**Continuous Improvement Plan**

**Outcomes might not change from year to year. For example, if you have not met previous targets, you may wish to retain the same outcomes. *If this is an academic, workforce, or continuing education program, you must have at least one student learning outcome.* You may also add short-term administrative, technological, assessment, resource or professional development goals, as needed.**

**Date:** **2015-2016** **Name of Program/Unit: FOS Music**

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**Table 1: CIP Outcomes, Measures & Targets Table (focus on at least one for the next two years)**

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| **A. Expected Outcome(s)**  Results expected in this unit  (e.g. Authorization requests will be completed more quickly; Increase client satisfaction with our services) | **B. Measure(s)**  Instrument(s)/process(es) used to measure results  (e.g. survey results, exam questions, etc.) | **C. Target(s)**  Level of success expected  (e.g. 80% approval rating, 10 day faster request turn-around time, etc.) |
| 1. Perform a piece of musical repertoire from their applied concentration area with accuracy of pitch, rhythm, articulation, and stylistic interpretation. | Performance critiqued by Juries using “Performance Rating” sheet | Rating of Satisfactory or higher |
| 2. Identify the style period of a musical composition based on the printed score or listening example. | Measure: Repertoire Questionnaire Checklist  At the third WNR of each semester, following juried performance, have each student fill out a Repertoire Questionnaire that asks the following questions:   1. “List the title and composer of each piece of repertoire you are working on this semester” 2. Provide the time period of the composition 3. Provide the style period the composition fits in (e.g., Baroque, Classical Romantic, swing, bebop, etc.) 4. Provide the style traits associated with that period. This could include mention of the performance practice and theory. | 70% |
| 3. Articulate style traits of each of the six major musical eras: Medieval, Renaissance, Baroque, Classical Romantic, Late Nineteenth Century and Modern. | Measure: Repertoire Questionnaire Checklist  See #2 above  4) Provide the style traits associated with that period. This could include mention of the performance practice and theory. | 70% |
| 4. Analyze a notated passage of music from the Common Practice Era for key, harmonic progression and melodic structure | Measure: Harmonic Analysis passage given during Final Exam, MUSI 2312 (Theory IV). | 70% |

**Description of Fields in the Following CIP Tables:**

**A. Outcome(s)** -Results expected in this program (e.g. Students will learn how to compare/contrast conflict and structural functional theories; increase student retention in Nursing Program).

**B. Measure(s)** -Instrument(s)/process(es) used to measure results

(e.g. results of surveys, test item questions 6 & 7 from final exam, end of term retention rates, etc.)

**C. Target(s)** -Degree of success expected (e.g. 80% approval rating, 25 graduates per year, increase retention by 2% etc.).

**D. Action Plan** -Based on analysis, identify actions to be taken to accomplish outcome. What will you do?

**E. Results Summary** - Summarize the information and data collected in year 1.

**F. Findings** - Explain how the information and data has impacted the expected outcome and program success.

**G. Implementation of Findings** – Describe how you have used or will use your findings and analysis of the data to make improvements.

**Table 2. CIP Outcomes 1 & 2 (FOCUS ON AT LEAST 1)**

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| 1. **Outcome #1**   2. Identify the style period of a musical composition based on the printed score or listening example. | |
| 1. **Measure (Outcome #1)**   Measure: Repertoire Questionnaire Checklist  At the third WNR of each semester, following juried performance, have each student fill out a Repertoire Questionnaire that asks the following questions:  1) “List the title and composer of each piece of repertoire you are working on this semester”   1. Provide the time period of the composition 2. Provide the style period the composition fits in (e.g., Baroque, Classical Romantic, swing, bebop, etc.) 3. Provide the style traits associated with that period. This could include mention of the performance practice and theory. | 1. **Target (Outcome #1)**   70% |
| 1. **Action Plan (Outcome #1)**   To increase the number of respondents, the music faculty programmed a presentation by the student organization Music Bachs on a Wednesday Noon Recital. | |
| 1. **Results Summary (Outcome #1)**   The students responded positively to seeing their peers’ discussion and explanation of the process. | |
| 1. **Findings (Outcome #1)**   The WNR presentation by the Music Bachs did increase the number of submissions but not at the target goal level. | |
| 1. **Implementation of Findings**   The student Bach presentation is not planned for following semesters and more emphasis is planned for working with Adjunct Faculty to go over the Style Traits Checklist as part of their applied lesson time. | |

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| 1. **Outcome #2** | |
| 1. **Measure (Outcome #2)** | 1. **Target (Outcome #2)** |
| 1. **Action Plan (Outcome #2)** | |
| 1. **Results Summary (Outcome #2)** | |
| 1. **Findings (Outcome #1)** | |
| 1. **Implementation of Findings** | |