

Annual Assessment Report

Department: Theatre Arts
Academic Year: 2022-2023
Date of Submission: September 15, 2022
Department Chair: Mitchell Thomas

I. Response to the previous year PRC’s recommendations

Item: Continue good work on Diversity, Equity, and Inclusion	Response: The theatre arts department is pleased to report that we have hired another guest artist/scholar for justice, reconciliation, and diversity for the 2022-2023 academic year. This guest artist will teach a wide variety of courses in filmmaking, and will also lead a public film series focused on Black American film. This position comes out of our Key Question on Diversity.
Item: Use Student Diversity Data	Response The theatre arts program reviewed the helpful data on student diversity and had multiple good conversations on the findings. In particular, our conversations focused on early and more systematic support for students in courses that come from categories that statistically have underperformed. We were heartened to see in our recent data that the differences in most categories were minimal in our TA courses, leading us to believe that our efforts are paying off and supporting all students well.
Item:	Response:
Item:	Response:
Notes:	

II A. Program Learning Outcome (PLO) assessment

If your department participated in the ILO assessment you may use this section to report on your student learning in relation to the assessed ILO. The assessment data can be requested from the Dean of Curriculum and Educational Effectiveness.

Program	Students display appropriate skill in creation, development, and presentation of theatrical performances.
----------------	---

Learning Outcome	
Who is in Charge /Involved?	Mitchell Thomas, John Blondell, Jonathan Hicks
<u>Direct Assessment Methods</u>	Faculty grading, project review, Projects, Written Summaries, Student Proposals, End of Semester Student Interviews, End of Year Senior Interviews
<u>Indirect Assessment Methods</u>	Interview, Self-Assessment paper
Major Findings	The department remains satisfied this core PLO in the program and our ways of assessing it – primarily through Fringe Festival projects where ideas are introduced and senior project capstones for majors.
Closing the Loop Activities	End of Semester Student Interviews, End of Year Senior Interviews
Collaboration and Communication	

or/and

II B. Key Questions

Key Question	How can we align the language that we have about the program (mission, aspirations, PLOs) to where the department is now? How do we create synergy in these areas in order to encourage the flourishing of students and faculty?
Who is in Charge/Involved?	Theatre Faculty
<u>Direct Assessment Methods</u>	
<u>Indirect</u>	

Assessment Methods	
Major Findings	We want to update our mission
Recommendations	We want to wait to do this until we hire a new faculty member
Collaboration and Communication The theatre faculty had multiple conversations around our mission statement over the last year. In fact, we came close to updating our mission. However, a surprise early retirement of 1/3 of our department has caused us to pause this process – since so much of our program and course offerings may change depending on who the new faculty hire is in such a small department.	

III. Follow-ups

Program Learning Outcome or Key Question	How can we better support our students, faculty, staff, and program in our ambitious theatre production season? What human resources are necessary to continue to grow the program and to ensure the health of current faculty and staff?
Who was involved in implementation?	Mitchell Thomas
What was decided or addressed?	Hired new Theatre arts assistant and box office supervisor, Hired more student workers
How were the recommendations implemented?	
Collaboration and Communication 1. The department has merged our TA office assistant position with the part time digital content manager we created last year.	

We are still funding this on our own – using adjunct units – but are trying to build production management support for the program.

2. The Provost’s office once again denied our request for more funding, even though it is clearly laid out in in our 2019 report and had Mark Sargent’s support. To be honest, the lack of financial support from the institution in response to needs laid out in the program review process diminishes departmental desire to undergo such a comprehensive process in the future.

IV. Other assessment or Key Questions related projects

Project	Begin process of evaluating Written Effectiveness PLO: Students apply discipline-specific research methodologies in crafting effective writing about theatrical practice.
Who is in Charge /Involved?	John Blondell and Faculty
Major Findings	
Action	Discussion with Writing Specialist, Discussion
Collaboration and Communication	
<p>The department has historically had John Blondell do all of the assessment for this area in his courses. This has created to much of a burden on one faculty member (who now is retiring!). We want to expand the courses that evaluate writing, and possibly expand the types of writing that students engage in within the discipline (e.g. creative writing, playwriting, play reviews) in addition to traditional academic writing.</p>	

V. Adjustments to the Multi-year Assessment Plan (optional)

Proposed adjustment	Rationale	Timing
---------------------	-----------	--------

VI. Appendices

- A. Prompts or instruments used to collect the data
- B. Rubrics used to evaluate the data
- C. Relevant assessment-related documents (optional)