Assessment Report – 2011

Evidence collected in spring & fall 2011

Report due March 31, 2012

Directions: Please complete a form for each of the programs within your department. This form was designed to provide a format for assessment reporting and should not be used to limit the amount of information provided. Each box that is attached to each of the sections is designed to adjust to varying lengths. If you have any questions, please contact Dr. Bea Babbitt at x51506 or via email.

***Email form to assessment@unlv.edu (Academic Assessment/UNLV)

Program Information:

<table>
<thead>
<tr>
<th>Program</th>
<th>BA in Theatre</th>
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</thead>
<tbody>
<tr>
<td>Department(s)</td>
<td>Theatre</td>
</tr>
<tr>
<td>College</td>
<td>Fine Arts</td>
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</tbody>
</table>

Program Assessment Coordinator

Judith A Ryerson

Report submitted by

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Date Submitted

March 30, 2012

1. Student Learning Outcomes for the program. List the Student Learning Outcomes for the program. Number for later reference

1) Communication Techniques- visual communication techniques
2) Production Skills- responsibility for a production aspect
3) Academic Skills- writing, research, discussion
4) Professional preparation- self marketing as is timely and appropriate in their program.
5) The ability to study and analyze plays; an understanding of genre, style, and direction.
6) An understanding of the contextual importance of theatre in the humanities, in the fine arts and part of the human experience.
7) Research- Gather, interpret and communicate historic, interpretive, and conceptual ideas within the theatrical framework.
8) Collaboration- Build verbal and written communication skills with all members of the collaborative design and production team.

### 2. Planned assessments: Methods, Instruments and Analysis

According to the Assessment Plan for this program, what were the planned assessments to be conducted during the Spring & Fall 2010 Academic Semesters?

<table>
<thead>
<tr>
<th>Assessment Instrument (e.g., survey, exit exam)</th>
<th>Learning outcome(s) assessed (list by #)</th>
<th>Expected Measures (results that would indicate success)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class assignments- projects (that includes design work, scene work, production work, discussions, paper presentations, mid term exams, and final exams as specified on the syllabi)</td>
<td>1, 2, 4, 7</td>
<td>Illustrates a continued growth in their cognitive, research and technical skills. The level at which they speak about and communicate their ideas and artistic collaborations. The level of integration and awareness of other liberal arts areas of study as they apply to the performing arts and the human condition in the project and research outcomes. The level of polish and attention given to each assignment presentation- either in digital, on-line, or physical format; up to current industry and academic standards.</td>
</tr>
<tr>
<td>Result of each production assignment, either casting, or in a production roll like a stage manager, or crew member, or work in the production lab spaces.</td>
<td>1, 4, 6, 7</td>
<td>Illustrated growth in their visual communication skills and in their verbal descriptive skills through the production vehicle. Successful completion of all required lab and extra curricular and related activities sanctioned by the department.</td>
</tr>
<tr>
<td>Junior and Senior students are encouraged to present their work in a gallery format much like “What A Concept” is for the Graduate MFA Design Tech Students in the Spring semester of each year. This is an outgrowth of the upper class design seminar course the students take.</td>
<td>3, 5, 7, 8</td>
<td>Increasing their self marketing and visual communication skills</td>
</tr>
</tbody>
</table>
Guest judges are asked to look over their presentation boards.

Successful completion of all undergraduate courses and university requirements for Graduation

The students will have a goal or a path to follow after they graduate, either to enter an entry level position of place them well to continue their schooling on a further vocational or academic track like a Master’s program. Successful completion of each class enrolled in.

Student evaluations of the faculty

This helps the faculty reassess their teaching methods and self-evaluate what is working well within programs and not working well within programs, as it highlights the success or not and implementation of our syllabi within our programs.

3. Results, conclusions and discoveries. What are the results of each planned assessment listed above? Is the outcome at, above, or below what was expected? What conclusions or discoveries do you draw from the results? Describe below or attach to the form.

There is always a discussion in a department that offers a Masters along with the BA, which program will get less attention due to the overall size of the boat involved. The diverse and intense graduate programs at UNLV do overshadow some level of undergraduate experience. However, the design tech and acting faculty, in their offering assignments and in casting, have worked very hard in the past couple of years to engage the undergraduate student so that their experience is as complete as possible. Undergraduate students have been cast in major roles and designed large and important design elements for all productions at UNLV. Each individual instructor or Production area Supervisor, from Director to Stage manager, to Designer, makes a concerted effort to include the undergraduate in their overall experience.
While each area, performing, design tech, or theatre studies, has its own specific syllabus-related outcomes and expectations, all of the outcomes and goals listed above are considered across the board. All undergraduates are required to take course across the board in all areas of theatre and may specialize in their junior or senior year. A strong general base is important. But the squeaky wheel will get the grease - and upper division students in all areas of theatre studies are encouraged, mentored and supported.

4. **Use of results.** What program changes are indicated, and how will they be implemented? Include a description of who will review and act on the findings. If none, describe why changes are not needed.

In the Design Tech course, Design Seminar, we will continue to use the gallery presentation showing started last December as a spring board for a upper division student. It was very helpful for the students to hear from industry professionals and continue to hone their visual communication skills. It may be widened to include other students not directly in the class but that have been involved ad may have a portfolio presentation to post.

Over the last several years we have continued to finesse and change the course offerings and requirements. This has both focused general studies in some areas and increased general studies in others. Three years ago- a new course was instituted THTR 200 Introduction to Design and Production. This is required of all Theatre and EED majors. This has provided a foundation and freed up other credits in the upper division performance area to focus on area specific topics.

The recession has made required changes good and bad. We have lost ten positions, all that had an impact on undergraduate student learning over the last six years. However, this spring we are hiring two positions, one academic and one professional staff, that will help us regain ground lost.

5. **Progress.** Describe program changes that have been recommended in past reports. What progress has been made since the recommendation?

The Faculty as a whole holds area faculty meetings and monthly complete entire faculty meetings to discuss all of these issues. There isn’t any one issue at this time, other than the rehires, that requires any one of us to act on the changes. All of this is self motivated within each area and as an issue arises, we as a faculty study the issues.
At one time, we used hard copy evaluations, the students filled out for each class, that were tabulated by a member of the department office staff. Then the university went to computerized evaluation forms that the students received through their campus mail acct. Few filled them in. At least with the physical effort of tabulating a piece of paper, we were ensured some kind of result. As a faculty we are now reevaluating the use of the computerized evaluation forms and may opt to going back to the hard copy form.

I think overall we have done a pretty good job in our teaching as generally, it is when people complain that we here from students. And the numbers of electronic evaluations has been small since we tried to enforce it.