

Assessment: Program Four Column



Program (ALP) - Theatre BFA

College or Division: Arts and Sciences
Department: Fine Arts and Communications
Assessment Coordinator: Dona Roman

Statement of Purpose: The Bachelor of Fine Arts degree was developed and integrated into the theatre program in Fall 2006. This change was a result of program assessment and student audition profiles reviewed over a ten-year period from the Texas Educational Theatre Association. The Bachelor of Fine Arts Degree offered in Theatre has been developed into three tracks: Acting/Directing, Technical Design/Production, and Film Production. Teacher certification is offered as a post-bachelor degree. With numerous opportunities for hands-on performance and technical experiences, coupled with invaluable classroom academics, the Theatre Program offers a practical general overview of the performance and technical aspects of theatre. The program is designed to provide all students with a strong foundational knowledge of theory and practice. All majors are required to enroll in Introduction to the Theatre, Acting I, Introduction to Technical Design, Stage Management, Script Analysis, Directing, Playwriting, and Voice for the Theatre. Additionally, all majors are required to enroll in workshop classes, participate in main stage productions during the regular semester, and participate in at least one summer repertory theatre experience. Students deepen their knowledge and skills through specialized coursework in one of three concentrations, Acting/Directing, Technical/Design, and Film Production. Acting/Directing students enroll in advanced acting courses, directing courses and complete a senior capstone project designed to demonstrate their mastery of acting and/or directing. Technical/Design students enroll in technical classes including lighting design, sound design and scenic design and complete a senior capstone project designed to demonstrate their mastery of technical design skills. Film Production students enroll in screenwriting, directing, and producing courses and complete a senior capstone designed to demonstrate their mastery of screenplay writing and/or filmmaking skills.

Annual Updates

2017 - 2018

Evidence of Improvement from Previous Assessment Cycle: Our overall performance ratios for all SLO's have increased this year. This is the result of numerous strategies including:

More focused script analysis work during the Freshman and Sophomore years.

Increased faculty with professional backgrounds.

Higher production quality due to personnel changes and utilization of guests artists and adjunct faculty.

Review History: Reviewer #1 Name, Date, and Comments: Dr. Dan Foley, August 2, 2018

Review History: Reviewer #2 Name, Date, and Comments: Dr. Liz Measures, August 2, 2018

Review History: Reviewer #3 Name, Date, and Comments: Dr. Rob Kinucan, August 2, 2018

2016 - 2017

2015 - 2016

Evidence of Improvement from Previous Assessment Cycle: Improvements occurred in SLO 1a with scores in 2014-2015 being 80% good and 10 % excellent compared with 97% good and 65% excellent in 2015-2016.

Also, improvement was noted in SLO3a with scores of 75% good and 20% excellent in 2014-2015 compared with scores of 82.5% good and 42.5% excellent in 2015-2016.

Review History: Reviewer #1 Name, Date, and Comments: Dr. Sally Roche, August 9, 2016

Review History: Reviewer #2 Name, Date, and Comments: Dr. Ana Acevedo, August 9, 2016

Review History: Reviewer #3 Name, Date, and Comments: Professor Carol Fairlie, August 9, 2016

2014 - 2015

Evidence of Improvement from Previous Assessment Cycle: Improvement occurred in SLO1 where 10% of the students earned a rating of “excellent” for their ability to creatively express themselves. That is an increase from 2013-2014 when all students earned a “good” rating, and none earned the “excellent” rating.

Review History: Reviewer #1 Name, Date, and Comments: Dr. Christopher Estep, October 21, 2015

Review History: Reviewer #2 Name, Date, and Comments: Dr. Jay Downing, November 30, 2015

Review History: Reviewer #3 Name, Date, and Comments: Dr. Esther Rumsey, December 15, 2015

Review History: Reviewer #4 Name, Date, and Comments: Dr. Jeanne Qvarnstrom, January 28, 2016

