

# **ANNUAL PROGRAM ASSESSMENT REPORT**

**(For AY 2013-2014 through 2018-2019)**

**CURRENT YEAR - AY 2017-2018 (Year 5)**

UNIT	<b>COLLEGE OF ARTS AND SCIENCES</b>
Department (if applicable)	<b>THEATRE</b>
Degree/Program	Bachelor of Arts
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## **SECTION I**

### **2017-2018 Academic Year**

Describe your program's assessment accomplishments since your last report. *Cell will expand to accommodate your text.*

We have one new faculty this year and have another beginning August 2018.

In anticipation of creating a BA with a Musical Theatre Concentration, we have created three new courses. They are currently being offered under the Special Topics numbers: TH 199/399 Theatre Movement and Dance; TH 199/399 Musical Theatre Performance; TH 399 Musical Theatre History. In collaboration with the Music Department, we have submitted the documentation for the creation of a Musical Theatre Concentration.

We reviewed the production design classes and determined that they require more hands on work in each of the production areas: Stagecraft, Set, Lighting and Sound and Costuming. The focus in these classes is being adjusted as they come up in the rotation.

To supplement coursework we have offered Workshops in Stage Combat, Dance and Audition Techniques for both plays and musicals.

We have also initiated an end of semester Showcase to provide an opportunity for students to perform works created in their classes. These Showcases are open to the Washburn community and the public.

We plan to revamp our entire major, including assessments, during the 2018-2019 year.

Discuss ways in which you have responded to the Assessment Committee comments on last year's report and what assessment work was initiated, continued, or completed. *Cell will expand to accommodate your text.*

I have asked Tony Naylor, as senior faculty, to research more effective assessment strategies for our discipline. We have determined that some of our assessment criteria require revision to address specific tasks – especially in the Production classes. In addition, we feel that it is valuable to reexamine the Performance

Annually, complete a separate report for each academic program (major, minor) at each level (undergraduate, graduate) in your department. Reports are to be sent electronically to [assessment@washburn.edu](mailto:assessment@washburn.edu) by **June 30 each year.**

classes in light of new changes already in place and proposed changes that should affect the program as early as next year. In the literature classes, we have general education classes and those more specific to literature and theatre majors. We are reevaluating the criteria for these classes as well. We are working toward some major changes in the program with the addition of areas of concentration that will help students focus on expressed areas of interest while still obtaining a liberal arts education and a BA in theatre that prepares them in all the aspects of theatre performance and technology. Our first goal is to add a Musical Theatre Concentration.

Have there been any changes to your Program Assessment Plan (including calendar and curriculum map) since last year's report? *Cell will expand to accommodate your text.*

Yes (describe what and why below)  No

Since TH 101, 103/301 and TH103 are required for majors and as they are evaluated as General Education Courses we have chosen to include them in the Program Assessment – although the majority of students in these classes are non-majors, we do follow the majors through these courses as well.

## 2016-2017 Academic Year

Describe your program's assessment accomplishments since your last report. *Cell will expand to accommodate your text.*

Several changes were made to the Required Courses for the Theatre Major:

(1) TH 212 – Acting II and TH 302 – Directing I have been replaced by TH 218 – Acting/Directing Workshop I and TH 318 – Acting/Directing Workshop II. The two semester Workshop courses were offered in the 2015-2016 academic year and were successful in providing both analytical and practical experiences. These new courses have been submitted to and accepted by the college and have been entered into the 2017-2018 Catalog as courses required for the Theatre Major.(see course description from the 2015-2016 assessment)

(2) Theatre Seminar (4 – 1 hour courses) TH 210 and TH 310 were dropped from the course requirements and from the curriculum. The new requirements call for one additional (3 hour) Theatre Elective and a reinstated Capstone of 1 hour to be taken under TH 416 Individual Research and will consist of a Special Theatre Project determined by a student with a Theatre advisor in the selection discipline area.

Four courses in Technical Theatre and Design (PSLO #2) have been assessed and analyzed in the 2016-2017 academic year. These courses art taught in a two year rotation and will be assessed as a group every two years beginning with 2016-2017.

Discuss ways in which you have responded to the Assessment Committee comments on last year's report and what assessment work was initiated, continued, or completed. *Cell will expand to accommodate your text.*

Rubrics for Literature courses have been modified to reflect the current PSLOs and bringing them into compliance with past review recommendations. These revised Rubrics and an outline of the assessment process is included in the syllabus for each course.

New Performance Rubrics are being developed for the new major requirements (TH 218 and TH 318 – Acting/Directing Workshops I & II). The Acting Faculty will develop a new criteria for assessment evaluation to be in place by 2018-19 when the courses are due to be taught again.

Theatre assessment committee members attended the Assessment Extravaganzas offered during the year.

Rubrics and Data sheets will be uploaded to the appropriate subfolder on the shared drive.

Have there been any changes to your Program Assessment Plan (including calendar and curriculum map) since last year's report? *Cell will expand to accommodate your text.*

Yes (describe what and why below) \_\_\_\_\_ No

Four courses have been dropped from the Theatre curriculum.

TH 210 and TH 310 – Theatre Seminar - will be replaced by one additional 3 hour Theatre elective and a 1 hour special topics Capstone – TH 416 to be developed by the student and an advisor in the appropriate field of study.

TH 212 – Acting II and TH 302 – Directing I have been dropped from the curriculum and the material has been combined into a two Semester workshop that will be offered Fall and Spring in the same academic year. The new courses TH 218 - Acting/Directing Workshop I and TH 318 - Acting/Directing Workshop II will be required for the Theatre Major and are scheduled tentatively to begin in the 2018-2019 academic year.

Changes have been made to the Curriculum Map and the Analysis and Reporting Calendar in the Program Assessment Plan to reflect the changes listed above.

Additional changes that will be addressed include: Developing the PSLO for the newly created Capstone. And the creation of Rubrics for the Capstone and the new Acting/Directing Workshop courses by the teaching staff in these areas.

## 2015-2016 Academic Year

Describe your program's assessment accomplishments since your last report. *Cell will expand to accommodate your text.*

Four courses in the Performance Area (PSLO#1) have been addressed in various ways in order to help determine more successful results in assessing student learning.

Two major requirements (TH212-Acting II and TH302 Directing) were combined in a two-semester Acting/Directing Workshop that met for 6 hours per week. The year-long course incorporated and addressed the academic material covered in each of the separate courses and connected the material in useful practical applications in scene work and audition techniques. Conversations and discussion evolved and focused in approaches to critical analysis of drama in performance and acting practice and technique. The “experiment” was successful in unpredictable ways and movement toward this method of fulfilling the two course requirement is a viable option and method that yields observable results.

