***STUDENT LEARNING ASSESSMENT PROGRAM***

***SUMMARY FORM AY 2016-2017***

BA, Theatre Arts (Dept. of 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, and/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.

Since the last report, the Theatre Arts Curriculum Committee underwent a major revision of the BA in Theatre degree, while retaining the upper division tracks of “performance,” “design/technology,” and “generalist.” The new BA degree was implemented Fall 2015, approved by National Association of Schools of Theatre, and scheduled with one rotation cycle. Some courses will be offered for the first time this upcoming academic year. The department is assessing the effectiveness via advising, student and faculty feedback, and administrative scrutiny. The charge to the committee was to streamline the degree requirements and course offerings, allow for more student flexibility and options, and reduce the number of core requirements allowing for more upper division specialization within the tracks. The BA in Theatre – Teacher Licensure had minor updates, the directing track was abolished as a separate track and merged within performance track, the minor in Theatre with teacher licensure eliminated, and the minor in Theatre redesigned to allow for fewer required hours, more flexibility and options for students to tailor towards needs and interests.

This 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. This 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. formulate the primary learning objectives for the degree (applicable to all tracks within the degree,) and c. begin 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.

**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 as the department reconsiders mission, curriculum and strategic planning activities. We have been significantly impacted by staff, enrollment, and funding reductions. It has not been determined if this Assessment Committee will alter its membership, but the work needs to continue throughout the next two years. The committee needs next to consider and schedule specific assessment activities as it implements the methods of assessment cited above. Further, the committee needs 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. 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.

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.