Weber State University
Annual Assessment of Evidence of Learning

Cover Page

Department/Program: Theatre
Academic Year of Report: 2014/15
Date Submitted: 11/15/2015
Report author: Jennifer A. Kokai, Program Director of Theatre

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A. **Brief Introductory Statement:**
Please review the Introductory Statement and contact information for your department displayed on the assessment site: **http://www.weber.edu/portfolio/departments.html** - if this information is current, please place an 'X' below. No further information is needed. We will indicate "Last Reviewed: [current date]" on the page.

**___ Information is current; no changes required.**
**_x__ Information is not current; updates below.**

Update:

Please update contact information to:

Dr. Jenny Kokai
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(801) 626-6624

**B. Mission Statement**
Please review the Mission Statement for your department displayed on the assessment site: **http://www.weber.edu/portfolio/departments.html** - if it is current, please indicate as much; we will mark the web page as "Last Reviewed [current date]". No further information is needed.
If the information is not current, please provide an update:

**___ Information is current; no changes required.**
**_x__ Information is not current; updates below.**

The objectives of the programs are to:

1. Encourage participation in and appreciation of theatre and drama;
2. Foster creativity and develop technical skills in acting, directing, costuming, scenic design, script writing and theatre management;
3. Use and develop higher level thinking skills including analysis, synthesis, and creation in understanding and organizing knowledge;
4. Prepare students through course work, practical experience, and continual assessments, including twice yearly faculty adjudicated juries, for careers or professional schooling in those fields that require strong presentational skills, creative problem solving, effective collaboration, and an understanding of human experience.

**C. Student Learning Outcomes**

Please review the Student Learning Outcomes for your department displayed on the assessment site: **http://www.weber.edu/portfolio/departments.html** - if they are current, please indicate as much; we will mark the web page as "Last Reviewed [current date]". No further information is needed.
If they are not current, please provide an update:

**_x__ Information is current; no changes required.**
**___ Information is not current; updates below.**

Measurable Learning Outcomes

At the end of their study at WSU, students in this program will:

1) …
2) …
3) …
4) …
5) …
6) etc.

D. **Curriculum**

Please review the Curriculum Grid for your department displayed on the assessment site: **http://www.weber.edu/portfolio/departments.html** - if it is current, please indicate as much; we will mark the web page as "Last Reviewed: [current data]". No further information is needed.
If the curriculum grid is not current, please provide an update:

**_x__ Information is current; no changes required.**
**___ Information is not current; updates below**

Curriculum Map

| Core Courses in Department/Program | Department/Program Learning Outcomes | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Learning Outcome 1 | Learning Outcome 2 | Learning Outcome 3 | Learning Outcome 4 | Etc… | | | |
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*Note[a]*: Define words, letters or symbols used and their interpretation; i.e. 1= introduced, 2 = emphasized, 3 = mastered or I = Introduced, E = Emphasized, U = Utilized, A = Assessed Comprehensively; these are examples, departmental choice of letters/numbers may differ
*Note[b]:* Rows and columns should be transposed as required to meet the needs of each individual department

Additional Information (if needed)

**E. Assessment Plan**

Please review the Assessment Plan for your department displayed on the assessment site: http://www.weber.edu/portfolio/departments.html - if the plan current, please indicate as much; we will mark the web page as "Last Reviewed [current date]". No further information is needed.

The site should contain an up-to-date assessment plan with planning going out a minimum of three years beyond the current year. Please review the plan displayed for your department at the above site. The plan should include a list of courses from which data will be gathered and the schedule, as well as an overview of the assessment strategy the department is using (for example, portfolios, or a combination of Chi assessment data and student survey information, or industry certification exams, etc.).

*Please be sure to include your planned assessment of any general education courses taught within your department.* This information will be used to update the General Education Improvement and Assessment Committee's planning documentation.

Assessment plan:

The plan for courses within the major is current as listed on the website. Data continues to be gathered from Juries thrice yearly (the beginning of the year for new students as a bench mark, and then at the end of each semester) and artifacts are collected from all listed classes and uploaded to a shared Google drive for all other classes.

We are currently implementing a revised plan for assessment for general education. For each general education class within theatre: Introduction to Theatre, Acting for Non-Majors, Introduction to Film, and Introduction to Musical Theatre, we have selected two assignments. One demonstrates Creative Arts General Education Learning Outcome 1, and the other Learning Outcome 2. Starting in Spring 2016 we are asking instructors to score these assignments with a standard rubric for each assignment designed by the area head that course falls within (so Tracy Callahan for Acting, Jenny Kokai for Introduction to Theatre, Jim Christian for Musical Theatre and Catherine Zublin for Film) and we are collecting data to report. We are also asking instructors to upload artifacts to a shared Google Drive that illustrate an A example, a C example, and an E example of work. This is a totally new assessment plan as the department has recently restructured to have Program Directors with more control over their own programs (so Theatre has a Program Director), where previously the expectation was the Chair of the department would do it. Implementing this assessment plan will take us a few years and cycles of assessment, but we will bring it up to the high standards of assessment we have implemented for the classes within the Theatre Major as rapidly as we are able.

**F. Report of assessment results for the most previous academic year:**

There are a variety of ways in which departments can choose to show evidence of learning. This is one example. The critical pieces to include are 1) what learning outcome is being assessed, 2) what method of measurement was used, 3) what the threshold for 'acceptable performance' is for that measurement, 4) what the actual results of the assessment were, 5) how those findings are interpreted, and 6) what is the course of action to be taken based upon the interpretation.

A. Evidence of Learning: Courses within the Major
   Evidence of Learning Worksheet: **Courses within the Major**

Course:

| Course [Subject/Number] | Evidence of Learning: Courses within the Major | | | | |
|---|---|---|---|---|---|
| Measurable Learning Outcome | Method of Measurement* | Threshold for Evidence of Student Learning | Findings Linked to Learning Outcomes | Interpretation of Findings | Action Plan/Use of Results |
| Learning Outcome 1: Have writing skills and ability to use research tools (library, internet, etc.) | Measure 1: Students will create independent research projects in Theatre History I and I (THEA 3303 and 3313) requiring at least 10 peer reviewed sources that are graded with a standard rubric for writing quality. | Measure 1: 70% of students will score a 75% or higher on this project. | Measure 1: 83% of students scored a 75% or higher on this project. | Measure 1: Students are demonstrating Learning outcome 1. | No change needed. |
| Learning Outcome 2: Be able to research, prepare, and perform roles in musical theatre with a depth in each of the three disciplines: acting, singing, and dancing. | Measure 1: Musical theatre students will be scored for artistic presentation of songs that will consider acting, singing, and dancing through the song. | Measure 1: Musical theatre students will score an average of 3 (the median score) or higher on their Jury in these categories. | Measure 1: The average score of musical theatre students for 2014-2015 was a 3.75. | Measure 1: Musical Theatre students are demonstrating Learning Outcome 2. | No curricular changes needed. |
| Learning Outcome 3: Be able to learn choreographic sequences and demonstrate them | Measure 1: Students will perform choreographic sequences at their juries that indicate | Measure 1: Students will average a 3 (the median score) or higher on their Jury in these categories. | Measure 1: For 2014-2015 students averaged a 3.68 in choreography in Juries. | Measure 1: Students are demonstrating Learning Outcome 3. | No changes currently needed. |

| Course [Subject/Number] | | Evidence of Learning: Courses within the Major | | | |
|---|---|---|---|---|---|
| Measurable Learning Outcome | Method of Measurement* | Threshold for Evidence of Student Learning | Findings Linked to Learning Outcomes | Interpretation of Findings | Action Plan/Use of Results |
| with security, character, and stage presence. | their ability to do so with security, character, and stage presence. | | | | |
| Learning Outcome 4: Be able to read music and demonstrate sight-singing skills. | Measure 1:<br><br>Students will take a sight singing final exam. | Measure 1:<br><br>75% of students will score a 75% or higher on their sight singing final exam. | Measure 1:<br><br>This assessment strategy is newly introduced and data is just now being collected. | Measure 1:<br><br>We will begin reporting on this with the 2015-16 report. | We will begin reporting on this with the 2015-16 report. |
| Learning Outcome 5: Be able to present critical thinking through verbal and written presentations regarding the musical theatre. Specific areas of expertise will include major works, major figures (librettists, composers, lyricists, performers, directors, choreographers), theory, and history. | Measure 1:<br>Write a research paper tracing the evolution of a Broadway musical from initial concept through the writing, casting, and producing of the show. | Measure 1:<br><br>85% of students will earn a C or higher on their paper. | Measure 1:<br><br>96% of students earned a C or higher on their paper. | Measure 1:<br><br>Students are demonstrating Learning Outcome 5. | No change needed. |
| Learning Outcome 6: Have a practical working knowledge of how to produce a play on stage, including all related performance, script, design, and technical considerations. | Measure 1:<br><br>Students will participate in Practicum classes that award credit for practical participation in producing a play. | Measure 1:<br><br>75% of students will earn a C (30-35 hours) or better in Practicum class. | Measure 1:<br><br>100% of students earned a C (30-35 hours) or better in Practicum class. | Measure 1:<br><br>83-100 students per semester (the bulk of our majors) are getting considerable practical working knowledge of how to produce a play. | No changes needed. |

| Course [Subject/Number] | Evidence of Learning: Courses within the Major | | | | |
|---|---|---|---|---|---|
| Measurable Learning Outcome | Method of Measurement* | Threshold for Evidence of Student Learning | Findings Linked to Learning Outcomes | Interpretation of Findings | Action Plan/Use of Results |
| | | | | | |
| Learning Outcome 7: Have an ability to critically evaluate what they and others have created. | Measure 1:<br><br>Students in THEA 1013 will write play critiques that demonstrate the ability to critically evaluate plays. Critiques will be scored with a standard rubric. | Measure 1:<br><br>75% of students will score a 75% or higher on play critiques. | Measure 1:<br><br>85% of students scored a 75% or higher on their play critique. | Measure 1:<br><br>Students are meeting the learning outcome. | No changes needed. |
| | Measure 2:<br><br>Students in Dramaturgy and Criticism will write reviews that indicate their ability to critique theatre performances. | Measure 2:<br><br>75% of students will score a 75% or higher on their play review assignment. | Measure 2:<br><br>80% of students scored a 75% or higher on their play review assignment. | Measure 2:<br><br>Students are meeting Learning outcome. | |
| Learning Outcome 8: Develop necessary skills to be proficient in at least one area of theatre (performance, teaching, technical/design-costume, | Measure 1:<br><br>Graduating seniors will obtain jury scores above acceptable level (higher than 3, which | Measure 1:<br><br>100% of graduating seniors will achieve scores of sufficient or higher in all theatre areas that pertain to | Measure 1:<br><br>100% of graduating seniors scored over a 3 in all areas in their juries (see appendix | Measure 1:<br><br>Students achieve Learning Outcome 8 by the time they finish their theatre degree. | No curricular changes currently needed. |

| Course [Subject/Number] | | Evidence of Learning: Courses within the Major | | | |
|---|---|---|---|---|---|
| Measurable Learning Outcome | Method of Measurement* | Threshold for Evidence of Student Learning | Findings Linked to Learning Outcomes | Interpretation of Findings | Action Plan/Use of Results |
| technical/design-scenery, technical/design-lighting, technical/design-sound, directing, theatre management, dramaturgy, or playwriting), with the ability to identify, analyze, and resolve specific problems pertaining to that area. | is sufficient) in all areas. | their study in their final juries. | for more granular breakdown). | | |
| Learning Outcome 9: Understand the historical context of theatre, drama, and performance including plays, major figures, costumes, scenic innovations, and theoretical approaches and how these relate to contemporary society and culture. | Measure 1: Students will take exams in Theatre History I that demonstrate familiarity with plays, major figures, costumes, scenic innovations, theoretical approaches, and how theatre relates to contemporary society and culture. | Measure 1: 75% of students will score a 70% or higher on their final Theatre History Exam. | Measure 1: 76% of students score a 70% or higher on their final Theatre History Exam. | Measure 1: Students are demonstrating Learning Outcome 9. | No curricular changes needed. |
| | Measure 2: Students will create independent research projects scored with a rubric for consistency that address the historical context of theatre, drama, and | Measure 2: 75% of students will score a 70% or higher on their Theatre History Final Project. | Measure 2: 83% of students scored a 70% or higher on their Theatre History Final Project. | Measure 2: Students are demonstrating Learning Outcome 9. | |

| Course [Subject/Number] | | Evidence of Learning: Courses within the Major | | | |
|---|---|---|---|---|---|
| Measurable Learning Outcome | Method of Measurement* | Threshold for Evidence of Student Learning | Findings Linked to Learning Outcomes | Interpretation of Findings | Action Plan/Use of Results |
| | performance including plays, major figures, costumes, scenic innovations, and theoretical approaches and how these relate to contemporary society and culture. | | | | |
| Learning Outcome 10: Have experience with individual and collaborative processes needed to produce and understand theatre. | Measure 1: Students will participate in theatre productions and receive practicum credit for doing so. | Measure 1: 75% of students will score a C or higher on practicum (obtained by completing at least 30-35 hours of satisfactory recorded work). | Measure 1: 100% of students obtained a C or higher in Practicum. | Measure 1: 100% of students (83-100 students which is the majority of our majors) are receiving a substantial amount of practical experience producing theatre. | No changes needed. |
| Learning Outcome 11: Be able to articulate a philosophy of theatre education on a secondary level and create a program based upon this philosophy. | Measure 1: Students in THEA 4713 will write a philosophy of theatre education that is used as the basis of a portfolio of lesson plans and activities created in Theatre in Secondary Education class. | Measure 1: 100% of students will achieve a B or higher on this assignment. | Measure 1: 100% of students achieved a B or higher on this assignment. | Measure 1: Students are demonstrating learning outcome 11. | Learning Outcome 11 is tied to a 4000 level course and is for Theatre Teaching students, of whom we expect to uphold the highest standards. If students do not meet these learning outcomes, we would not be comfortable putting them in a classroom as a teacher. |

| Course [Subject/Number] | Evidence of Learning: Courses within the Major | | | | |
|---|---|---|---|---|---|
| Measurable Learning Outcome | Method of Measurement* | Threshold for Evidence of Student Learning | Findings Linked to Learning Outcomes | Interpretation of Findings | Action Plan/Use of Results |
| Learning Outcome 12: Be able to demonstrate effective teach strategies, classroom management skills, and syllabi design for secondary theatre education. | Measure 1:<br><br>Students in THEA 4713 will conduct teaching demonstrations that demonstrate effective teaching strategies, classroom management skills, and their ability to design syllabi for secondary theatre education. | Measure 1:<br><br>100% of students in THEA 4713 will score a 85% or higher on these teaching demonstrations. | Measure 1:<br><br>100% of students in THEA 4713 scored an 85% or higher on their teaching demonstration. | Measure 1:<br><br>Students are demonstrating learning outcome 12. | Learning Outcome 12 is tied to a 4000 level course and is for Theatre Teaching students, of whom we expect to uphold the highest standards. If students do not meet these learning outcomes, we would not be comfortable putting them in a classroom as a teacher. |
| | Measure 2:<br><br>Student teachers in the field will successfully complete their student teaching placement under the observation of their supervising High School teacher, their Education department mentor, and their Theatre Department mentor. | Measure 2:<br><br>100% of students will successfully complete student teaching placements. | Measure 2:<br><br>WSU Theatre had one student teacher in 2014-2015 placed at Weber High under the supervision of Mark Daniels. She did successfully complete her student teaching. | Measure 2:<br><br>Student teachers are adequately prepared for their student teaching and are demonstrating Learning Outcome 12. | |

*Direct and indirect: at least one measure per objective must be a direct measure.

Additional narrative (optional – use as much space as needed):
After spending a great deal of time undertaking a total curriculum overhaul and developing a very robust system of assessment, our students are currently meeting all Learning Outcomes to our minimal standards. This does not mean that we would not like to improve some of these percentages. Please see the more detailed Jury Assessment Report for granular analysis on specific skills for Learning Outcome 8 which also compares performance from Class rank to class rank to assure that students are progressing throughout the program. We had issues in 2013-2014 with non-graduating seniors doing less well and not making sufficient progress so we put more resources into advising and encouraging those students to make more progress towards graduation and 2014-2015, the chart shows steady improvement in all areas of skills and knowledge necessary in theatre as students progress through the program.

b. Evidence of Learning: High Impact or Service Learning

If you provide students with high impact or service learning opportunities briefly describe those opportunities and explain how you assess their impact on student learning. This excerpt from George D. Kuh provides a brief overview of high-impact practices.

THEA 2203- Costume Technology (CBL)

| Evidence of Learning: High Impact Service Learning | | | | | |
|---|---|---|---|---|---|
| Measurable Learning Outcome<br><br>Students will… | Method of Measurement<br><br>Direct and Indirect Measures* | Threshold for Evidence of Student Learning | Findings Linked to Learning Outcomes | Interpretation of Findings | Action Plan/Use of Results |
| Learning Outcome 1.A: To develop basic sewing skills and use the equipment in the costume studio. | Measure 1: Students create sewing samplers; each sample must be redone until correct. | Measure 1: Students learn to assess their work and know when it needs to be refined. | Measure 1:<br>All students rework their samples until they achieve 100% completion. | Measure 1:<br>Not all of the students start at the same skill level. | Measure 1:<br>This class needs a prerequisite, THEA 2022, Costume Fundamentals. This would assure a basic beginning skill set. |
| Learning Outcome 2.A: To organize and perform the necessary steps involved in the creation of a specific costume for Treehouse Children's Museum. | Measure 1:<br>The quality of the final costume is assessed. Will this costume withstand the wear and tear that children will put it through? | Measure 1:<br>Projects are scaled to the appropriate skill level and students often work with a partner so that each project is successful. | Measure 1:<br>Whether or not the completed costume shows evidence of appropriate patterning, materials selection, and construction technics. | Measure 1: Students successfully demonstrated competence. Although some students need to spend considerably more time to successfully complete their project. | Measure 1: Faculty agrees to submit the appropriate forms to add a prerequisite. |

*At least one measure per objective must be a direct measure. Indirect measures may be used to supplement evidence provided via the direct measures.

Summary Information (as needed):

The Community Engaged Learning component of this course is the research, design and construction of costumes to be used by children visiting the Treehouse Children's Museum, 347 22nd Street, Ogden, UT 84401. The project is designed to enhance classroom learning by constructing costumes that will be used in our community. Students first visited the museum to assess need and then working in teams designed costumes that will enhance exhibits at the museum. Each team will be responsible for at least 2 costumes and a research guide that shows the inspiration artwork or photograph, a short biography of the person represented and an explanation of the historic costume elements. Academically this is a different application and venue for costumes than the stages in the Browning Center and students will have to pay careful attention to construction techniques to assure durability. Several students were visitors to the museum in their youth and are happy to be able to "give back" in this way.

Students in this class have also presented their work at the CCEL Service Symposium, in 2011 and 2013.

c. Evidence of Learning: General Education Courses
(duplicate this page as needed or delete if department does not offer GE courses)

Course THEA CA 1033 Acting 1

| **Measurable Learning Outcome 1**<br><br>**Students will:** | **Method of Measurement**<br>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. | Measure 1:<br><br>Students will memorize, prepare, and perform final scenes or monologues that demonstrate their understanding of the creative process of acting. | Measure 1:<br>At least 75% of students will achieve a grade of 75% or higher. | Measure 1:<br><br>93% of students gained a grade of 75% or higher on their final scene or monologue performance. | Measure 1<br><br>Students are demonstrating improvement throughout the course and are achieving the desired standards by the end of the semester. | Measure 1:<br>While the majority of students are meeting the standard, deficient students will be encouraged to make better use of the time they are given to rehearse in class with their scene partners and asked to be better prepared with their memorization. |

| **Measurable Learning Outcome 2** | **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. | Measure 1:<br>Students will take either an exam or prepare a paper that demonstrates their familiarity with key concepts and terminology used to analyze scripts for acting. | Measure 1:<br>At least 75% of students will score a grade of 75% or higher on this written assignment. | Measure 1:<br>Over 87% of students completed the required writing assignments that demonstrated their knowledge of basic acting terminology and script/character analysis. | Measure 1:<br>Students are demonstrating improvement throughout the course and are achieving the desired standards by the end of the semester. | Measure 1:<br>With the majority of students are succeeding with the writing assignment, those with deficiencies are directed to the university writing center. |
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Course THEA CA 1013 Intro to Theatre

| **Measurable Learning Outcome 1**<br><br>**Students will:** | **Method of Measurement**<br>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. | Measure 1:<br><br>Students will complete a creative project that requires them to demonstrate the creative process of theatre arts. | Measure 1:<br>At least 75% of students will achieve a grade of 75% or higher. | Measure 1:<br><br>90% of students achieve a grade of 75% or higher on the creative project. | Measure 1<br><br>Students are doing well on the creative project. | Measure 1:<br><br>Currently no changes are needed, however for best accuracy the theatre area is discussing designing rubrics to be used across classes. |
| | | | | | |

| **Measurable Learning Outcome 2** | **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. | Measure 1:<br>Students will take a final exam that demonstrates familiarity with key terms, concepts, and themes of Theatre. | Measure 1:<br>At least 75% of students will score a grade of 75% or higher on this exam. | Measure 1:<br>75% of students scored a grade of 75% or higher on the final exam. | Measure 1:<br>Students are meeting the minimum threshold for success. | Measure 1:<br>While students are currently meeting the minimum threshold, they are just barely doing so. As this is a class often made up of Freshmen, instructors will provide students with information on study skills to help them. |

THEA CA 1043 – AMERICAN MUSICAL THEATRE

| Evidence of Learning: General Education Courses<br>**Creative Arts** | | | | | |
|---|---|---|---|---|---|
| Measurable Learning Outcome<br><br>Students will… | Method of Measurement<br><br>Direct and Indirect Measures | Threshold for Evidence of Student Learning | Findings Linked to Learning Outcomes | Interpretation of Findings | Action Plan/Use of Results |
| Create works of art and/or increase their understanding of creative processes in writing, visual arts, interactive entertainment, or performing arts. | Creative Assignments: Individual and Group<br>1) In-class group discussions | Over 85% of students demonstrate knowledge of the field of study by using the correct terminology on all written assignments. | 94% of students completed the required writings and discussions that demonstrated understanding of terminology. | Over the course of the semester students are developing a grasp of the course content and meeting the standard. | While the majority of students are meeting the standard, deficient students will be encouraged to participate more fully in classroom discussions. |

| Evidence of Learning: General Education Courses<br>**Creative Arts** | | | | | |
|---|---|---|---|---|---|
| Measurable Learning Outcome<br><br>Students will… | Method of Measurement<br><br>Direct and Indirect Measures | Threshold for Evidence of Student Learning | Findings Linked to Learning Outcomes | Interpretation of Findings | Action Plan/Use of Results |
| | Quizzes, Exams, Papers<br>1) 2 quizzes and 1 comprehensive final exam that test knowledge of American Musical Theatre history, terminologies, theory, artists, and major works | 85% of students will earn a C or higher on their quizzes and final exam. | 92% of students earned a C or higher on their quizzes. | Students are demonstrating improvement throughout the course and are achieving the desired standards by the end of the semester. | Deficient students are given the opportunity to improve their skills through an in-class review before the final examination. |
| 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. | Quizzes, Exams, Papers<br>1) Write a research paper tracing the evolution of a Broadway musical from initial concept through the writing, casting, and producing of the show | 85% of students will earn a C or higher on their research paper. | 96% of students earned a C or higher on their research paper. | Students are meeting General Ed thresholds for this class. | While the majority of students are succeeding with the writing project, those with deficiencies are directed to the university writing center. |
| | | | | | |

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

G. **Summary of Artifact Collection Procedure**

| **Artifact** | **Learning Outcome Measured** | **When/How Collected?** | **Where Stored?** |
|---|---|---|---|
| Practicum reports and grades. | Outcomes 6, 10 | Once a semester | In faculty office. |
| Jury adjudication rubrics. | Outcomes 1, 2, 3, 8, 11, 12 | Once a semester. | In the main office of the DPA |
| Copies of Student Research Papers on Musical Theatre | Outcomes 2, 5, and 9 | End of the Fall semester | In Shared Google Drive Folder |
| Copies of Student critiques from Introduction to Theatre | Outcome 7 | Once a semester | In Shared Google Drive Folder |
| Copies of Student Theatre History Papers | Outcome 1, 5, and 9 | Once a semester | In Shared Google Drive Folder |
| Copies of Creative Drama Projects | Outcome 11 | Once each time class is taught | In Shared Google Drive Folder |
| Copies of Sound and Lighting Design Projects | Outcome 6 and 8 | Once each time class is taught | In Shared Google Drive Folder |
| Video recordings of private voice lessons. | Outcome 2 | Each semester | In Shared Google Drive Folder |
| Copies of Observation Reports from Student Teachers | Outcome 12 | Each semester a student teacher is in the field | In Faculty Office. |
| Photographs of Student Costume Design Projects | Outcome 6 and 8 | Once each time class is taught | In Shared Google Drive Folder |

Summary Information (as needed)

The Theatre Area has begun retaining archival documents from every single class through either Chitester, video recording (with permission), or scanning documents with names removed (a below average, average, and above average example) and uploading them to a shared Google Drive each semester. In addition, we have copious amounts of data from Juries available on a Google spreadsheet. We have a limited amount of data kept in faculty offices in paper form.

