Weber State University
Biennial Report on Assessment of Student Learning

Cover Page

Department/Program: Theatre
Academic Year of Report: 2020/21 (covering Summer 2019 through Spring 2021)
Date Submitted:
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We have updated the Institutional Effectiveness website, which includes an update for each program page. All Biennial Assessment and Program Review reports will now be available on a single page. Please review your page for completeness and accuracy, and indicate on the list below the changes that need to be made. Access your program page from the top-level results page. Select the appropriate college and then your program from the subsequent page.

A. **Mission Statement**

   _x__ Information is current; no changes required.

   Update if not current:

B. **Student Learning Outcomes**
   (please note the addition of certificate and associate credential learning outcomes)
   _x__ Information is current; no changes required.

   Update if not current:

C. **Curriculum** (please note, we are using Google Sheets for this section so that updates are easier to make)

   __x_ Information is current; no changes required.

   Update if not current (you may request access to the Google Sheet if that is easiest, or we can make the updates):

   (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.)

D. **Program and Contact Information**

   _x__ Information is current; no changes required.

Update if not current:

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 will 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, and information about how the department/program faculty are engaged in the assessment review.

_x__ Information is current; no changes required.

Update if not current:

F. Student Achievement

6% of Theatre Students with 90 credit hours graduated within 2 years during the time of this program review. This is above the University average. However, many theatre students opted to leave school rather than try to study the performing arts online during the pandemic which is going to slow everybody down. We cannot help this, we teach a live art form in an airborne global plague. We are discussing
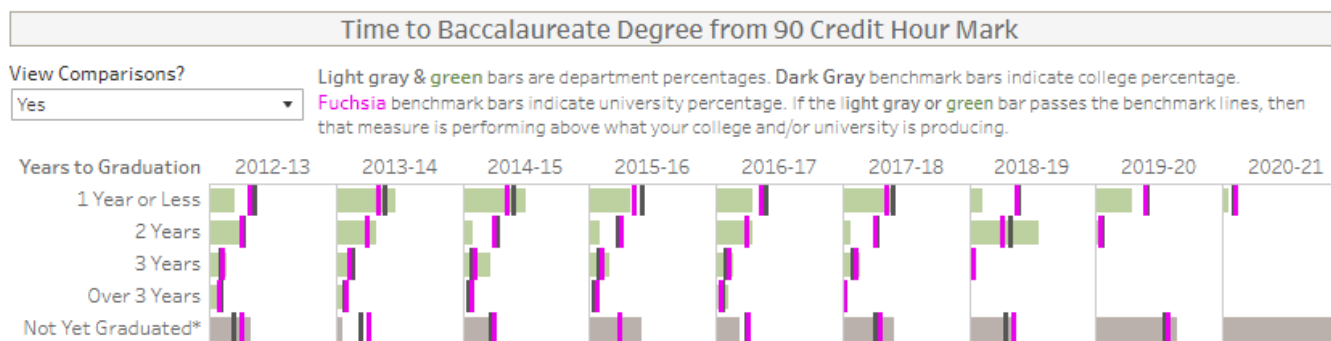
evaluating our degrees to see how we could make them stack more easily on top of a two year associates degree which would also speed up time for some students.

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Evidence of Learning

There are varieties of ways in which departments can choose to show evidence of learning.

1) Course-based assessment
    a. This is the format we have traditionally suggested programs use for assessment. The familiar 'evidence of learning worksheets' are included in the template and can also be accessed from the IE website. The critical pieces to include are:
        i. learning outcomes addressed in the course,
        ii. method(s) of measurement used,
        iii. threshold for 'acceptable – that is, the target performance,
        iv. actual results of the assessment,
        v. interpretation/reflection on findings,
        vi. the course of action to be taken based upon the interpretation,
        vii. how that action will be evaluated.

2) Outcome-based assessment
    a. Moving from course-based to outcome-based assessment has the potential for programs to gather and reflect upon data that are more meaningful, and to connect assessment findings from throughout the program. The approach may be much easier for associates and certificate programs where only select students in classes are earning the credential. For more information email (gniklason@weber.edu)

    b. Reporting options include:
        i. A traditional evidence-of-learning worksheet with an outcome (across multiple courses) as the focus (instead of a course with multiple outcomes).
        ii. A report that is more narrative-based.
        iii. Other tools such as an ePortfolio in which key or signature assignments have been identified by the faculty, and uploaded by the student with their reflection. The key or signature assignments are aligned to student learning outcomes. (ePortfolio is an excellent assessment tool for certificates and associate degrees.)
        iv. There are other approaches such as juried reviews, physical portfolios, field tests, etc.

3) General Education course assessment needs to continue to be reported at the course level using either the traditional template or a more narrative-based format. See the Checklist and Template page for area-specific worksheets as well.

Note: if you cannot download templates directly from this document, please visit our template page for downloads.

Jury Assessment Data

Nov 15

2019-21

This document breaks down the faculty's assessment of students and the artistic presentations made at the Fall 2019 through Spring 2021 Juries. This data has been collected to assess individual student performance as well as charting strengths and weaknesses within the theatre program. I want to add the caveat that our data can be a little messy. As 9 individual faculty/staff are entering information and scores, there can be inconsistencies that create noise. We do not have anyone with the time or knowledge to clean it all up perfectly. Additionally, Juries have been held through recorded videos Spring 2020, Fall 2020, and Spring 2021. This is not ideal and not how our students, live performers, should be evaluated. This means that these juries are not as accurate an assessment methodology as we usually find them to be. Every student has access to their jury scores along with comparative scores from other students in their same emphasis and year. Students are directed to discuss these scores with their advisors for meaningful interpretation and to provide advisement.
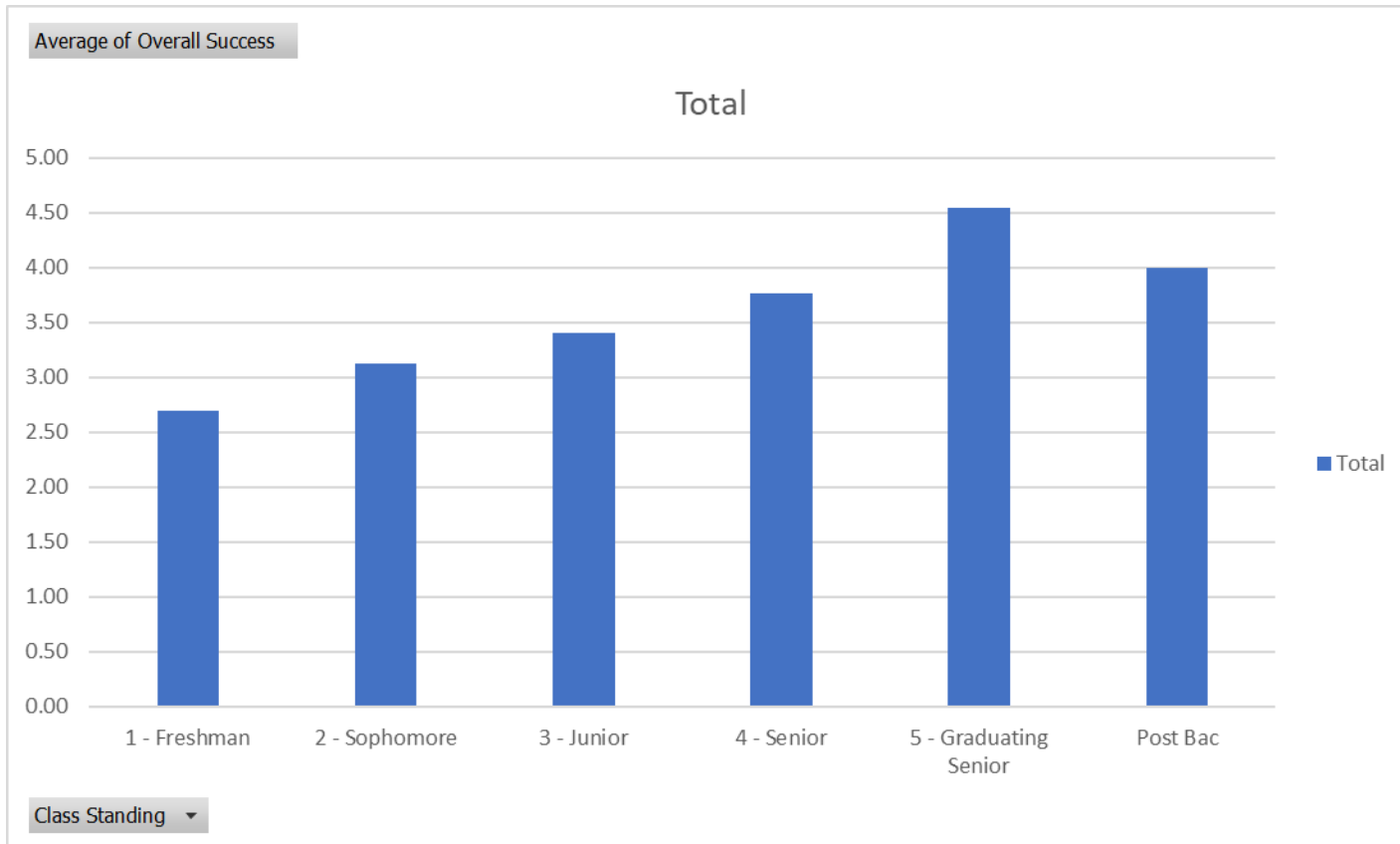
Theatre Area at Weber State University

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Overall Summary:

Average of Overall Success

Total

The progress demonstrated is a clear upward trajectory from entering the program through graduation. The only surprise is the slightly less success of Post Bac students. Our program isn't really designed for Post Bac work and there isn't a specific advisor for these students. We've discussed trying to create a MA for Arts Teaching, because many of these folks are coming back with a BA to retrain and get licensed as a Theatre teacher. The Ed folks suggested we make it a track in their MA, but with the current university structure we would not get credit for these students and there is no incentive to do it.

