

Academic Assessment Report 2012-2013 5/15/13

**College of Visual and Performing Arts
Theatre, BFA THEATRE DESIGN and TECHNOLOGY**

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 Outcome	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>
SLO #1	Direct: THE 1000, Intro (written reports, practical projects, tests) THE 3700, Script Analysis (7 written analyses, 3 oral presentations)	THE 1000 Checklists, rubrics, individual feedback THE 3700 Checklists and individual feedback on written & oral assignments	THE 1000 Generally non- majors are not as engaged (34 enrolled, 19 majors, 15 non majors) THE 3700 Students (16) with limited dramatic literature and theatre performance exposure have difficulty understanding the basics of	THE 1000 Pair majors and non-majors as study-buddies THE 3700 Develop a 2000 level Reading, Experiencing, and Understanding Plays course that pairs with performance viewing (online and on the main stage)

<p>THE 3710/20, World Theatre I & II (2 major tests, oral report, research paper)</p>	<p>THE 3710/3720 Assessment of tests, checklist/individual feedback on oral report, assessment and feedback on preparatory documents, and checklist and individual feedback on research paper</p>	<p>the course THE 3710/20 Essay question on tests was not reflecting sufficient research and consideration THE 4900 Writing skills are lacking, have difficulty understanding different types of writing and targeting their audience (28 enrolled, 6 [29%] scoring below 60%)</p>	<p>THE 3710/20 Essay questions given to them further in advance of the tests</p>
<p>Indirect: Final Grades Annual Assessment Senior Assessment GSS (Graduating Student Survey)</p>	<p>Student Interview Student Questionnaire Assessment rubrics Recorded transcript of Senior Assessment discussion</p>		

SLO #2

<p>Direct: THE 1000, Intro (written reports, practical projects, tests)</p>		<p>THE 1000 Students not following oral directions well (34 enrolled, 13 [40%])</p>	<p>THE 1000 Provide students with step-by-step, written guidelines for all assignments</p>
<p>THE 1100, Acting I (performances, written performance evaluations, on-going instructor assessments, final critiques)</p>	<p>THE 1100 Rubrics, written feedback</p>		
<p>THE 2300 Tech (final project)</p>	<p>THE 2300 Checklist & rubric</p>	<p>THE 2300 (20 enrolled) ALL Lack basic knowledge of key designers</p>	<p>THE 2300 Each student presents a short power point on an individual designer</p>
<p>THE 3335 Scenic Design – Final Projects</p>	<p>THE 3335 Final grade/checklist of Oral Presentation of Designs/Projects</p>		<p>THE 3335 Development of Introduction to Design Class Individual feedback was successful and should be continued.</p>
<p>THE 3340 Costume Design – Design projects</p>	<p>THE 3340 Checklist of Oral Presentation, individual feedback</p>	<p>THE 3340 Students were able to articulate</p>	
<p>THE 3345 Lighting Design Final Projects</p>	<p>THE 3345 Final grade/checklist of Oral Presentation of Designs/Projects</p>		
<p>THE 3341-3 Behind the Scenes Production Project</p>	<p>THE 3341-3 Review and feedback on production documentation, correspondence and interpersonal relationships during</p>		<p>THE 3341-3 Encourage Post mortem after each production with cast crew and faculty.</p>

	<p>THE 3700 Final Oral Presentation</p> <p>THE 3710/20- Mid-term and Final exams, Research Paper</p> <p>THE 4350 – Portfolio Preparation \ Final Portfolio (final portfolios, public presentation, personal marketing kit, group projects, budget project</p>	<p>rehearsal period</p> <p>THE 3700- Checklist & individual feedback on final oral presentation</p> <p>THE 3710/20 Exam grades & checklist with individual feedback on research paper</p> <p>THE 4350 Portfolio rubric and checklists</p>	<p>THE 3700 (12 enrolled and 20% of students are not reading the feedback on their writing projects & applying to their next writing project</p> <p>THE 3710/20 (28 enrolled) 50% of students have no formal training in scholarly writing</p> <p>THE 4350 Writing skills are lacking, have difficulty understanding different types of writing and targeting their audience</p> <p>THE 4350 Oral Communication scores were adequate in presentation, superior in interpersonal</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. Providing more extensive editorial feedback on preparatory documents</p> <p>THE 4350 Recommend ENG 3010, Professional and Business Writing as a prerequisite</p>
	<p>Indirect: Final Grades</p> <p>Annual Assessments</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:</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</p>

