

Student Learning Assessment Plan *Summary*

**Operational Unit: Theatre Arts and Dance**

**OU broad learning goals (copy from website): Critical Thinking, Written Communication, Creative Thinking**

**Step 1: Provide a narrative overview of the assessment process.**

1. What course(s) or co-curricular activities will be involved in the assessment?

We have developed a Student Learning Assessment Plan for our GT/AH1 course THE 105: Theatre Appreciation.

1. Who will be involved in administering, evaluating, and assessing the results?

The Program Director/Lead Faculty will develop the Student Learning Assessments, administer them, and collect and analyze the results. The Program Director/Lead Faculty will be instructing the course in the spring semester 2018 and will incorporate these assessments into the course. The goal is to then continue to administer the assessments each semester to collect ongoing data. Theatre Appreciation is a course that is offered both fall and spring semesters.

1. What professional development will be necessary to start the assessment process?

For our initial student assessment plan, no professional development is necessary, as the instructor of the course has completed the first year of the ILEARN process.

As our courses are many and are student learning objectives are broad, developing future Student Learning Assessments for each of our courses and our co-curricular and experiential learning components will be time consuming. In addition, we would like the opportunity to consult with and study the results of similar two-year programs.

1. What estimated cost will be associated with the assessment process?

For our initial student learning assessment plan, no additional cost will be required. To incorporate other courses into future plans, dedicated professional development hours will be needed for the instructors of the selected courses.

**Step 2: Specific Student Learning Outcomes**

1. What RRCC Common Learning Outcome will the evaluation measure (other times referred to as CLO, RRCC Competencies, or LEAP standards)?

Students will be evaluated on the following 3 LEAP/RRCC Competencies:

**Critical Thinking**

Competency in critical thinking addresses a student’s ability to analyze information and ideas from multiple perspectives and articulate an argument or an opinion or a conclusion based on their analysis.

**Written Communication**

Competency in written communication is a student’s ability to write and express ideas across a variety of genres and styles. Written communication abilities develop over time through layered, interactive, and continual processes and experiences across the curriculum.

**Creative Thinking**

Competency in creative thinking represents both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.

1. What specific Student Learning Outcomes will be evaluated?

The required competencies for a GT-AH1 course are Creative Thinking, Critical Thinking, and Written Communication. All three of these areas will be evaluated.

**Step 3: Describe the measurement tool.**

1. What measurement tool will be used to evaluate each learning outcome? Briefly describe the assignment, quiz, activity, survey, essay, observation, etc.

Two assignments will be given as measurement tools. Each assignment will assess all three Common Learning Objectives, and they are organized almost identically in order to compare progress throughout the class.

The first assignment will be a mid-term presentation (10 minutes) and 2,000 word paper on an occupation in theatre arts.

The second will be a final presentation (10 minutes) and a 2,000 word paper on a specific theatre tradition.

Both assignments will use identical rubrics (attached to the end of this document) to assess Creative Thinking, Critical Thinking, and Written Communication.

1. Will the RRCC Common Learning Outcomes and the course or assignment Student Learning Outcomes be blended in the same measurement?

Yes.

1. What is the timeframe of the evaluation (when will it take place)?

The first set of evaluations will take place during the spring 2018 semester. Our plan is to continue to administer these assessments in future classes to build a strong database of consistent evaluation material.

**Describe the evaluation tool.**

1. Briefly describe how the learning outcomes will be evaluated (rubric, checklist, etc.)

The learning outcomes will be evaluated through a rubric (see below).

**Step 4: Baseline Data**

1. Summarize the baseline results
2. Describe the action plan and implementation strategies for improvement
3. How will you know if your improvement plan worked? In other words, what are your indicators of success or benchmark for improvement?

We currently have no baseline data. This first round of assessments during the spring 2018 semester will become our baseline data.

By measuring (and comparing) the skill-specific performance on two similar assignments (one given in the middle of the semester and one near the end), the Program Director will be able to determine if the assignments are efficiently measuring the Common Learning Objectives, if skill level has improved/increased, and if the course curriculum itself is effective and measurable.

