

Academic Assessment Report 2012-2013 5/15/13

College of Visual and Performing Arts Theatre, BA

Program SLOs:

1. Identify and articulate humanistic values and cultural diversity found in the study of theatre, represented by knowledge of the history, socio-cultural traditions, and literary richness. **[KU1, KU2, KU4, GEK3, GEK4, GES3, GES4, GES5, GEV4]**
2. Develop oral and written communication skills, analytical ability, critical and creative thinking, as well as research techniques. **[KU1, KU4, GEK1, GEK3, GEK4, GES1, GES3, GES4, GES5]**
3. Demonstrate, both independently and collaboratively, synthesis of the various elements of theatre by combining capabilities in production, performance, repertory, theory, and history. **[KU1, KU2, KU3, KU4, GEK1, GEK4, GES1, GES2, GES3, GES4, GES5, GEV1]**
4. Demonstrate entry-level competence in the profession, with a focus on the major area of specialization, including proficiency in technique, capability to produce work, solve problems independently, and develop a coherent set of artistic/intellectual goals. **[KU 1, 2, 3, 4, K4, S1, S2, S3, S4, S5, GEV1, GEV4, GEV5]**

| Program Level Student Learning Outcomes | Assessment Measure(s) | Assessment Criteria <i>(Describe how data is collected – rubric, survey, etc.)</i> | Results of Assessment <i>(Specific to Data Collected)</i> | Action Taken <i>(Closing the Loop: New action or follow up from last Assessment Report)</i> |
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| SLO #1 | <p>Direct: THE 1000, Intro (written reports, practical projects, tests)</p> <p>THE 3700, Script Analysis (7 written analyses, 3 oral presentations)</p> <p>THE 3710/20, World Theatre I & II (2 major tests, oral report, research paper)</p> <p>THE 4900, Senior</p> | <p>THE 1000 Checklists, rubrics, individual feedback</p> <p>THE 3700 Checklists and individual feedback on written & oral assignments</p> <p>THE 3710, 3720 Assessment of tests, checklist/individual feedback on oral report, assessment and feedback on</p> | <p>THE 1000 Generally non- majors are not as engaged (34 enrolled, 19 majors, 15 non majors)</p> <p>THE 3700 Students (16) with limited dramatic literature and theatre performance exposure have difficulty understanding the basics of the course</p> <p>THE 3710/20 Essay question on tests was not reflecting sufficient research and consideration (28 enrolled, 6 [29%] scoring</p> | <p>THE 1000 Pair majors and non-majors as study-buddies</p> <p>THE 3700 Develop a 2000 level Reading, Experiencing, and Understanding Plays course that pairs with performance viewing (online and on the main stage)</p> <p>THE 3710/20 Essay questions given to them further in advance of the tests.</p> |

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| | <p>Seminar (final project portfolio, public presentation, personal marketing kit, group projects, budget project)</p> | <p>preparatory documents, and checklist and individual feedback on research paper</p> <p>THE 4900 GE writing rubric, final presentation assessment, checklists, individual feedback</p> | <p>below 60%)</p> | |
| | <p>Indirect: Final Grades</p> <p>Annual Assessment</p> <p>Senior Assessment</p> <p>GSS (Graduating Student Survey)</p> | <p>Assessment rubrics</p> <p>Recorded transcript of Senior Assessment discussion</p> | | |
| SLO #2 | <p>Direct: THE 1000, Intro (written reports, practical projects, tests)</p> <p>THE 1100, Acting I (performances, written performance evaluations, on-going instructor assessments, final critiques)</p> <p>THE 2300 Tech (final project)</p> <p>THE 3145, Voice for the Performer (tests, phonetic transcription, vocal samples,</p> | <p>THE 2300 Checklist & rubric</p> <p>THE 1100 Rubrics, written feedback</p> <p>THE 3145 Assessment of tests, etc. & rubrics</p> <p>THE 3700 Checklists and individual feedback on written & oral assignments</p> <p>THE 3710, 3720 Assessment of tests, checklist/individual feedback on oral report, assessment and feedback on preparatory</p> | <p>THE 1000 (34 enrolled, 13 [40%]) Students not following oral directions well</p> <p>THE 2300 (20 enrolled) ALL Lack basic knowledge of key designers</p> <p>THE 3145 (16 enrolled) 12 [75%] Students struggle with identifying their own specific vocal needs</p> <p>THE 3700 (12 enrolled and 20% of students are not reading the feedback on their writing projects & applying to their next</p> | <p>THE 1000 Provide students with step-by-step, written guidelines for all assignments</p> <p>THE 2300 Each student presents a short power point on an individual designer</p> <p>THE 3145 Resources need to be allocated for Audio Lab</p> <p>THE 3145 More one-on-one interaction between professor and student</p> <p>THE 3700 Require students to submit a list of the 3 most important things they learned from the professor's editorial feedback</p> <p>THE 3710/3720 Have provided more feedback, including a sample of a recent student research paper, to students.</p> |

