

Weber State University
Biennial Report on Assessment of Student Learning

Cover Page

Department/Program: Theatre Program
Academic Year of Report: 2022 and 2023 (covering Summer 2021 through Spring 2023)
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The Institutional Effectiveness website hosts a page for each program that displays assessment reports and information. All available biennial assessment and program review reports are located at the bottom of the program's page on our site. As a part of the biennial report process, we ask that you please review your page for completeness and accuracy, and indicate below the changes that need to be made in sections A-E.

Program page link: <https://www.weber.edu/ie/Results/Theatre.html>

A. Mission Statement

Information is current; no changes required: Yes _____ **No** **X**

Update if not current:

The Theatre Program at Weber State University is committed to building an innovative and dynamic educational space that celebrates diversity; cultivating a culture of belonging and respect; and fostering creative artists and critical thinkers. With a curriculum catered to each individual, students develop professional skills that prepare them for careers in the ever-changing world of live performance.

B. Student Learning Outcomes

(Please include certificate and associate credential learning outcomes)

Information is current; no changes required: Yes _____ **No** **X**

Update if not current:

Students completing Bachelor of Arts degrees in Musical Theatre, Theatre Arts, and Theatre Arts Teaching will demonstrate the below outcomes. Students will:

1. Demonstrate reading, writing, and research skills as related to theatre.
2. Recognize the historical context of theatre, drama, and performance including plays, major figures, design innovations, and theoretical approaches, and how these relate to contemporary society and culture.
3. Employ critical thinking through verbal and written presentations regarding the theatre.

4. Model a practical, working knowledge of how to produce a play on stage, including all related performance, script, design, and technical considerations.
5. Develop necessary skills to be proficient in at least one area of theatre (design, directing, dramaturgy, management, performance, playwriting, teaching, or technology), with the ability to identify, analyze, and resolve specific problems pertaining to that area.
6. Engage in individual and collaborative processes needed to produce and understand theatre.
7. Critically evaluate what they and others have created.

C. Curriculum Grid

(Please review your current curriculum grid and verify that at least one course has been identified for each outcome in which you expect your students to demonstrate the desired competency of a graduating student. This could be shown in a variety of ways: classroom work, clinical or internship work, a field test, an ePortfolio, etc. You may request access to the Google Sheet on our site if that is easiest, or we can make the updates. Please reach out to ois@weber.edu if you wish to have access)

Information is current; no changes required: Yes _____ No X

Update if not current:

Link to updated curriculum grid:

https://docs.google.com/spreadsheets/d/1P-0sgnE3T90THvmAcO2MaJCUW7gT_BTZS2_BmvoRNnQ/edit?usp=sharing

D. Program and Contact Information

Information is current; no changes required: Yes _____ No X

Update if not current:

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E. Assessment Plan

We have traditionally asked programs to report on outcome achievement by students at the course level. We are encouraging programs to consider alternative assessment approaches and plans that are outcome-based as opposed to course-based, though course-based assessment can continue to be used. A complete assessment plan should include:

- a timeline (which courses or which outcomes will be assessed each year),
- an overall assessment strategy (course-based, outcome-based, reviewed juries, ePortfolio, field tests, etc.)
- information about how you will collect and review data
- information about how the department/program faculty are engaged in the assessment review.

Information is current; no changes required: Yes _____ No X

Update if not current:

- Data is gathered from Juries three times throughout a students time in the program (the first semester for new students as a benchmark, once during approximately the junior year, and once during the senior year). Juries consists of students presenting a body of work that is consistent with their area of concentration and receiving feedback from faculty and staff. Individual scores are imputed by each faculty/staff member and averages are used to check the overall growth of students throughout their time in the program.
- Artifacts are collected from general education courses and select Theatre courses and are uploaded to a shared Google drive.