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Strengths and Weaknesses of Our Students:
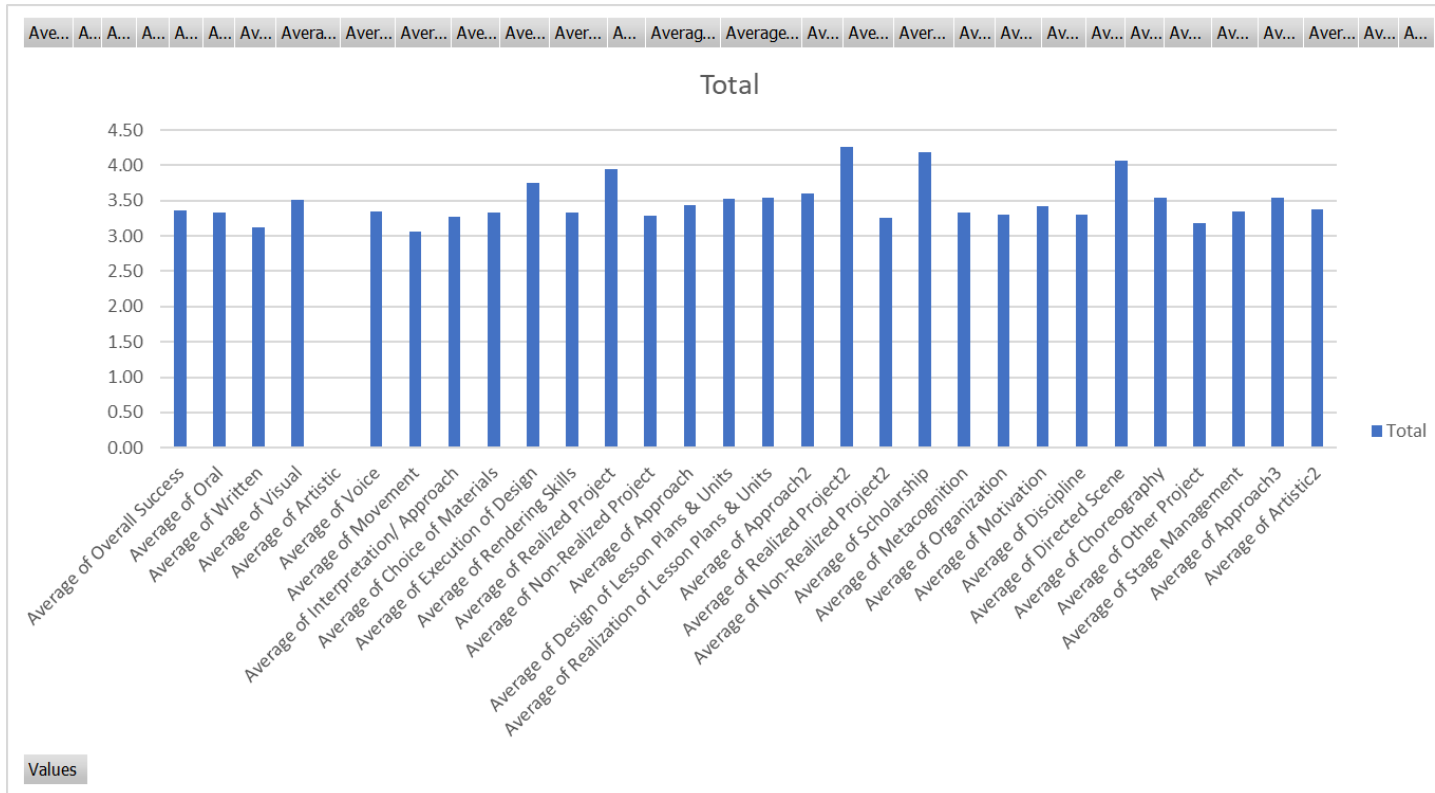
In general, students are scoring above a 3 in all categories (note: the data for "Artistic" started migrating to "Artistic 2" in 2018 and I am not prepared to figure out what is happening at this time, but they are the same thing. This means there will not be artistic scores listed below in the breakdowns—which we will endeavor to fix for the next program review). Realized project scores continue to be the highest. As these are generally our highest impact teaching experiences, work created with the direct mentorship of a faculty member for a production, this makes sense. The lowest score continues to be movement. Professor Tracy Callahan offers an excellent Voice and Movement class required of all our performance students, but that is the only class she has room in her schedule to offer. Beyond that, we are dependent upon Dance classes-- most of which are taught by adjuncts. We have asked for a movement position for over a decade to enhance our offerings and to try to move the needle on our students' movement skills. Adding an additional faculty who can continue students' training in movement skills (integrated into our curriculum) is really the only thing that's going to make a significant difference here. Note: we have pointed this out in program reviews for the last 11 years and nothing has happened (our position request was denied again earlier this week), which does sort of lead one to not be sure anyone reads this or that it has any kind of impact.

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Performance Analyzed by Major/Concentration:

Average of Oral	
Acting/Directing	3.31
BIS	4.04
Design/Tech/Management	3.29
Design/Tech/Management, BIS	4.00
Generalist	3.03
Musical Theatre	3.46
Musical Theatre Applicant	2.90
Theatre Education	3.43
Musical Theatre, Minor	3.00
Undecided	1.50
Acting/Directing, Undecided	3.00
Design/Tech/Management, Musical Theatre	3.00
Musical Theatre Applicant, Theatre Education	2.50
Design/Tech/Management, Generalist, BIS	4.00
Musical Theatre, Theatre Education	2.00
Minor	3.00
Acting/Directing, Design/Tech/Management	4.00

Average of Written	
Acting/Directing	3.04
BIS	4.09
Design/Tech/Management	3.12
Design/Tech/Management, BIS	4.50
Generalist	3.22
Musical Theatre	3.23
Musical Theatre Applicant	2.80
Theatre Education	3.02
Musical Theatre, Minor	2.00
Undecided	2.40
Acting/Directing, Undecided	2.00
Design/Tech/Management, Musical Theatre	3.00

Musical Theatre Applicant, Theatre Education	2.50
Design/Tech/Management, Generalist, BIS	4.00
Musical Theatre, Theatre Education	1.50
Minor	3.00
Acting/Directing, Design/Tech/Management	4.00

Average of Visual

Acting/Directing	3.37
BIS	3.95
Design/Tech/Management	3.49
Design/Tech/Management, BIS	4.50
Generalist	3.06
Musical Theatre	3.69
Musical Theatre Applicant	3.28
Theatre Education	3.36
Musical Theatre, Minor	4.00
Undecided	2.00
Acting/Directing, Undecided	3.00
Design/Tech/Management, Musical Theatre	3.00
Musical Theatre Applicant, Theatre Education	3.00
Design/Tech/Management, Generalist, BIS	4.00
Musical Theatre, Theatre Education	2.00
Minor	3.00
Acting/Directing, Design/Tech/Management	3.00

Average of Artistic

Acting/Directing	
BIS	
Design/Tech/Management	
Design/Tech/Management, BIS	
Generalist	
Musical Theatre	
Musical Theatre Applicant	
Theatre Education	
Musical Theatre, Minor	
Undecided	
Acting/Directing, Undecided	
Design/Tech/Management, Musical Theatre	
Musical Theatre Applicant, Theatre Education	
Design/Tech/Management, Generalist, BIS	
Musical Theatre, Theatre Education	
Minor	

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Acting/Directing, Design/Tech/Management

Average of Metacognition

Acting/Directing	3.24
BIS	4.13
Design/Tech/Management	3.41
Design/Tech/Management, BIS	4.50
Generalist	3.14
Musical Theatre	3.37
Musical Theatre Applicant	2.74
Theatre Education	3.41
Musical Theatre, Minor	3.00
Undecided	2.00
Acting/Directing, Undecided	3.00
Design/Tech/Management, Musical Theatre	4.00
Musical Theatre Applicant, Theatre Education	3.00
Design/Tech/Management, Generalist, BIS	5.00
Musical Theatre, Theatre Education	2.00
Minor	3.00
Acting/Directing, Design/Tech/Management	4.00

Average of Organization

Acting/Directing	3.08
BIS	4.21
Design/Tech/Management	3.38
Design/Tech/Management, BIS	4.50
Generalist	3.14
Musical Theatre	3.43
Musical Theatre Applicant	2.72
Theatre Education	3.30
Musical Theatre, Minor	3.00
Undecided	1.80
Acting/Directing, Undecided	3.00
Design/Tech/Management, Musical Theatre	3.00
Musical Theatre Applicant, Theatre Education	3.00
Design/Tech/Management, Generalist, BIS	4.00
Musical Theatre, Theatre Education	2.50
Minor	4.00
Acting/Directing, Design/Tech/Management	4.00

Average of Motivation

Acting/Directing	3.25
BIS	4.25

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Design/Tech/Management	3.53
Design/Tech/Management, BIS	4.50
Generalist	3.19
Musical Theatre	3.52
Musical Theatre Applicant	2.76
Theatre Education	3.45
Musical Theatre, Minor	3.00
Undecided	2.00
Acting/Directing, Undecided	2.00
Design/Tech/Management, Musical Theatre	4.00
Musical Theatre Applicant, Theatre Education	3.00
Design/Tech/Management, Generalist, BIS	4.00
Musical Theatre, Theatre Education	2.50
Minor	4.00
Acting/Directing, Design/Tech/Management	4.00
Average of Discipline	
Acting/Directing	3.07
BIS	4.35
Design/Tech/Management	3.36
Design/Tech/Management, BIS	4.50
Generalist	3.16
Musical Theatre	3.42
Musical Theatre Applicant	2.69
Theatre Education	3.30
Musical Theatre, Minor	3.00
Undecided	2.20
Acting/Directing, Undecided	3.00
Design/Tech/Management, Musical Theatre	3.00
Musical Theatre Applicant, Theatre Education	3.00
Design/Tech/Management, Generalist, BIS	4.00
Musical Theatre, Theatre Education	2.50
Minor	4.00
Acting/Directing, Design/Tech/Management	4.00
Total Average of Oral	**3.34**
Total Average of Written	**3.13**
Total Average of Visual	**3.50**
Total Average of Artistic	
Total Average of Metacognition	**3.33**
Total Average of Organization	**3.31**

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Total Average of Motivation	**3.42**
Total Average of Discipline	**3.30**

The lowest scores consistently belong to Musical Theatre Applicant and Undecided. Both of these denote students in their first year of classes (Musical Theatre Applicant has recently been eliminated as a category to remove this as a roadblock to student success, students will just be put into the major).

