***Theatre Arts Assessment Report 2015-16***

**1.What learning outcomes did you assess this year?**

Goal 2.3

Students will be able to express their concepts clearly in writing.

Goal 4

Students will be able to collaborate effectively.

Goal 5.2

Students will complete assignments as cast or crew on several productions encompassing a variety of performance styles.

**2. What instruments did you use to assess them?**

Goal 2.3

Assessed through essays assigned in Drama 10 and Drama 186 and scored by the Writing on Dramatic Theory rubric (attached).

Goal 4 and 5.2

These goals were assessed by faculty crew leaders using the Production Crew Assignment rubric (attached).

**3. What did you discover from these data?**

Goal 2.3

The Drama 10 essays scored low in all areas of the rubric, averaging a 2.6 on Content, a 1.8 on Resources/Research, a 2.5 on Clarity/Support and a 2.0 on Grammar. This reflects the poor preparation in writing and research that many of our new students display as well as their unfamiliarity with theatrical genres and terminology.

The Drama 186 essays scored significantly higher with an average of 3.5 on Content, a 3.0 on Clarity/Support, and a 3.0 on Grammar. (The Drama 186 essay did not have a significant research component, so this was not scored.) The upperclass majors in Drama 186 have clearly learned to identify genres, contextualize them historically and have improved on their ability to communicate their understanding clearly, although not as well as we might have liked to see.

Goals 4 and 5.2

The crews in general work well; we feel that our productions are run with a good degree of professionalism. That said, there are areas of where we can improve.

Overall the combined scores for all crews were as follows: a 4.3 for commitment, a 4.0 for Support, a 3.3 for Demeanor, and a 2.0 on Accepting Criticism. However, crews are assembled from different areas, which, if parsed might demonstrate development in our students over time. Crews are assembled from Drama 34, Drama 110 (both of which are required for all majors) and from Design/Tech majors interested in gaining experience and learning new skills for professional development. We did not break out the numbers to compare design/tech majors to other concentrations (such as acting); anecdotally, we see a difference in the level of engagement, as might be expected, from tech vs. non-tech majors. Similarly, we detect a difference in temperament, especially ability to take criticism and punctuality, in lower vs. upper division students. We might consider a closer analysis next time.

**4. What changes did you make as a result of the findings?**

Goal 2.3

In Fall 2016 two new essay assignments have been added to Drama 10 both of which in different ways require the student to do in-depth dramaturgical analysis which is then applied to production concepts. The second essay also requires outside research. Drama 186 has been reconceived in the past 2 years to replace “objective” multiple choice/true-false type exams with short essay exams and writing assignments.

Goal 4 and 5.2

The areas where students struggled are along the lines of behavioral issues rather than technical skills—issues like punctuality, understanding the limits of one’s responsibility and accepting criticism. Thus these need to be addressed holistically in all classes that involve a crew component by all faculty. As well, these issues will be more specifically addressed in the crew meetings that are run by the design faculty and staff for each show. While there are areas for improvement, overall the crews for our shows are quite successful and our better students graduate well prepared to step into professional theatrical situations.

**5. What assessment activities will you be conducting in the 2016-17 academic year?**

Senior Focus Group or Panel Discussion

Essay in Drama 10 and 186 (Goal 1.2)

Exam in Drama 10 and 186 (Goal 1.1)

**6. What progress have you made on items from your last program review action plan?**

Goal 3.1.2 Design

We have allowed students access to production archive photos for use in portfolios to address the weakness assessed in the area of documentation.

Goal 3.1.3 Dance

Dance will use the new rubric devised last year to assess technique in Ballet 158D and report results at the faculty retreat next year.