

Annual Assessment Report

Department: Theatre Arts

Academic Year: 2017-2018

Date of Submission: September 15, 2018

Department Chair: John Blondell

I. Response to the previous year PRC's recommendations

Item: Consider creating scoring rubrics for the short-answer questions for midterms and final exams.	Response: The department will create scoring rubrics for short-answer questions in TA 120 Theatre History I, and provide commentary and discussion in the 2018-2019 assessment update.
Item: The PRC will be interested in the "closing the loop" discussion of whether the curricular changes that have been implemented achieve the desired results.	Response: Department is in the first year of recent curricular changes, and will provide data and commentary in future Annual Assessment Updates.
Item: Provide an update on your new Liberal Arts Concentration - Approved? Implemented?	Response: See Key Questions #2B below, and accompanying remarks in the Executive Summary
Item:	Response:
Notes:	

II A. Program Learning Outcome (PLO) assessment

If your department participated in the ILO assessment you may use this section to report on your student learning in relation to the assessed ILO. The assessment data can be requested from the Dean of Curriculum and Educational Effectiveness.

Program Learning Outcome	Students display appropriate skill in the creation, development, and presentation of theatrical performances.
Who is in	John Blondell, Jonathan Hicks, Mitchell Thomas equally involved.

Charge /Involved?	
<u>Direct Assessment Methods</u>	Students realize a senior capstone project. Project assessed by theatre arts faculty panel. Students and panel meet to discuss project, and senior receives both written and oral feedback from faculty.
<u>Indirect Assessment Methods</u>	As part of the capstone experience, senior writes both an intention paper and a closing 5-page reflective essay, which focuses on the intention, process, and execution phases of the work.
Major Findings	All Theatre Arts seniors from last three years successfully completed Senior Projects. Westmont students produced and completed a wide range of projects in Performance, Design, and Directing; Department commissioned new work; level of student achievement continues to develop and expand, though department concerned about late deadlines with Intention Papers and production scheduling.
Closing the Loop Activities	Faculty meet with students in a 30-minute reflection and exit interviews, faculty discuss and comment on student work, faculty consider changes and improvements to the department's policies and procedures relative to senior projects.
Collaboration and Communication Faculty collaborate and communicate during the senior project process, in faculty meetings, and on a constant, day to day basis relative to organizational, aesthetic, or interpersonal issues that may emerge.	

or/and

II B. Key Questions

Key Question	Can the department add a new concentration in Theatre Arts? -- Update
Who is in Charge/Involved?	Entire Faculty, Led by John Blondell, to be continued in 2018-2019 by Mitchell Thomas
<u>Direct Assessment Methods</u>	
<u>Indirect</u>	

Assessment Methods	
Major Findings	In Process
Recommendations	In Process
Collaboration and Communication Please see Executive Summary #III.	

III. Follow-ups

Program Learning Outcome or Key Question	What new courses will enhance and develop student achievement in Acting and Performance and in Design and Technology?
Who was involved in implementation?	Mitchell Thomas and Jonathan Hicks, with John Blondell
What was decided or addressed?	Decided to add two new courses in Acting – Acting the Song and Contemporary Theatre and Film Performance – and in Design and Technology – Scenic Technology and Lighting Design.
How were the recommendations implemented?	The four new courses identified above were designed, developed, and approved. Contemporary Performance and Scenic Technology will be taught in 2018-2019 and Acting the Song and Lighting Design will be taught 2019-2020.
Collaboration and Communication These courses were imagined, developed, discussed over a two-year period, with full involvement, advice, and insights provided by the three faculty mentioned.	

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IV. Other assessment or Key Questions related projects

Project	N/A.
Who is in Charge /Involved?	
Major Findings	
Action	
Collaboration and Communication	

V. Adjustments to the Multi-year Assessment Plan (optional)

Proposed adjustment	Rationale	Timing
N/A		

VI. Appendices

- A. Prompts or instruments used to collect the data
- B. Rubrics used to evaluate the data
- C. Relevant assessment-related documents (optional)