Freshman:

Class Standing	1 - Freshman
Row Labels	
Average of Oral	
Acting/Directing	3.12
BIS	3.00
Design/Tech/Management	2.55
Generalist	2.29
Musical Theatre	3.13
Musical Theatre Applicant	2.90
Theatre Education	2.91
Undecided	1.50
Musical Theatre Applicant, Theatre Education	2.50
Musical Theatre, Theatre Education	2.00
Average of Written	
Acting/Directing	2.92
BIS	2.50
Design/Tech/Management	2.46
Generalist	2.13
Musical Theatre	2.82
Musical Theatre Applicant	2.83
Theatre Education	2.59
Undecided	2.40
Musical Theatre Applicant, Theatre Education	2.50

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Musical Theatre, Theatre Education	1.50

Average of Visual

Acting/Directing	3.17
BIS	2.50
Design/Tech/Management	2.95
Generalist	2.67
Musical Theatre	3.29
Musical Theatre Applicant	3.24
Theatre Education	2.84
Undecided	2.00
Musical Theatre Applicant, Theatre Education	3.00
Musical Theatre, Theatre Education	2.00

Average of Artistic

Acting/Directing	
BIS	
Design/Tech/Management	
Generalist	
Musical Theatre	
Musical Theatre Applicant	
Theatre Education	
Undecided	
Musical Theatre Applicant, Theatre Education	
Musical Theatre, Theatre Education	

Average of Metacognition

Acting/Directing	3.06
BIS	2.50
Design/Tech/Management	2.67
Generalist	2.44
Musical Theatre	2.94
Musical Theatre Applicant	2.67
Theatre Education	2.77
Undecided	2.00
Musical Theatre Applicant, Theatre Education	3.00
Musical Theatre, Theatre Education	2.00

Average of Organization

Acting/Directing	3.02
BIS	2.50
Design/Tech/Management	2.59
Generalist	2.31

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Musical Theatre	3.04
Musical Theatre Applicant	2.67
Theatre Education	2.64
Undecided	1.80
Musical Theatre Applicant, Theatre Education	3.00
Musical Theatre, Theatre Education	2.50
Average of Motivation	
Acting/Directing	3.15
BIS	3.00
Design/Tech/Management	2.71
Generalist	2.50
Musical Theatre	3.19
Musical Theatre Applicant	2.69
Theatre Education	2.87
Undecided	2.00
Musical Theatre Applicant, Theatre Education	3.00
Musical Theatre, Theatre Education	2.50
Average of Discipline	
Acting/Directing	3.03
BIS	3.50
Design/Tech/Management	2.58
Generalist	2.33
Musical Theatre	3.10
Musical Theatre Applicant	2.64
Theatre Education	2.64
Undecided	2.20
Musical Theatre Applicant, Theatre Education	3.00
Musical Theatre, Theatre Education	2.50
Total Average of Oral	**2.85**
Total Average of Written	**2.69**
Total Average of Visual	**3.08**
Total Average of Artistic	
Total Average of Metacognition	**2.77**
Total Average of Organization	**2.73**
Total Average of Motivation	**2.85**
Total Average of Discipline	**2.75**

The big thing I noticed here was that our lowest scores were generally undecided students. This makes sense-- these are students who enter with less direction and drive. This suggests to me that if students enter as "undecided" we should add additional advising support and/or steer them towards outside resources quickly.

Sophomore:

Class Standing	2 - Sophomore
Row Labels	
Average of Oral	
Acting/Directing	3.42
Design/Tech/Management	3.04
Generalist	2.50
Musical Theatre	3.27
Musical Theatre Applicant	2.93
Theatre Education	3.35
Musical Theatre, Minor	3.00
Average of Written	
Acting/Directing	3.05
Design/Tech/Management	2.84
Generalist	2.50
Musical Theatre	3.05
Musical Theatre Applicant	2.60
Theatre Education	3.00
Musical Theatre, Minor	2.00
Average of Visual	
Acting/Directing	3.55
Design/Tech/Management	3.26
Generalist	2.80
Musical Theatre	3.50
Musical Theatre Applicant	3.40
Theatre Education	3.33
Musical Theatre, Minor	4.00
Average of Artistic	
Acting/Directing	
Design/Tech/Management	
Generalist	
Musical Theatre	

Musical Theatre Applicant
Theatre Education
Musical Theatre, Minor

Average of Metacognition

Acting/Directing	3.23
Design/Tech/Management	3.16
Generalist	2.80
Musical Theatre	3.18
Musical Theatre Applicant	3.00
Theatre Education	3.42
Musical Theatre, Minor	3.00

Average of Organization

Acting/Directing	2.91
Design/Tech/Management	3.17
Generalist	2.83
Musical Theatre	3.06
Musical Theatre Applicant	3.08
Theatre Education	3.16
Musical Theatre, Minor	3.00

Average of Motivation

Acting/Directing	3.16
Design/Tech/Management	3.24
Generalist	2.67
Musical Theatre	3.12
Musical Theatre Applicant	3.17
Theatre Education	3.43
Musical Theatre, Minor	3.00

Average of Discipline

Acting/Directing	2.90
Design/Tech/Management	3.08
Generalist	2.83
Musical Theatre	3.01
Musical Theatre Applicant	3.00
Theatre Education	3.22
Musical Theatre, Minor	3.00
Total Average of Oral	**3.22**
Total Average of Written	**2.97**
Total Average of Visual	**3.42**
Total Average of Artistic	

Total Average of Metacognition	**3.21**
Total Average of Organization	**3.08**
Total Average of Motivation	**3.20**
Total Average of Discipline	**3.04**

The surprise here was that Generalist majors (Theatre Studies, essentially) were routinely scoring the lowest. That said, that is a very small major and one student could be disproportionately influencing the scores. This is the group that Juries are the least effective mode of assessment for, as these students tend to do things like playwriting and dramaturgy that are written modes of theatre and don't work well in a five-minute presentation. I think there might need to be concentrated effort on how and what to present and additionally, how to score these presentations.

Junior:

Class Standing	3 - Junior

Row Labels	
Average of Oral	
Acting/Directing	3.10
BIS	3.00
Design/Tech/Management	3.45
Generalist	3.42
Musical Theatre	3.26
Musical Theatre Applicant	2.83
Theatre Education	3.52
Acting/Directing, Undecided	3.00
Minor	3.00
Acting/Directing, Design/Tech/Management	4.00
Average of Written	
Acting/Directing	2.92
BIS	3.33
Design/Tech/Management	3.19
Generalist	3.74
Musical Theatre	2.95
Musical Theatre Applicant	2.71
Theatre Education	3.16
Acting/Directing, Undecided	2.00
Minor	3.00

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Acting/Directing, Design/Tech/Management	4.00
Average of Visual	
Acting/Directing	3.27
BIS	3.00
Design/Tech/Management	3.51
Generalist	3.23
Musical Theatre	3.50
Musical Theatre Applicant	3.50
Theatre Education	3.52
Acting/Directing, Undecided	3.00
Minor	3.00
Acting/Directing, Design/Tech/Management	3.00
Average of Artistic	
Acting/Directing	
BIS	
Design/Tech/Management	
Generalist	
Musical Theatre	
Musical Theatre Applicant	
Theatre Education	
Acting/Directing, Undecided	
Minor	
Acting/Directing, Design/Tech/Management	
Average of Metacognition	
Acting/Directing	3.08
BIS	3.67
Design/Tech/Management	3.63
Generalist	3.46
Musical Theatre	3.23
Musical Theatre Applicant	3.29
Theatre Education	3.51
Acting/Directing, Undecided	3.00
Minor	3.00
Acting/Directing, Design/Tech/Management	4.00
Average of Organization	
Acting/Directing	2.79
BIS	3.67
Design/Tech/Management	3.58
Generalist	3.57

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Musical Theatre	3.21
Musical Theatre Applicant	2.67
Theatre Education	3.41
Acting/Directing, Undecided	3.00
Minor	4.00
Acting/Directing, Design/Tech/Management	4.00
Average of Motivation	
Acting/Directing	2.96
BIS	3.33
Design/Tech/Management	3.65
Generalist	3.57
Musical Theatre	3.36
Musical Theatre Applicant	3.00
Theatre Education	3.54
Acting/Directing, Undecided	2.00
Minor	4.00
Acting/Directing, Design/Tech/Management	4.00
Average of Discipline	
Acting/Directing	2.81
BIS	3.33
Design/Tech/Management	3.51
Generalist	3.61
Musical Theatre	3.22
Musical Theatre Applicant	2.71
Theatre Education	3.43
Acting/Directing, Undecided	3.00
Minor	4.00
Acting/Directing, Design/Tech/Management	4.00
Total Average of Oral	**3.34**
Total Average of Written	**3.08**
Total Average of Visual	**3.46**
Total Average of Artistic	
Total Average of Metacognition	**3.39**
Total Average of Organization	**3.32**
Total Average of Motivation	**3.43**
Total Average of Discipline	**3.31**

For this particular section of Juniors, the Acting/Directing majors seem to be struggling a little bit. Their averages are below what we would want at this juncture. Additionally, the Musical Theatre applicant in the mix is an upper classman who has just changed their major. One of

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the things Theatre is looking at is working on making our degree better stackable on top of a 2 year associates degree. We need the time and resources to really examine these degrees to this end, as that would be a significant change but we hope might improve time to graduation—particularly for students who come in and want to do a Musical Theatre degree later in their career.

Senior:

Class Standing	4 - Senior
Row Labels	
Average of Oral	
Acting/Directing	3.45
BIS	4.15
Design/Tech/Management	3.59
Design/Tech/Management, BIS	4.00
Generalist	3.36
Musical Theatre	3.69
Musical Theatre Applicant	3.00
Theatre Education	3.95
Design/Tech/Management, Musical Theatre	3.00
Average of Written	
Acting/Directing	3.07
BIS	4.23
Design/Tech/Management	3.40
Design/Tech/Management, BIS	4.50
Generalist	3.93
Musical Theatre	3.54
Musical Theatre Applicant	3.00
Theatre Education	3.52
Design/Tech/Management, Musical Theatre	3.00
Average of Visual	
Acting/Directing	3.36
BIS	3.91
Design/Tech/Management	3.67
Design/Tech/Management, BIS	4.50
Generalist	3.21
Musical Theatre	3.91
Musical Theatre Applicant	5.00

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Theatre Education	3.82
Design/Tech/Management, Musical Theatre	3.00
Average of Artistic	
Acting/Directing	
BIS	
Design/Tech/Management	
Design/Tech/Management, BIS	
Generalist	
Musical Theatre	
Musical Theatre Applicant	
Theatre Education	
Design/Tech/Management, Musical Theatre	
Average of Metacognition	
Acting/Directing	3.42
BIS	4.36
Design/Tech/Management	3.65
Design/Tech/Management, BIS	4.50
Generalist	3.50
Musical Theatre	3.61
Musical Theatre Applicant	3.00
Theatre Education	3.95
Design/Tech/Management, Musical Theatre	4.00
Average of Organization	
Acting/Directing	3.33
BIS	4.29
Design/Tech/Management	3.53
Design/Tech/Management, BIS	4.50
Generalist	3.50
Musical Theatre	3.76
Musical Theatre Applicant	4.00
Theatre Education	4.08
Design/Tech/Management, Musical Theatre	3.00
Average of Motivation	
Acting/Directing	3.57
BIS	4.43
Design/Tech/Management	3.80
Design/Tech/Management, BIS	4.50
Generalist	3.50
Musical Theatre	3.80

Musical Theatre Applicant	4.00
Theatre Education	3.97
Design/Tech/Management, Musical Theatre	4.00
Average of Discipline	
Acting/Directing	3.29
BIS	4.46
Design/Tech/Management	3.54
Design/Tech/Management, BIS	4.50
Generalist	3.43
Musical Theatre	3.72
Musical Theatre Applicant	4.00
Theatre Education	3.97
Design/Tech/Management, Musical Theatre	3.00
Total Average of Oral	**3.66**
Total Average of Written	**3.48**
Total Average of Visual	**3.76**
Total Average of Artistic	
Total Average of Metacognition	**3.65**
Total Average of Organization	**3.68**
Total Average of Motivation	**3.80**
Total Average of Discipline	**3.65**

All of these scores are more or less exactly where we would want them to be. I want to especially note the improvement in metacognition scores. As a program, we consider the ability to assess one's own improvement and skills as a vital transferable skill and it is gratifying to see that through repeated exercises and attention to this, students are improving in this skill.