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Use of Results</i>
<p>SLO 1 - Students will develop the ability to express themselves creatively through appropriate theatrical performance and/or design.</p> <p>Outcome Status: Active</p>	<p>Presentation/Performance - a. Student Performance</p> <p>Faculty will use a performance and/or design rubric to evaluate the creative expression of the students in major theatrical productions and senior capstone productions.</p> <p>Target: 75% of students will achieve a “good” rating in every aspect of performance including use of voice, body, and investment in emotional content; 10% will achieve “excellent” rating”.</p>	<p>Reporting Period: 2017 - 2018</p> <p>Conclusion: Target Met</p> <p>Overall faculty assessment finds 79% of current students are performing at an Excellent level, 19% at a Good level and 1.7% at a Poor level. The criteria evaluated for Creative Performance in major theatrical productions and senior capstone productions are Honest Approach to Script, Dedication to the Rehearsal Process, Flexibility, Teamwork, and General Attitude.</p> <p>The majority of current majors are Juniors and Seniors undergraduates, and the level of knowledge, dedication, and ability continues to grow. (05/31/2018)</p> <hr/> <p>Reporting Period: 2016 - 2017</p> <p>Conclusion: Target Met</p> <p>1a. Met</p> <p>Students are where they should be at the end of each performance course with 83% achieving a rating of “good” or higher 12% of our students earned an “excellent”.</p> <p>1b. Met</p> <p>91% of students are actively engaged in all areas of technical production and achieved a good or excellent ranking.</p> <p>All students are involved in one or more areas of design, including, but not limited to, Introduction to Design. Currently, students engaged in theatrical design in a major</p>	<p>Use of Results: Theatre faculty assessment has identified two areas needing improvement: Script Analysis and Dedication to the rehearsal process. Although these numbers are very low (overall 1.7%) the Script Analysis score was 3.3 in the Poor range. Greater emphasis will be placed in all classes utilizing script analysis: Theatre History, Directing, Acting I-VI, and Script Analysis. (05/31/2018)</p> <hr/> <p>Use of Results: 1a. Target for 2016-17 academic year will reflect an increase to 80% of students achieving a “good” use of all performance tools.</p> <p>1.b Degree Requirement Modifications: All students are required to take four theatre practicum courses on all areas of theatrical production to enhance educational opportunities.</p> <p>Degree Requirement</p>

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production must take advanced coursework and receive approval by faculty to do so. Currently, 100% of our design students have achieved a good or excellent ranking by faculty. (06/01/2017)

Modifications: degree modification began in Fall, 2015 requiring all majors to take THEA 2310: Intro. To Design. All students will also enroll in a dedicated area of design and focus on that area. Students excelling in design areas will be provided the opportunity to design a main-stage production. All design majors will be provided the opportunity to design an area of production for an American College Theatre Festival touring production. (06/01/2017)

Reporting Period: 2015 - 2016

Conclusion: Target Met

1a. Met

97% of students achieved a rating of "good" or higher. 65% of our students earned an "excellent". This demonstrates substantial growth from the previous years due to additional faculty in the Performance areas. (08/03/2016)

Use of Results: This year, faculty did increase the target to 75% for "good", and students far surpassed that. Assessments of the 2015-16 academic year reflect an increase to 97% of students achieving a "good" use of all performance tools. 65% of students earned an "excellent". Since the students exceeded the targets for both "good" and "excellent", faculty decided to increase the targets again for both "good" and "excellent".for 2016-2017. (08/03/2016)

Reporting Period: 2014 - 2015

Conclusion: Target Met

80% of students achieved a rating of "good" or higher 10% of students earned an "excellent" rating. (03/21/2016)

Use of Results: Target for 2015-16 academic year will reflect an increase to 75% of students achieving a "good" use of all performance tools. Faculty will provide more opportunities for students' creative expressions through mini, in-class scenes.

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Departmental Comprehensive Exam -

b. Senior Oral Comprehensive Exams Faculty will evaluate students' creative expression and content understanding during senior oral comprehensive exams by focusing on a discussion of Acting, Directing, Playwriting or Design prompt books of the senior project, due at the time of the Senior Oral Comprehensive Exam. Faculty will allocate 50% of the overall evaluation to students' Senior Project prompt book or design book, 40% of the overall evaluation will be based on their oral presentation, and 10% will be based on the execution of their Senior Project.