F. Student Achievement

- 50% of students who reached 90 credits hours in the 21-22 academic year graduated in 1 year or less. This is 11% higher than the University average and 4.8% higher than the college average. This is higher than the last 6 years of percentages.
- 6% of students who reached 90 credit hours in the 21-22 academic year graduated in less than two years, but took more than 1 year to complete. This 2.1% higher than the University average and 3.6% higher than the College average. This is lower than the last 6 years of percentages.
- Overall, 56% of students graduated within 2 years of reaching 90 credit hours. This is lower combined average than the 6 years.
- The faculty notice a larger divide between students who are adequately prepared for the rigor of college and those who are not which seems to be reflected in the large number of students graduating within one year of reaching 90 credits, but lower total numbers with 2 years.
- In order to address these concerns, we have recently added an “advising party” each semester which is aimed at getting students to meet with their major advisors in a fun way and plan their schedules for the next semester. This allows faculty to check on student progress at least once a

year. Furthermore, we have THEA 1063 - Theatre Foundations, which is an introductory course for all first year and transfer theatre students, as well as THEA 3099 - Junior Seminar, a course for student of all theatre disciplines in their junior years, which both aim to help students on the most efficient track, and provide career and professional guidance.

- We are revamping our curriculum in an attempt to clear blockages against students success and allowing for multiple courses to satisfy requirements within the major.



Undergraduate Program Review

WEBER STATE UNIVERSITY

Time to Baccalaureate Degree From 90 Credit Hours

Program Review Unit

Data as of: 11/15/23 1:48 AM

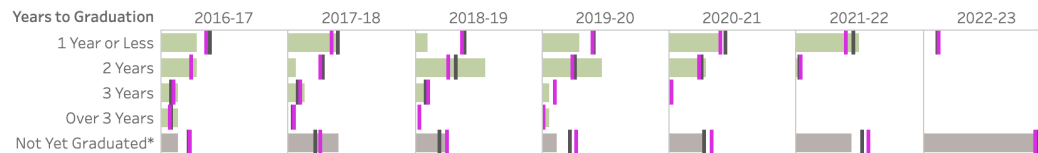
Theatre

Time to Baccalaureate Degree from 90 Credit Hour Mark

View Comparisons?

Yes

Light gray & green bars are department percentages. Dark Gray benchmark bars indicate college percentage. Fuchsia benchmark bars indicate university percentage. If the light gray or green bar passes the benchmark lines, then that measure is performing above what your college and/or university is producing.

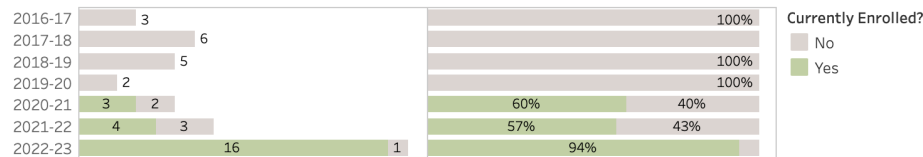


Additive Program Unit Percentages

Data for the most recent three years reflect in-progress students and may change over time

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
In 1 Year or Less	29%	40%	10%	29%	41%	50%	0%
In 2 Years or Less	57%	47%	65%	76%	71%	56%	0%
In 3 Years or Less	71%	60%	75%	82%	71%	56%	0%
At Any Point	86%	60%	75%	88%	71%	56%	0%
Has Not Graduated	14%	40%	25%	12%	29%	44%	100%

Has Not Graduated by Currently Enrolled



G. Evidence of Learning

Theatre Program Learning Outcomes and Assessment Methods

The last two years have been full of change for the Theatre Program. We have had seasoned faculty retire or move institutions, new lines acquired, restructuring of the School of Performing Arts, and a shift in program leadership. Amidst all of these changes, we have begun revamping our system of assessment. It was brought to our attention that we were gathering an indulgent amount of data in a way that was not particularly useful. As such, our new system reduces our jury procedure (faculty evaluation of individual students in an audition/interview setting) from 2 per student per academic year to 3 times per student over the course of their time in the program. We have also reduced the number of evaluation points to streamline and better align with our updated learning outcomes. We have one year of data using this new system which will be presented in this report.

