

**Theatre Assessment 15/16**

**Degree/Certificate: BA in Theatre**

**Major/Option: Theatre**

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**Date: October 10, 2016**

**Part I – Program SLO Assessment Report for 2015-16**

**Part I – for the 2015-16 academic year:** Except for the formatting, this section **nearly identical** to previous years' templates for the Program SLO Assessment reports. Because we have begun asking Deans to create College-Level Summary Reports annually, the template has been slightly modified for a) clarity for Chairs and Directors, and b) a closer fit with what the Deans and Associate Deans are being asked to report.

1. **Student Learning Outcome:** The student performance or learning objective as published either in the catalog or elsewhere in your department literature.

Demonstrate the ability to act and direct in live theatre

2. **Overall evaluation of progress on outcome:** Indicate whether or not the SLO has been met, and if met, to what level.

SLO is met after changes resulting from ongoing assessments, referencing assessment results from the previous year to highlight revisions;

SLO is met, but with changes forthcoming;

SLO met without change required

3. **Strategies and methods:** Description of assessment method and choices, why they were used and how they were implemented.

In Theatre 491 (Theatre Capstone) theatre majors produce a fully realized theatrical production for a public audience. The Senior Capstone Project requires students to synthesize learning from previous course work into a single collaborative performance. The Senior Capstone Project offers the student an opportunity to perform in the safety of an academic environment but with far more independence than previous course work. The intent is to create curricular experience that serves as a bridge between the academic and professional world.

A rubric, which outlines how the performance will be evaluated by the instructor, and a student reflection paper are the primary assessment tools. There is also a rubric that measures the effectiveness of the student's pre-production character and play analysis. Theatre program faculty also conducts a post-mortem where they offer verbal feedback about the strengths and weaknesses of the performance to the students directly. Informal feedback from the audience is also generated during and after the performance.

**Used 3 rubrics to assess THTR 491**

- 1) The first rubric guides and assesses the actor/director's pre-production paper work.
- 2) The second rubric guides and assesses the performance (quality of acting or directing in performance)
- 3) The third rubric guides and assesses the post-production reflection paper.

**4. Observations gathered from data:** Include findings and analyses based on the strategies and methods identified in item #3.

a. Findings:

The senior capstone class produced a full-length play "Flowers for Algernon" and a documentary about the Senior Capstone experience. Flowers for Algernon had three public performances at the University Theatre. Approximately 500 people were in attendance. In all cases, the students demonstrated growth and success as performers. The acting and directing, on the whole, was on par with previous Senior Capstone plays and the performance rubrics reflect that success. In the self-reflection paper, the students routinely identified tools of the craft and spoke of them in relation to their own artistic development. It should also be noted that we had record enrollment of 18 for the Senior Capstone class.

*\*Throughout the process of "Flowers for Algernon", I feel like I've grown the most I ever have as a performer."*

*\*"Flowers for Algernon" was probably one of the best experiences of my life, and definitely the best experience I had at Eastern".*

*\*Areas in which I am still seeking to improve that the rehearsal process brought to my attention even the more, is giving less power to my personal life and issues that affect me mentally and emotionally before and during rehearsal.*

*\*Eastern's program was so instrumental in my journey that I'll forever appreciate all that I've received through this educational experience. I really don't feel like I'm just graduating from school, completing this program means more to me than that. I'll miss the people, place and even the process because*

*\*it's helped cultivate who I am and what I do, and I know it doesn't stop here even though this time is ending."*

*\*I've learned to combine all the work I've learned and bring it together to create art"*

*\*I also learned to make sure you always have each other's backs. You can't just leave someone in the dust because you're a team.*

*\*My growth these past three years. Wow, I can't even explain the amount of growth that happened throughout these years. When I left Portland I thought I knew exactly what I wanted to do. I wanted to act and only act. But now I know I'm good at other stuff." Costuming, wardrobe and even stage-management.*

#### Numerical Data for Rubric

Average of Rubric #1) The first rubric guides and assesses the actor/director's pre-production paper work. **3.4**

Average of Rubric #2) The second rubric guides and assesses the performance (quality of acting or directing in performance) **3.7**

Average of Rubric #3) The third rubric guides and assesses the post-production reflection paper. **3.3**

b. Analysis of findings:

The students are developing as actors and directors as evidenced by average of the second rubric (3.7). Students express a sense of ownership of the techniques of their craft as evidenced by student reflection papers. There is a measurable difference in the student's artistic ability in the area of performance from the time they enter the program to the time they finish the Senior Capstone class as evidenced by the fact the instructor teaches Theatre 110 (the first class in the performance sequence) and the last class, the Senior Capstone.

**5. What program changes will be made based on the assessment results?**

a) Describe plans to improve student learning based on assessment findings (e.g., course content, course sequencing, curriculum revision, learning environment or student advising).

We will include an audience survey that attempts to measure the actors and directors performance in addition to the rubric assessed by the faculty and the self-assessment done by the student.

- b) Provide a broad timeline of how and when identified changes will be addressed in the upcoming year.

Spring Quarter offers an opportunity for further assessments. We will provide the opportunity for audiences to give written feedback to the Senior Capstone performance.

- 6. Description of revisions to the assessment process the results suggest are needed and an evaluation of the assessment plan/process itself.

We still need to examine the SLO's themselves to determine whether or not they are actually the best articulation of our program objectives.

**NEW: PART II – CLOSING THE LOOP**  
**FOLLOW-UP FROM THE 2015-2016 PROGRAM ASSESSMENT REPORT**

In response to the university's accrediting body, the [Northwest Commission on Colleges and Universities](#), this section has been added. This should be viewed as a follow up to the previous year's findings. In other words, begin with findings from 2011-12, and then describe actions taken during 2012-13 to improve student learning along, provide a brief summary of findings, and describe possible next steps.

**Working definition for closing the loop:** *Using assessment results to improve student learning as well as pedagogical practices. This is an essential step in the continuous cycle of assessing student learning. It is the collaborative process through which programs use evidence of student learning to gauge the efficacy of collective educational practices, and to identify and implement strategies for improving student learning.” Adapted 8.21.13 from <http://www.hamline.edu/learning-outcomes/closing-loop.html>.*

1. **Student Learning Outcome(s)** assessed for 2015/16

Demonstrate the ability to act and direct in live theatre

2. **Strategies implemented** during 2015/16 to improve student learning, based on findings of the 2011-12 assessment activities.

Improvement strategies suggested from 12/13 indicate the need to reexamine the Program SLO's

3. **Summary of results** (may include comparative data or narrative; description of changes made to curriculum, pedagogy, mode of delivery, etc.): Describe the effect of the changes towards improving student learning and/or the learning environment.

No changes were made to assessment process from 12/13 review.

4. What **further changes to curriculum, pedagogy, mode of delivery**, etc. are projected based on closing-the-loop data, findings and analysis?

**Re-examination of Program SLO's is still recommended**