Target: 70% of students will achieve a "good" use of all elements of theatrical design including research and rendering. 10% will achieve an "excellent" rating.

Reporting Period: 2017 - 2018

Conclusion: Target Met

The oral comprehensive exam showed an overall score of 12% Excellent and 88% good. This exceeded our expectations from last year. As demonstrated in the Performance section of SLO 1, the greatest opportunity for improvement is in the area of Script Analysis.

The overall score for the Senior Project prompt book was 100% good, and the score for the execution of the Senior Project was 100% good. (05/31/2018)

(03/21/2016)

Use of Results: Greater emphasis will be placed in all classes utilizing script analysis: Theatre History, Directing, Acting I-VI, and Script Analysis. Also, students will be provided with stronger study tools for the development of Script Analysis in the directorial section of their oral comprehensive exam.

(05/31/2018)

Use of Results: Continued instruction and emphasis on script analysis. Also, starting next year, all graduating students will need to prepare and present a proposal for Senior Project consideration to the theatre faculty. This will provide greater focus and more specific goals for the students. (05/31/2018)

Reporting Period: 2016 - 2017

Conclusion: Target Met

2b. Met

Results:

100% of students achieved a "good" or better in their ability to analyze a script, articulate directorial vision, detail an era of theatre history, speak to the artistic and social contribution of their favorite American Musical, specifically detail the process used by an actor for healthy and optimal vocal use, develop and discuss a design for stage make-up, and accurately articulate the tasks and duties of a stage manager through Oral Comprehensive Exam. 100% of students achieved a "good" or better in written script analysis utilizing all criteria outlined in the directorial and acting sections of their oral comprehensive exam.

(06/01/2017)

Use of Results: 2b. Raise target to 80% for "good" understanding and 10% for "excellent" understanding.

(06/01/2017)

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Use of Results</i>
		<p>Reporting Period: 2016 - 2017 Conclusion: Target Met 2b. Met Results: 100% of students achieved a “good” or better in their ability to analyze a script, articulate directorial vision, detail an era of theatre history, speak to the artistic and social contribution of their favorite American Musical, specifically detail the process used by an actor for healthy and optimal vocal use, develop and discuss a design for stage make-up, and accurately articulate the tasks and duties of a stage manager through Oral Comprehensive Exam. 100% of students achieved a “good” or better in written script analysis utilizing all criteria outlined in the directorial and acting sections of their oral comprehensive exam. (06/01/2017)</p>	<p>Use of Results: 2b. Raise target to 80% for “good” understanding and 10% for “excellent” understanding. (06/01/2017)</p>
		<p>Reporting Period: 2015 - 2016 Conclusion: N/A 1b. New students were taught Introduction to Design, as recommended in last year’s action plan. Advanced design coursework was only in one area of design: sound. This is due to lack of faculty to teach scenic and lighting design. Also, costume design was not offered this year due to faculty overloads. It will be offered in the 2016-17 academic year. (08/03/2016)</p>	<p>Use of Results: Degree Requirement Modifications: In addition to requiring all majors take THEA 2310: Intro. To Design. All students will also enroll in a dedicated area of design and focus on that area. Students excelling in design areas will be provided the opportunity to design a main-stage production. All design majors will be provided the opportunity to design an area of production for an American College Theatre Festival touring production. (08/03/2016)</p>
		<p>Reporting Period: 2014 - 2015 Conclusion: Target Not Met No students achieved an “excellent” rating. (03/21/2016)</p>	<p>Use of Results: Degree Requirement Modifications: degree modification will occur beginning in Fall, 2015 to require all majors to take THEA 2310: Introduction to Design. All</p>

