

Program Learning Outcome Assessment Plan Template

General Information

Academic Year of Implementation: 2010 – 2011

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area:

AA Pre-major: Theatre/Drama/Dramatic Arts

Planning Team:

Planning Team Leader(s) ¹	Campus	E-mail Address	Phone Extension	Mail Code
Julia Gagne	East	jgagne@valenciacc.edu	2296	3-2
Planning Team Members ²	Campus	E-mail Address	Phone Extension	Mail Code

¹ Planning Team Leaders assume the responsibility for coordinating activities associated with the expectations for the design, approval and implementation of Assessment Plans. See the attached documents entitled *Program Outcome Assessment Plan Approval and Improvement Process* and *Program Outcome Assessment Plan Approval and Improvement Process – Student Affairs*

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: Collegewide 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: Collegewide 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.

Learning Outcomes and Performance Indicators

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area: AA Pre-Major: Theatre/Drama/Dramatic Arts	
Targeted Program Learning Outcome: Student will be able to integrate and apply acting skills and techniques to the preparation and performance of dramatic literature.	Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program: TPP 1110: Acting I
	Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above: Collaborate with other acting students in the successful rehearsal and performance of scenes from dramatic literature.
Performance Indicators for the Program Learning Outcome(s) selected: Students will be able to analyze dramatic literature, and make and execute in rehearsal and performance appropriate acting choices based on their analysis.	Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected: Students will be able to: demonstrate motivated and appropriate movement and dialogue, demonstrate listening and reacting skills in performance, practice strong acting preparation techniques, and analyze dramatic literature for character development.
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): Observation and assessment of scene performance	
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): Student will dramatize a character from modern dramatic literature, performing a 5-7 minute scene for an audience of their peers. The performance will reflect elements of the rehearsal/preparation process, including scene and character analysis, vocal and physical acting choices, memorization, and collaboration with scene partner.	

Proposed Assessment Instrument (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests):
Holistic rubric for assessing student performance in acting

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Implementation Process

Approval Process

Activities Associated with the Approval of Assessment Plans	Proposed Completion Date	Person Responsible
Draft assessment plan is circulated for input to reviewers appropriate to the program / discipline	August 1, 2010	Julia Gagne (Program Director)
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received	N/A	
Draft assessment plan is revised to reflect input	August 20, 2010	Julia Gagne (Program Director)
Current voter eligibility list for curriculum will be used to vote on draft assessment plan	??	

Faculty / Professional Development Needs Associated with the Proposed Common Assessment

What training / preparation / information will faculty or staff need in order complete the proposed assessment plan?
The small pool of Actor-training adjunct professors will need a brief training session to discuss and come to a common understanding of the rubric and its criteria.

Collection of Student Artifacts

What information needs to be communicated to students concerning the assessment process (informed consent, etc.)?
 None. The students will be assessed during live performance, as is customary in theater, and will receive the assessment rubric early in the semester. They will also participate in post-performance critiques.

How will student artifacts or data associated with student performance be collected? **While we will not have artifacts, the data will be collected by select faculty who teach TPP 1110, from Fall and Spring sections. Students who are in the program will need to be identified (many non-majors take this elective class), and data from the assessment of their final scene performances kept by the instructors, and collected by the program director for assessment and reflection.**

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?
N/A

How will information about faculty / staff participation in the assessment project be communicated? **In person and via email.**

Who will be responsible for coordinating the collection of student artifacts?
The program director will be responsible for collecting data.

At what point in the academic year / semester will the student artifacts be collected?
Data will be collected at the end of spring and fall semesters.

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

When will student artifacts be assessed / evaluated (Learning Day 2011 is scheduled for February 11, 2011, Assessment Day 2011 is scheduled for May 5, 2011)? **Assessment Day 2011 will be our target for the first evaluation and analysis.**

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

Professors, full time and adjunct, who teach TPP 1110, will assess performances, and evaluate the data.

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

Adjunct faculty will need to meet with the program director to discuss assessment of final scenes using the Holistic rubric, and methods of collecting and saving the data needed.

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

At the end of each Spring semester.

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

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.)?

Improvement Plan and the Use of Assessment Results

What do the results of this assessment plan suggest about changes / improvements needed within the curriculum (targeted course(s), co-curricular program or student activity)?

What changes to the common course outlines, if any, need to be considered?

We need to make some minor adjustments to the wording of course learning outcomes, based on more insight into language (jargon) and alignment with program outcomes.

What do the results of this assessment plan suggest about changes / improvements to the program assessment process?