Department of Theatre and Dance
Assessment: Final Report
Submitted June, 2014

Executive Summary
2013-2014 Aggregate Assessment Data Summary

In the fall of 2013 The Department of Theatre and Dance launched a national search for a new chairperson. It had been the hope of the faculty and the dean that a new chairperson who had knowledge and experience with best practices in arts assessment in higher education would be in a position to review and revise the department's assessment practices.

Assessment of learning goals and their outcomes, in the opinion of the Dean of the College of Fine Arts, has to this point been based on artifacts and data that are not the best indicators of specific and measurable outcomes. The main instrument used is the year-end evaluation of each student by a pair of faculty members who are familiar with the student's course work and contributions to the production season, which is an important curricular component where skills and competencies are tested in practice. It is a holistic assessment, and does not isolate particular points of evaluation at prescribed times with statistical efficiency. The faculty have not had the time or opportunity to revise their practices, given growing enrollments and inadequate staffing.

While there is wide agreement that the departmental learning goals of Collaboration, Analysis, Technique and Professionalism are valid and represent what departmental faculty value and are, in fact, delivering, the faculty need to define specific and measurable outcomes and more efficient and effective mechanisms to gather and assess useful data. Last year the faculty chose to eliminate data collected regarding the 5th learning goal, a "life of meaning and value," because it could not be assessed in a meaningful way beyond the student's sense of their own well-being.

The search launched in the fall of 2013 did not yield a new chairperson, so it was the decision of the dean to continue to gather data from the year-end evaluation tool and offer some analysis of the data until such time as a new method for outcomes assessment could be developed.

The data for 2013-2014 will not be analyzed by previous methods, which included breakdowns by degree program, class levels, or through the use of additional data points from student success rates, audition evaluation, or feedback from graduating seniors. Until a new assessment plan is generated by the faculty and Chair of the department, this report will include the raw data gathered from the year-end evaluation of all students.

The summary of these date indicates that outcomes remain similar this past year and fall in line with emerging trends. Some observations worth noting are

1. Improvement in the area of technique

2. Decline in the area of professionalism

These fluctuations are not particularly surprising, since the faculty discontinued the practice of sharing their green/yellow/red designations with the students in the evaluation meeting. This allowed faculty to be more objective in their evaluations outside of the developmental conversations they have with the students.

The raw data yields the following percentages of Green/Yellow Red designations compared to previous years:

Learning Goal	Green				Yellow				Red			
	10-11	11-12	12-13	**13-14**	10-11	11-12	12-13	**13-14**	10-11	11-12	12-13	**13-14**
Collaboration	91%	89%	88%	**90%**	9%	10%	10%	**10%**	0%	1%	0%	**0%**
Analysis	73%	70%	69%	**74%**	26%	28%	26%	**25%**	1%	2%	5%	**1%**
Technique	65%	62%	65%	**78%**	33%	36%	32%	**19%**	2%	2%	3%	**3%**
Professionalism	85%	86%	82%	**78%**	14%	12%	11%	**19%**	1%	2%	2%	**3%**
Meaning/Value	89%	92%			8%	8%			1%	0%		

Programmatic Learning Goals:

1. **Collaboration**: emphasized in the first year and continued throughout a student's experience, collaboration refers to students' abilities to participate in the production process. Participating effectively is emphasized as opposed to having a proficiency in a single area.
2. **Analysis**: an element heavily focused on in Play Analysis (the introduction to the discipline course), analysis is a continued focus ultimately requiring fluency in historical, literary and theoretical traditions.
3. **Technique**: technique challenges students to express and explore ideas and actions in various methods of expression within their areas of interests. These methods vary with each student's individual focus.
4. **Professionalism**: an essential element for all majors, professional experiences for students in the BA major build work related values that define students' conduct in the classroom and within their individual areas of emphasis. Not all BA majors will be professional in the same manner. Some will be dramaturges; others will go on to graduate schools.
5. **Meaning and Value**: as an element, meaning and value asks students to integrate all elements of their liberal education to create lives that are both professionally satisfying and personally meaningful.

