

# PROGRAM OUTCOMES ASSESSMENT REFLECTION FORM

Name of Program and Discipline : Dance
Point of Contact(s) : Gail Minor-Smith
Dean : David Phillips
Date: 5/22,2015

## Section I: Assessment Progress from Previous Assessment

(N/A if this is your first Program Outcomes Assessment Reflection Form)

Student Learning Outcomes Assessed in Previous Cycle	Planned Improvements from Previous Student Learning Outcomes Assessment Report	Update on Planned Actions <i>(Please indicate when, where, and how planned improvements were implemented)</i>
N/A		

## Section II: Assessment Report – Current Assessment

*(Repeat this section as needed for each outcome)*

**Student Learning Outcome: Demonstrate an understanding of dance as a performing art and a cultural form through performance, choreography, and written and oral work based in history, anthropology, and aesthetics**

<u>Origin of Assessment Measure</u>	<u>Methods of Assessment</u>	<u>Performance Standard</u>	<u>Analysis</u>
<p>Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course</p> <p>The course in which this outcome project would be addressed, DANC 203, Modern Dance III, was not taught during the 2014 – 2015 academic year. It will be offered both semesters in the next academic year.</p>	<p>Describe the type of assignment used. For example, did students write a paper or complete a test?</p>	<p>Define and explain acceptable level of student performance.</p>	<p>Present the findings of the analysis including the numbers participating and deemed acceptable.</p>

**Discuss any strengths and opportunities for improvement based on the results from this outcome.**

Based on assessment results for this outcome, what actions will be taken to improve student learning?	Who will be the contact person for each action?

**Student Learning Outcome: Demonstrate second-year (intermediate) level mastery of dance techniques , in particular DANC 201, Ballet III through performance and journal-keeping**

<u>Origin of Assessment Measure</u>	<u>Methods of Assessment</u>	<u>Performance Standard</u>	<u>Analysis</u>
<p>Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course</p> <p style="text-align: center;">DANC 201, Ballet III</p>	<p>Describe the type of assignment used. For example, did students write a paper or complete a test?</p> <p style="text-align: center;">Performance of several movement sequences</p>	<p>Define and explain acceptable level of student performance.</p> <ul style="list-style-type: none"> <li>--Proper sequence</li> <li>--Minimal errors in feet and arms</li> <li>--consistency on right and left</li> <li>--proper preparation</li> <li>--consistency in rhythm</li> <li>--appropriate use of arms, legs, head</li> <li>--good performance quality in focus, movement quality, and connection to music</li> </ul>	<p>Present the findings of the analysis including the numbers participating and deemed acceptable</p> <p><u>Fall 2014</u> 3 students in the class. All met acceptable performance standards</p> <p><u>Spring 2015</u> 5 students in class 3 students met acceptable standards, 1 student was borderline, and 1 student did not meet acceptable standards. The one student did not meet standards due to poor attendance and lack of effort.</p>

	Journal-keeping throughout the semester	<ul style="list-style-type: none"> <li>--describes each exercise</li> <li>--explains what each exercise is used for</li> <li>--describes the technical challenges of each exercise</li> <li>--describes own progress with correct terminology and body awareness</li> <li>--neat presentation in folder with correct spelling and grammar</li> </ul>	<u>Fall 2014</u> All 3 students met adequate standards for turning in thoughtful journals  <u>Spring 2015</u> 3 students met adequate standards 2 students did not meet acceptable standards as they did not turn in written work.

**Discuss any strengths and opportunities for improvement based on the results from this outcome.**

Performance and journal-keeping are a good combination to help assess the student's progress through the class. In the performance section, there needs to be a little bit more flexibility in the first exercise to include higher level steps. To prepare better for performance there needs to be more individual performance opportunities within the class throughout the semester. In the journal-keeping section, we found the journals an excellent tool to reflect on technique and demonstrate body awareness. Its practical application promotes thoughtfulness in in all student dancing.

**Based on assessment results for this outcome, what actions will be taken to improve student learning?**

**Who will be the contact person for each action?**

Revision of first exercise in performance section	Gail Minor-Smith
Plans from Fall 2015 forward will include regular small performances and individual conferences on technique based on performance and journal entries.	Gail Minor-Smith

**Student Learning Outcome: Demonstrate an understanding of basic rhythmic and composition concepts through choreography and performance**

<u>Origin of Assessment Measure</u>	<u>Methods of Assessment</u>	<u>Performance Standard</u>	<u>Analysis</u>
<p>Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course</p> <p>DANC 200 Introduction to Dance Composition</p>	<p>Describe the type of assignment used. For example, did students write a paper or complete a test?</p> <p>Final project – making and performing of an original dance</p>	<p>Define and explain acceptable level of student performance.</p> <p>Clear Theme and Intention Beginning, middle, end Development of movement ideas Awareness of time and rhythm Adequate choice of music Adequate performance skills</p>	<p>Present the findings of the analysis including the numbers participating and deemed acceptable.</p> <p>Fall 2014 4student in the class 3 students met acceptable levels of performance 1 student did not meet acceptable level due to poor attendance and failure to complete key components leading to this assignment</p>

**Discuss any strengths and opportunities for improvement based on the results from this outcome.**

This assignment is the final project, a culminating activity for this course. It requires use of all choreographic and rhythmic elements covered over the semester. Students general show a considerable amount of growth and

progress across the semester. Possible improvement for students who lag behind would come with more supervision in the development and rehearsal of the dance in class as well as in outside rehearsals. More individual attention would provide additional motivation and focus on the work.

<b>Based on assessment results for this outcome, what actions will be taken to improve student learning?</b>	<b>Who will be the contact person for each action?</b>
Add a 3-step showing process so that analysis and discussion spans the entire rehearsal process	Gail Minor-Smith

# PROGRAM OUTCOMES ASSESSMENT REFLECTION FORM

Name of Program and Discipline : Graphic Design AAS 304A, Media Arts & Technologies Department
Point of Contact(s): Martha Vaughan, Patricia Johannsen
Dean : David Phillips
Date: February 19, 2016

## Section I: Assessment Progress from Previous Assessment

(N/A if this is your first Program Outcomes Assessment Reflection Form)

Student Learning Outcomes Assessed in Previous Cycle	Planned Improvements from Previous Student Learning Outcomes Assessment Report	Update on Planned Actions <i>(Please indicate when, where, and how planned improvements were implemented)</i>

## Section II: Assessment Report – Current Assessment

**Student Learning Outcome: Demonstrate solid foundation skills and competency in a range of media, techniques, and knowledge of associated processes.**

<u>Origin of Assessment Measure</u>	<u>Methods of Assessment</u>	<u>Performance Standard</u>	<u>Analysis</u>
Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course	Describe the type of assignment used. For example, did students write a paper or complete a test?	Define and explain acceptable level of student performance.  % Satisfactory	Present the findings of the analysis including the numbers participating and deemed acceptable.
GDES 224 Graphic Design III	Portfolio	75%	14 participants, 78.4% acceptable level

**Discuss any strengths and opportunities for improvement based on the results from this outcome.**

Strengths: concept development, traditional design elements. Needs improvement: Typography, grid

**Based on assessment results for this outcome, what actions will be taken to improve student learning?**

**Who will be the contact person for each action?**

We were unable to assess certain skills, revise rubric to reflect these.	Vaughan, Burghardt
Better Integration of typography and grid principles in program courses like Publication Design, Graphic Design III, Graphic Design for the Web.	Vaughan, Johannsen, Riggs



