

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.) Please see the VIA website for this form, your plans, and related materials: 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- ENTERTAINMENT DESIGN AND TECHNOLOGY				
Planning Team Leader(s) ¹	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.				
Michael Shugg				
Kristin Abel				
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.				
Greg Loftus				
Aaron Babcock				

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.

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?
Our program uses the capstone class TPA 2292 Advanced Technical Production to assess student. The data is collected by the Technical Director, Aaron Babcock.
2. At what point in the academic year / semester were the student artifacts / data collected? How many students were assessed?
The data is collected at the end of the Fall and Spring semesters. 8 Students were assessed in the last year.

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?
Please see the attached assessment results document. The 12-13 interventions occurred in the Basic Stagecraft class. Those students have not been in the Advanced Technical Production class, so the effects of the intervention implemented in the 12-13 on learning are not yet evident. We have identified an opportunity to improve underlying critical thinking skills in our students.
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.)

The faculty will engage in conversation concerning the evaluation and improvement critical thinking in our courses. No changes to courses planned.
5. What changes, if any, will be made to the common course outlines, the catalog, etc.

None at this point.

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

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.
Engage in a faculty conversation aimed at identifying effective strategies for improving thinking and problem solving of students.

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

Kristin Abel

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.

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area:	
Entertainment Design and Technology Program	
Targeted Program Learning Outcome(s) (How many will you be assessing this coming year?): We will assess all of our Program Learning outcomes.	Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program: TPA 2292, Advanced Technical Production
	Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above: All six of our program learning outcomes.
Performance Indicators for the Program Learning Outcome(s) selected: All of them.	Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected:
External Standard(s) in the field or discipline (please contact Laura Blasi lblasi@valenciacollege.edu with any questions about this):	
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): Capstone course: TPA 2292, Advanced Technical Production	
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): TPA 2292 Advanced Technical Production is a capstone class in which students become leaders of technical crews for entertainment productions. After the production closes the assessment is an evaluation of the student's performance on each indicator in each program learning outcome. We use a rubric.	
Proposed Assessment Instrument (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests): We use a rubric for each of the course learning outcomes with which we assess the degree of success the student demonstrated for each of the indicators.	

Implementation Process

Collection of Student Artifacts

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

Students are given the rubric on the first day of class. The rubric is discussed and they are aware that it is part of the grade for the course.

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

After the production closes, every faculty member who worked with the student on the production gathers to evaluate the student's performance.

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 students who take TPA 2252 are assessed.

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

We are a small group, so we can use email.

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

Aaron Babcock

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

Within a few days following the strike of the theater production.

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

When will student artifacts be assessed / evaluated?

Within a few days following the strike of the theater production.

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

The technical director, the production’s director, designers and any other faculty person who worked with the student in the course of the production.

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

Our group has been “normed” through having done this evaluation process for the past three years. We will review what each of the indicators means to refresh all of us on the process.

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

The results of the assessment plan will be analyzed at the end of the Spring 2014 semester

What are your predictions regarding student performance? (What do you expect to see when you analyze your results?)

We hope to see an improvement in critical thinking and problem solving skills.

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

The faculty will engage in faculty development workshops about improving critical thinking skills.

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)?
How will the assessment results be disseminated to stakeholders (Faculty, Staff, Advisory Boards, etc.)? <i>Faculty and staff will participate in the assessment.</i>

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 (including Deans / Directors responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan)			
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received (if needed)			

Draft assessment plan is revised to reflect input			
Faculty vote on the Assessment Plan using the Current voter eligibility list for curriculum (http://valenciacollege.edu/faculty/forms/voterlists/)			

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

