

# 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):

Sound & Music Technology

Planning Team:

Planning Team Leader(s) <sup>1</sup>	Campus	E-mail Address	Phone Extension	Mail Code
Wendy Hawkinson	East Campus	whawkinson@valenciacollege.edu	x2633 & 407-973-5017	3-2
Planning Team Members <sup>2</sup>	Campus	E-mail Address	Phone Extension	Mail Code
Raul Valery	East Campus	rvalery@valenciacollege.edu	x2882	3-2

<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

<p><b>Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area:</b></p> <p>Sound &amp; Music Technology, Music Performance &amp; Sound</p>	
<p><b>Targeted Program Learning Outcome:</b></p> <p>No. 5 – Use the MIDI protocol for professional music production and synchronization applications in accordance to industry standards and practices.</p> <p><b>Suggested revision of the PLO:</b> Produce musical projects that utilize the MIDI protocol for professional music production and synchronization applications in accordance to industry standards and practices.</p>	<p><b>Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program:</b></p> <p>MIDI &amp; Electronic Music I (MUS2360)</p>
	<p><b>Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above:</b></p> <p>Old CLOs: - Understand the use of computers in musical applications. - Use a computer to create musical projects.</p> <p><i>Suggested New CLOs:</i> - Produce musical projects that utilize the MIDI protocol for professional music production and synchronization applications in accordance to industry standards and practices. - Troubleshoot commonplace problems that may occur using MIDI sequencing software and virtual and hardware electronic instruments. - Demonstrate an understanding of how the MIDI protocol functions including the specific terminology associated with MIDI.</p>
<p><b>Performance Indicators for the Program Learning Outcome(s) selected:</b></p> <p>1- Produce musical projects using industry standard MIDI software with which competency in the following tasks, besides others, become evident: (a) recording MIDI data, (b) editing MIDI data, (c) creating a musical arrangement (i.e. select instruments/tempo/dynamics and other considerations) and (d) producing final stereo mixes of said projects. 2- Integrate other industry standard virtual electronic instruments into the musical projects being produced. 3- Troubleshoot and resolve situations that may arise in MIDI projects.</p>	<p><b>Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected:</b></p> <p>1- Produce musical projects using industry standard MIDI software with which competency in the following tasks, besides others, become evident: (a) recording MIDI data, (b) editing MIDI data, (c) creating a musical arrangement (i.e. select instruments/tempo/dynamics and other considerations) and (d) producing final stereo mixes of said projects. 2- Integrate other industry standard virtual electronic instruments into the musical projects being produced. 3- Troubleshoot and resolve situations that may arise in MIDI projects.</p>

**Common Assessment** (What assessment method (written assignment, speech, test, etc.) will you use to assess student ability related to the program / course outcome(s) selected):

Presently the assessments used are the creation of various MIDI projects using industry standard software, a practical Final Hands-On Exam, and three written tests two of which include a short Hands-On section.

**Description of the Proposed Common Assessment** (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):

Besides additional improvement of the Final Hands-On Exam mentioned above, additional short hands-on exercises/assessments will be included to demonstrate competency in:

- a) creating functional templates in the software programs being used,
- b) importing and setting up MIDI files in different software programs,
- c) setting up two different software programs (i.e. two different DAWs) to synchronize and function together, and
- d) troubleshooting MIDI problems and signal flow issues,

all of which are to ensure competency as well as similar and comparable results of all student results.

**Proposed Assessment Instrument** (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests):

Please see attached. Each Hands-On will have a point-by-point grading list of all tasks to be completed. These practical hands-on assessments are cumulative and are either very different from each other and/or require additional competency to complete them as the course progresses.

Hands-On #1 - 2 parts: (1) Set up a functioning rack of virtual instruments in a Rewire DAW in which a working signal flow setup is evident, according to the guidelines provided. (2) Create a very short project using the principal DAW (sequencing software) used in the program, to include certain specific guidelines as well as completing required “best practices” items.

Hands-On #2 which is the Final Hands-On – 2 parts: (1) Create functional templates in both DAWs to function and synchronize correctly with each other according to the guidelines provided. (2) In an existing project provided for the Hands-On, troubleshoot and resolve problematic issues, mostly signal flow issues and settings, of said existing project plus complete various MIDI and project editing tasks.

## Implementation Process

### Collection of Student Artifacts

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

This course is project-based, as established in its syllabus, and the creation of original musical content is the usual way these projects are produced

and is a major part of the learning process of the MIDI protocol. So, “informed consent” is not necessary.

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

All student artifacts will be collected at the end of the week after the completion of the assessment.

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.

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

Team leader – Wendy Hawkinson

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

At the end of every semester.

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

When will student artifacts be assessed / evaluated?

Within the week of having collected the artifacts, as they are a graded item.

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

Team leader – Wendy Hawkinson

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

Expertise in the use of the DAWs (Digital Audio Workstation software applications) being used in class, as well as the use of virtual instruments and Rewire DAW applications. At this point in time we use Logic Pro 9 and Reason 4.

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

It will be analyzed within four weeks of the collection of the data/results.

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

The information needed in order to analyze the results is to know what the Assessment Method entails and what is involved in its satisfactory completion.

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

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)?

The Chair of the Sound & Music Technology program as the referred subject course (MUS2360) is part of the Sound/Music Tech program, fully addressing one (1) Program Learning Outcome as well as partially addressing two (2) other Program Learning Outcomes (i.e. Configuration and Operation of a Computer using the intended applications, and Signal Flow).

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

Via email and/or in a printed report.

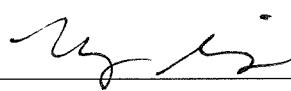
### Approval Process

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 <b>(including Deans / Directors responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan)</b>	May 5 <sup>th</sup> , 2011 and August 25, 2011	Wendy Hawkinson	Positive.
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received (if needed)	N / A	N / A	N / A
Draft assessment plan is revised to reflect input	August 25, 2011 and September 30, 2011	Raul Valery	Revised to clarify and indicate that more than one PLO is addressed in the assessments of this particular subject course, i.e. fully assessing the one PLO having to do with the MIDI Protocol plus partially addressing two other PLOs within the program.
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> )			approved

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## 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 Givogly 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)?

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

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

Individual(s) Responsible leading the implementation of recommendations

Stakeholders Impacted by the recommendations for improvement