**Student Learning Outcome: Demonstrate visual problem solving that employs appropriate technical skills and techniques.**

<u>Origin of Assessment Measure</u> Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course	<u>Methods of Assessment</u> Describe the type of assignment used. For example, did students write a paper or complete a test?	<u>Performance Standard</u> Define and explain acceptable level of student performance.	<u>Analysis</u> Present the findings of the analysis including the numbers participating and deemed acceptable.
GDES 224 Graphic Design III	Portfolio	Satisfactory	14 participants, 76.3% acceptable

**Discuss any strengths and opportunities for improvement based on the results from this outcome.**

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**Based on assessment results for this outcome, what actions will be taken to improve student learning? | Who will be the contact person for each action?**

This outcome has been changed to make more measureable. We will revise the rubric to reflect this.	Vaughan, Burghardt
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**Student Learning Outcome: Evaluate the creativity of ideas and concepts of designed graphics.**

<u>Origin of Assessment Measure</u>	<u>Methods of Assessment</u>	<u>Performance Standard</u>	<u>Analysis</u>
Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course	Describe the type of assignment used. For example, did students write a paper or complete a test?	Define and explain acceptable level of student performance.	Present the findings of the analysis including the numbers participating and deemed acceptable.
GDES 224 Graphic Design III	Portfolio		

**Discuss any strengths and opportunities for improvement based on the results from this outcome.**

We were unable to determine this one. Develop another assessment tool for Outcome 3: Evaluate the creativity of ideas and concepts of designed graphics.

**Based on assessment results for this outcome, what actions will be taken to improve student learning? | Who will be the contact person for each action?**


**PORTFOLIO REVIEW RESULTS**

**Program Outcome: Demonstrate solid foundation skills and competency in a range of media, techniques, and knowledge of associated processes.**

Answered: 14 Skipped: 0

	Did not complete	Poor	Satisfactory	Good	Excellent	Total	Weighted Average
Design: integration of the concept and visual elements	0.00% 0	14.29% 2	28.57% 4	35.71% 5	21.43% 3	14	2.64
Grid: design for print or web using page templates for clarity and organization of information	0.00% 0	28.57% 4	28.57% 4	28.57% 4	14.29% 2	14	2.29
Color: use of RGB, CMYK and Pantone color palettes for layout and design	0.00% 0	7.14% 1	35.71% 5	35.71% 5	21.43% 3	14	2.71
Typography: working knowledge of type nomenclature, classifications and measurements	0.00% 0	28.57% 4	14.29% 2	57.14% 8	0.00% 0	14	2.29
Technique: Demonstrates proficiency in concept development and execution with chosen software	0.00% 0	28.57% 4	14.29% 2	28.57% 4	28.57% 4	14	2.57

**Program Outcome: Demonstrate visual problem solving that employs appropriate technical skills and techniques.**

Answered: 14 Skipped: 0

	Did not complete	Poor	Satisfactory	Good	Excellent	Total	Weighted Average
Communication: Demonstrates proficiency in creative strategy, visual problem solving, design and execution of project	0.00% 0	28.57% 4	14.29% 2	21.43% 3	35.71% 5	14	2.64
Technical skills and technique: Demonstrates proficiency in concept development and chosen software	0.00% 0	0.00% 0	0.00% 0	66.67% 2	33.33% 1	3	3.33

# PROGRAM OUTCOMES ASSESSMENT REFLECTION FORM

Name of Program and Discipline : HEALTH EDUCATION (186) / HEALTH SCIENCES
Point of Contact(s) : Maureen Edwards (Coordinator) / Elizabeth Ridings (Chair)
Dean : Angie Pickwick
Date: Submitted: Fall 2015

## Section I: Assessment Progress from Previous Assessment

(N/A if this is your first Program Outcomes Assessment Reflection Form)

Student Learning Outcomes Assessed in Previous Cycle	Planned Improvements from Previous Student Learning Outcomes Assessment Report	Update on Planned Actions <i>(Please indicate when, where, and how planned improvements were implemented)</i>
N/A		

## Section II: Assessment Report – Current Assessment

### Student Learning Outcome:

<u>Origin of Assessment Measure</u>	<u>Methods of Assessment</u>	<u>Performance Standard</u>	<u>Analysis</u>
Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course	Describe the type of assignment used. For example, did students write a paper or complete a test?	Define and explain acceptable level of student performance.	Present the findings of the analysis including the numbers participating and deemed acceptable.
HLTH 225	Case Study	70% or above on question set	Assuming a normal distribution 68% of students scored 67% or better on this assessment

### Discuss any strengths and opportunities for improvement based on the results from this outcome.

Although 68% of the students scored close to the performance standard. The instrument proved to be cumbersome-difficult to score and very time consuming.

### Based on assessment results for this outcome, what actions will be taken to improve student learning?

### Who will be the contact person for each action?

Instruments will be redesigned	Maureen Edwards

**Student Learning Outcome:**

<u>Origin of Assessment Measure</u> Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course	<u>Methods of Assessment</u> Describe the type of assignment used. For example, did students write a paper or complete a test?	<u>Performance Standard</u> Define and explain acceptable level of student performance.	<u>Analysis</u> Present the findings of the analysis including the numbers participating and deemed acceptable.
<b>HLTH 225</b>	Case Study	70% or above on question set	Assuming a normal distribution 68% of students scored 61% or better on this assessment

**Discuss any strengths and opportunities for improvement based on the results from this outcome.**

The majority of students (68%) did not meet the performance standard. Once again, the instrument was not as refined a tool as was necessary to capture the range and uniqueness of each of the factors influencing behavior.

<b>Based on assessment results for this outcome, what actions will be taken to improve student learning?</b>	<b>Who will be the contact person for each action?</b>
Instrument will be redesigned	Maureen Edwards

**Student Learning Outcome:** Define health education and list the skills/competencies of the entry level health education.

<u>Origin of Assessment Measure</u>	<u>Methods of Assessment</u>	<u>Performance Standard</u>	<u>Analysis</u>
Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course	Describe the type of assignment used. For example, did students write a paper or complete a test?	Define and explain acceptable level of student performance.	Present the findings of the analysis including the numbers participating and deemed acceptable.
<b>HLTH 160</b>	Quiz/Exam	70% or better on question set	6 students scores averaged 79.5% on this 10 question assessment

**Discuss any strengths and opportunities for improvement based on the results from this outcome.**

Although student scores exceed performance standard the questions were superficial in nature and did not allow for critical thinking.