We also discovered that there was not an efficient way of gathering artifacts for our courses and as such it was not being done. We have created a system that will allow instructors to evaluate students on learning outcomes from their course through canvas. The gathering of this data is beginning in Fall of 2023 so it will not be included until the next report.

Our major goal is that graduating seniors will score an overall average of 4 or better in these areas, thus indicating preparedness for theatrical careers.

The information below indicates each learning outcome, how it has been (or will be) assessed and remarks on the information we currently have. We look forward to presenting a more thorough picture of the state of our program in the next report.

1. Demonstrate reading, writing, and research skills as related to theatre.

- To be assessed by professors in classes through a Canvas assignment demonstrating the student's reading and writing skills.

2. Recognize the historical context of theatre, drama, and performance including plays, major figures, design innovations, and theoretical approaches, and how these relate to contemporary society and culture.

- To be assessed by professors in classes through a Canvas assignment demonstrating the student’s understanding of historical context in theatre, drama, and performance.

3. Employ critical thinking through verbal and written presentations regarding the theatre.

- To be assessed by professors in classes through a Canvas assignment demonstrating the student’s verbal and written presentational skills.

4. Model a practical, working knowledge of how to produce a play on stage, including all related performance, script, design, and technical considerations.

- Assessed by professors in juries on a scale of 1 to 5, with 1 being “Inadequate” and 5 being “Outstanding.”
- New students scored an average overall success score of 2.68, junior students scored an average overall success score of 3.76, and graduating students scored an average of across all areas 4.43.
- We are quite please with these numbers as they indicate that the average student enters the university with below average abilities to succeed/work in the field of theatre, but through course and other university work, they consistently improve to well above average.

Which Jury?	Semester/Date		Values									
	Fall 2022			Spring 2023				Grand Total				
	AVERAGE of Preparation	AVERAGE of Metacognition	AVERAGE of Overall Success	AVERAGE of Jury Stats	AVERAGE of Preparation	AVERAGE of Metacognition	AVERAGE of Overall Success	AVERAGE of Jury Stats	AVERAGE of Preparation	AVERAGE of Metacognition	AVERAGE of Overall Success	AVERAGE of Jury Stats
Graduating Senior					4.46	4.3	4.5	4.43	4.46	4.34	4.48	4.43
Junior Seminar	3.9	3.62	3.75	3.76					3.90	3.62	3.75	3.76
New Student	2.8	2.64	2.63	2.68					2.78	2.64	2.63	2.68
Grand Total	3.1	2.96	2.99	3.03	4.46	4.3	4.5	4.43	3.50	3.33	3.39	3.41

5. Develop necessary skills to be proficient in at least one area of theatre (design, directing, dramaturgy, management, performance, playwriting, teaching, or technology), with the ability to identify, analyze, and resolve specific problems pertaining to that area.

- Assessed by professors in juries on a scale of 1 to 5, with 1 being “Inadequate” and 5 being “Outstanding.”
- Students in the Acting/Directing Emphasis received an average performance rating of 2.73 across all years of study. New Students scored 2.29, Juniors scored 3.61, and graduating seniors scored 4.17.
- This is consistent with the type of growth we want to see across these skills.

Which Jury?	Semester/Date		Values						
	Fall 2022		Spring 2023				Grand Total		
	AVERAGE of Acting	AVERAGE of Voice	AVERAGE of Movement	AVERAGE of Acting	AVERAGE of Voice	AVERAGE of Movement	AVERAGE of Acting	AVERAGE of Voice	AVERAGE of Movement
Graduating Senior				4.29	4.08	4.1	4.3	4.08	4.14
Junior Seminar	3.6	3.74	3.48				3.6	3.74	3.48
New Student	2.3	2.44	2.13				2.3	2.44	2.13
Grand Total	2.6	2.70	2.47	4.29	4.08	4.1	2.8	2.84	2.56

- Students in the Design/Tech/Management Emphasis received an average performance rating of 3.41 across all years of study. New Students scored 2.46, Juniors scored 3.90, and graduating seniors scored 4.27.