Appendix A

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

| Date of Program Review: March 6, 2015 | Recommendation | Progress Description |
|---|---|---|
| Recommendation 1 | Text of recommendation | 2015 +1 progress |
| Costume Shop Manager and Scene Shop Manager have paid full time Assistants. | "The Costume Shop manager, Jean-Louise England, has for this semester only a paid shop assistant… We recommend that this Costume Shop Assistant position be continued, even after Professor Zublin has completed her assignment with the English Department. The Technical Director should also have a full-time assistant, for a similar list of reasons." | The theatre faculty successfully wrote to obtain these positions at the part time level. |
| Recommendation 2 | Text of recommendation | 2015 +1 progress |
| The theatre area should consider separating and becoming its own department. | "Explore a formal separation of Music from Theatre and Dance, such as Co-Chairs within a single department or complete separation of DPA into two departments. Overwhelmingly, the Theatre faculty lean toward two departments. There is acknowledgment that problems exist because of the way DPA currently functions. Questions of space and budget efficiencies should not drive a critical decision about Department organization that will affect | The Department of Performing Arts has been reorganized and each area has a Program Director. The Theatre Area is currently drafting documents to file for formal separation and to become its own department effective Fall 2016. This will work towards many of the Program Review issues about uncredited labor, administration, and so forth. |

| | | |
|---|---|---|
| | the Music, Dance, and Theatre programs and students over the long term." | |
| Recommendation 3 | Text of recommendation | 2015 +1 progress |
| Evaluation team found issues with mission statement as written. | "Although a strong assessment program is presented in other standards, no mention of it, such as the student jury, occurs in the Mission Statement." | Mission statement has been corrected as of this document. |
| Recommendation 4 | Text of recommendation | 2015 +1 progress |
| Budget and space issues need to be address. | "A continuing weakness, noted in the previous program review, is the ongoing reliance on soft money in order to mount plays."<br>"However, the Theatre Arts program, as a principle user, is clearly running out of space—for offices for new faculty, teaching, set and equipment storage, and program growth."<br>"The department is encouraged to engage in close budget oversight." | The Theatre Area recognizes issues with reliance on soft money and on our lack of space. However, the area lacks the ability to address these issues. The theatre area was strongly encouraged by the Faculty Senate Executive Committee to engage in more careful budget oversight with the money it does have, and is undertaking strict fiscal monitoring and planning to get the budget in line. So far we are $3000 under budget for the 2015-2016 season. |

Additional narrative:

The Theatre Area just underwent its five year program review. The Theatre Area appreciated the thoughtful and in depth feedback given by the review committee. Much of their feedback were long term big picture issues. I have listed the areas above that the theatre area agree are areas of concern and that were echoed by the Faculty Senate Executive Committee and how we are or plan to address them. The program review critically discussed the Beverly Taylor Sorenson program and the Theatre Area's relationship with this program, however the Theatre Area and the BTS Chair agree that the Program Review committee was mistaken in their assessment of the relationship between Theatre and the BTS Program. Given the K-6 Focus of the BTS Program, which the Theatre Program does not have as its mission and cannot currently support, and given the enormous amount of time and energy the BTS Chair has to put into running that program, we feel that the BTS Chair is as integrated into Theatre as she can currently be and vice versa.

**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 | 17 |
| With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution) | 12 |
| Full-time Tenured | 4 |
| Full-time Non-Tenured (includes tenure-track) | 2 |
| Part-time | 6 |
| | |
| With Master's Degrees | 1 |
| Full-time Tenured | |
| Full-time Non-Tenured | |
| Part-time | 1 |
| | |
| With Bachelor's Degrees | 4 |
| Full-time Tenured | |
| Full-time Non-tenured | |
| Part-time | 4 |
| | |
| Other | |
| Full-time Tenured | |
| Full-time Non-tenured | |
| Part-time | |
| Total Headcount Faculty | 17 |
| Full-time Tenured | 4 |
| Full-time Non-tenured | 2 |
| Part-time | 11 |

**Please respond to the following questions.**

1) Based on your program's assessment findings, what subsequent action will your program take?

   *Assessment routinely indicates students are weakest in movement, faculty is putting energy into advocating for a new position that would be a voice and movement specialist. It is our highest hiring priority as assessment indicates it is our greatest need.
   *Assessment indicates online classes are not as successful as in person classes (which studies indicate is a general issue across all universities). These classes are also generally taught by adjuncts. Resources will be put into in-services, training, and developing support to improve performance by students in these classes.
   *Assessment indicated that students were demonstrating weak rendering skills and design professors have been encouraged to include more drawing practice at all levels.
   *Assessment indicated that students who audition for the Musical Theatre major in their Junior or Senior year of school routinely score the poorest across the board in Juries on all Learning Outcomes and the faculty is discussing whether this indicates that auditions should only be open to those in their first two years of study.

2) Are there assessment strategies within your department or program that you feel are particularly effective and/or innovative? If so, what are those strategies and what do you learn about your students by using them?

   The Theatre Program has spent quite an extensive amount of time developing our assessment strategies based upon research and best practices (for which we have won a "BIG" award). While these continue to evolve and be put into place for our General Education classes (as there was some confusion as to whether those were the responsibility and purview of theatre or the Department Chair), the data we gather is essential for making programmatic decisions on all levels, from scholarships, to hiring priorities, to curriculum. At this point we have thrice yearly Juries that all faculty and students attend. At the beginning of fall, all new students are required to do a Jury to attain baseline entry scores. Then every student in the program undergoes Juries at the end of each semester and is scored for all program learning outcomes as well as for more granular skills that are essentially to their professional and educational development. We use that data for programmatic things, but we also generate a report using a custom software program to generate a report kept on file in the main office where students have access to their scores and are compared to other students in their same year and program emphasis. They are encouraged to take this data to discuss their progress with their faculty advisor and to use this information when making class choices as it tells them what their strengths and weaknesses are. Indeed, our new students report in Freshman Seminar that scoring a 5 on their Juries (the highest possible score) is now a goal of theirs to accomplish by the time they graduate, which means that they are actively using Assessment data in their educational planning.

As part of these assessments we look not only at skills but at things like metacognition and executive function skills. As we noticed our students have deficits in these areas, we have revised the curriculum for the New Student Seminar class to emphasize and build skills in these areas to help them perform better across their theatre classes and their General Education classes as well as changing some of our approaches to advising.

# Jury Assessment Data

August 16

# 2015

This document breaks down the faculty's assessment of students and the artistic presentations made at the Fall 2014 and Spring 2015 Juries. This data has been collected to assess individual student performance as well as charting strengths and weaknesses within the theatre program.

Theatre Area at Weber State University

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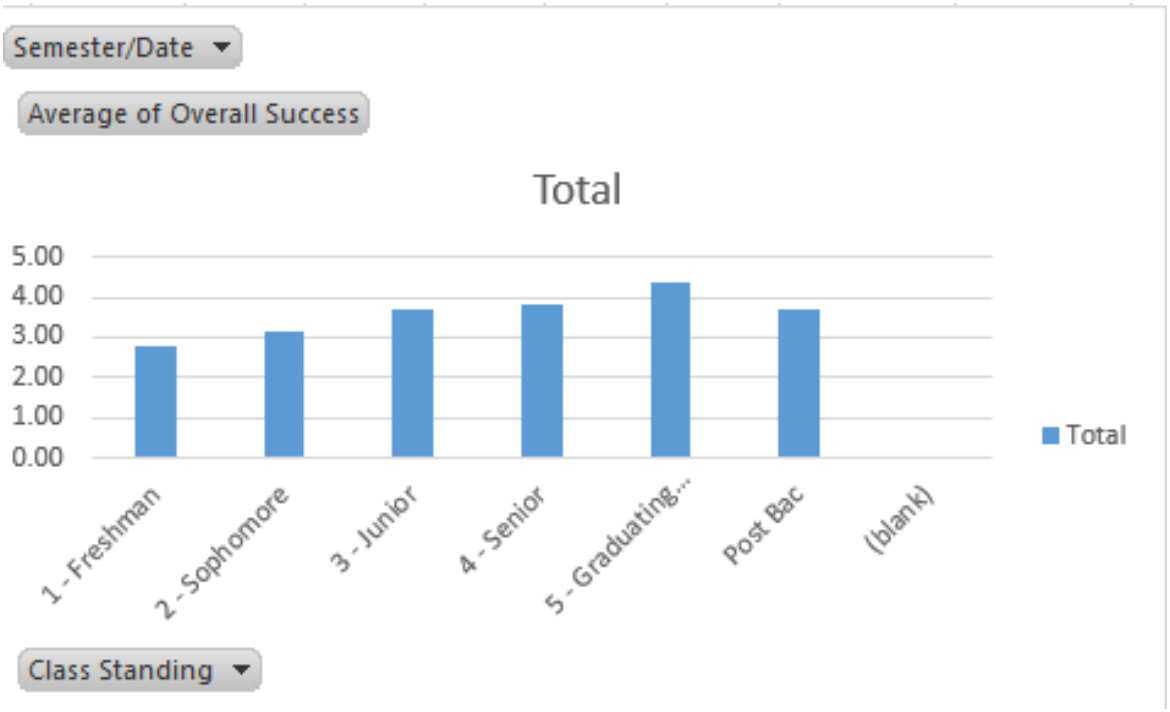
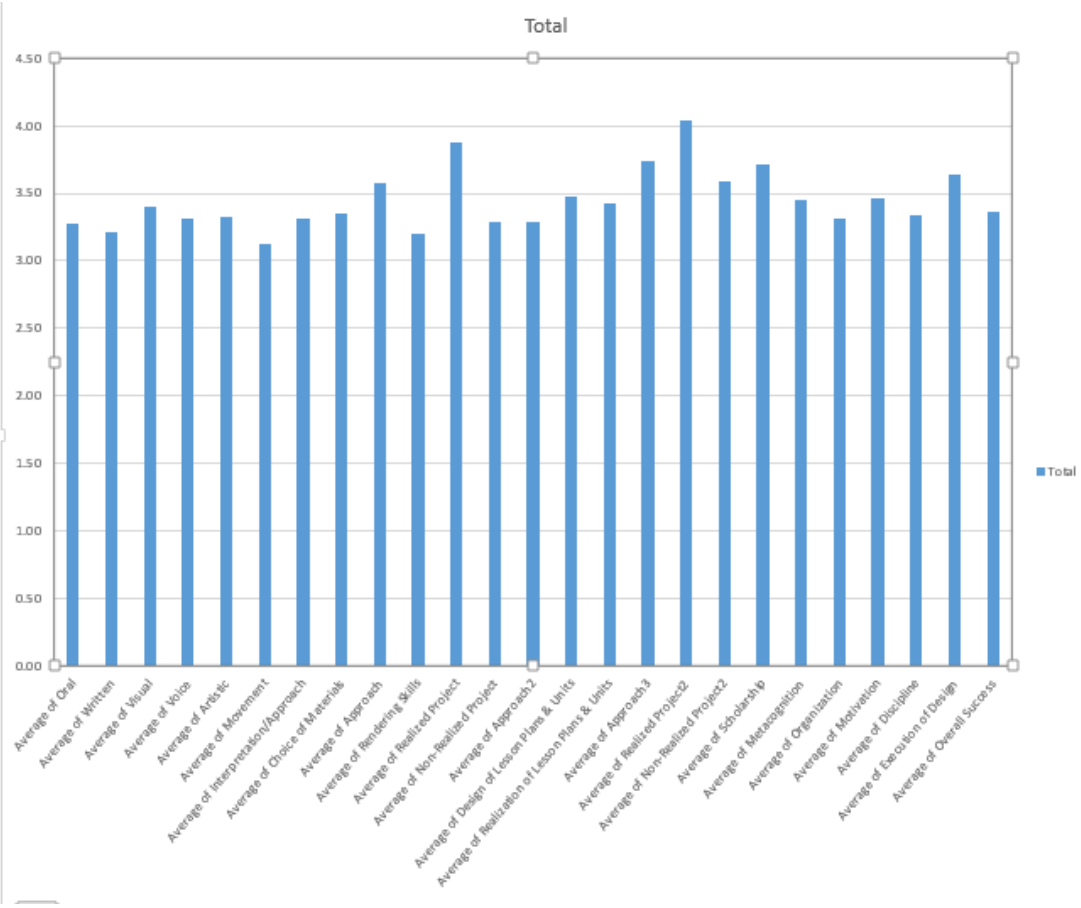
## Overall Summary:




In general, students make steady progress from their freshman year through graduation. We have had issues with our non-graduating senior class, but their progress was a bit better this year. I believe that our increased focus on advising and taking steps like having them publicly declare a graduation year at the opening meeting are positive steps and should be kept. Some students reported feeling a bit embarrassed about having to state a much delayed graduation year, but studies indicate that social pressure is one of the most successful tools to improve student behavior. Overall, the program and the interventions we have made in the last few years seem to indicate things are going well.

## Strengths and Weaknesses of Our Students:




Studies demonstrate that the one of the single most meaningful things a student can engage in during their university career is a sustained project. The fact that the two highest scores are in realized projects seem to support this. When our students put in the time and energy to create a role, a design, a dramaturgical protocol, etc for a production that is when they are the most successful.

The two lowest scores are in movement and rendering. Movement has long been the lowest scoring areas for our students and supports Tracy's argument that we need a specialist to offer more movement classes to augment the work she's doing. Our students come in with postural and other movement tics and they need more than what she can offer to correct these problems. I believe the lower scores in rendering come in part from the fact that we encourage all students to take design classes, which leads to students with very little drawing practice in low level tech classes. However, I think it indicates that even in these classes perhaps more drawing exercises need to be introduced to increase students' proficiency.

## Performance Analyzed by Major/Concentration:

| | |
|---|---|
| **Average of Oral** | |
| Acting/Directing | 3.31 |
| Acting/Directing, Design/Tech/Management | 2.37 |
| Acting/Directing, Musical Theatre | 4.00 |
| BIS | 3.14 |
| Design/Tech/Management | 3.18 |
| Design/Tech/Management, Musical Theatre Applicant | 2.17 |
| Generalist | 2.56 |
| Musical Theatre | 3.64 |
| Musical Theatre Applicant | 2.85 |
| Theatre Education | 3.31 |
| Musical Theatre Applicant,Theatre Education | 3.00 |
| Musical Theatre,Theatre Education | 4.21 |
| **Average of Written** | |
| Acting/Directing | 3.23 |
| Acting/Directing, Design/Tech/Management | 2.77 |
| Acting/Directing, Musical Theatre | 4.00 |
| BIS | 2.80 |
| Design/Tech/Management | 3.10 |
| Design/Tech/Management, Musical Theatre Applicant | 2.60 |
| Generalist | 2.41 |
| Musical Theatre | 3.48 |
| Musical Theatre Applicant | 2.86 |
| Theatre Education | 3.29 |
| Musical Theatre Applicant,Theatre Education | 3.50 |
| Musical Theatre,Theatre Education | 3.95 |
| **Average of Visual** | |
| Acting/Directing | 3.31 |
| Acting/Directing, Design/Tech/Management | 3.36 |
| Acting/Directing, Musical Theatre | 4.00 |
| BIS | 3.80 |

| | |
|---|---|
| Design/Tech/Management | 3.40 |
| Design/Tech/Management, Musical Theatre Applicant | 2.60 |
| Generalist | 2.69 |
| Musical Theatre | 3.72 |
| Musical Theatre Applicant | 3.00 |
| Theatre Education | 3.31 |
| Musical Theatre Applicant,Theatre Education | 3.33 |
| Musical Theatre,Theatre Education | 4.13 |
| **Average of Artistic** | |
| Acting/Directing | 3.26 |
| Acting/Directing, Design/Tech/Management | 2.44 |
| Acting/Directing, Musical Theatre | 4.00 |
| BIS | 3.00 |
| Design/Tech/Management | 3.32 |
| Design/Tech/Management, Musical Theatre Applicant | 1.80 |
| Generalist | 2.27 |
| Musical Theatre | 3.75 |
| Musical Theatre Applicant | 2.80 |
| Theatre Education | 3.22 |
| Musical Theatre Applicant,Theatre Education | 2.86 |
| Musical Theatre,Theatre Education | 4.29 |
| **Average of Metacognition** | |
| Acting/Directing | 3.37 |
| Acting/Directing, Design/Tech/Management | 2.42 |
| Acting/Directing, Musical Theatre | 4.00 |
| BIS | 3.50 |
| Design/Tech/Management | 3.43 |
| Design/Tech/Management, Musical Theatre Applicant | 2.50 |
| Generalist | 2.63 |
| Musical Theatre | 3.80 |
| Musical Theatre Applicant | 3.05 |
| Theatre Education | 3.43 |
| Musical Theatre Applicant,Theatre Education | 3.14 |

| | |
|---|---|
| Musical Theatre,Theatre Education | 4.20 |
| **Average of Organization** | |
| Acting/Directing | 3.28 |
| Acting/Directing, Design/Tech/Management | 2.47 |
| Acting/Directing, Musical Theatre | 4.00 |
| BIS | 3.25 |
| Design/Tech/Management | 3.22 |
| Design/Tech/Management, Musical Theatre Applicant | 2.50 |
| Generalist | 2.53 |
| Musical Theatre | 3.72 |
| Musical Theatre Applicant | 2.86 |
| Theatre Education | 3.32 |
| Musical Theatre Applicant,Theatre Education | 3.43 |
| Musical Theatre,Theatre Education | 4.37 |
| **Average of Motivation** | |
| Acting/Directing | 3.38 |
| Acting/Directing, Design/Tech/Management | 3.00 |
| Acting/Directing, Musical Theatre | 4.00 |
| BIS | 3.38 |
| Design/Tech/Management | 3.38 |
| Design/Tech/Management, Musical Theatre Applicant | 2.67 |
| Generalist | 2.72 |
| Musical Theatre | 3.83 |
| Musical Theatre Applicant | 3.05 |
| Theatre Education | 3.43 |
| Musical Theatre Applicant,Theatre Education | 3.57 |
| Musical Theatre,Theatre Education | 4.60 |
| **Average of Discipline** | |
| Acting/Directing | 3.25 |
| Acting/Directing, Design/Tech/Management | 2.35 |
| Acting/Directing, Musical Theatre | 4.00 |
| BIS | 3.00 |
| Design/Tech/Management | 3.26 |

| | |
|---|---|
| Design/Tech/Management, Musical Theatre Applicant | 2.33 |
| Generalist | 2.68 |

The two lowest scoring groups are Musical Theatre Applicants and Generalist majors. This is not surprising because Musical Theatre Applicants are largely freshmen and because we have a very small sample size of Generalist majors to pull from as it was just introduced so we are basically assessing 1-3 students in that program. The other programs all score at average or higher, which seems to give no reason for worries.

## Freshman:

| Class Standing | 1 - Freshman |
|---|---|
| **Row Labels** | |
| **Average of Oral** | |
| Acting/Directing | 2.68 |
| BIS | 3.14 |
| Design/Tech/Management | 2.73 |
| Design/Tech/Management, Musical Theatre Applicant | 2.17 |
| Generalist | 2.06 |
| Musical Theatre | 2.92 |
| Musical Theatre Applicant | 2.76 |
| Theatre Education | 2.75 |
| Musical Theatre Applicant,Theatre Education | 3.00 |
| **Average of Written** | |
| Acting/Directing | 2.65 |
| BIS | 2.80 |
| Design/Tech/Management | 2.60 |
| Design/Tech/Management, Musical Theatre Applicant | 2.60 |
| Generalist | 1.55 |
| Musical Theatre | 2.89 |
| Musical Theatre Applicant | 2.77 |
| Theatre Education | 2.69 |
| Musical Theatre Applicant,Theatre Education | 3.50 |
| **Average of Visual** | |
| Acting/Directing | 2.62 |
| BIS | 3.80 |

| | |
|---|---|
| Design/Tech/Management | 2.90 |
| Design/Tech/Management, Musical Theatre Applicant | 2.60 |
| Generalist | 2.00 |
| Musical Theatre | 2.91 |
| Musical Theatre Applicant | 2.95 |
| Theatre Education | 2.69 |
| Musical Theatre Applicant,Theatre Education | 3.33 |
| **Average of Artistic** | |
| Acting/Directing | 2.68 |
| BIS | 3.00 |
| Design/Tech/Management | 2.81 |
| Design/Tech/Management, Musical Theatre Applicant | 1.80 |
| Generalist | 1.62 |
| Musical Theatre | 2.90 |
| Musical Theatre Applicant | 2.72 |
| Theatre Education | 2.57 |
| Musical Theatre Applicant,Theatre Education | 2.86 |
| **Average of Metacognition** | |
| Acting/Directing | 2.79 |
| BIS | 3.50 |
| Design/Tech/Management | 2.99 |
| Design/Tech/Management, Musical Theatre Applicant | 2.50 |
| Generalist | 2.32 |
| Musical Theatre | 3.09 |
| Musical Theatre Applicant | 3.01 |
| Theatre Education | 2.96 |
| Musical Theatre Applicant,Theatre Education | 3.14 |
| **Average of Organization** | |
| Acting/Directing | 2.65 |
| BIS | 3.25 |
| Design/Tech/Management | 2.72 |
| Design/Tech/Management, Musical Theatre Applicant | 2.50 |
| Generalist | 1.94 |
| Musical Theatre | 2.91 |

| | |
|---|---|
| Musical Theatre Applicant | 2.79 |
| Theatre Education | 2.66 |
| Musical Theatre Applicant,Theatre Education | 3.43 |
| **Average of Motivation** | |
| Acting/Directing | 2.85 |
| BIS | 3.38 |
| Design/Tech/Management | 2.91 |
| Design/Tech/Management, Musical Theatre Applicant | 2.67 |
| Generalist | 2.11 |
| Musical Theatre | 2.97 |
| Musical Theatre Applicant | 3.00 |
| Theatre Education | 2.84 |
| Musical Theatre Applicant,Theatre Education | 3.57 |
| **Average of Discipline** | |
| Acting/Directing | 2.57 |
| BIS | 3.00 |
| Design/Tech/Management | 2.84 |
| Design/Tech/Management, Musical Theatre Applicant | 2.33 |
| Generalist | 2.00 |
| Musical Theatre | 2.88 |
| Musical Theatre Applicant | 2.85 |
| Theatre Education | 2.68 |
| Musical Theatre Applicant,Theatre Education | 3.14 |
| **Average of Overall Success** | |
| Acting/Directing | 2.66 |
| BIS | 3.14 |
| Design/Tech/Management | 2.73 |
| Design/Tech/Management, Musical Theatre Applicant | 2.33 |
| Generalist | 1.94 |
| Musical Theatre | 3.06 |
| Musical Theatre Applicant | 2.81 |
| Theatre Education | 2.68 |
| Musical Theatre Applicant,Theatre Education | 3.00 |
| **Total Average of Oral** | **2.74** |

| | |
|---|---|
| **Total Average of Written** | **2.70** |
| **Total Average of Visual** | **2.88** |
| **Total Average of Artistic** | **2.72** |
| **Total Average of Metacognition** | **2.98** |
| **Total Average of Organization** | **2.74** |
| **Total Average of Motivation** | **2.94** |
| **Total Average of Discipline** | **2.80** |
| **Total Average of Overall Success** | **2.76** |

## Sophomore:

| | |
|---|---|
| Class Standing | 2 - Sophomore |

| **Row Labels** | |
|---|---|
| **Average of Oral** | |
| Acting/Directing | 3.18 |
| Design/Tech/Management | 3.10 |
| Musical Theatre | 3.29 |
| Musical Theatre Applicant | 2.97 |
| Theatre Education | 3.06 |
| Musical Theatre,Theatre Education | 3.86 |
| **Average of Written** | |
| Acting/Directing | 2.82 |
| Design/Tech/Management | 3.01 |
| Musical Theatre | 3.33 |
| Musical Theatre Applicant | 3.04 |
| Theatre Education | 2.81 |
| Musical Theatre,Theatre Education | 3.20 |
| **Average of Visual** | |
| Acting/Directing | 3.23 |
| Design/Tech/Management | 3.31 |
| Musical Theatre | 3.46 |
| Musical Theatre Applicant | 3.09 |
| Theatre Education | 3.04 |
| Musical Theatre,Theatre Education | 3.69 |
| **Average of Artistic** | |
| Acting/Directing | 2.98 |
| Design/Tech/Management | 3.20 |
| Musical Theatre | 3.36 |
| Musical Theatre Applicant | 2.90 |
| Theatre Education | 2.93 |
| Musical Theatre,Theatre Education | 3.92 |
| **Average of Metacognition** | |
| Acting/Directing | 3.19 |

| | |
|---|---|
| Design/Tech/Management | 3.33 |
| Musical Theatre | 3.56 |
| Musical Theatre Applicant | 2.99 |
| Theatre Education | 3.11 |
| Musical Theatre,Theatre Education | 3.79 |
| **Average of Organization** | |
| Acting/Directing | 2.94 |
| Design/Tech/Management | 3.12 |
| Musical Theatre | 3.41 |
| Musical Theatre Applicant | 2.92 |
| Theatre Education | 2.85 |
| Musical Theatre,Theatre Education | 3.86 |
| **Average of Motivation** | |
| Acting/Directing | 3.01 |
| Design/Tech/Management | 3.26 |
| Musical Theatre | 3.56 |
| Musical Theatre Applicant | 3.07 |
| Theatre Education | 3.02 |
| Musical Theatre,Theatre Education | 4.21 |
| **Average of Discipline** | |
| Acting/Directing | 2.91 |
| Design/Tech/Management | 3.10 |
| Musical Theatre | 3.46 |
| Musical Theatre Applicant | 2.94 |
| Theatre Education | 2.72 |
| Musical Theatre,Theatre Education | 3.79 |
| | |
| **Average of Overall Success** | |
| Acting/Directing | 2.91 |
| Design/Tech/Management | 3.20 |
| Musical Theatre | 3.47 |
| Musical Theatre Applicant | 2.92 |
| Theatre Education | 2.73 |
| Musical Theatre,Theatre Education | 3.86 |
| **Total Average of Oral** | **3.15** |
| **Total Average of Written** | **3.07** |
| **Total Average of Visual** | **3.29** |
| **Total Average of Artistic** | **3.17** |
| **Total Average of Metacognition** | **3.31** |
| **Total Average of Organization** | **3.14** |
| **Total Average of Motivation** | **3.28** |
| **Total Average of Discipline** | **3.13** |
| **Total Average of Overall Success** | **3.16** |

