

M.A./M.S. in Theatre Studies (50.0501A)

Student Learning Outcomes Assessment

Since our last program review, the Director of the School of Theatre and Dance (SOTD) resigned from the position and an Interim Director was appointed. In addition, numerous faculty retirements, changes in faculty employment, and inconsistencies with the central office provided challenges to maintaining accurate paperwork and the exchange of information. The changes in leadership and staffing made it difficult to achieve the forward momentum the School of Theatre and Dance needed to accomplish an appropriate assessment model. With the placement of a permanent Director in 2011, the School was able to refocus and begin to build a suitable plan for assessment.

See Self-Study Process for a description of the School's process to develop the current assessment plan.

1) Who is responsible for student learning outcomes assessment for this program?

During the 2016/17 academic year, the ad hoc assessment committee, overseen by the Director of the School of Theatre and Dance, will be the primary body responsible for student learning outcomes assessment. This committee consists of representatives from each of the areas within The School of Theatre and Dance (Acting, Dance Performance, Dance Teacher Education, Design/ Production, Theatre and Film Studies, Theatre Teacher Education) who aid in the oversight of their curricular area through assessment practices. Following the 2016/17 academic year, the responsibilities will return to the School Curriculum and Assessment Committee, which is overseen by the Director of the School of Theatre and Dance. The committee consists of three appointed tenured/tenure-track faculty members from three of the six areas within the school, one undergraduate and one graduate SOTD student (elected by the SOTD student body), the School's Academic Advisor (non-voting), and the Director of the School (non-voting). This committee will maintain data and reinforce the student learning outcomes for the school. A specific system for data collection will be finalized in the fall of 2016 for implementation in the spring of 2017. This system will provide the reliable and protected collection of student assessment data and random student work samples.

2) What are the student learning outcomes for the program?

The student goals for SOTD were formed to address four areas: Foundational Knowledge, Fundamental Skills, Collaboration & Professionalism, and Evidence of Practice. These four goals are common across all sequences in Theatre and Dance, as well as the MFA Program and M.A./M.S. in Theatre Studies. The expectations and standards are higher for graduate students in both programs, who should model excellence in each of these areas.

The M.A./M.S. in Theatre Studies values foundational knowledge of dramatic text, and knowledge of dramatic structure. In addition, foundational knowledge aims to reflect historical perspectives and cultural influences on theatre. Foundational knowledge also intends to articulate methods of analysis.

Fundamental Skills are also important to the School of Theatre and Dance. The M.A./M.S. in Theatre Studies places value on analyzing text, researching text, and merging the analysis and research all to inform the development of the creative product.

The third goal reflects Collaboration and Professionalism among students. The M.A./M.S. in Theatre Studies aims to have students recognize and participate in the collaborative process, respect and build on the ideas of others, and demonstrate the ability to communicate effectively, orally and in writing.

Goal four recognizes the variances within the School and reflects each area's individual evidence of

practice. For the M.A./M.S. in Theatre, evidence of practice includes an ability to reflect on and critique scholarly argumentation and the ability to apply knowledge and skills to creative and written projects.

3) What data are collected related to the student learning outcomes?

Overarching student learning goals were established at the School level, and subsequent student learning outcomes were developed for each graduate program. Master rubrics were designed to specifically describe mastery of these outcomes at 4 levels of performance. These rubrics are used to measure specific evidence produced by students in response to assessment tasks that have been established and standardized by each graduate program and embedded in required coursework.

Data is collected and evaluated using the Master Rubrics at various points within the course of study. Four to six courses and projects have been identified as collection points for the various learning outcomes. These include projects such as midterm and final exams, comprehensive exam or thesis work, oral defenses of comprehensive exams and theses, and group projects or production work. In addition, program faculty identified specific formative assessment points within the program for each learning outcome as well.

4) From whom and when are data collected?

Student outcome data are collected in the program according to the specific assessment system described earlier. These assessments are embedded in required course work and experiences allowing data to be collected each semester from students at varying levels of program completion. This approach allows the program to collect and analyze data to inform the program at variable points in the program. The Head of the M.A./M.S. Program will collect data for the program. The teacher of record or supervisor for the course or activity where the data is collected is responsible for collecting the appropriate data and sharing that data with program head. The program head will be responsible for submitting their collective data to the School Curriculum and Assessment Committee, every fall semester. The School Curriculum and Assessment Committee will then organize, label and analyze the data and create summative data reports and turn it into the School office for electronic record keeping.