**Step 5: Comparative Data**

1. Summarize the comparative results

TBA

**Conclusions and future action**

1. What conclusion can be drawn from the results? What action will be taken based on the results?

TBA

**Rubric – Midterm Paper and Presentation**

Choose an occupation in theatre arts and give a 10 minute presentation in class on this occupation (requirements of the job, positive and negative aspects of the work, how it fits into the overall business of theatre arts); 2,000 word paper on the same subject due via D2L on \_\_\_\_\_ by noon.

**Rubric (100 points possible)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Level 4 (Outstanding)**  (20 points) | **Level 3 (Proficient)**  (15 points) | **Level 2 (Basic)**  (9 points) | **Level 1**  **(Does Not Meet Standards)**  (0 points) |
| **Utilize Context – Relevance of Context (GT-AH1 Common Learning Outcome – Critical Thinking)** | * Thoroughly and carefully identifies and evaluates the relevance of contexts when presenting a position. | * Identifies several relevant contexts and offers a brief evaluation of their influences when presenting a position. | * Identifies but does not evaluate relevant contexts when presenting a position. | * Begins to identify some contexts when presenting a position |
| **Understand Implications and Make Conclusions (GT-AH1 Common Learning Outcome – Critical Thinking)** | * Identifies a conclusion and thoroughly evaluates implications, conclusions, and consequences, while addressing all of the presented assumptions, contexts, data, and evidence. | * Identifies a conclusion and briefly evaluates implications, conclusions, and consequences while addressing most of the presented assumptions, contexts, data, and evidence. | * Identifies a conclusion, and summarizes implications, conclusions, and consequences while addressing a few of the presented assumptions, contexts, data, and evidence. | * Identifies a conclusion that is inconsistently tied to implications * Some of the presented assumptions, contexts, data, and evidence are oversimplified or not considered. |
| **Develop Content (GT-AH1 Common Learning Outcome – Written Communication)** | * Uses appropriate, relevant, and compelling content to illustrate mastery of the subject within the context. * Develops and explores ideas while conveying the writer’s understanding to shape the entire work. | * Uses appropriate and relevant content to illustrate a strong grasp of the subject within the context. * Develops and explores ideas to shape the entire work | * Uses appropriate or relevant content to illustrate a basic understanding of the subject within the context. * Develops and explores ideas to shape most of work. | * Uses appropriate or relevant content to illustrate a vague understanding of the subject within the context. * Develops and explores ideas to shape a portion of the work. |
| **Uses Sources and Evidence (GT-AH1 Common Learning Outcome – Written Communication)** | * Demonstrates skillful use of high quality, credible, relevant sources to develop ideas that are appropriate for the situation and genre. | * Demonstrates consistent use of credible, relevant sources to support ideas that are appropriate for the situation and genre. | * Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the situation and genre. | * Demonstrates an attempt to use credible or relevant sources to support ideas in the writing that may not be the most appropriate for the situation and genre. |
| **Embrace Contradictions (GT-AH1 Common Learning Outcome – Creative Thinking)** | * Fully integrates alternate, divergent, or contradictory perspectives or ideas when shaping the work. | * Incorporates alternate, divergent, or contradictory perspectives or ideas in an exploratory way when shaping the work. | * Recognizes the value of alternate, divergent, or contradictory perspectives or ideas in a small way when shaping the work. | * Acknowledges alternate, divergent, or contradictory perspectives or ideas when shaping the work. |

**Rubric – Final Paper and Presentation**

Choose a specific theatre tradition (chapters 7 – 10 in the book will provide ideas; examples include Egyptian Drama, Greek Drama, Japanese No, Realism, Musical Comedy) and give a 10 minute presentation in class centered on this tradition and its relevance to world theatre. A 2,000 word paper on the same subject due via D2L on \_\_\_\_\_ by noon.

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