**Based on assessment results for this outcome, what actions will be taken to improve student learning?**

**Who will be the contact person for each action?**

Assessment will be redesigned. In addition data will be reported in a manner consistent with HLTH 225 to facilitate analysis.	Lila Fleming



# PROGRAM OUTCOMES ASSESSMENT REFLECTION FORM

Name of Program and Discipline : A.A. Computer Science and Technologies - Information Systems (109) and CMSC
Point of Contact(s): Alla Webb
Dean : Muhammad Kehnemouyi
Date:11/1/2015

## Section I: Assessment Progress from Previous Assessment

(N/A if this is your first Program Outcomes Assessment Reflection Form)

Student Learning Outcomes Assessed in Previous Cycle	Planned Improvements from Previous Student Learning Outcomes Assessment Report	Update on Planned Actions <i>(Please indicate when, where, and how planned improvements were implemented)</i>
N/A	N/A	N/A

## Section II: Assessment Report – Current Assessment

**Student Learning Outcome: PLO1- Analyze components of computer information systems.**

<u>Origin of Assessment Measure</u>	<u>Methods of Assessment</u>	<u>Performance Standard</u>	<u>Analysis</u>
Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course	Describe the type of assignment used. For example, did students write a paper or complete a test?	Define and explain acceptable level of student performance.	Present the findings of the analysis including the numbers participating and deemed acceptable.
CMSC 136	Final Exam	75% of students will score at least 70% (on a scale 1-100%) in Final Exam	Detailed data analysis is included in Attachment I

**Discuss any strengths and opportunities for improvement based on the results from this outcome.**

Based on the data analysis provided in the Attachment I , only “A” grade students are above the benchmark. B,C,D and F grade students are below the benchmark. As a result, the selected assessment instrument might not be adequate (too easy) tool. Need to review a benchmark.

**Based on assessment results for this outcome, what actions will be taken to improve student learning?**

**Who will be the contact person for each action?**

Considering different assessment tool or combination of assessment tools. Examining all the courses and courses’ components that support this outcome and consider assessing all of the applicable courses/part of the courses.

**Alla Webb**

**Student Learning Outcome: PLO2- Analyze, design, and implement computer programs using a high level programming language.**

<u>Origin of Assessment Measure</u>	<u>Methods of Assessment</u>	<u>Performance Standard/Benchmark</u>	<u>Analysis</u>
Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course	Describe the type of assignment used. For example, did students write a paper or complete a test?	Define and explain acceptable level of student performance.	Present the findings of the analysis including the numbers participating and deemed acceptable.
CMSC 140	Final Exam	75% of students will score at least 70% (on a scale 1-100%) in Project	Detailed data analysis is included in Attachment I

**Discuss any strengths and opportunities for improvement based on the results from this outcome.**

<p><b>Data analysis</b>  <b>Weakness</b>                  Low success rate based on the analysis included in the Attachment I.</p>
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**Based on assessment results for this outcome, what actions will be taken to improve student learning?**

**Who will be the contact person for each action?**

Review and improve assessment tool; review the material covered in the course in relation to the assessment tool. Also final exam (assessment tool) format might not be familiar to students. Planning to give students opportunity to practice with the format that is used in the final exam (plan to use the same format in the midterm and quizzes).	Alla Webb
Consider different assessment tool or combination of assessment tools	Alla Webb

**Student Learning Outcome: PLO3 – Demonstrate proficiency in analysis and design techniques.**

<u>Origin of Assessment Measure</u>	<u>Methods of Assessment</u>	<u>Performance Standard</u>	<u>Analysis</u>
Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course	Describe the type of assignment used. For example, did students write a paper or complete a test?	Define and explain acceptable level of student performance.	Present the findings of the analysis including the numbers participating and deemed acceptable.
CMSC 136	Final Exam	75% of students will score at least 70% (on a scale 1-100%) in Final Exam	Detailed data analysis is included in Attachment I

**Discuss any strengths and opportunities for improvement based on the results from this outcome.**

**Weakness:**

Same as for PLO 1. Based on the data analysis provided in the Attachment I , only “A” grade students are above the benchmark. B,C,D and F grade students are below the benchmark. As a result, the selected assessment instrument might not be adequate ( too easy) tool. Need to review selected benchmark.

**Based on assessment results for this outcome, what actions will be taken to improve student learning?**

**Who will be the contact person for each action?**

Same as for PLO 1. Considering different assessment tool or combination of assessment tools. Examining all the courses and courses’ components that support this outcome and consider assessing all of the applicable courses/part of the courses.

Alla Webb

## Attachment I

### Information Systems AA Program Outcomes Assessment – Spring 2014 Data

Two of two sections of CS136 (PLO 1 and 3) and seventeen of seventeen sections of CS140 (PLO 2) submitted data for the Information Systems program outcomes assessment in Spring 2014.

#### I. Overall Student Performance on Program Outcomes 1-3

	Unsuccessful	Successful	Total Number of Students
<b>PLO1 - Analyze components of computer information systems.</b>	3.7%	96.3%	27
<b>PLO2 - Analyze, design, and implement computer programs using a high level programming language.</b>	48.7%	51.3%	265
<b>PLO3 - Demonstrate proficiency in analysis and design techniques.</b>	3.7%	96.3%	27

#### II. Overall Student Performance by IS Majors and Non-IS Majors

The following tables present success on the PLO assessment activities for IS majors and for non-IS majors. Students with grades of “W” and “I” were removed from the tables below. The number of IS majors includes only those in the IS major. Students in related STEM majors were not included.

##### **PLO1- Analyze components of computer information systems.**

	Unsuccessful	Successful	Total Number of Students
IS Major	0.0%	100.0%	12
Non-Major	6.7%	93.3%	15

Majors and non-majors perform nearly equivalently on the PLO1 assessment activity.

**PLO2- Analyze, design, and implement computer programs using a high level programming language.**

	Unsuccessful	Successful	Total Number of Students
IS Major	55.0%	45.0%	20
Non-Major	48.2%	51.8%	245

Majors and non-majors perform similarly, but non majors appear to slightly outperform majors on the PLO2 assessment activity.

**PLO3 – Demonstrate proficiency in analysis and design techniques.**

	Unsuccessful	Successful	Total Number of Students
IS Major	0.0%	100.0%	12
Non-Major	6.7%	93.3%	15

Majors and non-majors perform nearly equivalently on the PLO3 assessment activity.

### III. Review of Student Success by Final Grades in Course

**PLO1- Analyze components of computer information systems.**

The following table presents the grade distributions of those students who did and did not participate in the PLO1 assessment activity.

Participation by Final Grade					
Final Grade	A	Count	Did not participate	Participated	Total
				0	13
	%	0.0%	100.0%	100.0%	
	B	Count	0	9	9

	%	0.0%	100.0%	100.0%
<b>C</b>	Count	0	4	4
	%	0.0%	100.0%	100.0%
<b>F</b>	Count	1	1	2
	%	50.0%	50.0%	100.0%
<b>Total</b>	Count	1	27	28
	%	3.6%	96.4%	100.0%

96% (27 of 28) of students with Final Grades participated in the PLO1 assessment.

The following table presents student success on the PLO 1 assessment activity by final grade in CS136.

		<b>Success by Final Grade</b>			
		<b>PLO1_SUCCESS</b>			
		<b>Unsuccessful</b>	<b>Successful</b>	<b>Total</b>	
<b>Final Grade</b>	<b>A</b>	Count	0	13	13
		%	0.0%	100.0%	100.0%
	<b>B</b>	Count	0	9	9
		%	0.0%	100.0%	100.0%
	<b>C</b>	Count	1	3	4
		%	25.0%	75.0%	100.0%
	<b>F</b>	Count	0	1	1
		%	0.0%	100.0%	100.0%
<b>Total</b>	Count	1	26	27	
	%	3.7%	96.3%	100.0%	

Grades of "I" and "W" were removed from the table above.

Ninety-six percent (26 of 27) of students who participated in the PLO assignment were successful (earned 70 points or more). The expected criterion for the course was 75% of students earning a score of 70 or more.