The program has identified three sequential courses/activities, within their plan of study, for each goal/learning objective. Most concepts are introduced in the first year of the program, and further dug into or developed in the program following these foundational courses. Finally, the concept is assessed in the final semester of the M.A./M.S. program. The concept is evaluated using the Master Rubric for the appropriate goal/learning objective on the suitable assignment.

5) When and where are the data reviewed and discussed?

Following one year of data collection, each area will meet in the Fall semester to review the data collected. Additionally, members of the area will be presented with their longitudinal data that has been catalogued by the Curriculum and Assessment Committee. Ample time for discussion, review, and recommendations will commence at that meeting.

A report of the meeting will be kept with the program head. Area meetings will occur on a yearly basis to review and discuss the data. Data will also be analyzed for each of the four goals at the School level.

6) What is the process for revising the assessment plan?

Following five years of data collection, results of the information from all areas will be shared with the faculty. The Director of the SOTD, with the Curriculum and Assessment Committee, will conduct meetings with the faculty to examine the data and develop an action plan to alter or revise the assessment plan.

Table 1: *Graduate Program Goals and Learning Outcomes for: Theatre Studies*

Goal I: Foundational Knowledge	
A.	Demonstrates knowledge of dramatic text and structure.
B.	Determines historical perspectives and cultural influences.
C.	Articulates and incorporates analysis and research methodologies.
Goal II: Fundamental Skills	
A.	Analyzes text to inform a final product (paper or production)
B.	Performs research to further inform the final product
C.	Merges analysis and research to inform the development of a final product
Goal III: Collaboration & Professionalism	
A.	Recognizes and/or participate in the collaborative process
B.	Respects and builds on the ideas of others
C.	Demonstrates strong oral and written communication skills.
Goal IV: Evidence of Practice	
A.	Demonstrates an ability to reflect on and critique scholarly argumentation.
B.	Applies knowledge and skills to creative and written projects.

Table 2.

Graduate Assessment Map: Theatre Studies

Program	Assessment #	Task	Description	Course	Goal
Theatre Studies	#1	Midterm and Final Exam	Test: Short answer/essay	476 or 479	I.A., I.B.
	#2	Comprehensive Exam or Thesis	Written work	N/A	I.C., II.A., II.B., II.C., IV.A., IV.B.
	#3	Dramaturgy Project	Group Process	N/A	III.A., III.B.
	#4	Comprehensive Exam or Thesis	Written work and Oral Defense	N/A	III.C.

Table 3 : Graduate Curriculum Map: Theatre Studies

Program	Goal	Concept is Introduced	Concept is Developed	Concept is Assessed	Assignment
Theatre Studies	I.A. Demonstrates knowledge of dramatic structure.	376	300 or 379	479	Midterm and final exam
	I.B. Determines knowledge of historical perspectives and cultural influences.	376	377	476 or 479	Midterm and final exam
	I.C. Articulates and incorporates analysis and research methodologies.	497	475 or 476	Comp/thesis	Written work
	II.A. Analyzes text to inform a final product (paper or production)	376	377	Comp/thesis	Written work
	II.B. Performs research to further inform the final product.	497	379 or 475	Comp/thesis	Written work
	II.C. Merges analysis and research to inform the development of a final product	376	N/A	Comp/thesis	Written work
	III.A. Recognizes and/or participates in the collaborative process	377	379 or 340	Dramaturgy project or	Group Process
	III.B. Respects/builds on the ideas of others	377	379 or 340	Dramaturgy project or	Group Process
	III.C. Demonstrates strong oral and written communication skills.	376	377	Comp/thesis and defense	Written work and oral defense
	IV.A. Demonstrates an ability to reflect on and critique scholarly argumentation.	497	475 or 476	Comp Exam or Thesis	Written work
	IV.B. Applies knowledge and skills to creative and written projects.	497	475 or 476	Comp Exam or Thesis	Written work