

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area				
Sound and Music Technology				
Planning Team Leader(s) ¹	Campus	E-mail Address	Phone Extension	Mail Code
Please note, with respect to the designation of Planning Team Leaders: The Planning Team came to a consensus that Planning Team Leaders should include representation from each of the three major campuses (East, Osceola, and West). Those selected, or volunteering, for the role of Planning Team Leader are to be a non-tenure track full time faculty members (tenured or four-month). It was the determination of the Planning Team that tenure-track faculty should be encouraged to concentrate on the completion of their ILP.				
Planning Team Members ²	Campus	E-mail Address	Phone Extension	Mail Code
The Planning Team came to the consensus that all tenured, tenure-track, and full-time four-month faculty are considered members of the planning team. As the work being conducted for these Assessment Plans impacts all tenured and tenure-track faculty, they all should play an active role in the work being conducted.				

¹ Planning Team Leaders assume the responsibility for coordinating activities associated with the expectations for the design, approval and implementation of Assessment Plans.

² 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; Students representation when possible.

Please fill in the blue shaded areas with brief sentences. A second page is provided for longer comments.
These six items are required for the report to the Learning Council.

Documenting the Assessment Process

1. In a sentence or two, what did you do and who was responsible for coordinating the collection of student artifacts / data?
The assessment was implemented in the subject course, in the Sum2011, Fall2011 and Spg2012 semesters. Wendy Hawkinson, course instructor, collected the student artifacts.

2. At what point in the academic year / semester were the student artifacts / data collected?
The student artifacts and data were collected ca. 2 weeks prior to the end of the semester, time at which this assessment is scheduled to occur.

Improvement Plan and Use of the Assessment Results – Next Year’s Cycle

3. What were your results? (Please e-mail the data when you submit this form if possible, for example rubric scores in an Excel sheet.)
See attached pdf file named “Program Learning Outcomes Assessment Planning PDF Results - Sound & Music Tech - Hawkinson – MIDI”

4. What are the changes / improvements you plan to make within the curriculum (targeted courses), co-curricular program, or student activity over the next year? (Please use the following page if you need more space for your response.)
One or two additional basic hands-on exercises will be implemented early and mid semester to ensure student practice during the ENTIRE semester, not solely "review " exercises during the second half of the term. As a result, the skills, the "thinking the situation through", will be ongoing from day one, no matter how simple the exercise/situation may seem.

5. What changes, if any, will be made to the common course outlines, the catalog, etc.

No changes are necessary to the catalog nor to common course outlines.

Next Steps – Planning for Next Year’s Cycle— Academic Year 2012-2013

6. What are your next steps – acting on the results? (These steps will guide others in the next cycle... moving the process forward.) If these steps include the development and implementation of a new assessment, include that information here. If you plan to change the current assessment or the program learning outcome that you focus on, you will want to do that here.
We are keeping the present assessment while adding a few considerations/particulars to cover most every possible scenario that could occur individually

(i.e. w/ each student) during the assessment. As a practical example, the insertion or creation of an instrument in our DAW may have been successful but could possibly not have the correct connections or data routing, thus rendering the end result as "not successful". So, our vigilance and insistence on students verifying "everything", including appropriate signal flow (MIDI, audio, etc) is stressed even further.

More over, we have increased the weight to successful file management.

Another point that is of utmost importance is the "reading of instructions". As a "real world" example, students should not assume nor imagine what a future "client" wants. Part of this assessment is students' ability to read and heed / follow instructions as given by ... that future "client".

Please include the name of the person completing this page and your program:

Additional Space for Comments (Optional)

3) *If you have additional comments for the following question, please share them here:* What were your results?

4) *If you have additional comments for the following question, please share them here:* What are the changes / improvements you plan to make within the curriculum (targeted courses), co-curricular program, or student over the next year?

6) *If you have additional comments for the following question, please share them here:* What are your next steps – acting on the results? If these steps include the development and implementation of a new assessment, include that information here. If you plan to change the current assessment or the program learning outcome that you focus on, you will want to do that here.

