

**Departmental and Program Assessment
Annual Assessment Plan Basic Update**

Academic Year: 2012-2013

Academic Unit: Department of Theatre Arts and Dance

Chair: Ann Muse

Student Assessment Plan (SAP) – Basic Check-list

1. Have any changes been made to your program's student assessment plan or student learning goals? Your recent version should be on the web at <http://www.hendrix.edu/academics/academics.aspx?id=7264>. If you have made changes, then attach a copy of the new plan or goals.
 yes no

2. Are student learning goals available to students on the web on the departmental/programmatic page(s)? If not, then this will be considered as an action plan for the coming year.
 yes no

3. Are student learning goals, appropriate for each course, included in the course syllabi in your department or program? If not, then this will be considered as an action plan for the coming year.
 yes no

Student Assessment Plan Development - Departments and programs who have a complete and current SAP should consider the next step in SAP development.

1. As a next step in SAP development, departments/programs are encouraged begin working on an assessment audit to determine how student learning goals fit across the courses in the major. Sometimes the term “scaffolding” is used to describe this process. This could be as complicated as a full grid of student learning goals, or a single learning goal, across the courses in the major. (This has not been required of departments, but it is a recommended next step when the SAP is up to date.) Has your program already done this?

yes no *If yes, please provide any **new** results in either in prose or as a table. If no, then this could be the next annual action plan for your program.*

Yearly Assessment Report – each department or program is expected to have assessment discussions for at least two hours each academic year. If necessary, help is available from David Sutherland, just call.

1. What was your planned action item identified in your last report? Written and Oral Comprehensive for Theatre Arts majors. In 2011-2012, the department chose to direct focus on these comprehensives for our students. We planned to implement the following: 1) public oral presentation of the manifesto that is written by the student 2) individual faculty mentors for each student through writing process. This plan was executed by faculty and deemed to be successful for the students. The conclusion of the chair was that it would benefit our assessment of the students’ work if we shared examples of manifestos and our own ideas of what constituted a manifesto.
2. Briefly summarize the topics discussed in your annual assessment meeting. In an effort to strengthen the mission of the department, teaching theatre and dance in a Liberal Arts setting, and to strengthen the work with the students on their manifestos, the faculty met in Spring 2013 to discuss our own background and journey to theatre incorporating in most cases our personal manifestos for theatre and teaching philosophy.
3. What was the conclusion of your assessment discussion and how did the collected assessment data inform your conclusion? Specifically describe any curricular or programmatic changes that have been made that were based, at least in part, on the data in your SAP. The conclusion arrived at through the discussion is that we need to continue discussion. Some examples of manifestos were given to the faculty members by the chair. The chair offered several book selections to the faculty as a means through which we can have a common reading. Some faculty members accepted.
4. Define one new action item for your assessment discussions next year.
We will meet again in the summer of 2013 just as school meetings are coming together in a mini-retreat in order to discuss further examples of manifestos to give the students as a means of inspiration. The intention is to make our work with the senior majors more productive.