

Florida Gulf Coast University  
College of Arts and Sciences  
**Theatre Program**  
**Integrated Program Matrix**  
**Synthesis & Revision – July 2008**

University and Program Learning Goals and Outcomes	Program Assessment Plan and Criteria	Use of Assessment Results for Continuous Program Improvement 2004-05 (Due February 05)	Use of Assessment Results for Continuous Program Improvement 2005-06 (Due February 06)	Use of Assessment Results for Continuous Program Improvement 2006-07 (Due February 07)
<p><u>Aesthetic Sensibility</u> (University Level)</p> <p>A. Know and understand the variety of aesthetic frameworks</p> <p>B. Analyze and evaluate aesthetic principles at work</p> <p>C. Collaborate in projects involving aesthetic awareness and/or analysis</p> <p><u>Aesthetic Sensibility</u> (Program Level)</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Apply theories of theatre relating to aesthetic and counter aesthetic frameworks found in theatrical performances, and designs through participation in class assignments and exercises and public performances. (TPP 4310, THE 4959)</li> <li>Analyze dramatic material to discover inherent beauty, form, and structure and/or non-structural, nonlinear, anti-aesthetic qualities that exist within the text. Aesthetic sensibility is assessed in the Senior Project course (THE 4959)</li> </ul>	<p><b>Plan and Criteria:</b> Assessment of aesthetic sensibility will at the time of Senior Project (THE 4959) The following plan will be implemented in order to determine if students are meeting stated goals.</p> <p>In the spring semester, the Theatre program leader will collect faculty assessments reflecting the final work of each graduating student.</p> <p>For the senior project, a rubric was developed to score student abilities; each student receives a score of 1 to 5 with the following associated criteria: 5=Fully achieved, sophisticated, unusually thorough, inventive, clear, deep, and broad. 4=accomplishes the purpose of the task, atypical, going beyond what is expected, competent. 3=Substantially achieved the task, some in-depth work, some insufficiencies and inadequacies. 2=Limited achievement of the task, Incomplete, some inaccuracies, errors, needs coaching. 1=Does not accomplish the task, superficial, lacking, fragmentary, simplistic, unaware, many errors.</p> <p>Additionally, graduating students will complete an exit interview and survey in order to provide feedback on whether or not they feel the program has provided them with opportunities to develop aesthetic sensibility.</p> <p>All materials that have been collected will be expected to score within a scoring range determined by the theatre faculty.</p> <p>Meetings will be scheduled to share and discuss results with all theatre faculty.</p>		<p><b>Direct Assessment:</b> The program adequately trains performers in the fundamental skills of acting. There was agreement among the group of theatre faculty at the assessment debriefing that there was a visible increase in the outcome of the level of sophistication between the lower level acting class and the senior project. The theatre faculty also agreed that the strengths of the acting program could be substantially exploited if we reduced the class size of our performance classes and increased the variety of performance styles to which students were exposed. The aesthetic use of the body in performance and in characterization is limited only by the scope of exposure to styles and experience with those styles. Assessments in the aesthetic frameworks existing in the structural forms of texts indicated that students achieved an average level of competency for a beginning level of Acting. Greater understanding of non-traditional structural forms could be introduced in additional course development.</p> <p><b>Plans for Continuous Improvement:</b> The following is a list of possible changes that would lead to program improvement stemming from discoveries made at this assessment:</p> <ul style="list-style-type: none"> <li>Reduce class size in performance classes</li> <li>Add curriculum in text analysis and alternative forms of theatre</li> </ul>	<p><b>Direct Assessment:</b> Measurement tools included the Senior Project required course, and External Assessment. The goal for the Senior Project was a program average score of at least 3 and a total program score of 9-11, with 12-15 preferred. The program fell short of this goal, in the 'developing' range (6-8). These results indicate a continued need for work in the areas of physical theatre, visual design, and theory inspired aesthetic choices. External assessments indicated that students working or performing shows are achieving goals measured in this assessment. Assessments in the aesthetic frameworks existing in the structural forms of texts indicated that students achieved an average level of competency for a beginning level of Acting. Greater understanding of non-traditional structural forms could be introduced in additional course development.</p> <p><b>Indirect Assessment:</b> The Student Performance self evaluation and Exit Survey served as measurement tools. Neither indicated a need for significant development in areas covered. Program average for self evaluation was 3.9 (out of 4). Additionally, students reported in the Exit Survey that they at least 'substantially achieved' all learning outcomes.</p> <p><b>Plans for Continuous Improvement:</b> The faculty recommends substantial changes to the theatre curriculum and we are currently teaching a class specifically targeted toward movement. Faculty will monitor the new curriculum to determine its effectiveness.</p>