TH202-Acting I is a major requirement as well as a general education offering. In order to better evaluate and assess student progress sections were created for Theatre majors and, at student request, a section for Honors.

Of further note: TH103 - Voice, Diction and Interpretation, a major requirement and general education course, becomes increasingly more subscribed to by international students. Assessment speaking interpretation and diction in an arena of non-native speakers at various levels of English language acquisition is daunting to say the least. This student participation suggests developing a section specifically for non-native speakers.

Discuss ways in which you have responded to the Assessment Committee comments on last year's report and what assessment work was initiated, continued, or completed. *Cell will expand to accommodate your text.*

Rubrics have been modified and are included in each syllabus for students to have as a reference of the expectations for the course. Data sheets showing development percentages have been compiled. Both Rubrics and Data sheet will be uploaded to the appropriate subfolder on the shared drive.

Have there been any changes to your Program Assessment Plan (including calendar and curriculum map) since last year's report? Cell will expand to accommodate your test

Yes (describe what and why below)  No

## 2014-2015 Academic Year

Describe your program's assessment accomplishments since your last report. *Cell will expand to accommodate your text.*

The 2014-2015 Assessment is the first time Major's courses have been assessed in a block.

Discuss ways in which you have responded to the Assessment Committee comments on last year's report and what assessment work was initiated, continued, or completed. *Cell will expand to accommodate your text.*

On Committee recommendation: Reworded PSLO's.

Have there been any changes to your Program Assessment Plan (including calendar and curriculum map) since last year's report? Cell will expand to accommodate your test

Yes (describe what and why below)  No

Re-worded and simplified PSLO's that more accurately describe intent of each. Course objectives to be reviewed before next literature courses rotation.

## 2013-2014 Academic Year

Describe your program's assessment accomplishments since your last report. *Cell will expand to accommodate your text.*

Courses have been re-evaluated. As TH100 level courses are both Gen Ed and Majors courses it has been decided to use the General Education U-SLOs to monitor them but not to use them in the direct assessment of the majors' courses. They will be designated "Teach Only" courses on the Assessment Plan.

PSLOs have been re-evaluated. A new PSLO has been added to more precisely evaluate the elements in the Literature/Criticism section of the program.

Additional elements of the program are being considered by faculty in the areas of Production and Research/Projects

Discuss ways in which you have responded to the Assessment Committee comments on last year's report and what assessment work was initiated, continued, or completed. *Cell will expand to accommodate your text.*

There were four areas given Initial status by the Assessment Committee last year. The Theatre Department faculty has begun addressing these with the following results: One concern was the number of PSLOs especially as used in Analysis and Critique of literature and performances. In response, the PSLO regarding Literature has been adjusted to reflect this concern. PSLO 3 has been changed to "Demonstrate content knowledge and the ability to analyze and evaluate dramatic texts" and PSLO 4 has been added: "Demonstrate the ability to respond critically to dramatic literature and theatre performances.

Another concern was in the use of collected data to make decisions about the curriculum – it has been decided to focus on the three areas of a Theatre BA: Performance, Technology and Design, and Literature. The upper levels in each of these areas will be examined in groups to better focus on the knowledge gained by the students.

To address the committee's concerns about communication with Stakeholders, one element has already been adopted. In addition to other materials supplied to the students, rubrics and explanations of Learning Outcomes will be given to the students as part of their course materials. Faculty will be considering several potential new elements to the evaluation process which will include production evaluation and the possible reinstatement of a Capstone project for majors.

**Have there been any changes to your Program Assessment Plan (including calendar and curriculum map) since last year's report?**

Yes (describe what and why below) \_\_\_\_\_ No \_\_\_\_\_

TH 100 level courses will be taught and results for these General Education Classes will be examined by the General Education requirements, however they will not be used in the evaluation of the major courses as they are basic, entry level courses and are filled with predominately general education students. The upper level classes will be taught on a regular rotation, but they will be analyzed in blocks representing the three areas of study (Performance, Technical/Design, and Literature).

Additional changes are being considered by the faculty and will be further discussed next semester.

## SECTION II

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<b>2017-2018 Academic Year</b>			
<b>Program Student Learning Outcomes Analyzed and Reported for Current Year</b>	List the Assessment Measure(s) for each PSLO – if rubrics are used, a copy of each should be in your department's assessment subfolder on the shared drive	Describe the results for PSLOs analyzed (assessed) <b>this year</b> – a copy of summary data should be in your department's assessment subfolder on the shared drive	Describe how results are <b>shared with faculty, students, university-wide entities, and stakeholders</b> (advisory boards, employers, community, alumni, etc.).
	<b>Direct:</b> <b>Measure:</b> 100% of students should assess at the Developing Level or better and 75%	<b>Five courses are required for a BA in Theatre.</b> Two courses are General Education Courses (TH103-Voice, Diction and	As part of the syllabus, students receive an explanation of the assessment plan and are given the rubrics that detail the criteria for various areas of study. These rubrics outline the

