

Plan



ASSESSMENT REPORT

FOR

Theatre Arts
(Instructional Degree Program)
2006-08
(Assessment Period Covered)

Bachelor of Arts
(Degree Level)
October 20, 2006
(Date Submitted)

Mission Linkage:

UVSC Mission Reference:

Utah Valley State College is a state college comprised of two interdependent divisions. . . . the upper division consists of programs leading to baccalaureate degrees in areas of high community demand and interest. Utah Valley State College is dedicated to providing a broad range of quality academic, . . . cultural, and social opportunities designed to encourage students in attaining their goals and realizing their talents and potential, personally and professionally. The College is committed to meeting student and community. . . upper division needs for occupational training; . . . meeting the needs for continuing education for personal enrichment and career enhancement; and providing diverse social, cultural [services].

Goals (refer to Strategic Plan):

Intended Educational (Student) Outcomes:

1. Students will exhibit a capable to exemplary understanding of the historical, social and cultural dimensions of theatre.
2. Students will demonstrate a capable to strong ability to analyze and interpret plays and other theatrical events with special attention to the skills involved in the analysis, production, performance, design, and writing of texts across a range of media.
3. Students will demonstrate a capable to strong understanding of the collaborative production processes of theatre.
4. Students will demonstrate a capable to strong ability to compile and present professional portfolios and resumes.
5. Students will identify a theatre area of study and will demonstrate capable to strong skills in their chosen area.

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Intended Educational (Student) Outcome:

NOTE: There should be one form C for each intended objective listed on form B. The intended unit objective should be restated in the box immediately below and the intended objective number entered in the blank spaces.

1. Students will exhibit a *capable to strong* understanding of the historical, social and cultural dimensions of theatre.

First Means of Assessment for Outcome Identified Above:

1 a. Means of Program Assessment & Criteria for Success:

___ a. Summary of Assessment Data Collected:

___ a. Use of Results to Improve Instructional Program:

Second Means of Assessment for Outcome Identified Above:

1. b. Means of Program Assessment & Criteria for Success:

A rubric has been developed to outline the aspects and levels within the outcome. Levels are: Deficient/Entering, Limited, Developing, Capable, and Strong. The "capable" to "strong" levels have identified as those appropriate to a student at the end of a 4-year curriculum. An exit survey covering the *attitudinal* aspects of this outcome is administered to students as they leave the 4-year program. The tests were implemented beginning Spring Semester 2005 to establish a baseline of data by which ___ to determine future acceptable criteria.

___ b. Summary of Assessment Data Collected:

___ b. Use of Results to Improve Instructional Program:

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NOTE: There should be one form C for each intended objective listed on form B. The intended unit objective should be restated in the box immediately below and the intended objective number entered in the blank spaces.

2. Students will demonstrate a capable to strong ability to analyze and interpret plays and other theatrical events with special attention to the skills involved in the analysis, production, performance, design, and writing of texts across a range of media.

First Means of Assessment for Outcome Identified Above:

- 2 a. Means of Program Assessment & Criteria for Success:

- a. Summary of Assessment Data Collected:

- a. Use of Results to Improve Instructional Program:

Second Means of Assessment for Outcome Identified Above:

2. b. Means of Program Assessment & Criteria for Success:

A rubric has been developed to outline the aspects and levels within the outcome. Levels are: Deficient/Entering, Limited, Developing, Capable, and Strong. The "capable" to "strong" levels have identified as those appropriate to a student at the end of a 4-year curriculum. An exit survey covering the *attitudinal* aspects of this outcome is administered to students as they leave the 4-year program. The tests were implemented beginning Spring Semester 2005 to establish a baseline of data by which to determine future acceptable criteria.

- b. Summary of Assessment Data Collected:

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NOTE: There should be one form C for each intended objective listed on form B. The intended unit objective should be restated in the box immediately below and the intended objective number entered in the blank spaces.

3. Students will demonstrate a capable to strong understanding of the collaborative production processes of theatre.

First Means of Assessment for Outcome Identified Above:

3 a. Means of Program Assessment & Criteria for Success:

 a. Summary of Assessment Data Collected:

 a. Use of Results to Improve Instructional Program:

Second Means of Assessment for Outcome Identified Above:

3. b. Means of Program Assessment & Criteria for Success:

A rubric has been developed to outline the aspects and levels within the outcome. Levels are: Deficient/Entering, Limited, Developing, Capable, and Strong. The "capable" to "strong" levels have identified as those appropriate to a student at the end of a 4-year curriculum. An exit survey covering the *attitudinal* aspects of this outcome is administered to students as they leave the 4-year program. The tests were implemented beginning Spring Semester 2005 to establish a baseline of data by which to determine future acceptable criteria.

 b. Summary of Assessment Data Collected:

 b. Use of Results to Improve Instructional Program:

