

Student Learning Outcomes Assessment Summary

Theatre Program, Bachelor of Arts

College of Liberal Arts

AY 2012-13 and 2013-14

Submitted by: Bethany Marx

Contact Information: 474-5365, bmarx2@alaska.edu

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1. Assessment Information Collected

Direct Assessment Tools:

Audition / Portfolio Review. Theatre majors will be evaluated at semester auditions by faculty using the Audition Rubric Form. Portfolios of Theatre majors and minors will be evaluated by faculty on Portfolio Review Rubric Form. All evaluations will be included in students' files in department office. Departmental assessment rubrics may be viewed at: <http://www.uaf.edu/files/provost/Theatre-BA-Rubrics-2014.pdf>

Auditions: Students are evaluated on a scale from 1 to 5 in five categories: Introduction, Overall Performance, Vocal Skill, Physicality, Material Presented.

Sem/Year	# of students	Average scores out of five in categories 1 through 5:				
Fall 2012	6	3.6	2.8	2.8	2.8	3.5
Spring 2013	11	4.2	3.9	3.8	3.6	N/A*
Fall 2013	12	3.7	3.7	3.8	3.8	3.9
Spring 2014	15	3.3	3.6	3.5	3.5	4.1

*Students were asked to perform a "cold reading" where material was provided by the faculty

Portfolios: Students are evaluated on a scale from 1 to 10 in four categories: First Impression, Presentation of Materials, Portfolio Display/Layout, Resume

Sem/Year	# of students	Average scores out of ten in categories 1 through 4:			
Fall 2012	4	7.4	7.1	6.5	6.5
Spring 2013	2	8.1	8.8	7.5	4.3
Fall 2013	2	6	6.5	5.3	5.5
Spring 2014	1	9	6	6	7

Class Content Pre/Post Tests. Incoming Class Assessment forms evaluate students' knowledge prior to introductory level classes in each emphasis (Fundamentals of Acting, Basic Stagecraft, Dramatic Literature, Costume Construction) at the beginning of each semester. Outgoing Class Assessment Forms evaluate students' knowledge at the end of course. Pre and post tests may be viewed at:

<http://www.uaf.edu/files/provost/Theatre-BA-Pre-Post-Tests-2014.pdf>

Sem/Year **Courses:** # of students / Avg. Pre Score / Avg. Post Score

	Fundamentals Of Acting			Costume Construction			Dramatic Literature*			Basic Stagecraft		
Fall 2012	14	45%	92%	7	15%	90%	14	26%	71%	7	10%	72%
Spring 2013	19	32%	94%									
Fall 2013	14	49%	95%	15	19%	83%	11	1%	83%	14	12%	68%
Spring 2014	10	29%	95%									

*Dramatic Literature was taught by Stephan Golux in 2012 and Brian Cook in 2013

Indirect Assessment Tools:

Production Surveys: Each Main-stage production (Theatre UAF), Winter Shorts production (Student Drama Association), Famous for Fifteen production (SDA), or other show produced by Theatre UAF will have a post-show production survey to be filled out by all cast and crew involved in the production. Production Survey questions posted at: <http://www.uaf.edu/files/provost/Theatre-BA-Production-Surveys-2014.pdf>

Mainstage Production Surveys (Mainstage productions are faculty directed and designed.)

Production:	The Flu Season Fall 2012	Speech and Debate Spring 2013	Nickel and Dimed Fall 2013	Tartuffe Spring 2014
Survey Participants	21	29	22	20
Show Participants	9	12	13	18
Theatre Majors	12	14	10	
Average Rating (1-10) of:				
Overall Experience	9.1	9	8.9	9
Rehearsal with Director	9.8	9.4	9.3	8.5
Collaborative Experience	8.7	9	8.7	9
Growth as an Artist	8.9	8.6	8.7	8.6
Contribution to your education	9	8.7	8.7	8.7

Student Production Surveys (Student Productions are student directed and produced.)

Production:	Winter Shorts Fall 2012	Famous for 15 Spring 2013	Famous for 15 Spring 2014
Survey Participants	16	13	11
Average Rating (1-10) of:			
Overall Experience	8.2	7.4	5.2
Rehearsal with Director	6.3	6.8	6.3
Collaborative Exp.	6.5	7.2	4.6
Growth as an Artist	6.9	6.5	5.8
Educational Contrib.	7.9	8.3	5.5
Developing Leadership Skills	6.7	7.3	5.8

2. Conclusions drawn from the collected information summarized above

Overall, students seem to be doing well and succeeding within the program. Most students who participate in Audition and Portfolio Review receive above average scores in all areas. Anecdotally, we have noticed that upperclassmen tend to perform at higher levels, which is to be expected as they generally have had more classes and opportunities to improve their skills.

Class content pre and post tests show that students on average retain significantly more than 70% of the information they are tested on in all introductory theatre courses. In most classes, students retain over 90% of the basic information they are tested on.

Production surveys indicate that students are learning and having a very positive experience in all areas of mainstage, faculty directed projects. Student produced projects have lower ratings overall, but this is to be expected as they are still learning how best to communicate and create projects together. The success of student productions varies depending on the specific students involved, but for the most part, the surveys indicate that students still seem to value their overall experience on these projects and feel that they contribute to their education.

3. Curricular changes resulting from conclusions drawn above

Based on the collected data, the Theatre Department will continue to provide opportunities for our students to receive vital feedback that will allow them to improve their abilities throughout their education. We will provide stronger guidance on student produced projects in order to improve students' overall experience working on these endeavors.

The department has recently discussed replacing or moving "The Collaborative Process" within the required theatre curriculum. We believe the content currently taught in this course would better serve the students later in their education once they have attained certain more

fundamental skills. It may be integrated into other courses or redesigned as part of a capstone course.

4. Identify the faculty members involved in reaching the conclusions drawn above and agreeing upon the curricular changes resulting

All of the theatre faculty take part in assessing our program.

Carrie Baker, Associate Professor, chair

Bethany Marx (prepared this document), Assistant Professor

Brian E.G. Cook, Assistant Professor

Kade Mendelowitz, Professor