Which Jury?	Semester/Date		Values								
	Fall 2022		Spring 2023				Grand Total				
	AVERAGE of Rendering/Drafting/Paperwork	AVERAGE of Approach	AVERAGE of Finished Product (realized or theoretical)	AVERAGE of Presentation Skills	AVERAGE of Rendering/Drafting/Paperwork	AVERAGE of Approach	AVERAGE of Finished Product (realized or theoretical)	AVERAGE of Presentation Skills	AVERAGE of Finished Product (realized or theoretical)	AVERAGE of Presentation Skills	
Graduating Senior				4.29	4.3	4.5	4.04	4.29	4.29	4.45	4.04
Junior Seminar	3.8	3.83	4.07	3.90				3.81	3.83	4.07	3.90
New Student	2.4	2.27	2.61	2.59				2.36	2.27	2.61	2.59
Grand Total	3.1	3.02	3.30	3.20	4.29	4.3	4.5	4.04	3.32	3.29	3.58

- Students in the Theatre Generalist Emphasis received an average performance rating of 2.0 across all years of study, though this number is not a great representation as it only represents one student.
- We are working to educate students on what the Generalist emphasis entails and how it can lead to promising careers in theatre and other fields.

AVERAGE of Presentation of Creative Work	Semester/Date	
Which Jury?	Fall 2022	Grand Total
New Student	2.0	2.00
Grand Total	2.0	2.00

- Students in the Musical Theatre Degree received an average performance rating of 2.77 across all years of study. New Students scored 2.44, Juniors scored 3.46, and graduating seniors scored 3.87.
- This number for graduating seniors is lower than our goal of 4. However, this data represents students who completed a portion of their degree during the COVID lockdown, which significantly affected their ability for growth in performance heavy areas. Furthermore, we have a new line dedicated to movement and dance skills would should better help them prepare for the professional world.

Which Jury?	Semester/Date		Values									
	Fall 2022		Spring 2023						Grand Total			
	AVERAGE of Acting	AVERAGE of Voice	AVERAGE of Movement	AVERAGE of Singing (Only Musical Theatre)	AVERAGE of Acting	AVERAGE of Voice	AVERAGE of Movement	AVERAGE of Singing (Only Musical Theatre)	AVERAGE of Acting	AVERAGE of Voice	AVERAGE of Movement	AVERAGE of Singing (Only Musical Theatre)
Graduating Senior					3.75	3.7	3.7	4.36	3.75	3.71	3.67	4.36
Junior Seminar	3.4	3.55	3.29	3.59					3.42	3.55	3.29	3.59
New Student	2.5	2.48	2.22	2.61					2.46	2.48	2.22	2.61
Grand Total	2.6	2.66	2.47	2.84	3.75	3.7	3.7	4.36	2.76	2.76	2.52	3.04

- Students in the Theatre Generalist Emphasis received an average performance rating of 4.65 across all years of study, though this number is not a great representation as it only represents one student as a graduating senior.
- While this number meets our goal for senior success, we will encourage students to more teaching related items in the junior and senior juries.

6. Engage in individual and collaborative processes needed to produce and understand theatre.

- Assessed by professors in juries on a scale of 1 to 5, with 1 being “Inadequate” and 5 being “Outstanding.”
- New students scored an average overall success score of 2.68, junior students scored an average overall success score of 3.76, and graduating students scored an average of across all areas 4.43.
- We are quite please with these numbers as they indicate that the average student enters the university with below average abilities to succeed/work in the field of theatre, but through course and other university work, they consistently improve to well above average.

