

Program-Level Assessment: Annual Report

Program Name (no acronyms): Theatre and Dance

Department: Fine and Performing Arts

Degree or Certificate Level: BA

College/School: Arts and Sciences

Date (Month/Year): 9/23

Assessment Contact: Lou Bird

In what year was the data upon which this report is based collected? 22/23

In what year was the program's assessment plan most recently reviewed/updated? 22

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.)

The following learning outcomes were assessed for this report:

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

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: Live theatre performance, backstage crew assignments, technical production assignments and box office/PR assignments. - The students were enrolled in THR 3550 Theatre Practicum. The students were cast or given assignments in several areas of theatre production for the 22/23 Theatre season of four plays (The Government Inspector. Everybody, The Wolves, and Clue: The Musical. The plays were rehearsed and created, in person, in the SLU Theatre spaces on campus but, the last two shows were performed in venues off the SLU campus.

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 an 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).

Learning outcomes:

1 The student will be able to participate in the collaborative process of creating theatre, demonstrating proficiency in at least one area.

	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	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	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	Behaves unprofessional 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

	an exemplary example to others.	hand. Is a good example to others.	task at hand. Can be an example to others.	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 area 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	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	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.

	exciting to work with.	as long as they within the student's comfort zone. Good to have on the team.		
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3 The student will be able to articulate a personal philosophy of theatre.

	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 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 why theatre is important to the student or why it might be important to society.

The rubrics were given to the faculty and they were asked to assess the graduating senior's artifacts and give a numerical value to each category (1 – 4, 1= poor, 4= excellent).

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	General Knowledge (Ave.)	Professional work ethic (Ave.)	Technique/skills (Ave.)	Collaboration (Ave.)
Student 1	4, 4, 4, 4, N/A, 4 (4)	4, 4, 4, 4, N/A, 4 (4)	4, 3, 4, 4, N/A, 3 (3.6)	4, 4, 4, 4, N/A, 4 (4)
Student 2	3, 3, 3, 3, N/A, 3 (3)	3, 3, 3, 3, N/A, 2 (3.25)	3, 3, 2, 3, N/A, 3 (2.8)	3, 3, 2, 3, N/A, 3 (2.8)
Student 3	N/A, 4, 4, 4, N/A, 4 (4)	N/A, 3, 3, 3, N/A, 4 (3.25)	N/A, 3, 2, 4, N/A, 4 (3.25)	N/A, 3, 2, 4, N/A, 4 (3.25)
Student 4	N/A, 4, N/A, 4, N/A, 4 (4)	N/A, 4, N/A, 4, N/A, 4 (4)	N/A, 4, N/A, 4, N/A, 4 (4)	N/A, 4, N/A, 3, N/A, 4 (3.6)
Student 5	N/A, 3, 3, 3, N/A, 3 (3)	N/A, 3, 3, 3, N/A, 4 (3.25)	N/A, 3, 3, 3, N/A, 4 (3.25)	N/A, 3, 3, 4, N/A, 4 (3.5)
Total average score	3.6	3.55	3.38	3.43
	* N/A is given by a guest artist or faculty member that may not have had contact with the student in a significant way to give a score.	** There were 2 new faculty hires in the Theatre Program so they had limited exposure to the students especially seniors that may have met their degree requirements		

Learning Outcome 3	Statement	Website
Student 1	4, 4, 4, N/A, 4 (4)	4, 4, N/A
Student 2	3, 3, 3, N/A, 3 (3)	2, 2, N/A
Student 3	4, 4, 4, N/A, 3 (3.75)	1, 2, N/A
Student 4	N/A, N/A, 4, N/A, 4 (4)	4, 4, N/A, N/A
Student 5	4, 3, 3, N/A, 3 (3.25)	3, 4, N/A, N/A
Total Average Score		3.6

	* N/A is given by a guest artist or faculty member that may not have had contact with the student in a significant way to give a score.	Website were not to be included in the assessment but, I decided to provide numbers for further discussion.
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5. Findings: Interpretations & Conclusions

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

The changes that have been made seem to be working. The average scores remain consistent with a slight increase in the average score for Professional Work Ethic. Professional Work Ethic was one of the target areas for improvement from last year's assessment.

The scores for the Artist's Statement were a little disappointing. This was the second time that we have looked at this outcome. This outcome will be a focus for next year's assessment.

-The class will be taught by a new faculty member in the future.

-THR 3600 Career Prep covers a lot of ground and may not be the only place that covers Artist Statements. However, it was decided the class is a good place for the final student statement to be refined. There was discussion of where to expose students to the idea of Artist Statements earlier in the curriculum. (Ongoing discussion)

6. Closing the Loop: Dissemination and Use of Current Assessment Findings

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

B. THR 3550 Theatre Practicum, and its part in Learning Outcome 1, is still a big part of the discussion.

C.

D. - It was decided to improve the Student Handbook and the descriptions of various positions and expectations for each position. Hopefully, the student will better understand the reason for rotation through the areas and learning during the assignments will be greater. (Achieved and ongoing)

E.

F. - It was decided that the "tracking" of each student and the learning outcomes in each area would be more rigorous/professional and we as a faculty would meet and communicate more about Practicum and production.

G. (Ongoing)

H.

I. We also discussed updating the catalog entries so all learning outcomes match. The outcomes listed in the catalog are old and too wordy/open for assessment. (ongoing)

J.

K.

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.

THR 3550 Theatre Practicum, and its part in Learning Outcome 1, was a big part of the discussion.

- It was decided that Theatre Practicum would have additional meeting times with specific lectures on various aspects of theatre (e.g., technical theatre, theatre management, artistic management, professional development, etc.) and include guests from professional theatre.

- It has been decided to make this course a credit bearing class. Right now, it is a zero-credit requirement.

Learning outcome 3 -

The Faculty discussed the data and decided that aid in the outcome, (website, resume, and Artist statement), students would be exposed to creating these artifacts earlier in the curriculum.

- Students would be asked to begin to prepare Artist Statements in THR 3550 Theatre Practicum, THR1500 Intro to Theatre and for End of Semester Interviews. We also decided that it did not matter if the student took this course during their senior year for assessment purposes. The work produced is what is being assessed and not when it was produced.

We also discussed updating the catalog entries so all learning outcomes match. The outcomes listed in the catalog are old and too wordy/open for assessment.

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?

- B. THR 3550 Theatre Practicum, and its part in Learning Outcome 1, is still a big part of the discussion.
- C.
- D. - It was decided to improve the Student Handbook and the descriptions of various positions and expectations for each position. Hopefully, the student will better understand the reason for rotation through the areas and learning during the assignments will be greater. (Achieved and ongoing)
- E.

- F. - It was decided that the “tracking” of each student and the learning outcomes in each area would be more rigorous/professional and we as a faculty would meet and communicate more about Practicum and production.
- G. (Ongoing)
- H.
- I. We also discussed updating the catalog entries so all learning outcomes match. The outcomes listed in the catalog are old and too wordy/open for assessment. (ongoing)
- J.

K.

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

The changes were assessed using the current rubrics.

C.

- C. What were the findings of the assessment?

We were much happier with the results of this year's assessment. Our average numbers increased. There was a case where one student did not seem to have an Artist's Statement, but in general, the Artist's statements were better and the websites more complete. THR 3550 Theatre Practicum outcomes were also better. The steps taken seem to have resulted in better findings.

D.

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

We are hoping to make some of the above changes. However, it was decided not to make significant changes to the curriculum. The Theatre Faculty is hoping to change the Theatre Curriculum to better reflect current trends in theatre and better align with the new core.

E.

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.