

**Theatre Arts and Dance Student Assessment Report**  
**Department of Theatre Arts and Dance**  
**Submitted May 28, 2020 by Ann Muse, chair**

The department met on May 21, 2020 through TEAMS. Present: Ann Muse, Brigitte Rogers, Antonio Horne, Andrew Vaught, Brandon Smith, and Holly Payne

Graduating senior majors were discussed using the Rubric for VSL “I” categories. The faculty reflected on specific student accomplishments such as research papers, creative endeavors in the classroom and in production, as well as internship experiences. The determination was a mix of highly successful student work and student work that had room for improvement. Overall, 2/3 of the Theatre Arts majors met description of the “I” categories reasonably well. The results of those discussions were reported through the appropriate link provided by the assessment committee.

The following learning goals were assessed in 2019-2020.

**Attain skills and understanding that contribute to lifelong learning.**

**Learn the art and practice of collaboration through developing and producing theatre and dance performances.**

**I. Attain skills and understanding that contribute to lifelong learning**

A. The department used a rubric and a short reflection to assess Practicum students as our direct assessment instrument. The Practicum is a requirement for all Theatre Arts majors and minors and Dance minors; it addresses practical/hands-on work in the production process. The rubric provides the students with a clear understanding of the expectations and the reflection provides an opportunity for the students to review their experience in a thoughtful manner. The faculty determined the rubric as beneficial to assessing the students’ work. Overall, the faculty acknowledged that the students met the requirements successfully and most at a high level. The structure of the production work, which guides the students through the experience, is the principle contributor to the outcome. The faculty determined the need to utilize an intentional vocabulary with the students in the future. For example, arriving on time and fully prepared is an example of a good work ethic. The reflection is a useful tool to determine the students’ understanding of the experience. In the fall 2020 semester, the reflection guidelines will be reviewed with the idea of developing a unified prompt.

B. The indirect tool for assessing the Practicum used was a Google Form survey. From these evaluations, the 50% of the students who responded **strongly agreed** and 37.5% **agreed** that the process contributed to development of a strong work ethic and 50% **strongly agreed** and 37.5% **agreed** of the students developed skills that will be used in other areas of their work. The remaining 12.5% in both areas were **neutral** on this question. It was determined that establishing planned instances of engagement between the supervisor and the student will strengthen the

students' focus regarding these areas. One particular issue involves the instructor of record not being the person who has the most direct contact with the student. In 20-21, the instructor of record will reflect the direct supervisor. The following prompts pertaining to the learning goals were asked:

The Process contributed to developing a strong work ethic:  
50% Strongly Agree; 37.5% Agree; 12.5% Neutral

I developed skills that I will use in other areas of my work.  
50% Strongly Agree; 37.5% Agree 12.5 Neutral

In 2020-21 the form will include questions addressing the students' development of a collaboration as a skill.

C. Indirect assessment meetings for rising junior and senior majors in end of year meetings regarding student performance for the last year, career interests, assignments for the upcoming year in production work, and facilitate future internships was slated to provide another tool for this learning goal. However with the disrupted of the academic year, these were postponed and will be conducted at the beginning of the Fall semester. Each student will be contacted with the change in plan.

## **II. Learn the art and practice of collaboration through developing and producing theatre and dance performances.**

A. The Practicum assess to provide assessment of students' development of collaboration again using the rubric and reflection. The faculty discussed the students' ability to understand and embrace collaboration as a skill. It is clear that the students understand the positive aspects of cultivating this skill. It is also clear that the students understand that the production process is fully collaborative. The students witness faculty and staff collaborating in production meetings and in technical rehearsals. The students also recognize the collaboration between faculty and students. By comparison, the senior majors exhibited the most developed skills. The assessment of the seniors in production and in their course work in Senior Seminar provided a window into their confidence with collaboration.

It was determined that as a faculty we have a general understanding of teaching collaboration as a skill. As a means of providing a unifying language and approach, Professor Rogers will guide the faculty and staff through the Liz Lerman Critical Response Process at the beginning of the fall semester. The department has utilized the method, in the past; however, the majority of the department is new and has not been introduced to the process. Rogers the training and uses it in her dance courses.

B. Indirect Assessment Senior Exit interview questions concerning skills assessed a) the students' level of confidence in their ability to collaborate within the context of producing

theatre and dance and b) the students' confidence in collaboration in contexts other than theatre. The students **strongly agreed** that their experience in Theatre Arts and Dance courses contributed to their development of skills in collaboration: the ability to work collectively toward a shared goal. These results are in sync with the direct assessment by the faculty.