**PLO2- Analyze, design, and implement computer programs using a high level programming language.**

The following table presents the grade distributions of those students who did and did not participate in the PLO2 assessment activity.

<b>Participation by Final Grade</b>					
<b>Final Grade</b>			<b>PLO2_Success</b>		<b>Total</b>
			<b>Unsuccessful</b>	<b>Successful</b>	
<b>Final Grade</b>	<b>A</b>	Count	5	92	97
		%	5.2%	94.8%	100.0%
	<b>B</b>	Count	0	84	84
		%	0.0%	100.0%	100.0%
	<b>C</b>	Count	0	43	43
		%	0.0%	100.0%	100.0%
	<b>D</b>	Count	6	21	27
		%	22.2%	77.8%	100.0%
<b>F</b>	Count	25	25	50	
	%	50.0%	50.0%	100.0%	
<b>I</b>	Count	0	6	6	
	%	0.0%	100.0%	100.0%	
<b>W</b>	Count	36	2	38	
	%	94.7%	5.3%	100.0%	
<b>Total</b>	Count	72	273	345	
	%	20.9%	79.1%	100.0%	

79% of students (273 of 345) with Final Grades participated in the PLO2 assessment.

The following table presents student success on the PLO 2 assessment activity by final grade in CS140.

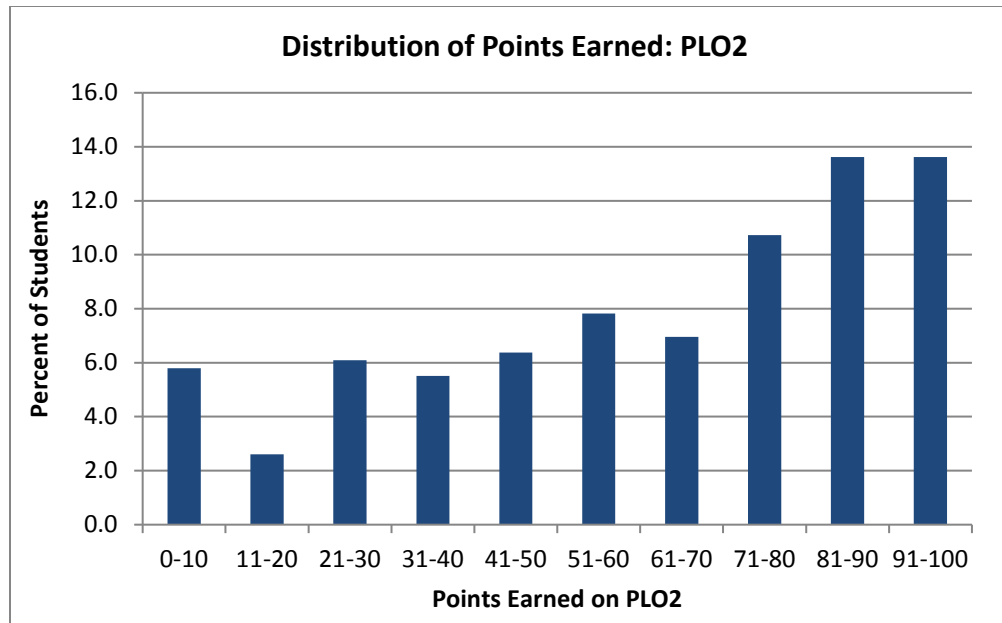
<b>Success by Final Grade</b>					
<b>Final Grade</b>			<b>PLO2_Success</b>		<b>Total</b>
			<b>Unsuccessful</b>	<b>Successful</b>	
<b>Final Grade</b>	<b>A</b>	Count	16	76	92
		%	17.4%	82.6%	100.0%



<b>B</b>	Count	42	42	84
	%	50.0%	50.0%	100.0%
<b>C</b>	Count	26	17	43
	%	60.5%	39.5%	100.0%
<b>D</b>	Count	21	0	21
	%	100.0%	0.0%	100.0%
<b>F</b>	Count	24	1	25
	%	96.0%	4.0%	100.0%
<b>Total</b>	Count	129	136	265
	%	48.7%	51.3%	100.0%

Fifty-one percent of students (136 of 265) who participated in the PLO2 assessment were successful (earned 70 points or more). The expected criterion for the course was 75% of students earning a score of 70 or more.

The following graph shows the distribution of points earned by the students who participated in the PLO2 assessment activity.



**PLO3 – Demonstrate proficiency in analysis and design techniques.**

The following table presents the grade distributions of those students who did and did not participate in the PLO3 assessment activity.

<b>Participation by Final Grade</b>					
<b>PLO3 Data Available</b>					
		<b>Did not participate</b>		<b>Participated</b>	<b>Total</b>
<b>Final Grade</b>	<b>A</b>	Count	0	13	13
		%	0.0%	100.0%	100.0%
	<b>B</b>	Count	0	9	9

	%	0.0%	100.0%	100.0%
<b>C</b>	Count	0	4	4
	%	0.0%	100.0%	100.0%
<b>F</b>	Count	1	1	2
	%	50.0%	50.0%	100.0%
<b>Total</b>	Count	1	27	28
	%	3.6%	96.4%	100.0%

Ninety-six percent (96%) of students (27 of 28) with Final Grades participated in the PLO3 assessment.

The following table presents student success on the PLO 3 assessment activity by final grade in CS136.

		<b>Success by Final Grade</b>			
		<b>PLO3_SUCCESS</b>			
		<b>Unsuccessful</b>	<b>Successful</b>	<b>Total</b>	
<b>Final Grade</b>	<b>A</b>	Count	0	13	13
		%	0.0%	100.0%	100.0%
	<b>B</b>	Count	0	9	9
		%	0.0%	100.0%	100.0%
	<b>C</b>	Count	1	3	4
		%	25.0%	75.0%	100.0%
	<b>F</b>	Count	0	1	1
		%	0.0%	100.0%	100.0%
<b>Total</b>	Count	1	26	27	
	%	3.7%	96.3%	100.0%	

Grades of "I" and "W" were removed from the table above.

Ninety-six percent (96%) of students who participated in the PLO3 assessment were successful (earned 70 points or more). The expected criterion for the course was 75% of students earning a score of 70 or more.

**IV. PLOs by Faculty Status**

PLO success by faculty status will not be presented for PLOs 1 and 3 as there were fewer than three faculty members who submitted outcomes assessment data for these PLOs.

The following table presents students' success on the PLO2 assessment activity by faculty status.

<b>PLO2 by Faculty Status</b>					
		<b>PLO2Success</b>			
			<b>Unsuccessful</b>	<b>Successful</b>	<b>Total</b>
<b>Faculty Status</b>	<b>Full Time</b>	Count	85	61	146
		%	58.2%	41.8%	100.0%
	<b>Part Time</b>	Count	52	75	127
		%	40.9%	59.1%	100.0%
<b>Total</b>		Count	137	136	273
		%	50.2%	49.8%	100.0%

Grades of "W" were removed from these tables.

Forty-two percent of students who were taught by a full-time instructor were successful while fifty-nine percent of students who were taught by a part-time instructor were successful. Overall, 50% of students were successful on PLO2.