## Junior:

| Class Standing | 3 - Junior |
|---|---|

| Row Labels | |
|---|---|
| **Average of Oral** | |
| Acting/Directing | 3.41 |
| Design/Tech/Management | 3.75 |
| Musical Theatre | 3.60 |
| Musical Theatre Applicant | 3.19 |
| Theatre Education | 3.49 |
| **Average of Written** | |
| Acting/Directing | 3.58 |
| Design/Tech/Management | 3.62 |
| Musical Theatre | 3.39 |
| Musical Theatre Applicant | 3.23 |
| Theatre Education | 3.32 |
| **Average of Visual** | |
| Acting/Directing | 3.48 |
| Design/Tech/Management | 3.99 |
| Musical Theatre | 3.67 |
| Musical Theatre Applicant | 3.27 |
| Theatre Education | 3.29 |
| **Average of Artistic** | |
| Acting/Directing | 3.35 |
| Design/Tech/Management | 3.84 |
| Musical Theatre | 3.66 |
| Musical Theatre Applicant | 3.19 |
| Theatre Education | 3.28 |
| **Average of Metacognition** | |
| Acting/Directing | 3.50 |
| Design/Tech/Management | 4.09 |
| Musical Theatre | 3.70 |
| Musical Theatre Applicant | 3.37 |
| Theatre Education | 3.45 |
| **Average of Organization** | |
| Acting/Directing | 3.51 |
| Design/Tech/Management | 3.90 |
| Musical Theatre | 3.68 |
| Musical Theatre Applicant | 3.23 |
| Theatre Education | 3.32 |
| **Average of Motivation** | |
| Acting/Directing | 3.58 |
| Design/Tech/Management | 4.05 |
| Musical Theatre | 3.76 |
| Musical Theatre Applicant | 3.38 |
| Theatre Education | 3.44 |
| **Average of Discipline** | |
| Acting/Directing | 3.54 |
| Design/Tech/Management | 3.82 |
| Musical Theatre | 3.70 |
| Musical Theatre Applicant | 3.22 |
| Theatre Education | 3.40 |
| **Average of Overall Success** | |
| Acting/Directing | 3.39 |
| Design/Tech/Management | 4.03 |

| | |
|---|---|
| Musical Theatre | 3.77 |
| Musical Theatre Applicant | 3.25 |
| Theatre Education | 3.38 |
| **Total Average of Oral** | **3.55** |
| **Total Average of Written** | **3.43** |
| **Total Average of Visual** | **3.63** |
| **Total Average of Artistic** | **3.57** |
| **Total Average of Metacognition** | **3.68** |
| **Total Average of Organization** | **3.61** |
| **Total Average of Motivation** | **3.72** |
| **Total Average of Discipline** | **3.62** |
| **Total Average of Overall Success** | **3.68** |

## Senior:

| | |
|---|---|
| Class Standing | 4 - Senior |

| **Row Labels** | |
|---|---|
| **Average of Oral** | |
| Acting/Directing | 3.67 |
| Acting/Directing, Design/Tech/Management | 2.37 |
| Acting/Directing, Musical Theatre | 4.00 |
| Design/Tech/Management | 3.52 |
| Generalist | 2.78 |
| Musical Theatre | 3.78 |
| Musical Theatre Applicant | 3.11 |
| Theatre Education | 3.69 |
| Musical Theatre,Theatre Education | 4.57 |
| **Average of Written** | |
| Acting/Directing | 3.56 |
| Acting/Directing, Design/Tech/Management | 2.77 |
| Acting/Directing, Musical Theatre | 4.00 |
| Design/Tech/Management | 3.53 |
| Generalist | 3.00 |
| Musical Theatre | 3.59 |
| Musical Theatre Applicant | 2.92 |
| Theatre Education | 3.77 |
| Musical Theatre,Theatre Education | 4.58 |
| **Average of Visual** | |
| Acting/Directing | 3.65 |
| Acting/Directing, Design/Tech/Management | 3.36 |
| Acting/Directing, Musical Theatre | 4.00 |
| Design/Tech/Management | 3.81 |
| Generalist | 3.14 |

| | |
|---|---|
| Musical Theatre | 3.81 |
| Musical Theatre Applicant | 2.80 |
| Theatre Education | 3.73 |
| Musical Theatre,Theatre Education | 4.64 |
| **Average of Artistic** | |
| Acting/Directing | 3.65 |
| Acting/Directing, Design/Tech/Management | 2.44 |
| Acting/Directing, Musical Theatre | 4.00 |
| Design/Tech/Management | 3.73 |
| Generalist | 2.75 |
| Musical Theatre | 3.96 |
| Musical Theatre Applicant | 3.00 |
| Theatre Education | 3.61 |
| Musical Theatre,Theatre Education | 4.73 |
| **Average of Metacognition** | |
| Acting/Directing | 3.68 |
| Acting/Directing, Design/Tech/Management | 2.42 |
| Acting/Directing, Musical Theatre | 4.00 |
| Design/Tech/Management | 3.69 |
| Generalist | 3.00 |
| Musical Theatre | 3.91 |
| Musical Theatre Applicant | 3.30 |
| Theatre Education | 3.83 |
| Musical Theatre,Theatre Education | 4.56 |
| **Average of Organization** | |
| Acting/Directing | 3.68 |
| Acting/Directing, Design/Tech/Management | 2.47 |
| Acting/Directing, Musical Theatre | 4.00 |
| Design/Tech/Management | 3.56 |
| Generalist | 2.89 |
| Musical Theatre | 3.79 |
| Musical Theatre Applicant | 2.95 |
| Theatre Education | 3.88 |
| Musical Theatre,Theatre Education | 4.81 |
| **Average of Motivation** | |
| Acting/Directing | 3.77 |
| Acting/Directing, Design/Tech/Management | 3.00 |
| Acting/Directing, Musical Theatre | 4.00 |
| Design/Tech/Management | 3.79 |
| Generalist | 3.38 |
| Musical Theatre | 3.92 |
| Musical Theatre Applicant | 3.14 |
| Theatre Education | 3.96 |

| | |
|---|---|
| Musical Theatre,Theatre Education | 4.94 |
| **Average of Discipline** | |
| Acting/Directing | 3.64 |
| Acting/Directing, Design/Tech/Management | 2.35 |
| Acting/Directing, Musical Theatre | 4.00 |
| Design/Tech/Management | 3.64 |
| Generalist | 3.38 |
| Musical Theatre | 3.79 |
| Musical Theatre Applicant | 3.05 |
| Theatre Education | 3.86 |
| Musical Theatre,Theatre Education | 5.00 |
| **Average of Overall Success** | |
| Acting/Directing | 3.68 |
| Acting/Directing, Design/Tech/Management | 2.17 |
| Acting/Directing, Musical Theatre | 4.00 |
| Design/Tech/Management | 3.66 |
| Generalist | 3.00 |
| Musical Theatre | 3.97 |
| Musical Theatre Applicant | 3.00 |
| Theatre Education | 3.86 |
| Musical Theatre,Theatre Education | 4.79 |
| **Total Average of Oral** | **3.67** |
| **Total Average of Written** | **3.61** |
| **Total Average of Visual** | **3.75** |
| **Total Average of Artistic** | **3.76** |
| **Total Average of Metacognition** | **3.79** |
| **Total Average of Organization** | **3.72** |
| **Total Average of Motivation** | **3.87** |
| **Total Average of Discipline** | **3.74** |
| **Total Average of Overall Success** | **3.81** |

The outstanding thing to note here is the relatively low scores for people who are seniors and just declaring themselves as musical theatre applicants. I continue to argue that based on data, we should not allow people to apply for the musical theatre program after their junior year (and possibly sophomore year).

## Graduating Senior:

| | |
|---|---|
| Class Standing | 5 - Graduating Senior |

| |
|---|
| **Row Labels** |
| **Average of Oral** |

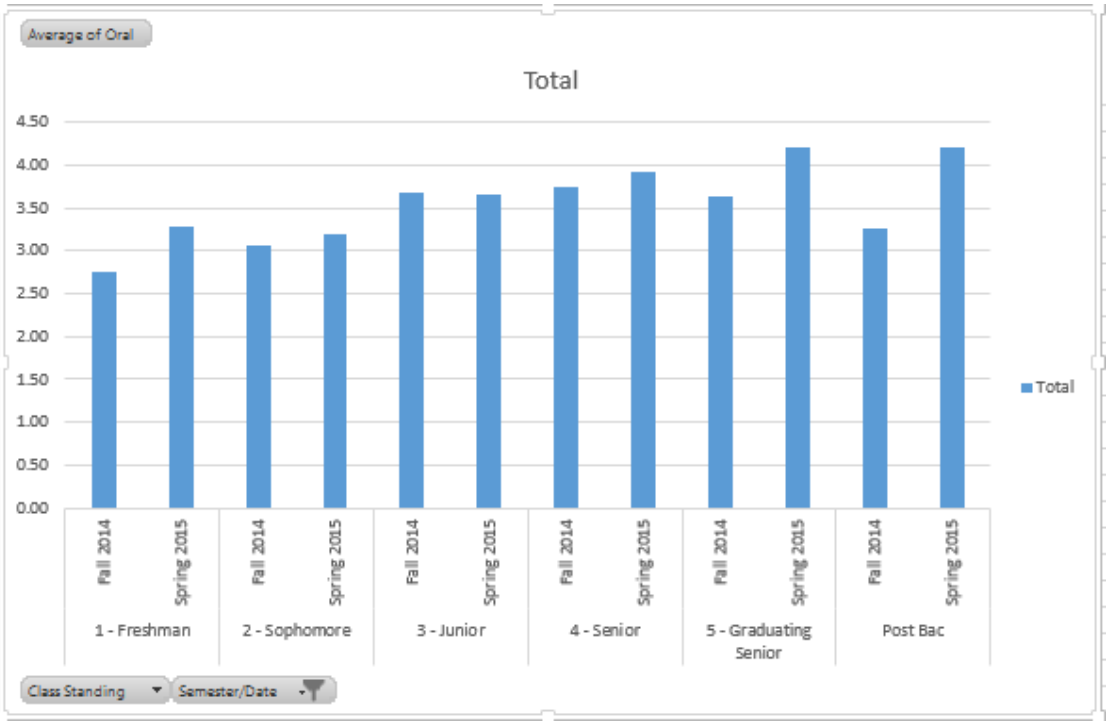
| | |
|---|---|
| Acting/Directing | 3.94 |
| Design/Tech/Management | 4.29 |
| Generalist | 3.57 |
| Musical Theatre | 4.07 |
| **Average of Written** | |
| Acting/Directing | 3.92 |
| Design/Tech/Management | 4.20 |
| Generalist | 3.50 |
| Musical Theatre | 3.79 |
| **Average of Visual** | |
| Acting/Directing | 3.79 |
| Design/Tech/Management | 4.44 |
| Generalist | 3.67 |
| Musical Theatre | 4.13 |
| **Average of Artistic** | |
| Acting/Directing | 4.08 |
| Design/Tech/Management | 4.48 |
| Generalist | 3.20 |
| Musical Theatre | 4.22 |
| **Average of Metacognition** | |
| Acting/Directing | 4.00 |
| Design/Tech/Management | 4.67 |
| Generalist | 3.00 |
| Musical Theatre | 4.23 |
| **Average of Organization** | |
| Acting/Directing | 4.00 |
| Design/Tech/Management | 4.52 |
| Generalist | 3.57 |
| Musical Theatre | 4.27 |
| **Average of Motivation** | |
| Acting/Directing | 3.80 |
| Design/Tech/Management | 4.56 |
| Generalist | 3.67 |
| Musical Theatre | 4.35 |
| **Average of Discipline** | |
| Acting/Directing | 3.80 |
| Design/Tech/Management | 4.45 |
| Generalist | 4.00 |
| Musical Theatre | 4.29 |
| **Average of Overall Success** | |
| Acting/Directing | 4.00 |
| Design/Tech/Management | 4.59 |
| Generalist | 3.29 |
| Musical Theatre | 4.40 |
| **Total Average of Oral** | **4.09** |
| **Total Average of Written** | **3.88** |
| **Total Average of Visual** | **4.16** |
| **Total Average of Artistic** | **4.25** |
| **Total Average of Metacognition** | **4.26** |
| **Total Average of Organization** | **4.28** |
| **Total Average of Motivation** | **4.33** |
| **Total Average of Discipline** | **4.28** |

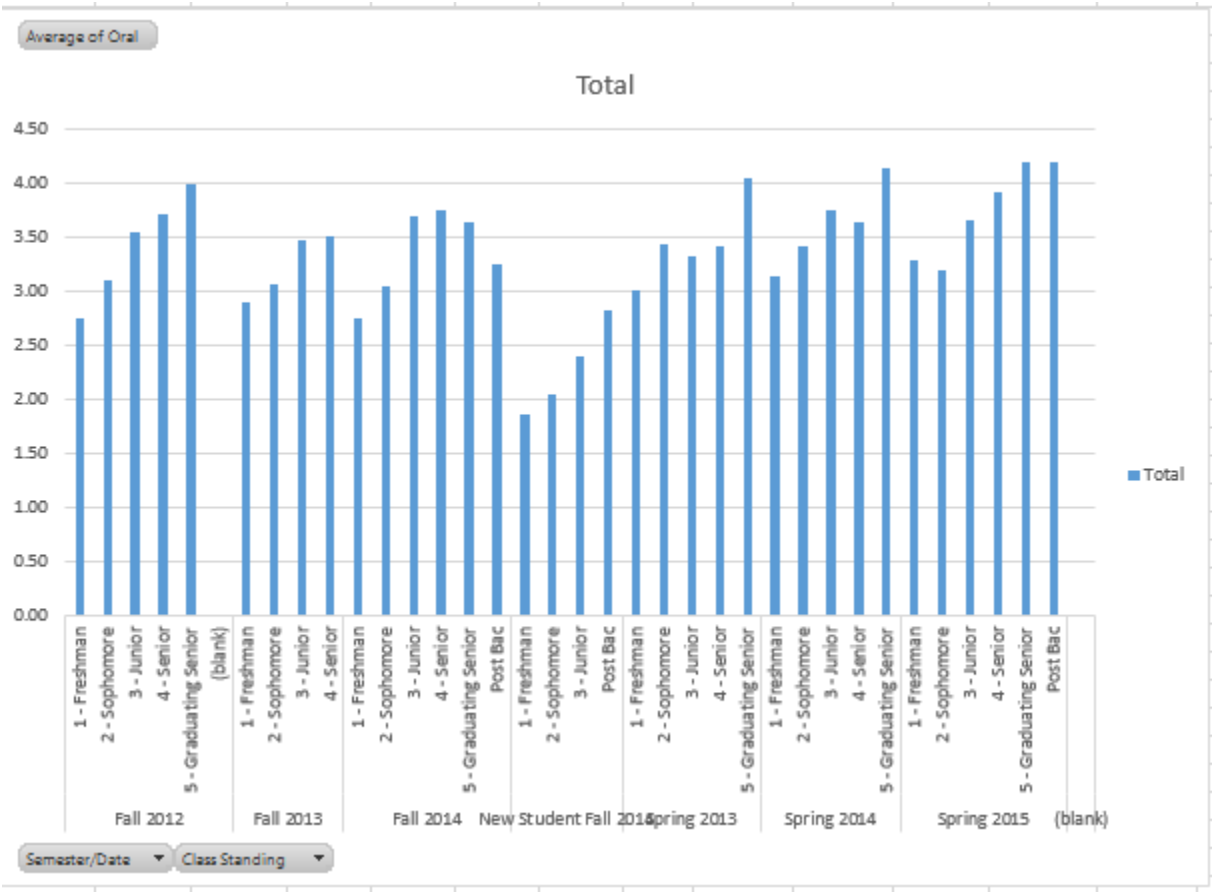
| | |
|---|---|
| **Total Average of Overall Success** | **4.37** |

# Performance Analyzed By Class Ranking:

## Oral

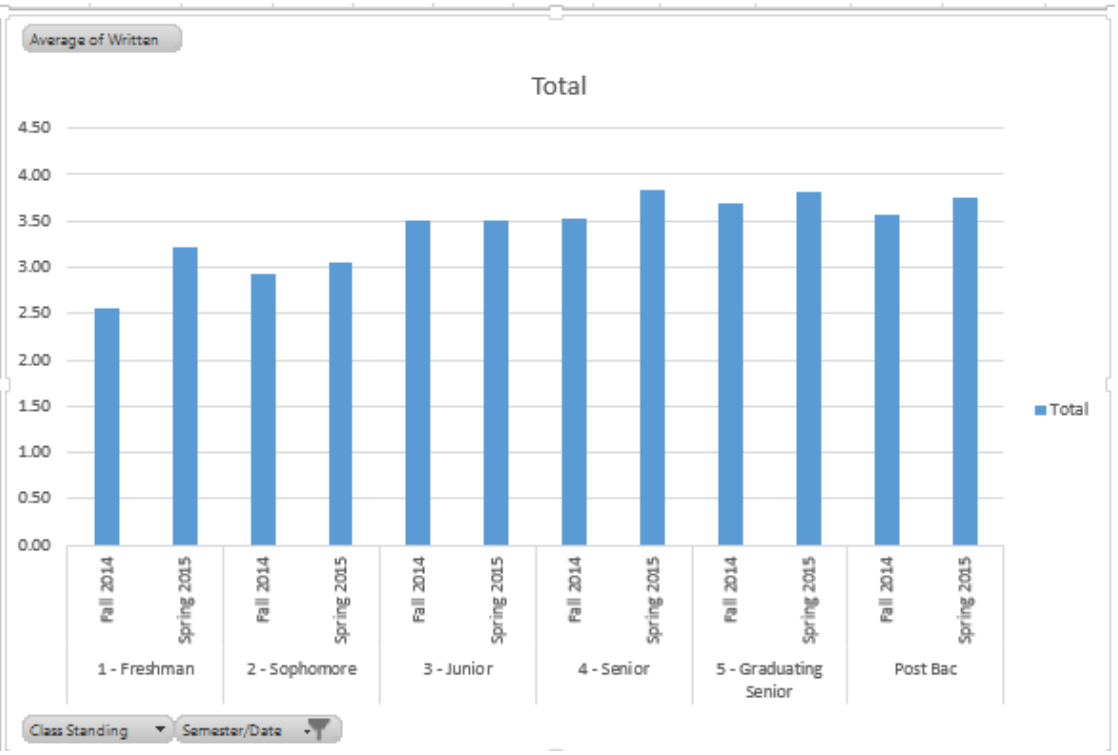
| Row Labels | Average of Oral |
|---|---|
| 1 - Freshman | 2.98 |
| Fall 2014 | 2.74 |
| Spring 2015 | 3.29 |
| 2 - Sophomore | 3.12 |
| Fall 2014 | 3.05 |
| Spring 2015 | 3.19 |
| 3 - Junior | 3.68 |
| Fall 2014 | 3.69 |
| Spring 2015 | 3.67 |
| 4 - Senior | 3.81 |
| Fall 2014 | 3.74 |
| Spring 2015 | 3.92 |
| 5 - Graduating Senior | 4.07 |
| Fall 2014 | 3.64 |
| Spring 2015 | 4.21 |
| Post Bac | 3.62 |
| Fall 2014 | 3.25 |
| Spring 2015 | 4.20 |
| Grand Total | 3.44 |

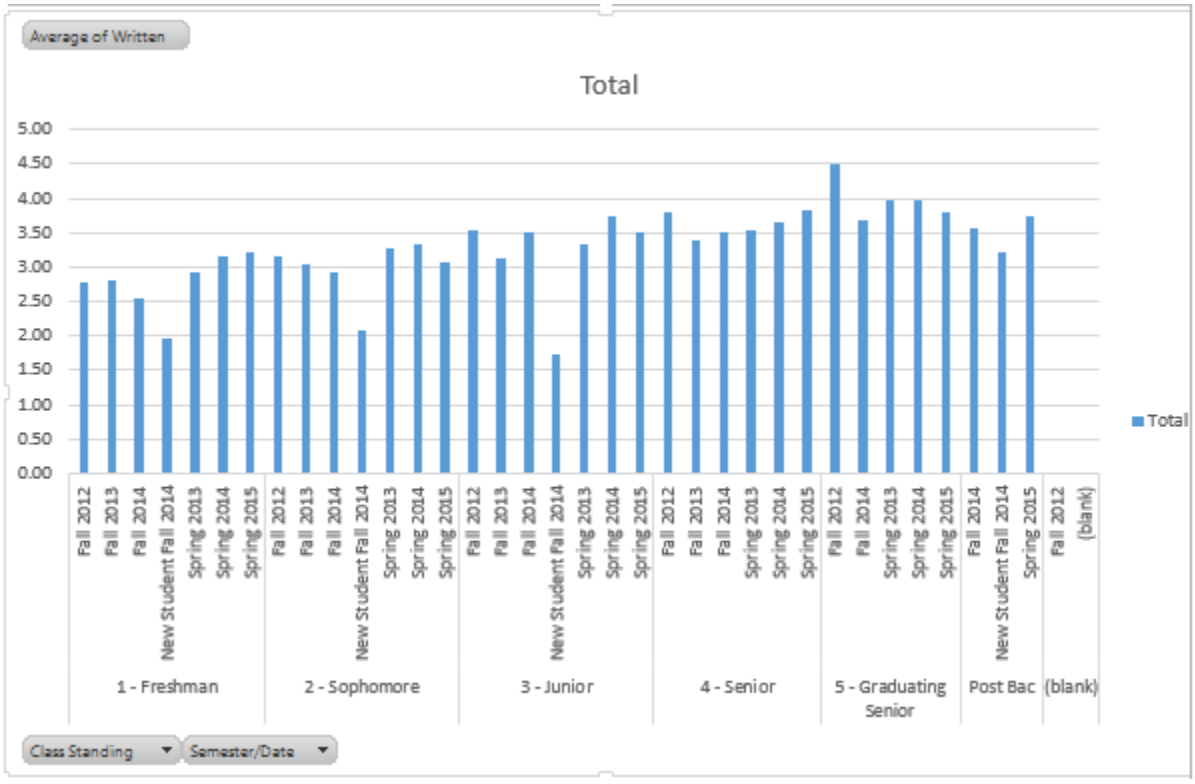


## Written

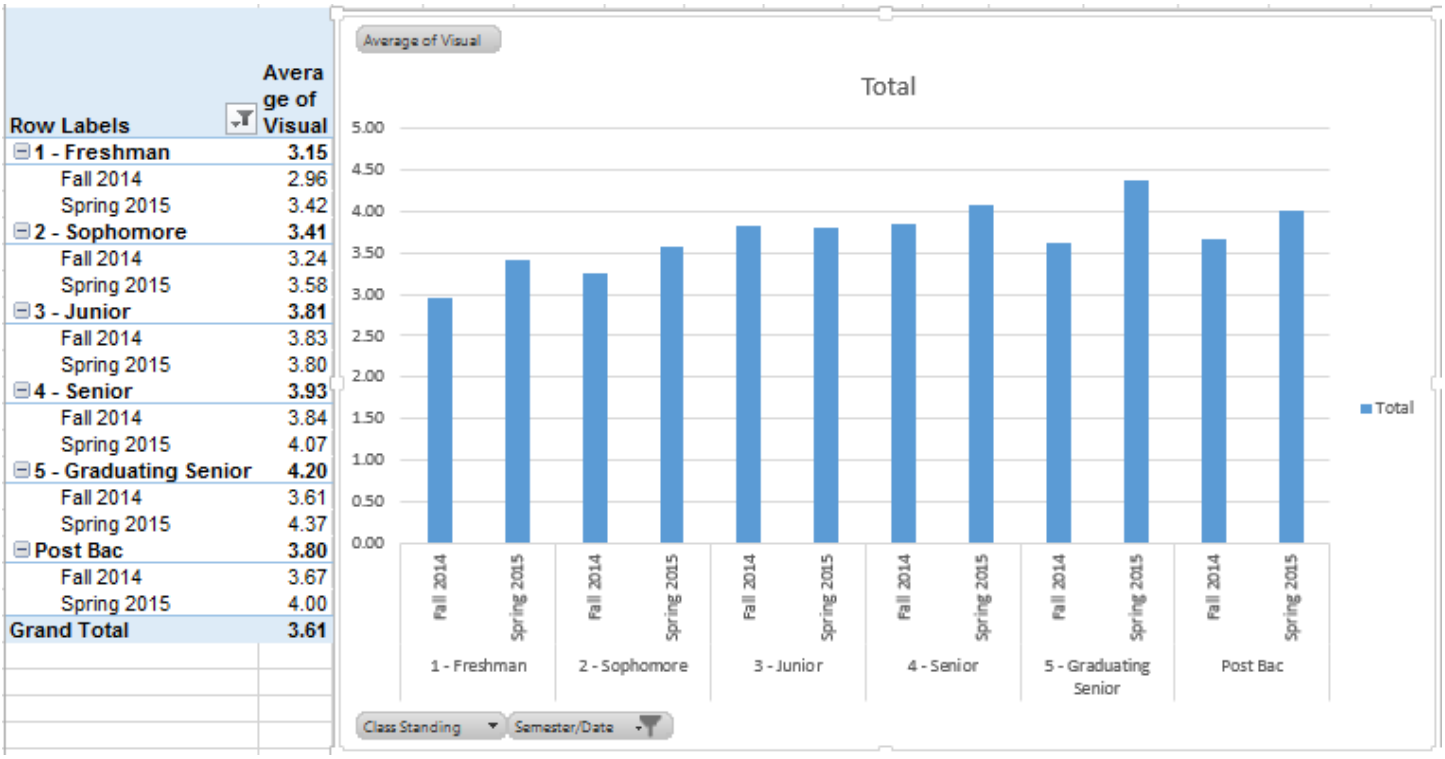
| Row Labels | Average of Written |
|---|---|
| 1 - Freshman | 2.84 |
| Fall 2014 | 2.55 |
| Spring 2015 | 3.22 |
| 2 - Sophomore | 2.99 |
| Fall 2014 | 2.93 |
| Spring 2015 | 3.06 |
| 3 - Junior | 3.50 |
| Fall 2014 | 3.50 |
| Spring 2015 | 3.50 |
| 4 - Senior | 3.63 |
| Fall 2014 | 3.52 |
| Spring 2015 | 3.82 |
| 5 - Graduating Senior | 3.78 |
| Fall 2014 | 3.68 |
| Spring 2015 | 3.81 |
| Post Bac | 3.64 |
| Fall 2014 | 3.57 |
| Spring 2015 | 3.75 |
| Grand Total | 3.28 |

