

Assessment: Course Four Column



Courses (A&L) - Theatre

THTR 221:Oral Interpretation

<i>Course Outcomes</i>	<i>Assessment Measures</i>	<i>Results</i>	<i>Actions</i>
<p>Relationship of the experience of literature to person experience - Recognize the relationship of the experience of literature to person experience and use this knowledge in selecting literature for performance.</p> <p>Course Outcome Status: Active Next Assessment: 2018-2019 Start Date: 06/15/2015</p>	<p>Internal Tracking - By participating in studio-work and oral presentations, and written literary analysis student will show competence in:</p> <ol style="list-style-type: none"> 1. Demonstrating an ability to select appropriate material. 2. Demonstrating an ability to analyze selections for meaning. 3. Demonstrating an ability to present poetry, prose or drama with an entry level of competence. <p>Criterion: 1. Selection of material for which the student has a desire to work. That is, material the student will enjoy working on. The material is chosen from an anthology of poetry, prose and drama scholars have agreed is appropriate to this level of class.</p> <ol style="list-style-type: none"> 2. The student provides a written analysis addressing several literary functions. <ol style="list-style-type: none"> a. Allegory b. Character c. Connotation d. Denotation e. Imagery 	<p>Reporting Period: 2016-2017 Criterion Met: Yes</p> <p>The action plan for this year included an introduction of a new text with literary selections and exercises, geared towards a lower division course. The selections and exercises matched with the template of skills. It was much easier for the student to understand how to execute each skill and understand my assessment of their achievement level on each skill.</p> <p>The process provided for the student a quantitative look at their work. The quantitative aspect of the assessment correlated with the students more subjective personal experience. For instance, one of the skills is being able to modulate volume... be louder or softer. When a student successfully modulated the volume of their voice, the performance became more personal and the literature became more meaningful.</p> <p>My assessment results showed growth in each area of the template of skills. Students were generally in agreement with the assessment of their skills.</p> <p>Average Score: 91 High: 97 Low: 74 Median: 92 (10/19/2017)</p>	<p>Action: I will be developing a more detailed rubric for skills addressing levels of competency with each skill.</p> <p>I will provide students with the opportunity to select relevant material outside of the anthology text in the latter part of the semester.</p> <p>I need to continue inquiring with students in regards to quantitative and qualitative analysis of their. I think there is a better way to measure how being louder or softer, for instance, effects the personal relationship to a piece of literature.</p> <p>Additionally, I fully acknowledge that some students will be better performers than others. That is why I include the written literary analysis. It is common for a student to have difficulty effectively performing a piece of literature and be masterful at</p>

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	<p>3. The student performs the literature orally addressing a template list of vocal and physical skills.</p> <p>80% scores for 60% of completing students.</p>		<p>analyzing a piece of literature. I believe this is a very effective practice. I also believe it accounts for the high scores in my assessment. On the other hand, seeing the results laid out with average, high, low and median gives me pause. My rubric design needs to detail the quantitative measures. (10/19/2017)</p>
<p>Producing sound - Understand the physical aspects of producing sound. Course Outcome Status: Active Next Assessment: 2021-2022 Start Date: 10/18/2017</p>	<p>Project - Participate in studio work, exercises and project presentations. Criterion: 1. Demonstrate vocal flexibility. 2. Demonstrate an ability to find “optimum pitch”. 3. Demonstrate an ability for control of breath. 4. Demonstrate an ability to enunciate clearly.</p>	<p>Reporting Period: 2016-2017 Criterion Met: N/A Using the template described above, students were able to demonstrate levels of mastery of each of the four criteria. (10/19/2017)</p>	<p>Action: Next year I plan to introduce meditation to students. Using one of a variety of APPS available, students will have an opportunity to become more aware of the physical aspects of vocal performance. (10/19/2017)</p>