## Attachment II

### Montgomery College Program Outcomes and Assessment Plan- Overview

**Program/Discipline : Information Systems AA 109 [REVISED ON FEB 10, 2014]**

**Point of Contact(s) : Alla Webb**

**Lead Dean : Kathy Michaelian**

#### Instructions to complete the assessment form:

For EACH Program Student Learning Outcome (SLO) please provide the following information:

- What – What will the assessment instrument be? See the **Instructional Program Assessment Options** document for suggestions.
- Who - In what class will it be administered? [Please refer to the program-course outcomes alignment matrix.]
- How - Scoring of the assessment instrument. For the practicality of the assessment process: Please identify only one major method of assessment for each outcome. Do not provide multiple assessment methods for the same outcome. Please limit your assessment targets to 2 core courses for the entire program.
- Benchmark - The establishment of the minimum expected amount of students who are anticipated at achieving the identified outcome. This information must be quantifiable (i.e. %, fraction or actual number) and should be at least the majority for the assessment. Continuing assessments should base this factor on previous assessment data collected and reflect realistic goals for achievement of the outcome.

**\*Please include detailed documents for assessment instruments and scoring rubrics with this Form.**

*Methods of Assessment (what will you use to assess the students?)	Assessment Course (who are the students?)	Program Outcome	*Assessment Scoring (what is the scale and criteria of success)			Benchmark or Expected Level of Outcome Achievement (What percentage of your students do you expect to meet the criteria of success for this outcome?)
			Min	Max	Satisfactory (cutoff score)	

Final exam	CS 136	Analyze components of the computer information systems.	1	100	70	75% of students will score at least 70% (on a scale 1-100%) in Final Exam
Final Exam	CS 140	Analyze, design, and implement computer programs using a high level programming language	1	100	70	75% of students will score at least 70% (on a scale 1-100%) in Final Exam
Final exam	CS 136	Demonstrate proficiency in analysis and design techniques.	1	100	70	75% of students will score at least 70% (on a scale 1-100%) in Final Exam

**Name of Program and Discipline : Computer Science AA 107**

**Point of Contact(s) : Alla Webb**

**Lead Dean : Kathy Michaelian**

**Please submit this completed form (with Dean's approval) to [outcomes@montgomerycollege.edu](mailto:outcomes@montgomerycollege.edu) by **January 31<sup>st</sup>**.**

Please visit website for more information: <http://cms.montgomerycollege.edu/outcomes/program>

**COMMENT:**

The cutoff score is revised from 80 to 70 to align with the 'C' or passing grade of the project. (Feb 10, 2014)

**Program Outcomes Assessment Process** follows a cyclical 5-year schedule with Planning Year (or year 1 of the cycle) aligns with the discipline self-study CAR review year.

Year 1		Year 2		Year 3		Year 4		Year 5		Year 1 or 6
<b>Assessment Planning</b> Also CAR self-study review for Discipline/Program		<b>Data Collection</b>		<b>Data Review and Program Action Plan development and implementation</b>				<b>Re-assess and Data collection</b>		(repeat cycle)
<b>FA</b>	<b>SP</b>	<b>FA</b>	<b>SP</b>	<b>FA</b>	<b>SP</b>	<b>FA</b>	<b>SP</b>	<b>FA</b>	<b>SP</b>	
Develop/ Review Outcomes alignment and assessment plan	Finalize assessment plan; Communicate	All program outcomes will be assessed at the same year		Review Data Report & develop program improvement action plan	Implement Action Plan		All program outcomes will be assessed at the same year		Repeat cycle	

**Assessment Planning Year Schedule (or year 1) for disciplines:**

AY 2012-13	AY2013-14	AY2014-15	AY2015-16	AY 2016-17
Art	Dance	Accounting	Biology	Building Trades
Business Admin	Student Development	Anthropology	Biotech	Construction
Comp. Applications	English Language	Astronomy	Chemistry	Food and Hospitality Mangt
Computer Graphics	English	Automotive	Education	History
<b>Computer Science</b>	Film	Criminal Justice	Fire Science	Interior Design
Engineering Science	Health	Economics	Health Inform.	Landscape Tech
Graphic Design	Mathematics	Geography	Medical Sonography	Physical Science
Management	Reading	Geology	Nursing	Physical Education
Networking	Theatre	Legal Studies	Phys.Therapist Asst.	Physics
Political Science		Meteorology	Psychology	Photography
Interdisciplinary Studies		Mental Health	Rad. Tech	Sign Language
		Music	Surg. Tech	TV-Radio

		Philosophy	Sociology	Women's Studies
		Printing Trades	Speech	
			World Languages	
			Emergency Preparedness	

Please email [outcomes@montgomerycollege.edu](mailto:outcomes@montgomerycollege.edu) for questions or visit <http://cms.montgomerycollege.edu/outcomes/program>



# PROGRAM OUTCOMES ASSESSMENT REFLECTION FORM

Name of Program and Discipline : Mathematics & Statistics
Point of Contact(s) : Darren Smith
Dean : John Hamman
Date: 10/16/2015

## Section I: Assessment Progress from Previous Assessment

(N/A if this is your first Program Outcomes Assessment Reflection Form)

<b>Student Learning Outcomes</b> <b>Assessed in Previous Cycle</b>	<b>Planned Improvements from Previous Student Learning</b> <b>Outcomes Assessment Report</b>	<b>Update on Planned Actions</b> <i>(Please indicate when, where, and how planned improvements were implemented)</i>
N/A		

## Section II: Assessment Report – Current Assessment

**Student Learning Outcome: #1** Effectively communicate the concepts of single and multivariable calculus, differential equations, and linear algebra using appropriate mathematical language.

<u>Origin of Assessment Measure</u>	<u>Methods of Assessment</u>	<u>Performance Standard</u>	<u>Analysis</u>
Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course	Describe the type of assignment used. For example, did students write a paper or complete a test?	Define and explain acceptable level of student performance.	Present the findings of the analysis including the numbers participating and deemed acceptable.
Linear Algebra (MATH 284)	Multipart exam question	65% of students are expected to be satisfactory or better, this was established based on past experience	Due to a system error, data was not collected for this outcome during this assessment cycle.

**Discuss any strengths and opportunities for improvement based on the results from this outcome.**

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**Based on assessment results for this outcome, what actions will be taken to improve student learning?**

**Who will be the contact person for each action?**

Ensure that the system is working properly.	Darren Smith
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**Student Learning Outcome: #2 Apply mathematical approaches from single and multivariable calculus, differential equations, and linear algebra**

<u>Origin of Assessment Measure</u>	<u>Methods of Assessment</u>	<u>Performance Standard</u>	<u>Analysis</u>
Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course	Describe the type of assignment used. For example, did students write a paper or complete a test?	Define and explain acceptable level of student performance.	Present the findings of the analysis including the numbers participating and deemed acceptable.
Differential Equations (MATH 282)	A multipart exam question was used.	65% of students are expected to be satisfactory or better, this was established based on past experience	34 out of 57 students (60%) of the students were deemed acceptable

**Discuss any strengths and opportunities for improvement based on the results from this outcome.**

**Strength** –More than half of the students were able to apply the skills of solving differential equation to real-life applications.

**Opportunity of improvement**—More emphasis should be given to application problems.

The data seems to imply that students taking more than one 200-level course were more likely to score satisfactory or proficient.

**Based on assessment results for this outcome, what actions will be taken to improve student learning?**

**Who will be the contact person for each action?**

More application problems in the homework and projects should assigned, in order to assess whether students really have a grasp of the concepts presented as it relates to real-life applications.