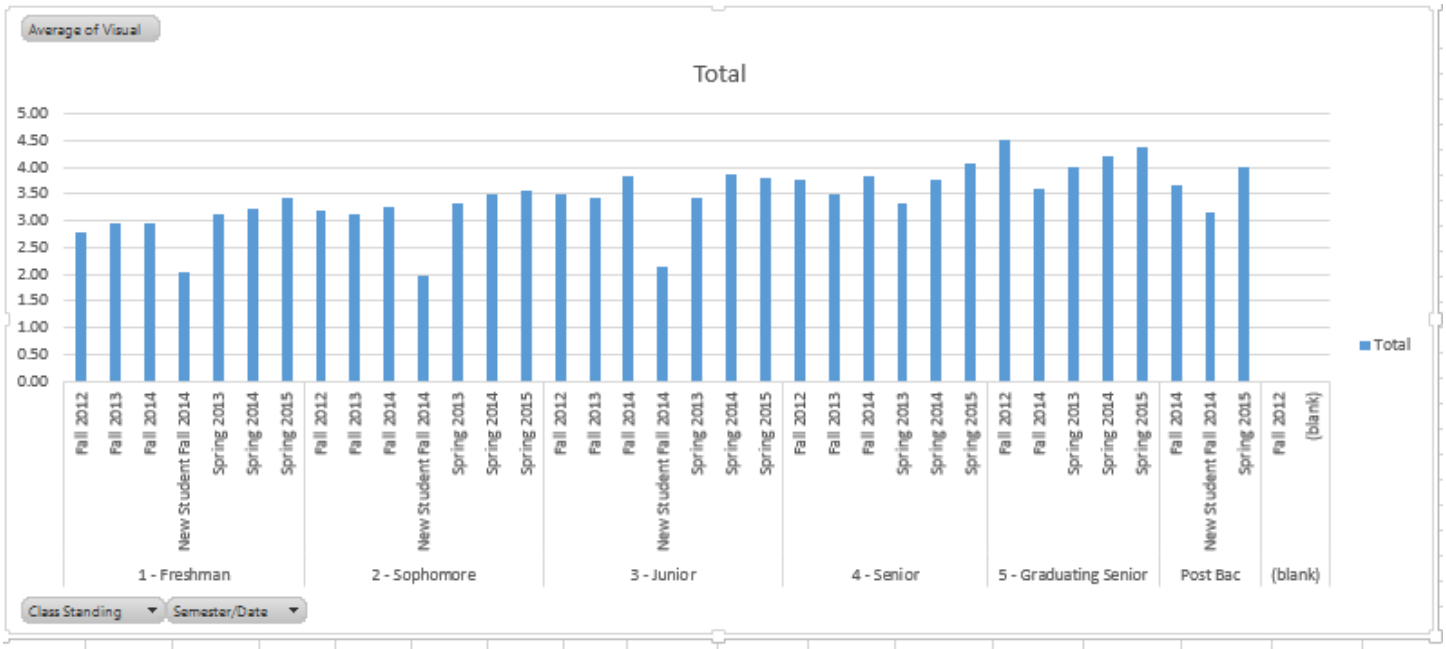


## Visual

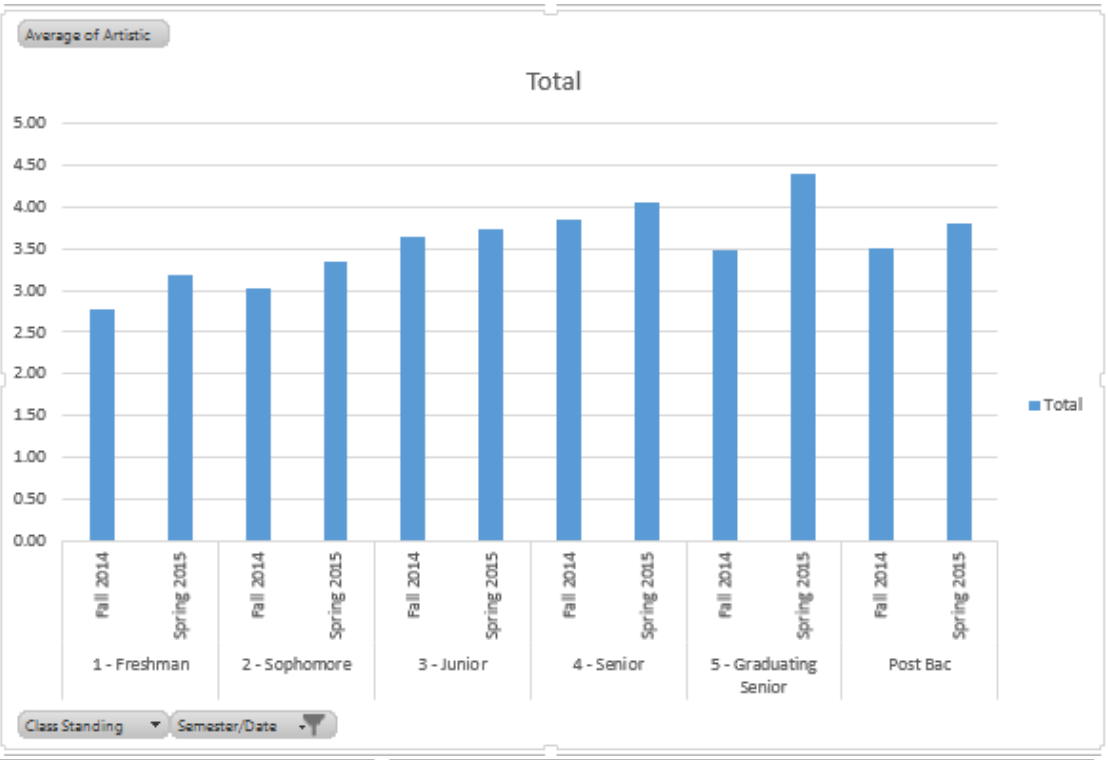
| Row Labels | Average of Visual |
|---|---|
| 1 - Freshman | 3.15 |
| Fall 2014 | 2.96 |
| Spring 2015 | 3.42 |
| 2 - Sophomore | 3.41 |
| Fall 2014 | 3.24 |
| Spring 2015 | 3.58 |
| 3 - Junior | 3.81 |
| Fall 2014 | 3.83 |
| Spring 2015 | 3.80 |
| 4 - Senior | 3.93 |
| Fall 2014 | 3.84 |
| Spring 2015 | 4.07 |
| 5 - Graduating Senior | 4.20 |
| Fall 2014 | 3.61 |
| Spring 2015 | 4.37 |
| Post Bac | 3.80 |
| Fall 2014 | 3.67 |
| Spring 2015 | 4.00 |
| Grand Total | 3.61 |

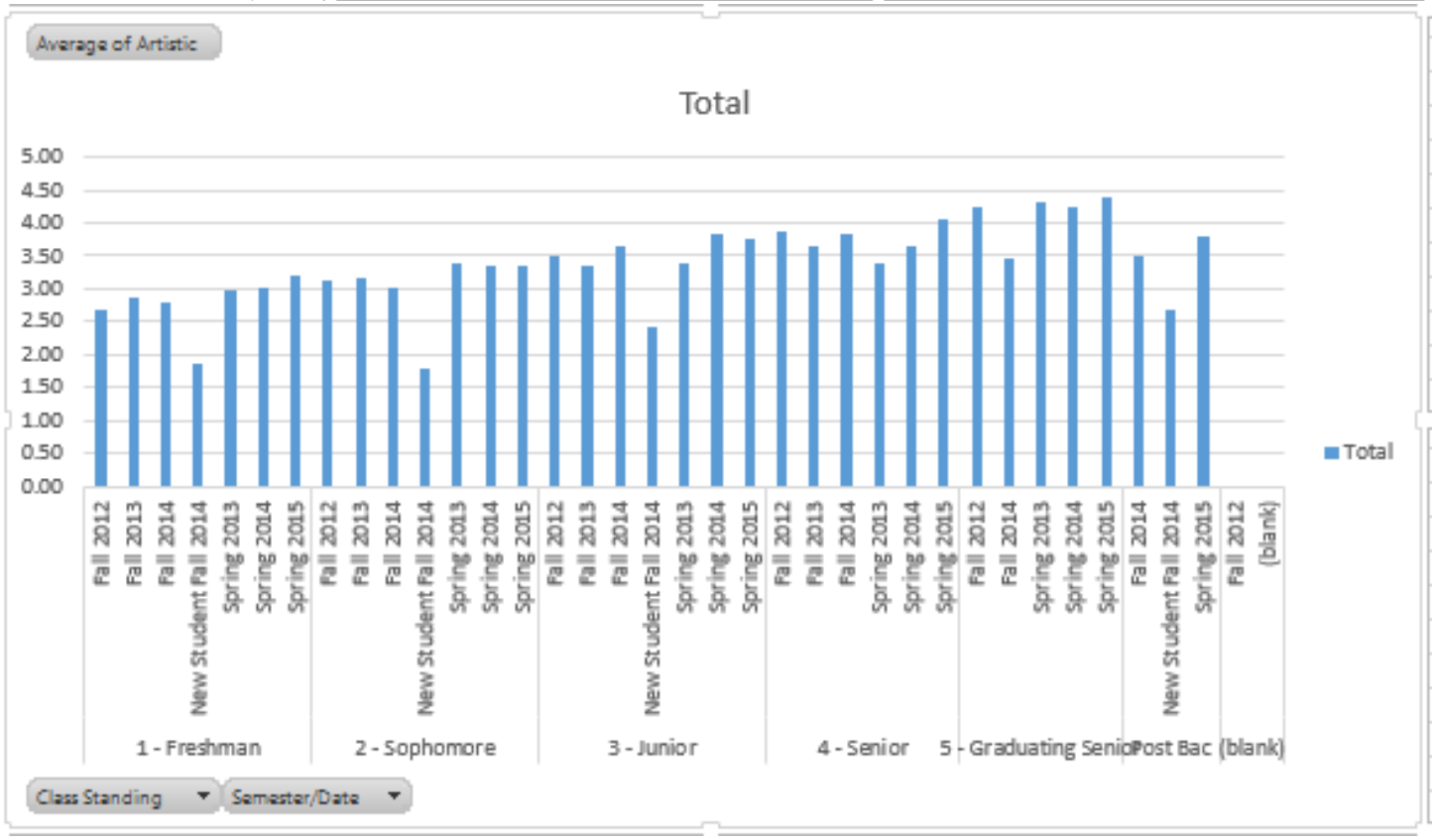


## Artistic

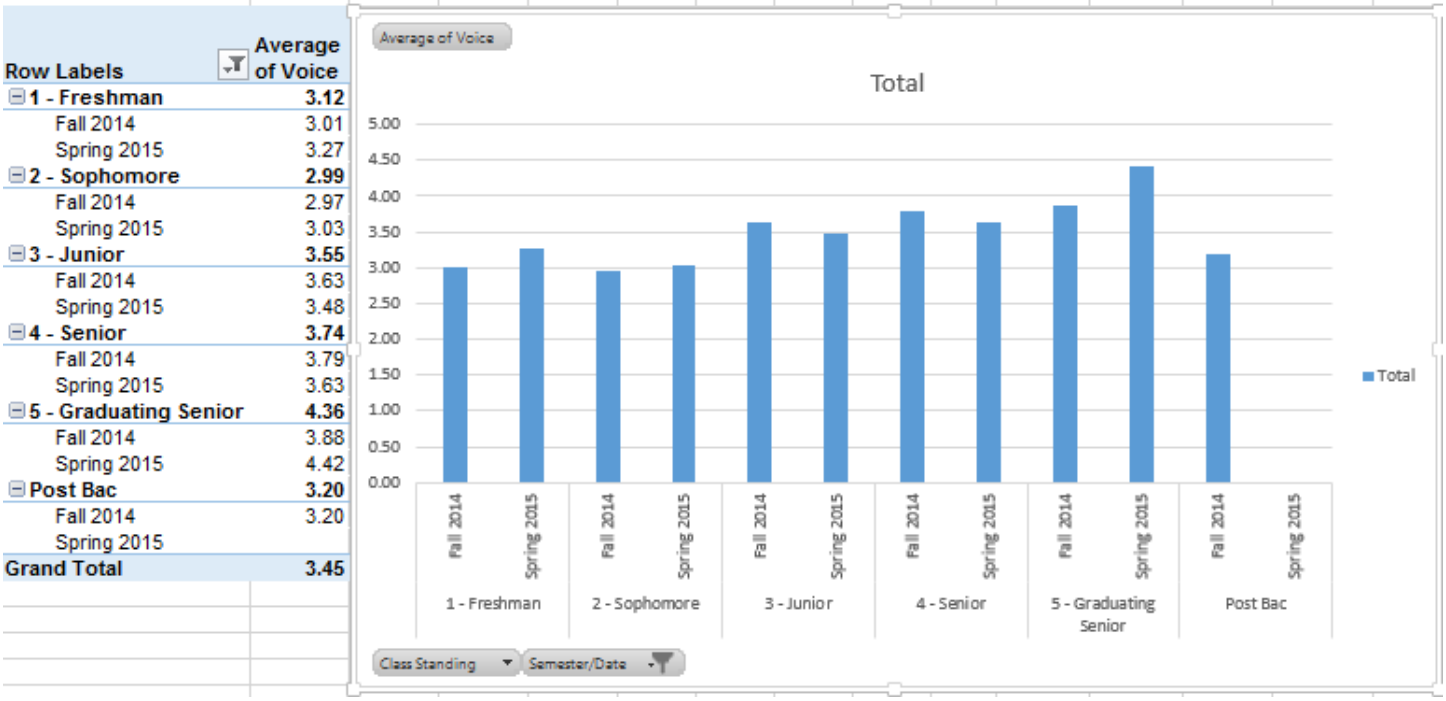
| Row Labels | Average of Artistic |
|---|---|
| 1 - Freshman | 2.95 |
| Fall 2014 | 2.78 |
| Spring 2015 | 3.19 |
| 2 - Sophomore | 3.17 |
| Fall 2014 | 3.03 |
| Spring 2015 | 3.34 |
| 3 - Junior | 3.70 |
| Fall 2014 | 3.64 |
| Spring 2015 | 3.74 |
| 4 - Senior | 3.92 |
| Fall 2014 | 3.84 |
| Spring 2015 | 4.05 |
| 5 - Graduating Senior | 4.21 |
| Fall 2014 | 3.47 |
| Spring 2015 | 4.40 |
| Post Bac | 3.64 |
| Fall 2014 | 3.50 |
| Spring 2015 | 3.80 |
| Grand Total | 3.48 |

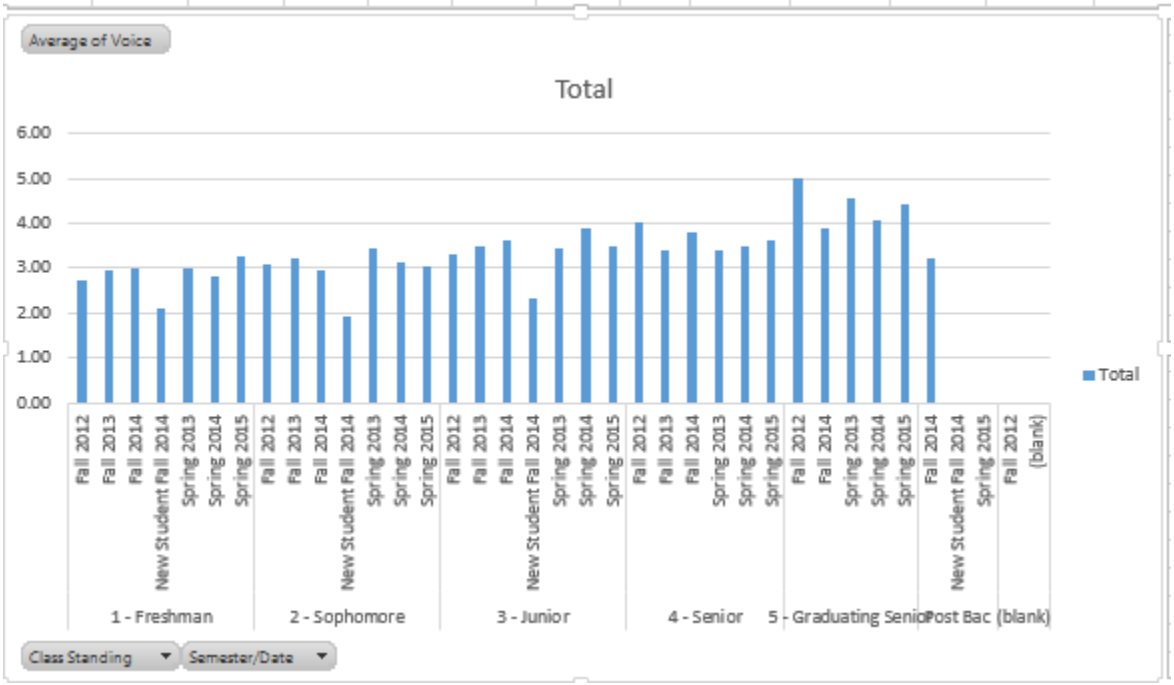


## Voice

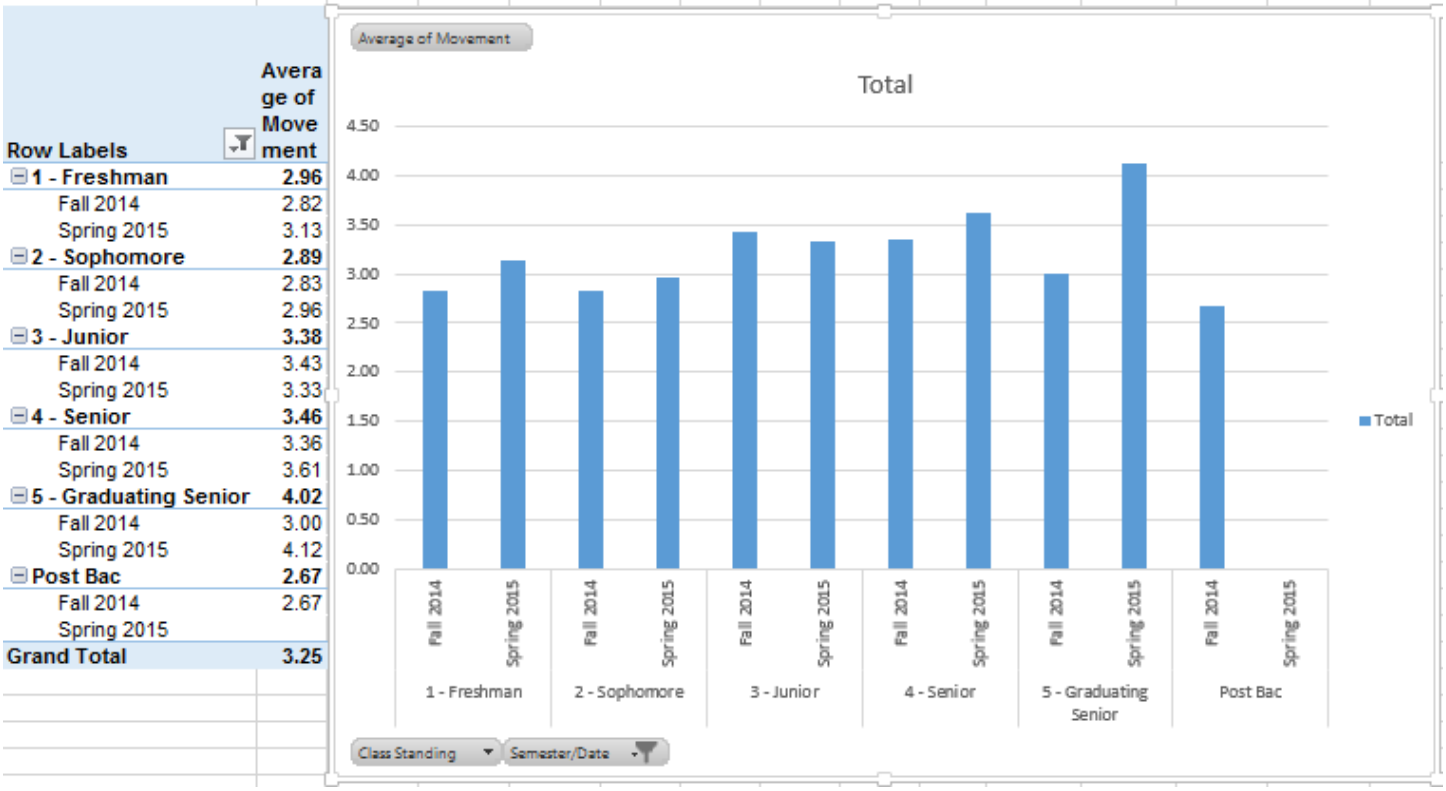
| Row Labels | Average of Voice |
|---|---|
| **1 - Freshman** | **3.12** |
| Fall 2014 | 3.01 |
| Spring 2015 | 3.27 |
| **2 - Sophomore** | **2.99** |
| Fall 2014 | 2.97 |
| Spring 2015 | 3.03 |
| **3 - Junior** | **3.55** |
| Fall 2014 | 3.63 |
| Spring 2015 | 3.48 |
| **4 - Senior** | **3.74** |
| Fall 2014 | 3.79 |
| Spring 2015 | 3.63 |
| **5 - Graduating Senior** | **4.36** |
| Fall 2014 | 3.88 |
| Spring 2015 | 4.42 |
| **Post Bac** | **3.20** |
| Fall 2014 | 3.20 |
| Spring 2015 | |
| **Grand Total** | **3.45** |

