SAINT LOUIS UNIVERSITY.

Program-Level Assessment: Annual Report

Program Name: Theatre and Dance	Department: Fine and Performing Arts
Degree or Certificate Level: BA	College/School: Arts and Sciences
Date (Month/Year):9/2022	Assessment Contact: Lou Bird

In what year was the data upon which this report is based collected? 2021/22

In what year was the program's assessment plan most recently reviewed/updated? 2020

Is this program accredited by an external program/disciplinary/specialized accrediting organization? No

1. **Student Learning Outcomes**
    Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please list the full, complete learning outcome statements and not just numbers, e.g., Outcomes 1 and 2.)

    The student will be able to participate in the collaborative process of creating theatre, demonstrating proficiency in at least one area. Areas of proficiency would include Performance, Stage Management, Directing and Design.

2. **Assessment Methods: Artifacts of Student Learning**
    Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe the artifacts in detail and identify the course(s) in which they were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

    The artifacts used to determine the outcome were 4 performances and the THR3500 Theatre Practicum Class. This year the students were performers and one stage manager. Theatre Faculty, Staff and Hired Professional Directors all had the chance to work with and observe the students during the rehearsal and performance process.

3. **Assessment Methods: Evaluation Process**
    What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and **include them in/with this report document** (please do not just refer to the assessment plan).

Faculty and outside professional directors were given the following rubrics and asked to rank each student.

	Excellent	Good	Needs Improvement	Poor
General Knowledge	Is familiar with Theatrical terms and practices. Is able to use techniques learned in class and put them to practical use. Willing to experiment with new techniques. Knows the demands of rehearsal, performance.	Is familiar with most theatrical terms and practices. Uses some techniques learned in class and is willing to learn new techniques. Knows the demands of rehearsal and performances.	Is familiar with some of the theatrical terms and practices. Uses some techniques learned in class. Hesitant to try new techniques. Is familiar with the demands of rehearsal and performances but, may miss some rehearsals or assignments for other "better" things.	Is not familiar with theatrical terms and practices. Is rigid in their approach and unwilling to use techniques learned in class. Will not try new techniques. Does not know the demands of rehearsal or performance. May ask to be excused from major assignments.

Professional work ethic	Behaves professionally to faculty and students. Arrives on time and is prepared. Has the tools necessary to complete the task. Is fully engaged and committed to the task at hand. Is an exemplary example to others.	Almost always behaves in a professional manner to faculty and students. Has the tools necessary to complete the task. Is almost always committed and engaged in the task at hand. Is a good example to others.	Has lapses in professional behavior. Is prepared half of the time and needs to use other's tools or has to leave and get their tools to complete tasks. Needs to be reminded of the task at hand. Can be an example to others.	Behaves unprofessionally to faculty and students. Does not come prepared and does not have the tools necessary to complete the task. Is not an example to others. Is not engaged in the task at hand.

Technique/Skills	The student is confident in their knowledge. Brings a unique personality or point of view to a project. Can be trusted with advanced projects and will complete the project by the set deadline. Inspires others to do their best work. Is familiar with the script and has completed the necessary analysis. Is adept with the skills needed to succeed in their area of theatre.	The student is pretty confident in their knowledge. Brings new ideas or points of view to a project. Can be trusted with projects. Projects will be complete by a set deadline. Can inspire others to do good work. Is familiar with the script and has completed some analysis. Has most of the skills needed to succeed in their chosen area of theatre.	Is somewhat confident in their knowledge. Brings few ideas or original thoughts to a project. Can be trusted with simple projects. Deadlines may be met. Not really an inspiration to others. Is somewhat familiar with the script and has maybe completed some analysis of the script. Has few skills to succeed in their chosen area of theatre.	Is not confident in their knowledge. Does not bring a unique point of view to the project. Cannot be trusted with advanced projects. Projects or assignments are left incomplete. Is not an inspiration to others. Is not familiar with the script and has not completed any analysis. Has few skills to succeed in their chosen are of theatre.