<p><b>PSLO # <u>1</u></b></p> <p>Apply acquired skills in vocal expression, interpretation and performance.</p>	<p>of students should assess at the Target level or better.</p> <p>A grade of C or better is required for Majors.</p> <p><b>Course Embedded Assignments –</b></p> <p><b>TH103Voice, Diction and Interpretation</b> includes extensive work in voice formation centering on diction, rate, projection and interpretation. Although the majority of the students in TH103 are not Theatre Majors, we have decided to include them in courses scheduled to be evaluated as part of the Program Assessment. General Education Course information about the course is collected, and we follow the majors specifically.</p>	<p>Interpretation) and (TH202 – Acting I) These courses are evaluated each semester as Gen Ed courses.</p> <p><b><u>TH 103 Voice, Diction and Interpretation</u></b></p> <p><b>Results for 2016-2017 all sections:</b></p> <p>98.3% of all students assessed at the Developing Level or higher. 82.2% assessed at a Target Level or higher. 98% of students earned a grade of C or better. Two Theatre majors and one minor earned grades of B or better</p> <p><b>Results for 2017-2018 all sections:</b></p> <p>100% of all students assessed at the Developing Level or higher 61.7% assessed at a Target Level or higher. 95% of the students earned a grade of C or better. Of the three Theatre Majors, two earned a grade of A and one a grade of B. Two Assessed at a Target Overall Level with three to four Advanced areas. One student assessed at a Developing level with two Target areas.</p> <p>Of note: an increasing number of international students are taking the Voice class to help with spoken English. In 2017-2018 the percentage of international students was 63%,</p> <p><b><u>TH 202 – Acting I</u></b></p> <p><b>Results for 2016-2017 all sections:</b></p>	<p>particular areas of concentration and are used as part of the lessons so that students can understand what is expected.</p> <p>In the performance classes, students receive both written and oral critiques of their individual presentations to help them track their progress.</p> <p>Faculty help students identify areas that need additional attention. They are also receive feedback on areas that are progressing well.</p> <p>Faculty have started reviewing the rubrics for each of the Production classes. Rubrics will be revised and new rubrics written for the new courses.</p> <p>The Program Assessment Plan and the Annual Program Assessment Report will be posted on the Theatre Website.</p> <p>The Theatre Department is currently working on a program to connect with Theatre alumni. We hope to establish an on-going relationship with them. We are working to encourage the Alums to share their experiences and talents with our student through interaction in Productions and Workshops.</p>
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	<p><b>TH218 &amp; 318 Acting/Directing</b>  <b>Workshops I and II</b> move into text analysis and interpretation. Additional assignments include written analysis of selected materials, presentation of readings, acting exercises to develop awareness, taking part in monologue and scene presentation and serving as the director in small groups.</p> <p>New Rubrics are being prepared for these courses.</p>	<p>100% of all students assess at the Developing Level or above. 69.10% assessed at or above the Target Level. 96% of students earned a B or better, this including the three majors in this class.</p> <p><b>Results for 2017-2018 all sections:</b></p> <p>94% of students assessed at a Developing Level or better. 78% achieved a Target Level or above. 67% of students achieved a Grade of C or better. Of the six majors and minors there were two A grades, one B grade, two C grades and one student dropped the course.</p> <p>Three additional courses are required for majors in the production area.</p> <p><b><u>TH 218 &amp; TH 318</u></b>  <b><u>Acting/Directing Workshop I and II</u></b></p> <p>The Acting/Directing Workshops were offered as part of the major program for the first time. Section I is offered in the Fall and Section II is offered in the spring – the goal is to offer continuity between studying and analyzing literature for acting and directing. Students were divided into groups with two-three actors and one director allowing each group to work on monologues and scenes.</p> <p>In a set of pre/post tests point values increased by 7% but the percentage of students scoring a C or above went from 44% to 89%.</p>	
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	<p><b>TH303 Acting III</b> provides practical application of methods of text analysis and performance of Shakespeare and other classical and presentational styles of acting.</p> <p><b>NEW MUSICAL THEATRE COURSES</b></p> <p>Two new musical theatre courses were taught for the first time in 2017-2018 under special topics: Musical Theatre Performance and Theatre Movement and Dance. Both classes will become part of the Musical Theatre Concentration. These courses will be evaluated with the performance classes in the next rotation.</p>	<p>In the first Acting/Directing I, 69% achieved a grade of A and 31% a grade of B. In Acting/Directing II 47% achieved an A and 53% a B.</p> <p>The Acting Faculty will be working on a set of specific goals and a rubric for the next time the course is offered.</p> <p>Two students who took the Acting/Directing Workshops went on to direct two main plays in the 2017-2018 Production Season.</p> <p><b>TH 303 - Acting III – Shakespeare and other Classical and Poetic Literature.</b></p> <p>The Acting III Class taught in Fall 2016 consisted of 9 Majors and one English Major. All students in the class earned a grade of A. 100% of all students achieved a Developing or better level. 80% achieved a level of Target or Advanced.</p> <p><b>Musical Theatre Performance Classes:</b></p> <p>Theatre Movement and Dance and Musical Theatre Performance classes were taught in the 2017-2018 academic year.</p> <p><b>Musical Theatre Performance:</b></p> <p>Six students took the class. Only 50% of the class earned a C or</p>	
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	<p>Each will have a level I, II &amp; III. Rubrics will be written to help evaluate the students' work.</p> <p>Course specific rubrics have been developed to assist the student in understanding the criteria for the course as well as tracking their progress at mastering the material.</p> <p>Copies of the current Rubrics are in the department's assessment subfolder, however the new acting faculty plans to reevaluate the rubrics and make adjustments where necessary. They will also be writing rubrics for the new workshop courses.</p>	<p>better in the course. But several of the students performed in the Showcase performance.</p> <p><b>Theatre Movement and Dance:</b> Over the course of two semesters, twelve students took the dance course and 83% achieved an A – all students earned a grade of C or better.</p>	
	<p><b>Indirect:</b></p> <p>The department has scheduled a Showcase Review at the end of each semester to give all students an opportunity to demonstrate their skills in various areas including monologues, scenes, individual and group musical numbers and dance.</p> <p>During the Fall Semester, the new Musical Theatre Professor instituted a program of Thursday Sing-a-Longs. For one-half hour she works with students, faculty, staff and interested parties on learning songs from popular musicals. This gives students an opportunity to learn new material and to</p>	<p><b>Showcase:</b> 20-25 guests attended the first Showcase. Students performed monologues and musical numbers. 20 students performed in 13 musical and acting pieces.</p> <p>The second showcase brought over 40 guests. 18 students performed in musical theatre numbers and acting scenes and monologues.</p> <p>Musical Theatre Lunchtime Sing-Along met on Thursdays 12:15 – 12:45 and continued throughout the semester.</p>	

	<p>improve their singing. An added bonus is that it has been a fun and relaxing event.</p> <p>Production –Theatre is about production and we offer 4 – 5 productions each academic year to highlight the progress of our students.</p> <p>This past year we had two student driven performances. Students who had completed the Acting/Directing Workshops I &amp; II directed two theatrical projects. Other students served as designers, actors and crew. In one case, a student wrote the play that was performed.</p>	<p>90 students participated in 6 major productions.</p> <p><b><i>Constellations</i></b> – This was an all student production. One performance was reviewed by two KCACTF (Kennedy Center American College Theatre Festival) responders. The production was invited for consideration by the committee to perform at the festival. Although it was not chosen, the set, lighting and costume designer was given a certificate of commendation from the Festival Committee.</p> <p><b><i>Patient Autonomy</i></b> was written by a Theatre Major and directed, designed and performed by students. The student author was invited to meet with a professional mentor at the KCACTF Festival.</p>	
<b>PSLO # <u>3</u></b>	<p><b>Direct:</b></p> <p><b>Course Embedded Assignments</b> – include reading play texts, play analysis, researching and delivering oral presentations and written essays. Evaluation techniques include course information rubric, communication rubric and writing rubric.</p>	<p><b><u>TH 101/301 Drama Classics on Video – an introduction to Theatre: Evaluate Dramatic Texts.</u></b></p> <p><b>Results for TH 101 - 2016-2017:</b> Of the 88 students assessed, 92.3% achieved a Developing or better level. 54.9% assessed at a Target or better level.</p> <p><b>Results for TH 301 – 2016-2017:</b> 89 students were assessed. 93.3% of students achieved a level of</p>	<p>Students are provided with detailed syllabi, which included an explanation of the assessment process and the areas to be assessed. They are also provided with a general rubric for the overall evaluation of dramatic texts</p> <p>Faculty are reviewing the rubrics used for the literature classes and will make adjustments as needed.</p> <p>This report will be posted on the Theatre Website</p>