Darren Smith

**Student Learning Outcome: #3 Utilize current mathematical software such as MATLAB or MAPLE etc.**

<u>Origin of Assessment Measure</u>	<u>Methods of Assessment</u>	<u>Performance Standard</u>	<u>Analysis</u>
Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course	Describe the type of assignment used. For example, did students write a paper or complete a test?	Define and explain acceptable level of student performance.	Present the findings of the analysis including the numbers participating and deemed acceptable.
Differential Equations (MATH 282)	Multipart exam question where students interpret code from mathematical software	65% of students are expected to be satisfactory or better, this was established based on past experience	16 out of 42 (38%) of the students were deemed acceptable

**Discuss any strengths and opportunities for improvement based on the results from this outcome.**

**Strength** –A good number of students were able to analyze the MATLAB code at the satisfactory level, but very few at the proficient level. We are disappointed in the overall number of students who were satisfactory or better.

**Opportunity of improvement**—More stress should be given use of MATLAB.

As with the previous outcome, there is implication that students with more course experience at the 200 level are more likely to score at the satisfactory or proficient levels.

**Based on assessment results for this outcome, what actions will be taken to improve student learning?**

**Who will be the contact person for each action?**

Including MATLAB use more frequently in lectures and provide student with more opportunities to be assessed using mathematical software such as MATLAB, MAPLE, or a similar product

Darren Smith

# PROGRAM OUTCOMES ASSESSMENT REFLECTION FORM

Name of Program and Discipline: Performing Arts/Theatre Performance (011)
Point of Contact(s): KenYatta Rogers
Dean: David Phillips
Date: 11/20/15

## Section I: Assessment Progress from Previous Assessment

(N/A if this is your first Program Outcomes Assessment Reflection Form)

Student Learning Outcomes Assessed in Previous Cycle	Planned Improvements from Previous Student Learning Outcomes Assessment Report	Update on Planned Improvements <i>(Please indicate when, where, and how planned improvements were implemented)</i>
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A

**Section II: Assessment Report – Current Assessment**

*(Repeat this section as needed for each outcome)*

**Student Learning Outcome: Demonstrate a competency for script and character analysis**

<p><u>Origin of Assessment Measure</u></p> <p>Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course</p>	<p><u>Methods of Assessment</u></p> <p>Describe the type of assignment used. For example, did students write a paper or complete a test?</p>	<p><u>Performance Standard</u></p> <p><i>Define and explain acceptable level of student performance.</i></p>	<p><u>Analysis</u></p> <p><i>Present the findings of the analysis including the numbers participating and deemed acceptable.</i></p>
<p>THET 237: Fundamentals of Directing</p>	<p>Final Directing Assignment (Prompt Book)</p>	<ol style="list-style-type: none"> <li>1. Play Construction</li> <li>2. Character Analysis</li> <li>3. Directorial Objectives</li> <li>4. Production Analysis</li> </ol> <p>Students will achieve a cumulative score of <b>160/200</b> on the sections of the prompt book listed above (combined with the sections listed in the following two SLOs)</p>	<ul style="list-style-type: none"> <li>• Realized emphasis in weight of points should be equal or reversed from current rubric – changed the benchmarks and total points for assignment before assessing the assignment</li> <li>• The benchmark was set at 60% of students achieving a score of 80% or 160/200</li> <li>• 61.5% of students (8/13) achieved a score of 80% or 160/200 on their Prompt Book assignments <b><u>successfully accomplishing the benchmark or expected level of outcome achievement</u></b></li> </ul>

			<ul style="list-style-type: none"> <li>3 of the 13 students did not complete the course, skewing the numbers a bit – of those who completed the course, 80% of students (8/10) achieved a score of 80% or 160/200 on their Prompt Book assignments</li> </ul>
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**Please discuss any strengths and opportunities for improvement based on the results from this outcome.**

**Strength: Prerequisite course work adequately prepares students for basic scene and character analysis skills**

**\*\*\*\*\***

**Opportunity for improvement: Script Analysis class will course will address inability of directing course to offer comprehensive script analysis techniques.**

<b>Based on assessment results for this outcome, what actions will be taken to improve student learning.</b>	<b>Who will be the contact person for each action?</b>
Design and implement SCRIPT ANALYSIS course within Theatre curriculum	KenYatta Rogers

## Student Learning Outcome: Demonstrate a familiarity with periods, genres, and styles in theatre history

<u>Origin of Assessment Measure</u>	<u>Methods of Assessment</u>	<u>Performance Standard</u>	<u>Analysis</u>
<p>Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course</p>	<p>Describe the type of assignment used. For example, did students write a paper or complete a test?</p>	<p><i>Define and explain acceptable level of student performance.</i></p>	<p><i>Present the findings of the analysis including the numbers participating and deemed acceptable.</i></p>
<p>THET 237: Fundamentals of Directing</p>	<p>Final Directing Assignment (Prompt Book)</p>	<p>1. Research</p> <p>Students will achieve a cumulative score of <b>160/200</b> on the sections of the prompt book listed above (combined with the sections listed in the previous and the following SLOs)</p>	<ul style="list-style-type: none"> <li>• Realized emphasis in weight of points should be equal or reversed from current rubric – changed the benchmarks and total points for assignment before assessing the assignment</li> <li>• The benchmark was set at 60% of students achieving a score of 80% or 160/200</li> <li>• 61.5% of students (8/13) achieved a score of 80% or 160/200 on their Prompt Book assignments <b><u>successfully accomplishing the benchmark or expected level of outcome achievement</u></b></li> </ul>



			<ul style="list-style-type: none"> <li>3 of the 13 students did not complete the course, skewing the numbers a bit – of those who completed the course, 80% of students (8/10) achieved a score of 80% or 160/200 on their Prompt Book assignments</li> </ul>
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**Please discuss any strengths and opportunities for improvement based on the results from this outcome.**

**Strength: Students are introduced to periods, genres and styles through research of chosen plays as well as discussion of other student's plays**

**Strength: Supports collegewide Outcomes Assessment for Information Literacy**

\*\*\*\*\*

**Opportunities for improvement: Due dates for research will be moved forward, giving students more time to digest both facts and context of the period, genre, and style, giving them an intermediate skill level rather than a introductory level of understanding and implementation**

<b>Based on assessment results for this outcome, what actions will be taken to improve student learning.</b>	<b>Who will be the contact person for each action.</b>
Design and implement SCRIPT ANALYSIS course within Theatre curriculum	KenYatta Rogers

## Student Learning Outcome: Demonstrate the ability to recognize and utilize the special vocabulary of theatre

<u>Origin of Assessment Measure</u> Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course	<u>Methods of Assessment</u> Describe the type of assignment used. For example, did students write a paper or complete a test?	<u>Performance Standard</u> <i>Define and explain acceptable level of student performance.</i>	<u>Analysis</u> <i>Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
THET 237: Fundamentals of Directing	Final Directing Assignment (Prompt Book)	<ol style="list-style-type: none"> <li>1. Composition, Movement, Business Planning</li> <li>2. Technical Plans/Plots</li> <li>3. Usability of Prompt Book</li> </ol> <p>Students will achieve a cumulative score of <b>160/200</b> on the sections of the prompt book listed above (combined with the sections listed in the previous two SLOs)</p>	<ul style="list-style-type: none"> <li>• Realized emphasis in weight of points should be equal or reversed from current rubric – changed the benchmarks and total points for assignment before assessing the assignment</li> <li>• The benchmark was set at 60% of students achieving a score of 80% or 160/200</li> <li>• 61.5% of students (8/13) achieved a score of 80% or 160/200 on their Prompt Book assignments <b><u>successfully accomplishing the benchmark or expected level of outcome achievement</u></b></li> </ul>

