

Annual Assessment Report of Student Learning Outcomes- May 2019 Theatre and Dance

1. Program Assessment Meetings

- a. November 13, 2018- 10:30am-12:00pm- Siouxsie Easter and Patti Goebel
 - i. Topics Discussed
 - a. Continuing the transition from Theatre and Dance to Theatre
 - b. Structure and content of Dance courses
 - c. Curriculum rotation
- b. May 16, 2018- 10:00am-11:30am- Siouxsie Easter and Patti Goebel
 - i. Topics Discussed
 - a. Sabbatical leave and impact on assessment
 - b. Production calendar
 - c. Senior thesis rubric and requirement

2. Closing the Loop

- a. Changes from last year as described in the 2018 Assessment Report
 - i. "We will add new courses to the curriculum to focus on current faculty expertise."
 - a. Data is evident in the edits to the catalogue with the addition of Lighting Design as a core course and topics offered in Advanced Stagecraft and Devised Theatre.
 - b. The courses went remarkably well. We will continue to build core courses in technical theatre and will offer Devised Theatre as a topic in the Fall of 2020.
 - ii. "We will change the catalogue to reflect a revised major in Theatre."
 - a. Data is evident in catalogue edits.
 - b. The changes are complete and do not need further edits.
 - iii. "We will add non-Western courses in dance."
 - a. We offered Hip Hop and Elements of West African Dance in the Spring of 2019.
 - b. We will continue to offer a rotation of dance styles. Hip Hop was very well subscribed, with 17 students enrolled in the class. West African Dance had 6 students, perhaps due to the time the course was offered (a very popular MW afternoon time). We still are not completely satisfied with the numbers of students enrolling in dance courses and we will work to increase that number.
 - iv. "Rubrics and assignments in THEA 128 will be updated in order to align more closely with the program and college goals. The course will also change from a seminar course to a twice a week course to increase student focus."
 - a. The course became a twice a week course as evidenced on the Globe. One new rubric was created for THEA 128 and the others were reworked.
 - b. The rubrics for the course need further development. Professor Easter is still researching performance rubrics.
 - v. "THDA 100 will go from a co-taught course to a single faculty course."
 - a. Professor Goebel taught the course in the Fall of 2018 as evidenced on the Globe.
 - b. This balanced out the Theatre Faculty work load and allowed Professor Easter to create a new Topic in Devised Theatre. The course was very successful. The students won playwriting and acting awards from the Theatre Association of New York State for their work in the class.

3. Examination of Data Collected for This Year's Targeted Learning Courses

- a. Gain a better understanding of the definition and desired outcomes of an Artist's Statement.
 - i. In THEA 402, Professor Goebel assigned one day of definition, one day for feedback, and then the final Artist's Statement.
 - ii. 100% of the students continued to struggle with defining themselves as artists. Very little improvement was gained in this area.
 - iii. With the class size and motivation of the current students, the data collected is unclear if this restructuring will continue to be poor. Professor Goebel will add an additional day for discussion to allow students to restructure their original Artist's Statements.
- b. Increased performance and production vocabulary.
 - i. Professor Goebel gave a pre and post-test at the beginning and end of THEA 222 and a vocabulary quiz in THEA 100.
 - ii. 67% of students gained a 25-50% increase in knowledge in THEA 222. Non-majors' average increase was 39%, majors' average increase was 15%. 80% of students in THEA 100 received an A or higher for the vocabulary quiz.
 - iii. Students who were non-majors improved the most during the pre- and post-tests but majors scored the highest on both overall. Professor Goebel plans to continue to give pre- and post-tests to gather data on non-major/major scoring, and will continue to increase the number of vocabulary quizzes.
- c. Students will be exposed to global theatre and performing arts.
 - i. In Devised Theatre, Professor Easter gave a research assignment about a devised theatre company. Students chose from companies based in Europe, the United States, and Asia. In Lighting Design, students began to discuss articles on global topics and practitioners through the discussion forum on Moodle.
 - ii. 100% of students earned a B- or above on the Devised Theatre assignment. 80% of students earned an A- or above. All students in the Devised Theatre class listened to each other's presentations, therefore gaining additional knowledge about global companies. The professor noted that none of the students were previously aware of these companies. 89% of the Lighting Design students completed the full submission of their forums on Moodle, giving the average grade of 92% for these assignments.
 - iii. The assignment in Devised Theatre was successful. Professor Easter will continue to add more global companies to the selection list the next time this course is taught. Professor Goebel will continue to add discussion forums on global topics as this helped the students increase vocabulary and communication skills.
- d. Students will write research papers with college appropriate tools and skills.
 - i. Professor Goebel assigned papers at the beginning and at the end of the semester for THEA 100. For both assignments students were encouraged to submit their papers to the Writing Center before the due date.
 - ii. Only 30% of the students utilized the Writing Center before turning in their assignment.
 - iii. Professor Goebel plans to require at least one writing assignment to be submitted to the Writing Center before the due date.

4. Program Changes for the Upcoming Year

a. Course Elements

- i. Rubrics in THEA 200- Acting Two, will be updated to give more accurate and detailed feedback of student work. The practitioner research assignment will be updated to include more global practitioners and a rubric will be created for this assignment.
- ii. A new rubric will be created for THEA 401- Senior Seminar. Students will have access to this rubric at the beginning of their thesis semester. This will allow us to give the students more written feedback in addition to the oral defense that they currently have. It will also help to guide students more clearly throughout the process.
- iii. We will continue to add global practitioners for research projects and readings in the design courses. This supports our program goal of awareness of diversity.

b. Courses

- i. We will examine each of our syllabi to be certain that the objectives and goals line up with the Program's and College's objectives and goals.
- ii. Students will be required to utilize each of the senior Theatre majors, in some capacity, during their thesis for THEA 401. This will allow students to gain more expertise from their peers, as well as strengthen the goals found in our program's mission statement.

c. Curriculum

- i. We will move Scenic Design from a topics course to a core course. This will give us a solid base of courses in Technical Theatre and allow incoming students to see Scenic Design on the books.
- ii. Professor Goebel will begin the creation of a Communications/Public Speaking course to be potentially offered in the spring of 2021. This is a course that would benefit both the Theatre program, as well as many college-wide programs.

5. Action Plan for the Upcoming Year

LEARNING OUTCOMES	DATA TO BE COLLECTED	WHEN	WHO
Gain a better understanding of the definition and desired outcomes of an Artist's Statement	Two drafts of Artist's Statement and one final Artist Statement	Throughout spring semester in THEA 402	Professors Easter & Goebel
Increased awareness of connections throughout Theatre History and their influences on contemporary theatre	Essays and rubrics	Throughout THEA 315 in the spring of 2020	Professor Easter
Students will begin to communicate collaboratively about current practitioners and events	Discussion forums on Moodle	Throughout Scenic Design in the spring of 2020	Professors Goebel
Students will write research papers with college appropriate tools and skills	Research papers, drafts and final copies, data from the Writing Center about student visits	The end of each semester	Professors Easter & Goebel