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<p><u>A Culturally Diverse Perspective (University Level)</u>                      A. Know and understand diversity in local/global communities                      B. Analyze and evaluate the impact of cultural differences                      C. Participate in projects involving interaction with diverse people, ideas, &amp; values</p> <p><u>A Culturally Diverse Perspective (Program Level)</u>                      Every student enrolled in this program will have an opportunity to conduct a global exploration of the rich cultural traditions of theatrical performance and production. Students will:</p> <ul style="list-style-type: none"> <li>Analyze f the diversity of: culture, gender, ethnicity, economic status, sexual orientation, intellectual and disciplinary approaches in theatre work across a wide scope of performance and theoretical material.</li> </ul>	<p>Plan and Criteria: The Theatre Program will assess this particular objective both generally as a part of ongoing assessments. Course syllabi will be scrutinized to insure that program goals in the area of cultural diversity can be accomplished systemically. The expectation is that 100% of students will have taken courses that provide a broad and culturally diverse perspective; syllabi will be under review to assess the level to which breadth and diversity are offered in our courses.</p> <p>Additionally, graduating students will complete an exit interview and survey in order to provide feedback on whether or not they feel the program has provided them with opportunities to develop a culturally diverse perspective.</p> <p>Faculty will review the data generated from the review of schedules, the assessment rubric and the student survey and generate a list of recommendations for changing specific courses or program curriculum. In addition, faculty will use these results to guide focus group meetings with students in order to develop a more robust understanding of student feedback; focus group sessions will also include a discussion of ideas for revising the program for continuous improvement. After these sessions are held, faculty will convene to discuss the results and make recommendations for changes.</p> <p>Meetings will be scheduled to share and discuss results with all theatre faculty.</p>		<p><u>Direct Assessment:</u> In the current round of assessment, we found that students could benefit from a change in the course structure of the history/literature areas. Faculty discussion of the theatre history assessment led us to the goal of exploring a curriculum change that would split Theatre History into two sections and develop a separate series for Dramatic Literature. Once we have the new position filled, we will be able to make that curriculum adjustment and submit it to the curriculum committees for approval. Additionally, there may be other courses in theatre and gender, theatre and community, and theatre and social change that would augment our delivery of this particular objective.</p> <p><u>Plans for Continuous Improvement:</u> Faculty will continually analyze the data generated from the review of syllabi, the assessment rubric and the student survey and generate a list of recommendations for changing specific courses or program curriculum as indicated. In addition, faculty will use these results to guide focus group meetings with students in order to develop a more robust understanding of student feedback; focus group sessions will also include a discussion of ideas for revising the program for continuous improvement. After these sessions are held, faculty will convene annually to discuss the results and make recommendations for changes.</p>	<p><u>Direct Assessment:</u> In our last round of assessment, we found that students could benefit from a change in the course structure of the history/literature areas. Faculty discussion of the theatre history assessment led us to the goal of exploring a curriculum change that would more specifically address the learning goals associated with diversity. Once the changes are approved, we are confident that our goal of full exposure to diversity will be realized.</p>