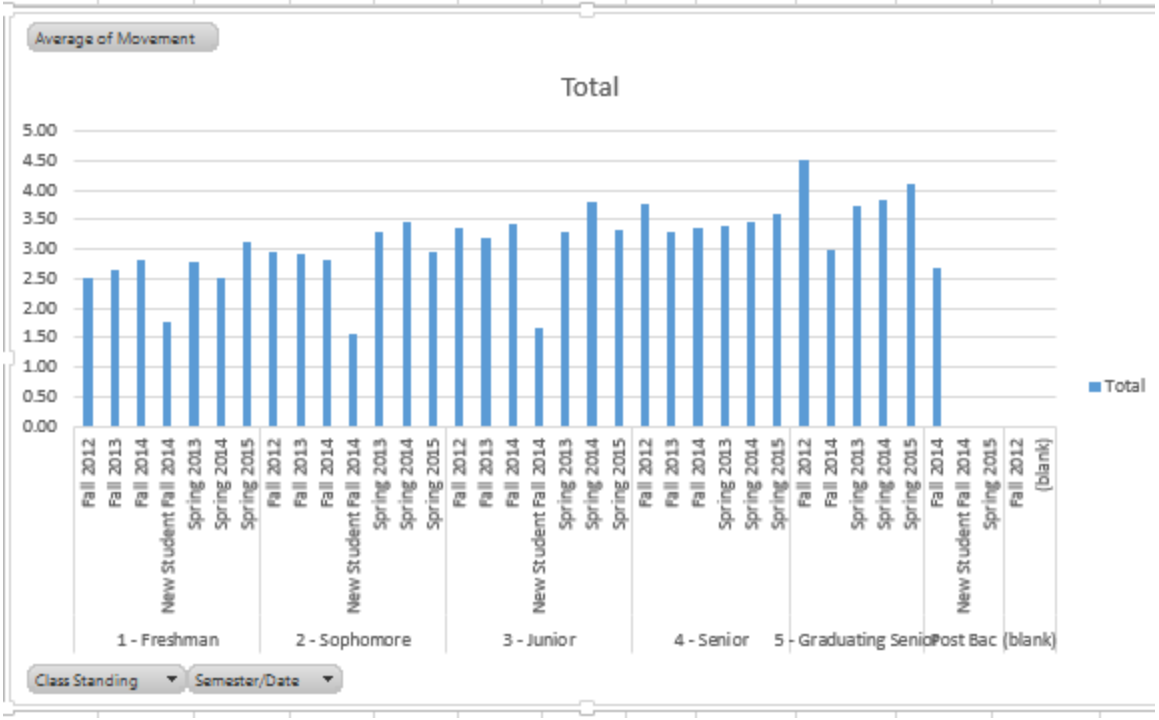


## Movement

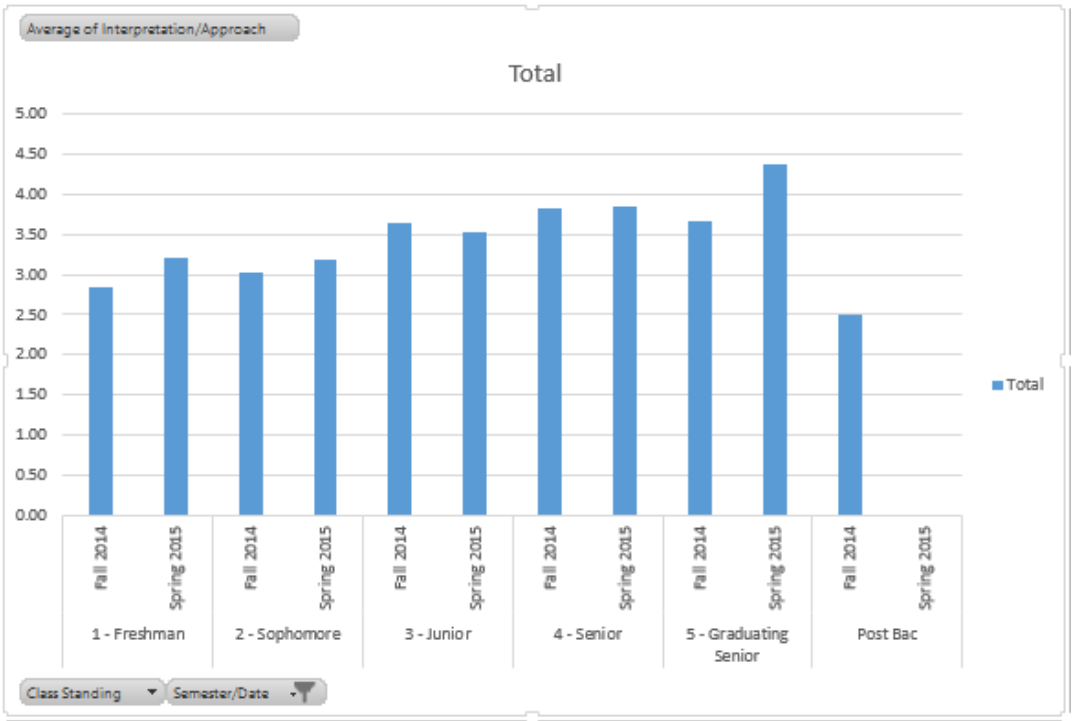
| Row Labels | Average of Movement |
|---|---|
| 1 - Freshman | 2.96 |
| Fall 2014 | 2.82 |
| Spring 2015 | 3.13 |
| 2 - Sophomore | 2.89 |
| Fall 2014 | 2.83 |
| Spring 2015 | 2.96 |
| 3 - Junior | 3.38 |
| Fall 2014 | 3.43 |
| Spring 2015 | 3.33 |
| 4 - Senior | 3.46 |
| Fall 2014 | 3.36 |
| Spring 2015 | 3.61 |
| 5 - Graduating Senior | 4.02 |
| Fall 2014 | 3.00 |
| Spring 2015 | 4.12 |
| Post Bac | 2.67 |
| Fall 2014 | 2.67 |
| Spring 2015 | |
| Grand Total | 3.25 |

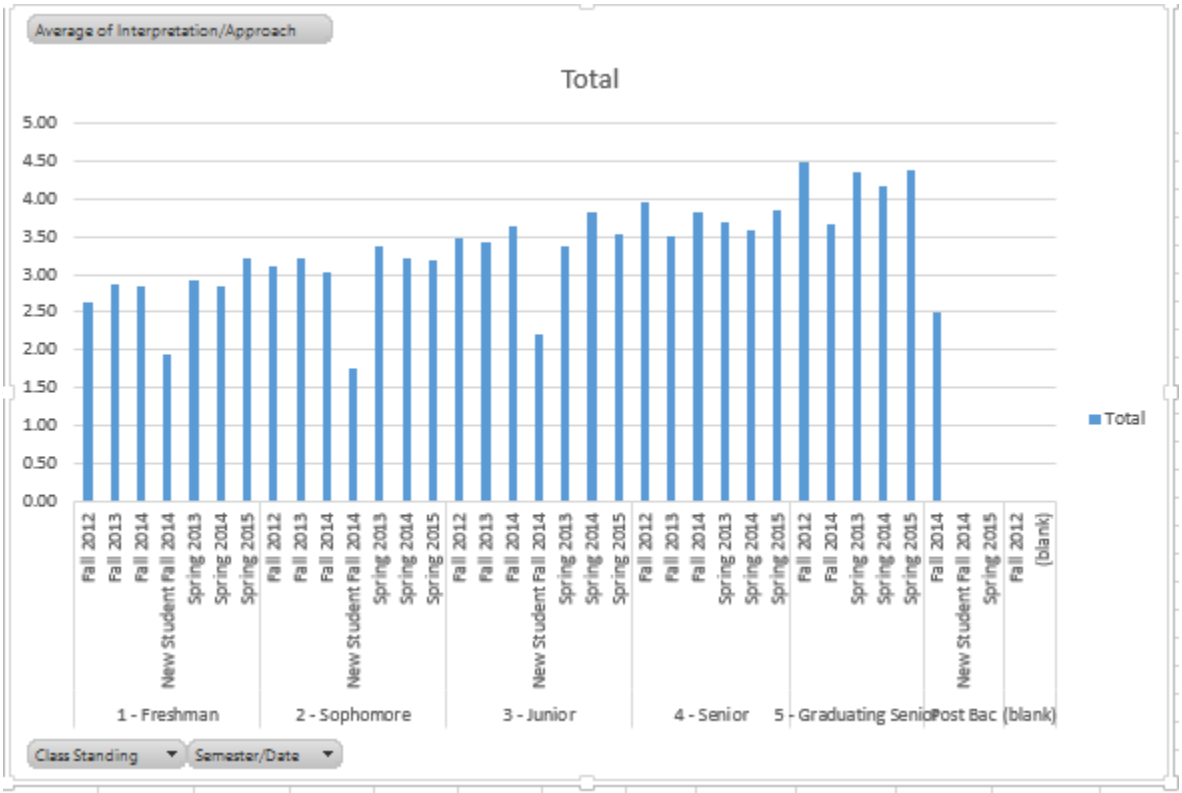


## Interpretation/Approach

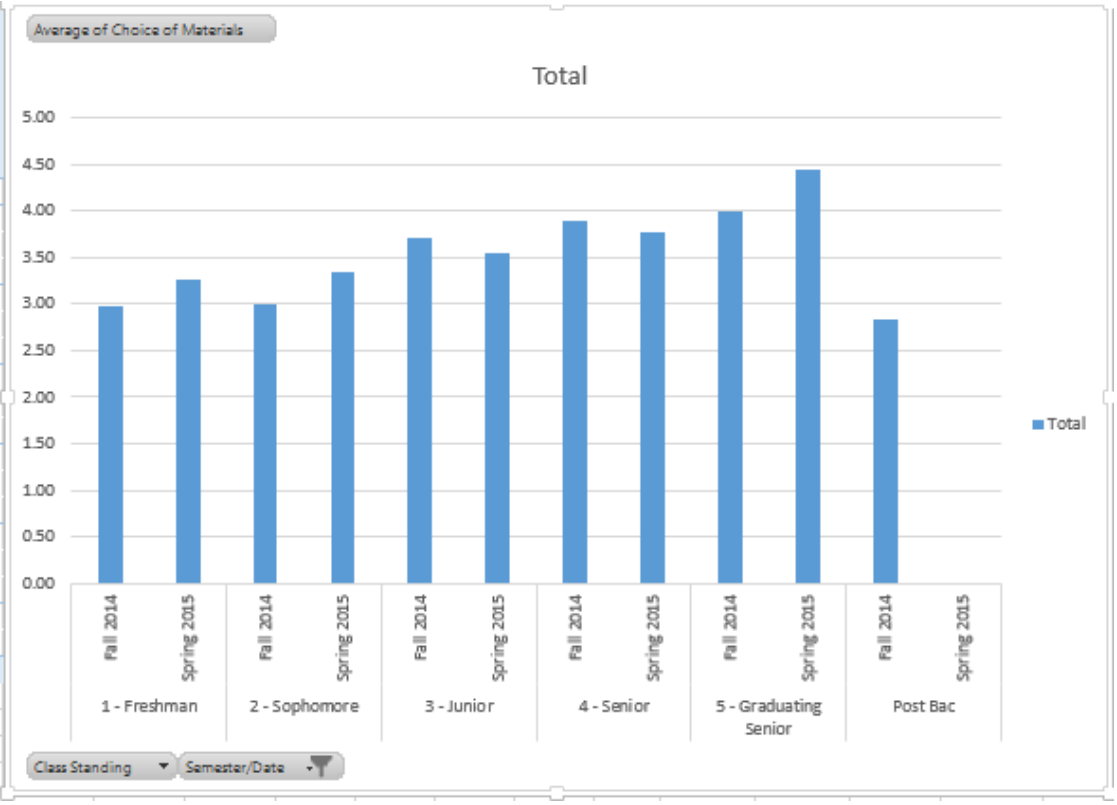
| Row Labels | Average of Interpretation/Approach |
|---|---|
| **1 - Freshman** | **3.00** |
| Fall 2014 | 2.83 |
| Spring 2015 | 3.21 |
| **2 - Sophomore** | **3.10** |
| Fall 2014 | 3.02 |
| Spring 2015 | 3.18 |
| **3 - Junior** | **3.58** |
| Fall 2014 | 3.64 |
| Spring 2015 | 3.52 |
| **4 - Senior** | **3.83** |
| Fall 2014 | 3.83 |
| Spring 2015 | 3.85 |
| **5 - Graduating Senior** | **4.30** |
| Fall 2014 | 3.67 |
| Spring 2015 | 4.38 |
| **Post Bac** | **2.50** |
| Fall 2014 | 2.50 |
| Spring 2015 | |
| **Grand Total** | **3.45** |

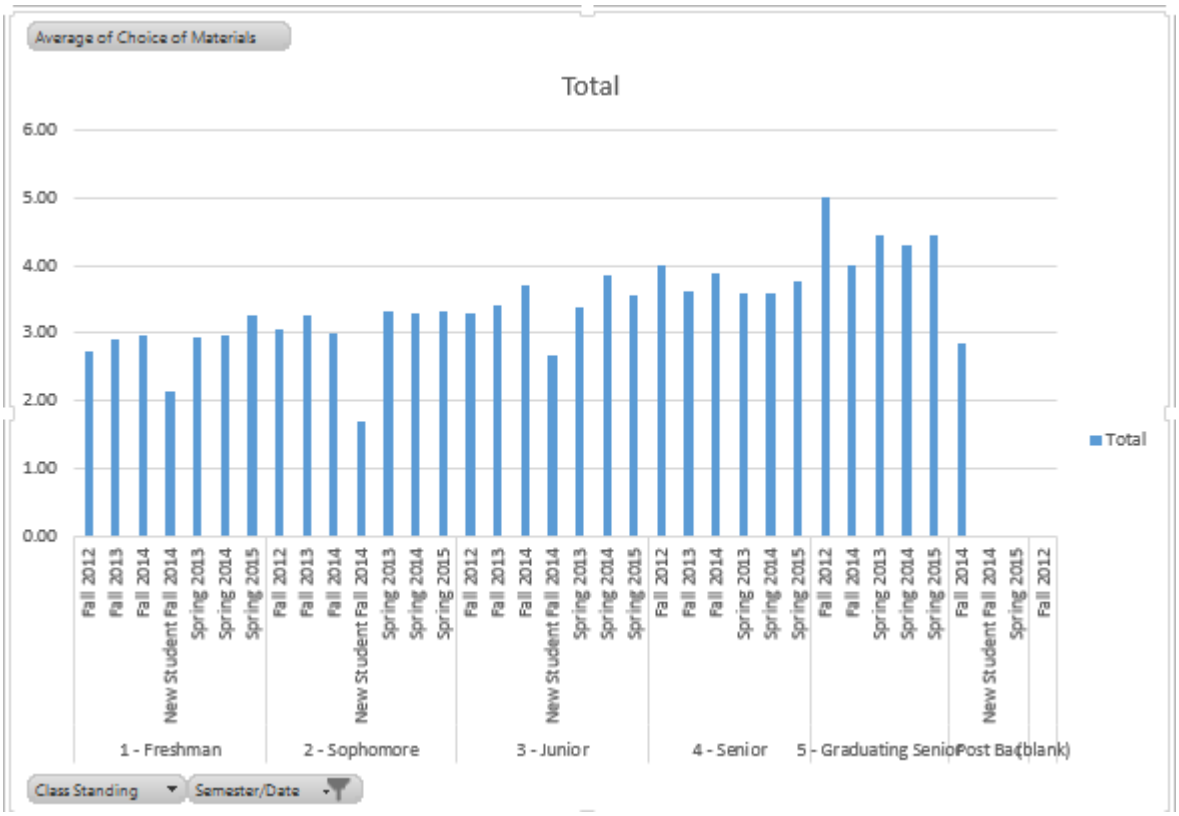


## Choice of Materials

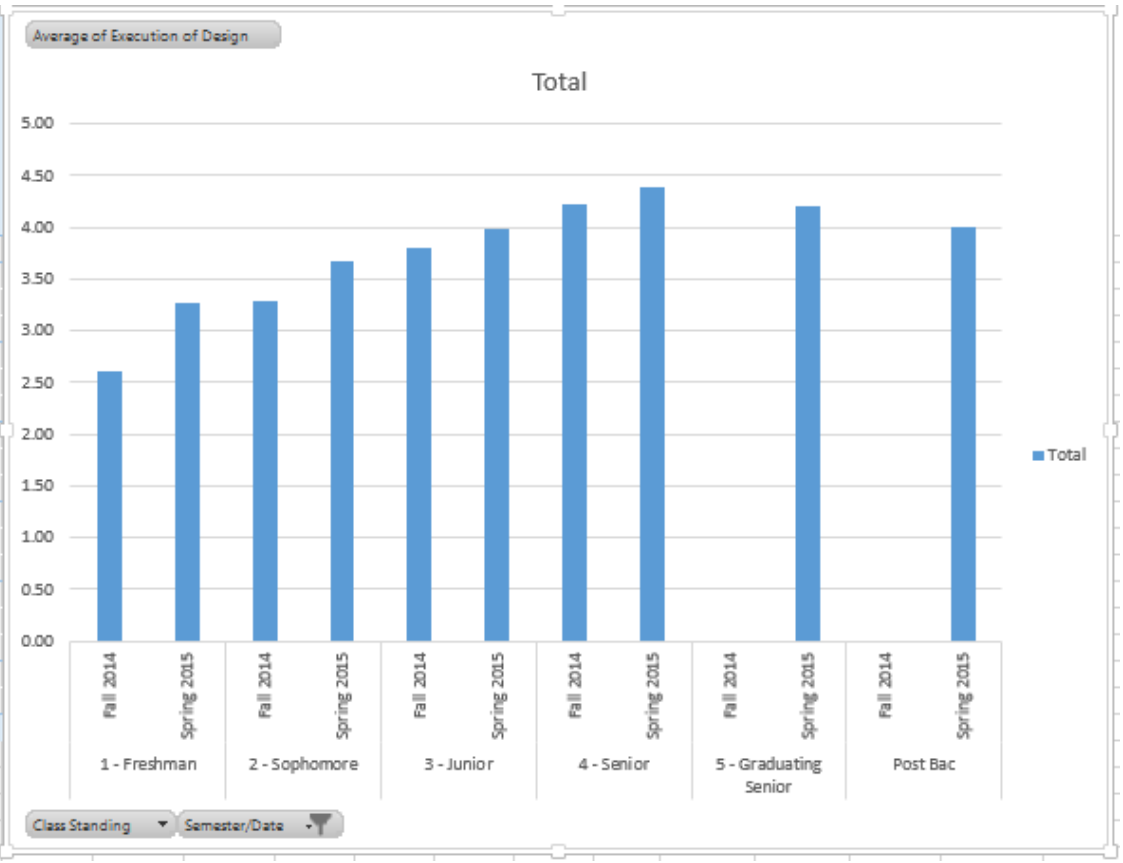
| Row Labels | Average of Choice of Materials |
|---|---|
| 1 - Freshman | 3.10 |
| Fall 2014 | 2.98 |
| Spring 2015 | 3.27 |
| 2 - Sophomore | 3.15 |
| Fall 2014 | 3.00 |
| Spring 2015 | 3.33 |
| 3 - Junior | 3.63 |
| Fall 2014 | 3.72 |
| Spring 2015 | 3.56 |
| 4 - Senior | 3.85 |
| Fall 2014 | 3.89 |
| Spring 2015 | 3.76 |
| 5 - Graduating Senior | 4.37 |
| Fall 2014 | 4.00 |
| Spring 2015 | 4.44 |
| Post Bac | 2.83 |
| Fall 2014 | 2.83 |
| Spring 2015 | |
| Grand Total | 3.52 |

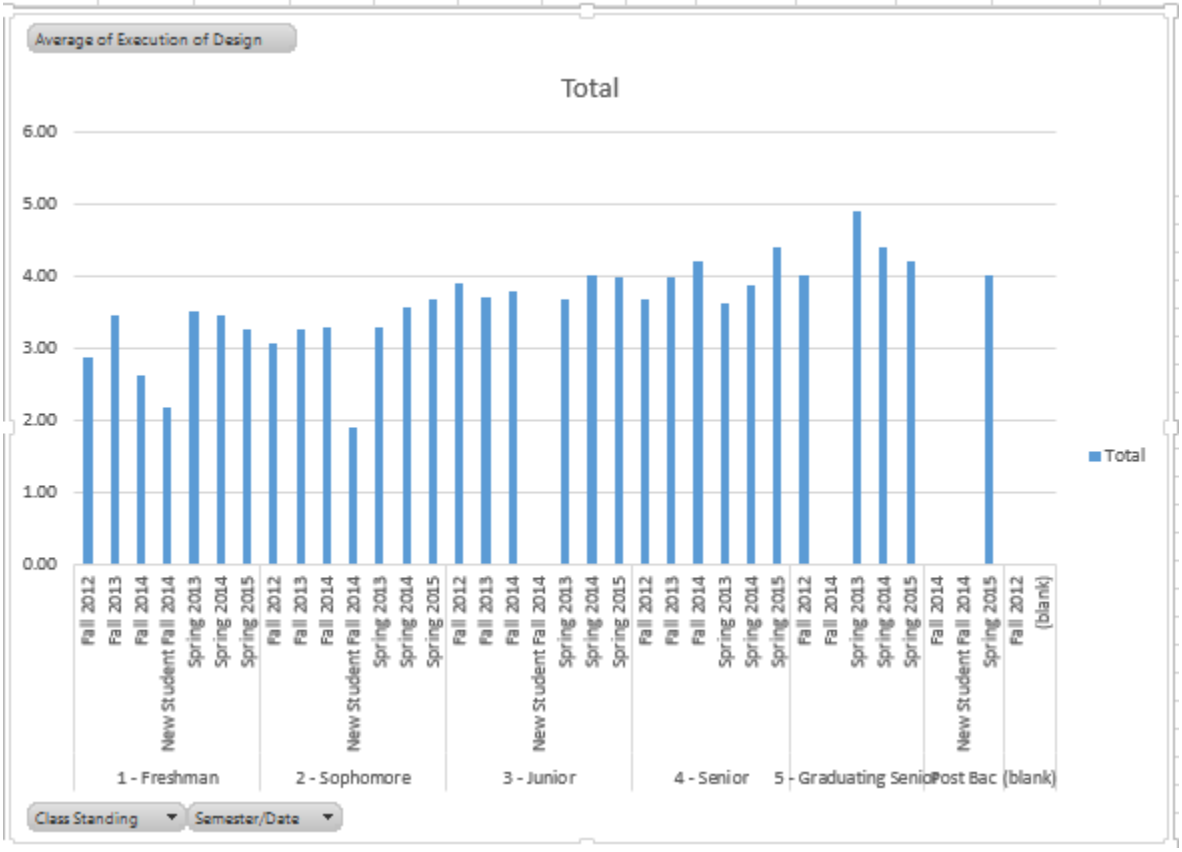


## Execution of Design

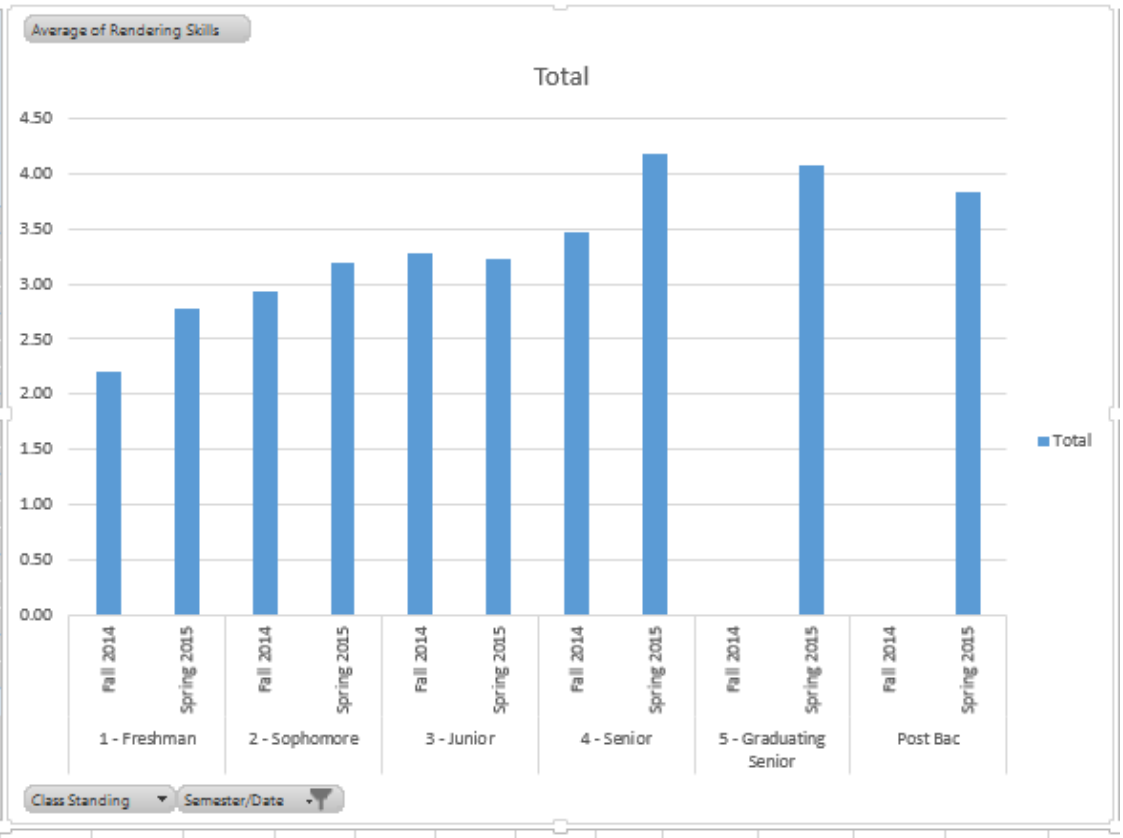
| Row Labels | Average of Execution of Design |
|---|---|
| 1 - Freshman | 2.94 |
| Fall 2014 | 2.62 |
| Spring 2015 | 3.26 |
| 2 - Sophomore | 3.51 |
| Fall 2014 | 3.28 |
| Spring 2015 | 3.67 |
| 3 - Junior | 3.90 |
| Fall 2014 | 3.79 |
| Spring 2015 | 3.98 |
| 4 - Senior | 4.30 |
| Fall 2014 | 4.22 |
| Spring 2015 | 4.39 |
| 5 - Graduating Senior | 4.20 |
| Fall 2014 | |
| Spring 2015 | 4.20 |
| Post Bac | 4.00 |
| Fall 2014 | |
| Spring 2015 | 4.00 |
| Grand Total | 3.73 |