Which Jury?	Semester/Date		Values									
	Fall 2022		Spring 2023				Grand Total					
	AVERAGE of Preparation	AVERAGE of Metacognition	AVERAGE of Overall Success	AVERAGE of Jury Stats	AVERAGE of Preparation	AVERAGE of Metacognition	AVERAGE of Overall Success	AVERAGE of Jury Stats	AVERAGE of Preparation	AVERAGE of Metacognition	AVERAGE of Overall Success	AVERAGE of Jury Stats
Graduating Senior					4.46	4.3	4.5	4.43	4.46	4.34	4.48	4.43
Junior Seminar	3.9	3.62	3.75	3.76					3.90	3.62	3.75	3.76
New Student	2.8	2.64	2.63	2.68					2.78	2.64	2.63	2.68
Grand Total	3.1	2.96	2.99	3.03	4.46	4.3	4.5	4.43	3.50	3.33	3.39	3.41

7. Critically evaluate what they and others have created.

- To be assessed by professors in classes through a Canvas assignment demonstrating the student’s ability to critically evaluate their own and others’ work.

Evidence of Learning: General Education Courses, Creative Arts Courses

Evidence of Learning: General Education, Creative Arts Courses

Course THEA 1013 Intro to Theatre Teacher Aggregate of THEA 1013 courses taught for last 2 years, sample size 264 students

Gen Ed Learning Goal	Measurable Learning Outcome	Method of Measurement	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will:	Students will demonstrate their understanding by:	Direct and Indirect Measures*				
Students will create works of art and/or increase their understanding of creative processes in writing, visual arts, interactive entertainment, or performing arts.	Students will create works of art and/or increase their understanding of creative processes in writing, visual arts, interactive entertainment, or performing arts.	Measure 1: Students will write a critique of a live play performance demonstrating their understanding of the process and elements that compose it.	Students will average a 75% or better on their creative projects.	Students averaged an 83.72% on their creative projects.	Students are meeting the learning outcome.	Measure 1: None needed at this time.

GE Learning Goal	Measurable Learning Outcome	Method of Measure.	Threshold	Findings	Interpretation	Action Plan
Students will demonstrate knowledge of key themes, concepts, issues, terminology and ethical standards employed in creative arts disciplines. They will use this knowledge to analyze works of art from various traditions, time periods, and cultures.	Students will write papers and take exams that demonstrate familiarity with key themes, concepts, issues, terminology, and ethical standards employed by Theatre.	Measure 1: Students will take quizzes that demonstrate their familiarity with the key themes and ideas of Theatre works.	The average grade on quizzes will be a 75%/.	87% of students enrolled in THEA 1013 received a 75% or higher on their play critiques.	Students are meeting the learning outcome.	None needed at this time.

*At least one measure per objective must be a direct measure.

Evidence of Learning: General Education, Creative Arts Courses

Course THEA 1023 Intro to Film Teacher Aggregate of THEA 1023 courses taught for last 2 years sample size 783 students

Gen Ed Learning Goal Students will:	Measurable Learning Outcome Students will demonstrate their understanding by:	Method of Measurement Direct and Indirect Measures*	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will create works of art and/or increase their understanding of creative processes in writing, visual arts, interactive entertainment, or performing arts.	Students will demonstrate their knowledge of the creative process of film making through quizzes about the process.	Measure 1: Students will take 3 quizzes over the course of the semester. At least 75% of students will score a 75% or above on this assignment.	Measure 1: 88% of students scored a 75% or higher on these quizzes.	Measure 1: Students are meeting the learning outcome.	Measure 1: No curricular change needed.	Measure 1: No curricular change needed.
		Measure 2: Students have six weeks to follow a film that is just coming out. They look at box office numbers, both nationally and internationally, the ways in	Measure 2: 75% of students scored a 75% or higher on this project.	Measure 2: 83% of students scored at least a 75% on this project.	Measure 2: No curricular change needed.	Measure 2: No curricular change needed.

