Departmental and Program Assessment
Annual Assessment Plan Report

Academic Year: 2008-2009

Academic Department or Program: Theatre Arts and Dance

Chair: Professor Danny Grace

Assessment Plan

- Is there an assessment plan for your department or program? (It should be on the web at http://www.hendrix.edu/academics/academics.aspx?id=7264. If not, explain when one will be completed.)
  Yes, updated April 2009. *Updates in Italics*

- Does the assessment plan include stated student learning goals? (If so, then copy or attach them. Goals should be able to stand alone as a list without pages of explanatory commentary. If not, explain when a list of student learning goals will be available.)

Department of Theatre Arts and Dance
Learning Goals

1) Cultivation of intellectual and aesthetic curiosity and activity through the use of critical and creative abilities.

2) Awareness of certain basic content, the principles, the methodologies, and the interrelatedness of the humanities, the social sciences, and the natural sciences.

3) Participation in depth in a specific field of study, including acquisition of a body of knowledge and development of skills for discovery, recognition, and integration of knowledge in that field.

4) Skills and *discernmen*t in written and oral communications.

5) Ability to use the resources of information and reason in analyzing and solving problems**.**

6) Acquaintance with and sensitivity to beauty.

7) Knowledge of and appreciation for cultures other than one's own.

8) Recreational and social skills of lasting value.

- Does the assessment plan include a list of assessment data that are collected each year? (If so, then copy or attach the list. Assessment data lists should be able to stand alone as a list without pages of explanatory commentary. If not, explain when a list of assessments will be available. You do ***not*** need to submit any of your data, but it should be on file in your department.)

  Yes

  Senior Manifestos
  Student Research Papers
  Student Design Projects
  Plays Written by Students
  Photo Library of Play and Dance Productions
  Videotapes of Speeches and *Presentations*
  Written Individual Evaluations of Speeches to Inform. (*and to Persuade-delete)*
  Senior Seminar Manifesto
  Graded Exams
  Departmental Meeting Minutes
  Student Course Evaluations
  Annual Departmental Assessment Meeting Minutes

- Has your department or program done an assessment audit of your courses to determine how course goals match overall student learning goals? (This has not been required of departments, but it is a recommended exercise that was explained at the most recent chairs' assessment workshop. If you have done this, please report the results.)

  Yes- submitted 07-08

  Dance Course audit completed spring 2009

- Are department or program student learning goals available to students? Are student learning goals included in course syllabi in your department or program?

  Yes, they are posted on our website (in progress).

  Yes, they are included on all syllabi and the faculty discusses the goals during introductory classes at the beginning of each semester.

Student Assessments

- Describe which *direct* assessments in your assessment plan have been collected for the year and which have not. [“Direct” refers to evaluated student work.]
  Senior Manifestos
  Student Design Projects
  Photo Library of Play and Dance Productions
  Video Tapes of Speeches and Group presentations
  Individual Evaluations of Speeches to Inform. (*and to Persuade-delete)*
  Graded Exams
  Senior Seminar Manifesto
  Annual Departmental Assessment Meeting Minutes
  Departmental Meeting Minutes
  Video Tapes of Student Directed Scenes
  Video Tapes of Student Choreography
  Course Reflection Journals by students
  Use of Educator software

- Describe which indirect assessments in your assessment plan have been collected for the year and which have not. [“Indirect” refers to student surveys or opinions.]
  Student Course Evaulations-2 sets each faculty.
  Play Direction
  Play Production
  Annual Major Interviews
  Off Campus Experience Student Evaluations- ex. *MAP and Odyssey Projects*
  Student Journals
  Senior Seminar End of Year Presentation

Assessment Planning

- How is information about student learning shared and used for department or program decision making? (Each department and program is expected to have discussions of at least two hours each academic year to discuss assessment. If you have met, briefly summarize the meeting. If you have not met, when do you plan to meet?)
  Annual Departmental Assessment Meeting (End of Spring Semester)-*see attached*
  Departmental meetings throughout the academic year
  Majors Interviews (See below)

- Describe any curricular or other programmatic changes that have been made that were based (at least in part) on the availability of your assessment data.
  Yearly Student Interviews

Added a Majors/Minors Information Meeting
Added Senior Seminar End of Year Presentation
Added Dance Ensemble End of Year Discussion
Added Dance Ensemble Information Meeting

- Describe any changes in the Assessment Plan that have been made during this academic year. (If changes have been made, please submit an electronic copy of the revised plan to Amanda Hurd.)
  We updated our entire plan due in large part to the Departmental seven-year evaluation, which we completed during the 2006-2007 academic year. *Updates since April 2009 are included in this document.*

- What are the department or program's plans for improving student learning in the major?

  Assessment of Revision of TART 220-Theatre Practicum
  Assessment of Requirements for Senior Seminar Production

Majors must have a yearly interview for the end of the Sophomore year, end of Junior year and beginning of Senior year. Notes will be taken at each interview and placed in a file created for each student. These files will be kept in a *secured* file cabinet in the department. Students will have access to their personal files.

Goals for Sophomore interview: 10-15 minutes

- Review the students' course of study plans. Overseas study? Are the requirements met?
- Choose advisor.
- Does the student want to pursue an internship between the Junior and Senior year?
- Assess the student's work and spirit in and outside of academic work. Give her/him feedback both positive and negative.
- Determine the student's personal goals as of now. Graduate School? Acting? Costume? Scenic? Lighting? (To introduce the subject)
- *Discuss a 'Booth Experience'*
- *Practicum Audit*
- *Odyssey Audit*
- *Path to Senior Seminar*
- *Resume'*

Goals for Junior interview: 15-20 minutes

- Review the student's course of study plans. Are the requirements met?
- Choose advisor.
- Determine the student's personal goals as of now. Graduate School? Seek work in theatre such as an internship?
- What plans does the student have for the summer that will prepare her/him for the Senior year?

- Assess the student's work and spirit in and outside of academic work. Give her/him feedback both positive and negative.
- Resume'
- *Discuss a 'Booth Experience'*
- *Practicum Audit*
- *Odyssey Audit*
- *Path To Senior Seminar*
- *Senior Seminar Requirements*
- *Discussion of Senior Comps*

Goals for Senior interview: 20-25 minutes

- Determine the student's goals for the upcoming year.
- Create a plan that will help the student attain those goals. *e.g.*, 4.0 in all classes, Watson application, graduate school application. What does the student need to do so that we can provide the kind of help that s/he needs to be successful.
- Provide the student with honest answers to his/her questions regarding his/her performance thus far and honest suggestions to enhance that performance.
- Resume'
- *Discussion of Senior Comps*
- *Discussion of Senior Seminar*