed Common Assessment</b> (Common assessments should be designed to ensure a balance between (1) the need for a consistency within the program in order to ensure comparable student artifacts and (2) the need for reasonable flexibility in order to encourage faculty judgment in the design and delivery of learning activities): Students perform memorized works before a panel of faculty members of the discipline, accurately demonstrating technical skills, performance skills, and stylistic performance practices. This summative assessment occurs at the end of the semester.	
<b>Proposed Assessment Instrument</b> (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests): Jury Assessment Sheet (This sheet lists criteria for faculty to consider upon hearing the jury performance and provides space for faculty feedback. This feedback is valuable for both the applied teacher and the student. The Jury Assessment Sheet is used to determine advancement of the student to the next level.)	

# Implementation Process

## Collection of Student Artifacts

What information needs to be communicated to students concerning the assessment process (informed consent, etc.)?

Students will be given a copy of the rubric(s) and an explanation of how it will be used in the assessment.

How will student artifacts or data associated with student performance be collected?

There will be no artifacts as live performances will be evaluated. Data will be collected after jury performances by the department (jury sheets).

If student artifacts are to be collected based on a random sample of students registered for the course or participating in the program / activity, what characteristics should the sample include?

N/A

How will information about faculty / staff participation in the assessment project be communicated?

Via email, direct contact, special meeting.

Who will be responsible for coordinating the collection of student artifacts?

Full time faculty and/or staff assistant.

At what point in the academic year / semester will the student artifacts be collected?

End of fall and spring semesters.

## Program Level Assessment / Evaluation of Student Artifacts and Analysis of Results

When will student artifacts be assessed / evaluated?

Before May 3, 2012

Which faculty or staff from the program/discipline will evaluate student artifacts?

Full time faculty and selected adjuncts.

What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected?

Little; after initial meeting, faculty will be aware of how the rubric works and what they are looking for to show students have achieved the learning outcomes

When will the results / data associated with the assessment plan be analyzed?

Summer 2012

What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan?

One special meeting to go over analysis process

What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan?

Jury assessment sheets (comments)

In order to ensure curricular and programmatic alignment, who else should be included in this conversation (e.g., faculty from related discipline areas in General Education)?

Other performing arts faculty/directors (theatre, dance)

How will the assessment results be disseminated to stakeholders (Faculty, Staff, Advisory Boards, etc.)?

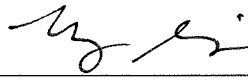
Email notification or meeting

**Approval Process**

Activities Associated with the Approval of Assessment Plans	Completion Date	Person Responsible	Results
Draft assessment plan is circulated for input to reviewers appropriate to the program / discipline (including Deans / Directors responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan)	8/25/11	Troy Gifford/Alan Gerber	
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received (if needed)	N/A		
Draft assessment plan is revised to reflect input	8/25/11	Troy Gifford/Alan Gerber	
Faculty vote on the Assessment Plan using the Current voter eligibility list for curriculum ( <a href="http://valenciacollege.edu/faculty/forms/voterlists/">http://valenciacollege.edu/faculty/forms/voterlists/</a> )	9/27/11	Troy Gifford/Alan Gerber	approved

## Dean / Director Support

The Dean(s) / Directors (for Librarians) responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan need to indicate their support for the plan.

Wendy Givoglu Dean / Director East / Winter Park Campus	Signature  10/7/11
Dean / Director Osceola / Lake Nona Campus	Signature
Dean / Director West Campus	Signature

## Improvement Plan and the Use of Assessment Results (To be completed after the implementation of the initial Assessment Plan and the review of student artifacts)

What do the results of this assessment plan suggest about changes / improvements needed within the curriculum (Specific recommendations for improvement, targeted course(s), co-curricular program or student activity)?

*[This is a note of revision from last year's "trial run": We need to develop consistency among the faculty in regards to teaching content related to the L.O. and rubric.]*

What changes to the common course outlines, if any, need to be considered?

*[This is a note of revision from last year's "trial run": This learning outcome needs to be added to the common course outline.]*

What do the results of this assessment plan suggest about changes / improvements to the program assessment process?

*[This is a note of revision from last year's "trial run": The assessment process can be improved by the following rubric changes: 1) Eliminate the line about technique as it does not directly address this learning outcome. 2) Divide the rubric into two separate rubrics, each to be evaluated separately. Rubric 1 is in reference to historical knowledge, and should contain the first three lines of each segment of the original rubric. Rubric 2 is in reference to application, and should contain the last three lines of each segment. The jury evaluation sheet should reflect this change, allowing for the evaluation of these two components separately.]*

Individual(s) Responsible leading the implementation of recommendations

Troy Gifford and Alan Gerber

Stakeholders Impacted by the recommendations for improvement

Faculty and students.