Student Learning Outcomes	Assessment Methods	Results	Use of Results
<p>SLO 2 - The student will develop the ability to employ analytical and critical thinking skills through directing, playwriting, theatre history and script analysis, so that they will work creatively and concretely with actors and technicians in mounting laboratory theatrical productions.</p> <p>Outcome Status: Active</p>	<p>Presentation/Performance - a. Directing Analysis Faculty will use a rubric to evaluate the analysis of script and creative application to a theatrical production in the context of one-act play laboratory productions and the senior capstone, one-act play production process.</p> <p>Target: 75% of students will achieve a “good” understanding of script analysis as a basis for approaching directing and playwriting including basic terms such as inciting incident, point of attack, major dramatic question, and main idea.</p>	<p>Reporting Period: 2017 - 2018 Conclusion: N/A Not applicable for this reporting year. Directing classes, with subsequent student-directed projects, occurs every two years. (05/31/2018)</p>	<p>students will also enroll in a dedicated area of design and focus on that area. Students excelling in design areas will be provided the opportunity to design a main-stage production. All design majors will be provided the opportunity to design an area of production for an American College Theatre Festival touring production. (03/21/2016)</p> <p>Use of Results: In anticipation of a large graduating class in 2019, and larger than usual enrollment in directing classes and student-directed projects, all theatre faculty members will be teaching and working with students on obtaining a greater knowledge of the tools and skills needed to effectively analyze a script, work with designers, and coach actors for an overall effective production. (05/31/2018)</p>
		<p>Reporting Period: 2016 - 2017 Conclusion: Target Met 100% of students achieved a “good” or better in better ability to analyze a script and articulate directorial vision, script analysis, and communication to actors in their One-Act plays as part of the curriculum developed in Directing II. (06/01/2017)</p>	<p>Use of Results: 2a. Raise target to 80% for “good” understanding and 10% for “excellent” understanding. Identify more directing and playwriting opportunities within theatre curriculum. (ex. Staged Readings of new plays) (06/01/2017)</p>
		<p>Reporting Period: 2015 - 2016 Conclusion: N/A</p> <p>2a.</p>	<p>Use of Results:</p> <p>2a. Directing classes were not taught this year, nor did we</p>

Student Learning Outcomes	Assessment Methods	Results	Use of Results
		<p>Directing classes were not taught this year, nor did we produce a student-directed Senior Project this year. Therefore, there was no SLO 2a assessment. (08/03/2016)</p>	<p>produce a student-directed Senior Project this year. Faculty will review the program scheduling, so that directing classes can be offered in 2016-2017. Plans are being made for Directing II to be offered and one-act plays being scheduled in April 2017. (08/03/2016)</p>
	<p>Departmental Comprehensive Exam - b. Oral Comprehensive Exams Questions are posed by theatre faculty in the directorial component of the graduating senior's Oral Comprehensive Exam. Scored script with directorial criteria is also submitted during senior's Oral Comprehensive Exam.</p>	<p>Reporting Period: 2014 - 2015 Conclusion: Target Met 70% of students achieved a "good" or better in mounting their One-Act plays as part of the curriculum development in Directing II. (03/21/2016)</p>	<p>Use of Results: Faculty decided to raise the target to 75% for "good" understanding and 10% for "excellent" understanding. Faculty will identify more directing and playwriting opportunities within theatre curriculum (ex. Dark Night Readings of new plays scheduled for December, 2015). (03/21/2016)</p>
	<p>b. Oral Comprehensive Exams Questions are posed by theatre faculty in the directorial component of the graduating senior's Oral Comprehensive Exam. Scored script with directorial criteria is also submitted during senior's Oral Comprehensive Exam. Target: 70% of students will achieve a "good" understanding of script scoring including directorial units, acting beats and Aristotelian elements.</p>	<p>Reporting Period: 2017 - 2018 Conclusion: Target Met 100% achievement of good or excellent in the overall Senior Oral Comprehensive Exam. Lowest score on any given area of study was an 80 and overall grade was 90. (05/31/2018)</p>	<p>Use of Results: Will provide graduating seniors greater study tools and a chance for one-on-one mentoring with a theatre faculty member prior to exam. (05/31/2018)</p>
		<p>Reporting Period: 2016 - 2017 Conclusion: Target Met 2b. Met Results: 100% of students achieved a "good" or better in their ability to analyze a script, articulate directorial vision, detail an era of theatre history, speak to the artistic and social contribution of their favorite American Musical, specifically detail the process used by an actor for healthy and optimal vocal use, develop and discuss a design for stage make-up, and accurately articulate the tasks and duties of a stage manager through Oral Comprehensive Exam. 100% of students achieved a "good" or better in written script</p>	<p>Use of Results: 2b. Raise target to 80% for "good" understanding and 10% for "excellent" understanding. (06/01/2017)</p>

