Academic Degree Programs Assessment

College of Visual and Performing Arts

School of Theatre and Dance

Theatre Studies

B.A

December 6, 2018

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1. Introduction

Every degree program in the School of Theatre and Dance systemically collects data, year after year, in an effort to improve. The annual assessment update is an opportunity for a degree program within the School to demonstrate how it is collecting, using, and reporting student and program-level assessment data and to receive feedback on the effectiveness of those efforts. The efforts put forth in the annual assessment update are intended to be used for multiple purposes, not limited to a single, annual compliance endeavor. What matters most in annual assessment is that actual data is effectively collected, used and reported to drive program improvement within the School. Formative feedback is provided on the quality of the assessments, the quality of our student learning outcomes, and the effective reporting of the results of the data collection, and the effective use of results in making continuous program improvements. Formative feedback is intended to provide guidance on the overall effectiveness of the assessment process, noting our areas of strengths and areas in need of improvement.

The Assessment Committee of the School of Theatre and Dance has developed assessment procedures that satisfy the expectations of the university and help us to improve our programs. Our assessments are based on the degree and not on the area of emphasis.

2. Student Learning Outcomes (SLOs)

B.A. in Theatre Studies:

A) Demonstrate a literacy of "language of the stage": analyze a script, explain its historical and contemporary structure, as well as the social and political effects of a performance of the script.

B) Interpret stage events: read gesture as action, translate rhythm of design elements into predictable responses from observers.

C) Retrieve, evaluate and effectively use information to address pertinent research questions in theatre.

D) Tell original stories through live performance.

E) Demonstrate acting skills and the development of character for the stage.

F) Apply the basic skills necessary to plan, perform, produce, write and direct for the theatre industry.

G) Demonstrate professional -level skills in practical production work.

H) Make use of current theatrical technology in the areas of design, design implementation, and operation.

I) Produce a scholarly and/or creative project based on the individual's intended area of contribution in the professional industry.

3. Program-by-Baccalaureate Student Learning Outcomes Matrix

Program Student Learning Outcome	Baccalaureate Student Learning Outcomes							
	A. Global inter-connections and inter-dependencies	B. Intercultural competencies	C. Analyze human life and natural world inter-connections	D. Critical, creative, and independent thought	E. Communicate clearly and effectively	F. Collaborate with others	G. Quantitative and qualitative reasoning	H. Apply knowledge/ skills creatively
1. Demonstrate a literacy of "language of the stage": analyze a script, explain its historical and contemporary structure, as well as the social and political effects of a performance of the script.	S	S		S	S	S	S	S
2. Interpret stage events: read gesture as action, translate rhythm of design elements into predictable responses from observers.	S	S		S	S	M	S	S
3. Retrieve, evaluate and effectively use information to address pertinent research questions in theatre.	S	S		S	S		S	S
4. Tell original stories through live performance.	S	S		S	S	S		S
5. Demonstrate acting skills and the development of character for the stage.	S	S		M	S	S		S
6. Apply the basic skills necessary to plan, perform, produce, write and direct for the theatre industry.	S	S	M	S	S	S	S	S
7. Demonstrate professional-level skills in practical production work.				S	S	S	S	S

Program Student Learning Outcome	Baccalaureate Student Learning Outcomes							
	A. Global inter-connections and inter-dependencies	B. Intercultural competencies	C. Analyze human life and natural world inter-connections	D. Critical, creative, and independent thought	E. Communicate clearly and effectively	F. Collaborate with others	G. Quantitative and qualitative reasoning	H. Apply knowledge/ skills creatively
8. Make use of current theatrical technology in the areas if design, design implementation, and operation.				S	S	S	S	S
9. Produce a scholarly and/or creative project based on the individual's intended area of contribution in the professional industry.	S	S		S	S	S	S	S
Overall								

Note. Gauge whether each program outcome strongly supports (S), moderately supports (M), or doesn't support (leave blank) each baccalaureate learning outcome

5. Assessment Methods

Assessment Method	Explanation					
	Description	Student-Level Achievement [a]	Program-Level Target [b]	When Data Will be Collected	Person Responsible	SLOs
Professional Development Assessment	Early in spring semester, the BA faculty evaluates their students using the four questions from the SoTD P.A.C.T. rubric (Practical Skill and Knowledge, Attitude, Communication, Teamwork). Each question will contain specific criteria defining assessment points and providing four possible responses by the faculty member. Survey results are available for faculty members prior to the end-of-year review.	Assessment Response Choices: Exceeds Expectations/ Meets Expectations/ Progressing/ Does Not Meet Expectations.	80% of all students will meet or exceed expectations.	During February/March of Spring semester	Area Head	A, B, C, D, E, F, G, H, I
Student Self-Assessment	In the spring semester, the Area Head invites the students to assess themselves through a survey containing twenty-four questions as defined in the P.A.C.T. rubric. Survey results are available for faculty members prior to the end-of-year review.	Self-Assessment Responses: Outstanding/ Excellent/ Very Good/ Satisfactory/ Need Work/ Not Applicable	75% of students will complete the survey.	Spring Semester	Area Head	A, B, C, D, E, F, G, H, I

Assessment Method	Explanation					
	Description	Student-Level Achievement [a]	Program-Level Target [b]	When Data Will be Collected	Person Responsible	SLOs
Competency Exam	A proctored essay exam tested BA students on the core classes of the BA: Aesthetics, Intro to Design, Lighting and Scenery, Costumes and Make-up, and Script Analysis. The exam consisted of fifteen matching questions, five short answer questions, and two essay questions.	Students will meet or exceed expectations	100% of the students in the area are expected to pass the exam	Spring Semester	Area Head	A, B, C, F, H

Note. [a] Student-level target is the score or performance an individual student must demonstrate to say the student met the student learning outcome.
[b] Program-level target is the percent of all students that must demonstrate they meet the student learning outcome.

ASSESSMENT METHODS-BY-OUTCOMES MATRIX

Assessment Method	Program Student Learning Outcome								
	A) Demonstrate a literacy of "language of the stage": analyze a script, explain its historical and contemporary structure, as well as the social and political effects of a performance of the script	B) Interpret stage events: read gesture as action, translate rhythm of design elements into predictable responses from observer.	C) Retrieve, evaluate and effectively use information to address pertinent research questions in theatre.	D) Tell original stories through live performance.	E) Demonstrate acting skills and the development of character for the stage.	F) Apply the basic skills necessary to plan, perform, produce, write and direct for the theatre industry.	G) Demonstrate professional-level skills in practical production work	H) Make use of current theatrical technology in the areas of design, design implementation, and operation.	I) Produce a scholarly and/or creative project based on the individual's intended area of contribution in the professional industry.
Professional Development Assessment	F, I	F, I	F, I			F, I	F, I	F, I	F, I
Student Self-Assessment	F, I	F, I	F, I			F, I	F, I	F, I	F, I
Competency Exam	S, D		S, D					S, D	

Note. F=formative assessment, S=summative assessment, D=direct assessment, and I=indirect assessment. See the paragraph above for an explanation of each type of assessment.