

AY19 Program Learning Outcome (PLO) Assessment: Civic Engagement

THEATRE ARTS

Assessment Type: Academic Program Year/Term: AY19 Level: THEA 349 Learning Outcome: Program Learning Outcomes (PLOs) Assessment Method/Tool: Program Civic Engagement Rubric Measurement Scale: 3-1 Sample Size: 11					
	Proficient	Competent		Developing	
	(# of students)	(# of students)		(# of students)	
Rehearses, performs, or supports a wide range of plays.	9 82%	2 18%	0 0%	0 0%	0 0%
Negotiates a variety of discourses and personalities to help create a common theatrical goal.	9 82%	2 18%	0 0%	0 0%	0 0%
Engages in meaningful, effective performance or support for a wide variety of audiences.	11 100%	0 0%	0 0%	0 0%	0 0%
Means		88%		18%	0%
Mean scoring 2 or 3					100%

Benchmark: **100%** Institutional benchmark median percentage of students meeting “Proficient” or “Adequate” levels

Median % Achieving Benchmark: **100%** Median percentage of students meeting “Adequate” or “Proficient” levels

Closing the Loop Statement

Students did well in this assessment, reaching the benchmark of 100% scoring a 2 or 3. The 2 students scoring a 2 in criteria 1 & 2 were different each time. That is, it was not the same two students scoring 2s and the reason for a dip in class preparation usually was related to the students' personal exigencies. By the upper division coursework, THEA majors and minors are almost always committed to performing and are used to working together for a professional performance, taking into account audience needs. Indeed, this combination of performance and audience appeal is at the heart of the discipline. Our students live for performance and throw their hearts into the work, so it is not surprising that they do well. Of course, it helps to have a relatively small class, where the faculty can offer intensive personal attention to performance qualities, working for a common theatrical goal and audience appeal.

Action Plan (Academic Program)

In the future, it will be important to avoid scheduling this course in Advanced Musical Performance during the term when the program presents its annual musical. There is simply too much for the students and faculty to do in organizing the musical to give as much attention to THEA 349 as we would like to.

Action Plan (Office of the Vice Provost for Academic Quality)

THEA's programmatic approach to Civic Engagement should be used as a model for all programs in terms of effective assignment design and sequencing of steps, with a clear, insightful, reflective analysis of results. This assessment demonstrated Theatre's commitment to Civic Engagement, as it should since that commitment is central to its mission.

As noted in the program's AY19 THEA 406 assessment, the AY20 THEA Civic Engagement Improvement Plan should focus on improvements in defining expectations and requirements by naming them specifically and assessing the capstone again to see if there is any effect from clearer articulations for civic engagement. It appears the program looks forward to clarifying capstone expectations for community engagement so that all students and projects are fully served and improving student mastery of the program's civic engagement outcomes criteria at the capstone level. Those clarifications should be built into all the THEA courses, including THEA 349, where there did not seem to be a problem with expectations. Nonetheless, reinforcing those expectations throughout the curriculum should help prepare THEA majors for the capstone. The AY20 CE Improvement Plan should report on the results of these efforts and provide data on a course where the improvements have been operationalized.