Third Means of Assessment for Outcome Identified Above:

3. c. Means of Program Assessment & Criteria for Success:

To evaluate student *behavioral* skills, students will be evaluated during their participation in Production Practicum classes. The instructor for the course or the Technical Director will be given a scoring sheet utilizing the criteria of the rubric for this aspect. Criteria for success: The establishment of baseline figures during 2006-07 will determine student levels at the beginning of their course of study. An acceptable range of increase can then be calculated.

c. Summary of Assessment Data Collected:

c. Use of Results to Improve Instructional Program:

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Intended Educational (Student) Outcome:

NOTE: There should be one form C for each intended objective listed on form B. The intended unit objective should be restated in the box immediately below and the intended objective number entered in the blank spaces.

4. Students will demonstrate a capable to strong ability to compile and present professional portfolios and resumes.

First Means of Assessment for Outcome Identified Above:

4 a. Means of Program Assessment & Criteria for Success:

 a. Summary of Assessment Data Collected:

 a. Use of Results to Improve Instructional Program:

Second Means of Assessment for Outcome Identified Above:

4. b. Means of Program Assessment & Criteria for Success:

A rubric has been developed to outline the aspects and levels within the outcome. Levels are: Deficient/Entering, Limited, Developing, Capable, and Strong. The "capable" to "strong" levels have identified as those appropriate to a student at the end of a 4-year curriculum. An exit survey covering the *attitudinal* aspects of this outcome is administered to students as they leave the 4-year program. The tests were implemented beginning Spring Semester 2005 to establish a baseline of data by which to determine future acceptable criteria.

 b. Summary of Assessment Data Collected:

 b. Use of Results to Improve Instructional Program:

Third Means of Assessment for Outcome Identified Above:

4. c. Means of Program Assessment & Criteria for Success:

To evaluate student *behavioral* skills, students will be evaluated during their participation in API (Audition/Portfolio/Interview) day. The instructors for the relevant courses will be given a scoring sheet utilizing the criteria of the rubric for this aspect. Criteria for success: The establishment of _____ baseline figures during 2006-08 will enable faculty to determine acceptable levels of success.

_____ c. Summary of Assessment Data Collected:

_____ c. Use of Results to Improve Instructional Program:

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Bachelor of Science
(Degree Level)
October 20, 2006
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Intended Educational (Student) Outcome:

NOTE: There should be one form C for each intended objective listed on form B. The intended unit objective should be restated in the box immediately below and the intended objective number entered in the blank spaces.

5. Students will identify a theatre area of study and will demonstrate capable to strong skills in their chosen area.

First Means of Assessment for Outcome Identified Above:

5 a. Means of Program Assessment & Criteria for Success:

 a. Summary of Assessment Data Collected:

 a. Use of Results to Improve Instructional Program:

Second Means of Assessment for Outcome Identified Above:

5. b. Means of Program Assessment & Criteria for Success:

A rubric has been developed to outline the aspects and levels within the outcome. Levels are: Deficient/Entering, Limited, Developing, Capable, and Strong. The "capable" to "strong" levels have identified as those appropriate to a student at the end of a 4-year curriculum. An exit survey covering the *attitudinal* aspects of this outcome is administered to students as they leave the 4-year program. The tests were implemented beginning Spring Semester 2005 to establish a baseline of data by which to determine future acceptable criteria.

 b. Summary of Assessment Data Collected:

 b. Use of Results to Improve Instructional Program:

Third Means of Assessment for Outcome Identified Above:

5. c. Means of Program Assessment & Criteria for Success:

To evaluate student *behavioral* skills within the area of study, students will be evaluated during their participation in THEA 4993 - Senior Project. Students may propose projects in technical theatre, design, directing, acting, scriptwriting, or theatre management. Faculty will be given a scoring sheet utilizing the criteria of the rubric for this aspect. Criteria for success: The establishment of baseline _____ figures during 2006-07 will enable faculty to determine acceptable levels of student achievement.

____ c. Summary of Assessment Data Collected:

____ c. Use of Results to Improve Instructional Program:

THEATRE ASSESSMENT TOOLS: BA and BS DEGREES

ALL OUTCOMES:

RUBRIC

COGNITIVE

ATTITUDINAL

Administered to
incoming
Freshmen and
outgoing
Sophomores.

PRE- AND POST-
TEST

Administered to
all students
exiting the 2-year
program.
EXIT
SURVEY

OUTCOMES: EXPERTISE, PORTFOLIO & COLLABORATIVE

BEHAVIORAL

TH-EA /993 Senior
project evaluated by
appropriate faculty

Evaluated during API
day
(Audition Portfolio/
Interview Day)

Evaluated by
Technical Director or
Practicum instructor
at conclusion of
semester.