		which the film is distributed, and exhibition.				
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GE Learning Goal	Measurable Learning Outcome	Method of Measure.	Threshold	Findings	Interpretation	Action Plan
Students will demonstrate knowledge of key themes, concepts, issues, terminology and ethical standards employed in creative arts disciplines. They will use this knowledge to analyze works of art from various traditions, time periods, and cultures.	Students will write a film analysis paper that demonstrates their knowledge of key themes, concepts, issues, and terminology in film. They will use this information to analyze a film.	Measure 1: Measure 1: Student's papers will be graded with a rubric that demonstrates proficiency in analysis.	At least 75% of students will score a 75% or above on this assignment	78% of students scored a 75% or above on this assignment.	Students are meeting the learning outcome.	None needed at this time.

*At least one measure per objective must be a direct measure.

Course THEA 1033 Introduction to Acting

Teacher Aggregate of THEA 1033 courses taught for last 2 years sample size 119 students

Gen Ed Learning Goal	Measurable Learning Outcome	Method of Measurement	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<p>Students will:</p>	<p>Students will demonstrate their understanding by:</p>	<p>Direct and Indirect Measures*</p>				
<p>Students will create works of art and/or increase their understanding of creative processes in writing, visual arts, interactive entertainment, or performing arts.</p>	<p>Learning Outcome 1: Students will analyze a play script to create a character and develop a character monologue.</p>	<p>Measure 1: Student's monologues will be critiqued by the instructor and peers. Students will have the opportunity to present this work more than once.</p> <p>Measure 2: Monologues will be graded using a rubric.</p>	<p>At least 75% of students will score a 75% or above on this assignment.</p>	<p>Measure 1: 80% of students scored a 75% or above on this assignment.</p>	<p>Measure 1: No curricular change needed.</p>	<p>Measure 1: No curricular change needed.</p>

GE Learning Goal	Measurable Learning Outcome	Method of Measure.	Threshold	Findings	Interpretation	Action Plan
<p>Students will demonstrate knowledge of key themes, concepts, issues, terminology and ethical standards employed in creative arts disciplines. They will use this knowledge to analyze works of art from various traditions, time periods, and cultures.</p>	<p>Students will analyze a variety of play scripts from a number of different genres.</p>	<p>Measure 1: Measure 1: Student's papers will be graded with a rubric that demonstrates proficiency in analysis.</p>	<p>At least 75% of students will score a 75% or above on this assignment</p>	<p>80% of students scored a 75% or above on this assignment.</p>	<p>Students are meeting the learning outcome.</p>	<p>None needed at this time.</p>

*At least one measure per objective must be a direct measure.

Evidence of Learning: General Education, Creative Arts Courses

Course THEA 1043 American Musical Theatre Teacher Lewis 2021-2023 sample size 247 students

Gen Ed Learning Goal Students will:	Measurable Learning Outcome Students will demonstrate their understanding by:	Method of Measurement Direct and Indirect Measures*	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will create works of art and/or increase their understanding of creative processes in writing, visual arts, interactive entertainment, or performing arts.	Learning Outcome 1: Students will write a paper addressed to a friend or family member explaining why a particular musical is important historically and to society today.	Measure 1: Papers will be graded by instructor using a rubric.	Measure 1: Student average will be above 50% (a C based on the 4 point scale the instructor uses to grade this assignment)	Measure 1: The average student score on this assignment 78.2% (a B based on the 4 point scale the instructor used to grade this assignment)	Measure 1: Students are exceeding the desired measure of this outcome.	Students seem to be excelling at this assignment. The instructor has spent more time in this period explaining and prepping for this assignment which seems to improving scores.