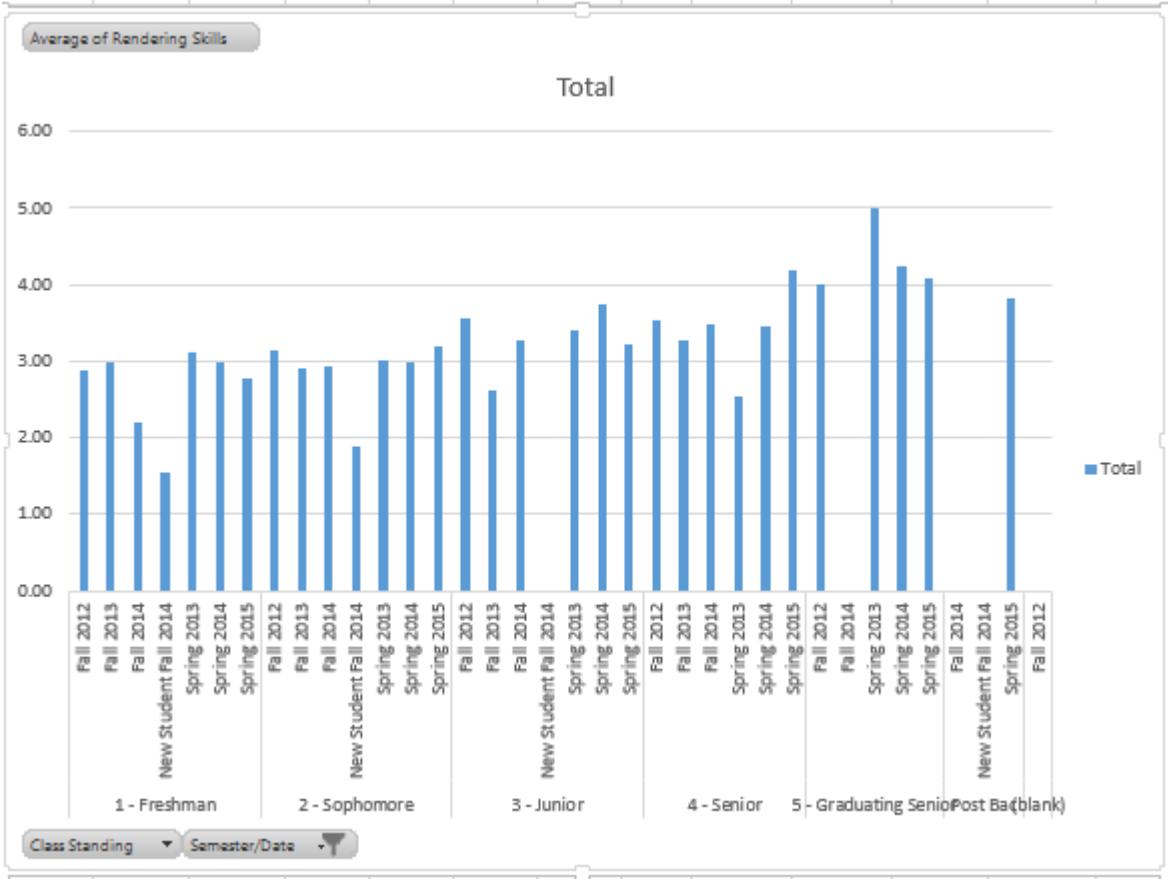


## Rendering Skills

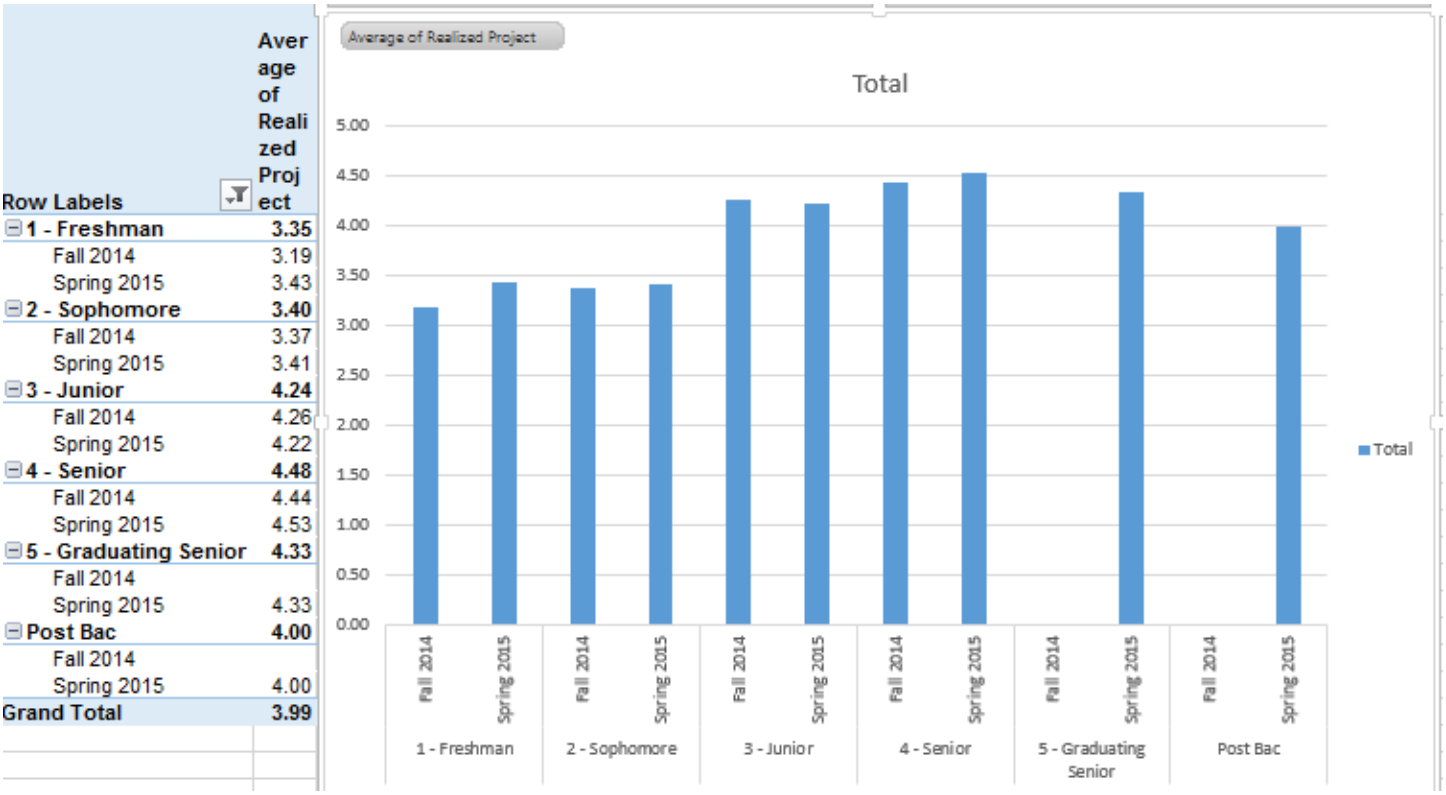
| Row Labels | Average of Rendering Skills |
|---|---|
| 1 - Freshman | 2.42 |
| Fall 2014 | 2.20 |
| Spring 2015 | 2.78 |
| 2 - Sophomore | 3.07 |
| Fall 2014 | 2.93 |
| Spring 2015 | 3.19 |
| 3 - Junior | 3.25 |
| Fall 2014 | 3.28 |
| Spring 2015 | 3.23 |
| 4 - Senior | 3.75 |
| Fall 2014 | 3.47 |
| Spring 2015 | 4.18 |
| 5 - Graduating Senior | 4.07 |
| Fall 2014 | |
| Spring 2015 | 4.07 |
| Post Bac | 3.83 |
| Fall 2014 | |
| Spring 2015 | 3.83 |
| Grand Total | 3.19 |

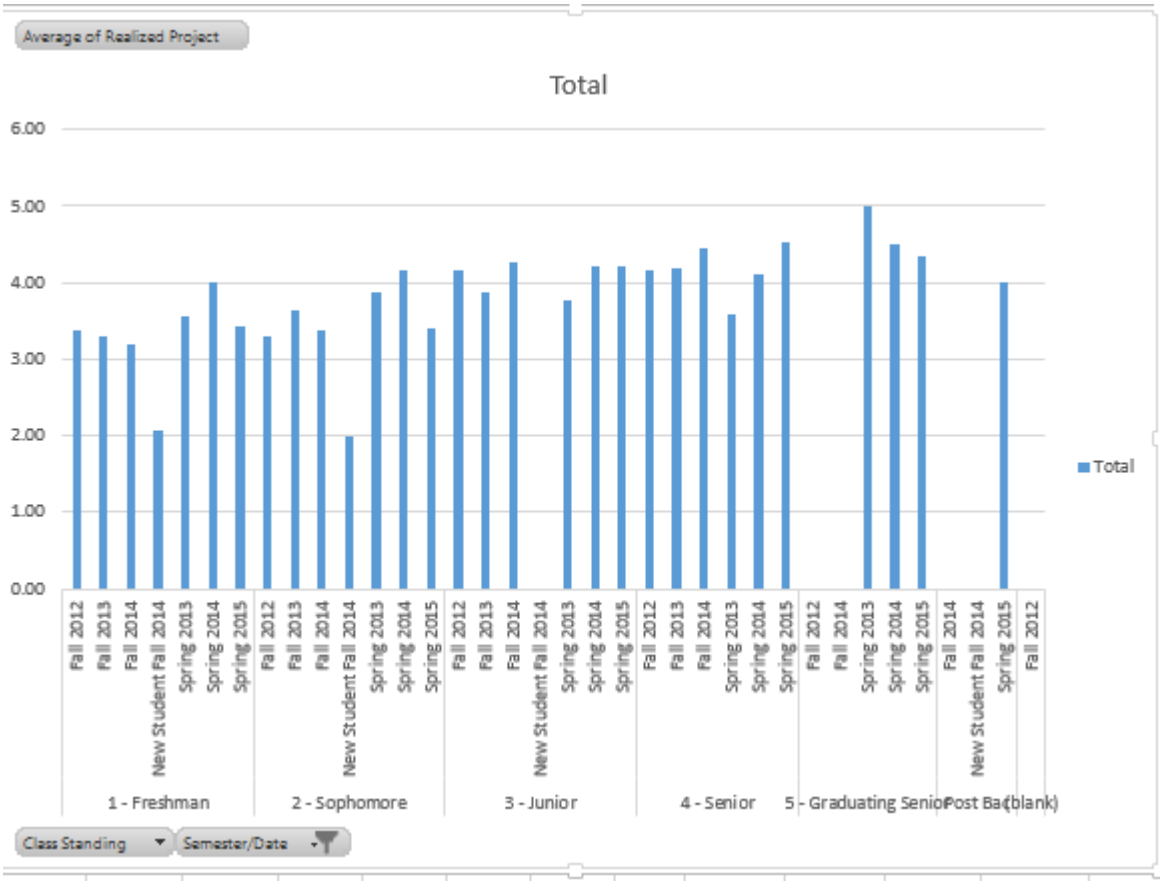


## Realized Design Project

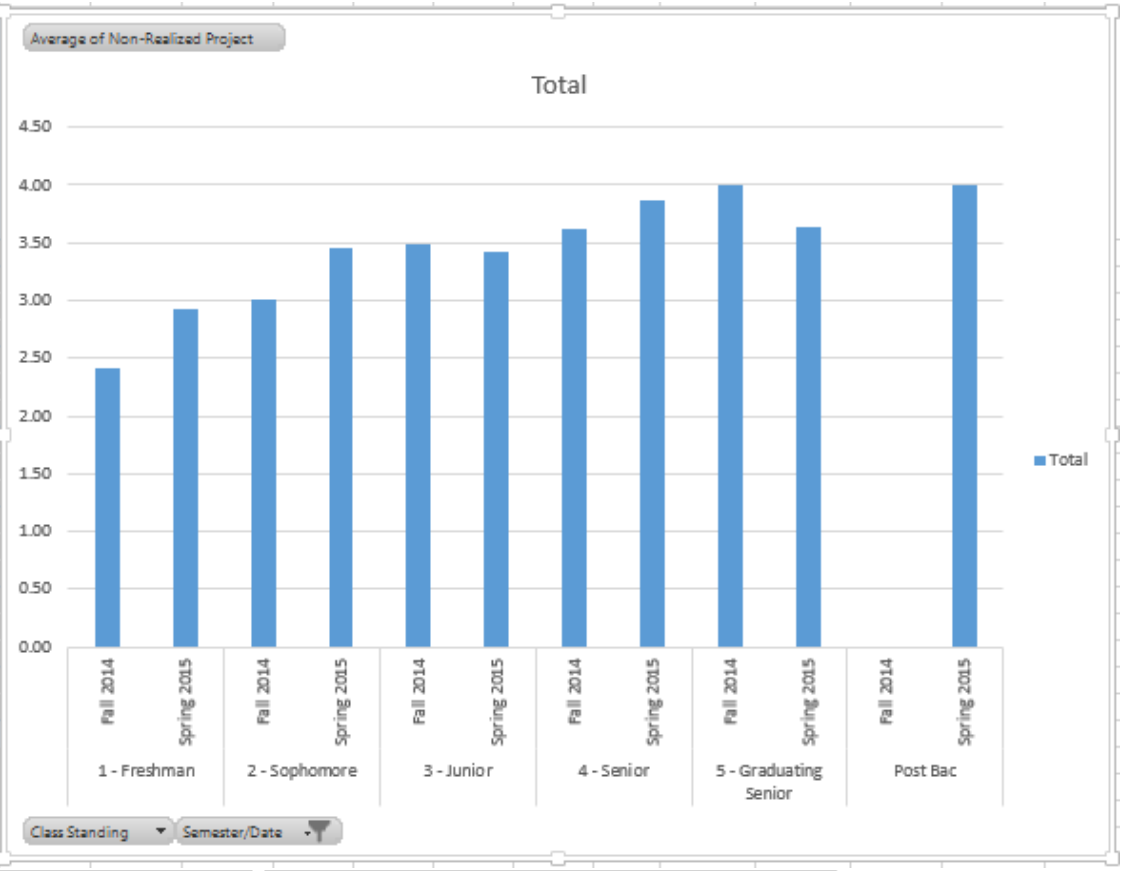
| Row Labels | Average of Realized Project |
|---|---|
| 1 - Freshman | 3.35 |
| Fall 2014 | 3.19 |
| Spring 2015 | 3.43 |
| 2 - Sophomore | 3.40 |
| Fall 2014 | 3.37 |
| Spring 2015 | 3.41 |
| 3 - Junior | 4.24 |
| Fall 2014 | 4.26 |
| Spring 2015 | 4.22 |
| 4 - Senior | 4.48 |
| Fall 2014 | 4.44 |
| Spring 2015 | 4.53 |
| 5 - Graduating Senior | 4.33 |
| Fall 2014 | |
| Spring 2015 | 4.33 |
| Post Bac | 4.00 |
| Fall 2014 | |
| Spring 2015 | 4.00 |
| Grand Total | 3.99 |

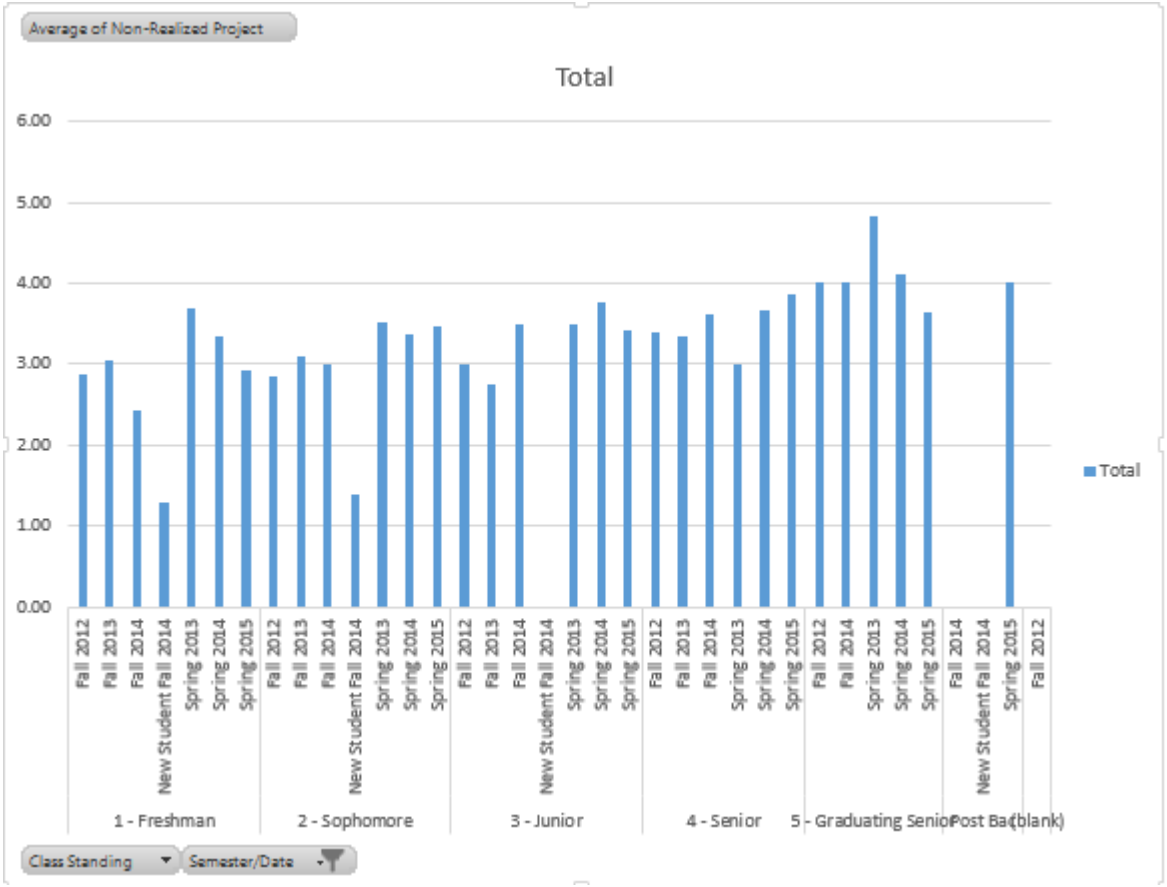


## Non-Realized Design Project

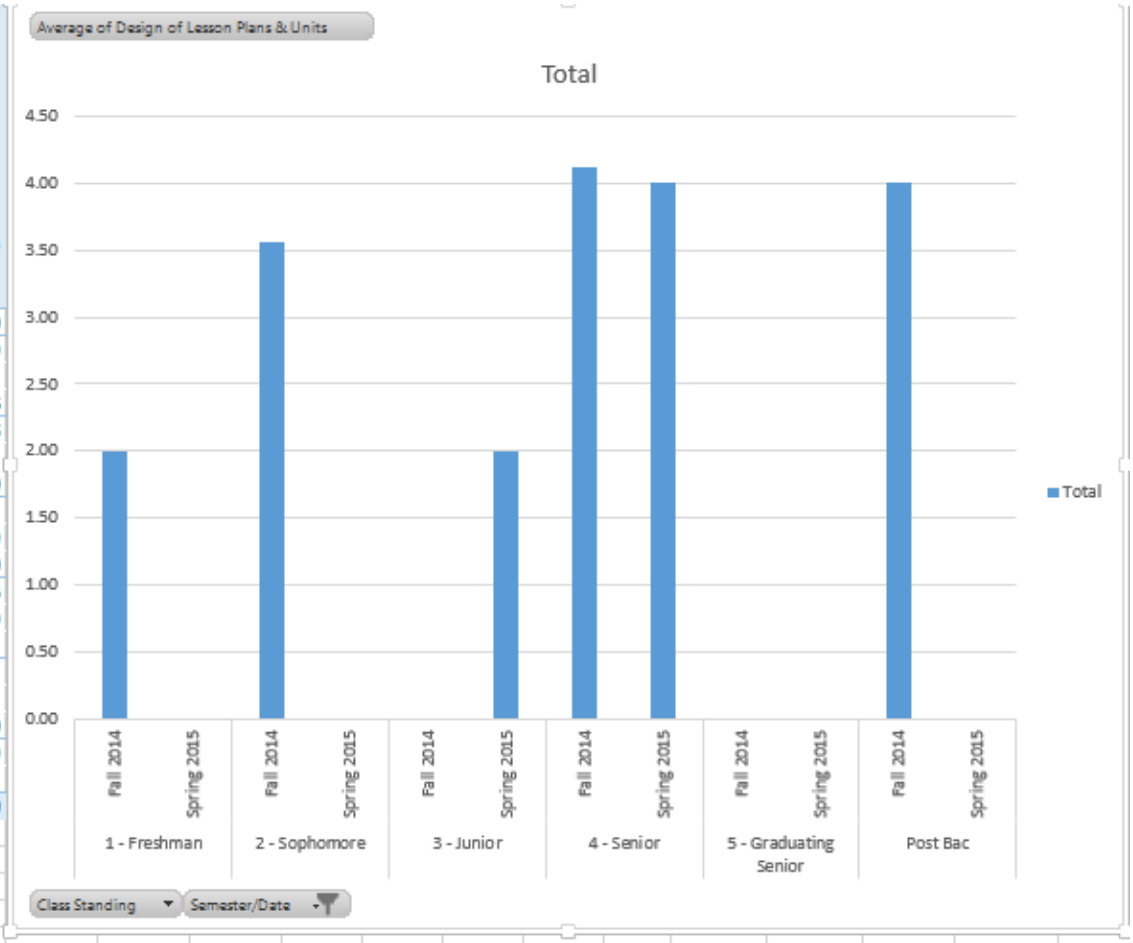
| Row Labels | Average of Non-Realized Project |
|---|---|
| 1 - Freshman | 2.60 |
| Fall 2014 | 2.42 |
| Spring 2015 | 2.93 |
| 2 - Sophomore | 3.25 |
| Fall 2014 | 3.00 |
| Spring 2015 | 3.46 |
| 3 - Junior | 3.46 |
| Fall 2014 | 3.49 |
| Spring 2015 | 3.42 |
| 4 - Senior | 3.67 |
| Fall 2014 | 3.61 |
| Spring 2015 | 3.87 |
| 5 - Graduating Senior | 3.67 |
| Fall 2014 | 4.00 |
| Spring 2015 | 3.64 |
| Post Bac | 4.00 |
| Fall 2014 | |
| Spring 2015 | 4.00 |
| Grand Total | 3.25 |