<p>Senior Assessment</p> <p>GSS</p>			<p>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 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>annual assessments</p> <p>Provide concrete descriptions for writing submissions (evaluative purpose, rubric)</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</p>
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SLO #3	<p>Direct:</p> <p>THE 2300 Tech (Final project)</p> <p>THE 2301-4301, Lab (practical projects)</p> <p>THE 3341-3 – Behind the Scenes Production Project</p>	<p>THE 2300 Checklist & rubric</p> <p>THE 2301-4301 Checklists, rubric</p> <p>THE 3341-3 Review and feedback on production documentation, correspondence and interpersonal relationships during</p>	<p>THE 2300 (20 enrolled) ALL Lack basic knowledge of key designers</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 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 3341-3 Students showed limited Visual communication and drafting skills</p> <p>THE 3341-3 Able to utilize</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> <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 3341 – 3 Advise BFA design/tech majors to take more art and design classes as free elective early in their program</p>

		rehearsal period	script analysis and lab experiences to develop design concepts on specific shows	THE 3341-3 Unified the syllabus and contracts for projects
	THE 3700 Individual & Collaborative written and oral projects	THE 3700 Checklists and individual feedback on written & oral assignments	THE 3341-3 The formalization of contracts with clarified format and tasks help Improve the quality of communication with appropriate paperwork following the close of the production 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	THE 3700 Participation contract for team partners/peer rubrics Scene design – development of Intro to design course
	THE 3710/20, World Theatre I & II (2 major tests, oral report, THE 4350 Final Portfolio	THE 3710, 3720 Assessment of tests, checklist/individual feedback on oral report, assessment and feedback on preparatory documents, and checklist and individual feedback on research paper	THE 3710/20 No deficiencies	No change suggested
	THE 3450 Stage	THE 3450 Stage	The 3450 Stage	Advisors now guide design students to use free electives to enroll in additional design areas and supportive courses

	<p>Management – Production Projects</p> <p>THE 4350 – Portfolio Preparation \ Final Portfolio (final portfolios, public presentation, personal marketing kit, group projects, budget project)</p>	<p>Management – rubrics and surveys</p> <p>THE 4350 Portfolio rubric and checklists</p> <p>THE 4350 Portfolio checklists GE writing rubric, final presentation assessment, checklists, individual feedback</p>	<p>Management - Student response to new project format was very positive</p>	<p>THE 4350 Compared equivalent BFA program’s regarding range of requirements to including introduction to all design/tech areas and a concentration in two distinct areas.</p>
<p>Indirect:</p> <p>Final Grades</p> <p>Annual Assessments</p> <p>Senior Assessment</p> <p>Participation in productions</p> <p>GSS</p>	<p>Student Interviews</p> <p>Assessment rubrics</p> <p>Recorded transcript of Senior Assessment discussion</p>	<p>Students request a higher level or advanced design/tech course to explore designs /techniques</p> <p>Clearer communication on design & technical opportunities</p> <p>Student burnout</p>	<p>Developed a common grading device for theatre lab that allows timely grading by various professors in different locations of the same section.</p> <p>Provided opportunities for advanced design in THE 3341-3</p> <p>Formalized application for Second Stage and clarified production timeline</p> <p>Re-wrote annual and senior assessment survey questions</p> <p>Updated procedures for annual and</p>	

				senior assessment for more qualitative feedback Student recruitment needed in design tech area
SLO #4	<p>Direct: THE 2301 -8 Theatre Lab Production tasks</p> <p>THE 3341-3 Production Project</p> <p>THE 3365 Rendering & drafting projects</p> <p>THE 3700, Script Analysis (7 written analyses, 3 oral presentations)</p> <p>THE 4350 Final Portfolio</p>	<p>THE 2301-8 Rubric</p> <p>THE 3341-3 Review & feedback on production documentation, correspondence & interpersonal relationships during rehearsal period</p> <p>THE 3365 Rubric and checklist</p> <p>THE 3700 Checklists and individual feedback on written & oral assignments</p> <p>THE 4350 Portfolio rubric and checklists</p>	<p>THE 2301 Currently no formal skills test at admission</p> <p>THE 3365 50% of Students enrolled are deficient in basic drawing skills (note: enrollment includes designers and stage managers)</p> <p>THE 3365 - Lack of exposure to professional quality production and portfolio product</p> <p>THE 3700 Most students show significant progress by their final written and oral project</p> <p>THE 4350 Students should have their portfolios reviewed by theatrical professionals</p>	<p>THE 2301-8 Refine checklist for skills and use of tools for S13</p> <p>THE 3365 Added a practical drawing component to the incoming student evaluation process; students with deficiencies advised in a Fine Arts practical studio class</p> <p>THE 3365 Developed rubrics for grading rendering, drafting and modeling projects</p> <p>THE 4350 Invited professional designers/professionals/producers to review upper division student portfolio at capstone presentations</p> <p>THE 4350 A required programmatic meeting is scheduled each year to</p>

				articulate the program expectations, as well as clarify that the Capstone course is dedicated to the requirements of pursuing a professional career in theatre design and technology
	Indirect: Final Grades Annual Assessment Senior Assessment Participation in productions GSS	Student Questionnaire Student/alumni interviews Assessment rubrics and recorded transcript of Senior Assessment discussion Review of resumes and bios	Need advanced work in computer imaging, drafting and rendering Need experience with developing digital portfolios and posting a personal portfolio website Lack of sound and multimedia training Senior Assessment Transcripts: “Provide an upper-level course on how to present yourself professionally- presentations, poise, etc.”	Purchased new computers for design lab with updated software Advised students to explore supportive courses in computer graphics and web design Prepared faculty request form for faculty with sound expertise Refined capstone course to include job interview skills Re-wrote annual and senior assessment survey questions Updated procedures for annual and senior assessment for more qualitative feedback