GE Learning Goal	Measurable Learning Outcome	Method of Measure.	Threshold	Findings	Interpretation	Action Plan
<p>Students will demonstrate knowledge of key themes, concepts, issues, terminology and ethical standards employed in creative arts disciplines. They will use this knowledge to analyze works of art from various traditions, time periods, and cultures.</p>	<p>Students will take a series of quizzes throughout the class that demonstrate key terms, concepts, and terminology.</p>	<p>Measure 1: Quizzes are objective, consisting of multiple choice, true/false, etc.</p>	<p>Measure 1: The student average will be above 75% on these quizzes.</p>	<p>Measure 1: The average quiz score for this period of time was 82%.</p>	<p>Measure 1: Students are meeting the outcomes.</p>	<p>The instructor implemented automated Canvas Reminders for quizzes which seems to have improved quiz scores overall.</p>

*At least one measure per objective must be a direct measure.

Additional narrative (optional – use as much space as needed):

Overall, the assessments indicate that all Gen Ed classes are performing at expected levels. There has been some variation across courses, likely attributed to change in adjunct faculty. The Theatre program, plans to do more training and observation of adjunct instructors teaching general education courses, not only to ensure that learning outcomes are being met, but in order to create a sense of belonging in these general education course

Appendix A

Most departments or programs receive a number of recommendations from their Five/Seven-Year Program Review processes. This page provides a means of updating progress towards the recommendations the department/program is enacting.

Note: Although this is the 2019 program review, the site visit was held in fall of 2020 and the recommendations received then.

Date of Program Review: 2019	Recommendation	Progress Description
Recommendation 1		
More faculty and staff.	“The program is badly in need of additional faculty and staff. Faculty are routinely providing uncompensated overtime labor, and faculty are being required to teach additional sections of courses that then limit their ability to provide other course offerings—this is particularly a concern with the department serving a Film major that is not part of Theatre. This committee also heard requests from students for instructors of voice, diction, and movement, as well as dance personnel who are accustomed to the dance styles of musical theatre. The lack of performance faculty is staggering and unacceptable for a program this large. This committee feels that the program needs additional staff specifically a Master Electrician and a Sound Tech.”	We were able to secure a new Movement Line beginning Fall of 2023. We will continue to petition for more faculty and staff.
Recommendation 2	Text of recommendation	

Students need course rotation	The program should consider providing students with an easily accessible list of course offerings for at least the next two years.	We created an updated course rotation list and shared that with our students and the advisors.
Recommendation 3	Text of recommendation	
Scenic Shop needs to be redesigned with safety and workflow in mind.	“Scenic Shop needs to be redesigned with safety and workflow in mind.”	The scene shop has a completely redesigned workflow along with qualified part-time and student staff.
Recommendation 4	Text of recommendation	
Advising issues	“several noted that there are occasional discrepancies between information provided by departmental advisors and college advisors. This problem is in part a function of the department’s not providing students with a list of upcoming class offerings and, perhaps just as importantly, a clear breakdown of what classes students should be taking when.”	We have added course rotations to our website as well as advising parties each semester in order to try and keep students as informed as possible. We are going to begin talking about this in our All Theatre Meeting the beginning of each semester.

Appendix B

Please provide the following information about the full-time *and adjunct faculty* contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five-Year Program Review document that is shared with the State Board of Regents.

Faculty Headcount	2019-20	2020-21	2021-22	2022-23
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)				
Full-time Tenured	4	4	4	3
Full-time Non-Tenured (includes tenure-track)	2	2	2	2
Part-time and adjunct	2	2	2	3
With Master's Degrees				
Full-time Tenured				
Full-time Non-Tenured	1	1	1	1
Part-time and adjunct	1	1	1	1
With Bachelor's Degrees				
Full-time Tenured				
Full-time Non-tenured	1	1	1	1
Part-time and adjunct	3	3	3	3
Other				
Full-time Tenured				
Full-time Non-tenured				
Part-time				
Total Headcount Faculty				
Full-time Tenured	4	4	4	3
Full-time Non-tenured	4	4	4	4
Part-time	5	5	5	6

Appendix C

Please respond to the following questions.

1) Looking back at your previous biennial report where you identified strategies for improvement, what progress has been made in implementing improvements?