Check box that reflects student's score.			green	yellow	[redacted]	green	yellow	[redacted]	green	yellow	[redacted]	green	yellow	[redacted]	green	yellow
CLASS	**NAME**	**MAJOR**	**COLLABORATION**			**ANALYSIS**			**TECHNIQUE**			**PROFESSIONAL**			**LIFE OF MEANING/V**	
fr		TH-BA	X				X		X			X			X	
fr		THMT	X			X			X				X		X	
fr		THMT	X			X			X			X			X	
fr		THMT	X			X			X			X			X	
fr		TH-BA	X				X		X			X			X	
fr		TH-BA	X			X			X			X			X	
fr		THMT	X			X			X			X			X	
fr		THAC	X			X			X			X			X	
fr		THMT	X			X			X			X			X	
fr		H-BA/MUM	X				X			X			X		X	
fr		THMT	X			X			X			X			X	
fr		TH-BA	X				X		X			X			X	
fr		TH-BA		X		X			X				X			X
fr		THAC	X			X				X		X				X
fr		TH-BA	X			X			X			X			X	
fr		THDP	X			X			X			X			X	
fr		THDP	X			X			X			X			X	
fr		TH-BA	X			X			X			X			X	
fr		TH-BA	X			X			X			X			X	
fr		TH-BA	X			X			X			X			X	
fr		TH-BA	X			X			X			X				X
fr		TH-BA	X			X			X			X				X
fr		TH-BA	X			X			X			X			X	
fr		TH-BA	X			X			X			X			X	
fr		TH-BA	X			X				X		X			X	
fr		THMG	X				X		X			X			X	
fr		THAC	X			X				X		X				X
fr		THMT	X				X				X			X	X	
fr		THMT	X			X				X		X			X	
fr		TH-BA		X			X			X		X			X	
fr		TH-BA	X				X			X			X			X
fr		HAD/THM	X			X			X			X			X	
fr		THDP	X			X			X			X			X	
fr		TH-BA	X			X					X	X			X	
fr		THMT	X			X			X			X			X	

fr	THMT		X			X		X			X			X	
fr	TH-BA	X			X			X			X			X	
fr	THAC	X			X			X			X			X	
fr	THAC	X			X			X			X			X	
fr	THMT	X			X			X			X			X	
fr	THMT	X				X		X			X			X	
fr	THAC	X			X			X			X			X	
fr	TH-BA	X			X			X			X			X	
fr	TH-BA	X				X		X			X			X	
fr	THAC	X			X			X			X				X
fr	THDP		X				X		X				X	X	
fr	TH-BA	X			X			X			X			X	
fr	THAC	X				X		X				X			X
so	THMT	X			X			X			X			X	
so	THMT	X			X			X			X			X	
so	THDP		X			X				X	X			X	
so	THMT														
so	TH-BA	X			X			X			X			X	
so	THMT														
so	THAC	X			X			X			X			X	
so	THMT														
so	THMT														
so	TH-BA	X			X			X			X			X	
so	THMT	X			X			X				X		X	
so	THAC	X			X			X				X		X	
so	THAD	X			X			X			X			X	
so	TH-BA	X				X		X				X		X	
so	THAC	X			X					X		X			X
so	THMT														
so	TH-BA	X				X		X			X			X	
so	TH-BA	X			X				X		X			X	
so	THAC	X			X			X			X			X	
so	THMT	X			X				X		X			X	
so	TH-BA/HS-B	X			X			X			X			X	
so	TH-BA/BNW	X			X			X			X			X	
so	TH-BA	X			X			X			X			X	