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| | <p>initial/formative/final self assessments</p> <p>THE 3700, Script Analysis (7 written analyses, 3 oral presentations)</p> <p>THE 3710/20, World Theatre I & II (2 major tests, oral report, research paper)</p> <p>THE 4900, Senior Seminar (final project portfolio, public presentation, personal marketing kit, group projects, budget project)</p> | <p>documents, and checklist and individual feedback on research paper</p> <p>THE 4900 rubrics, checklists, individual feedback</p> | <p>writing project</p> <p>THE 3710/20 (28 enrolled) 50% of students have no formal training in scholarly writing</p> <p>THE 4900 Writing skills are lacking, have difficulty understanding different types of writing and targeting their audience. 8 enrolled, 3 scored below 70%)</p> <p>THE 4900 Oral Communication scores were adequate in presentation, superior in interpersonal (8 enrolled – 2 scored below 70%)</p> | <p>Providing more extensive editorial feedback on preparatory documents</p> <p>THE 4900 ENG 3010, Professional and Business Writing as a prerequisite</p> |
| | <p>Indirect:</p> <p>Final Grades</p> <p>Annual Assessments</p> <p>Senior Assessment</p> <p>GSS</p> | <p>Assessment rubrics</p> <p>Recorded transcript of Senior Assessment discussion</p> | <p>GSS Review:</p> <p>Graduating seniors average gpa = 3.4</p> <p>Oral Communication: Rubric avg score 83% BFAs in performance scored highest in oral comm (91%) K-12 BA Teacher Cert lowest scores (70%) but inter-rater reliability not guaranteed Non-verbal expression 3.13/4) and fluidity of expression 2.96/4 avg) lowest</p> <p>Written assessment: Capable in all categories</p> | <p>Provide improved information and instruction that links to the areas of assessment.</p> <p>Return to former system of holding annual department meeting prep for annual assessments</p> <p>Provide concrete descriptions for writing submissions (evaluative purpose, rubric)</p> |

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| | | | <p>Avg overall score = 2.8/4 Self reflections very useful; self awareness revealed writing as an area needing concentration No correlation to native versus transfer students BA avg = 69% n = 11 BA Theatre Ed avg = 63% n = 1 BA EC = 88% n = 1 BFA Perf avg = 73% n = 3 BFA D/T = n/a</p> <p>Junior Binder evaluation: revealed lack of information regarding preparation and evaluation. Examination of artifacts should lead to a meaningful self reflection and organizational skill.</p> | <p>Provide instructions and samples. Consider asking transfer students to bring artifacts to their audition for Kean.</p> <p>Provide a binder to each incoming student with list of suggested artifacts. Work to further develop the list. Add a prompt in the preparation of the binder instructions asking them to describe their organizational logic for the contents of the binder. Binder should also include resume, bios, and declaration of major form.</p> |
| SLO #3 | <p>Direct: THE 1000, Intro (written reports, practical projects, tests)</p> <p>THE 2300 Tech (Final project)</p> <p>THE 2301-4301, Lab (practical projects)</p> <p>THE 3700 Individual &</p> | <p>THE 2300 Checklist & rubric</p> <p>THE 2301-4301 Checklists, rubric</p> <p>THE 3700 Checklists and individual feedback on written & oral assignments</p> <p>THE 3710, 3720 Assessment of tests,</p> | <p>THE 2300 Lack basic knowledge of key designers (20 enrolled – All need assistance)</p> <p>THE 2301-4301 Specialized staffing resulted in improvement in supervision and student safety</p> <p>THE 2301-4301: All Students need a greater</p> | <p>THE 2300 Each student presents a short power point on an individual designer</p> <p>THE 2301-4301: Added a checklist of skills at beginning of course and checklist at end of what additional skills have been learned.</p> <p>THE 2301-4301: Use of GradeBook Pro</p> <p>THE 2301-4301: Refine rubric for three levels of entry: beginning, intermediate, advanced</p> |

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| | <p>Collaborative written and oral projects</p> <p>THE 3710/20, World Theatre I & II (2 major tests, oral report, research paper)</p> <p>THE 4900, Senior Seminar (final project portfolio, public presentation, personal marketing kit, group projects, budget project)</p> | <p>checklist/individual feedback on oral report, assessment and feedback on preparatory documents, and checklist and individual feedback on research paper</p> <p>THE 4900 rubrics, checklists, individual feedback</p> | <p>cross-section of skills.</p> <p>THE 2301-4301: Need more efficient way of computing quantitative scores</p> <p>THE 2301-4301: Rubric for grading was somewhat effective</p> <p>THE 3700 Some students (25%) are not participating in the collaborative projects, relying on their partner to do the work; these students are historically the low achieving ones</p> <p>THE 3710/20 No deficiencies</p> | <p>THE 2301-4301 Seek allocations for expanded facilities and equipment</p> <p>THE 2301-4301 Specialized staffing should be systematically maintained</p> <p>THE 3700 Participation contract for team partners/peer rubrics</p> |
| | <p>Indirect:</p> <p>Final Grades</p> <p>Participation in theatre productions</p> <p>GSS</p> | <p>Assessment rubrics</p> <p>Recorded transcript of Senior Assessment discussion</p> | | |
| SLO #4 | <p>Direct:</p> <p>THE 3145, Voice for the Performer (tests, phonetic transcription, vocal samples, initial/formative/final self assessments)</p> <p>THE 3700, Script Analysis (7 written analyses, 3 oral presentations)</p> | <p>THE 3145 Individual checklist and oral evaluations</p> <p>THE 3700 Checklists and individual feedback on written & oral assignments</p> <p>THE 4900 rubrics, checklists, individual feedback</p> | <p>THE 3145 75% Students struggle with identifying their own specific vocal needs (16 enrolled, 12 struggling)</p> <p>THE 3700 Most students show significant progress by their final written and oral project</p> <p>THE 4900 Each student identified individual</p> | <p>THE 3145 Resources need to be allocated for Audio Lab</p> <p>THE 3145 More one-on-one interaction between professor and student</p> |

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| | <p>THE 4900, Senior Seminar (final project portfolio, public presentation, personal marketing kit, group projects, budget project)</p> | | <p>strengths and applied to future career goals</p> | |
| | <p>Indirect: Final Grades Annual Assessment Senior Assessment Participation in theatre productions GSS</p> | <p>Assessment rubrics Recorded transcript of Senior Assessment discussion</p> | | |