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<p><u>An Ecological Perspective</u> (University Level)</p> <p>A. Know issues of ecological/economic sustainability</p> <p>B. Analyze and evaluate local &amp; global ecological issues</p> <p>C. Participate in ecological/environmental projects</p> <p><u>An Ecological Perspective</u> (Program Level)</p> <p>This outcome is covered by student participation in the university required course IDS 3920 Colloquium.</p>	<p><u>Plan and Criteria:</u> The University Quality Enhancement Plan provides an assessment strategy to determine how well students meet the learning goal of an Ecological Perspective. The theatre program has chosen to assess the presence of this objective in the third round of assessments.</p> <p>Feedback from the QEP will be used to determine how well students at FGCU develop an ecological perspective; changes that derive from this analysis will be used to revise our programs.</p>		<p><u>Direct Assessment:</u> Instruments have included a Summary Response assignment based on an ecological issue or perspective that stresses critical thinking and writing. The goal was for a 1 point improvement in overall scores (on a 6 point scale) from students in Composition I (8% assessed) and Connections (20% assessed) moving from the lower range (1-2) to the middle range (3-4). Students in Liberal Studies Capstone (69% assessed) course were also given the instrument, with a 1 point improvement (upper range of 5-6) expected in their average score over and above that of Connections. The goal for Composition I was exceeded, with average scores at 2.7. The goal for Connections course students was met, with average scores in the middle range (3.31). The Capstone course goal was not met, with scores at 3.95 (native students scoring 4.0 and upper level transfers scoring 3.91). Final results suggest that students in the Connections class are achieving the level desired. However, those completing the Liberal Studies degree and Capstone course had lower than expected results, perhaps due to lack of abilities in critical thinking, writing, or in knowledge of ecological issues. Overall inter-rater reliability was at 86%.</p> <p><u>Indirect Assessment:</u> Students in the Connections class took a survey relating to their knowledge of ecological perspective and responded on a Likert Scale of 1-5 (5 being the highest); an overall average score of 4 was expected for all students. Average scores were below the expected 4.0 level. Students scored their understanding of the program's overall goals at 3.83; their understanding of ecological perspective importance at 3.62; and their understanding of Community Involvement and Awareness at 3.75. Students that completed both the on campus workshop and community service project exceeded the 4.0 expected level, those who completed only one or the other did not.</p> <p><u>Plans for Continuous Improvement:</u> No immediate changes are planned for the Composition I class, although this class might become a site for advancing ecological literacy in the future. In Connections, the ecological literacy program (Wings of Hope) has been streamlined to be introduced slightly later in the semester. A detailed assignment sheet has been developed, providing instructors and students a clear indication of what the program entails along with a clear grading rubric detailing how students will be graded. In addition, the number of Wings of Hope programs in the spring semester have been reduced so that several Connections sections will not have a designated service learning activity; students in these sections will need to work towards developing their own activity. Finally, no immediate changes were proposed for the upper level courses until feedback has been gathered from the QEP assessment.</p>	

