Program-Level Assessment: Annual   Report

Program Name (no acronyms): Theatre & Dance	Department: Fine and Performing Arts
Degree or Certificate Level: BA	College/School: Arts and Sciences
Date (Month/Year): 8/29/21	Assessment Contact: Lou Bird

In what year was the data upon which this report is based collected? 2020 and 2019

In what year was the program's assessment plan most recently reviewed/updated? 2020

1. **Student Learning Outcomes**
   Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please list the full, complete learning outcome statements and not just numbers, e.g., Outcomes 1 and 2.)

   1. The student will be able to participate in the collaborative process of creating theatre, demonstrating proficiency in at least one area. (Learning outcome 1)
   2. The student will be able to articulate a personal philosophy of theatre. (Learning outcome 3)

2. **Assessment Methods: Artifacts of Student Learning**
   Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe and identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

Learning outcome 1: Video performance. - The students were enrolled in THR 3550 Theatre Practicum. The students were divided into creative teams and assigned portions of Diary of A Madman by Gogol. The students created the script, design and direction of their scenes. The scenes were filmed and edited by students and then spliced together to create a video performance.

Radio Play performance - The students were enrolled in THR 3550 Theatre Practicum. The students were cast and performed A Winter's Tale by William Shakespeare or were assigned to other areas of production.
* THR 3550 Theatre Practicum was taught as a hybrid course due to COVID 19. Normally it is only offered in-person.

Learning outcome 3: The students were enrolled in THR 3600 Professional theatre: Career Prep. This course was offered in person. Students were asked to develop a artist's statement or personal philosophy of theatre. Statements were collected or gathered from personal websites developed by the students during the course.

3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and **include them in/with this report document** (do not just refer to the assessment plan).

	Excellent	Good	Needs Improvement	Poor
General Knowledge	Is familiar with Theatrical terms and practices. Is able to use techniques learned in class and put them to practical use. Willing to experiment with new techniques. Knows the demands of rehearsal, performance.	Is familiar with most theatrical terms and practices. Uses some techniques learned in class and is willing to learn new techniques. Knows the demands of rehearsal and performances.	Is familiar with some of the theatrical terms and practices. Uses some techniques learned in class. Hesitant to try new techniques. Is familiar with the demands of rehearsal and performances but, may miss some rehearsals or assignments for other "better" things.	Is not familiar with theatrical terms and practices. Is rigid in their approach and unwilling to use techniques learned in class. Will not try new techniques. Does not know the demands of rehearsal or performance. May ask to be excused from major assignments.
Professional work ethic	Behaves professionally to faculty and students. Arrives on time and is prepared. Has the tools necessary to complete the task. Is fully engaged and committed to the task at hand. Is an exemplary example to others.	Almost always behaves in a professional manner to faculty and students. Has the tools necessary to complete the task. Is almost always committed and engaged in the task at hand. Is a good example to others.	Has lapses in professional behavior. Is prepared half of the time and needs to use other's tools or has to leave and get their tools to complete tasks. Needs to be reminded of the task at hand. Can be an example to others.	Behaves unprofessionally to faculty and students. Does not come prepared and does not have the tools necessary to complete the task. Is not an example to others. Is not engaged in the task at hand.

Technique/Skills	The student is confident in their knowledge. Brings a unique personality or point of view to a project. Can be trusted with advanced projects and will complete the project by the set deadline. Inspires others to do their best work. Is familiar with the script and has completed the necessary analysis. Is adept with the skills needed to succeed in their area of theatre.	The student is pretty confident in their knowledge. Brings new ideas or points of view to a project. Can be trusted with projects. Projects will be complete by a set deadline. Can inspire others to do good work. Is familiar with the script and has completed some analysis. Has most of the skills needed to succeed in their chosen area of theatre.	Is somewhat confident in their knowledge. Brings few ideas or original thoughts to a project. Can be trusted with simple projects. Deadlines may be met. Not really an inspiration to others. Is somewhat familiar with the script and has maybe completed some analysis of the script. Has few skills to succeed in their chosen area of theatre.	Is not confident in their knowledge. Does not bring a unique point of view to the project. Cannot be trusted with advanced projects. Projects or assignments are left incomplete. Is not an inspiration to others. Is not familiar with the script and has not completed any analysis. Has few skills to succeed in their chosen are of theatre.
Collaboration	Shares ideas with others. Is able to build on the ideas of others. Understands the "Big Picture" and their relationship to it. Able to take critique and synthesize it. Approaches new ideas and techniques with enthusiasm. Is exciting to work with.	Shares ideas with others. Needs some help building on the ideas of others. Understands the "Big Picture". May need help with critique and how to synthesize it. Approaches some new ideas and techniques with enthusiasm as long as they within the student's comfort zone. Good to have on the team.	Is hesitant to share ideas with others. Is hesitant to build on the ideas of others or fears critique. Is reticent to approach new ideas or techniques preferring a safer approach. Is ok to work with.	Does not share ideas with others. Does not build on the ideas of others or criticizes the ideas of others. Does not understand the "Big Picture". Unable to take critique. Is not open to new ideas or techniques. Is not fun to work with.

