

# End of the Academic Year 2012-2013 – End of This Cycle

## Results & Improvement Plan for Next Year

The template has 9 pages. Please return this completed form with the dean signatures or their E-mail approval(s) copied & pasted in at the end. by **May 10, 2013** to Jessica King in the Valencia Institutional Assessment (VIA) Office ([jking84@valenciacollege.edu](mailto:jking84@valenciacollege.edu).) Please see the VIA website for this form, your plans, and related materials: [www.valenciacollege.edu/via](http://www.valenciacollege.edu/via) --> left tab LOA)

**If you are working on several programs please submit a template for each one; each labeled for the specific program.**

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area- SOUND AND MUSIC TECHNOLOGY				
Planning Team Leader(s) <sup>1</sup>	Campus	E-mail Address	Phone Extension	Mail Code
Note from Planning Team Fall 2011: 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.				
Raul Valery	East	rvalery@valenciacollege.edu	2882	3-2
Planning Team Members <sup>2</sup>	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.				
Raul Valery	East	rvalery@valenciacollege.edu	2882	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.

<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; Students representation when possible.

## Six Items Documenting Results

Please fill in the blue shaded areas with brief sentences. A second page is provided for longer comments.

### 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?<br>A repeated subjects t-test of before/after learning on the PLO |
| 2. At what point in the academic year / semester were the student artifacts / data collected? How many students were assessed?<br>Spring term, 2013. 19 students                                |

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

- |  |
|--|
| 3. What were your results? (Please e-mail the data and copies of instruments when you submit this form if possible, for example rubric scores in an Excel sheet.) How did this compare with any predictions that you made in the Fall?<br>A t-statistic with repeated subjects yielding a t value of 5.85 with confidence >99.999% |
| 4. What are the changes / improvements you plan to make within the curriculum (targeted courses), co-curricular program, or student activity <u>over the next year</u> ? (Please use the following page if you need more space for your response.)<br><br>Expand module covering computer generated latency                        |
| 5. What changes, if any, will be made to the common course outlines, the catalog, etc.<br><br>None   |

### Next Steps – Planning for Next Year’s Cycle— Academic Year 2013-2014 (see below for detailed planning)

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|--|
| 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.<br><br>Expand module covering computer generated latency within the same course |
| Please include the name of the person completing this page and your program:<br>Raul Valery  |

See next page...

## Additional Space for Comments Reporting on Prior Year (if needed)

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.

See next page....

# Planning for AY 2013-2014 Learning Outcomes and Performance Indicators

**Complete only the sections that apply to your work.**

<b>Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area:</b> <b>A.S. Sound &amp; Music Technology</b>	
<b>Targeted Program Learning Outcome(s)</b> <b>(How many will you be assessing this coming year?):</b> <b>Use principles of Acoustics and Electricity in professional audio applications</b>	<b>Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program:</b> MUM 1620C Introduction to Acoustics and Audio, and MUM 2600C Sound Recording I
	<b>Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above:</b> Use principles of Acoustics in professional audio applications (MUM 1620C) Use principles of Electricity in professional audio applications (MUM 2600C)
<b>Performance Indicators for the Program Learning Outcome(s) selected:</b> <b>Objective test, locally designed</b>	<b>Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected:</b>  <b>Objective test, locally designed</b>
<b>External Standard(s) in the field or discipline</b> (please contact Laura Blasi <a href="mailto:lblasi@valenciacollege.edu">lblasi@valenciacollege.edu</a> with any questions about this):	
<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): <b>Objective test, locally designed</b>	
<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):  <b>Objective test, locally designed</b>	
<b>Proposed Assessment Instrument</b> (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests): <b>Objective test, locally designed</b>	

# Implementation Process

## Collection of Student Artifacts

What information needs to be communicated to students concerning the assessment process (informed consent, etc.)?  
The first implementation of the assessment is administered at the beginning of the semester (no credit) informing them this serves as a base-level measurement of their mastery of the principles. The second implementation at course ends is for extra credit. Students are informed this is done to measure their proficiency within this LO

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

In class, from all students

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?

All the students in both sections

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

Verbally in class

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

Raul Valery

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

Fall and Spring semesters, 2013-14

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

When will student artifacts be assessed / evaluated?  At the end of Spring 2014
Which faculty or staff from the program/discipline will evaluate student artifacts?  Raul Valery
What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected?  None
When will the results / data associated with the assessment plan be analyzed?  At the end of Spring 2014
What are your predictions regarding student performance? (What do you expect to see when you analyze your results?)  Better than one standard deviation in the positive direction on the before/after comparison at the end of the assessment period
What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan?  None
What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan? N/A

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)?
N/A
How will the assessment results be disseminated to stakeholders (Faculty, Staff, Advisory Boards, etc.)?
<i>During Assessment day</i>

**Approval Process**

<b>Activities Associated with the Approval of Assessment Plans</b>	<b>Completion Date</b>	<b>Person Responsible</b>	<b>Results</b>
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>	July 1, 2013	Raul Valery	
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received (if needed)	N/A	N/A	
Draft assessment plan is revised to reflect input	N/A	N/A	

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> )	N/A	N/A	

## Dean / Director Support

The Dean(s) responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan need to indicate their support for the plan. Please copy and paste in E-mail approval (as applies) at the end of the document and then send the form complete to us or obtain, scan, and send handwritten signatures and then send.

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



