

Directions: Please fill in the 6 blue shaded items below with brief sentences – required for reporting to the Learning Council.

Save and Send Your Work...

To type in this form please “save” this file to your computer. Exit your e-mail. Open this file on your computer.

Select “save as” and rename the file to add your program and last name.

For example the file “...template” would be renamed and saved as “...template Subject Area Jones.” Save your work along the way.

Due Date: *Please e-mail your completed form by attaching it to an e-mail message and sending it to Jessica King (jking84@valenciacollege.edu) by Tues., May 15th.*

We will have attached this page from your original plan, please complete this only if your leadership team has changed.

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area				
Theater				
Planning Team Leader(s) ¹	Campus	E-mail Address	Phone Extension	Mail Code
Julia Gagne	EAST	jgagne@valenciacollege.edu	2296	3-2
Planning Team Members ²	Campus	E-mail Address	Phone Extension	Mail Code
John DiDonna	EAST	jdidonna@valenciacollege.edu	2073	3-2

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?

We refined a check list, created from our original rubric, to assess final scene performances in the required class, TPP 1110, Acting I. Department Chair Julia Gagne was responsible for collecting the checklists and compiling the data from all instructors, including adjuncts, who teach Acting I.

2. At what point in the academic year / semester were the student artifacts / data collected?

Data is collected at the end of Sessions 1 and 2.

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
Assessing an acting performance is by its nature subjective, but we have attempted to use our assessment tool to encourage consistency. An informal evaluation of our data shows that an average of 85% of our students who take Acting I (not all of them AA Pre-majors, and certainly not all of them interested in Performance) score in the Outstanding or Very Good range on their final scene performances. We are satisfied with these results.

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.)

We don't see a need for changes in the curriculum at this point, but instructors have suggested improvements to the check list, which we intend to amend and continue using. We also intend to continue discussions among faculty, ensuring that we are using the rubric and check list consistently. Our future plans include using this checklist on a line-per-line basis to see if there are specific sections in which our students consistently need improvement.

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

This process has caused us to make plans to revise our program outcomes to more specifically reflect the program, and to increase opportunities for assessment of outcomes. We are also in the process of updating all course outlines, because it has been a few years since any revisions.

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.

Our next steps are to continue assessing the Performance program outcome as above, and to begin work on assessment tools for a second of our Program Outcomes, once the revisions to them have been approved by the Curriculum Committee.

Please include the name of the person completing this page and your program:
Julia Gagne and John DiDonna, AA Pre-major in Theater/Dramatic Arts

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.

