***Theatre Arts Department***

**MULTI-YEAR ASSESSMENT PLAN**

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| **Program Learning Outcomes** | **2014-2015** | **2015-2016** | **2016-2017** | **2017-2018** | **2019-****2020** | **2020-2021** | **Means of Assessment, and Benchmarks**  | **Who is in charge?** | **How the loop will be closed /has been closed?** |
| 1. Creation Performance
 | **X** |  |  | **X** |  |  | Senior Projects | Thomas | Projects, Written Summaries, Student Proposals, End of Semester Student Interviews, End of Year Senior Interviews |
| 1. Written Effectiveness
 |  | **X** |  |  | **X** |  | Research Project/Paper | Blondell | Discussion with Writing Specialist, Discussion  |
| 1. Core Knowledge
 |  |  | **X** |  |  |  | Exams | Blondell | Results in relation to Benchmark |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| **Key Questions** |  |  |  |  |  |  | **Means of inquiry and evaluation** | **Who is in charge?** | **Data-guided recommendations** |
| **1. How can the department support, develop, and enhance the design and technical component of our first PLO?** |  |  |  |  |  |  | Senior Projects | Blondell | Evidence from present and former students stress the relative ineffectiveness of Design program at Westmont. |
| **2. How can the department elevate the design and technical aspect of our program to “This Tier” standards?** |  |  |  |  |  |  | Small-college Theater Festival | Blondell | Festival will compare Westmont to “This Tier” institutions invited to participate |
| **3. How can the department significantly increase its numbers of majors by 2017?** |  |  |  |  |  |  |  | Blondell and Thomas | Department success in many cases dependent on the numbers and kinds of students attracted to the program.  |
| **GE Projects** |  |  |  |  |  |  | **Means of inquiry and evaluation** | **Who is in charge?** | **Data-guided recommendations** |
| 1. Re-design TA 001 for GE-only  |  |  |  |  |  |  |  | Blondell and Thomas | Common acceptance that GE and Departmental Core Courses should be different in nature, content, and approach |
| 2. |  |  |  |  |  |  |  |  |  |
| 3. |  |  |  |  |  |  |  |  |  |

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| **Comments/Reflections:**  |

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| **Departmental Program Review Retreats** |
| **Date** | **Agenda** | **Decisions made** | **Participants** |
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* 1. Adjust the Multi-Year Assessment Plan to your department six-year assessment cycle.
	2. Align your program-level assessment with the institutional assessment whenever possible: e.g., if your department has the Critical Thinking outcome among your Program Learning Outcomes, it is recommended to assess this outcome in the 2013-2014 academic year unless your department assessed this particular outcome in 2012-2013. If your department has the outcome aligned with the Quantitative Literacy ILO it should be assessed in the 2016-2017 academic year, etc.