We have been able to secure a new line in Voice & Movement which will allow us to offer more movement courses which will remove some of the course availability issues that students have faced in the past. We are working to streamline curriculum to allow students multiple options to complete their degrees. We have revamped our learning outcomes and assessment routines to be both more efficient and effective and look forward to seeing how we can further use this data in the future.

2) Please take a few minutes to review the new DFWI dashboard in the Report Gallery. This dashboard allows you to see the percentage of students in each course who earn a D+, D, D-, E, W, UW, or NC grade. The data can be filtered by several parameters. Reflect on the DFWI rates overall and of your underserved minority students versus your Caucasian students:

a. What are you seeing?

The majority of our non-passing grades take place in lower division first or second semester courses. This correlates with a large portion of students who ended up not completing their first year, or change degrees.\

b. What concerns you?

It is concerning that we have courses that have a 25% fail rate. Our program aims to find a place for every student in the Theatre and this suggests that in the most formational courses 25% of them fail.

c. What additional data could be beneficial?

It would be nice to see the correlation between these numbers and enrollment the following semester as well as major changes. This would allow us to see if students don't complete because they have changed their minds or genuinely are struggling with the material

3) We have invited you to re-think your program assessment. What strategies are you considering? What support or help would you like?

As previously stated, we are completely revamping our methods of assessment. We are looking at a smaller set of students each semester in an attempt to gain a clearer picture of how they are performing. We are also working to connect our learning outcomes to our courses in a way that is not only valuable for assessment but also for our students. The better they understand what they should be learning, the more likely they are to achieve those standards.

Glossary

Student Learning Outcomes/Measurable Learning Outcomes

The terms ‘learning outcome’, ‘learning objective’, ‘learning competency’, and ‘learning goal’ are often used interchangeably. Broadly, these terms reference what we want students to be able to do AFTER they pass a course or graduate from a program. For this document, we will use the word ‘outcomes’. Good learning outcomes are specific (but not too specific), are observable, and are clear. Good learning outcomes focus on skills: knowledge and understanding; transferrable skills; habits of mind; career skills; attitudes and values.

- Should be developed using action words (if you can see it, you can assess it).
- Use compound statements judiciously.
- Use complex statements judiciously.

Curriculum Grid

A chart identifying the key learning outcomes addressed in each of the curriculum’s key elements or learning experiences (Suskie, 2019). A good curriculum:

- Gives students ample, diverse opportunities to achieve core learning outcomes.
- Has appropriate, progressive rigor.
- Concludes with an integrative, synthesizing capstone experience.
- Is focused and simple.
- Uses research-informed strategies to help students learn and succeed.
- Is consistent across venues and modalities.
- Is greater than the sum of its parts.

Target Performance (previously referred to as ‘Threshold’)

The level of performance at which students are doing well enough to succeed in later studies (e.g., next course in sequence or next level of course) or career.

Actual Performance

How students performed on the specific assessment. An average score is less meaningful than a distribution of scores (for example, 72% of students met or exceeded the target performance, 5% of students failed the assessment).

Closing the Loop

The process of following up on changes made to curriculum, pedagogy, materials, etc., to determine if the changes had the desired impact.

Continuous Improvement

An idea with roots in manufacturing, that promotes the ongoing effort to improve. Continuous improvement uses data and evidence to improve student learning and drive student success.

Direct evidence

Evidence based upon actual student work; performance on a test, a presentation, or a research paper, for example. Direct evidence is tangible, visible, and measurable.

Indirect evidence

Evidence that serves as a proxy for student learning. May include student opinion/perception of learning, course grades, measures of satisfaction, participation. Works well as a complement to direct evidence.

HIEE – High Impact Educational Experiences

Promote student learning through curricular and co-curricular activities that are intentionally designed to foster active and integrative student engagement by utilizing multiple impact strategies. Please see <https://weber.edu/weberthrives/HIEE.html>