

## Annual Assessment Report Template

*This form is intended to facilitate reporting program outcomes assessment to accrediting agencies, Board of Trustees, Strategic Planning Committee, and other internal or external audiences.*

*The department mission statement, PLO's, curricular map and multi-year assessment plan should be posted on the departmental website.*

**Department: Theatre Arts**

**Date: September 15, 2015**

**Department Chair: Dr. John Blondell**

### I. Program Learning Outcome (PLO) assessment

Program Learning Outcome	Students display appropriate skill in creation, development, and presentation of theatrical performances.
Who is in Charge	All faculty with lead by Mitchell Thomas.
<u>Direct Assessment Methods</u>	Students realize a senior capstone project. Project assessed by three-person theatre faculty panel. Students and faculty panel meet to discuss project, and senior receives both written and oral feedback from faculty.
<u>Indirect Assessment Methods</u>	As part of the capstone experience, senior writes both an intention paper and a closing 5-page reflective essay, which focuses on the intention, process, and execution phases of the work.
Major Findings	Students displayed high degrees of success with respect to performance projects. Nevertheless, faculty adopted several improvements designed to further elevate students' thinking and artistry: clarified evaluation criteria; developed language for the Design and Technical component of the PLO; and clarified language with respect to courses that introduce and develop methods, techniques, and competencies in the creation and development of theatrical performance.
Closing the Loop Activities	Adopted six new evaluation categories: Depth and Breadth of Artistry, Initiative and Discipline, Critical Thinking and Problem Solving, Collaboration and Community Engagement, Disciplinary and Professional Development, and Contextual and Historical Research.
Discussion	Mitchell Thomas did research into theatrical rubrics around senior capstone performances, and didn't find many helpful resources. Many

rubrics for performance found were quite simple and in many ways would have diminished the complexity of our senior project aspirations. It also became clear through this process that we needed to develop guiding categories of evaluation that would be broad enough to encompass projects in acting, directing, design, writing, and research. Faculty met together and talked through each disciplinary focus (acting, directing, etc.) and brainstormed language and evaluation criteria that would be specific enough to apply to each project but broad enough to include any theatrical capstone that a student may propose. After these initial conversations, Mitchell developed six fundamental categories of evaluation, taking care to include language and reference to college-wide outcomes, where appropriate. Faculty will monitor next year's projects, student self-evaluations, and grading procedures to evaluate how this new clarity of evaluation impacts the capstone experience.

It should be noted that one senior project this year was focused on lighting and scenic design, which was an outcome listed in our action plan as a high priority. The first of many, we hope!

## II. Follow-ups

<b>Program Learning Outcome</b>	No PLO follow-ups, as 2014-2015 represented the first year of a new assessment cycle. In 2015-2016, the department assesses its second PLO: apply discipline-specific research methodologies in crafting effective writing about theatrical practice.
<b>Who is in Charge</b>	John Blondell
<b>Major Findings</b>	
<b>Closing the Loop Activities</b>	
<b>Discussion</b>	

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**III. Other assessment or Key Questions-related projects**

<b>Project</b>	Develop language, projects, and changes with respect to Design and Technology for PLO 1
<b>Who is in Charge</b>	Jonathan Hicks, with John Blondell
<b>Major Findings</b>	Stagecraft and technical production courses need further development to enhance and elevate student competencies in the building and installation of theatrical scenery
<b>Action</b>	Re-designed Stagecraft courses (TA 015, 016, 017) to project-oriented, problem-solving courses; and assigned students major design and technical responsibilities in the departmental season.
<b>Discussion</b>	
In the past, students in Stagecraft courses provided the human resources for the building of the department’s production season. The courses have been redesigned to problem-based projects that introduce important building, safety, and installation practices for the construction, installation, and implementation of theatrical scenery.	

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

Proposed adjustment	Rationale	Timing

**V. Appendices: See Attached**

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