

Program Learning Outcome Assessment Plan Template

General Information

Academic Year of Implementation: 2011 – 2012

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

(Items Highlighted in red require primary attention in the planning process – not all highlighted areas need to be completed):

Art Studio (A.A. Pre-major)

Planning Team:

Planning Team Leader(s) ¹	Campus	E-mail Address	Phone Extension	Mail Code
Andrew Downey	East	Adowney@valenciacollege.edu	2327	3-2
Planning Team Members ²	Campus	E-mail Address	Phone Extension	Mail Code
Michael Galletta	East	Mgalletta@valenciacollege.edu	2328	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. 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

<p>Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area: Art Studio (A.A. Pre-major)</p>	
<p>Targeted Program Learning Outcome: Draw from observation of object, nature, and figure</p>	<p>Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program: ART 1301C Drawing II</p>
	<p>Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above: The student will be able to organize and arrange subject matter onto the drawing paper. The student will further develop and render in convincing fashion the three-dimensional aspects of form. The student will further develop and be able to recognize the range of tones apparent in the visual world and represent them coherently on paper. The student will be able to render rapid but accurate studies of the figure.</p>
<p>Performance Indicators for the Program Learning Outcome(s) selected: Composition(organize and arrange) Variety of Marks (gesture or rapid studies) Line (qualities) Value (tone) Measuring/Proportions(accuracy)</p>	<p>Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected: Employ the facts, formulas, and procedures of the discipline. Apply disciplinary knowledge, skills, and values to educational and career goals.</p>
<p>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): RUBRIC</p>	

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):

Rubric listing the performance indicators for the program learning outcome and having levels such as Exemplary, Acceptable, and Not yet acceptable.

Proposed Assessment Instrument (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests):

RUBRIC

Implementation Process

Collection of Student Artifacts

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

Students will be notified of portfolio collection and the work will be documented anonymously.

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

Through portfolio reviews and the end of the semester.

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?

Program chair will communicate through meeting with full time art faculty about participation in assessment.

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

Program Chair

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

End of the semester Fall and Spring

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

When will student artifacts be assessed / evaluated?

Beginning of term after portfolios have been collected.

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

Program chair plus other full time art faculty.

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

NONE

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

The semester following the portfolio collections.

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

NONE

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

NONE

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)?

All full time art faculty.

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

Program meetings and assessment day.

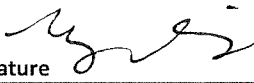
Approval Process

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)	Aug/2011	Andrew Downey	Approved
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received (if needed)	N/A		

Draft assessment plan is revised to reflect input	Sept/ 2011	Andrew Downey	
Faculty vote on the Assessment Plan using the Current voter eligibility list for curriculum (http://valenciacollege.edu/faculty/forms/voterlists/)			Voted – approved 9/29

Dean / Director Support

The Dean(s) / Directors (for Librarians) responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan need to indicate their support for the plan.

Wendy Givoglu Dean / Director East / Winter Park Campus	Signature  10/7/11
Dean / Director Osceola / Lake Nona Campus	Signature
Dean / Director West Campus	Signature

Improvement Plan and the Use of Assessment Results (To be completed after the implementation of the initial Assessment Plan and the review of student artifacts)

What do the results of this assessment plan suggest about changes / improvements needed within the curriculum (Specific recommendations for improvement, 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?

Individual(s) Responsible leading the implementation of recommendations

Stakeholders Impacted by the recommendations for improvement