so	TH-BA	X			X			X			X			X	
so	THMT	X			X			X			X			X	
so	TH-BA	X			X			X			X			X	
so	THMG	X				X		X			X			X	
so	THDP		X		X				X		X			X	
so	THMG	X			X			X			X			X	
so	THAC	X			X			X				X		X	
so	TH-BA	X			X			X			X			X	
so	TH-BA	X			X				X		X			X	
so	THDP		X			X			X			X			X
so	TH-BA		X			X		X			X			X	
so	THAC	X			X			X				X		X	
so	THMT														
so	THMT														
jr	TH-BA	X				X			X		X			X	
jr	TH-BA	X			X			X			X			X	
jr	THMT	X			X			X				X		X	
jr	THAC	X			X			X				X		X	
jr	THMT	X				X		X				X		X	
jr	THMT	X			X			X			X			X	
jr	TH-BA	X				X		X			X			X	
jr	THDP		X		X			X				X			X
jr	H-BA/BA-P	X			X			X				X			X
jr	TH-BA	X				X			X				X		X
jr	THDP	X			X			X			X			X	
jr	THMT	X			X				X		X			X	
jr	THDP	X			X			X			X				X
jr	THMT	X			X			X			X			X	
jr	THAC	X			X			X			X			X	
jr	THAD	X				X		X			X			X	
jr	THAC	X			X				X			X		X	
jr	H-BA/MUPV		X		X				X				X		X
jr	TH-BA	X			X			X			X			X	
jr	TH-BA/CO	X				X		X			X			X	
jr	THAC	X			X			X			X				X
jr	TH-BA	X				X			X			X		X	
jr	TH-BA	X				X			X		X			X	

jr		THAC	X			X			X			X			X	
jr		THMT	X			X			X			X			X	
jr		THMT	X			X			X			X				X
jr		TH-BA	X				X		X			X			X	
jr		THMT	X			X			X			X			X	
jr		TH-BA	X				X			X		X				X
jr		TH-BA		X			X			X				X		X
sr		TH-BA	X			X			X			X			X	
sr		THMT	X			X			X			X			X	
sr		TH-BA/CO	X			X			X			X			X	
sr		THDP/ARBA	X			X			X			X			X	
sr		THMT	X			X			X			X			X	
sr		TH-BA	X				X		X			X			X	
sr		THDT	X			X			X			X			X	
sr		TH-BA	X			X			X				X		X	
sr		TH-BA		X			X			X			X			X
sr		THMT														
sr		THMT														
sr		THMT														
sr		TH-BA		X			X		X				X		X	
sr		THAD	X			X			X			X			X	
sr		H-BA/ENWR														
sr		THMT														
sr		H-BA/ENW	X			X			X			X			X	
sr		TH-BA	X				X			X			X		X	
sr		THMT	X			X			X			X			X	
sr		TH-BA/CO														
sr		THMT	X			X			X			X			X	
sr		THDT	X			X			X			X			X	
sr		THMT	X			X			X			X			X	
sr		THAC	X			X			X			X			X	
sr		THMT														
sr		TH-BA	X			X			X			X			X	
sr		THMT														
sr		THMT	X			X			X			X			X	
sr		TH-BA/HS	X			X			X			X			X	
sr		THDP	X			X			X				X		X	

sr		TH-BA	X			X			X			X			X	
sr		TH-BA		X			X			X		X			X	
sr		TH-BA	X			X			X			X			X	
sr		THDT	X			X			X			X			X	
sr		THMT	X			X			X			X			X	
sr		THMT														
sr		TH-BA	X				X		X				X		X	
sr		THAC	X			X			X			X			X	
sr		H-BA/ARB	X				X			X		X			X	
sr		TH-BA	X			X			X			X			X	
sr		THDT	X			X			X			X			X	
sr		THDT	X			X			X			X			X	
sr		THMT	X			X			X			X			X	
sr		THAD	X			X				X		X			X	
sr		TH-BA	X			X			X			X			X	
22a	22a. Total entries per column	22a	129	14	0	106	36	1	112	28	4	113	26	5	123	21
22b	22b. Total points per column	22b	258	14	0	212	36	0	224	28	0	226	26	0	246	21
22c	22c. Entries per measure	22c		143			143			144			144			144
22d	22d. Points per measure	22d		272			248			252			252			267
22e	22e. Avg. score per measure	22e		1.90			1.73			1.75			1.75			1.85
22f	22f. Avg. % of perfect score	22f		95.10%			86.71%			87.50%			87.50%			92.71%
22g	22g. % of students by color	22g	81.13	8.81	[redacted]	66.67	22.64	[redacted]	70.44	17.61	[redacted]	71.07	16.35	[redacted]	77.36	13.21