Graduating Senior:

Class Standing	5 - Graduating Senior
Row Labels	
Average of Oral	
Acting/Directing	4.30
BIS	4.80

Design/Tech/Management	3.91
Musical Theatre	4.15
Theatre Education	4.50
Design/Tech/Management, Generalist, BIS	4.00

Average of Written

Acting/Directing	4.33
BIS	4.80
Design/Tech/Management	4.00
Musical Theatre	3.95
Theatre Education	3.33
Design/Tech/Management, Generalist, BIS	4.00

Average of Visual

Acting/Directing	4.43
BIS	5.00
Design/Tech/Management	4.45
Musical Theatre	4.32
Theatre Education	3.75
Design/Tech/Management, Generalist, BIS	4.00

Average of Artistic

Acting/Directing	
BIS	
Design/Tech/Management	
Musical Theatre	
Theatre Education	
Design/Tech/Management, Generalist, BIS	

Average of Metacognition

Acting/Directing	4.60
BIS	4.40
Design/Tech/Management	4.00
Musical Theatre	3.98
Theatre Education	4.33
Design/Tech/Management, Generalist, BIS	5.00

Average of Organization

Acting/Directing	4.60
BIS	5.00
Design/Tech/Management	4.18
Musical Theatre	4.37
Theatre Education	4.67
Design/Tech/Management, Generalist, BIS	4.00

Average of Motivation	
Acting/Directing	4.40
BIS	4.80
Design/Tech/Management	4.41
Musical Theatre	4.50
Theatre Education	4.50
Design/Tech/Management, Generalist, BIS	4.00
Average of Discipline	
Acting/Directing	4.60
BIS	5.00
Design/Tech/Management	4.33
Musical Theatre	4.48
Theatre Education	4.50
Design/Tech/Management, Generalist, BIS	4.00
Total Average of Oral	**4.13**
Total Average of Written	**4.02**
Total Average of Visual	**4.38**
Total Average of Artistic	
Total Average of Metacognition	**4.08**
Total Average of Organization	**4.36**
Total Average of Motivation	**4.47**
Total Average of Discipline	**4.46**

One thing that's interesting in these columns is that our BIS students do quite well. Sometimes it is difficult to invest in BIS, as they don't "count" for us and might not be as involved in our program. But BIS students who make a commitment to participating fully in the life of Theatre, even while pursuing their specific academic goals, are students who are doing quite well. I think the lesson here goes both ways—we need to value our BIS students but also BIS needs to encourage students to not see Theatre as "one area" or a "minor" but to participate in activities like Juries that serve as career prep.

Class Standing	Post Bac
Row Labels	
Average of Oral	
Design/Tech/Management	4.00
Average of Written	
Design/Tech/Management	3.00
Average of Visual	

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Design/Tech/Management	4.00
Average of Artistic	
Design/Tech/Management	
Average of Metacognition	
Design/Tech/Management	4.00
Average of Organization	
Design/Tech/Management	4.00
Average of Motivation	
Design/Tech/Management	4.00
Average of Discipline	
Design/Tech/Management	4.00
Total Average of Oral	**4.00**
Total Average of Written	**3.00**
Total Average of Visual	**4.00**
Total Average of Artistic	
Total Average of Metacognition	**4.00**
Total Average of Organization	**4.00**
Total Average of Motivation	**4.00**
Total Average of Discipline	**4.00**

Honestly, I think this is one student and they're doing just fine.

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Performance Analyzed By Class Ranking:
Oral

Written

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Visual

Voice

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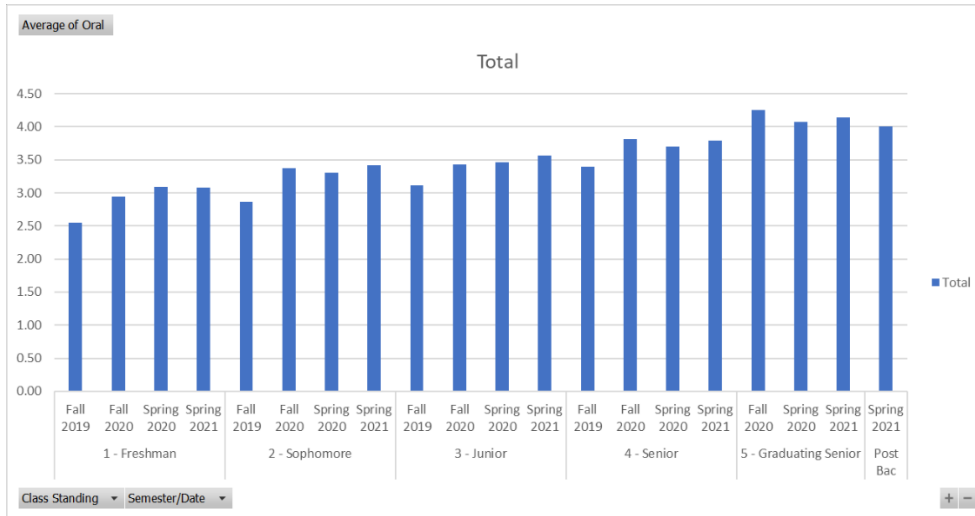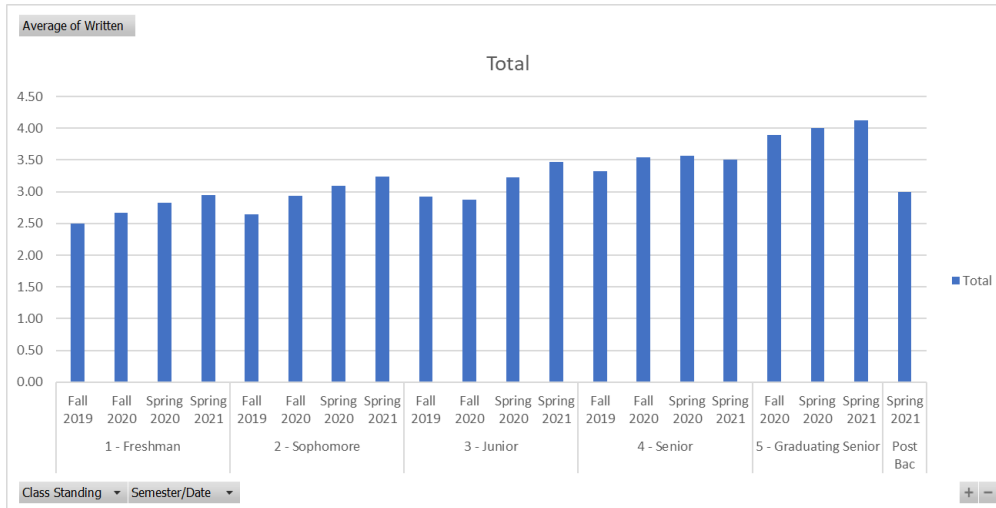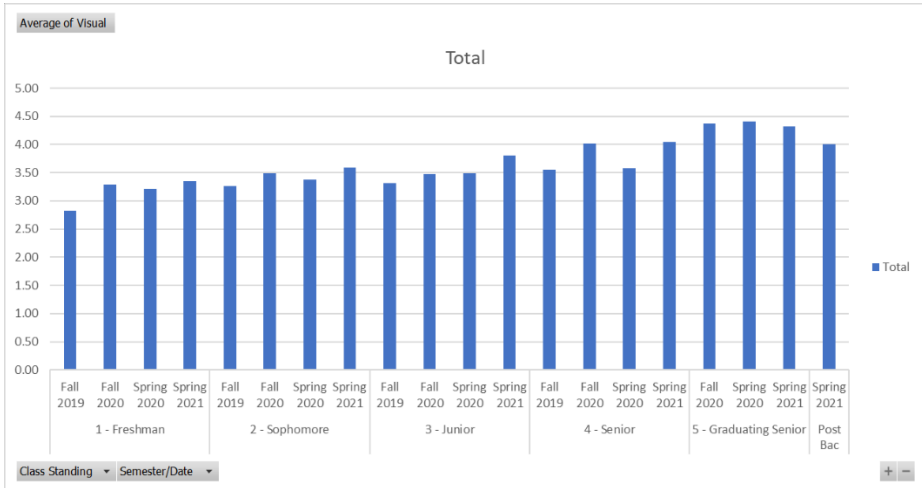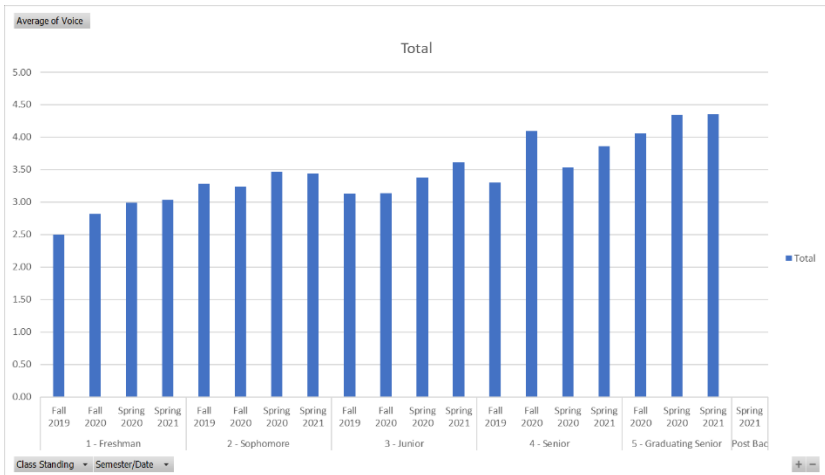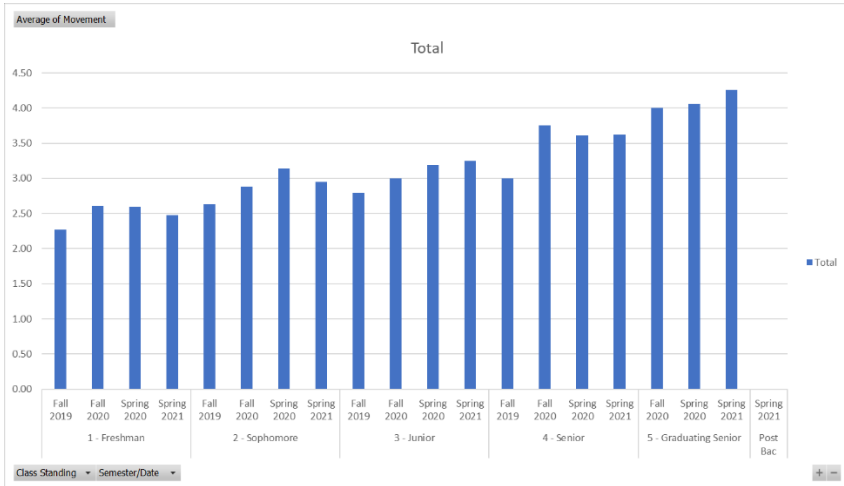
Movement