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<p><u>Effective Communication</u> (University Level)</p> <p>A. Know principles for effective communication</p> <p>B. Organize thoughts and compose ideas</p> <p>C. Participate in collaborative communication projects</p> <p><u>Effective Communication</u> (Program Level)</p> <p>Every student enrolled in this program will have an opportunity to develop skills in analysis, collaboration, problem identification, problem solving and general communication.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Demonstrate problem-solving skills through collaborative group work and presentation of ideas related to theatre.</li> <li>• Write coherently and persuasively, speak effectively, to make effective presentations, and to work professionally.</li> <li>• Create original performance material based on theatre and performance theories for presentation to a live audience demonstrating a synthesis between the professional practice of fundamental skill sets and theatre theory (Academic Learning Compact 1.4)</li> </ul> <p>The above goals and objectives are assessed in public performance of “Main Stage” productions directed by faculty and adjudicated by external reviewers and by FGCU theatre faculty using the performance assessment rubric.</p>	<p>Plan and Criteria: The Theatre program leader will collect at random blind samples of student work from Theatre majors in the Senior Project class and other selected courses. The work will be evaluated by multiple theatre faculty and by outside adjudicators using customized rubrics to determine whether students have met this learning objective.</p> <p>Additionally, students will complete an exit survey in order to provide feedback on whether or not they felt the program provided them opportunities to develop communication skills.</p> <p>A meeting shall be held to share and discuss results with all theatre faculty.</p>	<p>In the first round of assessment, the faculty found that students were exceeding the stated goal of the program for written communication, though the sample size was small (2 students; note that the theatre program only graduates on average 2 students per year). Further assessment will occur in order to determine whether or not students are meeting this goal; the assessment will be expanded to include more students as the program grows.</p>	<p><u>Direct Assessment:</u> Students were assessed through the Senior Project, Acting I course, and final exam in 4110 course. The results for Acting I indicated an average level of competency from students. The Senior Project assessment also indicated that the program goal had been reached, with students scoring over 4 points (out of 5) for an overall average of 4.8. The Theatre History assessment also indicated an average level of competency among students with a group average of 3.0 in the advanced level. In general, the theatre faculty felt that this goal continues to be met with an adequate level of success in the performance classes. The faculty agreed that this objective could be better accomplished with additional work in the series of courses on technical theatre, smaller class size in the performance sequence, and by enriching the curriculum with theatre theory courses and more specific dramatic literature course. The curricular changes would provide theatre students with a more robust set of oral and written communication opportunities.</p> <p><u>Indirect Assessment:</u> There was an attempt to conduct an indirect measurement of program effectiveness but the results of the exit survey were deemed invalid due to the limited pool of respondents. 100% of graduating students responded but the program only graduated two candidates in December 2005. Being deemed invalid, the results of the survey were discarded.</p> <p><u>Plans for Continuous Improvement:</u> The faculty identified the small number of majors as the reason for this failure and recommend an increased effort to recruit students by working to establish the following:</p> <ul style="list-style-type: none"> <li>• Build a theatre performance space so that interested students could see that the theatre curriculum is supported by physical infrastructure. Currently there is no space designed as a theatre and no space functions as a theatre. Also, there is no space that functions as a safe workshop and no space for additional necessary technical facilities.</li> <li>• Offer more courses in specific topics that support the mission and vision of the university to provide an undergraduate program for students wanting more than traditional theatre programs offer.</li> <li>• Attend more conferences where recruitment occurs.</li> </ul>	<p><u>Direct Assessment:</u> A Critical Essay Evaluation was used as the measurement tool for this learning goal. Out of 4 points, the average score was 1.9, with the majority of scores weighing in the ‘developing’ range. Results indicate that a significant focus should be placed upon critical essay writing in general across the theatre curriculum where possible, with a specific need in the area of research citation. The faculty agreed that this objective could be better accomplished with additional work in the series of courses on technical theatre, smaller class size in the performance sequence, and by enriching the curriculum with theatre theory courses and more specific dramatic literature course. The curricular changes would provide theatre students with a more robust set of oral and written communication opportunities.</p> <p><u>Indirect Assessment:</u> The Student Performance self evaluation and Exit Survey served as measurement tools. Neither indicated a need for significant development in areas covered. Program average for self evaluation was 3.9 (out of 4). Additionally, students reported in the Exit Survey that they at least ‘substantially achieved’ all learning outcomes.</p> <p><u>Plans for Continuous Improvement:</u> This round of assessment suggests that more work on written communication is in order. Faculty recommend that syllabi be examined so that more specific written assignments be given in select courses. Faculty will monitor new curriculum to determine its effectiveness.</p>

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<p><u>Ethical Responsibility</u> (University Level)</p> <p>A. Know and understand ethical issues</p> <p>B. Analyze and evaluate ethical issues in a variety of contexts</p> <p>C. Participate in collaborative projects involving ethical analysis and/or decisions</p> <p><u>Ethical Responsibility</u> (Program Level)</p> <p>Every student enrolled in this program will have an opportunity to develop the ethical standards expected of professional theatre artists. From work in class to work on productions, students will be required to demonstrate a mastery of professional ethics through participation in production and performance-related activities.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Perform class work and stage work that establishes a physical and psychological understanding of the ethical norms located within the performer-spectator relationship.</li> </ul> <p>The above goals and objectives are assessed in public performance and in the rehearsal process.</p>	<p><u>Plan and Criteria:</u></p> <p>The exit interview and survey data will reflect the data gathered in the analysis of student papers; if discrepancies occur, faculty will discuss the causes and suggest remedies. Students will perform a self-survey reflecting on their practice of ethical responsibility at the conclusion of all major productions.</p> <p>Meetings will be scheduled to share and discuss results with all theatre faculty.</p> <p>Faculty will review the data generated from the assessment rubric and the student survey and generate a list of recommendations for changing specific courses or program curriculum. In addition, faculty will use these results to guide focus group meetings with students in order to develop a more robust understanding of student feedback; focus group sessions will also include a discussion of ideas for revising the program for continuous improvement. After these sessions are held, faculty will convene to discuss the results and make recommendations for changes.</p>			