	<p><b>Measure:</b> 100% of students should assess at the Developing level or better and 75% of students should assess at the Target level or better. A grade of C or better is required for Majors.</p> <p>Copies of the Rubrics are in the department's assessment subfolder</p>	<p>Developing or better. 78.7% achieved Target Level.</p> <p><b>Results for TH 101 – 2017-2018:</b> Students assessed = 85. 95.3% achieved a Developing Level or better. 65.9% achieved Target or better level.</p> <p><b>Results for TH 301 – 2017-2018:</b> 64 students were observed. 100% of student achieved a Developing or better level. 85.7% were at a Target or above level.</p> <p><b>TH 102 – Introduction to Theatre:</b></p> <p><b>Results for TH 102 – 4 semesters (Fall '16, Spring '17, Fall '17, Spring '18):</b></p> <p>126 students were evaluated in the four Introduction to Theatre classes. 97.65% of all students achieved a Developing Level or better. 79.3% achieved a Target Level or better.</p> <p><b>TH 206 Survey of Drama I:</b> Theatre majors take the Survey of Drama classes as Correlate courses in English as EN 235 and 236.</p> <p><b>Results for TH 206 and EN 235 – 2017:</b></p> <p>The total number of student assessed was 15. All students assessed at a Developing or better level. 93.4% accessed at a Target or higher level.</p>	
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		<p>The Theatre Majors (11) 100% of students achieved Developing level or better. 91% achieved Target or better</p> <p><b>TH 207 Survey of Drama II:</b> Theatre majors take the Survey of Drama classes as Correlate courses in English as EN 235 and 236.</p> <p><b>Results for TH 207 and EN 236 – 2017:</b></p> <p>8 students were evaluated. 87.5% assessed at the Target or higher level. 12.5% received a Beginning Level.</p> <p>93.4% of students received a grade of C or better.</p> <p><b>TH 306 – Contemporary Theatre was not assessed in 2017-2018. It will be taught Fall 2018.</b></p>	
	<b>Indirect:</b>		
<b>PSLO # <u>4</u></b>  Demonstrate the ability to respond critically to dramatic literature and theatre performances.	<p><b>Direct:</b> Course Embedded Assignments – Include viewing performances (watching performance videos and attending two Washburn live theatre productions). Discussion of play analysis and techniques for writing the final Critical Analysis Essay on a live performance.</p>	<p><b>TH 101/301 Drama Classics on Video – an introduction to Theatre: Respond critically to dramatic literature in performance.</b></p> <p><b>Results for TH 101 - 2016-2017:</b> 88 Students evaluated. 92.2% achieved a Developing or better</p>	Students are provided with detailed syllabi, which included an explanation of the assessment process and the areas to be assessed. They are also provided with a general rubric for the overall evaluation and critical response to dramatic literature and live theatre performances.

	<p><b>Measure:</b> 100% of students should assess at the Developing level or better and 75% of students should assess at the Target level or better. A grade of C or better is required for Majors. Copies of the Rubrics are in the department's assessment subfolder</p>	<p>level. 56.70% received a Target or better Level</p> <p><b>Results for TH 301 – 2016-2017:</b> 89 Students evaluated. 93.2 % achieved a Developing or better level. 79.50% were at Target or above.</p> <p><b>Results for TH 101 – 2017-2018:</b> 91.7% achieved a Developing or better level. 71.4% received a Target or better level.</p> <p><b>Results for TH 301 – 2017-2018:</b> 96.8% of students achieved a Developing or better level. 92.10% were at Target level or better.</p> <p>****</p> <p><b>Overall TH 101:</b> Of the 173 students evaluated in TH 101 - 93.1% achieved a Developing or better level. 64.9% achieved the Target or better level.</p> <p><b>Overall TH 301:</b> Of the 153 students evaluated in TH301 – 96.65% assessed at Developing Level or above. 92.1% achieved a Target or better level</p> <p><b>Grades for TH101/301</b> B or above 76.3% C or above 90.2% <b>Majors:</b> 100% received a grade of B or better</p> <p><b>TH 102 – Introduction to Theatre:</b></p> <p>****</p>	<p>Faculty are reviewing the rubrics used for the literature classes and will make adjustments as needed.</p> <p>This report will be posted on the Theatre Website</p>
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	<p><b>Overall Results for TH 102 – 4 semesters (Fall '16, Spring '17, Fall '17, Spring '18):</b></p> <p>Of the 126 students assessed in TH 102, 96.25% achieved a Developing or better level and 78.1% achieved a level of Target or better.</p> <p><b>Grades for TH 102</b>            B or above 80.75%            C or above 86.3%  <b>Majors:</b> 100% received a grade of A.</p> <p><b>TH 206 Survey of Drama I:</b>            Theatre majors take the Survey of Drama classes as Correlate courses in English as EN 235 and 236.</p> <p><b>Results for TH 206 and EN 235 – 2017:</b></p> <p>The total number of student assessed was 15. All students assessed at a Developing or better level. 93.4% accessed at a Target or higher level.</p> <p>The Theatre Majors (11) 100% of students achieved Developing level or better. 91% achieved Target or better</p> <p><b>Grades for TH 206</b>            B or better 86.6%            C or better 93.4%  <b>Majors:</b> B or better 74.1%            C or better 88.9%</p>	
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	<p><b>TH 207 Survey of Drama II:</b> Theatre majors take the Survey of Drama classes as Correlate courses in English as EN 235 and 236.</p> <p><b>Results for TH 207 and EN 236 – 2017:</b></p> <p>Of the 8 students evaluated 100% received a Developing or higher level. 87.5% assessed at a Target or higher level.</p> <p>56% of students earned a C or better grade.</p> <p><b>Grades for TH 207</b>            B or better 41.7%            C or better 58%</p> <p><b>Majors:</b>            B or better 27.2%            C or better 36%</p> <p>Twelve students originally enrolled in Survey of Drama II Class. We had several majors who stopped attending classes when they got busy with rehearsals. Two or three of those students have been struggling with personal issues, as well. Dr. Noonan and I have talked to each student about the importance of their education. We have changed the structure of our scholarships to place more weight on GPA in order to emphasize our expectation that students are academically engaged.</p>	
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		<b>TH 306 – Contemporary Theatre was not assessed in 2017-2018. It will be taught Fall 2018.</b>	
	<p><b>Indirect:</b></p> <p>Opportunities to view theatre performances from other schools and/or professional theatre companies.</p> <p>Students often share their observations about the productions with each other. In the case of travel to another country, several students prepare a WTE presentation on their trip.</p>	<p>Students attended a performance of <i>Constellations</i> before submitting the show to be presented at WU.</p> <p>In the Fall of 2017, nine theatre students travel to London, England for tour of Theatre and Art in London. Several of the students presented a WTE –</p> <p>Transformational Experience review on their trip</p>	