Collaboration	Shares ideas with others. Is able to build on the ideas of others. Understands the "Big Picture" and their relationship to it. Able to take critique and synthesize it. Approaches new ideas and techniques with enthusiasm. Is exciting to work with.	Shares ideas with others. Needs some help building on the ideas of others. Understands the "Big Picture". May need help with critique and how to synthesize it. Approaches some new ideas and techniques with enthusiasm as long as they within the student's comfort zone. Good to have on the team.	Is hesitant to share ideas with others. Is hesitant to build on the ideas of others or fears critique. Is reticent to approach new ideas or techniques preferring a safer approach. Is ok to work with.	Does not share ideas with others. Does not build on the ideas of others or criticizes the ideas of others. Does not understand the "Big Picture". Unable to take critique. Is not open to new ideas or techniques. Is not fun to work with.

4. Data/Results

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

The average score for the students was 3.89 out of 4.0. There were some variations for students in the Professional Work Ethic and Technique scores.
- Productions/ THR3500 Theatre Practicum were only delivered in person.

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

The students were assessed on Proficiency in at least one area of theatre. We had 4 graduating students. All four students were identified as having a focus in performance, with one having an additional focus in stage management. The Faculty looked at General Knowledge, Professional Work Ethic, Technique/Skills and Collaboration as components of Proficiency. Each student was assessed in these areas to get an overall score for Proficiency. The average scores were as follows:
General Knowledge – 4
Professional Work Ethic – 3.6
Technique/Skills – 3.875

Collaboration – 4
Overall Proficiency Average – 3.8
The Faculty was happy with an average score of 3.8. The lower score in Professional Work Ethic was of some concern. The faculty will discuss how and where to address changes in classes to help improve this score. Examples of changes might be:
- Changes in language to the Student Handbook
- Explicit language used to describe work ethic at the start of the rehearsal period
- Describing expectations during auditions and the company meeting

The slightly lower score was of less concern. Covid and delivering plays in a socially distanced world were thought to have contributed to this score. We will watch this score the next assessment.

6. **Closing the Loop: Dissemination and Use of <u>Current</u> Assessment Findings**
   A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

   The Faculty and Staff will discuss the findings at the last Faculty meeting in October and make suggested changes at that time. Some ideas are listed above.

   B.

   B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

   Changes to the Curriculum or Pedagogies
   - Course content
   - Teaching techniques
   - Improvements in technology
   - Prerequisites
   - Course sequence
   - New courses
   - Deletion of courses
   - Changes in frequency or scheduling of course offerings

   Changes to the Assessment Plan
   - Student learning outcomes
   - Artifacts of student learning
   - Evaluation process
   - Evaluation tools (e.g., rubrics)
   - Data collection methods
   - Frequency of data collection

   Please describe the actions you are taking as a result of these findings.

   This is the second year for the current assessment plan. One thing I have noticed is the difficulty in capturing graduating students all in the same place in the same point in their learning. For example, not all students take Career Prep at the same time or in the same manner. An Artist Statement might happen earlier for some students than others and not be an accurate assessment of a "graduating student". I think there will have to be some adjustments to how courses are offered or to the assessment plan. Theatre Practicum and the production of plays does catch students at all stages of their learning. It has also been valuable to have outside professionals be part of the assessment because it provides an unbiased assessment.

   If no changes are being made, please explain why.

7. **Closing the Loop: Review of <u>Previous</u> Assessment Findings and Changes**

A. What is at least one change your program has implemented in recent years as a result of assessment data?

This is the second year of assessment for us and I think we will continue to assess "area of proficiency" each year and add a second area of assessment.

B.

B. How has this change/have these changes been assessed?

Next year will be the first time to try assessing 2 areas.

C.

C. What were the findings of the assessment?

N/A

D.

D. How do you plan to (continue to) use this information moving forward?

We will continue to look at the data and see how it changes or if it does. We also have 2 new faculty that may have additional ideas for assessment.

E.

IMPORTANT: Please submit any assessment tools (e.g., artifact prompts, rubrics) with this report as separate attachments or copied and pasted into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document.

	General knowledge	Professional work ethic	Technique	Collaboration
TM	4,4,4,4	4,4,3,4	4,4,3,4	4,4,4,4
LC	4,4,4,4	3,4,3,4	4,4,3,4	4,4,4,4
LB	4,4,4,4	3,4,3,4	4,4,4,4	4,4,4,4
CO (Professional Hire)	4,N/A,N/A,4	4,N/A,N/A,4	4,N/A,N/A,4	4,N/A,N/A,4
Average	4,4,4,4	3.75,3.5,3.5,4	3.75,3.75,4,4	4,4,4,4