

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:

Entertainment Design and Technology

Planning Team:

Planning Team Leader(s) ¹	Campus	E-mail Address	Phone Extension	Mail Code
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Planning Team Members ²	Campus	E-mail Address	Phone Extension	Mail Code
Kristin Abel	East	kabel@valenciacc.edu	2403	3-2
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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: Entertainment Design and Technology	
Targeted Program Learning Outcome: Entertainment Design and Technology: Live Show Production Generate new approaches to solve unique production problems. Demonstrate workplace skills. Operate equipment for a live entertainment production Plan the technical elements for a live entertainment production. Implement the technical elements for a live entertainment production.	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: Same as Program Outcomes
Performance Indicators for the Program Learning Outcome(s) selected: <ul style="list-style-type: none"> • PLO Generate new approaches to solve unique production problems. <ul style="list-style-type: none"> ○ CLO Generate new approaches to solve unique production problems. ○ Performance Indicators <ul style="list-style-type: none"> ▪ Diagnose production problems. ▪ Employ appropriate resources in solving production problems. ▪ Analyze multiple solutions to production problems. ▪ Implement solutions to production problems. • PLO Demonstrate workplace skills. <ul style="list-style-type: none"> ○ CLO Demonstrate workplace skills. ○ Performance Indicators 	Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected: <ul style="list-style-type: none"> • PLO Generate new approaches to solve unique production problems. <ul style="list-style-type: none"> ○ CLO Generate new approaches to solve unique production problems. ○ Performance Indicators <ul style="list-style-type: none"> ▪ Diagnose production problems. ▪ Employ appropriate resources in solving production problems. ▪ Analyze multiple solutions to production problems. ▪ Implement solutions to production problems. • PLO Demonstrate workplace skills. <ul style="list-style-type: none"> ○ CLO Demonstrate workplace skills.

- Demonstrate effective teamwork skills in assigned production responsibilities.
- Practice initiative in technical production.
- Apply effective communication strategies to collaborations with director, designer, technical director, crew heads and crewmembers.
- Correctly interpret production aims as articulated by production staff.
- Execute production responsibilities with production aims.

- PLO **Operate equipment for a live entertainment production**

- CLO Operate equipment for a live entertainment production
- Performance Indicators

- Select appropriate equipment for production situation.
- Apply proper procedures for setup and operation of equipment.
- Maintain theatrical equipment.
- Troubleshoot problems with equipment.

- PLO **Plan the technical elements for a live entertainment production.**

- Plan the technical elements for a live entertainment production.
- Performance Indicators

- Determine the technical needs of the production in consultation with director, designers, and technical director.

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- PLO **Plan the technical elements for a live entertainment production.**

- Plan the technical elements for a live entertainment production.
- Performance Indicators

- Determine the technical needs of the production in consultation with director, designers, and technical

- Appraise human, technical and material resources available for production.
- Schedule production tasks in accordance with availability of venue, resources and other production elements.

- PLO **Implement the technical elements for a live entertainment production.**

- CLO Implement the technical elements for a live entertainment production.
- Performance Indicators
 - Demonstrate technical proficiency in area of entertainment production.
 - Select appropriate materials, tools and techniques for a production situation.
 - Execute technical elements of an entertainment production.

- PLO **Interpret designs for a live entertainment production.**

- CLO Interpret designs for a live entertainment production.
- Performance Indicators
 - Read standard theatrical design drawings
 - Analyze design intent.
 - Generate technical drawings that address design intent.

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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): 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 fulfill crew head responsibilities for an area of a Entertainment Production.	
Proposed Assessment Instrument (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests): Rubrics will be developed for each Program Learning Outcome.	

DRAFT

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	Sept. 1, 2010	Michael Shugg/Kristin Abel/Aaron Babcock
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received	Oct. 1, 2010	Michael Shugg/Kristin Abel/Aaron Babcock
Draft assessment plan is revised to reflect input	Nov. 1, 2010	Michael Shugg/Kristin Abel/Aaron Babcock
Current voter eligibility list for curriculum will be used to vote on draft assessment plan	Dec. 1, 2010	Michael Shugg/Kristin Abel/Aaron Babcock

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?

Norming sessions to examine rubrics.

Collection of Student Artifacts

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

Students should receive copies of the CLO rubrics at the beginning of the capstone course.

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

Full Class will be assessed. Michael Shugg and Kristin Abel will be responsible.

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?

Face to face meetings

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

Program Director: Michal Shugg

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

End of Term

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 May 5,2011.

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

All (Michael Shugg/Kristin Abel/Aaron Babcock)

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

Norming sessions to examine rubrics.

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

Assessment Day May 5, 2011.

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

Not sure. We'll find out when we get there.

What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan?

Not sure. We'll find out when we get there.

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)?

PAC Staff, Related Entertainment Disciplines, Film, Digital Media and Sound Technology.

How will the assessment results be disseminated to stakeholders (Faculty, Staff, Advisory Boards, etc.)?

Face to face meeting with staff and advisory board

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?

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