***STUDENT LEARNING ASSESSMENT PROGRAM***

***SUMMARY FORM AY 2017-2018***

BA, Theatre Arts (Dept. of Theatre Arts) and Minor in Theatre Arts

**Degree and**

**Program Name:**

# Submitted By:

J. Kevin Doolen, Chair

**Please use size 10 font or larger.**

**PART ONE**

The mission of the Eastern Illinois University Theatre Arts Department for its BA degree is to provide a broad-based foundation in performance (acting/directing), theatre design/technology, and theatre history/literature within the larger context of a liberal arts education that emphasizes analytical thinking and articulate expression.

This is accomplished by:

* Facilitating the application of techniques of critical reading, writing, and thinking alongside the development of skills of speaking and listening to foster the growth of engaged, responsible global citizens.
* Providing options for specialized undergraduate training in technical theatre, performance/directing, or history/literature for pre-professionals or students seeking continued education/training in graduate programs.
* Providing opportunities for students to apply their curricular learning by working collaboratively to produce challenging theatrical experiences that enhance the campus/local intellectual and artistic culture and express diverse perspectives.
* Encouraging participation in off-campus educational and professional experiences, including internships, work with local theatres and summer stock, and study abroad programs.

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| What are the learning objectives? | How, where, and when are they assessed?  | What are the expectations? | What are the results? | Committee/ person responsible? How are results shared? |
| * Understand the historical, theoretical and practical aspects of theatre as an art form.
* Analyze how the structural elements of a script combine to create the world of a play and how it is in dialogue with the culture around it and the artistic traditions behind it.
* Demonstrate critical thinking about text and the process of theatre.
* Articulate informed responses to theatre using written and verbal communication skills conducive to lifelong learning.
* Demonstrate practical application of classroom knowledge in the production process through participation in departmental theatre, the American College Theater Festival,

 professional internships, an&/or study abroad.   | * Faculty will review sample pieces of required student writing across varied genres (research, analysis, reflection) over the course of degree and will track growth in critical thinking and clear expression.
* Assessment of practical application of production skills by faculty/guest artists in residence.
* Faculty will review required course portfolios/journals as well as performance projects to evaluate practical applications in the discipline by students.
* Assessment of students’ critical thinking, problem solving, and communication skills by faculty and external assessors and/or guest artists through written evaluations.
* Assessment of practical application of production skills by faculty critiques of capstone project.
* Assessment of skills and continued growth through written evaluations by on-site supervisors at internship or study abroad destinations.
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(Continue objectives as needed. Cells will expand to accommodate your text.)

**PART TWO**

Describe your program’s assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the CASA Director’s comments on last year’s report or simply describe what assessment work was initiated, continued, or completed.

Last academic year the curriculum committee was charged with initiating a new assessment plan to coincide with our new curriculum. As such, an ad hoc committee was created to begin the process. Last year, led by Affiliate Professor Chris Wixson, the committee accomplished the first administrative directive of a. articulating a mission statement and guidelines for the BA in Theatre degree, b. formulaing the primary learning objectives for the degree (applicable to all tracks within the degree,) and c. beginning the design for methods of assessment. The faculty voted unanimously to adopt the plan in this early stage. The results are input into Part One above.

This year, the committee was charged with continuing its work in designing and implementing an assessment plan to track student majors’ (and minors) achievement per each learning outcome. By end of spring 2018, the committee had developed an assessment tool with matrix and a plan to administer to all majors through the core classes required in the curriculum. The form has been created by the committee and the committee intends to implement it by end of Fall 2018. Instructors for each of the core classes will be requested to complete the form for each major and minor in the class. Since the Seminar 1 and Seminar 2 courses have been eliminated from the curriculum, that assessment tool has not been administered to incoming and graduating seniors. This, too, will be considered next year.

The core courses which will be used include the following:

 THA 1134 Stage movement

 THA 2210 Intro to Costuming

 THA 2211 Stagecraft

 THA 2244 Acting One

 THA 2258 Script Analysis

 THA 3751G Origins of European Theatre

 THA 3752G Euro/US Theatre, 1660-present

 THA 4220 Senior Thesis Project

The assessment form, with matrix, created is as follows:

Confidential Theatre Arts Assessment Sheet

**Instructors, please complete and sign this form for each of the THA majors in your core course; the data will not be shared with the students but will be used for departmental assessment purposes.**

Student Name**:**  Course # and Title:

Semester/Year Taken: Instructor:

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**Primary Student Learning Outcomes:**

A. Demonstrated understanding of the historical, theoretical and practical aspects of theatre as an art form;

B. Demonstrated proficiency at analyzing how the structural elements of a script combine to create the world of a play and how it interacts in dialogue with the culture around it and the artistic traditions behind it;

C. Demonstrated critical thinking about text and the process of theatre;

D. Articulated informed responses to theatre using written and verbal communication skills conducive to lifelong learning;

E. Demonstrated practical application of classroom knowledge in the production process through participation in departmental theatre, ACTF, professional internships, and/or study abroad.

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| Outcomes | Directly Evident | SomewhatEvident | MarginallyEvident | Not Evident | Does Not Apply |
| A. Historical/ Theoretical/ PracticalAspects of the Form |  |  |  |  |  |
| B. Script analysis |  |  |  |  |  |
| C. Critical Thinking |  |  |  |  |  |
| D. Informed Response |  |  |  |  |  |
| E. Practical Application |  |  |  |  |  |

Comments:

Instructor’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PART THREE**

Summarize changes and improvements in **curriculum, instruction, and learning** that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the future?

As referenced in Part Two, there will be continued efforts and changes in assessment over the next few years. We have been significantly impacted by staff, enrollment, and funding reductions. Further, with at least two key retirements this coming year, curriculum will continue to be adjusted accordingly. The priority request for a new hire to replace at least one retirement line is a musical theatre professor. This will significantly impact the curriculum and degree program.

In addition to the assessment tool presented in Part Two, the committee needs next to rewrite the assessment tool used in the Theatre Seminar and capstone courses since the material covered and emphasized has changed due to the revision of the overall degree plan, and consider how to administer these tools. After this process, we need to systematically assess various aspects and tracks. Each track needs at least one applicable learning outcome with measureable assessment activities. If a musical theatre track is pursued, that would require additional assessment.

NAST accreditation remains significant for input and endorsement. The next on-site visitation by accreditation team is scheduled for Spring 2020.

Since the production season is our pedagogical lab, we will continue to evaluate and consider ways to effectively assess student growth during their course of studies in the department. Guest artist residencies, faculty observation, KCACTF involvement, internships, and capstone project assessment are key factors.