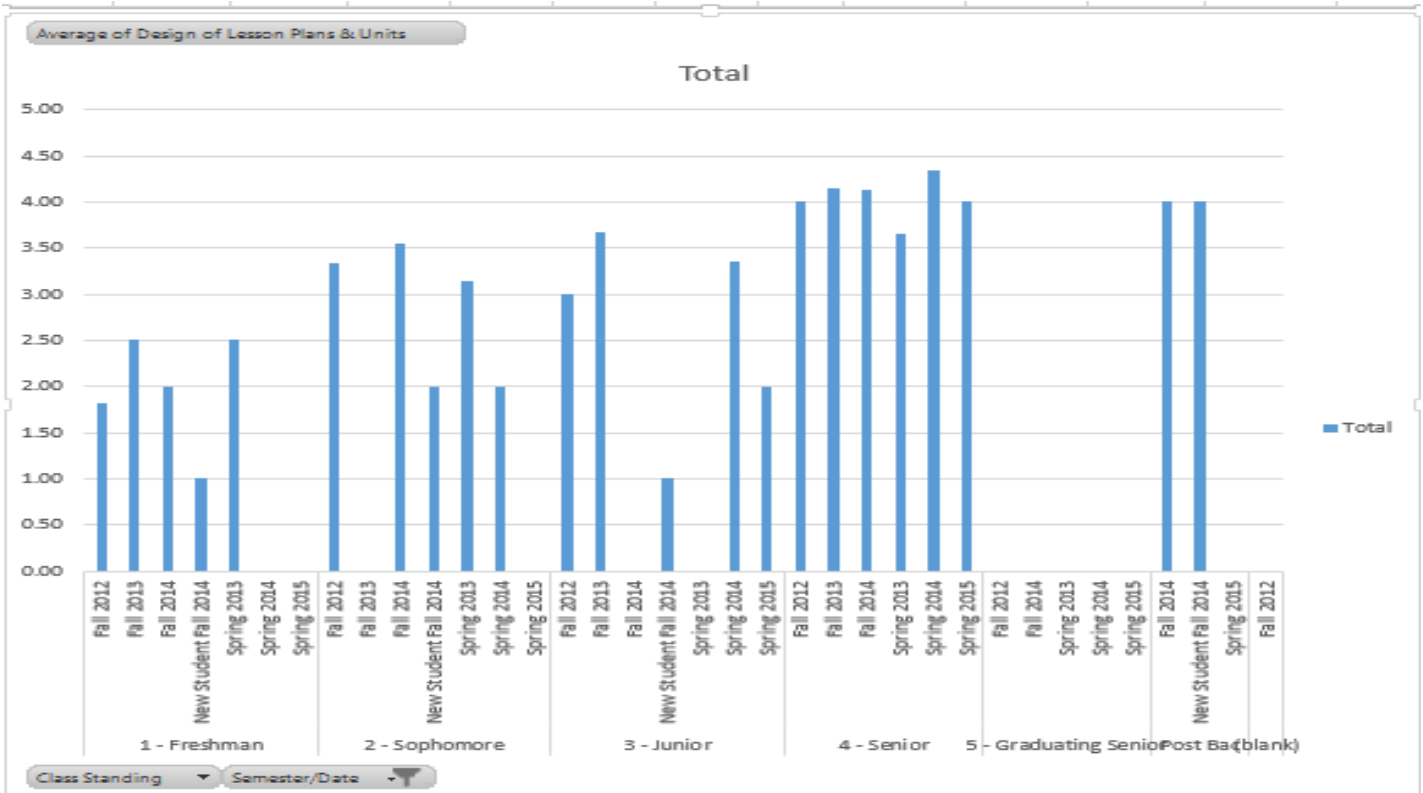


## Design of Lesson Plan & Units

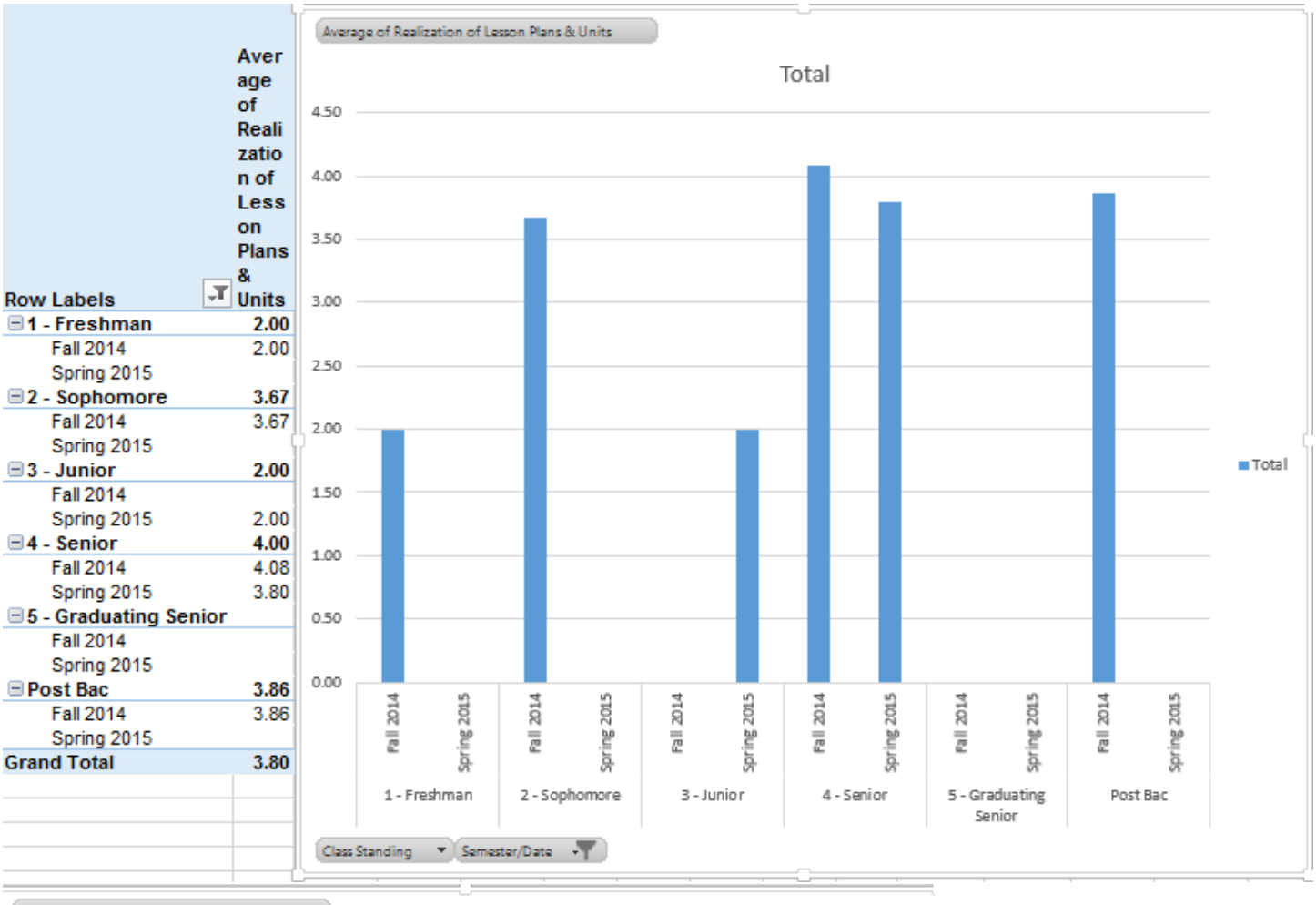
| Row Labels | Average of Design of Lesson Plans & Units |
|---|---|
| 1 - Freshman | 2.00 |
| Fall 2014 | 2.00 |
| Spring 2015 | |
| 2 - Sophomore | 3.56 |
| Fall 2014 | 3.56 |
| Spring 2015 | |
| 3 - Junior | 2.00 |
| Fall 2014 | |
| Spring 2015 | 2.00 |
| 4 - Senior | 4.10 |
| Fall 2014 | 4.13 |
| Spring 2015 | 4.00 |
| 5 - Graduating Senior | |
| Fall 2014 | |
| Spring 2015 | |
| Post Bac | 4.00 |
| Fall 2014 | 4.00 |
| Spring 2015 | |
| Grand Total | 3.89 |

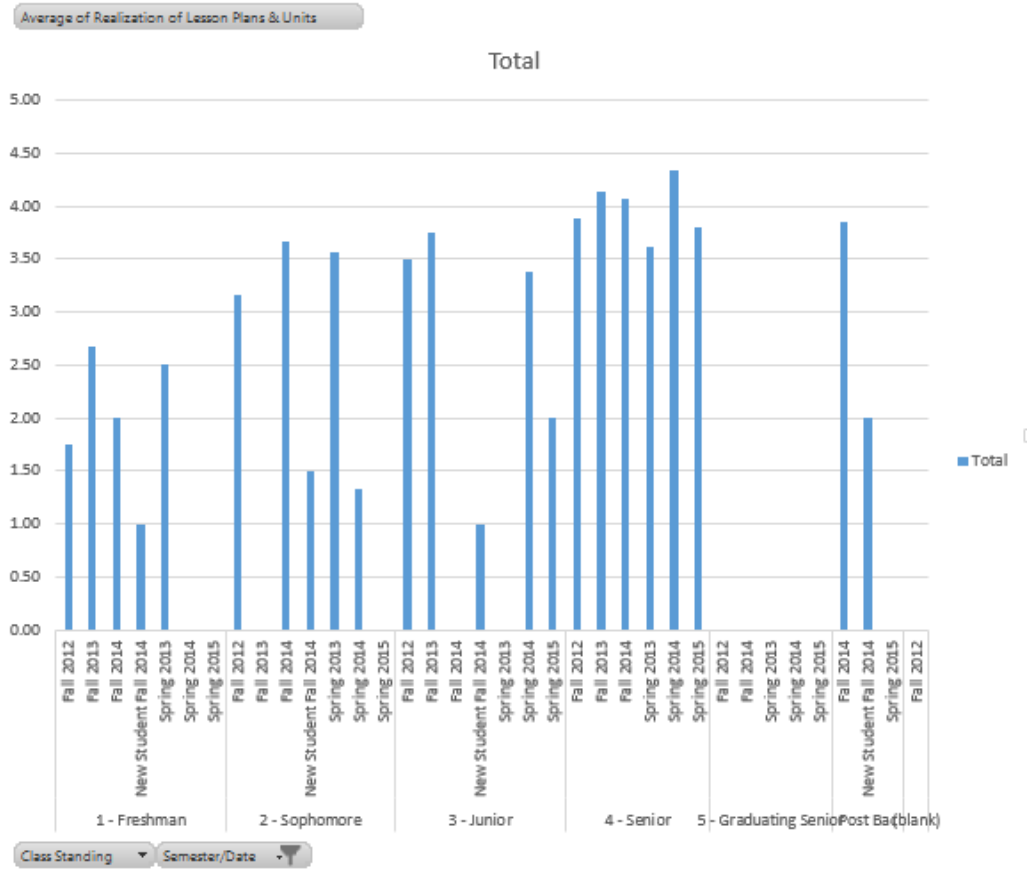


## Realization of Lesson Plan & Units

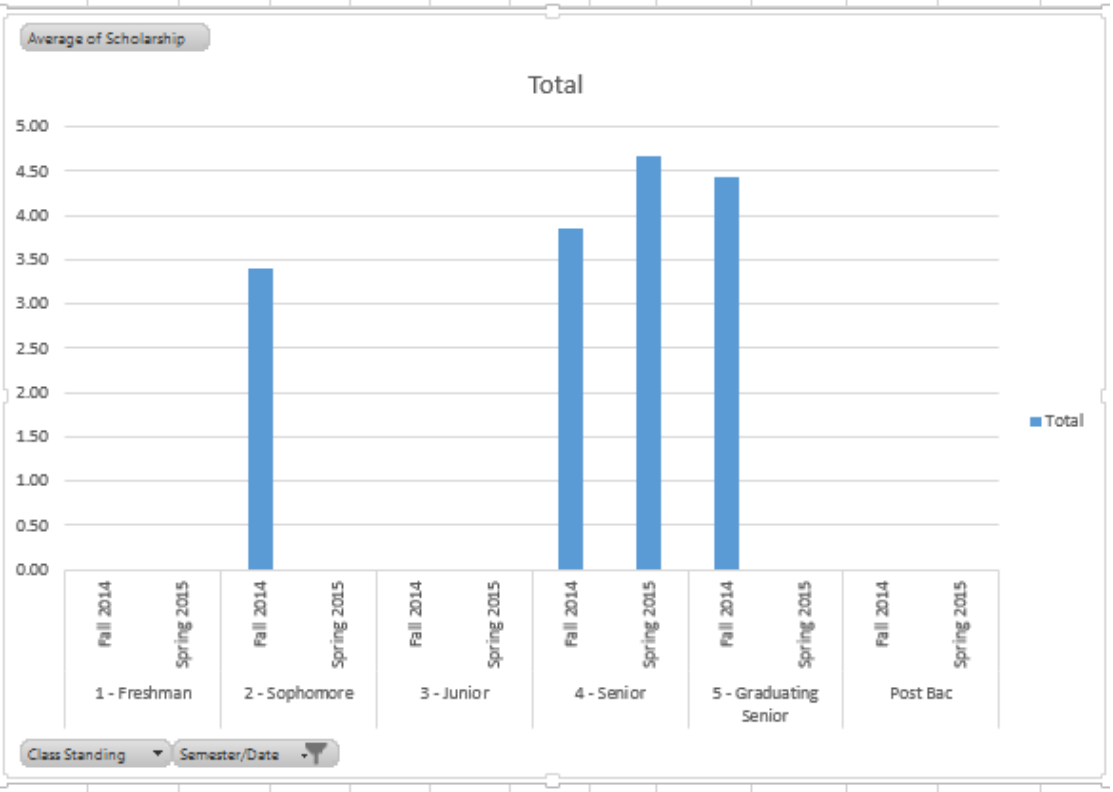
| Row Labels | Average of Realization of Lesson Plans & Units |
|---|---|
| 1 - Freshman | 2.00 |
| Fall 2014 | 2.00 |
| Spring 2015 | |
| 2 - Sophomore | 3.67 |
| Fall 2014 | 3.67 |
| Spring 2015 | |
| 3 - Junior | 2.00 |
| Fall 2014 | |
| Spring 2015 | 2.00 |
| 4 - Senior | 4.00 |
| Fall 2014 | 4.08 |
| Spring 2015 | 3.80 |
| 5 - Graduating Senior | |
| Fall 2014 | |
| Spring 2015 | |
| Post Bac | 3.86 |
| Fall 2014 | 3.86 |
| Spring 2015 | |
| Grand Total | 3.80 |

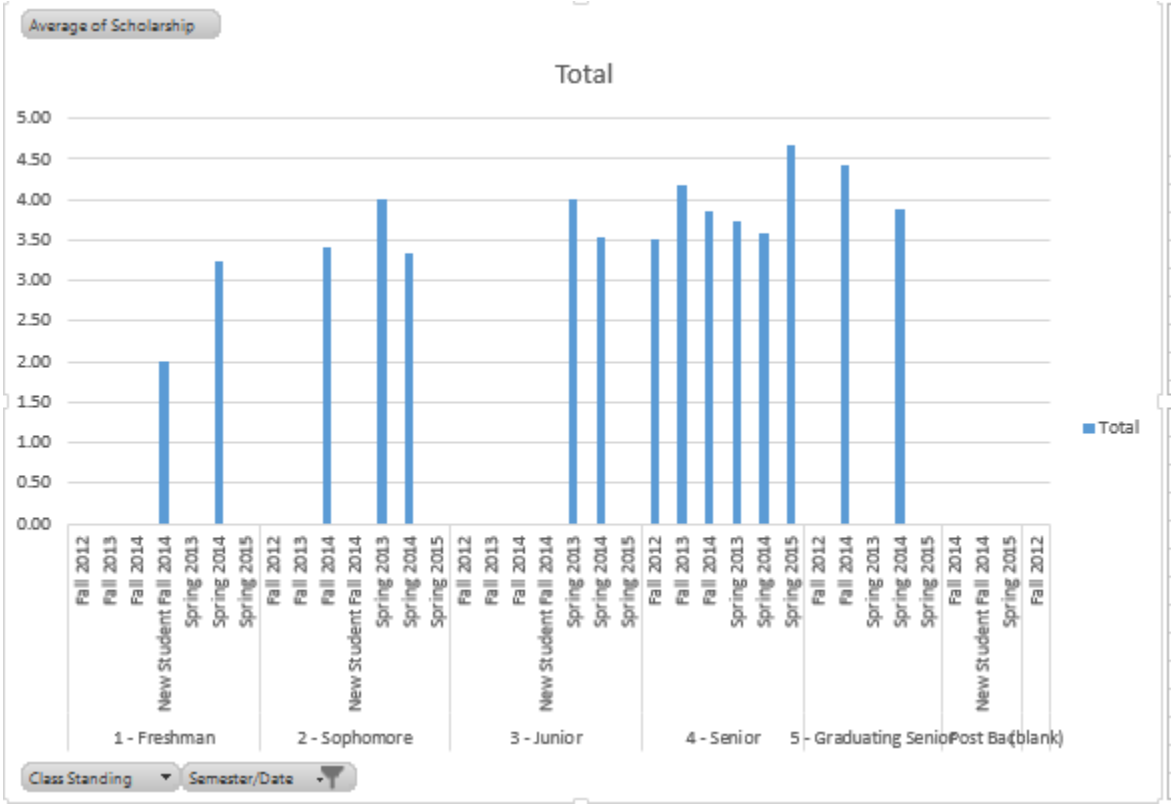


## Scholarship

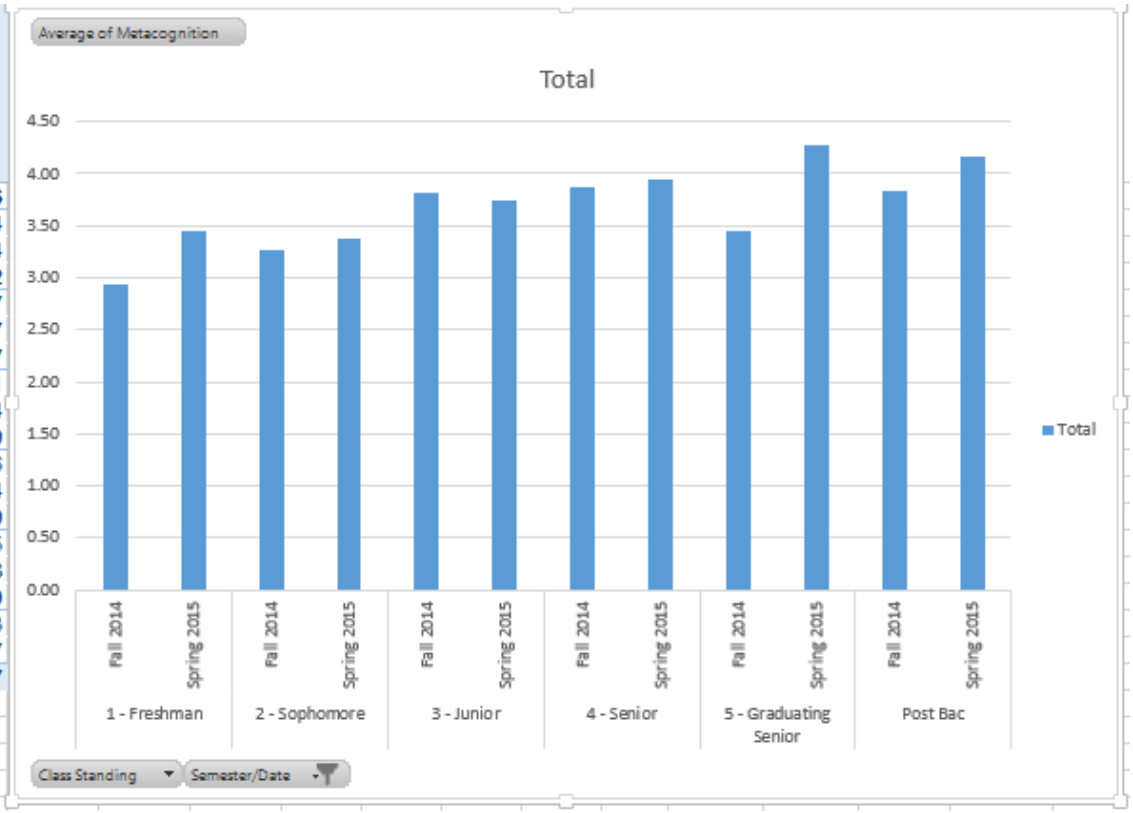
| Row Labels | Average of Scholarship |
|---|---|
| 1 - Freshman | |
| Fall 2014 | |
| Spring 2015 | |
| 2 - Sophomore | 3.40 |
| Fall 2014 | 3.40 |
| Spring 2015 | |
| 3 - Junior | |
| Fall 2014 | |
| Spring 2015 | |
| 4 - Senior | 4.37 |
| Fall 2014 | 3.86 |
| Spring 2015 | 4.67 |
| 5 - Graduating Senior | 4.43 |
| Fall 2014 | 4.43 |
| Spring 2015 | |
| Post Bac | |
| Fall 2014 | |
| Spring 2015 | |
| Grand Total | 4.23 |

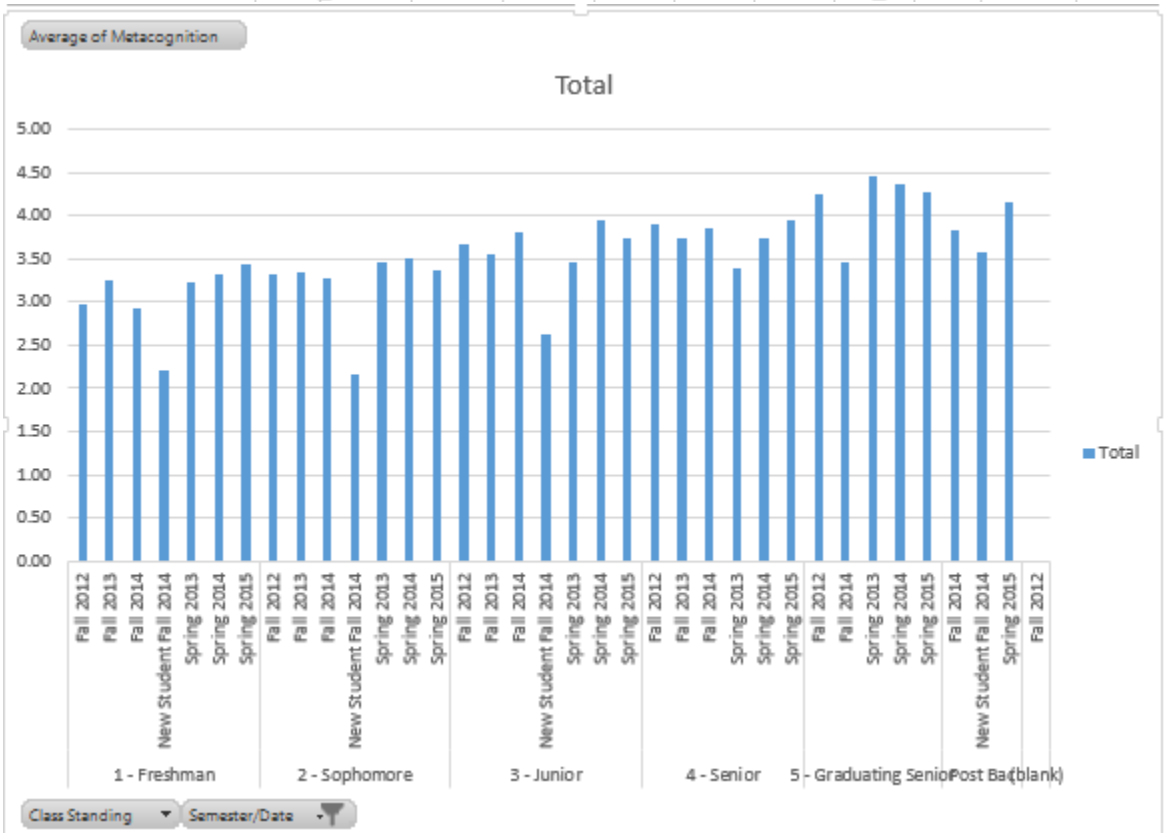


## Metacognition

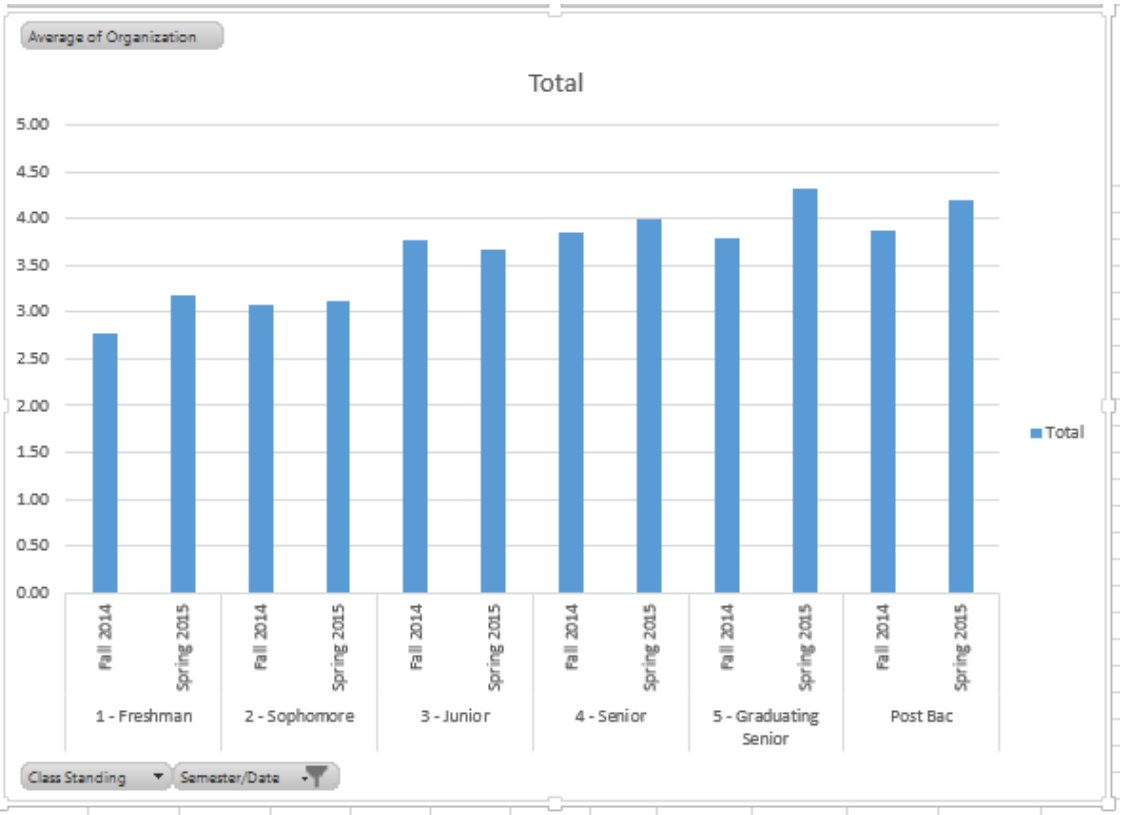
| Row Labels | Average of Metacognition |
|---|---|
| 1 - Freshman | 3.16 |
| Fall 2014 | 2.94 |
| Spring 2015 | 3.44 |
| 2 - Sophomore | 3.32 |
| Fall 2014 | 3.27 |
| Spring 2015 | 3.37 |
| 3 - Junior | 3.77 |
| Fall 2014 | 3.81 |
| Spring 2015 | 3.74 |
| 4 - Senior | 3.89 |
| Fall 2014 | 3.86 |
| Spring 2015 | 3.94 |
| 5 - Graduating Senior | 4.09 |
| Fall 2014 | 3.45 |
| Spring 2015 | 4.28 |
| Post Bac | 4.00 |
| Fall 2014 | 3.83 |
| Spring 2015 | 4.17 |
| Grand Total | 3.57 |