Our students always score the lowest in this. We need an additional faculty member to offer more classes and styles of movement training.
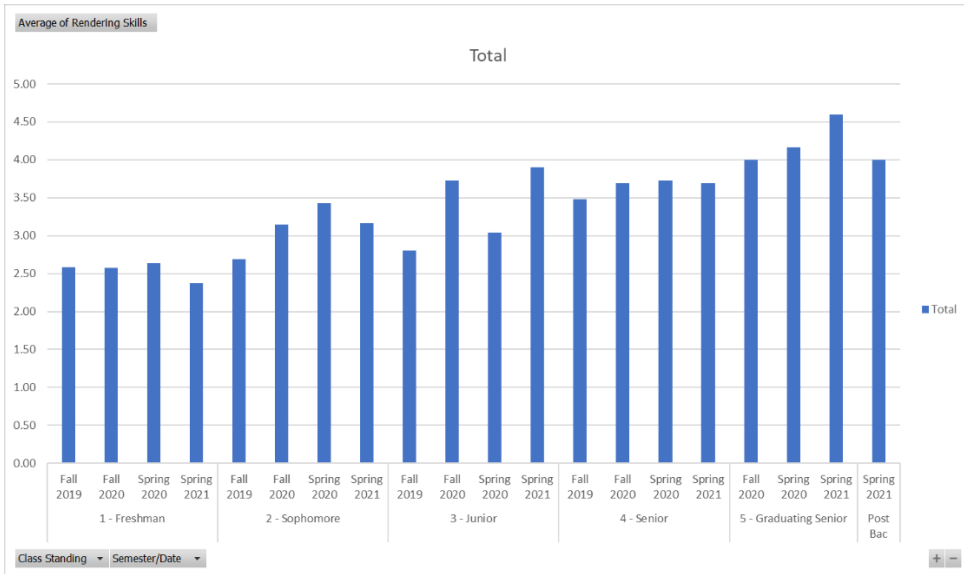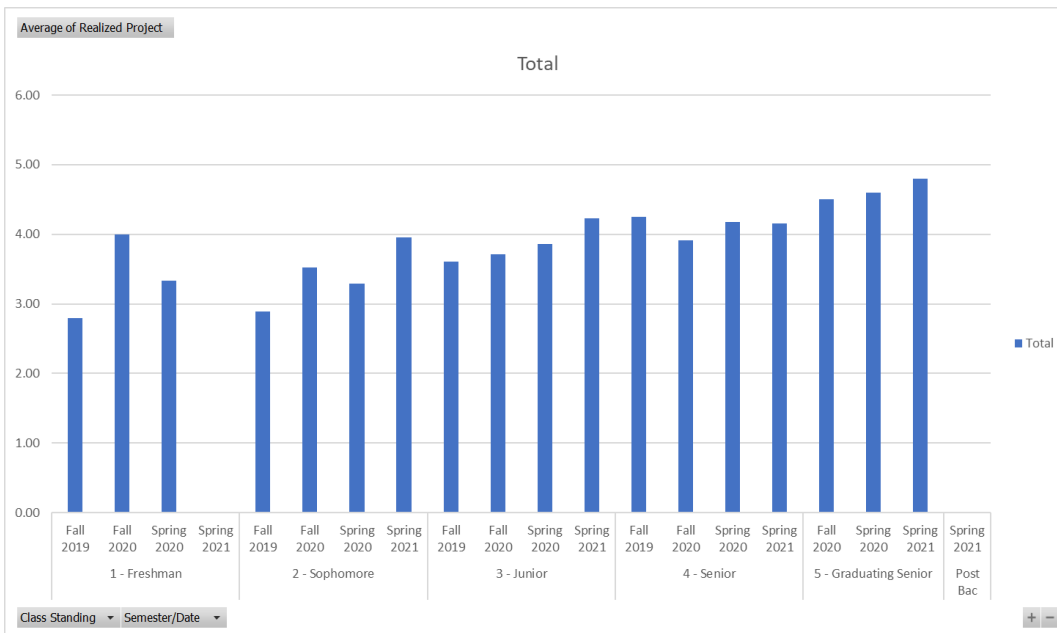
Interpretation/Approach

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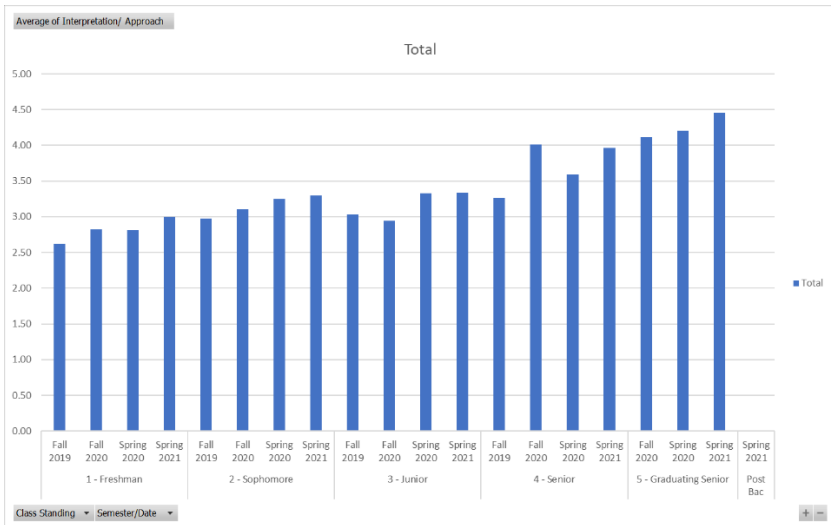
Choice of Materials
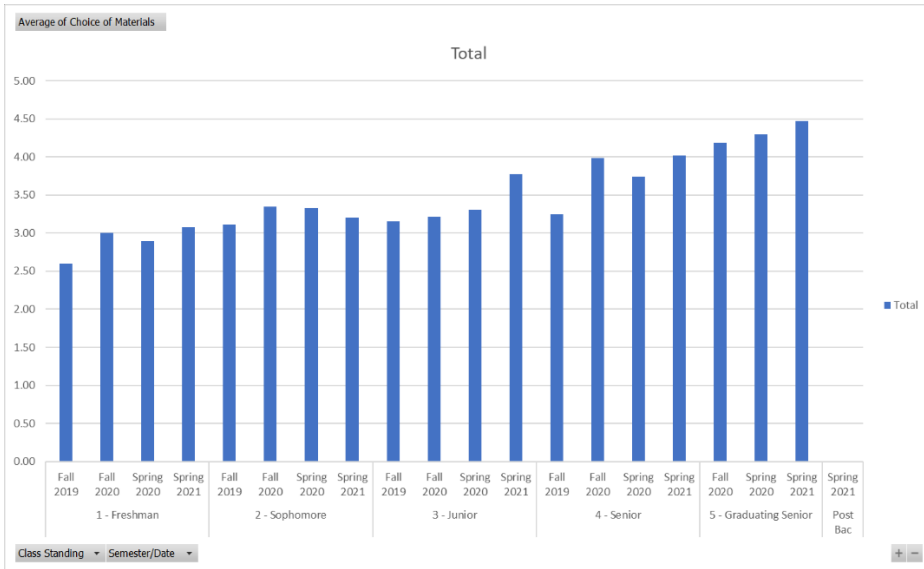
Execution of Design