Student Learning Outcomes	Assessment Methods	Results	Use of Results
		<p>analysis utilizing all criteria outlined in the directorial and acting sections of their oral comprehensive exam. (06/01/2017)</p> <hr/> <p>Reporting Period: 2015 - 2016 Conclusion: Target Met 2b. 93% of graduating students achieved a grade of Proficient or Expert in their oral comprehensive exam. This is a growth of 13% over the past five years. (08/03/2016)</p> <hr/> <p>Reporting Period: 2014 - 2015 Conclusion: Target Met 100% of students achieved a “good” or better ability to analyze a script in Oral Comprehensive Exams”. (03/21/2016)</p>	<p>Use of Results: 2b. The student performance level for this assessment fell by 7% from 2014-2015 to 2015-2016. Faculty plan to give students more practice in class with sample oral comprehensive exam questions to better prepare them for the comprehensive exams. They also plan to work with students in achieving high levels of understanding in applicable coursework and laboratory productions.</p> <p>(08/03/2016)</p> <hr/> <p>Use of Results: Faculty will raise the target from 70% “good” to 100% “good” with 10% “excellent”. Trainings in class with scripts will develop students’ skills. (03/21/2016)</p>
<p>SLO 3 - The student will develop the ability to demonstrate and apply standard industry requirements to all aspects of technical production. Outcome Status: Active</p>	<p>Presentation/Performance - a. Technical Standards Performance Faculty will use a rubric measuring demonstrated ability to apply technical standards to a production, in order to evaluate Main-Stage Productions, One-Act and New Play Laboratory Productions. Target: 70% of students will score at a “good” level on the technical standards rubric.</p>	<p>Reporting Period: 2017 - 2018 Conclusion: Target Met Overall findings: 80% of students performed at an Excellent level, 16% at a good level, and 4% at a Poor level. Overall achievement grew due to a stronger Technical Director and full-time faculty member with an MFA in Scenic Design. The implementation of full-blown build plans, greater technological tools, and stronger daily instruction has enabled higher achievement of technical standards. (05/31/2018)</p>	<p>Use of Results: We will continue to work in this direction with a greater emphasis on the technical aspects of production and recruitment of more technical theatre students. (05/31/2018)</p>

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Reporting Period: 2016 - 2017

Conclusion: Target Met

3a. Met

Results:

Met

91% of students are actively engaged in all areas of technical production and achieved a good or excellent ranking.

All students are involved in one or more areas of design, including, but not limited to, Introduction to Design.

Currently, students engaged in theatrical design in a major production must take advanced coursework and receive approval by faculty to do so. Currently, 100% of our design students have achieved a good or excellent ranking by faculty.

3b. N/A. Acting/Directing majors are the only graduates this year. This standard is specific to Design majors. (07/19/2017)

Reporting Period: 2016 - 2017

Conclusion: Target Met

3a. Met

Results:

Met

91% of students are actively engaged in all areas of technical production and achieved a good or excellent ranking.

All students are involved in one or more areas of design, including, but not limited to, Introduction to Design.

Currently, students engaged in theatrical design in a major production must take advanced coursework and receive approval by faculty to do so. Currently, 100% of our design students have achieved a good or excellent ranking by faculty.

3b. N/A. Acting/Directing majors are the only graduates this year. This standard is specific to Design majors. (06/01/2017)

Use of Results: 3a. Updating Technical Standards Rubric to include set construction and major area of design for all majors.

