

Annual Assessment Report of Student Learning Outcomes- May 2018 Theatre and Dance

1. Program Assessment Meetings

- a. November 20, 2017- 12:30-1:30pm- Siouxsie Easter and Patti Goebel
 - i. Topics Discussed
 - a. Name change to just Theatre
 - b. Impact of elimination of dance classes from the curriculum
 - c. Structure of senior seminar
- b. May 10, 2018- 9:30am-11:00am- Siouxsie Easter and Patti Goebel
 - i. Topics Discussed
 - a. Change in faculty/staff positions and curriculum
 - b. Production calendar
 - c. Senior thesis projects

2. Closing the Loop

- a. Changes from last year as described in the 2017 Assessment Report
 - i. "We will put in place technical theatre courses under the 'Technique and Skills Training' section of the curriculum."
 - a. Data is evident in the edits to the catalogue.
 - b. Further edits need to be made this year with the elimination of dance. In addition, technical theatre courses will need to become named courses as opposed to topics.
 - ii. "We hope to offer SC101 in the fall of 2018, pending normalization of faculty workload in the Performing Arts."
 - a. This is unable to happen because of changes to the General Education curriculum.
 - b. We will look for more ways to reach first year students.
 - iii. "We also want to offer non-Western courses in dance."
 - a. We have advertised for adjuncts who can teach non-Western dance.
 - b. We created a course, DANC210- Dance Technique, to allow for more flexibility in dance styles.
 - iv. "We will create a rubric for the performance classes in order to both evaluate and teach students about the myriad of skills needed for live performance."
 - a. Rubrics were created for THEA 128, THEA 200, THDA 100, and THEA 333. This led to less questions from students about how they were graded and an overall better understanding of the process.
 - b. The rubrics for THEA 128 and THEA 200 still need work. Professor Easter will be researching other academic rubrics and attending a workshop on rubrics at the upcoming national conference.
 - v. THDA 100 was co-taught by Siouxsie Easter and Patti Goebel for the first time this year.
 - a. The course incorporated more technical theatre discussion because of the expertise of Professor Goebel.
 - b. For the fall, we are going back to it being a single faculty class. This is due to many discussions about course load and the need to offer courses that are more diverse. Patti Goebel will teach THDA 100 in the fall with more hands-on projects as we received favorable response to the existing projects.

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

- a. Increased production vocabulary at the end of the introductory courses.
 - i. Professor Goebel used a pre-test and post-test in THDA 130 and vocabulary quizzes in THEA 255. Professors Easter and Goebel gave vocabulary quizzes in THDA 100.
 - ii. 67% of students gained a 25-50% increase in knowledge in THDA 130. Non-majors' average increase was 40%, majors' average increase was 30%.
 - iii. Both groups gained knowledge, as expected. This is an on-target increase for an introductory course.
- b. Each student will conduct a pre-performance, pre-class warm up.
 - i. Professor Easter taught a section on the importance and technique of warming up and set aside 10 minutes at the beginning of each Acting seminar for the students to engage in their personal warm ups.
 - ii. Data was collected through observation of the class and rehearsals. In Acting One, 60% of the class participated in independent warm ups by the end of the semester. In Acting Two, 100% of the class participated in independent warm ups by the end of the semester. In rehearsals, students tended to form group warm up activities. 70-100% of students participated in these activities at any given rehearsal.
 - iii. Students in advanced classes were more likely to warm up than beginning students, but it remains important to introduce these techniques early on. Professor Easter plans to spend more time on warming up technique in her Acting One course.
- c. Students will present and write papers analyzing theatre scripts.
 - i. Professor Easter assigned papers for THEA 128 and THEA 315 and Professor Goebel assigned papers for THDA 285.
 - ii. In THEA 128, 70% of students scored a B or above on their papers. In THEA 315, 80% of students scored a B or above on their papers. In THDA 285, 75% of students scored a B or above on their papers.
 - iii. We believe that there is need for an additional script analysis paper at different times in the semester in order to give us more comparison data about learning outcomes.

4. Program Changes for the Upcoming Year

a. Curriculum

- i. We will add new courses to the curriculum to focus on current faculty expertise. Judging by the number of students working on technical theatre these past two years, there is a need for more technical theatre courses and opportunities. We are also adding new courses to refocus the curriculum on theatre due to the elimination of the dance position.
- ii. We will change the catalogue to reflect a revised major in theatre. This is due to the elimination of the full-time dance position and the addition of a faculty member in theatre.
- iii. We will add non-Western courses in Dance. This is based on informal surveys of current dance students.

b. Course Changes

- i. 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.
- ii. THDA 100 will go from a co-taught course to a single faculty course. This will allow for greater parity in course loads and will allow room for new course topics to be offered by the faculty member not teaching 100 in a particular semester.

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 THDA 402	Professors Easter & Goebel
Increased performance and production vocabulary	Pre-tests and post-tests	Beginning and end of THDA 100 and Lighting Design	Professor Goebel
Students will be exposed to global theatre and performing arts	Research assignments on global practitioners and practices	Throughout fall semester in Devising Theatre and Lighting Design	Professors Easter & Goebel
Students will write research papers with college appropriate tools and skills	Research papers	Beginning and end of THDA 100	Professor Goebel