

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- THEATER, DRAMA/DRAMATIC ARTS				
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.				
John DiDonna	East Campus	jdidonna@bellsouth.net	2073	3-2
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.				
NOTE* Faculty member listed currently only assigned to Script Analysis class. Adjunct professor may be added to list if assigned class.				
John DiDonna*	East Campus	jdidonna@bellsouth.net	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.

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?

Myself and Julie Gagne were responsible for collecting final samples for analysis from Script Analysis Class.

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

A sampling of three from each class were sampled at the end of term spring 2012.

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?

This was a simple qualitative analysis, looking at how students approached Aristotle and the elements of his components (Plot, Character, Diction, Thought, Music and Spectacle) in their analysis.

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.)

As last year was exploration only, this year implementation will occur. An addition of a specified lesson plan on Aristotle (beyond handbook), with the addition of a rubric specifically geared towards the Aristotle portion of the final project in Script Analysis. In addition the possibility of shifting the Aristotle Rubric use from final project to midterm project is being assessed. In doing so, the project becomes both formative (over duration of class) and summative (specifically for project).

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

None at this time. Assessment will be made during year with Dean to see if any changes are necessary.

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. **1) Create a simplified rubric based on Aristotle’s components 2) Create lesson plan for an additional unit on Aristotle 3) Implement in fall 2013 in Script Analysis course(s) 4) Student Survey on effectiveness of the above.**

Please include the name of the person completing this page and your program: **John DiDonna - Theatre**

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?

NA

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?

NA

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.

NA

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: Fine Arts - Theatre	
Targeted Program Learning Outcome(s) (How many will you be assessing this coming year?): Only one this year with continuance of last assessment in Acting One Classes “Analyze dramatic texts, with critical understanding of content, especially as it applies to production.”	Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program: Script Analysis (THE 2304) <i>(Note: in THE 1020 Introduction to Theatre, similar assessment already in use in Action Research Project)</i>
	Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above:
Performance Indicators for the Program Learning Outcome(s) selected:	Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected: Students will complete a final project which will illustrate their ability to analyze all of the literary elements (as set down by Aristotle) of a play for production.
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): Aristotle Rubric assessment, Student survey of effectiveness.	
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): To “norm” all script analysis classes, a rubric concentrating on the student’s understanding and application of Aristotle’s components will be utilized when assessing the mid term project (this shall facilitate both a summative assessment on this individual project, and a formative assessment of the students understanding of Aristotle by mid-semester. Depending on results, and improvement plan within course will be addressed on how to bring students lacking up to speed on Aristotle so by end of semester a working knowledge is strengthened.	
Proposed Assessment Instrument (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests): Aristotle Rubric, Student Survey	

Implementation Process

Collection of Student Artifacts

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

Part of normal class activity. A syllabus mention will be made of use of Rubric, with the Aristotle requirement specified.

The students will be notified of the survey AFTER mid term project is handed in.

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

Part of normal class activity (mid term project)

Distribution, completion, and collection of Student surveys and analysis of results.

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?

Sample of three – 6 project artifacts (Aristotle unit) based on high/medium/low understanding and application of Aristotle.

Full class Student Survey.

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

Email between faculty and Dean.

Class discussion with students.

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

Team leader John DiDonna (Program Chair)

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

Mid term Fall 2013/Mid term Spring 2014

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

<p>When will student artifacts be assessed / evaluated? Between Mid and end of semester Fall 2013 and again Spring 2014</p>
<p>Which faculty or staff from the program/discipline will evaluate student artifacts? Team leader and any professors teaching Script Analysis</p>
<p>What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected? A meeting held to inform of the assessment, lesson plan requirements, and common methods of assessment, as well as norm on grading.</p>
<p>When will the results / data associated with the assessment plan be analyzed? Beginning mid fall 2013 till end of semester Spring 2014 when all classes will be combined.</p>
<p>What are your predictions regarding student performance? (What do you expect to see when you analyze your results?) From previous experience with an Action Research Project, the prediction is that a simplified lesson plan on Aristotle's components and a rubric will aid greatly in focusing the students response to the text, utilizing the components of Plot, Diction, Character, Music, Theme and Spectacle as a means for analysis</p>
<p>What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan? Any new professors added to Script Analysis will meet with team leader to go over lesson plans, application for mid term project, use of rubric, application of rubric, and final student assessment. In addition, if rubric shows a low understanding, the ability to use this as a formative opportunity to strengthen knowledge and application of Aristotle's components will be discussed.</p>
<p>What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan? A knowledge of Aristotle's components.</p>
<p>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)? If consultation is needed, discussions with Humanities dept and/or current department dean Wendy Givoglu.</p>
<p>How will the assessment results be disseminated to stakeholders (Faculty, Staff, Advisory Boards, etc.)? End of year assessment meetings and email.</p>

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)	Summer 2013	John DiDonna	
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received (if needed)	NA	NA	NA
Draft assessment plan is revised to reflect input	End of Fall 2013	John DiDonna	
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