3b. Faculty has explored a second assessment for 2015-2016 to measure SLO 3b, since the current one has not been used since 2010, faculty have been engaged in providing plan to allocate more instructional time to teaching technical production, scenic design, lighting design, sound system, costume design and construction, stage management, and stagecraft to prepare students for developing their own understanding of standard industry requirements in all aspects of technical production.

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This will occur with the following two objectives:

1. Hiring of a full-time instructor theatrical designer. Requiring the Technical Director of all theatrical productions to also serve as the chief designer and instructor is detrimental to the development of the program and the needed skills for students to achieve the learning objectives.
2. Work collectively with the Provost and administration to ensure ownership of theatre spaces on campus. Per SACS recommendation, the theatre program needs to pursue NAST accreditation, and the university's current facilities process is preventing that accreditation from moving forward (please see attachment regarding NAST accreditation).
(06/01/2017)

Reporting Period: 2015 - 2016

Conclusion: Target Met

3a.

82.5% of students achieved a "good" or higher level of performance in technical production during the 2015-2016 theatre season, and 42.5% achieved "excellent" which is a higher rating than last year. (08/03/2016)

Use of Results: Updating Technical Standards Rubric to include set construction and major area of design for all majors has raised level of instruction and focus for all majors. Utilizing faculty from other areas of production has provided greater instructional level of learning, but this is a temporary fix.
(08/03/2016)

Reporting Period: 2014 - 2015

Conclusion: Target Met

75% of students achieved "good" or higher level of performance in technical production during the 2014-15

Use of Results: Faculty will update the Technical Standards Rubric to include more components, such as

Student Learning Outcomes	Assessment Methods	Results	Use of Results
	<p>Departmental Comprehensive Exam - b. Oral Comprehensive Exam Theatre faculty will ask specific design questions addressing industry standards and aspects of technical production during Senior Oral Comprehensive Exams. Target: N/A. 2010 was the last time a student under this degree track took the technical track comprehensive exam. At that time, the student achieved 90% success and is actively working in the field.</p>	<p>theatre season and 20% achieved “excellent”. (03/21/2016)</p> <hr/> <p>Reporting Period: 2017 - 2018 Conclusion: N/A No technical students graduated this year or were tasked with taking the Oral Comprehensive exam. (05/31/2018)</p> <hr/> <p>Reporting Period: 2016 - 2017 Conclusion: N/A place your findings here (06/11/2017)</p> <hr/> <p>Reporting Period: 2015 - 2016 Conclusion: N/A 3b. N/A. Acting/Directing majors are the only graduates this year. This standard is specific to Design majors (08/03/2016)</p> <hr/> <p>Reporting Period: 2014 - 2015 Conclusion: N/A N/A. Acting/Directing majors are the only graduates this year. This standard is specific to Design majors. (03/21/2016)</p>	<p>set construction and major area of design for all majors. (03/21/2016)</p> <p>Use of Results: There were no graduates this year. (06/11/2018)</p> <hr/> <p>Use of Results: The theatre program will be hiring a Technical Director and Theatrical Designer and an active search will begin during the 2016-2017 academic year. Our assessment showed that 17.5% of our students are performing in the "poor" category, and focusing our full-time faculty hire efforts on technical production will assist all of our students. (08/03/2016)</p> <hr/> <p>Use of Results: Faculty has explored a second assessment for 2015-2016 to measure SLO 3 b, since the current one has not been used since 2010, faculty have been engaged in providing plan to allocate more instructional time to teaching technical production, scenic design, lighting design, sound system, costume design and construction, stage management, and stagecraft to prepare students for developing their own understanding of standard industry requirements in all aspects of technical</p>

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production.
This will occur with the following two objectives:

1. Hiring of a full-time instructor theatrical designer. Requiring the Technical Director of all theatrical productions to also serve as the chief designer and instructor is detrimental to the development of the program and the needed skills for students to achieve the learning objectives.
2. Working collectively with the Provost and administration to ensure ownership of theatre spaces on campus. Per SACSCOC's recommendation from the 2008 Reaffirmation review, the theatre program needs to pursue National Association of Schools of Theatre (NAST) accreditation, and the university's current facilities process is preventing that accreditation from moving forward. (03/21/2016)