Report due 11/15/2021
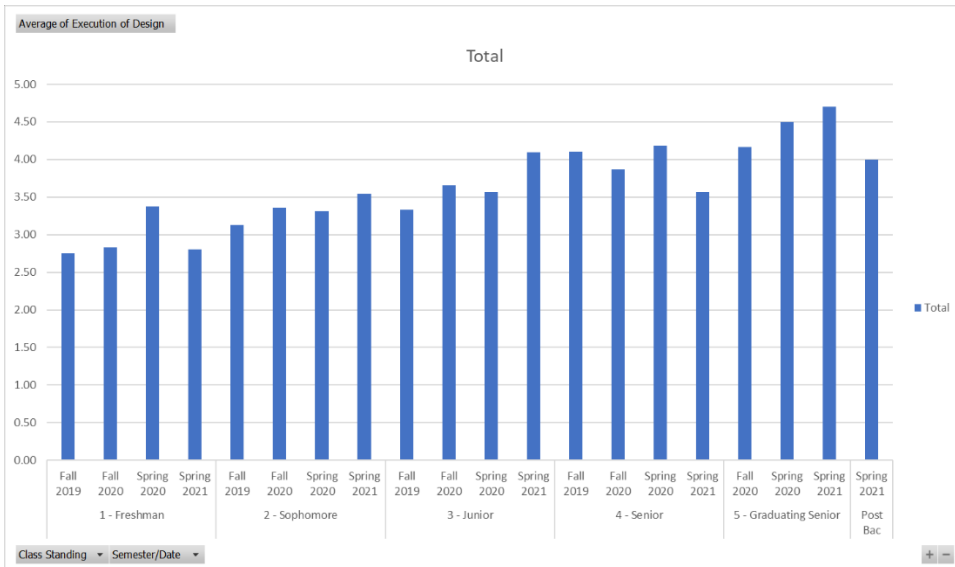
Rendering Skills

Realized Design Project

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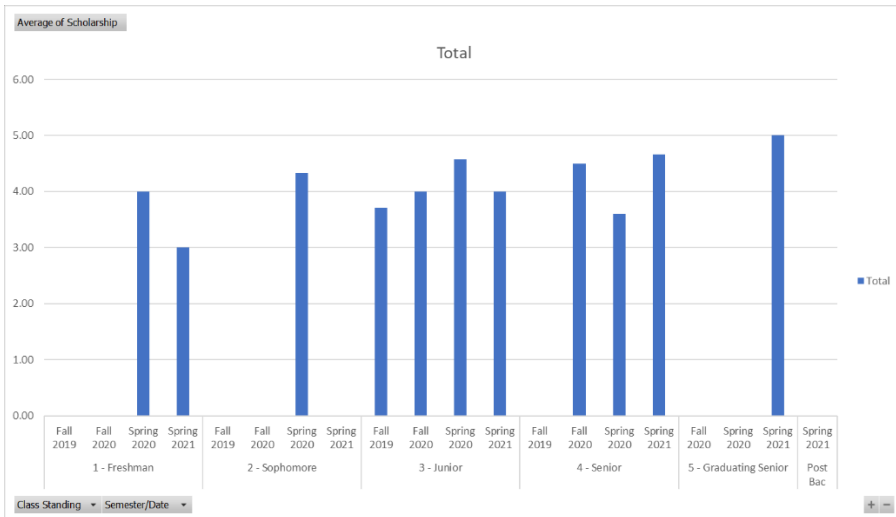
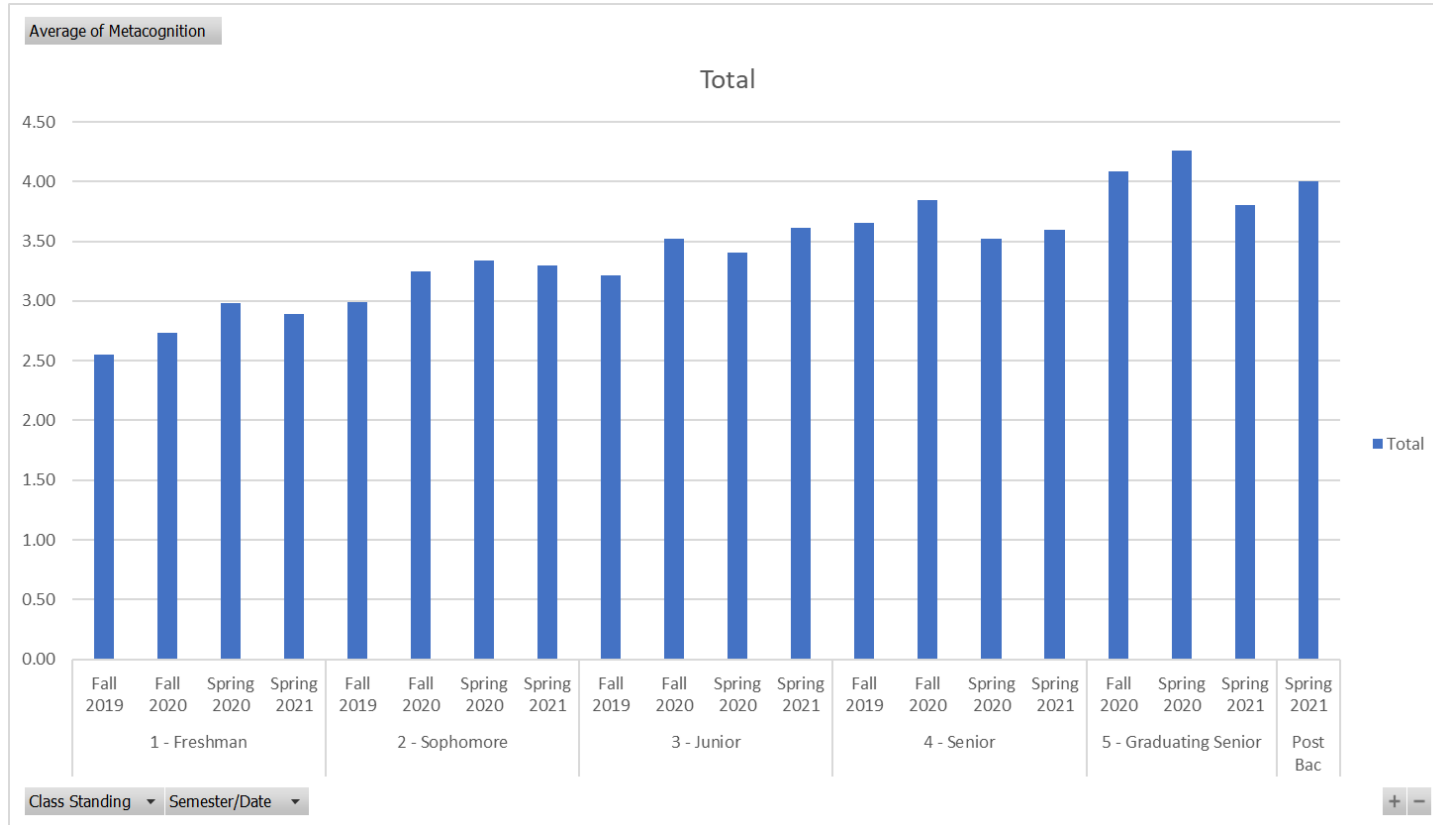## Non-Realized Design Project
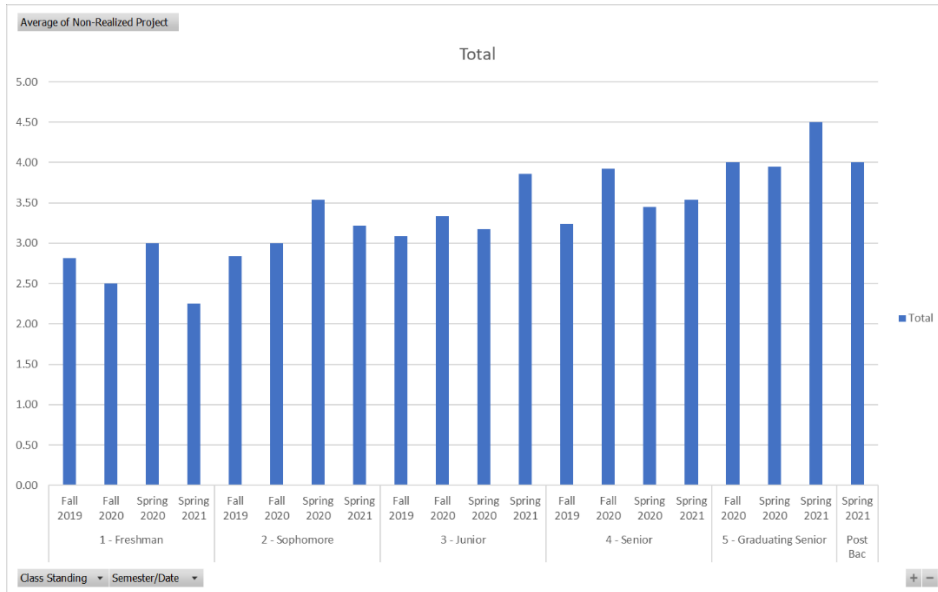
Design of Lesson Plan & Units
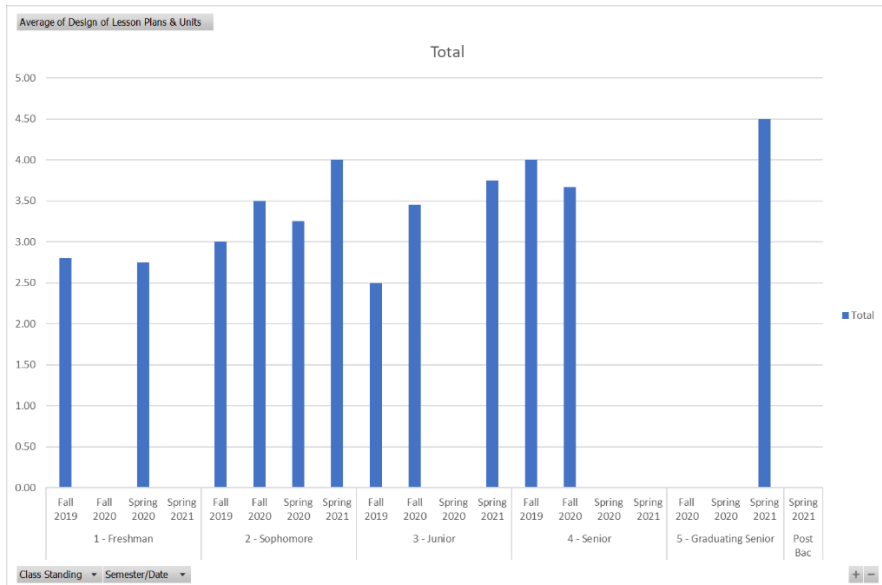
Realization of Lesson Plan & Units

