

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area Entertainment Design and Technology				
Planning Team Leader(s) ¹	Campus	E-mail Address	Phone Extension	Mail Code
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.				
Michael Shugg	East	mshugg@valenciacollege.edu	2372	3-2
Kristin Abel	East	kabel@valenciacollege.edu	2403	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.				
Greg Loftus	East	gloftus@valenciacollege.edu	2338	3-2
Aaron Babcock	East	ababcock1@valenciacollege.edu	2102	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.

Please fill in the blue shaded areas with brief sentences. A second page is provided for longer comments.
These six items are required for the report to the Learning Council.

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?
The faculty met to evaluate the students' performance in the Advanced Technical Production Class, using the Program Learning Outcomes rubric. Michael Shugg was responsible for coordinating the collection of student data in the Fall 2011 semester, and Kristin Abel was responsible for collecting student data in the Spring 2012 semester.
2. At what point in the academic year / semester were the student artifacts / data collected?
The data was collected at the end of the semester Fall and Spring semesters, after the completion of the theater productions.

Improvement Plan and Use of the Assessment Results – Next Year's Cycle

3. What were your results? (Please e-mail the data when you submit this form if possible, for example rubric scores in an Excel sheet.)
Please see the attached sheet. The scores over all were lower in both of these semesters than the Spring 2011 outcomes. We believe this to have resulted from the "norming" of our faculty evaluators, as they gain more practice in recognizing the characteristics of each of the accomplishment levels. Our lowest scores were in the Planning the Technical Elements of a Live Entertainment Production program learning outcome in both the Fall 2011 and the Spring 2012 semesters. The Workplace skills program learning outcome has improved from Spring 2011, relative to the other program learning outcomes.
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.)
A project planning component will be added to assignments in the Introduction to Stage Lighting course. Project planning assignments already exist in the Basic Stagecraft and Introduction to Audio Production courses, but they will be reexamined. Project planning will receive greater emphasis in the Technical Theater Production course.
5. What changes, if any, will be made to the common course outlines, the catalog, etc.
No changes are planned at this point. Planning the technical elements of a live entertainment production is implicit in most our courses already. We plan to place greater emphasis on planning the technical elements in existing classes.

Next Steps – Planning for Next Year's Cycle— Academic Year 2012-2013

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.

Our next steps are to emphasize and possibly expand on existing learning activities that focus on Planning Technical Elements in our courses. These courses include Introduction to Audio Production (TPA 2260), Basic Stagecraft (TPA 1200) and Introduction to Stage Lighting (TPA 2220). We also will develop a method for tracking production planning by production crews on a weekly basis in the Technical Theater Production (TPA 2290) course.

Some minor revisions need to be made to the program learning outcomes rubric itself. In some cases, the differences in the statements indicating the levels of accomplishment appear to be very minor. Some clarification is needed.

Additionally, we have seen some pdf and excel forms that other programs are using that make data collection easier. We intend to put our rubrics into a form of this type.

Please include the name of the person completing this page and your program:

Kristin Abel

Additional Space for Comments (Optional)

3) *If you have additional comments for the following question, please share them here:* What were your results?

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?

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.