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<p><u>Information Literacy</u> (University Level)</p> <p>A. Identify and locate sources of information</p> <p>B. Analyze and evaluate information in a variety of contexts</p> <p>C. Participate in collaborative analysis/application of information</p> <p><u>Information Literacy</u> (Program Level)</p> <p>Every student enrolled in this program will specifically engage in the integration of information systems with the practice of theatre craft.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Compare and contrast major dramatic authors including their social and professional contributions (Academic Learning Compact 1.3)</li> <li>• Discuss important periods and movements related to theatre and performance (Academic Learning Compact 1.1)</li> </ul>	<p><u>Plan and Criteria:</u> In the spring semester, the Theatre program leader will collect final papers written in the theory/history courses. These papers will be evaluated using a rubric to determine whether students have met the learning goal.</p> <p>Faculty will review the data generated from the assessment rubric and generate a list of recommendations for changing specific courses or program curriculum.</p> <p>Meetings will be scheduled to share and discuss results with all theatre faculty.</p>			

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<p><u>Problem-Solving Abilities</u>                      (University Level)</p> <p>A. Understand multi/interdisciplinary nature of knowledge</p> <p>B. Apply critical, analytical creative and systems thinking</p> <p>C. Work individually and collaboratively to recognize and solve problems</p> <p><u>Critical Thinking and Problem-Solving Abilities</u> (Program Level)</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Use the imagination, to analyze a variety of dramatic texts, to analyze and critique acting, directing and production skills, to direct or design a theatrical work</li> <li>• Apply artistic standards and judgments</li> </ul>	<p>Plan and Criteria: In the spring, the assessment will focus on the senior project that Theatre majors complete in the Senior Project class. This project can include the creation of a leading role in a “Main Stage” production; stage management or choreography; writing a new work; etc. The Theatre Faculty will complete an evaluation form to assess how well students meet the objective.</p> <p>Additionally, students will complete an exit interview and survey in order to provide feedback on whether or not they feel the program has provided them with opportunities to develop the use of the imagination.</p> <p>Meetings will be scheduled to share and discuss results with all theatre faculty.</p>	<p>In the first round of assessment, the faculty found that students were exceeding the stated goal of the program for use of the imagination, though the sample size was small (2 students; note that the theatre program only graduates on average 2 students per year). Further assessment will occur in order to determine whether or not students are meeting this goal; the assessment will be expanded to include more students as the program grows.</p>		

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<p><u>Technological Literacy</u> (University Level)</p> <p>A. Develop knowledge of modern technology</p> <p>B. Process information through use of technology</p> <p>C. Collaborate with others using technology tools</p> <p><u>Technological Literacy</u> (Program Level)</p> <p>Every student enrolled in this program will be exposed to a wide scope of information and production technologies.</p> <ul style="list-style-type: none"> <li>Students will demonstrate fundamental skills in theatre technology (including audio, lighting, moving image projection, and set) and theatre production (Academic Learning Compact 1.2)</li> </ul> <p>The above goals and objectives are assessed in public performance.</p>	<p><u>Plan and Criteria:</u> The Theatre Program will conduct a study of external and internal performance assessments to determine the extent to which the learning objective is met.</p> <p>Faculty will review the data generated from the assessment rubric and generate a list of recommendations for changing specific courses or program curriculum.</p> <p>Meetings will be scheduled to share and discuss results with all theatre faculty.</p>			

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<p><u>Community Awareness and Involvement</u> (University Level)</p> <p>A. Know and understand relationships between individuals and their communities</p> <p>B. Analyze, evaluate and assess human needs and practices</p> <p>C. Participate collaboratively in community service projects</p> <p><u>Community Awareness and Involvement</u> (Program Level)</p> <p>This learning goal is developed and assessed through the University's Quality Enhancement Plan.</p>	<p>The University Quality Enhancement Plan provides an assessment strategy to determine how well students meet the learning goal of Community Awareness and Responsibility.</p> <p>Feedback from the QEP will be used to determine how well students at FGCU develop community awareness and involvement; changes that derive from this analysis will be used to revise our programs.</p>			