Scholarship

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Metacognition

Report due 11/15/2021

Organization

Report due 11/15/2021

Motivation

Report due 11/15/2021
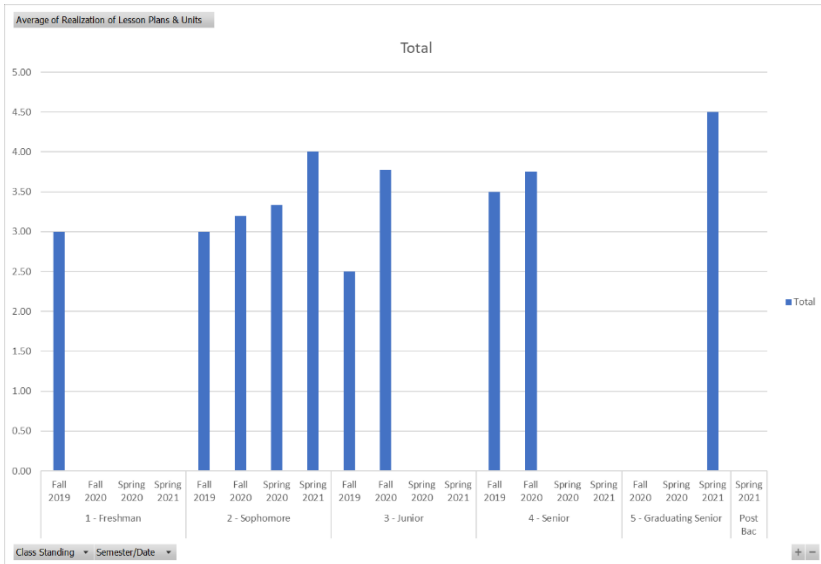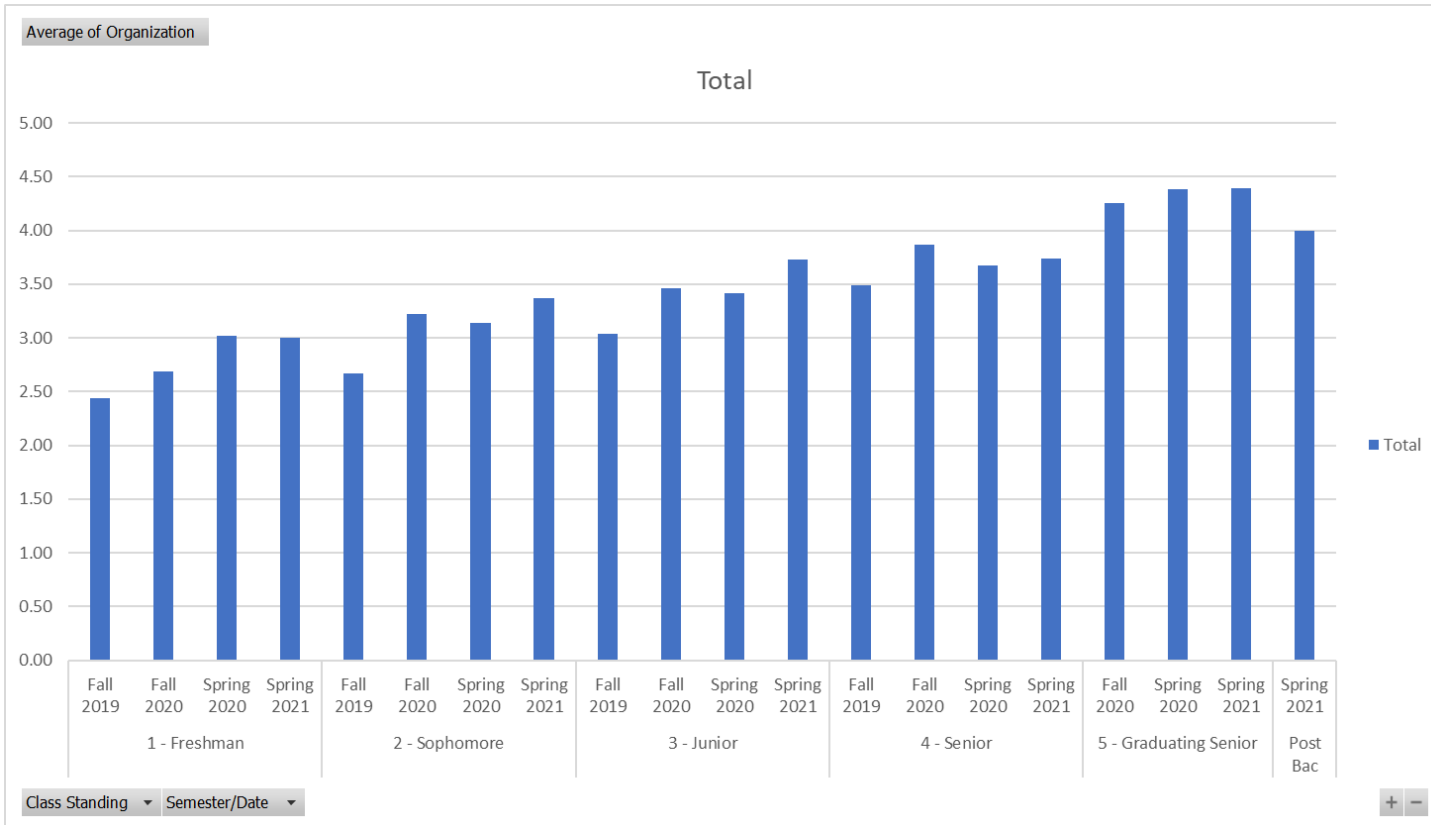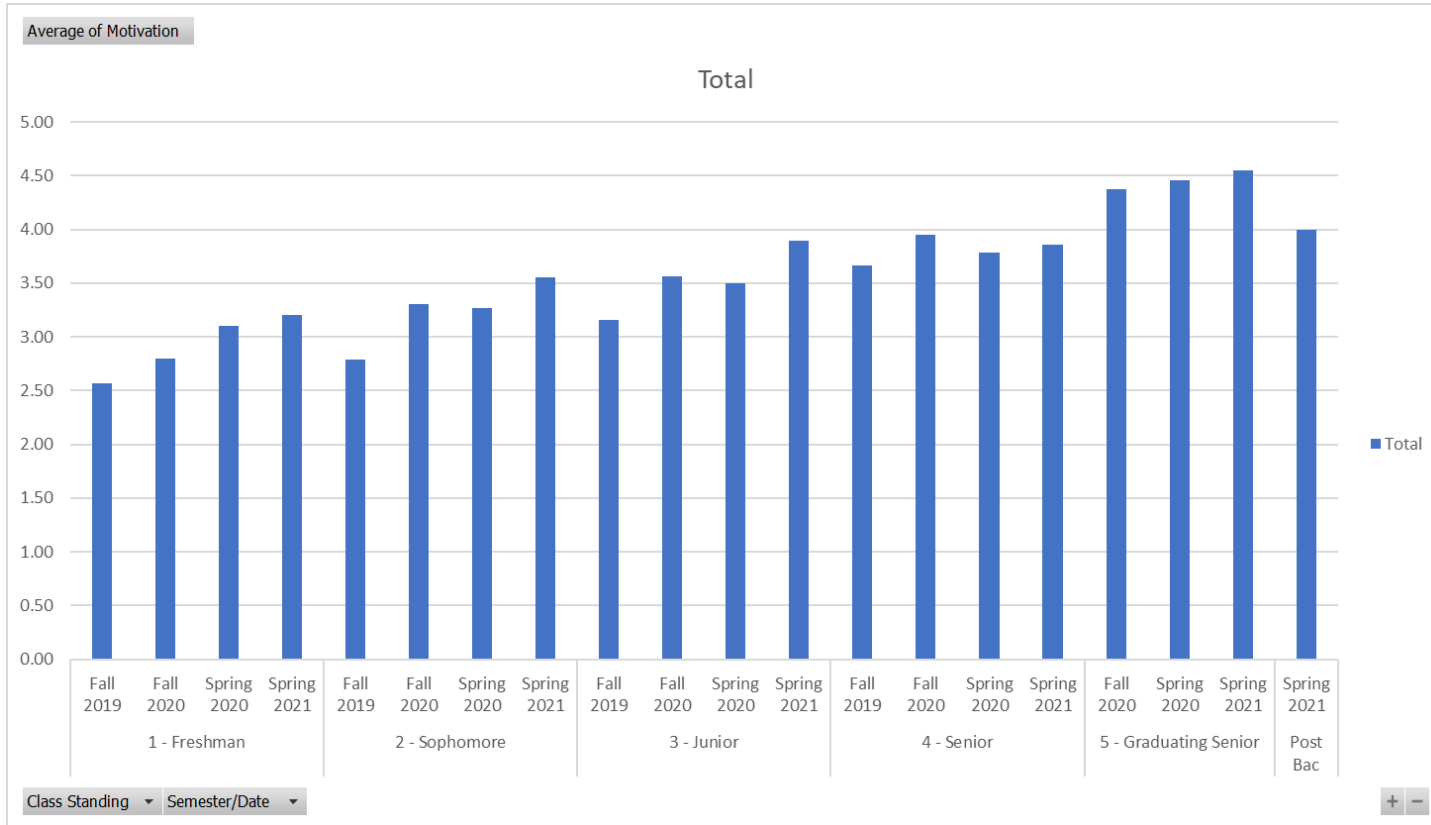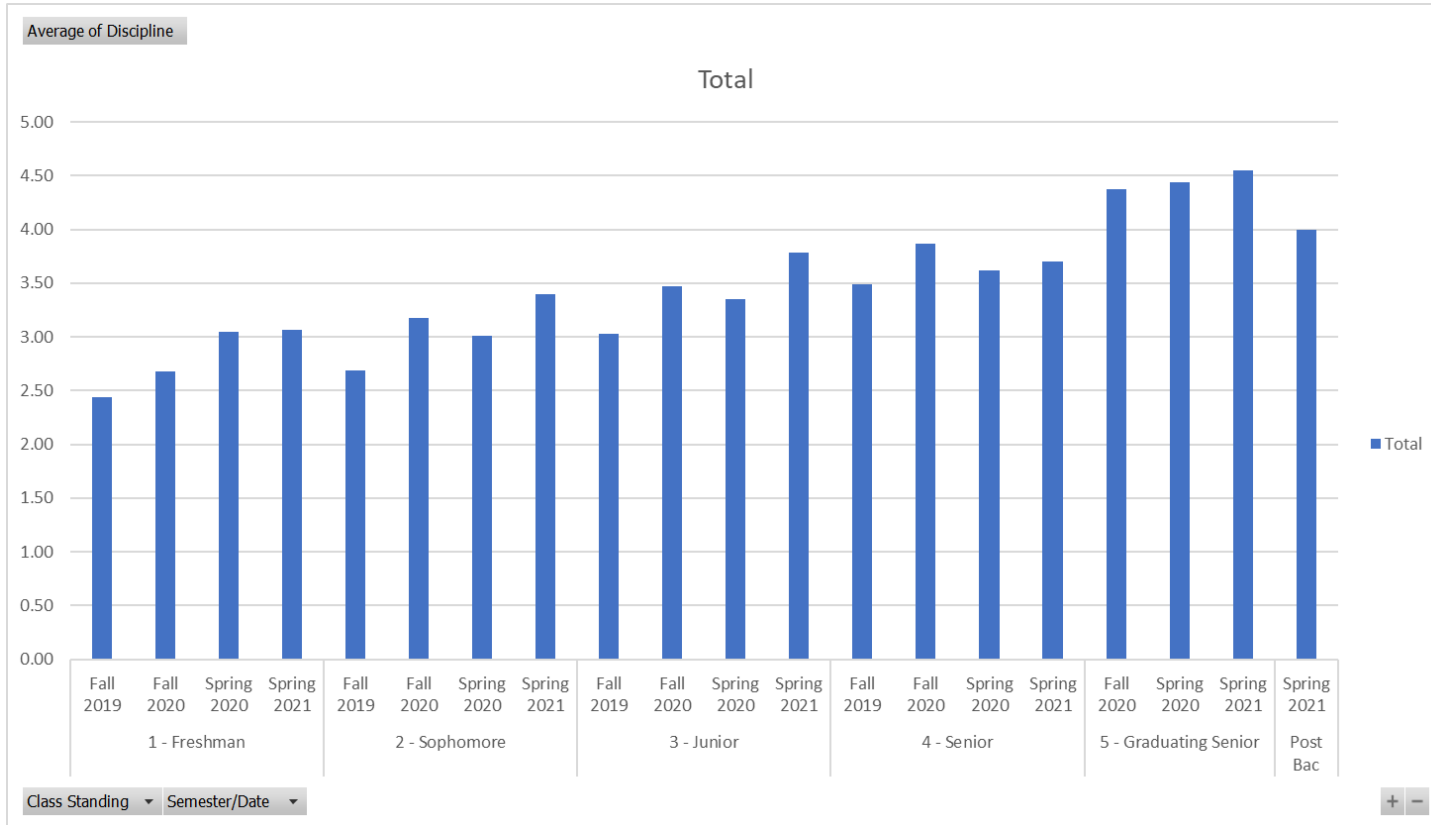
Discipline

One interesting thing I've noted is that motivation, organization, and discipline all seem to flag in the Spring semesters. No doubt this is because by the time of Spring Juries, at the end of the year, everyone is tired. I am sure this impacts students' performance in their final Spring projects as well. I am not sure if this is something we can impact—I would have to look at additional research. It might be worth thinking about what classes we run in the fall (if these traits are higher) and we run in the Spring (when they are lower) to ask more of student when they have more resources to give.