			<ul style="list-style-type: none"> <li>3 of the 13 students did not complete the course, skewing the numbers a bit – of those who completed the course, 80% of students (8/10) achieved a score of 80% or 160/200 on their Prompt Book assignments</li> </ul>
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**Please discuss any strengths and opportunities for improvement based on the results from this outcome.**

**Strengths: Comprehensive nature of the approach to directing resulted in a proficiency in the ability to recognize and utilize basic terminology used in the professional world of theatre and theatrical production**

**Strengths: Successful completion of this assignment preps students to communicate with all artists collaborating in the creation of a theatrical presentation**

**\* \* \* \* \***

**Opportunities for Improvement: Discussion to be had concerning more intentional design and scaffolding of design and technical theatre skills from Stagecraft and/or other technical course to compliment and support techniques learned in directing regarding design and implementation of design for final directing project**

<b>Based on assessment results for this outcome, what actions will be taken to improve student learning.</b>	<b>Who will be the contact person for each action.</b>
Greater coordination with entire design and production faculty and staff on lines of communication, expectations, and implementation of craft	KenYatta Rogers
Design and implement SCRIPT ANALYSIS course within Theatre curriculum	KenYatta Rogers

## Student Learning Outcome: Demonstrate the ability to create and/or construct and present formal and informal public performances

<u>Origin of Assessment Measure</u> Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course	<u>Methods of Assessment</u> Describe the type of assignment used. For example, did students write a paper or complete a test?	<u>Performance Standard</u> <i>Define and explain acceptable level of student performance.</i>	<u>Analysis</u> <i>Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
THET 237: Fundamentals of Directing	Final Directing Assignment (Performance)	<ol style="list-style-type: none"> <li>1. Composition, Movement, Rhythm, and Business</li> <li>2. Technical Elements</li> <li>3. Rehearsal Preparedness</li> <li>4. Overall Effectiveness</li> </ol> <p>Students will achieve a cumulative score of <b>120/150</b> on the sections of the performance</p>	<ul style="list-style-type: none"> <li>• Realized emphasis in weight of points should be equal or reversed from current rubric – changed the benchmarks and total points for assignment before assessing the assignment</li> <li>• The benchmark was set at 60% of students achieving a score of 80% or 120/150</li> <li>• 61.5% of students (8/13) achieved a score of 80% or 160/200 on their Prompt Book assignments <b><u>successfully accomplishing the benchmark or expected level of outcome achievement</u></b></li> </ul>

			<ul style="list-style-type: none"> <li>3 of the 13 students did not complete the course, skewing the numbers a bit – of those who completed the course, 80% of students (8/10) achieved a score of 80% or 160/200 on their public performance</li> </ul>
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**Please discuss any strengths and opportunities for improvement based on the results from this outcome.**

**Strength: Students successfully presented engaging, accomplished scenes for public presentation**

**\*\*\*\*\***

**Opportunities for improvement: Students will need to better articulate their directorial concepts to both student artists collaborating on the scene as well as to audience observing the presentation**

<b>Based on assessment results for this outcome, what actions will be taken to improve student learning.</b>	<b>Who will be the contact person for each action.</b>
Greater attention given to skills developed in COMM 108 courses for presentation of concept to designers in pre-production, performers in rehearsal, and audience when attending the live production	KenYatta Rogers
Design and implement SCRIPT ANALYSIS course within Theatre curriculum	KenYatta Rogers

**Prompt Book Assignment**  
**Prof. Susan Hoffman**

**Th117 Fundamentals of Directing**

The prompt book for the final project in this class is divided into two sections. The first section is the research and analysis of your play, playwright, original or defining production, and the historical context. The second section is the planning for the scene as directed by you. Each part is handed in separately for grading.

**Part One**

The research for this project covers four areas primarily: Historical, Biographical, Critical and Literary, The analysis work is based on the research and the synthesis of this work with the whole play.

Historical includes:

The historical period in which the play takes place and its influence on the play.

The historical period in which the play was written in and its influence on the play and possibly the playwright.

Biographical includes:

The biography of the playwright and where this play fits in the playwrights

life and body of work.

If the play is about real people than biographical background on the characters. Discussion on what is true to the biographical (or historical)

and what is not true.

Critical includes:

The criticism of the first or defining production or productions. How did the critics receive the production. What weaknesses or strengths do these criticisms reveal.

Literary includes:

The response to the play in its written form as a piece of literature. This area includes language, structure, form and genre of the play.

The research for this project **includes a bibliography and foot or end notes**. The length of the paper is dependent on information available. Questions about length can be discussed with the teacher if need be. This research paper is to be keyboarded and proof read carefully.

Included in the first section is an **analysis of how your play is constructed**(and should include the concepts in Chapter 4 of Catron. (Elements of Dramatic Action) They should include but are not limited to the MDQ and protagonist's goal, inciting action, exposition, foreshadowing, point of attack and climax and resolution. Where your scene is in the construction of the play.

**Character analysis** is also included in the first section and is an analysis of each character as written. Chapter 5 in Catron should be helpful in this section. You want to cover the concrete qualities of the character, the characters emotion, action, inaction, speech, silences, reactions, and descriptions by other characters. Your character analysis includes the characters in your chosen scene and other major characters that are significant influences on your characters.

Changes in the character as written should be discussed in the second section of the prompt in the production analysis.

## **Part Two**

Part two of the prompt book reflects the planning and decisions and approach that you are taking to the scene in the play you are directing.

The areas that are covered in part two are:

A **production analysis** which includes a discussion of your directorial vision for your scene and how you are approaching your production. Also included are how things like thought, diction, music and spectacle will come into play. Why did you choose this play? What difficulties have you had or anticipate having. Include a discussion of casting. Include any adjustments you have made in the characters or play for this assignment. Basically you will explain what are you planning and why? (This is your time to tell me all the things you want me to know about your production.)

**Directorial Objectives** – This analysis is recorded on a copy of the script (just as the assignment for class was). Include the Super Objective and the Spines for characters in your scene.

A **copy of the script** which will include the following: written blocking descriptions, blocking pictures in a birds eye view, and descriptions of important business. This is the area that will indicate composition, movement, rhythm and business. The **copy of the script** will also include any and all cuts or adjustments you have made.

**Technical plots** for costumes, scenery, props, and lighting. A **costume plot** can include drawings, written descriptions, magazine pictures, photographs of actual costumes, material or color swatches. Each of you will decide how best to communicate the costume plot for your production. A **ground plan** is drawn to scale (you may use graph paper) which includes size and placement of scenery. A **property plot** should reflect both personal and set props. Since you will not be doing a light plot per se, a short **discussion** of how you will be using the lights that are available to you is appropriate. Should include a discussion of how the technical elements are appropriate and support your production

### **IMPORTANT NOTE**

**Each section of the prompt book is worth 100 points.** Remember you must earn a total of at least **150** points for your scene to be presented in the evening showcase. You must earn at least **130** points to present your scene at all. You can refer to the final scene grading sheet to see the weight each of the various parts have. While each part is handed in separately the first part should be re-submitted with the second part. **A three ring binder** is to be used for this project.

