

# Start of the Academic Year 2012-2013

## New Cycle Program Learning Outcomes Plan Template

Please use this form as you begin your planning cycle for the up-coming Academic Year. You will want to connect this work to the plan from the prior year and the long-term plan for your program. Please only fill out the sections relevant to your program. You do not have to fill out all sections of this form.

Please return by **October 1<sup>st</sup>** to Jessica King: [jking84@valenciacollege.edu](mailto:jking84@valenciacollege.edu)

Please send questions to Laura Blasi, Director, Institutional Assessment [lblasi@valenciacollege.edu](mailto:lblasi@valenciacollege.edu)

**How this relates to your Program Improvement Plan:** This “new cycle template” is where you and your colleagues describe the next phase of your plan to be accomplished in the 2012-2013 Academic Year. Use this template to describe what you plan to do to implement the plan for improvements (identified in spring of 2012) over this upcoming year and write out the next program outcome you and your colleagues will assess and your plan for accomplishing this over the next year.

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

1. What is your program name? Music
  2. Does this academic year’s improvement plan (2012-2013) build on your work from last year (2011-2012)? If so, how... (1-2 sentences)
- No, this is an assessment of a different competency.

Planning Team Leader(s) <sup>1</sup>	Campus	E-mail Address	Phone Extension	Mail Code
Troy Gifford	East	<a href="mailto:tgifford@valenciacollege.edu">tgifford@valenciacollege.edu</a>	2332	3-2
Alan Gerber	East	<a href="mailto:agerber@valenciacollege.edu">agerber@valenciacollege.edu</a>	2329	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.

<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: College-wide 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: College-wide 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; Student representation when possible.

# Learning Outcomes and Performance Indicators

<b>Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area:</b> Music Performance	
<b>Major finding from last year and related change, if any:</b> Successful results from previous PLO. The rubric was implemented successfully and the results were quite positive overall.	
<b>Services needed as a result of the finding (Student Learning Support, Faculty Development, etc.):</b> None other than continued tweaking of rubric and working with faculty to make sure they continue to use it in the classroom.	
<b>Targeted Program Learning Outcome(s) (PLOs) for this year:</b>	
Students will demonstrate an understanding of music theory.	<b>Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program:</b>  MUT 2117
<b>Is this a different outcome from the one reported last year? (yes /no)</b> Yes	
<b>Does this assessment for this year apply to more than one PLO? (yes /no)</b> No	
<b>National Standard(s):</b>  <small>(This could be specific to your field or focused on overall undergraduate competencies from a national organization. Contact Laura Blasi for examples / ideas. lblasi@valenciacollege.edu)</small>	<b>Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above:</b> Students will be able to synthesize and apply four semesters of music theory instruction in MUT 2117.
<b>Performance Indicators for the Program Learning Outcome(s) selected:</b> Students will be able to analyze written music from different stylistic perspectives. Students will be able to accurately write music using the principles of music theory.	<b>Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected:</b> Students will successfully demonstrate knowledge of form and analysis through examining and writing music.
<b>Prediction</b> (Given what you know about your students, how you expect them to perform? What do you expect to see? You will be able to compare your beliefs to the results that you receive at the end of this assessment cycle) <b>A high percentage of students will successfully demonstrate a comprehensive knowledge of music theory through a cumulative test.</b>	

<p><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: A cumulative theory test given at the end of MUT 2117.</p>
<p><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: A standardized theory test will be created to be given in all sections of MUT 2117.</p>
<p><b>What is the approximate number of students that you expect to assess? (Please indicate “Do not know at this time” if that is the case)</b> 40+</p>

## Implementation Process

### Planning for Communication and the Collection of Student Artifacts / Data

<p>1. <b>When will faculty seek or receive feedback on the design of the assessment, the rubrics, etc.?</b> The beginning of the Spring 2013 term.</p>
<p>2. <b>How will student artifacts or data associated with student performance be collected?</b> Instructors of MUT 2117 will collect and submit the artifacts.</p>
<p>3. <b>If student artifacts are to be collected based on a sample of students, what characteristics should the sample include?</b> All students in MUT 2117 will submit artifacts to be evaluated.</p>
<p>4. <b>What information needs to be communicated to students concerning the assessment process?</b> The cumulative nature of the testing, what is expected and how it will be conducted.</p>
<p>5. <b>How will information about faculty / staff participation in the assessment project be communicated?</b> Instructors involved will be met face to face to discuss implementation.</p>

6. <b>Who will be responsible for coordinating the collection of student artifacts / data?</b> Troy Gifford, Alan Gerber
7. <b>At what point in the academic year / semester will the student artifacts/ data be collected?</b> End of Spring 2013 term

**Evaluation of Student Artifacts and Analysis of Results: Understanding and Acting on the Impact of the Program (Program Level Assessment)**

8. <b>When will student artifacts be assessed / evaluated?</b> May 2013
9. <b>What is the expectation (if any) for student reflection / self-assessment (etc.) as part of this assessment?</b> None
10. <b>Which faculty or staff from the program/discipline will evaluate student artifacts?</b> Troy Gifford, Alan Gerber
11. <b>What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected?</b> None, as the faculty involved will be creating the artifacts to be used.
12. <b>When will the results / data associated with the assessment plan be analyzed?</b> May/June 2013
13. <b>What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan? *</b> None
14. <b>Does this assessment relate to your assessment from last year (if so how...)? How is this assessment connected to your improvement plan?</b> No
15. <b>What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan?</b> To be determined
16. <b>In order to ensure curricular and programmatic alignment, who else should be included in this conversation (e.g., General Education faculty)?</b> No direct effect on other programs

## Approval / Implementation Process

Activities Associated with the Approval / Implementation of Assessment Plans	Person Responsible	Target Completion Date	Actual Completion Date
<p><b>For thought (you do not need to answer...)</b></p> <ul style="list-style-type: none"> <li>• <i>Will current voter eligibility lists for the curriculum be used for any voting?</i></li> <li>• <i>Will you have a group enroll in a related assessment methods workshop for credit or schedule your own sometime during the term? (See: <a href="http://valenciacollege.edu/faculty/development/coursesearch.cfm">http://valenciacollege.edu/faculty/development/coursesearch.cfm</a>)</i></li> <li>• <i>For A.S. programs – how does the 10/30/12 Viability meeting fit with your work?</i></li> </ul>			

## Dean / Director Support

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

Dean / Director East / Winter Park Campus	Signature
Dean / Director Osceola / Lake Nona Campus	Signature
Dean / Director West Campus	Signature

