

Theatre Arts and Dance Assessment Meeting Report 2023

Enter M, A, or N

| | Meets/Exceeds Standards | Approaches Standards | Needs Attention |
|--|---|---|---|
| Evidence Presentation | All evidence from the SAP has been collected and is provided in the report. The evidence is presented in a way that makes sense to an outside audience. | Most evidence from the SAP has been collected and appears to be included in the report. The evidence is presented in a way that leaves an outside audience with some remaining questions | Evidence either bears no relation to the SAP or is not included in the report. |
| Use of Evidence | There is an explicit, well-reasoned connection between the assessment results and the proposed changes. If no changes are proposed, the evidence provided backs up this decision. | There appears to be an adequate connection between the assessment results and the proposed changes, but it is not explicitly explained. If no changes are proposed, the evidence provided raises some questions about this decision. | The connection between the assessment results and proposed changes are indiscernible. If no changes are proposed, the evidence provided does not support this decision. |
| Evidence of Collaboration and Communication | There is explicit and documented evidence of departmental discussions and faculty collaboration on assessment, proposing any changes, and report preparation. If the department learning goal is assessed in an individual course, discussions take place at the program level. | Evidence exists of either departmental discussions or faculty collaboration on most assessment activities. If the department learning goal is assessed in a course, discussions are mostly at the course level but do include participation by the full department. | There is insufficient evidence of departmental discussions or faculty collaboration on assessment activities. If the department learning goal is assessed in a course, no participation of the wider department is evident. |

Selection

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| A |
| M |
| M |

Notes: The SAP includes only one direct assessment tool, the final exam for TART 310. The report for AY 22-23 uses the instructor's assessment of each student in four courses: DANC 250, TART 310, TART 375, and TART 393. The SAP should probably be updated to reflect actual practice. The annual report demonstrates the department's excellent reflections on its students and its assessment process. I wonder if the learning goal itself should be revisited: "Contextualize Theatre and Dance in the history of the human condition." The faculty wonders if the language should be changed for the indirect assessment tool (senior exit survey); I concur--the language is so broad as to be potentially meaningless. Are students truly expected to know the full and entire history of the human condition? Faculty also identified a lack of historical knowledge by students coming into the course, a fact that presents real challenges to their achieving this learning goal. One solution might be to remove this learning goal altogether, since the next one (LG4) arguably contains the essence of this one: "Exercise critical and creative thinking skills and intellectual depth by reading, analyzing, and producing theater and dance." This would take the total number of learning goals to four, a very manageable number.