### **Discuss the implications of the results reported above and how faculty members are involved in using assessment data to improve student learning.**

With new faculty coming to Washburn Theatre Department, it is important to make use of their expertise and specific areas of study. The Acting faculty will be examining the Acting/Directing courses and if necessary creating new Rubrics to help students better understand the course requirements. They will also be examining opportunities for students to showcase their work. Work on a new area of concentration (Musical Theatre) will continue to develop the courses that have already been introduced and those that will be added. This will add a new element to the Theatre Program that will become part of the major program. New courses introduced in 2017-2018 include: Theatre Movement and Dance, Musical Theatre Performance

Courses in technical theatre have been changed to Production courses and will be taught as Stagecraft, Set and Prop Construction, Costume Construction, and Lighting and Sound. These will require some new rubrics which will be developed as the courses are taught in rotation.

### **Describe how students and external stakeholders (advisory boards, employers, community, alumni, etc.) are made aware of PSLOs and measures.**

Students receive an outline of the assessment plan at the beginning of each semester. They receive a copy of the course related rubric and are often reminded of the rubric components as the course progresses. The elements that make up rubric are developed from the major areas of study in each course.

Critiques, both written and oral, are used to make the students aware of their progress and to help them identify areas that need additional attention. Students receive direct feedback on presentations in the performance areas.

In the 2017-2018 Production season two shows were verbally critiqued by faculty representing KCACTF (the Kennedy Center American College Theatre Festival). These professionals offers comment in all areas of the production and help students better understand the process of Production.

Faculty have been working on plans to expand the offerings in the Theatre Department – specifically in the area of a Musical Theatre concentration. New courses have been and are being developed and will be added to the theatre plan next year. In the mean time Faculty in specific areas of study are working together to develop new and revised rubrics to address each of the three areas of study (Production, Literature, and Technical Theatre)

We are currently working on a program to connect with alumni. Our hope it to establish an on-going relationship and to encourage Theatre Alums to share their talent and expertise with the student through performance and workshops on specific topics.

This Annual Program Assessment Report and the Program Assessment Plan will be posted on the Theatre Website.

2016-2017 Academic Year			
Program Student Learning Outcomes Analyzed and Reported for Current Year	List the Assessment Measure(s) for each PSLO – if rubrics are used, a copy of each should be in your department's assessment subfolder on the shared drive	Describe the results for PSLOs analyzed (assessed) <b>this year</b> – a copy of summary data should be in your department's assessment subfolder on the shared drive	Describe how results are <b>shared with faculty, students, university-wide entities, and stakeholders</b> (advisory boards, employers, community, alumni, etc.).
<b>PSLO # <u>2</u></b>  Execute conceptual skills in theatre aesthetics, design/technology and construction	<b>Direct:</b> <b>Course Embedded Assignments –</b> <b>TH211 &amp; TH311 Stagecraft</b> Provides a basic knowledge of the techniques and practices for creating an environment for the stage. They are introduced to “stage” techniques for creating sets, platforms, set dressing,	<b>Four Courses are assessed as part of the design curriculum for Theatre Majors.</b> These course are taught in a two year rotation cycle Threshold: 100% of students should assess at Developing Level or better. 75% should assess at Target or better. A grade of C or better is required for Majors  <b>TH211/311 Stagecraft: Fall 2016</b> 9 total students, 7 majors. 2 non majors.	Student assessment details and rubrics are included in the syllabus for each course.  Assessment results and reports are shared with faculty and administration.  Students in Theatre literature courses receive a written evaluation of their papers.  In performance and design classes students receive a combination of written and verbal critiques of their work.  Results of assessments are published in this report and are shared in discussion and planning sessions.  Arrangements are being made to post the Annual Program Assessment Report on the Theatre Website.

	<p>furniture and props and learn basic painting techniques.</p> <p>Practical Application: Students participate in basic construction for the semesters' productions and each individually produces a prop based on given parameters.</p> <p><b>TH315 Set Design</b></p> <p>Set Design gives an historic overview of set construction/design and production styles and genres. Students research and analyze the script in order to produce a set which incorporates the elements of time and place, economics, mood and theme.</p> <p>Practical Application: Students assist with painting and construction of the set for performances scheduled that semester. The final project consists of research and analysis of a selected play to determine the specific requirements for a production. A design is created which may include ground plan drawings, elevations, renderings, and/or a model of the set for their chosen play.</p> <p><b>TH316 Costume Design</b></p> <p>Historical and contemporary costume practices and materials are explored. Students also gain a basic knowledge of sewing techniques for both hand sewing and machine sewing. Student produce sketches of costumes for the productions offered during the semester.</p> <p>Practical Applications: Students assist in selecting or building costumes for the</p>	<p>100% of the students assessed at the Developing level or better. 88% assessed at Target Level.</p> <p>100% of majors assessed at Target level and earned an A grade</p> <p>1 non major (11%) assessed at Developing level and earned a B grade.</p> <p><b>TH315 Set Design: Spring 2017</b></p> <p>8 total students, 6 majors, 2 non-majors</p> <p>100% - All students (majors and non-majors) assessed at a Target Level and earned a grade of A</p> <p><b>TH 316 Costume Design: Fall 2015</b></p> <p>6 total students, 5 majors, 1 non-major</p> <p>All students - majors and non-majors - assessed at a Target Level or better. 1 student, a non-major, assessed at an Advanced Level.</p>	<p>The Program Assessment Plan has been posted on the Theatre Website.</p>
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<p>productions offered in the semester. In addition students select a play, analyze the costume needs for 3-4 characters and produce sketches of the costumes. The final project is to make or find a pattern and execute the construction of a wearable garment for themselves.</p> <p><b>TH317 Lighting Design –</b></p> <p>Students study the history of lighting and the development of contemporary lighting instruments and practices. They learn about the function and purpose of various lighting instruments as well as the purpose and use of lighting accessories such as barn doors, gobo, and gels to produce desired effects on the stage. Students study the aesthetic elements for day/night lighting, mood and theme as it relates to the selection of color and amount of lighting used.</p> <p><b>Practical Application:</b> Students hang and focus the lights for the performances in the semester and they learn to program the light board. As part of their final they are required to produce a lighting plot</p> <p>The Theatre Major requires 3 Theatre electives, which are not assessed, however some example that are offered under the Technical/Design areas include:</p> <p>Stage Makeup</p> <p>Painting for the Stage</p> <p>Crew Assignments</p>	<p>33% of all students earned a grade of A. 16% of majors earned an A.</p> <p>50% of the class (all majors) earned a grade of B</p> <p>17% (1 major) earned a grade of C</p> <p><b>TH317 Lighting Design: Spring 2016</b></p> <p>8 total students, 7 majors, 1 non-major</p> <p>75% of all students (5 majors, 1 non-major) achieved a Target Level and earned a grade of A</p> <p>25% of all students (2 majors) achieved a Developing Level and earned a grade of C</p>	