**Usability and neatness definitely counts in the grading of this project.** The prompt book is a planning and a rehearsal tool as well as a tool to communicate your ideas with me. Plan your time carefully.



## Th117 Fundamentals of Directing

### FINAL SCENE ASSIGNMENT

There are two parts to the final scene assignment. The first part is the prompt book and the second part is the performance. Each member of the class will direct a scene of 15 minutes in length from a full length play or a one act play. In order for the scene to be performed in front of an audience, the director needs to have received a combined letter grade of C on the prompt book. Prompt book instructions are on another hand out.

1. Choice of scenes must be discussed with Professor Hoffman and approved by her.
2. There must be at least two people in the scene. There is no maximum number of people in the scene. You are advised to keep it small to make scheduling rehearsals easier. Remember everyone is busy.
3. Technical support for these scenes will be minimal. You will be allowed to borrow props, scenery, and costumes from the department. No grades will be given on the assignment until all borrowed items are returned.
4. Each student director will be responsible for casting, scheduling and rehearsing his or her scene. The actual order of the scenes on performance night will be determined by Professor Hoffman. You must hold auditions for this assignment.
5. Any student director whose prompt book did not receive a combined grade of 150 points will perform their scene during the scheduled final or at a time agreed to by Prof. Hoffman. Prompt books receiving 129 points or less will not be allowed to perform and will result in a failing grade for the project.
6. Each scene will be evaluated for its effectiveness in composition, business, movement, rhythm and all other techniques discussed in class.
7. Each director will be responsible for the cleanliness and the condition of the rehearsal space (TA148). Be sure you leave the space in better condition than you found it in. This applies to any space you rehearse in.
8. Each director will be expected to cooperate with the other directors in the class specifically in the areas of scheduling, casting, and technical needs.
9. All student directors will be expected to participate in the general preparation of the performance space. This includes but is not limited to hanging curtains, hanging lights, setting up the audience space, and arranging the scenery to be used. Cleaning the space before and after each performance night.
10. Each director will be responsible working with a member of the lighting class for this assignment. Each director will need to enlist someone to run sound. A lighting plot will be hung for the scenes and each student will be allowed 1 special light in addition to the plot.

## Directing Project Grading Rubric

<b>Part II</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Novice</b>	<b>Not Evident</b>
<b>Scene Performance</b>				
Composition, Movement, Rhythm and Business  45pts	Creates and executes techniques at a dynamic and creative level	Creates and executes techniques at an effective level	Demonstrates minimal application of techniques required	No evidence of the techniques required
Technical Elements Lighting, Costumes, Scenery, Sound  35pts	Uses technical elements in a creative and comprehensive manner to support the production	Uses technical elements at an effective level in most areas.	Demonstrates minimal use of some technical elements	No evidence of technical elements being used
Rehearsal/preparedness  25pts	Demonstrates an effective plan of action and rehearsal process which results in a dynamic production	Used preparation and rehearsal to support effectiveness of production	Demonstrates minimal use of rehearsal and planning to support production	No evidence of preparedness
Overall Effect  45pts	Creates a production is dynamic and engaging in its theatricality.	Creates a production that has some elements of dynamic theatricality	Creates a production that shows minimal theatricality.	Creates a production that is seriously flawed and does not demonstrate theatricality.

# PROGRAM OUTCOMES ASSESSMENT REFLECTION FORM

Name of Program and Discipline : Theatre Tech
Point of Contact(s) : Scott Hengen, KenYatta Rogers
Dean : Deborah Preston
Date: 12/16/14

## Section I: Assessment Progress from Previous Assessment

(N/A if this is your first Program Outcomes Assessment Reflection Form)

<b>Student Learning Outcomes Assessed in Previous Cycle</b>	<b>Planned Improvements from Previous Student Learning Outcomes Assessment Report</b>	<b>Update on Planned Improvements</b> <i>(Please indicate when, where, and how planned improvements were implemented)</i>
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A

## Section II: Assessment Report – Current Assessment

*(Repeat this section as needed for each outcome)*

**Student Learning Outcome:** *Demonstrate a competency in a technical theory and practices in the subject area of stagecraft, costuming, lighting, painting, or makeup.*

<p><u>Origin of Assessment Measure</u></p> <p>Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course</p>	<p><u>Methods of Assessment</u></p> <p>Describe the type of assignment used. For example, did students write a paper or complete a test?</p>	<p><u>Performance Standard</u></p> <p><i>Define and explain acceptable level of student performance.</i></p>	<p><u>Analysis</u></p> <p><i>Present the findings of the analysis including the numbers participating and deemed acceptable.</i></p>
<p><b>THET 208: Drafting and Painting for the Theatre</b></p>	<p>Final Project: Drafting and Painting Portfolio</p>	<p><b>Students will achieve a final score of 75 /100 on the assessment tool in order to meet the criteria for success.</b></p> <p>Use of CAD techniques (50)</p> <p>Demonstration of carpentry techniques (10)</p> <p>Demonstration of painting techniques (40)</p> <p><b>The benchmark or expected of outcome achievements for this course is 75% of students will meet the criteria for success.</b></p>	<p>This semester had 2 students participating. Both students met the criteria for success/were deemed acceptable.</p>

**Please discuss any strengths and opportunities for improvement based on the results from this outcome.**

One strength that can be derived from this process is that the assessment tool is an adequate measure of student proficiency for technical skills needed for successful completion of the major. Based solely on the requested metrics of the outcome no opportunities for improvement are currently visible.

<b>Based on assessment results for this outcome, what actions will be taken to improve student learning.</b>	<b>Who will be the contact person for each action?</b>
NA	Scott Hengen

**Student Learning Outcome:** *Demonstrate the ability to create and/or construct and present formal and informal public display or review.*

<p><u>Origin of Assessment Measure</u></p> <p>Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course</p>	<p><u>Methods of Assessment</u></p> <p>Describe the type of assignment used. For example, did students write a paper or complete a test?</p>	<p><u>Performance Standard</u></p> <p><i>Define and explain acceptable level of student performance.</i></p>	<p><u>Analysis</u></p> <p><i>Present the findings of the analysis including the numbers participating and deemed acceptable.</i></p>
<p><b>THET 208: Drafting and Painting for the Theatre</b></p>	<p>Final Project: Drafting and Painting Portfolio</p>	<p><b>Students will achieve a final score of 75 /100 on the assessment tool in order to meet the criteria for success.</b></p> <p>Use of CAD techniques (50)</p> <p>Demonstration of carpentry techniques (10)</p> <p>Demonstration of painting techniques (40)</p> <p><b>The benchmark or expected of outcome achievements for this course is 75% of students will meet the criteria for success.</b></p>	<p>This semester had 2 students participating. Both students met the criteria for success/were deemed acceptable.</p>

**Please discuss any strengths and opportunities for improvement based on the results from this outcome.**

One strength that can be derived from this process is that the assessment tool is an adequate measure of student proficiency for technical skills needed for successful completion of the major. Based solely on the requested metrics of the outcome no opportunities for improvement are currently visible.

<b>Based on assessment results for this outcome, what actions will be taken to improve student learning.</b>	<b>Who will be the contact person for each action.</b>
NA	Scott Hengen