Rubric for learning outcome 3:

	Excellent	Good	Needs Improvement	Poor
Terminology	Uses or references theatrical terms or practices	Uses some theatrical terms and practices.	Hints at terminology or practices.	Does not use theatrical terms or uses terms incorrectly
Content	Provides a unique look into the artist and why they chose Theatre as a major. Explains why Art and Theatre are important to the artist and/or a community, humanity, etc. Is inspirational.	Explains why the student chose Theatre or may examine why Theatre is important. Is a solid statement.	Explains why theatre is important or why Theatre was chosen as a major but uses absolutes (i.e. Theatre is the most accessible art form.). Vague or general in its thesis.	Does not give a clear idea of what theatre is important to the student or why it might be important to society.

4. **Data/Results**

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

Learning outcome 1 - We have a small number of graduating students (6) this cycle. The majority of the students fell into the Good or Excellent categories. We did have one student that was ranked in the Needs Improvement or Poor categories.

Learning outcome 3 - There was a small number of papers (5) that were assessed this cycle. The majority of the papers were assessed to be Good or Excellent. One paper was assessed to be in either the Needs Improvement or Poor category.

5. **Findings: Interpretations & Conclusions**

What have you learned from these results? What does the data tell you?

Learning outcome 1 - Almost all of the students were found to be capable of participating in the process of creating theatre. The students were found to have proficiency in at least one area and some in multiple areas. I think this is really an assessment of a body of work over 4 years and 10-12 theatre productions rather than a snapshot of a particular moment in time. Because we work so closely with our students, we are able to watch them grow and mature as theatre artists. I think there is also a discussion to be had regarding the student that fell at the lower end of the assessment scale. What happened with this student and how did they fall between the cracks?

Learning outcome 3 - Almost all of the students were found to produce a Good or Excellent artist statement. Was the rubric sufficient? A statement may not have contained much terminology but, may still have been an exceptional statement providing insight into the artist and the role theatre plays in their life. Perhaps there needs to be more than one rubric?

6. **Closing the Loop: Dissemination and Use of <u>Current</u> Assessment Findings**

A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

We will be discussing the information during our September Faculty Meeting.

A.

B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies	● Course content ● Teaching techniques ● Improvements in technology ● Prerequisites	● Course sequence ● New courses ● Deletion of courses ● Changes in frequency or scheduling of course offerings
Changes to the Assessment Plan	● Student learning outcomes ● Artifacts of student learning ● Evaluation process	● Evaluation tools (e.g., rubrics) ● Data collection methods ● Frequency of data collection

Please describe the actions you are taking as a result of these findings.

> We are waiting to discuss the findings at our September Faculty meeting. I think we will use the information gathered to refine the assessment tool/s, the student learning outcomes, and course content.

If no changes are being made, please explain why.

7. **Closing the Loop: Review of _Previous_ Assessment Findings and Changes**

   A. What is at least one change your program has implemented in recent years as a result of assessment data?

   > We have developed an assessment plan and implemented it.

   A.

   B. How has this change/have these changes been assessed?

   > We are currently waiting to discuss the results.

   A.

   C. What were the findings of the assessment?

   > We are currently waiting to discuss the results.

   B.

   D. How do you plan to (continue to) use this information moving forward?

   > I think we will use the information to further refine the assessment tool, class and course content and methods of data collection.

   B.

<p style="text-align:center; color:red; font-weight:bold">IMPORTANT: Please submit any assessment tools (e.g., rubrics) with this report as separate attachments or copied and pasted into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document.</p>