## Discuss the implications of the results reported above and how faculty members are involved in using assessment data to improve student learning.

Results are shared with faculty highlight areas where students are experiencing success and where they are not. Re-consideration of modes of working/teaching, the variety and scope of assignments and the preparation to complete certain assignments can all be questioned or examined in light of the results.

After assessing the Technical course the Design faculty is planning a discussion on the addition of course specific terminology and categories in the Rubrics and data Sheets to help clarify areas of study individual to each course.

With the addition of new the new Acting/Directing Workshops, the performance faculty will reevaluate the Rubric and data sheets which more specifically reflect the material taught.

### Describe how students and external stakeholders (advisory boards, employers, community, alumni, etc.) are made aware of PSLOs and measures.

Students are given rubrics for their classes at the beginning of the semesters and the elements contained in the rubrics are the major areas of study of the courses. These contain the PSLOs and give the students the measurement information.

Written and oral critiques are used throughout the semester to make students aware of their progress. These critiques are given by the instructor, but additional comments and constructive idea are often shared by the students. Students are also given feedback from various performances and presentations that help them to track their progress during the course of the semester.

The Program Assessment Plan is publish on the Theatre Website

### 2015-2016 Academic Year

<b>Program Student Learning Outcomes Analyzed and Reported for Current Year</b>	List the Assessment Measure(s) for each PSLO – if rubrics are used, a copy of each should be in your department’s assessment subfolder on the shared drive	Describe the results for PSLOs analyzed (assessed) <b>this</b> year – a copy of summary data should be in your department’s assessment subfolder on the shared drive	Describe how results are <b>shared</b> with <b>faculty, students, university-wide entities, and stakeholders</b> (advisory boards, employers, community, alumni, etc.)
<b>PSLO #1</b> Apply acquired skills in vocal expression, interpretation and performance	<b>Direct:</b>  <b>Course Embedded Assignments</b> – TH103 includes extensive work in voice formation centering on diction, rate, projection and interpretation. TH202, Acting I works with improvisation and movement exercises, developing both a physical and vocal awareness in acting. The Acting II/Directing Workshop moves into text analysis and interpretation. Additional assignments include written	<b>Four courses that are required for Theatre Majors were evaluated.</b> Two of the course (TH103-Voice Diction and Interpretation and TH202-Acting I) are also General Education courses. All courses were evaluated in both the Fall and Spring semesters.  <u><b>TH 103 Voice, Diction and Interpretation</b></u>	Student assessment rubrics are made available to students along with a syllabus for a particular course.  Assessment results and reports are shared with faculty and administration. Results are published here and shared in discussion and planning sessions.

	<p>analysis of selected materials, presentation of readings, acting exercises to develop awareness and taking part in monologue and scene presentation.</p> <p>Course specific rubrics have been developed to assist the student in understanding the criteria for the course as well as track their progress at mastering the material.</p> <p><b>Measure:</b> 100% of students should assess at the Developing Level or better and 75% of students should assess at the Target level or better.</p> <p>A grade of C or better is required for Majors.</p> <p>Copies of the Rubrics are in the department's assessment subfolder</p>	<p><b>Results for the Entire Class:</b></p> <p><b>Fall:</b> 97% of students assessed at the Developing level or higher. 73% assessed at Target or better. 100% of students earned a grade of C or better.</p> <p><b>Majors/Minors:</b> 75% assessed at the Target Level.</p> <p><b>Spring:</b> 100% of all student attained a Developing level or better. 87% achieved a Target level including all Theatre Majors and Minors.</p> <p>98% of all students earned a C or better.</p> <p>Note: approximately one third of all classes consisted of International, non-native English speakers.</p> <p><b>TH 202-Acting I:</b></p> <p><b>Results for the Entire Class:</b></p> <p>In the General Education population First Semester 98% achieved a Developing Level or higher and 88% assessed at a Target Level or higher. 100% of students earned a C or better.</p> <p>Second Semester 100% assessed at Developing or higher and 79% achieved Target or higher level.</p> <p>100% of students earned a C or better in the first semester and 97% in the second semester.</p> <p><b>ACTING/DIRECTING WORKSHOP</b></p> <p>This experimental workshop was a two semester joining of Acting II and</p>	
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	<p>Directing I. Students took the course for two semesters. The course combined the Script Analysis of the acting course with the practical application of the directing course.</p> <p>All students in this workshop were either Theatre Majors or Minors.</p> <p>The analysis of the acting and directing criteria showed that 100% of the students assessed at the Developing Level or higher and an average of 75% of students achieved Target Level or better. Similar results were achieved in the Directing analysis.</p> <p>75% of students earned an A in the class and 25% earned a B.</p> <p>A summary of the data is in the department's assessment subfolder.</p>	
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### **Discuss the implications of the results reported above and how faculty members are involved in using assessment data to improve student learning.**

Results should point faculty to areas where students are experiencing success and where they are not. Re-consideration of modes of working/teaching, the variety and scope of assignments and the preparation to complete certain assignments can all be questioned or examined in light of the results

### **Describe how students and external stakeholders (advisory boards, employers, community, alumni, etc.) are made aware of PSLOs and measures.**

Students are given rubrics for their classes at the beginning of the semesters and the elements contained in the rubrics are the major areas of study contained in the courses. Students are also given feedback from various performances and presentations that help them to track their progress during the course of the semester. Written and oral critiques are used throughout the semester to make students aware of their progress

