

Institutional Effectiveness Report

Name of Program:	Theatre Arts
Year:	2017-2018
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Program Mission Statement

The Mission of the Theatre Program is:

The Department of Fine Arts offers a major in theatre arts with specialties in performance (acting and directing) or design/technology (scenery, lighting, costuming, and stagecraft). The department seeks to prepare students for graduate studies in the major, for entering professional training programs, or for entering professions that require creative thinking and artistic expression. Students may also earn either a minor or a collateral in theatre. The education students participate in leads to the development of life skills of self-discipline, personal responsibility, and organization; and the ability to communicate effectively and work cooperatively is fostered in the program. The program educates the student body at large and serves the community through quality performances that exhibit student and faculty artistic work and function as a laboratory for applying skills learned in the classroom and studio.

The Mission of the University Theatre (a co-curricular activity of the Theatre Arts Program) is "to produce wide and varied selections of challenging dramatic literature that is educationally beneficial to both student participants and observers."

Program Learning Outcomes (PLOs)

1. Students will learn communication skills, collaborative problem-solving, and modes of self expression that are essential to the art of theatre and theatre production.
2. Theatre arts students will understand the relevance, implications and consequences of theatre to its social, cultural and historical context.
3. The theatre arts program will develop in theatre arts students an appreciation for a professional disposition in theatre art analysis, production process and practices.
4. Theatre arts students will learn the practical and professional aspects of the production process.

Executive Summary of Report

We have made several faculty changes in the last two years necessitating changes to our program. Because of our new faculty, we are looking at our entire program to reevaluate area strengths and weaknesses. We are working to provide more clear information and policies for the students. As we have considered changes to our program, we have decided as a faculty that our current assessment methods are not valuable to us or providing useful information. Though there is some assessment data, we are evaluating our current assessment tools. This next year will be one of assessment and goal-setting.

Student Learning Outcomes (SLOs)

1. Students will demonstrate an understanding of theatre concepts, theories, organization and production process.
2. Students will demonstrate the skills necessary to successfully participate in a theatrical production under the direction and supervision of an experienced production team.
3. Students will demonstrate skills, knowledge and vocabulary usage to form aesthetic judgments of/within the production process.
4. Students will acquire and demonstrate sufficient skills and knowledge in advanced areas of study in their specialty. Performance students get an external review in Acting IV and/or Directing II.

Assessment Methods

1. Students will demonstrate an understanding of theatre concepts, theories, organization and production process.

The primary assessment tool for this SLO is the Exit Exam given to graduating seniors. The exit exam includes questions from each theatre course that the student completed at FMU. These questions target specifics from the courses that would be representative of the knowledge in this SLO. The graded exams are reviewed by theatre faculty to determine areas in which students seem to have difficulty retaining important information.

2. Students will demonstrate the skills necessary to successfully participate in a theatrical production under the direction and supervision of an experienced production team.

The primary assessment tool for this SLO is the use of the course Theatre Practicum (THEA 210) in which students receive a grade for specific roles (both onstage and backstage) under the direction of theatre faculty. The theatre faculty assigns practicum grades at the end of the semester based on an evaluation of the student's performance in a specific assignment (lighting, acting, stage management, etc.). Items considered include (but are not limited to) attitude, professional manner, timeliness, discipline, commitment, quality of work, etc.

3. Students will demonstrate skills, knowledge and vocabulary usage to form aesthetic judgments of/within the production process.

Many parts of the Exit Exam are specific to the production process including areas of aesthetic judgment. These parts are assessed independently of the entire exam, often through the practicum assignment. We also utilize a response report (written and oral) from a KCACTF (Kennedy Center American College Theatre Festival) respondent for at least one of our yearly productions. This entails participation in the yearly festival including a visit from a respondent to comment upon all areas within a production.

4. Students will acquire and demonstrate sufficient skills and knowledge in advanced areas of study in their specialty. Performance students get an

external review in Acting IV and/or Directing II. In addition to being graded in the course, final projects in upper level courses like Costume Design, Directing II, and Acting IV receive outside adjudication. In addition, an outside adjudicator is often called upon to provide more general feedback to at least one of the productions each year.

Assessment Results

1. Students will demonstrate an understanding of theatre concepts, theories, organization and production process.

In 2017-2018, the Exit Exam has been rewritten to reflect current courses and content using input from a new design faculty member. The benchmarks were re-evaluated and a more realistic target was established. However, upon review of our in-house assessment exam, we have concluded that it is ineffective and we are currently researching a more effective tool. Thus we have no assessment data at this time.

2. Students will demonstrate the skills necessary to successfully participate in a theatrical production under the direction and supervision of an experienced production team.

100% of students taking the Practicum course in the 2017-2018 year were judged to have successfully completed the requirements of the course by a faculty panel.

3. Students will demonstrate skills, knowledge and vocabulary usage to form aesthetic judgments of/within the production process.

The Theatre faculty revisited the goals (PLO and SLO) of the program in 2017-2018. The faculty members decided to delay any substantial changes to the core goals until the staff changes were completed. This year, there were personnel changes to our KCACTF region. Though we applied to be an associate production and get a response to our April show, something happened in the regional office and we were not included in this year's festival.

4. Students will acquire and demonstrate sufficient skills and knowledge in advanced areas of study in their specialty. Performance students get an external review in Acting IV and/or Directing II.

The acting IV assessment for the adjudicators were updated to be more specific about student abilities and competency. New benchmarks will have to be established, but you'll find the current report in the appendix.

Action Items

1. Students will demonstrate an understanding of theatre concepts, theories, organization and production process.
 - The faculty has decided that the exit exam is not providing useful

information for our purposes. We are considering doing away with this exam or using another tool to assess concept retention. We intend to completely reevaluate the assessment process during the Fall 2018 semester.

- The Theatre Handbook will be online by the end of the summer in time to distribute to the Fall 2018 majors and minors.
2. Students will demonstrate the skills necessary to successfully participate in a theatrical production under the direction and supervision of an experienced production team.
 - The faculty is reassessing practicum assignments as well. We are intending to make each practicum assignment more equitable across the various areas in a production.
 3. Students will demonstrate skills, knowledge and vocabulary usage to form aesthetic judgments of/within the production process.
 - The initial "core goal" statements, which were separated into Program and Student Learning Outcomes, have been updated but still need further revision.
 - A short-range and long-range plan has been discussed in 2017-2018 with a goal of implementation in 2018-2019.
 4. Students will acquire and demonstrate sufficient skills and knowledge in advanced areas of study in their specialty. Performance students get an external review in Acting IV and/or Directing II.
 - Our benchmark is to improve +5% in two years.

Appendix

1. Acting Final – i.e. report

3 students – 100 % - all performances ready for Graduate School or Professional Level Program

1 student – 70% of all performances ready for Graduate School or Professional Level Program.... 30 % of all performance not ready

1 student – 40 % of all performances ready for Graduate School or Professional Level Program.... 60 % of all performance not ready

1 student – 38 % of all performances ready for Graduate School or Professional Level Program.... 62 % of all performance not ready

1 student – 20 % of all performances ready for Graduate School or Professional Level Program.... 80 % of all performance not ready

4 students (57%) above or at the 60% benchmark “ready for Graduate School or Professional Level Program”

3 students (43%) below the 60% benchmark

Potential total scores:

1 student 89% of potential number of points

1 student 86% of potential number of points

1 student 82% of potential number of points

1 student 73% of potential number of points

1 student 68% of potential number of points

1 student 61% of potential number of points

1 student 56% of potential number of points

86% of students enrolled reached the “passing benchmark”

14% of students (1) enrolled did not reach the “passing benchmark”