

Program Learning Outcome Assessment Plan Template

General Information

Academic Year of Implementation: 2011-12

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):

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@valenciacollege.edu	2296	3-2
John DiDonna	East	jdidonna@valenciacollege.edu	2073	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, used in conjunction with a written performance checklist to be kept as archival material.

Implementation Process

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 a copy of the assessment rubric early in the semester for their use in rehearsal and preparation. They will also participate in post-performance critiques with their peers and professor.

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

Professors will assess student performances at the end of the semester using written check sheets closely aligned to the performance rubric. Check sheets will be collected and saved as archival material by the Program Chair.

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 Department Chair.

At what point in the academic year / semester will the student artifacts be collected?
At the end of Fall and Spring semesters.

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

When will student artifacts be assessed / evaluated?
Assessment Day 2012 will be our target for the next evaluation, analysis, and revision.

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 rubric and the added checklist, and methods of collecting and saving the data needed. These professors will also be involved in assessing the tools, and revising them as 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?
N/A

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

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)?
N/A

How will the assessment results be disseminated to stakeholders (Faculty, Staff, Advisory Boards, etc.)?
Via email and/or in person at meetings for that purpose.


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)	September 30, 2011	Julia Gagne	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	September, 2012	Program Chair	
Faculty vote on the Assessment Plan using the Current voter eligibility list for curriculum (http://valenciacollege.edu/faculty/forms/voterlists/)	October, 2012	Program Chair	

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