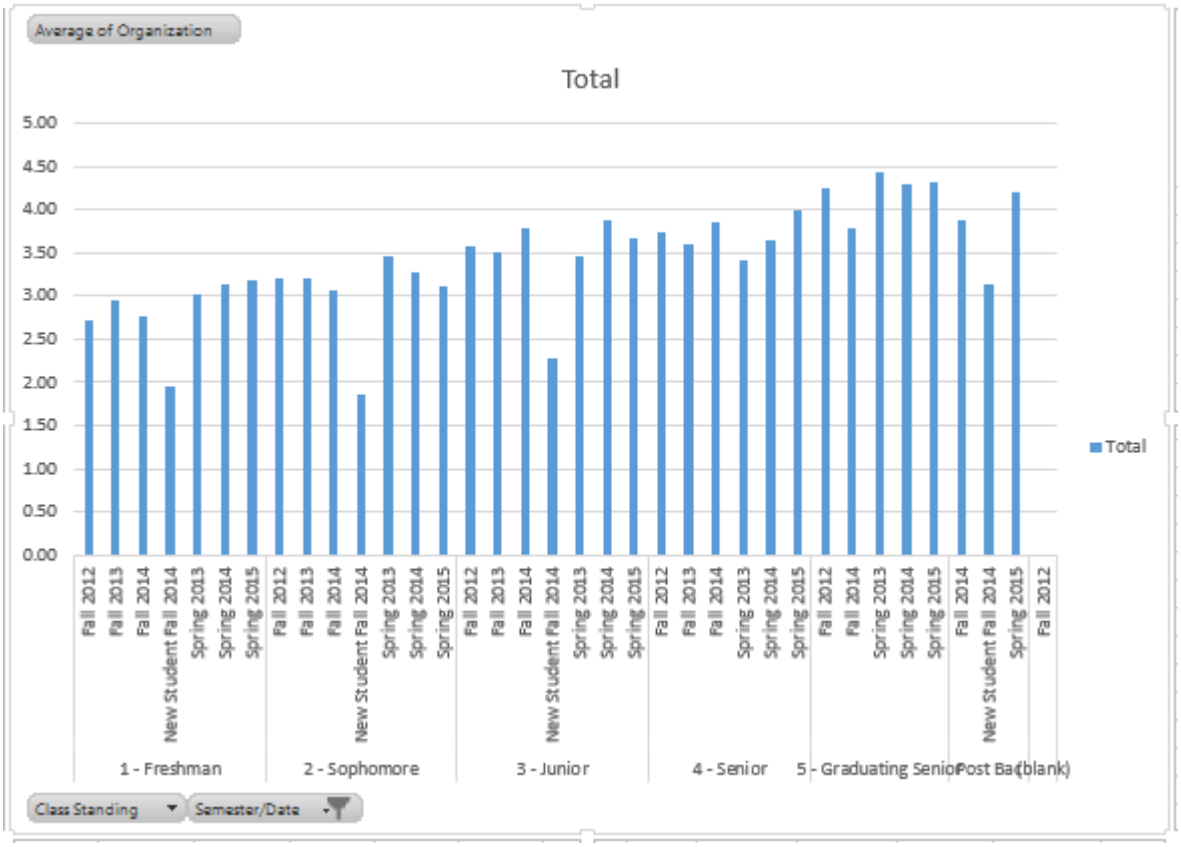


## Organization

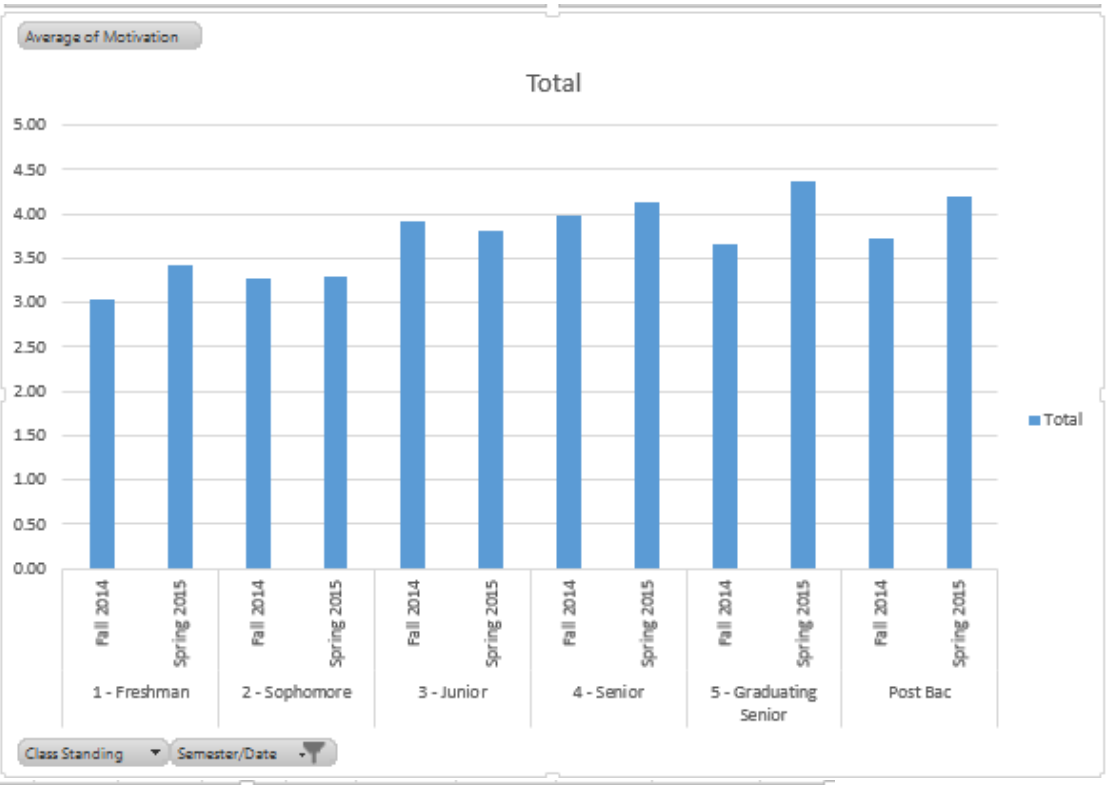
| Row Labels | Average of Organization |
|---|---|
| 1 - Freshman | 2.93 |
| Fall 2014 | 2.77 |
| Spring 2015 | 3.17 |
| 2 - Sophomore | 3.09 |
| Fall 2014 | 3.07 |
| Spring 2015 | 3.12 |
| 3 - Junior | 3.72 |
| Fall 2014 | 3.78 |
| Spring 2015 | 3.66 |
| 4 - Senior | 3.90 |
| Fall 2014 | 3.85 |
| Spring 2015 | 3.99 |
| 5 - Graduating Senior | 4.18 |
| Fall 2014 | 3.78 |
| Spring 2015 | 4.31 |
| Post Bac | 4.00 |
| Fall 2014 | 3.88 |
| Spring 2015 | 4.20 |
| Grand Total | 3.46 |

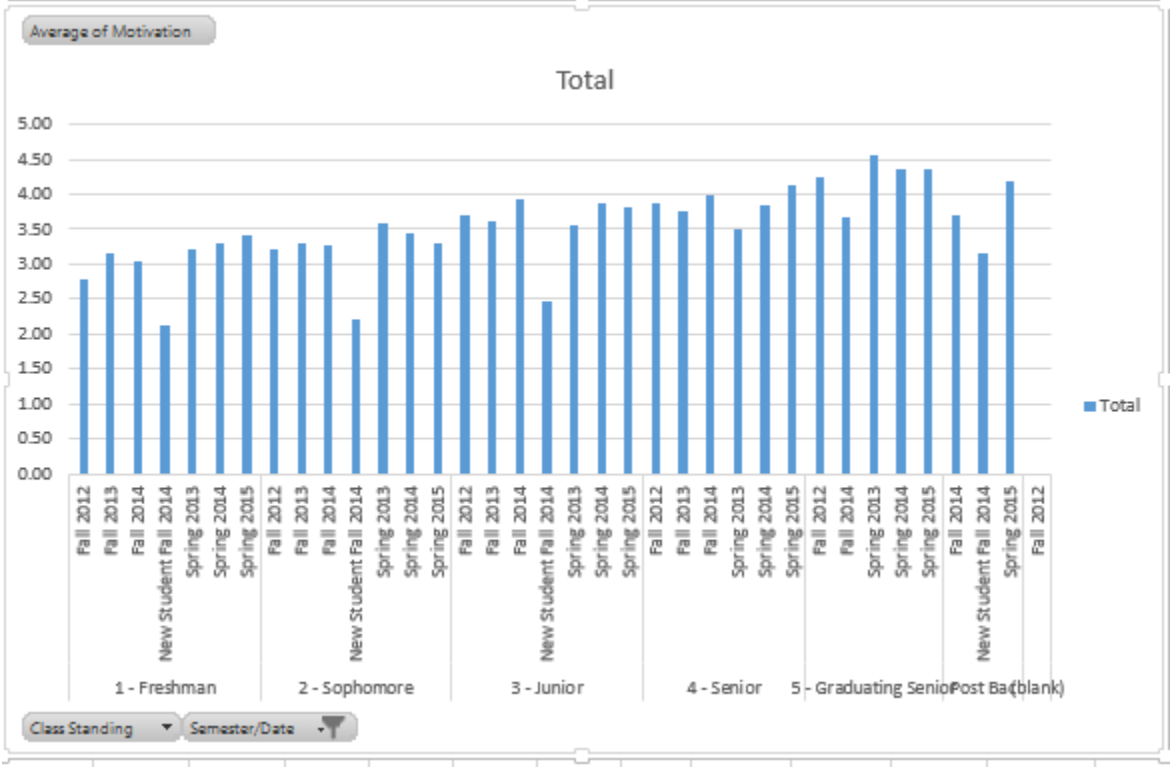


## Motivation

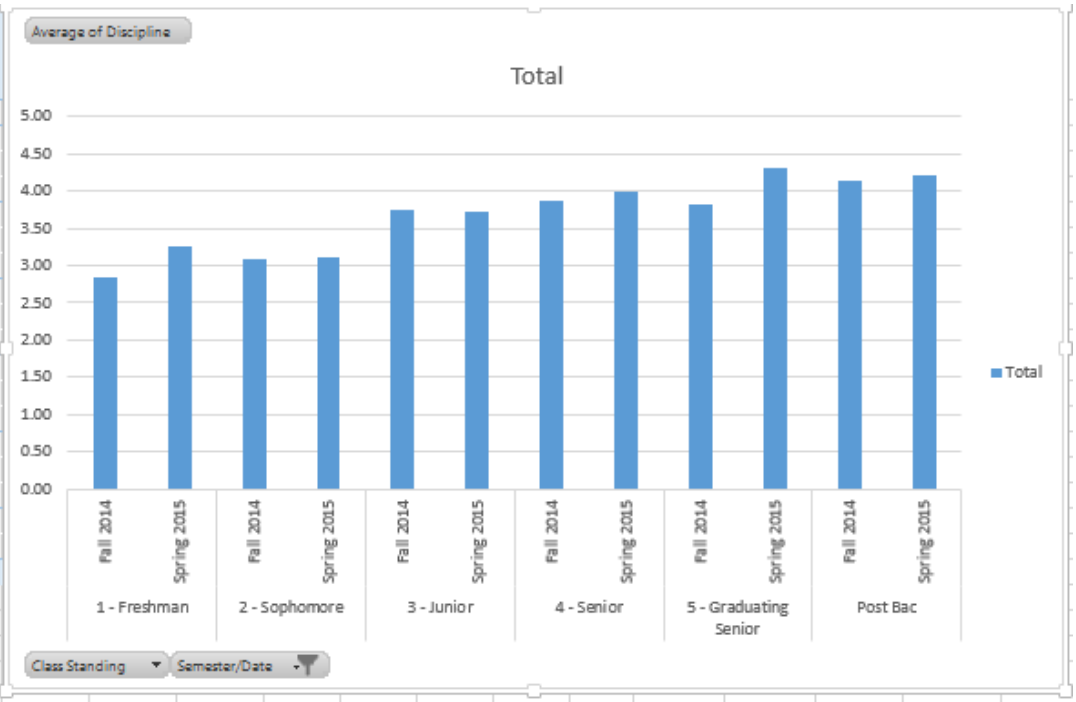
| Row Labels | Average of Motivation |
|---|---|
| 1 - Freshman | 3.19 |
| Fall 2014 | 3.05 |
| Spring 2015 | 3.42 |
| 2 - Sophomore | 3.29 |
| Fall 2014 | 3.28 |
| Spring 2015 | 3.30 |
| 3 - Junior | 3.86 |
| Fall 2014 | 3.93 |
| Spring 2015 | 3.81 |
| 4 - Senior | 4.04 |
| Fall 2014 | 3.99 |
| Spring 2015 | 4.14 |
| 5 - Graduating Senior | 4.20 |
| Fall 2014 | 3.67 |
| Spring 2015 | 4.36 |
| Post Bac | 3.92 |
| Fall 2014 | 3.71 |
| Spring 2015 | 4.20 |
| Grand Total | 3.63 |

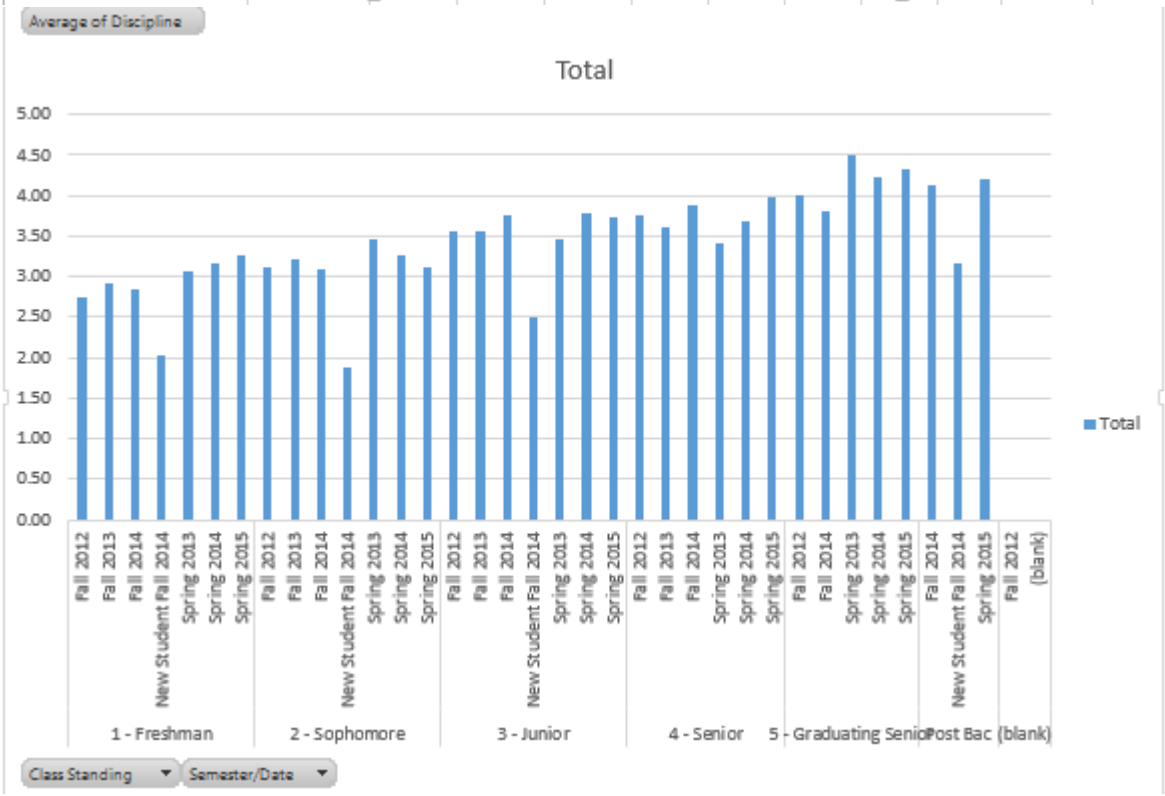


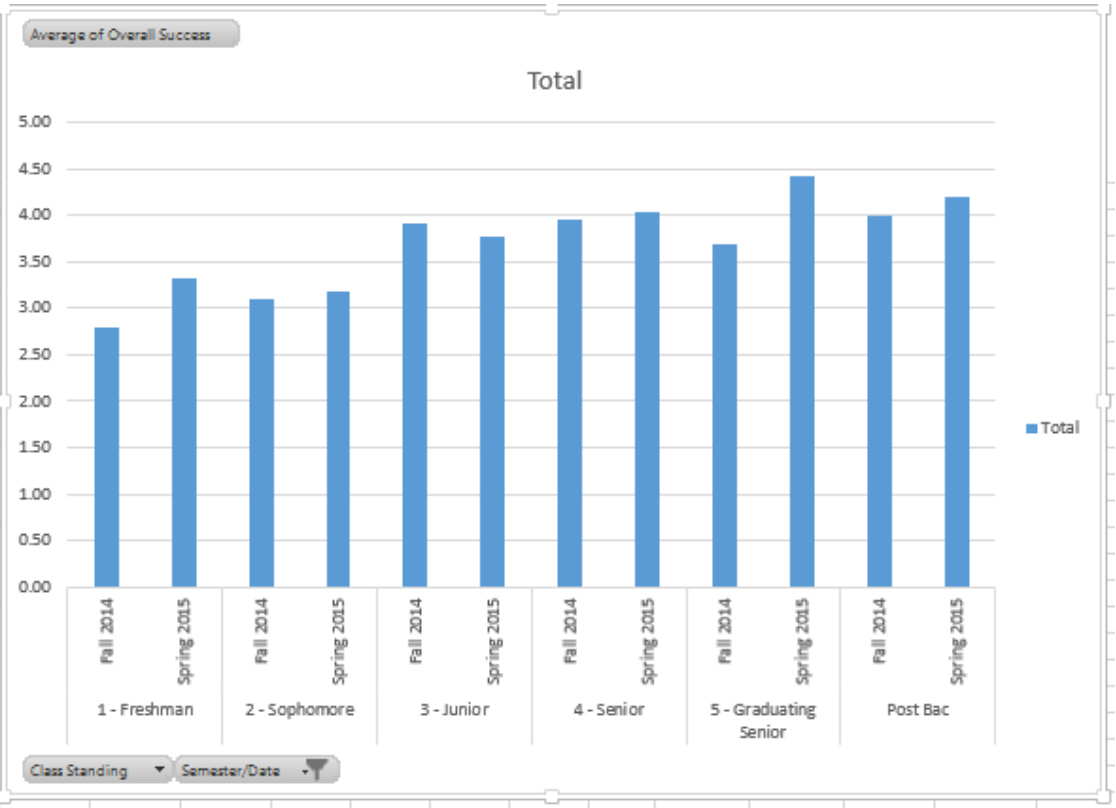
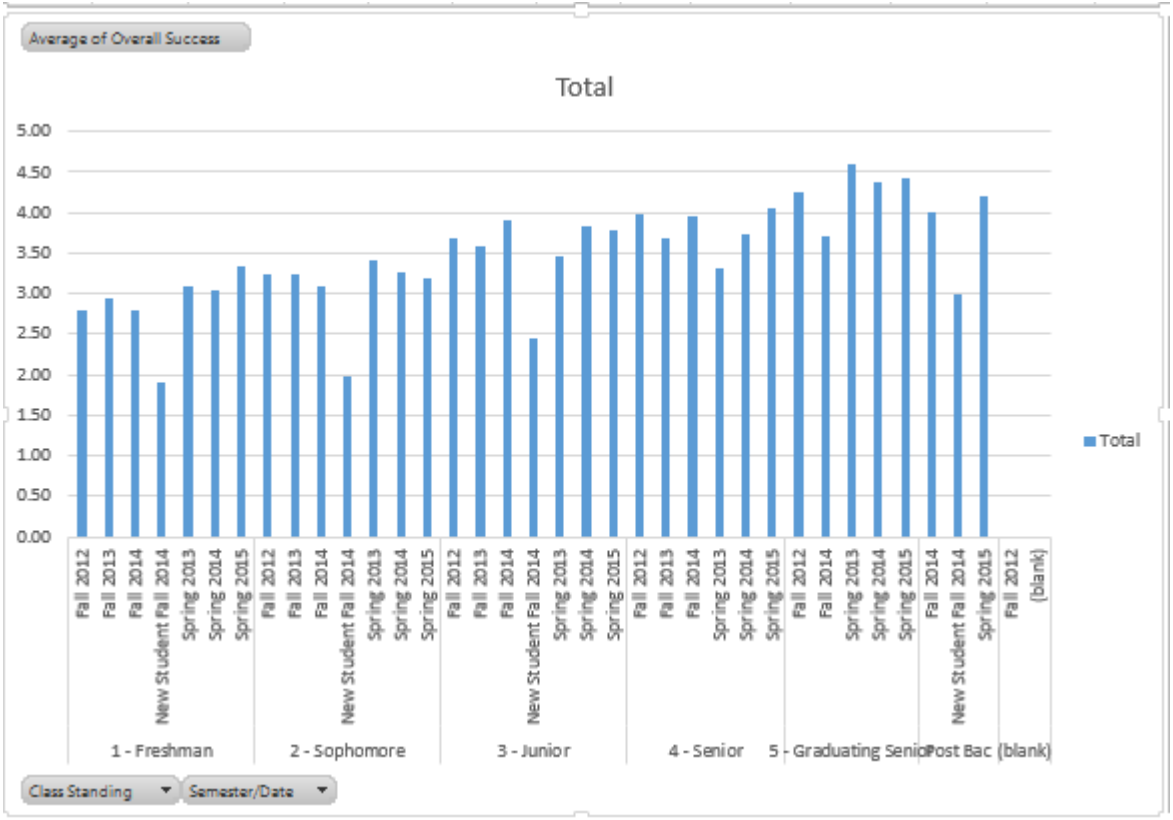



## Discipline

| Row Labels | Average of Discipline |
|---|---|
| 1 - Freshman | 3.02 |
| Fall 2014 | 2.85 |
| Spring 2015 | 3.27 |
| 2 - Sophomore | 3.09 |
| Fall 2014 | 3.08 |
| Spring 2015 | 3.11 |
| 3 - Junior | 3.74 |
| Fall 2014 | 3.76 |
| Spring 2015 | 3.73 |
| 4 - Senior | 3.91 |
| Fall 2014 | 3.88 |
| Spring 2015 | 3.99 |
| 5 - Graduating Senior | 4.20 |
| Fall 2014 | 3.81 |
| Spring 2015 | 4.31 |
| Post Bac | 4.15 |
| Fall 2014 | 4.13 |
| Spring 2015 | 4.20 |
| Grand Total | 3.50 |



## Overall Success

| Row Labels | Average of Overall Success |
|---|---|
| 1 - Freshman | 3.03 |
| Fall 2014 | 2.80 |
| Spring 2015 | 3.33 |
| 2 - Sophomore | 3.13 |
| Fall 2014 | 3.09 |
| Spring 2015 | 3.18 |
| 3 - Junior | 3.83 |
| Fall 2014 | 3.92 |
| Spring 2015 | 3.77 |
| 4 - Senior | 3.99 |
| Fall 2014 | 3.96 |
| Spring 2015 | 4.04 |
| 5 - Graduating Senior | 4.25 |
| Fall 2014 | 3.70 |
| Spring 2015 | 4.42 |
| Post Bac | 4.08 |
| Fall 2014 | 4.00 |
| Spring 2015 | 4.20 |
| Grand Total | 3.55 |