### **2014-2015 Academic Year**

<b>Program Student Learning Outcomes Analyzed and Reported for Current Year</b>	List the Assessment Measure(s) for each PSLO – if rubrics are used, a copy of each should be in your department's assessment subfolder on the shared drive	Describe the results for PSLOs analyzed (assessed) <b>this year</b> – a copy of summary data should be in your department's assessment subfolder on the shared drive	Describe how results are <b>shared</b> with <b>faculty, students, university-wide entities, and stakeholders</b> (advisory boards, employers, community, alumni, etc.)
<b>PSLO #3</b> Demonstrate content knowledge and the ability to analyze and evaluate dramatic texts.	<p><b>Direct:</b></p> <p><b>Course Embedded Assignments</b> – include reading play texts, play analysis, researching and delivering oral presentations and written essays. Evaluation techniques include course information rubric, communication rubric and writing rubric.</p> <p><b>Measure:</b> 100% of students should assess at the Developing level or better and 75% of students should assess at the Target level or better. A grade of C or better is required for Majors.</p> <p>Copies of the Rubrics are in the department's assessment subfolder</p>	<p><b>Three courses required for Majors were evaluated.</b> In addition to being required for the BA in Theatre, the three courses listed are General Education course.</p> <p><b>Survey of Drama I:</b> PSLO scores were not reported. 100 % of the majors received a grade of C or better.</p> <p><b>Survey of Drama II:</b> <b>Results for the Entire Class:</b> 100% of students assessed at Developing level or better. 91% assessed at Target level or higher.</p> <p><b>Majors:</b> 100% of majors assessed at the Developing level or higher. 89% of students assessed at the Target level or higher. 89% of majors earned a grade of C or better – 11% (1 Student) failed to pass the course.</p> <p><b>Contemporary Theatre:</b> <b>Results for the Entire Class:</b> 100% of students assessed at Developing or better. 75% assessed at Target or higher.</p> <p><b>Majors/Minors:</b> 100% assessed at Developing or higher. 83% assessed at Target level or higher. 100% of majors earned a grade of C or better.</p>	<p>Results are shared with faculty in order to determine the need for changes.</p> <p>Graded papers are returned to students with instructor notes on progress and comments for improvement.</p> <p>Results are published through this report which is available.</p> <p>University wide: At a future time it might be worthwhile to highlight a course or series of courses on the Theatre website. (I have seen this on other sites although it is unclear what purpose it serves.)</p>

		A summary of the data is in the department's assessment subfolder	
<b>PSLO #4</b>  Demonstrate the ability to respond critically to dramatic literature and theatre performances.	<p><b>Direct:</b> Course Embedded Assignments – Include viewing performances (watching performance videos and attending two Washburn live theatre productions). Discussion of play analysis and techniques for writing the final Critical Analysis Essay on a live performance.</p> <p><b>Measure:</b> 100% of students should assess at the Developing level or better and 75% of students should assess at the Target level or better. A grade of C or better is required for Majors.  Copies of the Rubrics are in the department's assessment subfolder</p>	<p>Three courses required for Majors were evaluated.</p> <p><b>Survey of Drama I:</b> PSLO scores were not reported 100 % of the majors received a grade of C or better.</p> <p><b>Survey of Drama II:</b> <b>Results for the Entire Class:</b> 91% of students assessed at a Developing level or better. 73% assessed at a Target level or higher. 9% (1 student) did not complete the Critical Analysis Essay.</p> <p><b>Majors:</b> 89% assessed at Target level or higher. 11% (1 student) did not complete the Critical Analysis Essay.  89% of majors earned a grade of C or better. 11% (1 student) failed the class.</p> <p><b>Contemporary Theatre:</b> <b>Results for the Entire Class:</b> 100% of students assessed at Developing or better. 75% assessed at Target or higher.</p> <p><b>Majors/Minors:</b> 100% assessed at Developing or higher. 83% assessed at Target level or higher. 100% of majors earned a grade of C or better.</p> <p>A summary of the data is in the department's assessment subfolder</p>	

## **Discuss the implications of the results reported above and how faculty members are involved in using assessment data to improve student learning.**

Results should point faculty to areas where students are experiencing success and where they are not. Re-consideration of modes of working/teaching, the variety and scope of assignments and the preparation to complete certain assignments can all be questioned or examined in light of the results.

**Describe how students and external stakeholders (advisory boards, employers, community, alumni, etc.) are made aware of PSLOs and measures.**

Results are published in this report.

### **2013-2014 Academic Year**

<b>Program Student Learning Outcomes Analyzed and Reported for Current Year</b>	List the Assessment Measure(s) for each PSLO – if rubrics are used, a copy of each should be in your department's assessment subfolder on the shared drive	Describe the results for PSLOs analyzed (assessed) <b>this</b> year – a copy of summary data should be in your department's assessment subfolder on the shared drive	Describe how results are <b>shared</b> with <b>faculty, students, university-wide entities, and stakeholders</b> (advisory boards, employers, community, alumni, etc.)
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Assessment Plan reviewed and revised. No analysis done this year. Future analysis will follow a two or three year regular rotation of courses offered within one of the three designated areas.

#### **Describe how faculty members were involved in using assessment data to improve student learning.**

Faculty members are being asked to consider some program changes beginning with a redistribution of 4 hours currently in the program as 4-1hour seminars. Faculty will be considering a Capstone program and/or possible production/crew credits.

#### **Describe how stakeholders are engaged in your assessment plan and process.**

Plans are underway to post assessment results on the Theatre Website.

Students are given rubrics for their classes at the beginning of the semesters and the elements contained in the rubrics are the major areas of study contained in the courses

## **SECTION III**

### **2017-2018 Academic Year**

During this year, if any PSLO was addressed through new or unique experiences outside the classroom, explain where and how the opportunities were provided to students in your program (i.e. internships, field experiences, visiting lectures, collaborative projects, and other creative ideas you have employed).

Production is the ongoing unique experience for our students. They can perform in a production or serve in various capacities: Assistant Director, Stage Manager, Lighting or Soundboard operators, and various production crews.

The 2017-2018 Production season provided two opportunities for student driven productions. One play was proposed and another was a Washburn Student Playwright's first full-length play. Each production had a student director, student designers, student actors, student stage managers and all student crews.

Students involved in the *Constellations* project had a KCACTF adjudication team come and critiqued the production and the student's work. The Designer on the

project received a commendation from KCACTF Region 5 for her design of the show. Both senior student directors completed the Acting/Directing Workshops I & II and this was a unique opportunity to use all their knowledge of production in a practical presentation.