Overall Success
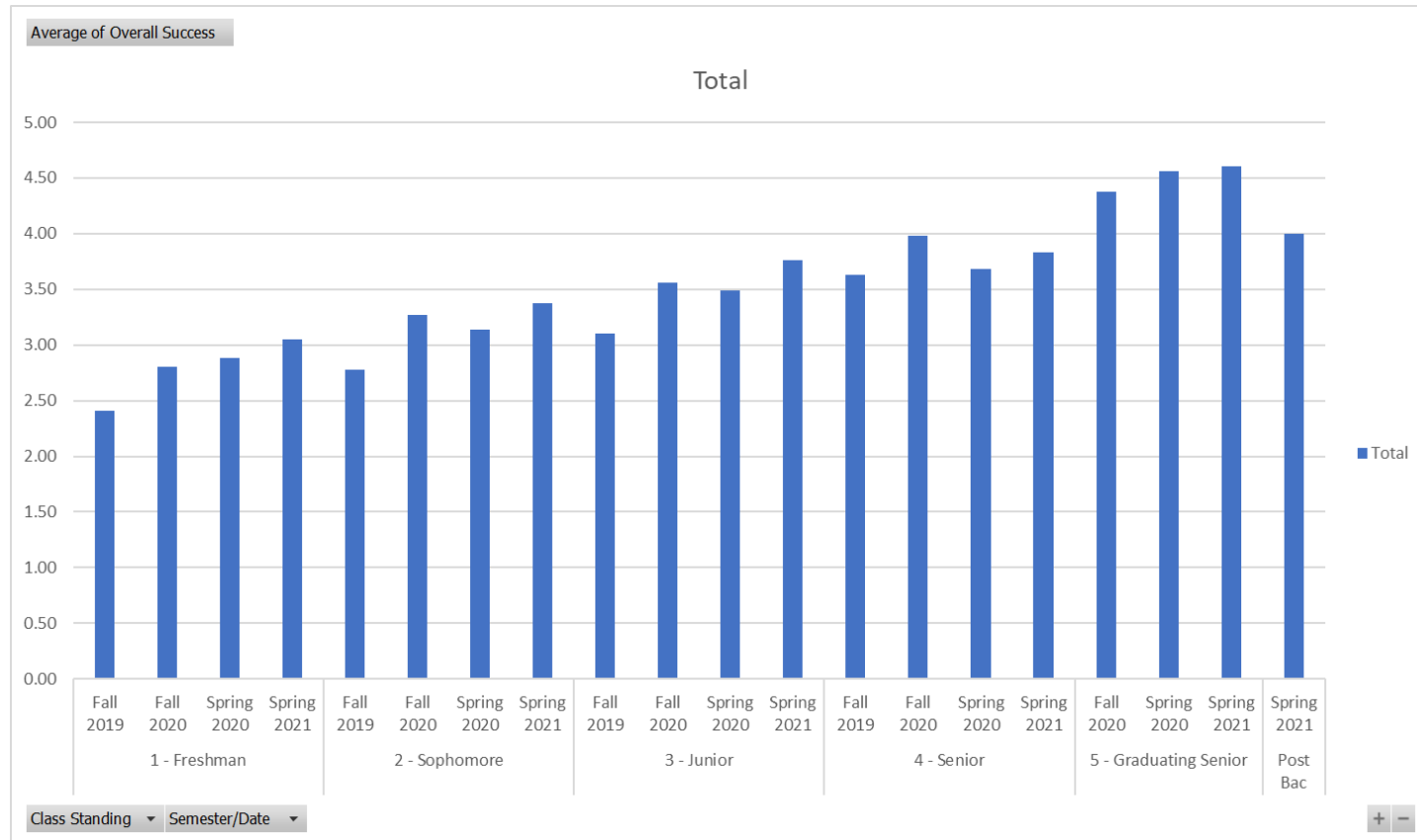
Students are consistently trending upward in all the major skill areas across their academic careers which suggests that the program curriculum is currently working effectively. This is even true during a pandemic, which means that our faculty managed to replicate enough of what we do to assist student success even during a global pandemic. Indeed, I know my colleagues spent the summer of 2020 attending conferences and workshops on how to deliver Theatre curriculum online and they radically transformed and innovated their classes. However, I also know that doing so came at a pretty high cost and burn out and morale is the lowest I've seen it in a long time. I am concerned that this faculty exhaustion, born of the pandemic of continually having insufficient faculty for the level of curriculum and mentorship we provide, will ultimately begin to have a negative impact on student success.

Additionally, our major lab class is Practicum. Over the last 2 years the average grade with 350 students was a 93% A- and A (how's that for splitting hairs, lol). Of those 350, 22 received either Ws or UWs

c. <u>Evidence of Learning: General Education Courses</u>

(Area-specific EOL grids can be found at https://www.weber.edu/ie/Review_and_Assessment/Checklists_and_Templates.html; they can replace this page.)

Evidence of Learning: General Education, 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 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 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 85.38% 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%/.	98% 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

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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: 85% 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 which the film is	Measure 2: 75% of students scored a 75% or higher on this project.	Measure 2: 80% of students scored at least a 75% on this project.	Measure 2: No curricular change needed.	Measure 2: No curricular change needed.

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GE Learning Goal	Measurable Learning Outcome	Method of Measure.	Threshold	Findings	Interpretation	Action Plan
					distributed, and exhibition.	
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.

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Course__THEA 1033___Introduction to Acting   Teacher __Thomas 2019-2021 sample size 119 students

Note: Jenn Thomas quit because she did not want to teach Face to Face during the pandemic and has not returned any emails asking for data. I simply don't have it. This is from the five year program review that concluded in Fall 2020 because of Covid.

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 analyze a play script to create a character and develop a character monologue.	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. Measure 2: Monologues will be graded using a rubric.	At least 75% of students will score a 75% or above on this assignment.	Measure 1: 82% of students scored a 75% or above on this assignment.	Measure 1: No curricular change needed.	Measure 1: No curricular change needed.

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 analyze a variety of play scripts from a number of different genres.	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	79% 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.

Evidence of Learning: General Education, Creative Arts Courses

Course__THEA 1043 American Musical Theatre   Teacher __Lewis 2019-2021 sample size 222 students

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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 74.63% (a B based on the 4 point scale the instructor used to grade this assignmen) Sample Size: (Fall 19: 83 students, Spring 20:	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.

				47 students, Summer 20: 9 students, Fall 20: 57 students, Spring 21: 35 students, Summer 21: 7 students)		

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 take a series of quizzes throughout the class that demonstrate key terms, concepts, and terminology.	Measure 1: Quizzes are objective, consisting of multiple choice, true/false, etc.	Measure 1: The student average will be above 75% on these quizzes.	Measure 1: The average quiz score for this period of time was 80.7%. Sample Size: (Fall 19: 83 students, Spring 20: 47 students, Summer 20: 9 students, Fall 20: 57 students, Spring 21: 35 students, Summer 21: 7 students)	Measure 1: Students are meeting the outcomes.	The instructor implemented automated Canvas Reminders for quizzes which seems to have improved quiz scores overall.

*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 is a slight dip in the scores on the Signature Assignment in American Musical Theatre, although that class has improved since we last evaluated it. The instructor will need to keep working on student success in that larger critical thinking driven assignment. I have had a number of conversations with Assoc. Provost Eric Amsel about the GELO learning outcomes and the Creative Arts learning outcomes and how the Signature Assignments function in these classes. Although Theatre has had some frustrations with the competing demands on what these classes seem to focus on and how their value is assessed, I am confident we can work together with Gen Ed to not lose the vital importance of the value of collaborating to create live art that only these classes offer.

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. We have only had 1 year with them.

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."	As we do every year, we have submitted position requests to the department chair with the hopes they will be forwarded to the dean and considered. We were rejected again this week (11/2021). This is out of our control.
Recommendation 2	Text of recommendation	
Students need course rotation	The program should consider providing students with an easily accessible list	We created an updated course rotation list and shared that with our students and the advisors.

	of course offerings for at least the next two years.	
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."	Our previous technical director departed and the new one is working on this redesign.
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."	Students DO have and have always had degree maps. As mentioned above, we tried to map out what courses were offered each semester but as there is literally 1 faculty member who can teach our classes due to lack of faculty/staff if someone is on sabbatical or has some other mitigating circumstances we don't have the people to offer the class anyway. As to discrepancies, we are grateful to the advising office but note they did not always listen to us when we explained degree types etc and they have had significant turn over anyway.

Additional narrative:

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	2018-18	2019-20	2020-21
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	4	4	4
Full-time Non-Tenured (includes tenure-track)	2	2	2
Part-time and adjunct	6	6	6
With Master's Degrees			
Full-time Tenured			
Full-time Non-Tenured	1	1	1
Part-time and adjunct	1	1	2
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-tenured	1	1	1
Part-time and adjunct	3	3	2
Other			
Full-time Tenured			
Full-time Non-tenured			
Part-time			
Total Headcount Faculty			
Full-time Tenured	4	4	4
Full-time Non-tenured	3	3	3
Part-time	7	7	7

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Please respond to the following questions.

1) Review and comment on the trend of minority students enrolling in your classes (particularly lower-division, GEN Ed) and in your programs.

   Coincidentally, I had reached out to Chaz Steimel to ask him these very questions. I note that this data is not standardly available to folks which makes this question quite frustrating to ask us. I note that overall, our THEA 1023, Intro to Film, has the best enrollment from minority students—it has 29% global majority students enrolled which exceeds the percentage of these students at the university as a whole (at 74%). The other frequent gen eds hover around 23% global majority, which is slightly less than representational percentage. One, THEA 2821, only enrolls 16% global majority students—which demonstrates that it is not as popular with diverse students. Looking back at the last eight years of trends, this stays true. While the number of students enrolled in other classes varies—Intro to Film stays at about 450 students a year. Theatre has been thinking about our Gen Eds and whether they still serve students in general, along with who they are serving, and we plan to use the data Chaz provided with to help us do this. However, we just got this data so I haven't really been able to dig into it.

2) What support (from enrollment services, advising, first-year transition office, access & diversity, etc.) do you need to help you recruit and retain students?

   We need to collaborate with Dev Math to rethink the offerings and their impact on our students' success. We need additional support from the student counseling center for students with mental health issues. We need help from Financial Aid because our students "time out" or whatever on their ability to get waivers or money and then I can't get them to give me the info to show students who stopped out how they can return.

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

   Our program assessment has been lauded by the university as the model. So we're sticking with it. I have focused on our program review for this report to give you the info we think is useful as opposed to evaluating individual classes within the major. I will say that we don't see any action items out of program reviews, nor any evidence that administration has read them. I do them because I take them seriously for our own purposes but being asked to answer impossible questions etc is very frustrating.

4) Finally, we are supporting our Concurrent Enrollment accreditation process. Does your program offer concurrent enrollment classes? If so, have you been able to submit the information requested from the Concurrent Enrollment office? Staff from OIE will reach out to

you in the next few months to assist in finalizing that data submission as well as gather information for concurrent Gen Ed assessment.

We offer Concurrent Enrollment THEA 1013 and are looking at adding THEA 1023. I have provided all the info that has been requested of me.

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