The Fall and Spring Showcases gave students in the performance classes an opportunity to put together a presentation piece and then present it to an audience of their peers, and to an open audience of faculty, staff, administrators and friends. The showcase give performance experience to all students even those at the beginning of their program.

Another unique element offered to student this year were several special workshops. Students had an opportunity to work with a professional playwright and director in a two-day workshop in which they developed and then performed their work. Another workshop offered student an opportunity to learn about basic stage combat. Alvin Alley – present a master class and a dance demonstration at Washburn giving students an opportunity to work with a professional dance teacher. Julie Noonan provided workshops for students on Audition and Musical Audition techniques helping students refine their audition skills.

## 2016-2017 Academic Year

During this year, if any PSLO was addressed through new or unique experiences outside the classroom, explain where and how the opportunities were provided to students in your program (i.e. internships, field experiences, visiting lectures, collaborative projects, and other creative ideas you have employed).

Unique experiences outside the classroom:

In May the Theatre and Music departments joined for an interdisciplinary Musical Review – *A Grand Night for Singing* – the music of Rodgers and Hammerstein. The auditions provided a cast of half Music students and half Theatre students. Theatre students had an opportunity to receive musical instruction and Music students had instruction in stage movement and blocking.

In Spring 2017 a new and innovative Theatre project was presented on the stage. WU Words Project was started one year earlier soliciting writings by students, staff and/or faculty. The resulting writings were reviewed by a panel and were presented anonymously in a devised theatre presentation. The WU WORDS project gave writers an opportunity to comment on life experiences as well as experiences at Washburn. The writings were staged essentially as individual monologues and the resulting production was presented in the spring of 2017

Seven Theatre students and seven Communication students were joined by 2 faculty and 8 community members for the Art and Theatre in London - Study Abroad for Spring Break, 2017. Students visited well known British Theatres (attending 6 plays in both London and Stratford-on-Avon), well known English Art Museums and had an opportunity to see Parliament and experience 10 days in London. Several students presented WTEs at the end of the semester.

Two student playwrights presented their plays in script-in-hand readings at 2017Aperion.

## 2015-2016 Academic Year

During this year, if any PSLO was addressed through new or unique experiences outside the classroom, explain where and how the opportunities were provided to students in your program (i.e. internships, field experiences, visiting lectures, collaborative projects, and other creative ideas you have employed).

Unique experiences outside the classroom: Production collaboration with Ad Astra Theatre Ensemble for *Into the Woods* by James Lapine and Stephen Sondheim. Students served as cast and crew members with community performers and members of Ad Astra.

In progress: Development of a student centered writing and performance project for Spring 2017.

Art and Theatre in London - Study Abroad for Spring Break, 2016 was cancelled due to insufficient enrollment. It has been rescheduled for 2017.

### **2014-2015 Academic Year**

During this year, if any PSLO was addressed through new or unique experiences outside the classroom, explain where and how the opportunities were provided to students in your program (i.e. internships, field experiences, visiting lectures, collaborative projects, and other creative ideas you have employed).

Students were required to attend: 1) a staged reading of a play; 2) a complete production of a play. In both instances students were required to analyze in written form after viewing, class discussion and research prompts. The full production critical analysis serves as the primary PSLO monitor

### **2013-2014 Academic Year**

During this year, if any PSLO was addressed through new or unique experiences outside the classroom, explain where and how the opportunities were provided to students in your program (i.e. internships, field experiences, visiting lectures, collaborative projects, and other creative ideas you have employed).

N/A

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## **SECTION IV**

### **2017-2018 Academic Year**

In light of what you have learned through your assessment efforts this year, what are your plans for the next academic year?

Work has begun on a cooperative venture with the Music Department to provide a truly dynamic Musical Theatre Concentration. As part of the curriculum student will take both Theatre and Music classes providing a solid basis for students interested in Musical Theatre.

Continue and expand the Showcase at the end of each semester giving students the opportunity to perform as they learn.

Continue to offer Workshops in special areas and commit to including alumni in the process.

We will be reworking the requirements of the Regular BA in Theatre and the BA in Theatre with a Musical Theatre concentration – to both provide a quality curriculum for each program and to comply with the University policy of 120 hour majors.

### **2016-2017 Academic Year**

In light of what you have learned through your assessment efforts this year, what are your plans for the next academic year?

Discussion and action on the following:

The Theatre Seminar Courses TH 210/310 (4-1hr courses) were dropped and the Major Requirements have been changed to include one additional Theatre elective and a 1-hr Capstone under TH 416 Special topics/research. Students will propose a topic and with an advisor in the theatrical area they will develop their ideas and present their Capstone in an appropriate format. A new PSLO will be written for the capstone and rubrics and data sheet will be created.

The requirements for Theatre Majors has been change to reflect the addition of two new courses replacing the former TH 212 Acting II and TH 302 Directing I. The new courses TH218 – Acting/Directing I and TH 318 – Acting/Directing II will be offered first and second semester in the same academic year. Each course will be taken for 3 credit hours, however in a workshop format the course will meet 6 hours a week to allow for research, analysis and presentation of projects which will consist of individual and group work. Group work will allow students to serve as both actors and directors. These are required courses for majors. These courses are scheduled to be offered in the 2018-2019 Academic year and will follow a 2 year rotation. Grouped with other performance courses under PSLO #1 new rubrics and data recording sheet will be created for these courses before they are scheduled to be taught.

## **2015-2016 Academic Year**

In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the next academic year?

Discussion and action on the following:

A four-credit requirement of 1 hr. seminars has not proved as effective as planned. Re-assignment of these hours into one 3 c.h. course possibly in Stage Movement or allied area needing exploration and a one –hour capstone need to be added to the program.

Creation of the two semester Acting/Directing Workshop as replacement for Acting II and Directing.

## **2014-2015 Academic Year**

In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the next academic year?

Faculty has discussed the replacement of 4 seminar hours with production crew (1 hour) and capstone (3 hours). More discussion is necessary with determination of how faculty teaching loads will need to be adjusted and calculated for compensation. The hope is to move the changes through division and the college for approval by the end of 2015-16.

## **2013-2014 Academic Year**

In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the next academic year?

The usefulness of the 4-1hour seminar classes is being re-examined with possible alternative courses offered to better analyze the students' mastery of the subject matter and the practical applications in the practice of theatre. Among the areas under consideration (but not limited to these) are: Technical Production/Crew Credits, Capstone Projects, Research Projects and Production Evaluations. Further discussion of these will take place in the fall with the entire faculty.

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*Supporting documents (rubrics, summary data tables/charts, etc.) should be in your department's assessment subfolder on the shared drive in the correct academic year subfolder.*